

**EFFECT OF PERFORMANCE FEEDBACK SYSTEM ON EMPLOYEE
PERFORMANCE IN KENYA FORESTRY RESEARCH INSTITUTE**

BY

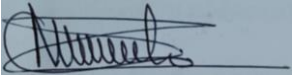
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**A RESEARCH PROJECT IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF DEGREE OF MASTER OF
SCIENCE IN HUMAN RESOURCE MANAGEMENT, FACULTY OF
BUSINESS AND MANAGEMENT SCIENCES, UNIVERSITY OF
NAIROBI**

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DECLARATION

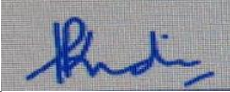
I, the undersigned, declare that this research project is my original work and has not been presented to any institution to any institution or university other than the University of Nairobi for examination.

Signed  Date 16/11/2022

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Declaration by Supervisor

This research project has been submitted for examination with my consent as the University Supervisor.

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DEDICATION

I dedicated this work to my members of the family for continued support during my studies. Moreover, I acknowledge my wife Queenter Otingi as well as children namely Lovette Charles, Yvette Odhiambo and Natania Eliann for their social support, inspiration and encouragement that have helped me in achievement of the whole task.

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ABSTRACT

In response to globalization and decreasing funding from governments and donors, research institutions like Kenya Forestry Research Institute (KEFRI) have had to lay off a number of their staff. This reduction in the number of staff has necessitated an improvement in employees' performance in terms of efficiency, productivity and also effectiveness. To ensure consistency in employee performance, KEFRI has been adopting performance feedback systems. However, despite the use of performance feedback system, employee performance in research institutions still remains low. The researcher therefore sought to evaluate the nexus between performance feedback system and employee performance (EP) in KEFRI. The researcher used descriptive research method. Moreover, unit of analysis was KEFRI Headquarters domiciled within Kiambu County, while unit of observation was one hundred and seventy-eight (178) members of staff working in seven divisions in KEFRI. The research used a census approach and hence involved all the one hundred and seventy eight (178) members of staff in the headquarters of KEFRI. The researcher utilized primary and also secondary data. Specifically, secondary data on KEFRI was gathered from annual reports. Primary data was obtained by employing semi structured questionnaire. The questionnaire provided quantitative and also qualitative data. Moreover, qualitative data was then analysed by employing thematic content analysis while quantitative data was analysed by employing descriptive and also inferential statistics with assistance of SPSS version 22. Moreover, descriptive statistics included frequency distribution, percentages, standard deviation and means. The study employed regression and correlation analysis to evaluate the link between performance feedback system and employee performance. The study discovered that performance feedback system has positive and significant effect on employee performance in KEFRI. The study also found that feedback frequency has significant and positive influence on employee performance in KEFRI. The study established that performance feedback communication channels have statistically significant positive effect on employee performance. Moreover, feedback based training has significant positive influence on the employee performance in KEFRI. The study recommends that management should provide open and honest feedback on regular basis to enable the employees to create trust and accept responsibility for improving performance and increasing their abilities. In addition, the management of Kenya Forestry Research Institute should provide clear, accurate, precise and detailed performance feedback so that employees can acquire information on their weaknesses and strengths that can help them to improve their performance. Further, the management of Kenya Forestry Research Institute should provide performance feedback on frequent basis in order to motivate and help the employees improve their productivity and reach their goals.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

In twenty first century, employees are the most valuable assets in as far as achievement of their vision, mission and strategic objectives are concerned. Moreover, from planning to strategies implementation, employees are the core ingredient to make things fall into place in as far as the overall organizational performance is concerned for maximum efficiency and effectiveness. Ahmad, Farrukh and Nazir (2015) indicate that goal achievement as well as the overall performance of an organization depends on employees' willingness to use their innovation, knowledge, and capabilities in support of the organization. According to Visscher and Coe (2013), one of the core assumptions of performance management is that if people receive feedback about their performance, they will be both motivated and empowered to improve. Nonetheless, Kaymaz (2017) observes that this is not always true as many employees dislike receiving feedback and the performance feedback they receive is often inconsistent and unreliable hence counterproductive on employee performance.

The researcher was guided by goal setting theory and feedback intervention theory. GST shows that employees respond to feedback best when given clear and demanding goals for task performance (Locke & Latham, 2020). Instead of setting vague goals or simply urging staff to do their best, the management should set precise, demanding goals early in the process and ensure the information is well communicated to concerned employees accordingly. Feedback provides an opportunity for clarification of expectations and adjustment of difficult goals.

In addition, feedback intervention theory focuses on the provision of information about task performance (Kluger & DeNisi, 1996). This theory assumes that feedback interventions change the locus of attention in meta-tasks processes, task motivation and task learning. Individuals are also highly driven to achieve a greater level of performance when faced with a gap between what they want to achieve and the feedback they receive.

Kenya Forestry Research Institute (KEFRI) just like other research institutions provide technological services and carry out scientific research to the public hence play an essential role in improving knowledge based society in the creation of innovations and inventions essential in ensuring economic and social advancement. Additionally, because of their extensive involvement in R&D, such public research institutions are regarded as a centre of national innovation system. Nevertheless, as a result of declining funds from Kenyan government and donor organizations, KEFRI has had to reduce the number of employees besides not replacing some employees who are separating due to resignation, retirement, natural attrition amongst others. In response, KEFRI in the pursuit to improve effectiveness, quality of work, productivity and efficiency of their employees have been keen on ensuring maximum production despite limited resources by exploiting aspects of performance contracting among them employee performance feedback system. As indicated by Ladimeji (2021) firms that utilize performance feedback system experience an increase in employee performance by about thirty-one (31) per cent. As a result, majority of the research institutions including KEFRI have adopted performance feedback system so as to identify the weakness and strengths of their employees as well as inform learning and motivation.

1.1.1 Employee Performance

Employee performances refer to how well individuals in an organization complete their assigned tasks and perform their job responsibilities (Pradhan & Jena, 2016). Ahmad, Nazir and Farrukh (2015) suggest that it involves the efficiency, effectiveness and quality of the output of employees in an organization. McAfee and Champagne (2013) define employee performance as the assessment of how well employees in an organization execute their duties, goals and responsibilities and how quickly they meet deadlines or requirements.

Employees' performance is critical to the success of an organization (Ahmad, Farrukh & Nazir, 2015). Employees represent an organization or a brand. Irrespective of their titles and positions, each interaction with clients or potential customers reflects the firm in terms of success or failure. Competent and motivated employees will offer an organization's clients good experience that well represents an organization (McAfee & Champagne, 2013). Employee performance also plays essential role in molding an organization's culture. If employees in an organization are engaged, punctual and fairly managed as well as willing to take responsibility, they create a culture of trust or respect. Therefore, leaders need to understand benefits of employee performance so that they can develop objective and consistent methods of evaluating employees (Jena, 2021). This in turn helps in identifying weaknesses and strengths and potential human resource gaps in the organizations.

- Studies conducted in different institutions have measured employee performance using different parameters. For instance, Pradhan and Jena (2016) measured employee performance in terms of teamwork, satisfaction with coworkers, problem-solving, proactive work behavior, creativity, task proficiency, task adaptivity, task proactivity and task

performance. Tukunimulongo (2016) measured employee performance in terms of productivity, efficiency and effectiveness. Also, Gitongu, Kingi and Uzel (2016) assessed employee performance in terms of rate of absenteeism, quality work, creativity and innovativeness and achievement of targets. Further, Chebet (2015) measured employee performance using productivity, professionalism, customer satisfaction, continual improvement and teamwork. This study measured employee performance in KEFRI in terms of task performance and contextual performance.

