

**INFLUENCE OF PERFORMANCE APPRAISAL SYSTEM ON
EMPLOYEE WORK OUTPUT AMONG ADULT EDUCATION
OFFICERS IN MERU COUNTY, KENYA**

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DECLARATION

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

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This research project report has been submitted for Examination with our approval as University Supervisor.

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DEDICATION

I dedicate this work to my husband Salesio M. Alfred, my son Allen M. Munene, my secretary Beatrice Nkirote and my consultant for their encouragement.

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I am indebted to my supervisor, Professor David Macharia and course lecturers, for their moral support and encouragement. I also acknowledge the encouragement from my fellow students, the M.A. in Project Planning and Management class of 2012 and discussion group members who demonstrated seriousness and a sincere desire to learn by freely sharing and contributing to class discussions hence enriching the content of every single topic.

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LIST OF ABBREVIATIONS AND ACRONYMS

GOK- Government of Kenya

MBO- Management By Objectives

PAS- Performance Appraisal System

RBM- Result- Based Management

SPSS- Statistical Package for Social Scientists

U.S – United States

WSA- Work Standards Appraisal

ABSTRACT

The performance appraisal system (PAS) is a critical component of the overall human resource management function in the public service. Public sector reforms have become the norm in the present world. This has been necessitated by the poor performance of the state enterprises that have become a burden both financially and administratively. Tax payers have come out openly demanding the value for their money that is efficient, effective and ethical delivery of service to citizens.

In Kenya, these public sector reforms have been embraced partly through the signing of Performance Contracts and Performance Appraisal Systems. Based on this concern, the research project looked at the influence of performance appraisal system on employee work output among Adult Education Officers in Meru County, Kenya. It tried to find out whether employee attitude, employee development and training, performance appraisal reward and performance appraisal feedback influences work output. The study adopted a descriptive survey design. The design was used to solicit information from the respondents. Data was collected using a questionnaire which was administered to the staff of the Directorate of Adult and Continuing Education, Meru County, who comprised a target population of 170. The sample of the study was 63 Adult Education Officers representing 37.05% of the target population. The sampling procedure adopted in this study was stratified sampling and simple random sampling. The data gathered was presented using descriptive statistics such as frequencies and percentages. Statistical significance of variables was analyzed by use of correlational analyses. The study established that employee attitude, performance feedback, employee development and training as well as performance feedback contributes to employee work output among Adult Education Officers in Meru County. The study recommends that employee (staff) factors need to be built into the appraisal by incorporating performance feedback, skills, rewards and attitude as a basis of the appraisal process. There is also need to link the current appraisal system with the various aspects of organization development.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Performance Appraisal is a formal management system by which the job performance of an employee is examined and evaluated, with the intent of identifying their strengths and weaknesses for improvement in future. *The Draft Performance Appraisal System Policy for the Public Service in Kenya (2008)*, views Performance Appraisal as a process of assessing and recording staff performance for the purpose of making management decisions on the staff. A systematic appraisal of employees make it possible to achieve various benefits like: encouraging quality performance by rewarding those who do well, improve current performance by giving workers feedback, identify the training needs, initiate fair disciplinary proceedings and provide a channel of communication between managers and their subordinates (Hannah, P. , 2009).

The idea of performance appraisal dates back in the 1st world war and was then called “Merit Rating Program”. Before the early 1980s, majority of the theoretical studies emphasized on revamping the rating system within the organization. The actions were a great thing to reduce the chaotic of employee’s performance appraisal (Feldman, 1981). The merit rating or efficiency rating in Federal Civil service has been in place, since at least 1887 (Petrie, 1950) and perhaps as early as 1842 (Lopez, 1968) although this thought has gone through many modifications through the years. Indeed, a quick review of performance appraisal system historical roots shows that early research on performance appraisal has focused on such issues as scale development, scale formats reducing test and later bias and the like (Austin and Villanova 1992, Edwards, 1957; Ginford, 1954, Landy and Farr, 1980, 1983).

One impetus to the development of performance appraisal in U.S industry (Patten, 1977) can be traced to the work of industrial psychologists at Carnegie – Mellon University and their early work in salesman selection and “man-to-man” rating forms based on trait psychology (Scott, Clothier and Spriegel, 1941). By 1962, performance appraisal was conducted in 61% of the organizations (Spriegel, 1960) and typically top management was exempt from such ratings. Several surveys of business organizations have indicated that between 74% and 89% of those surveyed have a formal performance appraisal system (Bretz and Milkovich, 1989).

Further surveys concerning the prevalence of formal appraisal systems indicated that approximately 76% of the city governments sampled had appraised systems. Large organizations were more likely to have performance appraisal than smaller organization (95% and 84% respectively) and lower (74% to middle 71%) management levels were more likely to have formal appraisal systems than top management (55%) (Lazer & Wilkstrom, 1977).

In Singapore, performance appraisal in the public service is known as PRAISE (Promotion, Ranking and Appraisal System) (Singapore public service Division, 2009). In South Africa, performance appraisal has been used to help public servants know what is expected of them, increase motivation, identify poor performance, improve poor performance, recognize and reward outstanding performance. More so, in Great Britain performance appraisal is used to set objectives and improve performance (Erasmus, Schenk, Westhuizen and Wessels, 2005).

In Kenya, the appraisal system in used in the civil service and was introduced in 2006 due to Ministerial rationalization. The process was a government initiative with the aim to enhance efficiency and effectiveness in public service delivery through review of systems, processes and structures in the ministries and departments (Guidelines on deepening rationalization, 2002). One of the guidelines of rationalization was the inception of performance appraisal system which would involve participation, work planning, performance discussions and performance evaluation. This was a deliberate effort aimed at linking staff appraisal to individual work plans. In addition, the vision 2030 goals include improved performance, quality service delivery and promotion of transformative leadership in the government of Kenya (GOK) to meet the expectations of the citizens among other clients (Kenya vision 2030, 2008).

However, the successful roll out of the new performance appraisal system has not yet achieved envisaged results (Opiyo, 2006). According to the Government of Kenya (2009) there are various common problems with performance appraisals which include; unclear job descriptions and targets, too many forms to complete, low utility value of appraisal information, poor link between appraisal and reward and sanction scheme as well as negative attitude towards performance appraisal (Republic of Kenya 2005). It is thus important to examine the influence of job performance appraisal on people and organizations' output.

1.2 Statement of the Problem

The *Draft Performance Appraisal System Policy for the Public Service in Kenya (2008)*, views Performance Appraisal System as a process of assessing and recording staff performance for the purpose of making management decisions on the staff. (Fletcher and Williams, 1992) The aim of performance appraisal was to focus the mind of the public from the culture of inward looking to a culture of businesslike environment, focusing on the customer and results in addition to improving service delivery (Obongo, 2009). However, there are many reputable researchers, who have expressed doubts about the validity and reliability of Performance Appraisal process. Some have even suggested that the process is inherently flawed or that rather than an opportunity for constructive review and encouragement, the reward-linked process is judgmental, punitive and harrowing (Derven, 1990). In addition, the process is seen as a difficult administrative chore and emotionally challenging that many appraisers feel uncomfortable with the combined role of judge and executioner (Dulewicz, 1989)

Despite the impressive performance and staff motivation signals elicited by Performance Appraisal System in the civil service, few of the local and internal studies have focused on the effectiveness of Performance Appraisal System in the Kenyan context. Hence, there is little empirical data on specific practices of performance appraisal. And therefore this study intends to investigate the influence of Performance Appraisal System on work output among the Adult Education Officers in Meru County.

1.3 Purpose of the study

The purpose of the study was to examine the influence of Performance Appraisal System on work output among the Adult Education Officers in Meru County.

1.4 Objectives of the study

The objectives of the study were:-

1. To determine the influence of employee attitude on work output among Adult Education Officers in Meru County.
2. To establish the influence of employee development and training on work output among Adult Education Officers in Meru County.

3. To examine the influence of performance feedback on work output among Adult Education Officers in Meru County.
4. To establish the influence of performance reward on work output among Adult Education Officers in Meru County.

1.5 Research questions

The research questions of this study were:-

1. To what extent does employee attitude influence work output among Adult Education Officers in Meru County?
2. How does employee development and training influence work output among Adult Education Officers in Meru County?
3. How does performance feedback influence work output among Adult Education Officers in Meru County?
4. What is the influence of performance reward on work output among Adult Education Officers in Meru County?

1.6. Significance of the study

This study will have the following significance:-

The study will bring on board additional knowledge in the area of performance appraisal systems as well as provide academicians, researchers and practitioners of Human Resource Management with a window of further enquiry in the Performance Appraisal System.

The findings and recommendations will help the employer (*Government of Kenya*) to rationalize and update Performance Appraisal System to enhance work output and assess whether the attempts to bring corporate values and governance issues to the public service have borne fruit. The study will also enable the appraiser and those being appraised to find a common ground on the essentials of proper appraisal techniques that provide feedback to both parties.

1.7 Delimitation of the study

The study area was done in Meru County. The target population was Adult Education Officers in job group 'J' to 'M' in the Directorate of Adult and Continuing Education, Ministry of Education, in Meru County. An analysis focused on the influence of Performance Appraisal System on work output among these officers.

1.8. Limitations of the study

The researcher had some unforeseen but unavoidable challenges such as vast area to cover since Meru County covers quite a big area. The researcher was also faced with the challenge of inaccessibility to some remote places due to the terrain as most of Meru County is hilly. Time and financial constraints were another limitation of the study for the researcher had to cover all the eight districts of Meru County in order to administer the questionnaires. However, all these envisaged constraints proved to be of no consequence for both the respondents and the researcher and the work was completed in good time.

1.9. Assumptions of the study

The study had assumed that all the identified respondents would be cooperative in answering the questions posed and they would also answer questions correctly and truthfully. This was particularly pertinent because the information sought was highly confidential since it concerned officers' individual performances. However and as shown in 4.2, a highly commendable 95.2% response was realized indicating that the respondents were very cooperative.

