

**USE OF PERFORMANCE APPRAISAL IN STAFF TRAINING AND  
DEVELOPMENT AT THE TEACHERS SERVICE COMMISSION**

**BY  
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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT  
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## **DECLARATION**

I declare that this project is my own original work and has never been submitted to any other college other than the University of Nairobi for any credit or approval.

Signature.....

Date.....

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**D61/63787/2011**

This project has been submitted for examination with my consent and approval as the supervisor.

Signature.....

Date.....

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## **DEDICATION**

I dedicate this project to my family more so my husband- Mbugua for his tireless effort of reminding me to wake up and study and also my two young babies Ian and Shanelle for bearing with me during that study period. Thanks indeed.

## **ACKNOWLEDGEMENTS**

I first of all thank the almighty God for giving me life and good health to go through this program. I can not take that for granted. Secondary I would like to thank my family both nuclear and extended for their encouragement and prayers during the study period. Thirdly I can not fail to acknowledge and thank my supervisor Prof.K'Obonyo for his guidance through out the project. It would have been difficult to have a breakthrough in this research project without his support and thorough scrutiny of the document. Indeed he is a real mentor. I also acknowledge my employer, the Teachers Service Commission for granting me a study leave to pursue my MBA. Finally I thank all my classmates and colleagues whom were of great help during thick and thin times. Those difficult times you made them look simple .I thank all of you sincerely. God bless you all.

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## **ABSTRACT**

This research study was carried out at Teachers Service Commission. It was established in July 1967 by the Teachers Service Commission Act, Cap 212, Laws of Kenya to perform core teacher management functions of registration, recruitment, deployment, discipline, remuneration, promotion and regulation of the teaching service. The TSC is currently established under Article 237(1) of the Constitution of Kenya (2010) as a Constitutional Commission. The objective was to study the use of performance appraisal in staff training and development at Teachers Service Commission. The findings of the study will be of value and interest to various stakeholders. The researcher used the descriptive research design and the sample size was 70. The sample size of 70 was distributed among the seven directorates of the commission. These directorates are Human resource management, finance, Accounts, Staffing, Administration, Internal Audit and ICT. The data collection instruments were questionnaires. Data analysis and presentation techniques were quantitative methods i.e. use of simple tables, pies and graphs which helped the researcher analyze the findings of the study. The study recommended need of more training so as to ensure that employees are more efficient and effective.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of the Study**

The importance of effective performance appraisal in organizations cannot be overemphasized as appraisals help develop individuals, improve organizational performance and feed into business planning. An understanding of the phenomenon, therefore, in every sector of human endeavor is imperative. This recognition has raised interest in studying people's perceptions of the quality of performance appraisal in organizations (educational institutions inclusive). A significant direction of research regarding performance appraisal efficacy and approaches for evaluation has concentrated on employee satisfaction and perceptions of the process. This direction has lead researchers and practitioners to take a more comprehensive view of performance appraisal system efficacy and evaluation of systems which include these factors. One common theme of recent research is that attitudes of the system's users toward the process determine to a large degree the ultimate effectiveness of a performance appraisal system (Roberts, 2003).

At an organizational level, the performance appraisal system impacts other human resource systems as well as organizational strategy. The perception of an organization's performance appraisal system effectiveness is a prerequisite for ensuring the success of its selection, training and development and employee motivation practices. At a strategic level, the need for rapid and effective organizational change in today's dynamic social, economic, and political environment requires that employees continually re-align their

performance with the evolving goals and objectives of the organization (Harley, 2002). Most firms in Kenya now employ some performance appraisal system .The Performance Appraisal System was introduced by the government to refocus the mind of the public from a culture of inward looking to a culture of businesslike environment, focused on the customer and results in addition to improving service delivery (GOK, 2009).

For firms that need to survive in the knowledge economy era and which the knowledge workers are their essence or key assets, it is important to tap what is important to these workers – what is of value to them and to their professional practice as well as what the organizations stand to gain (Kimiz, 2005). Focus on the impact of performance appraisal on perception, worker attitudes and behaviors are somehow being disregarded by companies, merely due to their impracticable belief on flawed human organizational behavior (Pollard, 2003). Besides, the relationship that exists between organizational performance appraisal practices and returns also is not to be assumed on the individual level (Huselid, 1995). An individual yield decision depends on his or her reaction towards such perceived practices. In this paper an array of propositions that highlight the perceived relationship between performance appraisal and training and development at TSC will be studied.

### **1.1.1 Performance Appraisal**

Nzuve (2007) defines performance appraisal as a means of evaluating employees work performance over a given period of time. Dessler (2005) states that it is any procedure that involves setting work standards, assessing employee`s actual performance relative to

standards set, providing feedback with the aim of motivating, eliminating performance deficits and reinforcing exceptional performance. Coens & Jenkins (2000) suggest that performance appraisal is a mandated process in which, for a specified period of time, all or a group of an employee's work behaviors or traits are individually rated, judged, or described by a rater and the results are kept by the organization. The most important performance appraisal issue faced by organizations is the perceived fairness of the performance review and the performance appraisal system (Bretz, Milkovich & Read, 1992). Their findings suggested that most employees perceive their performance appraisal system as neither accurate nor fair.

The purpose and usage of a performance appraisal have considerably expanded over the last years. Before 1960, a performance appraisal was used solely for administrative reasons; salary, promotion, and placement type decisions. Later, the view of a performance appraisal as a counseling/development tool and the provision and design of several conceptual frameworks for understanding this new vital role have dramatically proliferated (David & James, 1993). Employee performance appraisal enables person to identify, evaluate and develop an individual's performance. It is a tool to encourage strong performers to maintain their high level of performance and to motivate poor performance to do better (Scott, 2001).

### **1.1.2 Training and Development**

It is incumbent on training and development professionals to design, implement, and evaluate the effectiveness of their programs in reducing disputes in workplace

performance. Patrick (1992) defines training as the systematic development of attitudes, knowledge, skills, and behavior patterns required by an individual in order to perform adequately a given job or task. Goldstein (1980) suggests training is the acquisition of skills, concepts or attitude that results in improved performance in an on-job situation. Although job-related training in organization is scarce, appraisals might include personal training and development plans, which increase the subordinate's willingness to undertake further development (John & Steven, 2001).

Organization expects its employees to be committed to their development goals, therefore in turn needs to demonstrate its commitment to assisting them to achieve their goals by providing the necessary opportunities and resources (John & Steven, 2001). Robinson & Robinson (1995) indicate that the most significant direct benefits of training and development are clarity in job duties and responsibility as well as increases in employee's competence among others. Training enables an employee to produce efficiently sooner, prepares him for a higher position (advancement), enhances his self-respect and increases his feeling of security and economic independence among others (Aina, 1992).

### **1.1.3 Teachers Service Commission**

The Teachers Service Commission was established in July 1967 by the Teachers Service Commission Act, Cap 212, Laws of Kenya to perform core teacher management functions of registration, recruitment, deployment, discipline, remuneration, promotion and regulation of the teaching service. The TSC is currently established under Article 237(1) of the Constitution of Kenya (2010) as a Constitutional Commission. Effectively

the Commission is set up into various departments and divisions that carry out specific Functions to implement the mandate of the Commission as stipulated. In addition the commission is charged with the responsibility of reviewing the demand for and the supply of teachers, and advising the national government on matters relating to the teaching profession in Kenya ([www.Kenyalaws.com](http://www.Kenyalaws.com)).

From the 100 members of staff with three Commissioners it has grown to total number 2,900 staff members under seven directorates namely Accounts, Finance, Teacher Management, Administration, Information Communication Technology, Human Resource Management Development and Internal Audit with accordance to Constitution of Kenya 2010 (<http://www.tsc.go.ke>).The commissions' vision is to be an institution of excellence in the provision of efficient and effective service for quality teaching and the mission is to establish and maintain a sufficient professional teaching service for educational institutions. TSC defines performance appraisal as a systematic way of reviewing and assessing the performance of an employee during a given period. The appraisal should reflect work output, achievement as well as display competencies over the review period. The Performance Appraisal system's objectives include: providing feedback, improving communication, identifying training needs, clarifying roles and responsibilities and determining how to allocate rewards and institute sanctions. The performance appraisal is usually carried out on quarterly basis from July of every year to June of the following (<http://www.tsc.go.ke>).

## **1.2 Research Problem**

Perception as an internal process allows people to choose, organize, and interpret stimuli from our environment and it's a process that is affecting us. In reality, the objectives often vary and differ from one's perception due to every person has different behavior and thought. Therefore, it is common that there is more disagreement among people's view (Cole, 1996). The purpose and usage of a performance appraisal have considerably expanded over the last years. Before 1960, a performance appraisal was used solely for administrative reasons (salary, promotion, and placement type decisions) (David & James, 1993). Later, the view of a performance appraisal as a counseling/development tool and the provision and design of several conceptual frameworks for understanding this new vital role have dramatically proliferated. The performance appraisal system was introduced by the government of Kenya to refocus the mind of the public from a culture of inward looking to a culture of businesslike environment, focused on the customer and results in addition to improving service delivery (Obong'o, 2009). Modern organizations emphasize staff development as a strategic human resource management to remove performance deficiencies and align employees to the ever dynamic work-place demands. This necessitates an evaluation of the various staff development practices used by organization.

TSC is one of the commissions in Kenya and it emphasizes on staff development to remove performance deficiencies and align its employees to the ever dynamic work-place demands. It is spending colossal amounts of money sourced both internally and externally to train its staff, although there are complaints it still exhibit certain



characteristics that are indicative of poor job performance such as poor service delivery, poor customer etiquette, and unavailability for consultation (Teachers image magazine, 2008). The success of an appraisal system depends on how it is perceived by the employees for whom it is intended among other factor. TSC has in place a performance appraisal system that is used to evaluate the performance of its employees on a quarterly basis. Some employees complain the process is neither accurate nor fair.

A study by Makawiti (2011) on perceptions of academic staff in Kenyan public universities on application of performance appraisal results in training and promotion decisions revealed that 47.4% of academic staff believed that there was a training policy in place but probably could not have been related to performance appraisal results. He asserted that if well designed, staff development programmes in public universities could help foster employee commitment. Debra L. Truitt (2000) on her study that explored the relationships between training experiences and attitudes about perceived job proficiency, found a direct relationship between one's positive training experiences and attitudes and one's proficiency. In this study, 86.8% of those who had updated training had the most positive attitudes toward training and 80% of those who had negative training attitudes also had negative views on their proficiency.

Mwiti (2008) on a study on perceived relationship between job satisfaction and employee performance among Teachers Service Commission secretariat at the headquarters in Nairobi found that employee job satisfaction was as a result of working relationship between employees and their supervisors, teamwork, training and development,

advancement of opportunities, empowerment, working conditions, participation in decision making and financial rewards. The study indicated that training and development led to job satisfaction of the part of secretariat employees. Kagendo (2012) also conducted a study on the factors affecting performance appraisal of teachers in public secondary schools in Ruiru, Kenya. The study findings indicated that lack of proper training of appraisers was the biggest challenge. None of the previous studies reviewed above addressed the real or perceived link between performance appraisal and training and development of employees. It is this gap in knowledge that this study is intended to fill. This translates to the following research question: what is there relationship between performance appraisal and training and development at Teachers service commission?

### **1.3 Research Objective**

To study the use of performance appraisal in staff training and development at the Teachers Service Commission.

### **1.4 Value of the Study**

The findings of this study would be of value and interest to various stakeholders. The Teachers Service Commission will directly benefit as the findings will result in the improvement of performance appraisal thus improved performance. The Kenyan Government will benefit as a result of improved implementation of performance appraisal resulting in improved service delivery and productivity in the public sector.

Findings of the study will particularly be useful in providing additional knowledge to existing and future institutions on the link between Performance Appraisal and Training and Development and provide information to potential and current scholars on Human Resource Management in Kenya. This will expand their knowledge and also identify areas of further study.

The study will be a source of reference material for future researchers on other related topics. The study will also highlight other important relationships that require further research. For example Application of performance appraisal in identification of training and development needs

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter involved review of recent literary works in relation to the use of performance appraisal in staff training and development at the Teachers Service Commission. Researches from different authors were compared to understand what their researches yielded, and their success. In this chapter reviews are made on performance appraisal, performance appraisal process, training and development process, staff development process and the use of performance appraisal in staff training and development.

#### **2.2 Performance Appraisal**

The process of performance management involves the identification of common goals between the appraiser and the appraisees. These goals must correlate to the overall organizational goals. If such a process is conducted effectively, it will increase productivity and quality of output (Davis, 1995). Armstrong, (2006) notes that in performance appraisals, accuracy and fairness in measuring employee performance is very important. A performance appraisal system helps the organization identify three major things: performance standards, core competences, and communicating the standards and competencies to employees. Comparing the employees' performance from the performance appraisal is vital in making future improvements (Longenecker, (1997). Performance appraisal is a managerial process that links organizational objectives, performance standards and evaluation, to which the performance review are often

applied. Performance appraisal in organization is considered as a key human resource management practices for measuring effectiveness and efficiency (Redman et al., 2000). Studies on perceived fairness or organizational justice have shown that these perceptions strongly affect the attitude of employees, for examples: job satisfaction, turnover intentions, organizational commitment, and workplace behaviour, such as absenteeism and organizational citizenship behavior.

Folger et al. (2002) indicates that a due-process appraisal system has three main characteristics. Adequate notice requires organizations and their agents to publish, distribute, and explain performance standards to employees, discuss how and why such standards must be met, and provide for regular and timely feedback on performance. Fair hearing requires a formal review meeting in which an employee is informed of a tentative assessment of his or her performance and how it was derived by his or her manager, who should be familiar with the employee's performance. Feedback involves the appraiser providing the appraisees with information on their performance from time to time. Positive feedback refers to emphasis being made on work done well while what needs to be improved is communicated to the employee through constructive criticism. The supervisor and the appraisees should exchange views continuously on how performance can be improved. Employees' and managers' reactions to appraisal systems are essential to successfully attaining at least three purposes of appraisals - employee development, reward allocation, and legal documentation (Murphy & Cleveland, 1995). Boswell & Boudreau (2000) identified two uses of performance appraisals as evaluative and developmental purposes. Kovach (1987) observed that employees sought achievement,

responsibility and growth as the highest priority for incentives in their work. A reward and recognition system that addresses these areas should produce the desired outcome. Joint goal setting can provide a number of these employee rewards as individual employees can negotiate desired outcomes with management (Dunford, 1992).

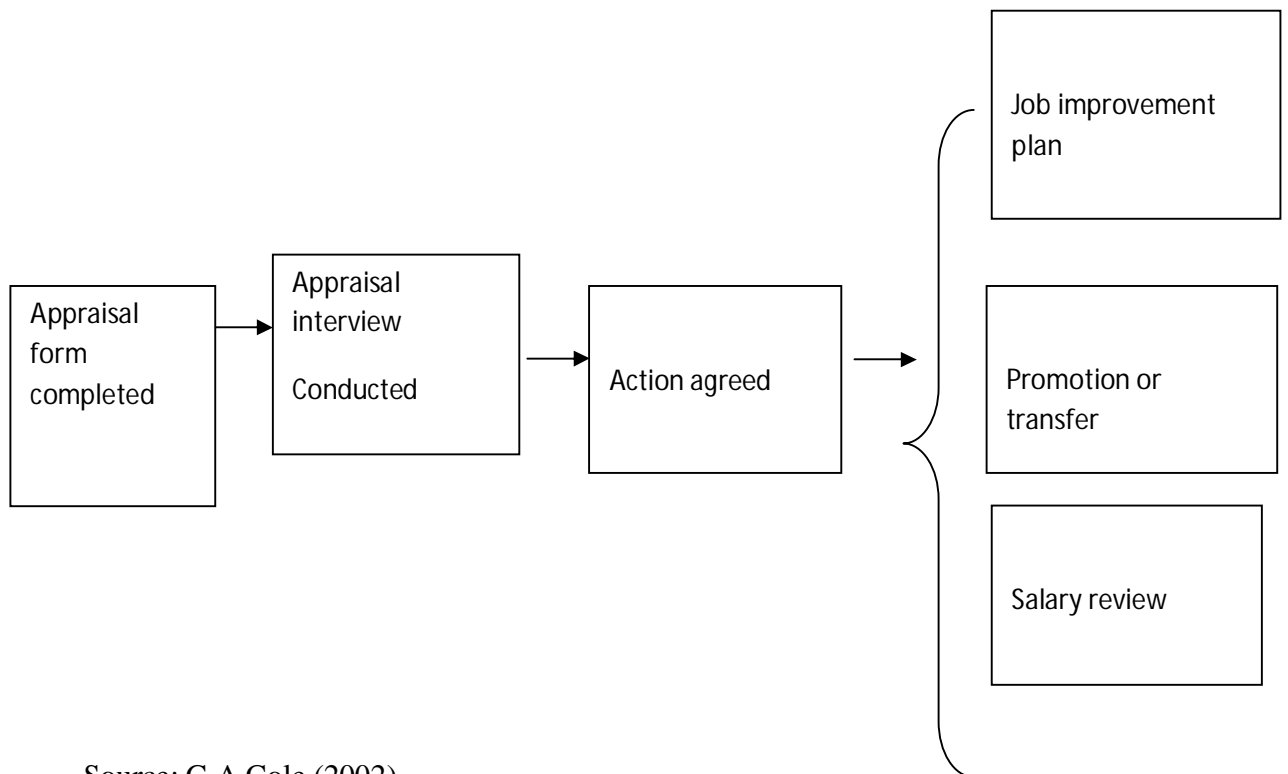
Skarlicki and Folger (1997) suggest that the appraisal process can become a source of extreme dissatisfaction when employees believe the system is biased, political or irrelevant. A major problem for organizational leaders is that the performance appraisal process and the performance evaluation system are often perceived as both inaccurate and unfair (Latham & Wexley, 1981). Ahmed (1999) investigated the measure of effectiveness that a state agency uses to assess its performance appraisal function. Some of the criteria for assessment as suggested by the respondents included impact on employee motivation, employee satisfaction with the system, employee's perception regarding fairness and objectivity, and the degree to which it provides adequate and valuable feedback.

### **2.3 The Performance Appraisal Process**

According to Cole (2002) any systematic approach to performance appraisal commence with the completion of an appropriate performance appraisal. This preparatory stage is followed by an interview in which the manager discusses progress with the members of staff. The result of the interview is some form of agreed action, either by the staff member alone or jointly with his/her manager the action generally materializes in the shape of a job improvement plan, promotion to another job or to a salary increase. The

result of the appraisal is communicated and discussed with the employees on one-to-one basis. The focus of this discussion is on communication and listening. The results, the problems and the possible solutions are discussed with the aim of problem solving and reaching consensus. The feedback should be given with a positive attitude as this can have an effect on the employees' future performance. The purpose of the meeting should be to solve the problems faced and motivate the employees to perform better. The appraisal process is demonstrated in the figure below.

**Figure.1 Performance Appraisal Process**



Source: G.A Cole (2002)

Performance agreements form the basis for development, assessment and feedback in the performance management process. Expectations are defined in the form of a role profile that sets out role requirements in terms of key result areas and the competencies required for effective performance. The role profile provides the basis for agreeing objectives and methods of measuring performance and assessing the level of competency reached. Performance agreements emerge from the analysis of role requirements and the performance review. An assessment of past performance leads to an analysis of future requirements (Armstrong 2006).

## **2.4 Training Process**

Training is any learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. The focus of training is on the job or task. Examples of training needs are; the need to have efficiency and safety in the operation of particular machines or equipments, the need for an effective sales force, and the need for competent management in the organization (Armstrong 2006). Training is the process of acquiring specific skills to perform a job better (Jucious, 1963). It helps people to become qualified and proficient in doing some jobs (Dahama, 1979). Usually an organization facilitates the employees' learning through training so that their modified behaviour contributes to the attainment of the organization's goals and objectives. Van Dersal (1962) defined training as the process of teaching, informing, or educating people so that (1) they may become as well qualified as possible to do their job, and (2) they become qualified to perform in positions of greater difficulty and responsibility. Flippo (1961) differentiated between education and training, locating these at the two ends of a



continuum of personnel development ranging from a general education to specific training. While training is concerned with those activities which are designed to improve human performance on the job that employees are at present doing or are being hired to do, education is concerned with increasing general knowledge and understanding of the total environment. Education is the development of the human mind, and it increases the powers of observation, analysis, integration, understanding, decision making, and adjustment to new situations.

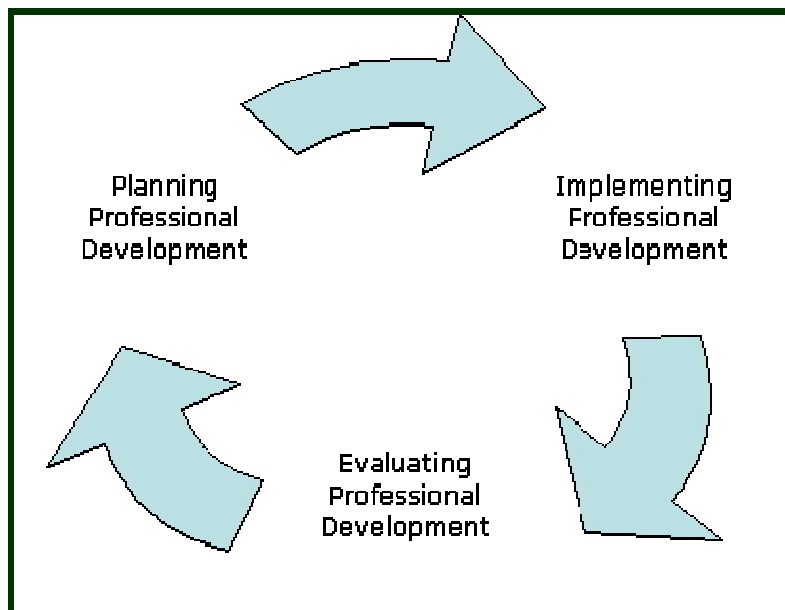
Rose (1981) indicated that the individual employee gains from training and development by being able to perform his task well and gains satisfaction for efficient work. It has been observed that some studies reveal that training and development directly result to job satisfaction and increased performance. She noted a direct relationship between investment in training and development of staff and their attitude to work. Carl, Sam et al. (1993) observed that appraisers do not keep any historical performance records or quantitative data nor do they formally prepare any development plan for their subordinates but instead rely on their subjective rating forms when assessing performance and determining development requirements. In addition, research has shown that superiors who use a problem-solving approach and who emphasize coaching and counseling tend to focus on increasing the growth and development rate in the organization. Although job-related training in organization is scarce, appraisals might include personal training and development plans, which increase the subordinate's willingness to undertake further development (John and Steven, 2001).

The mentoring and coaching role played by managers helps their subordinates in building new skills identified earlier during performance appraisals and in preparing them for higher positions in the future (David, 2005). Robinson and Robinson (1995) indicate that the most significant direct benefits of training and development are clarity in job duties and responsibility as well as increases in employee's competence among others. Organizations should perhaps make the developmental aspect of the performance appraisal process clear so employees understand and believe that a primary purpose of their performance appraisal is for job and career development. Training enables an employee to produce efficiently sooner, prepares him for a higher position (advancement), enhances his self-respect and increases his feeling of security and economic independence among others (Aina, 1992).

## **2.5 Staff Development Process**

Most staff developers agree that the goal of staff development is change in individuals' knowledge, understanding, behaviors, skills - and in values and beliefs. Too often, it appears this fundamental view of staff development is unheeded or forgotten. However, if change of some understanding, skill, or behavior is the desired outcome of staff development, it seems reasonable to explore the relationship (Bush R.N 1984). The figure below demonstrates the process of professional development.

**Figure. 2 Process of Professional Development**



Source: G.A Cole (2002)

A personal development plan provides learning action plan for which individuals are responsible with the support of their managers and the organization. It may include formal training but, more importantly, it will incorporate a wider set of learning and development activities such as self-managed learning, coaching, mentoring, project work, job enlargement and job enrichment. If multi-source assessment (360- degree feedback) is practiced in the organization this will be used to discuss development needs. The development plan records the actions agreed to improve performance and to develop knowledge, skills and capabilities. Development focuses on the current job-to improve the ability to perform it well and also, importantly, to enable individuals to take on wider responsibilities, extending their capacity to undertake a broader role.