1.1.2 Performance Feedback System

Performance feedback is the information an employee receives from the reporting managers, supervisors and peers concerning a rater's evaluative judgment of their performance and the way information is communicated (Odhiambo, 2015). According to Mayfield and Mayfield, (2012), performance feedback describes assessing and managing the work that requires to be carried out and giving opportunities for professional development and growth. It includes planning, check-in and review. Performance feedback involves the provision of information necessary for coaching and growth and provision of opportunities to enhance and develop experience and skills. In order for employees to learn about their strengths and weaknesses, performance feedback should be clear, explicit, and detailed. Employees can better understand their responsibilities and think how to enhance and improve their performance with this knowledge. Performance feedback is essential for assisting employees comprehend anticipations, make corrections, and get coaching required to enhance performance (Marthouret & Sigvardsson, 2016).

All over the world, organizations develop employees' knowledge, abilities and skills for successful performance via the provision of an effective feedback on performance that develops and grows employees. According to Der-Fa, Peng-KwanG and Kuo-Chih (2020), it is critical for businesses to provide employee with feedback so as to improve motivation and job performance. Employees require transparent, specific, and also detailed response to realize their strengths as well as weaknesses. With this information, employees can gain better grasp of their work obligations and identify strategies to enhance and perfect their performance (Van Houten, Hill & Parsons, 2018). Feedback is essential because it helps identify knowledge gaps and is connected to training assessment, which pinpoints training requirements and emphasizes developmental potential and strengths (Mayfield & Mayfield, 2012). Companies can choose people for promotions and encourage lateral transfers by determining existing individual capacities.

Performance feedback system has been conceptualized differently in different studies. For instance, Der-Fa, Peng-KwanG and Kuo-Chih (2020) conceptualized performance feedback system in terms of quality (ease of use, accuracy, reliability and novelty), cost (labor, overhead and materials) and quantity (frequency, timeliness, volume and rate). In addition, Mayfield and Mayfield (2012) conceptualized performance feedback system in terms of performance feedback frequency, performance feedback accuracy and performance feedback timeliness.

1.1.3 Kenya Forestry Research Institute

As a State-owned enterprise, KEFRI is which came into existence in 1986. The vision of KEFRI is to be a world class center of excellence in forestry and allied natural resources in

seeking for sustainable growth. Its purpose is to do research as well as provide technologies and essential information for socio-economic growth in forestry (Kenya Forestry Research Institute, 2018).

KEFRI's 5th Strategic Plan for 2013 to 2018 focuses on result-based management as a driving force for delivery of public service. Besides that, the strategic plan highlights on how to enhance implementation of HRM practices as a way of improving staff performance (Kenya Forestry Research Institute, 2018). In addition, KEFRI has a human resources procedures manual that describes procedure of recruiting, training, performance management and retaining competent staff (Kenya Forestry Research Institute, 2017).

KEFRI also teams up with other institutions of higher learning and other research organizations to conduct joint training programmes and research. To achieve this objective, the organization relies on employees (human resource) and hence they must be well motivated and keen on efficiency and effectiveness that is always associated with high performing organizations.

In an analysis on employee performance in research institutions in Kenya among them KEFRI, Kepha (2014) found out that, thirty point one percent (30.1%) of employees in the organizations were underperforming and forty-six point three (46.3%) could not meet their specified targets on time. On improving employee performance, KEFRI has developed a performance feedback system (Kenya Forestry Research Institute, 2017).

1.2 Research Problem

Globally, there has been a widespread adoption of performance feedback systems as a way of improving employee performance in organizations. According to Velema (2015), the provision of feedback is a fundamental component for long-term success of any organization as it ensures information exchange regarding employee performance, skills, or ability to work within a team. However, Mandara, Muhammad and Badiya (2019) observed that at times negative feedback on performance can lead to employee demotivation and hence negatively affect their performance. While Marthouret and Sofie (2016) and Kihama and Wainaina (2019) discovered that employee feedback system had positive effect on employee performance, Velema (2015), Comer and Lenaghan (2021) and Odhiambo (2015) found that performance feedback influenced employee performance negatively. However, Kim and Lee (2019) found that performance feedback system had no significant effect on employee performance.

In response to globalization and decreasing funding from governments and donors, research institutions like KEFRI have had to lay off a number of their staff. This reduction in the number of staff has necessitated an improvement in employees' performance in terms of efficiency, productivity and also effectiveness. To ensure consistency in employee performance, research institutes like KEFRI have been adopting performance feedback systems. Despite the use of performance feedback system, employee performance in research institutions still remains low. For instance, Ratemo (2021) indicates that employee performance in KEFRI is attributed by low efficiency and failure to meet set deadlines in fifty-five (55) per cent of the employees on a scale of 0 -100 percent.

Several researches have been done on performance feedback system and employee performance, globally and locally. For instance, in Pakistan, McAfee and Champagne (2013) determined the importance of performance management in improving employee performance and productivity; and Eze and Adeola (2019) analyzed the relationship between performance management and employees' productivity in Lagos State Civil Service. As a result of variations in macroeconomic environment as well as legal framework, other findings are not applicable to institutions like KEFRI.

In KEFRI Headquarter in Muguga, Ratemo (2021) assessed the nexus between promotion and employee performance. However, job promotion was the independent variable and the study was conducted in KEFRI. Mbae (2018) assessed the role played by performance management systems in employee performance in Sugar Research Institute. However, the study was focused on one (1) research institute and hence findings are not applicable to other research institutions like KEFRI. In Kenyan research institutes, Ombui, Elegwa, and Gichuhi (2014) investigated whether recruiting and selection influences employee performance. Nonetheless, the independent variable in this study was recruitment and selection. Additionally, these studies failed to show how performance feedback system influences employee performance of Kenya research institutions. To cover this gap, the research sought to evaluate the effect of performance feedback system on EP in KEFRI.

1.3 Research Objective

The study objective was to examine effect of performance feedback system on employee performance in KEFRI.

1.4 Value of Study

The findings may add information to body of knowledge on the link between performance feedback system and performance of employees in public institutions. To other researchers and academicians, the study findings may be used in identification of research gaps and as a research material. Also, the study may form basis upon which further studies may be conducted on the performance feedback system and employee performance.

To Kenyan government and policy makers, the research may provide essential information on how performance feedback system influences employee performance in Research Institutes that may be utilized to develop or review policies pertaining to development and usage of performance feedback system in attempt to enhance public institutions' performance.

To the management at Kenya Forestry Research Institute, the study may provide information in regard to how performance feedback system influences employee performance. With the decline of government and donors' funding besides other limiting factors, the study may provide essential information on how performance feedback system may be used to ensure an improvement in employee performance in KEFRI.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covered theoretical review, relationship between performance feedback system and employee performance as well as empirical review, summary and knowledge gaps and finally conceptual framework.

2.2 Theoretical Review

The research was guided by goal setting theory as well as feedback intervention theory.

2.2.1 Goal Setting Theory

The above theory was founded in 1960s by Edwin Locke. According to this theory setting goal is basically linked to task performance (Latham, Brcic & Steinhauer, 2017). It reveals that challenging and specific goals together with proper feedback aid in ensuring high performance. Goals show as well as direct an employee on what requires to be done and the amount of efforts that are required to be put in.