1.10 Definition of significant terms

Adult Education Officers (AEO)

Employees of the Directorate of Adult and Continuing Education in the Ministry of Education currently working as Adult education Officers in job group 'J' to 'M' in Meru County

Employee Work Output

This is the accomplishment of a given task by the Adult Education Officer that is measured against present known standards of accuracy, completeness, cost and speed.

Performance Appraisal Systems

This is a method by which employees' behaviour at the work place is evaluated

normally including both quantitative and qualitative aspect of job performance.

Employees Attitude

This is the tendency of employees to respond positively or negatively to the work assigned to them a predisposition to respond in consistently favourable or unfavourable manner with respect to given object.

Employee Development and Training

This is the process of upgrading of a person's skill or addition of a new skill which in turn can bring about growth and development, opportunities for employees to accept greater challenges, build employees self confidence and commitment and aid employees in contributing to the achievement of departmental goals while producing a measurable change in performance.

Performance Feedback

This is the on-going process between employee an employer where information is exchange concerning the performance expected and the performance exhibited.

Performance Reward

A positive reinforcement to positive performance something given or received in recompense for worth behaviour/work done or in retribution for evil acts.

1.11 Organization of the Study

This research project is made up of five chapters. Chapter one introduces performance appraisal system by presenting a background of what it is and how it is involved in the public sector. The chapter elaborates the problem that was addressed in the study, denotes the specific objectives as well as the research questions that guided the study. Finally the chapter has significance of the study, limitations, delimitations, assumptions and definitions of significant terms used.

Chapter Two reviews relevant literature on the influence of performance appraisal on work output of workers. The chapter also presents a theoretical and conceptual framework.

Chapter Three describes the research methodology that was used in the study. The chapter discusses the research design, target population, sampling procedure, as well as the data collection and data analysis methods that the study used. In the last part of the chapter, the operational definition of variables table that specifies how the various indicators were measured is presented.

Chapter Four focuses on the description and interpretation of data analyzed in correspondence with the study variables. This chapter is divided into two parts whereby parts A discusses the general information on the respondents and parts B discusses variables that influence work output as conceptualized in this study.

Chapter Five has been designed to give a detailed account to the findings that emanated from the study results in Chapter Four. It entails presentation of a summary of findings, discussion on the findings of the study, articulation of the conclusion and presentation of recommendations based on the findings.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section deals with studies from different authors and personalities in the field of performance appraisal system. It reviews literature related to the research objectives and a theoretical framework which the research adapts to explain its research objectives. It begins with the examination of what performance appraisal is and why it is an important tool in human resource management. The section takes into account how performance appraisal fits into the parent regulation of both individual and organizational performance. The conceptual framework is also described. It defines the relationship between the independent variables and the dependent variable.

2.2. Employees Work Output

Work output is a multi-dimensional concept, which depends on different kind of issues (Bates and Holton, 1995). According to Brumbash (1988) work output indicates both behaviours and findings of employees in which; behaviours are the outcomes in their particular right and can be evaluated apart. Moreover work output is a subject on not only of what people get, but also on how they attain it (Armstrong and Baron, 2005). Bernadin et al (1995) highlighted that the output of work should be defined as the outcome of work because it provides the strongest linkage to the strategic goals of the organization, customers' satisfaction and economic contributions". To Brumbash (1988), output means both behaviour and results. Behaviour emanates from the performer and transforms work output from the abstraction to the action. In addition behaviours are not only instruments for results, but are also outcomes in their own right: the product of mental and physical effort applies to tasks and can be judged apart from the results.

Managing work output begins with leadership within the organization and creating a work output management policy. Primarily, management governs work output by influencing employees' input (e.g. training programs) and by providing feedback via output (i.e. performance assessment and appraisal). Feedback and counseling is quite important in the managing the output of employees. It the stage in which the employee acquires awareness from the appraiser about the areas of improvements and also information on whether the employee is contributing the expected levels of performance or not. Rewarding good

performance is a very vital component as it will determine the work motivation of an employee. During this stage, an employee is publicly recognized for good performance and is rewarded. This stage is very sensitive for an employee as this may have a direct influence on the self esteem and achievement orientation. Any contributions duly recognized by an organization helps an employee in coping up with the failures successfully and satisfies the need for affection (Armstrong, 2005).The rest of this chapter will look at the performance appraisal process broken up into four independent variables namely; employees' attitude, employee development and training, reward and motivation and performance feedback. The chapter will then introduce the theory on which the study is based on and finally present a conceptual framework. However we begin by considering the Performance Appraisal Process in broader terms.

2.3. Performance Appraisal Process

According to Hannah (2009), Performance Appraisal is a formal management system by which the job performance of an employee is examined and evaluated, with the intent of identifying their strength and weaknesses for improvement in future. She further recommends that it is the usual practice in most places that managers conduct appraisal just to justify pay increase or decrease, forgetting that the sole purpose of performance appraisal is not salary increase or decrease, but the development of employee skills and the improvement of work in the office. Smither, 1998 pointed out that there are eight characteristics for a successful performance appraisal system; they make sure that the appraisal criteria are relevant to the job, make sure that appraisal criteria are clearly defined, train raters on the appraisal process and sensitize them about impression management, conduct appraisals frequently and allow enough time for raters to appraise ratees thoroughly, make sure that appraisals are appropriate for individual or team goals, avoid overall appraisals, use more than one rater if possible; and make raters accountable for their appraisals. Levinson (2005) further identified five steps in an ideal performance appraisal processes as; individual discussion with the superior about the job description, establishment of short-term goals, meet to discuss progression, establish checkpoints to measure progress, discussion at the end of a defined period to assess the results. Hall (1979) describes merit rating also called staff appraisal or staff reporting as a method of assessing an employee in regards to the manner in which he performs his work and the various qualities essential for carrying out of his task. He further pointed out that the main objective is to make a systematic record of the judgment made on employees, for the purpose of enabling the management to exercise control over and guide working force. According to

Bamber et al, (1994) there is a variety of techniques used to carry out performance appraisals, from the simplest of ranking methods to complex ability and/or behavioural secured ratings systems as shown in Table 2.1:

Table 2.1 Appraisal Methods

Type of Appraisal method	What is measured
Alphabetical numerical	Assess performance against rating criteria on a scale ranging from high to low performance e.g. 1-5, A-F e.t.c
Trait rating scales	Assess performance against a list of personality traits
Behavioural anchore rating Scales (BARS)	Assess performance on a rating scale anchored to specific description of work behavior.
Forced distribution rating	Rating of employees on scales with a fixed percentage of employees stipulated for each scale point or range of point.
Ranking	Rater lists the appraises from the best to worst, often using a single Global performance trait.
Paired comparisons	The rater compares every possible pair of individuals in a department; rating one as a superior performer, producing an overall ranking by Summing across all paired comparisons.
Management by objectives/ Results-based (MBO)	Setting of future objectives and action plans jointly between appraiser/appraisee and measuring subsequent performance against objectives. Systems vary in extent to which objectives are accompanied by agreed action plans.
Work standards appraisal (WSA)	Comparing actual performance against expected level of performance
Written report/Narrative/Essay	Written commentary describing strengths, weaknesses and achievements.
Critical incidents methods	Rating documents key positive and negative events that have occurred during a given period. May be used as a basis for a written report.

Source: Snap et al (1994). *Managing Managers; Strategies and Techniques for Human Resource Management*. Oxford: Blackwell Business.

2.4 Employee Attitude and Work Output

An attitude is described by Kreither and Kinicki (1992) as a learned predisposition to respond in consistently favourable or unfavourable manner with respect to a given object. They added that attitudes as a whole are formed through the passage of time that could be changed and might be influenced through an administrator or manager.

One of the common themes in performance appraisals focuses on employee attitude. Ethical behaviour of organizational members has been the subject of considerable interest during the past decade both among practitioners and academics. Researchers have included the measure of employee attitudes towards the system of performance appraisal and its acceptance (Roberts, 1990). Bernadian and Beatty (1984), suggested in their research that behavioural and attitudinal kinds of measure ultimately prove to be better anticipator as compared with the traditional psychometric variables like Leniency, halo and discriminability. Bernadian and Beatty (1984) highlighted that research has proven that people with “CAN DO” attitudes tend to work harder, persevere in the face of obstacles and have higher expectations. Often, business, organizations rely on product knowledge and skills training to improve performance and increase productivity. However, unless people have the right attitude, no amount of training will improve performance. Unfortunately, while most trainers recognize the importance of proper learning objectives and instructional methods, they fail to realize the full impact that attitude and beliefs-both those of the instructor and student-can have on motivation, effort and learning.

The way employees interact or their attitude that they depict is vital for an organization, as employee interaction and attitude portrays the way to the preferred behaviours. If the employee’s attitude is positive, the employee under the spot light are said to be satisfied while dissatisfaction comes into being when the attitude is negative. The attitudes of job satisfaction and dissatisfaction are exceptionally vital as both have a tendency to persuade how good employees perform or function, and as a result an organization performs. In general, the attitude of job satisfaction tends to lead towards the desired course of action like low absenteeism rate of staff whereas if employee attitude leads to job dissatisfaction, that infers to the fact that the rate of employee absenteeism increase (Druker).According to Timothy et al (2004) employee attitude affects job performance, job satisfaction,

interpersonal relationships and willingness to work as part of a team. They added that although assessing employee attitude is key in performance evaluation, employers must consider attitude in the context of job description and the nature of the work rather than on personality and attitude in general since employees' attitude at work is central to his performance and vice versa.

Appraisal reflects attitudes towards motivation and self-performance and relationships between peers, subordinates, supervisors and organization, all of which vary from one country to the next. Therefore, properly constructed and utilized performance Appraisal systems have the ability to lower distracting factors and encourage trust within the organization. Studies show that employees wished to see change in the performance appraisal system by making the system more objective, improving the feedback process and increasing the frequency of the review. (*Akiran, 1999*).

