

**THE ROLE OF PERFORMANCE APPRAISAL SYSTEM ON JOB PERFORMANCE
IN THE PUBLIC SECTOR: A CASE OF CIVIL SERVANTS IN KIRINYAGA
CENTRAL DISTRICT.**

BY

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**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIERMENT FOR THE AWARD OF A DEGREE OF MASTER OF ARTS
IN PROJECT PLANNING AND MANAGEMENT OF THE UNIVERSITY OF
NAIROBI**

2013

DECLARATION

This research project is my original work and has not been presented to any institution of higher learning for the award of Diploma or Degree.

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This research project has been submitted for examination with my approval as University supervisor.

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DEDICATION

I dedicate this work to my son, Ernest Mugambi. “Closed minds don’t read.”

My son, open your mind and Read. Read widely, and above all, learn wisely.

ACKNOWLEDGEMENT

My acknowledgement goes out to my supervisor Dr. Harriet Kidombo. May I also mention Prof. David Macharia for their tireless guidance, critique, patience, support and encouragement that made this work possible. May God bless you.

I acknowledge the University of Nairobi for providing me with an opportunity to pursue this degree in our locale. Special thanks to the lecturers and staff of Embu Extra –Mural Center for the tireless efforts and dedication during the course.

My special Thanks to my son, family members and friends for your great understanding and support. Not forgetting fellow classmates especially Jane Muyanga for your cooperation, support and commitment throughout the course

To all, may the Almighty God shower you with heavenly blessings.

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LIST OF ABBREVIATIONS

CSE:	Core Self Evaluations
DPM:	Directorate of Personnel Management
GOK:	Government of Kenya
GP 247:	Government Printer appraisal form
J. G:	Job Group
MSPS:	Ministry of State for Public Service
PAS:	Performance Appraisal System
PSCK:	Public Service Commission of Kenya
SMART:	Specific, Measurable, Achievable, Realistic & Time bound
SPSS:	Scientific Package for Social Sciences
TNA:	Training Needs Assessment

ABSTRACT

The evolution of Performance Appraisals is reflected in its changing terminology. At one time the appraisal was called a merit rating and was tied closely to salary increases. More recently, it was termed performance evaluation, but because the term evaluation implies that personal values are being placed on the performance review, that term is used infrequently. Some organizations continue to use both of the terms or others, such as competency assessment, effectiveness report, or service rating. However, nowadays most organizations prefer to use the term performance appraisal because this term implies an appraisal of how well employees perform the duties of their job as delineated by the job description. Job performance refers to whether a person performs their job well. Performance is an extremely important criterion that relates to organizational outcomes and success. Performance is something a single person does. This differentiates it from more encompassing constructs such as organizational performance or national performance which are higher level variables. This study was carried out in Kirinyaga Central District to determine the role of Performance Appraisal System on Job Performance among civil servants in the public sector. The objectives of the study were: assess the training of personnel, assess feedback mechanism, explore the goal setting techniques and determine the role of leadership on PAS among civil servants in the public sector in Kirinyaga Central District. A descriptive survey was done. There were 600 civil servants in Kirinyaga Central District. A systematic random sample of 180 civil servants drawn from this population was used in the study. A semi-structured questionnaire was administered and data collected analyzed using descriptive statistics. The Scientific Package for Social Sciences (SPSS) program was employed in data analysis. The findings were that majority of civil servants had been trained, few of the civil servants received feedback on their performance, majority of the civil servants set goals and attain them and majority of the leaders of the civil servants were of quality. Various recommendations based on the study findings have been given in order to enhance job performance in the civil service.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study.

Although systematic employee appraisals have been used in management since the 1920s, using the appraisal as a tool to promote employee growth did not begin until the 1950s. Most formal appraisals focus on the professional worker rather than the hourly paid worker, who is often guaranteed automatic pay rises if work meets minimum acceptable criteria (Huston. 2006).

The evolution of Performance Appraisals is reflected in its changing terminology. Huston & Marquis (2006) assert that at one time the appraisal was called a merit rating and was tied closely to salary increases. More recently, it was termed performance evaluation, but because the term evaluation implies that personal values are being placed on the performance review, that term is used infrequently. Some organizations continue to use both of the terms or others, such as competency assessment, effectiveness report, or service rating. However, nowadays most organizations prefer to use the term performance appraisal because this term implies an appraisal of how well employees perform the duties of their job as delineated by the job description.

Different scholars have tried to define Performance Appraisal. Huston (2006) says that in Performance Appraisals, actual performance, not intent, is evaluated. Performance Appraisal lets employees know the level of their job performance as well as any expectations the organization may have of them. Nzuve (2010) defines Performance Appraisal as the evaluation of an employee's work performance over a given period of time. It is a formalized review of the way in which an employee has been performing on the job.

Okumbe (1999) refers to Performance Appraisal as the evaluation of the effectiveness of workers in their work assignments. It is aimed at finding out the potentials of an individual employee. Adirondack (1998) says Performance Appraisal is a tool that assesses how well or badly work has been done and whether targets have been met. He continues to say that Performance Appraisal is a longer term, looking at bigger issues. It

incorporates aspects of individual performance review but goes beyond what the worker has done and how well; it includes individual training needs analysis and possibly job review.

Sagimo (2002) defines Performance Appraisal as a continuous process of observation and evaluation of a staff member's action and results, and exists to bring to a staff member's attention of what is expected of him / her, how he / she is performing, and how he / she can improve. It doesn't exist merely to point out mistakes, nor should it ever be regarded as once- and- for- all occurrences.

Betts (2000) says Appraisal means a periodic review of a person's performance by conducting a formal documented interview, by referring to informal records, or operating an established system. It's conducted periodically, formally recorded, uses appropriate feedback, and recommends education, training and development needs. He further notes that, an effective Appraisal system is expensive in investment, time and effort. Provided appraisal is taken seriously and conducted competently, there are many compensating benefits for the organization, the appraiser and the appraisee (Betts 2000).

It is evident from the above definitions that Performance Appraisal has a wide scope, but whose fundamental goal is to: D'Souza (2004):" realize the individual worker's potential, and hence help them to improve and develop their performance or at least maintain an already existing level of performance, so that they can become more productive at successively higher levels of responsibility". The focus is on service delivery or job performance, and which is very essential. Performance is not behavior or knowledge, but rather the results of behavior and knowledge. In most cases, performance can be measured.

The Public Service Commission of Kenya (PSCK) uses performance appraisal and performance improvement to strengthen institutional support for supervision and better service delivery. According to Government of Kenya (2007), the development of sector performance standards marks important milestones in government implementation of performance contracting process. It further says that since the early 1990's the government has been highly committed to public sector reforms despite the many challenges encountered such as discordant strategic plans with scant linkages to the national goals and aspirations and dominance of input and process performance

indicators that fail to relate to the citizens' expectations. As a result of this, citizens have found it difficult to relate to performance evaluations.

The government has made human resource development a priority in national development strategy since independence, and this is evident from the training and development policies put in place. Besides, the public service reforms of the 1990's recognized the importance of training and capacity building as a prerequisite to improved performance in the public service (GOK 2009).

The Ministry of State for Public Service (MSPS) has continued to provide strategic leadership and policy direction in public service human resource management and development. The ministry provides resources for training and building capacity in the public service based on Training Needs Assessment (TNA) carried out and prioritized training needs. It also evaluates the effectiveness of training programs (GOK 2009).

After introduction of the numerous key reforms to improve management of performance, it is not clear why there is a perception that performance in the public sector is not up to the expectations. Therefore, it is not only necessary but also urgent to re-examine the Performance Appraisal System to determine its role in job performance in the public sector, and which this study hopes to do.

1.2 Statement of the problem.

All civil servants from Job Group 'A' to Job Group 'T' are effectively accountable for their individual performance through the development of individual work plans and setting of agreed / negotiated targets with their supervisors. The targets and work plans are derived from each Ministry's/ department's strategic plan which is anchored on the National vision "Kenya Vision 2030". They are also linked to each Ministry's /department's vision, mission and mandate. (Chege2010)

The PAS tools (GP 247A & GP247B) are designed to cascade performance contracts from the institutional level to individual levels as a way of enhancing performance. However, the transition from an era of non-accountability of individual officers to an era of individual accountability and responsibility has not been smooth sailing. Several challenges which include mindset change and resistance to change, lack of clear job descriptions for all cadres as well as challenges in the development of individual work

plans and the setting of SMART targets are still impediments to the successful implementation of the policy and are continually being addressed through staff sensitization workshops (Chege 2010)

The implementation and management of the PAS was decentralized to various ministries/ departments with effect from 1st July 2009 and the onus is on the various Authorized officers to oversee its implementation. This study, therefore, sought to establish the role of PAS in the public sector with special reference to civil servants in Kirinyaga Central District.

1.3 Purpose of the study.

The purpose of this study therefore was to look at the role that PAS has on job performance in the public sector with reference to Civil Servants in Kirinyaga Central District.

1.4 Research Objectives.

The objectives of this study were:

1. Assess the training of personnel on PAS among the civil servants in the public sector in Kirinyaga Central District.
2. Assess the feedback mechanism on PAS among the civil servants in the public sector in Kirinyaga Central District.
3. Explore goal setting on PAS used by civil servants in the public sector in Kirinyaga Central District.
4. To determine the role of leadership on PAS among the civil servants in the public sector in Kirinyaga Central District

1.5 Research Questions.

1. How is the training of civil servants in the public sector on PAS in Kirinyaga Central District?
2. How is the feedback mechanism of PAS among civil servants in the public sector in Kirinyaga Central District?
3. How are the goals set by the civil servants in the public sector in doing the PAS in Kirinyaga Central District?

4. What is the role of leadership on PAS among the civil servants in the public sector in Kirinyaga Central District?

1.6 Significance of the study.

The public sector is undergoing major reforms, one of which is on service delivery or job performance. During this transition, the information from this study will contribute towards re-engineering a new look on public performance outfit.

The study is not only significant but timely. It will help inform policy makers on the areas to concentrate on when re-structuring the public sector to conform to the ideals of the newly promulgated constitution of Kenya (2010). The study will also improve the image of the public sector as it will provide information that will enable all departments put a lot more emphasis on Performance Appraisal System for better service delivery.

1.7 Delimitation of the study.

The study covered the geographical area known as Kirinyaga Central District as at today. The study was restricted to 180 civil servants working in the public sector in Kirinyaga Central District in various government departments.

1.8 Limitations of the study.

The government offices were all not situated in one location but wide spread across the whole district for efficiency in service delivery, so the researcher had to devise good time management and go an extra mile and incurred extra cost to reach all civil servants.

