

**PERFORMANCE APPRAISAL PRACTICES AMONG MASS MEDIA HOUSES IN  
NAIROBI**

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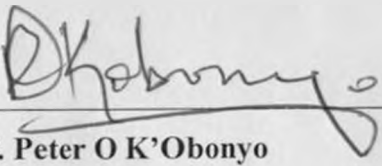


## DECLARATION

This Project is my own original work and has never been submitted for a degree in any other university.

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This project has been submitted for examination with my approval as a University Supervisor.

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## **DEDICATION**

*To God be the Glory  
To my father for the inspiration  
To my Mother for shaping my life  
To my husband & children for the unwavering support*

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## **ABSTRACT**

The study sought to determine the practice of performance appraisals in Media Houses based in Nairobi. It was a census study that targeted all the 42 Media houses based in Nairobi, both Print and Electronic. A questionnaire was sent to all the Heads of Human Resources and Editorial Departments in all the Media Houses. The survey method was used because the research problem required comparative data from a cross section of organizations.

Primary data was used in this study. A response rate of 71.4 % was achieved the data collected was analyzed using descriptive statistics.

The results of this study revealed that performance appraisals are used to enhance career progression and performance. The findings further indicated that Management by Objectives (MBO) is the most commonly used performance appraisal practice as opposed to Self appraisal, Balanced score card (BSC),and Peer Appraisal. From the study, it was observed that performance appraisal practices were objective , the performance appraisal instruments were tailored to each staff category , Performance Appraisals are not necessarily used to make pay increases.

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## **LIST OF ACRONYMS/ABBREVIATIONS**

HR-Human Resources

HRM-Human Resources Management

MBO-Management by Objectives

MDG-Millennium Development Goals

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background

According to Michael Armstrong (2006), Performance Appraisal is the formal assessment and rating of individuals by their managers at, usually, an annual review meeting. Smither (1998) defines performance appraisal as a process of identifying, observing, measuring, and developing human performance in an organization. The identification component refers to the process of determining what aspects to focus on in the appraisal process. Observation means that all performance aspects must be directly and sufficiently observed so that fair and accurate judgments can be made. Measurement component of the definition calls for the evaluation of what is identified and observed. The development component refers to the future oriented and improvement focus of appraisal. Unfortunately, many of the components are neglected or done poorly in practice. Identification is often done in a unilateral fashion by the Human Resources Department and a rating form is sent out from the “black box” of the department. Raters are often not trained in what should be observed on in evaluation standards. Development is often neglected and left up to the motivation and skills of individual’s raters. Administrative purposes are often the primary reasons for conducting appraisal.

Pennington (1995) defines Performance Appraisal as the judgment of the employee’s performance in his or her job based in considerations of other job requirements. All managers are therefore constantly forming judgments of the subordinates and are in a sense continuously making appraisals. In many ways, performance management is the essence of management in general. It is concerned with ensuring optimum contribution is obtained from each individual within the organization. One of the main requirements of any supervisor is to ensure that performance of subordinates match the requirements of the organization.

Henderson (1985) observes that many people from all walks of life strongly believe that rewards received should closely relate to contribution made and efforts provided to ensure fulfilment of this belief, it is necessary for organization to recognize and measure differences in output, behaviours and performance.

### **1.1.1 Performance Appraisal Practices**

Armstrong (2006) noted that often Performance appraisal has been discredited because it has been operated frequently as a top-down and largely bureaucratic system owned by the HR department rather than by line managers. It has been perceived by many commentators solely as a means of exercising managerial control. Armstrong (2006) posits that Performance appraisal tended to be backward looking, concentrating on what had gone wrong, rather than looking forward to future development needs. Performance appraisal schemes existed in isolation. There was little or no link between them and the needs of the business. Line managers have frequently rejected performance appraisal schemes as being time-consuming and irrelevant. Employees have resented the superficial nature with which appraisals have been conducted by managers who lack the skills required, tend to be biased and are simply going through the motions. As Armstrong (1998) assert, performance appraisal too often degenerated into “a dishonest annual ritual”

Currently, there are several techniques used to appraise employees. Among them, the most familiar performance appraisal form is still used. The trend is to move away from using formal forms, and to instead focus more on specific job related outcomes and behaviours. As a result of this, many companies are already undertaking a total revision of their approach to performance appraisal and soon we may, instead of a rating form, adopt a blank sheet of paper on which employees and their bosses list specific objectives to be accomplished during the appraisal period (Boyett and Conn, 1992). Most organizations today are emphasizing teams, values, employee job roles and process, that revolve around customer needs. Thus performance appraisal may have to be designed and implemented to incorporate these concepts (Moravec, 1996).

Formal appraisal is widely practiced today. In a study of 306 organizations in the United Kingdom, 82% operated a formal employee appraisal system. In the UK, appraisal schemes are being used more and more to control rather than to develop performance. In the US, similar surveys also revealed high levels of formal appraisal.

A relatively new feature in the appraisal method is the 360-degree feedback sometimes referred to as multi-source assessment or multi-rate feedback. This is the systematic collection and feedback of performance data on an individual or group derived from a number of stakeholders on their performance. A study carried out by Armstrong and Baron (1998) reveals that this approach, though not very common, is gaining interest in organizations today. The 360-degrees approach is usually based on two key assumptions: That awareness of any discrepancy between how we see ourselves and how others see us is increased self awareness, and that enhanced self-awareness is a key to maximum performance as a leader, and this becomes a foundation block for management and leadership development programs. In this approach, it is important to involve employees in the implementation process for better results. There is also need to train employees on how to receive and give Performance Appraisal information.

A more current approach to the appraisal system is the concept of electronic appraisal (eAppraisal). This is a situation where computer softwares are customized to individual organizations. The softwares can be such that they help managers write job profiles; create good objectives; document performance regularly; and write appraisals. The eAppraisal automates the time-consuming employee appraisal process, and eases the sophisticated reporting. It significantly reduces time and expense of administering performance evaluations, but greatly improves the process as well. In Japan, specific feedback to an average employee is meted out daily. This is in accordance to Dessler,(1995) recommendation that organizations should use continuous, rather than annual avoid spending a lot of time on appraisal, both on a day-to-day basis and in preparing and providing useful feedback for the more formal semi-annual and annual appraisal meetings. This has also been made more possible with the implementation of eAppraisal.

### 1.1.2 The Media Industry

In Kenya, the media industry can be categorized into two segments: electronic and print media. The print media can be classified into three major categories namely mainstream print media, Christian Newspapers and Gutter press Odero (2003). Generally, the print media is highly dynamic and vibrant. Newspapers that are independent and are critical especially towards the Government have risen in the last ten years. Odero (2003) has defined mainstream print media as the licenced newspapers and magazines. The licenced newspapers include the Daily Nation, The East African Standard, The Kenya Times and The People. The magazines in this category are mainly Christian Magazines and Newspapers such as Parents, Drum ,Today in Africa, True Love etc(Owuor,2002)

The alternative media (Gutter Press): refers to other papers not commonly read but are sold in the streets. Examples of alternative media currently in the market include The Independent, The Dispatch, The Kenya Confidential, The Star and the Weekly Citizen.

The Electronic Media which is the second category consists of Radio and Television, is the electronic transmission of audio and visual signals to a mass audience (Newman, 2005). The Electronic Media is a major industry where entertainment, news and educational programmes are transmitted directly to people's homes. The electronic category has been transforming tremendously in the past 5 years due to liberalization and relaxation of licensing policies (Owuor 2003). As a result, there has been a mushrooming of privately owned television and radio stations.