The study by Taylor and Pearce (*2005*) reported that quite often, individuals have negative perceptions of performance appraisal system and hence, receiving a performance Appraisal can be uncomfortable and distressful and potentially cause tension between supervisors and subordinates. This is because many employees experience dissatisfaction especially when they perceive that their employers are using the system to punish workers instead of helping them develop. Dissatisfaction can also occur as a result of personal prejudice, which is a rater's dislike for a group or class of people. When such a rater conducts performance appraisal he or she may distort the ratings of the Appraises (Hall & Goodate, 1986). This leads to Performance appraisal shock which as explained by Hammer (1993) occurs where the employee receives feedback he or she does not expect. This leads to a defensive attitude which is created when the employee does not perceive the feedback to be true and believes that his or her abilities to perform on the job are "in order" but that there is a conspiracy unfolding in order for the organization to get rid of the employee.

2.5 Employee Development and Training

Training is the upgrading of a person's skill or addition of a new skill which in turn is expected to bring about the desired change an agency is seeking. A significant element of building up an effective performance scheme is training for those individuals engaged as raters (Boice & Kleiner, 1997). Evans (1991) recommends that training should slot in coaching and counseling, conflict determination, setting performance norms, connecting the system to the pay and giving employee the feedback.

Farr (1993) notices the need for the requirement of training to be given to employees to get feedback in a non-defensive way. Bretz, Milkovich and Read, (1992) also recommend that a lack of training of appraisees may ground discrepancies between the expected and the real performance of the procedures, and related satisfaction. Overall, training should add the success of the performance appraisal system and guide to greater organizational success.

Trainings are provided to employees to foster growth and development, to provide opportunities for employees to accept greater challenges, to aid employees in contributing to the achievement of department goals and the agency's mission and vision, to build employee self-confidence and commitment, to produce a measurable change in performance and to bring about desired change that can solve a variety of problems (Evans, 1991). However as highlighted by Large (1995) employees have the principal responsibility for developing their skills, knowledge and experience to be adaptive, flexible and focused on the future due to the challenges associated with the changing nature of work and the workplace environment. In addition, the supervisors' responsibility is to assess, inform, refer, guide and develop.

Rerve (1990) explained that performance appraisal given by managers can help employees improve their work skills; this is because evaluation of employees in their work areas will reveal the type of training and development required. After all, Providing training to an employee benefits both the employer and the employee by improving an employees' performance, develop the group and team skills needed to achieve organizational goals, increasing overall efficiency, motivating employees to achieve higher standards, preparing employee for promotional opportunities, decreasing employee turnover which reduces down time, enhancing employee morale, motivation and creativity. In addition, training can assist to improve the appraisal method to the amount that distortion occurring due to appraiser's mistakes such as halo, leniency, central tendency and bias are minimized.

Developing employees as pointed by Ducker (1997) is a shared responsibility between supervisor and employee; in that, employees have the principal responsibility for developing their skills knowledge and experience and the supervisor's responsibility is to assess, inform, refer, guide and develop. When supervisors and employees identify performance development goals during annual performance appraisal, the object is to identify opportunities that enable employees to sustain, improve and build upon past performance and contribute to organizational effectiveness. According to the American Management Association (2000), the cost of training a new employee can vary from 25 to 200% annual compensation. The turnover cost for employee can be 15% which means it costs \$2,500 to

lose an \$ 8 hour employee and hence, the more the employee earns the more it costs to replace them.

The objective of development is to increase knowledge and skills and to change the performance level of employees on their tasks. This in turn boosts employees' confidence, motivation, satisfaction, commitments and feeling of personal achievement and career progression. Consequently, it improves the level of organization performance and helps to reconcile the gap between what should happen and what is happening between desired targets or standard or actual level of work performance (Mullins, 2003). Moreover, Large (1995) contends that providing employees with training and development opportunities encourages good performance, strengthens job related skills and competencies and helps employees to keep up with changes in the work place such as introduction of new technology or work methods. Therefore, performance appraisal offers an excellent opportunity for a supervisor and a subordinate to recognize and agree upon individual training and development needs since during the discussion of an employee's work performance the presence or absence of work skills can become very obvious even to those who habitually reject the idea of training; by linking it clearly to performance outcomes and future career aspirations (Maina D.T. and Kibanga M. 2004).

2.6 Performance Rewarding

Rewarding involves the process of recognizing employees individually and members of groups, for their performance and acknowledges their contribution to the organization's mission (Armstrong, 1998). The concept of rewarding is premised on the postulation of renowned behaviours psychologist B.F.Skinner, who argued that all behaviour is controlled by its consequences (Millings, 2003). Sholtes (1998) posted that the behaviour followed by positive consequences, (rewards) are likely to be repeated, while those followed by negative consequences, punishment are likely not to be repeated. He pointed out that, employee reward systems refer to programs set up by a company to reward performance and motivate employees on individual or group levels. They are normally considered separate from salary but may be monetary in nature or otherwise have a cost to the company.

Previously reward system was considered the domain of large companies; small businesses have also begun employing them as a tool to lure top employees in a competitive job market as well as to increase employee performance. Reward management deals with processes, policies and strategies which are required to guarantee that the contribution of employees to the business is recognized by all means (Scholtes, 1998). The Objective of reward

management is to reward employees fairly, equitably and consistently in correlation to the value of these individuals to the organization. Reward system exists in order to motivate employees to work towards achieving strategic goals which are set by entities. Reward management is not only concerned with pay and employee benefits. It is equally concerned with non-financial rewards such as recognition, training, development and increased job responsibility (Hammer, 1993).

Archer North, a company that designs and develops employee performance appraisal and corporate evaluation systems, says that social recognition is powerful and is an effective forum for showing value in employees. Besides verbal appreciation, employers can show their gratitude by furnishing employees with tokens of appreciation, or rewards. These may be in the form of award trophies, framed certificates, special parking spaces, gift cards, pens or a free day off. According to Archer North, when employers praise their employees' performance, it is almost always a beneficial and positive experience for both the manager and the employee (Keith, 1989)

Rewards serve many purposes in organization as stated by Bannister and Balkin (1990) they build a better employment deal, hold on good employees and reduce turnover. The principal goal however, is to increase people willingness to work in one's company hence to enhance their productivity. Most people assimilate "rewards", with salary raise or bonuses, but this is only one kind of reward. Studies proves that salespeople prefer pay raises because they feel frustrated by their inability to obtain other rewards, but this behaviour can be modified by applying a complete reward strategy.

The greatest management principle as explained by Large (1995) is that the things that get rewarded get done. He explained that employees are motivated by both intrinsic and extrinsic rewards. All the reward systems are based on the assumptions of attracting, retaining, and motivating people. Financial rewards are an important complement of the reward system, but there are other factors that motivate employees and influence the level of performance. In fact, several studies have found that among the employees surveyed, money was not the most important motivator and in some instances, managers have found money to have a demotivating or negative effect on employees (Large, 1995).

There is a strong rival argument which claims that performance appraisal must unequivocally be linked to reward outcomes. The advocates of this approach say that organizations must have a process by which reward, which is not an unlimited resource may be openly and fairly distributed to those most deserving on the basis of merit, effort and results.

It is claimed that appraisees themselves are inclined to believe that the appraisal results should be linked directly to reward outcomes and are suspicious and disappointed when told this is not the case. Rather than feeling relieved, the appraisees may suspect that the appraisal process is a shame and waste of time. However, researchers have reported that appraisees seem to have greater acceptance of the appraisal process and feel more satisfied with it when the appraisal process is directly linked to rewards. Such findings are serious challenges to those who feel that appraisal results and reward outcomes must be strictly isolated from each other. (Bannister and Balkin, 1990).

2.7 Performance Feedback

Performance feedback is an on-going process between employee and manager where the information is exchanged concerning the performance expected and the performance exhibited (Sage, 2006).

Curbert (2010) explained that performance reviews involve providing effective feedback to employees where effective means that the feedback will be heard and listened to and that the feedback will actually help employees improve their performance. Providing feedback on performance is one of the critical aspects of performance appraisal. In addition, giving employees' performance feedback is an essential part of improving performance regardless of current performance levels. It is therefore needed to maintain high performers and to improve poor performers. He further explained that if one wants to improve employee performance through the use of Performance appraisals or employee reviews, one must be able to provide employee feedback in a way that is non-threatening and helpful. Consequently, constructive feedback can praise good performance or correct poor performance and should always be tied to the performance standards.

Fletcher & William (1992) pointed out that when performance ratings are accurate and fair, employees are more likely to be able to use the feedback to become more effective in their work to the effect that, people tend to prefer negative feedback rather than no feedback at all. A study conducted by Fletcher & William (1992) showed that negative feedback from Performance Appraisal System can be cause of the employees' motivational level to stand at zero which may cause the employees to perform worse. This study states that harsh

condemnation that tends to be explicit, unjust or sternly presented, tends to lead to troubles like rage, bitterness, strain and conflict within the workplace along with an eventual rise in the resistance for betterment, refutation of difficulties and inferior performance. A positive feedback helps employees to maximize their performance while performing daily tasks. It has been observed that there is some kind of scarcity found in the feedback process, in which the supervisor gave feedback ironically. Therefore, to eliminate the biasness from the feedback system, multi organizations purely emphasize on the multisource feedback system.

In order to develop employees and keep them engaged employees must receive performance feedback that is not only accurate assessment of their actual performance but also identifies both their strengths and develop areas. Performance appraisal system must convey to the employee how well they have performed on mutually set goals and measures with no proper two-way feedback on one's effort and its effect on performance will run the risk of decreasing an employee's drive. Ongoing monitoring and performance appraisal provides the supervisor with the opportunity to check how well employees are meeting predetermined standards and to change to un-realistic or unacceptable performance at any time during the appraisal period and providing assistance to address such performance rather than wait until the end of the period (Fletcher & William, 1992; Goss, 1994).

The feedback is essential part of performance management since it helps the employees to maximize their performance while performing daily tasks. It helps them to raise their awareness of their strength and areas of improvement and to identify actions that are required to be taken in order to improve their performance Nobilis, (2009). According to Nobilis (2009) feedback has two main elements; motivational and development. The motivational element contains praise and encouragement for things that are done well. For the purpose of employee motivation through the use of giving them feedback with regard to their work, work standards or the management by objectives (MBO) approach could be very essential. These techniques centres its focus on actual outcomes which results in the method's chances to successfully provide a sense of autonomy, satisfaction and achievement for the employees. Time has exposed that through the setting of goals we can accomplish a key milestone in employee motivation.

