EFFECT OF EMPLOYEE ATTITUDE TOWARDS PERFORMANCE APPRAISAL SYSTEM ON ITS IMPLEMENTATION IN THE MINISTRY OF EDUCATION IN NAIROBI CITY COUNTY, KENYA

HELLEN CHEBET BORUETT

2021

EFFECT OF EMPLOYEE ATTITUDE TOWARDS PERFORMANCE APPRAISAL SYSTEM ON ITS IMPLEMENTATION IN THE MINISTRY OF EDUCATION IN NAIROBI CITY COUNTY, KENYA
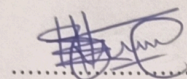
BY

HELLEN CHEBET BORUETT

A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATIONAL ADMINISTRATION OF MAASAI MARA UNIVERSITY

2021

DECLARATION

This thesis is my original work and has not been presented for a Degree in any other University for examination. No part of this research should be reproduced without my consent or that of the Maasai Mara University
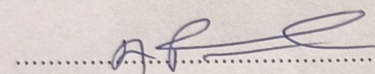
....   5/11/2021

Hellen Chebet Boruett   Date

DEO1/4009/2013

Recommendation

This thesis has been submitted for examination with our approval as University Supervisors

....   8/11/21

Dr Alexander Ronoh   Date
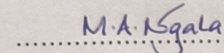
Senior Lecturer

School of Education

Department of Curriculum Instruction and Education Management
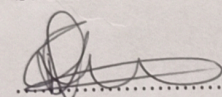
Masaai Mara University

....   8/11/21

Dr Magdalene Dimba   Date

Dean,

School of Humanities and Social Sciences

Strathmore University

....   8/11/2011

Dr Florence Kisirkoi   Date

Senior Lecturer

School of Education

Department of Curriculum Instruction and Education Management

Masaai Mara University

DEDICATION

I dedicate this work to my family: my husband Leo, children Sidney, Billy, Precious and Stephanie, to my parents: Grace and Joel Koskei, Miriam and William Boruett. To my brothers and sisters, nieces and nephews, may this work inspire and ignite in you a desire to scale the utmost heights in life.

ACKNOWLEDGEMENT

I most sincerely thank God for grace, good health, inspiration, and strength that enabled me to complete my doctoral studies. I am forever indebted to Him.

I sincerely appreciate my supervisors; Dr. Alexander Ronoh, Dr. Magdalene Dimba, and Dr. Florence Kisirkoi, whose guidance, support and encouragement has been invaluable throughout this study. I acknowledge them all with profound gratitude. I owe special thanks to Prof. Beatrice Manyasi, Dean School of Education and Prof. Romulus Abila, Director Graduate School, for their guidance and wise counsel, as well as Prof. Edward Tanui for his undying support and encouragement.

I thank the Maasai Mara University fraternity, for being there for me. They always offered support anytime I needed it. I am indebted to my classmate, Dr. John Gachara who offered invaluable guidance and encouragement during my studies. I recognise my research assistant Julius Wanjiku who assisted me in data collection. My sincere gratitude to my friends; Mr. Cyrillus Oyuga and Prof Hellen Inyega who played a key role in peer reviewing my work. You were always there for me.

In a special way, I thank my family, husband Leo and children Sidney, Billy, Precious and Stephanie, for their moral and financial support during this academic endeavour. I pray to God to reward them abundantly.

I thank my parents. They have always been an inspiration, the reason for being able to progress and complete my studies. I am forever grateful to them.

ABSTRACT

Performance Appraisal System (PAS) is a vital tool to measure the work set by any organisation to its employees. It is a component of performance management system, integrating employee participation through work planning, target setting, evaluation feedback and reporting. It serves as basis for an organisation's future planning and development. In the Ministry of Education, Kenya, most employees seem not to have conceptualized the importance of performance appraisal. Consequently, PAS has not been given the proper attention it requires. This study sought to determine the effects of employee attitude towards performance appraisal system on its implementation in the Ministry of Education in Nairobi City County. Specifically, it sought to determine employee attitude towards feedback management, find out employee attitude towards interpersonal relationships, establish employee attitude towards appraisal training, and examine employee attitude towards organisational support. Analysis was done to determine the effects of the variables on the implementation of performance appraisal system in the Ministry of Education in Nairobi City County. The study adopted the concurrent mixed methods design where quantitative and qualitative data were collected simultaneously. The study population was 255 education staff in the Ministry of Education in Nairobi City County. The researcher used Simple random sampling to select 186 education staff. Eleven (11) directors participated in the study as key informants. Semi-structured questionnaires and interview guides were used to collect data from the respondents. The Cronbach's Alpha coefficient of reliability for the questionnaire was 0.85. Validity of the instruments was ensured through expert review. Quantitative data were analysed using descriptive statistics and linear regression analysis, and presented in frequency tables and percentages. Regression analysis was used to establish the level of prediction of the factors on PAS. Qualitative data were analysed through content analysis. The study found that feedback management and interpersonal relationships had significant and positive effect on the implementation of performance appraisal system and that the education staff had a positive attitude towards them. Further, the study found that education staff viewed appraisal training and organisational support negatively. This negatively affected the implementation of performance appraisal system. The predictive coefficient of 'appraisal training by MoE' and 'organisational support by MoE' for 'employee attitudes towards the implementation of PAS' was found to be statistically significant at 5.00% level. The study concluded that the attitude of the education staff had a positive effect on the implementation of performance appraisal system. The study recommended that management at MoE should put in place a robust feedback mechanism to ensure efficient feedback of the appraisal results at the end of every evaluation period, continuous training for staff on the performance appraisal system and improved working conditions and adequate support to enable the employees to develop a positive attitude towards Performance Appraisal System at the Ministry of Education.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

LIST OF ABBREVIATIONS

GOK   -   Government of Kenya

HR   -   Human Resources

HRM   -   Human Resources Management

ICT   -   Information Communication Technology

MoE   -   Ministry of Education

PA   -   Performance Appraisal (PA)

PAS   -   Performance Appraisal System

PMS   -   Performance Management System

OS   -   Organisational Support

PRAISE   -   Promotion, Ranking and Appraisal System

RRI   -   Rapid Results Initiative

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

This chapter presents the background of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations of the study, delimitations of the study, assumption of the study, scope of the study, and operational definition of terms.

Performance appraisal (PA) is a critical element in the performance management system and a key human resource management function. Rao (2010) argues that performance appraisal is a method of evaluating the behaviour of employees in the work spot, normally including both the quantitative and qualitative aspects of job performance. It forms the core of performance management systems. On the other hand, Swanepoel et al. (2000) holds that Performance Appraisal is a formal and systematic process of identifying, observing, measuring, recording and developing the job-relevant strengths and weaknesses of employees. Additionally, Fletcher (2004) submits that PA has a strategic approach and integrates organisational policies and human resource activities. Performance Appraisal should also be viewed as a system of highly interactive processes which involve personnel at all levels in differing degrees in determining job expectations, writing job descriptions, selecting relevant appraisal criteria, developing assessment tools and procedures, and collecting, interpreting, and reporting results (Saari & Judge, 2004).

According to Ly (2017), performance appraisal has increasingly become part of a more strategic approach to integrating human resource activities and business policies, and may now be seen as a generic term covering a variety of activities through which organisations seek to assess employees and develop their competence, enhance performance and distribute rewards. Thus, ideally, the performance appraisal provides information to help managers to carry out their management role in such a way that employee performance improves (DeNisi & Pritchard, 2006). Providing the employee with feedback is widely recognized as a crucial activity as it may encourage and enable self-development, and thus was instrumental for the organisation as a whole. Mullins (2006) supported the importance of work evaluation in terms of their effect on organisational effectiveness, stating that feedback is a critical portion of an organisation's control system.

Many organisations express dissatisfaction with their appraisal schemes (Mullins, 2006). According to Fletcher (2004), this may signal a lack of success of performance appraisal as a mechanism for developing and motivating people. There is general consensus among performance appraisal researchers and practitioners that assessment of appraisal reactions is important (DeNisi & Murphy, 2017) and this formed the basis for the need for this study. It is frequently argued, even within the Ministry of Education, that in order for performance appraisal to positively influence employee behaviour and future development, employees must experience positive appraisal reactions. Performance appraisal satisfaction is the most frequently measured appraisal reaction (DeNisi & Murphy, 2017).

It is coming out clear that performance appraisal has a vital importance both for employees' motivation and organisations' effectiveness. However, unless using a true and equitable performance appraisal method, which is debugged from appraisal errors, an effective performance appraisal cannot be attained (Turgut & Mert, 2014). The results of performance appraisal are used both for administrative as well as for developmental issues of employees. As an administrative tool, performance appraisal is used for determining pay adjustments including bonus-pay and it is also used to determine employee feedback and development. In certain cases, PA has been found to be useful in making job placement decisions on promotion, career development, transfer, and demotions. Performance Appraisal is therefore an essential tool in determining employee disciplinary actions, identification of training needs, job redesigning, and other organisation organisational interventions. Also, as a development tool, a performance appraisal is a primary and most accurate way of obtaining information and feedback that often play key role on employees' development and career decisions. To this end, the insufficiency and inaccuracy in performance appraisal causes problems in two overarching goals of performance appraisals. For purposes of encouraging high levels of employee motivation and to provide accurate information to be used in managerial decision making, PA is a significant tool (Fisher et al., 1999).

A Performance Appraisal procedure should commence with a conversation between a manager and the employee on the appropriate use of the consequences, the anticipated performance and developing factors for exceptional performance (Gruman & Saks, 2011). At the beginning of the performance management cycle, it is important to review with employees their performance expectations, including both the behaviours

employees are expected to exhibit and the results they are expected to achieve during the upcoming rating cycle (Nelson & Quick, 2013). Behaviours are important because they reflect how an employee, including those in the Ministry of Education, goes about getting the job done, how the individual supports the team, communicates and mentor others. Some employees may achieve exceptional results but are extremely difficult to work with, unhelpful or exhibit maladaptive behaviours at work. Since such behaviour can be extremely disruptive, behaviour is important to consider in most work situations.

During the performance planning process, both behavioural and results expectations should have been set. Performance in both of these areas should be discussed and feedback provided on an ongoing basis throughout the rating period (Hempel & Martinsons, 2009). Additionally, to providing feedback whenever exceptional or ineffective performance is observed, providing periodic feedback about day-to-day accomplishments and contributions is also very valuable. Unfortunately, this does not happen to the extent that it should in organisations and Ministry of Education is not an exception, because many managers are not skilled in providing feedback. In fact, managers frequently avoid providing feedback because they do not know how to deliver it productively in ways that will minimize employee defensiveness (Madsen, 2009).

Some form of appraisal has existed since organisations emerged and has been the basis of selection of staff for promotion, increased reward or dismissal (Bratton & Gold, 2003). Merit rating was used for the first time during the Second World War as a method of justifying an employee's pay (Griffin & Moorhead, 2014). The process

was based on material outcomes where higher output was rewarded with higher pay and vice-versa. According to the Theory of Reasoned Actions, when an attribute is viewed as valuable, individuals form a positive attitude about it. The value of benefits is the correspondence between employee needs and provided coverage and was a factor in forming benefits satisfaction. Benefits fit is somewhat reflected in flexible benefits plans that allow employees to choose the types and levels of benefits (Fletcher, 2004). A worker attitude towards work is directly linked to the job satisfaction; a worker who is satisfied with his job performs better and excels at what he does. It is therefore imperative for a company to understand the attitude of its workers and measure the job satisfaction of its employees, as job satisfaction is essential for productivity (Boswell & Boudreau, 2000) in (Agyare et al., 2016).

Worker attitude and job satisfaction deals with how an organisation behaves. It involves the management directing employees into improving organisational and personal effectiveness. It plays an enormous role in determining the attitudes of employees and their job satisfaction. When an employee is happy, it is usually because they are satisfied with their work. This also improves the quality of their work which will encourage job productivity since employees will want to receive these rewards (Jackson & Schuler, 2017). Attitude and job satisfaction play a major role in job performance. If employees enjoy their work, they will not need external motivation from management, but instead the satisfaction they attain from completing their work will motivate them (Robbins, 2005).

The organisational climate must be cooperative rather than competitive (Johns, 2010); (Bowling, Beehr, Wagner & Libkuman, 2005). Impediments to the implementation

can complicate the process thereby making it difficult to obtain true and fair feedback of the employee's performance, which can affect the attitudes and approach the raters will have towards the process which has been shown to affect the quality of the appraisals. Lack of proper training and feedback management is not only critical in influencing the attitude of the ratees but also the raters towards the PAS (Brown, Hyatt, & Benson, 2010). Otherwise, the employees may view the PAS as effort in futility. Most challenges for Human Resource Management (HRM) globally, focus upon employee performance appraisals (Appelbaum et al., 2011). Employees need to have their work accurately reviewed so that they may be acknowledged and rewarded where appropriate (Segalla & DeNisi, 2014).In a performance appraisal process, employee attitudes toward the implementation of the system is strongly linked to satisfaction with the system.

Attitudes affect action and influence perception and actions. According to Boswell and Boudreau (2000) in Harrington and Lee (2015), perceptions of fairness of the system are an important aspect that contributes to its effectiveness. Understanding employee attitudes about the PAS in organisations is important as they can determine its effectiveness in its implementation (McDowall & Fletcher, 2004). For the process to be effective, appraisal training and adequate preparation for both the appraisers and the appraisee is necessary. Supervisors, especially, should also be prepared with skills on control, coaching, counselling, conflict resolution, setting performance standards, linking the system to pay and providing employee feedback (Appelbaum et al., 2011). Employee attitude to the PAS is a critical aspect of the acceptance and effectiveness of the system. Extreme dissatisfaction and perceptions of unfairness and inequality in the ratings may lead to the failure of the system (Bae, 2016); (DeNisi & Murphy,

2017). Extreme dissatisfaction may render the system less effective due to employee apathy.

Globally, conducting employee performance appraisals has been very challenging for both the managers and employees (Brewster & Suutari, 2005).Looking at the difference between Chinese and Western employee performance appraisals, Shen (2004) found out that the Chinese appraisals are less transparent than the Western appraisals. The Chinese companies also do not provide training in order to improve appraisal skills and the appraisals are usually limited in feedback and communication (Shen, 2004). This may lead to attitudinal predisposition on the part of appraisee. In Singapore, a fast-developing country, PA in the Public Service is known as PRAISE (Promotion, Ranking and Appraisal System). In that country, the Appraisal System aims at taking stock and discovering talent, knowing the strengths and weaknesses of the staff, spotting talents early and better deployment and development of staff (Singapore Public Service Division, 2009). In the United Kingdom (UK), PA is widely used for managerial, administrative and professional staff. In 1997, for instance, 90 per cent of organisations operated staff appraisal systems in the UK, where100 per cent was in the public sector (Yamima, 2018). Today, PA is one of the key elements of any organisation's drive towards competitive advantage through continuous performance improvement (Bratton & Gold, 2003). It is practiced in both developed and developing countries.

In South Africa, PA has been used to help public servants know what is expected of them, increase motivation, identify poor performance, improve poor performance, recognize and reward outstanding performance (Chen, 2011); (Erasmus, Swanepoel,

& Schenk, 2005) in (Okeyo & Sitati, 2017).Therefore, good exposure on performance appraisal will reduce confusion among individual workers at all levels (Fletcher, 2004). All the employees in South Africa were guided effectively on setting of realistic targets and objectives, form filling evaluation, rating and appraisal feedback by the supervisors as appraisers, who are expected to have intimate knowledge of appraisal process. Therefore, the level of training of both supervisors and supervisee is crucial for better results and acceptance of the process. In Nigeria, as noted by Asamu (2013), performance appraisal is viewed and conducted solely in terms of its evaluative aspect thereby overlooking its use for facilitating growth and development in workers through training, coaching, counselling and feedback of appraisal information. This shows that performance appraisal is accorded a lesser role in Nigerian organisation as more emphasis is given to selection, training, development and salary administration. This means that organisations are putting the cart before the horse and are in turn stifling genuine individual and organisational growth. Migiro and Taderera (2011) avers that a good PAS should be based on measuring employee's contribution to the job as opposed to the employee's activities or behaviours. It should match the employee and organisational characteristics.

In Kenya, the performance appraisal system in use in the Civil Service was introduced in 2006as a Government initiative. The aim of which was to enhance efficiency and effectiveness in public service delivery through review of systems, processes and structures in the government ministries and departments (GoK, 2016). Kenya's Vision 2030 advocates a consultative approach of working in the Government, private sector, civil society and corporations with involvement of many stakeholders as possible (GoK, 2007). The Government also recognizes the need for an open and a democratic

culture that values transparency and accountability. Kenya's Rapid Results Initiative (RRI) targets greater alignment of existing performance management tools (GoK, 2008). It focuses on operational performance management, monitoring and reporting tools and instruments. Based on the foregoing, there is need for the process of employee performance appraisals in the Kenyan Public Service to be consultative. This requires proper alignment of leadership competencies and a performance appraisal system, which deliver accurate results. Evaluation is not only a matter of using the right form or method, but it is also dependent on the openness and willingness of the parties to do it rightly (Segalla & DeNisi, 2014).

At the Ministry of Education in Kenya, Performance appraisal is freely negotiated between the supervisor and the employee as is the case of performance contracting where the government and different ministries freely negotiate on the targets to be achieved. Performance appraisal process is started after performance contracting is done where agreements between Government and different ministries, departments and agencies specify the objectives, obligations and responsibilities of the two parties involved. The contract stipulates the expected results to be attained by the contracted party and the commitment of the Government as the contracting party. In this case the Government owns and manages the contracted party. All this is done to enable the Government to gain and be able to deliver its mandate to the citizens. Performance contacting is also used to organize and define tasks to be performed by management and also ensuring that they are achievable. It also helps in coming up with what is to be done and how it should be done. The outcomes that are expected after introduction of the performance contracting include improvement of services delivered; enhanced effectiveness and efficiency; and uptake of a performance oriented culture in the civil

service; measured performance; and connecting performance, sanctions and rewards (GoK, 2012).

Gurbuz and Dikmenli (2007) espouse various approaches for evaluating employee behaviour and performance with respect to job tasks and organisational culture, hence, various applications of PA have left many managers in a state of confusion and frustration with the employee evaluation process. It is arguable that the uncertainty and lack of veracity of PA applications posed to supervisors seem to negatively impact the popularity of appraisal systems in many organisations (Cintron & Flaniken, 2011). Most people support the concept and purpose of PA, in spite of their concerns about the process and application of appraisal outcomes by managers (Kondrasuk, 2011). The biggest complaint from managers, according to Bersin (2008) in Boachie-Mensah and Seidu (2012), is that they are not given sufficient guidelines to assess people; and the biggest complaint from employees is that the process is not equitable and fair and that PA concentrates much in assessing past behaviours of employees, a situation which some managers exploit to victimise unfavoured employees

The Performance Appraisal Systems tend to have several problems. Appraisers' evaluations are often subjectively biased by their cognitive and motivational states, and supervisors often apply different standards with different employees resulting in inconsistent, unreliable, and invalid evaluations (Asamu, 2013). In order to create better systems, researchers have traditionally focused on validity and reliability by designing newer 'forms' of performance appraisals for example, behavioural-based systems that better define specific essential job functions of employees or 360-degree

feedback mechanisms that allow for cross-validation via multiple appraisers. However, despite these recent advances in evaluation design, critics continue to argue that performance appraisal systems are not consistently effective (Atkins & Wood, 2002) in (Seniwoliba, 2014) and (DeNisi & Murphy, 2017).

Kenya's Ministry of Education, observed that employees view performance appraisal as a routine exercise without any impact (GoK, 2012). It would be inappropriate for organisations to emphasize more on training without paying special attention to performance appraisal since the outcome of performance appraisal reveals training needs (Rao, 2010). In order to develop an effective PAS, the individuals who are involved as raters should undergo training (Ochoti et al., 2012). Although they should be trained on the process of managing, motivating and evaluating employee performance, the PAS should not be seen as a simple "quick fix" solution. This can create a negative attitude and lack of support among the employees towards the PAS while it should be viewed within its wider context of performance management (Peter et al., 2017). All employees involved in the performance rating process must be involved throughout the process. According to Bertone et al. (1998), involving employees will make them understand organisational goals, what is expected of them and what they will expect for achieving their performance goals.

In the Ministry of Education, State Department of Early Learning and Basic Education (MoE), the observation is that PA is viewed by many as a bureaucratic process which has little relevance to improving performance and accountability (GoK, 2012). In a task force report that sought to align the activities of the Education sector in Kenya to the Kenya Constitution of 2010, it was further observed that the PA forms

in MoE are filled as a matter of routine and not used as a means for enhancing staff development objective (GoK, 2012). The attitude of employees on the PAS is expected to affect the effective implementation of the performance appraisal system. Extreme dissatisfaction towards PAS by employees can lead to the failure of the system. Performance appraisals should help in determining how every employee fit into the organisational development and efficiency in performing all the assigned tasks and responsibilities.

Studies carried out in Kenya and other areas on performance appraisal have focused on effectiveness of performance appraisal (Guantai, 2012), effects of performance appraisal (Omboi & Kamenchu, 2011) and perceptions of performance appraisal (Richu, 2007). Makokha et al. (2017) examined the determinants of effectiveness of staff performance appraisal based on a survey of public universities in Nakuru County. On the other hand, Nguli (2012) studied the attitudes of employees towards performance appraisal at the Family Planning Association of Kenya. In the same area of study, Solomon (2006) conducted a study on the attitudes of staff towards performance appraisal in South Africa and reported that the said attitudes were negative and therefore impacted negatively on PA to a large extent. These studies, however, have not articulated the variables that this study is focusing on, in measuring the effect of employee attitude towards implementation of Performance Appraisal. This study will focus on the effect of employee attitude towards the implementation of Performance Appraisal System (PAS) in the Ministry of Education in Nairobi City County.

1.2 Statement of the Problem

Organisational performance is a collaborative entirety of the performance of all employees in the organisation; therefore, employee performance has to be closely planned, coached, and appraised to ensure that it is in line with the overall goals of organisations. The Performance Appraisal System (PAS) was introduced by the GoK to refocus public service on the customer and results in addition to improving service delivery. However, in the Ministry of education, it seems that the importance of performance appraisal has not been conceptualized and appears not to be given the proper attention by most employees. They tend to view performance appraisal as a bureaucratic process which has little relevance to improving performance and accountability as revealed by some reports (GOK, 2012). It appears the appraisal forms are filled as a matter of routine and appraisal process is not viewed as a means for enhancing staff development objectives. As a result, the implementation of PAS appears to be characterised by subjectivity in the evaluation process, lack of participatory nature of involvement of employees, inconsistency in the provision of feedback on the results of the performance evaluation, and lack of skills and knowledge of both raters and the ratees on the implementation of PAS. There is a gap in the explanation of these observations and the question that this study seeks to answer is whether the observed indicators could be as a result of lack of appraisal training, organisational support, ineffective feedback management and poor interpersonal relationships in the implementation of PAS at MoE.

Further, reviewed literature indicate that previous studies which have attempted to examine the issue of PAS have not provided an explanation in regard to the effect of employee attitude on the implementation of PAS in the MoE, in Nairobi City County.

Available research reports on this subject such as Guantai (2012), focused on the effectiveness of performance appraisal system, and Omboi and Kamenchu (2011) focused on the effects of performance appraisal on service delivery. A knowledge gap therefore exists in regard to the effect of employee attitude towards PAS on its implementation in the Ministry of Education, in Nairobi City County.

1.3 Purpose of the Study

The purpose of this study was to determine the effect of employee attitude towards performance appraisal system (PAS) on its implementation in the Ministry of Education, Nairobi City County, Kenya.

1.4 Objectives of the Study

This study was guided by the following objectives:

i. To determine employee attitude towards feedback management and its effect on the implementation of performance appraisal system in the Ministry of Education in Nairobi City County.

ii. To find out employee attitude towards interpersonal relationships and its effect on the implementation of performance appraisal system in the Ministry of Education in Nairobi City County.

iii. To establish employee attitude towards appraisal training and its effect on the implementation of performance appraisal system in the Ministry of Education in Nairobi City County.

iv. To examine employee attitude towards organisational support and its effect on the implementation of performance appraisal system in the Ministry of Education in Nairobi City County.

1.5 Research Questions

The following research questions guided the study:

i.   How does employee attitude towards feedback management affect the implementation of performance appraisal system in the Ministry of Education in Nairobi City County?

ii. Does employee attitude towards interpersonal relationships affect the implementation of performance appraisal system in the Ministry of Education, in Nairobi City County?

iii. How does employee attitude towards appraisal training affect the implementation of performance appraisal system in the Ministry of Education in Nairobi City County?

iv. Does employee attitude towards organisational support affect the implementation of performance appraisal system in the Ministry of Education in Nairobi City County?

1.6 Significance of the Study

The research findings might be helpful to the Ministry of Education in identifying the challenges related to employee attitude towards the implementation of performance appraisal system and propose suitable solutions. The findings might assist the management at the Ministry of Education and other institutions in making evidence-based policies and decisions in regard to performance appraisal. The findings of the study will be disseminated through workshops, seminars and other fora to staff and management of MoE to increase their awareness on how performance appraisal can

be used as a tool for ensuring commitment to performance and employee ownership in the attainment of the institutional goals, thus increasing productivity.

Further, the findings of the study may form a basis for the management of public service to carry out continuous monitoring of the performance appraisal in all government ministries and other institutions. The findings may also be useful to universities, research institutions and practitioners in enhancing teaching, theories and practice of performance appraisal systems. The knowledge excavation by this study may be useful to future researchers, as it serves as their point of reference, while the gaps not addressed by this study will provide a ground for future research. The findings will also be availed to the Ministry of Education for implementation.