The Broadcasting business has attracted people of mediocre management talent (Warner 2005 pg 5)"The industry has tended to attract people interested in satisfying their personal need for power, celebrity and getting rich quick than satisfying business needs of long term growth and good reputation of the organization they work for (Warner,2005).The industry consists of many small entities. Relevant literature suggests that the basic principles underlying performance appraisal schemes in all organizations are similar.

## 1.2 Statement of the Problem

The emergence of various media houses in Kenya, both print and electronic, has posed a great challenge to the media industry in terms of increased competition. As a result, therefore, the media industry has been forced to enter into serious performance contracts with their staff which specify organizational targets and key result areas that must be achieved by each department and individual employees in line with the overall organizational objective.

For Performance Appraisals to be meaningful for employers, there is need to put in place a comprehensive Performance Management system within the organization. For such a system to be successful, there is need for a detailed policy and current Job Descriptions, development of annual work objectives at departmental and individual level, performance reviews, staff appraisals and feedback on the appraisal results.

The nature of what is being appraised and the performance appraisal method used vary between organizations and might cover personality, behaviour or job performance. These areas might be measured either quantitatively or qualitatively. Coates (1994) argues that what is actually measured in performance appraisal is the extent to which the individual conforms to the organization. Some traditional appraisal was based on measures of personality traits that were felt to be important to the job. These included resourcefulness.

Organizations have experienced tremendous changes in the way performance appraisals are conducted. Generally, performance appraisal involved examining personal and behavior traits. However, emphasis has shifted to 360 degrees appraisals. All these changes are aimed at making performance appraisals play an effective role in performance management.

Considering the above, it is important to conduct a study to determine performance appraisal practices in the Mass Media Industry in Kenya. This is very critical following the increased competition and the level of awareness of viewers and readers. In order for any media house to sustain a competitive edge, there is need to develop a state of the art

performance management system. Performance Appraisal is an important component of performance management system. without which, it is impossible for any media house to remain competitive.

Awori (2007), in her study recommended that future research should focus on performance appraisal practices in the service or the manufacturing sector. Her study on performance appraisal practices in state corporations in Kenya revealed that some practices are better than others in terms of the organizational objectives that are intended to achieve. No study has been done to the best of the researcher's knowledge to show which practices are predominantly used by Media Houses in Kenya and whether these practices are among those considered to constitute best practices. It is this gap in knowledge that the study was intended to fill.

### **1.3 Research Objective**

The objectives of this study were to establish performance appraisal practices by Mass Media Houses in Nairobi.

### **1.4 Importance of the Study**

This study will be useful to:

Managers in the mass media

Future Researchers

Teachers of Journalism and Communication

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 Introduction

This chapter will help to investigate the literature related to the problem under investigation. It has various sections as follows; the first section will focus on the definition of performance. Section two highlights the benefits of a sound performance appraisal to the organization, supervisor and the employee. The third section examines the various types of performance appraisal practices; section four examines performance appraisal techniques and lastly the purpose of performance appraisal.

Organizations have long acknowledged the value of performance appraisal in both administration decisions and in motivating employees. However, it would appear that most empirical research has focused on compulsory systems designed for use with executives and managers. Albrook (1968) The reluctance to implement appraisal systems with lower level and base-grade employees may be due to several factors, including employee and union resistance to compulsory systems of appraisal. Faced with this problem, appraisal can be viewed by appraisees and appraisers as an 'innovation'. In a climate with growing emphasis on participative management styles, self-regulated or voluntary systems of performance appraisal may become increasingly prevalent and important.

Scherer and Segal (2006) indicate that companies with world class performance systems generally engage in the best practices. They note that some of the best practices of Performance Appraisal are ensuring that an organization makes performance appraisal part of the culture "walk the talk" ( the CEO must model the right Performance Appraisal with his or her direct reports); Link performance appraisal to organizational objectives, invest in training and education , design the system for the unique needs of the organization, use performance appraisal to build relationships between supervisors and employees; use flexible, customized appraisal forms and finally separate the



compensation from performance. Longenecker and Fink (2003) argue that there are two reasons why performance appraisals are here to stay. First, formal appraisal are required to justify a wide range of human resource decisions such as pay rises, promotions, demotions, terminations and selection validation. They also are keen to evaluating recruitment results and determining training needs. Secondly, formal appraisals are required to maintain a competitive edge.

## 2.2 Performance Management

(Armstrong,2006) noted that Performance Management is a continuous and much wider , more comprehensive and more natural process of management that clarifies mutual expectations emphasizes the support role of managers who are expected to act as coaches rather than judges and focused on future. He further defines performance management as a strategic and integrated approach to delivering sustained success to organizations by improving the performance of the people who work in them and by developing the capabilities of teams and individual contributors.

Pennington and Edwards (2000) note that performance management systems grew in popularity during 1980 because they were thought to facilitate rigorous specification of performance standards and measures and increase the likelihood of achieving organizational goals at a time when organizations needed to respond to increasing competitive business conditions. They also were a move away from collectivism towards greater individualization of the employment relationship. During the 1990s there was increased interest among Human Resources Management practitioners and researchers in high performance or high commitment practices and there is evidence for a link between adoption of high performance, human resource practices and superior organizational performance.

All high performance organizations whether public or private are . and must be interested in developing and deploying effective performance management systems, since it is only through such systems that they can remain high performing and competitive organizations.(National Performance Review for reinventing Government 1997)

Egan (1995) proposes the following as guiding principles for performance management: that most employees want direction, freedom to get their work done and encouragement not control. The solution is to make it a collaborative development system in two ways. First, the entire performance management process coaching, counselling, feedback, tracking, recognitions etc should encourage development. Ideally, team members grow and develop through these interactions. Second, when managers and team members ask what they need to be able to do bigger and better things, they move to strategic development.

Graham and Bennet (1998) define performance management as the integration of employee development with results based assessment. It encompasses performance appraisal, objective setting for individuals and departments, appropriate training programmes and performance – related pay. Appraisal of managers by their subordinates; peers and people in other departments (perhaps even customers) may be included in the scheme.

Pennington and Edwards (2000), state that there are four essential elements of performance management. The first one being setting individual objectives which support achieving the business strategy , the second being performance appraisal ;the third element is review of pay and rewards including performance related pay, and lastly organizational capability review of the performance management system must influence the business strategy. Dell (1999), research director at the conference Board, said that dissatisfaction with performance Appraisal was hitting companies from a number of directions “changes in strategy mean you must realign the performance appraisal process to keep up with the goals and directions of the enterprise,” he said “Flattening the organization structures and move to more cross-functional work environments mean that top-down performance Appraisal is no longer appropriate. When you change the performance appraisal system, you are really talking about dealing with change in the Corporate Culture”.

Performance review remains a major source of frustration for managers (Lawler 1994, Glover 1996). However, in a world where organizations are struggling to become

'employers of choice', and thereby hoping to attract the brightest talent available, corporations simply cannot afford a flawed or weak performance review system Joinson (2001). In addition, there exists ample evidence to suggest that companies which utilize performance management systems can strategically perform more effectively, in financial terms than those firms which invest less in this human resource management (HRM) process. (Rheem 1996, Glendenning 2002) In general, companies which manage the performance of their people effectively are more likely to outperform their competitors than those which do not (McDonald & Smith 1995).

(Nankervis, Compton & Savery 2000) note that the review of employee performance, and the management of its collective contribution to organisational effectiveness, has often been perceived as a combination of informal and formal techniques. Nevertheless, there is an emerging consensus that these techniques together have the potential to motivate individual employees and their work groups, to evaluate the efficacy of all HRM functions, and to provide organisations with a strategic advantage in their ongoing pursuit of competitive goals and imperatives.