Researchers suggest that the study of employees' reactions to performance appraisal is important because employees' reactions symbolize a criterion of interest to practitioners of performance appraisal system. It has been proposed that feedback from performance appraisal system aid in minimizing employee's perceptions of uncertainty. Fundamentally,

feedback and employee communication management can serve as a guide in job performance. It is also suggested that regular performance feedback provided to employees may quell any form of unexpected and surprise feedback during year end discussions (Nobilis, 2009).

2.8. Theoretical Framework

This study will be based on the result based theory of management. The result based theory was introduced by Peter Drucker in the 1960s but it evolved into the Logical Framework for the Public Sector in 1970s. However Result Based Theory was adopted in most countries in the 1990s and it became a formal aspect of public management.

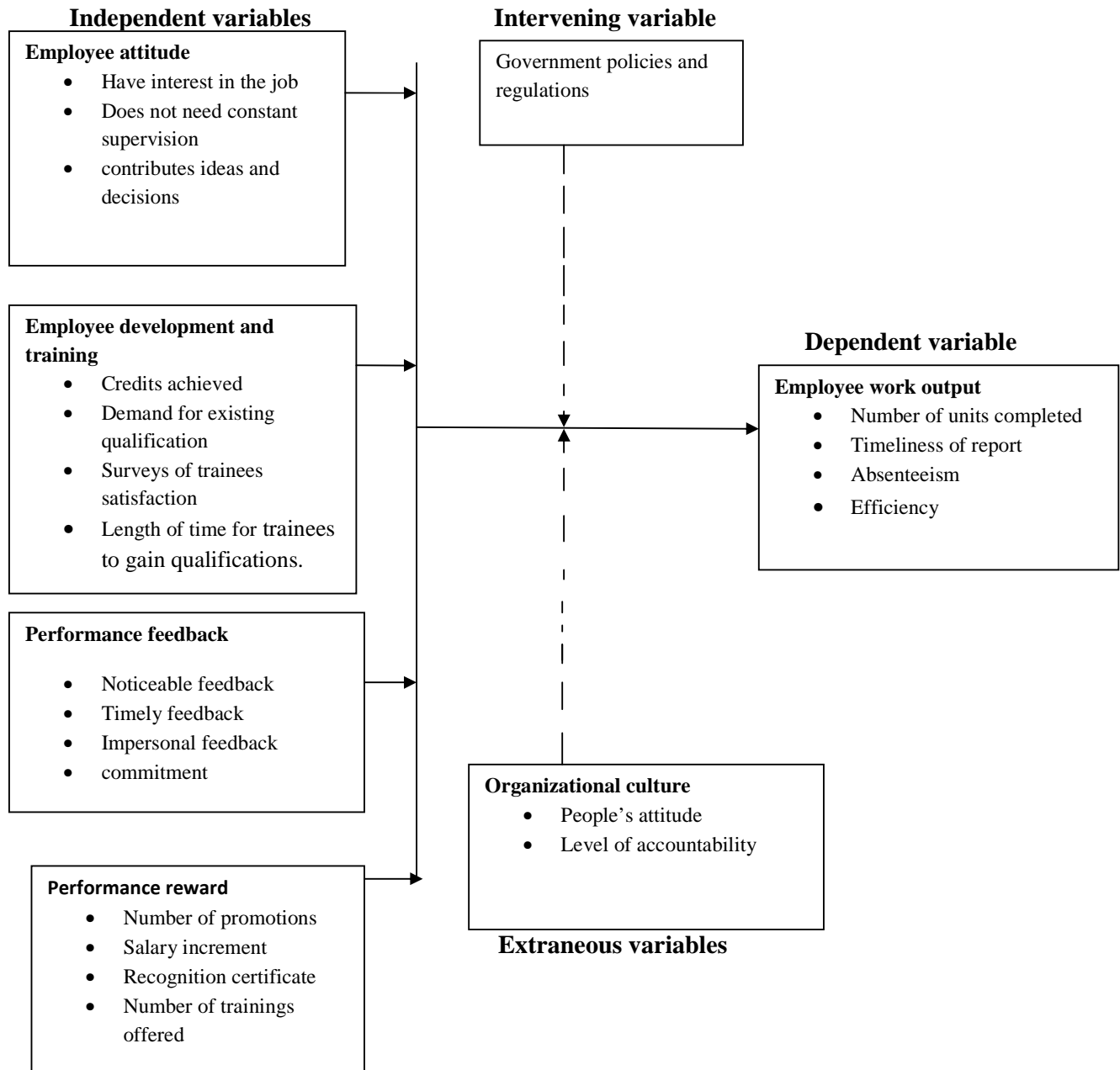
Meier (2003) described Result-Based Management (RBM) as a management strategy that is aimed at achieving important changes in the way organizations operate, with improving performance in terms of results as the central orientation. RBM provides management framework with tools for strategic planning, risk management and performance appraisal in order to improve efficiency and effectiveness through organizational learning and to fulfill accountability obligations through performance reporting.

He further explained that RBM focuses on delivery of measurable results and clarifies the mandate and clients of Organization. Therefore this theory has been widely used to promote benchmarking and Performance appraisal since it emphasizes value-for-money

According to Meier (2003) RBM differs from predecessor such as Management by Objectives and Logical Framework Approach since RBM focuses on synchronization of input, output and outcome. Ireland (2003) and Binnedjikt (2000) highlighted that the two main purposes of RBM is; management improvement which involves learning, improved decision making and planning among others, and performance reporting which involves accountability. They pinpointed that RBM is also largely applied for the purpose of performance appraisal; therefore it is from this suggestion by Ireland (2003) that the researcher intends to apply the RBM theory to explain the influence of performance appraisal on work output of Adult educators in Meru County.

2.9 Conceptual framework

Figure 1 presents conceptual framework on the relationships between the independent, dependent, moderating and intervening variables used in the study.



The conceptual framework shows the interaction between the independent variables; employee attitude, employee development and training, performance feedback and performance reward and the dependent variable – work output. The framework also presents extraneous variables which are; organizational culture, peoples' attitude and the level of accountability and intervening variables which are the government policies and regulations.

2.10 Summary of the chapter

This chapter has reviewed literature related to research objectives. The section has taken into account how Performance Appraisal regulates both individual and organizational performance. The chapter also contains the conceptual framework which defines the relationship between the conceptualized variables.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section explored the methodology that was used in this research. This includes aspects such as the research design, the population targeted by the researcher, the population frame, data collection method as well as data analysis techniques which gave the description of how the collected data was summarized, processed, analyzed and presented to the readers. At the end of the chapter is the operationalizational table that presents how independent variables generated measurable parameters that were tested and measured in this study.

3.2 Research Design

The study adopted a descriptive survey design. Mugenda and Mugenda (1999) describes descriptive survey as the process in which data is collected in order to test hypothesis or to answer questions concerning the current status of the subject under study. Descriptive study according to Kothari (1993) also engages an assessment of the situation of affairs, describing, analyzing and reporting conditions that exist or that existed.

The major advantages of survey research are its flexibility and ability to measure the magnitude of the desired variable as well as the interrelationship among the variables covered by a given study (Fred, 2007).

3.3 Target Population

The study focused on all 170 Adult and Continuing Education Officers in job groups 'J' to 'M' in Meru County, Kenya. This group of officers was selected because it is the dominant group in the Directorate of Adult and Continuing Education and it falls in the recommended group for performance appraisal which is job group 'H' and above. The relevant information appears in Table 3.1.

Table 3.1 Target Population

Job designation	Job group	Number of officers
Adult Education Officer II	‘J’	61
Adult Education Officer I	‘K’	100
Senior Adult Education Officer	‘L’	6
Chief Adult Education Officer	‘M’	3
Total		170

Source: County Adult and Continuing Education Office, Meru 2013

3.3 Sampling Procedure

In this study, the researcher used stratified and simple random sampling as well as census techniques in order to obtain a working sample from the population as shown on Table 3.2.

Table 3.2 Sample Size

Job designation	Job group	Population size	Sample size	Percentage
Adult Education Officer II	‘J’	61	21	33.33
Adult Education Officer I	‘K’	100	33	52.38
Senior Adult Education Officer	‘L’	6	6	9.52
Chief Adult Education Officer	‘M’	3	3	4.76
Total		170	63	100

Stratified sampling technique was used to obtain a working sample from the population of 170 Adult Education Officers working in the four targeted job groups in the Directorate of Adult and Continuing Education, Meru County. This is because the four groups were treated as a stratum. Then simple random sampling technique was used to obtain a working sample from officers in job groups ‘J’ and ‘K’ using a random sampling table while census technique was used to obtain a sample of officers from job groups ‘L’ and ‘M’ since the population in these two groups is few and of critical importance to the study. According to Mulusa, (1990), one third of the target population is representative enough to make estimate of characteristics being investigated. Hence, for the purpose of this research, one third of the target population was taken as the sample for the job groups ‘J’ and ‘K’ while the whole population was

selected for the job groups 'L' and 'M', which were involved in the exercise. Therefore the sample size selected was 63 officers.

3.4. Data collection instruments

The researcher used questionnaires as an instrument of data collection. Each item in the questionnaire was developed to address the specific research objective of the study (Mugenda and Mugenda, 1999). The questionnaires were both open and close - ended that required the respondents to tick some of the questions while others were accompanied by space to fill in the answer. The researcher delivered the questionnaires to the respondents and requested for the assistance of the office in administering them.

3.5 Data Collection Procedure

The study used both qualitative and quantitative data. On the approval of the research proposal, appointments were made to visit the Districts of Meru County to administer questionnaires and interview respondents. The researcher used self administered questionnaire with assistance offered to respondents with any form of disability that hinders them from successfully filling the questionnaire.