Armstrong (2006) defines development as any learning activity which is directed towards future needs rather than present needs, and which is concerned more with career growth than immediate performance. The focus of development tends to be primarily on an organization's future manpower requirements and on the growth needs of individuals in the workplace. Development is a combination of formal education, employee's interactions, job experiences, employee's personality and his/her potential and abilities that help him/her perform effectively in the current or future job in organizations.

It is considered a joint and collaborative effort of the organization and the employees with the aim to enrich employees' attitudes, experiences, knowledge, skills, and abilities to improve their effectiveness. (Noe et al, 2003). Maurer & Tarulli (1996) recommend organizations should play more proactive role in providing support and promoting development opportunities. The significance of employee development in organizational setting has extensively been recognized. Organization that makes investments in its workforce signals its commitment regarding its approach to its workforce growth. This, in return, engenders motivation and promotes greater teamwork and cooperation. When employees start believing that organizations are sincere to provide development opportunities for them, they will definitely reciprocate (Lee & Bruvold, 2003).

## **2.6 Use of Performance Appraisal in Staff Training and Development**

Performance appraisal and training have the same objective: to improve performance, which means both behavior and results. Kluger & DeNisi (1984) noted that there is a possible link between performance appraisal/feedback and performance improvement

although the results on this relationship are mixed. There is a definite link between performance appraisal and the desire to improve performance of the employees. Individual performance is affected by a number of variables that include personality, values, attitudes and ability of the individual which, in combination, affect their perceptions and motivation, and ultimately influence individual performance. If an employee is having problems meeting his/her goals, supervisor is supposed to take steps during the appraisal to help improve performance. Cascio (2003) observes that performance appraisal is a process that develops employees by improving their work performance and helps them realize and use their full potential in carrying out the organization's missions.

Performance appraisal is a multifaceted human resource activity. It can either be used for personnel management or growth, self-improvement, and development or for both purposes (Mills & Hyle, 1999). Campbell & Lee, (1988) believe that if certain constraints like cognitive constraints, informational constraints, affective constraints, and self and appraiser's evaluation discrepancy are kept at minimum levels, appraisals could be used as a developmental tool. Adair,( 1983) believe that when appraisals are considered annual activities and are not followed by recommended actions from both the employee and the organization they are destined to degenerate into empty rituals. It requires to be made clear that all sorts of appraisals are not fit to achieve the end of employee development. The mentoring and coaching role played by managers helps their subordinates in building new skills identified earlier during performance appraisals and in preparing them for higher positions in the future (David, 2005).

Performance appraisals provide the information relevant for various personnel decisions, including promotions and rewards, employee development and training programs, and performance feedback (Murphy and Cleveland, 1995). Performance appraisals are a useful tool for developing employees as they provide a clear link to overall business goals, improve employee motivation and assist employees to identify their strengths and weaknesses which in turn provides clear direction on development needs. Employees have a sense of ownership of their development goals as they are involved in the process. The process must focus on the employee and be fully supported by management in the organization. Employees' perceptions of fair performance appraisal have positive associations with commitment. If an organization expects its employees to be committed to their development goals, the organization in turn needs to demonstrate its commitment to assisting them to achieve their goals by providing the necessary opportunities and resources (John and Steven, 2001).

As part of staff development, Organization Human resource should consider job rotation planning as an integral component of its performance appraisal interview. Performance discrepancies stemming out from appraisal sessions require to be more sufficiently managed through training, career, and succession management. In an effort to enhance human resource development and ensure genuine conduction of performance appraisals, there should also be periodic reviews of Organization's policies, job analysis, job evaluation, and communication channels (Obisi 2011).are several other characteristics of a performance appraisal that would help in idealizing its structure and in strengthening its link with the development process. One of the merits in appraisal is its attention on

championing rewards instead of punishments, forsaking the stick for the carrot to help improve performance (Kondrasuk 2012). Pinpointing all the problems delineated earlier on performance management system, HR function should assign specialists that would review performance appraisal results and development goals to come up with better, challenging, accurate, and measurable outcomes. Full support of the performance system from top management all the way down to employees is also indispensable in assuring organizational developmental improvements (Kondrasuk 2012).

Robinson and Robinson (1995) indicate that the most significant direct benefits of training and development are clarity in job duties and responsibility as well as increases in employee's competence among others. Organizations should perhaps make the developmental aspect of the performance appraisal process clear so employees understand and believe that a primary purpose of their performance appraisal is for job and career development. Training enables an employee to produce efficiently sooner, prepares him for a higher position (advancement), enhances his self-respect and increases his feeling of security and economic independence among others (Aina, 1992). A key purpose of the any appraisal process and resulting performance development plan is to identify gaps in an employee's skills or competencies as well as opportunities for improvement and development. Setting performance goals encourages employee motivation by stimulating effort, focusing attention, increasing persistence and encouraging new ways of working. Performance appraisals may not be a successful tool for developing employees due to lack of resources for, or availability of, training (Robert,

1993).The findings of performance appraisal has since long been used as tools to improve performance (Rasch, 2004).

If the end is service improvement then performance appraisals require a wider approach to enhanced work design and motivation to develop and enhance employee job satisfaction. It is, therefore, suggested that supervisors should use performance appraisal as employee development tool and get them motivated. This focused approach to each individual's training and/or developmental need, managers' help employees enhance their job skills and become more effective and productive (Prowse & Prowse, 2009).



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the various methodologies that were used in gathering information, procedures adopted in conducting the research, the techniques used in data analysis and the presentation of data collected. This chapter therefore focused on the research design, target population, sample design and data collection and analysis applied during the study.

#### **3.2 Research Design**

A descriptive survey design was used in finding out the use of performance appraisal in staff training and development at Teachers service commission. A survey research design is an attempt to collect data from more than one member of a population .A survey research could be descriptive, exploratory or involving advanced statistical analyses (Mugenda and Mugenda, 2003).This descriptive survey design is preferred because data is collected without manipulation of variables (Kothari,1990). This means the researcher is able to report things the way they are (status quo) .The descriptive design method provided quantitative data from a cross section of the chosen population.

#### **3.3 Target Population**

The population of this study involved all the employees of the Teachers Service Commission. The Teachers Service Commission has a total of 3000 employees both at the Head office, regional and county level. These employees were the target population

for the study. The researcher used stratified sampling to collect information from the seven departments in the TSC which are HRM, Finance, Accounts, Internal Audit, Teacher management, ICT and Administration. All employees who have worked in the organization for 5 years and above were sampled.

### **3.4 Sample Design**

The study involved 70 respondents from the TSC head office in Nairobi as the sample size for this study. The 70 respondents were selected using stratified sampling. There are 7 directorates at the TSC head office. Each of these directorates was treated as a separate stratum. The researcher randomly picked respondents from each directorate to participate in the study.

### **3.5 Data Collection**

A questionnaire was the preferred data collection instrument to collect primary data for this study. According to Kumar (2005), a questionnaire is a written list of questions, the answers to which are recorded by the respondents. The questionnaire was administered through “drop and pick later” method to the sampled officers. The questionnaire had close ended questions. The questions were designed to collect quantitative data. The questionnaire consisted of two parts. Part A provided bio data and personal profile of the respondents and part B contained items on the perceived relationship between Performance Appraisal and Training and Development.

### **3.6 Data Analysis**

The data collected was examined and checked for completeness and comprehensibility.

Descriptive statistics such as means, standard deviation, frequency distribution and percentages was used to analyze the data. Data was presented by use of pie charts, bar charts, graphs and tables.

## **CHAPTER FOUR**

### **DATA ANALYSIS, FINDINGS AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter presents the research findings of a study on the use of performance appraisal in staff training and development at the Teachers' Service Commission. Whereas the study had targeted a total of 70 respondents, only 63 respondents were considered valid and adequate for analysis stage. This represents 90% response rate which formed the basis for the analysis presented in this chapter. The analysis of the data was done using proportions and percentage and the finding were presented using graphs, pie charts and tables.

#### **4.2 Findings**

##### **4.2.1 Demographic Information**

From the Table 4.1 out of 63 respondents, 34 were male while 29 were female which represented a very small gap as regards to the gender respondents. The table 4.1 above indicates the percentages of gender as regards the numbers of respondents. 54% respondents were male while 46% were female. This can be viewed as Teacher's Service Commission as being sensitive to gender balance as regards to employment. Since the response rate was 90%, we can assume there was a gender balance as to the number of questionnaires issued out.

**Table 4.1 Demographic Information**

Gender	Frequency	Percent	Cumulative Percent
male	34	54.0	54.0
female	29	46.0	100.0
Total	63	100.0	

#### **4.2.2 Age Category**

From the Table 4.2 only 2% of respondents are under the age of 20 years, while 19% of all respondents are between the ages of 21-30 years, 41% are between the age of 31-40 years, 27% are in the age bracket of 41-50 years and 11% are above the age of 50 years. This implies the commission has experienced employees on both performance appraisal and training and development practices.

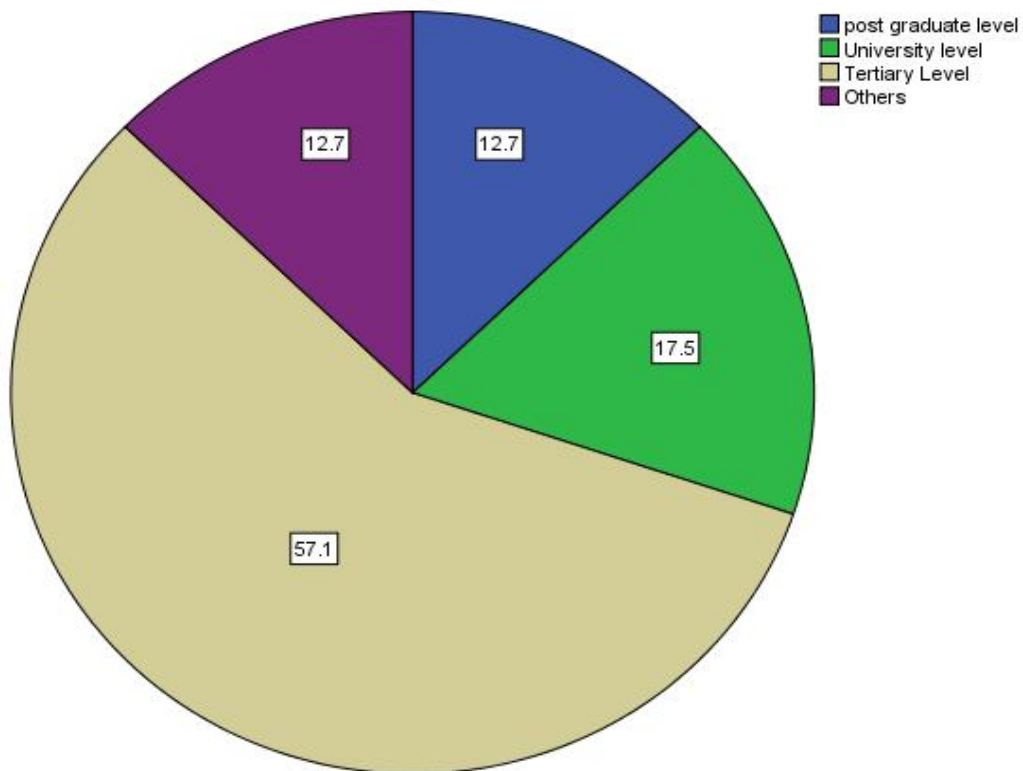
**Table 4.2 Age Category**

Years	Frequency	Percent	Cumulative Percent
Under 20 years	1	1.6	1.6
21-30	12	19.0	20.6
31-40	26	41.3	61.9
41-50	17	27.0	88.9
51-Above	7	11.1	100.0
Total	63	100.0	

### 4.2.3 Education Background

From the Figure 4.3 12.7% of respondents are at post graduate level, 17.5% are at university level, 57.1% tertiary, while 12.7% represent others which mostly are O'levels and A' levels. This explains the level of literacy in Teachers Service commission. Majority of employees that is 87.3% attended a relevant course/degree in the areas of specialization .From the valid questionnaires analyzed there were no respondents with lower qualification.This illustrates the staff are knowledgeable and are well versed with concept of the use of performance appraisal in staff training and development at the Teachers' service commission.

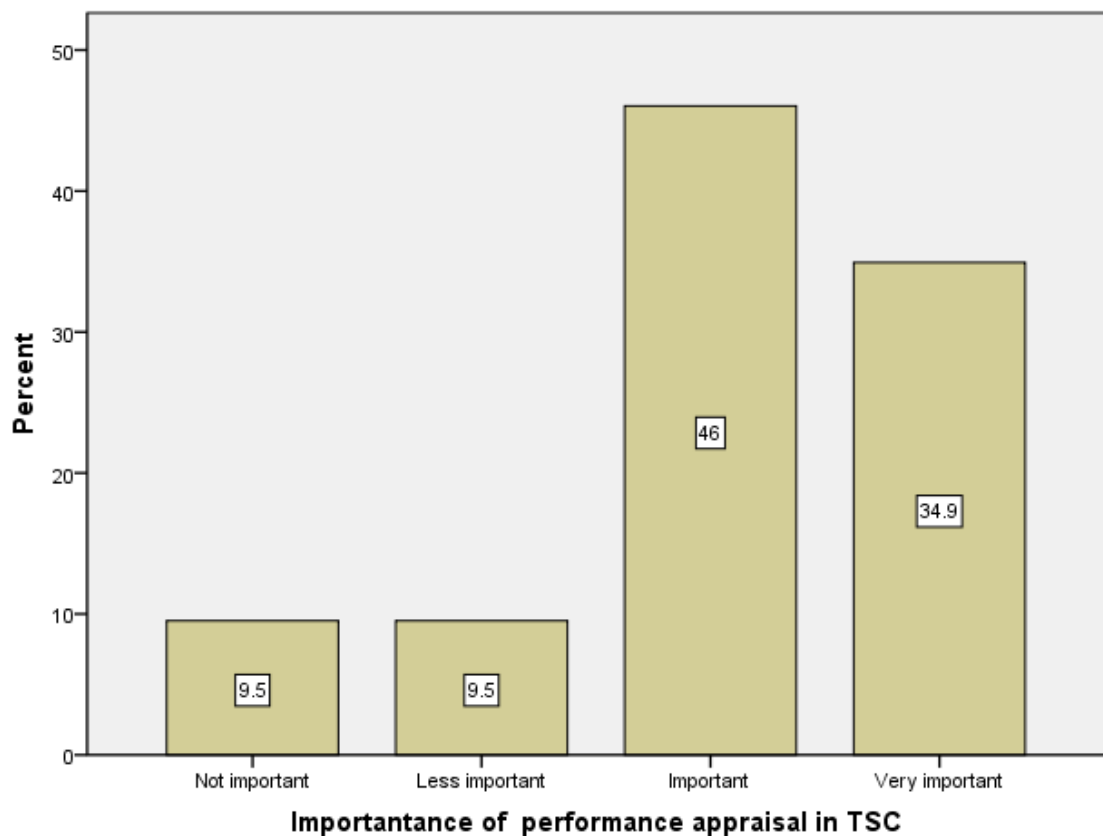
**Figure.4.3 Highest Level of Education**



#### 4.2.5 Level of Importance of Performance Appraisal in TSC

The Figure 4.4 sought to investigate how the respondents rated the importance of performance appraisal at the Teachers Service Commission. 9.5% of respondents showed that performance appraisal are not important, 9.5% less important and 80.9% showed it was important. This is a clear indication that most of the respondents know that performance appraisal is an important exercise in an organization.

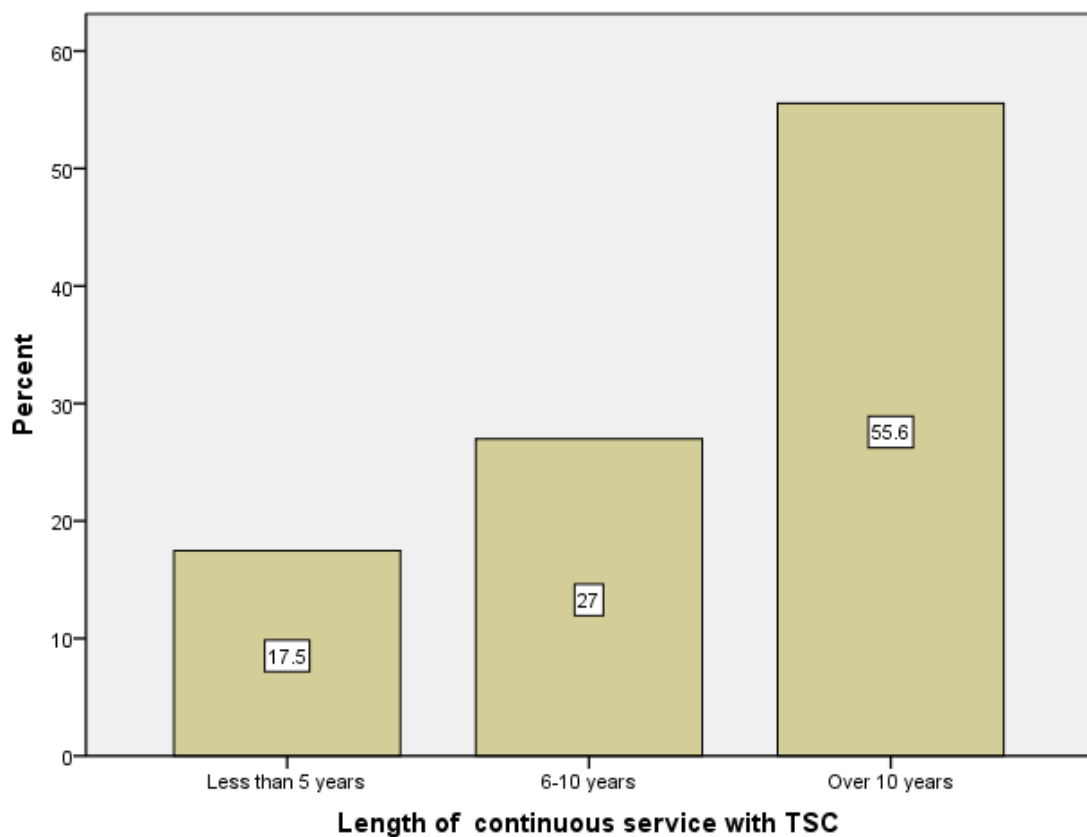
**Figure 4.4 Importance of Performance Appraisal at TSC**



#### 4.2.6 Length of Service

It was also important to ascertain the duration the respondents had worked for the commission. From Figure 4.5, 17.5% of respondents had worked with Teachers' Service Commission for a period of less than five years, 27% between a period of 6-10 years and 55.6% over period of ten years. This clearly indicates the level of exposure majority of respondents had in regard to the use of performance appraisal is staff training and development and therefore understands what it entails.

**Figure 4.5 Length of Continuous Service with TSC**

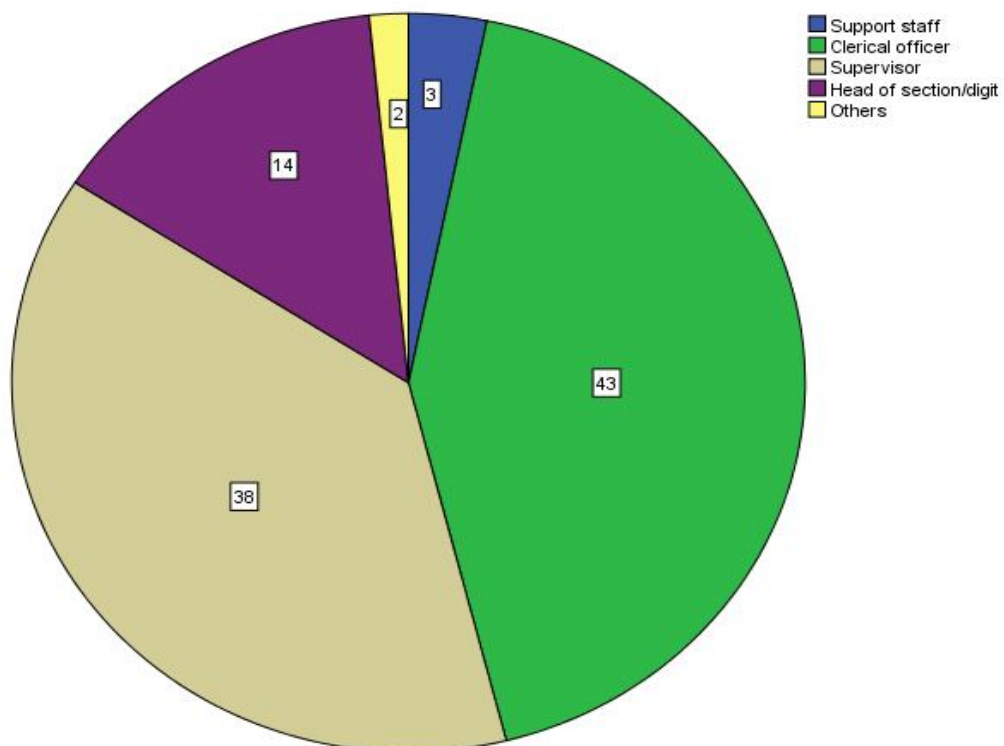




#### 4.2.7 Position Held

From the Figure 4.6, 3% of respondents are support staff, 43% clerical officers, 38% supervisors, 14% are heads of sections/department and 3% in category of others for example secretaries and drivers. This means that majority of staff had good understanding as regards to the need, importance of appraisal, staff training and development at Teachers' service commission.

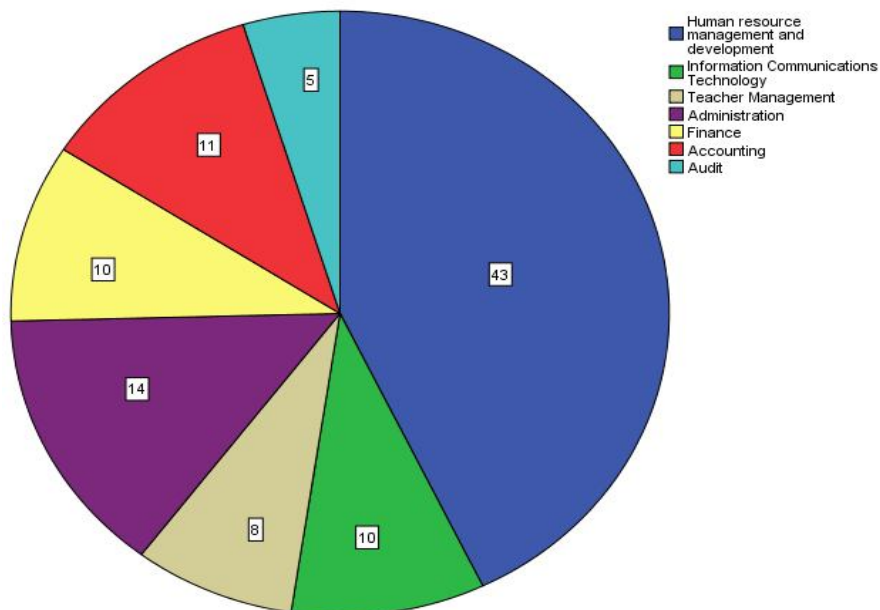
**Figure 4.6 Current Position Held in TSC Headquarter**



#### 4.2.8 Directorates

The researcher sought to find out the distribution of respondents among the seven directorates of the commission. The main purpose was to ensure that each of the directorate was fairly represented in the study. It is clear from the figure 4.7 the findings were from all the directorates. 5% of respondents were from audit directorate, 11% from accounting, 10% from finance, 14% from administration, 8% from teacher management, 10% from information communications technology, and 43% from human resource management and development. Human resource management had the highest population because it is the backbone of the commission. Most of the work is done in this directorate. This implies that the results obtained can be generalized to the entire commission.

**Figure 4.7 Directorates**



### **4.3 The Use of Performance Appraisal in Staff Training and Development**

The factors from the Table 4.3 have a grand mean of 2.87. This fact clearly illustrates there is a strong relation between the two factors under study. That is there is Use of Performance Appraisal in Staff Training and Development.

From the Table 4.3 using a five Likert scale, a mean of 2.49 indicates that's Performance Appraisal does to a less extent help to provide an atmosphere where all are encouraged to train with a standard deviation of 1.26. All training needs identified during performance appraisal are to a less extent addressed by mounting appropriate training mean of 2.17 and standard deviation of 1.12.

There is to a less extent Use of Performance Appraisal in Staff Training and Development at the Teachers service commission (mean of 2.47 and standard deviation of 1.06). Employee development needs are to moderate extent planned during performance appraisals (mean of 2.50 and standard deviation of 1.31).

