

**THE EFFECTS OF PERFORMANCE APPRAISAL SYSTEM ON CIVIL SERVANTS  
MOTIVATION: A CASE STUDY OF THE DIRECTORATE OF TOURISM 2006-2014**

**PRESENTED BY: ROBERT KAMAU KAMITI  
REGISTRATION NO: C51/82753/2012**

**SUPERVISOR: DR. SOLOMON OWUOCHE**

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE  
DEGREE OF MASTERS IN PUBLIC ADMINISTRATION  
DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**

**UNIVERSITY OF NAIROBI**

**NOVEMBER 2014**

**DECLARATION**

I declare that this project proposal is my own work and it has not been presented to any other university for an academic award.

Sign..... Date.....

Robert Kamau Kamiti

Registration number: C51/82753/2012

**Approval**

This research project has been submitted for examination with my approval as the University of Nairobi Supervisor.

Sign.....Date.....

Dr. Solomon Owuoche

## **ACKNOWLEDGEMENTS**

My gratitude goes to the Almighty God for enabling and guiding me through my academic life. My appreciation also goes to my employer, the Directorate of Tourism, under the Ministry of East African Affairs, Commerce and Tourism, for awarding me scholarship and off-duty to undertake my MPA Degree. A lot of thanks go to Ms Njoki Kahiga, OGW, former Director and Mr. Dennis Mutahi of the Directorate of Public Service Management for their support and coordination of the Government of Kenya scholarship program.

I am grateful to the Department of Political Science, University of Nairobi and the Kenya School of Government (KSG) for admitting me to their MPA program and for their vehemence in upholding the academic discipline. A lot of thanks also go to my Supervisor Dr. Solomon Owuoché and Dr. Richard Bosire together with all the lecturers who dedicated many hours of their time with me. Your positive criticism, suggestions and prompt comments gave me the impetus to refine and produce quality work. My vote of thanks also goes to Dr. Ibrahim Mohamed, Permanent Secretary and Mr. Douglas Njeru, Assistant Director of Human Resource Development, Ministry Of East Africa Affairs, Commerce and Tourism. Above all, I thank my family members and friends for their immense moral support.

Despite all this assistance, I take full responsibility for any shortcomings in the writing of this paper. It has been a tremendous joy developing it and it is my hope that it will help in advancing the field of Public Administration.

## **DEDICATION**

This project is dedicated to my loving wife for the encouragement and tremendous support she gave me throughout the project. Without her, it would have been difficult to pursue this course.

## **ABSTRACT**

This study sought to assess the effects of Performance Appraisal System (PAS) on employee motivation in the Department of Tourism (DT). More specifically, the objectives of the study were to examine the relationship between promotion and motivation, and between training and motivation on employees of the DT. The project targeted officers in Job Group H to T from all the sections who normally fill Staff Performance Appraisal Report GP247 A (Revised 2008). The target population comprised of 100 officers who were then divided into 3 strata. Elements were randomly selected from each stratum. The selection of each stratum was chosen based on the sample size and its characteristics. Random sampling was used to get a sample of 30 percent of the target population. Open and closed ended questionnaires were then administered through “drop and pick later technique” on the randomly selected sample of 30 respondents. Content analysis was used to identify and code the data into identifiable themes. The themes were then analyzed for frequency and consistency based on the study questions. The results suggested that PAS acts as an important factor contributing to the motivation of employees. The more transparent and objective the performance appraisal system is in the public service, the higher would be the motivation of employees. The results also suggest that promotion and training are significant factors in motivating employees in the DT. From the results, this project recommends that promotion be based on objective evaluation of employees. Additionally, training of officers should also be need-based. Further, the management should provide sufficient feedback on appraisal to enable employees identify their strengths and weaknesses. Finally, employees should be involved in setting of targets to establish transparent and objective criteria for appraisal to enable them know the basis upon which they are being evaluated.

## **ABBREVIATIONS/ACRONYMS**

DT	-	Directorate of Tourism
DV	-	Dependent Variable
FOR	-	Frame of Reference
GOK	-	Government of Kenya
HR	-	Human Resource
HRD	-	Human Resource Development
HRM	-	Human Resource Management
IPT	-	Implicit Person Theory
IV	-	Independent Variable
MPC	-	Ministerial Performance Contract
PA	-	Performance Appraisal
PAF	-	Performance Appraisal Form
PAS	-	Performance Appraisal System
RET	-	Rater Error Training
SA	-	Staff Appraisal
TNA	-	Training Needs Assessment

**Table of contents**

ACKNOWLEDGEMENTS ..... iii

DEDICATION ..... iv

ABSTRACT..... v

ABBREVIATIONS/ACRONYMS..... vi

Table of contents..... vii

LIST OF FIGURES ..... x

LIST OF TABLES ..... x

1.0. CHAPTER 1: INTRODUCTION ..... 1

    1.1. Background to the study ..... 1

    1.2. Statement of the Research Problem ..... 2

    1.3. Research Question ..... 3

    1.4. Objectives of the Study ..... 3

        1.4.1. General Objective ..... 3

        1.4.2. Specific Objectives ..... 4

    1.5. Justification of the study ..... 4

    1.6. Scope and limitation of the Study ..... 5

    1.7. Definition of concepts..... 5

    1.8. Chapter Summary ..... 6

2.0. CHAPTER 2: LITERATURE REVIEW ..... 7

    2.1. Introduction..... 7

    2.2. Empirical Review..... 7

    2.3. Research gaps..... 11

    2.4. Conceptual Framework..... 11

        2.4.1. Explanation of the Conceptual Frame Work..... 12

    2.5. Research Hypotheses ..... 13

3.0.	METHODOLOGY .....	14
3.1.	Introduction.....	14
3.2.	Research design .....	14
3.3.	Target Population.....	14
3.4.	Sampling Technique .....	15
3.5.	Data collection method .....	16
3.6.	Data Analysis .....	16
1.3.	Chapter Summary .....	17
4.0.	CHAPTER 3: IMPACTS OF PERFORMANCE APPRAISAL SYSTEM ON EMPLOYEE MOTIVATION IN THE DIRECTORATE OF TOURISM –RESULTS, ANALYSIS AND DISCUSSION 18	
4.1.	Introduction.....	18
4.2.	Respondents’ Bio-Data .....	18
4.3.	Awareness and Participation in Performance Appraisal System .....	20
4.4.	Achievement of the Aims of Performance Appraisal System.....	21
4.5.	Identification of Skilled Employees, Feedback and Transparency of the Performance Appraisal System in Directorate of Tourism.....	23
4.6.	Results on Training .....	24
4.7.	Discussion .....	26
4.7.1.	Evaluation of the Impact of Performance Appraisal .....	26
4.7.2.	Performance Appraisal Feedback .....	27
4.7.3.	Hypothesis 1: Impact of Promotion on Motivation.....	28
4.7.4.	Hypothesis 2: Impact of Training on Motivation.....	29
4.8.	Performance Appraisal and Motivation: Assessing the Impact .....	30
5.0.	CHAPTER 4: CONCLUSION, IMPLICATIONS OF THE FINDINGS, LIMITATIONS, RECOMMENDATIONS, AND AREAS FOR FURTHER RESEARCH .....	33
5.1.1.	Introduction.....	33



5.1.2.	Conclusion .....	33
5.1.3.	Implications of the Finding .....	35
5.1.4.	Limitation.....	36
5.1.5.	Recommendations.....	36
5.1.6.	Areas for Further Research .....	36
6.0.	REFERENCES .....	37
7.0.	APPENDICES .....	43
7.1.	APPENDIX I: COVER LETTER.....	43
7.2.	APPENDIX II: STRUCTURED INTERVIEW GUIDE .....	44
7.3.	APPENDIX III: SPREADSHEET SCREEN SHOT REPRESENTING DATA ENTRY AND CODING .....	49

## LIST OF FIGURES

Figure 1: Schematic Conceptual Frame work.....	12
--	----

## LIST OF TABLES

Table 2.9-1: Target Population .....	<b>Error! Bookmark not defined.</b>
Table 2.10-1: Sample Size .....	16
Table 3.2-1 Respondent Characteristics.....	19
Table 3.3-1 Awareness of Performance Appraisal System.....	20
Table 3.4-1 Achievement of the aims of Performance Appraisal .....	21
Table 3.6-1 Impact of Training on Motivation .....	25
3.7-1 Impact of Promotion on Motivation .....	29
3.8-1 Factors influencing motivation .....	31
Table 6.3-1 Reasons for Promotion .....	52

## **1.0. CHAPTER 1: INTRODUCTION**

### **1.1. Background to the study**

Performance Appraisal (PA) has been defined as “the process of determining and communicating to an employee how he or she is performing on the job and ideally establishing a plan of improvement” (Byars and Rue, 2000). It is a formal structured system for evaluating an employee’s job performance generally in terms of quality, quantity, cost and time. Therefore, if PA is successfully carried out in an organization, the employees would be able to know how well they are performing and what is expected of them in future in terms of effort and task direction through an established plan of performance improvement. This is because for most organizations, maximizing performance output is the ultimate goal (Cardy, 1997). Good organization performance refers to employees’ performance.

The history of PA can be traced back to the early 20<sup>th</sup> century to Fredrick Winston Taylor’s pioneering time and motion studies. The Performance Appraisal System (PAS) started to be practiced mainly in the 1940s and with the help of this system, merit rating was used for the first time near the Second World War as a method for justifying an employee’s wages (Lillian and Sitati, 2011). It was adopted by the United States Army in evaluating military personnel (Gupta, 2009). The process was based on material outcome where higher output was rewarded with high wages/pay and vice versa. However early researchers realized that employees with almost equal ability to work and pay had different levels of motivation towards work (Dulewic, 1989). PA involves an employee knowing what is expected of him and how to remain focused with the help of the supervisor. The supervisor tells them how well they have done to motivate the employees towards the good performance (Cascio, 2003). Since then, PA has spread to many parts of the world such as Singapore and South Africa. In the latter for instance, PA has been used to help public servants to know what is expected of them, increase motivation, identify poor performance, improve poor performance, recognize and reward outstanding performance (Kamphorst and Swank, 2012).