3.6 Reliability of the research instrument

Reliability of data is the consistency of measures in a study (Bryman and Bell, 2003). It is the degree to which research instruments yield consistent results of data after trials. Whereas the test – retest method would be the most appropriate and applicable, it was not possible to find time to interview all Adult Education Officers twice due to their tight schedules, hence the split half technique was adopted. The items in the questionnaire were serialized into even and odd numbers. The results from the two groups were compared to ascertain reliability of the instrument. However, since reliability in research is influenced by random error, the researcher in designing and administering his instruments took care to avoid such errors. The data values were operationalised and split into two halves using the odd-even item numbers divide, and then were correlated using Pearson-Moment Correlation Coefficient and resubmitted to Spearman rank correlation coefficient. The correlation coefficient results were 0.87 and were thus greater than 0.75 hence sufficient for the questionnaire to have high reliability (Kasomo, 2006).

3.7 Validity of the research instrument

Data validity refers to the degree to which results obtained from analysis of data actually represents phenomenon under study, Mugenda and Mugenda (1999). To achieve content validity the researcher sought assistance from the experts (supervisors) on various sections in the questionnaire which became the primary instruments for data collection. Adjustments were incorporated in the instrument hence fine tuning the items to increase its validity. Validity was also ascertained by checking whether the questions were measuring what they were supposed to measure such as the clarity of wording and whether the respondents were interpreting all questions in similar ways (Orodho, 2003). The feedback was used to revise and modify the questionnaire in order to enhance the validity of the instruments.

3.8 Data Analysis and Presentation

Data analysis refers to examining what has been collected in a survey or experiment and making deductions and inferences. It involves working with the raw data values obtained from the field, by organizing it, breaking it into manageable units, synthesizing it as well as searching for patterns (Orodho, 2003). Before the actual data analysis questionnaires were checked for completeness and consistency. Data collected was then coded and tabulated according to the study objectives. Both quantitative and qualitative data was collected in the study during the data collection process. Quantitative data was collected using the closed ended items of the questionnaire. The quantitative data was assigned nominal, ordinal and interval values and analyzed using descriptive statistics of frequency tables and percentages as well as the mean values of the Likert scale ratings. The use of statistical package for social sciences (SPSS) software systems was used to process and provide a breakdown of the research analysis. Correlational analysis was used to show the strength and relationship between the independent variables studied and the resultant dependent variable. To extend the research output, a multiple regression model was developed that showed how all the conceptualized variables are related to employee work output among Adult Education Officers in Meru County. The regression model assumed the equation below:-

$$Y = a_0 + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + e$$

Where

Y= is the dependent variable, that is, employee work output

a_0 = is the estimated value of Y when the value of X is zero that is, y-intercept.

b_1 = is the net change in Y for each unit change in X_1 , holding all other variables constant. It measures the estimated change in Y as a result of a one – unit change in X.

X_1 = is the aspect of the employee attitude that may influence work output

X_2 = is the level of employee development and training that may influence work output

X_3 = is the performance appraisal feedback that may influence work output

X_4 = is the performance appraisal reward that may influence work output

e = is the random error term and may reflect some factors that does not influence the dependent variable.

3.9 Research Ethics

In this study the principle of voluntary participation was applied. The research respondents were fully informed about the research and gave their consent to participate. This study enhanced ethics by keeping the information shared by the respondents confidential and assuring them of the same. The respondents were also treated with respect and courtesy. The study also avoided asking personal questions that may invade into the respondents' privacy.

3.10 Operationalization of variables

This section illustrates how the independent variables were operationalized into measurable quantitative parameters. These parameters were linked to the conceptualized factors around which this study is based. The frame work is illustrated in Table 3.3

Table 3.3: Operationalization of variables

Objective	Variable		Indicator(s)	Measurements	Data collection method	Level of scale	Data Analysis
	Independent	Dependent					
To determine the influence of employee attitude on work output among Adult Education Officers in Meru County	Employee attitude	Work out put among Adult Education Officers	<ul style="list-style-type: none"> • Interest in the job • constant supervision • Contributions of ideas <ul style="list-style-type: none"> • Participation in decisions making. 	<ul style="list-style-type: none"> • Employee turnover • Supervisors' allocation. • Minutes of meetings 	Questionnaire	Nominal Nominal Nominal Nominal	Frequency tables and percentages
To establish the influence of employee development and training on work output among Adult Education Officers in Meru County	Employee development and training	Work out put among Adult Education Officers	<ul style="list-style-type: none"> • Credits achieved • Demand for existing qualification • Trainees satisfaction evaluation • Length of time for trainees to gain qualifications 	<ul style="list-style-type: none"> • Performance appraisal results. • Academic qualification • Trainees Evaluation results • Trainees Graduation reports 	Questionnaire	Interval Nominal Ordinal Ordinal	Frequency tables and percentages

To examine the influence of reward and motivation on work output among Adult Education Officers in Meru County.	Performance Reward	Work out put among Adult Education Officer	<ul style="list-style-type: none"> • Number of promotions • Salary increment • Recognition certificate • Number of trainings offered 	<ul style="list-style-type: none"> • Promotions. • Salary reviews • Recognition Certificates • Training reports 	Questionnaire	Ordinal Interval Interval Nominal	Frequency tables and percentage
To establish the influence of performance feedback on work output among Adult Education Officers in Meru County	Performance feedback	Work out put Among Adult Education Officers	<ul style="list-style-type: none"> • Noticeable feedback • Timely feedback • Impersonal feedback • Commitment 	<ul style="list-style-type: none"> • Performance appraisal results • Performance appraisal comments. 	Questionnaire	Nominal Nominal Ordinal Nominal	Frequency tables and percentage
Influence of performance appraisal on work output among Adult Education Officers	Performance appraisal system (PAS)	Work out put among Adult Education Officers	<ul style="list-style-type: none"> • No of units completed. • Time taken to complete reports. • Number of times absent • Efficiency 	<ul style="list-style-type: none"> • Course outlines assessment reports. • Reports deadlines • Attendance reports • Budget analysis reports 	Questionnaire	Nominal Nominal Nominal Nominal	Frequency tables and percentage

3.11 Summary of the chapter

This chapter has outlined the methodology that was employed in the study. Descriptive survey research design which was employed for the study has been detailed with methods for collecting data as well as instruments that were used to collect the relevant data. In addition, methods of data analysis and presentation have been discussed in the chapter. In the final part of this chapter, analysis on the relationship and operationalization of variables has been tabulated.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

4.1 INTRODUCTION

This chapter presents the findings of the data that was collected from sampled Adult Education Officers of Meru County. A sample of 63 was selected which represented 37.05% of the total population. The purpose of the study was to analyze the influence of performance appraisal system on employee work output among Adult Education Officers in Meru County. Data was collected using questionnaires and then presented using frequency tables and percentages as well as qualitative statements after proper editing and examination of the data was done. This chapter is divided into two parts. Part **A** discusses the general information of the respondents and part **B** discusses variables that influence work output as conceptualized in this study.

4.2 Questionnaire return rate

There were 60 respondents out of the total sample of 63 targeted and issued with questionnaires. This translated to 95.2% response rate. According to Mugenda and Mugenda (2003,) a return rate of 50% or more is acceptable.

4.3 PART A: General information of the respondents

This section concentrated on describing data collected on the respondents' gender, age, academic qualification, job group and the respondents' duration in the organization among Adult Education Officers in Meru County.

The respondents were requested to indicate their gender. Table 4.1 shows gender distribution of the respondents.

Table 4.1: Distribution of respondents by gender

Gender	Frequency	Percent
Men	48	80
Women	12	20
Total	60	100

Table 4.1 shows that majority of Adult Education Officers were men (80%) while minority (20%) were women.

The respondents were also requested to indicate their ages. Table 4.2 shows the ages of the respondents.

Table 4.2: Age distribution of the respondents

Age in years	Frequency	Percent
25 and below	-	-
26 – 35	14	23.3
36 – 45	32	53.3
46 – 55	11	18.3
56 and above	3	5.0
Total	60	100.0

Table 4.2 indicates that 53.3% of the respondents were of the age bracket of (36 – 45) while 23.3% of the respondents were in age brackets (26-35).

Adult Education Officers were asked to indicate their qualification to better understand how their qualification influenced their work output. Table 4.3 shows various qualifications of Adult Education Officers.

Table 4.3 Academic qualification of respondents

Level of education	Frequency	Percent
Certificate	10	16.7
Diploma	16	26.7
University (degree)	33	55.0
University (masters)	1	1.7
Total	60	100.0

Table 4.3 shows that majority of the employees in the Directorate of Adult and Continuing Education in Meru has a highly educated officers with a 56.7% of officers being degree holders and another 26.7% being diploma holders.

The Adult Education Officers were requested to indicate their job groups. Their responses were shown in Table 4.4

Table4.4: Job group analysis

Job group	Frequency	Percent
‘J’	35	58.3
‘K’	20	33.3
‘L’	4	6.7
‘M’	1	1.7
Total	60	100.0

Table 4.4 reveals that majority of the respondents (91.6%) are in job groups ‘J’ and ‘K’.

Adult Education Officers were asked to indicate the number of years they had worked in their organization since they left college to gauge their experience level. Table 4.5 presents the findings.

Table 4.5: Duration of the respondents in organization

Number of years	Frequency	Percent
Less than 5 years	23	38.3
6 – 10	18	30.0
11 – 15	15	25.0
16 – 20	2	3.3
Greater than 21	2	3.3
Total	60	100.0

Table 4.5 revealed that a majority of 68.3% had been in the organization for no more than 10 years. In fact only a tiny 3.3% had served for over 20 years.

4.4 PART B: PRESENTATIONS OF FINDINGS ACCORDING TO RESEARCH OBJECTIVES

4.4.1 Employee attitude

In order to measure employee attitude , the researcher presented to the respondents a number of questions on their interest in the job, their contributions of ideas, their participation in decision making and the level of their supervision.

