UNIVERSITY OF NAIROBI

THE INFLUENCE OF PERFORMANCE APPRAISAL ON DELIVERY OF PUBLIC SERVICES: A CASE STUDY OF NATIONAL YOUTH SERVICE (NYS)

STUDENT: AKISA JOSEPHINE ENAGA

C51/8482/2017

A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN PUBLIC ADMINISTRATION OF THE UNIVERSITY OF NAIROBI

2019

DECLARATION

I declare that this research project is my original work and has not been presented elsewhere for the award of any degree.

Signature: _____   Date: _____

AKISA JOSEPHINE ENAGA   C51/8482/2017

This research project was presented as a partial fulfillment for the degree of Master of Public Administration with my approval as the University Supervisor.

Signature: _____   Date: _____

DR. PATRICK KASYULA (**University of Nairobi**)

DEDICATION

I dedicate this research project to my dear husband Robert Ipomai, my lovely children Shamarah Achobo, Shadel Enaga Ipomai and Shaynah Ajolot. Their love and encouragement has kept me focused to the very end. Their cheerful support has always been my source of energy to soldier on even in the midst of difficulties.

ACKNOWLEDGEMENT

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS/ACRONYMS

GOK   Government of Kenya

NYS   National Youth Service

NYS CEI   NYS Craft Engeneering Institute

NYS EI   NYS Engeneering Institute

NYS GMI   NYS Garment Making Institute

NYS IBS   NYS Institute of Business Studies

PAS   Performance Appraisal System

ROK   Republic of Kenya

SMART   Specific,Measurable,Attainable,Realistic and Time-bound

UNDP   United Nation Development Programme

ABSTRACT

The study sort to find out the influence of performance appraisal on delivery of public services in NYS Technical and Vocational Training Institutes. The study established how performance targets, monitoring employees performance, and aligning performance appraisal to rewards influence the delivery of public services. The target population was 110 employees from 4 NYS Technical and Vocational Training Institutes. Stratified random sampling was considered appropriate for this study, given the diversity of the target population, which consisted of 56 workers from four different training institutes in NYS, Ruaraka in Nairobi. Data collection was mainly done with the help of questionnaires given to the respective respondents by the researcher and mail survey which involved dropping and picking, for the respondents who were not easily available due to the busy work schedule. The data obtained was subjected to analysis using quantitative techniques. The results were presented in tables, pie charts as well as histograms. It was confirmed that performance appraisal positively influences the delivery of public services. Setting performance appraisal targets positively influenced performance and delivery of public services by employees. It was also found that performance monitoring was crucial in public service delivery by the public servants. The study established the existence of a mutual connection between performance based rewards and public service delivery. The study recommends setting of employees performance appraisal targets that: follow the SMART criteria, employees are involved in formulation and targets that are in line with job descriptions and specifications. Such targets enhance efficiency, integrity and accountability and responsiveness to the needs of the public. The study further recommends that employees performance monitoring need to be on agreed targets, done regularly, immediate feedback on performance and the appropriate action taken to address the variance in performance if any. The study also recommends that rewards given to the employees should be informed by performance appraisal reports. The employees performance report should be the determinant of career developmet.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Performance Appraisal is about comparing agreed targets between the appraiser and the appraisee with milestones made at the time of review and determining the corrective actions if necessary (Kamiti, 2014). Performance Appraisal system is reported to have been employed for the first time in 1940s, where merit rating was used as a method of determining employees' wages (Kamiti, 2014). However, the method did not work well as employees with equal working ability and pay were not motivated equally. The emphasis of performance appraisal, therefore, shifted to individual employee involvement in performance evaluation, whereby the manager or the supervisor assesses an employee work by comparing the set targets against the actual employee performance. The difference if any provided the feedback to the employee on areas that needed improvements and how it ought to be carried out.

Performance appraisal has since become important in determining rewards based on some job aspects and defined criteria. Identification of employee strengths and weaknesses through performance appraisal and giving them appropriate feedback posively impacts employees' career development a part from realizing the set objectives (Mwema and Gachunga, 2014). Armstrong & Taylor (2014), emphasized the importance of performance appraisal in preparing organizations for future emerging challenges by establishing and remedying the deficiencies before disaster strikes. For organizations to enjoy the benefits of performance appraisal, they require appropriate strategies that aid accurately diagnosis and timely address performance problems.

According to Cole (2009) performance appraisal forms part of the daily business of organizations. The appraisal first evaluates the employee' ability in carrying out day to day duties that relates to his/her role against the set standards. The appraisal is also used to assess the employees suitability for promotion based on some job aspects and defined criteria. Planning of Performance Appraisal is a critical aspect that will enable an organization in planning for career development in areas like job improvement, promotions, added responsibilities, employee

relations, rewards and salary adjustments and determining employees educational and training requirements (Mwema and Gachunga, 2014).

The use of performance appraisal strategies unearths root causes of poor performance so as to remedy the problems in time. Mwema and Gachunga (2014) emphasized the critical role played by appropriate strategies in enabling an organization in planning for career development in areas like job improvement, promotions, added responsibilities, employee relations, rewards and salary adjustments and determining employees educational and training needs. Marangu (2014) noted that the management needs to know the cause of problems in employee performance and find out what needs to be done.

Performance appraisal strategies are comprehensive plans that are designed to achieve organization's long-term goals. Performance Appraisal is an essential human resource practice that is intended to improve the delivery of services in public organizations. According to Mwema and Gachunga (2014) performance appraisal strategies influence promotions, salary raise, employee relations, training and development and career advancement. Identification of employee strengths and weaknesses through PA and giving the feedback has a huge impact on their career development and realizing the set objectives.

Improving performance should be the main goal of organization's management. Performance appraisal strategies aim at improving employees performance through setting the realistic targets, monitoring the performance and ensuring that performance is adequately rewarded. Marangu (2014) noted that the management needs to know the cause of problems in performance and discover what is to be done. The more accurate the diagnosis is, the easier is it to improve performance as once the cause has been discovered, it is easier to focus on the remedy. Performance appraisal strategies aim at improving employee's performance through setting realistic targets, monitoring the performance and ensuring that performance is adequately rewarded.

Performance targets are yardsticks by which employee performance is measured. The employees need to be aware and be part of coming up with the yardsticks/targets by which the performance is measured. According to Mauya (2015) setting clearly defined objectives help the employees to work towards realizing individual and corporate goals. Involving the employees in setting the

targets, ensures that they are more motivated in realizing them and also come up with better methods of performing tasks.

Monitoring performance involves measuring actual performance, then comparing it with the set targets and taking managerial action (Robbins & Coulter, 2010). Performance monitoring helps the supervisors together with the employees to identify the sources of problems and then take corrective action through disciplinary action, implementing training programs and making changes in the reward system among others. Burgessi, Propper, & Deborah (2002) found out that performance monitoring in the public sector in the United Kingdom was largely linked to incentive schemes as better performance was adequately rewarded.

Dessler (2011) defined rewards as different types of pay and benefits given to employees from their employment. Rewards can be in form of benefits, recognition and money which can be given to employees as incentive pay, bonuses and salary. The other major factor that influences the institutionalization of the performance appraisal is motivation. Better delivery of public services largely depends on how motivated an employee is (Mauya, 2015). Rewards and sanctions that are based on individual employee's performance, increases the government's chances of attracting and retaining the best employees in the public service. Aligning performance appraisal to rewards in form of promotions, better pay and benefits and career development ensures high levels of staff motivation, encourages excellence, meritocracy, as well as address poor performance (ROK, 2016).

Kenya's civil service has been the subject of change for the last 20 years. The Kenya government introduced various changes with the aim of enhancing the quality of sevices provided to the citizens. These changes include; employees rationalization programme which was introduced in order to reduce the ballooning wage bill, performance improvement strategies, as well as structural adjustment programmes were adopted among others. Driven by the desire for efficiency and effectiveness in government institutions, the GOK carried out retrenchment of 100,000 civil servants between 1993 to 2002. Results based management was also introduced to beef up the government agenda of transforming civil service (UNDP, 2018).

In 2009, Kenyan government's reform agenda of transforming public service delivery, received the backing of United Nations Development Programme, which was keen on partnering with

government with the aim of transforming the public sector for the better. The New Constitution of Kenya (2010) boosted the reform agenda of transforming public service delivery, as its implementation was to ensure that the unresolved problems of inefficiency were adequately handled as the citizens were given the right to goog services standards. These reforms and the promulgation of the New Constitution was also a catalyst to the attainment of Kenya Vision 2030, that envisioned a transformed public sector and ensuring better governance.

The reform initiatives have proven to be effective in improving education, health, and infrastructure development in various government ministries and departments, for instance in the Ministry of Immigration and Registration of Persons, the time taken to issue a passport reduced by 10 days within 100 days from the promulgation of the new Constitution.   A reduction of 50% uncollected identiy cards was also recorded down from195,479 to 100,368 as a result of the reforms. (UNDP, 2018).

In 2013, citizens service centres were set up by the government of Kenya, known as Huduma Centres. Huduma centre is a Kenya Vision 2030 flagship project which falls under 2013 – 2017 government of Kenya mid-term plan. The first Huduma centre was established in 7th November 2013 to be one stop shop where citizens could obtain their identification cards, driving licenses, Kenya Revenue Authority personal identification numbers, passports, clearance certificate among other documents under one roof. In 2016, Huduma Centres had been opened in almost all the counties to take public services closer to citizens (UNDP, 2018).

1.2 Statement of the Research Problem

In Kenya, performance appraisal was introduced by the government in July 2006, to deal with subjective appraisals of the previous years, where promotions and the need for training was effected in a biased manner based on seniority, experiend and the "right connections". This bias led to low morale among civil servants, hence, killing their enthusiasm to work for the people of Kenya resulting to wastage of both time and material resources. The Ministerial Rationalization Program came up with performance appraisal to enhance delivery of public services (ROK, 2006). It has, however, been observed that, public institutions have continued to be inefficient and ineffective in delivery of public services. The civil servants performance appraisal does not yield in terms of job improvement, promotion or transfer and salary review. According to Mutua (2005), performance appraisal has faced criticism for being exclusive; process oriented and not civil servants oriented.

A number of cadres in NYS are in a scheme of service that has not been effectively managed due to delayed review of the scheme, poor governance and inadequate funding to the Human Resource Department, hence stagnation in one job group for many years. In addition delayed declaration of vacant positions, despite the fact that employees possess the requisite qualifications and requirements, has further aggravated the problem (ROK, 2017). This practice can intensify frustration, withdrawal, demoralization, dejection and resentment of staff, thus hindering quality delivery of service in the public sector.

The bureaucracy process in NYS due to its line organization model does not make the situation any better, because this model does not allow for regular reviewing of its performance appraisals to conform to appropriate appraisal strategies. Jumbe (2015), observes that, there has not been regular reviewing and updating of the performance appraisals to conform to organizational changes therefore, undermining quality delivery of services. What is worrying is the fact that, despite the fact that performance appraisal has become an integral part of managerial process in Public Service in Kenya, critical performance appraisal strategies continue to be overlooked, hence this study.

1.3 Research Questions

i. Does a setting performance appraisal targets influence delivery of public services in NYS technical and vocational training institutes?

ii. Does monitoring employee performance influence delivery of public services in NYS technical and vocational training institutes?

iii. What is the impact of performance reward on delivery of public services in NYS technical and vocational training institutes?

1.4 Objectives of the Study

1.4.1 General Objective

The study's general objective was to find out how performance appraisal strategies influence delivery of public services in NYS technical and vocational training institutes.

1.4.2 Specific Objectives

i. To establish the influence of setting performance targets on delivery of public services in NYS technical and vocational training institutes.

ii. To investigate the influence of monitoring employee performance on delivery of public services in NYS technical and vocational training institutes.

iii. To establish the impact of aligning performance to reward on delivery of public services in NYS technical and vocational training institutes.

1.5 Justification of the Study

1.5.1 Academic Justification

The study examined three performance appraisal strategies namely: setting performance target, performance monitoring and aligning employees' performance to reward and how each of them influences performance. The study findings will therefore, be important to the current and future scholars who may be interested in carrying out research work on performance appraisal strategies and performance. It will help them to expand their knowledge and identify areas of further research. It will also be a foundation for further research on the subject under study.