The civil servants were entitled to a one month annual leave, and which they go at different times, while others qualified for study leaves and even official trips or field work out of their respective work stations, thus the researcher had to devise means of getting hold of them to collect data. E.g. call backs, emails, telephone etc.

1.9 Assumptions of the study.

The study was based on the following assumptions:

- a) That there were challenges been faced by civil servants as far as Performance Appraisal System was concerned.
- b) That the sample picked represented the population

- c) That the respondents answered all the questions truthfully and correctly.
- d) That the data collection instruments had validity and measured the desired constructs.

1.10 Definition of Significant terms.

Feedback- refers to the responses or reports given back to civil servants by their supervisors about their job performance. It can be verbal or written feedback.

Goals- refer to the targets set by the civil servants to help them perform their tasks. They should be SMART (Specific, Measurable, Achievable, Realistic and Time bound).

Job- refers to work done by the civil servants in their areas of operation.

Leadership- refers to the supervisors and the leaders who supervise the performance of civil servants in order to realize their goals.

Performance- refers to a summary of the measures of the quantity or quality of contributions made by an individual or group for the production of the work unit and organization.

Training- refers to the on- job courses (long term/short term) attended by the civil servants that are meant to enhance their job performance. It is based on the level of education of the civil servants.

1.11 Organization of the study

The study is organised into five chapters. Chapter one provides a general background into the subject of study. The chapter also provides focus on the objectives of the study with specific questions to be answered. The objectives and questions developed provide a precursor to better understanding and articulation of the significance of the study.

Chapter Two looks at available works and literature done on influence of PAS on job performance by scholars who have studied the subject in other contexts. The chapter provides a conceptual framework which outlines the relationship between the dependent and independent variables identified in the subject of study.

In Chapter Three, the researcher presents the research design, target population, data collection instruments and methodologies used in the study. Chapter Four presents analysis and interpretation of the data collected from the field. Qualitative methods were used in the analysis of the collected data.

Summary of the key findings from the study as per the set objectives and discussion of the findings and recommendations developed thereof, including suggestions for further research, are provided in Chapter Five.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.

This chapter will highlight some of the related studies that have been done over the years on Performance Appraisal System and job performance. This chapter is discussed under the following sub headings:

2.2. Job Performance.

Job performance refers to whether a person performs their job well. Performance is an extremely important criterion that relates to organizational outcomes and success (Campbell, 1990). It is an individual level variable. That is, performance is something a single person does. This differentiates it from more encompassing constructs such as organizational performance or national performance which are higher level variables.

Campbell *et al* (1993) define performance as behavior. It is something done by the employee. This concept differentiates performance from outcomes. Outcomes are the result of an individual's performance, but they are also the result of other influences. In other words, there are more factors that determine outcomes than just an employee's behaviors and actions. Performance does not have to be directly observable actions of an individual. It can consist of mental productions such as answers or decisions. However, performance needs to be under the individual's control, regardless of whether the performance of interest is mental or behavioral.

Another key feature of job performance is that it has to be goal relevant. Performance must be directed toward organizational goals that are relevant to the job or role. Therefore, performance does not include activities where effort is expended toward achieving peripheral goals. For example, the effort put toward the goal of getting to work in the shortest amount of time is not performance except where it is concerned with avoiding lateness (Campbell *et al*, 1988).

Another way to divide up performance is in terms of task and contextual (citizen and counterproductive) behaviors (Borman & Motowilo, 1993). Whereas task performance describes obligatory behaviors, contextual behaviors are behaviors that do not fulfill specific aspects of the job's required role. Citizenship behaviors are defined as behaviors which

contribute to the goals of the organization through their effect on the social and psychological conditions (Rotundo & Sacket,2002). Counterproductive behaviors, on the other hand, are intentional actions by employees which circumvent the aims of the organization (Sacket& De Vore, 2001).

Campbell (1990) suggested determinants of performance components. Individual differences on performance are a function of three main determinants: declarative knowledge, procedural knowledge and skill, and motivation. Declarative knowledge refers to knowledge about facts, principles, ideas, objects, etc. It represents the knowledge of a given task's requirements. If declarative knowledge is knowing what to do, procedural knowledge and skill is knowing how to do it. For example, procedural knowledge and skill includes cognitive skill, perceptual skill, interpersonal skill etc.

The third predictor of performance is motivation, which refers to “ a combined effect from three choice behaviors- choice to expend effort, choice of level of effort to expend, and choice to persist in the expenditure of that level of effort” (Campbell, 1990.) It reflects the direction, intensity, and persistence of volitional behaviors. Campbell (1990) emphasized that the only way to discuss motivation as a direct determinant of behavior is as one or more of these choices.

Campbell (1990) also mentioned several performance parameters that may have important implications for the job performance setting. They are: The distinction between speed and accuracy. This distinction is similar to the one between quantity and quality (Lawler, 1973). Important questions that should be considered include: which is most valued by the organization, maximized speed, maximized accuracy, or some balance between the two? What kind of tradeoffs should an employee make? The latter question is important because speed and accuracy for the same task may be independent of another.

The second distinction is between typical and maximum performance. Regular work situations reflect varying levels of motivation which result in typical performance. Special circumstances generate maximum employee motivation which results in maximum performance (Sacket, Zedeck & Fogli, 1988).

Additionally, the impact of organizational justice perceptions on performance is believed to stem from Equity theory. This would suggest that when people perceive injustice they seek to restore justice. One way that employees restore justice is by altering their level of

performance. Procedural justice affects performance as a result of its impact on employee attitudes. Distributive justice affects performance when efficiency and productivity are involved (Cohen & Spector, 2001). Improving justice perceptions improves productivity and performance (Karriker & Williams, 2009).

Job performance is a consistent and important outcome of Core Self Evaluations (CSE) (Bono & Judge, 2003). The concept of CSE was first examined by Judge, Locke, and Durham (1997) as a dispositional predictor of job satisfaction, and involves four personality dimensions; locus of control, neuroticism, self-efficacy, and self esteem. The way in which people appraise themselves using CSE has the ability to predict positive work outcomes, specifically, job satisfaction and job performance. The most popular theory relating the CSE trait to job performance argues that people with high CSE will be more motivated to perform well because they are confident they have the ability to do so (Bono & Judge, 2003).

2.3. Goal Setting.

Effective individual performance goals are said to be those that are Specific, Measurable, Achievable, Realistic and Timely (SMART) (Flamholtz *et.al*, 1985). They should also reflect critical success factors or key performance indicators of the job role. In control terms, goal setting is said to be critical for organizations seeking to increase the probability that individuals and groups will behave in ways that lead to the attainment of organizational goals (Flamholtz *et al*, 1985). Goals give one something to aim for. They incorporate recognizable standards of measure of performance which are objectively clear to everyone involved. There is no job even the most repetitive whose results cannot be measured (GOK, 2009 Notes on Implementation of PAS)

Tasks to be performed by employees are usually communicated in the first instance in the position or job description. In performance management terms, this process should occur with extensive employee involvement and in the context of both the immediate position and the whole organization (Armstrong, 1994).The rationale for such involvement appears to be that

participation in goal setting “has been found to be related to the acceptance and subsequent commitment to the established goals, leading to favorable outcomes in terms of both performance and attitudes” (Flamholtz *et al*, 1985).

Realistic goals acknowledge opportunities, constraints, changing circumstances and are achievable. They are within the scope of what can and is to be done. They aim at continuous improvement and should be challenging (Armstrong, 1994). Effective targets have schedules and time frames which are the basis of action planning. Timeframes are essential in setting targets and guide towards achieving them as scheduled. Timeframes are essential features in work planning. Timeframes assist in monitoring through periodic reviews and evaluating progress in target achieving. They also motivate individuals to get the job done (GOK, Notes on Implementation of PAS. 2009).

One immediate yardstick is success in achieving the stated purpose, goals and objectives promulgated by the top management. This is not only the only measure of success, but it is a fundamental one. Whatever stage the organization is at, there is always some underlying purpose at work and always some goals and objectives that are being followed, however implicitly. In most cases the purposes, goals and objectives are made explicit and are used to motivate the staff as well as to provide standards of performance (Cole, 1997).

When setting goals the appraisee and appraiser should be mindful of the goal setting theory and the need for employees to generate their own goals. Goal theory is a theory of motivation that is based on the premise that people’s goals or intentions play an important part in determining behavior. Goals guide people’s responses and actions and direct work behavior and performance, leading to certain consequences or feedback. The thinking behind Goal theory is that motivation is driven primarily by the goals or objectives that individuals set for themselves. Goal theory suggests that it is the goal itself that provides the driving force to do a certain task (Cole & Kelly, 2011).

Locke (1967) first proposed the idea that working towards a goal was in itself a motivator. His research indicated that performance improved when individuals set specific rather than vague goals for themselves. When these specific goals were demanding, performance was even better. General exhortations to “do one’s best” appear to be less effective than identifying specific targets and aiming for them.

Other important factors include goal commitment (the extent to which the individual is committed to pursuing the goal even when things get tough), and self efficacy (the perception that one has the ability to achieve the goals which were set at a realistic, though challenging level). Goal commitment is likely to be enhanced when goals are made public and when they are set by the individual rather than imposed externally. Clearly the concept of goal ownership is important here (Cole & Kelly, 2011) Goals or targets act as a guiding star towards where people aim to reach or want to achieve. It is against this that this study sought to establish the role of Goal/ target setting in PAS on job performance.

2.4 Feed Back Mechanism.

Feedback as part of a control system refers to the information provided about work behavior and outcomes (Flamholtz *et al*, 1985).Feedback controls the work behavior of organization members by directing behavior through the provision of necessary feedback for corrective action. Also, it motivates behavior by acting as a promise for future rewards. Therefore, such feedback through the performance appraisal activity is central to performance management and has two distinct purposes: evaluation and development (Cascio, 1991).

Failure to provide such feedback might violate the psychological contract between employees and their employer, in addition, to preventing corrective action in the event of ineffective performance (Stiles *et al*, 1997)Psychological contract is a concept referring to an employee's belief regarding the terms and conditions of a reciprocal exchange agreement between that employee and the employer (Robinson & Rousseau, 1994).

Performance appraisal feedback has a developmental purpose. Providing opportunities for improvement through appraisal feedback and training and development is an on-going performance management activity aimed at continuous improvement and socialization to desired organizational practices. This is particularly relevant when organizations' policies and practices change and re-socialization is required (Fenwick *et al*, 1999).