1.7 Limitations of the Study

The study had some limitations as discussed in this section. Some respondents viewed the study as targeting them which could have affected the reliability of their responses. This was resolved by assuring them that their responses would be treated with confidentiality. Questionnaires were issued out to them and collected thereafter. They were not required to write their names on the questionnaires as a measure to ensure confidentiality. The limitation of the respondents not accurately providing reliable data through self reporting using a questionnaire was countered by use of interview schedule where the respondents had in-depth engagement with the researcher. The respondents however felt that the interviews were time consuming and inconveniencing to them, which could affect their responses and the response rate. This was resolved by making prior arrangements and scheduling the interviews with the respondents at their convenience.

1.8 Delimitations of the Study

The study focused on professional staff in education deployed as Quality Assurance and Standards Officers and Education Officers at the Ministry of Education Head Quarters, Jogoo House 'B', Nairobi City County Education head Office. As the drivers of the educational programs in the Ministry of Education, their appraisal is based on the attainment of the goals of education. Their choice was therefore based on an assumption that this cadre of employees was knowledgeable on performance appraisal in regard to education and that they were therefore capable of providing meaningful insights on the implementation of performance appraisal.

Nairobi City County was selected as location for the study because it has the highest number of MoE employees in one location engaged in activities that reflect educational activities in the entire country, as compared to any other county hence it is endowed with all major characteristics and attributes of a people, events or objects that typify an education sector functions. The major ones being, similar work environment, similar stakeholders, shared objectives, mission and vision, similar pay structures, and common schemes of service.

Although there were many factors that affect the implementation of PAS in MoE, the study further limited itself to four factors: feedback management, interpersonal relationships, appraisal training, and organisational support as components of attitude to determine the effect of attitude on the implementation of PAS at the MoE in Nairobi City County.

1.9 Assumptions of the Study

The study was based on the assumption that all the participants would respond to the questionnaires objectively. The researcher assured the respondents that their anonymity and confidentiality was preserved. Participants were also informed that their participation was voluntary and that they could withdraw from the study at any time and with no ramifications.

1.10 Operational Definition of Terms

This section presents the definition of terms as used in the study. It also provides the definition of the key variables in terms of how they are measured in this study.

Appraisal: A process of assessing the performance of an employee in relation to assigned duties, roles and responsibilities.

Appraisal Training: Refers to the capacity building on target setting, evaluation, and rating. In this study, it is measured using attitude scales, where a 5-point Likert scale and a 5-point Rating Scale is used.

Appraiser/Rater: The person who judges the performance of another person.

Appraisee/Ratee: An individual whose performance is being evaluated by his close superiors.

County: refers to a geographical unit specified in the Constitution of Kenya as the unit of devolved government. In this study it refers to the geographical unit of the country used for educational administrative purposes.

Education Professionals: In this study, it refers to all employees of the Ministry of Education with training background in education.

Feedback Management: Is the organisation of effective and efficient communication and implementation of the appraisal outcome. In this study, it is measured as a key variable using attitude scales, where a 5-point Likert scale and a 5-point Rating Scale are used.

Implementation of Performance Appraisal System(PAS): Is the process of executing or putting in place all the requirements of appraisal including evaluation and feedback of PAS. In the study, it represents the Dependent Variable and it is measured on a 5-point rating scale.

Interpersonal Relationships: These are factors that relate to the kind of treatment the appraisee receives in the hands of the appraiser in the course of the appraisal process in this study, it is measured using attitude scales, where a 5-point Likert scale and a 5-point Rating Scale are used.

Ministry of Education (MoE): In this study, it refers to the State Department of Early Learning and Basic Education.

Organisational Support: Refers to the degree to which an individual believes that the organisation cares about him/her, values his/her input and provides help and support. It is a key variable in this study, measured using attitude scales, where a 5-point Likert scale and a 5-point Rating Scale are used.

Performance Appraisal System: An integrated process that occurs regularly and frequently between supervisor and worker. The process should follow each task or project as it is accomplished.

Supervisor: A line manager in charge of a group of workers and responsible for ensuring that they do their work properly.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature related to this study and specifically targeted: Feedback Management, Interpersonal Relationships, Appraisal Training, and Organisational Support in the implementation of PA. The chapter also covers the theories on which this study was anchored. These theories are Equity Theory and Organisational Justice Theory.

2.1 Concept of Performance Appraisal System and its Implementation

Gardner (2008) as quoted by Idowu (2017), describes performance appraisal as the evaluation of an individual's work with the main aim of arriving at objective personnel decisions. It is also considered as the process of obtaining, analysing as well as recording information that revolves about the relative worth of the employee to the organisation (Armstrong, 2009). This takes place through the planned interaction between an organisation's supervisors and employees in which the former assess the performance of the latter. One of the main goals in this case is the identification of strengths and weaknesses that form the basis of recommending actions for improved employee performance. Performance Appraisal is critical to an organisation in meeting its set targets by holding workers accountable and providing valid measurement and evaluation of different dimensions of their performance. Aggarwal and Thakur (2013) to. Performance reviews focuses mainly on assess the levels of employees' productivity and contributions to overall organisational success in a bid to establish actionable strategies that can improve their performance.

O'Boyle (2013) contended that a Performance Appraisal System (PAS) helps the organisation achieve three major things: performance standards, core competences, and communicating the standards and competencies to employees. Comparing the employee performance from the performance appraisal is vital in making future improvements. Performance appraisals are supposed to be conducted at least twice annually. As a way of institutionalizing the performance appraisals in government institutions, the GOK developed sector performance standards (GoK, 2010). These standards were benchmarked against the best in the world and touched on key areas like performance indicators, medium-term plans and performance targets. These performance targets are set at the beginning of the year and agreed upon by all the ratees. Apart from performance monitoring, the annual performance appraisals also help in determining how every employee fits into the organisational development and efficiency in performing all the assigned tasks and responsibilities. It also helps in determining the training needs of the employees in planning future job schedules (O'Boyle, 2013).

Employee's attitudes towards performance appraisal are strongly related with how fair or not they believe this process is and in the case that this is positive, the satisfaction of the supervisors is increased as well (Smither, 1998), much as when an attribute is viewed as valuable, individuals form a positive attitude about it. It is therefore imperative for a company to understand the attitude of its workers and measure the job satisfaction of its employees, as job satisfaction is essential for productivity (Boswell & Boudreau, 2000) in Agyare et al. (2016).

Worker attitude and job satisfaction involves the management directing employees into improving organisational and personal effectiveness and this plays an enormous role in determining the attitudes of employees and their job satisfaction. This directly improves the quality of employee's work, which will encourage job productivity, since the employees will want to receive these rewards often (Jackson & Schuler, 2017). Attitude and job satisfaction may not fall completely on the management, but also on the employees. If employees enjoy their work, they will not need external motivation from management, but instead the satisfaction they attain from completing their work will motivate them (Robbins, 2005).

Additionally, the kind of environment that is created by the performance appraisals optimizes the employee work performance. Individual performance goals that are consistent with organisational goals provide guidelines to the employee on how their effort can lead to organisational improvement. Anjulo (2017) points out that the organisational objectives must be determined first before embarking on a performance management system in order to make it effective. Departmental and individual objectives are then formulated which must be consistent with the organisational objectives. All employees involved in the performance rating process must be involved throughout the process. According to Owiye (2013) involving employees will make them understand organisational goals, what is expected of them and what they will expect for achieving their performance goals. In order to develop an effective PAS, the individuals who are involved as ratters should undergo training (O'Boyle, 2013). They should be trained on the process of managing, motivating and evaluating employee performance. The system should not be seen as a simple "quick fix" solution as is in the Ministry of Education. The raters should see it within its

wider context of performance management (Anjulo, 2017). This motivates the current study to determine the effect of employee attitude towards the implementation of PAS in the Ministry of Education.

Further, Anjulo (2017) noted that the raters should be trained on various aspects like supervision skills, conflict resolution, coaching and counselling, setting performance standards, linking the system to pay, and how to provide employee feedback. The training will equip ratees with expertise and knowledge that they need in making decisions and influencing the employee attitude towards implementation of PAS in the course of the process. According to Anjulo (2017) there is need to eliminate selective memory by the raters which contribute to attitude formation. This can be eliminated by performing the reviews on a frequent and ongoing basis. The frequent reviews will also remove the surprises experienced during annual reviews. These periods of review can be bi-monthly or quarterly. PAS should also link individual performance with reward (Ochoti et al., 2012).

It is assumed that linking performance with reward increases affects the view of the employee and hence the levels of performance. Such schemes have been used in both public and private sectors (Armstrong & Brown, 2005). Linking employees with reward motivates employees and commits them to the appraisal process which has a great effect on the implementation of the PAS. It will also show the employees that the completion of the performance targets and objectives will affect them directly (Prowse & Prowse, 2009), an awareness that seem to lack among the employees of the Ministry of Education. In order to have an effective system, ratees should be given room to appeal against a rating that they feel is incorrect. The appeals may be against

any rating that may be viewed to be discriminatory. The appeals would protect the employees from any unfair ratings. It could also protect the organisation, including the Ministry of Education from any potential charges of unfair treatment of employees and assure that the raters will not be biased in their evaluations because their appraisals will also be reviewed by others in the organisation (DeNisi & Murphy, 2011; Caruth & Humphreys, 2008).

In a study on Assessment of The Effectiveness of Performance Appraisal on Work Productivity: A Case Study of Kumasi Polytechnic (Senyah et al., 2016), it is concluded that PAS, if properly implemented, enhances planning and proper scheduling of work; it also examines the ways and means of assisting newly employed staff to find their feet in their new environment because the orientation programme which is used to introduce them to their new offices can be viewed as a subset of the whole annual performance appraisal system. The appraisal system also calls for accountability on the path of both staff and supervisor, since they are made aware of what is expected of them.

Some companies have tied performance appraisals to sustainability performance. An example of sustainability is the green employee benefit in HEAL Arkansas, a program started at the Addison Shoe Factory in rural Arkansas (Landrum & Edwards, 2012). HEAL Arkansas provides low-cost loans to employees for energy-efficiency home improvements. Identification of performance dimensions is an important first step in the process. Performance criteria should be directly tied to business goals and objectives. Measures should be meaningful and controllable. Since one of the sustainable organization's goals is to pursue triple bottom line performance,

performance appraisal dimensions should reflect the importance of sustainability in the criteria. Management can weight the various economic, social, and environmental criteria higher than other criteria in order to indicate the importance of sustainability to the employee. Performance management should hold managers accountable for meeting sustainability goals through employees.

Performance Appraisals are used differently by different organizations for different purposes and to achieve varied results. Trait, behavioural, and outcome appraisal instruments can be altered to include sustainability criteria. Trait appraisal instruments ask the supervisor to make judgments about characteristics of the employee. Typical traits are reliability, energy, loyalty, and decisiveness. Organizations can add traits such as efficient, honesty, or communicative to depict traits the company would like to see employees exhibit. Behavioral appraisal instruments are developed to assess workers' behaviours, such as ability to work well with others, promptness, and development of personal skills. At the Ministry of Education, the performance appraisal is used to evaluate work performance of the employees.

In line with other areas of human resources that suggest online or Web applications, performance appraisals are no different. An example of an organization that uses Web-based performance appraisal software is Halogen eAppraisalperformance management system (Software Connect, 2021). This minimises use of paper products increases transparency of the process. Essential to the success of performance appraisal systems on sustainable performance is the cooperation and approval of the employees. The employee must feel that the assessment process will lead to the

improvement of the overall sustainability of the company. The need for employee buy-in may require the company to engage in capacity-building activities.

2.2 Employee Attitude towards Feedback Management and its effect on the Implementation of Performance Appraisal System

The purpose of performance appraisals is generally to provide feedback to the employee on his or her performance. The feedback provided is aimed at correcting any deficiencies and creating increased opportunities in order to achieve organizational objectives. Employees are not always satisfied with the performance appraisal process. However, some form of assessment is needed to provide feedback for improvement. Recognition of performance levels can serve to motivate workers toward higher levels of performance or more creative solutions to problems Tziner (2017). The feedback to the employee aims at improving performance effectiveness through stimulating behavioural change.

The manner in which employees receive feedback on their job performance is a major factor in determining the success of the performance appraisal system (Jawahar & Stone, 2011). Hearing information about the self-discrepant from ones' self-image is often difficult and painful. Thus, because feedback may strike at the core of a person's personal belief system it is crucial to set conditions of feedback so that the ratee is able to tolerate, hear, and own discrepant information (Toroitich, 2012). Only if conditions facilitate the acceptance of feedback information then the likelihood of change increases. Toroitich (2012) further specified these conditions: The feedback event should be a confidential interaction between a qualified and credible feedback giver and ratee to avoid denial, venting of emotions, and behavioural and mental

27

disengagement. In such some atmosphere discrepancies in evaluations can be discussed and the session can be used as a catalyst to reduce the discrepancies (Prather, 2010).

According to Jackson and Schuler (2017), one of the key benefits of monitoring and evaluating the performance management system is to assess how effectively it sends a clear and consistent message to employees. Kondrasuk (2011) proposed to integrate the process of feedback into the daily interactions of supervisors and the subordinates in a way of more frequent but less formal meetings. The informal achievement updates on a weekly basis then touch upon good and bad issues, while achievement assessments that take place bimonthly or quarterly are more formal and aim at getting a clearer depiction of issues troubling both sides. Odhiambo (2015) argued that practice of informal, regular communication between supervisor and employee are far more desirable and effective than formal performance appraisal process because employees and their supervisors often find appraisal both painful and demotivating, while Towler (2018) asserts that for effective feedback, there is need to create an effective feedback system since the provision of effective performance feedback is key strategy which enable organisations to retain and support talent management. In addition, through the provision of effective performance feedback can help organisations to develop the knowledge, skills, and abilities of employees for successful performance (Boon et al., 2018).

Vu, Plimmer, Berman, and Sabharwal (2019), in their study on managing employee performance in transition economies in Vietnamese public organisations, concluded that effective feedback is timely, specific, and behavioural in nature and presented by

a credible source. Tziner (2017) was able to prove that when performance feedback is precise and timely it may result in behaviour change, even though job behaviours are generally difficult to modify. Adequate time for a full discussion of the issues and counselling during the interview will enhance system fairness, system satisfaction, acceptance and supervisory support (Roberts, 2002). Furthermore, performance feedback alone generates improvements to ratees` organisational commitment, and particularly to work satisfaction (Tziner & Kopelman, 2002). However, performance feedback combined with goal-setting contributes the most strongly to ratees work satisfaction; possibly since goal-setting fosters feelings of participation in work related issues and meaningfulness at work. Tziner (2017) also found that the process of goal-setting gives the appraisee a broader picture of the work unit and the organisations` objectives. Jawahar and Stone (2011) supported the findings about the positive effects of goal-setting. The authors further recommend an evaluative interview for providing feedback which focuses on problem-solving and goal-setting and which has high employee involvement. Done this way, it is more likely to be satisfying to employees than retrospective or subjective interviews.

Kihama (2019) carried out a study on Performance Appraisal Feedback and Employee Productivity in Kiambu County, Kenya, which found out that measuring employee's actual performance and communicating performance expectations on established standards can have an impact on overall performance of employees in an organization. The study recommended that employee's performance appraisal should be discussed and feedback provided and that clearly laid down procedures should be followed in dealing with employees' feedback and responding to the feedback from

its surrounding. This agrees with the findings of Tziner (2017) that when performance feedback is precise and timely it may result in behaviour change.

In a research study on subordinates' attitudes to performance appraisal interviews to test of feedback and goal-setting techniques, Ivanchevich and McMahon (1982) compared the effectiveness of 4 appraisal interview conditions with 60 corporate research team leaders and 203 subordinates. Three training conditions (feedback, feedback plus assigned goal setting, and assigned goal setting) and a control group were randomly structured for the team leaders. Pre- and post-training evaluations of subordinates' reactions to appraisal interviews were obtained. The pre-training responses were factor analysed, and 5 appraisal interview reaction factors emerged: Equity, Accuracy, Clarity, Motivational Impact, and Anxiety. MANOVA, t-tests and the Scheffé test indicated that some of the training interventions were superior to the control group with regard to Equity, Accuracy, and Clarity. Subordinate anxiety was higher in the 2 groups in which the leaders used assigned goal setting. This finding showed that, subordinates' reactions to performance appraisal interviews is better and more positive when test of feedback and goal-setting techniques are involved. Nemeroff and Cosentino (1979) corroborated the finding in a field experiment study conducted to compare the effectiveness of two approaches to improving the way managers handle performance appraisal interviews with their subordinates. The results showed that the feedback plus goal-setting condition was superior to the feedback-only condition and the control group on several interview effectiveness criteria.

Roberts (2002) analysed why goal-setting is effective and proposed that its effectiveness derives from its ability to focus employee effort and attention on the critical task at hand, enhancing employee persistence and reducing the likelihood of being distracted. It therefore concentrates its attention and efforts on the future that can still be changed. The judgment process focuses on past behaviour that can no longer be changed. Roberts (2002) also gives guidance on how to set objectives effectively to improve employee performance and satisfaction. Under these rules, performance objectives must be precise, moderately challenging and accepted.

In addition to this emphasis on the future, two other questions must be taken into account. First, according to Iqba (2012), there is a high risk of overly complex feedback. The more complex the feedback, the more likely it is that recipients will distort it by focusing on outcomes that match their perceptions of themselves and ignoring conflicting outcomes. Secondly, Roberts (2002) said that to be as effective as possible, there needs to be ongoing formal and informal feedback on performance. Feedback supports employee engagement and builds trust between managers and employees. Setting targets with feedback, high-performing results and increases productivity and customer satisfaction. (Kouzes & Posner, 2002).

In a study on Effect of Performance Appraisal on Employee Performance: A Case Study of National Health Insurance Fund, Moraa and Datche (2019) concludes that effective performance feedback between employees and supervisors is the key to successful organization productivity. In concurrence, Solmon and Podgursky (2010) agrees that that regular feedback helps employees focus their work activities so the employees, the department, and the organization to achieve their goals It builds

accountability, since employees and supervisors participate in developing goals, identifying competencies, discussing career development and employee motivation. However, there are some organizations that fail to provide feedback (Jackson & Schuller, 2017). Although a few managers may intentionally hold back employee feedback, many are overwhelmed with other management tasks that take up their valuable time, hence not able to apply the systems that are in place.

One of the most critical parts of the appraisal process is the direct communication between supervisor and individual. The information reflecting past performance and results and given by the manager to the employee is called feedback (Solmon & Podgursky, 2010). Performance feedback requires a rater who has specialized knowledge to gauge performance, and the ability to observe and note any performance gaps among the employees. This means the supervisor should know what is expected from the employee and how to carry out the performance appraisal process. Without a formal appraisal system in place, managers can neglect providing feedback to staff due to competing work demands.

The lack of feedback leaves good employees unrecognized. Even poor performance may not be given adequate feedback (Solmon & Podgursky, 2010). Many managers often are uncomfortable giving negative feedback to employees. This leads to significant problems where the organization finds itself at a crisis point. Further exacerbating the feedback dilemma is the lack of an organized feedback system in many organizations (Omoniyi, Salau, & Oludayo, 2014). Becoming frustrated with traditional performance appraisal systems, many companies have abandoned them

altogether and feedback has become a hit or miss proposition. In doing so, feedback has become sporadic and unpredictable (Jackson & Schuller, 2017).

In the study on Performance appraisal feedback and employee productivity in water and sewerage companies in Kenya, Kihama and Wainaina (2019), revealed that Feedback provided by supervisors regarding productivity helped employees to strengthen individual development for superior performance and helped employees to strengthen individual development for superior performance and measuring employee's actual performance on established standards. This finding supports the opinion that effective feedback on performance for the employees at MoE, can create a positive view towards PAS and its implementation. It is therefore arguable that, the rater is obliged with the duty of assisting the ratee to make improvements according to the findings of this study.

According to the Ministry of public service (2007) provision of constructive feedback and improvement of staff performance are key objectives of staff performance appraisals in the public service and Local Government sector. The results of the study continue to show that keeping records of the ratees performance by the rater enables both sides to have trust in each other during the appraisal exercise. From the foregoing, it can therefore be concluded that, giving feedback in an appropriate manner is a key factor in determining the employee's willingness to adapt behaviour. Firstly, it is important that the feedback is given in a confidential atmosphere and that the appraiser is viewed as being in state to give useful feedback. Secondly, the feedback should be precise and detailed and if possible, contain examples of the behaviour at hand. Thirdly, feedback giving should leave room for discussion of

important aspects, thus involving the ratee in giving opportunity to state his opinion and referring to his problems. Fourthly, goal-setting should be part of the feedback. Goals should be clear, relevant, specific, moderately difficult and acceptable to both parties. Fifthly, it might be useful to give, beside the annual performance review a regular informal performance feedback. If all these conditions are met, the acceptance of the feedback was enhanced and behaviour change was more likely. This study finds feedback management a key gap; an aspect to investigate.

2.3 EmployeeAttitude towards Interpersonal Relationships and its effect on the Implementation of Performance Appraisal System

Interpersonal relationship at work constitutes the day to day interaction between co-workers, or managers and employees (Obakpolo, 2015). Positive interpersonal relationship at work nurtures a variety of valuable outcomes for individual and organisation. According to Thurston and McNall (2010) as quoted by Ochoti et al. (2021), interpersonal factors are those factors that relate to the kind of treatment the appraisee receives in the hands of the appraiser and are important in the PAS as they influence the outcome of the interactions. It is important to note that the quality of these interactions during the process also contribute to the staff viewing the whole process as fair. During the rating period, the raters should value the ratees and treat them with dignity and fairness. There should be an environment of trust in the raters. They should also be supportive of their ratees.

At MoE, the greatest stakeholder is the Child, whose education cannot wait and issues regarding education should be sorted today and now, not tomorrow. There is therefore a need for work to be done as quickly as possible, and for this purpose, working

professionals need to have good and healthy relationship between themselves to work fruitfully. In PAS, healthy relationship between the appraiser and appraise will promote objective reviews and helpful feedback through effective workplace communication and team work. Crossman and Cook (2004) examined the interrelationship between a person's role as appraisee and/or appraiser in a performance appraisal system (PAS) and the level of satisfaction expressed with the system. The results indicated that there is no intrinsic difference in satisfaction level linked to role in administering a PAS.

A study by Ochoti et al. (2012) in Kenya, investigated the multifaceted factors influencing employee Performance Appraisal System, established that interpersonal relationships were positively related to performance appraisal systems with $\beta = 0.321$ ($\alpha < .05$). This finding showed that interpersonal relationships have a significant relationship with the implementation of performance appraisal systems as it forms the basis from where attitude is developed. This agrees with (Swanepoel, Mangonyane, & Botha, 2014) in South Africa, showing that the degree of trust in the relationship between employees and managers impacts on how a manager performs an appraisal, hence influencing the performance ratings.

Thurston & McNall, (2010), in exploring the underlying structures of employees' justice perceptions in the context of their organisations' PA practices in United States of America (US), explains interpersonal factors as those factors that relate to the kind of treatment the appraisee receives in the hands of the appraiser (Thurston & McNall, 2010). According to Heslin and Vandewalle (2011), interpersonal factors were important in the PAS as they affect the outcome of the interactions. The quality of

these interactions during the process also contributes to fairness perceptions in the whole process. During the rating period, the appraisers should value the ratees and treat them with dignity and fairness. There should be an environment of trust in the appraisers. They should also be supportive of their ratees. The absence of such a trust may make the ratees to be dissatisfied with the PAS thereby rendering the whole process ineffective (Ochoti et al., 2012), and this study is interested in finding out the effect that this has on implementation of performance appraisal system. This is further supported by the findings of Fredie et al. (2015), study indicates that the rater does not find it easy to criticize the ratees' performance in his or her presence; this actually affects the level of trust between the rate and the rater. The study findings were not in line with the guidelines of staff appraisal as provided by Ministry of Public Service (2007). The guidelines stipulate that during appraisal meetings the appraiser and appraise shall discuss and review performance in light of outputs, indicators and targets agreed upon in the departments /Ministry office or organization.

Varma, Pichler, and Srinivas (2005), in a study on the role of interpersonal affect in performance appraisal in the United States of America (US) and India, defines interpersonal affect as a 'like–dislike relationship' between a supervisor and his/her subordinate. The study revealed that, if interpersonal affect for a ratee develops before the rater processes performance-related information, and is difficult to disconnect from actual performance, it is logical to argue that interpersonal affect is a source of bias in performance appraisal, diminishing rater accuracy. The study concluded that, interpersonal relationships affect and performance level were found to have significant effects on performance ratings. Results from the US sample indicated that raters are able to separate their liking for a subordinate from actual performance when

36

assigning performance ratings, suggesting that the interpersonal affect does not operate as a bias in the appraisal process. Results from the Indian sample, however, suggest that supervisors inflate ratings of low performers, suggesting that local cultural norms may be operating as a moderator. However, this study did not indicate whether interpersonal affect has an influence on the attitude of the employees both in India and the US which the current study sought to find out at MoE.

Another study by Rubin and Edwards (2020) on the performance of performance appraisal systems: understanding the linkage between appraisal structure and appraisal discrimination complaints, the study concluded that one of the key reasons an employee may file a discrimination claim relating to her performance appraisal is because they believe the rating is inaccurate due to biased treatment by the supervisor. The study suggests that employee participation in the in system design, goal setting, self-assessment and/or providing examples of performance to the rater, participation in feedback conversations, or exerting influence over the final rating can reduce the complaints of discrimination. This finding, however, did not indicate the level of significance of interpersonal relationships in relation to the implementation of performance appraisal.