Adult Education Officers were requested to indicate whether they had liking for their jobs. Their responses were recorded in Table 4.6

Table 4.6: Respondents' liking for their job

	Frequency	Percent
Like their job	57	95
No liking of job	3	5
Total	60	100

Table 4.6 indicates that almost all officers (95%) liked their jobs.

The respondents were required to indicate whether they had interest in the organization beyond the job task. Their responses are recorded in Table 4.7

Table 4.7: Interest in organization beyond job task

	Frequency	Percent
Interest in job task	51	85
No interest in job task	9	15
Total	60	100

Table 4.7 shows that (85%) of the respondents had interest in the organization beyond their current tasks. Thus majority of the respondents are satisfied with their work.

To better understand the level of supervision of Adult Education Officers, they were asked to indicate how often they needed to be supervised in their work place. Their responses are recorded in Table 4.8

Table 4.8 Frequency of supervision at work

	Frequency	Percent
Very often	15	25.0
Often	17	28.3
Not often	17	28.3
Never	11	18.3
Total	60	100.0

Table 4.8 indicates that a whole 53.3% of officers needed supervision at their place of work.

The Adult Education Officers were required to indicate whether they contributed ideas in their work place. Their responses are recorded in Table 4.9

Table 4.9: contribution of ideas in work place

	Frequency	Percent
Contribution	56	93.3
No contribution	4	6.7
Total	60	100.0

Table 4.9 indicates that majority of the respondents (93.3%) contributed ideas at their work place.

To find out if Adult Education Officers are involved in decision- making process, they were asked to indicate how often they participated in decision- making process at their work place. Their responses are indicated in Table 4.10

Table 4.10: Participation in decision making process at work place

	Frequency	Percent
Very often	37	61.7
Often	18	30.0
Not often	4	6.7
Never	1	1.7
Total	60	100.0

Table 4.10 indicates that 98.3% of the respondents participated regularly in decision making process in their work place.

4.5 Employee development and training

The researcher aimed at measuring how well Adult Education Officers are empowered to achieve the set goals or targets. The researcher presented questions to the respondents on credit achieved, trainee’s satisfaction evaluation, demand for existing qualification and the length of time for trainees to gain qualifications as well as human resource competencies. This was in recognition that employee development and training was a critical aspect of performance appraisal system.

The Adult Education Officers were asked to indicate the number of times they attended training in the last one year. Table 4.11 summarizes their responses.

Table 4.11: Number of times one attended training in the last one year

Number of times	Percent
1	16.9
2	17.2
3	43.1
4	22.8
Total	100.0

Table 4.11 indicates that all the respondents had attended training at least once in the last one year.

The Adult Education Officers were asked to indicate how they rated their achievement of the objectives. Table 4.12 shows how they rated the achievement of their objectives

Table 4.12: Achievement of the objectives

Rating	Percent
Very good	41.4
Good	43.1
Fair	12.1
Poor	1.7
Very poor	1.7
Total	100.0

Table 4.12 reveals that 84.5% rated the achievement of the set goals as either very good or good. Hence, majority of the respondents rated their organization as having achieved its objectives.

The respondents were requested to indicate whether they had attended education training at their current work place. Table 4.13 presents the findings.

Table 4.13: Education Training at current work place

	Frequency	Percent
Attended training	46	76.7
Not attended	14	23.3
Total	60	100.0

Table 4.13 indicates that a high number of the respondents (76.7%) had attended education training at their work place although there is need to ensure all the employees attend training.

The respondents were asked to rank their individual performance appraisal results. Table 4.14 shows their responses.

4.14: Ranking of individual performance appraisal results

Score	Percent
Very good	38.1
Good	59.9
Poor	2.0
Total	100.0

Table 4.14 indicates that 98% of the respondents reported to have been satisfied with the scores they obtained in their individual performance appraisal results.

To understand the influence of training on work output the respondents were asked to indicate how often they repeated training before gaining experience. Table 4.15 summarizes the responses.

Table 4.15: Frequency of trainees repeated training before gaining experience

	Frequency	Percent
Very often	14	23.3
Often	26	43.3
Not often	15	25.0
Never	5	8.3
Total	60	100.0

Table 4.15 indicates that 91.6% of the respondents felt that trainees repeated their contents more often before they gained experience while only 8.3% felt that lots of repeating was not necessary.

4.6 Performance appraisal feedback

In order to measure performance feedback, the researcher aimed at getting information on evaluation meetings and reports, as well as the performance appraisal comments as key to providing feedback on goal achievement hence, employee work output.

The respondents were therefore requested to indicate the basis upon which they hold meetings to evaluate performance. The responses are presented in Table 4.16

Table 4.16: Meetings to evaluate performance

Rating	percent
Monthly	-
Quarterly	24
Mid-yearly	4
Annually	72
Total	100

Table 4.16 indicates that the Directorate of Adult and Continuing Education in Meru has no standardized period for conducting performance evaluation meetings.

To find out how feedback influences work output, the respondents were asked to indicate the level at which they either agreed or disagreed that evaluation meetings reports are effective tools in improving work output. Table 4.17 presents the results.

Table 4.17: Evaluation meetings and reports as effective tools in improving work output

Rating	Percent
Disagree	10.3
Neutral	39.7
Agree	34.5
Strongly agree	15.5
Total	100.0

Table 4.17 shows that 50% of the respondents agreed that evaluation meetings are effective tools for improving work output while another 50% disagreed.

The respondents were asked to indicate whether they received feedback from their supervisors on work performance. The results were shown in Table 4.18

Table 4.18: Feedback from supervisor on work performance

	Frequency	Percent
Receive feedback	55	91.7
Does not receive feedback	5	8.3
Total	60	100.0

Table 4.18 indicates that 91.7% of the respondents received feedback from their supervisors while a further 8.3% claimed not to have received feedback from their supervisors.

The respondents were required to indicate the type of feedback that they received from their supervisors. The responses are presented in Table 4.19

Table 4.19: Type of feedback received from supervisor

	Frequency	Percent
Honest feedback	51	85
Feedback not honest	9	15
Total	60	100

Table 4.19 indicates that (85%) of the respondents claimed that the kind of feedback they got from supervisors was honest while only 15% felt that this feedback was not honest.

The respondents were further asked to indicate if they acted on the feedback they received from supervisor to improve on their work. Table 4.20 shows the results.

Table 4.20: Action on the feedback that is received to improve on work

	Frequency	Percent
Action taken on feedback	58	96.6
No action on feedback	2	3.4
Total	60	100.0

Table 4.20 indicates that 96.6% of the respondents usually acted on the feedback received from their supervisors to improve their work.

4.7 Performance rewards

This section sought to establish the influence of performance rewards on work output. It focused on promotions, recognition, training and salary increment.

To find out the influence of promotion on work output, the respondents were required to indicate the level of agreement or disagreement with the statement. Table 4.21 presents the findings.

Table 4.21: promotion influences employee work output

Rating	Percent
Strongly disagree	5.2
Disagree	19.0
Neutral	31.0
Agree	34.5
Strongly agree	10.3
Total	100.0

Table 4.21 shows that 44.8% of the respondents agreed that promotion influences employee work output, 31% neither agreed or disagreed on whether promotion influence employee work output, 24.2% disagreed with the statement.

The Adult Education Officers were asked to indicate their level of agreement or disagreement with the statement that awarding scholarships to those who outstandingly perform well improves work output. Table 4.22 summarizes the results.

Table 4.22: Awarding scholarships to those who perform outstandingly well improves employee work output

Rating	Percent
Strongly disagree	3.4
Disagree	12.1
Neutral	31.0
Agree	37.9
Strongly agree	15.5
Total	100.0

Table 4.22 indicates that 53.4% of the respondents totally agree that awarding scholarships improves work output. A notable 31% would neither agree nor disagree with the statement while 15.5% disagreed with the statement.

To find out how recognition influences work output, Adult Education Officers were requested to indicate the level at which they either agreed or disagreed with the statement that recognition improves work output. Table 4.23 presents the results.

Table 4.23: Recognition of outstanding performance improves work output

Rating	Percent
Strongly disagree	1.7
Disagree	8.6
Neutral	31.0
Agree	37.9
Strongly agree	20.7
Total	100.0

Table 4.23 indicates that 58.6% of the respondents agreed that recognition of the outstanding performance improves work output, 31% neither agreed nor disagreed with it while 10.3% disagreed with it.

The respondents were further requested to indicate if they were promoted since the start of their job. The results are summarized in Table 4.24

Table 4.24: Promotion since start of job

	Frequency	Percent
Promoted	50	83.3
Not promoted	10	16.7
Total	60	100.0

Table 4.24 indicates that 83.3% of the respondents had received a promotion since employment whereas only 16.7% have never received a promotion since joining their work place. This reveals that the Directorate recognized the efforts of its employees.

Since awarding of recognition certificate is one of the ways of rewarding performance, the respondents were requested to indicate whether they were issued with a certificate of recognition after doing good work. Table 4.25 shows the findings.

Table 4.25: Workplace certificate of recognition after doing good work

	Frequency	Percent
Issued with certificate of recognition	16	26.7
No certificate of recognition	44	73.3
Total	60	100.0

Table 4.25 indicates that majority of the respondents (73.3%) had not received certificate of recognition while 26.7% had received.

4.8 Employee work output

Employee work output was the dependent variable in the study and the researcher was interested in obtaining information on objective achievement. This was further narrowed down to the coverage of the syllabus, report deadlines, attendance and budget analysis reports.

The respondents were required to indicate their rating of syllabus coverage. The results are shown in Table 4.26.

Table 4.26: syllabus coverage

Rating	Percent
Fair	24.1
Good	50.0
Very good	25.9
Total	100.0

Table 4.26 indicates that 75.9% of the respondents argued that syllabus coverage is well achieved while 24.1% argued it was fairly covered. This shows that syllabus coverage was well done.

The respondents were requested to indicate the extent to which individual performance targets were achieved. Table 4.27 shows the results.