In Kenya, before the introduction of PA, promotion and training were effected arbitrarily in the Civil Service and this lead to low work morale, inefficiency in Public Service delivery and

wastage of public resources. In an effort to mitigate some of the challenges in the Public Sector, the Government of Kenya (GOK) introduced the PA on 1<sup>st</sup> July, 2006. This was as a result of the Ministerial Rationalization to enhance efficiency and effectiveness in the Public Service delivery through review of systems, process and structures in the ministries and department (Guidelines to Deepening Rationalization, 2002). One of the guidelines of Rationalization was the inception of PAS which would involve participatory work planning, performance discussions and performance evaluation aimed at linking staff appraisal (SA) from Departmental Strategic Work Plan to Departmental annual work plan and individual work plan. The new PAS is a component of performance management system in the civil service and integrates work planning, target setting, performance reporting and feedback. The evaluation of staff performance is supposed to run concurrently with the duration of Ministerial Performance Contract (MPC) and the Government Financial Year. Targets should meet acceptable quality standards and benchmarks as determined in each category and supervisory responsibility and the process should be regarded as interactive for mutual agreement between supervisors and appraises. Generally PAS is meant to enhance the performance of employee by identifying areas of weakness, hence recommend intervention. It has a reward and sanction component. However, there has not been any assessment with regard to whether the performance appraisal has led to motivation among employees to increase their performance hence productivity.

The Vision 2030 goals include improved performance and quality service delivery, promotion of transformative leadership in the GOK, and improved public service delivery that meets expectation of the citizens and other clients (Kenya Vision 2030, 2008). As indicated, performance appraisal has been considered one of the ways of realizing these goals within the public service sector. This study hence proposes to investigate the effect of performance appraisal system on employee motivation in the Ministry of East African Affairs, Commerce and Tourism with specific focus on the Directorate of Tourism.

## **1.2. Statement of the Research Problem**

Performance Appraisal Systems (PAS) is one of the great paradoxes in the effective management of Human Resource (HR) in many organizations. At a strategic level, the need for

rapid and effective organizational change in today's dynamic social economic and political environment requires that employees continually re-align their performance with the evolving goals and objectives of the organization. PAS was introduced in Kenya to serve this purpose particularly with regard to improving public service delivery. Before the introduction of PAS, focus was on training and promotions, but this used to be effected arbitrarily and employee work morale used to be low. The Directorate of Tourism (DT) through human resource development (HRD) usually conducts training needs assessment (TNA) in order to develop annual training development programme, but the Directorate has not made any effort to find out if training has impacts on employee motivation in job performance. Promotions have been effected in the Directorate, but there is no evidence if that has been based on objective criteria likely to motivate employees to improve public service delivery. According to Kavanagh et al. (2007), inaccuracies in appraisal can de-motivate employees forcing them to either consider looking for other job opportunities or become less productive. In the DT, there has not been any assessment or study conducted to investigate how employees view performance appraisal and its overall impact on their motivation and job performance. Various reports suggest that employees in the public service sector view performance appraisal as discriminatory, punitive and judgmental processes, where cronyism and biased considerations dominate objectivity (Kline and Sulsky, 2009). It is against this backdrop that this study evaluates the effect of PAS on Job performance and employee motivation in the DT. An assessment of the impact of PAS on staff motivation and performance in the Directorate is necessary.

### **1.3. Research Question**

The main research question to be pursued in this study is: “what is the effect of performance appraisal system on employee motivation in the DT?”

### **1.4. Objectives of the Study**

#### **1.4.1. General Objective**

This study seeks to assess the effects of PAS in employee motivation in the DT.

#### **1.4.2. Specific Objectives**

The specific objectives of the study will be to:

- i. Examine the relationship between promotion and motivation on employees of DT.
- ii. Examine the relationship between training and motivation on employees of DT.

#### **1.5. Justification of the study**

The GOK introduced PAS in the Public Sector as a management tool to improve the public service delivery. It is prudent that the PAS is clearly understood and implemented. There is need to carry out the research on the effects of PAS on the employee motivation in the DT to be able to identify their training needs and how to effect promotion as a way of motivating them with expectation that this would result to improved public service delivery. Motivation is a main factor in enhancing productivity and service delivery in any organization. This study will go a long way in finding out if this is the scenario in DT.

The public sectors in most countries are going through profound restructuring to provide improved public service delivery and therefore there is a need to undertake this study. With the restructuring of civil service to make it more commercially oriented through decentralization, there is need for accountability of employees against their work performance so that the Government can get back the value of money spent in the form of salary from the tax payers. Although PAS was introduced in the DT eight years ago, there is however no information on whether it has had any effect on employee motivation, and therefore the need to undertake the study. The DT will directly benefit as the findings will contribute to empirical understanding of the impact of Performance Appraisal on motivation and job performance. This will provide valuable information with regard to steps needed to attract, motivate and retain qualified personnel in the public service who will be assured of requisite rewards for high levels of performance. The Kenyan citizens will benefit through improved service delivery due to better motivated workforce. Other researchers and students of Human Resource Management (HRM) will find this study a useful guide in carrying out more research in this area.

## 1.6. Scope and limitation of the Study

The scope of the study will be limited to the DT due to time and resource constraints. There are some respondents who may be unwilling to provide full information for fear of being reprimanded by their managers for giving out information that they consider confidential. However the researcher will assure the respondents of the confidentiality of the information that they provide and sought authority from the management to undertake research. There are some respondents who will not provide authentic information, but instead provide general information. Lack of cooperation by the respondents may hamper the data collection exercise. However, the researcher will explain to the respondents the purpose of the study and that they are at liberty to refuse to participate or withdraw at any stage without questions.

## 1.7. Definition of concepts

- **Training:** training is the systematic acquisition of skills, rules, concepts, or attitudes that result in improved performance in another environment. Refers to special skills, abilities and knowledge that are required to perform a specific job well. It helps in proper utilization of resources. Training programs are thus planned to produce, for instance, more considerate supervisor or more competent employee in the workplace. The skills acquired by employees usually enhance their productivity and team performance. Training is an independent variable (IV) which can be measured in terms of skills acquired; frequency of relevant training; and enhanced experience.
- **Promotion:** Is the advancement of an employee from one job position that has a higher salary range, a higher level job title, and often higher level of job responsibilities. Promotion is an independent variable (IV) and can be measured through upward mobility; salary increase; increase in responsibilities; ability to influence broader organizational decision making; and duration of stay in one job group.
- **Motivation:** Is the willingness to exert high levels of effort to reach organizational goals, conditioned by the efforts ability to satisfy some individual need. When employees are motivated towards their jobs, they are motivated to do more work. There are two types of motivation: Intrinsic which is concerned with self generation factors like

recognition, appreciation, responsibility, autonomy, status, respects, etc. that influence individuals to behave in a particular way and extrinsic which is concerned with what is to be done for the employees in order to motivate them and this can be measured on the aspects of money; increase in salary and good work environment.

### **1.8. Chapter Summary**

The section has provided a background to the subject of study, particularly with regard to the historical development and application of performance appraisal system. It has further evaluated the adoption of the system within the Kenyan public sector with specific focus on the Directorate of Tourism. Additionally, the section has defined the research problem, the research question and the objectives of the study apart from offering the justification for the study, the scope and limitation of the study. The applied concepts have also been defined in this section.



## **2.0. CHAPTER 2: LITERATURE REVIEW**

### **2.1. Introduction**

This chapter reviews the existing literature on the research subject. The subject matter contained in this chapter relates to past studies on performance appraisal. It evaluates research work carried and gives a critical review of these existing literatures.

### **2.2. Empirical Review**

The theoretical bases of PAS are equity and expectancy theories (Kellough and Nigro, 2002; Perry, 2003; Risher, 2002; Vroom, 1964) and path-goal theory (Armstrong, 2006). Adams (1965) formulated the equity approach as an appropriate way to effective supervision. Equity simply means fairness. Workers are motivated when they discover that they are treated fairly in compensation, promotion and that there is transparency in their evaluations. Workers reduce their efforts if they feel that they are treated inequitably (Fulk, Brief and Barr, 1985). Expectancy theory (Vroom, 1964) indicates that employees will be motivated to exert high level of effort when they believe that their efforts will lead to higher performance (expectancy), higher performance will lead to rewards (instrumentality) and rewards are valuable to them (valence). This effort will lead to good performance appraisal and followed by organization rewards such as bonus, salary increment or promotion which later satisfy personal goals (Vroom, 1964). Goal-setting theory (Locke and Latham, 1979) states that motivation and performance are higher when individuals are giving specific goals, when goals are difficult but accepted and when there is feedback on performance. Motivation and performance will improve if people have challenging but agreed goals and receive feedback (Armstrong, 2006).

Performance measures are agreed when setting objectives. The process involves defining not only what is to be achieved, but how those concerned will know that it has been achieved. Performance measures are therefore taken to provide evidence of whether or not the intended result has been achieved and the extent to which the jobholder has produced that result. This forms the basis of generating feedback information for use not only by managers but also by individuals to monitor their own performance (Raise Performance Principles, 2002).

A study conducted in Kenya by Lillian, Mathooko and Sitati (2011) assessed the effect of PAS in job performance and employee motivation in the Ministry of State for Public Service (MSPS). This study concluded that employees at the MSPS are usually involved in the setting of performance targets and are also substantially appraised against the targets set at the beginning of the appraisal period. The study revealed that employees were given feedback to enable them improve their performance demonstrating that PA has a positive impact on the employee's performance which leads to motivation. The significance of the findings to the current study is based on the fact that it reveals the current state of PA in Kenya's civil service. However, the findings cannot be generalized to the DT owing to the different characters of the two ministries. Additionally, it fails to take into consideration other factors surrounding appraisal.

