

**INFLUENCE OF PERFORMANCE APPRAISAL ON
EMPLOYEE JOB PERFORMANCE IN STATE
CORPORATIONS IN KENYA: A CASE OF KENYA REVENUE
AUTHORITY, NAIROBI COUNTY.**

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DECLARATION

I declare that the research project report is my original work and has not been submitted for examination in any institutional body and has been carried out to the best of my knowledge

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DEDICATION

This research project report is dedicated to my husband Phillip and my children; Munene and Yvanna who have inspired and challenged them to creativity and hard work.

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LIST OF ABBREVIATIONS

CSE:	Core Self Evaluations
DPM:	Directorate of Personnel Management
DTD:	Domestic Taxes Department
FOR:	Frame of reference
GOK:	Government of Kenya
GP 247:	Government Printer appraisal form
ISO:	International Standard Organization
KRA:	Kenya Revenue Authority
LTO:	Large Taxpayer's Office
MSPS:	Ministry of State for Public Service
MST:	Medium Taxpayer's Office
P.C:	Performance Contracts
PAS:	Performance Appraisal System
PSCK:	Public Service Commission of Kenya
RBM:	Results Based Management
SMART:	Specific, Measurable, Achievable, Realistic & Time bound
SPSS:	Scientific Package for Social Sciences
TNA:	Training Needs Assessment

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ABSTRACT

In Kenya, public sector reforms have been embraced partly through the signing of Performance Appraisal Systems. Based on this concern, the study purpose has been to establish the influence of performance appraisal on the employee job performance in state corporations. In this case, Kenya Revenue Authority employees in Nairobi County. The study objectives are: to evaluate the training of personnel, assess feedback mechanism, explore the goal setting techniques and determine the influence of leadership on performance appraisal system among employees in the organization. The study that was hereby adopted was the descriptive survey design. The total population comprised of KRA employees working in Nairobi County. This includes: Times Tower, Forodha House, and Jomo Kenyatta International Airport. A sample population of 103 employees was selected for the study through stratified sampling. Random sampling was used to select Nairobi office as the study site. The data was collected through a questionnaire structured to suit the study objectives. The questionnaires comprised of both open and closed ended questionnaires. An interview schedule was also used to interview a few individuals in order to get detailed information. The data analysis involved data presentation and interpretation. The questionnaires and interview schedules' responses were tabulated, coded and processed by use of a computer Statistical Package for Social Science (SPSS) version 17.0 which is programmed to examine the data. The reactions from the open-ended inquiries were included to obtain proportions fittingly. The discoveries were that training was not done to all employees and only a few of the respondents got their feedback after being appraised thus establishing that this was not well executed. Goals were not set by all employees and leaders were considered not well versed with the PAS tool thus not influencing the performance of their staff positively. The importance of this study is that it would provide the management of the authority with information that they can well use to improve their employees output and productivity. It would also add to the knowledge required to help strategy creators and administrative bodies settle on choices that would change the way operations are completed.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Albeit systematic worker appraisals have been utilized as a part of administration since the 1920's,utilizing the appraisal as a tool to advance employee growth did not start until the 1950's.Most formal appraisal concentrate on the expert specialist as opposed to the hourly paid laborer ,who is regularly ensured programmed pay rises if work meets least adequate criteria(Marquis, 2006).

The advancement of performance appraisals is reflected in its revolving terminology. (Marquis, 2006) asserts that at one time a performance appraisal was used for rating merits and could therefore be used for increasing paychecks. All the more as of late it was named as performance evaluation, but since the term evaluation infers that individual qualities are being put placed on the performance review, the term is utilized rarely.Be that as it may,most organizations prefer to utilize the term performance appraisalsince it suggests an examination of how well employees play out the obligations of their employment as depicted by the expected set of responsibilities.Performance appraisal is a key and coordinated way to deal with conveying sustained success to organizations by enhancing performance of individuals who work in them and by building up the capabilities of teams and individual contributors (Armstrong & Baron, 2005).

(Veldkamp, 2005) refers to performance appraisal as the development of the effectiveness of employees in their work assignments which is also aimed at discovering the possibilities of an individual employee.The motivation behind performance appraisal is to enhance productivity in the management of public affairs through openness and transparency. In such manner Kenya brought up the performance appraisal to improve the services of the public sector and also to redirect the mindset of the public servants towards producing results (Akoth, 2009).

According to Government of Kenya (2007), the development of public sector performance standards marks important milestones in government implementation of performance contracting process. It further says that, since the early 1990's the government has been highly committed to public sector reforms despite the many challenges encountered such as discordant strategic plans with scant linkages to the national goals and aspirations and dominance of input and process performance indicators that fail to relate to the citizens' expectations. As a result of this, citizens have found it difficult to relate to performance evaluations.

The government has made human resource improvement a need in national development strategy since independence and this is clear from the training and development policies set up. Moreover, the public service reforms of the 1990's perceived the significance of training and capacity building as an essential to enhance performance in the public service (GOK 2009).

The Ministry of State for Public Service (MSPS) now the Ministry of Devolution and Planning, gave key leadership and policy direction in public service, human resource management and development. The ministry gave resources for training and capacity building in the public service based on Training needs assessment (TNA), did and organized training needs. It likewise assessed the effectiveness of training programs (GOK 2009). After introduction of the numerous key reforms to improve management of performance, it is not clear why there is a perception that performance in the public sector is not up to the expectations. Therefore, not only is it necessary but also urgent to re-examine the Performance Appraisal System to determine its influence in job performance in the public sector, and which this study hopes to do.

1.1.1 The Kenya Revenue Authority

The Kenya Revenue Authority (K.R.A) was established in 1995. Pursuant to Section 5 of the KRA Act (1995), the mandate of KRA is to assess, gather and account for all revenues as per particular laws. The authority additionally advises on matters identifying with the organization of and collection of revenue under the written laws; Guarding against entry and exit of prohibited goods and services as well as safeguard territorial security and integrity; Trade facilitation and promotion of investment through successful administration of the tax laws identifying with trade and investment and financing government operations.

KRA Board signed its first performance contract with the ministry of finance for the fiscal year 2005/2006 as part of the second tranche of government agencies required to roll out the exercise. At the time of signing the performance contract the Performance Management Framework (PMF) was put in use. The framework adopted enabled measurement of performance at both the organizational and individual level. The design of individual performance contracts and appraisals was cast in the context of organizational performance and structurally aligned to the BSC, having as its measurable parameters the four perspectives: people, customer, internal processes and finance. The annual performance appraisals are signed by officers falling in the ranks of between three and eight as a result based management tool. These appraisals are aligned with the corporate plan which clarifies the vision, mission and objectives of the organization and how these shall be driven and achieved during the plan period. From the corporate plan, KRA hopes to achieve and exceed its governmental and own corporate target through a revitalized, well remunerated, professional staff (people) that are adept at using innovative technologies and management practices (internal processes) that simplifies tax procedures and enhance compliance by identifying and reducing compliance costs (customer) which will lead to more government revenue being collected by KRA (financial). KRA has therefore continued to focus on revitalizing its people as the single most important initiative as success in this area is hoped to translate into success in the other three perspectives (Authority, Third corporate plan, 2005/2006-2007/2008).

1.2 Statement of the problem

Government departments in Kenya have over the years implemented the performance appraisal system with a view to identifying movers and shakers among staff for rewards, promotions and sanctioning those below the contracted targets. All employees in the grades(KRA grade 3 to 8) are accountable for their individual performance through improvement of individual work plans and setting of concurred or arranged targets with the supervisors and these grades cover the chief managers, managers, assistant managers, supervisors and officers. The higher grades (1 and 2) i: e the commissioners, do not sign the performance appraisal as they work on contractual basis. The aim is to cover the whole spectrum of the lower management cadre in the organization. This was achieved in the year 2008/2009 from whence all KRA management personnel have been signing Performance contracts and appraisals with their line managers.

Past studies on the performance appraisal have focused on the impact of the PAS, challenges faced and implementation strategies(Ngoku, 2011). Other studies such as the impact of performance contracting on the performance of companies in the energy sector in Kenya as a performance measurement system(Kirathe, 2008) have concentrated on the balance score card tool. Hence, there is little empirical data on specific practices of performance appraisal.

With an experience of eight years, the research established that no known researcher dictated on the influence the performance appraisal has on the performance of employees in KRA. Yet the performance appraisal system should have generated substantive data to allow for a study into whether this system has influenced positively or not in the performance of the organization. It is on this background, the researcher sought to find out the influence of performance appraisal system as a management control tool in organizational performance. This study therefore meant to establish the influence of performance appraisal system on the employee job performance in KRA and document it.

1.3 Purpose of the study

The purpose of this study was to explore the influence of performance appraisals on the job performance of state corporations in Kenya with a case of the employees of Kenya Revenue Authority.

1.4 Objectives of the study

This study has been guided by the following objectives:

1. To establish how training influencesthejob performance of KRA employees.
- 2.To establish how feedback mechanism influences the job performance of KRA employees.
3. To evaluate theinfluence of goal setting on jobperformance of KRA employees.
- 4.To determine the influence of leadership styles on job performance KRA employees.

1.5 Research questions

The research questions of this study were:-

1. How does training influence the job performance of employees in KRA?
2. How does the feedback mechanism of PAS influence the job performance of employeesin KRA?
3. In what ways does goal setting influence the job performance of employees in KRA?
4. In what ways do leadership styles influence the employee job performance in KRA?

1.6 Significance of the study

The public sector in particular the state corporations are undergoing major reforms, one of which is on service delivery or job performance. During this transition, the information from this study has contributed towards re-engineering a new look on public performance outfit.

The study was not only significant but timely. The study can be used by the policy makers when restructuring the public sector in line with the constitution of Kenya. The study has also improved the image of the parastatals by providing information that will enable all departments emphasis more on Performance Appraisal System for better service delivery.

At KRA, the study is very significant as it will contribute to an understanding of the influence performance appraisals have had in employee job performance. The study can also be used to design better performance appraisal tools to be used in the future and in addition, it can also be used in training of government employees and civil servants in places such as Kenya School of Government (KSG).

1.7 Limitations of the study

The KRA employees are quite many and the study could not be done on all of them due to limited time and resources as desired. The study was done only in Nairobi County.

1.8 Delimitation of the study.

The study focused on the influence of performance appraisal on the job performance of employees of Kenya revenue authority and was confined to Nairobi County.