There is widespread agreement that success or failure in performance management depends on at least four criteria: organisational philosophies, the attitudes and skills of those responsible for its implementation, acceptance, commitment and ownership of appraisers and appraisees (Lawler 1967, Hedge & Teachout 2000) and the endorsement of the notions of 'procedural fairness' and 'distributive justice'. 'Procedural fairness' refers to the employees' perception of the program's overall process equity, and where 'distributive justice' is linked to perceptions of the fairness of associated rewards and recognition outcomes.

Supporters of performance review and management systems such as Drucker (1954), Herzberg (1959), Cascio (1999) and Wilson (2001), argue that performance review programs are the logical and preferable means to appraise, to develop, and to effectively utilise, employees' knowledge and capabilities. Of course, all of these outcomes will only be possible where the end user, the business manager, is educated in the effective processes of performance review and persuaded of the potential benefits of getting it right (Glendenning 2002).

## **2.3 Benefits of a sound performance Appraisal System**

Lessie and Lloyd (1993) have identified various benefits of performance Appraisal to the organization, supervisor and the employee. The benefits are as follows.

### **Benefits to the organization**

Performance Appraisal provides an evaluation of the organization's human resources. It gives the organization a basis for making future human resources decisions, increases the potential of the organization's present human resources for meeting the present and future needs of the organization and improves employee's morale.

### **Benefits to the supervisor**

Provides the supervisor with a clearer picture of the employee understanding of what is expected on the job, gives the supervisor input into each employee's development. It also improves the productivity and morale of the supervisor's employees and helps the supervisor identify capable replacements for higher level jobs within the supervisor's work unit.

### **Benefits to the employee**

Allows the employee to present ideas for improvement and provides the employee with an opportunity to change his or her work behaviour and lets the employee know how supervisor feels about his or her work. It also assures the employee of regular and systematic reviews of performance.

## **2.4 Performance Appraisal Practices**

Davies (2006) notes that measuring performance is critical to performance management and appraisal, and to improving productivity both on an individual and corporate level. He enquires if we are effectively measuring our employees on -the -job performance? He also indicates if we are measuring it more on punctuality, dress politeness and loyalty than on quantifiable measurements such as meeting specific sales goals, we are missing vital data that may be impairing our bottom line. He observes that qualitative measurements based mostly on personality traits are more easily displaced during the

year than quantifiable measurements by implementing systems to measure successes or failures in their departments.

#### **2.4.1 360 degrees Feedback**

Armstrong (2006) defines 360 degrees as the systematic collection and feedback of performance data on an individual or group derived from a number of stakeholders on their performance. The data is usually feedback in the form of ratings against various performance dimensions. 360 degrees feedback process can be generated for individuals from the person to whom they report, their direct reports, their peers (who could be team members and/or colleagues in other parts of the organization and their external and internal customers. The range of feedback could be extended to include other stakeholders, external customers, clients or suppliers. A self – assessment process may also be incorporated using for comparison purposes the same criteria as the other generators of feedback. Feedback can be initiated entirely by peers (in team setting) or by both peers and team leaders. It can also take the form of 180 degrees or upward feedback where this is given by subordinates to their managers. Feedback may be presented direct to individual, or to their managers, or both expect counseling and coaching for individuals as a request of the feedback may be provided by a member of the HR department or by an outside consultant.

Armstrong (2006) further observes that 360-degree appraisal is designed to give a complete, multi-dimensional picture of an individual's performance – from his or her manager, temporary project leaders in a matrix organization, direct and indirect reports, peers, and internal and external customers. He states that 360 - degree feedback is a means of establishing how successful individuals are also asked to assess themselves. The emphasis is on skills, competences and behaviour. The feedback should be directed at describing behaviour rather than judging it. The usual approach is to use structured questionnaires which are completed anonymously and are confidential to the individual. However, it is desirable to provide some form of counselling which enables individuals to interpret the feedback and prepare action plans for self-development.

Ward, (1995) defines it as the systematic collection and feedback of performance data on an individual or group derived from a number of stakeholders on their performance. It is

also referred to as multi source assessment or multi rate feedback. Data for the appraisee is generated from the person to whom they report peers or team members, other colleagues, external customers and internal customers. The source of data can also be extended to include others such as customers, clients or suppliers. The appraiser sends out questionnaires or forms to the respective people and during formal interview of the individual their comments will be taken into consideration. This method is based on the assumption that the awareness of any discrepancy between how we see ourselves and how others see us increases our self awareness. That enhanced self awareness is also key to improved performance and can become a foundation for management and leadership development programs.

Na (January 2006) observes that 360-degree feedback is the most comprehensive and costly type of appraisal. It includes self ratings, peer reviews, and upward assessments, feedback is sought from everyone. It gives people a chance to know how they are seen by others; to see their skills and style, and may improve communications between people. 360 - degree feedback helps by bringing out every aspect of an employee`s life.

Co-operation with people outside their department, helpfulness towards customers and vendors, etc. may not be rated by other types of appraisal. This system also helps those who have conflicts with their manager. 360-degree feedback generally has high employee involvement and credibility; may have the strongest impact on behaviour, performance and may greatly increase communication and shared goals. It provides people with a good all - rounded perspective. 360-degree feedback may be given directly to employees who have the option of discussing them with their managers; or it may be given to managers for use in a feedback meeting. Whichever method is chosen training for the managers and ratees is necessary.

#### **2.4.2 Balanced Scorecard**

Pennington and Edwards (2000) indicate that a balanced score card is a management process involving four main steps. First is deciding the vision of the future. Second is determining how this vision can become a competitive advantage for the organization as seen from four perspectives; Shareholders, Customers, Internal management process and ability to innovate and grow. The third step is determining from these four perspectives

the critical success factors and the final step is identifying the critical measures for ascertaining how far along the organization is on the path to success.

Missroon (2005) argues that the Balanced Scorecard has become the preeminent strategic enterprise performance management system. Its resultant managerial fan club is obviously attributable to its focus on strategy and future. By implementing the BSC, managers are able to translate broad mission statements into tactical actionable, thus directing the firm toward goal attainment.

### **2.4.3 Management by objectives**

Graham and Bennet (1998) defines Management by objectives as a system which attempts to improve the performance of the company and motivate, assess and train its employees by integrating their personal goals with objectives of the company. The employees agree with the manager what his or her performance objectives should be over a period. The objectives are ideally expressed quantitatively and are taken from key areas of the job. At the end of the period the employee and manager review jointly the achievement of the objectives.

### **2.4.4 Upward Appraisal**

Penningtone and Edwards (2000) indicate that upward appraisal is the kind of appraisal whereby employees appraise their managers. Upward assessments may only be run with managers who have three or more direct reports. Someone other than the manager and ratees must assemble the completed survey forms into a report for the manager; some survey publishers do this. Many consultants recommend using upward assessments at least every two years. This helps managers to check their progress and refreshes the findings of the past survey in their minds; however, it doesn't make the cost unbearable. After the first assessment, the program may be run inhouse.

### **2.4.5 Self-reviews**

Meyer (1965) states that self-review are based on the idea that employees are most familiar with their work and that their involvement is essential. Employees rate themselves on a number of criteria, usually with a formal survey form and suggest improvements. They help to clarify their own goals, and expose areas of weakness so

they may be worked on. The manager may be left out of the process, although an exchange of views between the worker and manager may help their relationship, and boost the employee's own understanding. He notes that self-reviews changes the role of the manager to counselor rather than judge a role from which the manager can do more to support people. He wrote that self-review therefore enhances the subordinates dignity and self- respect involving the employee as an equal in the review process is more likely(according to Meyer) to increase commitment to action plans, making the entire process more satisfying and more productive. Self reviews tend to have low halo error and result in little paperwork for managers. However, people may not see their own deficiencies as others and so self-review should be used alongside other methods.