Table 4.27: Achievement of performance targets

Rating	Percentage
Very little extent	1.7
Little extent	3.4
Some extent	43.1
Great extent	34.5
Very great extent	17.2
Total	100.0

Table 4.27 indicates that 51.7% of the respondents believed that targets were achieved to a greater extent while majority of the respondents (48.3%) believed that targets were achieved to some extent.

The respondents were asked to rate the degree to which budgeting contributed to improved work output. The responses were summarized in Table 4.28

Table 4.28: Budget analysis report

Rating	Percent
Disagree	8.6
Neutral	41.4
Agree	31.0
Strongly agree	19.0
Total	100.0

Table 4.28 indicates that 50% of the respondents agreed that budgeting had a strong influence on work output while a significant number (41.4%) did not know whether it had an influence on work output or not.

The respondents were further requested to indicate whether tasks assigned to them were completed within the planned budget. Table 4.29 presents the findings

Table 4.29: Completion of the task within the planned budget

	Frequency	Percent
Completion of task within budget.	30	50.0
Task not completed within budget	9	15.0
Neutral	21	35.0
Total	60	100.0

Table 4.29 indicates that majority of the respondents (50%) accomplished their tasks within the planned budget.

To establish whether the respondents were absent from work in the last quarter, they were requested to indicate this on the questionnaire. Table 4.30 shows the results.

Table 4.30: Respondents' attendance's report

	Frequency	Percent
Absent from work	27	45
Not absent from work	33	55
Total	60	100

Table 4.30 indicates that 55% of the respondents never missed their duties while 45% of the respondents had missed their duties in their last quarter.

The researcher was also interested in establishing the number of times the respondents absented themselves from work in the last quarter. Table 4.31 presents the findings.

Table 4.31: Number of times absent from work during previous quarter

	Frequency	Percent
A day	12	20.0
2- 5 days	16	26.7
6 - 9 days	8	13.3
More than 9 days	1	1.7
No answer	23	38.3
Total	60	100.0

The table 4.31 shows that 38.3% of the respondents were not willing to state how many days they were away from work though some admitted they were away from work during the previous quarter. This indicates that majority of the respondents attended their work without being absent.

The respondents were asked to indicate the time they take to complete their reports so as to gauge their commitment/report deadline. Table 4.32 presents the results.

Table 4.32: Duration of completion of the report.

Number of days	frequency	Percent
< A day	9	19.0
1 – 5 days	20	31.7
6 – 10 days	26	41.3
More than 10 days	5	7.9
Total	60	100.0

Table 4.31 indicates that the majority of the respondents (91.7%) takes almost a week to complete their reports.

4.9 Determination of the relationship between variables under study and answering research questions

In this section, the researcher sought to establish if there was any relationship between variables as well as to determine the nature and the strength of the relationship between the variables under the study. To determine the relationship, the researcher computed a table of correlation coefficient.

Table 4.33: Correlations – employee attitude and work output

Employee attitude (X₁)		Achievement of the set objectives	Interest in the job	Supervision on the job	Contribution of ideas in the work place	Employee participation in decision-making in the work place
Achievement of set objectives (Y)						
	Pearson correlation	1	0.751**	0.548**	0.402**	0.505**
	Sig. (2 – tailed)		0.000	0.002	0.000	0.000
	N	60	60	60	60	60

**correlation is significant at the 0.01 level (2 – tailed)

To examine the influence of employee attitude on work output

There is a positive relationship between the independent variable, employee attitude and the dependent variable, work output among Adult Education Officers in Meru County. This is expressed by the positive correlation coefficient of 0.751. The coefficient is close to one and this shows a strong relationship. Assuming that there is a unit change of parameter measuring employee attitude, it will result to 0.751 percentage change in work output. The significant value for 2 – tailed test is 0.000, which is less than 0.01 significant levels. Hence, we can state that employee attitude does influence work output. This also shows that the sampled data can be applied to the general population at 99% confidence level.

Table 4.34: Correlations – employee development and training and work output

Employee training and development (x₂)						
Achievement of the set objective(Y)		Achievement of the objectives	Frequency of trainees repeated training before gaining experience	Rate your achievement of the objectives	Rate your education training at current work place	Rate your ranking of individual performance results
	Pearson correlation	1	0.895**	0.663**	0.494**	0.482**
	Sig. (2-tailed)		000	000	000	000
	N	60	60	60	60	60

***correlation is significant at 0.01 level (2 – tailed)

To examine the influence of employee development and training on work output

There is a strong positive relationship between employee development and training and employee work output indicated by a correlation of 0.895. The correlation can imply that the unit change of parameter measuring employee development and training will result to 0.895 percentage change in work output. The significance level for the two- tailed test is 0.000 which is, less than 0.01 level of significance. Hence, establishes that employee development and training positively influences work output. This also implies that we would obtain a correlation co-efficient of about 0.895, ninety – nine percent of the time, with significance of 0.01.

Table 4.35: Correlations –Performance Feedback and work output

Performance appraisal						
feedback						
X ₃						
Achievement of set objectives (Y)	Achievement of set objectives	Evaluation reports and meetings are effective tools in improving performance	Action on performance that is received fro the supervisor	Feedback from supervisor on work performance	Contribution of ideas	
Pearson correlation	1	0.631**	0.422**	0.315**	0.309**	
Sig. (2 – tailed)		0.000	0.001	0.016	0.018	
N	60	60	60	60	60	60

*** correlation is significant at the 0.01 level (2 – tailed)

To determine the influence of performance appraisal feedback on employee work output

There is a positive relationship between performance feedback and employee work output among Adult Education Officers in Meru County as indicated by the correlation of 0.422. The correlation can be assumed to imply that a unit change of parameter measuring performance feedback will result to 0.422 percentage change in the employee work output. The significance value for two -tailed test is 0.001 which is less than the 0.01 significance level. Hence we confirm that performance feedback do facilities employee work output. The 0.01 significance value also implies that the data from the sample can be generalized with 99% confidence level.

Table 4.36 Establishment of influence of performance reward on work output

Correlations – performance rewards and employee work output

Performance reward X₄						
Achievement of set objectives (Y)		Achievement of the set objectives	Possibility of promotion enhances work output	Awarding scholarships improve employee work output	Recognition of performance enhances work output	Salary increment enhances work output
	Pearson correlation	1	0.634**	0.398**	0.518**	0.666**
	Sig. (2 – tailed)		0.000	0.002	0.000	0.000
	N	60	60	60	60	60

**correlation is significant at the 0.01 level (2 – tailed)

To examine the influence of performance reward on work output

There is a strong positive relationship between rewarding of outstanding performance and work output among Adult Education officers in Meru County as indicated by correlation of 0.666. Unit change of the parameter measuring performance rewards will result to 0.666 percentage change

of work output. The significance value for the two – tailed test is 0.000 which is, less than 0.01 level of significance.

Hence, we establish that performance reward contributes to employee work output. The sampled data can be applied to the general population at 99% confidence level.

Table 4.37: Summary of Pearson correlation output

Correlations					
Independent variables (X ₁ -4)		Employee attitude (X ₁)	Employee development and training (X ₂)	Performance feedback (X ₃)	Performance reward (X ₄)
Work output	Pearson correlation	0.751**	0.895**	0.422**	0.666**
	Sig.(2– tailed)	0.000	0.00	0.001	0.000

**Correlation is significant at the 0.01 level (2 –tailed)

4.10 Summary of the chapter

This chapter focused on the analysis of data collected from the field in correspondence with the research objectives. Data was presented by use of frequency tables and percentages. Correlational analysis was also done to establish the relationship between the conceptualized variables in the study.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The chapter presents a summary of findings of the study and then discusses these findings against relevant literature. From this discussion, the chapter offers a conclusion and also makes recommendations on the Performance Appraisal System as well as areas for further research.

5.2 Summary of the major findings

The principal objective of the study was to analyze how performance appraisal system influences employee work output among Adult Education Officers in Meru County. The employees sampled were interviewed on four key components of performance appraisal system namely: employee attitude, performance, employee development and training, performance feedback and performance rewards. The following were the research findings:

5.2.1 Employee attitude

The study revealed that employees are aware of the existence of performance appraisal system. However, 91% of the respondents needed to be supervised in order to perform their duties effectively. We see an attitude of ‘no supervision, no effective work’ among the respondents. The study also established that there is a slight association between job absenteeism and interest in the job among the respondents as indicated by 96% of the respondents who loved their job were never absent in their previous quarter of the year. The study also established that those who had interest in their jobs contributed ideas in their work place (93.3%). Hence, there is a positive relationship between employee attitude and work output among Adult Education Officers in Meru County.

5.2.2 Employee development and training

The study revealed that employees undergo training through seminars, workshops and capacity building courses. The study showed that 43.1% attended training at least three times in the last one year. The study further revealed that majority of the respondents (81%) who had furthered their education had covered all the units they were supposed to cover during the last quarter. training is vital in skills development and it is commendable that the respondents had attended training at least once in the last one year. The findings of the study indicated that employee development and training enhanced work output.

5.2.3 Performance feedback

The study revealed that Adult Education Officers hold meetings to evaluate performance and get feedback in form of reports. The employee performance appraisal results were also rated good or very good by 75.9% of the respondents as a form of feedback mechanism. The study further revealed that majority of the respondents (93%) received feedback on their work performance from their supervisors and that the feedback they received was honest (85% of the respondents confirmed this). A further 95.2% of the respondents confirmed that they took action on the feedback they received to improve their work. Hence, the findings from the study indicated the presence of performance feedback which is a critical ingredient for any performance appraisal system.

5.2.4 Performance rewards

The study revealed that expectations of possible promotion with 44.8% at least agreeing and awarding of scholarships with 53.4% improves work output. Salary increment and recognition of employees also resulted in better performance, views that were supported by 51.7%. The research findings also indicated that performance appraisal system did not lead to the organization's reward system.

5.3: Discussion of the research findings

This part provides the results and discussion of the outcome of the data analysis of the study in relation to what appears in literature on the influence of Performance Appraisal System on employee work output among Adult Education Officers in Meru County.