Job skills, knowledge and ability are to a moderate extent considered during performance appraisal in assessing training needs (mean of 2.55 and standard deviation of 1.22). Employees are to a less extent constantly trained to develop their skills and knowledge as a result of an appraisal process (mean of 2.07 and standard deviation of 1.22). To a moderate extent Performance appraisal process leads to job improvement plan (mean of 2.68 and standard deviation of 1.32). Performance appraisal as a development

tool to a moderate extent helps realize areas that need further training ( mean of 2.95 and standard deviation of 1.37).Performance appraisal may not be a successful tool to moderate extent for developing employees due to lack of resources for, or availability of training (mean of 3.07 and standard deviation of 1.37).Lack of appraisee skills and knowledge to a moderate extent delimits area of further training (mean of 3.35 and standard deviation of 1.47).

Training and development to moderate extent directly results to job satisfaction and increased performance (mean of 3.14 and standard deviation of 1.39).Bias rating by appraisers to moderate extent delimits the eligible employees to train (mean of 3.16 and standard deviation of 1.38).Positive perception of performance appraisal process encourages to moderate extent employees to embrace training and development (mean of 2.90 and standard deviation of 1.40).

Performance appraisal and training are to moderate extent aimed at improving performance, which means both behavior and results (Mean of 3.32 and standard deviation of 1.31).Performance appraisal process are to moderate extent developing employees by improving their work performance and helps them realize and use their full potential in carrying out the organization's missions (Mean of 2.95 and standard deviation of 1.21).

Lack of proper training of appraisers is to moderate extent a challenge in identifying training needs (Mean of 3.46 and standard deviation of 1.40). A well coordinated

performance development plan are to moderate extent aimed at identifying gaps in an employee's skills and competences as well as opportunities for improvement and development (mean of 3.28 and standard deviation of 1.29). A direct relationship exists to moderate extent between investment in staff training and development and their attitude to work (mean of 2.90 and standard deviation of 1.44).

**Table.4.3 The use of Performance Appraisal in Staff Training and Development**

<b>Factors</b>	<b>Mean</b>	<b>Std. Deviation</b>
Performance Appraisal helps to provide an atmosphere where all are encouraged to train.	2.49	1.26
All training needs identified during performance appraisal are addressed by mounting appropriate training.	2.17	1.12
There is a relationship between performance appraisal and training and development at the Teachers service commission.	2.47	1.06
Employee development needs are planned during performance appraisals.	2.50	1.31
Job skills, knowledge and ability identified during performance appraisal are considered in assessing training needs.	2.55	1.22
Employees are constantly trained to develop their skills and knowledge as a result of an appraisal process	2.07	1.22
Performance appraisal process leads to job improvement plan	2.68	1.32
Performance appraisal as a development tool helps realize areas that need further training	2.95	1.37
Performance appraisal may not be a successful tool for developing employees due to lack of resources for, or availability of training	3.05	1.37
Lack of appraisee skills and knowledge delimits area of further	3.35	1.47

training		
Training and development directly results to job satisfaction and increased performance	3.14	1.39
Bias rating by appraisers delimits the eligible employees to train	3.16	1.38
Positive perception of performance appraisal process encourages employees to embrace training and development	2.90	1.40
Performance appraisal and training and development aims at improving performance, which means both behavior and results.	3.32	1.31
Performance appraisal process develops employees by improving their work performance and helps them realize and use their full potential in carrying out the organization's missions.	2.95	1.21
Lack of proper training of appraisers is a challenge in identifying training needs	3.46	1.40
A well coordinated performance development plan aim is to identify gaps in an employee's skills and competences as well as opportunities for improvement and development	3.28	1.29
Performance appraisal and training and development aims at improving both the individual and organization performance	3.17	1.29
A direct relationship exists between investment in staff training and development and their attitude to work.	2.90	1.44
<b>Grand mean</b>	<b>2.87</b>	

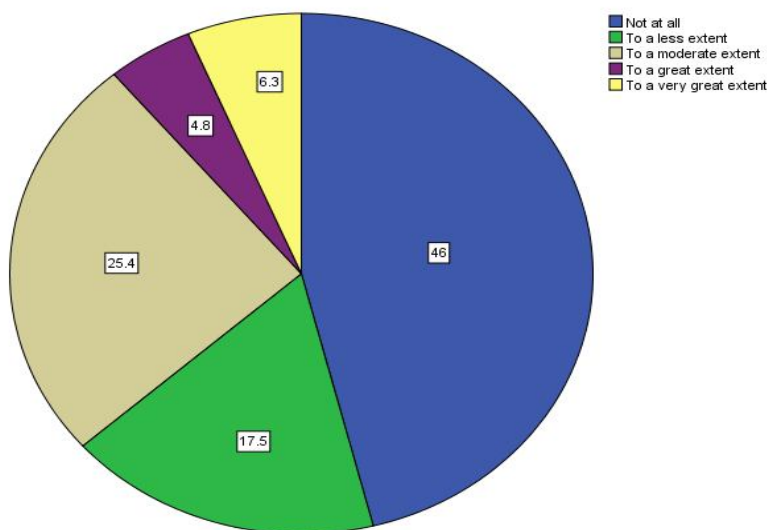
**Table 4.4 Job Skills, Knowledge and Ability Identified During Performance Appraisal are Considered in Assessing Training Needs.**

From the Table 4.4, 23.8% of employees responded that job skills, knowledge and ability indentified during appraisal are considered in assessing training needs, with 23.8% to a less extent, 34.9% to moderate extent, 7.9% to great extent and 9.5% to a very great extent. Employee’s job skills, knowledge and ability should be used as the guide while undertaking a pre training needs assessment of employees in order to administer the right program to the right employee.

Feedback	Frequency	Percent	Cumulative Percent
Not at all	15	23.8	23.8
To a less extent	15	23.8	47.6
To a moderate extent	22	34.9	82.5
To a great extent	5	7.9	90.5
To a very great extent	6	9.5	100.0
Total	63	100.0	

### Figure 4.9 Employees are Constantly Trained to Develop their Skills and Knowledge as a Result of Appraisal Process

From the Figure 4.9 majority of respondents that is 46% believe they are not at all trained to develop their skills and knowledge as result of appraisal process,17.5% to a less extent,25.4% to moderate extent,4.8% to great extent while only 6.3% to a very great extent. The findings indicate there is a knowledge gap which needs to be filled, since training of employees enhances the efficiency and effectiveness in service delivery. All employees of commission should undergo training to improve on their skills and knowledge.





#### **4.4 Discussions**

From the analysis, it can be viewed that teachers service commission as being sensitive to gender balance as regards to employment. Since the response rate was 90%, we can assume there was a gender balance as to the number of questionnaires issued out.

Majority of employees that is 87.3% attended a relevant course/degree in the areas of specialization .From the valid questionnaires analyzed there were no respondents with lower qualification.This illustrates the staff are knowledgeable and are well versed with concept of the use of performance appraisal in staff training and development at the Teachers' service commission.

Under the level of importance of performance appraisal in TSC there is a clear indication that most of the respondent know that the performance appraisal is an important exercise in an organization. There is also a clear indication the level of exposure majority of respondents had is high in regard to the use of performance appraisal in staff training and development and therefore understands what it entails. Under analysis of the position held it was found that majority of staff had good understanding as regards to the need, importance of appraisal, staff training and development at Teachers' service commission. The results obtained from analysis can be generalized to the entire commission. Employee's job skills, knowledge and ability should be used as the guide while undertaking a pre training needs assessment of employees in order to administer the right program to the right employee. The findings indicate there is a knowledge gap which needs to be filled, since training of employees enhances the efficiency and effectiveness in service delivery. All employees of commission should undergo training to improve on

their skills and knowledge. The study revealed that majority of parameters/variables used after factor analysis have moderate or to great extent the use of performance appraisal in staff training and training and development at the teachers' service commission.

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary and description of findings derived from the study. The chapter also provides findings, conclusions, limitations and recommendations as well as recommendations for further research.

#### **5.2 Summary of Findings**

The study intended to find out if there is use of performance appraisal in staff training and development at the teachers' service commission. The background information on respondents is presented in frequency tables, pie charts and graphs.

Performance appraisal as a development tool is to a moderate extent helps realize areas that need further training. Performance appraisal may not be a successful tool to moderate extent for developing employees due to lack of resources for, or availability of training.

Lack of appraisal skills and knowledge are to moderate extent delimits area of further training. Training and development are to moderate extent directly results to job satisfaction and increased performance.

Bias rating by appraisers is to moderate extent delimits the eligible employees to train. Positive perception of performance appraisal process encourages employees to embrace training and development to a moderate extent. Performance appraisal and training and development are to moderate extent aimed at improving performance, which means both

behavior and results. Performance appraisal process is to moderate extent developing employees by improving their work performance and helps them realize and use their full potential in carrying out the organization's missions.

Lack of proper training of appraisers is to moderate extent a challenge in identifying training needs. A well coordinated performance development plan are to moderate extent aimed at identifying gaps in an employee's skills and competences as well as opportunities for improvement and development. A direct relationship exists to moderate extent between investment in staff training and development and their attitude to work.

From the analysis and data collected the following discussions and recommendations are made. The analysis was based on the objectives of the study. The study revealed that majority of parameters/variables used after factor analysis have moderate or to great extent the use of performance appraisal in staff training and development at the teachers' service commission.

### **5.3 Conclusions**

Based on the results from data analysis and findings the study came up with the following conclusions. Performance appraisals identify performance gaps. As such, they provide an excellent opportunity for a supervisor and subordinate to recognize and agree upon individual training and development needs. Frequently, performance appraisal programs are not consistently used across the organization as a good tool of improving individual and organization. This relates to the previous point regarding Teachers' service

commission not taking the process seriously. Appraisal systems should be job-related, have standards, be practical, and use dependable measures. Considering that progression along pay scales might be effected by appraisal outcomes, any such system must be perceived to be (and actually be) fair and objective. From the factor analysis done, majority of variables did not address the objective problem as the performance appraisal did not tie much with individual and organization development performance.

It is the nature of the evaluative process that negative feedback must be given. Employees must recognize that such feedback is provided with a constructive intent. It is incumbent upon the appraiser to demonstrate that their intentions are helpful and constructive as the low means and weak correlations indicated. The study intended to find out if there is use of performance appraisal in staff training and development at the teachers' service commission and from the correlation sampled, there exists a strong correlation between lack of proper training of appraisers being a challenge in identifying training needs and a well coordinated performance development plan in identifying gaps in an employee's skills and competence as well as opportunities for improvement and development.

#### **5.4 Limitations of the Study**

Key limitations of the study include;

Owing to time and resource limits the study drew its sample only from 63 employees of Teachers service commission. The time frame taken by staff to fill in the questionnaire was a barrier in completion of the data analysis and the data used was only from those employees who were willing to participate in the study.

## **5.5 Recommendations**

According to majority of the respondents there is need of more training so as to ensure that they are more efficient and effective. In addition, the survey could have included more useful demographic information questions as well how staff appraisal relate to pay increments and promotion and the level of seriousness the employees perceive the appraisal exercise. Specifically, respondents could have been asked if they felt they received the right amount of training, and if that having the right amount of training ever resulted in a negative performance consequences. Respondents could also have been asked questions related to poor appraisal are mediated in their workplace and how important it was to them to have training and relevancy in their job performance.

Even though the study could have been methodologically improved in several ways, it is still important to state that this study is one of only a few attempting empirically to answer questions related to the perceived relationship between performance appraisal and training and development. Furthermore, this study is also a first attempt at trying to assess the real importance of job training to the employee and the far-reaching complications of the staff development at our present day work environments where the employee perceives that meaningful job training is unavailable.

## **5.6 Suggestions for Further Research**

Future research could build on this study's results by measuring quantitatively the actual increases in job performance as well as the actual changes in job proficiency attitudes. This could be accomplished in a simple pretest–posttest design using a control group not

having had the training as a comparison group. It would be valuable to connect perception to actual changes in job performance that can be quantified and measured. Attitude studies like this one are limited to representing what the person would be feeling should he or she be in that position, or try to recall what he or she felt when she actually was in that position.

More actual behavioral data of this nature might convince upper level management to invest in employee development programs. It is important for employers to provide relevant and meaningful training for the employees, which supports and enhances employee attitude. When training is perceived by the employee to be relevant and meaningful, the results may be demonstrated through improved proficiencies. Future studies should be examined using the open-ended questions on the survey that on preferred training programs to be offered, training on soft skills, such as leadership, values, effective communications, and so on, and technology training such as, computer literacy and computer updated software programs. These open-ended questions would help strengthen position that employees require and desired training that will make them competitive in this highly demanding market.

The present survey was conducted to study the Use of Performance Appraisal in Staff Training and Development at the Teachers' Service Commission. The data that were collected supported that job training is correlated with positive feelings about job training appraisal and training and development. Other studies around the use of performance appraisal in the determination or allocation of organizational rewards can be done. It is

argued that performance appraisal has too many important employee development uses to be used to determine reward outcomes.



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## APPENDIX: QUESTIONNAIRE

### Section A: Demographic and Personal profile

Please give answers in the spaces provided and tick in the box that matches your response to the questions where applicable.

1. Gender

a) Male

b) Female

2. Age category (years)

a) Under 20 years

b) 21-30

c) 31-40

d) 41-50

e) 51+ Above

3. Highest level of education

a) post graduate level

b) University level

c) Tertiary college level

d) Others(specify) \_\_\_\_\_

4. Length of continuous service with TSC

a) Less than 5 years

b) 6-10 years

c) Over 10 years

5. Current position held in TSC headquarter

- a) Support staff ( )
- b) Clerical officer ( )
- c) Supervisor ( )
- d) Head of section/digit ( )
- e) Head of Directorate ( )
- f) Others (specify) \_\_\_\_\_

6. Directorate

- a) Human resource management and development ( )
- b) Information Communications Technology ( )
- c) Teacher Management ( )
- d) Administration ( )
- e) Finance ( )
- f) Accounting ( )
- g) Audit ( )

7. How important is performance appraisal in TSC

- a) Not important ( )
- b) Less important ( )
- c) Important ( )
- d) Very important ( )

8. How often performance appraisal is conducted in TSC

- a) Monthly ( )
- b) Quarterly ( )



c) Half yearly ( )

d) Yearly ( )

**Section B: The Use of Performance Appraisal in Staff Training and Development**

Rate the extent to which each of the following statements accurately describes purpose and use of performance appraisal at TSC:

1. Not at all
2. To a less extent
3. To a moderate extent
4. To a great extent
5. To a very great extent

Questions	1	2	3	4	5
Performance Appraisal helps to provide an atmosphere where all are encouraged to train.					
All training needs identified during performance appraisal are addressed by mounting appropriate training.					
There is a relationship between performance appraisal and training and development at the Teachers service commission.					
Employee development needs are planned during performance appraisals.					
Job skills, knowledge and ability identified during performance appraisal are considered in assessing training needs.					
Employees are constantly trained to develop their skills and					

knowledge as a result of an appraisal process					
Performance appraisal process leads to job improvement plan					
Performance appraisal as a development tool helps realize areas that need further training					
Performance appraisal may not be a successful tool for developing employees due to lack of resources for, or availability, of training					
Lack of appraisee skills and knowledge delimits area of further training					
Training and development directly results to job satisfaction and increased performance					
Bias rating by appraisers delimits the eligible employees to train					
Positive perception of performance appraisal process encourages employees to embrace training and development					
Performance appraisal and training aims at improving performance, which means both behavior and results.					
Performance appraisal process develops employees by improving their work performance and helps them realize and use their full potential in carrying out the organization's missions.					
Performance appraisal and training and development aims at improving both the individual and organization performance					

<p>A well coordinated performance development plan aims is to identify gaps in an employee's skills and competences as well as opportunities for improvement and development</p>					
<p>A direct relationship exists between investment in staff training and development and their attitude to work.</p>					
<p>Lack of proper training of appraisers is a challenge in identifying training needs</p>					

**USE OF PERFORMANCE APPRAISAL IN STAFF TRAINING AND  
DEVELOPMENT AT THE TEACHERS SERVICE COMMISSION**

**BY  
BEATRICE WAMAITHA MUHOI**

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT  
OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE  
OF MASTER OF BUSINESS ADMINISTRATION (MBA), SCHOOL  
OF BUSINESS, UNIVERSITY OF NAIROBI.**

**NOVEMBER, 2013**

## **DECLARATION**

I declare that this project is my own original work and has never been submitted to any other college other than the University of Nairobi for any credit or approval.

Signature.....

Date.....

**BEATRICE WAMAITHA MUHOI**

**D61/63787/2011**

This project has been submitted for examination with my consent and approval as the supervisor.

Signature.....

Date.....

**PROF PETER K'OBONYO**

**DEPARTMENT OF BUSINESS ADMINISTRATION**

**UNIVERSITY OF NAIROBI**

## **DEDICATION**

I dedicate this project to my family more so my husband- Mbugua for his tireless effort of reminding me to wake up and study and also my two young babies Ian and Shanelle for bearing with me during that study period. Thanks indeed.

## **ACKNOWLEDGEMENTS**

I first of all thank the almighty God for giving me life and good health to go through this program. I can not take that for granted. Secondary I would like to thank my family both nuclear and extended for their encouragement and prayers during the study period. Thirdly I can not fail to acknowledge and thank my supervisor Prof.K'Obonyo for his guidance through out the project. It would have been difficult to have a breakthrough in this research project without his support and thorough scrutiny of the document. Indeed he is a real mentor. I also acknowledge my employer, the Teachers Service Commission for granting me a study leave to pursue my MBA. Finally I thank all my classmates and colleagues whom were of great help during thick and thin times. Those difficult times you made them look simple .I thank all of you sincerely. God bless you all.

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## **ABSTRACT**

This research study was carried out at Teachers Service Commission. It was established in July 1967 by the Teachers Service Commission Act, Cap 212, Laws of Kenya to perform core teacher management functions of registration, recruitment, deployment, discipline, remuneration, promotion and regulation of the teaching service. The TSC is currently established under Article 237(1) of the Constitution of Kenya (2010) as a Constitutional Commission. The objective was to study the use of performance appraisal in staff training and development at Teachers Service Commission. The findings of the study will be of value and interest to various stakeholders. The researcher used the descriptive research design and the sample size was 70. The sample size of 70 was distributed among the seven directorates of the commission. These directorates are Human resource management, finance, Accounts, Staffing, Administration, Internal Audit and ICT. The data collection instruments were questionnaires. Data analysis and presentation techniques were quantitative methods i.e. use of simple tables, pies and graphs which helped the researcher analyze the findings of the study. The study recommended need of more training so as to ensure that employees are more efficient and effective.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of the Study**

The importance of effective performance appraisal in organizations cannot be overemphasized as appraisals help develop individuals, improve organizational performance and feed into business planning. An understanding of the phenomenon, therefore, in every sector of human endeavor is imperative. This recognition has raised interest in studying people's perceptions of the quality of performance appraisal in organizations (educational institutions inclusive). A significant direction of research regarding performance appraisal efficacy and approaches for evaluation has concentrated on employee satisfaction and perceptions of the process. This direction has lead researchers and practitioners to take a more comprehensive view of performance appraisal system efficacy and evaluation of systems which include these factors. One common theme of recent research is that attitudes of the system's users toward the process determine to a large degree the ultimate effectiveness of a performance appraisal system (Roberts, 2003).

At an organizational level, the performance appraisal system impacts other human resource systems as well as organizational strategy. The perception of an organization's performance appraisal system effectiveness is a prerequisite for ensuring the success of its selection, training and development and employee motivation practices. At a strategic level, the need for rapid and effective organizational change in today's dynamic social, economic, and political environment requires that employees continually re-align their

performance with the evolving goals and objectives of the organization (Harley, 2002). Most firms in Kenya now employ some performance appraisal system. The Performance Appraisal System was introduced by the government to refocus the mind of the public from a culture of inward looking to a culture of businesslike environment, focused on the customer and results in addition to improving service delivery (GOK, 2009).

For firms that need to survive in the knowledge economy era and which the knowledge workers are their essence or key assets, it is important to tap what is important to these workers – what is of value to them and to their professional practice as well as what the organizations stand to gain (Kimiz, 2005). Focus on the impact of performance appraisal on perception, worker attitudes and behaviors are somehow being disregarded by companies, merely due to their impracticable belief on flawed human organizational behavior (Pollard, 2003). Besides, the relationship that exists between organizational performance appraisal practices and returns also is not to be assumed on the individual level (Huselid, 1995). An individual yield decision depends on his or her reaction towards such perceived practices. In this paper an array of propositions that highlight the perceived relationship between performance appraisal and training and development at TSC will be studied.

### **1.1.1 Performance Appraisal**

Nzuve (2007) defines performance appraisal as a means of evaluating employees work performance over a given period of time. Dessler (2005) states that it is any procedure that involves setting work standards, assessing employee`s actual performance relative to

standards set, providing feedback with the aim of motivating, eliminating performance deficits and reinforcing exceptional performance. Coens & Jenkins (2000) suggest that performance appraisal is a mandated process in which, for a specified period of time, all or a group of an employee's work behaviors or traits are individually rated, judged, or described by a rater and the results are kept by the organization. The most important performance appraisal issue faced by organizations is the perceived fairness of the performance review and the performance appraisal system (Bretz, Milkovich & Read, 1992). Their findings suggested that most employees perceive their performance appraisal system as neither accurate nor fair.

The purpose and usage of a performance appraisal have considerably expanded over the last years. Before 1960, a performance appraisal was used solely for administrative reasons; salary, promotion, and placement type decisions. Later, the view of a performance appraisal as a counseling/development tool and the provision and design of several conceptual frameworks for understanding this new vital role have dramatically proliferated (David & James, 1993). Employee performance appraisal enables person to identify, evaluate and develop an individual's performance. It is a tool to encourage strong performers to maintain their high level of performance and to motivate poor performance to do better (Scott, 2001).

### **1.1.2 Training and Development**

It is incumbent on training and development professionals to design, implement, and evaluate the effectiveness of their programs in reducing disputes in workplace



performance. Patrick (1992) defines training as the systematic development of attitudes, knowledge, skills, and behavior patterns required by an individual in order to perform adequately a given job or task. Goldstein (1980) suggests training is the acquisition of skills, concepts or attitude that results in improved performance in an on-job situation. Although job-related training in organization is scarce, appraisals might include personal training and development plans, which increase the subordinate's willingness to undertake further development (John & Steven, 2001).

Organization expects its employees to be committed to their development goals, therefore in turn needs to demonstrate its commitment to assisting them to achieve their goals by providing the necessary opportunities and resources (John & Steven, 2001). Robinson & Robinson (1995) indicate that the most significant direct benefits of training and development are clarity in job duties and responsibility as well as increases in employee's competence among others. Training enables an employee to produce efficiently sooner, prepares him for a higher position (advancement), enhances his self-respect and increases his feeling of security and economic independence among others (Aina, 1992).

### **1.1.3 Teachers Service Commission**

The Teachers Service Commission was established in July 1967 by the Teachers Service Commission Act, Cap 212, Laws of Kenya to perform core teacher management functions of registration, recruitment, deployment, discipline, remuneration, promotion and regulation of the teaching service. The TSC is currently established under Article 237(1) of the Constitution of Kenya (2010) as a Constitutional Commission. Effectively

the Commission is set up into various departments and divisions that carry out specific Functions to implement the mandate of the Commission as stipulated. In addition the commission is charged with the responsibility of reviewing the demand for and the supply of teachers, and advising the national government on matters relating to the teaching profession in Kenya ([www.Kenyalaws.com](http://www.Kenyalaws.com)).

From the 100 members of staff with three Commissioners it has grown to total number 2,900 staff members under seven directorates namely Accounts, Finance, Teacher Management, Administration, Information Communication Technology, Human Resource Management Development and Internal Audit with accordance to Constitution of Kenya 2010 (<http://www.tsc.go.ke>).The commissions' vision is to be an institution of excellence in the provision of efficient and effective service for quality teaching and the mission is to establish and maintain a sufficient professional teaching service for educational institutions. TSC defines performance appraisal as a systematic way of reviewing and assessing the performance of an employee during a given period. The appraisal should reflect work output, achievement as well as display competencies over the review period. The Performance Appraisal system's objectives include: providing feedback, improving communication, identifying training needs, clarifying roles and responsibilities and determining how to allocate rewards and institute sanctions. The performance appraisal is usually carried out on quarterly basis from July of every year to June of the following (<http://www.tsc.go.ke>).