Further the study was limited to those officers who are between grades three to ten. Grade one and two are usually on contractual basis and thus are not required to sign any performance appraisal.

1.9 Basic assumptions of the study.

The study involved a sample of 103 employees, at KRA within Nairobi County. It was aimed at explaining the influence that performance appraisal system has on the employee job performance in the organization.

The assumption made was that respondents would be cooperative and give precise data when reacting to the research questions. The assumption that the sample size selected was satisfactory and enough to make a valid conclusion about the populace was also made.

1.10 Definitions of significant terms used in the study

Accountability refers to employee responsiveness to the taxpayers, employer and the other stakeholders.

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

Goals refer to the targets set by the employees to help them perform their tasks.

Implementation refers to the application of a project/program as planned.

Influence refers to the ability to produce effects on the actions, behaviors or opinions of other people.

Job refers to work done by the employees in their areas of operation.

Job Performance is the assessment whether a person does their work well.

Leadership in this case means the management of KRA which includes the Board of Governors and the Commissioners.

Management control is a system which gathers and uses information to examine the performance of different resources.

Performance Appraisal is the process by which a superior judges after evaluating a junior's work.

Performance Management Framework is the overall arrangement for performance management in an organization.

Results Based Management is a management strategy which uses feedback loops to achieve strategic goals.

Tax is a compulsory financial charge levied on citizens (individuals as well as business entities) of the country by the state to meet government expenditure, for which failure of payment is punishable by law.

Training refers to the on- job courses (long term/short term) attended by the employees that are meant to enhance their job performance.

1.11 Organization of the study

This proposal has been organized into five chapters. Chapter one gives a general foundation into the subject of study. The chapter additionally gives focus on the objectives of study with particular queries to be answered. The queries and objectives developed provide a precursor to better understanding and articulation of the significance of the study. Chapter Two looks at available works and literature done on influence of PAS on job performance and it gives a conceptual framework which demonstrates the relationship between the dependent and independent variables recognized in the subject of study. Chapter Three, the researcher explains the research methodology, sampling procedures and sample size, research instruments, data collection procedures and ethical issues used in the study. Chapter Four focuses on the description and interpretation of data analyzed inconspicuously with the study variables. This chapter is divided into two parts whereby part A discusses the general information on the respondents and part B discusses variables that influence job performance as conceptualized in this study. Chapter Five has been designed to give a detailed account to the findings that emanated from the study results in Chapter Four. It entails presentation of a summary of findings, discussion on the findings of the study, articulation of the conclusion and presentation of recommendations based on the findings.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter highlighted some of the related studies that have been done over the years on performance Appraisal System and job performance. The main focus is on the influence of performance appraisal on the job performance of KRA employees. The study considered the influence of training, feedback mechanism, goal setting and leadership on the job performance of KRA employees. The theoretical framework is covered and the conceptual framework which defines the relationship between the independent and the dependent variables, research gap and summary of the chapter are also described.

2.2 Employee Job Performance

Job performance alludes to whether a man performs their job well. Performance is a critical model that identifies with organizational outcomes and achievement (Campbell, 1990). (Campbell *et al* 1993) define performance as conduct or behavior. A major element of job performance is that it has to be objective. Performance must be linked towards organizational goals that are relevant to the duties or roles assigned. Along these lines, performance does exclude activities where effort is consumed towards accomplishing peripheral goals. For instance, the exertion put towards the goal of getting the chance to work in the brief measure of time is not performance aside from where it is concerned with keeping away from delays (Campbell *et al*, 1988).

Job performance is a predictable and essential outcome of core self evaluations (CSE) (Bono & Judge, 2003). The idea of CSE was initially examined by (Judge, Locke & Durham, 1997) as an indicator of job satisfaction, hereby involves four elements; locus of control, neuroticism, self-efficacy and self regard. The way in which employees appraise themselves using this evaluation technique is meant to show positive results especially where job performance and satisfaction are concerned. The theories that backup this technique state that the higher the CSE the higher the performance because they believe that they can do well (Bono & Judge, 2003).

2.3 The concept of Performance Appraisal

Formal performance appraisal has turned into an across the board instrument in state corporations. Surveys reported in the 1970s and 1980s already show that between 74 percent and 96 percent of U.S. organizations, and an equivalent extent of British firms had a formal performance appraisal system set up. Large complex organizations are particularly prone to have formal appraisals (Berry, 2003).

As per (Jacobs, et al, 1980) performance appraisal can be portrayed as a systematic endeavor to recognize the more efficient employees from the less proficient ones what's more to separate among strength and weaknesses an employee has across important assignments. To put it plainly the appraisal is a measure of work done (Parrill, 1999). Tragically, the performance appraisal does not go without imperfections here and there. As per (Kondrasuk et al, 2002) The appraisal involves three stages which done correctly can achieve much in the workplace. These are: the process and format, the supervisor's role of appraising and the rates reactions. A case for the first category is the issue of perceived fairness portrayed by (Rarick & Baxter , 1986) which fundamentally impacts performance appraisal system adequacy. Fairness is made up by the three distinct ideas of distributive fairness, procedural fairness and interactional fairness. Distributional fairness is how much rewards and disciplines are really identified with performance inputs. As indicated by (Swiercz, 1999) distributive is an important element in the measure of job performance. Procedural fairness portrays how much methodology and strategies which determine the performance appraisal score are seen as reasonable.(Davis & Landa, 1999) established that not using fair methods increases the risk of the employees not trusting the system as it is supposed to be. This helps the employees trust the system and do not react negatively to it even when it doesn't favor them.(Roberts, 2003) Interactional fairness is the reasonable treatment of employees by the leaders or owners of a firm. Together, all three types of fairness are elements of a good performance appraisal system. (Swiercz, 1999). (Harris, 1988) Generally, this mainly helps with the performance appraisal system to be widely accepted because it is perceived as being distributional and procedural fair and being a valid measure for the position at hand. Therefore this system requires proper and calculated investment as an ineffective appraisal system would bring only problems to the organization.

2.4 Staff Training and employee job performance

Training is the process that assists employees gain new knowledge, learn new skills, sharpen the old skills that they already have and hopefully improve their productivity (Nzuve, 2010). Every training should be based on performance goals of the organization. These training goals should be stated in detail and measurable terms.

It is not just new employees who require training and development. The changes of day to day living requires all the staff to adequately trained taking into consideration the technology, and other changing factors.

Therefore, training ought to provide the employees with an opportunity to put the acquired knowledge into practice and an improvement should be seen and positive productivity observed. (Harris, 1988) Also points at the necessity of training: Continued training is very vital in areas such as setting of goals, personal skills, interaction skills, and performance monitoring. She proposes that an organization could provide training to its employees on a regular basis in such a manner that that it becomes an accepted part of the organizations culture. According to (Reinke, 2003) there is need for increased focus on the interpersonal issues surrounding appraisal. The reason being that issues such as trust are very vital in the performance appraisal process and the management should make sure it is cultivated in each and everyone in the organization. (Kondrasuk et al, 2002) according to them this means that training is done frequently and takes into consideration aspects such as: personal bias, listening skills, conflict resolution and feedback in order to try and build trust and thus enhance acceptance of the performance appraisal process. Emphasis on the importance of training (Akoth, 2009) should also be done. When done this way there is less confusion and disappointments and the intentions of the appraisal process are well known in advance.

Training should be simple and detailed enough for an employee to be allowed to grasp the nature of the task to be performed. Thus training ought to be in line with the nature of tasks being done(Nzuve, 2010). Some of the methods used during training are: Apprenticeship; where an employee is supposed to work alongside and under the supervision of a skilled person, could be a supervisor or a mentor. The skill to be mastered is usually highly complex and requires a long

time to attain proficiency. Its effectiveness depends on the ability of the mentor to guide and coach the employee during the learning process.

Vestibule training- this takes place when the training setup is separate, maybe in form of a workshop or classroom which are equipped in a similar setup as the actual workplace. It's also known as job instruction training. It is a stimulated training which also relies on a theory (Gudykunst et al, 1996) but in an atmosphere that tries to copy the actual job conditions.

Classroom training- This is the traditional method used in the education system and also used in many training programs, to teach principles and practices of different subject areas. It is by use of lectures, seminars etc.

In Kenya, in accordance with the Government Training policy as stipulated by the Directorate of Personnel Management (DPM) every employee in the public sector should attend an annual training or course every year, and which should be of at least 5 days. The government also sponsors officers for longer term courses of one month to three years in and out of the country.

2.5 Feedback and employee job performance.

Feedback is the measure used to assess how the employees receive a certain system or change by giving their opinions and reacting to it. At the organizational level, feedback improves productivity and profitability and can also increase healthy competition, commitment and help the employees make important connections between the plans they have today and those of tomorrow. (Huston & Marquis, 2006). Although the most important form of employee feedback is from a supervisor to an employee (Boudreau & III, 2012) such a mechanism is much more effective if the worker also has the ability to provide feedback to the supervisor too. An effective employee feedback mechanism has to provide the reward of praise and recognition while also being able to keep a close watch over any incoming or outgoing pain signals which should be solved (James Harwood, 2014). A proper feedback mechanism should assist one solve problems before they escalate hereby being of great use to the organization and the employee himself. The employees' opinions are also measured correctly when the mechanisms are properly put in place (Ruck, 2010). Ideally (MacLeod, 2010) feedback should be a constant dialogue that involves

various channels such as social media, telephones, emails, surveys, focus groups, and many more.

Proper feedback ought to be timely and relevant and used by the employee to know how they are doing in terms of performance progression thus it should be provided on a regular and continuous process after every stage is accomplished (Lee, 1985). The rating should be done by a trained supervisor, one who can observe the performance of the employee closely (Berry, 2003).

There are four different appraisal sources: The first person to give feedback ought to be the immediate supervisor since he has the basic information and is also assumed to have the ability to conduct the appraisal process on the subordinates (Berry, 2003). A second source is the co-workers or the peers of the employee in question. According to (Berry, 2003), they are in a position to observe and often are aware of how well their colleagues perform on the job. This is usually used when the supervisor doesn't have much information on the task and the individual involved. Third, Performance appraisal can be done by the employee himself. This method is called self-appraisal and is often conducted when employees work alone or are relatively independent on others (Berry, 2003). But unfortunately, how one views themselves is different from how others may view them in terms of performance. Generally self appraisal is always higher than that done by someone else. Finally, feedback sources can be subordinates and this should only be used by those employees who have subordinates. This system is however very tricky because managers might think the subordinates will rate them negatively due to past misunderstandings and the subordinates might fear the repercussions if they rate the manager negatively.