Lodisso (2019), concurs that having a reasonable interpersonal relationship at your workplace can realize the development of mutual understanding with other workers and the management. This will help to build better teamwork, which will be guided by better understanding among the workers. Positive relationship among the employees at work place will bring about productivity and less conflicts and issues to handle. Fair interpersonal relationship at workplace provides a conducive climate for

employees to work in. Employees will feel comfortable with getting to work and thus attaining goals in such an environment. On top of this, better understanding among the employees will minimize the imminent conflict likely to exist between them. A good interpersonal relationship among the workers will be propitious and likely to promote the morale and commitment of the employees and encourage them to perform quality work

According to Heslin and Vandewalle (2011), interpersonal factors were important in the PAS as they affect the outcome of the interactions. The quality of these interactions during the process also contributes to fairness perceptions in the whole process. During the rating period, the appraisers should value the ratees and treat them with dignity and fairness. There should be an environment of trust in the appraisers. They should also be supportive of their ratees. The absence of such a trust may make the ratees to be dissatisfied with the PAS, thereby rendering the whole process ineffective (Pranther, 2010), and this study was interested in finding out the effect that this has on the overall implementation of performance appraisal system.

Ochoti et al. (2012) carried out a study on Factors Influencing Employee Performance Appraisal System: A Case of the Ministry of State for Provincial Administration and Internal Security, Kenya, investigated the multiple factors which influence employee Performance Appraisal System in the Ministry of State for Provincial Administration, Nyamira District in Kenya, where a target population of 76 employees was surveyed. The study concluded that rater and ratee interpersonal relationship influence the PAS. Further, findings of a study by Lodisso (2019), on the effects of interpersonal relationship on employees' job satisfaction in an education department in Nigeria,

revealed that interpersonal relationship had a strong positive direct effect on job satisfaction, therefore recommending that management intervention may be instrumental in promoting friendships at work. Further, based on the data analysed and the findings made, in a study by Asongo (2018) on the effect of interpersonal relations practices on productivity in Nigeria Social Insurance Trust Fund (NSITF), Abuja, the researcher concluded that the achievement of organizational productivity is enhanced when there is cordial and mutual understanding between management and subordinates or between employer and employee in the organization. The study also noted that the retention rate of workers is determined by the kind of human relations existing among employees in an organization. Accordingly, good human relations lead to better job design and subsequently job satisfaction in an organization. Finally, the employee's level of productivity in the organization is measured by good human relations practice in such an organization.

Over the years, many researchers have suggested that the literature on performance assessment has ignored emotional and behavioural variables (Zajonc, 1980; Dipboye, 1985). In addition, several researchers have tried to include interpersonal problems in performance evaluation studies. Interpersonal affect is defined as a 'like-dislike relationship' between a supervisor and his/her subordinate, and has been shown to occur very early in stimulus observation (Zajonc, 1980) and performance evaluation (Cardy & Dobbins, 1986). The majority of studies have addressed interpersonal incidence as a potential source of bias in performance ratings (Landy & Farr, 1980. In other words, if a supervisor likes his/her subordinate, s/he is deemed to have high interpersonal affect toward that subordinate. In this connection, research has consistently indicated that a rater's interpersonal affect towards a ratee is difficult to

separate from performance information when assigning ratings (Cardy & Dobbins, 1986; Robbins & DeNisi, 1994). As such, if interpersonal affect for a ratee develops before the rater processes performance-related information, and is difficult to disconnect from actual performance, it is logical to argue that interpersonal affect is a source of bias in performance appraisal, diminishing rater accuracy. However, recent research and theories suggest that this finding may be premature (Lefkowitz, 2000; Robbins and DeNisi, 1998; Varma, DeNisi & Peters, 1996).

Most studies examining interpersonal effects have been conducted in a laboratory setting, where interpersonal effects and performance levels can be readily manipulated. The laboratory, however, is not the best place to study interpersonal affect, and the external validity of laboratory results is often questionable (Lefkowitz, 2000).Interpersonal relationships develop over time between a supervisor and a subordinate and systematically affect the performance evaluation process (Robbins & DeNisi, 1998).The relationship between a supervisor and a junior is also a developmental process that depends on the length of the relationship (Bauer & Green, 1996).As such, lab-based effects may differ significantly from the effects of interpersonal effects in the field. Indeed, it was Dipboye's (1985) criticism that passive-observer research had led to such an over-emphasis on cognitive determinants of performance ratings that directed researchers to studying affective variables in the appraisal process in the first place. There is clearly a critical gap between research and the practice of performance measurement (Arvey & Murphy, 1998).

For organisations to be successful in their international operations, they require a clear understanding of local workplace management standards and practices (Hofstede,

1993).For example, India is becoming an increasingly important player on the world economic scene, and is projected to have the fourth largest economy by 2020, according to World Bank estimates (Kapur & Ramamurti, 2001). In the Indian scenario, "hierarchy and inequality are deeply rooted in the traditions of India" (Jain & Ratnam, 1994), hence causing the subordinates to depend more on their supervisors to solve their problems. In the context of performance appraisal, this would mean that subordinate performance (and, hence, performance rating) is much more dependent on the supervisor's relationship with the subordinate, than it would be in the U.S. The U.S., on the other hand, is deemed to be much more "individualistic," and managers are less likely to rely on social and interpersonal interactions in their dealings with subordinates. Mendonca and Kanungo (1994) suggest that employees in India are often more concerned about their personal relationship with the supervisor, rather than their performance on the job. Again, this situation is very different from what one might expect to find in the U.S., where work-related outcomes take precedence over personal relationships in the workplace.

A review of the relevant literature reveals that evidence on interpersonal affect as a source of bias in performance appraisals, is mixed, at best. Specifically, some scholars have suggested that affect influences performance ratings independent of actual performance (Dipboye, 1985), and some evidence confirms this (Ferris, Judge, Rowland & Fitzgibbons 1994). For example, Tsui and Barry (1986) suggest that the effect is a source of bias in evaluation as it reduces the assessor's accuracy in performance ratings. Indeed, several laboratory studies (Cardy and Dobbins, 1986; Wayne and Ferris, 1990) have shown that interpersonal relationships have a major positive effect on performance ratings. Some authors have suggested that

interpersonal affect might develop as a result of performance (Robbins & DeNisi, 1994; Robbins & DeNisi, 1998; Varma et al., 1996). On the other hand, other authors (Ferris et al., 1994) submitted that the effect may not be a result of past performance, and that evaluators simply give higher ratings to the subordinates they like.

While several scholars have argued that interpersonal affect operates as a bias in the appraisal, others (Lefkowitz, 2000; Varma et al., 1996) have suggested that it may not be a bias after all, especially if it is a result of previous performance. Lefkowitz (2000) also urges readers to depart from the premise that evaluators simply like good performers. He maintains that the relationship between interpersonal affection and performance is quite complex. He argues that the relationship between interpersonal affect and performance is quite intricate. The study by Lefkowitz (2000) suggests that raters are able to separate affective and performance-related information in the field when assigning performance ratings, but that this ability to "separate" is moderated by cultural norms. The ratings of low performers were consistently inflated by raters with positive interpersonal affect towards them, in the Indian sample, but not in the United States of America (U.S) sample. In other words, interpersonal affect did operate as a "bias" in the Indian context, perhaps due to the culturally influenced dependence of subordinates on the supervisor, and the precedence given to personalized relationships over actual job performance.

The study by Lefkowitz (2000) also observed that performance ratings were in fact slightly higher in the negative interpersonal condition than in the neutral condition for two of the dependent variables: task ratings and overall performance. That relationship may exist for different reasons. For instance, raters with negative

interpersonal affect towards a high performer may actually give a slightly over-generous rating because the supervisor may not want to seem biased in his/her assignment of performance ratings. That is, if the relationship between the rater and ratee is unfriendly, but the ratee is conspicuously a high performer, the rater may want to protect himself or herself from accusations of giving unfair performance evaluations, perhaps because of organizational or legal repercussions. With respect to the low performing condition, the study found significant mean differences in ratings between raters with negative and neutral interpersonal affect for each of the dependent variables, and between raters with negative and high interpersonal affect for each of the dependent variables.

Some researchers have found that people-to-people relationships can indeed facilitate more specific performance evaluations. For instance, Tsui and Barry (1986) found that raters with neutral interpersonal affect exhibited much less range restriction than raters with either high or low interpersonal affect. Hence, the reluctance to distinguish between performers may be undesirable in the assessment of performance. The literature reviewed shows that the same performance assessment system applied to two countries can produce different outcomes and would be unable to capture "true performance". It is clear that organizations that operate in both these nations need to incorporate local cultural norms. Furthermore, supervisor training on performance appraisal techniques and procedures should be modified to include discussions of the differences in the workplaces of the two countries, and the potential role that these differences could play in performance evaluations. This is also expected to apply to the case of different organizations. The current study therefore sought to find out the

effect of interpersonal relationships on the implementation of performance appraisal system in the Ministry of Education in Nairobi City County.

2.4 EmployeeAttitude towards Appraisal Training and its effect on the Implementation of Performance Appraisal System

Training and awareness are the hallmark of good management since they give present and new employees the skills to perform the job' (Dessler, 2011). Thus, the need for training is vital in order to disseminate the awareness of the PMS among the employees and management because the Performance Management System (PMS) processes require a high level of commitment and understanding from them. Qureshi et al. (2010) suggested that it is vital for the management to use training as the source of motivation for the employees so that the problems and the resistance that follow the new PMS and in the case of this study, the implementation of PAS, would be overcome. In this scenario, the management would provide a clearer vision and mission to be accomplished within the specified period of time, while the employees will set more realistic targets.

Fredie et al. (2015), in a study on Assessment of Factors affecting the Implementation of the Performance Appraisal System in Rwanda, training the people involved in the staff performance appraisals according to this study brings positive results in the implementation of the appraisals; it makes the exercise very clear to all, raters and ratees provide adequate support required in the exercise, creates a good relationship between both parties, participants feel comfortable and both parties get to know their duties and obligations in the exercise hence effective staff performance appraisals.

However, lack of staff training in the appraisal system leads to confusion, loss of trust and poor management of the staff performance appraisals.

According to Bragger et al. (2013) it is the responsibility of the management to implement adequate training. The task of educating the employees becomes critical because the role of the management is not only to perform selection of employees, provide benefit to the staff but also to provide adequate training to the employees. Qureshi et al. (2010) proposed that training could also become the source of motivation for the employees to be involved and to participate in the performance management processes. To augment this, Bui and Baruch (2010) underscore that the improvement in the organisation would only take place if the management discovered how to gain the fullest commitment of its employees at all levels. People develop more confidence and commitment whenever they are clear on what is expected of them. Woehr and Huffcutt (1994) shares a general framework for the evaluation of rater training in terms of four rating training strategies (rater error training, performance dimension training, frame-of-reference training, and behavioural observation training) and four dependent measures (halo, leniency, rating accuracy and observational accuracy). The authors also assess the effectiveness of the rater training strategies.

Tziner (2017) stated that extensive training is necessary to avoiding errors in the performance appraisal process. Therefore, the training should provide trainees with broad opportunities to practice the specified skills, provide trainees with feedback on their practice appraisal performance, and that a comprehensive acquaintance with the appropriate behaviours to be observed. Continued training is needed in areas such as

goal setting and monitoring performance on a frequent basis, and personal and interactional skills. She proposes that an organisation could provide training as this on a regular basis in such a manner that it becomes an accepted part of the supervisor's position and thus becomes a part of the organisations' culture (Tziner, 2017).

Performance appraisal is essential as it gives updates on the performance of the employees; it identifies training needs and comes up with plans for employee development (Ly, 2017). This result means that employees have not been provided with broad opportunities to practice the specified skills, or provided with adequate feedback on their appraisal performance, and that they have not been exposed to a comprehensive acquaintance with the appropriate behaviours to be observed. This contrasts with the assertion by Dash et al. (2008), Shaw et al. (2008) in Chaponda (2014), and Pulakos (2004) that the results of the performance appraisal system are important as it can be used as the basis for training, pay and other benefits, and that when a performance management system is used for employee motivation, the appraisal information is used to guide the training that will lead to the development of employee capabilities. Training should, therefore, be provided, especially to managers conducting such sessions with their staff to equip them with requisite skills to evaluate employee performance and enhance accuracy in the ratings (Harris & Desimone, 1994). The management at MoE should, therefore, put in place mechanisms to ensure continuous training for employees on PAS.

The human resources in every organization is critical for accomplishment of organizational goals and objectives. In this regard, there is need for organizations to provide adequate training and orientation towards the performance standards for their

employees and thereby making them to accomplish the organizational goals. According to Cascio (1997), this will automatically raise the satisfaction and positive attitude level of the employees towards the management practices and objectives. Cascio (1997) adds that adequate appraisal training is the responsibility of the management to implement. Tziner and Kopelman (2002) stated that extensive training is necessary for avoiding errors in the performance appraisal process. Therefore, the training should provide trainees with broad opportunities to practice the specified skills, provide trainees with feedback on their practice appraisal performance, and that a comprehensive acquaintance with the appropriate behaviours to be observed. Regular training with a view to making it be an accepted part of the supervisor's position, thus becoming a part of MoE's culture.

According to Reinke (2003), there is increased focus on the interpersonal issues surrounding appraisal. The reason is that especially interpersonal issues such as trust are important in the performance appraisal process and should thus be a part of the training program. Kondrasuk (2011) adds that the condition of training for all involved individuals must be fulfilled. According to them this means that training is frequently updated and involves appraisal aspects such as give and take feedback, personal bias, active listening skills and conflict resolution approaches. To build trust and thus enhance acceptance of the performance appraisal process. Reinke (2003) in Were and Nyakwara (2018), proposes that a broad understanding of the system is essential. Tziner (2017) also emphasized the importance of training. If implemented this way, employees are less confused and less disappointed concerning measures and are more aware about the intentions of performance appraisal. This also means that they were capable of useful critique and feedback concerning the appraisal process.

According to Freinn-von-Elverfeldt (2005), appraisers are trained on appraisal process sufficiently so that they: (1) understand the appraisal process; (2) are able to use the appraisal instrument as intended, which includes interpreting standards and use of scales; and (3) are able to give effective feedback including goal-setting. Acceptance may be achieved if ratees and appraisers view these conditions as fulfilled. Furthermore, these skills need to be updated or refreshed on a continuing basis. But also, ratees should receive a certain form of appraisal training to introduce them to the appraisal system. To attain their acceptance and support of the appraisal system also employees must understand the appraisal system as a whole as well as the behavioural aspects and standards that are used to evaluate their performance.

Organizations have utilized training to introduce new management skills such as employees" performance appraisal (PA) which is the systematic evaluation of the performance of employees to understand the abilities of a person for further growth and development (GoK, 2012). In the Education sector in Kenya, performance appraisal management reforms were introduced in Primary Teacher Training Colleges (PTTCs) in 2008 through the Ministry of Education, Education Strategic Plan (2008-2012). PTTCs are under the Directorate of Basic Education responsible for coordination and management of programmes and activities in the Early Childhood Development, Primary Education and Teachers Training Colleges for P1 where they supervise the management and service provision in the institutions. One aspect of the plan was to achieve optimal utilization of human resource in PTTCs by introducing a Performance Appraisal Training for their staff. The purpose of PA training in PTTCs was to review and improve teaching standards in basic education training through a

systemic appraisal approach, with a view of evaluating tutor's performance and promoting professional development. To achieve this, PA is guided by various objectives; these include: to provide quality education to trainees in all public institutions, to give tutors opportunity to improve on their performance competencies, to analyse tutor's performance gaps and provide support for professional development and to maintain cumulative records of teaching and learning performance for decision making.

Adoption and effective utilization of new or improved management innovations like employees" PA requires enabling HR practices like training to create awareness and clarify expectations (Singh & Kassa, 2016). In this Miriti et al. (2021) regard, the PA training strategy is effective in providing awareness to senior managers and the training objectives should be linked to organizational strategic objectives. Effective PA training culminates in senior managers creating training tools which involve designing the process, training employees on how to use the tools, training managers on how to provide feedback and set performance goals (Sujith, 2019). This should be done in compliance with legal guidelines, by distributing resources and instructions, and by overseeing the entire process. Comprehensive PA training allows organizations to confirm that employees possess the right skills and knowledge to carry out the job's tasks and produce quality products and services. Performance appraisal training activities designed to support an effective PA process involve establishing an on-going communication process between employees and managers. It helps in increasing the performance of employees both at individual and organizational level (Al-Mzary et al., 2015; Okechukwu, 2017).

Most studies have found a positive relationship between training and employee performance. However, most of these studies have been conducted in industrial organizational settings, while less attention has been given to such relationships in the higher education sector (Al-Mzary et al., 2015). An effective PA process aids management in decision1making processes associated with promotion, discipline and salary administration activities. Timely resolution of performance issues prevents long-term issues, including legal responsibilities. Improved employees" performance reduces costly mistakes, increases productivity and motivates personnel to achieve strategic goals (Ikramullah et al., 2016). Top-down training strategy has been shown to be more effective by providing awareness training first to senior managers and team1building training later. Organizations should therefore perform training needs assessment and design the training programmes accordingly. In this regard, Roberson et al. (2003) suggested that when dealing with diverse workforce, human resources managers should carefully perform training needs assessment and offer training programmes which aid attainment of organizational goals. Performance appraisal also offers an opportunity for a supervisor and a subordinate to recognize and agree upon individual training needs. Performance evaluation training should encourage employees to become involved in career development in order to assume more complex roles. Too often, it appears this fundamental view of staff development is unheeded or forgotten.

Development tends to focus primarily on the future of the organization, labour needs and not the growth needs of people in the workplace (Sujith, 2019). Staff development is considered a joint and collaborative effort of the organization and the employees to enrich employees" attitudes, experiences, knowledge, skills and abilities

to improve their effectiveness. Results of the empirical studies conducted by Hafeez and Akbar (2015), and Falola et al. (2014) demonstrated that PA training has a positive effect on employees" performance. Lim and Ling (2012) argued that when organizations follow the best PA processes, employees feel that the organization is committed to providing equal opportunities, which creates satisfaction amongst employees. Similarly, when organizations offer training opportunities to OGDs, employees believe the organization cares about their professional development, creating job satisfaction. Despite the global changes in HR practices, some organisations still do not have clearly defined training plans and policies.

Although several studies have been done in human resource management, gaps still exist on the relationship of PA training and employees" performance, especially how this relates to employees" performance in academic institutions especially in the developing countries (Ongalo and Tari, 2015). Miriti et al. (2021) also suggested that well-designed PA training programs that guarantee employees' personal development and career progression enhances their commitment and may positively affect their performance. Performance assessment is one of the most important practical tools of HR practices used to assess employee performance in the workplace. Whenever a performance measurement within an organization reflects a performance gap that needs to be closed, adequate training is required. In the development of any organization, training plays a cardinal role in order to improve performance which results in improved productivity and putting the organization in competitive mode (Appiah, 2010). Training is a planned and systematic activity that, if practiced objectively, results in increased knowledge, skills and competencies needed to be effective and efficient (Gordon, 1992).

Job characteristics and company history play a vital role in decisions about the selection of training that will be communicated to organizational employees. It is observed that there is a positive relationship between training and employee performance, the employees when positively trained, take interest in the process with more motivation and resultantly their performance as well as the performance of the organization amplifies. Training is beneficial for both the organization, by helping it to achieve its desired level of results, and the employees by equipping them with different knowledge, skills and other characteristics. If the trainee in a training process is willing and takes interest, the new knowledge and skill will be acquired quickly and effectively (Sultana, Irum, Ahmed, & Mehmood, 2012).

Employee interest and involvement should be promoted in the organizational practices as employee involvement and Feedback can play a key role in effectiveness of performance appraisal as there is positive relationship between performance appraisal satisfaction and employee performance (PettiJohn et al., 2001). All the organizational practices should be performed in good faith with objective of positive improvement in all the processes and activities which reflect fair and credible performance evaluation otherwise each evaluation system would be jeopardized (Cardy & Dobbins, 1986). Although, number of researchers have indicated various factors effecting employee's performance, yet none has clearly focused on the impact of performance appraisal on employee's performance. Therefore, there is a visible gap in the study of knowledge which the present researchers have endeavoured to fill in.

When probed further, appraisers and appraisee felt that staff training in teacher training colleges was envisaged to raise employees" level of morale, help them to understand the purpose of the appraisal and respond positively to appraisal system. In addition, it enables employees to understand the benefit of appraisal and help them work hard by boosting level of performance of task and it improves social interaction and creativity among the employees. Lastly, it reveals the goals and the way forward/ intervention, and raises their self-esteem or positive change of attitude among the employees and thinking in performance of duty. However, this is largely not achieved as employees indicated that they still remained demotivated, some were not able to set clear target, monitor their achievement and carry out set evaluation.

Employees attribute this to selective staff training (where the college trains friends, family, tribe/women, college staff, and cartels that are not the result of employee performance). Those who are not given preference in training felt demoralized and therefore had negative attitude towards the appraisal system. Employees noted that the training programmes did not take into account the core business of the college which was to influence learner outcomes but focused on preparing employees for retirement, achievement of personal goals together with organizational goals. They recommended that the capacity building seminars outside the college should be fairly distributed so that any member of a department can attend and not the usual "suspects" only. This study found that the formation of programmes in PTTCs in Kenya were not well developed and in some instances were not precisely executed. This is indicated by the diverse opinion of appraisers and appraisee regarding the attendance of the PA trainings despite largely being facilitated by the respective colleges. Although employees" performance appraisals were conducted in PTTCs on quarterly and

annual basis as per the TPA system (www.tsc.go.ke), most PTTCs had adopted diverse short-term appraisal sessions to serve various college needs. Performance appraisal training guidelines were not developed in PTTCs as envisaged in the Code of Regulations for Teachers (TSC, 2015), hence various colleges had introduced a wide range of training schedules. The training was intended to meet the performance requirements of the college and staff. This resulted in conflicting information among appraisers and appraisee on the activities that were meant for training, internal evaluation and those that were conducted for management decision making as per the Teachers Service Commission Code of Regulations for Teachers. Quarterly PA training has been recognized more by evaluators than by evaluators who have recognized twice-yearly PA training.

Cappelli and Conyon (2018) noted that increasingly, corporate organizations are phasing out transactional models of performance appraisal and about 70.00% of multinational firms were replacing their transactional appraisal model such as annual reviews with a summative appraisal model. The present study suggests that, while employees received PA training, the selection criteria varied. Appraisers were trained upon their request while PA training for appraisee was based on their individual performance as evaluated and recommended by the appraisers. Moreover, the study revealed that PA training conducted in PTTCs did not address employee needs, but it mostly focussed on the institutional needs identified by management.

The PA training for evaluators in TCWP focused on the prevention of corruption and the provision of services, while for evaluators it focused on conflict resolution. This indicates lack of a well-designed employee PA training programme that is policy

guided to address individual employee needs like personal development and the college management needs like enhanced employee performance. Takeuchi et al. (2007) noted that the possible reason for the absence of a training programme to support PA training and employee performance relationship might be that the relationship is contingent not on all but specific organizational factors or environmental factors. Similarly, in this regard, Holck and Muhr (2016) suggests that TTPT management reassess the PA training program and activities to effectively address emerging challenges and effectively utilize diversity among employees.

Furthermore, past studies have confirmed that effectively prepared and guided PA training programme enhances employees and organizational performance (Guchait, Madera, & Dawson, 2016). Although most employees did not register for other performance-related courses, the primary enrolment factor for DTC employees was related to personal development and not PA competencies. In addition, appraisers opined that the relevance of PA training on employees" personal development was not relevant at all and the appraisee described it as ineffective. This suggests that while employees were taking PA training, they felt it was designed to meet the performance needs of the DTCs and not their personal development.

There is a negative relationship between PA education and employee performance, although it is insignificant. That corresponds with Chadwick et al. (2015) study, which indicated that HR practices can be destructive or helpful because failure or success of HR practices depends on some internal and external boundary conditions. In some settings, some HR practices could be detrimental or play an insignificant role in improving performance. Evidence from this study suggests that the unique use of

some HR practices, such as PA training, may be a negative factor in employee performance. This study reveals that performance evaluation training does not have a significant impact on employee performance. This finding means that the conclusions in the existing literature on the link between training and PA performance are inconclusive.

The introduction of the training programme in the organization should be characterized with high level of trust, sufficient information on accrued benefits and effective performance appraisals (Ismail et al., 2015). Performance appraisal training in PTTCs should be guided by an established policy framework to enhance clarification to employees on matters concerning frequency of training, criteria for selection of trainees and objectives for training among appraisers and appraisee. Management in PTTCs should develop PA training programmes derived from the established framework carefully by considering the needs of each employee to realise the college needs. Performance appraisal training that is viewed to be biased in selection of trainees does not guarantee employees" personal development but focuses barely on PA competency and college need demotivates employees.

2.5 EmployeeAttitude towards Organisational Support and its effect on the Implementation of Performance Appraisal System

Erdogan and Enders (2007) asserts that organisational support refers to the degree to which an individual believes that the organisation cares about him/her, values his/her input and provides help and support. Chen, Eisenberger, and Sucharski (2009)also holds that in order to meet socio-emotional needs and to assess the benefits of increased work effort, employees form a general perception concerning the extent to

56

which the organisation values their contributions and cares about their well-being. Organisational support would therefore increase employees' felt obligation to help the organisation reach its objectives, their affective commitment to the organisation, and their expectation that improved performance would be rewarded. Behavioural outcomes would include increases in in-role and extra-role performance and decreases in stress and withdrawal behaviours such as absenteeism and turnover. Abou-Moghli (2015) revealed that there is statistical significant role at the level of (5.00%) for organisational support in improving employees' performance. The study was based on Jordanian maritime transport companies, and recommended the training and education of employees on participation in decision making.