As stated by Locke and Latham (2020), there are four (4) mechanisms that determine the process of setting goals and they include: direct attention, energizing, persistence of task as well as effective strategies. Regarding the goal, direct attention is focused on the behavior that can achieve the goal, and it is shifted from the behavior that will not. Energizing focus on inspiration to show a specific amount of effort based on the difficulty of attaining one's goal. Task performance is based on time spent on behavior to accomplish a goal. Effective strategies focus on how an individual want to achieve a goal and seek out different ways to achieve it (Shoaib & Kohli, 2017).

An individual's self-efficacy increases goal commitment. An individual should find the goal significance and must also believe that he/she can accomplish it. Additionally, making the significance of the goal personal, motivates the person to move away from failure and also uphold the path towards the goal. A person's explanation for the discrepancy depends on how the goal is presented (Neubert & Dyck, 2016).

This theory was used to evaluate effect of performance feedback system on employee performance in KEFRI. This theory shows that employees react best to feedback when given clear and demanding goals for task performance (Locke & Latham, 2020). Instead of setting unclear goals or simply urging staff to put their best effort, the management should set precise, demanding goals early in the process and provide evaluation approaches and feedback systems. Feedback provides an opportunity for clarification of expectations and adjustment of difficult goals. The theory holds that challenging and specific goals as well as proper feedback aid to a high task performance.

2.2.2 Feedback Intervention Theory

In 1996 Kluger and DeNisi developed the above theory in an attempt to explain effects of feedback interventions on performance. According to the notion, feedback often gives information as to how a person is performing regarding a goal or standard in certain area of practice. Moreover, the substance, presentation technique, and frequency with which feedback is given can all influence how it is received. Feedback intervention, situational or contextual variables, and attributes of a person getting feedback influence one's response to that particular feedback, which can result to the following coping approaches: enhancing performance to meet the standard, altering the standard (to make it attainable), dismissing feedback, or dismissing the standard or goal altogether (Dowding, Merrill & Russell, 2018).

Interventions must stimulate focal task activities in order to be effective (which stimulate motivation to improve performance). Feedback that is not as effective diverts attention away from the primary task as well as task detail processes and toward higher-level processes (therefore individuals may concentrate on emotional reaction to feedback, instead of how to improve performance) (Brown, Kulik & Lim, 2016). As a result, effective feedback interventions must either motivate an individual or initiate learning process that entails strategies for enhancing performance. Feedback intervention theory focuses on the provision of information about task performance (Kluger & DeNisi, 1996).

This theory was used to explain effect of performance feedback system on employee performance in KEFRI. This theory assumes that feedback interventions change the locus of attention in meta-tasks processes, task motivation and task learning. In addition, individuals are significantly motivated to achieve greater level of performance when there is a gap between what they want to achieve and the feedback they receive. According to the theory, for a feedback system to influence performance of the employee, the feedback must be in a position to trigger learning among other interventions.

2.3 Feedback System and Employee Performance – An Empirical Review

Human resource managers utilize performance feedback to motivate employees to look for ways to improve their work processes and coordination and enhance employee efforts (Van Houten, Hill & Parsons, 2018). Performance feedback systems are developed in an effort to improve performance, rather than just recording the results. Employees are more likely to create trust and accept responsibility for improving performance and increasing their abilities when managers provide open and honest feedback on a regular basis (Pradhan & Jena, 2016). Managers can help employees comprehend how their work contributes to department's and

organization's overall goals by offering justification for specific individual targets and responsibilities. This helps employees realize and appreciate their value.

Performance feedback can have both negative and positive feedback as shown by various studies. In a study on performance feedback and employee performance, Kaymaz (2017) indicates that performance feedback improves behavioral and technical effectiveness, which then reflects in the motivation of employees in an organization. In addition, Luca, Andrei and Delia (2021) established that performance feedback involves the provision of information necessary for coaching, growth and provision of opportunities to enhance and develop experience and skills. In addition, Marthouret and Sofie (2016) observed that performance feedback influences employee performance positively. However, workers look for similar amount of constructive criticism and positive feedback for there to be an improvement in motivation and performance.

In Sweden, Marthouret and Sigvardsson (2016) determined the effect of prompt feedback on worker performance and motivation. This study looked into a Swedish insurance firm using a qualitative and inductive methodology. The results indicated that quick feedback strategy influences employee motivation and performance positively. In an experimental study, Reis and Janssen (2017) evaluated the effects of feedback on student performance using a total of thirty two (32) undergraduates from South Dakota State University. The study showed that knowledge of findings or feedback can increase performance on various activities. In Kiambu County's Water and Sewerage Companies a study by Kihama and Wainaina (2019) determined whether feedback on performance appraisal influences productivity among employees. The research employed structural questionnaire to collect data and stratified random sampling was deployed to choose sample

size. Moreover, results revealed that employees' freedom and independence served as a motivator since firms offered enough feedback on their performance.

Other studies show that there exists negative effect between performance feedback and performance of employee. A poor evaluation can make some employees feel irritated, angry, and resentful, especially if they disagree with the components of the critique and believe they are doing a good job (Mandara, Muhammad & Badiya, 2019). In this situation, an employee may find no reason to change future habits since they believe their current performance levels are satisfactory (Marthouret & Sofie, 2016). This can lead to bad performance in the future, as well as an unhappy employee who is less concerned about his or her own performance. If this person maintains a negative attitude toward the firm, it has the ability to affect morale and productivity among coworkers.

In Netherlands, Velema (2015) assessed impact of feedback system on team effectiveness within the organization. This exploratory, cross-sectional study used two different data sources: The sample consisted of twenty nine (29) leaders employed by Dutch public sector organizations. This study revealed that negative feedback had negative effect on employee performance. In Norway, Motro, Comer and Lenaghan (2021) assessed the influence of negative feedback on performance: sadness roles, grit and self-efficacy feedback. The study used peer-reviewed researches comprising feedback measures and Organizational Citizenship Behavior found fifteen (15) studies, composing twenty one (21) measurements of correlation that have been evaluated critically. The results discovered that negative feedback had inverse effect on performance of employees.

Using survey research approach, Mandara, Muhammad and Badiya (2019) studied feedback on performance appraisals' effects on employee performance in headquarters of state ministry of education located in Abuja Nigeria. Moreover, study population consisted of 1797 employees. Results revealed that feedback provided by the employee had a negative and significant influence on employee productivity.

In Kenya, Odhiambo (2015) assessed whether performance feedback influences employee productivity in Schindler Limited. This study deployed descriptive research approach and study population comprised of one hundred and eight (108) Schindler personnel in Kisumu, Mombasa and Nairobi branches. Moreover, stratified sampling was employed to divide study population into 2 strata. According to the findings, proper feedback is critical for the achievement of the set goals. Findings further indicated that negative performance feedback had negative significant effect on employee productivity.

In quasi-experimental study, Kim and Lee (2019) analyzed the impact of negative feedback from an examiner on self-evaluation of skill performance, self-efficacy and emotional response in Korea. The results indicated that examiner's negative feedback on self-assessment had no significant effect on self-evaluation of emotional response, skill performance as well as self-efficacy.