#### **2.4.6 Peer Review**

A Peer review program may be signed by a task force of three to six workers, to set the goals, benefits, and objectives of the programs design criteria based performance evaluation system; and conduct a pilot program (Training and Development, June 1992). During the pilot program, people may be encouraged to provide feedback on the system itself. Training and support should be available. Pilot programs are very important for any new system, because they let people iron out the bugs without letting the program lose credibility, among other workers.

Na (January 2006) notes that Peer Reviews often have a high level of worker acceptance and involvement; they tend to be stable, task - relevant and accurate. By helping Peers to understand each other's work and by airing grievances in a non-threatening manner, peer reviews may also help people to get along better. For the organization, this means higher performance. For the people, this means a better place to work and less frustration; it may also help people to concentrate less on politics or working around people and to spend more time on their work ( or to put in less overtime). Peer reviews may work best if all parties know that the reviews will not be used for setting pay, promotion possibility or disciplinary actions. However, a peer review system with the power to give promotions, raises, or disciplinary actions might be workable in some businesses, if the employers think it's a good idea.



## 2.5 Performance Appraisal

Nzuve and Singh (1992) state that performance Appraisal is essential for both promotions and transfers. An appraisal of the employee is necessary at the time of his employment. However, an appraisal on a continuing basis during the working life of the employee is also very desirable and useful. Although evaluation is constantly being done at an unconscious level but to generate proper control a formal procedure for evaluating personnel is needed with the organization. At times these appraisals are referred to as ratings. The personnel department can help materially in fixing the qualities and characteristics to be rated, in determining the person who should make such appraisal and also prescribe the appropriate procedure.

Derek, Laura and Stephen (2005) observe that traditionally performance appraisal systems have provided a formalized process to review the performance of employees. They are typically designed on a central basis, usually by the HR function, and require each line manager to appraise the performance of their staff, usually on an annual basis. This normally requires the manager and employee to take part in a performance review meeting. Elaborate forms are often completed as a record of the process, but they are not living documents, they are generally stored in the archives of the HR department and the issue of performance is neglected until the next round of performance review meetings. They further note that the nature of what is being appraised varies between organizations and might cover personality behaviour or job performance. These areas might be measured either quantitatively or qualitatively. Qualitative appraisal often involves the writing of an unstructured narrative on the general performance of the appraisee. Alternatively, some guidance might be given as to the areas on which the appraiser should comment.

(Derek, 2002) notes that Performance Appraisal systems formalize the review part of the performance cycle. They are typically designed on a central basis, usually by the HR function, and require that each line manager appraise the performance of their staff on an annual, six-monthly or even quarterly basis. Elaborate forms are often designed to be completed as a formal record of the process.

Effective hiring and firing, attracting the best candidate, reducing staff turnover and improving performance are fundamental management functions (Taylor, 1999). Between hiring and termination of employment, there should be regular appraisals (Forsyth, 1995). The process presumes that there are guidelines on what should be occurring and runs a rule over what is being done and how it is being done in order to improve performance of the future. It is a force for good in two ways, first it identifies gaps in people's skills and competencies, and second it helps them keep pace in a fast changing work and organizational environment.

Brademas and Lowrey (1981) define "performance" as an employee's accomplishment of assigned tasks, and "appraisal" as an assessment of an employee's past performance that is to be used as a basis for making decisions about such matters as training, granting awards, granting pay increases (whether regular or special) reassignment, promotion or removal. Performance Appraisal is a system by which a formal written review of an employer's work performance is provided. Performance Appraisal are important documents in an employee folder. They will serve as useful tools in making appropriate business decisions (that is promotions, salary adjustments, termination etc). Therefore, it is important that appraisals be on target and accurately written. They state that, ideally Performance Appraisal allows management to specify what employee must do. Combines feedback and goal setting everyone involved needs to recognize that Performance Appraisal involves human judgment and information processing; it can never be totally objective or infallible. The Performance Appraisal system should aim to be easy to operate, easy to explain, easy to maintain, easy to administer, job related relevant, sensitive, reliable, acceptable, practical, open, fair and useful. The ratee should participate in development and there is need to take legal issues into account.

Meyer, Kay and French (1965) note that Performance Appraisal fails because companies often select indiscriminately from wide battery of available performance techniques without really thinking about which particular technique is best suited to a particular appraisal objective. In addition Performance Appraisal may also fail because managers often view it as wasted paperwork, especially if nothing comes out of their efforts and the

managers may fear the emotions that can be unleashed; and fear of not being able to defend ratings.

## **2.6 Performance Appraisal Techniques**

### **2.6.1 Peer Appraisal**

John (1995), notes that in peer appraisal, the ratings are obtained from other employees within the company and at the same level. He argues that peer appraisal that appears to be particularly appropriate occurs in the case of autonomous work groups where decision - making authority has been shifted to a substantial degree from management to the members of the work group itself. In such a situation, failure to involve superiors in the appraisal process tends to have much greater credibility, the group is supposed to make decisions. Feedback to the individual comes from a committee of peer rather than supervisors.

### **2.6.2 Essay Appraisals**

Sprigal and Mumma (1996) state that essay appraisal is the simplest form, this techniques asks the rater to write a paragraph or more covering an individuals' strength , weaknesses, potential , etc. In most selection situations, particularly those involving professional, sales or managerial positions, essay appraisals from former employers, teachers or associates carry significant weight. The assumption seems to be that an honest and informed statement, either by word of mouth or in writing from someone who knows a man well, is fully as valid as more formal and more complicated methods. The biggest drawback to essay appraisal is their variability in length and content moreover, since different essays touch on different aspects of a man's performance or personal qualifications, assay ratings are difficult to combine or compare. For comparability, some type of more formal method, like the graphic rating scale, is desirable.

### **2.6.3 Critical incidents technique**

John (1995) notes that the critical incident procedure involves obtaining reports of effective and ineffective performance from knowledgeable individuals, usually supervisors. More often than not, these are behaviour statements, but they can be results statements or even indicators of rate characteristics or traits. Usually, the incidents are

categorized in terms of various aspects or dimensions of performance and presented to raters in checklist form. The statement is simply said to be characteristic of the individual or not, and effective to obtain a final score. Personal bias is thus held to a minimum.

#### **2.6.4 Management by objectives (MBO)**

Levinson (1970) argues that to avoid, or to deal with the feeling that employees in some organizations are being judged by unfairly high standards, employees in some organizations are asked to set or help set their own performance goals within the past five or six years. M.B.O has become something of a fact and is so familiar to most managers that I will not dwell on it here. It should be noted, however, that when MBO is applied at lower organizational levels, employees do not always want to be involved in their own goal setting.

Turner A.N. and Lawrence P.R (1965) discovered that many do not want self-direction or autonomy. As a result , more coercive variation, of M.B.O are becoming increasingly common, and some critic, see M.B.O. drifting into a kind of manipulative form of management in which pseudo – participation substitutes for the real thing. Employees are consulted but management ends up imposing its standards and its objectives. Some organizations therefore are introducing a work standard approach to goal setting in which management openly sets the goals. In fact, there appears to be something of vogue in the setting of such work standards in white-collar and service areas.

#### **2.6.5 Comparisons technique**

John (1995) indicate that comparisons procedures, as such, make no attempt to say how effective a person is but, rather, indicate the relative position on some dimension achieved by a group of individuals . Ranking, where each person is said to be best, next best, etc is the most common approach. The ranking may be done by considering the extreme ranks at both low and high ends first, then to the more different discriminations in the middle. The advantage is that people are spread out over a wide range and many sources of error are eliminated, still, comparisons across groups become difficult. In the paired comparison approach a ranking is produced by comparing each individual with each other within the group, and then ranking the members in terms of how frequently

they exceed another. The pluses and minuses are the same as with ranking, but the pairing of judgments tends to yield a greater degree of precision.