## **1.2 Research Problem**

Perception as an internal process allows people to choose, organize, and interpret stimuli from our environment and it's a process that is affecting us. In reality, the objectives often vary and differ from one's perception due to every person has different behavior and thought. Therefore, it is common that there is more disagreement among people's view (Cole, 1996). The purpose and usage of a performance appraisal have considerably expanded over the last years. Before 1960, a performance appraisal was used solely for administrative reasons (salary, promotion, and placement type decisions) (David & James, 1993). Later, the view of a performance appraisal as a counseling/development tool and the provision and design of several conceptual frameworks for understanding this new vital role have dramatically proliferated. The performance appraisal system was introduced by the government of Kenya to refocus the mind of the public from a culture of inward looking to a culture of businesslike environment, focused on the customer and results in addition to improving service delivery (Obong'o, 2009). Modern organizations emphasize staff development as a strategic human resource management to remove performance deficiencies and align employees to the ever dynamic work-place demands. This necessitates an evaluation of the various staff development practices used by organization.

TSC is one of the commissions in Kenya and it emphasizes on staff development to remove performance deficiencies and align its employees to the ever dynamic work-place demands. It is spending colossal amounts of money sourced both internally and externally to train its staff, although there are complaints it still exhibit certain

characteristics that are indicative of poor job performance such as poor service delivery, poor customer etiquette, and unavailability for consultation (Teachers image magazine, 2008). The success of an appraisal system depends on how it is perceived by the employees for whom it is intended among other factor. TSC has in place a performance appraisal system that is used to evaluate the performance of its employees on a quarterly basis. Some employees complain the process is neither accurate nor fair.

A study by Makawiti (2011) on perceptions of academic staff in Kenyan public universities on application of performance appraisal results in training and promotion decisions revealed that 47.4% of academic staff believed that there was a training policy in place but probably could not have been related to performance appraisal results. He asserted that if well designed, staff development programmes in public universities could help foster employee commitment. Debra L. Truitt (2000) on her study that explored the relationships between training experiences and attitudes about perceived job proficiency, found a direct relationship between one's positive training experiences and attitudes and one's proficiency. In this study, 86.8% of those who had updated training had the most positive attitudes toward training and 80% of those who had negative training attitudes also had negative views on their proficiency.

Mwiti (2008) on a study on perceived relationship between job satisfaction and employee performance among Teachers Service Commission secretariat at the headquarters in Nairobi found that employee job satisfaction was as a result of working relationship between employees and their supervisors, teamwork, training and development,

advancement of opportunities, empowerment, working conditions, participation in decision making and financial rewards. The study indicated that training and development led to job satisfaction of the part of secretariat employees. Kagendo (2012) also conducted a study on the factors affecting performance appraisal of teachers in public secondary schools in Ruiru, Kenya. The study findings indicated that lack of proper training of appraisers was the biggest challenge. None of the previous studies reviewed above addressed the real or perceived link between performance appraisal and training and development of employees. It is this gap in knowledge that this study is intended to fill. This translates to the following research question: what is there relationship between performance appraisal and training and development at Teachers service commission?

### **1.3 Research Objective**

To study the use of performance appraisal in staff training and development at the Teachers Service Commission.

### **1.4 Value of the Study**

The findings of this study would be of value and interest to various stakeholders. The Teachers Service Commission will directly benefit as the findings will result in the improvement of performance appraisal thus improved performance. The Kenyan Government will benefit as a result of improved implementation of performance appraisal resulting in improved service delivery and productivity in the public sector.

Findings of the study will particularly be useful in providing additional knowledge to existing and future institutions on the link between Performance Appraisal and Training and Development and provide information to potential and current scholars on Human Resource Management in Kenya. This will expand their knowledge and also identify areas of further study.

The study will be a source of reference material for future researchers on other related topics. The study will also highlight other important relationships that require further research. For example Application of performance appraisal in identification of training and development needs

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter involved review of recent literary works in relation to the use of performance appraisal in staff training and development at the Teachers Service Commission. Researches from different authors were compared to understand what their researches yielded, and their success. In this chapter reviews are made on performance appraisal, performance appraisal process, training and development process, staff development process and the use of performance appraisal in staff training and development.

#### **2.2 Performance Appraisal**

The process of performance management involves the identification of common goals between the appraiser and the appraisees. These goals must correlate to the overall organizational goals. If such a process is conducted effectively, it will increase productivity and quality of output (Davis, 1995). Armstrong, (2006) notes that in performance appraisals, accuracy and fairness in measuring employee performance is very important. A performance appraisal system helps the organization identify three major things: performance standards, core competences, and communicating the standards and competencies to employees. Comparing the employees' performance from the performance appraisal is vital in making future improvements (Longenecker, (1997). Performance appraisal is a managerial process that links organizational objectives, performance standards and evaluation, to which the performance review are often

applied. Performance appraisal in organization is considered as a key human resource management practices for measuring effectiveness and efficiency (Redman et al., 2000). Studies on perceived fairness or organizational justice have shown that these perceptions strongly affect the attitude of employees, for examples: job satisfaction, turnover intentions, organizational commitment, and workplace behaviour, such as absenteeism and organizational citizenship behavior.

Folger et al. (2002) indicates that a due-process appraisal system has three main characteristics. Adequate notice requires organizations and their agents to publish, distribute, and explain performance standards to employees, discuss how and why such standards must be met, and provide for regular and timely feedback on performance. Fair hearing requires a formal review meeting in which an employee is informed of a tentative assessment of his or her performance and how it was derived by his or her manager, who should be familiar with the employee's performance. Feedback involves the appraiser providing the appraisees with information on their performance from time to time. Positive feedback refers to emphasis being made on work done well while what needs to be improved is communicated to the employee through constructive criticism. The supervisor and the appraisees should exchange views continuously on how performance can be improved. Employees' and managers' reactions to appraisal systems are essential to successfully attaining at least three purposes of appraisals - employee development, reward allocation, and legal documentation (Murphy & Cleveland, 1995). Boswell & Boudreau (2000) identified two uses of performance appraisals as evaluative and developmental purposes. Kovach (1987) observed that employees sought achievement,



responsibility and growth as the highest priority for incentives in their work. A reward and recognition system that addresses these areas should produce the desired outcome. Joint goal setting can provide a number of these employee rewards as individual employees can negotiate desired outcomes with management (Dunford, 1992).

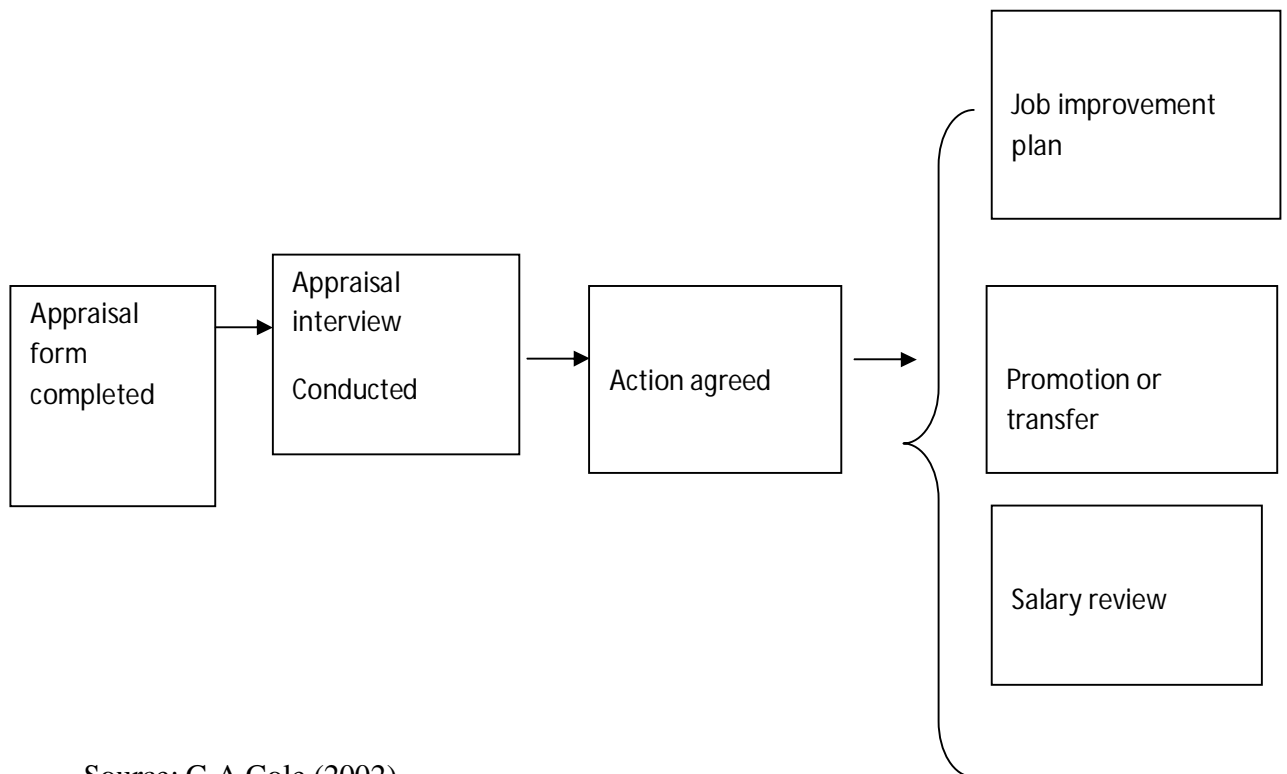
Skarlicki and Folger (1997) suggest that the appraisal process can become a source of extreme dissatisfaction when employees believe the system is biased, political or irrelevant. A major problem for organizational leaders is that the performance appraisal process and the performance evaluation system are often perceived as both inaccurate and unfair (Latham & Wexley, 1981). Ahmed (1999) investigated the measure of effectiveness that a state agency uses to assess its performance appraisal function. Some of the criteria for assessment as suggested by the respondents included impact on employee motivation, employee satisfaction with the system, employee's perception regarding fairness and objectivity, and the degree to which it provides adequate and valuable feedback.

### **2.3 The Performance Appraisal Process**

According to Cole (2002) any systematic approach to performance appraisal commence with the completion of an appropriate performance appraisal. This preparatory stage is followed by an interview in which the manager discusses progress with the members of staff. The result of the interview is some form of agreed action, either by the staff member alone or jointly with his/her manager the action generally materializes in the shape of a job improvement plan, promotion to another job or to a salary increase. The

result of the appraisal is communicated and discussed with the employees on one-to-one basis. The focus of this discussion is on communication and listening. The results, the problems and the possible solutions are discussed with the aim of problem solving and reaching consensus. The feedback should be given with a positive attitude as this can have an effect on the employees' future performance. The purpose of the meeting should be to solve the problems faced and motivate the employees to perform better. The appraisal process is demonstrated in the figure below.

**Figure.1 Performance Appraisal Process**



Source: G.A Cole (2002)

Performance agreements form the basis for development, assessment and feedback in the performance management process. Expectations are defined in the form of a role profile that sets out role requirements in terms of key result areas and the competencies required for effective performance. The role profile provides the basis for agreeing objectives and methods of measuring performance and assessing the level of competency reached. Performance agreements emerge from the analysis of role requirements and the performance review. An assessment of past performance leads to an analysis of future requirements (Armstrong 2006).

## **2.4 Training Process**

Training is any learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. The focus of training is on the job or task. Examples of training needs are; the need to have efficiency and safety in the operation of particular machines or equipments, the need for an effective sales force, and the need for competent management in the organization (Armstrong 2006). Training is the process of acquiring specific skills to perform a job better (Jucious, 1963). It helps people to become qualified and proficient in doing some jobs (Dahama, 1979). Usually an organization facilitates the employees' learning through training so that their modified behaviour contributes to the attainment of the organization's goals and objectives. Van Dersal (1962) defined training as the process of teaching, informing, or educating people so that (1) they may become as well qualified as possible to do their job, and (2) they become qualified to perform in positions of greater difficulty and responsibility. Flippo (1961) differentiated between education and training, locating these at the two ends of a

continuum of personnel development ranging from a general education to specific training. While training is concerned with those activities which are designed to improve human performance on the job that employees are at present doing or are being hired to do, education is concerned with increasing general knowledge and understanding of the total environment. Education is the development of the human mind, and it increases the powers of observation, analysis, integration, understanding, decision making, and adjustment to new situations.

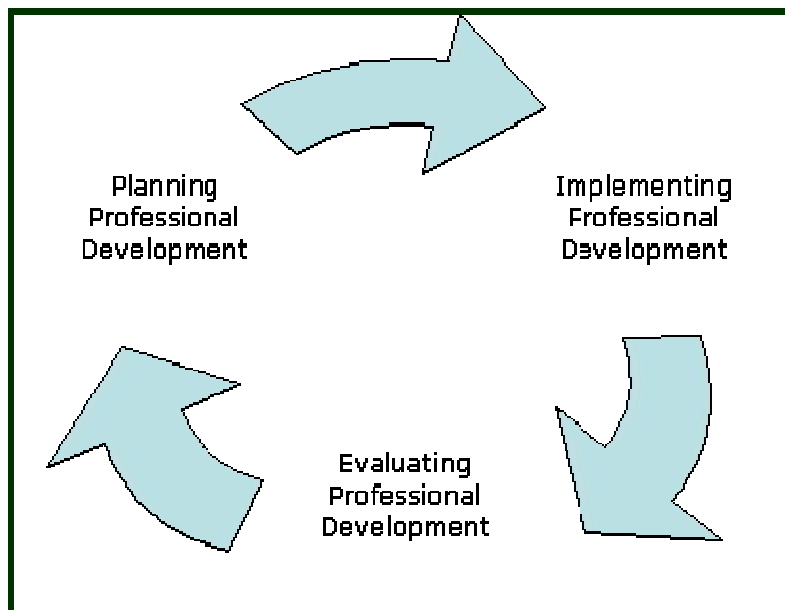
Rose (1981) indicated that the individual employee gains from training and development by being able to perform his task well and gains satisfaction for efficient work. It has been observed that some studies reveal that training and development directly result to job satisfaction and increased performance. She noted a direct relationship between investment in training and development of staff and their attitude to work. Carl, Sam et al. (1993) observed that appraisers do not keep any historical performance records or quantitative data nor do they formally prepare any development plan for their subordinates but instead rely on their subjective rating forms when assessing performance and determining development requirements. In addition, research has shown that superiors who use a problem-solving approach and who emphasize coaching and counseling tend to focus on increasing the growth and development rate in the organization. Although job-related training in organization is scarce, appraisals might include personal training and development plans, which increase the subordinate's willingness to undertake further development (John and Steven, 2001).

The mentoring and coaching role played by managers helps their subordinates in building new skills identified earlier during performance appraisals and in preparing them for higher positions in the future (David, 2005). Robinson and Robinson (1995) indicate that the most significant direct benefits of training and development are clarity in job duties and responsibility as well as increases in employee's competence among others. Organizations should perhaps make the developmental aspect of the performance appraisal process clear so employees understand and believe that a primary purpose of their performance appraisal is for job and career development. Training enables an employee to produce efficiently sooner, prepares him for a higher position (advancement), enhances his self-respect and increases his feeling of security and economic independence among others (Aina, 1992).

## **2.5 Staff Development Process**

Most staff developers agree that the goal of staff development is change in individuals' knowledge, understanding, behaviors, skills - and in values and beliefs. Too often, it appears this fundamental view of staff development is unheeded or forgotten. However, if change of some understanding, skill, or behavior is the desired outcome of staff development, it seems reasonable to explore the relationship (Bush R.N 1984). The figure below demonstrates the process of professional development.

**Figure. 2 Process of Professional Development**



Source: G.A Cole (2002)

A personal development plan provides learning action plan for which individuals are responsible with the support of their managers and the organization. It may include formal training but, more importantly, it will incorporate a wider set of learning and development activities such as self-managed learning, coaching, mentoring, project work, job enlargement and job enrichment. If multi-source assessment (360- degree feedback) is practiced in the organization this will be used to discuss development needs. The development plan records the actions agreed to improve performance and to develop knowledge, skills and capabilities. Development focuses on the current job-to improve the ability to perform it well and also, importantly, to enable individuals to take on wider responsibilities, extending their capacity to undertake a broader role.

Armstrong (2006) defines development as any learning activity which is directed towards future needs rather than present needs, and which is concerned more with career growth than immediate performance. The focus of development tends to be primarily on an organization's future manpower requirements and on the growth needs of individuals in the workplace. Development is a combination of formal education, employee's interactions, job experiences, employee's personality and his/her potential and abilities that help him/her perform effectively in the current or future job in organizations.

It is considered a joint and collaborative effort of the organization and the employees with the aim to enrich employees' attitudes, experiences, knowledge, skills, and abilities to improve their effectiveness. (Noe et al, 2003). Maurer & Tarulli (1996) recommend organizations should play more proactive role in providing support and promoting development opportunities. The significance of employee development in organizational setting has extensively been recognized. Organization that makes investments in its workforce signals its commitment regarding its approach to its workforce growth. This, in return, engenders motivation and promotes greater teamwork and cooperation. When employees start believing that organizations are sincere to provide development opportunities for them, they will definitely reciprocate (Lee & Bruvold, 2003).

## **2.6 Use of Performance Appraisal in Staff Training and Development**

Performance appraisal and training have the same objective: to improve performance, which means both behavior and results. Kluger & DeNisi (1984) noted that there is a possible link between performance appraisal/feedback and performance improvement

although the results on this relationship are mixed. There is a definite link between performance appraisal and the desire to improve performance of the employees. Individual performance is affected by a number of variables that include personality, values, attitudes and ability of the individual which, in combination, affect their perceptions and motivation, and ultimately influence individual performance. If an employee is having problems meeting his/her goals, supervisor is supposed to take steps during the appraisal to help improve performance. Cascio (2003) observes that performance appraisal is a process that develops employees by improving their work performance and helps them realize and use their full potential in carrying out the organization's missions.

Performance appraisal is a multifaceted human resource activity. It can either be used for personnel management or growth, self-improvement, and development or for both purposes (Mills & Hyle, 1999). Campbell & Lee, (1988) believe that if certain constraints like cognitive constraints, informational constraints, affective constraints, and self and appraiser's evaluation discrepancy are kept at minimum levels, appraisals could be used as a developmental tool. Adair,( 1983) believe that when appraisals are considered annual activities and are not followed by recommended actions from both the employee and the organization they are destined to degenerate into empty rituals. It requires to be made clear that all sorts of appraisals are not fit to achieve the end of employee development. The mentoring and coaching role played by managers helps their subordinates in building new skills identified earlier during performance appraisals and in preparing them for higher positions in the future (David, 2005).



Performance appraisals provide the information relevant for various personnel decisions, including promotions and rewards, employee development and training programs, and performance feedback (Murphy and Cleveland, 1995). Performance appraisals are a useful tool for developing employees as they provide a clear link to overall business goals, improve employee motivation and assist employees to identify their strengths and weaknesses which in turn provides clear direction on development needs. Employees have a sense of ownership of their development goals as they are involved in the process. The process must focus on the employee and be fully supported by management in the organization. Employees' perceptions of fair performance appraisal have positive associations with commitment. If an organization expects its employees to be committed to their development goals, the organization in turn needs to demonstrate its commitment to assisting them to achieve their goals by providing the necessary opportunities and resources (John and Steven, 2001).

As part of staff development, Organization Human resource should consider job rotation planning as an integral component of its performance appraisal interview. Performance discrepancies stemming out from appraisal sessions require to be more sufficiently managed through training, career, and succession management. In an effort to enhance human resource development and ensure genuine conduction of performance appraisals, there should also be periodic reviews of Organization's policies, job analysis, job evaluation, and communication channels (Obisi 2011).are several other characteristics of a performance appraisal that would help in idealizing its structure and in strengthening its link with the development process. One of the merits in appraisal is its attention on

championing rewards instead of punishments, forsaking the stick for the carrot to help improve performance (Kondrasuk 2012). Pinpointing all the problems delineated earlier on performance management system, HR function should assign specialists that would review performance appraisal results and development goals to come up with better, challenging, accurate, and measurable outcomes. Full support of the performance system from top management all the way down to employees is also indispensable in assuring organizational developmental improvements (Kondrasuk 2012).

Robinson and Robinson (1995) indicate that the most significant direct benefits of training and development are clarity in job duties and responsibility as well as increases in employee's competence among others. Organizations should perhaps make the developmental aspect of the performance appraisal process clear so employees understand and believe that a primary purpose of their performance appraisal is for job and career development. Training enables an employee to produce efficiently sooner, prepares him for a higher position (advancement), enhances his self-respect and increases his feeling of security and economic independence among others (Aina, 1992). A key purpose of the any appraisal process and resulting performance development plan is to identify gaps in an employee's skills or competencies as well as opportunities for improvement and development. Setting performance goals encourages employee motivation by stimulating effort, focusing attention, increasing persistence and encouraging new ways of working. Performance appraisals may not be a successful tool for developing employees due to lack of resources for, or availability of, training (Robert,

1993).The findings of performance appraisal has since long been used as tools to improve performance (Rasch, 2004).

If the end is service improvement then performance appraisals require a wider approach to enhanced work design and motivation to develop and enhance employee job satisfaction. It is, therefore, suggested that supervisors should use performance appraisal as employee development tool and get them motivated. This focused approach to each individual's training and/or developmental need, managers' help employees enhance their job skills and become more effective and productive (Prowse & Prowse, 2009).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the various methodologies that were used in gathering information, procedures adopted in conducting the research, the techniques used in data analysis and the presentation of data collected. This chapter therefore focused on the research design, target population, sample design and data collection and analysis applied during the study.

#### **3.2 Research Design**

A descriptive survey design was used in finding out the use of performance appraisal in staff training and development at Teachers service commission. A survey research design is an attempt to collect data from more than one member of a population .A survey research could be descriptive, exploratory or involving advanced statistical analyses (Mugenda and Mugenda, 2003).This descriptive survey design is preferred because data is collected without manipulation of variables (Kothari,1990). This means the researcher is able to report things the way they are (status quo) .The descriptive design method provided quantitative data from a cross section of the chosen population.

#### **3.3 Target Population**

The population of this study involved all the employees of the Teachers Service Commission. The Teachers Service Commission has a total of 3000 employees both at the Head office, regional and county level. These employees were the target population

for the study. The researcher used stratified sampling to collect information from the seven departments in the TSC which are HRM, Finance, Accounts, Internal Audit, Teacher management, ICT and Administration. All employees who have worked in the organization for 5 years and above were sampled.

### **3.4 Sample Design**

The study involved 70 respondents from the TSC head office in Nairobi as the sample size for this study. The 70 respondents were selected using stratified sampling. There are 7 directorates at the TSC head office. Each of these directorates was treated as a separate stratum. The researcher randomly picked respondents from each directorate to participate in the study.

### **3.5 Data Collection**

A questionnaire was the preferred data collection instrument to collect primary data for this study. According to Kumar (2005), a questionnaire is a written list of questions, the answers to which are recorded by the respondents. The questionnaire was administered through “drop and pick later” method to the sampled officers. The questionnaire had close ended questions. The questions were designed to collect quantitative data. The questionnaire consisted of two parts. Part A provided bio data and personal profile of the respondents and part B contained items on the perceived relationship between Performance Appraisal and Training and Development.

### **3.6 Data Analysis**

The data collected was examined and checked for completeness and comprehensibility.

Descriptive statistics such as means, standard deviation, frequency distribution and percentages was used to analyze the data. Data was presented by use of pie charts, bar charts, graphs and tables.

## **CHAPTER FOUR**

### **DATA ANALYSIS, FINDINGS AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter presents the research findings of a study on the use of performance appraisal in staff training and development at the Teachers' Service Commission. Whereas the study had targeted a total of 70 respondents, only 63 respondents were considered valid and adequate for analysis stage. This represents 90% response rate which formed the basis for the analysis presented in this chapter. The analysis of the data was done using proportions and percentage and the finding were presented using graphs, pie charts and tables.

#### **4.2 Findings**

##### **4.2.1 Demographic Information**

From the Table 4.1 out of 63 respondents, 34 were male while 29 were female which represented a very small gap as regards to the gender respondents. The table 4.1 above indicates the percentages of gender as regards the numbers of respondents. 54% respondents were male while 46% were female. This can be viewed as Teacher's Service Commission as being sensitive to gender balance as regards to employment. Since the response rate was 90%, we can assume there was a gender balance as to the number of questionnaires issued out.

