

EMPLOYEE PERFORMANCE APPRAISAL
AT THE TEACHERS' SERVICE COMMISSION

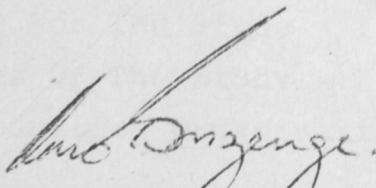
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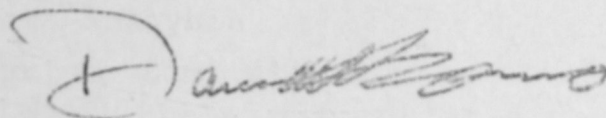
This project is my original work and has not been presented for a degree in any other University.



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C A N D I D A T E

This project has been submitted for Examination with my approval as University Supervisor



DR. N. D. NZOMO

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A B S T R A C T

The purposes of this study were three-fold. First, it was intended to study the present employee performance appraisal system in the Teachers' Service Commission in order to identify its strengths and weaknesses. Second, the study was to find out if the appraisal system serves its purpose. Lastly, the opinions and attitudes of employees were measured as regards (a) the appraisal system, (b) the organization, (c) supervisors, and (d) coworkers.

The study was based on the Nairobi office of Teachers' Service Commission. Seven chief executive officers were interviewed in addition to two of their superiors. A self-administered questionnaire was filled by fifty four employees of the Commission.

Analysis of the data collected in the study led to four major conclusions as follows:-

- (i) Because of its confidential nature, the present appraisal system does not provide feedback to employees and therefore lacks in employee motivation and development.
- (ii) The appraisal system serves its purpose in

(vii)

supporting decisions to renew contracts but does not adequately support decisions on promotions.

- (iii) There is widespread lack of satisfaction with the appraisal system because employees believe that the standards used to evaluate performance have neither been clear nor administered fairly and accurately.
- (iv) While employees were found to have a relatively low trust in the Commission's leadership, confidence and trust in immediate supervisors and co-workers was found to be high. Psychological commitment to the Commission was also found to be high.
- (v) The opinions and attitudes of appraisers and appraisees toward the present appraisal system were found to be almost identical.

A C K N O W L E D G E M E N T S

There are undoubtedly many people who helped me in this work, directly or indirectly. But my first debt that I must acknowledge goes to Dr. N. D. Nzomo, my Supervisor. This project could hardly have been written to this standard without his active ideas, remarks and encouragement.

My second debt goes to the Directorate of Personnel Management, Office of the President, for their sponsorship, and to my employer, Teachers' Service Commission for granting me two years study leave.

I should like also to thank, first my colleagues at the Commission who spared their time to provide information for the study, and secondly, to all those employees of the Commission who took part in the study.

Finally, special mention should be made to Mrs. F. Mzenge for bringing order into the first drafts and for Miss E. Mwapagha for patiently typing the work to its present form.

CHAPTER I

INTRODUCTION

1. Rationale For The Study

(a) Current Management Difficulties

There are a number of issues touching on the management of the Teachers' Service Commission which have caught public attention. These issues have been highlighted either in our local dailies or in the reports of the proceedings of Kenya National Assembly. The following paragraphs give a few examples of these issues, beginning with reports in our local press.

On 8th March, 1982, the Minister for Basic Education surprised the nation when he informed a press conference in his office that, either by design or by default, the Commission had paid Shs. 71 million to 4,583 bogus or non-existent teachers throughout the Republic. This discovery was made after a head-count of all primary school teachers was ordered following numerous public complaints.¹ According to the Daily Nation, "the Minister said that some of the non-existent teachers died long ago" and that:

¹The Minister did not elaborate on the nature of the public complaints.

..... the Shs. 71 million loss was a shame to the nation and that money stolen could have been used to build more schools or buy much needed equipment.²

Allied to the issue of payment of salaries to non-existent teachers is the problem of delays in paying salaries to the existing teachers. In its column "Letters to the editor", "The Standard" of 14th July, 1982 carried a letter from a member of the public from Siaya District who complained that teachers' salaries arrive late every month. The reader went on to complain that "for this reason our children are left alone for days because teachers are always at the District's Education Office checking their salaries."³

The above problem seems to afflict teachers in all corners of the Republic. A news item on the same problem appeared in the now defunct "Nairobi Times" issue of 14th September, 1982. According to this news item attributed to the Kenya News Agency, teachers in Tana River District had complained to the Teachers' Service Commission over the delay in their salaries. Kenya News Agency went on to state that "... the teachers claimed that they

²"Shs.71 Million Spent on Bogus Teachers," Daily Nation (March, 9, 1982), p.1

³"Late Salaries", The Standard (July, 14, 1982), p.6

received their salaries after the eighth day of the following month and others wasted time looking for their salaries."⁴

In addition to problems of delayed salaries, other complaints were raised touching on the administration of the salaries in the Commission. A teacher, writing in the mail box column of "Daily Nation", complained that despite the fact that the Commission was allowed to despatch to teachers their payslips only once in a quarter, teachers has to do without their payslips for more than six months. The teacher concludes by stating: "what this means is that we do not even know our monthly earnings"⁵

So much for the problems related to salary administration. On the problem of lack of teachers in some schools several letters have appeared in the reader's column of our local dailies. Two readers, one in Kitui and another in Busia, dispatched almost identical letters to the "Daily Nation" and "The Standard" respectively. The readers from Busia had this to write:-

I would like to comment on the lack of teachers in some government schools especially Busia District I wonder

⁴"We Get Our Pay Late - Teachers", The Nairobi Times (September 14, 1982) p.4

⁵"Payslips Are Delayed," Daily Nation (July 5, 1982) p.5

what is happening or is this the result of lack of qualified teachers, or is there any reason behind it?...⁶

All in all the researcher was able to identify sixteen complaints against the Commission carried on the pages of the local press in 1982. The majority of these complaints relate to management problems in the Teachers' Service Commission.

Once in a while questions have come up in the National Assembly touching on the efficiency of the Commission. The administration of teachers' salaries was a subject of a special parliamentary question raised in 1979 by Hon. Wafula Wabuge, member for Kitale West. He sought to know why salaries due to some five teachers since 1970 had not been paid. The Minister in his reply indicated that the five teachers were paid their dues by the Commission in 1979, nine years later.⁷

Shortage of teachers in various schools in the country was a subject of questions raised in the National Assembly. Representative are questions by Hon. Njagi Mbarire,⁸ member for Embu North, Hon. Gerald Masbayi,⁹

⁶"An SOS For Teachers", The Standard (November 30, 1982)p.6

⁷Republic of Kenya, National Assembly Official Report, Vol. XLIX (March/April 1979) pp. 1358 - 1361

⁸Republic of Kenya, National Assembly Official Report, Vol. XLIX (March/April 1979) pp. 958 - 959

⁹Ibid., p. 1074

member for Busia East and Hon. Kiragu Stephen,¹⁰ member for Kirinyaga South. For example, Hon. Kiragu had the following complaints regarding the staffing of Harambee Secondary Schools:

We were promised that teachers would be made available as soon as the buildings for (Harambee) schools were completed. Parents have now built these schools but it takes (up to) two years to have teachers made available ... the Ministry should honour its promise and give us teachers."¹¹

While all the complaints cited in the preceding paragraphs may not be wholly valid, they certainly indicate that the Commission has not lived up to the ideals for which it was created. Perhaps we can view these problems in perspective if we look at the stated objectives of the Commission.

(b) Functions of the Commission

Teachers' Service Commission, a body corporate was created in accordance with section 3 of the Teachers' Service Commission Act.¹² The functions of the Commission as stated in the Act are:-

- (a) To establish and keep a register of teachers
- (b) To establish and maintain a Teachers' Service

¹⁰ Republic of Kenya, National Assembly Official Report, Vol.LI (July/August 1979) p. 970

¹¹ Ibid., p. 970

¹² Republic of Kenya, Teachers' Service Commission Act, Cap.212, Government Printer, (Nairobi 1968)

adequate to the needs of public schools in Kenya;

- (c) And in order to effectively carry out the functions stated (b) above, the Commission has powers to:-
- (i) recruit and employ registered teachers, to assign teachers for service in any public school, to pay the remuneration of such teachers, and to terminate the employment of any such teacher.
 - (ii) delegate to any person or body the powers in (i) above but subject to any conditions the Minister may impose.
- (d) To keep under review the standards of education, training and fitness to teach appropriate to persons entering the service, and the supply of teachers and to render advice to the Minister from time to time on similar matters.
- (e) To compile and publish a code of regulations which will apply to all teachers employed by the Commission.¹³

For the Commission to achieve the above objectives, the Act has empowered it, with consent of the Minister,

¹³Ibid., Sec.5 - 7

to "employ such officers, servants or agents as may appear to it to be necessary for the efficient discharge of its functions." It is in the control of work performance of the employees of the Commission that an adequate employee performance appraisal system becomes necessary. The stated objectives enumerated in the immediately preceding paragraphs, put side by side with the problems facing the Commission, makes employee performance appraisal system at the Commission of more than a passing interest.

2. Objectives of the Study

The questions raised in the National Assembly and the letters written to the editors of the local dailies are indicative of the fact that the Commission has not been equal to the task for which it was created. This means that there are management problems in the Teachers' Service Commission. While the problems and the causes are many, this study will focus only on the employee performance appraisal system

There are two types of appraisal forms which in the Commission, are called Confidential Reports. The standard forms for the two Confidential Reports are shown in Appendix I and II. The first report form is filled once in two years for each employee who applies for the renewal of his contract. The second report form is

completed only when an employee applies for promotion into a post which has been advertised internally.

Some observations about the standard Confidential Report forms are in order. First, the two appraisals are strictly Confidential. Secondly, both forms are largely trait based. A final observation is about the position of the appraiser vis-a-vis the appraisee. These Confidential Report forms are usually filled by department or section heads.

The main objective of this study, therefore, is to critically appraise the existing formal employee performance appraisal process at the Commission as it is facilitated by these confidential reports and try to discover whether it serves the purposes for which it was established, namely, promotion decisions and decisions on contract renewal. Secondly, the study will:-

- (a) gauge the acceptability of the existing appraisal system;
- (b) find out if appraisees see any link between the contents of the Confidential Reports and the resultant promotions;
- (c) gauge the trust and confidence that appraisees have in the Commission as an

organization.

Finally, the study will try to find out if the current appraisals are used for any other purposes, for there are many purposes for which appraisal systems may be designed to serve.

The classical objectives of appraisal systems have been enumerated by Hyde as follows:-

- (a) To help supervisors to observe their subordinates more closely and to do a better coaching job. This first and focal objective aims at the improvement of the performance in the job now held. This means that the appraisal procedure should not stop at an examination of the past. The appraisal should move on to the preparation of some plan for future action based on what has been learned in the past. The appraisee should therefore be made aware of the results of the process.
- (b) To motive employees by providing feedback on how well they are doing. The appraisal procedure should provide answers to the two questions which seem to be the perennial

concern of almost every organization member:
How am I doing and where do I go from here?
Answering these questions is of obvious
benefit to both the person whose mind they
occupy and the organization, for, in many
cases, these questions will pre-occupy an
employee and prevent him from hearing or
responding to much of what his supervisor
has to say.

- (c) The third objective is to improve organization development by identifying people with promotion potential and pinpointing development needs. The appraisal procedure should pinpoint the gap between individual job objectives and the attainment. The diagnosis of this shortfall between performance and expectations should pinpoint training and development needs where appropriate.
- (d) To provide back-up data for management decisions concerning merit increases, transfer, dismissal and so on. Such decisions should be made as objective as possible so that charges of favourism or discrimination are avoided. These accusations can be avoided if merit increases, transfers, or dismissals are based

on some appraisal record that is as objective as possible.¹⁴

The list of objectives is not intended to cover all possible goals. For example, it is silent on two appraisal program goals: providing an inventory of personnel resources, and providing a means for testing personnel procedures. It should be mentioned here that there is a great deal of danger in requiring an appraisal program to do too many things at once. Indeed, Hyde points out that appraisal of performance and potential may be in contrast to each other, in that qualities desirable for specific performance in any position or job are not necessarily those needed in a higher-level job.¹⁵

The questions I would like to post and seek answers to are these: What is the main objective or objectives of the current appraisal system at the Commission? Does the appraisal system meet its objectives? If the current practice is defective, what can be done to improve it for better results?

¹⁴Albert C. Hyde, "Performance Appraisal in the Post Reform Era," Public Personnel Management, Vol.II No.4 (1982)p.295

¹⁵Ibid., p.296

3. T.S.C. Operating Organizational Set Up

As we have seen, Teachers' Service Commission is a body corporate with perpetual succession and a common seal and with capacity to sue and be sued.¹⁶

The Commission consists of a Chairman and five members of whom are appointed by the Minister responsible for basic education. The Commission is accountable to the Government, through the Minister for Basic Education, on overall policy but it is supposed to enjoy autonomy in its day-to-day decisions. However, as Killick observes, this rather sharp distinction between policy and everyday management creates difficulties, "for management practices may have strong policy implications, and general policies have to be translated into everyday implementation."¹⁷ Of late many operating decisions have been made by the Ministry of Basic Education and this trend is likely to continue in the future.

Arising from the authority granted in the Act, the Commission has employed 554 persons to man the secretariat and assist in carrying out its functions.