1.5.2 Policy Justification

The fact that the study was carried out in the government institution, gave the concept of performance appraisal strategies an empirical base, hence helping the government to come up with a legal framework for adoption of appropriate appraisal strategies, that will enhance effective use of performance reports in the implementation of training programs, promotions and salary review. This will strengthen the government's effort to fulfill its obligation to the citizenry, and to achieve superior productivity that will spur economic development to meet the goals of Kenya Vision 2030.

1.6 Scope and Delimitations of the Study

This study sought to establish the influence of performance appraisal strategies on delivery of public services in NYS technical and vocational training institutes in Ruaraka. The NYS National Heaquaters is in Ruaraka hosts four Technical and Vocational Training Istitutes, which is the highest number of institutes compared to other NYS units, hence the choice. This study specifically looked into the following three performance appraisal strategies: setting targets; monitoring and aligning performance to rewards and their influence on efficiency, integrity, accountability and responsiveness to the public needs in the four NYS training institutes in Ruaraka.

The study was carried out in 4 training institutes found in the NYS Headquarters in Ruaraka out of the 14 institutes in different NYS stations, spread across the country. The study therefore, generalized other institutes in NYS and other government institutions responsible for the delivery of public services. However, the findings were a reflection of all other government institutions given that they widely share similar characteristics.

1.7 Research Hypothesis

In this study, the following three hypotheses were tested.
1. Performance targets enhance delivery of public services.
2. Monitoring employees' performance enhances delivery of public services.
3. Performance based rewards enhance delivery of public services.

1.8 Methodology

The study adopted qualitative and quantitative approaches in collecting and analyzing data. The first approach (Qualitative) was instrumental in gathering participants' attitudes and opinions that were considered necessary to provide answers to the subject under investigation, while the quantitative approach helped in quantifying the data collected to draw conclusions.

1.8.1 Research Design

Descriptive cross-sectional survey design identified well with this study that probed attitudes, opinions and perceptions of the identified sample hence the choice. Surveys are best placed to capture information about existing occurrence because they give the respondents an opportunity to register their attitudes and perceptions when they participate in answering the given research questions (Mugenda & Mugenda, 2013). The topic under investigation largely relied on perceptions, hence the choice.

1.8.2 Target Population

The target population for this study was the employees of NYS Technical and Vocational Training Institutes in Ruaraka. The employees are public servants and they participated in the annual filling of appraisal forms as required by their employer. The total number of workers in the four NYS technical and vocational training institutes in Ruaraka, was 110 employees. The NYS Technical and Vocational Training Institutes are the only institutes in Kenya, designed to provide an organized and disciplined human resource pool. The student populations consists of young people between the ages of 18 - 24 who undergo paramilitary training and engage in nation building activities before joining technical and vocational training (NYS, 2018).

1.8.3 Sampling Design

Stratified random sampling was considered appropriate for this study, given the diversity of the target population, which consisted of workers from four different training institutes in NYS, Ruaraka. Kothari (2011) asserts the importance of reflecting the target population in the sample. Training institutions in NYS, Ruaraka which make up the target population, had 110 workers namely; Administrators, lecturers and support staff. Some members of staff are also part-time students in the Institutes seeking to further their Education. To come up with a sample population, the researcher divided the target population into four groups (strata), consisting of NYS Institute of Business Studies, NYS Engineering Institute, NYS Craft Engineering Institute and NYS Garment Making Training Institute so as to provide everyone with a chance to participate in the survey. The researcher settled on 56 respondents making up 51% sample of the target population that generated the findings of the study. According to Kothari (2011), a sample of 20% or more is sufficient to represent the population considered in the study as the target.

Table 3.1 Sample Population

Institute (Strata)	Target Population	Sample Size	Percentage
NYS Institute of Business Studies	30	15	26.79
NYS Engineering Institute	25	13	23.21
NYS Craft Engineering Institute	35	18	32.14
The Garment Making Training Institute	20	10	17.86
Total	**110**	**56**	**100**

Source: NYS (2019)

1.8.4 Data Collection Instruments

Questionnaires provided a platform for the researcher to closely inquire into the topic under study, a reason that gave them precedence over other instruments in the case under study. Questionnaires have also been proved to be cheap and fast (Mugenda & Mugenda, 2013). They were formulated in such a way that respondents had to give explanations in certain circumstances considered to be necessary while in others they had options to choose from. The questionnaire had four different divisions namely: A, B, C, and D.

The first section referred to as A gathered information with regard to the participants profile, section B had two sub sections; sub-section one gathered information on the respondents perceptions about setting performance targets and the relationship between setting of performance targets and public service delivery; the second sub-section gathered information on the current practice in their respective institutes with regard to performance targets setting and efficiency in public service delivery, section C on the other hand, had two sub-sections too, to collect information on existing condition of performance monitoring and integrity and accountability in public service delivery, and lastly, D in its two sub-sections, put together information on the current condition of alignment of performance to rewards and responsiveness of the services delivered to the needs of the public.

1.9 Data Collection Procedures

The delivery of questionnaires to the respondents was done in two ways; through personal delivery of questionnaires to the respondents who scheduled appointments and those who required further clarification of the questions; and mail survey which involved dropping and picking for the respondents who were not be easily available due to the busy work schedules. Personal delivery of the questionnaires to the respondents and further clarification of the questions ensured the accuracy of the data collected. Mail survey on the other hand, ensured the collection of all data that would have been difficult to obtain. According to Kombo & Tromp (2010), collection of accurate information helps in the development of meaningful programs. The respondents were 56 employees in the technical and vocational training institutes in NYS, Ruaraka. They included the administrators, lecturers and support staff.

1.10 Pilot Study

Kothari (2011) asserts that, pilot studies are effective in highlighting the shortcomings of the questionnaires and survey techniques. To carry out this exercise in this case, sample questionnaires were formulated and printed. The respondents were notified to confirm their availability, and a plan was developed to help in the implementation of the pilot study. A total of 6 respondents who made 10% of the sample, were provided with sample questionnaires to obtain the responses. Follow ups were made to assess how the respondents responded to the given set of questions and finally, the necessary improvements were effected.

1.11 Reliability of the Research Instruments

Consistency of insruments was ensured before the actual roll out of the survey, given that the pilot study helped the researcher to make necessary corrections on the questionnaire to make it more dependable in achieving the research objectives. This was confirmed when the first test was given to the respondents and the scores noted. Then the same test was given the second time to the same respondents and the scores remained the same as the first one (Mugenda & Mugenda, 2013).

1.12 Data Validity

Accuracy of the information that was collected in this work was ensured by making sure that simple and clear vocabulary was used in the questionnaire to facilitate understanding in a bid to ensure that accurate responses were obtained. The pilot study was used to test the accuracy of the information and was adjusted where necessary to help in collecting correct data. The correct data obtained was then subjected to analysis, for the results were able to represent the case being investigated. Orodho (2014) considers content validity to be how well key areas under study are measured.

1.13 Data Analysis and Procedures

The study adopted quantitative method in analyzing the data collected. Data that was collected in section A of the questionnaire on demography was subjected to analysis using frequency

distribution whereby each entry in the table contained the count of the occurrences of values within the sample. The values recorded were then used to plot pie charts and histograms with the help of excel computer package to establish the respondents' profile. Data that was collected in section B, C and D, on the extent of adoption of performance appraisal strategies (setting performance targets, monitoring performance and alligning performance to reward), was analyzed using frequency distribution and presented in form of pie charts and histograms to determine adoption levels of performance appraisal strategies in NYS. Lastly, Data on the same section B,C, and D that was collected to acertain the existence of relationships between appraisal strategies and public service delivery, was analyzed using inferential statistics specifically correlation analysis.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter provided literature on performance appraisal in kenya public service and discussed relevant work from other authors related to performance appraisal strategies and how each of them influences performance. It mainly focused on setting performance targets, monitoring performance and aligning performance to reward. They were the main performance appraisal strategies that were considered in this study. In each of the afore-mentioned strategies, the review was organised under the following themes: setting performance targets, monitoring performance and aligning performance to rewards.

2.1.1 National Youth Service

National Youth Service is a disciplined force within the Public Service, which was formed in 1964 through the Act of Parliament. It was established with the main aim of training of young citizens to serve the nation, and the employment of its members in tasks of national importance, and otherwise in the service of the nation. In addition the force was formed as a reserve army in case of disasters and war. The young people undergo paramilitary training for six months in Gilgil Training School, after which they are deployed in various parts of the country to undertake volunteer nation building activities. The recruits are then sent to different vocational training units in different parts of the country. The courses are offered at different levels ranging from Artisan, Certificates and Diploma Courses (www.nys.go.ke).

NYS has vocational and training institutes in different parts of the country. The institute offers a number of technical courses in Business, Engineering, Agriculture, Food and Catering, Motor Vehicles, Clothing and Textiles in both the Diploma and Certificates levels. The service also offers different artisan courses. The NYS Institute of Business Studies, NYS The Garment Making Training Institute, NYS Engineering Institute and NYS Craft School are located in Ruaraka, Nairobi (www.nys.go.ke).

2.1.2 Performance Appraisal in Kenya

In Kenya, the appraisal system was introduced in 2006. This was as a result of the Ministerial rationalization. The process was a Government initiative whose aim was to enhance efficiency and effectiveness in public service delivery through review of systems, processes and structures in the ministries and departments including National Youth Service Department (Guidelines on Deepening Rationalization, 2002). One of the guidelines of Rationalization was the inception of a Performance Appraisal System (PAS) which would involve participatory work planning, performance discussions and performance evaluation. This was a deliberate effort aimed at linking staff appraisal to individual work plans.

2.1.3 Setting Performance Targets

Performance targets are organization's management pronouncement of performance expectations that employees need to meet and be assessed at a specified period (Michael, 2006). Performance targets form an integral part of the management by being a measure of performance. Employees' performance need to be assessed at a given point in time. Targets are important in every organization as they determine the rewards given in terms of benefits, career progression and promotions in order to motivate employees to deliver public services and in their retention (Mauya, 2015).

Setting of appropriate targets and making effective use of appraisals will enhance the evaluation of how well the employees are performing and at the same time improve organizational performance. Setting clear objectives with quantifiable performance will help in monitoring and assessing how well the employees are performing, as well as help them to focus on specific tasks and organizational goals. Setting and defining performance targets is instrumental in ensuring that every employee's effort fits well into the organizational goals, help each employee to understand the role better and feel more appreciated hence improving overall performance (Mauya, 2015).

The targets set should be realistic and challenging because realistic and challenging targets motivate workers. Targets considered to be too high and hard to realize, or targets that are too low and are easily met with little effort are neither healthy to individual's nor organization's performance (Robbins and Coulter, 2010).

The tasks to be performed by employees are normally found in the job description and job specification whereby the job description is less detailed on what is expected from the employee compared to the job specification which is more detailed. The employees need to understand the details of what they are expected to do, so as to be able to achieve the organizational objective. Armstrong & Taylor (2014) explain the role of targets as a tool for measuring what need to be done in an organization for it to achieve the planned objectives and be able to deal with the emerging challenges.To effectively execute set target, employees need to be actively involved in setting them. This strategy of employee participation in target setting has been found to be instrumental in employees accepting and committing to the targets and this accelerates productivity (Karimi, 2013).

Evans and Tourish (2017) noted that agency theory plays a very important role in performance appraisal and management. There must be a close working relationship between the principals (owners) and agents (employees) so as to enhance extensive employee involvement in setting the standards and goals.Unfortunately, this has not been the case in most organizations including Government Institutions. This study attempted to do some research on how this gap can be bridged in government institutions in order to enhance delivery of public services.

2.1.4 Monitoring Performance

Employee performance monitoring is the periodic assessment of work completed against the set targets. The process of monitoring and assessing the employees' performance plays a great role in setting targets with quantifiable performance. Akinbowale, Jinabhai, & Lourens (2014) stated that, performance monitoring concerns itself with quality, work done, cost and time spent to do the work. Effective Performance Monitoring is important in the formulation of essential performance appraisal policies that promote efficiency and accuracy in performance reviews, hence promoting public service delivery.

Monitoring employee's performance should be done on regular basis to enable the employee to stay on course towards achieving organizational goals. Performance feedback is important in helping the employee know the strengths and weaknesses so as to maintain and improve on positive areas as well as work on weak areas so as to improve on delivery of public services. Performance monitoring helps the supervisors together with the employees to identify the source

of the problem and then take corrective action through disciplinary action, implementing training programs and making changes in the reward system among others. Akinbowale *et al* (2014) noted that, recognizing employee's accomplishments boosts their morale and motivation and is a factor in improving their delivery of public services. Performance monitoring is therefore, key in improving individual performance as well as organizations performance in the public sector.