**Table 4.1 Demographic Information**

Gender	Frequency	Percent	Cumulative Percent
male	34	54.0	54.0
female	29	46.0	100.0
Total	63	100.0	

#### **4.2.2 Age Category**

From the Table 4.2 only 2% of respondents are under the age of 20 years, while 19% of all respondents are between the ages of 21-30 years, 41% are between the age of 31-40 years, 27% are in the age bracket of 41-50 years and 11% are above the age of 50 years. This implies the commission has experienced employees on both performance appraisal and training and development practices.

**Table 4.2 Age Category**

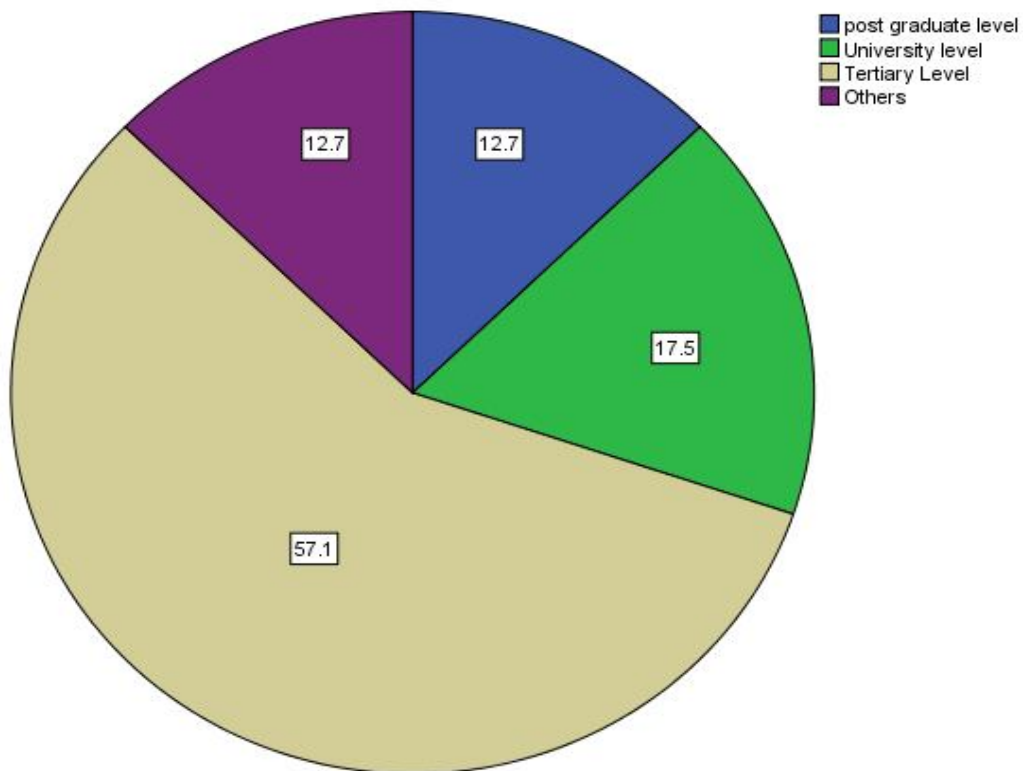
Years	Frequency	Percent	Cumulative Percent
Under 20 years	1	1.6	1.6
21-30	12	19.0	20.6
31-40	26	41.3	61.9
41-50	17	27.0	88.9
51-Above	7	11.1	100.0
Total	63	100.0	



### 4.2.3 Education Background

From the Figure 4.3 12.7% of respondents are at post graduate level, 17.5% are at university level, 57.1% tertiary, while 12.7% represent others which mostly are O'levels and A' levels. This explains the level of literacy in Teachers Service commission. Majority of employees that is 87.3% attended a relevant course/degree in the areas of specialization .From the valid questionnaires analyzed there were no respondents with lower qualification.This illustrates the staff are knowledgeable and are well versed with concept of the use of performance appraisal in staff training and development at the Teachers' service commission.

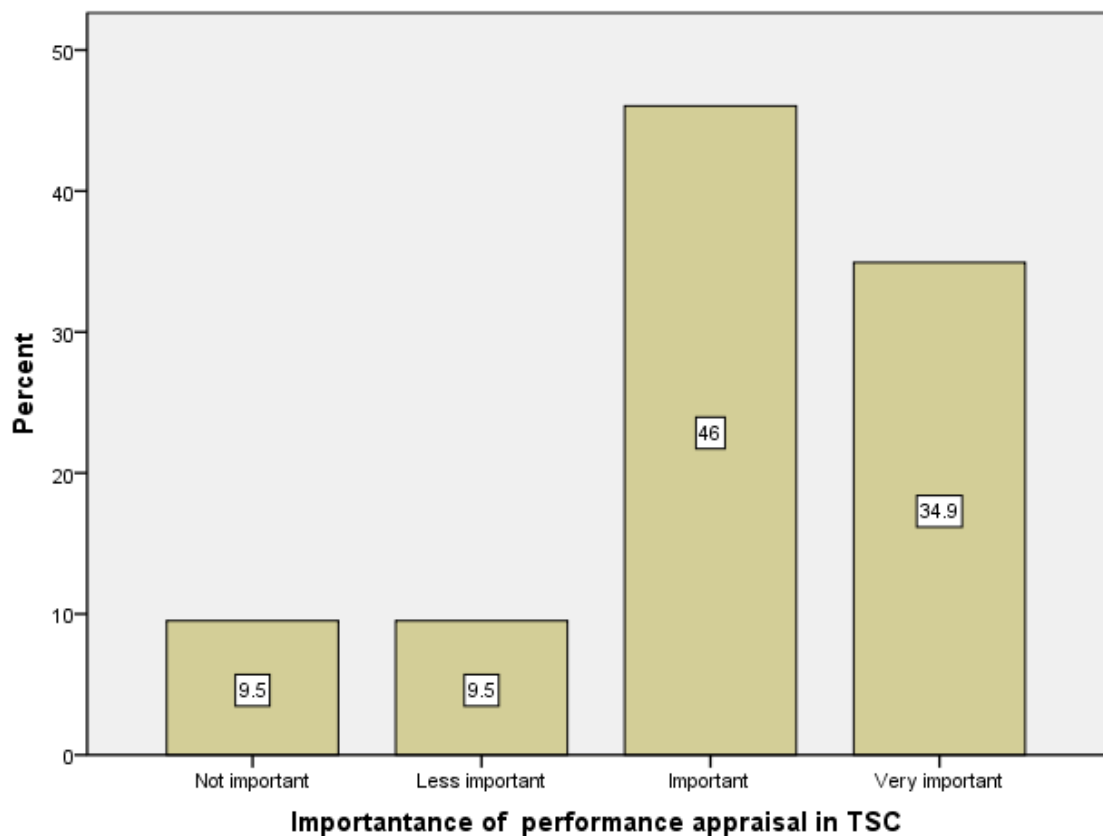
**Figure.4.3 Highest Level of Education**



#### 4.2.5 Level of Importance of Performance Appraisal in TSC

The Figure 4.4 sought to investigate how the respondents rated the importance of performance appraisal at the Teachers Service Commission. 9.5% of respondents showed that performance appraisal are not important, 9.5% less important and 80.9% showed it was important. This is a clear indication that most of the respondents know that performance appraisal is an important exercise in an organization.

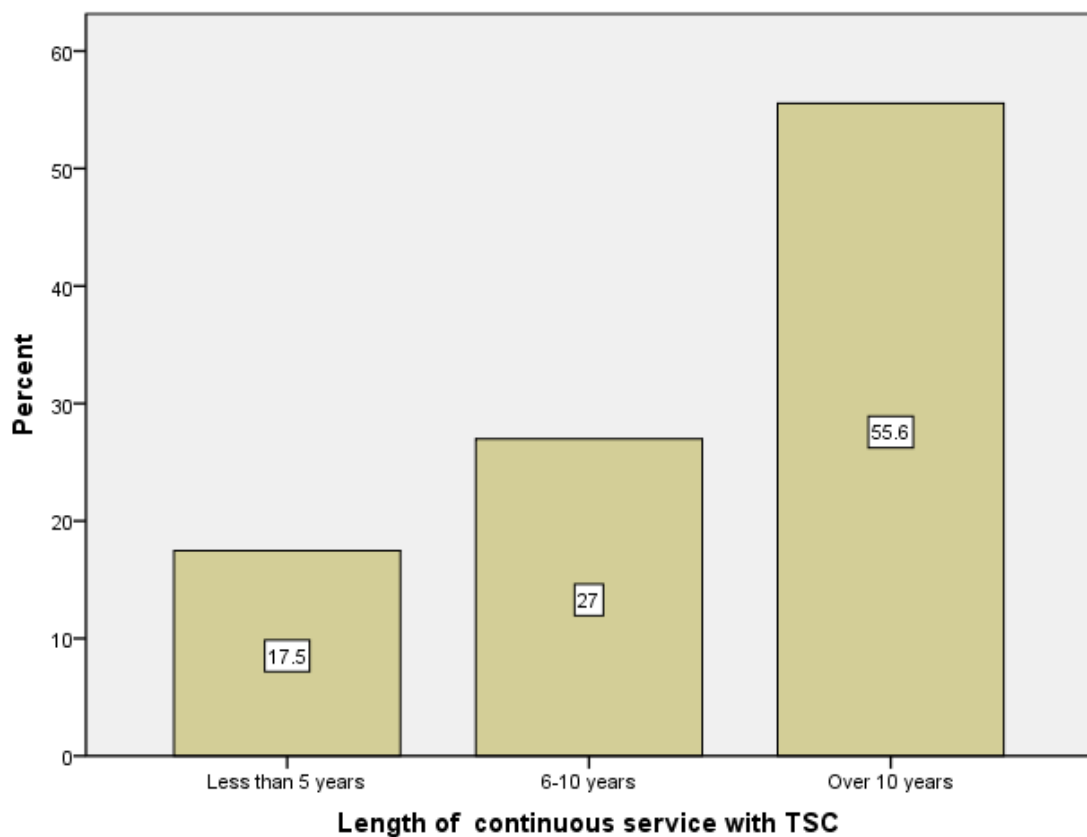
**Figure 4.4 Importance of Performance Appraisal at TSC**



#### 4.2.6 Length of Service

It was also important to ascertain the duration the respondents had worked for the commission. From Figure 4.5, 17.5% of respondents had worked with Teachers' Service Commission for a period of less than five years, 27% between a period of 6-10 years and 55.6% over period of ten years. This clearly indicates the level of exposure majority of respondents had in regard to the use of performance appraisal is staff training and development and therefore understands what it entails.

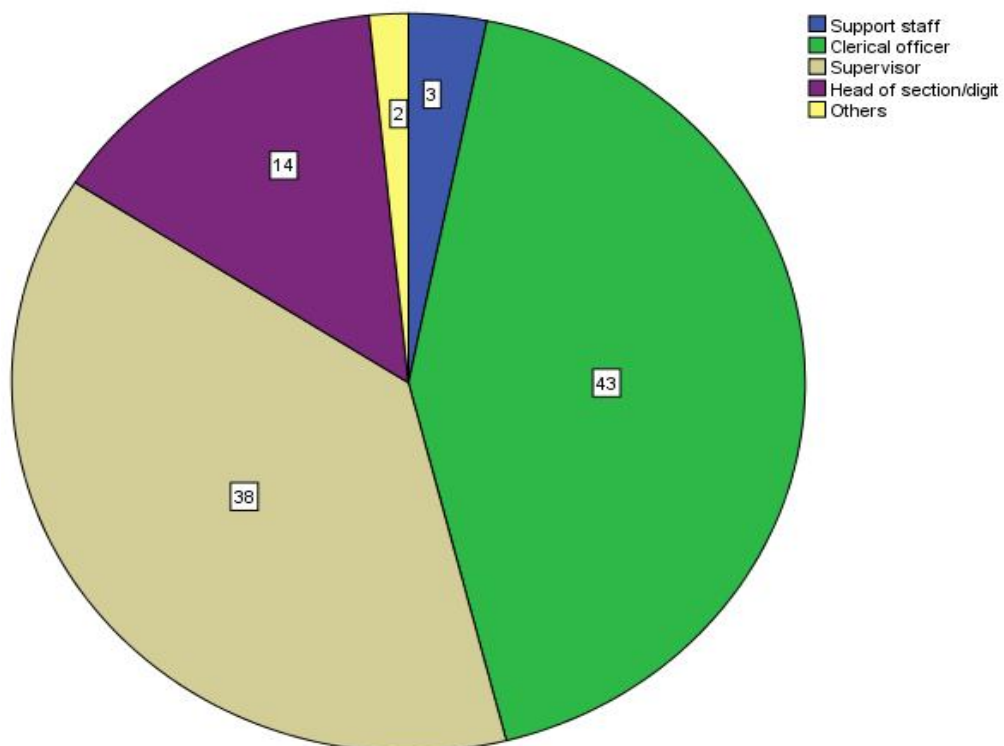
**Figure 4.5 Length of Continuous Service with TSC**



#### 4.2.7 Position Held

From the Figure 4.6, 3% of respondents are support staff, 43% clerical officers, 38% supervisors, 14% are heads of sections/department and 3% in category of others for example secretaries and drivers. This means that majority of staff had good understanding as regards to the need, importance of appraisal, staff training and development at Teachers' service commission.

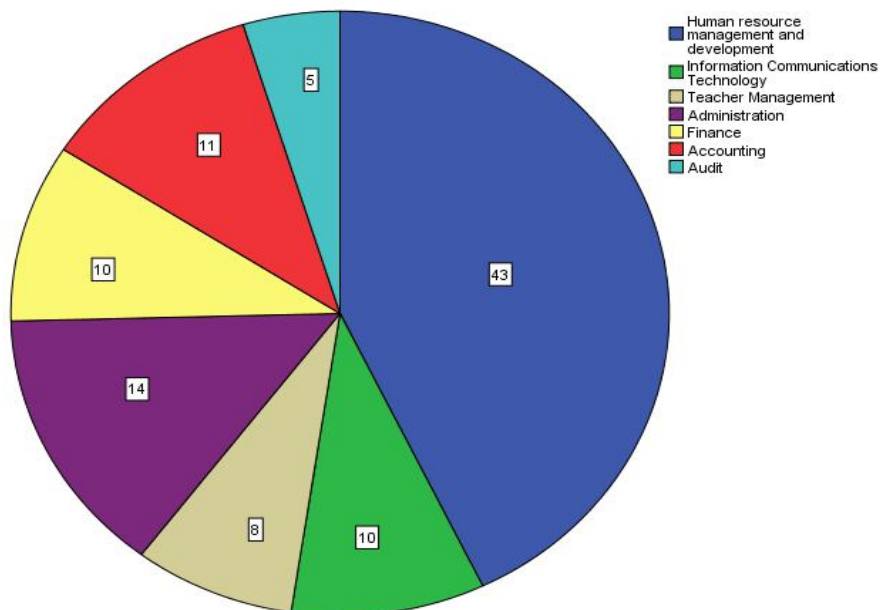
**Figure 4.6 Current Position Held in TSC Headquarter**



#### 4.2.8 Directorates

The researcher sought to find out the distribution of respondents among the seven directorates of the commission. The main purpose was to ensure that each of the directorate was fairly represented in the study. It is clear from the figure 4.7 the findings were from all the directorates. 5% of respondents were from audit directorate, 11% from accounting, 10% from finance, 14% from administration, 8% from teacher management, 10% from information communications technology, and 43% from human resource management and development. Human resource management had the highest population because it is the backbone of the commission. Most of the work is done in this directorate. This implies that the results obtained can be generalized to the entire commission.

**Figure 4.7 Directorates**



### **4.3 The Use of Performance Appraisal in Staff Training and Development**

The factors from the Table 4.3 have a grand mean of 2.87. This fact clearly illustrates there is a strong relation between the two factors under study. That is there is Use of Performance Appraisal in Staff Training and Development.

From the Table 4.3 using a five Likert scale, a mean of 2.49 indicates that's Performance Appraisal does to a less extent help to provide an atmosphere where all are encouraged to train with a standard deviation of 1.26. All training needs identified during performance appraisal are to a less extent addressed by mounting appropriate training mean of 2.17 and standard deviation of 1.12.

There is to a less extent Use of Performance Appraisal in Staff Training and Development at the Teachers service commission (mean of 2.47 and standard deviation of 1.06). Employee development needs are to moderate extent planned during performance appraisals (mean of 2.50 and standard deviation of 1.31).

Job skills, knowledge and ability are to a moderate extent considered during performance appraisal in assessing training needs (mean of 2.55 and standard deviation of 1.22). Employees are to a less extent constantly trained to develop their skills and knowledge as a result of an appraisal process (mean of 2.07 and standard deviation of 1.22). To a moderate extent Performance appraisal process leads to job improvement plan (mean of 2.68 and standard deviation of 1.32). Performance appraisal as a development

tool to a moderate extent helps realize areas that need further training ( mean of 2.95 and standard deviation of 1.37).Performance appraisal may not be a successful tool to moderate extent for developing employees due to lack of resources for, or availability of training (mean of 3.07 and standard deviation of 1.37).Lack of appraisee skills and knowledge to a moderate extent delimits area of further training (mean of 3.35 and standard deviation of 1.47).

Training and development to moderate extent directly results to job satisfaction and increased performance (mean of 3.14 and standard deviation of 1.39).Bias rating by appraisers to moderate extent delimits the eligible employees to train (mean of 3.16 and standard deviation of 1.38).Positive perception of performance appraisal process encourages to moderate extent employees to embrace training and development (mean of 2.90 and standard deviation of 1.40).

Performance appraisal and training are to moderate extent aimed at improving performance, which means both behavior and results (Mean of 3.32 and standard deviation of 1.31).Performance appraisal process are to moderate extent developing employees by improving their work performance and helps them realize and use their full potential in carrying out the organization's missions (Mean of 2.95 and standard deviation of 1.21).

Lack of proper training of appraisers is to moderate extent a challenge in identifying training needs (Mean of 3.46 and standard deviation of 1.40). A well coordinated

performance development plan are to moderate extent aimed at identifying gaps in an employee's skills and competences as well as opportunities for improvement and development (mean of 3.28 and standard deviation of 1.29). A direct relationship exists to moderate extent between investment in staff training and development and their attitude to work (mean of 2.90 and standard deviation of 1.44).

**Table.4.3 The use of Performance Appraisal in Staff Training and Development**

<b>Factors</b>	<b>Mean</b>	<b>Std. Deviation</b>
Performance Appraisal helps to provide an atmosphere where all are encouraged to train.	2.49	1.26
All training needs identified during performance appraisal are addressed by mounting appropriate training.	2.17	1.12
There is a relationship between performance appraisal and training and development at the Teachers service commission.	2.47	1.06
Employee development needs are planned during performance appraisals.	2.50	1.31
Job skills, knowledge and ability identified during performance appraisal are considered in assessing training needs.	2.55	1.22
Employees are constantly trained to develop their skills and knowledge as a result of an appraisal process	2.07	1.22
Performance appraisal process leads to job improvement plan	2.68	1.32
Performance appraisal as a development tool helps realize areas that need further training	2.95	1.37
Performance appraisal may not be a successful tool for developing employees due to lack of resources for, or availability of training	3.05	1.37
Lack of appraisee skills and knowledge delimits area of further	3.35	1.47



training		
Training and development directly results to job satisfaction and increased performance	3.14	1.39
Bias rating by appraisers delimits the eligible employees to train	3.16	1.38
Positive perception of performance appraisal process encourages employees to embrace training and development	2.90	1.40
Performance appraisal and training and development aims at improving performance, which means both behavior and results.	3.32	1.31
Performance appraisal process develops employees by improving their work performance and helps them realize and use their full potential in carrying out the organization's missions.	2.95	1.21
Lack of proper training of appraisers is a challenge in identifying training needs	3.46	1.40
A well coordinated performance development plan aim is to identify gaps in an employee's skills and competences as well as opportunities for improvement and development	3.28	1.29
Performance appraisal and training and development aims at improving both the individual and organization performance	3.17	1.29
A direct relationship exists between investment in staff training and development and their attitude to work.	2.90	1.44
<b>Grand mean</b>	<b>2.87</b>	

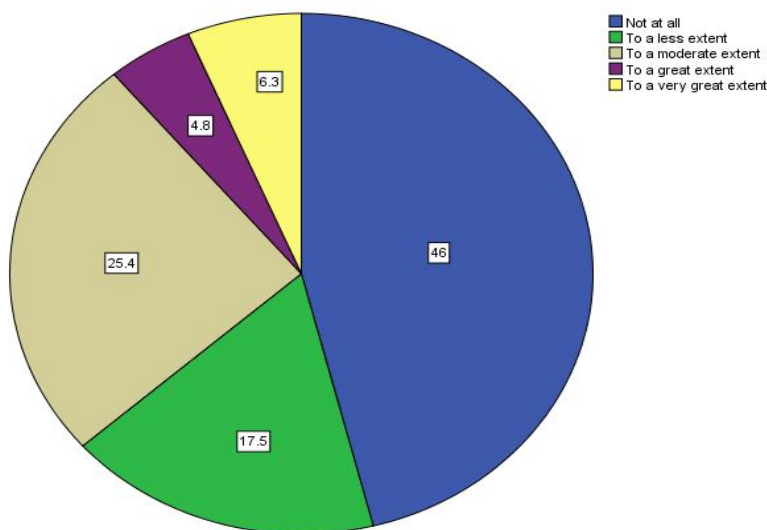
**Table 4.4 Job Skills, Knowledge and Ability Identified During Performance Appraisal are Considered in Assessing Training Needs.**

From the Table 4.4, 23.8% of employees responded that job skills, knowledge and ability indentified during appraisal are considered in assessing training needs, with 23.8% to a less extent, 34.9% to moderate extent, 7.9% to great extent and 9.5% to a very great extent. Employee’s job skills, knowledge and ability should be used as the guide while undertaking a pre training needs assessment of employees in order to administer the right program to the right employee.

Feedback	Frequency	Percent	Cumulative Percent
Not at all	15	23.8	23.8
To a less extent	15	23.8	47.6
To a moderate extent	22	34.9	82.5
To a great extent	5	7.9	90.5
To a very great extent	6	9.5	100.0
Total	63	100.0	

### Figure 4.9 Employees are Constantly Trained to Develop their Skills and Knowledge as a Result of Appraisal Process

From the Figure 4.9 majority of respondents that is 46% believe they are not at all trained to develop their skills and knowledge as result of appraisal process,17.5% to a less extent,25.4% to moderate extent,4.8% to great extent while only 6.3% to a very great extent. The findings indicate there is a knowledge gap which needs to be filled, since training of employees enhances the efficiency and effectiveness in service delivery. All employees of commission should undergo training to improve on their skills and knowledge.



#### **4.4 Discussions**

From the analysis, it can be viewed that teachers service commission as being sensitive to gender balance as regards to employment. Since the response rate was 90%, we can assume there was a gender balance as to the number of questionnaires issued out.

Majority of employees that is 87.3% attended a relevant course/degree in the areas of specialization .From the valid questionnaires analyzed there were no respondents with lower qualification.This illustrates the staff are knowledgeable and are well versed with concept of the use of performance appraisal in staff training and development at the Teachers' service commission.

Under the level of importance of performance appraisal in TSC there is a clear indication that most of the respondent know that the performance appraisal is an important exercise in an organization. There is also a clear indication the level of exposure majority of respondents had is high in regard to the use of performance appraisal in staff training and development and therefore understands what it entails. Under analysis of the position held it was found that majority of staff had good understanding as regards to the need, importance of appraisal, staff training and development at Teachers' service commission. The results obtained from analysis can be generalized to the entire commission. Employee's job skills, knowledge and ability should be used as the guide while undertaking a pre training needs assessment of employees in order to administer the right program to the right employee. The findings indicate there is a knowledge gap which needs to be filled, since training of employees enhances the efficiency and effectiveness in service delivery. All employees of commission should undergo training to improve on

their skills and knowledge. The study revealed that majority of parameters/variables used after factor analysis have moderate or to great extent the use of performance appraisal in staff training and training and development at the teachers' service commission.

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary and description of findings derived from the study. The chapter also provides findings, conclusions, limitations and recommendations as well as recommendations for further research.

#### **5.2 Summary of Findings**

The study intended to find out if there is use of performance appraisal in staff training and development at the teachers' service commission. The background information on respondents is presented in frequency tables, pie charts and graphs.