Job impact is an indirect result of training, and it is defined as the effect of training on the trainees' performance, motivation and/or attitudes (Olagunju 2014). Approaches proposed by Kirkpatrick (1977) and Hamblin (1978) suggest that criterion variables such as reactions, learning, job performance and results keep a highly positive relation among them. However, according to Alliger and Janak (1989), specialized literature on training evaluation has shown that those relations are not always significant or not always in the direction foreseen by such approaches. Researchers have revealed situations in which a participant, despite showing contentment with training and having obtained good scores in learning evaluations would not apply his or her newly acquired skills at work. In this case, such a trainee has failed to produce positive training transfer, not necessarily because of poor memory, poor retention capability, and poor generalization, or due to shortcomings on the training program, but because opportunities to put the things he has learned into practice in the work environment have been missing.

Many training programs fail to deliver the expected organizational benefits. According to Herzberg's dual factor theory, there are two elements to any work: the content and the context. Context refers to the job environment while content refers to the job itself. He submits that what actually motivates workers resides in the job content which includes recognition, achievement, advancement, responsibility and opportunity for growth. On the other hand, context which involves organizational policy, physical environment, relationship network among others do complement content values too. The relevance of this theory to training is critical and impactful.

There have been different opinions and views presented and argued on the issue of training and performance. The debate is made robust by the common approach of linking both variables with certain underlying factors. According to Senyo (2005), management appreciation of training opens a wide door of acceptance for training programmes. The fact that it is seen as ideal, needed, relevant and necessary is a commendable mileage in the journey of training for success. However, Meysam et al. (2012) opine that employee performance can justify the relevance of training if the variance between pre-training performance and post-training performance is positive.

According to Scott (2009), there needs to be an increased focus on the interpersonal issues surrounding appraisal. The reason is that interpersonal issues such as trust are important in the PA process and should thus be a part of the training program. Kondrasuk et al. (2002) also state that the condition of training for all involved individuals must be fulfilled. According to them this means that training is frequently updated and involves appraisal aspects such as give and take feedback, personal bias, active listening skills and conflict resolution approaches to build trust and thus enhance acceptance of the PA process. Reinke (2003) adds that a broad understanding of the system is essential. Harris (1988) also emphasized the importance of training. If implemented this way, employees are less confused; less disappointed concerning measures and are more aware about the intentions of PA. This also means that they will be capable of useful critique and feedback concerning the appraisal process.

According to Cameron and Pierce (2002), intrinsically motivated employees work for the inherent satisfaction of the labor, whereas extrinsically motivated employees engage in the work in order to obtain some goal apart from the work itself. Hackman and Oldham (1980) argued that strong intrinsic motivation occurs when three psychological states are created: experienced meaningfulness of the work, experienced responsibility for outcomes of the work, and knowledge of the actual results of the work activities. Therefore, organizations should, restructure work to induce intrinsic motivation. Greater skill variety, task identity, and task significance increase the experienced meaningfulness of the work, autonomy raises experienced responsibility, and feedback provides knowledge of results (Hackman and Oldham, 1980). PAS is one means to facilitate that feedback.

Herzberg (2009) considered that extrinsic rewards are more likely to provide employee movement in the manner of a positive KITA (kick in the ass) for fear of punishment or failure to get an extrinsic reward rather than true motivation. Motivation is an important issue in any organization because it is involved in energizing or initiating human behavior, directing and channeling that behavior and sustaining and maintaining it (Steers and Porter 2007). Herzberg (1987) argues that in order to motivate employees through performance appraisal, the system should be used for reward and recognition. There is no doubt, however, that extrinsic incentives can boost performance (Herzberg, 1987).

Cardi (1997) cautions that these systems can fail for a number of reasons including if pay is not related to performance, if ratings are seen to be biased, if rewards are not viewed as rewarding, if there is more emphasis on satisfaction with pay than performance and if there is a low level of trust and openness about the merit raises. Again, some merit pay schemes may encourage poor work practices as individual employees attempt to maximize their personal gains to the detriment of the entire organization (Hickey and Ichter, 1997).

Popp and Fox (1985), Kovach (1987) and Hede (1990) conducted surveys and found that employees sought achievement, responsibility and growth as the highest priority for incentives in their work. A reward and recognition system that addresses these areas should produce the desired outcome. Joint goal setting can provide a number of these employee rewards as individual employees can negotiate desired outcomes with management (Dunford, 1992). Management involvement will ensure that the goals are consistent with corporate objectives and that they provide challenging opportunities for the employee to use their current skills and abilities and encourage the development of new ones. Public acknowledgment of the agreed goals and their achievement is important to reinforce the desired behavior (Robbins et al, 1998)

The employer chooses an appraisal approach or a mix of approaches to appraise the performance of employees. The employee is either motivated or de-motivated to perform depending on how the appraisal was administered. Whether employees are motivated or de-motivated, it affects their level of performance which in turn affects output (productivity). The employer receives output as feedback on the effectiveness or otherwise of the appraisal process.

### **2.3. Research gaps**

As the foregoing discussion reveals, a lot of studies have been done in the area of PA. Most of these studies have been done on nearly all sectors of the economy in the world, but there is no study specifically done on the DT. It is this dearth in literature that was the motivation behind this study. It is also important to state that most research in this area has been conducted in developed countries and reflects a Western context. Some studies on PA in Kenya's public service have been carried out, but in the main, these concentrated on the private sector and non-governmental organizations. In recent years, the government has started to reform their PAS, by adopting Western style PAS. However, there has to date been no academic research on PAS in the DT. Additionally, the majority of existing studies have been overtaken by events and therefore, this study aims to bring a new perspective which captures the current practices in PAS.

One of the outcomes of PA is promotion. Promotion has been found to be one of the most important factors which influence motivation in the Kenya public service. Nonetheless, no study has clearly analyzed how promotion influences motivation in the Kenyan public service, particularly in the DT, leaving a significant research gap in our understanding of the impact of promotion on motivation and its outcomes. The majority of researches have also not explored the impacts of training on employee motivation in the DT. This is also a significant area that requires in-depth analysis but is mainly ignored.

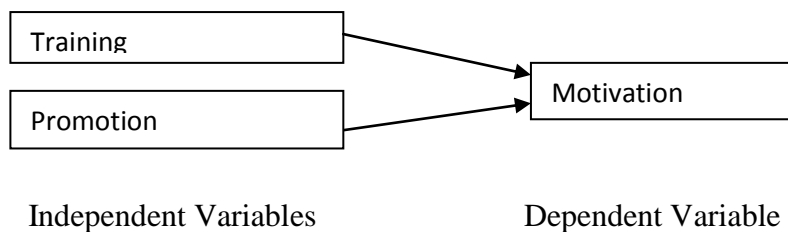
### **2.4. Conceptual Framework**

The study will draw its argument on Implicit Person Theory (IPT) framework proposed by Dweck (1986). The theory is based on procedural justice perceptions which include the fair relative weighting in the basic elements of the PAS. According to the theory there are three important procedures that are prominent in appraisal system that is assigning rate, set criteria and looking for appeals. The theory further argues that employees may feel motivated to conform about the other norms like equity, want, or social status which may be seem unfair practice to those who are being rated. According to the theory, employee may take appraisal fairly if they think that employer is trying to motivate them and want to improve their capabilities. Employees also can take appraisal unfairly on the basis of conflicts, avoidance, favoritism and politics.

Interpersonal justice is related to the employer's fair behavior with the employee that is being evaluated. The theory argues that employees are very sensitive about the behavior of directors and representatives in the organization. Informational justice involves the fair explanations of performance anticipations, standards, response and reasons of decisions. According to the theory in the context of PA the most common thing is setting goals and standards and feedback. In this study we draw this framework for applying it especially in determining the effect of promotion and training on employee motivation. This context relates to explaining employees perception of fairness about appraisal system.

PA is expected to improve performance in the civil service productivity and employee motivation. For this to happen, it would be assumed that each employee understands what levels and standards of performance is expected of him. Employees need to be motivated to improve public service delivery as opposed to during the medieval time when human beings were seen invaluable.

**Figure 1:** Schematic Conceptual Frame work



#### **2.4.1. Explanation of the Conceptual Frame Work**

PA involves an employee knowing what is expected of him and staying focused with the help of the supervisor. Employee Performance is assessed against the agreed targets during the appraisal period by their supervisors who provide feedback. The assumption is that training and promotion enhances employee motivation as suggested in the Figure 1 above.

***Independent variables:*** These are variables that will be controlled for and manipulated. While there are various possible independent variables such as rewards, recognition, environment, work conditions and opportunity, this study has settled for training and promotion. This is because the government has allocated a lot of funds for training and revising the scheme of service for public servants to address the issue of promotion. As such, training and promotion are the most critical aspects of performance appraisal in the public service that warrants further evaluation. The components of training are skills acquired; frequency of relevant training offered; and enhanced experience gained from whether local or international courses, while components of promotion are upward mobility; salary increase; increase in responsibilities; and the duration of stay in one job group.

***Dependent Variable:*** Dependent variable is the observed outcome of the independent variable being manipulated. In this study, motivation is taken as the dependent variable (DV). It depends on training and promotion for improvement in job performance of the employee. The components of motivation are money; increase in salary; good office; and smiling when serving people.

Employees are the component of training and promotion (IV) and may result to motivation (DV) through successful implementation of PAS which further leads to increased performance. Figure 1.9.0 above shows that training and promotion enhances employee motivation to work and this would result in improved performance thereby improving public service delivery in the DT.

## **2.5. Research Hypotheses**

In this study, there are two hypotheses:

- i. Training enhances employee motivation in the DT.
- ii. Promotion enhances employee motivation in the DT.

### **3.0. METHODOLOGY**

#### **3.1. Introduction**

The Directorate of Tourism (DT) is a Directorate under the Ministry of East African Affairs, Commerce and Tourism. It is headquartered in Nairobi with the offices located at Utalii House on the 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> floor and also some of the staffs are based at Teleposta Towers in 14<sup>th</sup> to 18<sup>th</sup> floors. The DT has a total population of 174 staff drawn from various levels and is headed by the Tourism Secretary who is in Job Group T.