¹⁶ Republic of Kenya, op.cit. p.15

¹⁷ Tony Killick, Policy Economics, Heinmann Educational Books, Ltd., London (1961) p. 289

The Chief Executive of the Commission is the Commission Secretary. The Commission Secretary advises the Commission, and is responsible for the execution of its policies and decisions. He is therefore responsible to the Commission for proper administration of the day-to-day affairs of the Teachers' Service Commission.

The Commission Secretary is assisted by the Deputy Commission Secretary and three department heads. These three heads are the Principal Finance and Establishment Officer (PFEO), Higher Education Co-ordinator (HEC) and Basic Education Co-ordinator (BEC). The three heads are supported by a team of 9 chief executive officers who are the section/department heads. The organization chart is provided at appendix III.

The Secretary, his deputy, the three department heads and the nine section heads constitute the top management at the Teachers' Service Commission. Indeed, these top executives are the principal appraisers and they therefore form the universe of appraisers who were interviewed.

The remaining staff at the Secretariat, that is 540 persons, are the appraisees. These people form the population of appraisees from whom 10 per cent random sample was drawn.

4. Research Design

A thorough knowledge of the existing employee appraisal system within the Commission secretariat was required in order to assess its strengths and weaknesses. To accomplish this I interviewed seven senior executives, and two department heads. In all, nine top executives of the Commission were interviewed. This was necessary because these officers are intimately involved with confidential evaluation reports either as originators or users of these reports or both.

An attempt was made to find out how well the appraisees understand the appraisal procedure as well as their attitude towards it. A short questionnaire was administered to a random sample from 520 appraisees in the Commission. The respondents consisted of 10 per cent of employees in each grade to ensure representation in the sample. There are 10 distinct grades of appraisees. However, appraisees at job groups A, B & C have been excluded because their level of literacy would not enable them to participate meaningfully in the study. The grading scheme of the Commission employees is shown at appendix IV. The interview guide and the questionnaire are shown at appendix V and VI.

Analysis of data was by comparison of proportions and percentages. The results of the library research were of assistance in drawing inferences from the data and in generating conclusions and recommendations.

5. Importance of the Study

The results of this study will benefit the Commission by compelling executives to make a critical examination of the existing employee appraisal system. This will help executives to suggest improvements to the present system or at least prepare them for any changes or improvements to the existing employee performance appraisals.

Any changes in the appraisal system that may be recommended should help the Commission to go a long way in solving some of its problems thereby better achieving its objectives.

Finally, the study should help the researcher to develop facility in appraising the performance of employees reporting to him at the Teachers' Service Commission.

6. Limitations

First, the results of this study may not be

generalizable to other organizations. This is because this case study covers only one small parastatal employing only 554 persons.

Secondly, given the short time within which to complete the study it may not be possible to cover all aspects of employee performance appraisal.

7. Organization of the Study

In chapter two, the author first presents the general literature in which the merits and drawbacks of the trait based appraisal systems are discussed. The alternative to the trait evaluation, that is, results oriented performance appraisal process is discussed next. The second part of chapter two dwells on empirical findings.

Chapter three gives a further elaboration of the study design and further limitations. While chapter four deals with the appraisal system, its strengths and weaknesses, chapter five deals mainly with the attitudes of employees towards their performance evaluation system.

The last chapter, which is chapter six, summarises the study and makes some recommendations.

LITERATURE REVIEW

1. INTRODUCTION

For organizations and individuals working in organizations the decade of the eighties are hard times. Even if no one really knows what resource scarcity means, the current literature is replete with ominous new watchwords such as shrinking economies, fiscal stress, productivity decline, the performance gap, and organization stagnation or decline. Because of this resource scarcity, both public and private organizations are deeply concerned about enhancing productivity and efficiency, increasing innovation, and simply maintaining vital organizational programs and functions. For individuals, on the other hand, the eighties is a period of concern about the quality of working life and, above all job security.

It is not surprising, therefore, that in recent years a great deal of management attention has been directed towards the development of valid and equitable performance appraisal systems.

In this chapter we intend to begin with a general literature review followed by a review of current

research findings by Social Scientists.

2. General Literature

As pointed out in the introductory chapter, any personnel management text¹⁸ will list in one form or another the following functions that appraisal is to support:

1. To change or modify dysfunctional work behaviour.
2. To communicate to employees managerial perceptions of the quality and quantity of their work.
3. To assess whether the present duties of an employee's position have an appropriate compensation level.
4. To assess future potential of an employee

¹⁸1. See for example: (a) Jay M. Shafritz, Albert C. Hyde, and David H. Rosebloom, Personnel Management in Government, (New York, MerceL Dekker Inc., 1981) p. 379; (b) Dale Yoder, Personnel Management and Industrial Relations, (Englewood Cliffs, New Jersey, Prentice-Hall Inc., 1967) p.361; and (c) Hary W. Hepner and Frederick B. Patterngil, Perceptive Management and Supervision (Englewood Cliffs, New Jersey, Prentice-Hall Inc., 1971) p.359

and to recommend appropriate training or development assignments.

5. To provide a documented record (a) for disciplinary action, and (b) for comparative purposes in making promotion/placement decisions.

A careful review of the above items will show that a major part of the problems confronting employee performance appraisal systems stem from the various personnel functions or objectives that appraisals are designed to serve. Hyde¹⁹ contends that some of these functions conflict with each other. For example, the individual who works well independently in one particular job, may become a total failure in another job that requires considerable interpersonal relations. Again, appraisal of performance and potential may be in complete contrast to each other in that qualities desirable for specific performance in one position may be irrelevant in a higher - level position.

The above observations by Hyde lead us to another dilemma. The list of objectives of appraisals indicate

¹⁹Albert C. Hyde, "Performance Appraisal in the Post Reform Era," Public Personnel Management, Vol. II No. 4, (1982) p. 296

that it is not uncommon for appraisal systems to have simultaneously both developmental and evaluative objectives. There is, indeed, a dilemma precisely because there are vast differences between an essentially evaluative and a developmental use of appraisal systems and techniques. While evaluative uses of appraisals focus on providing information for making administrative decisions, as developmental tools, appraisals are aimed at improving both performance and identifying areas for growth and personnel development.²⁰

The above problem has received much attention from practitioners and management students alike. It is now frequently recommended that the two objectives be procedurally separated where possible. Meyer, et al.,²¹ in their 1965 study of employee performance appraisal system at the General Electric Company recommended, among other things, that separate appraisals should be held for different purposes. They concluded that:

It seems foolish to have a manager serving in the self-conflicting role as Counselor ... when, at the same time, he is presiding as judge over the same employee's salary action

²⁰L. L. Cummings and Donald P. Schwab, "Designing Appraisal Systems for Information Yield," California Management Review, Vol.20, No.4 (1978) p. 19

²¹H. H. Meyer, E. Kay, and J. R. P. French, Jr., "Split Roles in Performance Appraisals." Havard Business Review, (January/February 1965) pp. 123 - 129

case. (p.127)

More recently, Beer and Ruh described a three stage appraisal system developed at the Corning Glassworks.²² One of the major purposes of the three stages is the divorce of the development and evaluative aspects of the employee appraisal process.

Having briefly considered the problems confounding the process of employee performance appraisal, we now turn to a review of two of the more widely used and discussed appraisal techniques, namely, the traditional subjective trait approach and the more objective result-oriented approach.

a. Subjective Traditional Approach

For many years, and even commonly today, many companies have evaluated the performance of employees against the standards of traits and work-oriented characteristics. In this traditional technique a list of traits, which are considered as significant to the employee's potential performance, are compiled. Employees are then evaluated by their Supervisors on

²²Michael Beer and Robert Ruh, "Employee Growth through Performance Management", Harvard Business Review, (1976) pp. 59 - 66

these characteristics via a graphic scale of one form or another. A typical system might list ten to fifteen personal characteristics, such as leadership, initiative, intelligence, co-operation, interpersonal relations, maturity, and personal appearance.²³ It might include such work-oriented characteristics as job knowledge, ability to complete assignments, and production or cost control. In evaluating the performance of an employee, the appraiser is required to choose one of five or six ratings ranging from unacceptable to outstanding.

In trying to find out reasons for popularity of the trait-based approach to performance appraisal, Kelly²⁴ believes that we have "drifted" into the trait approach for three reasons. First, part of the answer lies in the "increased general interest in psychology and psychiatry and in an attempt to utilize the significant findings of these Sciences." In other words, we have become more prone to explain effectiveness by psychological and psychiatry measures. The second reason is that some jobs, such as that of a University Professor, have very abstract productivity criteria

²³R. Staurt Murray, "Managerial Perceptions of Two Appraisal Systems," California Management Review, Vol. 23, No. 3 (1981) p. 92

²⁴Phillip R. Kelly, "Reappraisal of Appraisals," Harvard Business Review, (May/June 1958)

associated with them. A third factor relates to the manager's job; practically every study has found successful managers to be strong leaders and have emphasized human relations skills.

Although the traditional trait-based approach has become the most widely used, it is also the most criticised on account of its shortcomings. The first major shortcoming of the trait-based approach is that the appraisal procedure leads the supervisor to judge his subordinate in terms of personality traits. But, as Kelly argues, to recognize that personality traits and character are important is one thing; to do something about them is quite another.²⁵

Indeed, it amounts to quackery for a manager to delve into the personality of a subordinate in an official performance appraisal that goes into the permanent records and affects his career. As psychologists would tell us, the human personality is a complex and highly abstract concept. The same psychologists even disagree on the definition and approach to human personality.

²⁵Kelly, op.cit., p.92

The second major defect of the traditional approach is that it has not achieved widespread acceptance among the users of the system. Here we are discussing not so much the technique, but the motivation of those called upon to evaluate the performance of others. A superior's motivation to evaluate begins with his or her perspective on the appraisal process. Two points stand out.²⁶ First, the average supervisor knows who his effective employees are, even if he can not explain the reasoning behind his assessment. Therefore, from a motivational point of view, the majority of supervisors conduct a formal traditional evaluation because superordinates, subordinates or perhaps the personnel department has requested or mandated it. From a supervisors perspective he or she is being asked to duplicate an assessment already made and is doing so not to facilitate the performance of his own job, but is doing so for somebody else's benefit. The inevitable result is that supervisors tend not to be very discriminating. They end up writing a vast quantity of inflated reports filled with superlatives. Koontz illustrates this problem by citing a study of U.S. Naval

²⁶ John Nalbandian, "Performance Appraisal: If only People Were Not Involved," Public Administration Review, Vol. 41, No. 3 (1981) p. 394

Officers which was conducted in the late sixties. In this study it was found that "of all officers of U.S. Navy rated over a period of time, 98.5 per cent were 'outstanding' or 'excellent' and only 1 per cent were 'average'."27

The second point is that supervisors often experience discomfoting consequences with the interview which is required in most formal appraisal systems.²⁸ Douglas McGregor describes the supervisors' resistance to excessive responsibility of subjective evaluation procedure. He notes that "the conventional approach, unless handled with consumate skill and delicacy, constitute something dangerously close to a violation of the integrity of the personality. Managers are uncomfortable when they are put in the position of 'Playing God'."29

²⁷ Harold Koontz, "Making Managerial Appraisal Effective," California Management Review, Vol.15, No.2 (1972) p. 48

²⁸ Thomas Decotiis and Andre Petit, "The Performance Appraisal Process: A Model And Some Testable Propositions," Academy of Management Review, Vol.3 (July 1978) pp.635-646

²⁹ Douglas McGregor, "An Uneasy Look at Performance Appraisal," Havard Business Review, (May/June 1957) p. 90

Nalbandian,³⁰ while agreeing with McGregor's views, takes a slightly different tack. He argues that one can not limit the problem of emotionally discomfoting consequences to the discomfort of "playing God", or the guilt associated with the power to appraisee.³¹

Nalbandian tends to agree with Oberg,³² Thompson and Dalton,³³ that the problem is more closely related to the subordinate's reaction to evaluation. The discomfort arises mainly because subordinates tend to see the supervisor's evaluation as being less favourable than self-estimates.

b. Objective Results-Oriented Approach

Events and trends in managerial thinking during the past two decades have transformed the predominantly evaluative philosophy found in the traditional trait-based approach. Several of these events and trends giving impetus toward a broader concept of appraisal can be

³⁰Nalbandian, *ibid.*, p. 394

³¹Harry Levinson, "Management By Whose Objectives?" Havard Business Review (July/August 1970)

³²Winston Oberg, "Making Performance Appraisal Relevant" Havard Business Review, (Jan/Feb 1972)

³³Paul H. Thompson and Gene W. Dalton, "Performance Appraisal: Managers Beware," Havard Business Review (Jan/Feb 1970)

distinguished.³⁴

To begin with, there has been an increasing awareness that traditional appraisal techniques have miserably failed to capture the full variance or range of an employee's performance. This is caused in part by the tendency of evaluators to commit systematic errors when appraising the performance of their subordinates. We have already referred to the tendency toward unrealistically favourable evaluation.³⁵

Also appraisers may tend to avoid spreading out their evaluations to the extent warranted by the actual performance differences among the appraisees. These and other errors, in evaluating employee performance are well known and have generated considerable skepticism concerning traditional appraisal procedures.