Organisational support focuses on the organisation's commitment to the employee Organisational support is based on the humanised qualities of organisations in employee's eyes, manifested by culture, rewards and punishments, system, benefits and payments of organisations. When employees become aware of their organisations' attention, admiration, support and respect towards them, they show positive return to that (Jing-zhou, Xiao-xue, & Xia-qing, 2011).Organisational support is directly linked with three categories of favourable treatment received by employees, such as, organisational rewards and favourable job conditions, fairness and supervisor support, in return favourable outcomes are achieved such as job satisfaction and organisational commitment. All these relations support organisational support theory (Rhoades & Eisenberger, 2002).

Organisational support is studied as something that is viewed by an employee. This is a judgment of how much support an employee feels or thinks an organisation provides

to him or her. In other words, organisational support focuses on the organisation's commitment to the employee. This construct is distinct from organisational politics and procedural and distributive justice (Andrews & Kacmar, 2001). Muse and Stamper (2007) divided organisational support in two constructs and these are: care about employee outcomes and performance, care about employee well-being and respect. Both these constructs affect the perception of employees about the support given by the organisation. If any one of these elements is missing, it would affect the overall perception of support given by organisation.

A study by Annamalai, Addullah, and Alazidiyeen (2010), on the mediating effects of organisation support on the relationship between organisation justice and performance appraisal in secondary schools in Malaysia found out that organisation justice had a positive effect on both teachers' trust towards the association and teachers' gratification in performance appraisal. For employees, the organisation serves as an important source of socio-emotional resources, such as respect and caring, and tangible benefits, such as wages and medical benefits. Being regarded highly by the organisation, it helps to meet employee needs for approval, esteem, and affiliation. Positive valuation by the organisation also provides an indication that increased effort was noted and rewarded. Employees therefore take an active interest in the regard, which they are held by their employer (Krishnan & Mary, 2012).

Organisational support would be influenced by various aspects of treatment by the organisation and its managers, including praise and approval, pay, rank, job enrichment and organisational policies (Nasurdin et al., 2008). Organisations should, however, be careful not to create a dependence culture among the employees.

Employees should instead be able to find opportunities for innovation and creativity within the organisation. Jawahar and Stone (2011) found that organisational support was associated with less emotional exhaustion, depersonalization and moderated the role of conflict-emotional exhaustion relationship, which can affect the implementation of performance appraisal system which is the focus of this study. However, it is the personal responsibility of an employee to cultivate intrinsic motivation for them to stay focused and committed to the organisations goals.

According to Tourangeau and Cranley (2006), organisational support is an important factor that indirectly affects the intention to remain employed. Tumwesigye (2010) highlighted significant relationships between (a) organisational support and organisational commitment, (b) organisational commitment and turnover intentions, (c) organisational support and turnover intentions. Results reveal that whereas support is positively related to organisational commitment, both organisational commitment and support are negatively associated with turnover intentions. Also, Ucar and Otken (2010) indicated a significant relationship between organisational support and affective commitment and normative commitment, but a negative relationship between organisational support and continuance commitment. The findings show that organizational-based self-esteem acts as a partial mediator between organizational support and emotional engagement and an integral mediator between organizational support and ongoing engagement.

Based on the norm of reciprocity, Sumnaya, Delle, and Hossain (2019) organisational support is posited to indirectly impact employee attitudes and behaviours by creating a sense of obligation within individuals that results in reciprocation (Chen et al.,

2009). If an employee views organisational support, it enhances positive feelings and behaviour towards organisation such as job satisfaction, job performance, or organisational commitment (Aselage & Eisenberger, 2003). Employees' attitudes towards organizations appear to lead to these outcomes. Organizational wellness support is the extent to which an organization provides the resources, communication, strengthening and encouragement required to enable employees to improve their well-being. When individual improvement or behavior change happens, the "ecosystem" around that change has to be supportive—if it isn't, change either won't happen or will be less likely to be sustainable. Within the workplace, the organizational "ecosystem" must provide policies and practices, visible leadership and management support, role models, incentives and gaps to fully support improved well-being.

The concept of organizational support in appraisal system is illustrated in a study in the area of employee health and wellness. The Health Enhancement Research Organization (HERO) study provides valuable information on the role of corporate support in wellness programs (HERO, 2021). To examine the relationships between types of organizational support and employee perceptions about it, an analysis was conducted of the HERO Scorecard database including responses from over 811 unique organizations. One of the most recognized contributors to organizational support is leadership support, and the HERO Scorecard asked organizations about several of the leadership support practices. Descriptive analyses found that just over half (53.00%) of the organizations completing the HERO Scorecard report that their leaders are actively participating in health and well-being programs. However, there was a large gap between participation and the next most frequently reported type of Leadership Report. Specifically, the next three types of support reported were that

28.00% of organizations have leaders who publicly recognize employees who participate, 27.00% of organizations have leaders who articulate business relevance of well-being, and that 23.00% of organizations have leaders who are role models for health and well-being. More than one-quarter of organizations that responded (26.00%) said "none of the above" meaning that leaders do not support well-being in every way assessed in the HERO Scorecard. Subsequent analyses of the HERO newsletter compared organizations with higher levels of leadership support to employee satisfaction rates reported by the organization. A question in the HERO Scorecard asked employers to report the percentage of employees that are satisfied with the employee health and wellness program. Another question asked employers to report the percent of employees who are in agreement that the employer supports their health and well-being.

The other findings in the HERO study were as follows: Organizations whose leaders publicly recognize employees for healthy actions and outcomes reported higher median employee satisfaction rates (85.00%) and employee agreement that their organization supported their well-being (85.00%), compared to organizations whose leaders did not recognize employee healthy actions (74.00% and 70.00%, respectively) (Rhoades & Eisenberger, 2002). Manager support was measured based on responses to the question, "Are mid-level managers and supervisors supported in their efforts to improve the health and well-being of employees within their work groups or teams?" Organizations whose managers and supervisors were provided "a lot of support" had much higher levels of employee satisfaction with wellness programs (82.00%) compared to organizations reporting "some support" (76.00%), "not much support" (78.00%), and "no support" (70.00%). Likewise, organizations

whose managers and supervisors were provided "a lot of support" reported higher median levels of employee perceptions of organizational support of their health and well-being (87.00%), compared to organizations reporting "some support" (80.00%), "not much support" (71.00%), and "no support" (65.00%).These findings suggest that organizations that want to be viewed as caring about the well-being of their employees and having employees who are satisfied with their well-being initiatives need to enable, reinforce, and encourage leaders and managers to care about the well-being of their people. Well-being initiatives need to stop being thought of as "plug and play" programs that check the well-being box, and, instead, consider how the culture and practices of the organization support people as people.

2.6 Theoretical Framework

The study adopted John Stacey Adams' equity theory and supplemented by Jerald Greenberg's Organisational Justice Theory, to explain the effect of employee's attitude on the implementation of performance appraisals system.

2.6.1 Equity Theory

This theory was developed by Stacey Adams in 1963. It explains that, when employees view an imbalance between inputs and outcomes, they are likely to find ways to re-establish equity. This theory was chosen because it underscores the effect of employee perceptions on work engagement, work performance and participation in the appraisal process. This means that when employees are treated unfairly; which implies distributive justice, more punishment or fewer rewards, it is expected that these employees might try to find ways to reduce their inputs to justify the outcomes that they receive. This means that when appraisers favour certain employees, ensuring

that these employees are rated highly when compared to other employees regardless of their input, the employees who experience lower ratings will most likely become disengaged from their work.

Equity theory is one of the general theories which efficiently predicts employee behaviour. As an outcome theory, it links the results of behaviour and subsequent performance. It is a concept that people derive job satisfaction and motivation by comparing their efforts (inputs) and income (outputs) with those of the other people in the same or other firms. It rests upon two elements: input and outcomes. Input refers to the mental and physical human effort applied in work, use of skills, proficiency and know-how. Outcome, on the other hand, includes remuneration, benefits and various methods of showing recognition for work well done. Equity theory posits that an employee's motivation is affected by whether the employee believes that their employment benefits/rewards or outputs are at least equal to the amount of the effort/inputs to their work. The belief in equity theory is that people value fair treatment which causes them to be motivated to keep the fairness maintained within the relationships of their co-workers and the organisation, (Redmond, 2010).

As noted by Gogia (2010), when applied to the workplace, Equity Theory focuses on an employee's work-compensation relationship or "exchange relationship" as well as that employee's attempt to minimize any sense of unfairness that might result. The success of an organisation is largely based on the people whom they employ. Successful organisations have bright and skilled people who are motivated to be productive. Motivation is however subjective since it is based on individuals' perceptions but affects their behaviour in work organisations.

Equity Theory deals with social relationships and fairness/unfairness, therefore it is also known as The Social Comparisons Theory or Inequity Theory (Gogia, 2010). Equity theory is a concept in Industrial/Organisational Psychology that focuses on an individual's perceptions of how equitably they are being treated in their work organisation. The theory is based on the idea that people are motivated by the ratio of inputs and outputs they receive in comparison to others (Muchinsky & Culbertson, 2016). The theory recognizes that motivation can be affected through an individual's perception of fair treatment in social exchanges. When compared to other people, individuals want to be compensated fairly for their contributions (the outcomes they experience match their inputs). Where, a believes that his/her input is comparable with B's and both receive same pay and benefits, then equity exists (Ledbetter, Stassen, Ferrara, & Dowd, 2013)

Applying this theory when conducting an organisational performance appraisal involves balancing the assessment of an employee's contribution to his job with the compensation and other rewards associated with his success. In general, highly-paid and rewarded employees tend to be the most motivated to continue performing well on the job. The theory explains that when people feel that there is inequity they deploy methods of controlling the inequity by reducing input. If workers sense that the compensation structure does not reward them fairly and equitably they may react by reducing their effort hence decreased work output (Koontz, Weihrich, & Cannice, 2020). Consequently, it is implied that when employees are not satisfied with the appraisal of their performance in an organisation they react negatively. This is

consistent with Adams' prediction in which workers who feel inequitably underpaid may respond by raising their outcomes.

According to McGinnis-Johnson and Ng (2016), when Equity theory is applied to work place, everyone receives fair treatment and employees have equal access to opportunities. In such work environments, there is transparency, fair appraisal evaluation, every employee is aware of the appraisal expectations, remuneration and reward policies and they are supported to achieve their targets. In return, such workplaces experiences healthy and positive relationships between workers and their employers, effective communication and which leads to greater achievement, attraction to talent, diversified experiences high employee retention and a competitive organisation.

In terms of equity theory, if employees view that they are receiving a fair appraisal evaluation as compared to their contribution to the job, they will be better motivated, (Turgut & Mert, 2014). This theory implies that if employees believe their performance is accurately evaluated, employees will be motivated as to perform more highly, therefore influencing them to view the implementation of appraisal system positively and support it.

There are factors that make this theory a weak practice to implement in the workplace. In the 1980s, organisational scholars recognized that equity theory's conceptualization of fairness in organisations was highly limiting because it focused only on the distribution of outcomes. This led to industrial and organisational psychologists to follow the lead of social psychologists by broadening their efforts to

understand fairness in organisations by focusing on procedural justice. As a result, equity theory is acknowledged not as the dominant approach to understanding fairness in the workplace, but as one conceptualization within the broader domain of organisational justice.

The other factor is that the most highly motivated employee is one who views one's rewards as equal to one's contributions, however, every manager should not take this to mean that every employee is identical because every worker does not measure their contributions in the same way (Charlie, 2005). During appraisal, the managers need consider individual differences. Another weakness one must consider about the application of this practice is that the theory does not specify who the comparison other (referent individual or group) will be or what will be chosen to reduce inequity (Redmond, 2010). It is difficult to assess one particular practice that will work to maintain equity amongst all employees and this is a viewed weakness of the theory.

The public service employees can easily compare their appraisal systems with those of Parastatals, Commissions or State Corporations whose terms of service may be different and therefore incomparable. Consequently, when they may feel their performance evaluation is not fair, the rewards are taking too long to come or view bias in promotions or appreciation and get demotivated, (Amaline, Amisha & Krutika, 2015). It is the responsibility of the appraisers to seek ways of ensuring that performance evaluation is fair and accurate across departments, and the rewards are appropriate and connected to performance. In this study, Equity theory was used to explain the effect of the attitude of the employees on the implementation of the performance appraisal system in the Ministry of Education. This section seeks to

address critical gaps identified in this study. Such gaps included; Mis-conceptualisation by the employees on importance of performance appraisal; the appraisal process not being viewed as a means for enhancing staff development objectives; and, subjectivity in the evaluation process. These gaps could be as a result of lack of appraisal training, organisational support, ineffective feedback management and poor interpersonal relationships in the implementation of PAS at MoE.

2.6.2 Organisational Justice Theory

Organisational justice refers to the extent to which employees view workplace procedures, interactions and outcomes to be fair in nature. The concept of organisational justice was introduced by Greenberg in 1987 to refer to the personal judgement of the behavior of the organisation and its effect on the employee's attitude and behavior (Baldwin, 2006). It explains the extent to which employees view workplace procedures, distributions, interactions and outcomes to be fair in nature. Organisational justice may also be defined as the study of fairness at work (Byrne & Cropanzano, 2001).

The Organisational Justice Theory was chosen because of its complimentary nature to the Equity Theory. Both theories emphasise distributive justice, which refers to outcomes being distributed proportional to inputs – what is referred to as equity principle (Adams, 1965). Outputs in a work context might take the form of wages, social approval, job security, promotion and career development, while inputs would include time, training, experience and effort. Justice is sensed when these correlates positively to employee engagements that when rewards and punishment are not

distributed fairly, employees will likely try and find ways to re-establish this imbalance between inputs and outcomes (Al-Zawahreh & Al-Madi, 2012).

Organisational justice researchers generally agree that fairness can be divided into types of organisational justice: Distributive, procedural and interactional. Distributive justice considers outcomes being distributed proportional to inputs (equity). Procedural justice is generally concerned with the fairness of the decision process that leads to particular outcome. Interactional justice refers to the quality of the interpersonal treatment received by those working in an organisation, particularly as part of formal decision-making procedures. It falls under the umbrella term of procedural justice, but is significant enough to be considered in its own right. According to Bies and Moag (1986), some of the key aspects of inter-relational justice, which people's perceptions of fair treatments include truthfulness, respect, propriety, and justification.

An organisation implements the performance appraisal system to allocate rewards for the employee, provide development advice as well as to obtain their perspectives, and justice perception about their jobs, department, managers, and organisation. Performance appraisal is an on-going communication process between employees and supervisors. Supervisors should set expectations, monitor performance, and provide feedback to employees. By having this information, they will direct and develop employee performance by identifying training and development needs, correcting, and determining raises and promotions (Selden, Ingraham & Jacobson, 2001). Performance appraisal also provides employees with useful feedback which they can apply it to improve their performance (Ahmed, 1999). The feedback includes

suggestions to change and encouragement. Performance appraisal system has a significant impact on the employee perception of justice which it will affect the attitudes and behaviour of the employee; alternately, it will affect the performance of the organisation (Ahmed, Ramzan, Mohammad & Islam, 2011).

There is a certain conventional stigma attached to the performance appraisal, but employees' inherent suspicion or dislike of being appraised is likely to stem from their attitudes towards their conduct of performance reviews (Brumback, 2005). The increasing concern of most employees in many organisations nowadays is the fairness at work, which is known also as the organisational justice (Byrne & Cropanzano, 2001). The issue, especially, is that people want to see their work performance assessed in a way that is accurate and unbiased. In this case, organisations should ensure appraisals are done in time, use trained and knowledgeable and pleasant appraisers, involve employees and allow their comments, deliver negative feedback in a constructive manner and in privacy.

Prior studies reveal that employee perception of fairness of performance appraisal is a significant factor in employee acceptance and satisfaction of performance appraisal (Ahmed et al., 2011). Good perception will create a positive attitude and a good working environment in the organisation, while a negative perception and attitude will create many problems to the organisation that finally, it will affect the company performance. These perceptions depend on the manager or supervisor's actions and behaviours toward the employee. If the immediate superior employs fair and transparent performance appraisal benefiting to the employee, then hypothetically, the latter has a good perception on him.

The Organisational Justice Theory has some limitations also. The theory is sometimes viewed as time-consuming and controversial, especially when it comes to increment of pay structure of the employees, which leads to dissatisfaction among them. This is because supervisors tend to become bias and pass their own judgments, which can make the employers to deviate from their goal targets. Employees may also sometimes view that they are performing at an outstanding level while the supervisor sees such performance as average. So there is a chance that Justice Theory may involves emotions on the part of employers in assessing the performance level of employees (Gupta & Upadhyay, 2012). Employers may make errors in their judgment or permit biases during the process of evaluation. This might occur because they focus on the negative aspects and not balancing it with the positive aspects. In some cases, the employers do not have required information to evaluate their employees. In other circumstances, there can be ambiguity of outcome input definitions, unclear selection criteria for referent others and testability (Colquitt, Zapata-Phelan, & Roberson, 2005).

Theoretical refinements from Srimannarayana (2016) partly repaired these shortcomings. He argued that people should use three major allocation rules to judge distributive justice: (i) equality; view each individual the same, (ii) equity; in accordance with contributions, and (iii) need; in accordance with the most urgency. This theory is linked to this study since the employee's judgement of fairness affects attitude hence the ultimate check for the success of the performance appraisal system. According to the organisational justice theory, the efficacy of the appraisal system depends upon the employee view of fairness in relation to accurate ratings, timely

feedback, support by the organisation in terms of availability and equity in distribution of resources, fair remuneration and treatment of employees. These judgements affect the attitude towards the PAS of an organisation.

This theory is linked to the objective which seeks to establish the effect of organisational support on the implementation of performance appraisal system in the Ministry of Education in Nairobi City County. Organisational justice theory was chosen to explain the extent to which employees view workplace procedures, distribution, interactions and outcomes to be fair in nature. These perceptions affect attitudes and behaviour for good or ill, in turn having a positive or negative impact on employee performance and the organisation's success (Baldwin, 2006).

2.7 Conceptual Framework

The conceptual framework of the study is illustrated in Figure 2.1. The independent variable of the study was Employee Attitude and is measured through the following four components: Feedback management, Interpersonal relationships, Appraisal training and Organisational support. The independent variable was Implementation of Performance Appraisal System.

Independent Variables   **Moderating Variables**   **Dependent variable**

Employee Attitude towards:		Implementation of Performance Appraisal System
• Feedback management • Interpersonal relationships • Appraisal training • Organisational support	• Level of awareness about PAS • Level of motivation • Work environment	• SMART objectives • Realistic targets • Fair assessment • Accurate Rating • Timely Feedback

Figure 2.1: Conceptual Framework

Source: The Researcher (2021)

2.7.1 Interaction of the Variables

In this study, there is a positive relationship between Implementation of the Performance Appraisal System, the Dependent variable and the four stated independent variables, namely, Feedback management, Interpersonal relationship, Appraisal training and Organisation support. It is argued in this study that any positive or negative change in these independent variables will evoke positive or negative changes, respectively, in employee attitudes towards them, within the organisation. It can thus be argued that, they represent "attitude factors", in the context of organisational social dynamics. Appraisal training promotes employee knowledge and skills on appraisal system thus influencing a positive attitude towards its implementations.

Employees view organisational support on the appraisal system as a motivating factor in performance appraisal system implementation. When employees feel that they have

adequate support from their seniors, their view and attitude towards the appraisal system becomes positive. Feedback management comprise how the management relay feedback results to employees. This motivated and influenced employee attitude towards performance appraisal system within the organisation. Interpersonal relationship involved employees and appraisers' relationship within the organisation. Employees expected unbiased rating and non-personal judgment on their performance. This influenced their attitude towards the performance appraisal system and consequently influencing its implementation. The components of implementation of performance appraisal system are objectives and target setting, rating, evaluation, feedback, and reward.

While appraisal training, organisational support, feedback management and interpersonal relationship affect implementation of performance appraisal system directly, other factors also contribute to its interaction. Such factors include level of awareness about PAS, level of motivation, and work environment. Level of awareness on what is expected from employees and what they expect to receive as feedback as well as its intended use, promotes employee's attitude towards performance appraisal system implementation. Motivation also affect employee's attitude especially when the leadership within the organisation takes the responsibility to recognize employees on their achievements. It is the quality of the employee's workplace environment that mostly impacts on their level of motivation and subsequent performance. In this study, the moderating variables were controlled through sample selection, which includes only subjects with similar characteristics such as similar experiences, work environment and professional training. This minimised the effect of the moderating variables.

The four independent variables, in this study, were measured on attitude scales, where a 5-point Likert scale and a 5-point Rating Scale are used. The rationale for using the attitude scales is that, changes in these factors evoke changes in employee attitudes towards them, in the organisational social setting. On the same token, the dependent variable, namely, Implementation of Performance Appraisal System (PAS), is measured in terms of employee rating of the status of PAS. The key indicators used to elicit employee rating of PAS, includes simplicity of approach; objectivity of the process; consistency of the process; employee involvement (participatory nature); and Fairness of the process and outcomes. These factors are measured on a 5-point rating scale. Other indicators are: how the basic principles of the appraisal system; how appraisal questions are made in consultation with employees; how technicalities and content are shared; how appraisal is implemented on the basis of function; how annual performance meeting between management and employees: gathering feedback on an employee's performance from different stakeholders; basing implementation on a set of specific goals that are linked both to the employee's job role.

2.8 Summary of the Literature Review

This chapter presented the literature review related to the study. The review has explored the previous research studies related to the implementation of the performance appraisal system (PAS).These studies helped to identify key independent variables, which gave direction towards formulation of the objectives of the study and the existing gaps in regard to the effect of employee attitude towards PAS and its implementation in MoE. The identified gaps included those related to lack of knowledge in the effect of employee attitude towards feedback management,

interpersonal relationship, appraisal training, and organisational support, in the implementation of PAS in MoE. The chapter goes further to present the theoretical framework, which provides possible explanations of the problem (dependent variable). The chapter concludes by presenting the conceptual framework, which explains the relationships between independent and the dependent variables in this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the research methodology that guided the study. It specifically captures research design, the location of the study; target population, the sample and sampling procedure. The validity and reliability of research instruments; description of data collection procedures and analysis procedures are explained in detail. Ethical considerations that are related to the study are also covered.

3.1 Research Design

The study adopted a Concurrent Mixed Method Design. According to Crewell and Plano-Clark (2011) the design focuses on collecting, analysing, and mixing both quantitative and qualitative data in a single study or series of studies. The two types of data are collected independently at the same time and the final inferences are based on both data analysis results in a research process (Creswell & Creswell, 2017). In this study, quantitative and qualitative data were collected, analysed at the same time and place. They were also presented together and given equal weighting.

A concurrent mixed methods design was used in this study because of its advantages over other mixed methods in regards to this study. Its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone (Creswell & Plano-Clark, 2011). Further, Creswell and Plano-Clark (2011) posits that it is more manageable to collect both quantitative and qualitative data at roughly the same time rather than to revisit the field multiple times for data collection. It is therefore less

time consuming compared to other mixed methods. In this case, the design was more preferred given the time constraints tied to the completion of this study.

The use of the concurrent mixed methods design allowed the researcher to collect a variety of data on the effect of employee attitude towards implementation of performance appraisal system in the Ministry of Education from different stakeholders. At the same time, the researcher was able to gather quantitative and qualitative data during the same phase and data was analysed together for support, comparison and to show relationship. The final inference was based on both data analyses.

Quantitative data sought to answer the research questions and explored the effect of the employee attitude on implementation of the performance appraisal system from the education officers and quality assurance and standards officers who are the Education Professionals. In the quantitative approach, the study used the cross-sectional survey to examine the characteristics of the effect of employee attitudes on the implementation of PAS in MoE within Nairobi City County. In this case the quantitative data sought to explain the perspectives of the employees and their effect on the implementation of PAS where the researcher employed the use of self-administered structured questionnaire to collect quantitative data from the respondent.

The qualitative data focused on investigating the effects of the employee attitude on implementation of the performance appraisal system from the county and sub county directors of education and head of directorates who are the directors. Interview guides were used to gather qualitative data from in-depth interview of the key informants on

the effect of employee attitude on the implementation of performance appraisal system in the Ministry of Education in Nairobi City County.

The use of mixed methods enabled the researcher to triangulate the qualitative and quantitative data. Data had been collected from various sources including the education officers at the supervision and non-supervision level in Nairobi City County. The data were merged so as to compare the findings and draw conclusions.

3.2 Study Location

The study was carried out in Nairobi City County, which covers the country's capital city. It targeted the education professional employees of the Ministry of Education's State Department of Early Learning and Basic Education deployed at the National office located in Jogoo House B, Nairobi City County office located anyway House and Sub County offices located in the various sub counties in Nairobi. The Ministry of Education has four State Departments each headed by a Principal Secretary with a specific mandate, apart from the State Department of Early Learning and Basic Education, the other departments are State Department of Post Training and Skills Development, State Department of University Education and Research, and State Department of Vocational and Technical Training. Delivery of Education is in a two-tier structure where education at the Primary, Secondary and Tertiary level is managed from the National level of government while Early Childhood Development and Education(ECDE), and Youth Polytechnics are under the County level of government.