The feedback to the employee generally aims at improving performance effectiveness through stimulating behavior change. Thus, the manner in which employees receive feedback on their job performance is a major determinant of the appraisal system (Harris, 1988). Hearing information about negative traits and behavior is often painful and difficult. Thus, because feedback may strike at the core of a person's personal belief systems it is crucial to set conditions of feedback so that the ratee is able to tolerate hear, and the negative information and know how to use it for a better future (Dalton, 1996).

2.6 Goal setting and employee job performance.

A goal is a desired outcome that an individual or an organization wants or desires to achieve at the end of specified period of time. Effective individual performance goals are said to be those that are Specific, Measurable, Achievable, Realistic and Timely (SMART) (Flamholtz, Das & Tsui, 1985). Goal setting is said to be critical for organizations seeking to increase the probability that individuals and groups will behave in ways that lead to the attainment of organizational goals (Flamholtz, Das & Tsui, 1985). Goals provide focus to an individual when working. They incorporate recognizable standards of measure of performance which are objectively clear to everyone involved. There is no job even the most repetitive whose results cannot be measured. (GOK, Notes on Implementation on PAS in the public sector, 2009).

Duties to be carried out are usually communicated at the beginning of the year or at the beginning of a certain task or job. The employee should be extensively involved and they should be in line with the organizations goals (Armstrong, 1998). The rationale for such improvement appears to be that participation in goal setting “has been found to be related to the acceptance and subsequent commitment to the established goals, leading to favorable outcomes in terms of both performance and attitudes” (Flamholtz, Das & Tsui, 1985).

Realistic goals acknowledge opportunities, constraints, changing circumstances and are achievable. They are within the scope of what can and is to be done. They aim at continuous improvement and should be challenging (Armstrong, 1998). Targets are mainly set for the individual employees to achieve and mostly deadlines are usually given. They also have schedules and time frames which form the basis of action planning. Timeframes or deadlines are essential in setting targets and guide towards achieving them as scheduled. They are also important in planning the work to be done and assist in monitoring through periodic reviews and evaluating progress to determine if targets are achieved. They also motivate individuals to get the job done. (GOK, Notes on Implementation on PAS in the public sector, 2009). In most cases the purposes, goals and objectives are made explicit and are used to motivate the staff as well as to provide standards of performance (Cole, 1997)

(Bertone et al, 1998) found out that involving employees makes them understand organizational goals, what is expected of them and what they should expect for achieving their performance

goals. Besides this focus on the future, two more things need to be taken into account. First according to (Wise, 1998), it is very risky to put too complex goals that employees do not understand. The more complex the goals, the more likely recipients will distort them by focusing on results that match their self perceptions and ignore contradictory ones. In this case goals should be simple and realistic and also focused enough so as not to confuse the people trying to fulfill them. Secondly, (Roberts, 2003) states that to be maximally effective, there must be an ongoing formal and informal performance goal setting. This means that organizations ought to have their own formal or joint goals which should be distributed to the employees. These should be operative, productive and official goals. Operative goals are those that the organization needs to achieve in order to become successful, official goals are those that the organization would like to achieve while the productive goals are those that focus on a way that a product is created and delivered. On the other hand the individuals should also have their own goals which are aligned to the organizational goals. This keeps everyone in focus and avoids confusion in the workplace.

2.7 Leadership styles and employee job performance.

(Cole & Kelly, 2011) Defines leadership as the process of guiding or directing a group of individuals. Leadership style is the means used by the leader to provide those plans and directions needed to achieve the desired goals and objectives. (Mbogo, 2012).

As stated by the Constitution of Kenya (2010), leadership is the public trust to exercise in a way that brings dignity to the office by promoting public confidence in the integrity of the office and vests in the state officer the obligation to serve the people instead of enforcing their power to rule them. (Kurt Lewin, 1930) noted that there are 3 types of leaders: Autocratic leaders who are dictators and do not see the need of consulting with the teams, though this is important when urgent matters need to be handled or when reaching an agreement is not forthcoming. Secondly we have democratic leaders who allow their teams to be involved in the decision making process. This type of leadership style is important when team agreement matters. Lastly Laissez- Faire leaders allow the teams to have freedom to do what they want without any interference. This works well when the team is highly motivated and well able and when it does not require to be closely supervised. According to (Ferrin, 2002), trust in leadership is a key aspect of effective leadership. They indicated that trust in leadership has been shown to bring positive attitudes, high motivation, and general satisfaction with the work done. On the other hand lack of

motivation, dissatisfaction can occur if distrust is present. (Yang and Hsieh, 2007) indicate that, establishing a successful performance orientation, managerial support and trustworthy leadership is important. The manager should be trained in Performance appraisal techniques and should understand the organization's performance management system. The employees ought to be encouraged to prepare well for interviews regarding the appraisal process. This basically means explaining in details the appraisal system, categories, process and employee encouragement to deal with during the self-appraisal prior to the meeting. During the appraisal interview, the manager ought to be specific, constructive, listening actively and at the same time encourage subordinate participation (Cole & Kelly, 2011).

2.8 Theoretical framework

This study has adopted the following studies:

2.8.1 Goal-setting theory

In 1960's, **Edwin Locke** put forward the Goal-setting theory of motivation. Edwin suggested that those who set specific goals performed better than those who set easy and general goals. Simply stating, goals indicate and give direction to an employee about how much effort needs to be put in and what everyone needs to do. This theory has important features such as: Goals should be realistic and challenging. This gives an individual a feeling of pride and triumph when he attains them, and readies him for the next goal. (Judge, Locke & Durham, 1997) states that the more challenging the goal, the greater is the reward generally and the more is the passion for achieving it. Feedback is also very important in this theory. Using the feedback given clarification will be made, goal difficulties will be regulated and focus on the goals will be established and this will result in good performance. This theory has certain eventualities such as self-efficacy which is the self-confidence and faith that an individual can perform the tasks. Some of the assumptions made by this theory are that the individual is committed to the goal and will not give up on that goal. This theory is dependent on some factors (Noe, 1999) such as: openness and transparency, individual goals should be set rather than be set for by someone else although they have to be aligned with the firms' goals. However, there is no proof that goal setting improves job satisfaction. This study thus intends to establish the influence of this theory on job performance of the employees in KRA.

2.8.2 Results based theory

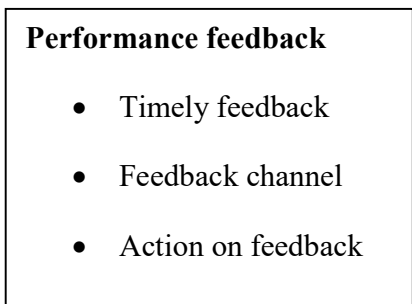
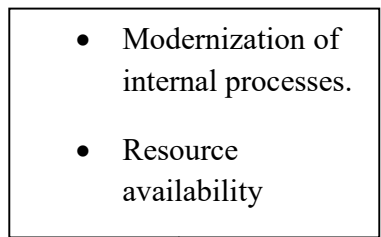
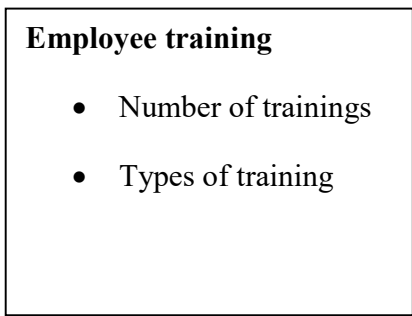
This study was based on the result based theory of management. It was introduced by Peter Drucker in the 1960s but it evolved into the Logical Framework for the Public Sector in 1970s. (Kenneth J, 2002) depicted Result-Based Management (RBM) as a management strategy that aims to accomplish vital changes in the way work is done in organizations with an aim of improving productivity. Performance appraisal is aimed at improving the employees' productivity through making sure that the various tools such as feedback, goal setting training is done to produce proper results. This theory has been generally used to advance benchmarking of Performance appraisal since it emphasizes value-for-money. According to (Kenneth J, 2002) RBM differs from predecessor such as Management by Objectives and Logical Framework Approach since RBM focuses on synchronization of input, output and outcome. (Ireland, 2003) and (Binnedjikt, 2000) highlighted that the two main purposes of RBM is; management improvement which involves learning, improved decision making and planning among others, and performance reporting which involves accountability. They pinpointed that RBM is also largely applied for the purpose of performance appraisal; therefore it is from this suggestion by Ireland (2003) that the researcher intends to apply the RBM theory to explain the influence of performance appraisal on the job performance of KRA employees.

2.9 Conceptual framework on Job Performance

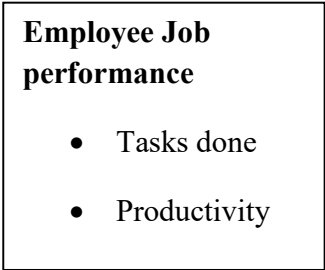
(Kobia, 2006) Defines a conceptual framework as a blueprint that is logically developed, described and elaborated and explains graphically how you plan to conduct your project or thesis. It states the researcher's ideological position from his or her agreement or disagreement with the current discussion and issues. The conceptual framework has independent, intervening, moderating and dependent variables. The independent variables include: Training, feedback mechanism, goal setting and leadership styles that ought to be manipulated by the researcher in order to find out how the dependent variable is affected. While the intervening variable such as resource availability and the the study has no control of may interfere with the study, the moderating variable being the organizations culture balances the influence of the independent variables.