Secondly, trait-based evaluative appraisal procedures became a favourable straw man of a number of advocates of work and organization humanization. Representatives are

³⁴L. L. Cummings and Donald F. Schwab, "Designing Appraisal Systems for Information Yield", California Management Review, Vol.20, No.4 (1978) p.19

³⁵Koontz, op.cit., p.48

Douglas McGregor³⁶ Chris Argyris,³⁷ and Peter Drucker.³⁸

Each attacked the traditional evaluation system of appraisal as mechanical, hierarchically centred and controlled, and demotivating artifacts of the bureaucratic system.

The truth in these assertions was evident enough to persuade others to jump onto the bandwagon of popular attack, and pessimism concerning traditional trait-based appraisal.³⁹ The early results of an empirical study of reactions to appraisals among General Electric employees seemed to lend support to these largely philosophical and normative assertions by McGregor and others. In the study, which we have alluded to in previous paragraphs,

³⁶ Douglas McGregor, The Human Side Of Enterprise, (New York, McGraw-Hull 1960) ch.6

³⁷ Chris Argyris, Personality And Organization: The Conflict Between The System And The Individual, (New York, Harper Bros, 1975)

³⁸ Peter F. Drucker, The Practice Of Management, (New York, Harper & Bros. 1954)

³⁹ See, for example, P. H. Thompson and G. W. Dalton, Ibid., and also Albert W. Schrader, "Lets Abolish The Annual Performance Review", Management of Personnel Quarterly. (1969) p. 293.

it was observed that managers typically resisted conducting employee appraisals. Subordinates on their part typically did not improve on their performance even after receiving managers' evaluation on their work. Indeed, employees were reported to react in a hostile and defensive manner when their supervisors attempted to improve their performance through evaluation and feedback.⁴⁰ Thus, the essentially speculative arguments of the 1950's and 1960's and some empirical evidence suggested that traditional trait-based appraisals were of doubtful value.

As a consequence of these events, specific strategies and techniques for implementing development-oriented performance appraisal systems were developed. These systems have been variously labelled management by objectives (MBO), management by results, goal oriented management, and purposive management. These programs have one thing in common in spite of the diversity of labels and techniques; they share an emphasis on performance improvement rather than performance evaluation.

There are several advantages credited to the objective results-oriented approach. Koontz⁴¹ in his 1972 article cites a number of advantages to be gained through results-oriented systems or systems based on the process of Management by Objectives. One of the greatest

⁴⁰Meyer. et al., op.cit., p. 126

⁴¹Harold Koontz, op.cit., pp. 48 - 50

advantages of MBO-based systems is that it dictates job analysis, employee participation in setting objectives and communication of these objectives. Again, qualification and quantification of the objectives in specific terms serves to enhance objectivity thereby leading to a high degree of formalization and standardization.

As we have seen in earlier paragraphs, one of the most frustrating problems of the traditional system is in informing employees of inadequate performance. This type of feedback is made easier, since the communication is based on previously agreed objectives and standards rather than on purely subjective assessments. This is not to say that subjectivity is completely eliminated, however, The important thing is that with MBO-based appraisal systems it is more open to discussion and examination, since the most subjective aspect is the determination of appropriate objectives and standards of accomplishment.

Result-oriented appraisal systems also have advantages in terms of the nature of evaluation and its acceptance by employees. Although there has been little systematic research on the effects of results-oriented appraisal systems, one study will be cited.

This was a longitudinal study in a large public

organization in the United States.⁴² Two major conclusions were made in this study which involved a sample of 169 managers in the organization during the period when MBO was introduced and evaluated. First, MBO resulted in more critical appraisals. Over the five years period of the study it was observed that the percentage of "above-average" appraisals dropped from 62 to 16. Second, MBO yielded improved satisfaction with the appraisal system despite the dramatic drop in frequency of above-average appraisals. The percentage of employees dissatisfied with the appraisal system dropped from 11 to 5, and 66 per cent saw the system as a definite improvement. It is interesting but hardly surprising that these gains were made even though the employees did not perceive an increased linkage between evaluated goal attainment and compensation and/or promotion.

Result of this and other studies clearly indicate that MBO or any of its variants, has potential to be an effective approach to the management and appraisal of and organization's human resources.

⁴²Duane Thompson, "Performance Appraisal and the Civil Service Reform Act", Public Personnel Management, Vol. 12, No. 1 (1983) p. 282

3. Empirical Research

As stated earlier, there has been little systematic research in the field of employee performance appraisal. A scrutiny of various publications show that most of studies have been conducted on feedback, its nature and frequency, and how this affects both the subordinate and the supervisor. There is one relevant study made in the United States of America following the Civil Service Reform Act (1980). At least one British study has been undertaken in this field as far as we can tell. The review of empirical findings will start with research work on feedback, followed by one U.S. study, and finally the British study will be reviewed.

Ilgen, Fisher, and Taylor⁴³ have put together a major work of the last decade on the conceptual development of feedback. The authors provide a thorough review of literature through 1977 and intergrate this literature into a model of intraindividual process through which feedback is hypothesized to influence individual responses. This celebrated work provides a

⁴³ Daniel R. Ilgen, C. D. Fisher, and M. S. Taylor
"Consequences of Individual Feedback On Behaviour In
Organizations," Journal Of Applied Psychology, Vol.64,
(1979) pp. 349 - 371

fruitful base for the expansion of the empirical literature on both the effects produced by feedback and the process involved.

One recent study⁴⁴ has interpreted the effects of employee performance feedback through the attributional process. This study carried out by Ilgen and Knowlton, jr., was concerned with the evaluation communicated to the subordinates. It was hypothesized that performance evaluations of low performers will be significantly higher when prepared as feedback than when they are prepared before the supervisor is aware of his or her need to give feedback. The second purpose of the study was to explore the effects of performance attributions on feedback. Utilizing the basic attributional model, this study has examined the effects of feedback given poor performance by subordinates.

Basically, this was a laboratory study involving forty supervisors of three-person work groups. The supervisors directed the performance activity of the group members and gave feedback to one of three

⁴⁴Daniel R. Ilgen and William A Knowlton, Jr., "Performance Attributional Effects On Feedback From Supervisors," Organizational Behaviour And Human Performance, Vol.25 No. 3 (1980) pp. 441 - 456

subordinates. In each case, confederates served as subordinates and both performance and attributionally relevant information about performance were manipulated.

The data showed that, when required to give feedback to subordinates, supervisors significantly distorted their feedback to make it more positive for low performers and that this effect was most pronounced for those for whom supervisors believed that poor performance was due to lack of ability. In addition, the nature of specific feedback given to subordinates varied as function of performance attributions.

In conclusion, this research clearly demonstrates the complexity involved in attempting to predict the effects of feedback. Not only must one examine the form and content of feedback, per se, but attention must also be given to the attributional tendencies of the supervisor and the subordinate.

One study by Komaki, Waddell, and Pearce⁴⁵ reported main effects for both feedback and participation in decision making as well as interaction effects exhibiting greater response to feedback, given participation.

⁴⁵Judi Komaki, William M. Waddell, and M. George Pearce, "The Applied Behaviour Analysis Approach And Individual Employees: Improving Performance In Two Small Businesses" Organization Behaviour and Human Performance, Vol. 19, No. 2 (1977) pp.337 - 352

In this study, strategies and techniques of applied behaviour analysis approach were used to improve performance of individual employees in two small businesses. Desired goals were described in observable terms, performance repeatedly monitored and observer reliability assessed.

In the grocery store, several potentially reinforcing consequences (time-off with pay, feedback, self recording) were arranged for desired performance and desired tasks were clarified. A multiple-baseline design across behaviours was employed. The main performance level of the three behaviours improved from 53, 35 and 57 per cent to 86, 87 and 87 per cent respectively.

Several other investigations have reported evidence relating feedback and goal setting as independent variables.

Erez⁴⁶ reported evidence interpreted as indicating that feedback is a necessary condition for goal setting to have a positive performance effect. This finding has met with mixed replications. A number of studies

⁴⁶Erez "Feedback: A Necessary Condition For Goal Setting Performance Relationship", Journal Of Applied Psychology, Vol.62, (1977) pp. 624 - 627

have found that the presentation of either feedback or goal setting, given the other enhances responses.

Strang et al.,⁴⁷ have demonstrated this on arithmetic problems in a laboratory setting. In this study Strang and associates found that (a) the effects of motivational knowledge of results (KR), i.e. feedback, depend upon goal conditions and more specifically (b) that knowledge of results(KR) is maximized when goals are hard. It was concluded that "the findings suggest that KR may function not only as a complement but ... as a necessary partner of goals in determining subsequent performance."

Becker⁴⁸ has done likewise in a study of residential energy conservation. The study was designed to examine in a field setting the motivational effects of feedback and goal setting on performance of a task that involved residential energy conservation. Eighty families were asked to set a goal to reduce their residential electricity consumption for several weeks during summer,

⁴⁷ Harold R. Strang, Edith C. Lawrence, and Patrick C. Fawler, "Effects of Assigned Goal Level and Knowledge of Results On Arithmetic Computations: A Laboratory Study," Journal Of Applied Psychology, No.4 (1978) pp. 446 - 450

⁴⁸ Lawrence T. Becker, "Joint Effects of Feedback and Goal Setting On Performance: A field Study of Residential Energy Conservation," Journal Of Applied Psychology, Vol. 63, No. 4 (1978) pp. 428 - 433

half of them 20 per cent (a difficult goal) and half by 2 per cent (an easy goal). Within each of these groups, half of the families were given feedback three times a week about their consumption. Twenty more families served as a control. The researcher hypothesized that families who were asked to cut their consumption drastically and who were also given feedback about their progress toward the goal would conserve the most electricity. As a corollary, conservation was not expected to occur in the other groups relative to the control. This was expected because both a difficult goal and feedback were assumed to be necessary elements of a motivational effect.

The results showed that conservation was facilitated most by both assigning families a specific difficult conversation goal and giving them feedback about how well they were doing with respect to the goal. It is interesting to note that only the 20 per cent feedback group performed significantly better than the control group. It was therefore concluded that improved performance was a result of the joint effect of feedback and goal setting.

Dossett et al.⁴⁹ have reported generally similar result in a more complex experiment involving two types of goals (assigned Vs. participatively set), and feedback. And Nemeroff and Cosentino⁵⁰ have reported improvements of the skill levels of performance appraisers utilizing feedback and goal setting.

The purpose of the Nemeroff and Cosentino study was to investigate the effects of behavioural feedback and goal setting as a method of improving the performance appraisal skills of managers. Specifically, the purpose was to determine if improvements would occur when managers were provided feedback about subordinates' perceptions of their (Managers') behaviour in the appraisal interview. In order to accomplish this, a field experiment was conducted in which three conditions were compared: (1) feedback (2) feedback plus explicit goal setting, and (3) Control group.

⁴⁹ Dennis L. Dossett, Gary P. Latham, and Terence R. Mitchel, "Effects of Assigned Versus Participatively Set Goals, Knowledge of Results and Individual Differences On Employee Behaviour When Goal Difficulty Is Held Constant," Journal Of Applied Psychology, Vol.64, No.3 (1979) pp. 291 - 298

⁵⁰ Wayne F. Nemeroff, and Joseph Cosentino, "Utilizing Feedback and Goal Setting To Increase Performance Appraisal Interview Skills of Manager," Academy of Management Journal, Vol.22, No. 3 (1979): pp. 566 - 576

The results of Nemeroff and Cosentino showed that the feedback plus goal setting condition was superior to the control group on subordinates' perception of interview success, on their motivation to improve, on their satisfaction with the interview and on the subordinates absenteeism rate.

On the question of the effects of specific forms and contexts of feedback, a number of studies have been done including Fisher's 1979 study.⁵¹

In this study Fisher confirmed that supervisors tend to distort information when sending negative feedback to employees whose performance is below average. Supervisors also show unwillingness to provide negative feedback as evidenced by increased latency relative to that found when providing positive feedback.

To summarize this section on feedback, we have seen that feedback to individuals about effectiveness of their behaviour, frequently is advocated as a means of influencing employee performance. When paired with goal

⁵¹Fisher, C. D., "Transmission of Positive and Negative Feedback To Subordinates: "A Laboratory Investigation" Journal Of Applied Psychology, Vol.62 (1977) pp.624 - 627

setting, performance feedback increases probability that the individual will achieve or exceed goals. Also, there is greater response to feedback given participation by subordinates in setting goals. Thus, it is widely accepted that specific goals lead to improved performance if feedback is provided.

Murray⁵² carried out a longitudinal study of employee reactions to two types of appraisal systems to aid managers in the selection of appraisal techniques.

It was hypothesized that managerial reaction to various aspects of appraisal would be more positive under the results-oriented approach than under the subjective trait-based approach.

The data was collected from a division of a large, international petroleum company over a three year period from 1976 to 1979. Eight months before the installation of the results-oriented appraisal system, a questionnaire was administered to the 87 managers in the division with the view to determining the extent of their satisfaction with various aspects of the appraisal system in use, namely, the trait-based appraisal system. Twenty four

⁵²R. Stuart Murray, "Managerial Perceptions of Two Appraisal Systems," California Management Review, Vol. 23, No. 3 (1980) pp. 92 - 96

months after the trait-approach was abandoned and the results-oriented program formerly adopted, a second questionnaire was administered to the same managers irrespective of whether their assignments had changed in the interim. Both questionnaires were administered on company time and respondents were assured of confidentiality.

The results showed that employees in this study viewed the results-oriented appraisal system significantly more positively than the more subjective trait approach.