The State Department of Early Learning and Basic Education is structured to cover the 47 counties. The offices of the Cabinet Secretary, the Principal Secretary, the Director general and various heads of Directorates and Departments are located at the national office (Jogoo House 'B'). The Country has eight educational administrative regions each is headed by a Regional Director of education (RDE) and is composed of several Counties. Nairobi City County is the only county headed by RDE. A County Director of Education (CDE) heads each of the 47 Counties. Each CDE oversees implementation of education in all the Sub Counties in the County through the Sub County Directors of Education (SCDE). In each of the education offices, the deployed staff includes professionals in education, school audit, Accountants, Finance, Secretaries, records, stores, registry, clerical, ICT and human resource. The study focused on the education professionals only, at the national level and Nairobi City County.

3.3 Target Population

Bartlett et al. (2001), Creswell (2003) in Asiamah et al. (2017) state that a target population is the group of individuals or participants with the specific attributes of interest and relevance. The target population for this study consisted of255 education staff at the Ministry of Education, State Department of Early Learning and Basic Education staff, deployed within Nairobi City County. Out of the 255, 11 were directors were interviewed as key resource persons on the area of study. The education staff of the MoE were chosen since the education sector is charged with the responsibility of creating a knowledge–based society, equipped with skills required to steer Kenyans to the economic and social goals of Kenya Vision 2030 (GOK, 2007). At the same time, the education sector is undergoing reforms. Attitudinal change in

public service which values transparency and accountability will be required to ensure a results-based staff productivity. PAS will be useful in promoting increased productivity in service delivery in the education sector to fulfil the goals of education reforms. Nairobi City County was selected since the County has the largest number of Ministry of Education employees compared to any other county, since the Ministry of Education National Head Quarters located at Jogoo House 'B' is located in Nairobi City County. The Head Quarters is also the central point where policy decisions and resource allocation of the education sector in Kenya are made.

The choice of Nairobi City County was based on the premise that Nairobi City County hosts the Education Sector headquarters, hence it is endowed with all major characteristics and attributes of a people, events or objects that typify education sector functions. The regions or counties are merely subsets of the mother Ministry. It would therefore compromise efficiency in resource allocation by duplicating data generation process in counties when it is adequately and richly available in the headquarters. It is generally considered in this study that the general characteristics and attributes prevailing in different counties are not significantly different from the Nairobi situation and thus, reflect homogeneity. There is no discrimination in terms of Appraisal since the appraisal tool is the same for both categories.

3.4 Sample Size and Sampling Procedures

The researcher used both the probability and non-probability sampling methods. From the probability sampling methods, the researcher used simple random sampling. Purposive sampling, an aspect of a non-probability sampling, was used to pick all the 11 directors both at the National, County and Sub County offices. Directors were

selected, using purposive sampling method as key informants due to their knowledge on the area of study and the role they play as supervisors in staff appraisal. According to Ilker, Sulaiman, and Rukayya (2016), the idea behind purposive involves identification and selection of individuals or groups of individuals that are proficient and well informed with a phenomenon of interest.

The stated variables, represent the characteristic, attributes and properties, which take on different numeric values, level or categories among the targeted staff. The education staff experience similar treatment, working conditions, work environment and social environment. In this case, therefore, it is construed that, their individual attitudes, perceptions and views do not differ in relation to Appraisal Training, Organisational Support, Interpersonal Relationship, Feedback Management, and Implementation of the PAS, in the Ministry of Education. Simple random sampling was then used within each stratum to select a total of 186 staff who participated in the study. The employees who were involved in the study were professionals in education deployed in the State Department of Early Learning and Basic Education. According to Human Resource Payroll Database (2019), MoE deployed a total number of 244 education professional Staff in Nairobi city County and the Headquarters.

The researcher drew a sample from the whole population. According to Field (2005), whenever it is not possible to access the entire population, the researcher can sample from the whole population. To do this, the researcher adopted Yamane Taro (1967) formula to determine the sample size of the study. The formula was preferred since it takes care of all the population characteristics to be represented in the sample. It also provides a measure of an adequate representation of the total population size, which

would minimise sampling errors and sample bias. Thus, the following formula is used to calculate the sample size.

$$n = \frac{N}{1 + N\,(e)^2}$$

Where n = Sample Size

   N = the total population

e = limit of sampling error = 0.05

From the above formula, a population of of 244 would require 186. Consequently the samplesize for the education staff was 186. The 11 directors were purposively selected to make a total sample size of 197 respondents.

3.5 Research Instruments

In this study a questionnaire was used to collect data from the sampled education staff. According to Gatara (2010), a questionnaire is a well-structured and ordered series of questions designed to seek specific type of information from research participants. This research instrument was appropriate for the study since it collects information that is not directly observable as it inquires about feelings, motivations, attitudes, accomplishments as well as experiences of individuals. The questionnaire used to collect data in this study comprised three sections. Section one collected data on general information; section two collected data on implementation of performance appraisal system while section three collected data on factors that affect attitudes. A 5-point Likert-scale with close-ended questions was used to collect responses on the concepts under investigation. To ensure high response rate, the researcher used research assistants to distribute and collect the questionnaires once they were completed by the respondents.

The study also used interview guides to gather information from the directors. According to Silverman (2016), interview is a popular technique for gathering information from respondents. The in-depth interviews augmented the quantitative data for the purpose of triangulation. In this study, the interviews were exploited to gain in-depth information on the effect of the employee attitude on the implementation of the Performance Appraisal System.

3.6 Piloting of Instruments

Pilot studies usually focus on an experiment or project undertaken in advance of a future wider experiment or project (Eldridge et al., 2016). It facilitates decision-making, and therefore serves as a small-scale experiment or set of observations undertaken to decide how and whether to launch a full-scale project (Collins English Dictionary, 2014). It also establishes the reliability of the instruments so as to ensure that the findings reflect the true population measures. Castillo-Montoya (2016) showed that interview protocols could be strengthened through piloting the interviews and that piloting can help identify if there are any flaws or limitations within the interview design that allow necessary modifications to the study.

In this study, before actual generation of the research data, a piloting of the tools was undertaken among 10 respondents from the target population in Nairobi City County who did not participate in the actual study but had similar characteristics with those who participated. The target pilot sample comprised five directors and five education staff. The purpose was to select some of the members with similar characteristics to the target population. These personnel were randomly sampled.

The questionnaire and interview schedules were tested for appropriateness of question items on language, content, clarity, time taken to administer as well as general administration logistics. The piloting was used to determine whether the instruments would generate the type of data anticipated and the type of data desired was meaningfully analysed in relation to the objectives of the study. After the analysis of data collected from the pilot study, ambiguities and unnecessary content in the questionnaires and interview guides were addressed.

In pilot testing of tools, the researcher corrected errors identified and provided information about deficiencies and suggestions for improvement. It promoted a common understanding and helped to identify challenges, which, a similar large number of respondents were likely to have. It also provided a realistic sense of how long each tool would take to administer.

3.6.1 Validity of the Instruments

Zohrabi (2013) agrees with Cook and Campbell (1979) that validity is the best available approximation to the truth or falsity of a given inference, proposition or conclusion. Further, White and McBurney (2012) view validity as an indication of accuracy in terms of the extent to which a research conclusion corresponds with reality. This implies that validity centres on the extent to which meaningful inferences and decisions are made on the basis of scores derived from the instrument used in a research.

Validity is described as the the extent to which the instruments used in the study are able to help the researchers draw meaningful and justifiable conclusions about a sample or population from the data collected (Bryman & Bell, 2015); (Creswell, 2009). It, therefore, estimates how accurately the data obtained in the study represent a given variable or construct in the study. The different types of validity are content validity, criterion validity, and construct validity (Creswell, 2009). In this study, content validity was of interest. This was a measure of the degree to which data collected using the tools represented content of specific concept (Mugenda & Mugenda, 2009).

Content validity was ensured by covering all the four objectives in development of the research instruments items and used in the pilot study as that formed content of the study. The instruments were reviewed to determine whether the set of items accurately represented the concepts in the entire study objectives. The tools were then revised. Based on careful coverage of research content and piloting of instruments, the questionnaire and interview items were found to be adequate and appropriate for the respondents in terms of language, content adequacy, clarity, time taken to respond to items as well as general administration logistics. Also, the items were found to generate the type of data anticipated and desired which could be meaningfully analysed in relation to the objectives of the study, hence the instruments were used in this study.

3.6.2 Reliability of the Instruments

According to Mugenda and Mugenda (2009) and Antwi and Hamza (2015), the reliability of a data collection tool denotes the scale to which the tool generates results

that are consistent after a series of trials. Mbwesa (2006) defines reliability as the degree to which instruments used for data collection are free from errors and therefore, can produce consistent results. Piloting measured the reliability and consistency (accuracy) of research instrument, data and findings. It also measures the reliability of the instruments so as to ensure that the findings reflect the true population measures. Reliability is obtained by approximating the level to which comparable data can be achieved from a similar sample within the target population in against differing settings, contexts or intervals Watson (2015)

In this study, the researcher conducted internal consistency in order to determine the reliability within the instrument itself and within the items within the same instrument using the Cronbach's Alpha technique on Likert scale items before they were used in pilot study. The questionnaire targeted ten (10) education staff during the pilot testing, and the data collected were subjected to Cronbach's Alpha technique of reliability test. Cronbach's Alpha is a function of the mean inter- correlations of items and the number of elements in the scale. According to Kothari (2013), Alpha 0.7 and above was accepted as reliable. This study used a mixed methods design; therefore, caution was observed to ensure reliability of both qualitative and quantitative data. In qualitative data, reliability was improved by methodological triangulation within method where data was gathered from different sources using and different data gathering tools based on Denzin and Lincoln (2011). Qualitative data was collected using interview guide and Quantitative data using a questionnaire.

In this study, the internal consistency technique was used to compute the reliability coefficient of the quantitative data from the questionnaires. This technique required

86

only a single administration and provided a unique quantitative estimate of the internal consistency of a scale (Mugenda & Mugenda, 2009). The extent of consistency was measured by a reliability coefficient using a scale from 0.00 (minimum possible value) to 1.00 (maximum possible value). A score of 0.9 is acceptable (Kothari, 2013). For this study, the Cronbach's Alpha coefficient for internal consistency was used as it presents the average of all possible split-half correlations and measures the consistency of all items both globally and individually (Gay, Mills, & Airasian, 2006). It was computed as follows:

Alpha = Nr/ (1 + r (N − 1)) where r is the mean inter-item correlation

N = number of items in the scale

In this study, quantitative data were collected using the questionnaires, which were administered to the MOE staff from Nairobi City County. The reliability of the different items in the questionnaires was established by use of coefficient, and according to Kothari (2013), a Coefficient Alpha of 0.7 and above was accepted as reliable. A high coefficient implied that items in the scale correlate highly among themselves and consistently measure the constructs of interest thus confirming the reliability of the instruments. Table 3.1 presents the reliability statistics, indicating the Cronbach's Alpha analysis.

Table 3.1: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
0.850	**0.938**	**45**

Source: Field Data, 2019

The analysis results indicated that the reliability coefficient of the instruments is an Alpha value of 0.850. This reliability measure indicates a high coefficient, implying that items in the scale correlate highly among themselves and consistently measure the constructs of interest thus confirming the reliability of the instruments.

3.7 Data Collection Procedure

After the research proposal was submitted to the school of education and approved, a research permit was obtained from National Commission for Science, Technology and Innovation (NACOSTI) in Nairobi. In addition, the permission to administer the instruments was sought from both the County Commissioner, and the County Director of Education in Nairobi City County. The researcher also acquired an introductory letter from the Ministry of Education, which was presented to the participants during data collection. The researcher used research assistants to administer the questionnaires to the respondents from the sub counties. The use of the research assistants helped to reduce the data collection time and increased the return rate.

The researcher sought consent from the sampled population before issuing questionnaires and scheduling interviews during data collection. The participants were also made aware that their participation was at will and that they were free to pull out of the study. The researcher was careful to guarantee confidentiality of the respondents (Mugenda & Mugenda, 2013). The information collected from the research was protected and was not to be exposed to people who are not indebted without permission.

The purposively sampled participants were called by phone to book appointments with them. The researcher then visited their offices and requested them to participate in the study. The interviews were conducted on the scheduled dates as agreed. The researcher wrote down the responses and conversations during the qualitative data collection. The conversation was later typed reflecting all the contextual elements of the interview. All questionnaires and interviews were safely secured during the analysis.

3.8 Data Analysis Techniques

Data analysis involves cleaning, sorting, coding, and keypunching of raw data collected from the field and processing for purposes of interpretation. For this study, the analysis started in the field by verifying the completeness of the responses, identifying and filling the gaps and seeking clarifications. The process also included serialising the instruments from each participant daily, in preparation for data entry and analysis. In this study quantitative and qualitative techniques were applied and the analysis was centred on the research questions as the main themes. Computable data was analysed using SPSS version 25 while qualitative data was analysed using content analysis and NVivo 12 Plus for the qualitative data. Table 3.2 shows the summary of quantitative analysis methods

Table 3.2: Summary of Quantitative Data Analysis Methods

Research Objective	Independent variable(s)	Dependent variable	Method of data analysis
i. To determine employee attitude towards feedback management and its effect on the implementation of performance appraisal system in the Ministry of Education in Nairobi City County	employee attitude towards feedback management and its effect	implementation of performance appraisal system	Descriptive statistics including frequencies, percentages, calculation of mean ratings and linear regression analysis
ii. To find out employee attitude towards interpersonal relationships and its effect on the implementation of performance appraisal system in the Ministry of Education in Nairobi City County.	employee attitude towards interpersonal relationships and its effect	implementation of performance appraisal system	Multiple linear regression analysis
iii. To examine employee attitude towards appraisal training and its effect on the implementation of performance appraisal system in the Ministry of Education in Nairobi City County	employee attitude towards appraisal training and its effect	implementation of performance appraisal system	Multiple linear regression analysis
iv. To establish employee attitude towards appraisal training and its effect on the implementation of performance appraisal system in the Ministry of Education in Nairobi City County.	employee attitude towards appraisal training and its effect	implementation of performance appraisal system	Multiple linear regression analysis

Source: Field Data, 2019

In this study, the quantitative analysis was done using descriptive statistics. The study

used regression analysis to establish the level of prediction of the implementation of

performance appraisal system by the employee attitude. The applicable regression model that was employed is the standard: $Y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 \ldots \beta_n x_n + \varepsilon$

Qualitative data was analysed to establish patterns, trends and relationships from the information gathered in order to make sense of the data collected and to highlight the important messages and findings. This was from the interview, data. It was conducted by extracting from the responses views through coding and arranging according to the objectives of the study, while ensuring the anonymity of the interviewees. This was done by assigning codes to each of the interviewees. The themes and sub themes were developed and written in narrative form to supplement the information from the questionnaires while some quotes in the qualitative data were included and reported verbatim. Data analysis was done using descriptive perspective views of the respondents to generate the substantial findings.

The process of qualitative data analysis involved several steps (Creswell & Creswell, 2017). The first step involved only transcribing all the interviews. During the transcription period, all the interviews were labelled and the data was filed appropriately according to categories. The next step was to prepare for the data analysis process which included checking to confirm that the coding process consistent. The researcher had to first read the transcripts to obtain a general sense of the information and to reflect on the data's overall meaning. The next step was basically the organisation of the data, which involved coding, and categorization of the themes, which took place in three stages: open, axial and selective. Lastly, data interpretation was carried out where conclusions were drawn, evaluation done and answering of the research questions. As Cresswel (2014) observes, open coding was

used to develop initial categories of information by segmenting the collected data. Axial coding was used where relationships between the categories was built, and selective coding interpreted the interrelationships that emerged among categories formed in axial coding stage. Other steps were validation and reporting where the data was merged with quantitative data.

3.9 Ethical Considerations

According to Donald and Theresa (2013) ethics implies the conventions stating the befitting treatment of research subjects. Further, it is important to consider whether any type of harm could occur when you plan your research and to ensure that mechanisms are instituted to remove it (Creswell, 2013). Research ethics aims at ensuring safety of research participants during research process (Lange, Rogers & Dodds, 2013). Before commencement of the study, the researcher sought for authority from the Ministry of Education to carry out the study within the ministry. The researcher also obtained authorization letter to proceed with the study from the department of postgraduate at the Maasai Mara University and a permit to conduct research from NACOSTI, which acted as proof of authorization. The researcher also acquired an introductory letter from the Ministry of Education, which was presented to the participants during data collection.

The researcher sought consent from the sampled population before issuing questionnaires and scheduling interviews during data collection. The participants were also made aware that their participation was at will and that they were free to pull out of the study. The researcher was careful to guarantee confidentiality of the respondents (Mugenda & Mugenda,2013). The information collected from the

research was protected and was not to be exposed to people who are not indebted without permission, and all questionnaires and interviews were safely secured during the analysis.

CHAPTER FOUR
RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents results of data collected on the effect of employee attitude on the implementation of the performance appraisal system in the Ministry of Education in Nairobi City County of Kenya. The chapter comprises data analysis, interpretation, discussion, and summary of findings. It starts with the response rate and the demographic characteristics of the respondents.

4.1 Response Rate

This section presents an analysis of the response rate obtained in this study. The data was collected from education professionals in categories of supervisory and education staff and the return rate for each instrument was obtained in order to determine if the data collected was sufficient, and was collected from relevant cohorts so as to allow the researcher to proceed with the analysis.

The overall response rate was 92.95%. The highest response rate was from the directors, of 100.00%. The education staff gave a high response rate of 85.9%. According to Bryman and Bell (2015), a completion rate of 50.00% is enough to proceed with statistical analyses. The overall response rate in this study was 92.95%, which is considered to be an excellent representation of the target population and allowed the researcher to continue with statistical analyses. The high response rate was attributed to the support from the top management who allowed their staff to participate in the study as well as the researcher's follow up activities. The

respondents were supportive during the data collection since they fully understood the significance and contribution of this research to the field of education.

The high rate of return is an indication of the usefulness of a questionnaire and whether the researcher can evaluate the study findings with assurance that the sample of respondents reflects elements of the population with breadth and depth. Lack of response to the questionnaire by potential respondents in a sample or population introduces bias, which affects both the reliability and validity of the study findings (Fincham, 2008; Pandey & Pandey, 2015). The study also used interview guides to collect data, targeting 11 educational professionals in the supervisory positions.

4.2 Demographic Information of the Respondents

From the Ministry of Education representatives sampled, a total of 183 sample units responded where the majority were male with 56.8% while the rest were female with 43.2%. Table 4.1 presents the findings on the distribution by gender and age of the respondents.

Table 4.1: Distribution by Gender and Age of the Respondents

n=183		Frequency (f)	Percent (%)
Gender	Male	104	56.8
	Female	79	43.2
	Total	**183**	**100.0**
Age	20 – 30 years	6	3.3
	31 – 40 years	35	19.1
	41 – 50 years	82	44.8
	51 – 60 years	58	31.7
	over 60 years	2	1.1
	Total	**183**	**100.0**

Source: Field data, 2019

The results as observed in Table 4.1, shows that 44.8% of the respondents were aged between 41 and 50 years, while those aged 20 – 30 years constituted only 3.3% of the sampled population. Comparatively, those aged between 51 and 60 years constituted 31.7%. Age of the respondents ranged from 20 years to 60 years and above. During the sample selection, there was no priority made between male or female respondent. This agrees with Moy, Chen, and Kao (2015) that sampling may not always guarantee that both genders are equally represented in a study. In this study, both genders were fairly represented, hence the findings can be considered to be free of gender biasness

As shown in Table 4.1, the distribution of staff at the MoE is positively skewed. The skewness implies that the majority of staff are approaching retirement age, while a small minority (22.4%)were within the 20-40 years' age bracket. These findings portend a significantly high number of experienced staff under performance appraisal and therefore they fully understand the objectives of the PAS and may also be clear about their expectations. It would imply that this is a category of staff which can easily get demotivated and who, although experienced on the job, can easily give up or lose commitment if they view that the PAS in MoE is not benefiting them.

4.3 Testing the Assumptions of Linear Regression Analysis Model

This section provides regression analysis of the data obtained from the quantitative perspectives of the study. The purpose of the regression analysis was to determine the extent of prediction of each independent variable on the implementation of the Performance Appraisal System (PAS). This analysis involved the application of inferential statistics on the quantitative data generated in the study. As expressed in the methodology section in Chapter 3, the study stated a regression model to provide

a predictive basis for implementation of performance appraisal system at the MoE. In other words, the model seeks to answer the question: *Which factors predict successful implementation of performance appraisal system in an organisation, specifically, MoE?* The study thus employed regression analysis to establish the level of prediction of each of the factors on the implementation of performance appraisal system.

The applicable regression model that was employed is the standard:

$$Y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 \ldots \beta_n x_n + \varepsilon$$

Where, *Y* is the dependent variable; implementation of performance appraisal system and the x_i's are the independent variables,

$\beta_0 =$ a constant, the value of *Y* when all *x* values are zero

$x_1 =$ Feedback management

$x_2 =$ Interpersonal relationships

$x_3 =$ Appraisal training

$x_4 =$ Organisational support

$\varepsilon =$ the error term, normally distributed about a mean of 0.

On the basis of this model, it can be said that *successful implementation of performance appraisal system (denoted by Y)* is a function of various independent variables within the organisation (**x_1, x_2,…x_n**), **thus**:

Y $\longrightarrow$ F (**x_1, x_2,…x_n**)

Where, Y is the *dependent variable*: **Implementation of Performance Appraisal System**

and,

$x_1, x_2,...x_n$ are the *independent variables* designated in the model.

Therefore, it can be said that:

$Y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 \ldots \beta_n x_n + \varepsilon$

Where $\beta_1, \beta_2, \ldots\ldots \beta_n$ *are the* **predictive indices** *for each independent variable, x_i.*

The magnitude of β_i indicates the amount or the magnitude of prediction of the independent variable x_i for changes in **Y.**

Quantitative data collected from 183 employees of the Ministry of Education (MoE) were assessed to determine whether any assumptions of Linear regression analysis were violated. The ratings on various performance appraisal factors were measured on a Likert scale. The independent individual ratings of employees were converted to means scores or mean values. The mean values thus, represent interval/ratio data that were then subjected to regression analysis. Furthermore, the mean values represented a normal distribution of random variables that meet the following conditions and assumptions for regression analysis: The Quantitative Data Condition; The Straight Enough Condition (or "linearity"); The Outlier Condition; Independence of Errors; Homoscedasticity and; Normality of Error Distribution.