2.4 Summary and Knowledge Gaps

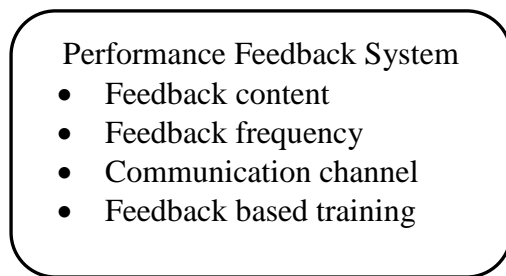
The researcher was guided by goal setting theory and feedback intervention theory. GST indicates that employees react best to feedback when given clear and demanding goals for task performance. Moreover, feedback provides an opportunity for clarification of expectations and adjustment of difficult goals. Feedback intervention theory indicates that

feedback interventions change the focus of attention in meta-tasks processes, task motivation and task learning. In addition, Individuals are significantly motivated to achieve greater performance level when there is a gap between what they want to achieve and the feedback they receive. The empirical literature shows that performance feedback system influences employee performance. Nonetheless, studies on performance feedback system on employee performance focused on particular countries. Diverse countries have different economic, legal and also business environments therefore, results are not generalizable. In Kenya, studies conducted focused on Schindler Limited and Water and Sewerage Companies. The source of funds, structure and legal frameworks in research institutions are different from those of other sectors. The researcher evaluated the effect of performance feedback system on EP in KEFRI.

2.5 Conceptual Framework

Figure 2.1 presented diagrammatic representations of the relationship between study variables. Independent variable was performance feedback system while dependent variable was employee performance.

Independent Variable



Dependent Variable

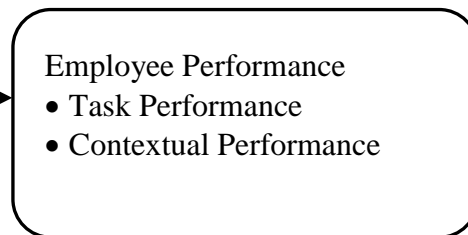


Figure 2.1: Conceptual Framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology shows procedures utilized in identifying target population, sample size, data collection and analysis. Particularly, the chapter covered research method, sample size as well as sampling technique, study population, data collection and analysis and presentation.

3.2 Research Design

The researcher deployed descriptive research method. According to Babbie (2017) this type of research design entails recovering information concerning status of a phenomenon in order to give full explanation on present situations with respect to situations as well as variables being studied without changing any variable. Creswell and Creswell (2017) suggest that descriptive design refers to a process of obtaining data which explains current status of a phenomenon being investigated. Descriptive researches are usually best methods for obtaining information which describes the association as well as demonstrates the world as it is.

3.3 Population

Target population forms part of entire population (Greenfield & Greener, 2016). The unit of analysis was KEFRI Headquarters domiciled within Kiambu County, while unit of observation was one hundred and seventy eight (178) employees.

Table 3.1: Target population

Divisions	Target population
Enterprise	34
Finance and Accounts	28
HR & Administration	27
Technical Support Services	22
Corporate Affairs & Quality Assurance	24
Supply Chain Management	15
Forest Product and Development	28
Total	178

The research used a census approach and hence involved all the one hundred and seventy eight (178) members of staff working in headquarters of KEFRI. The census approach was utilized because study population was small. Census involves computing, gathering, and recording information pertaining to members of specific population. For every unit of study population the statistician obtains data using census or complete enumeration method. A census is preferable for small populations. Kumar (2019) argues that census is preferable for smaller populations because it minimizes sampling errors as well as provides data on individuals within the community.

3.4 Data Collection

The researcher utilized primary and also secondary data. Specifically, secondary data was obtained from KEFRI annual reports. Primary data was obtained using semi structured questionnaire, comprising closed-ended as well as open-ended questions. According to Caine and Mill (2016), quantitative data, derived from open ended questions, is easier to analyse and interpret as compared to qualitative data, obtained from open ended questions. In

addition, closed-ended questions provide precise information. Unstructured questions, open-ended questions, encourage participants in a study to give in-depth information about a phenomenon without feeling held back in providing necessary information (Babbie, 2017). In general, questionnaires are thought to be a cost-effective method for gathering data, especially when anonymity is required due to a huge population.

Prior to gathering data, pilot study was performed to assess validity and also reliability of research tool, in this case the questionnaire. To increase response rate, questionnaires were distributed to participants using the DOPU method. Before data collection, a letter of introduction was acquired from the University of Nairobi. The process of collecting data took one (1) month.

3.5 Data Analysis and Presentation

The questionnaire provided quantitative and also qualitative data. Thematic content analysis which entail's recording, pinpointing, as well as assessment of patterns in data set was used in qualitative data analysis. Quantitative data in contrast was analysed using inferential and descriptive statistics with support of SPSS version 22. Moreover, descriptive statistics included frequency distribution, percentages, standard deviation and means. The study deployed regression and correlation analysis to evaluate the interconnection between performance feedback system and employee performance of KEFRI. Correlation analysis was utilized to evaluate the existence of association whilst regression analysis was employed to evaluate weight of association between study variables.

Regression model was in the below form;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Whereby: Y= Employee Performance; β_0 =Constant; β_1 = Beta coefficients; X_1 = Feedback content; X_2 = Feedback frequency, X_3 = Communication channel, X_4 = Feedback based training and ε =Error term

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATIONS AND PRESENTATION

4.1 Introduction

This section covers data analysis and presentation of the results as per general objectives which was to evaluate effect of performance feedback system on EP in KEFRI. The study also sought to examine other issues regarding feedback content, feedback frequency, communication channel and feedback based training in KEFRI. Moreover, the study assessed the trend of task performance and contextual performance in KEFRI. The chapter starts with general information and findings as per the study objectives.

4.2 Response Rate

The sample size was 178 members of staff working in KEFRI. Out of 178 questionnaires that were distributed to the staffs, 164 responses were obtained giving response rate of 92.13%. Babbie (2017) suggests that 50% and beyond response rate is sufficient for analysis hence 92.13% was suitable for this study.

4.3 Demographic Information

The demographic information included highest education level and time spent working in KEFRI.

4.3.1 Highest level of Education

The respondents were required to specify their highest level of education. Moreover, the findings were displayed in Figure 4.1.

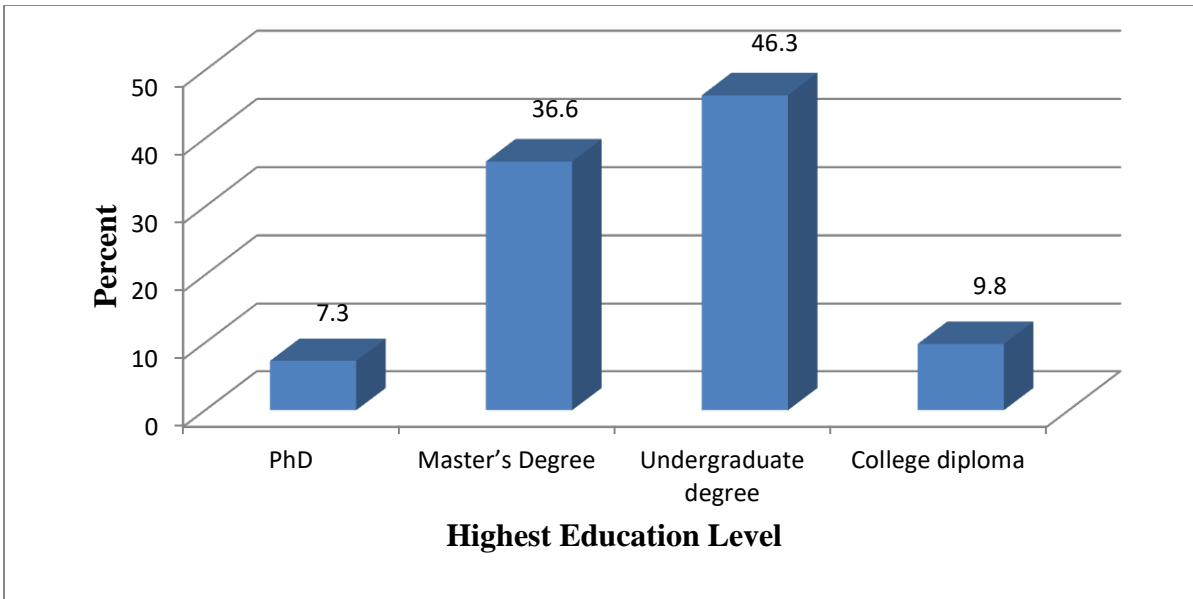


Figure 4. 1: Highest Education Level.