Performance appraisal as a development tool is to a moderate extent helps realize areas that need further training. Performance appraisal may not be a successful tool to moderate extent for developing employees due to lack of resources for, or availability of training.

Lack of appraisal skills and knowledge are to moderate extent delimits area of further training. Training and development are to moderate extent directly results to job satisfaction and increased performance.

Bias rating by appraisers is to moderate extent delimits the eligible employees to train. Positive perception of performance appraisal process encourages employees to embrace training and development to a moderate extent. Performance appraisal and training and development are to moderate extent aimed at improving performance, which means both

behavior and results. Performance appraisal process is to moderate extent developing employees by improving their work performance and helps them realize and use their full potential in carrying out the organization's missions.

Lack of proper training of appraisers is to moderate extent a challenge in identifying training needs. A well coordinated performance development plan are to moderate extent aimed at identifying gaps in an employee's skills and competences as well as opportunities for improvement and development. A direct relationship exists to moderate extent between investment in staff training and development and their attitude to work.

From the analysis and data collected the following discussions and recommendations are made. The analysis was based on the objectives of the study. The study revealed that majority of parameters/variables used after factor analysis have moderate or to great extent the use of performance appraisal in staff training and development at the teachers' service commission.

### **5.3 Conclusions**

Based on the results from data analysis and findings the study came up with the following conclusions. Performance appraisals identify performance gaps. As such, they provide an excellent opportunity for a supervisor and subordinate to recognize and agree upon individual training and development needs. Frequently, performance appraisal programs are not consistently used across the organization as a good tool of improving individual and organization. This relates to the previous point regarding Teachers' service

commission not taking the process seriously. Appraisal systems should be job-related, have standards, be practical, and use dependable measures. Considering that progression along pay scales might be effected by appraisal outcomes, any such system must be perceived to be (and actually be) fair and objective. From the factor analysis done, majority of variables did not address the objective problem as the performance appraisal did not tie much with individual and organization development performance.

It is the nature of the evaluative process that negative feedback must be given. Employees must recognize that such feedback is provided with a constructive intent. It is incumbent upon the appraiser to demonstrate that their intentions are helpful and constructive as the low means and weak correlations indicated. The study intended to find out if there is use of performance appraisal in staff training and development at the teachers' service commission and from the correlation sampled, there exists a strong correlation between lack of proper training of appraisers being a challenge in identifying training needs and a well coordinated performance development plan in identifying gaps in an employee's skills and competence as well as opportunities for improvement and development.

#### **5.4 Limitations of the Study**

Key limitations of the study include;

Owing to time and resource limits the study drew its sample only from 63 employees of Teachers service commission. The time frame taken by staff to fill in the questionnaire was a barrier in completion of the data analysis and the data used was only from those employees who were willing to participate in the study.



## **5.5 Recommendations**

According to majority of the respondents there is need of more training so as to ensure that they are more efficient and effective. In addition, the survey could have included more useful demographic information questions as well how staff appraisal relate to pay increments and promotion and the level of seriousness the employees perceive the appraisal exercise. Specifically, respondents could have been asked if they felt they received the right amount of training, and if that having the right amount of training ever resulted in a negative performance consequences. Respondents could also have been asked questions related to poor appraisal are mediated in their workplace and how important it was to them to have training and relevancy in their job performance.

Even though the study could have been methodologically improved in several ways, it is still important to state that this study is one of only a few attempting empirically to answer questions related to the perceived relationship between performance appraisal and training and development. Furthermore, this study is also a first attempt at trying to assess the real importance of job training to the employee and the far-reaching complications of the staff development at our present day work environments where the employee perceives that meaningful job training is unavailable.

## **5.6 Suggestions for Further Research**

Future research could build on this study's results by measuring quantitatively the actual increases in job performance as well as the actual changes in job proficiency attitudes. This could be accomplished in a simple pretest–posttest design using a control group not

having had the training as a comparison group. It would be valuable to connect perception to actual changes in job performance that can be quantified and measured. Attitude studies like this one are limited to representing what the person would be feeling should he or she be in that position, or try to recall what he or she felt when she actually was in that position.

More actual behavioral data of this nature might convince upper level management to invest in employee development programs. It is important for employers to provide relevant and meaningful training for the employees, which supports and enhances employee attitude. When training is perceived by the employee to be relevant and meaningful, the results may be demonstrated through improved proficiencies. Future studies should be examined using the open-ended questions on the survey that on preferred training programs to be offered, training on soft skills, such as leadership, values, effective communications, and so on, and technology training such as, computer literacy and computer updated software programs. These open-ended questions would help strengthen position that employees require and desired training that will make them competitive in this highly demanding market.

The present survey was conducted to study the Use of Performance Appraisal in Staff Training and Development at the Teachers' Service Commission. The data that were collected supported that job training is correlated with positive feelings about job training appraisal and training and development. Other studies around the use of performance appraisal in the determination or allocation of organizational rewards can be done. It is

argued that performance appraisal has too many important employee development uses to be used to determine reward outcomes.

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## APPENDIX: QUESTIONNAIRE

### Section A: Demographic and Personal profile

Please give answers in the spaces provided and tick in the box that matches your response to the questions where applicable.

1. Gender

a) Male ( )

b) Female ( )

2. Age category (years)

a) Under 20 years ( )

b) 21-30 ( )

c) 31-40 ( )

d) 41-50 ( )

e) 51+ Above ( )

3. Highest level of education

a) post graduate level ( )

b) University level ( )

c) Tertiary college level ( )

d) Others(specify) \_\_\_\_\_

4. Length of continuous service with TSC

a) Less than 5 years ( )

b) 6-10 years ( )

c) Over 10 years ( )

5. Current position held in TSC headquarter

- a) Support staff ( )
- b) Clerical officer ( )
- c) Supervisor ( )
- d) Head of section/digit ( )
- e) Head of Directorate ( )
- f) Others (specify) \_\_\_\_\_

6. Directorate

- a) Human resource management and development ( )
- b) Information Communications Technology ( )
- c) Teacher Management ( )
- d) Administration ( )
- e) Finance ( )
- f) Accounting ( )
- g) Audit ( )

7. How important is performance appraisal in TSC

- a) Not important ( )
- b) Less important ( )
- c) Important ( )
- d) Very important ( )

8. How often performance appraisal is conducted in TSC

- a) Monthly ( )
- b) Quarterly ( )

c) Half yearly ( )

d) Yearly ( )

**Section B: The Use of Performance Appraisal in Staff Training and Development**

Rate the extent to which each of the following statements accurately describes purpose and use of performance appraisal at TSC:

1. Not at all
2. To a less extent
3. To a moderate extent
4. To a great extent
5. To a very great extent

Questions	1	2	3	4	5
Performance Appraisal helps to provide an atmosphere where all are encouraged to train.					
All training needs identified during performance appraisal are addressed by mounting appropriate training.					
There is a relationship between performance appraisal and training and development at the Teachers service commission.					
Employee development needs are planned during performance appraisals.					
Job skills, knowledge and ability identified during performance appraisal are considered in assessing training needs.					
Employees are constantly trained to develop their skills and					

knowledge as a result of an appraisal process					
Performance appraisal process leads to job improvement plan					
Performance appraisal as a development tool helps realize areas that need further training					
Performance appraisal may not be a successful tool for developing employees due to lack of resources for, or availability, of training					
Lack of appraisee skills and knowledge delimits area of further training					
Training and development directly results to job satisfaction and increased performance					
Bias rating by appraisers delimits the eligible employees to train					
Positive perception of performance appraisal process encourages employees to embrace training and development					
Performance appraisal and training aims at improving performance, which means both behavior and results.					
Performance appraisal process develops employees by improving their work performance and helps them realize and use their full potential in carrying out the organization's missions.					
Performance appraisal and training and development aims at improving both the individual and organization performance					

<p>A well coordinated performance development plan aims is to identify gaps in an employee's skills and competences as well as opportunities for improvement and development</p>					
<p>A direct relationship exists between investment in staff training and development and their attitude to work.</p>					
<p>Lack of proper training of appraisers is a challenge in identifying training needs</p>					

**USE OF PERFORMANCE APPRAISAL IN STAFF TRAINING AND  
DEVELOPMENT AT THE TEACHERS SERVICE COMMISSION**

**BY  
BEATRICE WAMAITHA MUHOI**

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT  
OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE  
OF MASTER OF BUSINESS ADMINISTRATION (MBA), SCHOOL  
OF BUSINESS, UNIVERSITY OF NAIROBI.**

**NOVEMBER, 2013**

## **DECLARATION**

I declare that this project is my own original work and has never been submitted to any other college other than the University of Nairobi for any credit or approval.

Signature.....

Date.....

**BEATRICE WAMAITHA MUHOI**

**D61/63787/2011**

This project has been submitted for examination with my consent and approval as the supervisor.

Signature.....

Date.....

**PROF PETER K'OBONYO**

**DEPARTMENT OF BUSINESS ADMINISTRATION**

**UNIVERSITY OF NAIROBI**



## **DEDICATION**

I dedicate this project to my family more so my husband- Mbugua for his tireless effort of reminding me to wake up and study and also my two young babies Ian and Shanelle for bearing with me during that study period. Thanks indeed.

## **ACKNOWLEDGEMENTS**

I first of all thank the almighty God for giving me life and good health to go through this program. I can not take that for granted. Secondary I would like to thank my family both nuclear and extended for their encouragement and prayers during the study period. Thirdly I can not fail to acknowledge and thank my supervisor Prof.K'Obonyo for his guidance through out the project. It would have been difficult to have a breakthrough in this research project without his support and thorough scrutiny of the document. Indeed he is a real mentor. I also acknowledge my employer, the Teachers Service Commission for granting me a study leave to pursue my MBA. Finally I thank all my classmates and colleagues whom were of great help during thick and thin times. Those difficult times you made them look simple .I thank all of you sincerely. God bless you all.

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## **ABSTRACT**

This research study was carried out at Teachers Service Commission. It was established in July 1967 by the Teachers Service Commission Act, Cap 212, Laws of Kenya to perform core teacher management functions of registration, recruitment, deployment, discipline, remuneration, promotion and regulation of the teaching service. The TSC is currently established under Article 237(1) of the Constitution of Kenya (2010) as a Constitutional Commission. The objective was to study the use of performance appraisal in staff training and development at Teachers Service Commission. The findings of the study will be of value and interest to various stakeholders. The researcher used the descriptive research design and the sample size was 70. The sample size of 70 was distributed among the seven directorates of the commission. These directorates are Human resource management, finance, Accounts, Staffing, Administration, Internal Audit and ICT. The data collection instruments were questionnaires. Data analysis and presentation techniques were quantitative methods i.e. use of simple tables, pies and graphs which helped the researcher analyze the findings of the study. The study recommended need of more training so as to ensure that employees are more efficient and effective.



# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of the Study**

The importance of effective performance appraisal in organizations cannot be overemphasized as appraisals help develop individuals, improve organizational performance and feed into business planning. An understanding of the phenomenon, therefore, in every sector of human endeavor is imperative. This recognition has raised interest in studying people's perceptions of the quality of performance appraisal in organizations (educational institutions inclusive). A significant direction of research regarding performance appraisal efficacy and approaches for evaluation has concentrated on employee satisfaction and perceptions of the process. This direction has lead researchers and practitioners to take a more comprehensive view of performance appraisal system efficacy and evaluation of systems which include these factors. One common theme of recent research is that attitudes of the system's users toward the process determine to a large degree the ultimate effectiveness of a performance appraisal system (Roberts, 2003).

At an organizational level, the performance appraisal system impacts other human resource systems as well as organizational strategy. The perception of an organization's performance appraisal system effectiveness is a prerequisite for ensuring the success of its selection, training and development and employee motivation practices. At a strategic level, the need for rapid and effective organizational change in today's dynamic social, economic, and political environment requires that employees continually re-align their

performance with the evolving goals and objectives of the organization (Harley, 2002). Most firms in Kenya now employ some performance appraisal system. The Performance Appraisal System was introduced by the government to refocus the mind of the public from a culture of inward looking to a culture of businesslike environment, focused on the customer and results in addition to improving service delivery (GOK, 2009).

For firms that need to survive in the knowledge economy era and which the knowledge workers are their essence or key assets, it is important to tap what is important to these workers – what is of value to them and to their professional practice as well as what the organizations stand to gain (Kimiz, 2005). Focus on the impact of performance appraisal on perception, worker attitudes and behaviors are somehow being disregarded by companies, merely due to their impracticable belief on flawed human organizational behavior (Pollard, 2003). Besides, the relationship that exists between organizational performance appraisal practices and returns also is not to be assumed on the individual level (Huselid, 1995). An individual yield decision depends on his or her reaction towards such perceived practices. In this paper an array of propositions that highlight the perceived relationship between performance appraisal and training and development at TSC will be studied.

### **1.1.1 Performance Appraisal**

Nzuve (2007) defines performance appraisal as a means of evaluating employees work performance over a given period of time. Dessler (2005) states that it is any procedure that involves setting work standards, assessing employee`s actual performance relative to

standards set, providing feedback with the aim of motivating, eliminating performance deficits and reinforcing exceptional performance. Coens & Jenkins (2000) suggest that performance appraisal is a mandated process in which, for a specified period of time, all or a group of an employee's work behaviors or traits are individually rated, judged, or described by a rater and the results are kept by the organization. The most important performance appraisal issue faced by organizations is the perceived fairness of the performance review and the performance appraisal system (Bretz, Milkovich & Read, 1992). Their findings suggested that most employees perceive their performance appraisal system as neither accurate nor fair.

The purpose and usage of a performance appraisal have considerably expanded over the last years. Before 1960, a performance appraisal was used solely for administrative reasons; salary, promotion, and placement type decisions. Later, the view of a performance appraisal as a counseling/development tool and the provision and design of several conceptual frameworks for understanding this new vital role have dramatically proliferated (David & James, 1993). Employee performance appraisal enables person to identify, evaluate and develop an individual's performance. It is a tool to encourage strong performers to maintain their high level of performance and to motivate poor performance to do better (Scott, 2001).

### **1.1.2 Training and Development**

It is incumbent on training and development professionals to design, implement, and evaluate the effectiveness of their programs in reducing disputes in workplace

performance. Patrick (1992) defines training as the systematic development of attitudes, knowledge, skills, and behavior patterns required by an individual in order to perform adequately a given job or task. Goldstein (1980) suggests training is the acquisition of skills, concepts or attitude that results in improved performance in an on-job situation. Although job-related training in organization is scarce, appraisals might include personal training and development plans, which increase the subordinate's willingness to undertake further development (John & Steven, 2001).

Organization expects its employees to be committed to their development goals, therefore in turn needs to demonstrate its commitment to assisting them to achieve their goals by providing the necessary opportunities and resources (John & Steven, 2001). Robinson & Robinson (1995) indicate that the most significant direct benefits of training and development are clarity in job duties and responsibility as well as increases in employee's competence among others. Training enables an employee to produce efficiently sooner, prepares him for a higher position (advancement), enhances his self-respect and increases his feeling of security and economic independence among others (Aina, 1992).

### **1.1.3 Teachers Service Commission**

The Teachers Service Commission was established in July 1967 by the Teachers Service Commission Act, Cap 212, Laws of Kenya to perform core teacher management functions of registration, recruitment, deployment, discipline, remuneration, promotion and regulation of the teaching service. The TSC is currently established under Article 237(1) of the Constitution of Kenya (2010) as a Constitutional Commission. Effectively

the Commission is set up into various departments and divisions that carry out specific Functions to implement the mandate of the Commission as stipulated. In addition the commission is charged with the responsibility of reviewing the demand for and the supply of teachers, and advising the national government on matters relating to the teaching profession in Kenya ([www.Kenyalaws.com](http://www.Kenyalaws.com)).

From the 100 members of staff with three Commissioners it has grown to total number 2,900 staff members under seven directorates namely Accounts, Finance, Teacher Management, Administration, Information Communication Technology, Human Resource Management Development and Internal Audit with accordance to Constitution of Kenya 2010 (<http://www.tsc.go.ke>).The commissions' vision is to be an institution of excellence in the provision of efficient and effective service for quality teaching and the mission is to establish and maintain a sufficient professional teaching service for educational institutions. TSC defines performance appraisal as a systematic way of reviewing and assessing the performance of an employee during a given period. The appraisal should reflect work output, achievement as well as display competencies over the review period. The Performance Appraisal system's objectives include: providing feedback, improving communication, identifying training needs, clarifying roles and responsibilities and determining how to allocate rewards and institute sanctions. The performance appraisal is usually carried out on quarterly basis from July of every year to June of the following (<http://www.tsc.go.ke>).

## **1.2 Research Problem**

Perception as an internal process allows people to choose, organize, and interpret stimuli from our environment and it's a process that is affecting us. In reality, the objectives often vary and differ from one's perception due to every person has different behavior and thought. Therefore, it is common that there is more disagreement among people's view (Cole, 1996). The purpose and usage of a performance appraisal have considerably expanded over the last years. Before 1960, a performance appraisal was used solely for administrative reasons (salary, promotion, and placement type decisions) (David & James, 1993). Later, the view of a performance appraisal as a counseling/development tool and the provision and design of several conceptual frameworks for understanding this new vital role have dramatically proliferated. The performance appraisal system was introduced by the government of Kenya to refocus the mind of the public from a culture of inward looking to a culture of businesslike environment, focused on the customer and results in addition to improving service delivery (Obong'o, 2009). Modern organizations emphasize staff development as a strategic human resource management to remove performance deficiencies and align employees to the ever dynamic work-place demands. This necessitates an evaluation of the various staff development practices used by organization.

TSC is one of the commissions in Kenya and it emphasizes on staff development to remove performance deficiencies and align its employees to the ever dynamic work-place demands. It is spending colossal amounts of money sourced both internally and externally to train its staff, although there are complaints it still exhibit certain

characteristics that are indicative of poor job performance such as poor service delivery, poor customer etiquette, and unavailability for consultation (Teachers image magazine, 2008). The success of an appraisal system depends on how it is perceived by the employees for whom it is intended among other factor. TSC has in place a performance appraisal system that is used to evaluate the performance of its employees on a quarterly basis. Some employees complain the process is neither accurate nor fair.

A study by Makawiti (2011) on perceptions of academic staff in Kenyan public universities on application of performance appraisal results in training and promotion decisions revealed that 47.4% of academic staff believed that there was a training policy in place but probably could not have been related to performance appraisal results. He asserted that if well designed, staff development programmes in public universities could help foster employee commitment. Debra L. Truitt (2000) on her study that explored the relationships between training experiences and attitudes about perceived job proficiency, found a direct relationship between one's positive training experiences and attitudes and one's proficiency. In this study, 86.8% of those who had updated training had the most positive attitudes toward training and 80% of those who had negative training attitudes also had negative views on their proficiency.

Mwiti (2008) on a study on perceived relationship between job satisfaction and employee performance among Teachers Service Commission secretariat at the headquarters in Nairobi found that employee job satisfaction was as a result of working relationship between employees and their supervisors, teamwork, training and development,

advancement of opportunities, empowerment, working conditions, participation in decision making and financial rewards. The study indicated that training and development led to job satisfaction of the part of secretariat employees. Kagendo (2012) also conducted a study on the factors affecting performance appraisal of teachers in public secondary schools in Ruiru, Kenya. The study findings indicated that lack of proper training of appraisers was the biggest challenge. None of the previous studies reviewed above addressed the real or perceived link between performance appraisal and training and development of employees. It is this gap in knowledge that this study is intended to fill. This translates to the following research question: what is there relationship between performance appraisal and training and development at Teachers service commission?

### **1.3 Research Objective**

To study the use of performance appraisal in staff training and development at the Teachers Service Commission.

### **1.4 Value of the Study**

The findings of this study would be of value and interest to various stakeholders. The Teachers Service Commission will directly benefit as the findings will result in the improvement of performance appraisal thus improved performance. The Kenyan Government will benefit as a result of improved implementation of performance appraisal resulting in improved service delivery and productivity in the public sector.



Findings of the study will particularly be useful in providing additional knowledge to existing and future institutions on the link between Performance Appraisal and Training and Development and provide information to potential and current scholars on Human Resource Management in Kenya. This will expand their knowledge and also identify areas of further study.

The study will be a source of reference material for future researchers on other related topics. The study will also highlight other important relationships that require further research. For example Application of performance appraisal in identification of training and development needs

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter involved review of recent literary works in relation to the use of performance appraisal in staff training and development at the Teachers Service Commission. Researches from different authors were compared to understand what their researches yielded, and their success. In this chapter reviews are made on performance appraisal, performance appraisal process, training and development process, staff development process and the use of performance appraisal in staff training and development.

#### **2.2 Performance Appraisal**

The process of performance management involves the identification of common goals between the appraiser and the appraisees. These goals must correlate to the overall organizational goals. If such a process is conducted effectively, it will increase productivity and quality of output (Davis, 1995). Armstrong, (2006) notes that in performance appraisals, accuracy and fairness in measuring employee performance is very important. A performance appraisal system helps the organization identify three major things: performance standards, core competences, and communicating the standards and competencies to employees. Comparing the employees' performance from the performance appraisal is vital in making future improvements (Longenecker, (1997). Performance appraisal is a managerial process that links organizational objectives, performance standards and evaluation, to which the performance review are often

applied. Performance appraisal in organization is considered as a key human resource management practices for measuring effectiveness and efficiency (Redman et al., 2000). Studies on perceived fairness or organizational justice have shown that these perceptions strongly affect the attitude of employees, for examples: job satisfaction, turnover intentions, organizational commitment, and workplace behaviour, such as absenteeism and organizational citizenship behavior.

Folger et al. (2002) indicates that a due-process appraisal system has three main characteristics. Adequate notice requires organizations and their agents to publish, distribute, and explain performance standards to employees, discuss how and why such standards must be met, and provide for regular and timely feedback on performance. Fair hearing requires a formal review meeting in which an employee is informed of a tentative assessment of his or her performance and how it was derived by his or her manager, who should be familiar with the employee's performance. Feedback involves the appraiser providing the appraisees with information on their performance from time to time. Positive feedback refers to emphasis being made on work done well while what needs to be improved is communicated to the employee through constructive criticism. The supervisor and the appraisees should exchange views continuously on how performance can be improved. Employees' and managers' reactions to appraisal systems are essential to successfully attaining at least three purposes of appraisals - employee development, reward allocation, and legal documentation (Murphy & Cleveland, 1995). Boswell & Boudreau (2000) identified two uses of performance appraisals as evaluative and developmental purposes. Kovach (1987) observed that employees sought achievement,

responsibility and growth as the highest priority for incentives in their work. A reward and recognition system that addresses these areas should produce the desired outcome. Joint goal setting can provide a number of these employee rewards as individual employees can negotiate desired outcomes with management (Dunford, 1992).