Independent variables

Intervening variables



Dependent variable



18

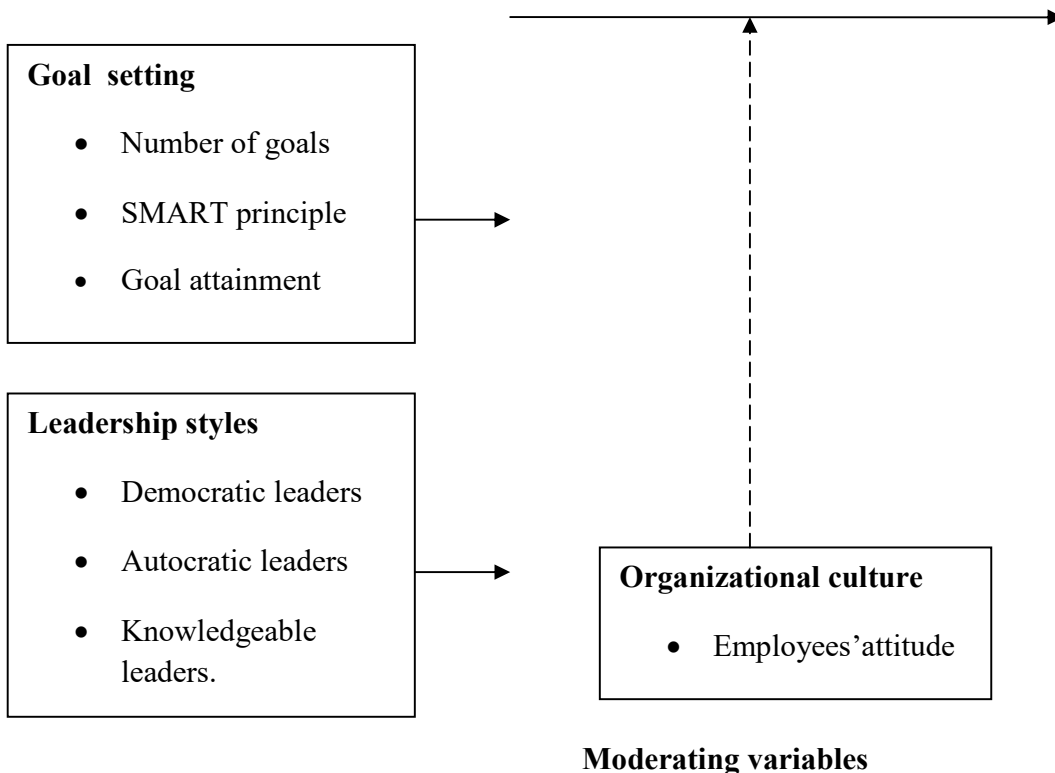


Figure 1: Conceptual framework.

2.10 Research Gaps

From the above literature there is a wealth of knowledge in the area of performance appraisal and its impact on employee job performance and also challenges facing its implementation.

The research focusing on the influence of performance appraisal systems in Western literature (Holbrook, 2002) is very limited. Almost all the studies of the influence of performance appraisal systems have been conducted in America and have reflected the American setting. We however know less about the same in other countries that have different cultures.

In Kenya various researches have been done on the same topics for example by (Okutu, 2015) who researched on the impact of the appraisal to the organization as a whole. The findings were that appraisals have a significant impact to the organizations.

A study on the influence of performance appraisals of the duty performance of provincial administration officers in Kitui county (Ouma, 2013). The study findings confirmed that performance appraisal had a significant influence on their job performance.

This study however, brings out the influence on the job performance of the employees targeted by the appraisals.

2.11 Summary

This chapter reviews the existing literature on influence of Performance Appraisals on job performance globally, regionally and locally. The conceptual framework that informed the study on the influence of the PAS (independent variable) on job performance (dependent variable) has also been presented in this chapter. The research gap has been expounded and various researchers and their studies mentioned.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter has covered research methodology as the means by which the purpose of the study is achieved. Specifically it highlights the methods used in carrying out the study when answering the research questions. In addition, issues such as population, sample size, sampling, sample frame, data collection, and analysis of the data collected are covered as some of the methods used in this study. It also gives the data validity and reliability statement.

3.2 Research design

This study adopted a descriptive survey research design. This was adopted as it describes best the characteristics in the population and particular factors that make them behave the way they do. According to (Cooper & Schindler, 2008), descriptive design discovers and measures the cause

and effect of relationships between variables. (Mugenda & Mugenda, 2003) States that descriptive research demonstrates the way things actually are and attempts to describe attitudes, values, behaviours and characteristics of such things. It also enables the researcher to collect a large quantity of in-depth information about the population being studied. The study was designed in a cross-sectional survey in an attempt to obtain information from respondents regarding their opinion on the influence of performance appraisals on the performance of employees. A survey design using a questionnaire was used to collect data from the employees who have signed a performance appraisal in the recent past (Trochim, 2006).

This would make it possible for the researcher to produce statistical information on the influence of performance appraisal on employees' performance in Kenya Revenue Authority.

3.3 Target population

The population for the study comprises 1214 officers from six departments. The population for the study has signed performance appraisal in accordance with the standing instructions. (Cooper & Schindler, 2008) Defines a population element as the subject on which the measurement is being taken and is the unit of study.

Table 3.1: Target Population

Department	Total
Customs services	206
DTD-LTO	196
DTD-MST	302
Investigations & enforcement	83
Integrity & ethics	39
Support services	388
Total	1214

3.4 Sample and Sampling procedure

Sampling is a method used in research whereby a predetermined number of samples are taken from the larger population so that by analyzing the samples they can give a generalized result of the population from which they were picked from. Sampling is effective because it shortens the period taken to complete a study and therefore reducing even the costs. The use of samples

enabled a higher overall accuracy than a census. In addition, data collected from fewer cases give more detailed and accurate information (Saunders, Lewis and Thornhill, 2000). According to (Cooper & Schindler, 2008), a sampling frame is a list of items or people from which the sample was taken. Thus by using this approach, the researcher ensures that the sampling frame is complete, up to date and appropriate for the study.

Probability sampling was the technique adopted and this is because stratified random sampling increases a sample's statistical efficiency and provides adequate data for analyzing the various sub-populations. This method provides a more representative sample than strictly random sampling does. The study therefore adopted stratified sampling, a probability sampling technique, to ensure that different and diverse types of entities are included in the survey. The sampling technique was multi stage sampling. A stratum is a subset of the population that shares at least one common characteristic. This procedure ensures homogeneity within each stratum.

(Trochim, 2006), defines some basic terms used in sample size determination. These are:

- N = the number of cases in the sampling frame
- n = the number of cases in the sample
- ${}^N C_n$ = the number of combinations (subsets) of n from N
- $f = n/N$ = the sampling fraction

Thus:

The sample population will be 103 members of staff drawn from all departments of KRA.

Strata	Number	Sample Size
Customs department	206	18
DTD-LTO	196	17
DTD-MST	302	25
Investigations & enforcement	83	7
Integrity and ethics	39	3
Support services	388	33

TOTAL	1214	103
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3.5 Research instrument

The study employed both primary and secondary data collection. Primary data was collected through a self-made questionnaire. The questionnaires have adopted structured open ended as well as closed questions. The responses in the questionnaires helped in gaining an in-depth understanding of the influence of performance appraisals and how it has played in improving performance in the organization as a whole. The questionnaires were structured based on the research questions. It was divided into two major sections: the first section sought to ask personal information about the respondents and the second part asked about the details concerning the independent variables. An interview schedule was also used for 15 participants in order to get more detailed information.

3.5.1 Validity of Research Instrument

According to Kothari (Kothari, 2004), validity is the extent to how sound ones research actually is. To get the content validity right the researcher sought assistance from the experts (supervisors) on various sections inthe questionnaire which became the primary instrument for data collection. Adjustmentswere incorporated in the instrument hence fine tuning the items to increase its validity. The researcher and the research assistants also established good rapport with the respondents to gain trust with them and ensured they gave maximum cooperation. Validity was also ascertained by checking whether the questions were measuring what theywere supposed to measure such as the clarity of wording and whether the respondents wereinterpreting all questions in similar ways (Orodho, 2003). A Pilot study was carried out at the beginning of the data collection on 15 of the respondents who were also selected randomly.The feedback was used to correctand modify the questionnaire in order to make it standard and enhance the validity of the instrument.

3.5.2 Reliability of Research Instrument

Reliability of data is how consistent measures are in any study. (Bryman and Bell, 2003). It is the degree to which research instruments yield consistent results of data after trials. Whereas the

test – retest method would be the most appropriate and applicable, it was not possible to find time to interview the one hundred and three employees twice due to their tight schedules, hence the split half technique was adopted. The items in the questionnaire were serialized into even and odd numbers. The results from the two groups were compared to ascertain reliability of the instrument. However, since the random error influences greatly the reliability in research, the researcher in designing and administering his instruments took care to avoid such errors. The data values were operationalized and split into two halves using the odd-even item numbers divide, and then were correlated using Pearson-Moment Correlation Coefficient. This was to determine the strength and direction of a relationship between two variables. The closer the correlation is to 1 or +1 the stronger the likely correlation. The correlation coefficient results were 0.87 and were thus greater than 0.75 hence sufficient for the questionnaire to have high reliability (Kasomo, 2006).

3.6 Data collection procedure

It was important for the researcher to collect primary data to be used in the study. The primary data was collected through questionnaires and interview questions. The questionnaires and interview questions had adequate instructions and written in clear and simple language. They were self administered and hand delivered to the respondents by the researcher and/or research assistants.

3.7 Data analysis and presentation.

This collected data was then edited and keyed into SPSS software for descriptive statistical analysis of the data to be carried out. It was then coded, presented in a thematic manner and classified based on the characteristics and attributes. Thereafter, the raw data was assembled and tabulated in form of statistical tables to allow for further analysis as well as factor in the detected errors and omissions. Consequently, the collected data was analyzed using descriptive statistics and in particular, using the mean as a measure of central tendency. The data was then tabulated and the most appropriate charts, tables and graphs chosen to present the findings. Tables were used to enable reading of specific values and to facilitate ease of data representation.

3.8 Ethical issues

This research aimed to get an informed consent from the respondents before undertaking to collect data from the field. The research objectives were made known to the respondents and their consent was obtained. There was high levels of confidentiality on the information given was maintained throughout the research process.