### **2.6.6 Ranking Methods**

Albrook (1968) argues that for comparative purposes particularly when it is necessary to compare people who work for different supervisors, individual statement, rating, or appraisal forms are not particularly useful. Instead, it is necessary to recognize that comparisons involve an overall subjective judgment to which a host of additional facts and impressions must somehow be added. There is no single form or way to do this. Comparing people in different units for the purpose of, say, choosing a service supervisor or determining the relative size of salary increases for different supervisors, requires subjective judgment, not statistics. The best approach appears to be a ranking technique involving pooled judgment. The two most effective methods are alternation ranking technique, a paired comparison ranking both ranking techniques, particularly when combined with multiple ranking ( that is when two or more people are asked to make independent rankings of the same work group and their lists are averaged among the best available for generally valid order of merit rankings for salary administration purposes.

### **2.6.7 Forced Distribution/Forced choice**

According to John (1995), Forced distribution method is used most commonly with larger groups. The rater is required to place a specific number of people in various categories such as high, medium high, middle, medium low, and low. As is ranking, no assumption is made as to the absolute levels of performance.

Jensen (2005) states that forced - choice rating technique was developed to reduce bias and establish objective standards of comparison between individuals, but it does not involve the intervention of a third party. Although there are many variations of this method, the most common one asks raters to choose from among groups of statements those which best fit the individual being rated and those which least fit him. The statements are then weighted or scored, very much the way a psychological test is scored. People with high scores are by definition, the better employees; those with low scores are the poorer ones. Since the rater does not know what the scoring weights for each statement are, in theory at least, he cannot play favorites. He simply describes his people

or someone in the personnel department applies the weights to determine who gets the best rating. The rationale behind these techniques is different to fault. It is the same rationale used in developing selection test batteries. In practice however, the forced-choice method tends to irate raters, who feel they are not being trusted. They want to say openly how they rate someone and not be second-guessed or tricked into making "honest" appraisals.

### **2.6.8 Results-Focused Approaches**

Creamer and Janosik (1997) note that there are both advantages and disadvantages to results-based performance appraisal approaches. On the positive side, they produce short and long-term results in the context of original performance and organizational objectives, are generally perceived as fair, tend to generate high levels of commitment to the organization, and they encourage a high level of participation and are thus defensible. On the negative side, they can be overly results oriented - especially in educational organizations, and they may be inflexible.

If supervisors determine that the advantages outweigh disadvantages, results-focused approaches may be incorporated. There are two general techniques of enacting results-focused approaches: Management by Objectives (MBO) and Accountabilities and Measures.

### **2.6.9 Behavior-Based Approaches**

Creamer and Janosik (1997), note that behaviour based approaches tend to use specific performance factors to evaluate staff. Measures of performance can be either quantitative or qualitative. One approach is the conventional rating scale. These scales use words or phrases to describe the degree to which certain behaviours or characteristics are displayed. Categories for behaviourally anchored scales can be created from job descriptions. If there are no appropriate behaviours or characteristics within job descriptions, supervisors should work with staff to determine what behaviours and characteristics would be most useful in an appraisal setting.

Another way of approaching this type of appraisal, as they further suggested, is the behaviourally anchored scale. In this approach, broad categories of practice are identified, ideally through collaborations between supervisors and staff. Specific job behaviours are then linked to the categories. Measures of staff member behaviour are rated on a scale in relation to specific behaviour items, such as "understands department functions."

Henderson (1980) notes that job-dimensions usually yield similar broad categories, such as planning, setting priorities, and responsiveness to supervision. Categories such as these may be useful in framing evaluation criteria in this approach to appraisal. Another means of approaching behaviour-based appraisal is the behavioural frequency scale. Here, desired behaviours are described and the staff member is evaluated on how often those behaviours occur. The weighted checklist is another way of approaching behaviour-based appraisal. This method provides a list of performance related statements that are weighted. Staff members are judged on a scale indicating the degree to which the statement accurately describes performance.

## **2.7 Purpose of Performance Appraisal**

According to Murphy and Cleveland (1995), performance appraisal may be defined as the assessment of how well an employee does his or her own job with special reference to the formal procedures by which regular assessment are made, record of results maintained and action taken to improve performance. Other terms used include performance assessment and job appraisal.

Winston and Creamer (1997) suggested that Performance appraisal can be viewed as the process of assessing and recording staff performance for the purpose of making judgments about staff that lead to decisions. Performance appraisal should also be viewed as a system of highly interactive processes which involve personnel at all levels in differing degrees in determining job expectations, writing job descriptions, selecting relevant appraisal criteria, developing assessment tools and procedures, and collecting interpreting, and reporting results.

McGregor (1957), pointed that formal performance appraisal is designed to meet the need for the organization and for the individual. McGregor suggested the general purpose

of performance appraisal as follows; to provide systematic judgments to back up salary increases, promotions, transfers and sometimes demotions or terminations, to serve as means of telling a subordinate how he/she is doing and suggesting needed changes in his behaviour, attitudes, skills or job knowledge, they also let him know "where he stands" with the boss and to be used as the basis for the coaching and counselling of the individual.

Other purposes of performance appraisal according to Gerald (2001) *summer public personnel management* is to provide periodic, formal feedback to individual staff members. If supervisors never provide any type of formal feedback to employees, they may never know how well, or how poorly, they are performing. This situation is obviously troublesome for both employees as well as supervisors.

Lowry (2000) argues, the management of employee's performance is usually seen as a necessary function of the management cadre. Centrally, it links a number of themes, including the extent to which the organization has identified strategic goals reflecting the needs of the business and degree to which these are communicated to and shared by each employee. Lesslie and Lloyd (1993) defines performance appraisal as a process that involves communicating to an employee how well the employee is performing the job and also, ideally, involves establishing a plan for improvement. Performance Appraisal are used for many purposes in organizations. Among these purposes are wage and salary administration, promotions, demotions, transfers, layoffs, discharge, counselling with employees, and human recourses planning. Performance Appraisal systems have three principal purposes: to improve employee performance in the present job, to prepare employees for future opportunities, that may arise in the organization and to provide a record of employee performance that can be used as a basis for future management decisions. The goals and purposes of professional appraisal may be summarized in two categories: evaluative and developmental (Credlin, 2000). The evaluative purposes include decisions on pay, promotion, demotion, retrenchment and termination. The developmental purposes include research, feedback, management and career development, human resources planning, performance improvement and communication.



Productivity improvement is of concern to almost all organizations, and what employees do or do not influences the productivity of the employing organization. Performance appraisal in industry is viewed as being important because "an effectively designed (appraisal) form serves as a contract between the organization and the employee, and helps act as a control and evaluation system enabling appraisal to better serve a multitude of purposes" (Credlin, 2000).

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This section gives a detailed description of the research methodology that was used in conducting the study. It includes the research design, target population, data collection and analysis.

#### 3.2 Research Design

The survey method was used because the research problem required comparative data from a cross section of organizations.

#### 3.3 Population

This study targeted the Media Houses in Nairobi. There are a total of 42 print and Electronic Media Houses in Nairobi (appendix C). These 42 constituted the population of the study. This, therefore was a census study.

#### 3.4 Data Collection

Primary data was used in this study. Respondents were given structured questionnaires with closed ended questions. Responses from open-ended questions were used to help in explaining findings from closed-ended questions. The respondents comprised Head of Human Resources and Editorial Departments in all the media departments in the 42 media Houses.