According to the results, 46.3% of the participants revealed they had undergraduate degrees, 36.6% pointed out master's degrees, 9.8% indicated college diploma and 7.3% pointed out PHD. This clearly shows that majority of the participants had undergraduate degree as the highest education level and hence they were literate enough to provide relevant information on performance feedback system and employee performance.

4.3.2 Duration of Working

The participants were further requested to specify the duration in which they had been working with KERFI. The findings were as displayed in Figure 4.2.

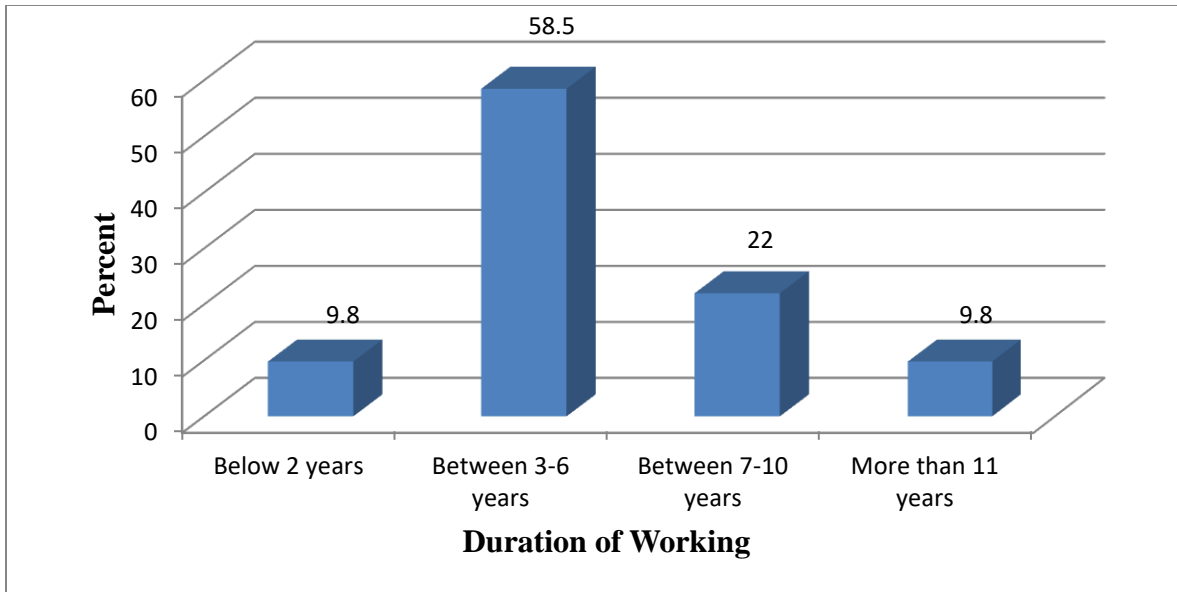


Figure 4.2: Duration of Working

As presented in Figure 4. 2, 58.5% of the participants indicated they have been working for between 3 and 6 years, 22% pointed out for between 7 and 10 years, 9.8% indicated for below 2 years and the same percent indicated beyond 11 years. This implies that majority of respondents had been working in the organization for more than three years, therefore they had adequate information in regard to performance feedback system and employee performance in KEFRI.

4.4. Performance Feedback System

The study's purpose was to determine effect of performance feedback system on employee performance in KEFRI. The study evaluated influence of feedback content, feedback frequency, performance feedback communication channels, feedback based training on employee performance in KEFRI.

4.4.1 Feedback Content

The participants were requested to point out the degree to which they disagreed or agreed with statements regarding feedback content in KEFRI. The findings were presented in Table 4.1.

Table 4.1: Feedback Content

	Mean	Std. Deviation
My performance feedback covers the achievement of my goals	3.988	0.920
I am normally recognized and celebrated for my accomplishments of employees	3.768	0.862
My feedback provides me with information on areas I need to improve	3.817	0.922
My feedback covers information on where I have failed in my responsibilities	3.774	0.949
My feedback is normally based on accurate and credible information	3.634	1.141

The respondents agreed by mean of 3.988 that performance feedback covers the achievement of their goals. Moreover, with mean of 3.817, respondents agreed that feedback provides them with information on areas they need to improve. The respondents further agreed that the feedback covers information on where they have failed in their responsibilities as illustrated by mean of 3.774. Additionally, they agreed by mean of 3.768 that they are normally recognized and celebrated for their accomplishments of employees. Furthermore, they agreed that feedback is normally based on accurate and credible information. This is shown by a mean of 3.634. The content of feedback in KEFRI is adequate and appreciated by all staff. The above analysis indicates that the content of performance feedback in KEFRI covers achievement of goals, recognizes and celebrates

accomplishments of employees, provides information on areas of improvement and it is based on accurate and credible information.

4.4.2 Feedback Frequency

The participants were asked to point out the degree to which they disagreed or agreed with statements regarding feedback frequency in KEFRI. The findings were given in Table 4.2.

Table 4.2: Feedback Frequency

	Mean	Std. Deviation
I am given performance feedback on monthly basis	3.811	0.731
The provision of performance feedback frequently helps me improve productivity and achievement of goals	3.921	0.655
My performance feedback provides me with adequate information for decision making	3.994	0.975
My performance feedback creates favourable attitudes	2.055	0.986
Frequent feedback provides me with information that facilitates discussions between me and my team leaders	4.378	3.957

With mean of 4.378, respondents agreed that frequent feedback provides them with information that facilitates discussions between them and their team leaders. With mean of 3.994, respondents agreed that performance feedback provide them with adequate information for decision making. With mean of 3.921, respondents agreed that provision of performance feedback frequently helps them improve productivity and achievement of goals. In addition, with mean of 3.811, respondents further agreed that they are given their performance feedback on monthly basis. However, the respondents disagreed with a mean of 2.055 that their performance feedback creates favorable attitudes. The analysis above implies

that performance feedback in KEFRI is frequent, adequate and appreciated by all staffs, except for the fact that it does not seem to create a favorable attitude.

4.4.3 Performance Feedback Communication Channels

The participants were requested to point out the extent to which they agreed with statements on the performance feedback communication channels in KEFRI. The findings obtained were presented in Table 4.3.

Table 4.3: Performance feedback communication channels

	Mean	Std. Deviation
My team leaders use performance feedback communication channels to provide me with past performance information	3.884	0.779
My team leaders use face to face meetings to provide me with feedback information	3.982	0.923
My team leaders use emails and text messages to provide me with feedback information	4.031	0.659
My team leaders utilize social media platforms to provide me with feedback information	4.177	0.636
My team leaders utilize phone calls to provide me with feedback information	4.104	0.826

Respondents agreed with mean of 4.177 that team leaders utilize social media platforms to provide them with feedback information. Further, with mean of 4.104 they agreed that team leaders utilize phone calls to provide them with feedback information. Further, with mean of 4.031, respondents agreed that the team leaders use emails and text messages to provide them with feedback information. Moreover, with mean of 3.982, respondents agreed that team leaders use face to face meetings to provide them with feedback information. Moreover, the

respondents agreed that the team leaders use performance feedback communication channels to provide them with past performance information. This is shown by a mean of 3.884. The performance feedback communication channels in KEFRI are adequate and appreciated by all staff.