Firstly, the mean values met the quantitative data condition because they were expressed in numeric terms (not in textual terms). The linearity condition is also met because the distribution of the mean values make a scatterplot of data which can roughly fit a line, which allows performance of regression analysis as shown in Figure 4.1. The outlier condition is also met because there is no outlier in the distribution of the mean values. The independence of errors condition is further met because the

scatter plot shows distribution of mean values, which are randomly scattered. In terms of homoscedasticity, the distribution of errors in the scatterplot seems to follow the shape of a tube, instead of that of a cone. This means that the errors do not affect each other.
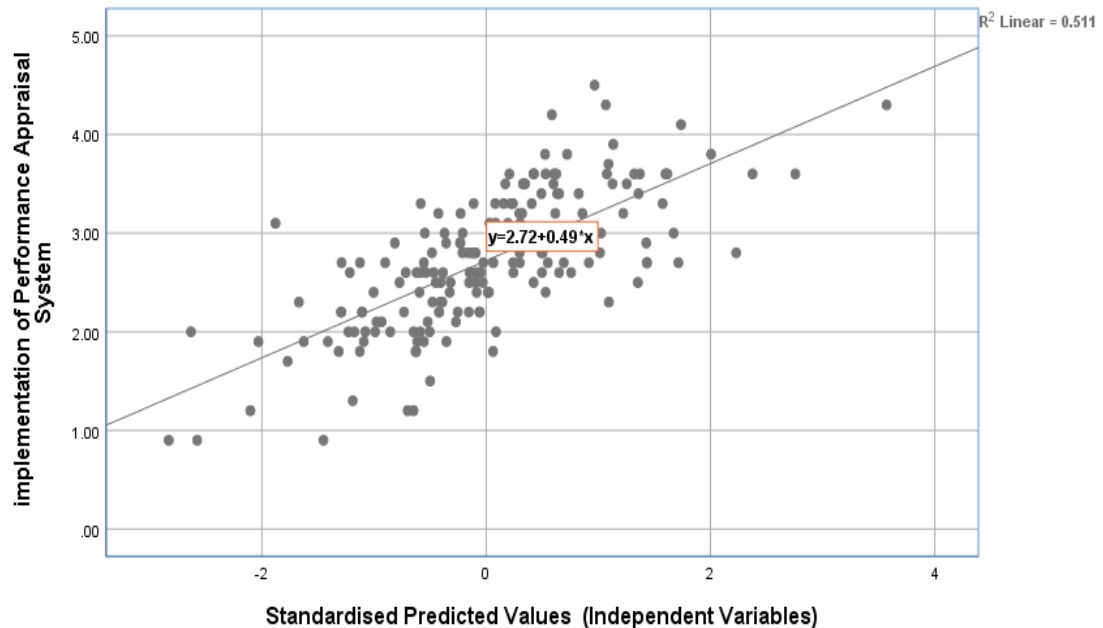
Figure 4.1: The Scatter Plot on Employee attitude towards implementation of Performance Appraisal System

The key Assumptions which were fulfilled in the regression analysis in this study were:

i.   Independent variables and the dependent variable were measured at the continuous level (i.e., they are either interval or ratio variables). This is because the variable derived from the rating scale were converted to percentage ratings which allowed the application of the regression analysis.

ii. There was a linear relationship between the variables. A scatterplot using SPSS statistics was created which indicated that the dependent variable

checked against the independent variables demonstrated existence of linearity (Figure 4.1).

iii.   There were no significant outliers to distort the measure of regression. The problem with outliers is that they can have a negative effect on the regression analysis (e.g., reduce the fit of the regression equation) that is used to predict the value of the dependent (outcome) variable based on the independent (predictor) variable.

iv.   The regression data showed homoscedasticity, because the variances along the line of best fit remained similar as one moves along the line of best fit. Finally, the residuals (errors) of the regression line were approximately normally distributed. This was demonstrated by the commonly used regression methods. To check this assumption, this study used a histogram (with a superimposed normal curve) = (histogen, Figure 4.2). Figure 4.2 presents the distribution of standardized rating scores of Employees 'Attitude towards Performance Appraisal System'. The distribution is slightly negatively skewed as the mean of the distribution is higher than the median (cut-off point). This implies that the overall employees' attitudes towards performance appraisal system are slightly positive.
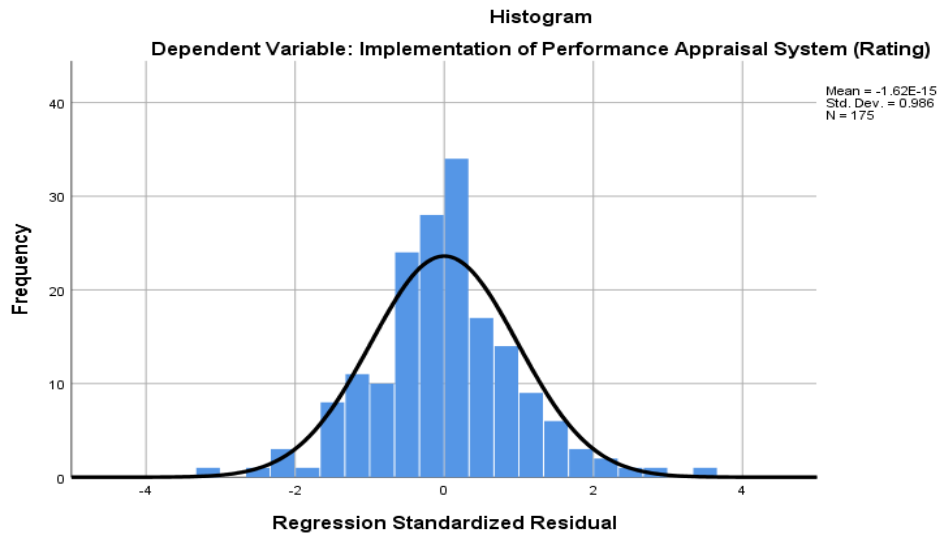
Figure 4.2: Implementation of Performance Appraisal System

v.   There was independence of observations (i.e., independence of residuals), which was checked using the Durbin-Watson statistic (Abraham & Russel, 2008).

vi.   Figure 4.3 indicates a near linear distribution between the predicted and observed scores of the dependent variable. This indicates a close association between the actual measures of the independent variable and the normal probability values of the scores, indicating high validity of measures.
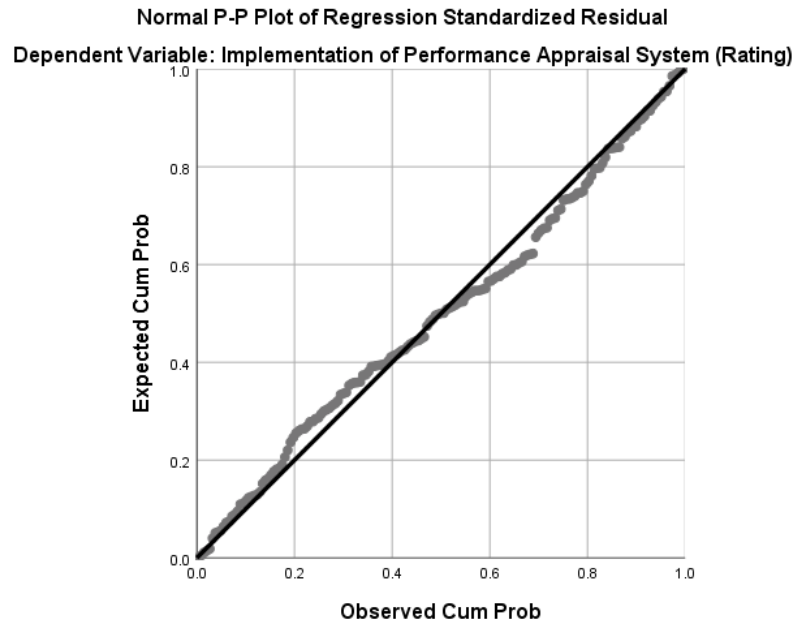
Figure 4.3: Normal P-P Plot of Regression Standardised Residual

vii.   In this study, it was considered that in regression analysis, there should be at least 10 observations per variable. Considering the four independent variables, then a clear rule would be to have a minimum sample size of 40 sample units. In this case the sample size used was a total of 186 units. This provided adequate data for each of the four (4) independent variables.

4.3.1 Employee Ratings on Implementation of Performance Appraisal System

The dependent variable for the study was implementation of Perfomance Appraisal System. It was investigated using questionnaires where respondents were to respond on a 5-likert scale. Table 4.2 presents the analysis.

Table 4.2: Employee Ratings on Implementation of Performance Appraisal System

Statement	Rating					Cumulative		Total
	SD	D	NS	A	SA	D	A	
	1	2	3	4	5			
The management shares the basic principles of the appraisal system with key employees in the ministry	15	37	44	70	15	52	85	181
	8%	20%	24%	38%	8%	29%	47%	100%
The appraisal system's technicalities and content are shared to let employees know in advance what is going to happen	18	67	37	52	7	85	59	181
	10%	37%	20%	29%	4%	47%	33%	100%
While implementing the appraisal system, test appraisals are conducted before the actual appraisals	27	70	49	30	6	97	36	182
	15%	39%	27%	17%	3%	53%	20%	100%
The appraisal is implemented on the basis of function or division to help relieve tensions connected with the appraisals in the ministry	13	42	43	75	9	55	84	182
	7%	23%	24%	41	5%	30%	46%	100%
There is usually an annual performance meeting between management and employees to discuss performance and overall contribution towards the Ministry's success	24	61	45	44	8	85	52	182
	13%	34%	25%	24%	4%	47%	29%	100%
The performance appraisal system focuses on gathering feedback on an employee's performance from different stakeholders across and outside the organization	20	36	57	62	7	56	69	182
	11%	20%	31%	34%	4%	31%	38%	100%

Table 4.2 (Continued)"

As the appraisals deliver an assessment of employee's performance, they use evidence to back up their conclusions.	11	33	49	75	14	44	89	182
	6%	18%	27%	41%	8%	24%	49%	100%
The performance appraisal system is based on a set of specific goals that are linked both to the employee's job role and to the Ministry's overarching mission, vision and strategies	7	24	31	97	23	31	120	182
	4%	13%	17%	53%	13%	17%	76%	100%
The performance appraisal system in the ministry develops training programs for directors and supervisors on how to use any new performance review programs	18	42	63	49	10	60	59	182
	10%	23%	35%	26%	6%	33%	32%	100%

Overall: Mean = 3.01, SD = 1.056

Source: Field data, 2019

The results in Table 4.2 show that the various indictors of implementation of Performance Appraisal System in Moe provided different measurers of respondents' rating on how well the implementation takes place. One of the indicators focused on employees' rating of the statement,' *The management shares the basic principles of the appraisal system with key employees in the ministry'.* The results showed that 85 (47.00%) employees agreed with this statement. Only 52 (29.00%) disagreed with this statement. The implication of this finding is that, the Ministry of Education takes the function of implementation of Performance Appraisal System seriously.

To examine the fairness of the rating of employees during performance evaluation, employees were asked to provide their rating of the statement, "*The appraisal system's technicalities and content are shared to let employees know in advance what is going to happen*". The results showed that 85 (47.00%) of the employees disagreed with this statement. Only 59 (3.00%) agreed. This implies that the majority of employees in the Ministry of Education are concerned that the appraisal system's technicalities and content are not shared to let employees know in advance what is going to happen. This can create bias and even render the process invalid.

Another indicator examined in the analysis of Implementation of Performance Appraisal system, focused on the statement, *"While implementing the appraisal system, test appraisals are conducted before the actual appraisals"* The results of this analysis showed that, 97 (53.00%) disagreed with this statement and only 36 (20.00.00%) agreed. This result is an indicator that the test appraisals are hardly conducted before the actual appraisals, which may render doubts on the reliability and validity of the process.

The study further explored the employees' opportunity to compare themselves with their immediate colleagues in the sections, departments or divisions during their PA system evaluation. This gives them an opportunity to coalesce or bond and develop synergy. Employees were asked to give their rating of the statement, "*The appraisal is implemented on the basis of function or division to help relieve tensions connected with the appraisals in the ministry*" The results showed that only 55 (30.00%) disagreed with the statement. On the other hand, a robust 84 (46.00%) agreed. This implies that majority of staff at the Ministry of Education are happy with their

appraisal implementation, which underscores the importance of an organizational function or division to help relieve tensions connected with the appraisals in the ministry, while promoting bonding, synergy and coalescing.

On another dimension the organization's annual performance meeting between management and employees was considered an indicator of then implementation of the PAS system. The analysis was based on the ratings of employees on the statement, "*There is usually an annual performance meeting between management and employees to discuss performance and overall contribution towards the Ministry's success during the review period*" The results of the analysis indicted that, 102 (57.00%) of the staff agreed that the ratings given are used to improve employees work performance. Only 68 (37.00%) disagreed with the statement. The implication is that the PAS feedback is used to reinforce employee performance in the Ministry of Education.

The study further examined how the performance appraisal system focuses on gathering feedback on an employee's performance from different stakeholders across the organization. In this analysis. The study explored employees' rating of the statement, "*The performance appraisal system focuses on gathering feedback on an employee's performance from different stakeholders across the organization, and sometimes, from external individuals*" The results of analysis showed that, 56 (21.00%) disagreed with this statement. On the other hand, the analysis showed that 69 (38.00%) agreed with the statement. The implication of this finding is that majority of staff in the Ministry of Education concur that the performance appraisal system focuses on gathering feedback on an employee's performance from different

stakeholders across the organization, and sometimes, from external individuals. Stakeholder participation is a constitutional commitment of the MoE and a key requirement in discharging its mandate as an authority in taking the lead on matters related to educational development programmes and implementation.

In assessing the Ministry's commitment to delivery of evidence-based assessment results on implementation of PAS, the study examined the validity of the PAS process. In this analysis, respondents were asked to give their rating on the statement, "*As the appraisals deliver an assessment of employee's performance, they use evidence to back up their conclusions*". The results showed that 89 (49.00%) of the respondents agreed with the statement, while only 44 (24.00%) disagreed. The implication of this result is that, the implementation of Performance Appraisal System in the Ministry of Education is a valid process, which provides feedback reflecting employees' true work performance.

Another indicator examined in the analysis of the implementation of Performance Appraisal System in MoE, focused on the statement*, "The performance appraisal system is based on a set of specific goals that are linked both to the employee's job role and to the Ministry's overarching mission, vision and strategies"* The results of this analysis showed that, 120 (76.00%) agreed with this statement and only 31 (17.00%) disagreed. This result is an indicator that organizational goals are linked both to the employee's job role and to the Ministry's overarching mission, vision and strategies.

Finally, in assessing how the Ministry develops training programs for directors and supervisors on how to use any new performance review programs, the study examined the validity of the PAS process. In this analysis, respondents were asked to give their rating on the statement, *"The performance appraisal system in the ministry develops training programs for directors and supervisors on how to use any new performance review programs".* The results showed that, 60 (33.00%) of the respondents agreed with the statement, and only 59 (32.00%)disagreed. The implication of this result is that, the implementation of the PAS process at the Ministry of Education is a valid process, which provides feedback reflecting employees' true work performance. The performance appraisal system in the ministry develops training programs for directors and supervisors on how to use any new performance review programs.

In order to collaborate the results from the quantitative analysis, the study analysed and discussed the qualitative data related to the dependent variable. From the Interview Schedule, Employees at MoE provided a set of responses regarding their attitudes towards the implementation of performance appraisal system at MoE. One of the respondents stated that:

> *An employee who is not motivated performance is low, motivation in terms of environment, recognition and enumeration. Appraisal is not reflective of the actual work done. It is usually involves filing of papers with little evidence of work done.*

This employee's view is contrary to the expectations in the organization, where performance appraisal provides feedback, which will be useful in supporting the employee to do their best in their work obligations. Motivation is indicated here as a critical factor. Organizations need to inculcate trust and a sense of belonging among

employees. Recent theoretical developments have enabled the empirical study of trust for specific referents in organizations. In a 14-month field study of employee trust for top management, Mayer and Davis (1999) found out that the implementation of a more acceptable performance appraisal system increased trust for top management. The 3 proposed factors of trustworthiness (ability, benevolence, and integrity) mediated the relationship between perceptions of the appraisal system and trust.

Two employees expressed reservations about the use of appraisal results. The concern here is that, sometimes the supervisors abuse the good intention of performance appraisal. Instead they use appraisals to settle scores. One mentioned that:

> *Appraisal should be seen as a way to gauge one's performance rather than witch-hunt. At times the employee has a negative attitude towards performance appraisal hence see it as a necessary evil that is there to waste their time. After having filled the appraisal, there is no feedback.*

The other added that:

> *Attitude determines how one views his work. The right attitude (positive) synergizes intrinsic motivation. Attitude of an employee affects implementation of performance appraisal in that either positively or negatively. By the fact that upon don't see it working, you lose trust in the system.*

Another employee expressed thus,

> *Performance appraisal does not come with promotion. It is done as a routine with no much expectations on it. Employee lack of motivation affects the implementation of PAS*

The foregoing views expressed by employees are indicators of the importance of performance appraisal as a necessary feedback mechanism for them to recognise and appreciate their current status in the organization. This, in turn, provides them with the impetus to do better in the future.

Other employees viewed positive or negative attitude as having implications for performance appraisal system. One of the employees stated that;

> *Employees (positive/negative) attitude affects how they comprehend and embrace the system. Therefore, a positive attitude allows adoption of the system while negative attitude provokes dismissal of the system among the staff. Employees always delay in responding to appraisal system forms.*

Another employee added that;

> *Employees attitude affect PAS because what you give them is what they give out, good work relationship increases confidence thus participation is excellent. Employees do not want to set targets and be measured according to the set targets. This attitude brings about haphazard results that are not purposeful rather we take what comes our way.*

Some employees observed that top managements' position on PAS and employee' self-motivation affect the performance appraisal system, they explained that;

> *Employees have a negative attitude towards PA because the top management does not strictly effect it. Most employees revert to*

performance appraisal when invited to attend interviews for promotion
purposes. Employees need to be recognized to ascertain
implementation of PAS in MOE.

Employees tend to want prior info and lack of this contributes to
shoddy participation, as they feel attacked. Employees who have a
positive attitude tend to perform better as they are self-motivated.
Employees with positive attitude will work for realization of
organization goals while those with negative attitude will work to
bring the organization down. For PAS to work it requires commitment
from both the appraiser and appraisee hence employees need to have a
positive attitude.

The forgoing analysis indicates that employee's attitudes affect how they perceive and embrace the PAS. This indicates that increased attention to employee's attitude towards PAS is critical. In this way, to embrace positive attitude, there is a need to embrace an objective reward system. Lachance (2000) explains that rewards associated with PA results bind an employee to an organization. This has more to do with the way an employee is treated than any particular pay scheme. She suggests that while people may come to work for the pay, they stay at work for many other reasons. Supervisors need to acknowledge and manage those other rewarding conditions as part of an overall strategic approach to rewards and performance appraisals. High performing employees need to be recognized, while poor performing ones need to be encouraged to perform better. Using the term "recognition" as the broader term Lachance (2000) further notes that the primary reason recognition works is that

fundamentally it is a way to show supervisors are paying attention and that the power of just noticing cannot be overestimated.

4.3.2 Employee Ratings on Independent Variables in PAS Implementation

This section presents the employee ratings on the independent variables in the study. The independent variables for the study were Employee Attitude towards Feedback Management, Interpersonal Relationships, Appraisal Training, and Organizational Support. It was investigated using questionnaires where respondents were to respond on a 5-likert scale. This analysis provides the mean ratings and the standard deviations of each of the variables. Table 4.3 presents the findings.

Table 4.3: Employee Ratings on Independent Variables in PAS Implementation

Independent Variables	Descriptive Statistics		
	Mean	Std. Deviation	N
Feedback management by MoE	3.1657	.76614	175
Interpersonal relationship between appraiser and appraise	3.6171	.78780	175
Appraisal training by MoE	3.1451	.93282	175
Organisation support by MoE	2.7474	.94612	175

Source: Field data, 2019

The findings in Table 4.3 indicate that the highest rated (Mean = 3.6171) independent variable was interpersonal relationship between appraiser and appraisee, implying that the staffs were satisfied with the way their appraisers related with them during the appraisal exercise. This is significant in that the existence of an atmosphere of confidence and trust, both supervisor and employee may discuss matters frankly and

112

offer suggestions, which may be beneficial to the organisation, and for the improvement of the employee. An atmosphere of mutual trust and confidence should be created in any organisation before introducing the appraisal system. Such an atmosphere is necessary for frank discussion of appraisal since it helps to obtain the faith of employees in the appraisal system. Obakpolo (2015) observes that interpersonal relations is a very important issue in any organisation, hence efforts should be made to enhance the interpersonal skills of the people at work. At the same time, it is significant that the quality of interactions between appraisers and appraises during the process of assessments is high and contributes to fairness perceptions in the whole operation. The results imply that, during the rating period, the appraisers value the ratees and treat them with dignity and comeliness. It means that there is an environment of trust in the appraisers and that they are supportive of their ratees.

The lowest rated (Mean = 2.7474) independent variable is Organisation support in MoE. The result implied that the employees were not satisfied with the level of support by the organisation in MoE. There is need for MoE to invest in supporting its staff, especially by creating a supportive environment and conditions for the performance appraisal system to effectively serve its purposes. The significance of these determinations is that the perception or judgment of how much support employees feel or think MoE provides to them is inadequate. In other words, the low view of organisational support reflects the low MoE's commitment to its employees, in this setting. This construct is, nevertheless, distinct from organisational politics and procedural and distributive justice. However, it means that MoE's care about employee outcomes and performance and MoE's care about employee well-being and

respect, need some concerted effort or care. Both these constructs have affected the perceptions of more employees about the sustenance granted by the establishment.

The value of benefits is the correspondence between employee needs and PA feedback and is a component in forming benefits satisfaction. Benefits fit is fairly reflected in flexible benefit designs that permit employees to select the types and levels of benefits (Fletcher, 2004). A worker's attitude towards employment is immediately related to job satisfaction; a doer who is gratified with his job performs better and excels at what he makes out. It is, therefore, imperative for a company to see the posture of its workers and measure the job satisfaction of its employees, as job satisfaction is essential for productivity.

Further, the significance of this analysis is that, although the feedback management practice at MoE is in place, it is unlikely for it to be sufficient to trigger improvement of performance effectiveness through stimulating behavioural change. Hence, as Harris and Desimone (1994) observes, it is how employees receive feedback on their job performance that defines the success of the execution of the performance appraisal system.

The second lowest rated (Mean = 3.1451) independent variable is Appraisal training. These findings show that staff are not exposed to sufficient training at MoE, hence not able to play their role optimally in the performance appraisal system. This implies that staff have not been furnished with adequate opportunities to use the specified skills, effective feedback on their appraisal performance, or exposed to comprehensive experience with the best practice. Continued training is required in areas such as goal-

setting and monitoring performance on a frequent basis, and personal and interpersonal skills. MoE could provide training regularly in such a manner that it becomes an accepted part of the supervisor's position and thus becomes a part of the organisations' culture.

4.3.3 Results of Linear Regression Analysis

This section presents the results of Linear Regression Analysis.

Summary of the Regression Model

Table 4.4 presents a summary of the regression model.

Table 4.4: Regression Model

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.708[a]	.501	.486	.48758

Source: Field data, 2019

In this analysis, the predictors are Organisational support by MoE, Interpersonal relationship between appraiser and appraisee, Appraisal training by MoE, and Feedback management by MoE, Likewise, dependent (response) variable: is the Implementation of Performance Appraisal System.

The results in Table 4.4 indicate that R, the square root of R-Squared, which is the correlation between the observed and predicted values of dependent variable; Implementation of Performance Appraisal System is computed at 0.708**.**

115

The R-Square (0.501) indicates that the proportion of variance in the dependent variable (Implementation of Performance Appraisal System) can be explained by the independent variables (Organisation support by MoE, Interpersonal relationship between appraiser and appraisee, Appraisal training by MoE, and feedback management by MoE), at 50.1% of all cases. This is an overall measure of the strength of association between the independent variables and the dependent variable. However, it does not reflect the extent to which any particular independent variable is associated with the dependent variable as shown in Table 4.4.

Adjusted R-square – This is an adjustment of the R-squared that penalizes the addition of extraneous predictors to the model. Adjusted R-squared is computed using the formula $1 - ((1 - Rsq) ((N - 1) / (N - k - 1))$ where k is the number of predictors. This equals 0.486 in the model.

Table 4.4 gives the value for Multiple R which, in the case of just one dependent variable, which is 0.708. The other statistics listed are R Square (the standard deviation of the residuals). The effect size estimated by R^2 is 0.501 (50.1%) and therefore a significant effect. According to Cohen (1988), when the effect size is more than 0.35 it is categorized as large. Furthermore, the adjusted R square (0.486) is very close to R square (0.501). This indicates the idea of how the model generalizes to the larger population of employees beyond the Nairobi City county.

Analysis of Variance (ANOVA)

Std. Error of the Estimate – This is also referred to as the root mean squared error. It is the standard deviation of the error term and the square root of the Mean Square for

the Residuals in the ANOVA table (see below). Table 4.5 presents the Analysis of Variance (ANOVA), which tests for a linear relationship between the variables.

F statistic= ratio of the mean square for regression to the residual mean square. From the table, the value of F is significant beyond the 0.01 level. The observed value of the F-test is 33.900. P-value (sig. = 0.000 <0.01) is very small, there is sufficient findings to support that a positive relationship between PAS practices at the MoE, namely, Feedback management by MoE; Interpersonal relationship between appraiser and appraisee; Appraisal training by MoE; Organisation support by MoE, and; Implementation of Performance Appraisal System (Dependent Variable**).**

This analysis confirmed that Implementation of Performance Appraisal System depends on Feedback management by MoE; Interpersonal relationship between appraiser and appraisee; Appraisal training by MoE; Organisation support by MoE where these four variables are independent variables.

Table 4.5: *Analysis of Variance (ANOVA)*

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	40.676	4	10.169	42.310	.000[b]
	Residual	41.580	173	.240		
	Total	82.256	177			

Source: Field data, 2019

a. Dependent Variable: Implementation of Performance Appraisal System

b. Predictors: (Constant), Organisation support by MoE, Interpersonal relationship between appraiser and appraisee, Appraisal training by MoE, and Feedback management by MoE

Regression, Residual and Total

The results in Table 4.6 presents the Regression, Residual and Total –The breakdown of variance in the outcome variable, the following categories are examined: Regression, Residual, and Total. The Total variance is partitioned into the variance, which can be explained, by the independent variables (Organisation support by MoE, Interpersonal relationship between appraiser and appraisee, Appraisal training by MoE, Feedback management by MoE) and the variance, which is not explained by the independent variables (Error).

Sum of Squares – These are the Sum of Squares associated with the three sources of variance, Total, Model and Residual. The Total variance is partitioned into the variance which can be explained by the independent variables: Organisation support by MoE, Interpersonal relationship between appraiser and appraisee, Appraisal training by MoE, Feedback management by MoE (Regression) and the variance which is not explained by the independent variables (Residual).

The DF – These are the degrees of freedom associated with the sources of variance. The total variance has N-1 degrees of freedom. The Regression degrees of freedom correspond to the number of coefficients estimated minus 1. Including the intercept, there are 4 coefficients, so the model has 4-1=3 degrees of freedom. The Error degree of freedom is the DF total minus the DF model, 176 – 3 =173.

The Mean Square – These are the Mean Squares, the Sum of Squares divided by their respective DF.

The F and Sig. – This is the F-statistic the p-value associated with it. The F-statistic is the Mean Square (Regression) divided by the Mean Square (Residual): 10.169.240= 42.310. The p-value is compared to some alpha level in testing the null hypothesis that all of the model coefficients are 0. Table 4.6 presents the Regression Coefficients on Employee Attitude towards Implementation of Performance Appraisal System.

Table 4.6: Multiple Linear Regression Coefficients: Employee Attitude towards Implementation of Performance Appraisal System

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.588	.206		2.860	.005
Feedback management by MoE	.121	.069	.137	1.747	.082
Interpersonal relationship between appraiser and appraises	.084	.060	.098	1.396	.165
Appraisal training by MoE	.111	.055	.152	2.025	.044
Organisation support by MoE	.273	.053	.380	5.166	.000

Source: Field data, 2019

In the results in Table 4.6, the first column shows the predictor variables (Constant, Organisation support by MoE, Interpersonal relationship between appraiser and appraisee, Appraisal training by MoE, Feedback management by MoE). The first variable (constant = 0.588) represents the constant, also referred to as the Y intercept, the height of the regression line when it crosses the Y axis. In other words, this is the predicted value of Attitude on implementation of Performance Appraisal System when all other variables are zero. This means that, when all the factors of performance

119

appraisal at MoE, namely, Organisation support by MoE, Interpersonal relationship between appraiser and appraisee, Appraisal training by MoE, Feedback management by MoE are non-existent, there still exists some little element of the dependent variable, Implementation of Performance Appraisal System.