The questionnaires were delivered and collected from the organizations personally by the research assistant. The Questionnaire was in two sections, (A) and (B). Section (A) focused on the respondents' bio-data and the organization's details. Section (B) focused on performance appraisal practices in the media houses, which included the following: uses of performance appraisals, standards of performance appraisal, appraisal

instruments, performance feedback, performance ratings, current performance appraisal practices, and performance appraisal techniques

### **3.5 Data analysis**

The Questionnaires were edited for completeness and consistency and loaded manually so as to enable the data to be analyzed. Data collected from respondents was entered into a SPSS (Statistical Package for Social Sciences) data editor. The data was mostly qualitative and coding method was used in order to simplify the analysis. Descriptive statistics including frequencies mean and standard deviation were used. Mean and Standard Deviation was used to analyze and interpret the data such that the higher the mean, the greater is the level of agreement between the respondents and the lower the Standard Deviation, the higher the level of concurrence between the respondents.

# CHAPTER FOUR

## DATA ANALYSIS AND FINDINGS

### 4.1 Introduction

This chapter presents the analyses and findings from the primary data that was gathered from the respondents. The completed Questionnaires were edited for completeness and consistency. Data collected from respondents was entered into a SPSS (Statistical package for social sciences) data editor. The research realized 71.4 % response rate.

### 4.2 Response rate

Data was collected from a percentage of the 42 Media Houses in Nairobi. The research realized 71.4% response rate of which 3% was unusable. From this, 68% was analysed. This is shown in table 4.1 below.

**Table 4.1 Response rate**

Respondent type	Targeted respondents	Actual respondents	Response rate (%)
Head of Human Resources	36	26	72.2%
Editorial Department	20	14	70.0%
Total	56	40	71.4%

### 4.3 Demographic characteristics of respondents

The demographic characteristics of respondents describe the structure and composition of population under study. In this study age, gender, level of education, position the respondent is currently holding in the media house and period of employment are the variables used to characterize the population units being investigated as shown in the tables below.

### 4.3.1 Gender

The respondents were asked to indicate their gender. Table 4.2 shows that about 58% of the respondents interviewed were female while about 42% were male.

**Table 4.2 Gender Composition**

Gender	Frequency	Percent (%)	Cumulative Percent (%)
male	13	41.9	41.9
female	18	58.1	100.0
Total	31	100.0	

### 4.3.2 Age

Interviewees were required to indicate their age. Majority of the respondents were between 26 - 34 yrs of age (48.1% of total respondents). 29.0% of respondents were between 35 – 44 years while about 16% were less than or equal to 25 years.

**Table 4.3 Distribution of the respondents by age**

Age Group	Frequency	Percent (%)	Cumulative Percent (%)
25 yrs or less	5	16.1	16.1
26 - 34 yrs	15	48.4	64.5
35 - 44 yrs	9	29.0	93.5
45 yrs and above	2	6.5	100.0
Total	31	100.0	

### 4.3.3 Education levels

Respondents were asked to indicate their highest level of education. Most of the interviewees have attained Degree level of education (about 48%). 41.9% are Diploma holders while about 10% have attained masters level of education. This shows that majority of the respondents were able to comprehend the items in the questionnaire.

**Table 4.4 Education Levels of the Respondents**

Level	Frequency	Percent (%)	Cumulative Percent (%)
Diploma	15	41.9	48.4
Bachelors Degree	13	48.4	90.3
Masters Degree	3	9.7	100.0
Total	31	100.0	

#### **4.3.4 Position**

Respondents were to indicate their positions in the media organization. About 68% are in management positions while 32.3% are in supervisory positions. This shows that most of the respondents targeted have management roles and therefore likely to have knowledge of the performance appraisal practices employed by their media organizations.

**Table 4.5 Distribution of the respondents by position held**

Position	Frequency	Percent (%)	Cumulative Percent (%)
Supervisory	10	32.3	32.3
Management	21	67.7	100.0
Total	31	100.0	

#### **4.3.5 Length of Service**

The respondents were asked to indicate the duration they have been in service to the media organization. Majority of the respondents (about 32%) were employed for a period of 4 to 12 years. 29% have been in the service for a period not more than 3 years. A paltry 6.5% have been in the media service for a period between 13 to 15 years. It can be inferred therefore that majority of the respondents have served in the media organization long enough to be able to appreciate performance appraisal practices used.

**Table 4.6 Length of service**

Period	Frequency	Percent (%)	Cumulative Percent (%)
<= 3 yrs	9	29.0	29.0
4 - 6 yrs	10	32.3	61.3
7 - 12 yrs	10	32.3	93.5
13 - 15 yrs	2	6.5	100.0
Total	31	100.0	

#### **4.4 Performance Appraisal Practices**

In this study, performance appraisal practices considered were; uses or purpose of performance appraisals, standards of performance appraisals, instruments of appraisal, performance feedback and ratings. current performance appraisal practices and performance appraisal techniques.

Respondents were asked to indicate the extent to which their Media House is involved in the various performance appraisal practices. They were asked to rate each practice on a five point likert scale with five (5) representing 'to a very large extent', four (4) 'to a great extent' three (3) 'to moderate extend' two (2) ' to little extend' and one (1) ' not at all'.

From the findings presented in subsequent tables, the various practices have varied mean scores. The higher the mean score, the greater the extent to which the organization is involved in the particular performance appraisal practice. The smaller the value of mean is associated to a particular practice, the lesser is the extent to which the media organization is involved in performance appraisals practice. Standard deviation is defined as how far apart values are from the true mean. The smaller the standard deviation is, the closer the variable value is to the true mean and vice versa. With a mean score of 1.0 to 1.4 we can infer that the appraisal practice is not used at all. A mean score between 1.5 and 2.4 implies that the organization uses the practice to a little extend while a mean score in the range of 2.5 and 3.4 means that the practice is employed to a moderate extend. A mean

score of 3.4 to 4.4 means that the practice is used to a large extent while a score between 4.5 and 5 implies that the practice is used to a very large extent. Standard deviation explains the variation of responses from actual responses (mean values). A standard deviation of less than 1.5 means that variation in responses is not significant (responses do not vary at all from the true mean). A standard deviation between 1.5 and 2.4 implies that the organization's practices vary to a little extent while a standard deviation in the range of 2.5 and 3.4 means that the responses vary to some extent from the true mean. A standard deviation of 3.5 to 4.4 means that the responses vary to a great extent and between 4.5 and 5.0 means that the responses vary to a very great extent from the true mean. This can be interpreted to mean that a standard deviation greater than 1.5 implies that there was significant variance in the way dimensions was practiced meaning there was lack of agreement and/or consensus on the responses while standard deviation of less than 1.5 would imply that respondents agreed hence did not differ substantially between one respondent and another. This can be interpreted to mean that there was a high level of agreement between the respondents.

#### **4.4.1 Use of Performance appraisal practices**

Respondents were asked to rate on a scale of 1 to 5 the extent to which performance appraisals are used in their respective organizations to enhance performance, whether the objective of appraisal is clear to the appraisers and appraisees, extend to which appraisals are used to identify training needs, staff development needs, enhance relations with supervisors and enhance staff career progression. Moreover, they were to rate the extent to which appraisals is linked to pay increases and make promotion decisions. Table 4.7 below shows the responses to this item of study.



**Table 4.7 Use of performance appraisals**

<b>Use of performance appraisals</b>	<b>Mean</b>	<b>Std. Deviation</b>
Performance Appraisal is used to enhance performance	2.52	1.151
Performance Appraisal Purpose is clear to appraisers and appraisees	2.71	1.101
Performance Appraisal is used to identify training needs	2.32	1.107
Performance Appraisal is used to identify staff development needs	2.35	1.226
Performance Appraisal is used to enhance relations with supervisors	2.61	0.989
Performance Appraisal enhanced my career progression	2.58	1.089
Performance Appraisal results are linked to pay increases	1.97	0.836
Performance Appraisal results are used to make promotion decisions	2.35	1.142

The respondents feel that performance appraisals are used to a little extent (mean score of 1.5 to 2.4) to identify training needs and staff development needs, are linked to pay increases and are used to make promotion decisions. The appraisals are used to a moderate extent (mean scores of 2.5 to 3.4) to enhance performance and career progression and that the practices are clear to the appraisers and appraisees. A standard deviation of less than 1.5 means variation in overall responses is not significant. Therefore the appraisals are used to a little extent in respect to the appraisal purposes.