3.9 Operationalization of variables

The table below illustrates the measurement of variables and shows the relationship between those variables and the questions used in the survey

Table 3.2: Operationalization of variables

Objective	Variable	Indicator	Measure of indicator	Data collection method	Scale	Type of Analysis
The influence of PAS on job performance in KRA	Dependent- Employee Job performance	-Tasks done -Productivity	Review of PAS forms	Questionnaire and interview schedule	Nominal	Descriptive statistics
To establish the influence of training on the job performance of employees	Independent- Employee training	-Number of trainings attended - Types of training.	-Training circulars -Admission letters -Certificates given	Questionnaire and interview schedule	Nominal	Descriptive statistics
To assess	Independent-	-Timely	-Letters	Questionnaire	Nominal	Descriptive

the feedback mechanism on PAS in the public sector.	Performance feedback	feedback -Feedback channel -Action on feedback	- Discussions	and interview schedule	al	Statistics
To explore the goal set by employees on performance appraisal in KRA.	Independent -Goal setting	-Number of goals. -SMART principle -Goals attainment	Discussions	Questionnaire and interview schedule	Nominal	Descriptive statistics
To determine the influence of leadership on job performance in KRA.	Independent- Leadership style	-Democratic leaders -Authoritative leaders - Knowledgeable leaders.	-Ways of solving grievance -Number of meetings held -Leadership qualities	Questionnaire and interview schedule	ordinal	Descriptive Statistics

CHAPTER FOUR

DATA ANALYSIS,PRESENTATION ANDINTEPRETATIONS

4.1 Introduction

This chapter presents the results of the field research. Quantitative and inferential statistics were used in analyzing the data .In particular the chi-square test was used to test the significance of the research objectives. The analysis is presented in three main parts: Part one covers the respondents' demographic information. Part two covers the analysis and discussion of the research objectives. Part three covers the secondary analysis on the performance appraisal process in KRA and the responses from the open ended questions. The broad objective of the study was to assess what effect performance contracting has on job performance of state corporations with specific reference to KRA.

4.2 Questionnaire response rate

The researcher administered 103 questionnaires to the respondents. An 83.4% (86 respondents) return rate was recorded, a response rate considered adequate according to (Idrus & Newman, 2002) who consider a response rate of 50% as good enough in social studies.

4.3 Respondents characteristics

This section detailed the characteristics of the population. The study sought to identify characteristics such as their job designation, gender, and number of years in the organization.

4.3.1 Distribution of respondents by job designation.

The organization has various job designations under which employees are categorized. The respondents were asked to indicate their job groups. The findings were as below in table 4.1

Table 4.1 Distribution of respondents by job designation.

Current job group	Frequency	Percent
Chief Managers	2	2
Managers	5	6
Assistant managers	15	17
Supervisors	29	34
Officers	35	41
Total	86	100

The returned questionnaires show that the majority thirty five (41%) of the respondents were officers in job grade 3, twenty nine (34%) supervisors in job grade 4, fifteen (17%) were assistant managers in job grade 7.

4.3.2 Distribution of respondents by gender

The researcher was also interested in the gender of the respondents. Quantitative data was collected from a sample of 86 respondents. The findings are presented in table 4.2 below.

Table 4.2 Distribution of respondents by gender

Gender	Frequency	Percent
Male	51	59
Female	35	41
Total	86	100

From the total population, (59%) were male and (41%) were female, implying that more men than women participated in the study as illustrated in table 4.2 above.

4.3.3 Years worked in KRA

It was necessary to find out the number of years that the respondents had served in the organization. Table 4.3 gives the results obtained.

Table 4.3 Distribution by years worked in KRA

Number of years worked	Frequency	Percentage
0-4	24	28
4-10	25	29
11-15	12	14
>15	25	29
Total	86	100

Twenty four (28%) reported they had been working for a duration of between 0-4 years, twenty five (29%) reported that they had been in KRA for between 5-10 years, twelve (14%) reported

that they had been in KRA for between 11-15 years, while twenty five (29%) indicated that they had been in KRA for a period of more than 15 years.

4.4 Training and employee job performance

In order to assess the employees' views on the relevance of their training and execution of their duties, various questions were asked. These questions were designed to gauge the respondents view on their training Vis a Vis their duties as well as their perceptions on the relevance of training and overall job performance.

4.4.1 Number of trainings

As per the Fifth Corporate Plan, every employee should undergo training at least once in a year. The study sought to find out if this was the case as illustrated in Table 4.4

Table 4.4 Number of Trainings

	Frequency	Percent
Attended training	56	65.1
Not attended training	30	34.9
Total	86	100

The table above indicates that only 65.1% respondents attended training at least once a year.34.9 % percent did not attend. This shows that majority of the respondents attended training which is a good thing for the organization as it produces well knowledgeable employees. Emphasis should however be on the training structure to ensure even the 30 respondents who have not attended any training to do so as soon as possible.

4.4.2 Types of training

The respondents were requested to indicate the type or level of training they had attended at least in the last one year. Table 4.5 presents the findings.

Table 4.5 Types of training

	Frequency	Percent
Induction	21	24.4
Refresher	23	26.7
Advanced	12	14.0
None	30	34.9
Total	86	100

At 34.9%, the majority of the respondents had not received any training. The rest of the employees had received advanced, refresher and induction training at 14%, 26.7% and 24.4% respectively as indicated in the table 4.5.

4.4.3 Influence of employee training on job performance

The researcher sought to have the respondents give their perspective on the influence of training on their performance. Table 4.6 summarizes the respondents feedback on the various statements asked.

Table 4.6 Influence of training on job performance

	Frequency	Percent
Strongly agree	19	22.1
Agree	37	43
Disagree	6	7
Strongly disagree	24	27.9
Total	86	100

From the responses received, majority of the respondents at 65.1% were in agreement that training of personnel would significantly improve performance of employees; the remaining

34.9% were of the opposite opinion. This analysis presents training of personnel as well received and perceived by the employees as an important contribution towards their overall productivity.

Overall, the trends observed imply that with training based on the respondents' perspective, KRA could benefit from such trainings. The organization could also include more training programs that would facilitate it to meet its strategic objectives as well as have a positive effect in employee's growth.

4.5 Feedback mechanisms and employee performance.

Feedback is an important part of the performance appraisal system. It provides channels through which employees receive their ratings on their competence and overall progress within the organization. It is within the rights of the employees to be updated on how they progress in their duties. This feedback ought to be provided on a continuous and regular basis, either daily, weekly or monthly reviews.

The immediate supervisor of the employee is the major source of performance feedback. In this context, the researcher sought to the frequency and mode with which the employees get feedback on their performance. Several questions were asked to determine this.

4.5.1 Feedback after signing the appraisal

Respondents were asked if they ever got any feedback after signing their performance appraisals.

Table 4.7 Responses on feedback after signing the performance appraisal

Response	Frequency	Percent
Yes	17	18.5
Sometimes	18	19.6
No	51	59.3
Total	86	100

A big portion of the respondents at 59.3% (51) indicated that they never get any feedback, 19.6% (18) responded sometimes and the rest at 18.5% (17) replied always. This indicates

inconsistencies in the manner in which dissemination of information on the signed appraisals were disseminated.

4.5.2: Duration taken to receive feedback

All the feedback given to the employees aims at providing them with proper direction for improved performance to take place. Therefore it is very important for the duration and frequency taken for feedback to be given to be as short and regular as possible as this contributes greatly to their success. This in mind, researcher sought to find out how long it took before the employees feedback on their appraisals.

Table 4.8 Duration taken for performance appraisal feedback to be received

Period	Frequency	Percent
Days	3	3.49
Weeks	12	13.95
Months	10	11.63
Over a year	10	11.6
None	51	59.3
Total	86	100

The chart indicates most correspondent never get feedback. This may have a negative implication or complacency in their performance. However, others (22%) take over an year to get theirs this in turn may prevents accurate and timely interception by management. A very small group gets their feedback within days which is more preferable for both employee and management level.

4.5.3 The channel of feedback

Feedback can either be written, verbal or both. Each type of feedback has its own effects. To establish the type of feedback received, the study posed a question to the respondents: what type of feedback they got from their supervisors. The results were as shown in Table 4.9

Table 4.9 Distribution as per channel of feedback

Channels	Frequency	Percent
Verbal	30	34.9

Written	4	4.7
Both	1	1.2
None	51	59.3
Total	86	100

Of the various types of feedback applicable, 30 (34.9%) of the respondents received theirs verbally while 4 (4.7%) had theirs in written form. While only a mere 1 (1.2%) said they received theirs in both verbally and written form, 59.3% (51) of the respondents didn't receive any feedback either verbally or in print. Although majority of the respondents got feedback on their appraisals, more tangible forms of information dissemination need to be applied. In addition, a considerable number of the employees at 59.3% never got any feedback, they ought to be considered and included in the process. Feedback plays critical role in overall organizational development as well as employee motivation.

4.5.4:Agreement to the evaluation results.

Performance appraisals have an important impact on employees' self-worth and self-perception. It is therefore important for management to reveal and discuss with the employees the appraisal ratings. Lack of employees' acceptance to the PA results harbors resistance and a reduction their motivation resulting in lower productivity. It is in this regard that the researcher sought to determine how well the respondents agreed with the evaluation results.

Table 4.10:Response to the results given

Response	Frequency	Percent
Agreed	8	9.3
Disagreed	5	5.8
Sometimes	23	25.6
None	51	59.3
Total	86	100

Of the 86 respondents, only 9.3% (8) were always in agreement with the evaluation results they got, another 5.8% (5) were opposed to it and others 25.6% (23) from time to time agreed with the

results. The majority 59.3 %(51) are the respondents who never got any feedback. This indicated that not always were the evaluation results by the management popular with the employees in the sampled organization. A steady and impartial evaluation system needs to be in place.

4.5.5: Action on feedback

The respondents were further asked to indicate if they acted on the feedback they received from supervisor to improve on their work. Table 4.11 shows the results.

Table 4.11: Action taken on feedback

	Frequency	Percent
Action taken on feedback	31	36.04
No action taken on feedback	56	65.11
Total	86	100

Table 4.11 indicates that only 36.04% of the respondents usually acted on the feedback received from their supervisors to improve their work. This is because most of the respondents indicated they do not receive any feedback thus cannot act on it.

4.6: Goal setting and employee job performance

Goal setting is definitely very vital for organizations seeking to improve the chances that individuals and teams will portray behaviors that lead to achieving organizational goals. Therefore individual goal setting by an employee play an important role in motivating him for superior performance. In this regard, the researcher sought to find out if the KRA employees set goals at the beginning of every appraisal period to guide in their job performance.

4.6.1 Goal setting by respondents

Setting goals leads to vigorous activity if the goals are realistic. The respondents were asked if they set targets/goals at the beginning of every appraisal period. Table 4.12 gives the responses.

Table 4.12: Goal setting by respondents

Response	Frequency	Percent
Always	26	30.2
Sometimes	46	53.5

Never	14	16.3
Total	86	100

The results obtained indicated that most of the respondents at 53.5% (46) occasionally set up goals to achieve at the beginning of the appraisal periods. Those who reported to always set goals at the beginning were at 30.2% (26) while those who never did so were at 16.3 % (14). The results to the question asked shows that a number of the employees were goal driven.