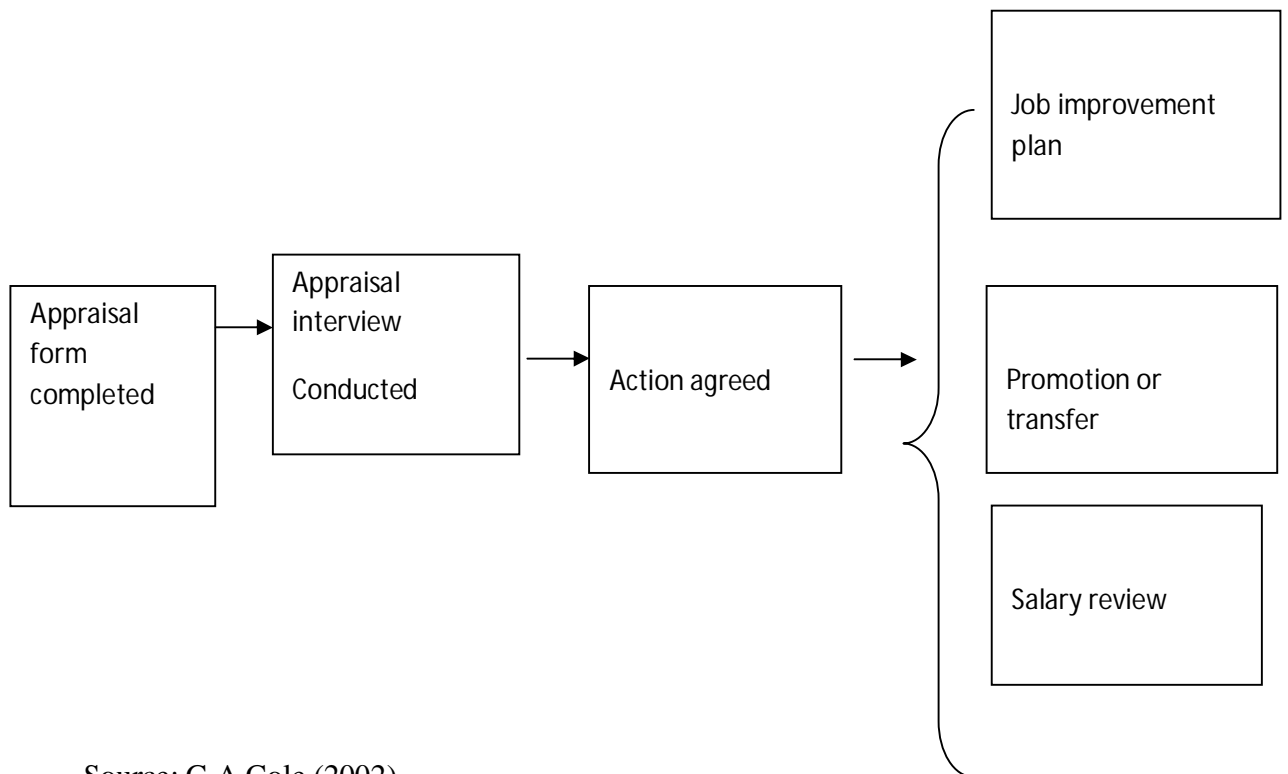
Skarlicki and Folger (1997) suggest that the appraisal process can become a source of extreme dissatisfaction when employees believe the system is biased, political or irrelevant. A major problem for organizational leaders is that the performance appraisal process and the performance evaluation system are often perceived as both inaccurate and unfair (Latham & Wexley, 1981). Ahmed (1999) investigated the measure of effectiveness that a state agency uses to assess its performance appraisal function. Some of the criteria for assessment as suggested by the respondents included impact on employee motivation, employee satisfaction with the system, employee's perception regarding fairness and objectivity, and the degree to which it provides adequate and valuable feedback.

### **2.3 The Performance Appraisal Process**

According to Cole (2002) any systematic approach to performance appraisal commence with the completion of an appropriate performance appraisal. This preparatory stage is followed by an interview in which the manager discusses progress with the members of staff. The result of the interview is some form of agreed action, either by the staff member alone or jointly with his/her manager the action generally materializes in the shape of a job improvement plan, promotion to another job or to a salary increase. The

result of the appraisal is communicated and discussed with the employees on one-to-one basis. The focus of this discussion is on communication and listening. The results, the problems and the possible solutions are discussed with the aim of problem solving and reaching consensus. The feedback should be given with a positive attitude as this can have an effect on the employees' future performance. The purpose of the meeting should be to solve the problems faced and motivate the employees to perform better. The appraisal process is demonstrated in the figure below.

**Figure.1 Performance Appraisal Process**



Source: G.A Cole (2002)

Performance agreements form the basis for development, assessment and feedback in the performance management process. Expectations are defined in the form of a role profile that sets out role requirements in terms of key result areas and the competencies required for effective performance. The role profile provides the basis for agreeing objectives and methods of measuring performance and assessing the level of competency reached. Performance agreements emerge from the analysis of role requirements and the performance review. An assessment of past performance leads to an analysis of future requirements (Armstrong 2006).

#### **2.4 Training Process**

Training is any learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. The focus of training is on the job or task. Examples of training needs are; the need to have efficiency and safety in the operation of particular machines or equipments, the need for an effective sales force, and the need for competent management in the organization (Armstrong 2006). Training is the process of acquiring specific skills to perform a job better (Jucious, 1963). It helps people to become qualified and proficient in doing some jobs (Dahama, 1979). Usually an organization facilitates the employees' learning through training so that their modified behaviour contributes to the attainment of the organization's goals and objectives. Van Dersal (1962) defined training as the process of teaching, informing, or educating people so that (1) they may become as well qualified as possible to do their job, and (2) they become qualified to perform in positions of greater difficulty and responsibility. Flippo (1961) differentiated between education and training, locating these at the two ends of a

continuum of personnel development ranging from a general education to specific training. While training is concerned with those activities which are designed to improve human performance on the job that employees are at present doing or are being hired to do, education is concerned with increasing general knowledge and understanding of the total environment. Education is the development of the human mind, and it increases the powers of observation, analysis, integration, understanding, decision making, and adjustment to new situations.

Rose (1981) indicated that the individual employee gains from training and development by being able to perform his task well and gains satisfaction for efficient work. It has been observed that some studies reveal that training and development directly result to job satisfaction and increased performance. She noted a direct relationship between investment in training and development of staff and their attitude to work. Carl, Sam et al. (1993) observed that appraisers do not keep any historical performance records or quantitative data nor do they formally prepare any development plan for their subordinates but instead rely on their subjective rating forms when assessing performance and determining development requirements. In addition, research has shown that superiors who use a problem-solving approach and who emphasize coaching and counseling tend to focus on increasing the growth and development rate in the organization. Although job-related training in organization is scarce, appraisals might include personal training and development plans, which increase the subordinate's willingness to undertake further development (John and Steven, 2001).

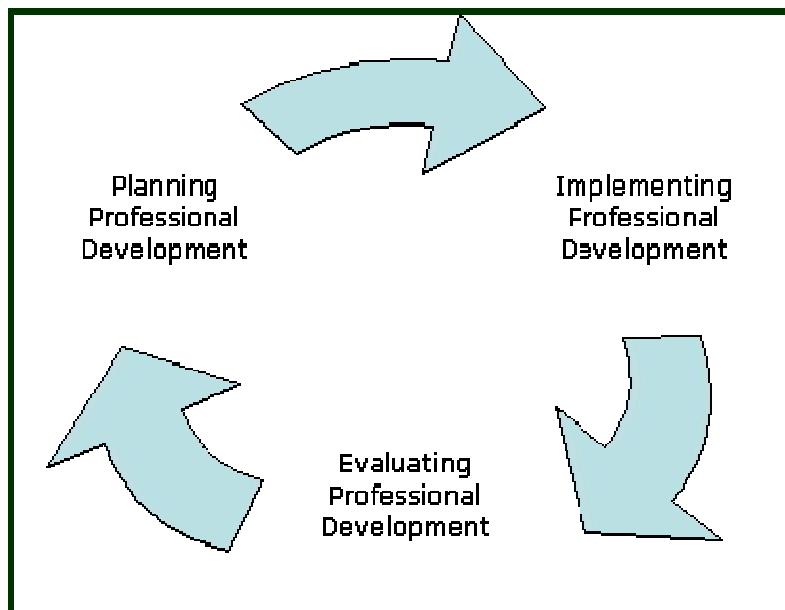
The mentoring and coaching role played by managers helps their subordinates in building new skills identified earlier during performance appraisals and in preparing them for higher positions in the future (David, 2005). Robinson and Robinson (1995) indicate that the most significant direct benefits of training and development are clarity in job duties and responsibility as well as increases in employee's competence among others. Organizations should perhaps make the developmental aspect of the performance appraisal process clear so employees understand and believe that a primary purpose of their performance appraisal is for job and career development. Training enables an employee to produce efficiently sooner, prepares him for a higher position (advancement), enhances his self-respect and increases his feeling of security and economic independence among others (Aina, 1992).

## **2.5 Staff Development Process**

Most staff developers agree that the goal of staff development is change in individuals' knowledge, understanding, behaviors, skills - and in values and beliefs. Too often, it appears this fundamental view of staff development is unheeded or forgotten. However, if change of some understanding, skill, or behavior is the desired outcome of staff development, it seems reasonable to explore the relationship (Bush R.N 1984). The figure below demonstrates the process of professional development.



**Figure. 2 Process of Professional Development**



Source: G.A Cole (2002)

A personal development plan provides learning action plan for which individuals are responsible with the support of their managers and the organization. It may include formal training but, more importantly, it will incorporate a wider set of learning and development activities such as self-managed learning, coaching, mentoring, project work, job enlargement and job enrichment. If multi-source assessment (360- degree feedback) is practiced in the organization this will be used to discuss development needs. The development plan records the actions agreed to improve performance and to develop knowledge, skills and capabilities. Development focuses on the current job-to improve the ability to perform it well and also, importantly, to enable individuals to take on wider responsibilities, extending their capacity to undertake a broader role.

Armstrong (2006) defines development as any learning activity which is directed towards future needs rather than present needs, and which is concerned more with career growth than immediate performance. The focus of development tends to be primarily on an organization's future manpower requirements and on the growth needs of individuals in the workplace. Development is a combination of formal education, employee's interactions, job experiences, employee's personality and his/her potential and abilities that help him/her perform effectively in the current or future job in organizations.

It is considered a joint and collaborative effort of the organization and the employees with the aim to enrich employees' attitudes, experiences, knowledge, skills, and abilities to improve their effectiveness. (Noe et al, 2003). Maurer & Tarulli (1996) recommend organizations should play more proactive role in providing support and promoting development opportunities. The significance of employee development in organizational setting has extensively been recognized. Organization that makes investments in its workforce signals its commitment regarding its approach to its workforce growth. This, in return, engenders motivation and promotes greater teamwork and cooperation. When employees start believing that organizations are sincere to provide development opportunities for them, they will definitely reciprocate (Lee & Bruvold, 2003).

## **2.6 Use of Performance Appraisal in Staff Training and Development**

Performance appraisal and training have the same objective: to improve performance, which means both behavior and results. Kluger & DeNisi (1984) noted that there is a possible link between performance appraisal/feedback and performance improvement

although the results on this relationship are mixed. There is a definite link between performance appraisal and the desire to improve performance of the employees. Individual performance is affected by a number of variables that include personality, values, attitudes and ability of the individual which, in combination, affect their perceptions and motivation, and ultimately influence individual performance. If an employee is having problems meeting his/her goals, supervisor is supposed to take steps during the appraisal to help improve performance. Cascio (2003) observes that performance appraisal is a process that develops employees by improving their work performance and helps them realize and use their full potential in carrying out the organization's missions.

Performance appraisal is a multifaceted human resource activity. It can either be used for personnel management or growth, self-improvement, and development or for both purposes (Mills & Hyle, 1999). Campbell & Lee, (1988) believe that if certain constraints like cognitive constraints, informational constraints, affective constraints, and self and appraiser's evaluation discrepancy are kept at minimum levels, appraisals could be used as a developmental tool. Adair,( 1983) believe that when appraisals are considered annual activities and are not followed by recommended actions from both the employee and the organization they are destined to degenerate into empty rituals. It requires to be made clear that all sorts of appraisals are not fit to achieve the end of employee development. The mentoring and coaching role played by managers helps their subordinates in building new skills identified earlier during performance appraisals and in preparing them for higher positions in the future (David, 2005).

Performance appraisals provide the information relevant for various personnel decisions, including promotions and rewards, employee development and training programs, and performance feedback (Murphy and Cleveland, 1995). Performance appraisals are a useful tool for developing employees as they provide a clear link to overall business goals, improve employee motivation and assist employees to identify their strengths and weaknesses which in turn provides clear direction on development needs. Employees have a sense of ownership of their development goals as they are involved in the process. The process must focus on the employee and be fully supported by management in the organization. Employees' perceptions of fair performance appraisal have positive associations with commitment. If an organization expects its employees to be committed to their development goals, the organization in turn needs to demonstrate its commitment to assisting them to achieve their goals by providing the necessary opportunities and resources (John and Steven, 2001).

As part of staff development, Organization Human resource should consider job rotation planning as an integral component of its performance appraisal interview. Performance discrepancies stemming out from appraisal sessions require to be more sufficiently managed through training, career, and succession management. In an effort to enhance human resource development and ensure genuine conduction of performance appraisals, there should also be periodic reviews of Organization's policies, job analysis, job evaluation, and communication channels (Obisi 2011).are several other characteristics of a performance appraisal that would help in idealizing its structure and in strengthening its link with the development process. One of the merits in appraisal is its attention on

championing rewards instead of punishments, forsaking the stick for the carrot to help improve performance (Kondrasuk 2012). Pinpointing all the problems delineated earlier on performance management system, HR function should assign specialists that would review performance appraisal results and development goals to come up with better, challenging, accurate, and measurable outcomes. Full support of the performance system from top management all the way down to employees is also indispensable in assuring organizational developmental improvements (Kondrasuk 2012).

Robinson and Robinson (1995) indicate that the most significant direct benefits of training and development are clarity in job duties and responsibility as well as increases in employee's competence among others. Organizations should perhaps make the developmental aspect of the performance appraisal process clear so employees understand and believe that a primary purpose of their performance appraisal is for job and career development. Training enables an employee to produce efficiently sooner, prepares him for a higher position (advancement), enhances his self-respect and increases his feeling of security and economic independence among others (Aina, 1992). A key purpose of the any appraisal process and resulting performance development plan is to identify gaps in an employee's skills or competencies as well as opportunities for improvement and development. Setting performance goals encourages employee motivation by stimulating effort, focusing attention, increasing persistence and encouraging new ways of working. Performance appraisals may not be a successful tool for developing employees due to lack of resources for, or availability of, training (Robert,

1993).The findings of performance appraisal has since long been used as tools to improve performance (Rasch, 2004).

If the end is service improvement then performance appraisals require a wider approach to enhanced work design and motivation to develop and enhance employee job satisfaction. It is, therefore, suggested that supervisors should use performance appraisal as employee development tool and get them motivated. This focused approach to each individual's training and/or developmental need, managers' help employees enhance their job skills and become more effective and productive (Prowse & Prowse, 2009).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the various methodologies that were used in gathering information, procedures adopted in conducting the research, the techniques used in data analysis and the presentation of data collected. This chapter therefore focused on the research design, target population, sample design and data collection and analysis applied during the study.

#### **3.2 Research Design**

A descriptive survey design was used in finding out the use of performance appraisal in staff training and development at Teachers service commission. A survey research design is an attempt to collect data from more than one member of a population .A survey research could be descriptive, exploratory or involving advanced statistical analyses (Mugenda and Mugenda, 2003).This descriptive survey design is preferred because data is collected without manipulation of variables (Kothari,1990). This means the researcher is able to report things the way they are (status quo) .The descriptive design method provided quantitative data from a cross section of the chosen population.

#### **3.3 Target Population**

The population of this study involved all the employees of the Teachers Service Commission. The Teachers Service Commission has a total of 3000 employees both at the Head office, regional and county level. These employees were the target population

for the study. The researcher used stratified sampling to collect information from the seven departments in the TSC which are HRM, Finance, Accounts, Internal Audit, Teacher management, ICT and Administration. All employees who have worked in the organization for 5 years and above were sampled.

### **3.4 Sample Design**

The study involved 70 respondents from the TSC head office in Nairobi as the sample size for this study. The 70 respondents were selected using stratified sampling. There are 7 directorates at the TSC head office. Each of these directorates was treated as a separate stratum. The researcher randomly picked respondents from each directorate to participate in the study.

### **3.5 Data Collection**

A questionnaire was the preferred data collection instrument to collect primary data for this study. According to Kumar (2005), a questionnaire is a written list of questions, the answers to which are recorded by the respondents. The questionnaire was administered through “drop and pick later” method to the sampled officers. The questionnaire had close ended questions. The questions were designed to collect quantitative data. The questionnaire consisted of two parts. Part A provided bio data and personal profile of the respondents and part B contained items on the perceived relationship between Performance Appraisal and Training and Development.



### **3.6 Data Analysis**

The data collected was examined and checked for completeness and comprehensibility.

Descriptive statistics such as means, standard deviation, frequency distribution and percentages was used to analyze the data. Data was presented by use of pie charts, bar charts, graphs and tables.

## **CHAPTER FOUR**

### **DATA ANALYSIS, FINDINGS AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter presents the research findings of a study on the use of performance appraisal in staff training and development at the Teachers' Service Commission. Whereas the study had targeted a total of 70 respondents, only 63 respondents were considered valid and adequate for analysis stage. This represents 90% response rate which formed the basis for the analysis presented in this chapter. The analysis of the data was done using proportions and percentage and the finding were presented using graphs, pie charts and tables.

#### **4.2 Findings**

##### **4.2.1 Demographic Information**

From the Table 4.1 out of 63 respondents, 34 were male while 29 were female which represented a very small gap as regards to the gender respondents. The table 4.1 above indicates the percentages of gender as regards the numbers of respondents. 54% respondents were male while 46% were female. This can be viewed as Teacher's Service Commission as being sensitive to gender balance as regards to employment. Since the response rate was 90%, we can assume there was a gender balance as to the number of questionnaires issued out.

**Table 4.1 Demographic Information**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
male	34	54.0	54.0
female	29	46.0	100.0
Total	63	100.0	

#### **4.2.2 Age Category**

From the Table 4.2 only 2% of respondents are under the age of 20 years, while 19% of all respondents are between the ages of 21-30 years, 41% are between the age of 31-40 years, 27% are in the age bracket of 41-50 years and 11% are above the age of 50 years. This implies the commission has experienced employees on both performance appraisal and training and development practices.

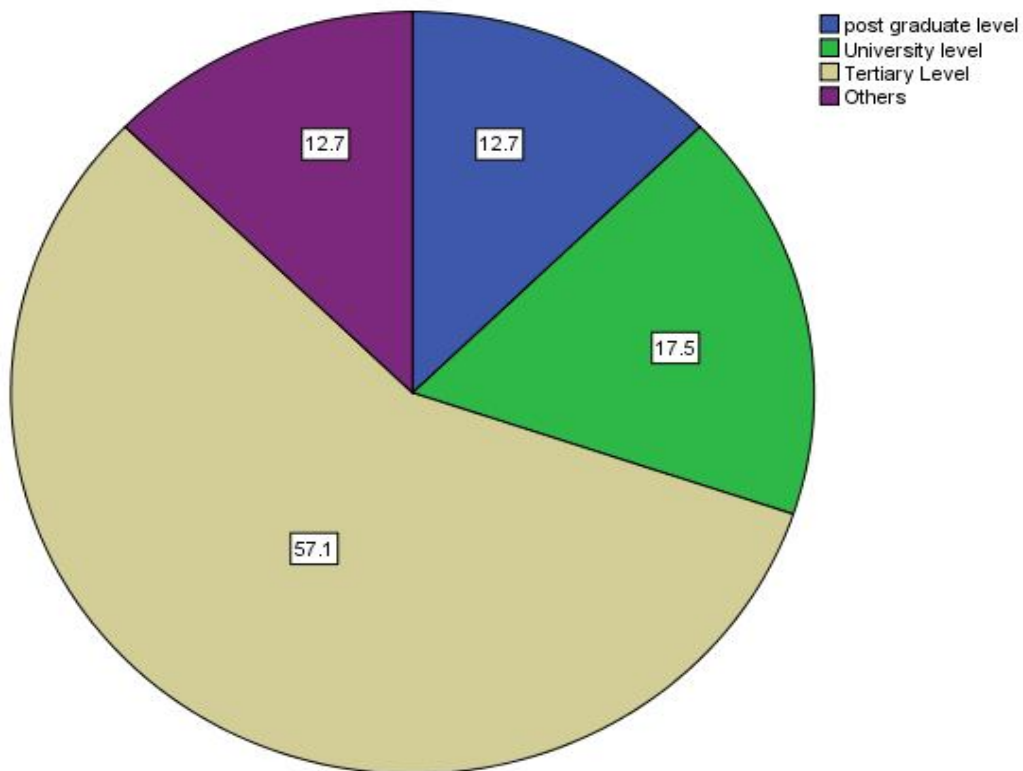
**Table 4.2 Age Category**

<b>Years</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Under 20 years	1	1.6	1.6
21-30	12	19.0	20.6
31-40	26	41.3	61.9
41-50	17	27.0	88.9
51-Above	7	11.1	100.0
Total	63	100.0	

### 4.2.3 Education Background

From the Figure 4.3 12.7% of respondents are at post graduate level, 17.5% are at university level, 57.1% tertiary, while 12.7% represent others which mostly are O'levels and A' levels. This explains the level of literacy in Teachers Service commission. Majority of employees that is 87.3% attended a relevant course/degree in the areas of specialization .From the valid questionnaires analyzed there were no respondents with lower qualification.This illustrates the staff are knowledgeable and are well versed with concept of the use of performance appraisal in staff training and development at the Teachers' service commission.

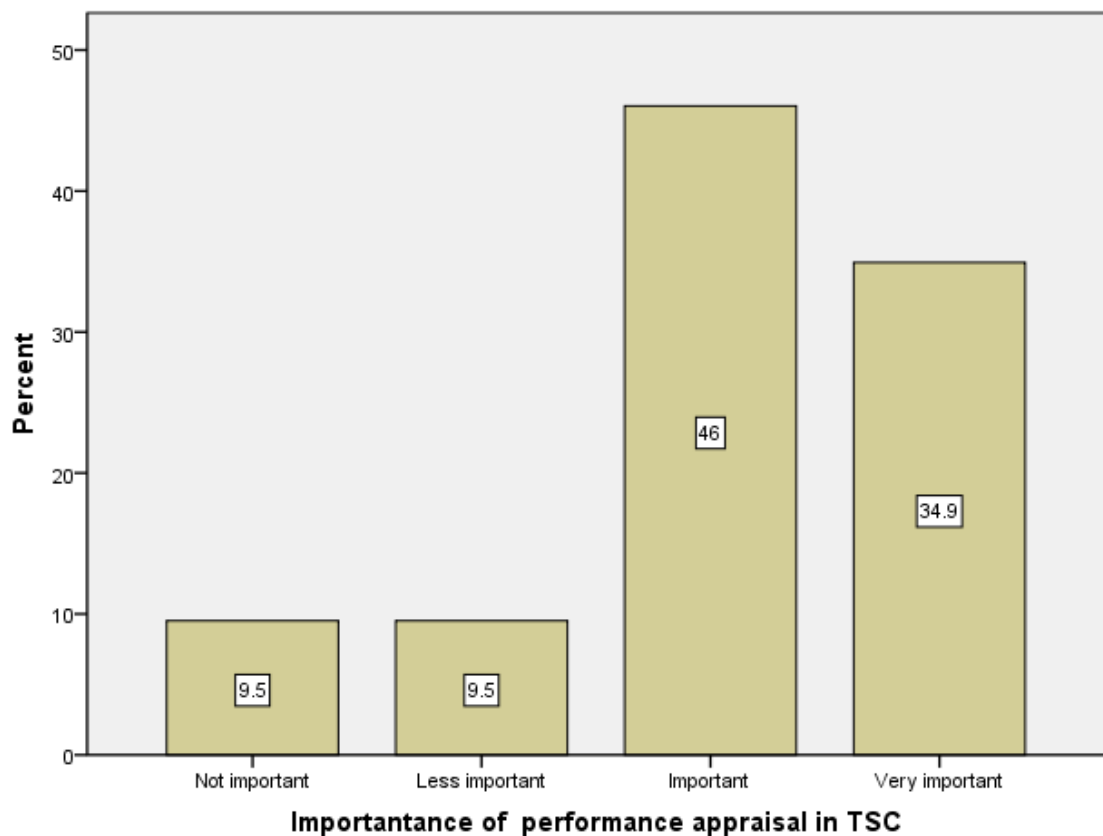
**Figure.4.3 Highest Level of Education**



#### 4.2.5 Level of Importance of Performance Appraisal in TSC

The Figure 4.4 sought to investigate how the respondents rated the importance of performance appraisal at the Teachers Service Commission. 9.5% of respondents showed that performance appraisal are not important, 9.5% less important and 80.9% showed it was important. This is a clear indication that most of the respondents know that performance appraisal is an important exercise in an organization.