Performance Appraisals serve as an employee development tool. Feedback is used to bring about improvements in present performance. However, feedback must be delivered in the appropriate manner if it is to be motivating and encourage desirable behaviors. In order to make appraisal interviews more effective, managers are encouraged to provide frequent performance feedback to employees and maintain comprehensive records of an employee's

performance in their assigned roles. Goal theorists also argue that an individual's motivation is enhanced when feedback on performance is available (Cole & Kelly, 2011).

Feedback should be: Specific, not general, in describing behavior that needs improvement. Descriptive, not evaluative, when describing what went wrong with the work performance. Not self-serving but meets the needs of the employee. Directed towards behavior that can be changed. Make sure the employee has clearly understood the feedback and that the employee's communication also has been clearly heard.

Note: The signing of the appraisal form by both the subordinate and superior is not the end of the exercise. Whatever the method used or whoever conducted the exercise, there should be feedback. The results should be discussed and a follow-up made (Nzuve, 2010)

Feedback is effective for encouraging and correcting daily work performance. It can guide others into increased competence, commitment and confidence as well as helping them to anticipate options for making vital connections between their present and future plans (Huston, 2006). It thus against such an observation that this study sought to establish the role of feedback in PAS on Job performance.

2.5 Employee Training.

Any country or organization with a highly trained workforce has a distinct advantage over those which have neglected this vital factor. Future prosperity is probable if such a country or organization has a sound environment, which includes appropriate pay rates and high productivity (Betts, 2000). Some top managers even contest the installation of a training program on the grounds that it is costly and time-consuming. They claim that many other pressing jobs should receive priority and that training is uneconomical because the trained employees leave and other firms receive the benefits (Betts, 2000). Training is an essential part of the supervisor's job. If this activity is neglected, the time spent on other aspects of supervision increases sharply, resulting in false economy. Other matters demand for more time, cost and effort than training, without showing effective results (Betts, 2000).

Training is the imparting of proficiencies and knowledge that are specifically related to relatively narrow areas of employment...it is also the helping of people to adapt to a role behavior that will be useful to the organization. The aim is to improve both employee

performance and overall organizational performance. Training is the process that enables people to acquire new knowledge, learn new skills and perform tasks differently or better than before (Nzuve, 2010).

Training is any planned intervention designed to increase the knowledge and skills of employees to live and work effectively and achieve general life satisfaction (Harzing, 2006). Every training should be based on performance goals of the organization. These training goals should be stated in detail and measurable terms. As discussed by Noe (1999), detailed and measurable training goals help develop appropriate outcomes for training evaluation.

It is not just new employees who require training and development. The changing environment results in change to products, equipment, facilities, procedures and the way work is done. Consequently, there is an ongoing need to ensure all employees are able to do their work well. Human resources are the most dynamic of all the organization's resources. They need considerable attention from the organization's management, if they are to realize their full potential in their work and ensure the achievement of business strategy. One way of doing this, is through training (Cole & Kelly, 2011). Short term training goals can bring about cognitive, affective and behavioral changes (Gudykunst *et.al*, 1996). The training programs for individuals are usually based upon the selection interview and feedback from performance appraisals (Betts, 2000).

One particularly important document which contributes to the analysis of training needs is the appraisal form. This is the record of an employee's job performance. Appraisal interviews, and the documentation which accompanies them, are the formal mechanisms by which organizations can assess or evaluate their human assets. In a well managed organization, this formal appraisal merely rounds off, in a relatively standardized way, the frequent informal appraisals, carried out regularly by the organization's managers as a normal part of their job. Amongst the objectives of the appraisal is to identify training and developmental needs, and encourage and motivate employees (Cole & Kelly, 2011).

Training provides a source for the individual to achieve competence in technical and technological aspects in performing tasks, and in improving skills. To be effective, these learning activities must be integrated and applied at all organizational levels in a continuous development program. Continuous development should be an extensive program which concentrates on improving the breadth of knowledge and skills related to modern approaches (Betts, 2000).

A distinction should be made between training and education. Both are concerned with their effects on a range of responses. Training tends to narrow the range of responses so that all employees who undergo the same training successfully will make similar or have same responses in a specific situation. On the other hand, education tends to broaden the range of responses so that individuals who have obtained a general education will respond to a particular situation in a variety of different ways (Nzuve, 2010). The purpose of training includes:-Improvement on job performance, improved quality and quantity of product and services, reduction on the number and cost of accidents, and helping employees in their personal developments and career advancement.

A Training Needs Assessment should be done before any training program is developed. This involves 3 types of analysis according to Nzuve (2010). Organizational analysis- this is an examination of the kind of problems an organization may be experiencing. Harzing (2006) says organizational analysis should determine the expected cost and expected benefit of a training program. Operational analysis- it's the determination of the behavior(s) required to perform a given job, and the standards of performance to be met. Personnel analysis- it examines how well individual employees are performing their jobs. This is necessary because putting every employee in a training program regardless of their skills is a waste of an organization's resources. Evaluation of training- this is the systematic collection of descriptive and judgmental information necessary to make training decision in relation to the selection, adoption and modification of various instructional activities (Nzuve, 2010).

Harzing (2006) says evaluation of training is the systematic process of gathering information necessary to determine the effectiveness of training. After training has been delivered, it should be evaluated against the stated goals for effectiveness. Results from the training evaluation should help the organization decide whether the training should be continued in its current form or modified. It is very advisable for supervisors to evaluate training periodically by conducting appraisals, feedback arrangements and personnel records on transfers and terminations (Betts, 2000).

Torrington *et al* (2009) suggest that the evaluation of training is part of the control process of training. The evaluation methods aim to obtain feedback about the results or outputs of training, and to use this feedback to assess the value of the training, with a view to improvement where necessary. The criteria for evaluating training programs are determined

by the training objectives. According to Nzuve 2010, some of the criteria are: Reactions- they measure how well the participants liked the training program, whether it was worth the time, whether it was presented in a meaningful way and interesting manner. The reaction can be obtained by having the participants complete a questionnaire- participant evaluation form.

Learning- this measures the extent to which the trainee or participant learned and retained the materials presented in the training program. The traditional method of evaluating how much has been learned is by testing the trainee/ participant's behavior- training modifies behavior. Training is supposed to modify employee's behavior towards a given direction. The concern here is to find out the extent to which the training program changed the trainee's behavior towards their work and the organization. The behavior change can be assessed through the trainer by asking trainees to write a report, individually or collectively, about the program, or through close observations by the trainee's immediate supervisor.

Results- the primary objective of an employee training program is to improve the overall performance of the organization. The results achieved from training could be reduced operating costs, low labor turnover rate, low rate of absenteeism, improved profitability or productivity.

For job performance improvement, 3 types of training is necessary according to Betts,(2000) :Manual skills to develop reflexes and the capability to use machines, devices and tools in the work place or in the office. Basic clerical skills to develop all the skills in memorizing learning procedures and systems, using communication devices and other office skills. According to Nzuve, (2010) Professional and technical training is meant to prevent both professional and technical obsolescence. Employees are retained in order to update them of the new development in their areas of specialization. Higher clerical skills to improve long term effectiveness by developing mental and creative skills, problem solving and decision making. Nzuve, (2010) refers to it as Supervisory and managerial training- supervisors and managers need to know how to work with people and to make decisions. In this kind of training, areas covered include planning, organization, decision making techniques, communication, public relations and human resource.

Training should be comprehensive enough to allow an employee to understand the nature of work to be performed. Therefore, the training given should be appropriate to the type of work to be performed (Nzuve 2010). Some of the training methods used in organizations are: Apprenticeship- a worker (apprentice) is supposed to work alongside and under the

supervision of a skilled person, usually the immediate supervisor. It is often used where the skill to be mastered is highly complex, requiring a relatively long period of time to attain proficiency. Its effectiveness depends on the ability of the skilled supervisor to guide and supervise the learning process.

Vestibule training- this occurs in a separate training set-up, which is in form of a workshop or classroom equipped in a manner similar to the actual working area. It is also called job instruction training. The emphasis is on learning as opposed to production. It is a simulated training which also uses some theory but in an atmosphere that tries to replicate actual job conditions. Classroom training- the traditional method of teaching in the education system used in many training programs, to teach principles and practices of different subject areas. It is by use of lectures, seminars, case studies etc

In Kenya, in accordance with the Government Training policy as stipulated by the Directorate of Personnel Management (DPM) every civil servant in the public sector should attend an annual training or course every year, and which should be of at least 5 days. The government also sponsors officers for longer term courses of between one month to three years in and out of the country. It is thus against such a strong directive by the DPM, that this study sought to investigate the influence of training in PAS in job performance.

2.6 Leadership.

Leadership, power and influence have a strong effect on the workforce and the organization (Betts, 2000) and thus on the job performance. An accomplished supervisor uses all the three techniques. Cole & Kelly (2011) define leadership as the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives.

According to the Constitution of Kenya (2010), leadership is the public trust to exercise in a manner that brings dignity to the office by promoting public confidence in the integrity of the office and vests in the state officer the responsibility to serve the people rather than the power to rule them. The constitution further outlines the guiding principles of leadership and integrity to include selection on the basis of personal integrity, competence and suitability, objectivity and impartiality in decision making and accountability to the public for decisions and actions.

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people (Mbogo, 2012). Leadership remains one of the main factors determining group behavior, and there is a strong demand for leaders of quality. Unfortunately, exceptional leaders are rare and often unpredictable. At supervisory level, the individual must be able to influence employee's actions and assess their needs (Betts, 2000).

According to Betts (2000), a leader is one person who manages to influence all the other members voluntarily to contribute towards achieving established tasks and goals in a unique situation. He continues to say that, a leader is an outstanding member of a group who has the capability to create conditions within which all members feel a strong commitment towards achieving accepted objectives in a given environment.

Gibb (1947) indicates that leadership is not a quality that a man possesses; it is an interactional function of the personality and of the social situation. He states that, a leader is a member of a group on whom the group confers a certain status, and leadership describes the role by which the duties of this status are fulfilled. The effectiveness of the roles depends upon the functional relation between the individual attributes of the man and the specific goal of the group at any moment. It is natural that some individual attributes of skill and personality will be generally effective though they will not confer upon their possessor universal leadership status. Leadership is, then, some sort of social transaction.

Kurt Lewin (1930) developed a leadership framework based on a leader's decision-making behavior. He noted that there are 3 types of leaders: Autocratic leaders who make decisions without consulting their teams. This is considered appropriate when decisions genuinely need to be taken quickly, when there is no need for input, and when team agreement is not necessary for a successful outcome. Democratic leaders allow the team to provide input before making a decision, although the degree of input can vary from leader to leader. This type of leadership style is important when team agreement matters, but it can be quite difficult to manage when there are lots of different perspectives and ideas. Laissez-Faire leaders don't interfere; they allow people within the team to make many of the decisions. This works well when the team is highly capable and motivated, and when it doesn't need close monitoring and supervision.