The British study was conducted in 1977 by Walker, Fletcher, Williams and Taylor⁵³ of the Behavioural Science Research Division of British Civil Service Department. Basically this was a survey of appraisals schemes investigating the effects of appraisals, how they are used, and of openness, i.e. letting the appraisee see the written record of his assessment. The question posed in this survey was: what effects, if any, do openness and subordinate participation in appraisal actually have on the assessments recorded and

⁵³ James Walker, Clive Fletcher, Richard Williams, and Keith Taylor, "Performance Appraisals: An Open or Shut case?", Personnel Review, Vol.6 No.1 (1979) pp.38 - 42

and on the uses to which they can be put.

Twenty five organizations were chosen for the survey. These organizations were chosen because they all employed significant numbers of managerial and clerical staff. Although the twenty five in the study did not constitute a random sample, they were considered to be representative of a wide cross section of private and public sector bodies.

A questionnaire was designed to provide information on a wide range of issues, including completion of staff reports, openness and participation in reporting, appraisal interviews, and strengths and weaknesses of organization's appraisal scheme. The questionnaire formed an interviews guide that covered each topic in depth.

The survey found that opinions and experience differed widely on the effects of openness on appraisal standards, but the overall impression obtained by the authors was that open appraisals may lead to lowering of standards of employee performance evaluation in some cases. Again, it was found that the part played by written staff appraisals in the promotion and pay procedures of organizations was not closely related to

the openness of the appraisal system operated.

The authors concluded that in terms of effect openness has on the quality of assessments and on the uses they are put to, "the verdict on the case for (and indeed the case against) open staff appraisal must remain 'not proven.'"⁵⁴

⁵⁴Walker, et al., Ibid, p. 42

CHAPTER III

RESEARCH DESIGN

1. The Sample

Two samples were drawn for the purpose of this study. The first was a sample of appraisees and the second was a sample of appraisers. We shall begin by explaining the procedure used for selecting the first sample.

a. Appraisees

On engagement, each employee of the Commission is allocated a three-digit personal number prefixed by the figure 100. A check in the payrolls indicated that there were large gaps between personal numbers allocated to employees. These gaps occurred either because some numbers were never allocated in the first place, or because labour turn over has resulted in the deletion of some numbers. Lack of continuity in personal numbers made it necessary to pick from the table of random numbers, personal number in excess of 55 which is 10 per cent of employees of the Commission. The decision was to pick 260 personal numbers from the table of random numbers and then check them against the payrolls.

It was found that out of 260 numbers, 189 fell into one or more categories of numbers which were unsuitable for the purpose of this study. Table I below shows the distribution of the initial group of 260 personal numbers.

Table I - Distribution of the initial sample of two hundred and sixty numbers

Personal numbers not in the payroll	143
Employees at job groups L, M & N ⁵⁵	3
" " " " A, B & C	4
" in field offices	26
" away on leave	8
" in training	5
Employing forming the sample	<u>71</u>
Total	<u>260</u>

Employees in job groups L, M & N could not be included in the sample of appraisees because these are the principal appraisers in the Commission. Similarly, employees at job groups A, B & C were excluded because

⁵⁵ See Appendix IV for seniority grading of employees in the Commission

their low level of literacy would not have allowed them to give meaningful responses in the self-administered questionnaire. Again, for financial reasons, employees in the field offices⁵⁶ and those away on leave or in training were excluded from the study. This left only 71 employees who formed the sample of appraisees. This makes up 12 per cent of appraisees.

b. Appraisers

The second sample was made up of appraisers whose opinions and attitudes to the appraisal system were to be measured via the appraisees' questionnaire.

Although twenty-eight appraisers were identified, fifteen of them who are in field offices were excluded from the study because of financial reasons. Again, using a table of random numbers, 8 appraisers were selected for the study. While it was not desired to give the questionnaire to the whole population of appraisers, it was thought that any sample comprising of less than eight appraisers would be too small for analysis.

⁵⁶ There are fifteen field units one each at Kilifi, Machakos, Kitui, Embu, Murang'a, Nakuru, Baringo, Nandi, Kakamega, Bungoma, Siaya, Kisumu, South Nyanza, and Kisii districts.

2. The Interview Guide⁵⁷

An interview guide was prepared and seven chief executive officers of Teachers' Service Commission were interviewed. These are department/section heads who are the principal appraisers. In addition to these, the acting Principal Finance and Establishment Officer⁵⁸ (PF & EO) and the Co-ordinator for Higher Education (CHE) were also interviewed. The target population was nine department/section heads, the two co-ordinators, the PF & EO, and the Secretary and his deputy. Two department heads were not interviewed because one of them was abroad on a post-graduate course, and the other was taken ill during the interviews. The Co-ordinator for Basic Education (CBE) could not be interviewed as she was overseas on an official course. Similarly, the Commission Secretary and his deputy could not be interviewed as the former was on leave and the later was too busy on re-organization following merger of the former two education ministries into one Ministry of Education, Science and Technology.

⁵⁷See Appendix V, "Interview Guide"

⁵⁸The PF & EO was away on a one year study leave

Before the research project began at the Commission's headquarters in Nairobi, permission was sought and granted to the researcher by the acting PF & EO. Correspondence between the researcher and the acting PF & EO is shown in appendix VII. In addition to granting official permission, the acting PF & EO circularized all department/section heads about the impending research project. This circular is shown at appendix VIII.

The interviewees were assured that their views and comments would be treated in complete confidence and that their identities would not be revealed.

The interviewees were extremely co-operative and in all cases they indicated that they had been expecting the researcher. Since the researcher has been expected, it was found easy to start the interviews. In almost all cases it was the interviewee who started off the interview by giving his or her own views or comments about the present appraisal system. The interviews took an average of thirty minutes with the longest interview taking just about an hour and the shortest taking about fifteen minutes.

3. Appraisees' Questionnaire⁵⁹

A self-administered questionnaire was completed

⁵⁹See Appendix VI, "Appraisees Questionnaire"

by 49 appraisees. These included employees between job group D and job group K, both grades inclusive.⁶⁰ The sample was 71 appraisees but twenty two of them did not return the questionnaire.

Introductory information for respondents which was deemed necessary was presented in a letter attached to the questionnaire. This letter is shown at appendix IX. The purpose of the research project was stated so as to reduce suspicions about the "real" purpose of the study. The University of Nairobi was mentioned as a sponsor in addition to the fact that the researcher is also an employee of Teachers' Service Commission. The anonymous and confidential nature of the research project was stressed. Each respondent was requested not to write his or her name or in anyway attempt to identify himself or herself.

Questionnaires were arranged according to sections and subsequently passed to section heads to deliver them to the respondents. For each questionnaire, a hard envelope was provided so that after completing the questionnaire, a respondent would seal it in the envelope and deliver it to the PF & EO's office for collection by the researcher. The sealing of the questionnaires

⁶⁰ See appendix IV for seniority grading of employees of the Commission

further assured respondents that their answers were going to be seen only by the researcher.

The questionnaire was composed of four sections, A, B, C & D. Section A consisted of four questions which requested personal data such as age, job group, and the respondent's section. Section B consisted of six questions intended to find out the nature of the appraisal system and how well the appraisees understood its process. Section C which consisted of nine questions was intended to find out the perception of the employees in the performance-promotion linkage. Some of these questions also measured employees attitude to their present appraisal system. Section D consisted of seven questions which were intended to measure employees attitudes toward (a) their organization, (b) supervision, and (c) co-workers.

The same questionnaire was administered to a sample of 8 appraisers. Only 5 out of eight returned the questionnaires.

The questionnaires were delivered personally by the researcher. As with the sample of appraisees, the anonymous and confidential nature of the research project was stressed.

4. Data Analysis

Interviews were used to gain a thorough knowledge of the various aspects of the present employee appraisal system. This was then presented in as much details as possible.

Data on opinions and attitudes on the present appraisal system was analysed using percentages. Analysis was extended to make comparison between the attitudes of appraisees and those of appraisers.

5. Further Limitations

This study can not rule out the possibility that some respondents may not have fully understood some of the questions in the self-administered questionnaire. There are two reasons for this suspicion. First, due to financial and time constraints the questionnaire was not pretested. Pretesting would have involved travelling to field offices to avoid sensitizing respondents at the Commission's headquarters in Nairobi. Second reason is that questions which ask an employee about aspects of a confidential appraisal system, questions which do not relate directly to respondent's personal experience, may not have elicited meaningful responses.

The other limitation of the study is that, although confidentiality and anonymity of the respondents were assured and stressed, some respondents' belief regarding the 'real' purpose of the project could have influenced the quality and truthfulness of their responses, particularly when the respondents were requested to deliver the completed questionnaire to the office of one of the top management members of the Commission, the Principal Finance and Establishment Officer.

Finally, the deliberate elimination of employees in the field offices could have possibly materially affected the data so that we can not confidently talk of the results being representative.

CHAPTER IV

PRESENT PERFORMANCE APPRAISAL SYSTEM

1. Introduction

As stated in the introductory chapter, the purpose of this study was to examine the Commission's employee performance appraisal system with a view to discovering its strengths and weaknesses vis-a-vis the purpose for which it was designed. Another objective of the study was to measure the attitudes of both the appraisees and appraisers to the present appraisal system.

In this chapter the results of the research are presented. First, the results of the interviews with the Commission's chief executive officers are discussed. This is followed, in the next chapter, by presentation of the attitudes and opinions of a sample of both the appraisees and appraisers on (a) various aspects of the appraisal system, (b) the supervisors, and (c) the Commission as an employing organization. The research instruments used for data collection are (1) the interview guide at appendix V, and (2) the appraisees' attitude questionnaire at appendix VI.

The interview guide was designed to give as much information as possible. Only 7 of the nine chief executive officers were available for interview.

Of the two who were not interviewed, one was away abroad on a post-graduate course, and another had been taken ill at the time the interviews were being conducted. In addition to these seven chief executive officer, two of their superiofs were interviewed. These were the Higher Education Co-ordinator and the acting Principal Finance and Establishment Officer.⁶¹

The Commission Secretary and his deputy were not available for interview because the former was away on leave and the later was too busy with the re-organization following the merger of the former two education ministries into one Ministry of Education, Science and Technology.

2. Present Appraisal System

The first item in the interview guide was on the purpose for which the confidential evaluation reports

⁶¹The Principal Finance & Establishment Officer was away on one year study leave

are made. All interviewees indicated that evaluation of employees is done for only two purposes, namely (a) for promotion, and (b) for purpose of contract renewal.

In answer to the second part of the question, again, all the interviewees indicated that each of these evaluations are made on separate occasions. The interviewees indicated that on both these occasions the initiative is taken by the employee. In other words, if the employee does not apply for renewal of his contract then an evaluation would not be necessary. Similarly, an evaluation will be made for the purpose of promotion only when the employee applies for promotion into a post which has been advertised. All this is to say that formal employee performance evaluations are not made on a regular basis for all employees across the board.

The second item in the interview guide indicated that there is no standard procedure of employee performance appraisals. This is because, while five of the chief executive officers stated that they were the only officers who made confidential evaluation reports, two indicated that they shared or delegated this function. Further probing was done on lack of delegation among the five chief executive officers.

Three indicated that they knew their officers well enough and therefore did not need to discuss evaluations with their deputies or appraisees' supervisors. The two were of the opinion that confidentiality of the evaluations would be assured if there was no discussion with deputies and appraisees' supervisors.

Where the chief executive officer has delegated employee performance evaluation to his or her juniors, delegation roughly followed the following pattern:-

<u>Appraisees'</u>	<u>Appraisers</u>	
<u>Job Group</u>	<u>Job</u> <u>Group</u>	<u>Job</u> <u>Grade</u>
D, E, F	H	II
G, H	J	I
J	K	Senior

The above pattern shows that each person in a supervisory position, save those on job group G, is responsible for evaluating the performance of his subordinates. Invariably the performance of all officers at job group K is evaluated by his or her immediate superior who is the chief executive officer in charge of that department.

Responses to question no.3 made it possible to identify eighteen more appraisers in addition to the chief executive officers. This figure became helpful in determining the sample of appraisers whose attitudes and opinions were measured vide the appraisees' questionnaire.

Question number 4 was designed to find out if the appraisers have had any formal training or instructions on how to make employee performance appraisals. All the appraisers interviewed indicated that they had never had any formal instructions, guidance, or formal training on how to make employee appraisals. All appraisers indicated that they fill the confidential report forms as best as they can. In fact, three appraisers were of the opinion that the appraisal forms or confidential report forms were simple enough and therefore no formal instructions or training was necessary. However, two appraisers saw the need for some formal training on performance evaluation because they reasoned that the current procedure does not ensure comparability in reports filled by the different appraisers.

For an appraisal to be fair, employees must be aware of what job behaviours are required of them.

This means that each employee should have a proper job description which is up to date. The job description then becomes the basis for a performance evaluation report.

Question 5 asked the appraisers if their subordinates had current job description. Again all seven appraisers indicated that their subordinates did not have current job descriptions. However, in response to question 6 all interviewees informed the researcher that they had a schedule of duties for all their subordinates. The appraisers were of the opinion that their subordinates were amply aware of the contents of their jobs and their roles in those jobs.

Appraisers were asked whether they made any discussions with any other person immediately before or immediately after the confidential evaluation report was written. Table II below gives an indication of the extent to which evaluations are open or closed.