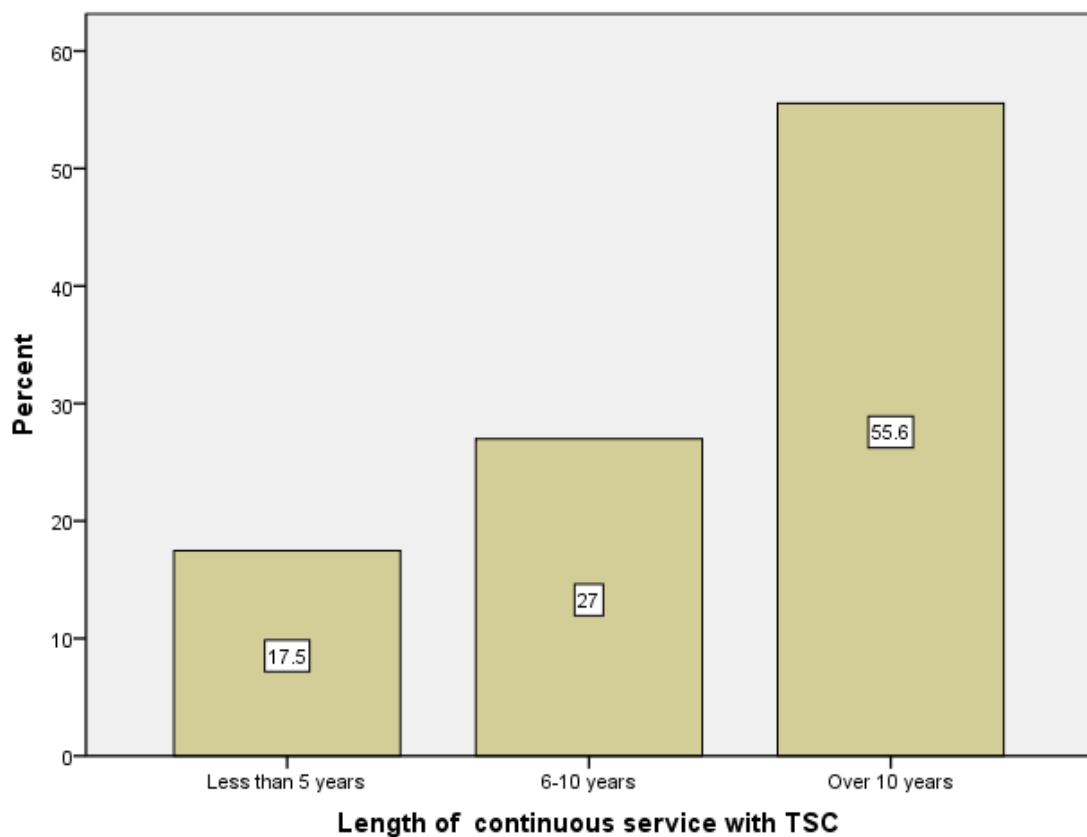
**Figure 4.4 Importance of Performance Appraisal at TSC**



#### 4.2.6 Length of Service

It was also important to ascertain the duration the respondents had worked for the commission. From Figure 4.5, 17.5% of respondents had worked with Teachers' Service Commission for a period of less than five years, 27% between a period of 6-10 years and 55.6% over period of ten years. This clearly indicates the level of exposure majority of respondents had in regard to the use of performance appraisal is staff training and development and therefore understands what it entails.

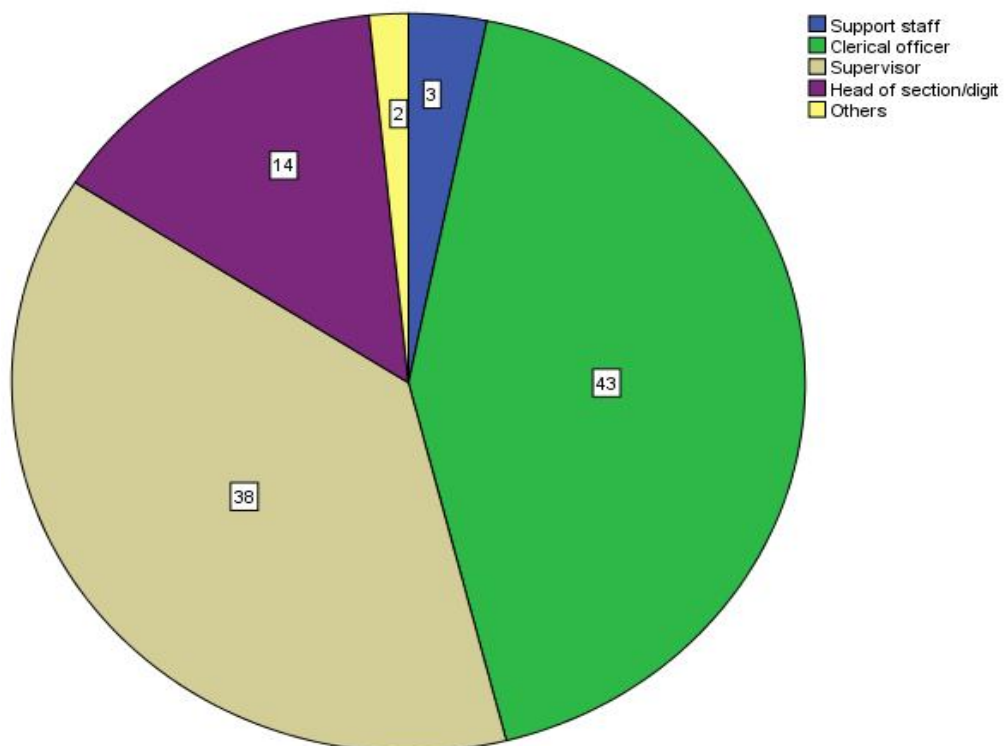
**Figure 4.5 Length of Continuous Service with TSC**



#### 4.2.7 Position Held

From the Figure 4.6, 3% of respondents are support staff, 43% clerical officers, 38% supervisors, 14% are heads of sections/department and 3% in category of others for example secretaries and drivers. This means that majority of staff had good understanding as regards to the need, importance of appraisal, staff training and development at Teachers' service commission.

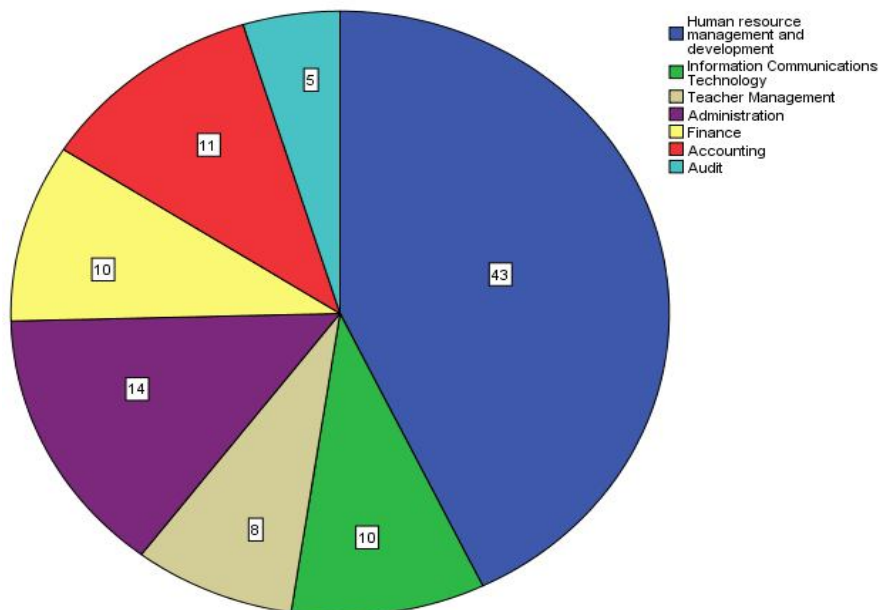
**Figure 4.6 Current Position Held in TSC Headquarter**



#### 4.2.8 Directorates

The researcher sought to find out the distribution of respondents among the seven directorates of the commission. The main purpose was to ensure that each of the directorate was fairly represented in the study. It is clear from the figure 4.7 the findings were from all the directorates. 5% of respondents were from audit directorate, 11% from accounting, 10% from finance, 14% from administration, 8% from teacher management, 10% from information communications technology, and 43% from human resource management and development. Human resource management had the highest population because it is the backbone of the commission. Most of the work is done in this directorate. This implies that the results obtained can be generalized to the entire commission.

**Figure 4.7 Directorates**





### **4.3 The Use of Performance Appraisal in Staff Training and Development**

The factors from the Table 4.3 have a grand mean of 2.87. This fact clearly illustrates there is a strong relation between the two factors under study. That is there is Use of Performance Appraisal in Staff Training and Development.

From the Table 4.3 using a five Likert scale, a mean of 2.49 indicates that's Performance Appraisal does to a less extent help to provide an atmosphere where all are encouraged to train with a standard deviation of 1.26. All training needs identified during performance appraisal are to a less extent addressed by mounting appropriate training mean of 2.17 and standard deviation of 1.12.

There is to a less extent Use of Performance Appraisal in Staff Training and Development at the Teachers service commission (mean of 2.47 and standard deviation of 1.06). Employee development needs are to moderate extent planned during performance appraisals (mean of 2.50 and standard deviation of 1.31).

Job skills, knowledge and ability are to a moderate extent considered during performance appraisal in assessing training needs (mean of 2.55 and standard deviation of 1.22). Employees are to a less extent constantly trained to develop their skills and knowledge as a result of an appraisal process (mean of 2.07 and standard deviation of 1.22). To a moderate extent Performance appraisal process leads to job improvement plan (mean of 2.68 and standard deviation of 1.32). Performance appraisal as a development

tool to a moderate extent helps realize areas that need further training ( mean of 2.95 and standard deviation of 1.37).Performance appraisal may not be a successful tool to moderate extent for developing employees due to lack of resources for, or availability of training (mean of 3.07 and standard deviation of 1.37).Lack of appraisee skills and knowledge to a moderate extent delimits area of further training (mean of 3.35 and standard deviation of 1.47).

Training and development to moderate extent directly results to job satisfaction and increased performance (mean of 3.14 and standard deviation of 1.39).Bias rating by appraisers to moderate extent delimits the eligible employees to train (mean of 3.16 and standard deviation of 1.38).Positive perception of performance appraisal process encourages to moderate extent employees to embrace training and development (mean of 2.90 and standard deviation of 1.40).

Performance appraisal and training are to moderate extent aimed at improving performance, which means both behavior and results (Mean of 3.32 and standard deviation of 1.31).Performance appraisal process are to moderate extent developing employees by improving their work performance and helps them realize and use their full potential in carrying out the organization's missions (Mean of 2.95 and standard deviation of 1.21).

Lack of proper training of appraisers is to moderate extent a challenge in identifying training needs (Mean of 3.46 and standard deviation of 1.40). A well coordinated

performance development plan are to moderate extent aimed at identifying gaps in an employee's skills and competences as well as opportunities for improvement and development (mean of 3.28 and standard deviation of 1.29). A direct relationship exists to moderate extent between investment in staff training and development and their attitude to work (mean of 2.90 and standard deviation of 1.44).

**Table.4.3 The use of Performance Appraisal in Staff Training and Development**

<b>Factors</b>	<b>Mean</b>	<b>Std. Deviation</b>
Performance Appraisal helps to provide an atmosphere where all are encouraged to train.	2.49	1.26
All training needs identified during performance appraisal are addressed by mounting appropriate training.	2.17	1.12
There is a relationship between performance appraisal and training and development at the Teachers service commission.	2.47	1.06
Employee development needs are planned during performance appraisals.	2.50	1.31
Job skills, knowledge and ability identified during performance appraisal are considered in assessing training needs.	2.55	1.22
Employees are constantly trained to develop their skills and knowledge as a result of an appraisal process	2.07	1.22
Performance appraisal process leads to job improvement plan	2.68	1.32
Performance appraisal as a development tool helps realize areas that need further training	2.95	1.37
Performance appraisal may not be a successful tool for developing employees due to lack of resources for, or availability of training	3.05	1.37
Lack of appraisee skills and knowledge delimits area of further	3.35	1.47

training		
Training and development directly results to job satisfaction and increased performance	3.14	1.39
Bias rating by appraisers delimits the eligible employees to train	3.16	1.38
Positive perception of performance appraisal process encourages employees to embrace training and development	2.90	1.40
Performance appraisal and training and development aims at improving performance, which means both behavior and results.	3.32	1.31
Performance appraisal process develops employees by improving their work performance and helps them realize and use their full potential in carrying out the organization's missions.	2.95	1.21
Lack of proper training of appraisers is a challenge in identifying training needs	3.46	1.40
A well coordinated performance development plan aim is to identify gaps in an employee's skills and competences as well as opportunities for improvement and development	3.28	1.29
Performance appraisal and training and development aims at improving both the individual and organization performance	3.17	1.29
A direct relationship exists between investment in staff training and development and their attitude to work.	2.90	1.44
<b>Grand mean</b>	<b>2.87</b>	

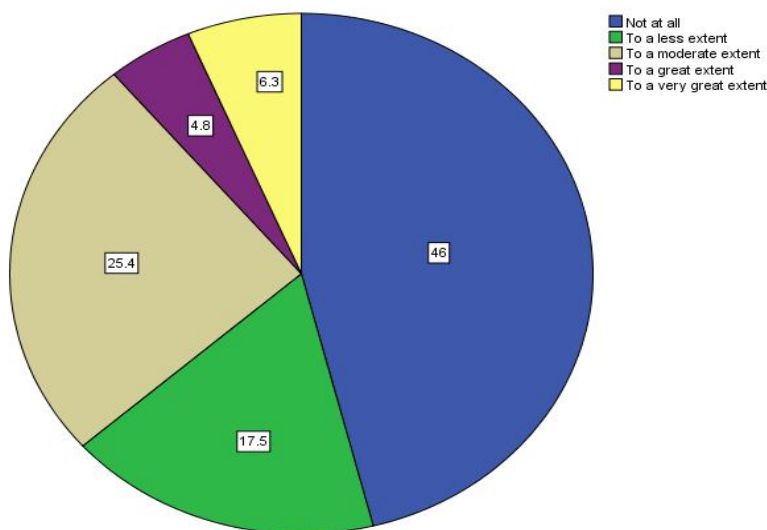
**Table 4.4 Job Skills, Knowledge and Ability Identified During Performance Appraisal are Considered in Assessing Training Needs.**

From the Table 4.4, 23.8% of employees responded that job skills, knowledge and ability indentified during appraisal are considered in assessing training needs, with 23.8% to a less extent, 34.9% to moderate extent, 7.9% to great extent and 9.5% to a very great extent. Employee’s job skills, knowledge and ability should be used as the guide while undertaking a pre training needs assessment of employees in order to administer the right program to the right employee.

Feedback	Frequency	Percent	Cumulative Percent
Not at all	15	23.8	23.8
To a less extent	15	23.8	47.6
To a moderate extent	22	34.9	82.5
To a great extent	5	7.9	90.5
To a very great extent	6	9.5	100.0
Total	63	100.0	

### Figure 4.9 Employees are Constantly Trained to Develop their Skills and Knowledge as a Result of Appraisal Process

From the Figure 4.9 majority of respondents that is 46% believe they are not at all trained to develop their skills and knowledge as result of appraisal process,17.5% to a less extent,25.4% to moderate extent,4.8% to great extent while only 6.3% to a very great extent. The findings indicate there is a knowledge gap which needs to be filled, since training of employees enhances the efficiency and effectiveness in service delivery. All employees of commission should undergo training to improve on their skills and knowledge.



#### **4.4 Discussions**

From the analysis, it can be viewed that teachers service commission as being sensitive to gender balance as regards to employment. Since the response rate was 90%, we can assume there was a gender balance as to the number of questionnaires issued out.

Majority of employees that is 87.3% attended a relevant course/degree in the areas of specialization .From the valid questionnaires analyzed there were no respondents with lower qualification.This illustrates the staff are knowledgeable and are well versed with concept of the use of performance appraisal in staff training and development at the Teachers' service commission.

Under the level of importance of performance appraisal in TSC there is a clear indication that most of the respondent know that the performance appraisal is an important exercise in an organization. There is also a clear indication the level of exposure majority of respondents had is high in regard to the use of performance appraisal in staff training and development and therefore understands what it entails. Under analysis of the position held it was found that majority of staff had good understanding as regards to the need, importance of appraisal, staff training and development at Teachers' service commission. The results obtained from analysis can be generalized to the entire commission. Employee's job skills, knowledge and ability should be used as the guide while undertaking a pre training needs assessment of employees in order to administer the right program to the right employee. The findings indicate there is a knowledge gap which needs to be filled, since training of employees enhances the efficiency and effectiveness in service delivery. All employees of commission should undergo training to improve on

their skills and knowledge. The study revealed that majority of parameters/variables used after factor analysis have moderate or to great extent the use of performance appraisal in staff training and training and development at the teachers' service commission.



## **CHAPTER FIVE**

### **FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary and description of findings derived from the study. The chapter also provides findings, conclusions, limitations and recommendations as well as recommendations for further research.

#### **5.2 Summary of Findings**

The study intended to find out if there is use of performance appraisal in staff training and development at the teachers' service commission. The background information on respondents is presented in frequency tables, pie charts and graphs.

Performance appraisal as a development tool is to a moderate extent helps realize areas that need further training. Performance appraisal may not be a successful tool to moderate extent for developing employees due to lack of resources for, or availability of training.

Lack of appraisal skills and knowledge are to moderate extent delimits area of further training. Training and development are to moderate extent directly results to job satisfaction and increased performance.

Bias rating by appraisers is to moderate extent delimits the eligible employees to train. Positive perception of performance appraisal process encourages employees to embrace training and development to a moderate extent. Performance appraisal and training and development are to moderate extent aimed at improving performance, which means both

behavior and results. Performance appraisal process is to moderate extent developing employees by improving their work performance and helps them realize and use their full potential in carrying out the organization's missions.

Lack of proper training of appraisers is to moderate extent a challenge in identifying training needs. A well coordinated performance development plan are to moderate extent aimed at identifying gaps in an employee's skills and competences as well as opportunities for improvement and development. A direct relationship exists to moderate extent between investment in staff training and development and their attitude to work.

From the analysis and data collected the following discussions and recommendations are made. The analysis was based on the objectives of the study. The study revealed that majority of parameters/variables used after factor analysis have moderate or to great extent the use of performance appraisal in staff training and development at the teachers' service commission.

### **5.3 Conclusions**

Based on the results from data analysis and findings the study came up with the following conclusions. Performance appraisals identify performance gaps. As such, they provide an excellent opportunity for a supervisor and subordinate to recognize and agree upon individual training and development needs. Frequently, performance appraisal programs are not consistently used across the organization as a good tool of improving individual and organization. This relates to the previous point regarding Teachers' service

commission not taking the process seriously. Appraisal systems should be job-related, have standards, be practical, and use dependable measures. Considering that progression along pay scales might be effected by appraisal outcomes, any such system must be perceived to be (and actually be) fair and objective. From the factor analysis done, majority of variables did not address the objective problem as the performance appraisal did not tie much with individual and organization development performance.

It is the nature of the evaluative process that negative feedback must be given. Employees must recognize that such feedback is provided with a constructive intent. It is incumbent upon the appraiser to demonstrate that their intentions are helpful and constructive as the low means and weak correlations indicated. The study intended to find out if there is use of performance appraisal in staff training and development at the teachers' service commission and from the correlation sampled, there exists a strong correlation between lack of proper training of appraisers being a challenge in identifying training needs and a well coordinated performance development plan in identifying gaps in an employee's skills and competence as well as opportunities for improvement and development.

#### **5.4 Limitations of the Study**

Key limitations of the study include;

Owing to time and resource limits the study drew its sample only from 63 employees of Teachers service commission. The time frame taken by staff to fill in the questionnaire was a barrier in completion of the data analysis and the data used was only from those employees who were willing to participate in the study.

## **5.5 Recommendations**

According to majority of the respondents there is need of more training so as to ensure that they are more efficient and effective. In addition, the survey could have included more useful demographic information questions as well how staff appraisal relate to pay increments and promotion and the level of seriousness the employees perceive the appraisal exercise. Specifically, respondents could have been asked if they felt they received the right amount of training, and if that having the right amount of training ever resulted in a negative performance consequences. Respondents could also have been asked questions related to poor appraisal are mediated in their workplace and how important it was to them to have training and relevancy in their job performance.

Even though the study could have been methodologically improved in several ways, it is still important to state that this study is one of only a few attempting empirically to answer questions related to the perceived relationship between performance appraisal and training and development. Furthermore, this study is also a first attempt at trying to assess the real importance of job training to the employee and the far-reaching complications of the staff development at our present day work environments where the employee perceives that meaningful job training is unavailable.

## **5.6 Suggestions for Further Research**

Future research could build on this study's results by measuring quantitatively the actual increases in job performance as well as the actual changes in job proficiency attitudes. This could be accomplished in a simple pretest–posttest design using a control group not

having had the training as a comparison group. It would be valuable to connect perception to actual changes in job performance that can be quantified and measured. Attitude studies like this one are limited to representing what the person would be feeling should he or she be in that position, or try to recall what he or she felt when she actually was in that position.

More actual behavioral data of this nature might convince upper level management to invest in employee development programs. It is important for employers to provide relevant and meaningful training for the employees, which supports and enhances employee attitude. When training is perceived by the employee to be relevant and meaningful, the results may be demonstrated through improved proficiencies. Future studies should be examined using the open-ended questions on the survey that on preferred training programs to be offered, training on soft skills, such as leadership, values, effective communications, and so on, and technology training such as, computer literacy and computer updated software programs. These open-ended questions would help strengthen position that employees require and desired training that will make them competitive in this highly demanding market.

The present survey was conducted to study the Use of Performance Appraisal in Staff Training and Development at the Teachers' Service Commission. The data that were collected supported that job training is correlated with positive feelings about job training appraisal and training and development. Other studies around the use of performance appraisal in the determination or allocation of organizational rewards can be done. It is

argued that performance appraisal has too many important employee development uses to be used to determine reward outcomes.

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## APPENDIX: QUESTIONNAIRE

### Section A: Demographic and Personal profile

Please give answers in the spaces provided and tick in the box that matches your response to the questions where applicable.

1. Gender

a) Male ( )

b) Female ( )

2. Age category (years)

a) Under 20 years ( )

b) 21-30 ( )

c) 31-40 ( )

d) 41-50 ( )

e) 51+ Above ( )

3. Highest level of education

a) post graduate level ( )

b) University level ( )

c) Tertiary college level ( )

d) Others(specify) \_\_\_\_\_

4. Length of continuous service with TSC

a) Less than 5 years ( )

b) 6-10 years ( )

c) Over 10 years ( )

5. Current position held in TSC headquarter

- a) Support staff ( )
- b) Clerical officer ( )
- c) Supervisor ( )
- d) Head of section/digit ( )
- e) Head of Directorate ( )
- f) Others (specify) \_\_\_\_\_

6. Directorate

- a) Human resource management and development ( )
- b) Information Communications Technology ( )
- c) Teacher Management ( )
- d) Administration ( )
- e) Finance ( )
- f) Accounting ( )
- g) Audit ( )

7. How important is performance appraisal in TSC

- a) Not important ( )
- b) Less important ( )
- c) Important ( )
- d) Very important ( )

8. How often performance appraisal is conducted in TSC

- a) Monthly ( )
- b) Quarterly ( )

c) Half yearly ( )

d) Yearly ( )

**Section B: The Use of Performance Appraisal in Staff Training and Development**

Rate the extent to which each of the following statements accurately describes purpose and use of performance appraisal at TSC:

1. Not at all
2. To a less extent
3. To a moderate extent
4. To a great extent
5. To a very great extent

Questions	1	2	3	4	5
Performance Appraisal helps to provide an atmosphere where all are encouraged to train.					
All training needs identified during performance appraisal are addressed by mounting appropriate training.					
There is a relationship between performance appraisal and training and development at the Teachers service commission.					
Employee development needs are planned during performance appraisals.					
Job skills, knowledge and ability identified during performance appraisal are considered in assessing training needs.					
Employees are constantly trained to develop their skills and					

knowledge as a result of an appraisal process					
Performance appraisal process leads to job improvement plan					
Performance appraisal as a development tool helps realize areas that need further training					
Performance appraisal may not be a successful tool for developing employees due to lack of resources for, or availability, of training					
Lack of appraisee skills and knowledge delimits area of further training					
Training and development directly results to job satisfaction and increased performance					
Bias rating by appraisers delimits the eligible employees to train					
Positive perception of performance appraisal process encourages employees to embrace training and development					
Performance appraisal and training aims at improving performance, which means both behavior and results.					
Performance appraisal process develops employees by improving their work performance and helps them realize and use their full potential in carrying out the organization's missions.					
Performance appraisal and training and development aims at improving both the individual and organization performance					



<p>A well coordinated performance development plan aims is to identify gaps in an employee's skills and competences as well as opportunities for improvement and development</p>					
<p>A direct relationship exists between investment in staff training and development and their attitude to work.</p>					
<p>Lack of proper training of appraisers is a challenge in identifying training needs</p>					