Betts (2000) stipulates another kind of leader who according to him is significant for supervision. The appointed leader. Most managers and supervisors are appointed; this is because their influence is exerted from the position of authority they hold in their organization.

Some confusion will arise when they expect to exert power purely by virtue of their appointment and fail to see the differences between power, authority and leadership.

According to Dirks and Ferrin (2002), trust in leadership is a key aspect of effective leadership that reflects employee's evaluation of their leaders' knowledge, integrity and benevolence. They indicated that trust in leadership has been shown to bring positive workplace outcomes such as motivation, commitment and job satisfaction, while distrust leads to resistance, frustration and dissatisfaction. Yang and Hsieh (2007) indicate that, establishing a successful performance orientation, managerial support and trustworthy leadership is important. They further observed that innovative culture thrives under leadership styles that are more loosely structured and trust enhancing such as transformational leadership.

The manager should be trained in Performance Appraisal techniques and should understand the organization's performance management system. They should encourage employees to prepare for appraisal interviews. This will typically mean explaining the appraisal system, categories, process and encouraging the employee to engage in self appraisal prior to the meeting. During the appraisal interview, the manager should be specific, constructive and an active listener whilst encouraging subordinate participation (Cole & Kelly 2011).

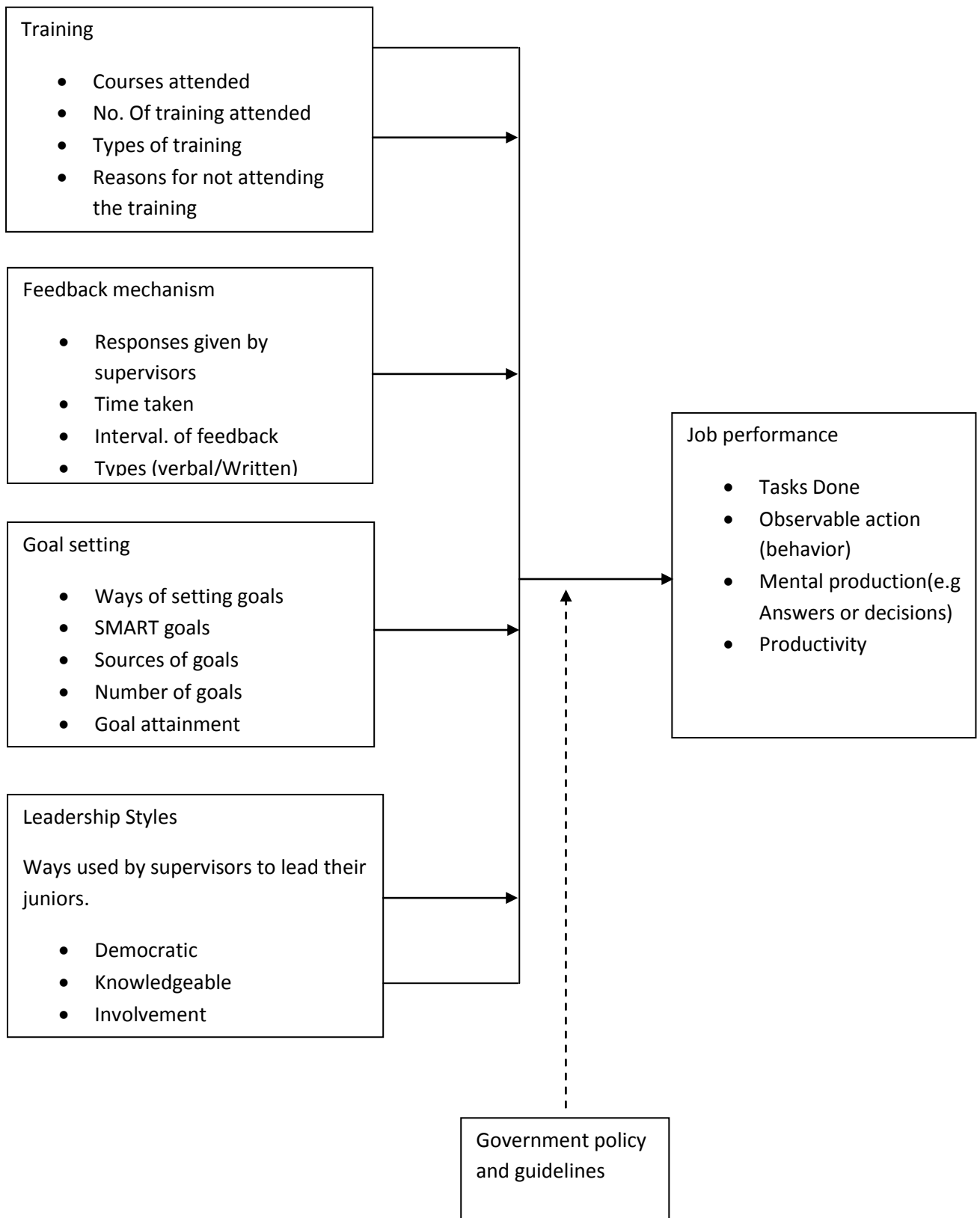
In the public sector, the Heads of Departments in all government ministries and departments are the leaders, and as such they are charged with the duty that work is well performed, and appraising their juniors. It is against this background that this study aimed to investigate the role of leaders in PAS on Job Performance.

2.7 Conceptual Framework.

Serakan (2003) defines a conceptual framework as a logically developed, described and elaborated network of inter- relationships among variables deemed to be an integral part of the dynamics of the situation being investigated. It states the researcher's ideological position from his or her agreement or disagreement with the current discussion and issues.

The conceptual framework has independent, moderating and dependent variables. The independent variables include: Training, feedback mechanism, goal setting and leadership styles that the researcher will manipulate in order to determine how they affect the dependent variable which is job performance of civil servants in the public sector in Kirinyaga Central District, while the moderating variable such as government policy which the study has no control of may interfere with the study.

Figure 1 Conceptual Framework



**Independent variable
Variable**

Moderating Variable

Dependent

2.8 Summary

This chapter reviews the existing literature on influence of PAS on job performance globally, regionally and locally. The conceptual framework that informed the study on the influence of PAS (independent variable) on job performance (dependent variable) has also been presented in this chapter.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives a detailed outline of how the study was conducted .It describes the research design, target population, the sample and sampling procedure, research instruments, data collection and analysis tools used in this study. The operational definition of variables will also be described in this chapter.

3.2 Research design

The research design is a plan that guides the researcher in planning and implementing the study in a way that is most likely to achieve the intended goals (Burns and Groves 2001).This study adopted a descriptive survey design. According to Mugenda & Mugenda (2003), a descriptive research determines and reports the way things are at that particular time. It also quantifies the problem and gives detailed information that taps into the perceptions of communities and groups. This design was ideal for this study since the researcher intended to

gain immediate knowledge on the role of PAS on job performance among the civil servants in the public sector in Kirinyaga Central District. It was also economical on both time and funds. In this study, both quantitative and qualitative research approach was used. A semi-structured questionnaire (Appendix 1) was used to collect data. Some open-ended questions were added to the questionnaire to further explore opinions and perceptions.

3.3 Target population.

A population is a group or the total number of elements (group of individuals, objects, or items) from which samples are taken for measurements (Kombo & Tromp, 2006). In this study, the target population comprised of 600 civil servants in the public sector working in Kirinyaga Central District. The civil servants were in 25 Ministries as shown in the Table 3.1.

Table 3.1: Target population

Ministry	Frequency
Health	73
Culture	2
Registration Information	15
	3

Social services	22
Finance	18
Environment	3
Office of the President	137
Development & Vision 2030	11
Agriculture	27
Livestock	15
Fisheries	7
Youth	4
Education	53
Sports	3
Lands	17
Physical planning & Survey	5
Children	5
Forests	23
Trade	3
Industrialization	3
Home Affairs	74
Judiciary	34
Veterinary	17
Water	23
Statistics	3
N	600

3.4 Sampling design

In this study, a sample survey was conducted among the 600 civil servants in the public sector working in Kirinyaga Central District. In sample survey an optimum sample size is obtained from the target population to make the scope of the study manageable. The respondents selected should contain characteristics found in the entire population (Kothari 2004).

The researcher used (180), that is, 30% of the subjects because the target population was 600 civil servants and according to Cochran, William G (1977), 30% sample size is sufficient for small population less than 1000.

Systematic random sampling was used where by every 3rd civil servant as per the District Personnel Quarterly returns was included in the study. This ensured that the sample was evenly distributed throughout the target population and it also gave every civil servant an equal and independent chance of being included in the study.

3.5 Research instrument

The researcher used questionnaires for the purpose of gathering data from the respondents. The questionnaire was structured and employed both open-ended and close ended questions. The close-ended questions aimed at getting quantitative data while the open-ended questions provided qualitative data. The questionnaire was divided into 6 sections which included: Section A: Identification and code number, Section B: Demographic data, section C: Training of personnel, Section D: Feedback mechanism. Section E: Goal setting techniques, Section F: Leadership. The questionnaires were administered by the researcher and the research assistants.

3.5.1 Instrument Validity.

Validity of an instrument is the extent to which the instrument measures what it is supposed to measure (Mugenda & Mugenda, 2003). Content validity of the instrument was ensured through constructive criticism from colleagues in the Department of Statistics who had an extensive experience and expertise in questionnaires construction. My supervisor was also consulted on the same.

3.5.2 Instrument Reliability.

Reliability is defined as the extent to which the measuring instrument or procedure yields the same results on repeated trials (Mugenda & Mugenda 2003). Pretest of the data collection was conducted at Kirinyaga East District where questionnaires were administered to 30 civil servants. Pretest helped to make necessary adjustments in the research instrument for easier understanding. The necessary instructions in simplified terms were used to ensure correct interpretations made. The researcher also trained research assistants for consistent and systematic questioning.

3.6 Data collection procedure

The researcher collected primary data for the purpose of the study. The primary data was collected through questionnaires. The questionnaires had adequate instructions and written in clear and simple language. They were self administered and hand delivered to the respondents by the researcher and/or research assistants.

3.7 Operationalization of Variables.

The variables were operationalized by looking at their behavioral dimensions, indicators and properties denoted by the concept. This rendered the variables measurable. The measurements were both objective and subjectivity.

Table3. 2

Operationalization of variables.