According to Toppo & Prusty (2012) performance appraisal strategies may not work well when managers and supervisors play opposite roles as evaluators and judges as well as understanding and caring assessor. The supervisors are reluctant to make negative rating and comments against the individual employees performance, leading to poor performers being rated highly. The literature does not adequately address biasness based on gender, ethnicity, physical appearance, attitudes and values, likes and dislikes that have been noted in performance appraisal. The appraisals have mostly not been based on evidence gathered throughout the period of performance appraisal but is based on recent events and performance making it hard to monitor performance adequately. This study sought to explore the possibility to monitor performance adequately, through the use appropriate appraisal strategies.

Luthans (2011), from his studies cited inadequate quantitative and qualitative testing and evaluation of performance appraisal strategies, with regard to their use in different organizations. He noted that several approaches were theoretical and most studies on performance appraisal strategies have been based on imaginary accounts, with no basis on any empirical literature. Jumbe (2015) investigated the influence of performance appraisal strategies on the delivery of public services in Tanzania; Mwema & Gachunga (2014) studied the influence of performance appraisal on employees' productivity in selected WHO offices in Kenya. There is no reported inquiry into the influence of performance appraisal strategies on the delivery of public services in NYS technical and vocational schools, hence this study.

2.1.5 Aligning Performance to Rewards

Reward plays a pivotal role in encouraging employee loyalty, motivating them to perform assigned tasks and reducing employee turnover. Studies have proved over time that, pay is an important organizational reward capable of positively reinforcing people. Carefully designed reward systems that are in line with the organizational strategies, positively influence individual,

team and organizational performance, as Luthans (2011), puts it; money shapes and influences employees behavior and attitudes and therefore important in employees retention (Luthans, 2011). In most cases organizations reward top level managers only leaving out the rest of the team. The value of reward in motivating employees cannot be underestimated and should not restricted to a certain group of people, it is important for organizations to use rewards not only to motivate the top level managers but rather everyone in the organization in order to improve the overall organization's performance.

Shoaib, Noor, Tirmizi, & Bashir (2009) recognize that employees' perception of the value the organization assigns to them is determined by the employee rewards. The quality of employees' work is also measured by their work attitude and personal rewards they get from that work. Effective performance appraisal not only increase employee commitment but also ensures there is high retention rate in organizations. There is an employee's individual concern also over his/her performance with the awareness that the future reward will be based on performance. Employers need to design a good reward package that will make them the employers of choice.

Armstrong (2014) noted that reward management involves coming up with strategies and policies to fairly, equitably and constantly reward employees for their work. It is concerned with effective design, implementation and management of reward practices, procedures and processes aimed at promoting quality individual, team, and organizational performance. Organizations differ in many ways ranging from size to purpose among other characteristics, and for various organizations to enjoy the benefits of reward systems; they ought to set up reward systems that are anchored on specific guiding principles and beliefs that resonate with the organization's values. Unfairly conducted appraisal can result to high employee turnover, Hodgetts & Hegar (2000). Performance based rewards are associated with effective delivery of public services.

Shoaib *et al* (2009) added that employers should come up with appropriate strategies that will ensure a reliable reward process based on employee performance. The traditional appraisal method has not been successful in the modern government due to the dynamics of business environment. This study therefore seeks to provide knowledge to administrators and managers on the adoption of appropriate reward systems that are considered favourable by both the employers and employees. When employees are appreciated, they get satisfaction from their

work which can boost their level of motivation, engagement and commitment to perform their duties well.

2.2 Theoretical Framework/Conceptual Framework

2.2.1 Theoretical Framework

This section presented the theoretical foundations of performance appraisal strategies. Two theories were considered in this study which included: the goal setting theory and the expectancy theory.

2.2.1.1 Goal Setting Theory

This study was grounded on Edwin Locke's Goal-Setting Theory proposed in 1976. The goal setting theory proposes that clear goals and appropriate feedback, motivate employees and contribute to excellence in performance. The reason behind this is that, employees' efforts and energies will be geared towards a common direction. When the goals have not been achieved, the employees will work hard to realize the set goals (Robbins & Coulter, 2010). The theory further, states that, goals which are specific and challenging result to higher performance standards by both individuals and groups, than vague and easy goals. The goals can also be revised if the goals set were either too high to be realized or too low and so easy to be met (Macrothink, 2012).

The other assumption of goal setting theory is that, employees are motivated when they are involved in setting targets because it gives them a sense of acceptance and appreciation. This good feeling creates and sustains target driven behavior, up to the time an employee no longer feels the need to pursue the set target. The employee's level of motivation is hugely determined by the type of the set targets. When there is an employee participation in setting of organization goals, their commitment improves (Robbins & Coulter, 2010). The theory is basically embedded on cognition without taking into account the individuals subconscious actions providing weakness to the goal setting theory. The other weakness of the theory is the fact that, in the absence of proper management techniques, the effectiveness of the theory can be subverted.

It is in light of Locke's findings that this study sought to advance the argument that it is possible to improve performance in the Public sector through setting of performance targets and

monitoring performance. Public institutions should begin appraisal process by setting Performance targets through consultations between the designated appraiser and appraisee in this case the public servants in performance planning discussions. The targets set should be specific and challenging because they provide direction to the public servants and at the same time encourage them to increase the effort and devise better methods to help in achieving set targets. The set targets should be based on job analysis, and the objectives should be well known to both public servants. This should aid in developing clear instructions for measuring the quality of work performed by the public servants. Coupled with proper planning, this can lead to greater efficiency and effectiveness given that the public servants will be able to focus material resources, time and expertise towards achieving the results agreed upon to be demonstrated at the end of the appraisal period. When employees are involved in setting the goals, they embrace the set goals and become more committed towards realizing them (Macrothink, 2012).

The Goal Setting theory lays emphasis on appropriate feedback too, owing to fact that, sometimes goals may not be achieved for various reasons (Robbins & Coulter, 2010). Public servants' progress should be monitored regularly by evaluating performance against set targets and actions plans to establish if they are on track. In case of any disparities, corrective action can be taken to repair the performance deficiencies well in time before disaster strikes. Monitoring the performance of public servants also presents an opportunity to revise targets which were either too low or too high to targets that create job satisfaction, which increase organizational commitment and ultimately putting public servants back on track to better performance. These foster transparency and accountability too in public service delivery in that, the public servants are able to trace work records and will be able to explain how resources were used hence aiding quality delivery of public services. Bozhart, Bektas, Ahmed, Kora and Yortkoru (2017), noted that, employees realization of the set goals creates job satisfaction, which increases organizational commitment and ultimately better performance. However, Expectancy theory does not adequately capture the concept of reward, which is one of the strategies under investigation in this study necessitating a second theory.

2.2.1.2 Expectancy Theory

Victor Vroom came up with expectancy theory in 1964. Expectancy theory captures well the concept of reward which is one of the performance appraisal strategies in this study, not well

captured by the goal setting theory. It is based on the fact that a certain level of service delivery depends on the effort put into it (expectancy). Vroom's other assumption was that employees actions are shaped by expectations that, what they do will attract an expected positive result (Evans & Tourish, 2017). Vroom's othe r assumption was that, employees change and adjust their behavior based on their set goals and the benefits to be accrued (instrumentality). The expectancy theory further indicates that, the reward that an employee perceives to be satisfactory (valence) is dictated by the difference between the amount the employee receives after the performance and the amount the employee feels he/she should receive from the work (Cole, 2009). One of the limitations of this theory is that it portrays individuals as people without values and are only driven to perform by the expected benefits. The other weakness of the theory is the limited application in the sense that, reward does not directly correlate to performance in most organizations. In addition to performance, most organizations base reward on other considerations such as academic qualification, experience, position, what colleagues earn among others.

The core of Vroom's theory is the mental processes about choice; which implies that public servants consciously choose among actions that can yield results. Their actions are shaped by expectations that a certain effort can lead to desired results. The public servants are able put more effort if the expected performance is high. When the public servants achieve the intended performance, they expect some form of reward, which the employer who is the government should be able to give inform of promotion, training or salary review. The reward given to the public servant motivates them if it is perceived to match up the performance. The employer should therefore, strive to give public servants rewards that are commensurate to the work done in order to increase their motivation.

 The motivated public servants therefore, should be able to uphold integrity and accountability, they should be efficient and effective and responsive to the citizens needs in their work. Organizations according to expectancy theory should give rewards and incentives based on employees' performance as dictated by the appraisal reports (Mathibe, 2008).

2.2.2 Conceptual Framework

This is a concise description of the case under study accompanied by a pictorial representation of the major variables of the study (Mugenda & Mugenda, 2013). It is a set of principles that have been borrowed from relevant area of inquiry to further illustrate the subject under study.

Figure 2.1 Conceptual Framework

Independent Variables   **Dependent Variable**

Performance Targets

- Job analysis
- Quality
- Planning

Monitoring Performance

- Evaluating Performance
- Agreed Targets
- Action plans

Aligning Appraisal to Rewards

- Promotion
- Training
- Salary Review

Delivery of Public Services

- Efficiency
- Integrity and Accountability
- Responsiveness to the public needs
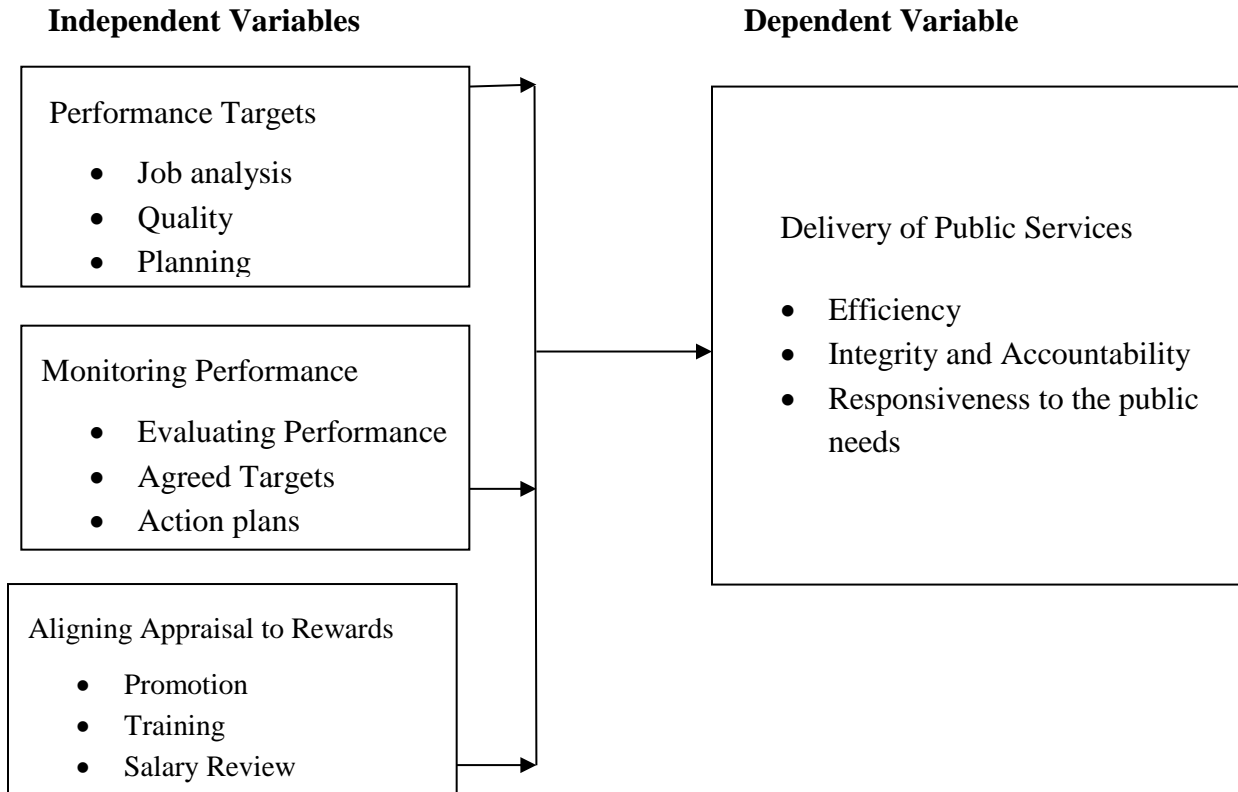
2.2.2.1 Performance Targets

Targets are indicators of organizational performance in terms of whether it is satisfactory or unsatisfactory. Armstrong (2005) argues that targets should be based on job analysis and specifically on job description and specifications. Targets are supposed to be clear objectives which are well known to both the employee and the appraiser so as to be able to develop clear instructions for appraisal measurement of the employee performance and proper planning process need to be carried out.