4.4.4 Feedback Based Training

The participants were requested to specify their disagreement or agreement level with various statements on feedback based training in KEFRI. The findings were shown in Table 4.4.

Table 4.4: Feedback Based Training

	Mean	Std. Deviation
My team leaders utilize appraisal and feedback results in the development of a training program	4.079	0.655
My team leaders utilize my feedback in the development of training course content	4.085	0.590
My training needs identified during performance feedback are addressed in the training program	3.957	0.712
My performance feedback helps in the provision of an atmosphere that encourages training	4.049	0.663
My job skills and knowledge needs identified during performance feedback are considered in assessing training needs	4.061	0.593

The respondents agreed with mean of 4.061 that job skills and knowledge needs recognized during performance feedback are put into consideration when examining training needs. Further, with mean of 4.085 they agreed that their feedback is utilized by team leaders in the development of training course content. Further, respondents agreed with mean of 4.079 that

team leaders utilize appraisal and feedback results in the development of a training program. In addition, with mean of 3.957, they agreed that training requirements established during performance feedback are dealt with in the training program. The Feedback Based Training in KEFRI is adequate and appreciated by all staff as it is based on training needs identified.

4.5 Employee Performance in KEFRI

In this study, employee performance was the dependent variable. The respondents were asked to point out their agreement or disagreement level with statements regarding EP. The employee performance in this study was measured in term of task performance and contextual performance.

4.5.1 Task Performance

The participants were requested to specify the extent to which they agreed with diverse statements on task performance in KEFRI. Table 4.5 presented the results.

Table 4.5: Task Performance in KEFRI

	Mean	Std. Deviation
I normally maintain high standard of work in our organization	4.140	0.717
I am able to do assignments with less supervision in our organization	3.945	0.568
I have passion on my work	3.884	0.771
I can tackle multiple tasks to achieve set goals	4.159	0.743
I am able to handle my jobs whenever the situation demands	4.018	0.825

With mean of 4.159, respondents agreed that they can handle multiple tasks to achieve the set goals. Additionally, respondents agreed with mean of 4.140 that they normally maintain high standard of work within the organization. Further, with mean of 4.018 respondents agreed

they are capable of handling their jobs whenever the situation demands. They as well agreed with mean 3.945 that they are able to do assignments with less supervision in the organization. Further, they agreed by mean of 3.884 that they are passionate about their work.

4.5.2 Contextual Performance

The respondents were requested to specify the degree to which they agreed with diverse statements regarding contextual performance in KEFRI. The findings were given in Table 4.6.

Table 4.6: Contextual Performance

	Mean	Std. Deviation
I help other employees when asked to or when a need arises	3.854	0.998
I normally volunteer extra responsibilities	3.774	1.005
I actively participate in work meetings and group discussions	3.963	0.782
I actively participate in decision making and problem solving	4.037	0.959
I participate in ensuring good coordination among employees in our organization	3.652	1.111

With mean of 4.037, the respondents agreed that they actively participate in decision making as well as problem solving. Moreover, with mean of 3.963 they agreed that they actively participate in work meetings and group discussions. Additionally, they agreed with mean of 3.854 that they help other employees when asked to or when a need arises. Further, they agreed by mean of 3.774 that they normally volunteer extra responsibilities. Further, they agreed with mean of 3.652 that they participate in ensuring good coordination among employees.

The participants were further requested to give a remark on the trend of task performance in their organization. The respondents revealed that they normally maintain high standard of work in the organization. In addition, the employees are passionate about their work and they can handle multiple tasks to achieve organizational goals. Moreover, according to the report employees' trust on their potential to organize and implement courses of action necessary to complete the task.

Respondents were also required to give a remark on the trend of contextual performance in their organization. The respondents revealed that they are punctual and fairly managed as well as willing to take responsibility. Moreover, respondents indicated that the employees engage in decision making, problem solving, work meetings and group discussions. In addition, the employees volunteer in carrying out extra responsibilities and help each other when asked to or when a need arises.

4.6 The Influence of Performance Feedback System on Employee Performance

This section presents multivariate regression and correlation analysis, which were utilized to examine the influence of feedback content, feedback frequency, performance feedback communication channels and feedback based training on employee performance in KEFRI.

4.6.1 Correlation Analysis

Pearson product-moment correlation coefficient was deployed to evaluate the strength of correlation between independent study variables (feedback content, feedback frequency, performance feedback communication channels and feedback based training) and dependent variable (employee performance). Results were displayed in Table 4.6.

Table 4.7: Correlation Analysis

		Employee Performance	Feedback Content	Feedback Frequency	Performance feedback communication channels	Feedback Based Training
Employee Performance	Pearson Correlation Sig.(2- tailed) N	1 164				
Feedback Content	Pearson Correlation Sig.(2- tailed) N	.651** .000 164	1 164			
Feedback Frequency	Pearson Correlation Sig.(2- tailed) N	.746** .000 164	.155 .061 164	1 164		
Performance feedback communication channels	Pearson Correlation Sig.(2- tailed) N	.511** .009 164	-.084 .282 164	.140 .078 164	1 164	
Feedback Based Training	Pearson Correlation Sig.(2- tailed) N	.860** .000 164	.140 .078 164	.134 .102 164	.109 .129 164	1 164

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

As illustrated in Table 4.6, there is positive and significant association between feedback content and employee performance in KEFRI ($r=0.651$, $p\text{-value}=0.000$). Since $p\text{-value}$ (0.000) was below significant level (0.05) the relationship was significant. The study discovered significant positive association between feedback frequency and employee performance in KEFRI ($r=0.746$, $p\text{-value}=0.002$). Since $p\text{-value}$ (0.000) was below the significant level (0.05) the relationship was considered significant.

The findings also show significant and positive association between performance feedback communication channels and employee performance in KEFRI ($r=0.511$, $p\text{-value}=0.009$).

Since the p-value (0.009) was below significant level (0.05) the relationship was significant. The results also show significant positive relationship between feedback based training and employee performance in KEFRI (r=0.860, p-value=0.000). Since p-value (0.000) was below significant level (0.05) the relationship was significant.

4.6.2 Regression Analysis

A multivariate analysis was performed to assess the association between independent study variables (feedback content, feedback frequency, performance feedback communication channels and feedback based training) and dependent variable (employee performance).

Multivariate analysis regression model was:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where by: Y=Employee Performance; β_0 =Constant; β_1 = Beta coefficients; X_1 = Feedback content; X_2 = Feedback frequency, X_3 = Communication channel, X_4 = Feedback based training and ε =Error term

Table 4.7 shows variation in dependent variable (employee performance) that could be accounted for by independent variables (feedback content, feedback frequency, performance feedback communication channels and feedback based training).

Table 4.8: Model Summary

Model	R	R Square	Adjusted R-Square	Std. Error of Estimate
1	.823 ^a	.734	.669	.25808

a. Predictors: (Constant), Feedback Based Training, Feedback Content, Performance feedback communication channels, Feedback Frequency

Table 4.7 shows that R-squared for the association between performance feedback system and employee performance in KEFRI was 0.734. This means that 73.4% of the variation in dependent variable (employee performance) could be accounted for by independent variables (feedback content, feedback frequency, performance feedback communication channels and feedback based training).