Research objectives	Type of variable	Indicator	Measurement of indicator	Data collection method	Level of scale	Level of analysis
The role of PAS on job performance in the public sector.	Dependent. Job performance.	-Tasks done.	-Review of PAS forms.	Questionnaire. -Documentary analysis.	Nominal	Descriptive analysis
To establish the training of personnel on PAS in the public sector	Independent variable. Training	-No. of courses attended	-Training circulars.	Questionnaire -Documentary analysis	Nominal	Descriptive
			-Admission letters.	Questionnaire -Documentary analysis	Nominal	Descriptive
			-Certificate of course attained.	Questionnaire -Documentary analysis	Nominal	Descriptive
		Interval of training	Training Circulars	Questionnaire Documentary analysis	Nominal	Descriptive
		Types of training	Training circulars	Questionnaire Documentary analysis	Nominal	Descriptive
Certificate of course attended	Questionnaire Documentary analysis					

To assess the feedback mechanism on PAS in the public sector.	Independent variable Feedback mechanism	Types(Verbal /written) -Written -Verbal	Letters Discussions	Documentary analysis Documentary analysis	Nominal Nominal	Descriptive Descriptive
To explore the goal set by civil servants on PAS in the public sector.	Independent variable. Goal setting techniques	No .of targets.	Discussions	Documentary analysis	Nominal	Descriptive
		Types of targets (SMART)	Discussions	Documentary analysis	Nominal	Descriptive
To determine the influence of leadership on PAS in the public sector	Independent variable. Leadership	Involvement in decision making	No. of meetings conducted	Questionnaire	Ordinal	Descriptive
		Democracy	Ways and means of solving employees grievances	Questionnaire	Nominal	Descriptive
		Freedom of expression Knowledgeable Communication channels used.	Leadership qualities	Questionnaire Questionnaire Questionnaire	Ordinal Ordinal Ordinal	Descriptive Descriptive Descriptive

3.8 Summary

This chapter outlines the methodology employed in the study. The qualitative design employed has been detailed with methods for collecting data as well as instruments used, identified and presented. Additionally methods of analysis of the data collected have been discussed in the chapter. In the final part 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 data analysis, presentation and interpretation from the study on the influence of PAS on job performance among civil servants in the public sector in Kirinyaga Central District, based on four objectives. The data was collected through questionnaires and content analysis.

4.2 Questionnaire return rate

The researcher administered 180 questionnaires to the respondents. An 84.4% return rate was recorded, a response rate considered adequate according to Idrus & Newman (2002) who consider a response rate of 50% as good enough in social studies.

4.3 Respondents characteristics

This section detailed the characteristics of the population. The study sought to identify characteristics such as gender, age of the respondents, their job designation, level of education and number of years in civil service.

4.3.1 Gender distribution of respondents

It was necessary to get the gender of the respondents. The results are shown in Table 4.1

Table 4.1 Distribution of respondents by gender

Gender	Frequency	Percentage	Cumulative Frequency
Female	56	36.8	36.8
Male	96	63.2	100.0
Total	152	100.0	

Table 4.1 shows that out of the 152 respondents, who were interviewed, 96 representing 63.2% were males and 56 representing 36.8% were females. This shows that both gender were pretty well represented in PAS. This is in line with the Kenya's Constitution 2010 which advocates for one third (1/3) gender representation in all work places.

4.3.2 Distribution of respondents by age

Age of respondents was useful information needed in characters being studied. The respondents were therefore requested to indicate their age bracket. The results were as indicated in Table 4.2.

Table 4.2 Distribution of respondents by age.

Age	Frequency	Percentage
21 – 30	10	6.6
31 – 40	32	21.0
41 – 50	71	46.7
51 – 60	39	25.7
Total	152	100.0

From Table 4.2, it was established that the majority (72.4 %) of the respondents were aged above 40years, indicating that the service had people with lots of experience.

4.3.3 Distribution by Job Designation

The civil service has various job designations under which civil servants are categorized. All civil servants regardless of their job designations are required to fill the PAS GP 247 Appraisal forms. The findings were presented in Table 4.3.

Table 4.3 Job designation of respondents by gender

Gender * Job designation Cross-tabulation

			Job designation					Total
			Clerk	driver	management	secretary	support staff	
Gender	Female	Count	18	2	18	12	6	56
		% within Gender	32.1%	3.6%	32.1%	21.4%	10.7%	100.0%
	male	Count	54	12	18	0	12	96
		% within Gender	56.3%	12.5%	18.8%	.0%	12.5%	100.0%
Total		Count	72	14	36	12	18	152
		% within Gender	47.4%	9.2%	23.7%	7.9%	11.8%	100.0%

Table 4.3 indicated that 18 (11.8%) of respondents were support staff, 72 (47.4%) clericals, 14 (9.2%) drivers, 12 (7.9%) secretaries, whereas 36 (23.7%) were in Managerial positions. This showed that the majority of civil servants were in clerical positions- which could be

attributed to the fact that in the period between the years 2009 – 2012 there was a lot of employment of clerical officers by Public Service Commission in all Government departments. (DPM Circular)

4.3.4 Education level of respondents

The study sought to establish the level of education of the respondents. The respondents were requested to point out the highest level of education attained. The findings were presented in Table 4.4

Table 4.4 Respondents Education level

Education Level	Frequency	Percentage
Primary	9	5.9
Secondary	40	26.3
Tertiary college	52	34.2
Degree	38	25
Masters	13	8.6
Total	152	100.0

Table 4.4 shows that majority (67.8%) of the respondents had attained post secondary education with only 8.6% holding a masters degree. This is interpreted to mean that, because promotions and re-designations in public service are now pegged on additional academic achievements, most of the respondents had gone ahead to further their education past the secondary level.

4.3.5 Years in civil service

It was necessary to find out the number of years that the respondents had served in civil service Table 4.5 gives the results obtained.

Table 4.5 Years in civil service of the respondents

Years	Frequency	Percentage
0 – 10 yrs	49	32.3
11 – 20 yrs	25	16.4
21 – 30 yrs	45	29.6
31 – 40 yrs	33	21.7
Total	152	100.0

Table 4.5 reflected that the majority (51.3%) of the respondents had worked in civil service for over 20 years, thus they had a vast experience working in civil service.

4.4 Training of civil servants

The first objective of the study was to establish the level of training of personnel on PAS among the civil servants in the public sector in Kirinyaga Central District. To investigate this, the researcher collected data on whether respondents had attended any course while in civil service, if no course attended, reasons given, the most attended courses and the type of training in terms of accommodation, location and sponsorship.

4.4.1 Chance/opportunity to train while in the civil service

As per the Directorate of Personnel Management (DPM) training policy, every civil servant should undergo an annual training of at least 5 days. The study sought to find out if this was the case as illustrated in Table 4.6

Table 4.6 Opportunity of respondents to train while in civil service

Opportunity	Frequency	Percentage
Yes	110	72.4
No	42	27.6
Total	152	100.0

Table 4.6 showed that 72.4% of respondents had attended training while in civil service. The high percentage of those who had attended training was attributed to the DPM training policy that every department must give an account of its staff development at the end of each financial year.

4.4.2 Reasons for respondents not attending any course

Because 42 (27.6%) of the respondents had not attended any course, the study sought to find out why. The reasons given were as tabulated below on Table 4.7

Table 4.7 shows that 21.4% of the respondents received no invitation for training, 47.6% lacked an opportunity, and 28.6% did not give any reason while 2.4% did not have self drive for training. This means despite it being a requirement for departments to train its staff, a whole 69% reported lack of opportunity or not being invited as the reasons why they had not attended training.

4.4.3 Type of training

The trainings offered under civil service are in 3 categories namely: accommodation, location and sponsorship. Each category has its own unique features and effects and so the researcher wanted to find out about each category.

4.4.3.1 Training on basis of accommodation

In terms of accommodation, training can be residential, non-residential or both. The study sought to know the kind of training on basis of accommodation done by the respondents. Table 4.7 shows the results obtained.

Table 4.8 Accommodation.

Type of accommodation	Frequency	Percentage
Residential	76	50.0
Non-Residential	24	15.8
Both	10	6.6
None	42	27.6
Total	152	100.0

Table 4.8 showed that 50.0% of the respondents who had been trained had attended residential courses, 15.8% of the respondents had attended non-residential courses, and 6.6% of the respondents who had been trained had attended both residential and non-residential courses, while 27.6% had not attended any course. The high percentage of those under residential courses is attributed to an increase in the number of Government Training Institutes (GTI) from 2 to 5 and an increase of classrooms and boarding hostels in those

Government Training Institutes through the Economic Stimulus Program (ESP) carried out by the Ministry of State for Public Service in 2007 – 2012.

Table 4.4.3.2 Training on basis of Location

Training can take place both locally and internationally. It was necessary to find out the location of training for the respondents, as shown in Table 4.9

Table 4.9 Location of training by respondents

Type of Location	Frequency	Percentage
Within Kenya	106	69.7
Outside Kenya	2	1.3
Both	2	1.3
None	42	27.6
Total	152	100.0

Table 4.9 indicated that 69.7% of respondents who had been trained had attended courses within the country Kenya. This could be for two reasons– cost of going abroad is too expensive and availability of local facilities of quality.

Table 4.4.3.3 Training on basis of sponsorship

Any training requires sponsorship. The respondents who had been trained were required to indicate the kind of sponsorship they got for their training. The findings are outlined in Table 4.10

Table 4.10 Sponsorship of training by respondents

Type of sponsorship	Frequency	Percentage
---------------------	-----------	------------

Self – sponsored	7	4.6
Government sponsored	83	54.6
NGO/other stakeholders	20	13.2
None	42	27.6
Total	152	100.0

Table 4.10 showed that some 70% of respondents who had been trained had received the necessary support either from the government or donors. Government effort in training its civil servants is therefore worth noting.

4.5 Feedback Mechanism on PAS

The second objective of the study was to investigate the feedback mechanism on PAS among the civil servants in the public sector in Kirinyaga Central District. Feedback is a requirement indicated in the preamble 2 of GP247 PAS forms. To determine this, the study considered if respondents had ever filled the PAS form, why they filled the PAS form, whether discussion on job performance took place when filling the PAS form, whether they had ever received feedback about their job performance based on GP 247 PAS form, how long it took to receive the feedback and the type of feedback.

4.5.1 Filling of GP 247 PAS Forms

As is a requirement by the Public Service Commission, all civil servants are required to fill the GP 247 PAS forms every financial year. The study sought to know if this was so. Indeed all the 152 (100%) respondents agreed to have filled the PAS forms.

4.5.2 Reasons for filling the GP 247 PAS Form

It was necessary to find out the reasons as to why the respondents filled the GP 247 PAS forms. They were required to select one of the 4 options given. Table 4.11 shows the findings.

Table 4.11 Reasons for filling PAS forms by the respondents.