2.2.2.2 Monitoring Performance

Monitoring performance against set targets and actions plans establishes if the employees are on truck or not. In the case of any differences, corrective action can be taken to repair the performance deficiencies. Performance feedback is crucial when monitoring performance as it enable the employee to take appropriate measures to address the variances in performance.

2.2.2.3 Aligning Performance Appraisal to Rewards

There is a strong connection between employees' motivation and the quality and quantity of public services delivered. Reward has been classified as one of the hygiene factor – which does not satisfy but prevent employees' dissatisfaction. In reality employee rewards is the main motivating factor and the employees performance and the delivery of public services is largely determined by the organizations reward system. Employee's performance appraisal ought to contribute to better rewards for improved performance.

2.2.2.4 Delivery of Public Services

Governments worldwide persistently seek to be economically stable. This stability in most cases is measured in terms of the living standards of the citizens. It is therefore, the government's responsibility to ensure that social amenities that improve lives are made available to the citizens. The enhanced delivery of public services to Kenyan citizens and superior productivity are important tenets in realization of Kenya Vision 2030. Performance appraisal strategies are therefore, the way to go towards the achievement of this noble idea. Chapter 6 of the Kenya Constitution 2010 stipulates the conduct of a state officer in terms of leadership and integrity in the provision of public services. Public servants should be of high integrity and accountable to their decisions and actions when serving the citizens. The citizens' needs should be adequately addressed through ensuring their participation in decision making concerning provision of services.

3.1 Introduction

Analysis of the views collected from the field using the questionnaires were reported in this chapter. Data that was collected was subjected to analysis using frequency distribution and inferential statistics. The a fore mentioned analysis was presented in form of tables, pie charts, and histograms. which aided the interpretation of the findings in relation to the research objectives. The analysis and discussios of the findings in relation to the objectives sought to answer the research questions, formulated to establish the influence of performance appraisal strategies on delivery of public services.

3.2 Presentation of Findings

3.2.1 Response Rate

Table 3.1 Response Rate

Category	Respondents	Percentage
Response	51	91
Non-Response	5	9
Total	**56**	**100**

Source: Author (2019)

Figure 3.1 Response Rate
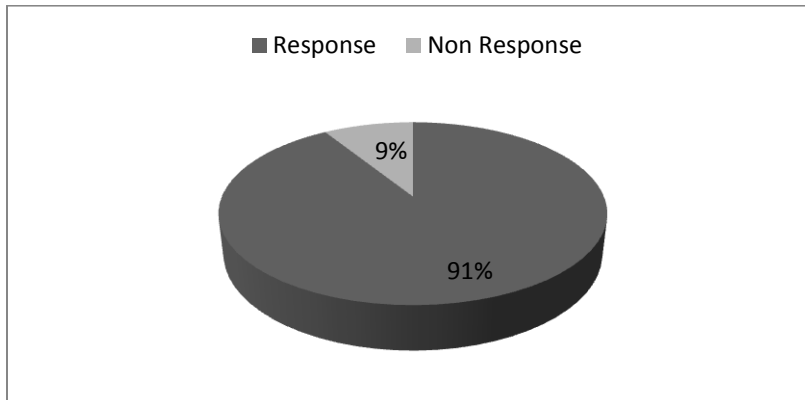
Source: Author (2019)

Table 3.1 and figure 3.1 were adopted to help in summarization of responses for establishing the returned and non returned questionnaires. The study targeted 56 respondents. In response, 51 duly filled questionares were returned to the researcher by the targeted respondents with only 5 questionnaires not returned. The response which was at 91% was considered adequate for analysis, and was attribute to the repeated visisits to the various institutes that participated in the survey by the researcher, to ensure the participants brought back the filled questionnaires. High response rate can be realised by conducting several follow-ups on respondents (Kombo and Tromp, 2010).

3.3 Demographic Information

3.3.1 Gender of the Respondents

Table 3.2 Gender of the Respondents

Category	Respondents	Percentage
Male	36	71
Female	15	29
Total	**51**	**100**

Source: Author (2019)

Figure 3.2: Gender of the Respondents
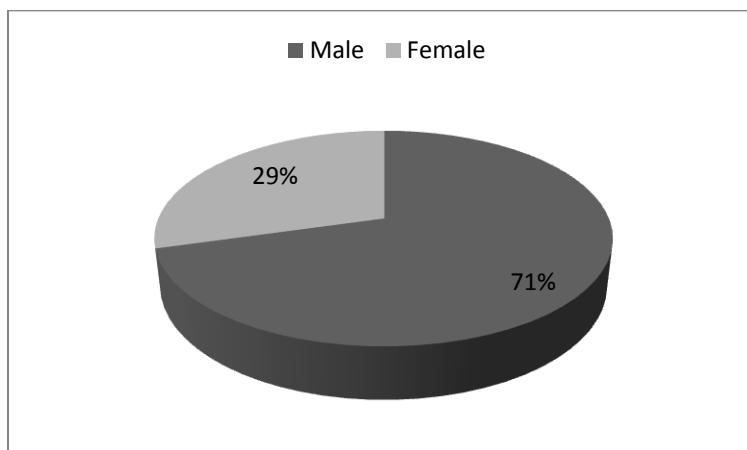
Source: Author (2019)

The male and female participants were 36 and 15 respectively as per the findings shown in table 3.2. This represented 71% of respondents being male while 29% were females as shown in figure 3.2. The findings imply that there are more men than women in NYS Technical and Vocational Trainig institutes. According to Luthans (2011) there should be equity in employees' selection based on gender.

3.3.2 Age of the Respondents

Table 3.3 Age of the Respondents

Category	Respondents	Percentage
18 – 20 Years	00	0
21 – 30 Years	02	4
31 – 40 Years	25	49
41– 50 Years	18	35
Over 50 Years	06	12
Total	**51**	**100**

Source: Author (2019)

Figure 3.3: Age of the Respondents
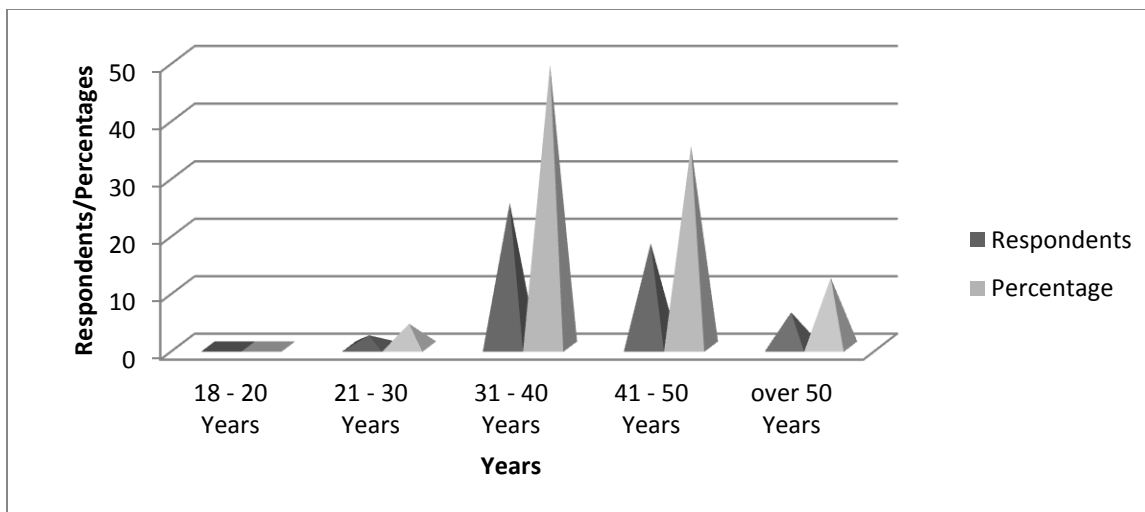
Source: Author (2019)

According to the findings regarding the respondents' age in table 3.3 and figure 3.3, the respondents were divided into 5 different age brackets with each having a difference of 10 years from the preceding one. From the findings, none of the people who participated in the survey belonged to the first age bracket of between 18 to 20 years of age. However, 4% of the respondents comprised of prticipants from the second age bracket of 21 to 30 years, 49% prticipants were from the third age bracket of 31 to 40 years, 35% of the respondents were people from the fourth age bracket of 41 to 50 years, with only 12% of the respondents in the fifth and the last age bracket of over 50 years. This indicated that most employees working in the institutes were between the ages of 31 – 50 years. This could be probably because of their experience in academic industry over the young generation. Heterogeneity of age among employees is associated with productivity outcomes (Luthans, 2011).

3.3.3 Duration of Service in the Institute

Table 3.4 Duration of Service of Respondents in the Institute

Category	Respondents	Percentage
Less Than 5 Years	4	8
6 – 10 Years	28	55
11 – 20 Years	14	27
20 Years and Above	5	10
Total	**51**	**100**

Source: Author (2019)

Figure 3.4 Duration of Service of Respondents in the Institute
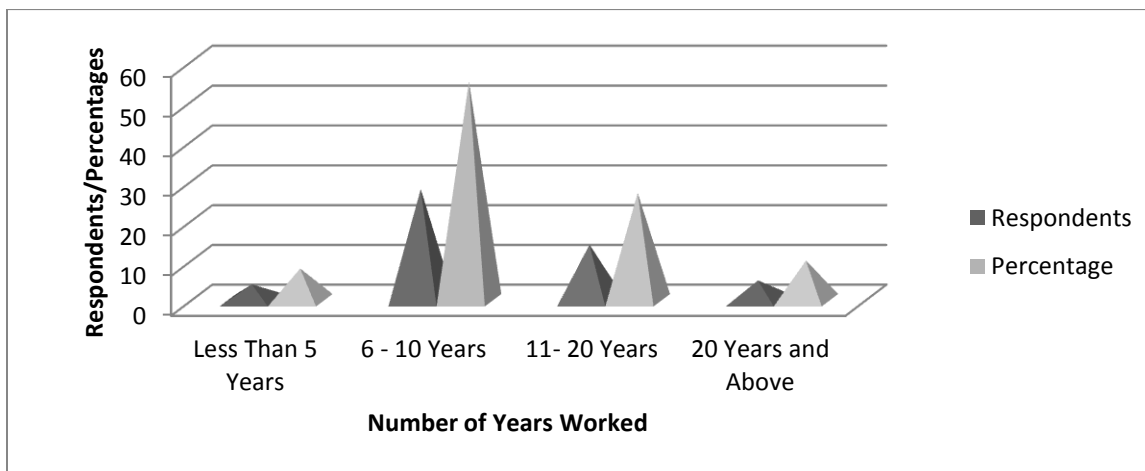
Source: Author (2019)

The period of time spent by the respondendents working in their respective institutes in NYS ,was put in classes as shown in table and figure 3.4. Majority of them at 55% had worked for a period of 6 to 10 years, 27% having served for a period of 11 to 20 years, 8% having served for less than 5 years and 5% had served for over 20 years in their respective institutes. The highest percentage of employees had worked in the institutes for a period of between 6 to 10 years meaning that most employees were recently employed and were in their most productive age. Most of the employees also had working experience of more than 5 years which was helpful in ensuring that accurate and reliable data for the study was provided.