5.3.1: Influence of employee attitude on work output

The study revealed that Adult Education Officers had an attitude of “no supervision, no work done”. This was attested by 81.7% of the officers who declared that they either needed to be supervised more often, often or not often. The study also showed that those adult education officers who did not like their work were more likely to be absent from work (96%). The study further revealed that those officers who had interest in their organization contributed ideas in the work place (93%) and that a majority of the respondents (98.3%) participated regularly in decision-making process in their work place. These findings are supported by Drucker 1997) who contends that in general, the attitude of job satisfaction tends to lead towards the desired course of action like low absenteeism rate of staff whereas if employee attitude leads to job satisfaction, that infers to the fact that the rate of employee absenteeism increase.

In a way, this finding of the study contradicts business organizations which rely on product knowledge and skills training to improve performance and increase productivity. This is because unless people have the right attitude, no amount of training will improve performance. Unfortunately, while most trainers recognize the importance of proper learning objectives and instructional methods, they fail to realize the full impact that attitude and beliefs – both those of the instructor and the student can have on motivation, effort and learning (Bernadian and Beaty, 1984). Hence, employees attitude at work is central to his performance and vice versa.

5.3.2 Influence of employee development and training on work output

The study revealed that there was a significant relationship between employees training and work output among Adult Education Officers in Meru County. This was attested by 84.5% of the officers who had achieved their set goals above average had attended training at least once in the last one year. The study also established that 98% of the officers ranked their individual performance results as either very good or good. A further 76.7% of the officers had attended training at their work place. Training is thus vital in skill development and it is recommendable that adult education officers had attended training at least once in the last one year. The findings of this study are supported by a number of scholars. Bretz, Mulkovitch and Read (1992) recommended that a lack of training of those being appraised may ground discrepancies between the expected and the real performance of the procedures and related satisfaction. Rerve (1990) explained that Performance Appraisal System given by managers can help employees improve their work skills because evaluation of employee in their work areas will reveal the type of training and development required while Large(1995,) contends that providing employees with training and development opportunities encourages good performance, strengthens job related skills and competences and helps employees to keep up with changes in the work place such as introduction of new technology or work methods.

5.3.3 Influence of performance feedback on work output

The findings of the study established that there is an association between performance feedback and work output among Adult Education Officers in Meru County. The study showed that about 93% of the Adult Educators who received feedback from their supervisors on work performance did cover all the units they were supposed to cover during the previous quarter. The study further established that 50% of the respondents acted on the performance feedback which in turn improved their work. Hence, majority of the respondents (98.3%) had achieved their performance targets. We can therefore claim that performance feedback contributes to work output among Adult Education Officers. This view is supported by a study conducted by Fletcher & Williams (1992) which showed that negative feedback from Performance Appraisal System can be the cause of the employees motivational level to stand at zero which may cause the employees to perform worse. Nobilis (2009), also suggests that regular performance feedback provided to employees may quell any form of unexpected and surprise feedback during year end discussions, thus, improving performance. Hence, performance feedback is an essential part of performance management since it helps the employees to maximize their performance while performing daily tasks.

5.3.4 Influence of performance reward on work output

The study established that there is a positive relationship between performance rewards and work output among Adult Education Officers in Meru County. This was attested by 44.8% of the officers who responded that promotion enhances work output while 53.4% agreed that scholarships improves work output. These findings of the study are supported by Large (1995), who contends that the things that get rewarded get done and that all the reward systems are based on the assumptions of attracting, retaining and motivating people. Other researchers have reported that those being appraised seem to have greater acceptance of the appraisal process and feel more satisfied with it when the appraisal process is directly linked to rewards. Such findings are serious challenges to those who feel that appraisal results and reward outcomes must be strictly isolated from each other (Bannister & Balkin, 1990).

5.4 Conclusion for the study

The study concludes that employee (staff) factors need to be built into the appraisal incorporating performance feedback, training, rewards and attitude as a basis of the appraisal process and that there is a need to link current appraisal system with the various aspects of organization development. If all these factors are taken into consideration, then performance appraisal system has the potential of being a good performance management tool.

5.5 Recommendations for implementation

The study makes the following recommendations based on the research findings:

- (i) The government should ensure that there is a direct linkage between performance appraisal and reward system. This will motivate employees to view performance appraisal system positively and thus enhance work output
- (ii) Employees should receive regular feedback on their performance from their supervisors following appraisal. Frequent feedback ensures that employees receive guidance, support and encouragement to improve on their performance.
- (iii)The government should also continually train both the supervisors and those being appraised for effective implementation of performance appraisal system.
- (iv)The government policy makers should endeavour to understand the attitudes and beliefs of both the supervisors and those being appraised about the performance appraisal system. The attitudes and approach of supervisors to the performance appraisal system can be a source of quality variations in performance appraisal.

- (v) Employee (staff) factors need to be built into the performance appraisal system incorporating performance feedback, training, performance reward and employee attitude as a basis of appraisal process and that there is a need to link current appraisal system with various aspects of organization development.

5.6 Suggestions for further research

This investigation recommends that:

- (i) There is need for similar studies to be conducted in all government ministries to ascertain the extent to which performance contracting and performance appraisal system influence employee work output.
- (ii) There is need to investigate how employee's performance appraisal results are implemented since many employees feel that the performance appraisal system criteria in use is not clear (performance appraisal system is not linked to rewards).

5.7 Summary of the chapter

This chapter has given a summary of the major findings of the study that emanated from Chapter Four. It has also provided the conclusion, recommendations of the study and suggestions for further academic pursuits on Performance Appraisal System.

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APPENDEIX I

Letter of Information

Dear Sir/Madam,

RE: PARTICIPATION IN RESEARCH

I am currently undertaking a Research project towards the fulfillment of requirements for award of a master's degree in project planning and management of the University of Nairobi.

My project focuses on the influence of performance Appraisal systems on work output. In the above regard, I have attached here to a questionnaire that will assist me to collect information for the project. Any information given is purely for academic purposes and shall be treated confidentially.

Thank you in advance.

Yours faithfully,

Alvina W. Munene

Student,

University of Nairobi

APPENDIX II

Questionnaire

The purpose of this Questionnaire is to collect data for academic purpose. Kindly respond to the following questionnaire in regard to the investigation into the influence of performance Appraisal system on employee work output among adult education officers in Meru county Kenya. For each questionnaire below, tick the most and appropriate response regarding the aspect being examined.

PART A: Bio data of the respondents

1. What is your gender?

Man [] Woman []

2. What is your age bracket in years?

25 and below []

26 – 36 []

36 – 45 []

46 – 55 []

56 and above []

3. What is your job group?

J [] K [] L [] M []

4. Which is your highest formal academic qualification?

Certificate []

Diploma []

University (degree) []

University masters []

5. How long have you worked in your current organization?

Less than one year []

1-5 years []

6-10 []

11-15 []

More than 15 years []

PART B: Influence of performance Appraisal system on work output among Adult Education Officials

Employee attitude

1. Would you say that you like your job?

Like the job [] No liking of the job []

2. Do you have interest in your organization beyond tasks in your job description?

Interest in job task [] No interest in job task []

3. How frequent do you feel the need to be supervised in your work?

Very often [] Often [] Not often [] Never []

4. Do you contribute any ideas in your work place?

Contribution of ideas [] No contribution of ideas []

5. How frequent do you participate in decision-making process in your place of work?

Very often [] often [] Not often [] Never []

Employee development and training

1. Please tick in the box the number of times you have attended any training in the last one year

1. []

2. []

3. []

4. []

2. To what extent have you achieved your performance targets?(Tick the appropriate response)

Very good []

Good []

Fair []

Poor []

Very poor []

3. Have you attended any education training since you joined your current work place?

Attended training [] Not attended training []

4. How do you rank your individual performance results?

Very good []

Good []

Fair []

5. How frequent do your trainees repeat training before gaining their qualification

Very often []

Often []

Not often []

Never []

Performance appraisal feed back

1. How often do you meet with your supervisor to evaluate performance?

Monthly []

Quarterly []

Mid year []

Annually []

2. Evaluation meetings and reports are effective tools in improving work output. Indicate your level of agreement or disagreement with this statement

Disagree []

Neutral []

Agree []

Strongly agree []

3. Do you receive feedback from your supervisors on your work output (performance)?

Receive feedback [] Does not receive feedback []

4. Do you feel that the feedback you receive from your supervisors is honest?

Honest feedback [] Not honest feedback []

5. Do you usually act on the feed back that you receive to improve on your work?

Action on feedback []

No action on feedback []

Performance appraisal rewards

1. There is a possibility that promotion improve employee workout put. Indicate your level of agreement or disagreement with this statement.

Strongly disagree []

Disagree []

Neutral []

Agree []

Strongly disagree []

2. Awarding scholarships to those with outstanding performance improves employee work output. Indicate your level of agreement or disagreement with this statement

Strongly disagree []

Disagree []

Neutral []

Agree []

Strongly disagree []

3. Recognition of good performance improves work output. Indicate the level of agreement or disagreement with this statement

Strongly disagree []

Disagree []

Neutral []

Agree []

Strongly disagree []

4. Have you received any promotion since you started working in this particular work place?

Promoted [] Not promoted []

5. Does your work place present certificates of recognition after doing good work?

Issued with certificate of recognition [] No certificate of recognition []

Employee work output

1. How do you rate syllabus coverage in your institution?

Fair []

Good []

Very good []

2. To what extent are performance targets achieved in your organization?

Very little extent []

Little extent []

Some extent []

Great extent []

Very great []

3. Budgeting has a strong influence on work output. Indicate the level of agreement or disagreement with this statement.

Disagree []

Neutral []

Agree []

Strongly agree []

4. Were you able to complete the tasks within the placed budget?

Completion of work within budget []

No completion of work within budget []

5. Have you been absent from work in any day in the last quarter of the year?

Absent from work []

Not absent from work []

6. If yes, how many times?

A day []

2-5 days []

6 – 9 days []

More than 9 days []

7. How long do you take to complete reports and submit them to the relevant authority?

< A day

1 -5 days

6 – 10 days

More than 10 days

Please give any other comment.....

Thank you.