If respondents have filled the PAS forms * personal opinion for filling PAS forms Cross-tabulation

	personal opinion for filling PAS forms				Total
	fulfill obligation	gauge performance	no response	not known	
if respondents have Yes filled the PAS forms count	100	20	15	17	152
Within count	65.8%	13.15%	9.9%	11.2%	100%-

Table 4.11 revealed that majority (65.8%) of the respondents filled the GP 247 PAS forms in order to fulfill an obligation of the PSC. This shows that they met the PSC obligation.

4.5.3 Discussion during filling of PAS Forms

Section 2 & 3(i – iii) of the GP 274 PAS form is supposed to be filled by the Appraiser in consultation with the supervisor. The researcher wanted to find out if it so happens by asking if any discussion took place between the respondents and their supervisors as they filled the PAS forms. The findings were as shown in Table 4.12.

Table 4.12 Discussion during filling of PAS forms

Response	Frequency	Percentage
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Yes	37	24.3
No	115	75.7
Total	152	100.0

Table 4.12 reveals that 75.7% of the respondents filled the GP247 PAS forms without any discussion taking place. This is a contravention of the PAS requirement on discussion.

4.5.4 Feedback on GP 247 PAS forms

In the preamble of GP 247 PAS form, point 2 clearly states that feedback should be done to enhance job performance. The researcher sought to find out if this was adhered to by asking the respondents if they ever received feedback from their supervisors based on GP 247 forms. Table 4.13 shows the results obtained.

Table 4.13 Feedback on GP 247 PAS Forms

Response	Frequency	Percentage
Yes	26	17.1
No	126	82.9
Total	152	100.0

Table 4.13 shows that 82.9% of the respondents who had filled PAS had not received feedback. This shows most appraisees do not get a feedback about their job performance.

4.5.5 Duration taken to get feedback

For the 26 (17.1%) respondents who received feedback, the researcher was interested to know the duration it took for them to get feedback. The respondents were required to tick one of the clusters given. Table 4.14 indicates the findings.

Table 4.14 Duration taken by respondents to get feedback

Duration	Frequency	Percentage
1 day – 6 days	7	27
1 week – 1 month	13	50
2 months – 6 months	3	11.5
7 months – 1 year	3	11.5
Total	26	100.0

Table 4.14 illustrates that majority (50%) of the respondents received feedback from their supervisors after a period of between 1 week and 1 month. This is an appropriate time given

that most supervisors have to appraise many juniors and as such they need ample time to go through the GP 247 PAS forms and give an objective feedback.

4.5.6 The type of feedback

Feedback can either be written, verbal or both. Each type of feedback has its own effects. To establish the type of feedback received, the study posed a question to the respondents: what type of feedback they got from their supervisors. The results were as shown in Table 4.15

Table 4.15 Type of feedback

Type of feedback	Frequency	Percentage
Verbal	7	4.6
Written	14	9.2
Both	5	3.2
None	126	83.0
Total	152	100.0

Table 4.15 illustrated that 9.2% of the respondents received written feedback, 4.6% received verbal feedback, and 3.2% received both verbal and oral feedback, while 83.2% never received any feedback. These findings indicated that most supervisors, who gave feedback, preferred the written feedback and which indeed was good for record and future reference purposes.

4.6 Goal setting

The third objective of the study was to assess the influence of goal setting of PAS on job performance among the civil servants in Kirinyaga Central District. To determine this, the study considered whether the civil servants set goals, if so how many goals, where they derive their goals from, if they knew about SMART principle in goal setting, if they attained the goals they set, if not the reasons why they do not attain their goals.

4.6.1 Goals setting

Section 2 of the GP 247 PAS form deals with individual goals. Setting goals leads to vigorous activity if the goals are realistic. The respondents were asked if they set targets/goals at the beginning of every appraisal period. Table 4.16 gives the responses.

Table 4.16 Goals setting by respondents

Response	Frequency	Percentage
Yes	145	95.4
No	7	4.6
Total	152	100

Table 4.16 showed that majority (95.4%) of the respondents set goals. This is good and encouraging in enhancing job performance.

4.6.2 The number of goals set by respondents

No civil servant is limited to the number of goals that he or she should set depending on their duties. The study sought to find out the range of the number of goals set. The findings are illustrated in Table 4.17.

Table 4.17 The number of goals set by respondents

Range of goals	Frequency	Percentage
0	7	4.6
1 – 5	95	62.5
6 – 10	34	22.4
11 – 15	16	10.5
Total	152	100.0

Table 4.17 indicated that the majority (62.5%) of the respondents set between 1 and 5 goals. This is a recommended range for attaining the set goals.

4.6.3 Source of goals

At the beginning of each financial year, each Ministry or department sets goals and which in turn are cascaded down to the staff. So all the 145 (95.3%) respondents who set goals said that they derived their goals from the departmental or ministerial objectives.

4.6.4 SMART principle in goal setting by the respondents

SMART is an acronym for Specific, Measurable, Achievable, Realistic and Timely. It is a principle that guides on how goals should be set. Of the 145 (95.4%) respondents who set goal, the researcher wanted to find out if they knew of the SMART principle. The findings are illustrated in Table 4.18

Table 4.18 Knowledge of SMART Principle by respondents

Response	Frequency	Percentage
Yes	108	71.1
No	44	28.9
Total	152	100.0

Table 4.18 showed that 71.1% of the respondents knew about the SMART Principle. This was attributed to the much emphasis put on training of civil servants on goal setting, more so the need to set SMART targets.

4.6.5 Goal attainment

Column 3 of the goal setting section on the GP 247 PAS form provides for goal attainment and proof thereof. It is assumed that because each individual sets goals freely without coercion, then the same individual is responsible for the attainment of the set goals. This study sought to find out if goals set were attained. Table 4.19 shows the results.

Table 4.19 Goal attainment by the respondents

Response	Frequency	Percentage
Yes	124	81.6
No	28	18.4
Total	152	100.0

Table 4.19 shows that 81.6% of the respondents attained the goals they set. This could be because the majority set a range of 1-5 goals, which are attainable.

4.6.6 Reasons for not attaining goals

It was noted that not all respondents attained their set goals. The researcher probed further to find out the reasons for not attaining goals. The findings were summarized below.

The respondents indicated inadequate resources (including but not limited to insufficient or no funds, stationery, working tools and equipments especially computer and printers, motorbikes or vehicles). They also identified under staffing as another reason. This was because when 4 new districts were created within Kirinyaga, the same staff in each department were redeployed or transferred to work in the new districts yet very few new staff were employed meaning every district was understaffed.

It was also noted that another reason for respondents not attaining their goals was caused by delay in getting the departmental or ministerial goals (from which the staff were supposed to draw their own individual goals). This was because the performance contracts were signed very late (as late as the last financial quarter) by the Permanent Secretaries.

4.7 Leadership.

The fourth objective of the study to determine the influence of leadership on PAS among the civil servants in public sector in Kirinyaga Central District. To examine this, the study considered if respondents had leaders/supervisors at their work place, if the leader was male or female, suggestions that their leaders should do to enhance the employee's job performance, and a brief description of their leaders from a list of suggestions.

4.7.1 Presence of supervisors or leaders at work place

The researcher sought to know whether all the respondents had supervisors or leaders at their work place. All the 152 (100%) respondents said yes they had leaders/supervisors at their work place.

4.7.2 Gender of the Leader/supervisor

In Kenya, it has now almost become mandatory that there should be one third (1/3) gender representation at all leadership posts in the Government sector. The study sought to find out if this was so in civil service in Kirinyaga Central District. Table 4.20 shows the results.

Table 4.20 Gender of the Leader

Gender	Frequency	Percentage
Male	138	90.8
Female	14	9.2
Total	152	100.0

Table 4.20 showed that 90.8% of the leaders were male while 9.2% of the leaders were female. The percentage of female leaders from this study was far much below the stipulated percentage of 30% as per the New Constitution of Kenya 2010.

4.7.3 Suggestions of what employers should do to enhance the employees' job performance

The respondents were asked to each give three suggestions of what their employers/leaders should do in order to enhance the job performance of the employees. They gave a number of suggestions as summarized below.

All the respondents (100%) noted that promotions should be done promptly when they were due; so as to avoid stagnation on one Job Group for unnecessarily too long. Also, there should be prompt and sufficient allocation and disbursement of required resources (especially funds) so that civil servants could effectively perform their duties. Regular or annual training of all cadres of employees should also be adhered to as per the Directorate of Personnel Management on training policy.

On feedback, most respondents suggested that it was very necessary for them to get feedback on the job performance based on their GP 247 PAS forms so that they could know the areas to improve on.

Recognition and subsequent rewards for work well done was also a highly noted suggestion by respondents. When employees' efforts are recognized and good performance rewarded, they are in turn motivated to perform even better. The respondents also suggested that there was need for ICT to be embraced in all Government offices so as to be at par with other public and private partners.

4.7.4 Leadership style of supervisors

The respondents were required to briefly state the kind of leadership style employed by their supervisors. This they did by circling one of the 3 options given as per each leadership quality. The results were shown in Table 4.21

Table 4.21 Leadership qualities

Leadership quality	Response	Frequency	Percentage
Available to staff and clients	True	89	58.6
	False	63	41.4
	Undecided	0	0.0
	Total	152	100.0
Knowledgeable on job expectations	True	129	84.9
	False	17	11.2
	Undecided	6	3.9
	Total	152	100.0
Trustworthy	True	117	76.9
	False	33	21.8
	Undecided	2	1.3
	Total	152	100.0
Open to criticism	True	66	43.4
	False	81	53.3
	Undecided	5	3.3

	Total	152	100.0
Objective and impartial in decision making	True	72	47.4
	False	45	29.6
	Undecided	35	23.0
	Total	152	100.0
Listens and solves employee grievances	True	111	73.1
	False	17	11.2
	Undecided	24	15.7
	Total	152	100.0
Job performance oriented	True	111	73.1
	False	30	19.7
	Undecided	11	7.2
	Total	152	100.0

According to Table 4.21 majority of the leaders portrayed positive leadership qualities in which they scored above average (50%).

The two qualities in which leaders scored below average (<50%) are ‘open to criticism’ 43.4% and ‘impartial in decision making’ 47.4%. However few respondents were undecided about the leadership qualities of their supervisors. These findings were an indication that the respondents had quality leaders who enhanced their job performance.

4.8 Summary

This section presented data collected from the respondents on their general information and further information on the four objectives of the study. The findings were presented in form of tables, frequencies and percentages, cross- tabulations, narrative presentation, interpretation and discussions were also done.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter outlines a summary of the key outcomes from the study focusing on the issues emerging in relation to the study objectives. The chapter also presents discussions and recommendations, made from the study, targeting all stakeholders in Performance Appraisal System. The chapter presents conclusion of the study and identifies areas for future research.