Table II - Number of Appraisers Saying They engage in Discussion Before Or After Evaluations

<u>Discusses With</u>	<u>Number of Appraisers</u>	
	<u>Before</u>	<u>After</u>
None	5	6
Appraisee	0	0
Appraisees' Supervisor	1	0
Appraisers' Superior	0	1
Any other person	1	0
	<u>7</u>	<u>7</u>

The above table shows, in the first place, that the present appraisal system is closed to the appraisees. None of the appraisers held any form of discussion with the appraisee who is the subject of the evaluation report. This indicates that the present employee performance evaluation system at the Commission is strictly confidential. Indeed, the system is so confidential that only one appraiser indicated that he involved the appraisees' immediate supervisor in the evaluation.

Question No.8 was intended to find out the reasons for secrecy in evaluation reports. Those appraisers who indicated that they held no discussions with any other person, were probed as to the reason behind lack of discussion. Table III below gives the various reasons given for confidentiality in the present appraisal system.

Table III - Reasons for Secrecy in evaluation Reports

Avoid emotional reactions	4
A tradition in the Commission	1
Maintain good interpersonal relations	1
Total	6

From the above table it will be seen that four out of seven respondents said that the reason is to protect the appraiser from the possible emotional reactions of the appraisee in the event an unfavourable evaluation report is given. The same respondents added that even

when the evaluation is favourable or average, problems may arise because employees with good reports may have their hopes unnecessarily raised. One respondent thought that confidentiality was merely a tradition as he did not see anything wrong in letting employees know where they stand. One respondent saw the reason as being the desire on the part of the appraisers to maintain good interpersonal relations with their subordinates adding that "... it is difficult to tell your junior that his evaluation is unfavourable, when all along you have informally led him to believe that his performance is good." It would therefore appear that because of the appraiser's reluctance to give feedback to low performers, confidentiality has been found necessary if evaluation reports are to reflect a true picture of the appraisee's performance. That is, the appraisers would be more honest in their appraisal reports if they were assured that appraisees will never know what was said in the report.

Question No.9 was intended to find out why some appraisers chose to hold discussion before they wrote confidential reports. As table II indicates only two out of the 7 appraisers interviewed indicated that they held such discussions. The reason they gave for holding such discussions was to secure more information

about the performance and personality characteristics of the appraisees.

Another look at table II shows that appraisers' superiors or top level administrators took little interest in the appraisal process. As the table shows only one interviewee indicated that his or her superior was involved in the process of employee evaluation.

Indeed, it transpired that appraisers' superiors had no part to play in the evaluation of the performance of employees. All chief executive officers interviewed indicated that their superiors rarely saw these reports. The interviewer departed from the interview guide and probed this apparent lack of interest on the part of Commission's top leadership. The reasons as given by respondents are shown in the table III (A) below.

Table III (A) - Responses as to why top leadership is not involved in employee performance evaluation process

<u>Reasons</u>	<u>Frequency</u>	<u>Percentage</u>
Adverse comment rare in evaluation reports	3	25
Top leadership too busy	5	42
Top leadership trusts judgement of appraisers	4	33
	<u>12</u>	<u>100</u>

Table III (A) above indicates that interviewees see three reasons for lack of involvement of the Commission's top leadership. The most frequently cited reason was that top leadership in the Commission was too busy to find time to actively participate in employee performance appraisal process. The second most frequently mentioned reason was that top leadership had complete trust and confidence in the judgement of the chief executive officers since these were very senior members of staff. The third reason given was that, in the Commission, it was rare to find adverse or negative comments in the performance evaluation reports, unless the employee was involved in some form of fraud or forgery. Work performance which is below standard is rarely mentioned in the confidential evaluation report because, in the words of one of the appraisers, "no one would like to be a party to a decision to terminate an employee's contract or deny him an opportunity for promotion." Given this state of affairs, then the interviewees said there was no reason for top leadership to be involved in the appraisal process.

Questions number 11 to 13 were designed to find out who the users of confidential evaluation reports are and how these reports are used for decision making. In particular, the researcher wanted to know if decisions made depended solely on the contents of

these reports.

During the interviews it became clear to the researcher that in order to get complete responses, a detailed account of promotion and contract renewal procedures would be necessary. Following this realization, respondents were then requested to give a detailed account of both promotion and contract renewal procedures. Discussion in the next paragraphs will outline both procedures beginning with promotions.

Promotion procedure as narrated by respondents is as follows. After applications for promotion are received following an advertisement inviting applications for a vacant post, a shortlisting committee is convened. The purpose of this committee is to shortlist the candidates who will be "in the field" for consideration. This committee consists of the P.F. & E.O., the Chief Personnel Officer, and the chief executive officers in whose departments vacancies have arisen. The committee is normally chaired by the Deputy Secretary. The two Education Co-ordinators may attend depending on whether the departments in which the vacancies have arisen touch on their areas of responsibility.

At the shortlisting stage in the promotion process, confidential evaluation reports are not used. Instead

the shortlisting committee concerns itself with ascertaining if the applicants meet minimum requirements for the post. Usually these minimum requirements are in the area of academic and professional qualifications, relevant working experience, and in some cases seniority in the applicants present grade. Candidates who meet minimum requirements are invited for a personal interview.

The interviewing panel is made up of the members of the Commission, chief executives officers, and it is usually presided over by the Commission Chairman or his deputy. Invariably all interviews are verbal. Interview questions are based on the contents of the application blank and job knowledge.

In answer to question no. 12, whether promotion decisions are based solely on the results of employee performance evaluations, respondents were unanimous in reporting that the impression the candidate makes at the interview panel overrides the contents of confidential reports. When pressed to assign weights to these two factors, the following picture emerged:--

Table IV - Weights Assigned to Result of Evaluation vis-a-vis Performance During Interviews in deciding Promotions

<u>Respondents</u>	<u>Contents of Reports</u>	<u>Performance during Interviews</u>
1	25	75
2	40	60
3	30	70
4	20	80
5	20	80
6	50	50
7	<u>20</u>	<u>80</u>
Total	<u>205</u>	<u>495</u>
Average	29.3	70.7

From the above table it would appear that employee performance evaluations are given relatively little weight in the final promotion decision.⁶²

⁶²One respondent gave an example of an employee whose performance report has always been good but has never been promoted because on all occasions he has been interviewed for a promotion post he had failed to impress the panel of interviewers.

The above weights were, however, qualified by four respondents. They stated that where there is a negative evaluation report or an adverse comment in the evaluation report, the weights are usually reversed. In the words of one of the respondents, "adverse comments in a confidential report are more visible in an interview session and will always cost an employee a promotion opportunity in spite of his good performance at the interview session." On further probing the nature of adverse comments that gain saliency during interview session, most of the respondents indicated that it would make little difference if the adverse comments touched on the employee's work performance or his personality.

Another situation when confidential reports played a crucial role in determining who gets promoted into a higher post is when two candidates tied in their performance at the interview session. In such a case promotion will go to the employee whose confidential report is more 'colourful.'

The procedure for contract renewal is equally simple. Three months before the end of their contracts, employees who wish to renew their contracts are required to make a formal application stating their wish to renew the contract for a further period of 24 months. On receipt of this application, the Chief Personnel Officer

requests the applicants' superiors to fill out confidential reports. The reports, dully signed by the appraisers, are then forwarded by the Chief Personnel Officer to a meeting of all chief executive officers. The chief executive officers then make recommendations to the T.S.C. meeting which in turn makes the final decision. The T.S.C. meeting is made up of the six Commissioners, with the chief executive officers sitting in an advisory capacity. All contracts are usually renewed unless an employee's confidential evaluation report contains adverse comments, especially comments touching on fraud or forgery. As far as contract renewal decisions are concerned, the deciding factor is the confidential evaluation report. Factors outside the formal confidential report are rarely taken into consideration. The only informal report that may be taken into consideration is the Principal Internal Auditor's report during the meeting. Even in such a case the contract renewal is deferred until the auditors' investigations are completed.

From the account of the two procedures one can conclude that the users of these confidential evaluation reports are:-

- (a) the interview panel in the case of evaluation reports made for purposes of promotions; and

(b) The T.S.C. meeting in the case of evaluation reports written following an employee's application to renew his contract.

In the final analysis, therefore the ultimate users of these confidential evaluation reports are the Commissioners.

3. Summary

In summary, then it has been found that the procedure for appraising performance of employees is not standardized. While two respondents reported delegation of this responsibility to the appraisees' supervisors, five chief executive officers compiled evaluation reports for all employees under them. The interviews with chief executive officers have revealed that there has been no formal training for appraisers so that each improvised in his own style. Because of lack of training it was found that evaluation reports made by different appraisers would not be comparable.

The respondents confirmed that there are two types of evaluations which are strictly confidential. This means that there is no feedback to employees about

their bosses' perception of their work performance. Both evaluations are made to justify administrative actions: the first is made ostensibly to justify promotion procedures while the second is made to justify decisions to renew or terminate an employee's contract. The ultimate users of these evaluations are the members of the Commission who hold the power of hire and fire over employees of Teachers' Service Commission. It came out clearly that the two confidential evaluations are not put to any other purposes; their use is restricted to the purposes for which they were designed. Also it has been found in this study that the Commission's top leadership is not involved in the process of employee performance appraisal.

Another important fact that has come out of this study is that while confidential reports play a small role in promotion decisions, decisions on contracts are based solely on the contents of these reports. Promotions decisions are influenced mainly by the performance of the employee at the interview session. Informal reports do not appear to influence decision makers in these two areas.

The final point that has come out is that the appraisals are trait based in that the items that the appraiser is required to rate refer to the employee's personal characteristics such as initiative and ability to co-operate with others. There are a few job related characteristics such as knowledge of the job, professional and administrative ability and so on. Performance of the employee on the job is almost entirely neglected as can be seen from the confidential report forms attached at appendix I and appendix II.

CHAPTER V

EMPLOYEES OPINIONS AND ATTITUDES TO THE PRESENT APPRAISAL SYSTEM

1. Introduction

Information on the attitudes of the appraisees and appraisers were collected using one research instrument which is shown at appendix VI . As stated earlier in the introductory chapter, in addition to gaining insight into the attitudes of the appraisees to the appraisal system, the supervisor, and the Commission, a comparison was made between the attitudes of the appraisees and those of the appraisers. It was predicted that the appraisers would be more favourably disposed toward the appraisal system, supervision, and the Commission as an organization.

In this chapter we shall first discuss and analyse the response rates, followed by a discussion on the little biographical and personal data on the respondents. Next, we shall discuss section B of the attitudes questionnaire followed by section C and finally section D will be discussed. A summary will then follow which will close this chapter.

2. Response Rates

The response rates for both the appraisees and the appraisers is shown in table V below:-

Table V - No. of Questionnaires Delivered and Returned

	Delivered	Returned	Response Rate
Appraisees	71	49	69%
Appraisers	8	5	63%
Totals	<u>79</u>	<u>54</u>	<u>68%</u>

From the above table it will be seen that the overall response rate stood at 68%. This shows that two out of every three respondents returned the questionnaire which means that the results of this research are fairly representative of the attitudes of the employees of Teachers Service Commission. This is especially true when one considers the

fact that efforts were made to make the sample selection as random as the circumstances would allow.

Analysed according to grades or job groups the response rate was as shown in table VI.

Table VI - Response Rate Analysed by job groups

<u>Job Group</u> <u>or Grade</u>	<u>No</u> <u>In Post</u>	<u>Delivered</u>	<u>Returned</u>	<u>Response</u> <u>Rate (%)</u>
L, M & N	14	4	3	75
K	19	9	4	44
J	27	12	7	58
H	37	14	10	78
G	57	14	10	71
D, E & F	366	26	17	65
Unspecified		-	3	-
Totals	520	79	54	68%

Table VI above indicates that the response rate was equally good in all grades. This implies that this research project generated a lot of interest at all levels of the Commission's hierarchy.

Incidentally, job group N is the highest grade an employee could achieve in the Commission; the Commission Secretary who is the chief executive is operating at Job Group N.

Yet another way of looking at the response rate is to analyse the figures according to the major departments and sections of the Commission as shown in Table VII below:-

Table VII - Response Rate Analysed According to Sections / Departments

<u>Department</u>	<u>Delivered</u>	<u>Returned</u>	<u>Response Rate (%)</u>
Personnel	24	13	54
Accounts	11	7	64
Audit	9	7	78
Teacher Registration	9	9	100
Planning	7	3	43
Salaries	9	9	100
Staffing	6	3	50
Discipline	4	3	75
	<u>79</u>	<u>54</u>	<u>68</u>

Having analysed the response rates from all possible angles, we now turn to the little biographical data that was collected about the respondents.

3. Some Biographical Data

Of the 54 employees who returned the questionnaire, 4 declined to indicate their ages. Table VIII below shows age distribution. The same table makes a comparison between the ages of appraisers and appraisees.

Table VIII - Age Distribution: Appraisers and Appraisees

<u>Age Bracket</u> <u>(years)</u>	<u>Numbers</u>		<u>Total</u>
	<u>Appraisees</u>	<u>Appraisers</u>	
Less than 17	-	-	-
17 - 26	10	-	10
27 - 36	31	2	33
37 - 46	3	3	6
Over 46	1	-	1
Total	<u>45</u>	<u>5</u>	<u>50</u>

It can be seen from Table VIII that slightly over 60 per cent of the appraisees were within the age bracket 27 to 36 years. For appraisers, exactly 60 per cent were in the age bracket 37 to 46 years.