ANOVA results were deployed to show whether model used is good fit for research data.

Table 4. 9: ANOVA

Model	Sum of Squares	d f	Mean Square	F	Sig.
1 Regression	22.229	4	5.557	83.438	.000 ^b
Residual	10.590	159	.067		
Total	32.820	163			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Feedback Based Training, Feedback Content, Performance feedback communication channels, Feedback Frequency

As presented in Table 4.8, F-calculated (83.438) was above F-critical (2.46) and p-value (0.000) was below 0.05, which implies that the model can be deployed in forecasting effect of performance feedback system on EP in KEFRI.

Table 4.9 presents regression coefficient results, t-values and p-values to show the nexus between performance feedback system and EP.

Table 4.10: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std.Error	Beta		
1 (Constant)	0.355	0.125		2.840	0.029
Feedback Content	0.181	0.085	0.178	2.129	0.038
Feedback Frequency	0.475	0.134	0.409	3.545	0.000
Performance feedback communication channels	0.274	0.097	0.254	2.825	0.011
Feedback Based Training	0.648	0.178	0.631	3.640	0.000

a. Dependent Variable: Employee Performance

Regression equation was;

$$Y=0.355 + 0.181X_1+ 0.475 X_2+ 0.274X_3+ 0.648X_4+ \varepsilon$$

The feedback content had positive influence on employee performance as shown by the regression coefficient of 0.181. The p-value (0.038) was below significant level (0.05) thus the correlation was significant. This denotes that a unit increase in feedback content would lead to 0.181 improvement in employee performance.

Moreover, the findings show that feedback frequency had positive influence on EP in KEFRI as shown by the regression coefficient of 0.475. The p-value (0.014) was below significant level (0.05) thus the correlation was significant. This denotes that a unit increase in feedback frequency would lead to 0.475 improvement in employee performance.

The results revealed that performance feedback communication channels had positive influence on employee performance in KEFRI as shown by the regression coefficient of 0.274. The p-value (0.001) was below significant level (0.05) thus the correlation was

significant. This denotes that a unit increase in performance feedback communication channels would lead to 0.274 improvement in employee performance.

The finding further indicated that feedback based training had positive influence on employee performance in KEFRI as shown by the regression coefficient of 0.648. The p-value (0.003) was below significant level (0.05) thus the correlation was significant. This denotes that a unit increase in feedback based training would lead to a 0.648 improvement in employee performance in KEFRI.

4.7 Discussion of the Findings

The researcher discovered significant positive association between feedback content and EP in KEFRI. These results agree with Der-Fa, Peng-KwanG and Kuo-Chih (2020) arguments that feedback content influences the employee performance positively as well as significantly. Moreover, the study established that the performance feedback covers the achievement of the employees' goals. The study also found that feedback provides employees with information on areas they need to improve. These findings are in line with Van Houten, Hill and Parsons (2018) discoveries that employees can better understand their job responsibilities with the help of performance feedback, and they can also think about ways to develop and enhance their performance.

The study revealed that the feedback covers information on where the employees have failed in their responsibilities. The study also found that the employees are normally recognized and celebrated for their accomplishments of employees. Further, the study found that feedback is normally based on accurate and credible information. These findings conform to Marthouret

and Sigvardsson (2016) findings that performance feedback should be clear, accurate, detailed and precise so that employees get information on their weaknesses and strengths.

The study discovered significant positive correlation between feedback frequency and EP in KEFRI. These findings agree with Marthouret and Sofie (2016) discoveries that performance feedback has positive influence on employee motivation and performance. Moreover, frequent feedback provides employees with information that facilitates discussions between them and their team leaders. The study also found that the performance feedback provides employees with adequate information for decision making.

The study revealed that the provision of performance feedback frequently helps the employees improve productivity and achieve their goals. Moreover, these findings are in line with Der-Fa, Peng-KwanG and Kuo-Chih (2020) arguments that it is critical for businesses to provide employee with frequent feedback in order to engage job performance and motivation. The research established that employees are given performance feedback on monthly basis. However, the study found that employees' performance feedback does not create favorable attitudes. These findings are contrary to Pradhan & Jena (2016) discoveries that employees are more likely to create trust and accept responsibility for improving performance and increasing their abilities when managers provide open and honest feedback on a regular basis.

The study found significant and positive relationship between performance feedback communication channels and employee performance in KEFRI. These results conform to Reis and Janssen (2017) arguments that proper communication channels influences employee performance positively. The study discovered that the team leaders utilize social media

platforms to provide feedback information to employees. Further, the study found that the team leaders utilize phone calls to provide feedback information to employees. In addition, the study established that the team leaders use emails and text messages to provide employees with feedback information.

The study revealed that the team leaders use face to face meetings to provide employees with feedback information. These findings are in line with arguments that face to face meetings help the employees to express their feelings, worries and ideas as well as reduce misunderstandings between the team leaders and the employees. Further, the study found that the team leaders use performance feedback communication channels to provide employees with past performance information. These findings agree with Odhiambo (2015) discoveries that in a learning organization where channels of communication are used, ideas are exchanged and knowledge is dispersed on past performance information that enable the students to improve their performance.

The study found significant positive relationship between feedback based training and employee performance in KEFRI. These findings conform to Marthouret and Sigvardsson (2016) findings that organizations develop employees' knowledge, abilities and skills for successful performance via the provision of an effective feedback based training that develops and grows employees. Moreover, the study established that job skills and knowledge needs established during performance feedback are put into consideration when evaluating training needs. These findings are in line with Mayfield and Mayfield (2012) discoveries that Feedback is essential since it helps identify knowledge gaps and is connected to training analysis, which clearly identifies training requirements and emphasizes developmental potential and strengths.

The study revealed that the employees' feedback is utilized by team leaders in the development of training course content. Moreover, the team leaders utilize appraisal and feedback results in the development of a training program. These findings conform to Van Houten, Hill and Parsons (2018) discoveries that performance feedback involves the provision of information necessary for coaching and growth and provision of opportunities to enhance and develop experience and skills. Moreover, the study revealed that training needs established during performance feedback are dealt with in the training program according to the report.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the findings, conclusions and recommendations for practice and further research on the problem. The study's main objective was to determine effect of performance feedback system on employee performance in KEFRI.

5.2 Summary of Key Findings

The researcher discovered positive significant relationship between feedback content and employee performance in KEFRI. Moreover, the study indicated that the performance feedback covers achievement of employees' goals. Further, feedback provides employees with information on areas they need to improve. The study revealed that the feedback covers information on where the employees have failed in their responsibilities. In addition, the employees are normally recognized and celebrated for their accomplishments of employees. Moreover, the study found that feedback is normally based on accurate and credible information.

The study found significant positive correlation between feedback frequency and EP in KEFRI. Moreover, the researcher established that frequent feedback provides employees with information that facilitates discussions between them and the team leaders. In addition, the performance feedback provides the workers with adequate information for decision making. The study also revealed that the provision of performance feedback frequently helps the employees improve productivity and achievement of goals. In addition, the employees are

provided with their performance feedback on monthly basis. However, the study found that employees' performance feedback does not create favorable attitudes.