#### **4.4.2 Standards of performance appraisals**

The respondents were asked to rate on a scale of 1 to 5 the extent to which performance appraisals are not biased, are based on clear performance standards, whether the staff are involved in setting their own targets and if staff are given reasonable datelines to achieve targets.

Table 4.8, indicates that appraisal practices are not biased, are based on clear performance standards and that staff are given reasonable or moderate datelines to achieve targets (mean is in the range of 2.5 – 3.4). The involvement of staff in setting their own targets is

used to a little extent (mean score of 2.42). There was a common agreement among respondents regarding the standards of performance appraisals

**Table 4.8 Standards of performance appraisals**

<b>Standards of performance appraisals</b>	<b>Mean</b>	<b>Std. Deviation</b>
Performance Appraisal is not biased	2.87	0.922
Performance appraisal is based on clear performance standards	2.58	1.119
Staff are involved in setting own targets	2.42	1.148
Staff are given reasonable datelines to achieve targets	2.65	1.253

#### **4.4.3 Appraisal Instruments**

Interviewees were asked to indicate to what extent the appraisal instruments are different for each category of employees and if such instruments are standard for all staff.

Table 4.9 shows that to a moderate extent (mean values are between 2.5 and 3.4), performance appraisal instruments are different for each category and that such instruments are standard for all staff. Standard deviations of 1.41 and 1.34 indicate that the responses vary to some extent from the true mean. There was consensus among the respondents regarding the instruments used in performance appraisals.

**Table 4.9 Instruments used in performance Appraisals**

<b>Instruments used in performance Appraisals</b>	<b>Mean</b>	<b>Std. Deviation</b>
Performance Appraisal instruments are different for each category	2.94	1.340
Performance Appraisal forms are standard for all staff	2.74	1.413

#### **4.4.4 Performance feedback**

The respondents were asked to rate on a scale of 1 to 5 the extent to which feedback is given to appraisers on their performance, challenges are communicated to the appraisees and to what extent appraisers have interviews with appraisees. They were also to indicate

the extent to which appraiser and appraisee always sign the appraisal form, and appraisee can challenge ratings given by the appraiser. Table 4.10 gives the results of responses from the interviewees.

**Table 4.10 Performance feedback**

<b>Performance feedback</b>	<b>Mean</b>	<b>Std. Deviation</b>
The appraisees get feedback on their performance	2.81	1.138
Challenges are always communicated to the appraisees	2.55	1.287
Appraisers have interviews with appraisees	2.58	1.089
Appraiser and the appraisee always sign the appraisal form	2.97	1.402
Appraisee can challenge ratings given by the appraiser	2.55	1.312

As shown on table 4.10, it is clear that to some moderate extent (mean score between 2.5 and 3.4) the appraisees get feedback on their performance, challenges are communicated to the appraisees and that appraisers have interviews with appraisees. The findings further show that, appraiser and appraisee always sign appraisal form and that the appraisee can challenge ratings given by the appraiser to some extent. The standard deviation of less than 1.5 implies that the respondents are unanimous on their responses regarding performance feedback.

#### **4.4.5 Performance ratings**

The respondents were asked to rate on a scale of 1 to 5, the extent to which appraisees get feedback on their performance and whether challenges are always communicated to them. Table 4.11 shows the results.

**Table 4.11 Performance ratings**

<b>Performance ratings</b>	<b>Mean</b>	<b>Std. Deviation</b>
The appraisees get feedback on their performance	2.39	1.145
Challenges are always communicated to the appraisees	2.68	1.166

From table 4.11 above, challenges are always communicated to the appraisees to a moderate extent and appraisees get feedback on their performance to a little extent. It is evident that the management or the supervisory board supports to a moderate extent the fact that the appraisees get feedback on their performance. With a standard deviation of 1.17 and 1.15, it is evident that the management of these organizations concur in their responses.

#### 4.4.6 Current performance appraisal practices

The respondents were asked to rate on a scale of 1 to 5 the extent to which management by objectives, self appraisal, balanced score card and peer appraisal are used in their organizations.

Table 4.12 shows that to a little extent (mean value of 1.5 to 2.4), management by objectives, peer appraisal and balanced score card are used in their organizations and self appraisal is used to a moderate extent, (mean score is between 2.5 and 3.4).

**Table 4.12 Current performance Appraisal Practices**

Current performance Appraisal Practices	Mean	Std. Deviation
Management by objectives is used in my organization	2.16	1.068
Self appraisal is used in the organization	2.55	1.234
Balanced Score Card is used in the organization	2.10	1.136
Peer Appraisal is used in the organization	2.45	1.261

From the results in table 4.12, management by objectives is commonly used in these organizations a standard deviation of less than 1.5.

#### 4.4.7 Performance appraisal techniques

The respondents were asked to rate on a scale of 1 to 5 the extent to which peer appraisal, essay appraisal, forced choice rating scale, comparisons technique, critical incident, management by objectives ranking method, assessment centres and any other technique specified are used to appraise performance in their organization.

Table 4.13 below shows the mean scores and corresponding standard deviations for the different techniques used in appraising performance. To a little extent, the management of the various organizations under study use peer appraisal, essay appraisal, forced choice rating, critical incident, ranking method, assessment centres and any other technique available to appraise performance of their employees. Only comparison technique is used to some extent. With a small range of standard deviation, it can be inferred that the management responses concur.

**Table 4.13 Techniques used to appraise performance**

Techniques used to appraise performance	Mean	Std. Deviation
Peer Appraisal	2.19	1.250
Essay Appraisal	2.23	1.283
Forced Choice Rating Scale	2.13	1.147
Comparisons Technique	2.61	1.230
Critical Incident	2.16	1.128
Management by Objectives	2.42	1.336
Ranking Method	2.26	1.264
Assessment Centres	2.13	1.088
Any other ( Please Specify)	1.87	0.991

## CHAPTER FIVE:

### DISCUSSION, CONCLUSIONS & RECOMMENDATIONS

#### 5.1 Discussion

The objective of the study was to determine the performance appraisal practices in mass media houses in based in Nairobi. The questionnaires were completed by management staff from the Human Resources and Editorial Departments. From the data analysis it was established that majority of the respondents were degree holders, have worked in the organization for over four years and were female human resources managers.

Graham et al (1998), outlines the various purposes of staff appraisal as to help a manager decide what increases of pay shall be given on grounds of merit, to determine the future use of an employee for example whether the employee shall remain in his or her present job or be transferred, promoted, demoted or dismissed, to indicate training needs like areas of performance where improvements would occur if appropriate training could be given and finally to motivate the employee to do better in his or her present job by giving the worker knowledge of results, recognition of merits and the opportunity to discuss work with his or her manager.

The results of the study reveal and are consistent with the fact that performance appraisals are used to improve work performance and to enhance career progression in the organization. The purpose of performance appraisals is clear to appraisers and appraisees and employees were given feedback. Equally important but to a moderate extent, performance appraisal is used for the intended purpose only. These findings are consistent with performance appraisal practices mainly aimed at ensuring that employees, the job, organization and the environment fit optimally.