3.3.4 Level of Education

Table 3.5 Level of Education

Category	Respondents	Percentage
Certificate	4	8
Diploma	12	24
Degree	22	43
Masters	10	20
Others	02	5
Total	**51**	**100**

Source: Author (2019)

Figure 3.5: Level of Education
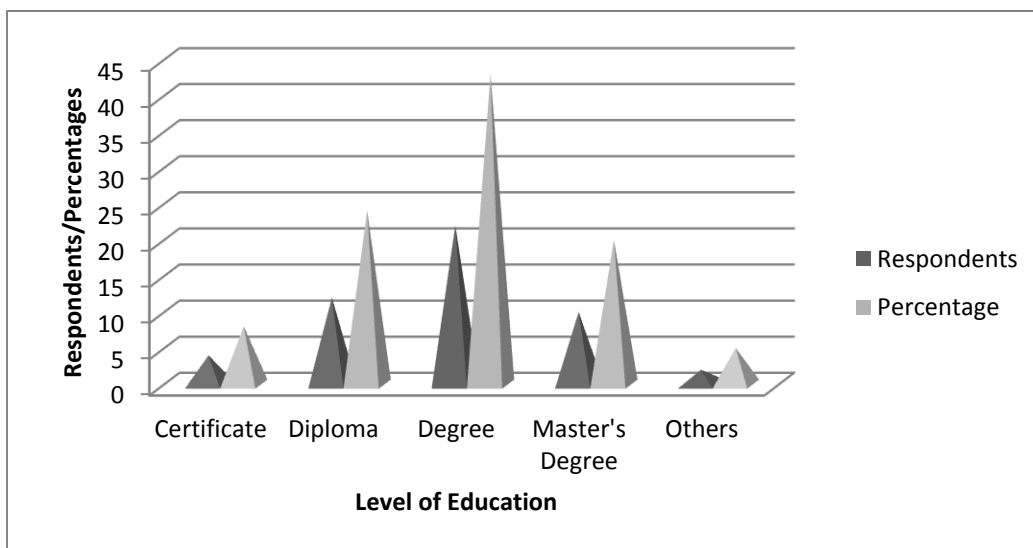
Source: Author (2019)

The study sought to find out respondents' academic qualifications. Table 3.5 and Figure 3.5 reveals that 8% of the respondents were certificate holders, 24% of the respondents had a diploma, 43% of the respondents were degree holders while only 20% were Master's degree holders, and 5% had other qualifications. The level of education is a good indicator that respondents who were filling the questionnaires, had sufficient knowledge to respond to the questions probing the the subject under study.

3.3.5 Respondents Work Station

Table 3.6 Respondents Work Station

Category	Respondents	Percentage
NYS Institute of Business Studies (NYS IBS)	16	31
NYS Engineering Institute (NYS EI)	15	29
NYS Craft Engineering Institute (NYS CEI)	15	29
NYS Garment Making Institute (NYS GMI)	6	11
Total	**51**	**100**

Source: Author (2019)

Figure 3.6: Respondents Work Station
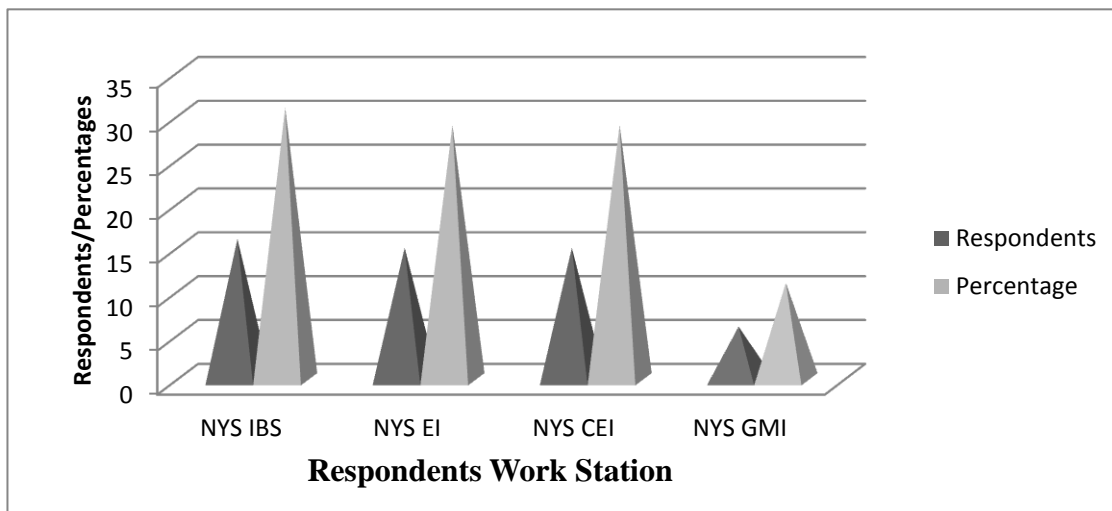
Source: Author (2019)

On the subject of the respondents work station, Table 3.6 and Figure 3.6 revealed that 31% of the respondents worked in NYS Institute of Business Studies (NYS IBS), 29% of the respondents worked in NYS Engeneering Institute (NYS EI), 29% of the respondents worked in Craft Engineering Institute, while only 11% of the respondents worked in NYS Garment Making Istitute.   The various Institutes in NYS is a clearly showed the diversity of courses offered in NYS Technical and Vocational Training Istititutes.   This diversity was a good indicator that respondents had a rich information background to contribute to this study which focussed on the influence of performance appraisal strategies on delivery of public services. According to Robbins & Coulter (2010) a heterogenius group tends to provide more reliable information, because of their different approaches to issues.

3.4 Performance Appraisal and Public Service Delivery

3.4.1 Setting of Performance Targets

The first objective sought to address the question on whether performance targets influenced public service delivery within the four NYS Vocational and Technical Training Institutes. The responses were obtained from the participants regarding performance targets using closed ended statements. The statements ranged from the importance of performance appraisal targets for employees in the institutes, the need to bring on board both the supervisor and the employee for consultations during targets setting, need for the targets to be in line with the job description and job specifications in the institute, the importance of setting specific targets that are not ambiguous; targets that can be measured at the end of the set appraisal period; attainable targets which are not considered too difficult; realistic targets given material and time resources available, to whether performance targets enhanced efficiency in the institute, to whether targets enhanced integrity and accountability in the institute, to whether performance targets enhanced responsiveness to the needs of the public. The findings were as illustrated in Table 3.7 on the next page:

Table 3.7 Influence of Setting Performance Targets on the Delivery of Public Services

Statement	Freq	SA	A	D	SD	UN	Total
It is important to set performance appraisal targets for employees in your institute		35	15	1	0	0	51
	%	69	29	2	0	0	100
There is need for consultations between the appraisee (employee) and the appraiser (supervisor) when setting targets to be met in your institute		38	12	1	0	0	51
	%	75	24	1	0	0	100
It is necessary for the targets to be in line with the job description and job specifications in your institute		35	8	8	0	0	51
	%	69	16	15	0	0	100
The targets set in your institute need to meet SMART criteria - Specific, Measurable, Achievable, Relevant and Time Bound		40	8	3	0	0	51
	%	78	16	6	0	0	100
Setting of performance appraisal targets can enhance efficiency in your institute		30	18	1	1	1	51
	%	59	35	2	2	2	100
Setting of performance appraisal targets can enhance integrity and accountability in your institute		28	22	0	0	1	51
	%	55	43	0	0	2	100
Setting of performance appraisal targets enhances responsiveness to the needs of the public		25	23	2	1	0	51
	%	49	45	4	2	0	100

SA – Strongly Agree A – Agree D – Disagree SD – Strongly Disagree UN – Undecided

Source: Author (2019)

The respondents views regarding the subject of setting performance targets influencing the quality of public services, within NYS Vocational and Technical Institutes varied as indicated in the table 3.7 above. The assessment of whether it is important to set performance appraisal targets for the employees in the institute 69% strongly agreed, 29% agreed while 2% disagreed. On the need for discussions and consensus when formulating targets,by both parties in this case the appraisee (employee) together with his/her appraiser (supervisor), 75% strongly agreed, 24% agreed and only 1% disagreed.

For the case of whether it is necessary for the targets to be in line with the job description and job specifications in the institute, 69% strongly agreed, 16% agreed while 15% disagreed. The statement on whether the targets set met SMART criteria 78% strongly agreed, 16% agreed and only 6% disagreed.   On whether setting of performance appraisal targets can enhance integrity and accountability in your institute, 55% strongly agreed, 43% agreed while 2% neither agreed nor disagreed. On whether setting of performance appraisal targets enhances responsiveness to the needs of the public, 49%   strongly agreed, 45% agreed, 4% disagreeing and 2% strongly disagreeing.

Based on the responses, over 90% of the respondents agreed on the criteria of setting performance targets and confirmed that performance targets enhance public service delivery. The study therefore, found out that setting performance targets   influenced the quality of public services offered in public institution. This is supported by Mauya (2015) who asserts that performance targets are important management aspects which serve as standards through which performance is often assessed.   Performance appraisal targets largely determine career advancement, promotion decisions and bonuses to motivated public service delivery. Clearly defined ojectives that can quatify performance were considered important in evaluation of employees'performance. In addition, involving employees in setting performance targets boosts their levels of motivation to accomplish assigned tasks by devising alternative ways of doing it.

Well Set targets accelerate employee performance. Choon and Patrick (2016), emphasize the importance of prompt communication of expectations, roles and responsibilities through feedback, in improving the supervisor as well as employees effectiveness. Lack of performance appraisal targets keeps employees in the dark over what is expected, work ineffectively without direction and knowledge.

Table 3.8 Whether There Has Been Setting of Performance Targets in the Institute

Category	Respondents	Percentage
Yes	39	76
No	12	24
Total	**51**	**100**

Source: Author (2019)

Figure 3.8 Whether There Has Been Setting of Performance Targets in the Institute
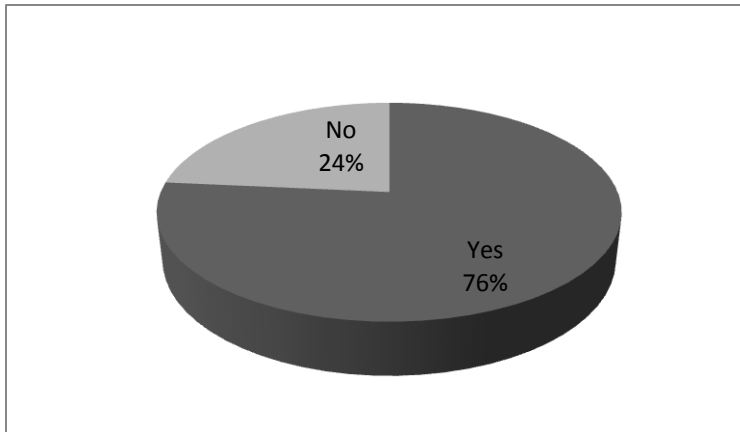
Source: Author (2018)

Table 3.8 and figure 3.8 represented the findings on whether there has been setting of performance targets in the institute.   In the findings shown 76% of respondents confirmed that performance targets were set in institutes, while 24% of the respondents said that performance targets were not set. It was interpreted using the majority of the respondents that NYS institutes had performance targets that the employees needed to achieve. The target setting should be a strategic process by organizations through establishing the baseline, choosing the correct path to use and identifying the time frame (Muchohi, 2014)

Table 3.9 The Rating of Efficiency in the Institute

Category	Respondents	Percentage
Excellent	11	21
Good	33	65
Average	6	12
Poor	1	02
Total	**51**	**100**

Source: Author (2019)

Figure 3.9 The Rating of Efficiency in the Institute
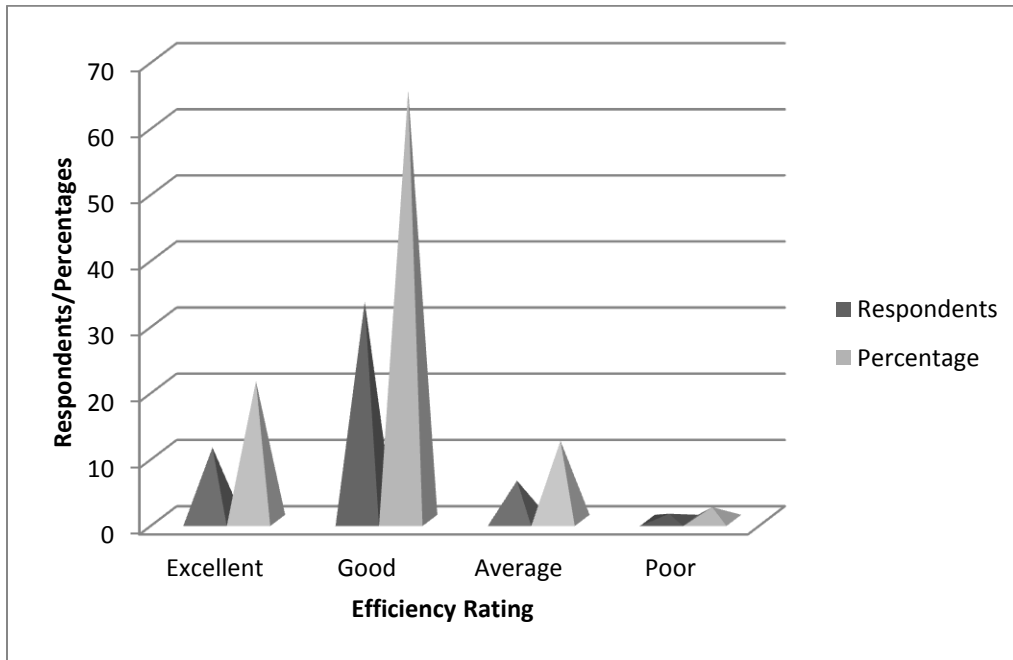
In the presentations as shown in Table 3.9 and Figure 3.9, the findings were based on rating of efficiency as a result of setting the performance targets. According to the findings provided 21% rated excellent, 65% rated good, 12% rated average and only 2% rated poor. As majority of the respondents noted, efficiency rating was good as a result of setting the performance targets, hence confirming the mutual relationship between setting the performance targets and efficiency within the institutes.