.4.6.2:The number of goals set by respondent

The researcher further tried to determine the number of targets and goals the employees were setting before the appraisal period began. The number of goals set out was also used as a key determinant when conducting the performance appraisal exercise on the employees. The numbers set by employees are illustrated as follows.

Table 4.13. The number of goals set by respondent

Range of goals	Frequency	Percent
1-10	70	81.4
11-15	2	2.3
No answer	14	16.3
Total	86	100

The results obtained indicated that 81.4% (70) of the respondents had their targets set in the range of 1 to 10. Only 2.3% (2) had set their goals at between 11 and 15, out of the overall 86 respondents, 14 (16.3%) did not consider answering what number of targets they had set because they did not set goals at all. This shows that almost all of the employees at the organization set targets that were comfortably within range of achievement.

4.6.3: SMART principle in goal setting by the respondents

Effective individual performance goals are said to be those that are Specific, Measurable, Achievable, Realistic and Timely (SMART). Such goals ought to reflect important critical success factors or key performance indicators of the role in question. The SMART principle

plays a major role in developing both personal and organizational goals. The respondents were asked if they knew or even came across the SMART principle.

Table 4.14: Knowledge of SMART Principle by respondents

Response	Frequency	Percent
Yes	70	81
No	16	19
Total	86	100

Of the 86 respondents, 70 (81%) said they were familiar with it whilst the other 16 (19%) were unaware. It therefore could be suggested that majority of the staff were well informed on how about to set achievable goals and by default improve the overall performance and success of KRA.

4.6.4 Goal attainment

Setting objectives is one thing and achieving them is another. Respondents were further asked how often they attained the targets set out by the end of the appraisal period. Contrary to expectations derived from the results on goal setting, target number and knowledge of the SMART principle,

Table 4.15: Goal attainment by the respondents

Response	Frequency	Percent
Yes	12	14
Sometimes	60	69.7
No answer	14	16.4
Total	86	100

14 %(12) of the respondents said they always attained their goals, (69.7%) of them translating to 60 respondents occasionally achieved their goals. Interestingly none of the respondents answered “Never” but there were individuals who skipped to answer this question. This indicates that the employees need to reevaluate how they pick their goals as well as how they aim to achieve them.

4.6.5 Reasons for not attaining goals

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

The respondents indicated inadequate resources (including but not limited to insufficient or no funds, stationery, working tools and equipment especially computer and printers, motorbikes or vehicles). They also identified under staffing as another reason. Staff in each department were redeployed or transferred to work in other KRA offices yet very few new staff were employed meaning most offices are understaffed.

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

They suggested the following as this the employer could do to enhance their job performance:

Hold regular programmer meetings for encouragement and support from the supervisors, Provide basic and necessary resources for use in the office when needed and finally addition of staff into various programmes.

4.7: Leadership styles and employee job performance

Strong and quality leadership has a strong effect on the workforce and the organization and thus on the job performance by employees. An accomplished supervisor ideally can influence others to achieve desired results in the organization such as employee performance and organizational success. It is for this reason that the researcher sought to find out how knowledgeable the leaders within the organization were in implementing performance appraisal.

4.7.1 Presence of supervisors or leaders at work place.

The researcher sought to know whether all the respondents had supervisors or leaders at their work place. All the 86 (100%) respondents said yes they had leaders/supervisors at their work place.

4.7.2: Knowledge of supervisors on performance appraisals.

The researcher sought to know whether the respondents thought their supervisors were knowledgeable on the appraisal system or not.

Table 4.16 Knowledgeable supervisors

Response	Frequency	Percent
Yes	31	36
No	34	40
Don't know	21	24
Total	86	100

The respondents were asked to rate their supervisors' knowledge and training in proper implementation of performance appraisal, 40% (34) of the respondents did not agree that their supervisors had the necessary knowledge and training. Those who agreed with the statement were 36% (31), the remaining 24% (21) were unsure.

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

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

Regular or annual training of all grades of employees should also be adhered to as per the corporate plans.

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

Recognition and subsequent rewards for work well done was also a highly noted suggestion by respondents. When employee's efforts are recognized and good performance rewarded, they are in turn motivated to perform even better.

4.7.4 Leadership styles of the supervisors

For effective running of a department or an organization, leadership is the backbone. There are a number of leadership styles and ideal qualities of a leader that are needed in the workplace to accomplish the goals set out. Respondents were asked to describe the kind of leadership they had at their work place. The results are tabulated below.

Table 4.17: Description of the leadership qualities of supervisors by the respondents

	Describes my work place	Does not describe leadership in my work place	Cannot decide
Leader is available to staff and taxpayers	44.2 %(38)	34.9% (30)	20.9% (18)
Leader is trustworthy	27.9% (24)	60.5% (52)	11.6% (10)
Leader is democratic	47.7% (41)	32.6% (28)	17.4% (15)
Leader is impartial and democratic in decision making	45.3% (39)	37.2% (32)	15.1% (13)
Leader is open to criticism	23.3% (20)	53.5% (46)	20.9% (18)
Leader listens and solves employees grievances	48.8% (42)	27.9% (24)	20.9% (18)
Leader is ethical in how she/he scores my performance	41.9% (36)	33.7% (29)	22.1% (19)
Leader is job performance oriented	58.1% (50)	23.3% (20)	15.1% (13)

The researcher sought to determine how accessible or available the supervisors were for consultation by their subordinates and the clients. The question of their availability was raised and distribution of answers was close, (44.2 %) 38 of the respondents said the supervisors were available while (34.9%) 30 were opposed to the notion. The remaining respondents couldn't decide if or not their supervisor was available to them or the taxpayers.

Trust is a highly valued personal trait. The respondents were asked to rate how trustworthy their leader was. Surprisingly the supervisors were rated as untrustworthy by the respondents with 52 respondents (60.5%) rating that the quality did not describe the leadership at their workplace. On

the other hand, 24 respondents (27.9%) thought their departmental leaders to be trustworthy while 10 (11.6%) could not decide. The results suggest that reasons be established why the employees didn't trust their superiors. In addition, open vetting need to be done on the leaders of the various departments.

Democracy at work places allows for employee participation in decision making and other inputs regarding the department and organization at large. The leadership style allows for different views to be aired, it however can be difficult to manage the vast differences in opinions. Respondents were asked how democratic their work environment was based on the leadership style adopted by their supervisors. Out of the 86 respondents, 41 (47.7%) confirmed they had democratic leaders while 28 (32.6%) of them felt their leaders were not. Fifteen respondents (17.4%) couldn't decide whether or not they had democratic leaders. Two participants did not answer the question. The results suggest that despite its pros and cons, the democratic style seems to be popular with the departmental heads.

On the issue of their leader's impartiality and democracy in decision making, the answers obtained were not far off from those in regard to the democracy issue. Thirty nine (39) employees representing 45.3% of the respondents said that their leaders were impartial and allowed for democratic decision making, 32 (37.2%) participants felt that these qualities were not those of the leadership in their workstations while the other 13(15.1%) were undecided. Again two participants did not answer the question. These results presents that such qualities are desirable at the different work stations.

The capacity of a leader to be receptive of criticism is quite an important attribute as it useful in correcting faults as well as improving leadership. The researcher wanted to find out how open the various departmental and sectional leaders were open to criticism. It was observed that of the 84 respondents who answered the question, (23.3%) 20 said their leaders were open to criticism. A significant (53.5%) 46 noted that their leaders weren't open to criticism, while (20.9%) 18 were unsure. The noticeable resistance to criticism by some of the leaders could with time lead to suppressive kind of working environment.

Good leadership is marked by the ability of leader to listen and solve grievances of their staff while at the same time maintain efficient running of their section of department. These grievances may range from domestic issues to job related matters. Their capacity to attend to these issues shows their humane attributes. Out of the respondents who answered the question, (48.8%) 42 of them agreed that their sectional heads listened and solved their grievances while (27.9%) 24 were of the contrary view while the rest at (20.9%) 18 were undecided. It would be interesting to find out how well these respondents performed in their performance appraisals.

Part of good leadership involves integrity and fairness. In trying to find out how the various department leaders excelled in this, the researcher asked the employees whether their supervisors was ethical while scoring their performance. It was noted that majority of the employees at (41.9%) 36 said their supervisors exhibited the trait. Twenty nine (33.7%) of them on the other hand were of the opposing opinion that their supervisors were not ethical in how they scored their subordinate's performances while (22%) 19 of the respondent were unsure. The feedbacks obtained suggest that most of the employees believe their leader to be ethical in their work thus boosting confidence of the employees working well with their supervisors.

Finally they were asked if their leaders were job performance oriented, a staggering (58.1%) 50 of the respondents were in agreement to this about their immediate supervisors, while (23.3%) 20 were opposed. The remaining 13 respondents (15.1%) were unsure. These results suggest that the supervisors are important in steering the employees and organization toward excellence mainly through improved job performance and service delivery. Going with the results from this query, the supervisors can be used to stir up and motivate the employees in their departments towards continuous improvement. This can be by setting realistic achievable goals, identifying opportunities, constraints and changing circumstances.

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

Some aspects of the data collected were subjected to Spearman's correlation analysis to determine the relationship between variables.

4.8.1: To examine influence of training on employee performance

On the matter of whether there was a link between training of employees and the subsequent attainment of set targets.

Table 4.18: Correlations – work output and training

		Attainment of set targets	Received adequate training	Level of training on performance appraisal	Training on performance appraisals on employee motivation	Training programs are effective for individual and organizational development
Spearman's rho	Correlation	1.000	.118	.222	-.136	-.096
	Coefficient Sig. (2-tailed)		.324	.061	.253	.423
	N	72	72	72	72	72

The Spearman's rank correlation analysis revealed a weak positive association ($r_s = -.136$) between attainment of set targets and employee motivation as a result of training on performance appraisal. However the correlation was not significant at $p = 0.253$.

There was also a positive association, though not as significant, between levels of training on the performance appraisal and attainment of set goals ($r_s = .222$, $p = 0.061$).

The result suggests that although the training on performance appraisals was important in getting employee motivation, it did not necessarily translate into encouraging the staff to attain their targets. Thus a review of this method of motivating would be advisable. On the other hand, the level of training on performance contracting and appraisal mattered. Suggesting the more advanced the training the higher the productivity of the employee.