The findings were consistent with the requirement that Performance Appraisal practices should be objective and that performance targets should be smart, measurable and realistic and that performance standards against which performance is appraised are clear

and that all staff are involved in setting their own targets. The findings reveal that performance appraisals forms are tailored for every job category. This is consistent with the human resources best practice that performance appraisals should be tailored to fit each job category. Human resources best practices require that both the appraiser and appraisee discuss the appraisal results, give feedback, and communicate all challenges together before they sign the appraisal form. The findings of the study reveal the above.

The findings from the study further reveal that performance appraisal results are not necessarily used to increase staff salaries and that good performers are not always promoted. From the results performance practices such as Balance Score Card, Self - reviews, peer review, upward appraisal and 360 degrees are not used often in organizations. The most commonly used appraisal practice is Management by Objectives.

## **5.2 Conclusions**

From the findings we can conclude that performance appraisals are used to enhance performance and career progression in the mass media houses. Performance appraisals are used for the purposes for which they are intended. Appraisers give feedback of the performance appraisal exercise to the appraisees. Challenges are discussed and resolved by the appraiser and the appraisee and performance appraisal forms are signed by the appraiser and the appraisee. Management by Objectives performance practice is commonly used in the mass Media houses under study. All employees are not involved in the design of the performance appraisals.

## **5.3 Recommendations**

From the foregoing, performance appraisal practices in mass media houses are not in line with the following best practices.

- Performance appraisal and management training of appraisers
- Employee participation in performance appraisal design
- Promotion and reward of best performers

It is recommended that media houses should adopt performance appraisals practices that conform to the existing human resources best practices .

#### **5.4 Suggestions for Further Research**

Future research should focus on the impact of performance appraisal practices adopted by different sectors on the overall performance of the company.

#### **5.5 Limitations of the Study**

The study had one major limitation namely:

- a) The research was only carried in one sector that is the mass media industry. Further research should be carried out on other sectors to enable comparison.



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## APPENDIX A: QUESTIONNAIRE

To be completed by supervisory and management staff

All information received will be treated confidentially and used for academic purposes only.

Kindly tick where appropriate

### Section A: GENERAL INFORMATION

- |                                      |                    |                          |        |                          |
|--------------------------------------|--------------------|--------------------------|--------|--------------------------|
| 1. Gender                            | Male               | <input type="checkbox"/> | Female | <input type="checkbox"/> |
| 2. Age                               | 25 years or less   | <input type="checkbox"/> |        |                          |
|                                      | 26-34              | <input type="checkbox"/> |        |                          |
|                                      | 35-44              | <input type="checkbox"/> |        |                          |
|                                      | 45 years and older | <input type="checkbox"/> |        |                          |
| 3. Highest Qualification Certificate | Certificate        | <input type="checkbox"/> |        |                          |
|                                      | Diploma            | <input type="checkbox"/> |        |                          |
|                                      | Bachelors          | <input type="checkbox"/> |        |                          |
|                                      | Masters            | <input type="checkbox"/> |        |                          |
| 4. Position                          | Supervisory        | <input type="checkbox"/> |        |                          |
|                                      | Management         | <input type="checkbox"/> |        |                          |
| 5. Duration of employment            | 3 years or less    | <input type="checkbox"/> |        |                          |

- 4-6 years
- 7-12 years
- 13-15 years

**SECTION B: PERFORMANCE APPRAISAL PRACTICE**

Kindly tick the level that best describes the Performance Appraisal Practice used in your organization.

Please use this as a guide (1-5) for all the sections as outlined in the questionnaire.

**KEY**

- 1= Not at all
- 2= Little extent
- 3= Moderate extent
- 4= Great Extent
- 5= Very large extent

To what extent do you believe the statements below reflect the purpose of performance appraisals in your organization. Indicate by inserting numbers as per the above key.

**PART I: USES OF PERFORMANCE APPRAISALS**

		1	2	3	4	5
1	Performance Appraisal is used to enhance performance					
2	Performance Appraisal Purpose is clear to appraisers and appraisees					
3	Performance Appraisal is used to identify training needs					
4	Performance Appraisal is used to identify staff development needs					
5	Performance Appraisal is used to enhance relations with supervisors					



6	Performance Appraisal enhanced my career progression					
7	Performance Appraisal results are linked to pay increases					
8	Performance Appraisal results are used to make promotion decisions					

## II: STANDARDS OF PERFORMANCE APPRAISAL

		1	2	3	4	5
9	Performance Appraisal is not biased					
10	Performance appraisal is based on clear performance Standards					
11	Staff are involved in setting own targets					
12	Staff are given reasonable datelines to achieve targets					

## III: APPRAISAL INSTRUMENTS

		1	2	3	4	5
13	Performance Appraisal instruments are different for each category					
14	Performance Appraisal forms are standard for all staff					

## IV: PERFORMANCE FEED BACK

		1	2	3	4	5
15	The appraises get feedback on their performance					
16	Challenges are always communicated to the to the appraisees					
17	Appraisers have interviews with appraisees					
18	Appraiser and the appraisee always sign the appraisal form					
19	Appraisee can challenge ratings given by the appraiser					

**V: PERFORMANCE RATINGS**

		1	2	3	4	5
20	Performance Ratings are always checked for accuracy					
21	Performance Ratings are discussed between the appraiser and the appraisee					

**VI: CURRENT PERFORMANCE APPRAISAL PRACTICES**

		1	2	3	4	5
22	Management by objectives is used in my organization					
23	Self appraisal is used in the organization					
24	Balanced Score Card is used in the organization					
25	Peer Appraisal is used in the organization					

**VII: PERFORMANCE APPRAISAL TECHNIQUES**

To what extent does your organization use the following performance Appraisal Techniques?

		1	2	3	4	5
26	Peer Appraisal					
27	Essay Appraisal					
28	Forced Choice Rating Scale					
29	Comparisons Technique					
30	Critical Incident					
31	Management by Objectives					
32	Ranking Method					
33	Assessment Centres					
33	Any other ( Please Specify)					

## **APPENDIX B: LIST OF MEDIA HOUSES IN NAIROBI**

### **Radio Stations**

1. Kenya Episcopal Conference
2. KASS FM
3. Radio France International
4. Biblia Husema Studios
5. China Radio International
6. KBC
7. Christ is the answer ministries
8. BBC
9. Kameme FM
10. Inoro FM
11. Stangy Boyz
12. Royal Media Services
13. Easy FM
14. Capital FM
15. Radio Africa
16. Regional Reach
17. Toads Media Group
18. Future Tech Electronics
19. Kitambo Communications
20. Lingam Enterprises
21. International Broadcasting Bureau
22. Universal Entertainment
23. Feba Radio
24. Tony Msalame Productions
25. Osienola
26. Ke-wi Media
27. International Children`s Mission
28. Sauti Ya Rehema (RTV)

29. Network
30. Eastern Broadcasting
31. International Christian Ministries
32. Daystar University
33. North Eastern and Telecommunication

### **TV Stations**

1. KBC
2. Future Tech Electronics
3. Nation Media Group
4. Stella Vision
5. KTN Baraza Ltd
6. Sayare
7. Family Media
8. Royal Media Services
9. K24

## **APPENDIX 2 – LETTER TO RESPONDENTS**

Anne J. Tuitoek

P.O Box 28938 – 00200

**NAIROBI**

September, 2008

### **Respondent's Address**

Dear

### **QUESTIONNAIRE**

The attached questionnaire has been designed to gather information on the Performance Appraisal Practices in the mass media industry in Nairobi. This information will be used to complete a research project, a requirement for a degree in Master of Business Administration (MBA) at the University of Nairobi.

You have been carefully selected to take part in this survey. Please assist me in this venture by completing the attached questionnaire as accurately as possible. The information gathered will be used for academic purpose and recommendations shared with management to help them in enhancing performance. All information provided will be treated with utmost confidentiality.

Thank you for your co-operation.

Yours faithfully

**Anne J. Tuitoek**