4.4.2 Monitoring Performance

The second objective sought to address the question on whether monitoring performance influenced public service delivery within the four NYS Vocational and Technical Training Institutes. The responses were obtained from the participants regarding performance monitoring using closed ended statements. Statements ranged from the need of monitoring employees performance in the institute, whether monitoring of employees performance in the institute is based on agreed targets, the need to adequately address performance gaps based on the epected and actual performance in the institute, to whether monitoring of employees performance enhanced efficiency of employees, monitoring performance enhancing integrity and

accountability in the institute and whether monitoring performance enhanced responsiveness to the needs of the public. The findings were discussed below as per the responses from the respondents.

Table 3.10 Influence of Monitoring Performance on the Delivery of Public Services

Statement	Fre	SA	A	D	SA	UN	Total
There is need for monitoring of employees performance in the institute		34	15	2	0	0	51
	%	67	29	4	0	0	100
Monitoring of employees performance in the institute is based on the agreed targets		35	14	1	1	0	51
	%	69	27	2	2	0	100
The variance between the expected results and the performance in your institute ought to be adequately addressed		28	20	2	1	0	51
	%	55	39	4	2	0	100
Monitoring performance in the institute can enhance efficiency of employees		30	19	1	0	1	51
	%	59	37	2	0	2	100
Monitoring performance in the institute can enhance integrity and accountability of employees		27	22	1	1	0	51
	%	53	43	2	2	0	100
Monitoring performance in the institute can enhance responsiveness to the needs of the public		27	23	1	0	0	51
	%	53	45	2	0	0	100

SA – Strongly Agree A – Agree D – Disagree SD – Strongly Disagree UN – Undecided

Source: Author (2019)

The respondents views regarding the subject of monitoring performance influencing the quality of public services, within NYS Vocational and Technical Institutes varied as indicated in the table 3.10 above. On the need for monitoring of employees performance in the institute, 67% strongly agreed, 29% agreed while only 4% disagreed. The respondents response on whether monitoring of employees performance was based on agreed targets, 69% strongly agreed, 27% agreed, 2% disagreed and 2% strongly disagreed. The statement on the need to adequately

address the variance between the expected results and the performance of the institute, 55% strongly agreed, 39% agreed, 4% disagreed, while 2% strongly disagreed. For the case of whether monitoring of performance in the institute can enhance efficiency of employees, 59% strongly agreed, 37% agreed, 2% disagreed and 2% neither agreed nor disagreed. On whether monitoring of performance in the institute can enhance integrity and accountability of employees, 53% strongly agreed, 43% agreed, 2% disagreed and 2% strongly disagreed. The last statement on whether monitoring of performance in the institute can enhance the responsiveness to the needs of the public had the following responses, 53% strongly agreed, 45% agreed and only 2% disagreed.

From the findings, majority of the respondents at 96% agreed on how performance should be monitored and concurred that monitoring performance resulted to enhanced public service delivery. The findings clearly demonstrated that monitoring performance influences public service delivery in NYS. These findings relate well with Burgess, Propper & Wilson (2002) who argue that performance monitoring does work. Performance monitoring fosters better relations as well as improves efficiency and accountability in the public sector. Performance monitoring is associated with improved outcome in terms of better quality and reduced costs in the public service delivery. There need to be agreed targets to be used when monitoring employees performance for it to be effective and discourage manipulation by those being monitored. According to Ndubai (2016) performance monitoring does not only determine what has happened but is also a way of getting employees to act in a way that will bring the desired effects.

Table 3.11 Whether There Has Been Monitoring of Employees Performance in NYS Institutes.

Category	Respondents	Percentage
Yes	42	82
No	09	18
Total	**51**	**100**

Source: Author (2019

Figure 3.11 Whether There Has Been Monitoring of Performance in NYS Institutes.
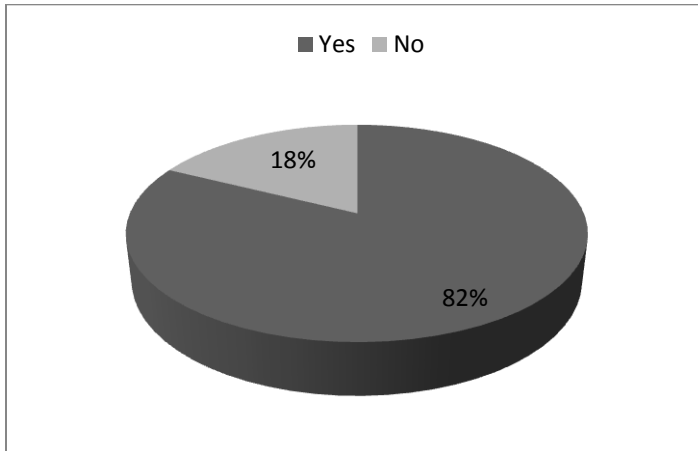
Source: Author (2019)

Table 3.11 and figure 3.11 represented various responses on whether there has been monitoring of performance in NYS Institutes. The findings revealed that a total of 82% of respondents affirmed that there was monitoring of performance in NYS Institutes. However 18% were of the opinion that there was no monitoring of performance in NYS Institutes. This response confirmed that performance of employees was continuously being monitored. Therefore, monitoring employees performance positively influenced the delivery of public services.

Table 3.12 The Rating of Integrity and Accountability in the Institute

Category	Respondents	Percentage
Very High	17	33
High	30	59
Average	04	08
Low	00	00
Total	**51**	**100**

Source: Author (2019)

Figure 3.12 The Rating of Integrity and Accountability in the Institute
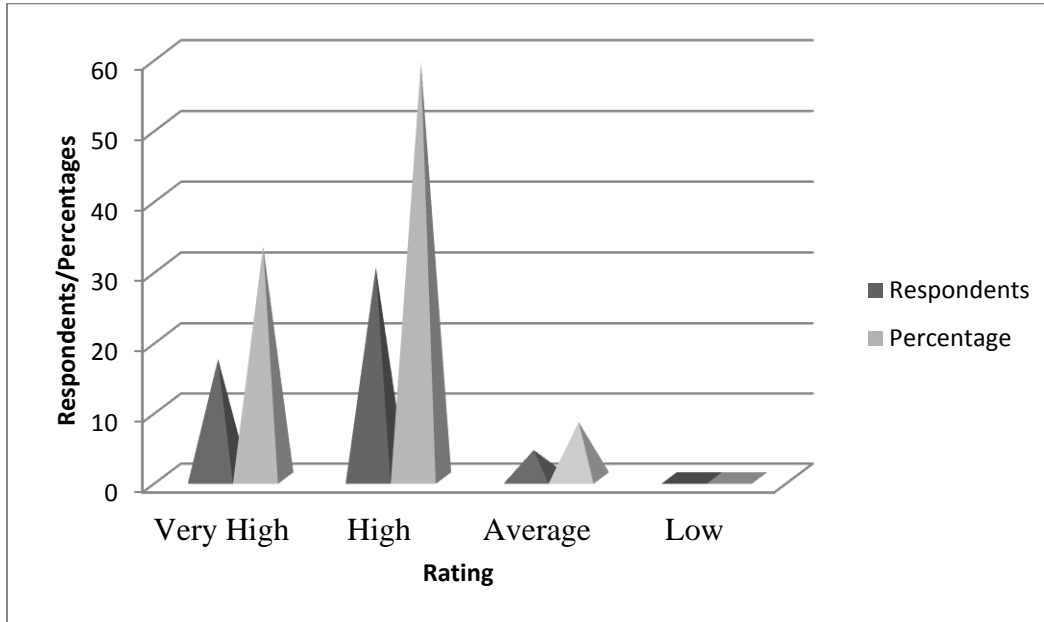
Table 3.12 and figure 3.12 provided study findings of how integrity and accountability within the institutes was rated, with regard to public service delivery. From the analysis it was established that 33% of respondents rated the level of integrity and accountability to be very high, 59% of respondents opined the integrity and accountability to be high, whereas 08% of respondents noted that the level of integrity and accountability was average. This confirmed that majority of respondents rated highly, implying that monitoring of performance leads to more integrity and accountability among employees in the institutes.

3.4.3 Aligning Performance Appraisal to Rewards

The third objective sought to address the question on whether performance based rewards influenced public service delivery within the four NYS Vocational and Technical Training Institutes. The responses were obtained from the participants regarding performance based rewards using closed ended statements. The statements ranged from the need to reward employees in the institutes based on their appraisal reports, the need for pegging promotions of employees in the institute to performance, the need to review and determine salaries as dictated by appraisal results, whether rewards can enhance efficiency among employees in the institute, to whether rewards can enhance integrity and accountability in the institute and to whether

rewards can enhance effectiveness in the institutes. The responses were discussed as answered by the questionnaires in the table 3.13.

Table 3.13 The Influence of Aligning Performance Appraisal to Rewards in NYS Institutes to the Delivery of Public Services.

Statement	Freq	SA	A	D	SD	UN	Total
Performance appraisal need to be the basis for rewarding employees in the institute.		29	15	5	2	0	51
	%	57	29	10	4	0	100
Performance appraisal should be the basis for promotion of employees in the institute.		27	18	4	1	1	51
	%	53	35	8	2	2	100
Performance appraisal needs to be a determinant in employees salary review in the institute.		25	23	2	0	1	51
	%	49	45	4	0	2	100
Rewards as a result of performance appraisal can contribute to efficiency in the institute.		28	16	6	1	0	51
	%	55	31	12	2	0	100
Rewards as a result of performance appraisal can contribute to integrity and accountability of employees in your institute		32	16	2	0	1	51
	%	63	31	4	0	2	100
Rewards as a result of performance appraisal can contribute to responsiveness to needs of the public in the institute.		28	21	1	1	0	51
	%	55	41	2	2	0	100
Performance appraisal needs to be a determinant in career development in the institute		30	13	4	2	2	51
	%	59	25	8	4	4	100

SA – Strongly Agree A – Agree D – Disagree SD – Strongly Disagree UN – Undecided

Source: Author (2019)

The views recived varied from one respondent to the other. On the need of rewarding employees in the institute on the basis of performance appraisal, those who strongly agreed stood at 57% , those who agreed stood at 29% , those who disagreed at 10% and those who strongly disagreed were only at 4%. The statement of basing promotion to appraisal reports in the institutes had in its favour strongly agreed at 53%, agreed at 35% and against it those who disagreed were at 8% while those that strongly disagreed were at 2%. The other 2% were undecided. For the case of employees salary review in the institute being determined by performance appraisal, at 49% were

the respondents who strongly agreed, with 45% agreeing, 4% disagreeing and 2% undecided. The statement on whether rewards can enhance efficiency of employees in the institutes, those who strongly disagreed were 55% ,those who agreed were 31%, 12% disagreed while 2% strongly disagreed and.

 For the case of whether rewards enhance integrity and accountability among employees working inNYS, 63% expressed strong agreement, 31% agreeing, 4% disagreed and only 2% were undecided. The statement on whether rewards as a result of performance appraisal contribute to responsiveness to the needs of the public in the institute, 55% strongly agreed, 41% agreed, 2% disagreed, 2% strongly disagreed. The last statement on whether performance appraisal needs to be a determinant in career development in the institute, 59% of the respondents strongly agreed, 25% agreed, 8% disagreed, 4% strongly disagreed and only 4% were undecided.

 A considerable number of more than 90% of the respondents agreed on the criteria of rewarding employees and also agreed that rewards as a result of performance positively influence public service. The study therefore established that aligning performance to rewards does influence public service delivery. Alligning performance to rewards enhances employees contribution to the organization. According to Republic of Kenya (2016) the implementation of rewards need to be based on performance appraisal and be guided by performance standards. The effectiveness of public service heavily relies on a working human resource management system, that is supported by development policies coupled with appropriate strategies that are able to attract, grow and retain talent. This agrees with the findings that performance appraisal reports need to be the basis for promotion, career development and salary reviews.