This chapter defines the target population of the study within the DT. The chapter focuses on the sampling design and procedures, data collection instrument, procedures and the data analysis.

#### **3.2. Research design**

This study will use descriptive research design. The descriptive research has been used because it describes, explains and interprets conditions of the present i.e. “what is”. The purpose of the research is to examine the effect of PAS on employee motivation in the DT and therefore, a descriptive research is more appropriate because it is concerned with examining conditions, practices, structures, differences or relationships that exist, opinions held, processes that are going on or trends that are evident. Descriptive research design further allows the researcher to generalize findings to the larger population working within the organization and would answer research questions on the typology of the appraisal system and whether the selected appraisal system dimensions have influenced employee motivation and what needs to be changed to support reform strategies for enhanced levels of employee motivation with respect to appraisal system in place.

#### **3.3. Target Population**

The present research targets officers in the Directorate who are eligible to fill Performance Appraisal Form (PAF) and are in Job Group H and to T. It is assumed that such officer must have experienced training and/or promotion during the period. Additionally, the



selected job groups are accessible and eligible to complete PAF GP 247 A (Revised 2008). This target population comprises of 100 officers. The Target group will be divided into 3 groups. Elements will then be randomly selected from each sub-group. The selection of each sub-group element will be chosen based on the sample size and its characteristics. The population characteristic will be as illustrated in table 3.3-1 below:-

### 3.3-1 Target population

Job Group	Frequency	Percentage
R-T	6	6
M-Q	50	50
H-L	44	44
<b>Total</b>	<b>100</b>	<b>100</b>

**Source: Directorate of Tourism HRM Data 2014**

### 3.4. Sampling Technique

The researcher will use random sampling to get a sample of 30 percent of the target population. This is because the target population is slim, comprising of only 100 individuals. The sample frame will be based on an accurate list of the population. The stratified sampling method will then be used during the research study as illustrated in table 3.4-1 below. Stratified sampling entails first dividing the population into three non-overlapping subpopulations called strata that together comprise the entire population and then drawing an independent sample from each stratum. Stratification is used to increase the precision of population estimates. Stratification contributes to avoiding estimation bias. Additionally, it accommodates different sampling protocols or different estimation procedures for different sub-populations. The population will be stratified and stratum sample sizes determined before sampling is conducted.

**Table 3.4-1: Sample Size**

Job Group	Frequency	Percentage	Sample size
R-T	6	6	2
M-Q	50	50	15
H-L	44	44	13
Total	100	100	30

**Source: Directorate of Tourism HRM Data 2014**

### **3.5. Data collection method**

The researcher will use both primary and secondary data during the research. Primary data will be collected using a standard questionnaire. Since the responses are gathered in a standardized way, the use of questionnaires is more objective and is relatively quick to collect information. In addition, secondary data sources and literature will be used. The secondary data will be gotten from the DT registry and also from the library of the Directorate of Public Service Management. The questionnaires will be self-made. To ensure their reliability, a pilot study involving randomly selected respondents will be conducted. The respondents will be derived from various management carders, but not the actual sample. The pilot study will assist the researcher in making the necessary corrections on the instruments, before carrying out the actual research.

The questionnaire will consist of structured (close ended) and unstructured (open ended) questions. The questionnaires will also be in two (2) parts. The first part will seek personal data of the respondent and general data on the DT. Part B will seek information related to PA and motivation.

### **3.6. Data Analysis**

Responses will be analyzed using content analysis. This is a qualitative technique for making inferences by systematically and objectively identifying specified characteristics. This

means that the responses will be analyzed to determine who says what and why in order to make inferences about the responses, its effect on recipients and to describe the attributes of the response. Responses will be categorized using key words and referential units such as words or terms, themes, characters, paragraphs and items.

The responses will be manually transferred from the questionnaires into a spreadsheet. Each question number will be placed as a column heading, and one row used for each person's answers. Each possible answer will be assigned a 'code'. Each respondent's questionnaire will be assessed in turn with the codes being added. This data will be entered into a spreadsheet. Once the data from all the questionnaires has been entered into a spreadsheet, it will be checked for accuracy.

### **1.3. Chapter Summary**

This section has reviewed the existing literature on the research subject. The subject matter contained within the section relates to past studies on performance appraisal. It has further evaluated research work carried and provided critical review of these existing literatures. The section has also identified the existing research gaps in these studies and how the current paper has contributed to filling these gaps. Additionally, the section has proposed the conceptual framework for conducting this present study apart from highlighting the research hypothesis. The methodology for conducting the research has also been considered within this section. The target population of the study, sampling design and procedures, data collection instrument and data analysis has been defined within this section.

#### **4.0. CHAPTER 3: IMPACTS OF PERFORMANCE APPRAISAL SYSTEM ON EMPLOYEE MOTIVATION IN THE DIRECTORATE OF TOURISM –RESULTS, ANALYSIS AND DISCUSSION**

##### **4.1. Introduction**

The previous chapters have provided a background on Performance Appraisal System and reviewed literature on Performance Appraisal, Promotion, Training and Motivation. The literatures suggest that there is a relationship between performance appraisal system and employee motivation. The argument is that performance appraisal system impacts on employee motivation. The study has defined the methodology for investigating this claim in the previous chapter. This chapter presents the results of the study and an analysis of the results. The study sought to investigate the impact of performance appraisal on employee motivation. The survey questionnaire consisted of 22 items which related to performance appraisal (11 items), training (4 items), promotion (3 items), and motivation (4 items). These items were analyzed and the study hypotheses tested based on the results. The findings and the analysis are presented in the following sections.

##### **4.2. Respondents' Bio-Data**

Table 3.2-1 shows that most of the respondent characteristics were male (53.33%), ages ranging from 45-54 years old (40%), Masters/Degree holders (33.33%), work in the Administration Department (43.33%) and are from Job group M to Q (50%). It also shows that all employees are aware of the Performance Appraisal System, have participated in performance appraisal apart from attending training more than once.

**Table 4.2-1 Respondent Characteristics**

<b>Gender (%)</b>	<b>Education (%)</b>	<b>Department (%)</b>	<b>Age (%)</b>	<b>Job Group (%)</b>
Male =53.33	Masters =33.33	Administration =43.33	25-34yrs =6.67	H-L = 43.33
Female =46.67	Graduate =30	Information and Communication Technology Unit (ICT) =6.67	35-44yrs =30	M-Q =50
	O-Level =20	Tourism = 10	45-54yrs =40	R-T =6.67
	Diploma =6.67	Tourism Regulatory Authority (TRA) = 10	55 and above =23.33	
	Higher Diploma = 6.67	Telephone Exchange = 6.67		
	PhD = 3.33	Records Management = 3.33		
		Finance = 6.67		
		Transport = 13.33		

**Source: Author Field Survey Data Analysis2014**

### 4.3. Awareness and Participation in Performance Appraisal System

Awareness and participation are key concepts in Performance appraisal system. The main argument is that employee should be aware of what is entailed in PAS if it is to be effective and meet its desired end. The basic assumption is that the more aware the employees are of the PAS the more effective the PAS in as far as motivating the employees. The same applies to participation. The main argument is that for the PAS to work, the employees must be involved. It is this involvement by the employees that lead to the success of the PAS for the employees become part and parcel of the system. They feel that they own and are part of the PAS. This to a large extent enhances the effectiveness of PAS.

**Table 4.3-1 Awareness of Performance Appraisal System**

Job Groups	Yes	No
H-L	13	0
M-Q	14	1
R-T	2	0
<b>Total</b>	<b>29</b>	<b>1</b>

**Source: Author Field Survey Data Analysis 2014**

All respondents indicated that they are aware of the performance appraisal system. Various themes emerged with regard to the components of performance appraisal system with respondents listing target setting (7 times), training (5 times), feedback (3 times), duty allocation (2 times), Personal information or bio-data (2 times), results on evaluation (2 times), values (2 times) and performance review (2 times). Other components that were mentioned include planning, facilitation, performance criteria, achievement and aptitude. Such results are expected given that performance appraisal is among the most important human resource practices in the public service. As demonstrated by the results, PAS can be viewed as a generic term covering various activities through which employees are assessed and their competence developed. It is also through the performance appraisal system that employee performance is enhanced and rewards distributed. The results can be further interpreted to imply that employees view PAS as a mechanism for developing and motivating employees.

The critical importance attached to PAS in the DT is suggested by the fact that all respondents from across the job groups have participated in performance appraisal. The findings indicate that performance appraisal is conducted at least once annually. This is an indication that the DT conducts appraisals on its employees regularly. Among the aims identified by the respondents are: evaluating performance, improving performance, monitoring performance, improving efficiency, identifying training needs, assessing competence, reviewing performance and achieving targets. Other respondents also mentioned, for example, that performance appraisal aims at ‘realizing high levels of staff participation’ and ‘measuring employee contribution to the organization’. The two reasons can be interpreted as implying that performance appraisal system is one way that the DT measures employee performance. However, the results do not directly suggest the impact of the performance appraisal system on motivation.

#### **4.4. Achievement of the Aims of Performance Appraisal System**

PAS aims at evaluating the performance of employees to identify if the contributions made by employees are sufficient to achieve the organizational goals and objectives. PAS is closely associated with rewards. As such, it is assumed to determine the worth of employees and reward them with promotions, new assignments, recognition or monetary rewards. It is therefore expected that the PAS should aim at reviewing past performance and decide on actions based on results achieved. It is assumed that performance should aim at identifying employees who need motivation or who need further development through training.