4.8.2: To examine influence of feedback mechanism on employee performance

From the responses given by the 86 participants, the association between influence of feedback on employee performance and employees setting goals was also investigated.

Table 4.19: Correlations – work output and feedback

		Attainment of target	Get feedback after signing performance appraisal	Time taken to get the feedback	Mode of delivery of feedback	Agreement with evaluation	Action on feedback
Spearman's rho	Correlation	1.000	-.044	-.103	-.121	-.007	.139
	Coefficient Sig. (2-tailed)		.715	.389	.309	.952	.243
	N	72	72	72	72	72	72

A Spearman's correlation data analysis revealed a relatively weak positive correlation between the two variables of the study ($r_s = .137$), however the relationship was not significant ($p = 0.207$). This implies that although the feedback respondents got during their performance appraisal may influence their performance it did not necessarily motivate them to set goals at the beginning of appraisal periods.

Other variables on feedback were analyzed for their impact on attainment of set goal (Table 4.19). The Spearman's correlation revealed that from this data set there was negative correlation between the attainment of set goals and various feedback mechanisms employed at the organization. For instance there is a weak negative correlation between target achievement and getting feedback after signing performance appraisals ($r_s = -.044$, $p = 0.715$) or time taken to get the feedback ($r_s = -.103$, $p = 0.389$). In both cases the correlations were not significant. Hence, we can deduce that the various appraisal feedback mechanisms do not influence job performance.

4.8.3: To examine influence of leadership on employee performance

A relationship between promotions at work place and the ethical scoring of performances by the departmental leader was sought. According to the Spearman's correlation analysis it was determined that at $r_s = 0.032$, $p = 0.769$, there was little significant association between the perception that promotions are based on performance appraisal and how ethical the departmental head was while scoring the respondents' performance.

In order to assess an association between employee work output and the overall supervisor's leadership styles and character, an analysis of the variables was done as highlighted in Table 4.20.

Table 4.20: Correlations – work output and leader's character

			Attainment of set targets	Possess knowledge and training to implement performance evaluation appraisal	Assess performance and objective with out bias	Availability of staff and customers	Trustworthy	Impartial and democratic decision making	Listen and solve employee grievances	Ethical scoring performance	Job performance oriented
Spearman's rho	Attainment of set targets	Correlation	1.000	.073	-.128	-.108	.131	-.100	.261*	-.031	-.086
		Coefficient Sig. (2-tailed)		.544	.283	.366	.272	.408	.028	.794	.480
		N	72	72	72	72	72	71	71	71	70

*. Correlation is significant at the 0.05 level (2-tailed).

Most of the characters of the leader tested had a weak negative correlation to the employee's work output. The variable that stood out was that the supervisor listened and solved the employee's grievances; it had a weak positive correlation to the employee's attainment of set target ($r_s = .261$). Although it was weak, the correlation was significant at the 0.05 level ($p =$

0.028). These results highlight an important disconnect between the qualities of the departmental heads and the output from their staff. This implies need of an overhaul of how duties are allocated, targets set and efficacy of the leadership styles.

These disparities are likely to impact negatively on the overall staff performance and by extension the mandate of the organization.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

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

5.2 Summary of the findings

The principal objective in the whole study was to analyze how performance appraisal system influences job performance among employees in Kenya revenue authority. The employees sampled were interviewed on four key components of performance appraisal system namely: employee training, performance feedback and goal setting and leadership.

The study targeted 1,214 members of staff based in Nairobi offices where 103 questionnaires were issued and 15 interview questions done. The returned questionnaires were 86 that is, 83.4% response rate. They were coded, cleaned and analyzed using the SPSS version 17.0. The following were the research findings:

5.2.1 Training and job performance

The study revealed that employees undergo training through seminars, workshops and capacity building courses. The study showed that 65.1% attended adequate training in the last one year. The study further revealed that majority of the respondents had received advanced, induction and refresher training at 14%, 24% and 27% respectively. Training is vital in skills development and it is commendable that the respondents had attended training at least once in the last one year according to the Fifth Corporate Plan. The findings of the study indicated that employee development and training enhanced job performance.

5.2.2 Feedback mechanism on performance appraisal.

Feedback is of great essence in enhancing job performance. The study findings showed that of the respondents, only 18.5% received feedback based on their performance, of which 4.7% type of feedback was in written form. Further, most of the respondents (13.95%) who received feedback did so within duration of 1 week to 1 month.

5.2.3 Goal setting.

Setting goals leads to vigorous activity if the goals are realistic. The study findings indicated that 30.2% of the respondents set goals all derived from their respective Ministry's or Organizations' work plan. Further, 50% of those who set goals set a range of 6 to 10 goals which is the recommended range. 81% of those respondents knew about the SMART principle in goal setting. The study found out that of those respondents who set goals, 17% attained the set goals. On further probing, the study found out that of those respondents, 83% attained some of their set targets, the main reason been lack of facilitation especially inadequate resources.

5.2.4 Leadership styles.

Leadership is vital in enhancing job performance. The study findings revealed that all respondents had leaders/ supervisors at their places of work. However, and of great concern, of these leaders, 36% were knowledgeable on performance management, while 40% rejected the fact that their supervisors were knowledgeable on the same. 58.1% of the respondents said that their leaders were job performance oriented, which is a good quality. Majority 47.7% agree that most of their supervisors use the democratic leadership style which is good in any workplace.

5.3 Discussion of the findings

The discussion of the findings of the study arise from the objectives.

5.3.1 Influence of employee training on job performance.

The study revealed that there was a significant relationship between employees training and Job performance among the employees in Kenya Revenue Authority. This was attested by 14% of the officers who had achieved their set goals above average had attended training at least once in the last one year. A further 65.1% of the officers had attended training at different levels; advanced, induction and refresher trainings. Training is thus vital in skill development and it is recommendable that employees had attended training at least once in the last one year From the

results received, it is evident that majority of the respondents did not feel that they had adequate training to perform their duties. Despite training being important, most of the employees interviewed claimed they had no training or knowledge on the performance appraisal process. This appears to be undermining the whole point of conducting performance appraisal, suggesting lack of adequate preparations before commencing with the exercise.

The findings of this study are supported by a number of scholars. (Bretz, Mulkovitch and Read, 1992) say that not training the employees being appraised may cause discrepancies in the expectations and the actual work performed by the end of the period. (Rerve, 1990) explained that the Performance Appraisal System given by managers can improve the employees' skills generally since evaluating them brings out the areas that needs to be tackled with training for improvement and development of their skills while (Large, 1995,) agrees that training them will encourage them to perform better, improve their skills and competencies and assist them embrace the changes that occur within the organization such as new technology.

5.2.2 Influence of performance feedback on job performance.

The findings of the study established that there is an association between performance feedback and job performance among employees in Kenya Revenue Authority. The study showed that only 18.5% of the employees received feedback from their supervisors. This is a very low figure which shows that something should be done to rectify the problem. The study further established that 36.04% of the respondents who got their feedback acted on the performance feedback which in turn improved their work. We can therefore claim that performance feedback did not contribute to job performance among employees since most of them did their work without the feedback from their supervisors concerning their appraisals. The management should therefore look into rectifying this problem. This view is supported by a study conducted by (Fletcher & Williams, 1992) which proved that negative feedback from the appraisal can cause the employees' motivational levels to fall and up performing worse than before. (Nobilis, 2009), also adds that feedback given regularly may reduce any unexpected feedback during end of year discussions thus giving the employees more focus on their work. Hence, performance feedback is an essential part of performance management since it helps the employees to maximize their performance while performing daily tasks and the KRA management should look to embrace and implement this mechanism further than the way it is as at now.

5.3.3 Influence of goal setting on job performance.

Twenty six (30.2%) respondents set goals of which 14% of the respondents always attain their set goals while the rest 69.7% attained some of the set goals. A quick review of the results on goal setting by the employees shows that most of them were not consistent in setting targets to achieve before the appraisal period begins. This occasional goal setting may at times be a setback to the overall needs of the organization. Further analysis revealed that most of those who set out objectives before the appraisal period had their targets set between one to ten goals; very few had theirs at over ten goals. Although majority of the respondents were familiar with the SMART principle in setting goals, only a few of these employees always attained their goals while majority occasionally did so. This concurs with (Cole,1997) who says that one measure of success is achieving whatever goals, purpose and objectives set by the management. This may not be the only measure but it is equally a very important one. It was further established that, of those respondents who set goals, 81% knew of the SMART principle in goal setting as per the recommendation by (Flamholtz et.al, 1985) who says that effective individual performance goals are said to be those that are SMART.

5.3.4 Influence of leadership styles on job performance.

According to (Betts P., 2000) Leadership, power and influence have a strong effect and influence on the workforce and the organization and thus on the job performance. On leadership qualities, it was noted that 58.1% of the respondents noted that their leaders were job performance oriented, a quality greatly emphasized by (Dirks and Ferrin, 2002), who say that trust in leadership is a key aspect of effective leadership that reflects employee's evaluation of their leaders' knowledge, integrity and benevolence. They indicated that trust in leadership has been shown to bring positive workplace outcomes such as motivation, commitment and job satisfaction, while distrust leads to resistance, frustration and dissatisfaction. Thou majority 60.5% agreed their leaders were not trustworthy. It was observed that a considerable number of the respondents 36% believed that their supervisors did not have the proper knowledge and training required for proper implementation of the performance evaluation appraisals. This suggested they had little faith in their supervisors' performance evaluation skills. Further evaluation of the results indicated that the leadership in the sampled departments was not believed to objectively and without prejudice use the evaluation system for performance

assessment (%). This perception could further result in the employees not fully doing their best at their work stations.

5.3 Conclusion for the study

The study found out that all employees selected are aware of the performance appraisal tool and fill it annually. This means that the KRA management has gone out of its way in sensitizing the staff on the same and helps understand the whole concept.

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

5.4 Recommendations

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

The structure of training and its content be made relevant to the job and deliberate efforts to ensure training opportunities are given to all staff fairly to minimize the perception that there is unfairness as found out by the research.

Employees should receive regular feedback on their performance from their supervisors following appraisal. Frequent feedback ensures that employees receive guidance, support and encouragement to improve on their performance. And the supervisors should create time for constructive discussion with their appraisees when filling the performance appraisal forms, thus, desist from asking their juniors to fill the forms and later forward to them without any discussions taking place.

That the KRA management should focus on encouraging and enforcing personal goals to be set by each employee as it increases focus and improves their performance. They should also sensitize on set organizational goals regularly to enable staff fulfill them.