The objective of the rewards based on performance appraisal is to ensure high levels of staff motivation on a sustainable basis, encourage excellence, discourage medioccracy and address poor performance. Rewards prove to be a tool to increase performance and change behaviour in dissatisfied employees. Organizations should take employees as an asset and through them the whole organization comes to life. Mehmood S., Ramzan M. & Akbar M. (2013) points out that fair reward system can build job satisfaction, improve performance and lead to more efficiency, integrity and accountability and better response to the public needs.

Table 3.14 Whether Rewards are as a Result of Performance Appraisal in the Institute.

Category	Respondents	Percentage
Yes	20	39
No	31	61
Total	**51**	**100**

Source: Author (**2019**)

Figure 3.14 Whether Rewards are as a Result of Performance in the Institute.
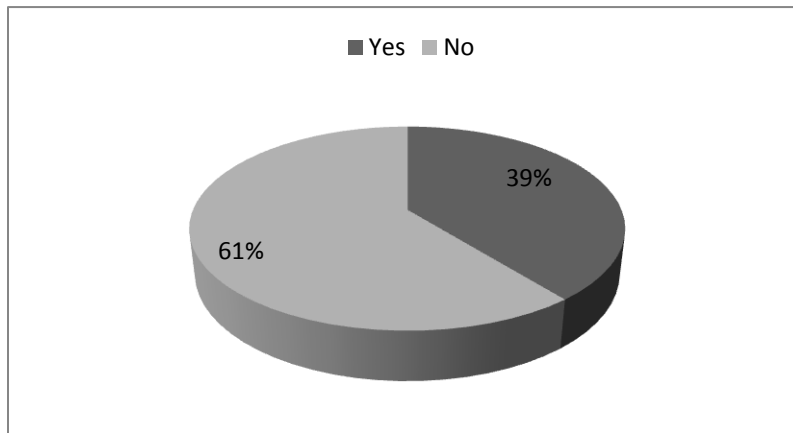
 Source: Author (**2019**)

Table 3.14 and figure 3.14 comprises of the study findings showing whether rewards are given on the basis of performance appraisal in the institutes. According to the response 39% indicated that rewards are given as a result of performance appraisal while 61% objected to the question of whether rewards are given on the basis of performance appraisal. Majority of respondents who participated clearly confirmed that rewards are not as a result of performance appraisal in the institute. This could either be true that indeed there are no rewards as a result of performance in the respective Institutes or the employees disregard government rewards.

Muchohi (2014) points out that direct and indirect rewards greatly influenced the delivery of public services. These findings were disputed by Kim (2011) who noted that in many countries, government employees have a general discontent with the rewards given in reference to their

performance. This situation generates distrust between management and workers, who feel that management inconsideration in reference to rewards is intentional.

Table 3.15 Rating of the Institute Responsiveness to the Public Needs

Category	Respondents	Percentage
Excellent	32	63
Good	15	29
Average	03	6
Poor	01	2
Total	51	100

Source: Author (2019)

Figure 3.15   Rating of the Institute Responsiveness to the Public Needs
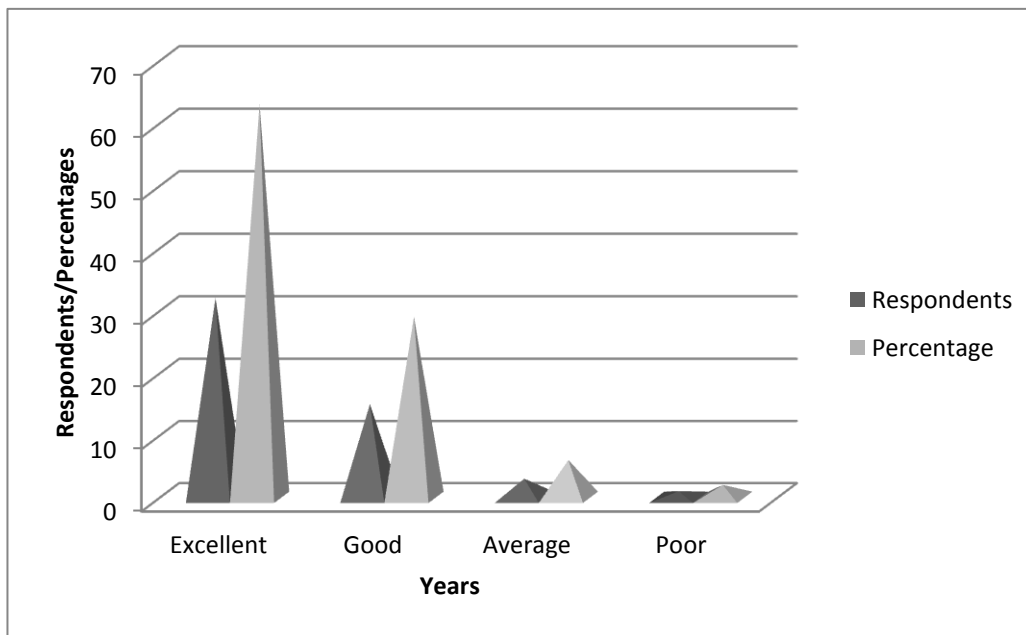
Source: Author (2019)

Table 3.15 and figure 3.15 showed the respondents ratings of the institute responsiveness to the public needs. In the findings a total of 63% of respondents felt that the institute responsiveness to the public needs was excellent, while 29% rated the institute responsiveness to the public needs to be good as 6% felt that institute responsiveness to the public needs to be average and only 2%

of the respondents felt that institute responsiveness to the public needs was poor. Although the findings revealead that there were no rewards as a result of performance in the institute, the employess responsiveness to the public need was rated excellent by majoriry of the respondent wit a score of 63% which implies that either the workers still strive to fullfill their mandate even in the absence of rewards or there is discontent with the rewards given by the government. Rewards systems need substantial improvements in order to build trust and confidence among employees and make them responsive to the public needs and make performance related rewards to be successful (Kim, 2011).

CHAPTER FOUR

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

4.1 Introduction

This chapter dealt with the summaries, conclusions derived from the study findings, suggestions for further research, and finally came up with recommendations based on the findings of the research study. The study's general objective was to find out how performance appraisal strategies influence delivery of public services in NYS Technical and Vocational training institutes.

4.2 Summary of the Findings

The general research objective of this study was to find out the influence of performance appraisal strategies on delivery of public services in NYS Technical and Vocational Training Institutes. Those that responded to the study were 51 respondents out of 56 issued questionnaires from different NYS Technical and Vocational Training Institutes which formed 91 percent of those who were selected by the researcher as a sample which was the actual number which was used for the analysis.

4.2.1 Influence of Performance Targets on the Delivery of Public Services

The general observation made according to the findings is that majority of the respondents strongly agreed that setting of performance appraisal targets influences delivery of public services. The assessment on the criteria for setting performance targets for employees which included: the need for consultations between the appraiser and the appraisee when setting the targets, the targets set being in line with job description and specification, the targets set meeting the SMART criteria and performance appraisal targets enhancing efficiency, integrity, accountability and responsiveness to the needs of the public, posted positive results. The rating of the efficiency in the institutes was also high indicating that setting performance targets highly influences the delivery of public services and in extention enables the attainment of organizational objectives and goals.

4.2.2 Influence of Monitoring Performance on the Delivery of Public Services

The study found out that monitoring of employees performance highly influences delivery of public services. The general observation from the findings was that majority of the respondents strongly agreed that monitoring employees performance is an important human resource practice that enhances performance. There was a general agreement from the findings that, there was need to monitor employees performance in the institute based on the agreed targets, there was need to bridge the variance between the expected results and the actual results if any. Majority of the respondents further confirmed that monitoring of employees performance in the institute would enhance efficiency, integrity, accountability and responsiveness to the needs of the public and hence promoting the quality of public services delivered.

4.2.3 The Influence of Rewards on the Delivery of Public Services.

According to the findings, performance appraisal should be the basis for rewarding employees in the institute. Most of the respondent agreed that, career advancement, employees promotions and salary review should be based on employee performance appraisal. Majority of the respondents were also in agreement that, rewards as a result of performance appraisal contribute to integrity,accountability, and responsiveness to the needs of the public. However, the study established that majority of respondents who participated clearly confirmed that rewards are not as a result of performance appraisal in the institutes. This clearly indicates that there could be other factors that influence rewards in the institute, apart from performance appraisal. The negative feedback could also indicate that the management was not committed to rewarding employees according to their performance.

4.3 Conclusions

The researcher drew the conclusions based on the research questions formulated in chapter one. The first question sought to establish if setting performance appraisal targets does influence delivery of public services in NYS Technical and Vocational Training Institute. The study concluded that setting performance appraisal targets has positive influence on the delivery of public services. There is indeed the need for consultations between the appraiser and the appraisee when setting performance appraisal targets. The targets set need to be specific, measurable, attainable, realistic and time bound. The study concluded that the targets that the

institutes need to set need to be based on employees job descriptions and specifications. The employees efficiency, integrity, accountability and the responsiveness to the needs of the public can be achieved through setting of appropriate appraisal targets coupled with the correct criteria,hence enhancing public service delivery.

The second question sought to establish if monitoring performance does influence delivery of public services in NYS Technical and Vocational Training Institute. The study concluded that there is a need for monitoring employees performance as it influences the delivery of public services in NYS Institutes. Monitoring of employees performance appraisal in the institute need to be based on agreed targets. The assessment results need to be used to bridge the difference between the set targets and the actual performance. The monitoring of employees performance need to be done regularly, the feedback should be immediate and the rating should always be fair. The employees performance monitoring was found to have positive influence on employees efficiency, integrity and accountability and the responsiveness to the need of the public.

The third and last question sought to establish if rewards influence delivery of public services in NYS Technical and Vocational Training Institute. From the findings rewards are considered a good source of motivation. Rewards given to the employees should be commensurate with performance appraisal results in NYS Technical and Vocational Training Institutes. The respondents indicated that performance appraisal should be the basis of career development, promotions and salary review. The rating of institute responsiveness to the public needs was excellent.The employees integrity and accountability, efficiency and the responsiveness to the needs of the public is largely influenced by rewards as a result of good performance.

4.4 Recommendations

4.4.1 Setting of Performance Targets

The study recommends that the management of NYS Technical and Vocational Training Institutes should consider to establish legal policy interventions for the adoption of appropriate criteria for setting performance appraisal targets. The performance targets need to be specific, measurable, achievable, realistic and time bound. The study further recommends that the management of the NYS Institutes need to involve employees when setting the targets so as to feel part of the process and also work towards realising them. The performance targets need also

to be in line with employees job descriptions and specifications. The performance appraisal targets need to ensure that employees are more efficient, are accountable and of high integrity and are responsive to the needs of public.

4.4.2 Monitoring of Employees Performance

There is need for the management at the NYS Training and Vocational Institutes to appropriately monitor employees performance in order to ensure better delivery of public services. The study recommends that monitoring of employees performance be based on agreed targets. It is further recommended that monitoring should be done regularly and timely feedback given to employees. The management in consultation with the employee, need to address the variance between the employees performance and the set targets by taking appropriate actions. The monitoring of performance should impact on employees performance by enhancing efficiency, integrity and accountability and responsiveness to the needs of the public.

4.4.3 Aligning Performance Appraisal to Rewards

Aligning performance appraisal to rewards was found to influence the delivery of public services greatly. The study therefore, recommends that the management at the NYS Technical and Vocational Training Institutes should considere aligning performance appraisal to rewards. The employees performance need to be the basis for rewarding employees in the institutes. Management of NYS Technical and Training Institutes should strive to ensure that, career development, salary review and promotions are based on employees performance. The question on whether rewards were a result of performance appraisal posted negative results. Thus, the management needs to review the reward systems in the istitutes if any such systems are in place. However, in the absence of such system, the study recommends establishment of a legal framework to put it in place. Rewards as a result of performance appraisal reports positively impact on the delivery of public services.

4.5 Suggestions for Further Research

The study on the influence of performance appraisal strategies on the delivery of public services in NYS Technical and Vocational Training Institutes concentrated on three independent variables which included setting of performance targets at 76% acceptance, monitoring of employees performance at 82% acceptance and the alignment of performance to rewards at 39% acceptance in the afore mentioned institutes. The researcher suggests that further studies should be done on aligning performance appraisal to rewards, in order to explore further on why it received negative response and its influence on the delivery of public services.