B − These are the values for the regression equation for predicting the dependent variable from the independent variable. The regression equation is presented as:

$Y \text{ predicted} = Y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 \ldots \beta_n x_n + \varepsilon$

The column of estimates provides the values for β_0, β_1, β_2, β_3 and β_4 for this equation.

a) For every unit increase/improvement in "Feedback management by MoE", we expect a 0.137-unit improvement in the "Implementation of Performance Appraisal System "score, holding all other variables constant.

b) The coefficient for "Interpersonal relationship between appraiser and appraisee" is 0.098. So, for every unit increase/improvement in "Interpersonal relationship between appraiser and appraisee", we expect an approximately 0.098 (9.8.00%) point increase/improvement in the "Implementation of Performance Appraisal System" score, holding all other variables constant.

c) The coefficient for "Appraisal training by MoE" is 0.152. So, for every unit increase in "Appraisal training by MoE", we expect a 0.152 (15.2%)-point increase in the "Implementation of Performance Appraisal System" score.

d) The coefficient for "Organisation support by MoE" is 0.380. So, for every unit increase in "organisation support by MoE", we expect a 0.380 (38.0%)-point increase/improvement in the "Implementation of Performance Appraisal System" score.

The t and Sig; These are the t-statistics and their associated 2-tailed p-values used in testing whether a given coefficient is significantly different from zero. Using an alpha of 0.05: From the analysis in Table 4.6, the following can be interpreted:

a) The coefficient for 'Appraisal training by MoE' (0.152) is significantly different from 0 because its p-value is 0.044, which is smaller than 0.05.

b) The coefficient for 'Organisation support by MoE' (0.380) is significantly different from 0 because its p-value is 0.000, which is smaller than 0.05.

c) The intercept is significantly different from 0 at the 0.05 alpha level

However, the coefficient for the other independent variables are NOT statistically significant because their p-values are greater than 0.05.

From the foregoing analysis, it can be construed that, 'Appraisal training by MoE'; and 'Organisation support by MoE'; are the main critical factors that need to be addressed to improve Implementation of Performance Appraisal System.

4.4 EmployeeAttitude towards Feedback Management and its effect on the Implementation of the Performance Appraisal System

The first objective of the study was to determine the employee attitude towards feedback management and its effect on the implementation of the performance appraisal system in MoE. The analysis in this section sought to answer the following research question;

"How does employees' attitude towards feedback management affect the implementation of performance appraisal system in the Ministry of Education in Nairobi City County?" To answer this question, quantitative and qualitative data was obtained using questionnaires targeting employees of the Ministry of Education,

which generated numeric data. Besides, qualitative data was collected through interviews with management staff and support staff. This section examines how employees view feedback management at MoE and how it impacts on the implementation of PAS.

Data from staff on their attitudes towards feedback management was collected on a five point Likert scale, where 'Strongly Disagree' signifies value 1, 'Disagree' signifies value 2, 'Not Sure' denotes value 3, 'Agree' denotes value 4, and 'Strongly Agree' denotes value 5. Hence, the maximum value is five, and the minimum value is 1. The mid-point value is 3, which represents the cut-off point, where any measure above three represents *moderately high*, *high* and *very high*. Table 4.7 presents the findings.

Table 4.7: Effects of Feedback Management on Implementation of Performance Appraisal

Statement	Rating					Cumulative		Total
	SD 1	**D 2**	**NS 3**	**A 4**	**SA 5**	**D**	**A**	
Every employee performance is evaluated regularly	29 16%	20 11%	61 33.5%	58 32%	14 7%	49 22%	72 39%	182 100%
The rating is fair and without bias	16 8%	34 19%	39 21%	77 42%	16 8%	50 27%	93 51%	182 100%
The ratings are objective and agreeable by employees	10 5%	38 21%	31 17%	89 49%	14 7%	48 26%	103 57%	182 100%
I am happy with my PAS evaluation	11 6%	39 8.5%	19 11%	93 51%	20 11%	50 27%	113 62%	182 100%
The ratings given are used to improve employees work performance	17 7%	51 27%	32 17%	84 46%	18 8%	68 37%	102 57%	182 100%
Feedback on the results of the appraisal is communicated at the end of every evaluation period	29 16%	57 31%	19 11%	59 32%	18 8%	86 47%	77 42%	182 100%
Feedback reflects my actual work performance	20 11%	50 27%	29 16%	67 37%	70 39%	96 53%	137 75%	182 100%
					Overall: Mean = 3.17, SD = 1.15			

Source: Field data, 2019

The results in Table 4.7show that the various indictors of feedback management provided different measurers of respondents' rating on how well the service of feedback. One of the indicators focused on employees' rating of the statement,' E*very employee performance is evaluated regularly'*. The results showed that 72 (39.00%)

employees agreed with this statement. Only 41 (22.00%) disagreed with this statement. The implication of this finding is that, the Ministry of Education takes the function of performance evaluation seriously. To examine the fairness of the rating of employees during performance evaluation, employees were asked to provide their rating of the statement, "*The rating is fair and without bias*". The results showed that 93 (51.00%) of the employees agreed with this statement. Only 50 (27.00%) disagreed. This implies that the majority of employees in the Ministry of Education consider the PA system to be fair and without bias.

Another indicator examined in the analysis of Effect of feedback management on Implementation of Performance Appraisal, focused on the statement, *"The ratings are objective and agreeable by employees"* The results of this analysis showed that, 103 (57.00%) agreed with this statement and only 48 (26.00%) disagreed. This result is an indicator that the ratings of *the PA system in the Ministry of Education are objective and agreeable by employees.*

The study further explored the employees' contentment with their PA system evaluation. Employees were asked to give their rating of the statement, "*I am happy with my PAS evaluation"* The results showed that 113 (62.00%) agreed with the statement. Only 50 (27.00%) disagreed. This implies that majority of staff at the Ministry of Education are happy with their PAS evaluation.

On another dimension, employees work performance was considered an indicator of feedback management in the PAS system. The analysis was based on the ratings of employees on the statement, "*The ratings given are used to improve employees work*

performance" The results of the analysis indicted that, 102 (57.00%) of the staff agreed that the ratings given are used to improve employees work performance. Only 68 (37.00%) disagreed with the statement. The implication is that the PAS feedback is used to reinforce employee performance in the Ministry of Education.

The study further examined how the results of the PAS process is communicated to employees as part of the feedback management process. In this analysis. The study explored employees' rating of the statement, *"Feedback on the results of the appraisal is communicated at the end of every evaluation period"* The results of analysis showed that, 77 (42.00%) agreed with this statement. On the other hand, the analysis showed that 86 (47.00%) disagreed with the statement. The implication of this finding is that majority of staff in the Ministry of Education concur that communication of PA results is not properly executed. Finally, in assessing the effects of feedback management on implementation of PAS, the study examined the validity of the PAS process. In this analysis, respondents were asked to give their rating on the statement, *"Feedback reflects my actual work performance"*. The results showed that, 137 (75.00%) of the respondents agreed with the statement, and only 96 (53.00%) disagreed. The implication of this result is that, the PAS process at the Ministry of Education is a valid process, which provides feedback reflecting employees' true work performance.

After determining staff attitude towards feedback management, the study proceeded to determine the relationship between attitude towards feedback management and the extent of implementation of the performance appraisal system in the MoE in Nairobi county. This relationship was determined by assessing the values of the standardized

Beta coefficients (whether positive or negative) and the level of significance (Sig) or

p values for each of the variables in the regression model. According to Field (2008),

a positive standardized Beta coefficient conveys that there is positive relationship

between an independent variable and an outcome, whereas a negative coefficient

represents a negative relationship. The study used $p<0.05$ to determine the statistical

significance of the independent variables in predicting the implementation of

performance appraisal system. The study found that the p value for feedback

management was $p=0.82$, and was not significant because $p>0.05$ (see Table 4.6). The

finding means that attitude towards feedback management was not important in the

implementation of the performance appraisal system. The standardized Beta

coefficient for feedback management was found to be 0.137. This was interpreted to

mean that there was a direct relationship between Feedback management and

implementation of the performance appraisal system. For every unit

increase/improvement in "Feedback management by MoE", we expect a 0.137-unit

improvement in the "Implementation of Performance Appraisal System "score,

holding all other variables constant.

In order to collaborate the results from the quantitative analysis, the study analysed

and discussed the qualitative data related to Feedback management. The data was

collected using structured interview guides from 10 Key informants who were

Directors. From the interview schedule some employees expressed their views about

the current status of feedback management at the MoE. One of the employees stated

that:

> *If objectivity handled, then there will be a change in employee attitude*
>
> *towards performance. However, the current practice has failed to*

address that. A general feeling that it will affect relationship between colleagues. An employee is able to see the areas where they are doing well or need to improve on.

Another staff explained that:

Appraisee can improve on the areas of weakness. At times one may be expecting high ratings but when the observation and performance is discussed and between the two goes down the employee may feel like this is not what I would want because it makes him/her improve his/her performance at the place of work.

In terms of fairness in performance rating, one of a set of employees at the MoE explained that:

Because the rating is fair and without biasness, it helps to develop positive attitude. Because they do not get information concerning their performance. They are not rewarded even if they have surpassed the set targets. Depending on how it is communicated, it can demotivate or motivate an employee. Depending on how the appraisers have appraised one.

Another employee in the same department clarified that:

Employees can indeed improve if fruitful discussion takes on their weak areas. Employees who are related poorly feel demoralized and develop negative attitude towards the PA. Enables ones to improve on areas of weaknesses. It enables the employee to improve on their weakness in the ministries output, especially when the employee is given the opportunity to appraise others also. I Appreciate target

setting as a hallmark of measuring achievements. Awareness of PAS
and its importance.

These findings show that employee engagement in the appraisal process elicits more positive impact. These results agree with Crossman and Cook (2004) that there is no intrinsic difference in satisfaction level linked to the role one holds while administering PAS. In MoE, employees need to be exposed more in terms of training, and practise as appraisee and appraisers in order to increase their awareness and satisfaction in PAS.

Regarding the feedback management, the analysis gave a modest rating which indicated that that employee feedback management rating is just average implying that the staff are not categorical about their appreciation on the feedback management. The findings further indicate that employees disapproved of the current implementation of feedback management during PA at MoE. In overall, the analysis results indicate that the agreed ratings given by the MoE respondents on the effects of feedback management range from a minimum of 39.00% to a maximum of 75.00%. The lowest factor, which is rated as below par, represents the Feedback on the results of the appraisal is communicated at the end of every evaluation period". This implies that MoE should put more efforts to achieve regular and effective communication of feedback information to the staff.

The statement that represents the highest rated factor is "I am happy with my PAS evaluation". This is interpreted as a high rating. This analysis result implies that management at MoE is impressing adequately on the employees to achieve effective

feedback management practice. A factor receiving the lowest rating of 39.00% is expressed in the statement that "Every employee performance is evaluated regularly". This implies that the frequency of the feedback management is still low.

The result, as shown in Table 4.7, indicates that the staff were generally dissatisfied with the implementation of the PAS in MoE, specifically with regard to delayed feedback on the results of the appraisal, irregular evaluation of all employees, and feedback not reflecting employees actual work performance, respectively. The results of the study show that in MoE, within Nairobi City County, the management is not keen on the critical role of PAS in the achievement of the organisational goals. This would compromise the purpose of PAS in measuring and evaluating the job performance of the employees, where the outcomes as an evaluation, is used to determine rewards and feedback for detecting training needs and career enhancement opportunities. This agrees with Jackson and Schuler (2017) assertion that the goal of performance appraisal is to measure effectively performance, to increase motivation, to enhance productivity and finally to make strategic planning easier. As Roberts (2002) concludes, an effective feedback is that which is timely, specific, and behavioural in nature and presented by a credible source. Further, Tziner (2017) proved that when performance feedback is precise and timely, it might result in behaviour change.

The implication of this analysis is that, although the feedback management practice at MoE is in place, it is unlikely for it to be sufficient to trigger improvement of performance effectiveness through stimulating behavioural change. All the above indicate gaps that should be filled between supervisors and subordinates and their

129

overall communication of feedback. Thus, as Jawahar and Stone (2011) observes, it is how employees receive feedback on their job performance that determines the success of the implementation of the performance appraisal system. The modest rating is an indication that there is room for improvement at MoE in this Human resource management function.

4.5 EmployeeAttitude towards Interpersonal Relationships and its effect on the Implementation of Performance Appraisal System

The analysis in this section sought to answer the following research question; "Does employees' attitude towards interpersonal relationships affect the implementation of performance appraisal system in the Ministry of Education, in Nairobi City County?". The study used questionnaires and interview guide to collect data from the Ministry of Education supervisory and education staff, where quantitative and qualitative data were generated. The employees' mean ratings of interpersonal relationship factors were summarized and converted into percentage ratings. Table 4.8 presents the findings.

Table 4.8: Effects of Interpersonal Relationships on Implementation of Performance Appraisal

Statement	Rating					Cumulative		Total
	SD 1	D 2	NS 3	A 4	SA 5	D	A	
My appraiser is knowledgeable on PAS to make decisions about my performance evaluation	12 6%	18 8%	29 16%	94 52%	29 16%	30 17%	123 68%	182 100%
My head appraiser is helpful during the PAS interviews	9 4%	25 14%	20 11%	104 58%	22 12%	34 19%	126 69%	180 100%
There is good cooperation between me and my appraiser	4 2%	20 11%	15 9%	111 51%	32 18%	24 12%	145 80%	182 100%
My appraiser listens actively to me when interviewing me and does not interrupt	9 4%	25 14%	28 15%	100 56%	20 11%	34 19%	120 65%	182 100%
My appraiser communicates unambiguously and concisely that gives me an easy time to comprehend what is being passed across	11 6%	23 13%	26 15%	98 54%	24 12%	34 19%	122 66%	182 100%

Table 4.8
(Continued)"

My appraisal disagrees gracefully and respectfully when he or she does not accept or agree with me on a particular thing	9 4%	29 16%	29 16%	95 3%	20 11%	38 24%	115 63%	182 100%
My appraiser effectively manages emotions as well as the emotions of others	8 4%	22 12%	33 18%	98 55%	21 11%	20 11%	119 64%	182 100%
My appraiser interprets and handles conflict well enough to ensure that all parties achieve a win-win solution	6 3%	27 14%	25 14%	101 56%	23 12%	33 18%	124 66%	182 100%
My appraiser is fully aware of the words to be used and ensures that what is said has a positive effect on other people	3 1%	20 11%	24 12%	101 56%	34 18%	23 11%	135 74%	182 100%

Overall: Mean = 3.61, SD = 1.010

Source: Field data, 2019

The results in Table 4.8 provide the analysis of Effects of interpersonal relationships

on Implementation of Performance Appraisal. Table 4.8 presents the various indictors

132

of interpersonal relationships which provided different measurers of respondents' rating on how well the Ministry of Education discharges the attributes of interpersonal relationships. One of the indicators focused on employees' rating of the statement,' 'My appraiser is knowledgeable on PAS to make decisions about my performance evaluation'. The results showed that 123 (68.00%) employees agreed with this statement. Only 30 (17.00%) disagreed with this statement. The implication of this finding is that, the Ministry of Education takes the function of performance evaluation seriously by ensuring that appraisers are knowledgeable on PAS to make decisions about my performance evaluation.

In examining the extent to which the head appraisers are helpful during the PAS interviews, employees were asked to provide their rating of the statement, "*My head appraiser is helpful during the PAS interviews*". The results showed that 126 (69.00%) of the employees agreed with this statement. Only 34 (19.00%) disagreed. This implies that the majority of employees in the Ministry of Education consider the PA Appraisers to be supportive. Another indicator examined in the analysis of Effect of interpersonal relationships on Implementation of Performance Appraisal, focused on the statement*, "There is good cooperation between me and my appraiser"* The results of this analysis showed that, 145 (80.00%) agreed with this statement and only 24 (12.00%) disagreed. This result is an indicator that there is good cooperation between appraisee and the appraisers.

The study further explored the employees' contentment with their PA system evaluation. Employees were asked to give their rating of the statement, "*My appraiser listens actively to me when interviewing me and does not interrupt"* The results

showed that 120 (65.00%) agreed with the statement. Only 34 (19.00%) disagreed. This implies that majority of staff at the Ministry of Education are satisfied that their appraisers listen actively to them when interviewing them and do not interrupt.

On another dimension, clarity of communication was considered an indicator of interpersonal relationship in the PAS system. The analysis was based on the ratings of employees on the statement, "*My appraiser communicates unambiguously and concisely that gives me an easy time to comprehend what is being passed across*" The results of the analysis indicted that, 122 (66.00%) of the staff agreed that communication during the PA process is clear and unambiguous. Only 34 (19.00%) disagreed with the statement. The implication is that the PAS communication is clear to promote good interpersonal relationship between the appraiser and the appraisee.

The study further examined how the appraisers relate with the appraisee in case of disagreement. The respondents were asked to rate the following statement, "*My appraisal disagrees gracefully and respectfully when he or she does not accept or agree with me on a particular thing*" The results of analysis showed that, 115 (63.00%) agreed with this statement. On the other hand, the analysis showed that 38 (24.00%) disagreed with the statement. The implication of this finding is that majority of staff in the Ministry of Education concur that communication between appraiser and appraisee is supportive. The study further explored the appraiser-appraisee emotional relationship during the PA evaluation. Employees were asked to give their rating of the statement, "*My appraiser effectively manages emotions as well as the emotions of others*" The results showed that 135 (74.00%) agreed with the statement. Only 23 (11.00%) disagreed. This implies that majority of staff at the Ministry of

Education are satisfied that their appraiser-appraisee emotional relationship during appraisal process.

Another indicator examined in the analysis of Effect of interpersonal relationships on Implementation of Performance Appraisal, focused on the statement, *"My appraiser interprets and handles conflict well enough to ensure that all parties achieve a win-win solution"* The results of this analysis showed that, 124 (66.00%) agreed with this statement and only 24 (12.00%) disagreed. This result is an indicator that there is good cooperation between appraisee and the appraisers. Finally, in assessing the effects of feedback management on implementation of PAS, the study examined the level of understanding that prevails between the appraiser and appraisee. during the PAS process. In this analysis, respondents were asked to give their rating on the statement, "*My appraiser is fully aware of the words to be used and ensures that what is said has a positive effect on other people"*. The results showed that, 137 (75.00%) of the respondents agreed with the statement, and only 96 (53.00%) disagreed. The implication of this result is that, the PAS process at the Ministry of Education is a valid process, which provides feedback reflecting employees' true work performance.

After determining staff attitude towards interpersonal relationships, the study proceeded to determine the relationship between attitude towards feedback management and the extent of implementation of the performance appraisal system in the MoE in Nairobi county. This relationship was determined by assessing the values of the standardized Beta coefficients (whether positive or negative) and the level of significance (Sig) or p values for each of the variables in the regression model. According to Field (2008), a positive standardized Beta coefficient conveys that there

is positive relationship between an independent variable and an outcome, whereas a negative coefficient represents a negative relationship. The study used $p<0.05$ to determine the statistical significance of the independent variables in predicting the implementation of performance appraisal system. The study found that the p value for interpersonal relationships was $p=0.165$, and was not significant because $p>0.05$ (see Table 4.6). The finding means that attitude towards interpersonal relationships was not significant in the implementation of the performance appraisal system. The standardized Beta coefficient for interpersonal relationship was found to be 0.098. This was interpreted to mean that there was a direct relationship between interpersonal relationships and implementation of the performance appraisal systems, for every unit increase/improvement in "Interpersonal relationship between appraiser and appraisee", we expect an approximately 0.098 (9.8%) point increase/improvement in the "Implementation of Performance Appraisal System" score, holding all other variables constant.

In order to collaborate the results from the quantitative analysis, the study analysed and discussed the qualitative data related to interpersonal relationships. The data was collected using structured interview guides from 10 Key informants who were Directors. From the Interview Schedule, two employees expressed reservations about the use of appraisal results. The concern here is that, sometimes the supervisors abuse the good intention of performance appraisal. Instead they use appraisals to settle scores. One mentioned that:

> *Appraisal should be seen as a way to gauge one's performance rather*
> *than witch-hunt. At times the employee has a negative attitude towards*

> *performance appraisal hence see it as a necessary evil that is there to*
>
> *waste their time.*

Another employee expressed thus,

> *Performance appraisal does not come with promotion. It is done as a*
>
> *routine with no much expectations on it. Employee lack of motivation*
>
> *affects the implementation of PAS*

The foregoing views expressed by employees are indicators of the importance of performance appraisal as a necessary feedback mechanism for them to recognise and appreciate their current status in the organisation. This, in turn, provides them with the impetus to do better in the future. This finding is in agreement with the findings of Adofo (2011) that performance appraisals improve work performance of employees by helping them realise their full potential. However, the views given by some employees of MoE is that appraisal results are sometimes used by some supervisors to witch-hunt, and that it does not always come with promotion, may have a negative effect on the overall performance appraisal system. This means that appraisal can sometimes be a very subjective process. In concurrence, Prendergast and Topel (1996, p. 960) argue that accurate and objective measures of an employee's performance are typically unavailable. Instead performance, is gauged from subjective opinions provided by superiors and this subjectivity opens the door to favouritism where evaluators use their power to reward preferred subordinates beyond their true performance. According to Prendergast and Topel (1996, p. 960), this attracts the negative impact of favouritism which causes mistrust and poor relationships in an organization. The management in MoE, should therefore, enhance non subjective

appraisal in order to encourage positive relationships towards in the implementation of PAS.

Based on these results, it can be inferred that the employees, who are the appraisee, view that during the rating period, the appraiser's value them and treat them with dignity and fairness. The analysis results also indicate that there is an environment of trust in the appraisers, and that, the appraisers are supportive of their ratees. Further, the foregoing results point to the presence of appraisee-appraiser trust of such a magnitude that makes the appraisee satisfied with the PAS at MoE, thereby rendering the whole process effective. This agrees with the findings of Swanepoel, Mangonyane, and Botha (2014) in a study that showed that the degree of trust in the relationship between employees and managers, impact on how a manager approaches and performs an appraisal and which subsequently influence the performance ratings that such a manager allocates to employees. The findings of this study therefore indicates the expected situation in terms of rater and ratee relationship during appraisal.

The analysis on Table 4.8 indicates that the interpersonal relationship factors obtained an overall percentage rating ranged from 63.00% to 80.00%. This rating implies a moderately high rate of positive perception of good interpersonal relationship between the employees and their appraisers. The overall implication of this result is that, the quality of interactions between appraisers and appraisee during the process of appraisals is high and contributes to fair treatment in the whole process. The result also implies that, during the rating period, the appraisers value the ratees and treat them with dignity and fairness. It means that there is an environment of trust in the

138

appraisers and that they are supportive of their rates. This agrees with the findings of the study by Lodisso (2019), on the effects of interpersonal relationship on employees' job satisfaction in an education department in Nigeria, which revealed that interpersonal relationship had a strong positive direct effect on job satisfaction, therefore recommending that management intervention may be instrumental in promoting friendships at work.

Of concern is the 37.00% of the staff indicating that the appraisers do not agree gracefully and respectfully where there are diverging views between the appraiser and the appraisee. This implies that there is still a part of appraisers who will still make unfair decisions, influence unfair outcome of the interactions and therefore cause great dissatisfaction with complaint handling, and a general compromise on the quality of the interpersonal treatment people receive during PA among the employees. This is consistent with Heslin and Vandewalle (2011) who state that interpersonal justice, because it reflects issues such as sensitivity, politeness, dignified behaviour, and respect, can ease an individual's response to decision outcomes (i.e., complaint handling outcomes), especially if these outcomes are unfavourable.

The general positive rating of interpersonal relationship by appraisee is attributed to the perception they hold that: "My appraiser is knowledgeable on PAS to make decisions about my performance evaluation", rated agreed at 68.00%; "There is good cooperation between me and my appraiser" rated highest at 80.00%, and: that, "My appraiser is fully aware of the words to be used and ensures that what is said has a positive effect on other people", rated second highest at 74.00%. This result is a testimony to the overall positive mien that appraisers generally evoke during appraisal

processes at MoE. This positive bearing is manifested by the objective decisions made by the appraisers about the appraisee, where the latter feel their evaluators are well knowledgeable on PAS matters concerning them.

4.6 EmployeeAttitude towards Appraisal Training and its effect on the Implementation of the Performance Appraisal System

The analysis in this section sought to answer the following research question;' "How does employees' attitude towards appraisal training affect the implementation of performance appraisal system in the Ministry of Education in Nairobi City County?" To answer this question, the study used questionnaires and interview guide to collect data from directors and education staff of the Ministry of Education. Quantitative data were obtained using questionnaires targeting the education staff of the Ministry of Education, which generated numeric data. Qualitative data was obtained through interviews of management staff. Table 4.9 presents the findings.