The government policy makers should endeavor to understand the attitudes and beliefs of both the supervisors and those being appraised about the performance appraisal system. The attitudes and approach of supervisors to the performance appraisal system

can be a source of quality variations in performance appraisal.

5.5 Suggestions for further research

There is need for a similar study to be conducted in all private companies to ascertain the extent to which performance appraisal system influence employee job performance.

There is need to investigate how employee's performance appraisal results are implemented since many employees feel that the performance appraisal system criteria in use is not clear (performance appraisal system is not linked to rewards).

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APPENDICES
APPENDIX I:
INTRODUCTION LETTER

Dear Respondent,

I am a student at University of Nairobi, Main Campus. I am pursuing a Masters in Project planning and Management. As partial fulfillment of the award of the Master's degree in Project planning and Management, I am supposed to gather information from you to enable me to complete my Research Project.

I am carrying out a research on the influence of performance appraisal on employee job performance in state corporations in Kenya: a case of Kenya Revenue Authority offices.

Your positive contribution in giving the information relevant to this study will be highly appreciated.

Be assured that all information obtained will be treated with utmost confidentiality.

Yours faithfully

Edith Waruguru Muri

APPENDIX II:

QUESTIONNAIRE

PART 1: PERSONAL DATA

1. Job Title.....

2. Job Grade.....

3. Department/Section.....

4. Gender: A. Male B. Female

5. How long have you worked at KRA? (Tick One)

0-4 Years 5-10 Years 11-15 Years over 15 Years

PART 11: PERFORMANCE APPRAISAL ISSUES

6. When did you sign your first performance appraisal?

7. In your opinion Performance evaluation should be conducted after how much time and duration?

a) Once a year

- b) Semi-annually
- C) Quarterly
- d) Monthly

8. Please indicate the extent to which you agree with the following possible scenarios;

OBSERVATION	STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DIASGREE
Performance appraisal system is needed in the organization					
Satisfied with the existing Performance appraisal system					
Performance appraisals effective :i.e. delivers expected performance for the organization and employees					
Sometimes performance evaluation does not identify the skilled employees					
The performance appraisal system helps to identify the strengths and weaknesses of employees.					
Performance appraisal is well understood by officers in general					
Promotions are based entirely on performance appraisals.					
Performance appraisal has enhanced organizational effectiveness					

PART 111: TRAINING AND EMPLOYEE JOB PERFORMANCE

9. I received adequate training to do my job well.

- a) Strongly agree
- b) Agree
- c) Not agree nor disagree
- d) Disagree
- e) Strongly disagree

10. Below are levels of training on the performance appraisal. At what level have you received training on the performance contracting and appraisals?

- Induction
- Refresher
- Advanced
- None

11(a) Training of employees on performance contract and appraisals significantly influences duty performance of officers. Indicate your level of agreement/non-agreement with this statement in the five point Likert ratings scale below:

- v) Strongly agree ()
- iv) Agree ()
- iii) Don't know ()
- ii) Disagree ()
- i) Strongly disagree ()

b) Give reason(s) for your choice in 11(a) above?.....
.....

12. The table below has statements on the influence of training in performance contracting and appraisals on the performance of employees. Tick the one that describes those best.

STATEMENT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLYDISAGREE
Training of personnel significantly improves performance of employees				
Training on performance appraisals has enhanced employee motivation on fulfilling goals.				
Training helps improve communication with the management.				
Training improves dissemination of policies from management.				
Training programs are effective for				

individual and organizational development				
---	--	--	--	--

PART IV: FEEDBACK MECHANISM AND EMPLOYEE JOB PERFORMANCE

13. Do you get feedback after signing your performance appraisal?

- a) Always
- b) Sometimes
- c) Never

14. How long did it take to get the feedback?

- a) Days
- b) Weeks
- c) Months
- d) Over a year

15. How was the feedback given?

- a) Verbal
- b) Written
- c) Both

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

- a) Always
- b) Sometimes
- c) Never

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

- a) Always
- b) Sometimes

c) Never

18. If (a) or (b) to Q17, briefly comment on the type of discussion.....

.....

19. (a) Feedback in performance appraisals influences the performance of employees in the organization. Indicate whether your level of agreement/disagreement with the statement in the linkert rating scale given.

v) Strongly agree ()

iv) Agree ()

iii) Don't know ()

ii) Disagree ()

i) Strongly disagree ()

b) Give reasons for your choice above.....

.....

PART V: GOAL SETTING TECHNIQUES AND EMPLOYEE JOB PERFORMANCE

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

a) Always

b) Sometimes

c) Never

21. If (a) or (b) to Q20, how many targets/ goals do you set?

Tick one category

1-5

6- 10

11- 15

22. If (a) or (b) to Q20, from where do you derive your targets / goals?

.....

.....

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

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

- a) Always
- b) Sometimes
- c) Never

25. If (b) or (c) to Q24, list at least 3 reasons that you convincingly feel make you not to attain your targets in your job performance

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

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

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

PART VI: LEADERSHIP AND EMPLOYEE JOB PERFORMANCE

Indicate whether your level of agreement/disagreement with the statement in the linkert rating scale given.

27. The supervisor possesses adequate knowledge and training to properly implement the performance evaluation appraisal.

- v) Strongly agree ()
- iv) Agree ()
- iii) Don't know ()
- ii) Disagree ()
- i) Strongly disagree ()

28. My supervisor utilizes the evaluation system to assess my performance objectively and without bias.

- v) Strongly agree ()
- iv) Agree ()
- iii) Don't know ()
- ii) Disagree ()
- i) Strongly disagree ()

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

Circle:

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

Leader is available to staff and taxpayers	1	2	3
Leader is knowledgeable about job expectations	1	2	3
Leader is trustworthy	1	2	3
Leader is democratic	1	2	3

Leader is impartial and democratic in decision making	1	2	3
Leader is open to criticism	1	2	3
Leader listens and solves employees grievances	1	2	3
Leader is ethical in how she/he scores my performance	1	2	3
Leader is job performance oriented	1	2	3

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

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

THANKYOU FOR YOUR COOPERATION

INTERVIEW SCHEDULE

PART 1: PERSONAL DATA

1. Job Title.....
2. Job Grade.....
3. Department/Section.....
4. Gender: A. Male B. Female
5. How long have you worked at KRA? (Tick One)
 0-4 Years 5-10 Years 11-15 Years over 15 Years

PART 11: PERFORMANCE APPRAISAL ISSUES

6. When did you sign your first performance appraisal?.....
7. In your opinion Performance evaluation should be conducted after how much time and duration?
 - a) Once a year
 - b) Semi-annually
 - c) Quarterly
 - d) Monthly
8. Do you think Performance appraisals enhance communication between the management and the

staff?.....
.....

9. Does performance appraisal bring out the strengths and weaknesses of employees?
.....
.....

10. In your opinion do you think signing of performance appraisals enhances the job performance of employees in general?.....
.....

11. I received adequate training to do my job well.

- a) Strongly agree
- b) Agree
- c) Not agree nor disagree
- d) Disagree
- e) Strongly disagree

12. Below are levels of training on the performance appraisal. At what level have you received training on the performance contracting and appraisals?

- Induction
- Refresher
- Advanced
- None

13(a) Training of employees on performance contract and appraisals significantly influences duty performance of officers. Indicate your level of agreement/non-agreement with this statement in the five point likert ratings scale below:

- v) Strongly agree ()
- iv) Agree ()
- iii) Don't know ()
- ii) Disagree ()

i) Strongly disagree ()

b) Give reason(s) for your choice in 13(a) above?.....
.....

14. (a) Training on performance appraisals enhances employee motivation on fulfilling goals.

v) Strongly agree ()

iv) Agree ()

iii) Don't know ()

ii) Disagree ()

i) Strongly disagree ()

b) Please give the reason for your answer.....
.....

15. (a) Training of personnel significantly improves performance of employees.

v) Strongly agree ()

iv) Agree ()

iii) Don't know ()

ii) Disagree ()

i) Strongly disagree ()

b) State the reason for your answer.....
.....

16. Do you get feedback after signing your performance appraisal?

a)Always

b)Sometimes

c)Never

17. How long did it take to get the feedback?

- a) Days
- b) Weeks
- c) Months
- d) Over a year

18. How was the feedback given?

- a) Verbal
- b) Written
- c) Both

19. (a) Do you usually agree with the evaluation results you get?

- a) Always
- b) Sometimes
- c) Never

b) Please explain your answer in Q (19).....
.....
.....

20. Do you usually act on the feedback that you receive to improve on your work?

Action on feedback [] No action on feedback []

21. If (a) or (b) to Q20, briefly comment on the type of discussion.....

.....
.....

22. (a) Feedback in performance appraisals influences the performance of employees in the organization. Indicate whether your level of agreement/disagreement with the statement in the linkert rating scale given.

- v) Strongly agree ()
- iv) Agree ()

- iii) Don't know ()
- ii) Disagree ()
- i) Strongly disagree ()

b) Give reasons for your choice above.....

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

- a) Always
- b) Sometimes
- c) Never

24. If (a) or (b) to Q23, how many targets/ goals do you set?

Tick one category

- 1-5 6- 10 11- 15

25. If (a) or (b) to Q23, from where do you derive your targets / goals?

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

b) In a sentence state what you know about the SMART principle.....

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

- a) Always
- b) Sometimes
- c) Never

28. If (b) or (c) to Q27, list at least 3 reasons that you convincingly feel make you not to attain your targets in your job performance

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

29. In your opinion do you think setting goals enhances your job performance? List at least 3 reasons.

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

Indicate whether your level of agreement/disagreement with the statement in the linkert rating scale given.

30. The supervisor possesses adequate knowledge and training to properly implement the performance evaluation appraisal.

- v) Strongly agree ()
- iv) Agree ()
- iii) Don't know ()
- ii) Disagree ()

i) Strongly disagree ()

31. My supervisor utilizes the evaluation system to assess my performance objectively and without bias.

v) Strongly agree ()

iv) Agree ()

iii) Don't know ()

ii) Disagree ()

i) Strongly disagree ()

32. In your opinion to what extent do you think leadership influences job performance in the work

place.....
.....

33. State the qualities you think your supervisor should possess in order to influence the job performance of the employees.....

.....

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

a).....
.....

b).....
.....

c).....

THANKYOU FOR YOUR COOPERATION