**Table 4.4-1 Achievement of the aims of Performance Appraisal**

	Yes	Partial agreement	No	No response
Respondents	9	9	9	2

**Source: Author Field Survey Data Analysis 2014**

There were mixed responses with regard to whether the aim of performance appraisal has been achieved in the Directorate of Tourism. These are summarized in Table 4.4-1 above. Out of the 30 respondents, 9 respondents (30%) were of the view that the aims have been achieved. 9

respondents (30%) partially agreed that the aims have been achieved while 9 respondents (30%) responded that the aims have not been achieved. 2 respondents did not respond to the question. In order to understand these results, it is important to consider the reasons given by the respondents. The dominant responses with regard to whether the aims have been achieved were that performance appraisal has resulted in ‘realization of targets’, ‘better performance’, ‘opportunities for training’, ‘provision of feedback’, ‘motivation’ and ‘goal measurement’. The key factor in these responses is the element of motivation which all other reasons compound to influence. For instance, an employee who performs better and realizes the targets of the department as per the feedback on appraisal is likely to be more motivated. Additionally, PAS helps in identifying training needs which then suggests areas for further training. This gives an employee an opportunity for training.

In comparison, respondents who answered negatively cited ‘failure to define ways of bridging gaps’ and ‘lack of reward for good performance’. The implication of these results is that, even though the results of the performance appraisal identify areas that require action, there is no clearly defined ways of acting on the identified areas. Beyond this, there is no system for rewarding good performance. This can negatively affect the motivation of an employee since the employee’s expectations are not met. In fact, the employee might not see the need for the PAS when it fails to act on the results.

An evaluation of the responses concerning the challenges to the achievement of the aims of PAS puts the above view into perspective. The majority of the respondents (83.33%) identified various challenges or failures to the realization of the aims of performance appraisal. The commonly cited reasons were lack of training; lack of resources; lack of feedback; subjectivity in appraising; failure to carry out the training needs identified; lack of follow-ups and monitoring; irregular monitoring and evaluation; appraisal being just a routine and only useful during promotion; rewards and sanctions not implemented; lack of commitment from top management; subjectivity in appraisal; ambiguity in documenting performance; failure to follow recommendations; lack of facilitation; challenging working conditions; lack of cooperation; lack of training resources; incompetent supervisors; and, lack of information on performance appraisal.



#### **4.5. Identification of Skilled Employees, Feedback and Transparency of the Performance Appraisal System in Directorate of Tourism**

Majority of the respondents (56.67%) mentioned that the current appraisal system identifies skilled employees. This could imply that the system is effective. More specifically, the respondents mentioned the ability of the current appraisal system to enable employees meet set deadlines, identify training needs, determine performance, identify skills and shortcomings, support assigning of roles, identify talents, guide promotion and improve performance. Those who responded negatively mentioned failure by both appraisee and appraiser to take appraisal seriously, lack of provision to indicate talent, it is a formality, it is subjective, no proper analysis is conducted to identify skills, not considered in awarding promotion, lack of involvement of lower cadre personnel in goal setting, lack of follow-ups, and only rates ministry.

In terms of feedback, majority of the respondents (50%) mentioned that they did not get feedback on their evaluation. 43.33% mentioned getting feedback on their evaluation. Among those who mentioned getting feedback on their evaluation, 9 respondents (69.23%) agreed with the evaluation results they got citing transparency, objectivity, fairness and involvement as the major reasons. 4 respondents (30.77%) disagreed with the evaluation results citing subjectivity, failure to reflect personal effort and results not being according to expectation. Further discussion on the impact of feedback is presented in the discussion section.

18 respondents (60%) mentioned that there was transparency in their performance evaluation and appraisal indicating reasons such as involvement of supervisors in the appraisal process, discussion of targets, and targets and achievements being the basis for evaluation. 8 respondents (26.67%) answered negatively citing guesswork in awarding figures, reluctance to point the weaknesses of the appraisee, biasness, lack of evaluation report and lack of opportunity to practice what is being evaluated.

20 respondents (66.67%) reported that performance appraisal had an impact on their motivation. 6 respondents (20%) reported performance appraisal as not having any impact on their motivation. 4 did not respond. The respondents who reported positively mentioned various reasons including: 'easier to plan with known targets', 'high morale', 'better results', 'realization of target', 'feedback', 'better performance.' Those who responded negatively mentioned various

reasons including failure to implement rewards, lack of feedback, lack of impact on promotion and training and lack of appreciation.

#### **4.6. Results on Training**

It would be difficult for an employee to grow on the job without adequate training. Training is practical and necessary since it enables employees to develop and rise within the organization. The ultimate aim of training is to add value to human resource. The basic assumption is that training motivates employees and helps them contribute meaningfully to the organization. As such, it is expected that training of employees be made a continuous activity. This is suggested by the results with majority of the respondents (86.67%) indicating that they have received training within the past eight years. Only three 3 respondents (10%) reported not having had any training within the past eight years. However, they indicated that they have attended short courses and workshops. This the researcher categorized under training. Therefore, all respondents were taken to have had some form of training.

Training is seen to foster initiative and creativity of employees and helps prevent manpower obsolescence. One of the respondents captures the importance attached to training by reporting that the DT “has devoted a whole section to training.” Most respondents (76.67%) view training as a process of enhancing and increasing skills, talent and knowledge. Respondents indicated that training led to sharpening of skills, increased knowledge, enhanced confidence, promotion and boosted morale. Additionally, it improved the ability of the employee to perform work with ease, feel valued, exposed, more competent, and increased capacity to apply new knowledge and skills. All these are seen to lead to increased motivation.

All employees including those that indicated they have not taken any part in training suggest that all personnel activities are actively and intimately associated with training. Ideally, training is expected to be a condition for performance appraisal as indicated by an overwhelming majority of respondents (80%). Some respondents indicated that the level of training is used in determining training needs during the process of appraisal. Training is also seen as one way of bridging the gap between performance and targets. As such, training is seen by the respondents as forming the most critical basis for performance appraisal.

Even though these results seem to suggest that most respondents view training as a condition for appraisal, some respondents (20%) suggested to the contrary. One of the respondents mentioned that “training is not a condition but training needs are noted”. Another respondent indicated that “when you project a course it is not a must that you will be considered”. This suggests some barriers to training in the DT which becomes clear when evaluating responses on training. For instance, employees mentioned various reasons for not participating in training, most importantly lack of nomination to undertake any course. In other words, an employee might fill training projections form but still fail to receive training. A close assessment reveals that both budgetary and constitutional factors determine whether an employee receives training or not. Constitutional requirements address the issue of gender representation, disability and ethnic balance and this must be duly met. For instance, if there are three slots available for training, one of the officers must be female. Scheme of service is also another requirement.

While most respondents (66.67%) indicated that training had had an impact on their motivation, 10% suggested that training has not had any impact on their motivation. It is interesting to those who said training has not had any impact also said they had not attended training in the past eight years. Given these responses, it would be assumed that the majority who received training would be satisfied and hence motivated. Interestingly, most respondents (26.67%) avoided this question. However, the majority (50%) of those who responded suggested that they are satisfied with the usefulness of training inputs in improving performance. Only 13.33% mentioned that they were not satisfied. A close look at the data reveals no relationship between those who indicated not receiving training and those not satisfied with training.

**Table 4.6-1 Impact of Training on Motivation**

	Impact (%)	No Impact (%)
Respondents	66.67	26.67

**Source: Author Field Survey Data Analysis 2014**

Overall, most respondents viewed employee education and training as the only way to improve the efficiency and productivity at DT. The respondents associated training with increasing skills which creates capable employees who are able to do better on the job, become problem solver and shape the department. Training is considered as providing employees the opportunity to continue growing and developing job and career enhancing skills. This opportunity for employees to grow and develop through training is one of the most critical factors in employee motivation.

## **4.7. Discussion**

### **4.7.1. Evaluation of the Impact of Performance Appraisal**

PAS is an instrument of judgment and therefore, principles of organizational justice are applicable in helping predict individual and organizational outcomes. The results suggest that 40% are satisfied by the current performance appraisal system in the department while 43.33% are not satisfied. Those who reported being satisfied gave reasons including; effectiveness of the appraisal system, fairness, identification of areas of improvement and training, reflection of activities to be undertaken, enhancement of efficiency and performance, realization of performance targets, discussion of performance expectations with supervisor, facilitation, and development of competencies. Those who responded negatively mentioned subjectivity, routine, failure to use it to rate performance, lack of commitment, failure to define threshold, waste of time and resources, lack of follow-ups, lack of rewards and punishment, favoritism, lack of knowledge of expectations by both appraisee and appraiser and lack of fairness in awarding marks.

In the context of the appraisal system, respondents have made two separate, but related fairness judgments. One is associated with what employees are expected to perform and the other concerns how they are expected to perform. The first one suggests the performance objectives if an employee, while the second indicates the standards by which employee's performance is evaluated or measured. What employees are expected to perform falls within the purview of procedural justice which mainly concerns the perceived fairness of the methods used in

determining the amount of rewards. The results suggest that employees scrutinize the credibility of the appraisal system in relation to performance associated decision-making. The further results suggest that the credibility of the appraisal system includes the soundness of the system, the manner in which it is implemented, participation and involvement of employees in deciding their performance objectives and standards of measurement, how supervisors fair in providing timely, constructive and effective performance feedback, support and the commitment of the department towards the appraisal system.

How employees are expected to perform falls within the purview of distributive justice. This relates with the perceived fairness of the results received. The perception of fairness is not simply being determined by the amount received but by what is received relative to some referent other. As such, the rewards and recognition administered to the employees based on the outcomes of performance appraisal has significant consequences in terms of perceived justice. If an employee perceives that the rewards and recognition received by him is lower than his level of performance as compared to other employees, then the question of distributive justice arises. This results in an important consequence; such an employee will be de-motivated. The implication is that distributive justice is concerned with a sense of fairness associated with the outcome of performance appraisal system. An adverse employee perception about fairness of consequences of the performance appraisal system will result in low levels of motivation. As such, the perception of employees with regard to the fairness of the appraisal system affects their motivation. There is therefore the need to emphasize fairness and transparency of the performance appraisal system to maintain its effectiveness in motivating employees.

#### **4.7.2. Performance Appraisal Feedback**

From the results, feedback as a very important factor in the PAS in the DT. Regardless of whether the appraisal process focuses on judgmental or developmental purposes, feedback has emerged as an essential mechanism for their working. Without an adequate means of informing employees of their performance, desired changes in motivation and productivity cannot take place. While there are a number of ways through which performance appraisal can take place, respondents identified the appraisal interview as the primary way through which feedback occurs

in the DT. The appraisal interview is seen as a formal meeting between employee and supervisor that is explicitly devoted to discussing employee's job performance.