REFERENCES

Akinbowale, M. A., Jinabhai, D. C., & Lourens, M., E. (2014). The Impact of performance appraisal policy on employee performance – A Case Study of Guaranty Trust Bank in Nigeria. *Mediterranean Journal of Social Sciences. Vol 4*(14), 677- 686.

Anwar, S. (2005). Public Sector Governance and Accountability Series. Delivery of public services. *The World Bank International Bank for Reconstruction and Development.* The World Bank 1818 Street Washington DC.

Armstrong, M. (2005). *Human resource planning* (1st Edition). Personal Publishers.

Armstrong, M., & Taylor, S. (2014). *Armstrong's handbook of human resource management practice* (13th Edition). London: Kogan Page Limited.

Bozkurt, T., Bektas, F., Ahmed, M., Kora, V., & Yurtkoru, S. (2017). Application of goal setting theory. *Press Academia. Vol 3*,797 – 801.

Bray, J. H., & Maxwell, S., E. (2010). *Multivariate analysis of variance.* Beverly Hill C. A: Sage.

Burgessi, S., Propper, C., & Deborah, W. (2002) Does performance monitoring work? *A review of the evidence from the UK public sector CMPO working paper series No 02/49.*

Chege, N. (2010). *The public service update newsletter.Volume 2*, Jan – June 2010. Bi-annual magazine for the ministry of state for public service.

Choon, T. T., & Patrick, C., K. (2016) The impact of goal setting on employees effectiveness: Empirical Study of a High-Tech Company in Singapore. *Journal of Business & Economic Policy. Vol 3*(1).

Cole, G., A. (2009). *Organizational behaviour.* Great Britain: DP Publications.

Constitution of Kenya. (2010). Sessional Paper No. 10 of 1965: *African Socialism and its Application to Planning.* University of Nairobi Library.

Dessler, G. (2011). *Human Resource Management* (6th Edition). Pearson Ltd, London, Great Britain.

Hodgetts, R.M., & Hagar K.W. (2008). *Modern human relations at work.* (10th Ed.). USA: Thompson South-Western.

Jumbe, S. (2015). *The role of performance appraisal on service delivery.* The Open University of Tanzania.

Kamiti, R., K. (2014). *The Effects of performance appraisal system on civil servants motivation.* University of Nairobi.

Karimi, N., B. (2013). *The role of performance appraisal system on job performance in the Public Sector.* University of Nairobi.

Kenya Vision 2030. (2008) Vision 2030 Newsletter .*Vision 2030 Delivery Secretariat*.

Kim, P., S.(2011) *Performance management and performance appraisal in the public sector*. CEPA meeting. USA: Newyork.

Kombo, K., D., & Tromp, A., L. (2010) *Proposal and thesis writing: An Introduction.* Nairobi: Paulines Publication Africa.

Kothari, C., R. (2010). *Research methodology methods and techniques* (2nd Edition). K. K. Gupta – New Age International Limited.

Luthans, F. (2011). *Organizational behaviour* (12th Edition). New York: McGraw Hill International Edition.

Macrothink Institute (2012). Managing the Public Sector in Kenya: Reform and Transformation for Improved Performance. *Journal of Public Administration and Governance. Vol 2*(4).

Mathibe, I. (2008). Expectancy theory and its implications for employee motivation. *Academia Leadership: The Online Journal. Vol 6* (3).

Mauya, N., E. (2015). The importance of setting performance targets on service delivery in Performance Contracting at the Ministry of Tourism, Kenya: *Global Journal of Human Resource Management Vol 3* (5),1-8.

Michael, F. (2006). Performance and performance standards opinion. *NSPI Journal.*

Ministry of Public Service, Youth and Gender Affairs (2017). *Human resource planning and succession management strategy for the public service.*

Muchohi, G., Agnes. (2014*). Employee Perception of involvement in performance target setting in the department of Nairobi Metropolitan Development*. Ministry of Lands, Housing and Urban Development. Nairobi: University of Nairobi.

Mugenda, O., M., & Mugenda, A., G. (2003). *Using methods in the field: a practical introduction and casebook*. Walnut Creek, CA: AltaMira Press.

Mugenda, O., M., & Mugenda, A., G. (2013). *Research methods. Quantatative and qualitative approaches.* Nairobi. Acts Press.

Mullins, J., L., & Christy, G. (2016). *Management and organizational behaviour (11TH Edition).* Pearson Education Ltd, Harlow England.

Mutua, M., N. (2005). *Factors affecting performance appraisal in public service organizations in Kenya.* Kenyatta University.

Mwema, N., W., & Gachunga, H. G. (2014). The influence of performance appraisal on employee productivity in organizations: A case study of selected WHO offices in East Africa. *International Journal of Social Sciences and Entrepreneurship, vol* (11), 324-337.

Naylor, J. (2002). *Introduction to Operations Management* (Second Edition). Pearsons Education Limited, England.

Ndubai Ethan Richard (2016). Performance Contracting, Measurement and Public Service Delivery. Nairobi: University of Nairobi.

Orodho, A., J. (2014). *Essentials of Educational and Social Science Research Methods.* Mazola Publishers, Nairobi.

Orodho, A., J., & Kombo, D., K. (2010). *Research methods.* Nairobi: Kenyatta University, Institute of Open Learning.

Office of the President: Directorate of Personal Management (2002). *Guidelines on Deepening Ministerial Rationalization.* Nairobi: Government Printing Press.

Profile of National Youth Service. (2018,November,February).*Retrieved from http//www.nys.go.ke.*

Republic of Kenya. (2016). Public Service Commission. *Performance Rewards and Sanctions. Framework for the Public Service.* Government Printer, Nairobi.

Republic of Kenya (2006). Office of the President. *Public Service Reform and Developments Secretariat.*

Republic of Kenya. (2010b), *The Constitution of Kenya, 2010.* Nairobi: Republic of Kenya.

Republic of Kenya. (2011), *Kenya Vision 2030: First Medium Term Plan Update.* Nairobi: Republic of Kenya.

Republic of Kenya. (2013). *Sector plan for public sector reforms 2013 – 2017.* Ministry of Transport and Infrastructure. Works Building: Ngong Road.

Robbins, P. S, & Coulter M. (2010). *Management* (10th Edition). New Jersey: Pearson Prentice Hall Limited.

Samantha, E., & Tourish, D. (2017). *Agency Theory and Performance Appraisal: How bad theory damage learning and contribute to bad management practice.* School of Management, Royal Holloway, University of London, UK *Vol 48* (2), 271 – 291.

Shoaib, M., Noor, A., Tirmizi, S., R., & Bashir, S. (2009). Determinants of employee retention in telecom sector of Pakistan. *In 2nd COMSATS International Business Research Conference*, Lahore Pakistan.

Sufyan, M., Muhammad, R., & Muhammad, T., A. (2013). Managing Performance through Reward System. IOSR Journal of Humanities and Social Science (IOSR – JHSS) *Vol 15* (2), 64 – 67.

Toppo, M., L., & Prusty, D., T. (2012). *From Performance Appraisal to Performance Management.* IOSR Journal of Business and Management (IOSRJBM), *vol3* (5),01-06.

UNDP Kenya. (2018). *Country programme document (CPD) 2018 to 2022 summarized version*. UN Office of Nairobi. UN Gigiri Complex.

UNDP Kenya. (2016). Citizen Engagement in Public Service Delivery. *The Critical Role of Public Officials.Global Centre for Public Services Excellence. Singapore*

APPENDICES

Appendix I: Introduction Letter

Date ………………….

Dear Sir/Madam,

My name is Akisa Josephine Enaga a student from University of Nairobi. I am carrying out a study on "*the influence of performance appraisal strategies on delivery of public services: a case of National Youth Service (technical and vocational training institutes), Ruaraka in Nairobi.*" Your responses will help in compiling my research data. Kindly answer all the questions honestly and frankly. The information gathered will be treated with confidentiality and anonymity and will be used for research purposes only. The survey will take not more than 15 minutes of your time.

Thank you for taking time to complete this survey.

 Akisa Josephine Enaga

Appendix II: Questionnaire

Section A: General Information about Respondent.

This section is designed to gather information about the respondent profile, experience and professional qualifications. Kindly tick (✓) in the appropriate bracket or fill the information necessary.

1. Gender

Male   (   )

Female   (   )

2. Age Bracket

18 - 20 years   (   )

21 -30 years   (   )

31 - 40 years   (   )

41 – 50 years   (   )

50 and above   (   )

3. Highest Academic Qualifications?

Certificate   (   )

Diploma   (   )

Bachelor Degree   (   )

Master Degree or Higher   (   )

Others   (   )

4. Your Institute (Institute Where You Work)

NYS Institute of Business Studies   (   )

NYS Engineering Institute   (   )

NYS Craft Engineering Institute   (   )

The Garment Making Training Institute (   )

Others (Please specify)_____

5. For how long have you worked in your institute?

Less Than 5 Years (   )

6 - 10 Years   (   )

11 - 20 Years   (   )

20 and Above   (   )

6. Position you hold in your institute.

Principal   (   )

Deputy-Principal   (   )

Head of department (   )

Lecturer   (   )

Others (please specify) _____

Section B – Information on the Influence of Setting of Performance Targets on Delivery of Public Services.

7. Please indicate your opinion(s) about the statements by ticking the option that best

   suits you

1. Strongly Agree

2. Agree

3. Disagree

4. Strongly Disagree

5. Undecided

Statement	1	2	3	4	5
1. It is important to set performance appraisal targets for employees in your institute.					
2. There is need for consultations between the appraisee (employee) and appraiser (supervisor) when setting targets to be met in your institute.					
3. It is necessary for the targets set to be in line with the job description and job specification in your institute.					
4. The targets set in your institute need to meet the SMART criteria – Specific, Measurable, Achievable, Relevant and Time Bound.					
5. Setting of performance appraisal targets can enhance efficiency in					

your institute.					
6. Setting of performance appraisal targets can enhance integrity and accountability in your institute.					
7. Setting of performance appraisal targets in your institute can enhance responsiveness to the needs of the public.					

8. In your own opinion, has there been setting of performance targets in your institute?

Yes (   ) No (   )

Briefly Explain.

_____

_____

9. What is your rating of efficiency in your institute?

Excellent   (   )

Good   (   )

Average   (   )

Poor   (   )

Section C – Information on the Influence of Monitoring Performance on Delivery of Public Services.

10. Please indicate your opinion(s) about the statements by ticking the option that best suits you

1. Strongly Agree

2. Agree

3. Disagree

4. Strongly Disagree

5. Undecided

Statement	1	2	3	4	5
1. There is need for monitoring of employees performance in your institute.					
2. It is important to monitor employees performance in your institute based on the agreed targets.					

3. Monitoring of employees performance in your institute needs to be based on the agreed action plans.					
4. The variance between the expected results and the performance in your institute ought to be adequately addressed.					
5. Monitoring performance in your institute can enhance efficiency of employees.					
6. Monitoring performance in your institute can enhance integrity and accountability of employees.					
7. Monitoring performance in your institute can enhances responsiveness to the needs of the public.					

11. In your own opinion, has there been monitoring of employees performance in your institute?

Yes ( ) No ( )

Briefly Explain.

_____

_____   _____

12. How do you rate integrity and accountability in your institute?

Excellent ( )

Good ( )

Average ( )

Poor ( )

Section D – Information on the Influence of Aligning Performance to Reward on Delivery of Public Services.

13. Please indicate your opinion(s) about the statements by ticking the option that best suits you

1. Strongly Agree

2. Agree

3. Disagree

4. Strongly Disagree

5. Undecided

Statement	1	2	3	4	5
1. Performance appraisal need to be the basis for rewarding employees in your institute.					
2. Performance appraisal should act as a basis for promotion of employees in your institute.					
3. Performance appraisal needs to be a determinant in career development in your institute.					
4. Performance appraisal needs to be a determinant in employees' salary review in your institute.					
5. Rewards as result of performance appraisal can contribute to efficiency in your institute.					
6. Rewards as result of performance appraisal can contribute to integrity and accountability of employees in your institute.					
7. Rewards as result of performance appraisal can contribute to responsiveness to needs of the public in your institute.					

12. Are there rewards as a result of performance appraisal in your institute?

Yes (   ) No (   )

Briefly Explain.

13. What is your rating of the institute's responsiveness to the public needs?

Excellent   (   )

Good   (   )

Average   (   )

Poor   (   )