5.2 Summary of Findings

This section highlights the key findings from the study.

The respondents under study were civil servants in the public sector in Kirinyaga Central District. The questionnaire response and return rate was 84.4%. Out of the 152 respondents under study, 36.8% were female and 63.2% were male. The findings revealed that majority of

the respondents accounting for 72.4% were aged above 40 years. On job designations, the study found out that majority of the respondents (47.4%) was clerical officers. Most of the respondents (67.8%) had acquired post secondary education. Also respondents accounting for 51.3% had been in civil service for over 20 years.

5.2.1 Training of personnel on PAS among civil servants.

As per the Directorate of Personnel Management (DPM) training policy, every civil servant should undergo an annual training of at least 5 days. The study findings revealed that 72.4% of the respondents had been trained while in civil service, of whom 54.6% had received government sponsorship within Kenyan training institutions. Of those respondents who had not been trained, 47.6% noted that they had never been given a training opportunity despite their various requests for training.

5.2.2 Feedback mechanism on PAS among civil servants.

Feedback is of great essence in enhancing job performance. The study findings showed that of the respondents, only 17.1% received feedback based on their performance, of which 4.6% type of feedback was in written form. Further, most of the respondents (50%) who received feedback did so within duration of 1 week to 1 month.

5.2.3 Goal setting.

Setting goals leads to vigorous activity if the goals are realistic. The study findings indicated that 95.4% of the respondents set goals all derived from their respective Ministry's or Department's work plan. Further, 62.5% of those who set goals set a range of 1 to 5 goals which is the recommended range. 71.1% of those respondents knew about the SMART principle in goal setting. The study found out that of those respondents who set goals, 81.6% attained the set goals. On further probing, the study found out that of those respondents, 18.6% did not attain their set targets, the main reason (70%) been lack of facilitation especially inadequate finances.

5.2.4 Leadership.

Leadership is vital in enhancing job performance. The study findings revealed that all respondents had leaders/ supervisors at their places of work. However, and of great concern, of these leaders, 90.8% were male, while 9.2% were female, which is not as per the Kenyan Constitutional recommendation. 76.9% of the respondents said that their leaders were trustworthy, which is a good quality.

5.3 Discussion of findings.

5.3.1 Training of personnel

Majority (72.4%) of the respondents had attended training. That was a high percentage, which means that the training was been taken seriously because as Cole& Kelly (2011) say, it is not just new employees who require training and development. The changing environment results in change to products, equipment, facilities, procedures and the way work is done. Consequently, there is an ongoing need to ensure all employees are able to do their work well. Human resources are the most dynamic of all the organization's resources. They need considerable attention from the organization's management, if they are to realize their full potential in their work and ensure the achievement of business strategy and thus enhance their job performance.

5.3.2 Feedback mechanism

Only 17.1% of the respondents had received feedback on their job performance based on the GP 247PAS forms. Further, of those respondents who had received feedback, only 4.6% had received written feedback. This was a very low percentage and of great concern because failure to provide feedback might violate the psychological contract between employees and their employer, in addition, to preventing corrective action in the event of ineffective performance, as noted by Stiles et al (1997). Further, Performance Appraisals serve as an employee development tool.

Feedback is used to bring about improvements in job performance. Goal theorists also argue that an individual's motivation is enhanced when feedback on performance is made available Cole& Kelly (2011).

5.3.3 Goal setting

Majority (95.4%) of the respondents set goals of which 81.6% respondents attain their set goals. This concurs with Cole (1997) who says that one immediate yardstick is success in

achieving the stated purpose, goals and objectives promulgated by the top management. This is not the only measure of success, but it is a fundamental one. Whatever stage the organization is at, there is always some underlying purpose at work and always some goals and objectives that are being followed, however implicitly. In most cases the purposes, goals and objectives are made explicit and are used to motivate the staff as well as to provide standards of performance. It was further established that, of those respondents who set goals, 71.1% knew of the SMART principle in goal setting as per the recommendation by Flamholtz *et.al* (1985) who says that effective individual performance goals are said to be those that are Specific, Measurable, Achievable, Realistic and Timely. (SMART).

5.3.4 Leadership.

All respondents had leaders at their work places. According to Betts P. (2000) Leadership, power and influence have a strong effect and influence on the workforce and the organization and thus on the job performance. Of the leaders, 90.8% were male, while 9.2% were female; this is against the recommendation of the Kenyan Constitutional requirement of 30% gender representation in leadership posts. On leadership qualities, it was noted that 76.9% of the respondents noted that their leaders were trustworthy, a quality greatly emphasized by Dirks and Ferrin (2002), who say that trust in leadership is a key aspect of effective leadership that reflects employee's evaluation of their leaders' knowledge, integrity and benevolence. They indicated that trust in leadership has been shown to bring positive workplace outcomes such as motivation, commitment and job satisfaction, while distrust leads to resistance, frustration and dissatisfaction.

5.4 Conclusion of the study.

The periodic review of an employee's performance, by conducting a formal documented interview, referring to informal records, or operating an established system which uses appropriate feedback, and recommends education, training and development needs, is very important in enhancing job performance.

Further, an effective Appraisal system is expensive in investment, time and effort. Provided appraisal is taken seriously and conducted competently, there are many compensating benefits for the organization, the appraiser and the appraisee.

5.5 Recommendations of the study.

The study makes the following recommendations:

- The Directorate of Personnel Management which deals with training of civil servants should ensure that all civil servants who have not been trained be trained in order to enhance their job performance.
- All supervisors should ensure that they give feedback on the performance of their appraisees based on GP 247 PAS forms, so that appraisees can know how they fair in their job performance.
- The supervisors should create time for constructive discussion with their appraisees when filling the GP 247 PAS forms, thus, desist from asking their juniors to fill the forms and later forward to them without any discussions taking place.
- The Government should ensure adequate and timely facilitation especially in terms of finances, in order to enhance the civil servants job performance.

5.6 Suggestions for further study.

The following are recommendations for further research:

- The influence of PAS on job performance among employees in the private sector in the country.
- The influence of PAS on job performance among teachers in the country.

5.7 Summary

This chapter presented a summary of the key findings from the study. Discussion of the findings with reference to other findings by other scholars that enabled contrast and comparison analysis of the results has been presented. The chapter also provided conclusion and recommendations from the results of the study with suggestion on areas for further study.

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APPENDIX 1: Introduction letter

Beth Karimi Njeru;
P.O. Box 127,
Kerugoya.
Cell phone; 0725645794

Dear Respondent,

RE: PERMISSION TO COLLECT DATA.

The researcher Ms Beth Karimi Njeru is a student of the University of Nairobi pursuing a Masters Of Arts Degree in Project Planning and Management. The study is on the Role of Performance Appraisal System in in Job Performance among civil servants in the public sector, a case of Kirinyaga Central District.

Please assist in collecting data for the purpose of improving job performance among civil servants in the public sector in Kenya.

The information you give will be treated with strict confidence and will not be used for any other purpose except for the purpose of this research study.

Yours faithfully,

Beth Karimi Njeru.

APPENDIX 2: Questionnaire to the civil servants.

SECTION A

Identification

Ministry/ Department----- Gender-----

Date of interview-----

Please put a mark (x) in the box against your response and where applicable write the required responses in the spaces provided.

SECTION B: Demographic Data

1. What is your age?

Below 20 years

21-30 years

31- 40 years

41- 50 years

51- 60 years

2. Job Designation

Support staff

Clerical officer

Secretary

Management level

Driver

3. What is your highest level of Education?

- Primary education
- Tertiary college
- Masters and Above
- Secondary education (O' level)
- Degree

4. How many years have you been in the civil service?

- 0- 10 years
- 20-30
- 11-20 years
- 30-40 years

SECTION C: TRAINING.

5. Have you ever attended any course under the civil service?

- Yes
- No.

6. If the answer to question 5 above is No, why?.....
.....
.....
.....

7. Categorize the types of training you have attended in terms of:

a) Accommodation

- Residential
- Non Residential
- Both
- None

b) Location

- Within the country (Kenya)
- Outside the country (Kenya)

c) Sponsorship

- Self sponsored
- Government sponsored
- NGO / Other stake holders sponsored

SECTION D: FEEDBACK MECHANISM.

8. Have you ever filled the PAS forms (GP247A/GP247)?

.....

9. Why in your opinion do you fill, the PAS forms?

.....

.....

.....

.....

10. During the PAS session, is there any discussion on your work performance that takes place between you and your supervisor?

- Yes No

11. If yes to Q10, briefly comment on the type of discussion.....

.....

.....

.....

.....

12. Have you ever filled the PAS forms and forwarded them to your supervisor without any discussion on your job performance between you and your supervisor?

- Yes No

13. Have you ever received feedback on your job performance based on the PAS forms from your supervisor?

- Yes No

14. If yes to Q 14, how long did it take to get the feedback?

- 1 day-7days
- 1 week- 1 month
- 1month- 6months
- 6months- 1year

15. What kind of feedback did you get from your supervisor?

- Verbal
- Written
- Both

SECTION E. GOAL SETTING TECHNIQUES

16. Do you ever set goals at the beginning of every appraisal period to guide your job performance?

- Yes
- No

17. If yes to Q17, how many targets/ goals do you set? Tick one category

- 1- 5
- 6- 10
- 11- 15

18. If yes to Q17, from where do you derive your targets / goals?

.....

.....

.....

.....

19. Do you know or have you ever heard about the SMART principle in goal setting?

- Yes
- No

20. Do you always attain the targets you set out to achieve by the end of the appraisal period?

- Yes
- No

21. If no to Q23, list at least 3 reasons that you convincingly feel make you not to attain your targets in your job performance

a).

.....

.....

.....

.....

- b).....
.....
.....
- c).....
.....
.....

22. What in your opinion do you think your employer should do to enhance your job performance? List at least 3 suggestions.

- a).....
...
.....
...
- b).....
.....
.....
- c).....
.....
.....

SECTION F: LEADERSHIP

27. Do you have an immediate supervisor or leader at your work place?

- Yes No

28. If yes to Q 27, is it a male or a female?

- Male Female

29. Think of your present work and the kind of leadership there. In each word/ phrase given below, circle the number that best describes the leadership styles used by your supervisor in your work place.