Within the general framework for performance appraisal feedback, there arise specific focused problem areas such as the linkage between performance appraisal and general training and development. In the DT, the performance appraisal process serves as an instrument for assessing individual's training needs.

From the perspective of the employees, feedback is itself a means of intrinsic motivation. The feeling of accomplishment from doing a job and doing it well is viewed as quite stimulating. The results suggest that employees seek out feedback on their performance. Employee perception with regard to the adequacy of the feedback received is positively associated to various other work-related attitudes. Employee job expectation, job knowledge, understanding of the evaluation process, fairness of performance standards used and the appraisal system itself, how carefully job performance is evaluated and the overall satisfaction with the appraisal system all had substantial positive impacts from the perception of having received adequate feedback.

#### **4.7.3. Hypothesis 1: Impact of Promotion on Motivation**

The results support the hypothesis that promotion has an impact on motivation. Respondents mentioned that promotion has had various impacts on their motivation including increased devotion to work, increased motivation and drive to perform, encouragement to work harder, better performance, increased happiness, a feeling of appreciation and recognition, increased ambition, increased salary, more responsibility and satisfaction. Overall, the responses suggest a positive relationship between promotion and motivation. Based on the findings, promotion appears to be the most critical form of pay for performance in the DT. It is the primary means by which employees increase their long-run compensation. Ideally, promotion should be given to the best performing employee. In other words, those who either meet their targets as stipulated in the performance appraisals or those who surpass the set targets. From our investigations it was clear, though to a less extent, that this is not always the case. Sometimes, promotion is not based on merit and therefore de-motivating employees. Some respondents identified nepotism and favoritism as a "considered" factor for promotion. But again as stated, this does not negate the strong linkage between promotion and motivation. Promotion as such

is expected to generate substantial motivation in many contexts. Additionally, there is no pay for performance in the DT which increases the importance of promotion for the department's incentives. Understanding the incentive impact of promotion is important for a deeper analysis of the system the DT uses to motivate employees.

**4.7-1 Impact of Promotion on Motivation**

	<b>Impact</b>	<b>No Impact</b>	<b>No Response</b>
Motivation	66.67	20	13.33

**Source: Author Field Survey Data Analysis 2014**

In the DT, promotion is used for incentives. Promotions are used to achieve two goals simultaneously: placing employees in the right job and generating motivation. Career concerns are important reasons for promotions to be a source of incentive. Assuming that an employee's ability is not known publicly and wages are paid based on assessment of ability or reputation, the employee has an incentive to improve reputation by increasing effort. This reputation often comes from the employee's history of promotions which offer the greatest evidence on productivity and potential. Promotion in this sense plays a major role in incentives.

**4.7.4. Hypothesis 2: Impact of Training on Motivation**

Training is cited as one of the conditions for performance appraisal in the DT. As such, it is expected that it has an impact on motivation. However, this impact is not direct as employees perceive training differently. Employee training and development are critical for any organization. Training employees and equipping them with the skill sets to meet future challenges are undoubtedly important for the DT as exemplified by the results. Training has thus been found to be critical for motivational purposes.

The results suggest that most respondents are focused on relearning and retraining to maintain the relevance of their skills. The implication is that employees of the DT acknowledge that the changing nature of the public service encourages them to continuously relearn and retain new skills, knowledge and competencies in order to keep them up to date. As such, there is a positive correlation between the training and the highest prior level of education gained which

increase the employee motivation. The assumption is that if employees perform well on the training and subsequent to the training, if they perceive that they have learnt something new which would be an enhancement in their resumes as well as beneficial for them to capture the future opportunities, then their motivation and involvement towards their jobs increase. Continuous training and professional development is not a luxury but a necessity in today's changing economy, as employees can better understand that in order to cope with the changing environment and to exploit the future job opportunities training programs are very useful to make them up to date. Therefore, there is a positive correlation between training and professional development programs and the motivation of employees.

It is however important to state that it is important to take into account the desirable techniques and models which may prevent the failure of a training program. In this study, it is concluded that the DT should choose those models of training and development that successfully fit into the organization's culture. Needs of training and essential skills should be carefully assessed. Then appropriate techniques as well as the comprehensive plans or models should be implemented for the effective training and development program in order to motivate the employees, reduce the performance gaps and achieve the department's goals effectively. Additionally, employees should be participatively involved in identifying training areas. In this way employees feel ownership of the process which adds value to their performance which in return motivates them to perform.

#### **4.8. Performance Appraisal and Motivation: Assessing the Impact**

Motivation is the process through which employees are energized and propelled to pursue their goals. From the above analysis, an effective performance appraisal has a strong effect on motivation. Appraisals have the potential to motivate employees since it provides a number of interconnected benefits as suggested by the study results. However, the respondents identified various other factors influencing their motivation as indicated in the Table 3.8-1 below. The results show that performance appraisal demonstrates the need for improvement. Employees cannot be motivated to make any improvement if they do not have clear understanding of how they have been performing. Further, performance appraisal enables employees to meet higher level psychological needs. As suggested by the findings, recognition is one of the most powerful



forms of motivation for the majority of employees. Even though there are various sources of recognition on the job, performance appraisal provides an opportunity for employees to receive formal, significant and enduring recognition.

#### **4.8-1 Factors influencing motivation**

<b>Factor</b>	<b>Frequency</b>
Environment (Env)	4
Appreciation (Appr)	5
Team work (TW)	4
Salary (S)	9
Allowance (All)	1
Recognition (Recg)	7
Work (Wrk)	1
Training (Trn)	1
Communication (Comm)	1
Facilitation (Fcltn)	5
Acceptance (Accp)	1
Promotion (Prm)	1

**Source: Author Field Survey Data Analysis 2014**

The study has also found that performance appraisal help employees in building personal value. When the department takes time and effort to carefully review, analyze, document and discuss performance, the underlying message sent to the employees is that they are valuable and important. This also is very rewarding to the employees regardless of whether the feedback is positive or negative.

Performance appraisal also enables employees to enhance personal development through training. Performance evaluations are motivating factors for employees who are seeking to enhance their personal growth, learning and development. As indicated by the study results, training has a significant impact on motivation since it makes employees feel more competence hence more confidence. Performance appraisals are also motivational for employees whose needs are based on goal attainment, achievement and personal effectiveness.

Performance appraisal is also associated with increased satisfaction. When employees' needs are met in such areas as gaining recognition, promotion, experiencing growth, sensing achievement, and meeting objectives, it also contributes to job satisfaction which is one of the most important factors motivating employees to perform.

## **5.0. CHAPTER 4: CONCLUSION, IMPLICATIONS OF THE FINDINGS, LIMITATIONS, RECOMMENDATIONS, AND AREAS FOR FURTHER RESEARCH**

### **5.1.1. Introduction**

This study sought to assess the effects of PAS in employee motivation in the DT. The specific objectives of the study were to examine the relationship between promotion and motivation on employees of DT and also to examine the relationship between training and motivation on employees of DT. This section provides the study conclusion, the implications, limitations, recommendations and areas for further research.

### **5.1.2. Conclusion**

This study has arrived at various significant conclusions with regard to the study question. First, the study has found that PAS was introduced in the DT as a management tool to improve the public service delivery in 2006 as was required by the Government of Kenya. Since its introduction, the results suggest that it is clearly understood in the DT and has been successfully implemented. Basing arguments on Implicit Person Theory (IPT) framework proposed by Dweck (1986) which is rooted on procedural justice perceptions including the fair relative weighting in the basic elements of the PAS, the study hypothesized that PA improved performance in the civil service productivity and employee motivation.

Overall, the findings suggest a positive relationship between performance appraisal system and motivation. Based on the findings, promotion appears to be the most critical form of pay for performance in the DT and hence has an impact on employee motivation. Promotion influences and makes strong the relation between performance appraisal and motivation. This is because employees who are promoted as a result of performance appraisal are motivated. The finding that promotion is significantly related to performance is consistent with the studies of Herzberg (1986) who stated that providing employees with opportunities to advance through internal promotions is a motivator related to work. The findings are also consistent with conclusions by Simon and Enz (1995) and Wiley (1997) who found that promotion and advancement opportunity are among the best tools to motivate employees. Empirical research by Harrison and Novak (2006) also showed that promotion opportunities contributes to employee's

job satisfaction and acts as a motivator for job performance. Other previous researches also lend support to the conclusion that performance appraisal highly affects the motivation of employees (Lillian and Mathooko, 2011; Leila Najafi, 2011; Shaemi Barzoki Ali, 2012).

The findings also suggest a significant relation between training and motivation. Training makes employees feel more skilled, competent, confident and knowledgeable thereby motivating them to perform. The relationship between training and performance found in this study is consistent with the findings of Herzberg (1986) who listed offering training and development opportunities so that people can pursue the positions they want within the company as motivators related to work. The results are also similar to that of Roca et al. (2006) who found that there is a significant correlation between training and performance factor and that of Min et al. (2006) who found that the training of employees seems to be one of the motivational driving factors that directly correlate with their job performance.

The importance of PAS is based on the assumption that if it is successfully used in the DT, the employees would be able to know how well they are performing and what is expected of them in terms of performance and effort. Further the study found that goal setting significantly predicted the motivation of employees. Hence, involvement in setting goals leads to motivation of employees since they try their best to achieve and excel the standards set. This finding is also in tune with the previous study which revealed that employee participation in the appraisal process leads to employee motivation (Kofi Osei Akuoko, 2012).

The finding is also in tune with the conclusion of goal setting theory which states that accomplishing the goal can lead to satisfaction and further motivation (Edwin Locke, 1960). Results have also revealed that performance feedback too significantly predicted the motivation of employees. If employees receive feedback about their performance it helps them in improving the performance. Earlier researches confirm this finding that performance feedback has a significant and positive impact on motivation of employees (Froydis Vasset, Einar Marnburg and Trude Furunes, 2011; Tornow 1993; London and Smither 1995; Selvarajan and Cloninger 2009). The above findings are in line with the assertion that motivation and performance will improve if people have challenging, but agreed upon goals and receive feedback (Armstrong (2006).