Calculations from raw data show that the average age for appraisees is 31 years with the median age also being 31 years. The youngest appraisee is 25 years while the oldest is 48 years old. The same calculation for appraisers shows that the average age is 39 years with the youngest at 36 years and the oldest at 44 years.

Thus, a comparison of the ages of the appraisers and appraisees clearly shows that on the average the appraisers are several years senior in age to the appraisees, just as they are several job grades above the majority of appraisees.

Another pertinent data arising from the questionnaire is information on promotion experience. Less than a half of the appraisees (49 per cent) have experienced one or more promotions. The proportion for the appraisers is 100 per cent, that is, all appraisers have experienced one or more

promotions at one time or another during their working life with the Commission. The figure for appraisees should be read with caution because 11 respondents (22 per cent) declined to give information on their job groups. This they did presumably to hide their identity in spite of the assurances on confidentiality.

Data on the sex of the respondents was not collected in order to properly protect the identity of some of the respondents and, hopefully, encourage them to participate in the study. This refers mainly to female respondents who are a minority particularly in supervisory positions. It was thought that if data on sex was included, ladies would imagine that it would be relatively easy to identify them by merely linking age, job group, department of assignment and promotion history.

Discussion on the attitudes of both the appraisees and the appraisers will be based on data collected in sections B, C and D of the appraisees' questionnaire. This discussion will be focused on the following questions:-

- (1) How do employees of Teachers' Service

Commission feel about the existing performance appraisal system?

- (2) Do these employees trust the Commission to develop procedures and methods that are fair and accurate ?
- (3) Are there any significant differences in the perceptions and attitudes of the appraisees as measured against those of appraisers in the area of existing appraisal system, supervision, and the Commission as an organization ?

The first question addresses the issue of whether or not employees of the Commission see a need for change and, if so, what they believe the general outline of the change should be. The second question probes the extent to which there would be psychological support for any effort in the future by the Commission to develop and implement new employee performance appraisal systems and link them directly to promotion, motivation and development of employees.

4. Extent to which Employees Understand the Present Appraisal System

We shall start our discussion with section B of the attitudes questionnaire which covers question 5 to 11. As pointed out in the methodology chapter, this section of the appraisees' questionnaire, was designed to find out if the respondents do understand the system of employee performance appraisals. The more negative response in this section indicates that the appraisal system is lacking in the motivational and developmental aspects. The responses in the uncertain, " don't know" category indicate that employees do not understand their system of performance appraisals. Given a combination of these two shortcomings in the evaluation system, it is reasonable to conclude that the system may not be acceptable to employees and that both the organization and the employees would benefit if these weaknesses are removed.

Table IX indicates that, except for question 11, appraisees see the system as lacking in motivation and employee development. This is so because 41 per cent have answered all questions in this section in the negative. Those who do not understand the system, on the average are 28 per cent , while only 31 per cent indicated that they understood the system.

Table IX - Opinion of Respondents Concerning Current Performance Appraisal System

Questions

5.	Does your boss follow set or standardized procedures when filling confidential reports ?	27(80)	65(20)	8(0)
6.	Are the contents of the confidential reports fair and accurate ?	16(40)	71(40)	12(20)
7.	Do confidential report forms accommodate special of unique circumstances ?	24(40)	53(20)	22(40)
8.	Do you get feedback after your boss has filled confidential report forms about you ?	8(0)	2(0)	90(100)
9.	Does the supervisor who fills confidential report forms suggest what you could do to improve performance ?	33(0)	-	67(100)
10.	Does your supervisor provide you with assistance or resources to improve your performance ?	49(40)	-	51(60)
11.	Do you think top management care about how confidential report forms are filled ?	59(40)	4(0)	37(60)

Key: DK - Don't Know

Note: Due to rounding error, row percentages may not add to 100%

This shows that a total of 69 per cent of the respondents either do not understand the system or think that it is deficient. The percentages for appraisers are more or less similar, with 54 per cent answering the questions in the negative while 11 per cent do not understand the system. Only 34 per cent responded positively to the questions in section 6.

From the above discussion it seems that the present appraisal system at the Commission is defective and that about 40 per cent of the respondents do not even understand how their performances is evaluated.

Before leaving this section a note will be made of question No. 10. It appears that this question was not clearly understood by the respondent appraisees. It is suspected that this question did not make it clear that the intention was to find out whether supervisors/appraisers took action to correct any dysfunctional work behaviour after a formal evaluation report had been made. It seems that the respondent appraisees had in mind day-to-day informal feedback they receive from their supervisors. This explains the 49 per cent of the respondent appraisees

answering this question in the positive.

Question 8 is worth discussing separately. It will be seen that 92 per cent of the appraisees indicated that there is no feedback from the appraisers. The proportion for the appraisers' response to this question is 100 per cent. This is as expected. It will be remembered that in the interviews with the chief executive officers who are also appraisers, it came out clearly that appraisees were not provided with any form of feedback after performance evaluation.

While the appraisees do not seem to understand performance evaluation system, 59 per cent thought that top management cared how the supervisor/appraiser went about evaluating appraisees performance. However, there is a sizeable number (34 per cent) who were uncertain as to whether top management took interest in the way confidential reports are written.

The appraisers, who are nearer top leadership at the Commission, also seem to be unsure on this question. Precisely 60 per cent do not know if top management cares how confidential reports are made.

From the above discussion, it seems that top leadership in the Commission has not been seen to take interest in the performance appraisal system at the Commission. This assertion gets more credence when it is remembered that in the interview with the chief executive officers, it was reported that the appraisers' superiors who are the top leadership, never even examined the confidential report forms before they were submitted for action.

5. Employees' Attitude To The Appraisal System

Earlier on in this section we had indicated that we would like to know how employees of the Commission feel about the present appraisal system. We can best discuss this by looking at the result of section C of the appraisees' questionnaire as shown in Table X and continued in Table XI.

Both appraisees and appraisers believe that confidential reports do influence actions taken by the Commission when it comes to promotions and contract renewal. The proportion of appraisees and appraisers agreeing to statement No.12 is 71 per cent and 80 per cent respectively. However, note should be taken of the 22 per cent of appraisees who are unsure and the

Table X - Opinions of Employees Concerning Performance Appraisal System And Promotion

linkage

Statements	Responses (%)		
	A	DK	D
Q.12 Confidential reports do influence actions taken by the Commission	71(80)	22(0)	6 (20)
Q.13 The Commission considers performance appraisal to be an important part of the supervisor's duty	63(40)	29(20)	8 (40)
Q.14. My job performance is carefully evaluated before a confidential report is written	22(40)	55(40)	22(20)
Q.15 The standards used to evaluate my performance have been fair and accurate	20(40)	49(60)	31(0)
Q.16. I believe that the contents of the confidential reports are a fair and accurate picture of my actual job performance	31(40)	35(20)	35(40)
Q.17. In the past I have been aware of the standards used to evaluate my performance	23(20)	39(40)	38(40)

Key: A= Agree ; DK= Don't Know; D= Disagree

Note: Due to rounding error, row percentages may not add up to 100%

20 per cent of the appraisers who think that contents of the confidential evaluation reports do not in any way influence actions of the Commission.

On whether the Commission considers performance appraisal to be an important part of a supervisors duty, only 63 per cent of the appraisees agree with this statement, while a further 29 per cent are uncertain. For appraisers, less than half agree with this statement indicating that in the eyes of the respondents, but more so in the eyes of the appraisers, the Commission is seen as taking performance appraisal for granted.

On the standards of evaluations, their fairness and accuracy, a large number of respondents, both appraisees and appraisers, seem to be unsure. Also, slightly more than a third think that performance evaluations are not carefully done and therefore they are not fair and do not give an accurate picture of the appraisee's job performance. This does not reflect very well on the appraisal system at the Commission especially when only about two-fifths of the appraisers seem to see the appraisal system as showing a fair and accurate picture of their job performance.

When we turn to table XI, we find that 73 per cent of the appraisees and 80 per cent of the appraisers thought that quality of their performance is important in determining their promotion. This means that in the past promotions have been determined solely by the quality of the employees performance. A meagre 6 per cent of the respondents were uncertain. This is one item on which both appraisees and appraisers have almost identical opinions.

Responses to question 19, which are shown on Table XI, indicate that 88 per cent of the appraisees think that quality of performance should be important in determining their promotions. Coupling the first two questions in table XI, one can see that employees feel that there is still room for improvement in linking quality of employees performance to promotions.

Question 20 has come up with interesting results. First, there is a wide divergence of opinions as to whether promotions are achieved through politics or through performance. While only 39 per cent of the appraisees agree with this statement, 80 per cent of appraisers who responded to this question seem to say that performance is

Table XI - Opinions of Respondents About Current Performance Appraisal System & Promotion Linkage

Question/Statements	Responses (%)		
	I	SI	NI
Q.18. How important is the quality of your performance in determining your promotion?	73(80)	17(20)	10(0)
Q.19. How important should the quality of your performance be in determining your promotion?	88(100)	8 (0)	4(0)
	<u>A</u>	<u>DK</u>	<u>D</u>
Q.20. Generally promotions are achieved through politics and not performance	39(80)	8(0)	53(20)

Key: I= Important; SI= Somewhat Important; NI= Not Important

A= Agree; DK= Don't Know; D= Disagree

Note: Due to rounding error, row percentages may not add up to 100%

not important for promotion to be achieved at the Teachers' Service Commission. Second, when viewed in relation to question 18, the results are rather puzzling. While in question 18, 80 per cent of the respondents thought that promotions are determined by quality of performance, now the same percentage seem to think that promotions are based on considerations other than quality of performance.

Given that in question 18, 73 per cent of the appraisees and 80 per cent of the appraisers agreed with the statement that quality of performance is important in their promotions, it was surprising to find 39 per cent of the appraisees and 80 per cent of the appraisers agreeing with the statement that generally, promotions are achieved through politics rather than performance.

One possible explanation for the above puzzle is that one or both of these statements (Nos.18 and 20) were not clear to both the appraisees and the appraisers. The researcher tends to conclude that it is statement 18 which was misunderstood. It is possible that its meaning was equated to the meaning attached to statement No.19.

In summary then, data in table X and table XI reveals that employees of the Commission have mixed feelings about the current appraisal system. Several conclusions can be drawn from the data. First, only about a quarter of the respondents believe that the standards used to evaluate performance have been clear and have been administered fairly and accurately. This is to be expected given the closed or secretive nature of the system. Second, although there is considerable agreement with the statement that performance appraisals do influence action taken by the Commission, and most respondents believe that quality of job performance is related to promotion, employees seem to see a lot of room for improvement in the performance-promotion linkage. Finally, a large cross-section of Commission employees perceive that promotions are achieved through political means and gamesmanship rather than through quality of performance.

6. Employees' Trust in the Organisation,
Supervisors and Co-workers

Section D of the questionnaire was intended to find out if employees of the Commission do have trust and confidence in (a) the Commission's top

leadership, (b) the supervisors, and (c) employees' co-workers. Data was collected in this area to determine if the Commission can successfully develop and implement a new employee performance appraisal system, or at least successfully introduce improvements in the present system. This is necessarily so because trust and confidence in the integrity and good intentions of an organization's top leadership, supervision, and co-workers have been found to be important factors in the individual's willingness to work actively for the successful implementation of innovations.⁶³ The higher the levels of trust on all levels of the organization, the more likely employees will be to take the risks associated with abandoning established ways of doing things. In an organization where a climate of distrust exists, employees may continue to cling to the status quo and try to sabotage any innovation or change because they see it as an attempt to threaten or punish them in one way or another.

The responses to section D of the questionnaire are shown in Table XII in the next page.

63. Chris Argyris, Intervention Theory and Method, (Reading, mass: Addison - Wesley, 1970)

Table XII - Employees Trust and Confidence in Their Organization, Supervisors and Co-workers

Questions	Response (%)		
	A	DK	D
Q.21. When changes are made in this organization the employees usually end up the losers	31(20)	16(0)	53(80)
Q.26. Employees here feel you can't trust this organization	33(20)	24(0)	43(80)
Q24. I have confidence and trust in my co-workers	65(100)	4 (0)	31(0)
Q.25. My supervisor deals with subordinates well	59(60)	14(20)	27(20)
Q.23. I care little about what happens to this organization so long as I get my pay	6(20)	4 (0)	90(80)

Key: A= Agree; DK= Don't Know; D= Disagree

Note: Due to rounding error, row percentages will add up to 100%

The extent to which Commission employees trust Teachers' Service Commission as an organization is reflected in the responses to statement number 21 and statement number 26. As the figure in the table reveals, only less than half (48 per cent) appear to have trust and confidence in the integrity and good intentions of the Commission's top leadership. Therefore, among the appraisees, trust and confidence in the Commission's top leadership is relatively low.

The figures for appraisers are completely different from those of the appraisees. A large majority of appraisers, that is, 80 per cent of them have trust and confidence in Commission's top leadership. Among the appraisers who responded to the questionnaire, trust in the Commission is relatively high.

Among appraisees, trust and confidence in co-workers and immediate supervisors is shown in statement 24 and 25. While not very high, it is relatively higher than trust and confidence in Commission's top leadership which we have discussed in the previous paragraph. On the average, 62 per cent of the appraisees agreed with the statement

that (a) " I have confidence and trust in my co-workers", and (b) "My supervisor deals with subordinates well."

The response of the appraisers to these two statements is even more encouraging. All the 5 appraisers who responded to this questionnaire indicated that they have complete confidence and trust in their colleagues. Again, 60 per cent of the appraisers had confidence in their supervisors who are also the Commission's top leadership.