Circle:

1. If it describes in your workplace.
2. If it does not describe leadership in your place of work
3. If you cannot decide.

a) Leader is available to the staff and clients	1	2	3
b). Leader is knowledgeable about the job expectations	1	2	3
c) Leader is trustworthy	1	2	3
d). Leader is objective and impartial in decision making	1	2	3
e). Leader is democratic	1	2	3
f). Leader is open to criticism	1	2	3
g). Leader listens and solves the employees' grievances	1	2	3
h). Leader is job performance oriented	1	2	3

29. In your own opinion, what should be done to improve leadership styles of your leaders/ supervisor in order to enhance job performance? Give three suggestions.

- a).....
.....
.....
.....
- b).....
.....
.....
- c).....
.....
.....

Thank you for your co- operation.

APPENDIX 3

PAS FORM 1A QUARTERY INDIVIDUAL PERFORMANCE REPORT

NAME.....Designation.....

.....

Personal

No.....Department/Division/Unit/section.....

.....

	Agreed performance Targets	quarterly			Cumulative achievements (Total Achievements to date)	
		Targets for the quarter	Achievements	Performance Indicators	Achievements	Performance Indicators
1						
2						
3						
4						
5						

Appraisee's

signature.....Date.....

.....

Supervisor's

Name.....Personal

No.....

Designation.....Signature.....
.....Date.....

APPENDIX 4.

Staff Performance Appraisal Report

GP 247 A (Revised 2008)

PREAMBLE

1. The overall objective of the performance Appraisal system (PAS) is to manage and improve performance of the Public Service by enabling a higher level of staff participation and involvement in planning, delivery and evaluation of work performance.
2. The PAS is a components Performance management system in the Civil Service and Local authority and integrates work planning, target setting, performance reporting and feedback.
3. This appraisal form will be completed by officers in Job Group 'H' and above and officers in Salary Scale 1-9 in the civil Service and Local Authorities, respectively. It is expected that both the Appraisee and the supervisor will read the Guide to the Performance appraisal system prior to embarking on the actual appraisal. The form is to be filled in triplicate and distributed after the evaluation process as follows:-

- Original to the Secretary, Public Service commission:
- Duplicate to the Appraisee's personal file; and
- Triplicate to be retained by the Appraisee.

4. STEPS FOR COMPLETING THE PERFORMANCE APPRAISAL FORM

Section 1 (i-v): This Section will be completed by the Appraisee.

Section 2: This section will be completed by the Appraisee in consultation with the Supervisor at the beginning of the appraisal period. Section 3(a)

- i. This Column on the agreed performance target will be completed by the Appraisee in consultation with the Supervisor.
- ii. The Column on Results Achieved will be completed by the Supervisor in consultation with the Appraisee at the end of the Appraisal period.

- iii. The Column on results achieved will be completed by the supervisor in consultation with the Appraisee at the end of the appraisal period.
- iv. The column on performance appraisal is to be completed by the Supervisor at the end of the appraisal period using the rating scale provided. Performance of each target will be scored and the total recorded. A mean score will be calculated and recorded as the appraisal score.

Section 3 (b) The appraisal score of the **previous year** will be completed by the supervisor.

Section 4 (a)

- i) The column on Appraisee's training and development needs will be completed by the Appraisee as agreed with the Supervisor at the beginning of the appraisal period.
- ii) The column on duration of training will be completed by the Appraisee in consultation with the Supervisor.
- iii) The column on comments will be filled by both the Appraisee and Supervisor at the end of the appraisal period.
- iv) The Appraisee and the Supervisor will be required to sign the form after setting the performance target.

Section 4(b) The section is to be completed by the second Supervisor at the beginning of the appraisal period after discussion with first Supervisor (where applicable).

Section 5(a) The section will be discussed and understood by the Appraisee and Supervisor at the beginning of the appraisal period. The section will be completed by the supervisor at the end of the appraisal period after discussion with the Appraisee.

Section 6(a) The section will be completed by the Supervisor after discussion with the Appraisee.

Section 6(b)

- i) The column on the targets changed or added is to be completed by the supervisor in consultation with the Appraisee during the mid year review.
- ii) The column on performance indicators/proof of performance will be completed by the supervisor in consultation with the Appraisee during the mid year staff performance review.

iii) The column on results achieved/performance appraisal will be completed by the Supervisor in consultation with the Appraisee at the end of the appraisal period.

Section 7: The section will be completed by the Appraisee during performance evaluation.

Section 8: The section will be completed by the second supervisor (where applicable) at the end of the performance appraisal period.

Section 9: The section will be completed by the Supervisor and the recommendation submitted to the Ministerial Performance Management committee for deliberation and recommendation. Approval will be granted by the Authorized officer.

STAFF PERFORMANCE APPRAISAL REPORT

Period **under** **Review:**
From.....**To**.....

SECTION 1: Personal Particulars

- i)
- ii)
- iii)
- iv)
- v)

Name: **Personal No.**

.....

(Surname, First Name, Others)

Ministry/Department/Local Authority/Public Institution

.....

Division: **Section:**

.....

Duty Station:

Current Designation **Terms of Service:**

.....

Job Group (Civil Service Staff) **With Effect From**

.....

Salary Scale (Local Authority Staff, Other Public Service Staff)

..... **With Effect**

From.....

Acting Appointment/Special Duty (if any).....

Job Group (Civil Service Staff) with effect from

Salary Scale (Local Authority Staff, Other Public Service Staff) With effect from.....

.....

...

Supervisor's Name.....Designation

.....

SECTION 2: Departmental Objectives

List the Department Priority objectives from which performance Targets will be derived.

- 1.
- 2.
- 3.

SECTION 3: Performance Targets

Agreed Performance Targets. (To be completed by the Appraisee as agreed with the Supervisor at the beginning of the Appraisal period).

- 1.
- 2.
- 3.
- 4.
- 5.

4. Performance indicators/ proof of performance

(To be completed by the Appraisee in consultation with the supervisor at the beginning of the appraisal period)

- 1.
- 2.
- 3.
- 4.
- 5.

5. Result achieved. Performance appraisal (See rating scale)

- 1.
- 2.
- 3.
- 4.
- 5.

Total Score on Performance targets _____

Mean score/Appraisal score (%) _____

3(b) Appraisal Score for Previous Year _____

Rating Scale: The following rating should be used to indicate the level of performance by an Appraisee.

Achievement of Performance Targets

All Performance Targets consistently exceeded Excellent 101% +

All Performance Targets fully met Good 100%

Some Performance Targets fully met Fair 80-99%

Performance Targets partially met Poor 40 – 49%

Performance Target not met Very Poor 0 – 39%

6. Supervisors comments on performance

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Appraisee' comments on performance

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ASECTION 4(a) Staff Training and Development Plan

Appraisee's training and development needs (To be completed by the Appraisee as agreed with the Supervisor at the beginning of the Appraisal period)

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

Duration of Training including on the job Training

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

Comments on staff training and development undertaken over the Appraisal period

(To be completed at the end of the reporting period)

Comments by
Appraisee.....

Comments by
Supervisor.....

.....
Appraisee's Signature **Date**

.....
Supervisor's Signature **Date**

.....

1. **(b) Second supervisor's comments on targets set by the appraisee and the supervisor** (confirmed whether the targets in section 3 are specific, measurable , agreed, realistic and have a timeline)

.....

Second Supervisor's Name.....**Signature**.....
Date.....

SECTION 5: Values/Staff Competency Appraisal

This Section should be completed by the Supervisor after discussion with the Appraisee. The Supervisor and Appraisee should however discuss the values at the beginning of the appraisal period. The definitions of values/competences are as stated in the Guide. The supervisor should comment on each of the values and competences listed below:

5 (a): Values / Core Competencies

Values	Comments
Integrity.....
.....
Respect	for National/Gender
Diversity.....
.....
Meritocracy.....
.....
Fairness.....
.....
.....

Confidentiality.....
.....
.....

(ii) Core Competencies

Core competencies	Comments
Customer/Citizen focus (as per each Ministry/Local; authority Service charter).....	
Professionalism.....	
.....	
Technical competency.....	
.....	
Communication.....	
.....	
Teamwork.....	
.....	
Time Management.....	
.....	
Continuous learning and performance improvement.....	
.....	

5 (b): Managerial and Supervisory Competencies

(This part applies to staff who have managerial and supervisory responsibilities).

Competency	Comments
Planning and Organization.....	

.....
.....
Training and Development of Staff.....

.....
.....
Accountability in Managing Resources.....

.....
.....
Anticipating risks and Taking Measures to Mitigate against them Judgement and Objectivity.....

.....
.....
Managing and Evaluating Performance.....

.....
.....
Promoting use of Information Technology.....

Section 6a: Mid Year Staff Performance Review

This section will be completed by the Supervisor after discussion with the Appraisee (Comments on the Appraisee's performance including achievements, milestones and any constraints experiences over the first half of the reporting period).

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6 (b) Targets varied Mid Year

Targets changed or added as agreed during Mid-Year Performance Review

Performance Indicators/Proof of Performance (to be completed by Appraisee during Mid Year review

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.....

To be completed by the supervisor at the end of the appraisal period

Results achieved

Performance.....

.....
.....

Supervisor's

Name.....

Signature

.....hh...

Note: In the event of an Appraisee's transfer, promotion, redeployment or assignment of other duties other than those specified at the beginning of the appraisal performance shall be assessed on a pro-rata basis.

SECTION 7: Appraisee's Comments on Appraisal by the Supervisor (tick as appropriate) (to be completed at the end of the appraisal period).

- i. Did performance relate discussions take place during the reporting period with your Supervisor? Yes No
- ii. Did the discussions help you? Yes No
- iii. General comments (if any) on your overall performance Yes No

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.....
.....

(iv) Comments on your immediate Supervisor's contribution to your achievement

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.....

Appraisee's Signature **Date**

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SECTION 8: Comments by the Second Supervisor

Comments on the consistency and reasonableness of the comments given and any significant statements made by the Appraisee

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.....

Second Supervisor's Name

.....

Designation **Signature** **Date**

SECTION 9: Recommended Reward or Sanction

- a. A bonus of one month's basic salary for excellent performance will be awarded upon approval by the Appraisee.
- b. Tick the recommended sanction for poor and very poor performance:
Warning/cautionary letter for poor performance

Dismissal/termination of appointment for very poor performance

(c) Other recommended interventions (**Specify**)

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.....

Supervisor's Name **Signature** **Date**

.....

(d) Recommendation to the Authorized Officer by the Ministerial Performance Management Committee:

Minute No:

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

Meeting:

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

Signed: Chairperson **Date**

.....

Secretary

.....

Date

.....

Approved/Not Approved by **PERMANENT SECRETARY/AUTHORIZED OFFICER**

Comments by the Authorized Officer

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Signed

.....**Date**.....

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