### **5.1.3. Implications of the Finding**

The findings of this study have implications for different plans and programs designed for improving the Performance Appraisal and Motivation of employees in the public service. The study reported that Performance Appraisal acts as an important factor contributing to the motivation of employees. The more transparent and objective the performance appraisal is in the public service the higher would be the motivation of employees. The results also suggest that promotion and training are significant factors in motivating employees in the DT. Employees who receive promotion feel appreciated and recognized hence feel motivated. Similarly, employees who have received relevant training and feel more skilled and competent are also motivated to deliver.

Beyond promotion and training, goal setting also emerged as a significant factor affecting motivation of employees in the DT. This has an implication for the public service. The joint setting of goals by the senior management and the employees will establish transparent and objective criteria for the appraisal of the employees. This will enable the employees to know on what basis they will be evaluated. It further implies that employees having their participation in the goal setting will improve their work performance and this way their motivation will be enhanced.

Even though the study focus was not on the impact of feedback, the finding however suggests its significance for motivation. It has an implication for the DT in that it should develop a proper feedback system such as a post appraisal interaction where performance results will be frankly communicated to the employees. This will help identify the causes and solution for the negative deviation in performance. This will further strengthen the working relationship between the employees and their superiors. Further, it has implication for employees as through a proper feedback system they will come to know the exact level of their performance. Once the employees know their exact level of performance through goal setting and feedback, their performance will improve. This will enhance their motivation, interest in work and job performance. However, there is need to conduct further research on the impact of feedback on employee motivation. Other components of performance appraisal like knowledge of appraisal system and performance rewards had no significant role for predicting the motivation of

employees.

#### **5.1.4. Limitation**

There were some limitations faced while conducting this research with the main one being the limited time frame. Secondly sample size was small and only employees who qualify to fill Staff Performance Appraisal Report GP247 A (Revised 2008) were selected. This fails to capture the true impact of performance appraisal on employees. To examine the true effect and impact of performance appraisal on employee motivation requires a longitudinal research. However, due to time constraints, this empirical study is cross-sectional type. Small sample size and small time frame are thus the major limitation of the study. Other limitation was related to availability of secondary data on performance appraisal in the DT.

#### **5.1.5. Recommendations**

From the results, this project recommends that the management provide sufficient feedback on appraisal to enable employees identify their strengths and weaknesses. Additionally, employees should be involved in setting of targets to establish transparent and objective criteria for appraisal to enable them know the basis upon which they are being evaluated. Further, there is need to subject PA to continuous reviews in line with the changing trends. This is because HRM is constantly changing and for PA to have any relevance, it must correspond to these changes. There is also need for officers to be trained on the importance of PAS for it to be effectively implemented. Performance appraisal is normally taken as a routine thing and also needed when promotion is due. The process should be a mandatory continuous exercise.

#### **5.1.6. Areas for Further Research**

The focus of the research was on the impact of performance appraisal system on employee motivation with training and promotion as mediators. However, there is need to conduct more research on the appraisal system particularly with regard to evaluation criteria, feedback mechanism, perception of fairness by the employees and the structures in which improvements in performance appraisals may be facilitated. This will result in a better understanding of the PAS particularly in the public service.

## 6.0. REFERENCES

- Akuoko, K.O. (2012). Performance appraisal as employee motivation mechanism in selected financial institutions in Kumasi, Ashanti Region of Ghana. *International Journal of Multidisciplinary Research*, 2(6): 20-37.
- Alliger, G. & Janak, E. (1989). Kirkpatrick's levels of training criteria: Thirty years later. *Personnel Psychology*, 42 (2): 331-342.
- Armstrong, M. (2001). *A handbook of human resource management*. London: Kogan Page.
- Armstrong, M. (2006). *Change and its Leadership*. Rowland, Fisher, Lennox Consulting, New York House.
- Byars, L. & Rue, L. (2000). *Human Resource Management*. Irwin.
- Cameron, J., & Pierce, W. D. (2002). *Rewards and intrinsic motivation: Resolving the controversy*. Westport, CT: Bergin & Garvey.
- Cardy, R. L. (1997). *Performance Appraisal: A Consideration of Alternative Perspective*. Cincinnati, OH: South-Western.
- Cascio, W. (2003). *Performance Management. Managing Human Resources (5th Int. Edi.)*. Irwin/McGraw-Hill Publishers.
- Dulewicz, V. (1989). Performance appraisal and counseling. In Herriot, P. *Assessment and selection in organizations: methods and practices for recruitment and appraisal*. John Wiley & Sons. New York, pp. 645-649.

- Dunford, R. W. (1992) *Organizational Behavior: An Organizational Analysis Perspective*  
Sydney: Addison Wesley. *Asia Pacific Journal of Human Resources*, 30m (2): 8—82.
- Dweck, C.S. (1986). Motivational processes affecting learning. *American Psychologist*, 41(10),  
1040-1048.
- Fulk, J., Brief, A.P. & Barr, S.H. (1985). Trust-in-Supervisor and Perceived Fairness and  
Accuracy of Performance Evaluations, *Journal of Business Research*, 13, 301–313
- Gupta, A. and Singhal, A. (1993). Managing human resources for innovation and creativity,  
*Research Technology Management*, 36 (3): 8-41.
- Hackman, J. R., & Oldham, G. R. (1980). *Work redesign*. Reading, MA: Addison-
- Harris, M. (1994). Rater motivation in the performance appraisal context: a theoretical  
framework. *Journal of Management*, 20(4): 737-756.
- Hede, A.J. 1990, Understanding and Managing Conflict in Organizations, *Corporate  
Management*, 42(1), pp.39-43.
- Herzberg, F. (1986). One more time: How do you motivate employees? In J. N. Williamson  
(Ed.), *The leader-manager* (pp. 433-448).
- Herzberg, F. (2009). *One more time: How do you motivate employees?* Cambridge, MA:  
Harvard Business School Press.
- Hickey, M. and Ichter, J., (1997), Promoting Physician Productivity Through a Variable  
Compensation System, *Healthcare Financial Management*, Vol. 51, No. 8, 38-40.
- Kamphorst, J. & Swank, O. (2012). The role of performance appraisal on performance appraisal.



- Kavanagh, P., Benson, J. & Brown, M. (2007). Understanding performance appraisal fairness. *Asia Pacific Journal on Human Resources*, 45: 132.
- Kellough , J. E. & Nigro (2002). Pay for Performance in Georgia State Government. Review of *Public Personnel Administration* 22 ( 2 ): 146 – 66 .
- Kenya Vision 2030. Ministry of Planning and Vision 2030 (2008). Government Printer, Nairobi.
- Kirkpatrick, D.L. (1998). *Evaluating training programs: The four levels*. 2nd edition. San Francisco: Berrett- Koehler Publishers Inc
- Kline, T. & Sulsky, M. (2009). Measurement and assessment issues in performance appraisal. *Canadian Psychology*, 50(3): 504-522.
- Kondrasuk, J. N., Crowell, Emi, Dillon, Kelly, Kilzer, Steven, & Teeley, Jarad. (2002). Appraising Performance Appraisal: The Problems. Proceedings of the 16th International Conference 2008 of the Association on Employment Practices and Principles, Chicago, IL.
- Kovach, K. A., (1987). What Motivates Employees? Workers and Supervisors Give Different Answers. *Business Horizons*, Vol. 30, No. 5, 58-65.
- Leila, Najafi., 2011: ‘ Performance Evaluation and its Effects on Employees’ Job Motivation in Hamedan City Health Centers’, *Australian Journal of Basic and Applied Sciences*, 5(12), 1761-1765
- Lillian, G.O., P. Mathooko and N. Sitati, 2011. The Effects of Performance Appraisal System on Civil Servants. Kabarak University First International Conference, (pp: 1-17).
- Lillian, P. & Sitati, M. (2011). *The Effects Of Performance Appraisal System On Civil Servants Job Performance And Motivation In Kenya*. University of Nairobi.

- Locke, E. A. and Latham, G. P., (1979). Goal Setting-A Motivational Technique That Works. *Organizational Dynamics*, 8(2), 68-80.
- London, M. & Smither, J. W. (1995). Can multi-source feedback change self-awareness and behavior? Theory-based applications and directions for research. *Personnel Psychology*, 48, 803-840.
- Meysam, F., Dini, B., & Dehafarin, E. (2012). The effects of performance appraisal satisfaction on employee's outputs implying on the moderating role of motivation in workplace.
- Mugenda and Mugenda (1999). *Research Methods: Qualitative and Quantitative Approaches*. Nairobi: Act Press.
- Olagunju, M. (2014). *Effect of training on employee's performance in Nigerian Banking industry*. Author House.
- Perry, J. (2003). Motivating Employees in a New Governance Era: The Performance Paradigm Revisited . *Public Administration Review*, 66 (4): 505 – 14.
- Popp, G. E. and Fox, H.W., (1985), What Rewards Do Australians Say They Want from their Job? *Human Resource Management Australia*, Vol. 23, 41-44.
- Reinke, S. J. (2003). Does the form really matter? Leadership, trust and acceptance of the performance appraisal process. *Reviews of Public Personnel administration*, 23 (1): 23-37.
- Risher, H. (2002). *Managing for Better Performance: Enhancing Federal Performance Management Practices*. Washington, DC : IBM Center for the Business of Government .