Statement No.23. also shown in Table XII, was designed to find out that respondent's commitment to their organization, Teachers' Service Commission. This was necessary because the extent to which employees value or are committed to their organization is a relevant dimension of psychological support for any contemplated change. Indeed, commitment provides a basis for genuine and sustained interest in helping the organization indentify and solve its problems.⁶⁴ Fortunately in this area there is a lot of reason for optimism.

64. Robert B. Duncan, "Organizational Climate and Climate For Change in Three Police Departments", Urban Affairs Quarterly, Vol.8 (1972) pp.205 - 246

This is another area where both appraisees and the appraisers have almost identical attitudes. While 90 per cent of the appraisees cared about what happened to their organization, the proportion for appraisers is 80 per cent. These figures indicate that employees of Teachers' Service Commission as a whole are psychologically committed to their organization and would therefore develop genuine and sustained interest in helping the Commission solve its problems.

7. Summary

To conclude this section on respondents attitudes towards the appraisal system, several points will be noted. First, as presented in this section data clearly indicates that employees of Teachers' Service Commission do not understand their appraisal process. Second, the appraisal process does not provide any feedback to the appraisees and is therefore lacking in motivational and developmental aspects. Third, while believing that actions of the Commission ultimately depend on confidential evaluation reports, employees do perceive their evaluation system as lacking in fairness and accuracy. Fourth, while a large number of employees see a link between quality of performance and promotions, they strongly feel that there is

still a need for improvements in this area. Fifth, while trust in the Commission's top leadership is quite low, trust and confidence in co-workers and immediate supervisors is relatively high. Finally, employees of the Commission appear to be highly committed to their organization and do care what happens to Teachers' Service Commission.

CHAPTER VI

SUMMARY AND CONCLUSIONS

1. Summary

This study was undertaken at the Nairobi Offices of Teachers' Service Commission, during September to October, 1983. Seven out of the ten chief executive officers were interviewed. These executives are the principal appraisers in the Commission, although, as a result of delegation of duties, there are eighteen other appraisers both in Nairobi and in the field offices outside Nairobi.

In addition to these interviews, a self administered questionnaire was given to a sample of 71 employees who were identified as appraisees. For comparison's sake a sample of 8 appraisers were given the same questionnaire. The questionnaire collected the opinions and attitudes of both appraisers and appraisees to their present performance appraisal system.

A detailed analysis of the present appraisal system and employee opinion and attitudes to the system was given in the preceding chapter. In this chapter, summary of the results will be presented

followed by conclusions, discussion and recommendations.

a. Nature of The Present Appraisal System

Detailed knowledge of the present employee performance appraisal system was acquired through the interviews conducted among the chief executive officers. Below is the summary of the findings.

The present appraisal system is strictly confidential so that the appraisees have no chance of ever knowing the contents of the evaluation reports. This was confirmed by the chief executive officers during the interviews.

The decision as to whether or not an employee would be evaluated is in the control of Commission's employees and not the Commission's management. The appraisal process is normally triggered off by the action of an employee. This would be either when an employee applied for promotion into a vacant post or when the employee applies for the renewal of his or her contract for a further period of 24 months. If an employee does not make a formal application for promotion or renewal of his contract then the Commission's management is under no obligation to make a formal employee performance evaluation.

Tied to the above issue is the question of frequency of evaluations. The study has found the present frequency as being once in two years in the case of evaluations contingent on renewal of contract and an indefinite period in the case of evaluations for promotion purposes.

There are two different evaluations for two different purposes. The first evaluation is to aid in promotion decisions. The second evaluation is to aid decision on renewal of an employee's contract. Performance evaluation reports play a relatively minor role in influencing the decision of the Commission as to who gets promoted into a higher post. The decision of the panel of interviewers is heavily influenced by the impression the employee makes during the interview session. In the case of contract renewals, the decision is almost completely determined by the contents of the confidential evaluation report. In short, this study has found that while the first evaluation report does not adequately serve the purpose for which it was created, the second evaluation report does adequately serve its purpose.

Also this study has shown that performance

evaluations at the Commission mostly dwell on personality traits of the employees. Actual job performance and ability to achieve goals has been given little emphasis as can be deduced from the specimen confidential report forms shown in appendix I and II. While it may be good to know personal characteristics of an employee, it is difficult to justify their inclusion in measuring the worth of an employee to an organization, especially when these personality traits have not been found to correlate with success in the job. This is probably why performance evaluations are confidential. Certainly any appraiser would find it difficult to inform his subordinate that he lacks tact or initiative, personal characteristics which may have little or nothing to do with successful performance of the assigned job.

Finally, the study has shown that appraisers have had no formal instructions or guidance on how to handle employee performance evaluations. The implication here is that there is no comparability between two reports written by different appraisers. This fact of non-comparability becomes even more real when one considers that appraisers are basically trying to rate or assess personal

characteristics of the employee.

b. Opinions and Attitudes

The focus here was on (a) the present appraisal system and how well employees understand it, (b) employee's perceptions of the performance promotion linkage, and (c) their attitude and opinions on their organization, supervision and co-workers.

The first part of the questionnaire showed that the average age of the appraisees is 31 years while that of the appraisers is 36 years. While just about half (49 per cent) of the appraisees reported one or more promotion experience, all appraisers indicated that they had experienced one or more promotions during their working lives with the Commission.

Second part of the questionnaire indicated that employees of the Commission as a whole do not understand their system of performance appraisal. Also both appraisees and appraisers indicated that employees do not receive any feedback after the evaluations are made. Again, both groups of Commission employees were uncertain as to whether management cared about how performance evaluations are done.

The third section of the questionnaire indicated that employees of the Commission believe that confidential evaluation reports do in fact influence administrative actions. Both appraisees and appraisers indicated that the Commission's top leadership considered performance evaluation to be an important part of the supervisors duties.

This part of the study has also shown that employees of the Commission on the whole seem to doubt the fairness and accuracy of the evaluation reports. Indeed, both appraisees and appraisers were in agreement that performance evaluations at the Commission are not carefully done and, therefore, the evaluations do not reflect a fair and accurate picture of the quality of employees' performance. It was surprising that even appraisers themselves indicated that the system lacks in fairness and does not show an accurate picture of employees' performance.

The study also showed that employees are of the opinion that quality of performance determines their promotions. However, Commission's employees indicated that there is still room for improvement in the performance-promotion linkage so that more and

more promotions are seen to be linked to the quality of an employees performance.

On the statement that generally promotions are achieved through politics and not performance, it was found that only 53 per cent of the appraisees and 20 per cent of the appraisers disagreed with the above statement. In other words, a large section of employees feel that interpersonal relations and coalitions play a not inconsiderable part in the promotion of some of their colleagues.

Section D of the study has found that trust and confidence in the integrity and good intentions of the Commission's top leadership is relatively low among appraisees. However, appraisers seemed to indicate very high trust and confidence in the Commission's top leadership. Indeed, 80 per cent of the appraisers indicated that they have complete trust and confidence in the Commission's top leadership.

Confidence and trust in the co-workers was found to be relatively high among employees of the Commission, appraisees and appraisers alike.

Another finding in this study is that employees of the Commission value their organization and are

psychologically committed to it. The study has shown that over 80 per cent of employees of the Commission do care what happens to their organization and by implication would enthusiastically help the Commission solve its problems. This is one area where both appraisees and appraisers were in complete agreement in their attitudes.

Finally, this study has shown that both appraisers and appraisees have almost identical opinions and attitudes toward various aspects of the present appraisal system.

2. Discussion and Conclusion

We have seen that feedback has been found by many studies to be necessary for improved performance.

In particular Erez⁶⁵ Beeker⁶⁶, and Strang et al⁶⁷ have found that specific hard goals led to improved performance only if subjects received feedback on their performance. The present employee performance appraisal system at the Commission has been found to lack feedback to employees so that it is difficult to conclude that it helps in enhancing performance of Commission's employees. Indeed, the system fails to support two very important functions of a good appraisal system, namely (a) to change dysfunctional work behaviour, and (b) to communicate managerial perceptions of the quality and quantity of employees work.

-
65. M. Erez, "Feedback: A Necessary Condition for Goal Setting Performance Relationship", Journal of Applied Psychology, Vol 62 (1977) pp.624 - 627
66. Lawrence T. Beeker, "Joint Efforts of Feedback and Goal Setting On performance: A Field Study of Residential Energy Conservation" Journal of Applied Psychology, Vol.63, No.4 (1978) pp.428 - 433
67. Harold R. strang, Edith C. Lawrence, and Patrick C. Fawler, "Effects of Assigned Goal level and knowledge of Results on Arithmetic Computations: A Laboratory study, Journal of Applied Psychology, no. 4 (1978) pp. 446 - 450

The fact that employees feel that the standards used to evaluate performance have neither been clear nor administered fairly and accurately suggests that employees - as a group - would be receptive to changes which would, in their estimation, improve the accuracy and equity of performance evaluations. The rather widespread lack of satisfaction with present system should, at least initially, favour changes that promise meaningful reforms of the performance evaluation process. It is for this reason that various recommendations have been made aimed at improving the present system.

As pointed out in the previous chapter, trust and confidence in the integrity and good intentions of the organization's top leadership, supervision, and co-workers have been found to be important factors in the individual's willingness to work actively for the successful implementation of change.⁶⁸

Whether any recommended changes in the appraisal system will be implemented successfully will depend on the trust and confidence employees have in the Commission's top leadership. The fact that trust and confidence is relatively low could present high level administrators with serious 'resistance' problems if implementation of the recommendations is made a

68 . Argyris, op.cit.

matter of administrative fiat. Employees may have to be involved in every stage of any new developments in performance appraisal procedure.

Trust and confidence in immediate supervisors and work groups is relatively high and this augurs well for implementation of changes in the appraisal system. This being the case, then, new developments in performance appraisal system, will depend, to a large extent, on the commitment of supervisors and their ability to mobilize active support by members of work groups they manage. Top level management, therefore, should be prepared to meaningfully involve supervisors in the process of operationalizing any new developments affecting the present appraisal system.

As we have seen, the degree of commitment to their organization is a relevant dimension of employees' psychological support for any contemplated change.⁶⁹ This is because commitment provides a basis for genuine and sustained interest in helping the organization solve its problems. Fortunately, over 90 per cent of the Commission's employees sampled in the study cared about what happened to the Commission. This suggests that if any changes are seen by employees

⁶⁹Durcan, op.cit., pp.205-246

to be a vehicle for enhancing the stature and effectiveness of their work groups and the Commission, this high level of commitment should make for easy introduction and implementation of change in the present employee performance appraisal system.

3. Recommendations

The following is a list of recommendations arising out of the present study :-

1. Job descriptions based on systematic job analysis should be introduced, at least among offices in supervisory grades.
2. Goal setting should be introduced so that employees know what they are 'shooting for'. Employee participation in identifying and setting goals is also recommended.
3. There should be an annual formal review of performance and potential for all employees. This should possibly replace the present two confidential evaluation reports.

4. Appraisals should be based more on the employee's ability to identify, set and achieve goals and less on personal characteristics. This means that appraisals should be more diagnostic and less evaluative.
5. The annual appraisal which is recommended above should be split into two parts. The first part which should be open to the appraisees should review performance. This will enhance feedback and hence motivation and employee development. The second part which will review potential should be confidential so as to afford appraisers the opportunity to be frank and honest in the appraisal report.
6. Relevant training should be arranged for both appraisers and appraisees. Training for appraisers should help increase the accuracy and equity in the appraisals. For appraisees, training should make them appreciate the appraisal process and this should, hopefully, enhance employees satisfaction with the system.

A P P E N D I X I

TEACHERS SERVICE COMMISSION

CONFIDENTIAL REPORT

NAME.....

TSC/NO.....

ADVERT/NO.....

PRESENT POST HELD.....

GENERAL CONDUCT AND PERSONAL CHARACTERISTICS.....

.....

CAPACITY FOR ORGANIZATION AND LEADERSHIP.....

.....

ABILITY TO CO-OPERATE WITH OTHERS.....

.....

RELATIONS WITH PUBLIC.....

.....

SPECIAL APTITUDES (IF ANY).....

.....

OVERALL ASSESSMENT (Outstanding, Very good, fair,

Unsatisfactory etc).....

SUITABILITY FOR PROMOTION TO POSITION OF RESPONSIBILITY

.....

.....

.....

.....

.....

.....

ADMINISTRATIVE & PROFESSIONAL ABILITY
.....

.....
Signature of Reporting Officer

DATE..... DESIGNATION:.....

A P P E N D I X II

TEACHERS SERVICE COMMISSION

CONFIDENTIAL REPORT ON OFFICER ON RENEWAL OF CONTRACT

NAME.....

TSC/NO.....Appointment held.....

GRADE:.....Department.....

SECTION.....Duties of present post.....

.....
.....

1. Knowledge of the job and performance (whether the officer has knowledge of the job or lacks basic knowledge of the job etc).

.....
.....

2. Management of staff:- Whether the officer organizes and inspires staff to give their best or is unable to obtain acceptable output from supporting staff etc.,

.....

3. Acceptance of responsibility (whether the officer seeks and readily accepts responsibility at all times or reluctant to carry full responsibility of post; passes it on to wherever possible etc.,)

.....
.....
.....

- 4. Initiative (whether the officer readily perceives what needs to be done and gets on with it in practical manner or needs constant supervision).....