The study found statistically significant and positive correlation between performance feedback communication channels and EP in KEFRI. Moreover, the study established that team leaders utilize social media platforms to provide feedback information to employees. Further, team leaders utilize phone calls to provide feedback information to employees. In addition, the study established that the team leaders use emails and text messages to provide feedback information to employees. The study also revealed that the team leaders use face to face meetings to provide feedback information to employees. Further, the team leaders use performance feedback communication channels to provide employees with past performance information.

The study found significant positive relationship between feedback based training and employee performance in KEFRI. Moreover, job skills and knowledge needs established during performance feedback are put into consideration in evaluating training needs. In addition, the employees' feedback is utilized by team leaders in the development of training course content. The study revealed that team leaders utilize appraisal and feedback results in the development of a training program. Moreover, training needs established during performance feedback are dealt with in the training program according to the report.

5.3 Conclusion

The study therefore concludes that performance feedback system has significant positive effect on EP in KEFRI. The research also concludes that feedback content has significant positive influence on EP in KEFRI. The study established that performance feedback covers

the achievement of the employees' goals and information on where the employees have failed in their responsibilities. Further, the study found that feedback is normally based on accurate and credible information. The study also found that feedback provides employees with information on areas they need to improve and that the employees are normally recognized and celebrated for their accomplishments of employees.

The study concludes that feedback frequency has significant and positive influence on the EP in KEFRI. In addition, frequent feedback provides staffs with information that facilitates discussions between them and team leaders. Additionally, performance feedback provides employees with adequate information for decision making. The study revealed that the provision of performance feedback frequently helps the employees improve productivity and achievement of goals. In addition, employees are given their performance feedback on monthly basis. However, the study found that employees' performance feedback does not create favorable attitudes.

The study concludes that performance feedback communication channels have statistically significant as well as positive influence on the EP in KEFRI. The researcher established that team leaders utilize social media platforms, phone calls, emails, and text messages as well as face to face meetings to provide feedback information to employees. Further, team leaders use performance feedback communication channels to provide past performance information to employees.

The study further concludes that feedback based training has significant positive influence on EP in KEFRI. Moreover, job skills and knowledge needs established during performance feedback are put into consideration when evaluating training needs. In addition, employees'

feedback is utilized by team leaders in the development of training course content. The study revealed that team leaders utilize appraisal and feedback results in the development of a training program. Moreover, training needs established during performance feedback are dealt with in the training program.

5.4 Recommendations

The researcher found significant positive correlation between feedback frequency and EP in KEFRI. The recommendation of this study is that the management must provide open and honest feedback on regular basis to enable the employees to create trust and accept responsibility for improving performance and increasing their abilities.

The study found that feedback content has a positive and significant relationship with employee performance at KEFRI. This study recommends that the management of KEFRI should ensure continuous improvement in the provision of clear, accurate, precise and detailed performance feedback so that staff can acquire information on their weaknesses and strengths that could aid in their performance improvement.

The study further established significant and positive correlation between feedback frequency and employee performance in KEFRI. This study hence recommends that management should continue providing performance feedback on monthly basis in order to motivate and help the employees improve their productivity and achieve their goals.

The study found that the team leaders use face to face meetings to provide employees with feedback information. Management therefore should use face to face meetings to allow the employees express their ideas, feelings and worries as well as reduce misunderstandings between the team leaders and the employees.

The study established that feedback communication channels have a positive relationship with employee performance at KEFRI. As such, the study recommends that the management of KEFRI should diversify in the utilization of communication channels so as to improve employee performance. Communication channels to be considered should include social media platforms, face to face meetings, phone calls, emails and text messages.

The study further established that feedback based training has a significant relationship with employee performance at KEFRI. The study therefore recommends that management of KEFRI should ensure continuous utilization of performance feedback in the development of training programs so as to address employee training needs and hence improve employee performance.

5.5 Areas for Further Studies

This research evaluated influence of performance feedback system on EP in KEFRI. However, this study was limited to KEFRI and hence the findings cannot be generalized to other State Corporation in Kenya. The study hence recommends that more studies need to be done on performance feedback system and EP in other state corporations. Moreover, the findings revealed that 73.4% of employee performance was accounted for by feedback content, feedback frequency, communication channel and feedback based training. Therefore, additional studies should be performed to assess other factors that influence employee performance.

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APPENDICES

Appendix I: Questionnaire

This research tool will be deployed to obtain data from individuals working in KEFRI. The main objective is to evaluate effect of performance feedback system on employee performance in KEFRI. Moreover, the information gathered will be treated with anonymity as well as academic professionalism. Please fill blank spaces with relevant information.

PART A: GENERAL INFORMATION

Kindly respond to each question by ticking appropriate answers or filling blank spaces.

1. Kindly indicate the highest education level attained?

- PhD Master's Degree
Undergraduate degree College diploma
Secondary education
Any other (specific)

2. Specify the duration of working in the organization

PART B: FEEDBACK SYSTEMS

3. This section seeks to obtain information on feedback systems in your organization.

Kindly specify your agreement level with below statements pertaining to feedback systems in your organization. Kindly use the below key to TICK in spaces provided.

1 is Strongly Disagree, 2 is Disagree, 3 is Neutral, 4 is Agree, 5 is Strongly Agree

		1	2	3	4	5
	FEEDBACK CONTENT					

1 a	My performance feedback covers the achievement of my goals					
2 b	I am normally recognized and celebrated for my accomplishments of employees					
3 c	My feedback provides me with information on areas they need to improve					
4 d	My feedback covers information on where I have failed in my responsibilities					
5 e	My feedback is normally based on accurate and credible information					
	FEEDBACK FREQUENCY					
1 f	I am provided with my performance feedback on monthly basis					
2 g	The provision of performance feedback frequently helps me improve productivity and achievement of goals					
3 h	My performance feedback provides me with adequate information for decision making					
4 i	My performance feedback creates a favourable attitudes					
5 j	Frequent feedback provides me with information that facilitates discussions between me and my team leaders					
	PERFORMANCE FEEDBACK COMMUNICATION CHANNELS					
1 k	My team leaders use performance feedback communication channels to provide me with past performance information					
2 l	My team leaders use face to face meetings to provide me with feedback information					
3 m	My team leaders use emails and text messages to provide me with feedback information					
4 n	My team leaders utilize social media platforms to provide me with feedback information					

5 o	My team leaders utilize phone calls to provide me with feedback information					
FEEDBACK BASED TRAINING						
1 p	My team leaders utilize appraisal and feedback results in the development of a training program					
2 q	My team leaders utilize my feedback in the development of training course content					
3 r	My training needs established during performance feedback are dealt with in the training program					
4 s	My performance feedback helps in the provision of an atmosphere that encourages training					
5 t	My job skills and knowledge needs established during performance feedback are put into consideration in evaluating training needs					

PART D: EMPLOYEE PERFORMANCE

4. This section seeks to obtain information on your Employee Performance in the organization. Kindly specify your agreement level with below statements. Kindly use the below key to TICK in spaces provided.

		1	2	3	4	5
	Task Performance					
1u	I normally maintain high standard of work in our organization					
2v	I am able to do assignments with less supervision in our organization					
3w	Am passionate on my work					
4x	I can hand numerous tasks to achieve set goals					
5y	I am able to handle my jobs whenever the situation demands.					
	Contextual Performance					
1z	I help other employees when asked to or when a need arises					
2aa	I normally volunteer extra responsibilities					
3ab	I actively participate in work meetings and group discussions					

4ac	I actively participate in decision making and problem solving					
5ad	I participate in ensuring good coordination among employees in our organization					

5. Please comment on the trend of (1) task performance and (2) contextual performance in your organization

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