- Robbins, S.P., Judge, T.A., Millett, B. & Waters-Marsh, T. (1998) *Organizational Behavior* (5th edn). Australia, Pearson Education.
- Roca, J. C., Chiu, C. M., & Martínez, F. J. (2006). Understanding e-learning continuance intention: An extension of the Technology Acceptance Model. *International Journal of Human-Computer Studies*, 64(8), 683-696. <http://dx.doi.org/10.1016/j.ijhcs.2006.01.003>
- Scott, J., (2009). Performance appraisals that actually improve performance, *Career and Technical Education*, 5: 22-25.
- Selvarajan T.T., and Cloninger, P.A. (2009), „The Influence of Job Performance Outcomes on Ethical Assessments,“ *Personnel Review*, Vol. 38, No. 4, pp. 398–412
- Shaemi Barzoki Ali (2012). The effect of employee’s performance appraisal procedure on their intrinsic motivation. *International Journal of Academic Research in Business and Social Sciences*, 2(12): 1-8.
- Sharan, M. (1998). *Qualitative research and case study applications in education. Revised and expanded from “Case Study Research in Education”*. Jossey-Bass Publishers.
- Simons, T., & Enz, C. A. (1995). Motivating Hotel Employees: Beyond The Carrot and The Stick. *Cornell Hotel and Restaurant Administration Quarterly*, 36(1), 20-27.
- Steers, R. & Porter, L. (2007). *Motivation and Work Behavior*. McGraw Hill.
- Tornow, W.W. (Ed.). (1993a). Special issue on 360-degree feedback. *Human Resource Management*, 32 (2&3)
- Vasset, F., Marnburg, E. & Furunes, T. (2011). The effects of performance appraisal in Norwegian municipal health services: A case study. *Human Resources for Health*, 9:22

Vroom, V. H. (1964). *Work and motivation*. San Francisco, CA: Jossey-Bass.Wesley.

Wiley, C. (1997). What motivates employees according to over 40 years of motivation surveys.

*International Journal of Manpower*, 3(18), 263-280.

<http://dx.doi.org/10.1108/01437729710169373>

## **7.0. APPENDICES**

### **7.1. APPENDIX I: COVER LETTER**

Robert Kamau Kamiti,

University of Nairobi,

P.O BOX, 30197

**NAIROBI.**

**August 2013**

**Dear Sir/Madam,**

**RE: DATA COLLECTION**

I am a postgraduate student at University of Nairobi undertaking a Master of Public Administration degree. One of my academic outputs before graduating is a Research Project and for this I have chosen the research topic “**The effects of performance appraisal system on civil servants motivation**”: A case study of the DT.

You have been selected to form part of the study. This is to kindly request you to assist me collect the data by responding to the interview guide. The information you provide will be used strictly for academic purposes and will be treated with utmost confidence.

A copy of the final report will be available to you upon request. Your assistance will be highly appreciated.

**Yours sincerely,**

**Robert Kamau Kamiti**

**7.2. APPENDIX II: STRUCTURED INTERVIEW GUIDE**

**QUESTIONNAIRE**

Hello, my name is Robert Kamiti from University of Nairobi. I am carrying out a project research leading to an award of Masters Degree in Public Administration. This research is being conducted in the Ministry of East African Affairs, Commerce and Tourism, Directorate of Tourism to evaluate the effects of performance appraisal system on civil servants motivation. You are kindly requested to voluntarily participate in this exercise by answering some few questions relating to the subject matter. The answers you provide will be used strictly for academic purposes and will be treated with utmost confidence. Please answer completely as possible and tick appropriately where applicable.

**SECTION A: PERSONAL INFORMATION**

Gender: Male [ ] Female [ ]

1. Age Bracket

18-24 yrs [ ]

25-34 yrs [ ]

35-44 yrs [ ]

45-54yrs [ ]

55 yrs and above [ ]

2. Highest level of education attained.....

3. Occupation.....

4. Current Job Group.....

5. Name of Section.....

**SECTION 2: PERFORMANCE APPRAISAL AND PERFORMANCE APPRAISAL SYSTEM**

6. Are you aware of the performance appraisal system? Yes [ ] No [ ]

What are its components?

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

7. Have you been a participant? Yes [ ] No [ ]      When?

.....

8. How many times? .....

9. What does the performance appraisal system aim at?

.....  
.....

10. In your opinion has this end been achieved?

.....  
.....

11. In what ways has it been achieved?

.....  
.....

12. Can you identify any challenges or failure? Yes [ ] No [ ]

Which ones? .....

13. Are you satisfied with the current performance appraisal system of your department?

Yes [ ] No [ ]

Explain.....  
.....  
.....

14. Do you think the current performance appraisal system identifies skilled employees?

Yes [ ] No [ ]

Explain.....  
.....  
.....  
.....

15. Do you get feedback about your evaluation?

Yes [ ] No [ ]

Explain.....  
.....  
.....

16. Do you agree with the evaluation results you get?

Yes [ ] No [ ]

Explain.....  
.....  
.....

17. Do you feel there is transparency in your performance evaluation and appraisal?

Yes [ ] No [ ]

Explain.....  
.....  
.....



18. Is there any impact of performance appraisal on your motivation?

Yes [ ] No [ ]

Explain.....  
.....  
.....

**SECTION 3: MOTIVATION**

19. What is motivation?

.....  
.....

20. What would you say is the most important factor that influences your motivation at the workplace?

.....

21. Have you received any promotion within the last eight years?

Yes [ ] No [ ] If yes, how many times have you been promoted?

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

22. Explain reason for your promotion (skill, education, seniority, performance, e.t.c)

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

23. What impact would you say promotion has had on your motivation? Explain

.....  
.....

**SECTION 2: TRAINING**

24. Have you received any training within the last eight years?

Yes [ ] No [ ]

Explain.....  
.....  
.....

25. Has training impacted on your motivation to perform in any way?

Yes [ ] No [ ]

Explain.....  
.....  
.....

26. Is training being considered as one of the conditions for performance appraisal in your section?

Yes [ ] No [ ]

Explain.....  
.....  
.....

27. Are you satisfied with the usefulness of training inputs in improving your performance?

Yes [ ] No [ ]

Explain.....

**7.3. APPENDIX III: SPREADSHEET SCREEN SHOT REPRESENTING DATA ENTRY AND CODING**

ID#	Q#	CUES	CODE
R2	6	yes; targets; training objectives; achievement;	PI; Trg; Trn; Compt; V; Rev
R1	6	yes; performance assessment; evaluation; target setting	
Q1	6	yes; personal data; agreed performance target; mid-year review; training needs; performance appraisal; recommendation of rewards/sanctions	PI; Trg; Rev; Trn; PA; Rwd
P2	6	performance target; performance criteria; finance and stewardship; service delivery; operation	Pln; Rev; Fdback; Rew; Prf
P1	6	yes; target setting; training; aptitude	Trg; Trn; Apt;
N5	6	target setting; frequent and continuous feedback; opportunities for growth;	Trg; Prf; R;
N4	6	bio-data; immediate supervisor report/comments; performance targets and achievement; head of department comments	PI; R; Trg; Achv
N3	6	yes; planning and setting goals; review; resources; workload	Trg; Obj; Trn; Achv
N2	6	yes; guidelines; personal details; objectives; targets and appraisal; training; values and competencies; performance review	
N1	6	yes; work assessment; needs assessment; training assessment; target assessment; achievement measurement	Ass; Trn; Trg; Achv;
M7	6	No;	
M6	6	yes; performance targets; facilitation to achieve them; review and appraisal of performance; staff training needs; reward system for excellent performance	Trg; Fclt; Rev; Trn; Rwd
M5	6	yes; performance target and achievement; general bio-	Trg; Achv; PI; R

		data; supervisor report/comments; appraisee comments; signatures of relevant section heads	
M4	6	yes; personal particulars; departmental objectives; performance targets; staff training and development; values and competence appraisal; performance review	Pln; Trg; R; Fdbck
M3	6	yes; planning; target setting; reporting mechanism and feedback	Prf; Ev; Trg
M2	6	yes; biography; departmental objectives; performance targets; appraisal scores; achievement of targets; staff review; training and development	
M1	6	yes; performance targets and achievements; immediate supervisor report; employee bio-data;	Prf; Trg; Achv; R; PI
L3	6	yes; training needs; targets; values of staff competence; rating scale	Trn; Trg; V; Compt
L2	6	yes; planning and job description; review; feedback; reward and performance improvement	Pln; Rev; Fdbck; Rew; Prf
L1	6	yes; manage/improve performance; staff participation; evaluation of performance; target setting; reports; feedback	Prf; Partc; Ev; Trg; R; fdbck
k2	6	yes; training, target, goals, core values, promotion	Trn; Trg; G; V; Prm
K1	6	yes; performance planning; performance appraisal; feedback; reward	Prf; Fdbck; Rwd; Pln
J3	6	yes; targets and goals	Trg; G
J2	6	yes; duty allocation, outcome of performance	D; R
J1	6	yes; allocation of duties; facilitation of performance; results	D; Prf; R; Fclt
H4	6	yes; weakness, goals and objectives, employees inputs	G; Obj; Inpt
H3	6	yes; training, promotion, performance contracting	Trn; Prm; Prf
H2	6	yes; personal information, goals and target, training	PI; Trn; Ev; G

		and evaluation	
H1	6	yes; Target; improvement; progress; achieve; resources	Trg; Impr: Prog: Achv; Res;

**Source: Author Field Survey Data Coding from Spreadsheet 2014**

**Table 7.3-1 Reasons for Promotion**

<b>Reasons for Promotion</b>	<b>Frequency</b>
Skill	14
Education	16
Seniority	13
Performance	12
Upgrading	1
Vacancy	3
Scheme of Service	1
Common Cadre	3
Qualification	1
Redeployment	2

**Source: Author Field Survey Data Analysis 2014**

**7.4. APPENDIX IV: RESEARCH PROJECT BUDGET**

<b>Item</b>	<b>Amount (estimates)</b>
Photocopying, Printing and Binding	23,000
Communication and Internet Services	15,000
Stationery and Equipment	10,000
Miscellaneous	50,000
<b>Total</b>	<b>98,000</b>

**7.5. APPENDIX V: TIME PLAN**

<b>Activity</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Jul</b>	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>
Graduation												
Submission of final Report												
Final touches on report and binding												
Data analysis, discussion and interpretation of results												
Data collection												
Preparing, writing and submitting project proposal												