- 5. General conduct and personal characteristics (e.g. friendly, co-operative, tactful and understanding or generally unco-operative, and insensitive to the feelings of others etc.).....

- 6. Suitability for advancement (has the officer, in your opinion, the potential for further advancement).

Yes/No

If yes then state the job level he seems at present to be capable of reaching :-

- (a) With his next contract period
- (b) If no, give reasons:-

.....

- 7. Overall assessment suitability for renewal of contract e.g. outstanding worker, thoroughly reliable in performance of performance

consistantly below standard required.

.....
.....

Name of Reporting Officers.....

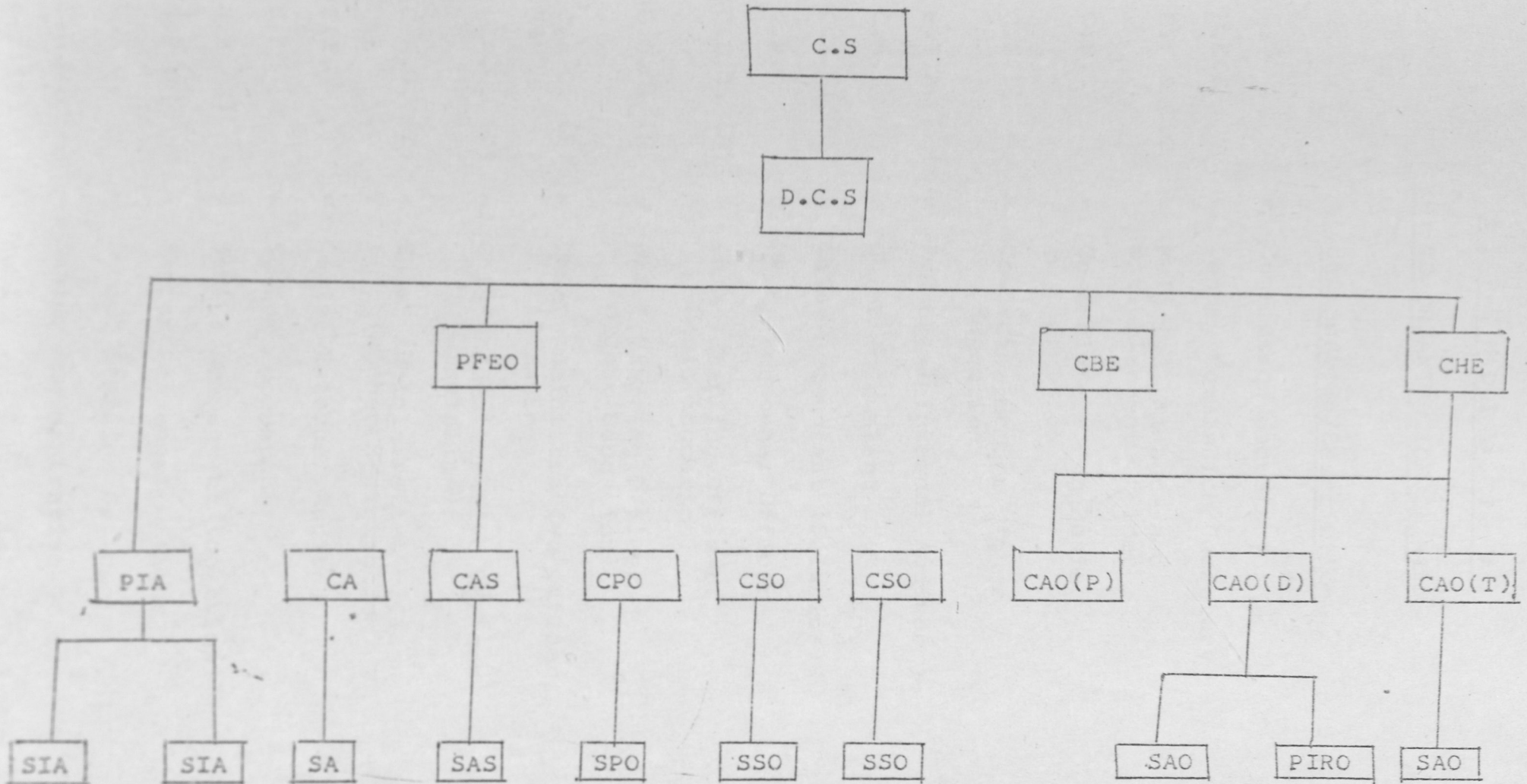
Signature.....

Date.....

ORGANIZATION CHART

APPENDIX III

TEACHERS SERVICE COMMISSION



KEY: SEE APPENDIX IIIA

A P P E N D I X III AKEY TO ORGANIZATION CHART

	<u>Designation/Description</u>	<u>Job Group</u>
C.S	= Commission Secretary	N
D.C.S	= Deputy Commission Secretary	M*
P.F.& E.O	= Principal Finance and Establishment Officer	M
C.B.E	= Co-ordinator for Basic Education	M
C.H.E.	= Co-ordinator for Higher Education	M
P.I.A.	= Principal Internal Auditor	L
C.A.	= Chief Accountant	L
C.A. (S)	= Chief Accountant (Salaries)	L
C.P.O	= Chief Personnel Officer	L
C.S.O. (B)	= Chief Staffing Officer (Basic Education)	L
C.S.O. (H)	= Chief Staffing Officer (Higher Education)	L
C.A.O. (P)	= Chief Administrative Officer (Planning)	L
C.A.O. (D)	= Chief Administrative Officer (Discipline)	L
C.A.O. (T)	= Chief Administrative Officer (Teacher Registration)	L
S.I.A	= Senior Internal Auditor	K
S.A	= Senior Accountant	K
S.A.(S)	= Senior Accountant (Salaries)	K
S.P.O	= Senior Personnel Officer	K
S.S.O.	= Senior Staffing Officer	K
S.A.O.	= Senior Administrative Officer	K
P.I.RO	= Public and Industrial Relation Officer.	K

A P P E N D I X IVSENIORITY GRADING OF EMPLOEES OF
TEACHERS' SERVICE COMMISSION

<u>ACTUAL</u> <u>NO. IN</u> <u>POST</u> <u>1983/84</u>	<u>JOB</u> <u>GROUP</u>	<u>ANNUAL</u> <u>BASIC SALARY</u>		<u>DESCRIPTION</u>
		<u>MIN</u>	<u>MAX</u>	
		£	£	
1	N	3804	4956	Commission Secretary.
4	M	3408	4428	D.C.S/Principal Officers.
9	L	2712	3540	Chief Officer
19	K	2154	2928	Senior Officer
27	J	1794	2424	Grade I Officer
37	H	1494	2010	Grade II Officer
57	G	1128	1554	Grade III Officer
24	F	834	1170	S.C.O/Typist
5	E	690	972	H.C.O/Typist
337	D	531	774	Clerical Officers
12	C	435	642	J.C.O.
3	B	354	531	} Messangers
14	A	300	453	

NOTE: A is the lowest Job Group while N is the highest Job group. These are the Job groups used in the civil service.

KEY: D.C.S. = Deputy Commission Secretary
S.C.O. = Senior Clerical Officer
J.C.O. = Junior Clerical Officer.

A P P E N D I X V

INTERVIEW GUIDE

(Section heads / appraisers only)

1. (a) What is the purpose of the confidential report?

.....

.....

(b) How often are these evaluations made ?

.....

.....

2. Do you personally fill all confidential reports for all members of staff in your section? Yes/No.

3. If no to Q.2, who else fills confidential reports?

<u>Appraiser's Designation</u>	<u>Job Group</u>
.....
.....
.....
.....

4. Have you had any formal instructions about how to fill confidential report forms ? Yes/No.

5. Do your subordinates have current job descriptions ? Yes/No.

6. If no to Q 5, how to you ensure that they are fully aware of all the important tasks for which they are responsible ?

.....
.....

7. Just before filling a confidential report, do you discuss the performance of the appraisee with :-

- Appraisee ?
- appraisee's immediate supervisor ?
- Your own immediate supervisor ?
- any other officer ?

8. If there is no discussion, why not ?

.....
.....
.....
.....

9. If a discussion is held, what is the aim of the discussion ?.....

.....
.....
.....
.....

10. Immediately after filling the confidential report, but before it is acted upon, do you discuss the contents of the report with :-

- appraisee ?
- Appraisee's immediate supervisor ?
- your own immediate supervisor ?
- any other officer ?

11. Who are the users of these confidential reports?

- Promotion Reports
-
- Contract Renewal
-

12. Are there any other purpose for which confidential reports are used ?

- Promotion Reports
-
- Contract Renewal Reports
-
-

13. Are decisions based solely on the results of confidential reports or are there any other factors outside confidential report forms that are taken into account ? Explain/

- Promotion decision : factors
-
-
-
-

. Cotract renewal decisions : factors
.....
.....
.....

14. Any comments on employee performance appraisal
process at the Teacher's Service Commission .

.....
.....
.....
.....

A P P E N D I X VI.
APPRAISEES' QUESTIONNAIRE

SECTION A.

1. Your current Job Group
2. Your age..... ..years
3. Your Job Group at time of appointment.....
4. Your section (tick)

Personnel	Audit
Salaries	Planning
Accounts	Staffing (B)
Teachers Reg. (TR)	Staffing (H)
Discipline	

SECTION B.

5. Does your boss follow set or standardized procedure when filling confidential reports ?

Yes	NO	I don't know
-----	----	--------------
6. Are the contents of the confidential reports fair and accurate ?

Yes	No	I don't know
-----	----	--------------
7. Do the confidential report forms accommodate special or unique circumstances ?

Yes	No	I don't know
-----	----	--------------
8. Do you get any feedback after your boss has filled the confidential report forms about you ?

Yes	No	I don't know
-----	----	--------------

9. Does the supervisor/boss who fills the confidential report forms suggest what you could do to improve your performance ?

Yes

No

10. Does your supervisor provide you with assistance or resources to improve your performance ?

Yes

No

11. Do you think top management cares about how confidential report forms are filled ?

Yes

No

SECTION C.

12. Confidential reports do influence actions taken by the commission.

Disagree

Don't know

Agree

13. The Commission considers employee performance appraisal/ evaluation to be an important part of the supervisor's duties.

Agree

Don't know

Disagree

14. My Job performance is carefully evaluated before a confidential report is written.

Disagree

Don't know

Agree

15. The standards used to evaluate my performance have been fair and objective.

Disagree

Don't know

Agree

16. I believe that the contents of confidential

24 I have confidence and trust in my co-workers.

Disagree Don't know Agree

25. My supervisor deals with subordinates well.

Agree Don't know Disagree

26. Employees here feel you can't trust this organization.

Disagree Don't know Agree

APPENDIX VII

Mr. G.Z. Mzenge,
M.B.A. Office,
UNIVERSITY OF NBI.

20th September, 1983

The Secretary,
Teachers Service Commission,
Private Bag,
NAIROBI.

Dear Sir,

PERMISSION TO UNDERTAKE A RESEARCH PROJECT AT THE
COMMISSION HEADQUARTERS.

This is to request you to give me permission to undertake my final research project at the Commission Headquarters.

The title of my research project is : Employee Performance Appraisal At the Teachers Service Commission.

In order to successfully complete the project, I am required to interview all officers at Job Group 'L' and 'M'. Also I am required to administer a short questionnaire to about sixty members of staff who will be drawn randomly from job group 'D' to job group 'K'.

I would appreciate it very much if you will inform all the Senior Officers of my intention to interview both them and some of their staff.

I hope to start interviews on Thursday 29th September, 1983.

Your faithfully,

G.Z. Mzenge
TSC/100559.

APPENDIX VIII

To: All Members of Staff,
T.S.C. HQS.

Ref: TSC/100559/166

RESEARCH PROJECT AT THE COMMISSION HEADQUARTERS

MR. G.Z. MZENGE - TSC/100559

Mr. Mzenge, who is currently taking a course on M.B.A. at the Nairobi University is doing a research project on " Employee Performance Appraisal at the Teachers Service Commission.

In order to complete successfully the research project, he is required to interview all officers at Job Group 'L' and 'M' and at the same time he will also administer a short questionnaire to about sixty members of staff who will be drawn randomly from members of staff between Job Group 'D' and 'K'.

The purpose of this circular letter is to ask all of you to co-operate and give Mr. Mzenge all assistance that he will require when he starts his research on 27th September, 1983.

(F.N. MBUSO)

AG. PRINCIPAL FINANCE & ESTABLISHMENT OFFICER

C.C. Ag. C.S.

Ag. D.C.S.

APPENDIX IX

Dear Sir / Madam,

I am a member of staff and student at the University of Nairobi who are undertaking a study on the system of employee performance appraisal at the Teachers Service Commission.

We are interested in having your attitude toward your appraisal system (confidential reports), your supervisors, and the Commission as an employer. For this purpose, we have designed a questionnaire which is attached herewith for your attention.

The questionnaire, which you are requested to fill, will be treated in complete confidence. However, in order to avoid identification you should not write down your name, your TSC number or in anyway attempt to identify yourself.

Your name was randomly selected vide a table of random numbers.

After completing the questionnaire, please seal it in the attached envelope and then deliver it to the P.F. & E.O.'s Secretary for onward transmission to the undersigned.

We have made arrangements to collect the completed questionnaires on Friday, 28th September, 1983 at 4.30 p.m.

Yours faithfully,

G.Z. MZENGE.

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