Table 4.9: Effects of Appraisal Training on Implementation of Performance Appraisal

Statement	Rating					Cumulative		Total
	SD 1	D 2	NS 3	A 4	SA 5	D	A	
I am well trained on the performance appraisal system by the ministry	37 24%	49 17%	15 8%	59 32%	22 12%	86 47%	81 44%	182 100%
I know what is expected of me during appraisal exercise	14 8%	29 16%	19 10%	96 53%	24 13%	43 24%	120 66%	182 100%
Purpose of PAS are clearly outlined, understood and accepted	11 6%	37 20%	30 16%	85 47%	17 9%	48 26%	92 51%	182 100%
Key performance criteria including competences, behaviours, results have clearly identified	9 5%	42 23%	28 15%	84 46%	19 10%	70 37%	103 57%	182 100%
I clearly understand the process of PAS	10 6%	39 21%	33 18%	78 43%	22 12%	49 17%	100 55%	182 100%
I am knowledgeable in matters of performance appraisal	13 7%	38 20%	30 16%	72 38%	22 12%	51 28%	94 52%	182 100%
We are trained on how to set targets as a group	21 12%	62 34%	15 8%	72 38%	12 6%	83 45%	84 46%	182 100%
I am well trained on how to set my own targets including objectives	17 9%	51 18%	18 9%	81 44%	15 8%	68 37%	96 54%	182 100%

Table 4.9
(Continued)"

I am well trained on how to assess/evaluate employee performance	20 11%	63 35%	22 12%	66 35%	12 6%	83 45%	78 43%	182 100%
I am well trained on how to objectively judge employee performance as: below expectation; meeting expectation; exceeding expectation, on outputs	20 11%	58 32%	26 14%	69 36%	9 5%	78 43%	78 43%	182 100%
I am well trained on how to keep appraisal records for use by the organisation	18 10%	63 35%	26 14%	64 34%	11 6%	81 44%	75 40%	182 100%
I am trained on how to translate organisational mission and vision into my performance targets	17 9%	60 32%	27 14%	64 34%	14 8%	77 42%	78 43%	182 100%
I am well trained on how to fill appraisal forms objectively, without bias	17 9%	49 17%	16 8%	81 44%	19 11%	66 36%	100 55%	182 100%

Overall: Mean = 3.14, SD = 1.173

Source: Field data, 2019

The results in Table 4.9 provide the analysis of effects of appraisal training on Implementation of Performance Appraisal system. One of the indicators focused on employees' rating of the statement,' 'I am well trained on the performance appraisal system by the ministry". The results showed that 81 (44.00%) employees agreed with

this statement. On the other hand, 86 (47.00%) disagreed with this statement. The implication of this finding is that, the majority of staff feel that they have not been given sufficient training on PA.

In examining the extent to which employees bare aware of their roles during the PAS interviews, employees were asked to provide their rating of the statement, "*I know what is expected of me during appraisal exercise*". The results showed that 120 (66.00%) of the employees agreed with this statement. Only 43 (24.00%) disagreed. This implies that the majority of employees in the Ministry of Education are aware of their roles during the PA. Another indicator examined in the analysis of Effect of interpersonal relationships on Implementation of Performance Appraisal, focused on the statement, *"There is good cooperation between me and my appraiser"* The results of this analysis showed that, 145 (80.00%) agreed with this statement and only 24 (12.00%) disagreed. This result is an indicator that there is good cooperation between appraisee and the appraisers

The study further explored the employees' awareness of the purpose of PAS. Employees were asked to give their rating of the statement, "*Purpose of PAS are clearly outlined, understood and accepted"* The results showed that 92 (51.00%) agreed with the statement. Only 48 (26.00%) disagreed. This implies that majority of staff at the Ministry of Education are aware of the purpose of the PAS. On another dimension, identification of kay performance criteria was considered an indicator of appraisal training in the PAS system. The analysis was based on the ratings of employees on the statement, "*Key performance criteria including competences, behaviours, results have clearly identified" T*he results of the analysis indicted that,

122 (66.00%} of the staff agreed that communication during the PA process is clear and unambiguous. Only 34 (19.00%) disagreed with the statement. The implication is that the PAS communication is clear to promote good interpersonal relationship between the appraiser and the appraisee.

The study further examined how the appraisee are familiar with and clearly understand the process of PAS. The respondents were asked to rate the following statement, "*I clearly understand the process of PAS*" The results of analysis showed that, 100 (55.00%) agreed with this statement. On the other hand, the analysis showed that 70 (37.00%) disagreed with the statement. The implication of this finding is that majority of staff in the Ministry of Education understand the process of the PA system The study further explored how employees are familiar with identified during the PA evaluation. Employees were asked to give their rating of the statement, "*Key performance criteria including competences, behaviours, results have clearly identified*" The results showed that 103 (57.00%) agreed with the statement. Only 23 (11.00%) disagreed. This implies that majority of staff at the Ministry of Education are satisfied that their appraiser-appraisee emotional relationship during appraisal process.

Another indicator examined in the analysis of Effect of PA training on Implementation of Performance Appraisal, focused on the statement, "*I am knowledgeable in matters of performance appraisal* "The results of this analysis showed that, 94 (52.00%) agreed with this statement and only 51 (28.00%) disagreed. This result is an indicator that the majority of staff are knowledgeable about the PA system. Further, in assessing the effects of appraisal training on implementation of

PAS, the study examined the level of understanding that prevails between the appraiser and appraisee. during the PAS process. In this analysis, respondents were asked to give their rating on the statement, "*We are trained on how to set targets as a group*". The results showed that, 83 (45.00%) *o*f the respondents agreed with the statement, and only 15 (8.00%) disagreed. The implication of this result is that, employees of MoE are well able to set their performance targets.

In examining the preparedness of employees to evaluate or assess employee performance, the respondents were asked to rate this statement, "*I am well trained on how to assess/evaluate employee performance*" The results of the rating showed that, 45.00% of the employees agree with this statement. Only 6.00% disagreed. This means that majority of employees in MoE have been capacity built to handle employee evaluation well. The study further examined how employees have been empowered to discern their performance levels. In this analysis, employees were asked to rate the following statement, "*I am well trained on how to objectively judge employee performance as: below expectation; meeting expectation; exceeding expectation, on outputs*" The results of the analysis showed that, 43.00% of employees agreed with this statement, and only 5.00% disagreed. This showed that the Ministry of education has prepared majority of its staff to handle mattes of PAS well.

The study further examined how employees have been prepared to keep appraisal record well. In this analysis, respondents were asked to rate the following statement," *I am well trained on how to keep appraisal records for use by the organisation*". The results showed that 44.00% of employees disagreed while only 40.00% agreed. The

implication is that most of the Staff in MoE have not been well empowered to keep appraisal records well. The study further explored how well employees are able to translate the organizational mission and vision into goals and targets. In the analysis, employees were asked to rate the following statement, "*I am trained on how to translate organisational mission and vision into my performance targets*". The results of the analysis showed that, 42.00% agreed with the statement and 43.00% disagreed. This implies that interpretation of vision and mission statements are still a challenge to majority of employees in the organization.

The study, further sought to determine whether or not employees are able to fill PA forms well. In the analysis, the staff were asked to rate the following statement," I *am well trained on how to fill appraisal forms objectively, without bias*". The results of the analysis showed that, 55.00% of respondents agreed with this statement and only 36.00% disagreed. This is an indicator that majority of employees in MoE have been well empowered to fill the appraisal forms.

After determining staff attitude towards appraisal training, the study proceeded to determine the relationship between attitude towards appraisal training and the extent of implementation of the performance appraisal system in the MoE in Nairobi county. This relationship was determined by assessing the values of the standardized Beta coefficients (whether positive or negative) and the level of significance (Sig) or *p* values for each of the variables in the regression model. According to Field (2008), a positive standardized Beta coefficient conveys that there is positive relationship between an independent variable and an outcome, whereas a negative coefficient represents a negative relationship. The study used $p<0.05$ to determine the statistical

significance of the independent variables in predicting the implementation of performance appraisal system. The study found that the p value for appraisal training was $p=0.044$, and was significant because $p<0.05$ (see Table 4.6). The finding means that attitude towards appraisal training was important in the implementation of the performance appraisal system. The standardized Beta coefficient for appraisal training was found to be 0.152. This was interpreted to mean that there was a direct relationship between appraisal training and implementation of the performance appraisal system. So, for every unit increase in "Appraisal training by MoE", we expect a 0.152 (15.2%)-point increase in the "Implementation of Performance Appraisal System" score.

In order to collaborate the results from the quantitative analysis, the study analysed and discussed the qualitative data related to appraisal training. The data was collected using structured interview guides from 10 Key informants who were Directors. During interviews, employees were asked to give their own opinion regarding how appraisal training influences their attitude towards performance appraisal system. They gave varied views and opinions concerning the benefits as follows: It helps assess or evaluate their capacity; improves their work performance; Improves knowledge on matters on performance; sets work effectively, and standards of performance; Employee can translate organisational mission, vision and goals into practice; and, Training increases awareness and participation in PAS. Other views given by employees indicated that; Training encourages employees to put more effort into meeting annual targets; Workers organisation and coordination of tasks Improve; Employees can communicate effectively achieve more, and; It helps to improve their confidence. From the interview schedule, one employee explained thus:

"A trained employee on performance appraisal is in a better position to implement a performance appraisal system. All employees should be trained on the usefulness of appraisal and positive/advantages that come along. This will open their understanding while filling the forms and purpose of appraisal. Appreciate target setting as a hallmark of measuring achievements"

Another employee further explained that:

"Employees who are well trained on PA have a positive attitude and have embraced performance appraisal system as key to improving work performance. It enables them understand and interpret the system. Ensure the employee understands the system and its benefits. Has there been training on appraisal? Help the employee to be positive and industrious"

These findings indicate that employees acknowledge the usefulness of appraisal training. They regard it positively as a way of subsequently appreciating the role of performance appraisal in the organisation. Most of the employees interviewed expressed positive sentiments about the impact of training on performance appraisal system. Their views were supported by the findings of Dash et al. (2008) in Maduli and Najala (2019), Shaw et al. (2008) in Chaponda (2014), and Pulakos (2004), showing that the results of the performance appraisal system are important as it is forms the basis for training, pay and other benefits, leading to the development of employee capabilities. One of the employees of MoE stated that:

A better understanding of the whole process will impact positively on the appraisee attitude and acceptance of the process. By being

> *objective, not subjective. By being trained. By imparting new skills and knowledge.*

One of the employees expressed the view that:

> *An employee works from an informed point of view. Employees can understand the role of the PAS thus improving their performance. Employees who are well trained on PA have a positive attitude and have embraced the performance appraisal system as key to improving work performance.*

In view of their personal circumstances at the MoE, one of the employees stated that:

> *The appraisee needs to be trained on how to handle the process even where targets are not met. The employee will readily accept and take part in the approval of trained and sensitized employee attitude is more receptive to performance appraisal with appraisal training as the employee understands PAS is for their professional growth and development. The employee clearly understands that the PAS is not meant to reprimand but to assist in improving their performance*

Further, in regard to effect of appraisal training on employee's attitudes, the results suggested that the most widely used rater training approach is appropriate in MoE for improving rating accuracy. Woehr and Huffcutt (1994) explain that a substantial amount of research in the performance appraisal literature has focused on rater training as a means of improving performance ratings. Employees at MoE appreciate appraisal training as it keeps them aware of their role and any developments in PAS, builds confidence, and therefore affects their attitude towards PAS positively.

Another respondent observed as the following:

Employees tend to want prior info and lack of this contributes to shoddy participation, as they feel attacked. Employees who have a positive attitude tend to perform better as they are self-motivated. Employees with positive attitude will work for realization of organisation goals while those with negative attitude will work to bring the organisation down. For PAS to work it requires commitment from both the appraiser and appraisee hence employees need to have a positive attitude.

These responses are in agreement with the findings of Carlopio, Anrewartha, and Armstrong (2001) who suggested that it is vital for the management to use training as the source of motivation for the employees so that the problems and the resistance that follow the new PMS would be overcome. In this scenario, the management at MoE should conduct continuous training to create awareness, build confidence of the employees and commitment. This helps to influence their attitude towards PAS and its implementation in MoE.

The findings in Table 4.9 shows that employees are not exposed to sufficient training at MoE to avoid errors in the performance appraisal process. This is evidenced by the disagreed rating of 36.00% to 45.00%, which represents the staff that indicated that they are not well trained on: the performance appraisal system, how to assess/evaluate employee performance, how to keep appraisal records for use by the organisation, how to set targets as a group and how to translate organisational mission and vision into my performance targets respectively. The findings of the study also show that the highest rating by the MoE staff about appraisal training, was 66.00% on; I know what is expected of me during appraisal exercise, which issatisfactory for

a positive appreciation. These determinations in the analysis can be construed that, employees are not exposed to sufficient training at MoE to avoid errors in the performance appraisal process.

4.7 EmployeeAttitude towards Organisational Support and its effect on the Implementation of the Performance Appraisal System

The analysis in this section sought to answer the following research question; "Does employees' attitude towards organisational support affect the implementation of performance appraisal system in the Ministry of Education in Nairobi City County?" Questionnaires and interview guide were used to collect data from directors and education staff of the Ministry of Education. Quantitative data was generated from the closed ended questions of the questionnaires and demographic part of the interview guide. Qualitative data was generated from the open ended questions of the questionnaires and interview guide. Table 4.10 presents the findings.

Table 4.10: Effects of Organisational Support on Implementation of Performance Appraisal

Statement	Rating					Cumulative		Total
	SD 1	**D 2**	**NS 3**	**A 4**	**SA 5**	**D**	**A**	
Employees get the support they need from supervisors	12 6%	51 28%	24 12%	80 43%	15 7%	63 33%	95 53%	182 100%
The ministry gives reward to the best performing employee after appraisal	53 29%	39 21%	56 31%	25 23%	9 5%	92 51%	34 19%	182 100%
There are ample working conditions to all employees after appraisal exercise	38 21%	68 35%	25 13%	40 21%	11 5%	106 58%	51 28%	182 100%
The Ministry gives adequate attention to employee's performance gaps and provides capacities identified as limited in performance appraisal	37 20%	67 34%	31 14%	37 19%	**10** 5%	104 56%	47 26%	182 100%
The ministry provides support for employees to understand organisational goals, mission	30 16%	50 18%	22 12%	68 37%	12 6%	80 43%	80 43%	182 100%

Overall: Mean = 2.72, SD = 1.194

Source: Field data, 2019

Table 4.10 presents analysis of effects of organisational support on Implementation of Performance Appraisal. The first section examines the analysis of the training of employees on how they get support from their supervisors. The respondents were

asked to rate the following statement, "Employees get the support they need from supervisors" The results of the analysis indicated that, 53.00% agreed with this statement, and only 33.00% disagreed. This implies that the majority of the staff in MoE receive good support from their supervisors.

The study further sought to determine whether MoE rewards best performing workers. In the analysis process, the employees were asked to analyse the following statement, "The ministry gives reward to the best performing employee after appraisal exercise" The results showed that only 19.00% of staff agreed with the statement, while 51.00% disagreed. This is an indicator of poor reward system, put in place to support the local staff.

The study went on to determine how employees are accorded good working conditions. In this analysis respondents were asked to rate the following statement,' The respondents asked to rate the following statement, "There are ample working conditions to all employees after appraisal exercise". The results showed that 28.00% of staff agreed with this statement, while 58.00% disagreed. This implies that the working conditions at MoE are still not good enough for employee's tom appreciate and perform well.

The study further explored whether MoE gives attention to employees' performance gaps. In the analysis, respondents were asked to rate the following statement, "*The Ministry gives adequate attention to employee's performance gaps and provides the necessary capacities identified as limited in performance appraisal*". The results of the analysis showed that, 56.00% of employees agreed and only 5.00% disagreed.

This implies that MoE provides adequate attention to employees' performance gaps and provides necessary capacity building to fill the gaps.

Finally, the study sought to find out if MoE provides support to staff to enable them understand the mission, vision and goals of the organization. In the analysis, the respondents were asked to rate the following statement, "*The ministry provides support to enable the employees to understand the organisational goals, mission, vision*" The results of the analysis showed that, 43.00% of employees agreed within the statement and equally, 43.00% of them disagreed with the statement. The findings imply that, although MoE has made some efforts to empower employees in this area, these still some gaps that need to be filled.

After determining staff attitude towards organizational support, the study proceeded to determine the relationship between attitude towards organizational support and the extent of implementation of the performance appraisal system in the MoE in Nairobi county. This relationship was determined by assessing the values of the standardized Beta coefficients (whether positive or negative) and the level of significance (Sig) or p values for each of the variables in the regression model. According to Field (2008), a positive standardized Beta coefficient conveys that there is positive relationship between an independent variable and an outcome, whereas a negative coefficient represents a negative relationship. The study used $p<0.05$ to determine the statistical significance of the independent variables in predicting the implementation of performance appraisal system. The study found that the p value for organizational support was $p=0.000$, and was significant because $p<0.05$ (see Table 4.6). The finding means that attitude towards organizational support was important in the

154

implementation of the performance appraisal system. The standardized Beta coefficient for organizational support was found to be 0.380. This was interpreted to mean that there was a direct relationship between organizational support and implementation of the performance appraisal system. So, for every unit increase in "organisation support by MoE", we expect a 0.380 (38.0%)-point increase/improvement in the "Implementation of Performance Appraisal System" score.

In order to collaborate the results from the quantitative analysis, the study analysed and discussed the qualitative data related to organizational support. The data was collected using structured interview guides from 10 Key informants who were Directors. During the interviews, employees were asked to give their opinion, about how they view organisational support effect their attitude towards performance appraisal implementation. Employees gave varied opinions, most of which were positive. Some of the responses given were, Employees are likely to change attitude towards work positively; It motivates employees to perform better; Employees develop interest to fully understand the organisation; support improves relationship between employees and management; Employees self-esteem is increased; Relevant skills knowledge are acquired; Employees develop a feeling of belonging; Enhanced employee-supervisor relationship motivates employees; Lack of concern for the organisation is reduced; It brings cohesion among staff, and; better decisions regarding organisation growth and development are made.

Some of the respondents gave their views as follows:

> *"Employees feel where support lacks, they should not be evaluated against set goals. Employees have clear objectives of organisation and able to interpret their mandates easily for PA implementation. Employees participate knowing they are a part of the organisation"*

Another employee takes an objective view as follows:

> *"If the employee doesn't see any support, PAS becomes another routine exercise. If MoE does not support the employee it is very hard for them to perform at their optimum. If the support is there, it is taken positively unlike when there is no support. If there is no support the employee is likely to view performance appraisal as just PR exercise and punitive since he/she will not be able to meet the targets. In some cases, the officers are never facilitated to implement the set targets"*

One of the employees stated that:

> *"A motivated worker performs exemplary because of acceptance of the process. Appraisal should report in employee motivation and not find approval. An employee who is not rewarded to his best performance may not perform well next year due to being demoralized."*

Another respondent explained that:

> *"By setting targets for the upper offices appraisee get it easy to set their own. By showing concern on employees' performance. Everyone is bound to relate with the concepts of growth, knowledgeable within or without change and positivity."*

Additionally, one other employee expressed the view that:

> *"By showing concern within, performance is bound to change as competitiveness, and all will acknowledge positivity. Departmental*

156

> *objectives help the appraisee set their individual targets without difficulties."*

An employee who had experienced some support from MoE explained thus;

> *"Employees feel motivated hence increase in performance. Employees feel part of the process hence ready to work and achieve the set organisational targets. Employees feel that like they are part of the organisation. Employees feel they are not cared for and not part of the organisation when support is not given."*

However, an employee who had not received adequate support, expressed the following sentiments:

> *"Due to lack of funds, few employees are trained and this is likely to affect their performance. Employees see it as biasness process. Employees depend on support for effective meeting of targets."*

These views echo the positions taken by employees in response to the kind of support organisations give. The more an organisation invests in supporting its staff, especially by creating an environment and conditions which support employee, the performance appraisal system will be effective in serving its purposes. Abou-Moghli (2015), in examining the role of organisation support, research findings revealed that there is statistical significant role at the level of (5.00%) for organisational support in improving employees' performance, recommending that working managers in Jordanian maritime transport companies to reinforce their abilities to train and educate the employees on the participation in decision making. These results agree with the findings of the current study. Sumnaya, Delle, and Hossain (2019) organisational support is posited to indirectly impact employee attitudes and behaviours by creating

157

a sense of obligation within individuals that results in reciprocation. These findings support the social exchange view that employees' commitment to the organisation is strongly influenced by their perception of the organisation's commitment to them. Organisational support is assumed to increase the employee's affective attachment to the organisation and his/her expectancy that greater effort toward meeting organisational goals will be rewarded. It is concluded that the extent to which these factors increase work effort depends on the strength of the employee's exchange ideology favouring the trade of work effort for material and symbolic benefits.

The results of the analysis indicate that 'Organisation Support' received the agreed rating of 19.00% on; Moe gives reward to the best performing employee after appraisal. This low rating implies that the education staff view the organizational support as minimal. This may affect their attitude in the implementation of the performance appraisal at MoE. This is attributable to all the five factors analysed, as the result also indicates that nearly half of the staff observed that organisational support was lacking in the implementation of performance appraisal system. This was evidenced by the percentage of staff ranged from 19.00% to 53.00% indicating that: the ministry did not provide support to enable the employees to understand the organisational goals, mission and vision, the ministry did not give rewards to the best performing employee after appraisal exercise, there were no ample working conditions to all employees after appraisal exercise, the Ministry does not give adequate attention to employee's performance gaps and provides the necessary capacities identified as limited in performance appraisal, and; there are no ample working conditions to all employees after appraisal exercise respectively.

The implication of these findings is that the employees at MoE view the support of their organisation as low. In other words, the low organisational support reflects the low MoE's commitment to its employees, in this context. Nevertheless, it means that MoE's care about employee outcomes and performance, and MoE's care about employee well-being and respect, need some concerted effort or attention. Both these constructs may have affected the attitude of MoE employees about the implementation of PAS. This result correlates with the findings of this study on lack of Appraisal Training for both the appraisers and appraises, inadequate Feedback Management, and low use of appraisal results to identify employee needs in terms of training and professional development. Organisational support is based on the humanized qualities of organisations in employee eyes, manifested by culture, rewards and punishments, system, benefits and payments of organisations. When employees become aware of their organisations' attention, admiration, support, and respect towards them, they show a positive return.

4.8 Conclusion

This study suggests the possibility that commitment shown by MoE towards employee through investment of PAS practices, especially in appraisal training and organisation support can contribute to employees being more committed towards performance appraisal and the organisation, in general. In other words, when employees are provided with better performance appraisal system and training and development, it will lead to higher organisational commitment to PA implementation. This high commitment would help employees to feel valued in the organisation. The results derived from the analysis also indicated that performance appraisal factors

contribute highly to organisation productivity. It means that 50.1 % of commitment depends on a performance appraisal system.

One of the implications for supervisors in the context of conducting performance appraisal and training and organisation support programmes is that supervisors should stay attentive to the fact that only those employees who view these PAS practices as fair and beneficial would tend to commit and, in turn, have positive attitude towards MoE. This supports the study of Abdullah et al. (2011) where it is proven that performance appraisal motivates and contributes to commitment of an employee. On the other hand, in the aspect of training, Tannenbaum, Mathieu, Salas, and Cannon-Bowers (1991) supports the findings that the level of commitment escalates when employees are exposed to training as they feel more confident about themselves. The more committed the employees were, the more they desired training. Thus, the performance appraisal and training and development programmes should be tailored in a way to attain maximum possible confidence of the employees. The confidence of employees in the performance appraisal can be gained by getting them involved in the process of making choices relevant to their tasks. In this way, employees would be able to autonomously participate (self-reported performance) in the overall performance appraisal process and would feel satisfied with the performance appraisal procedure.

The findings also suggest that MoE may deploy PAS practices to employees by providing training courses and other career development programs to enhance their skills and abilities. To gain confidence of the employees in the performance appraisal system, their involvement in the performance management process should be

encouraged and they should be well educated about how to monitor and evaluate their own performance. Moreover, provision and reception of feedback regarding performance appraisal should take place at all the superior-subordinate tiers and not only on top notches. Yin-Fah, Foon, Chee-Leong and Osman (2010) explains further by reinstating employees' low commitment and its detrimental effect if proper strategies and practices are not place which subsequently increases the turnover intention in the organisation.

The findings of this study on organisational commitment and attitudes are justified with several past studies where there is a negative relationship between organisational commitment and turnover intention (Salleh, Nair, & Harun, 2012; Beheshtifar & Allahyary, 2013; Park, Christie, & Sype, 2014). This means thatthe turnover rate can be lowered through the development of committed workforce. The findings of this study explore and contributes to the understanding of the effects of the PAS practices of performance appraisal and training and development on the individual employees in terms of organisational commitment and their attitudes towards PAS system, and the factors which may affect the perceptions of employees about the extent of fairness and justice in the policies deployed. One of the implications for supervisors is on how they should incorporate satisfaction factors within the processes of performance appraisal and training and development.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

This chapter presents summary of findings of the study, conclusions and recommendations. The main purpose of this study was to determine the effect of employee attitude on implementation of PAS in the Ministry of Education, Nairobi City County in Kenya. Specific objectives of the study were to determine the effect feedback management, interpersonal relationships, appraisal training, and organisational support, on the implementation of the performance appraisal system. The conclusions are based on the findings, and the recommendations are derived from the conclusions.

5.1 Summary of the Findings

The following is the summary of the findings of the study based on the objectives of the study.

5.1.1 EmployeeAttitude towards Feedback Management and its effect on the Implementation of Performance Appraisal System

In seeking to assess the effect of employee attitude towards feedback management on the implementation of the performance appraisal system, the study came out with the following findings: Regarding the feedback management, the analysis indicated that that employee feedback management rating is just average implying that the staff are not categorical about their appreciation on the feedback management. This analysis implies that employees paint a grim picture of the way feedback management is implemented. Overall, the analysis results indicate that the agreed ratings given by the MoE respondents on the effects of feedback management range from a minimum of

162

42.00% to a maximum of 75.00%. The lowest factor represents the "Feedback on the results of the appraisal are communicated at the end of every evaluation period". This finding indicates that MoE needs to put in place adequate mechanisms to ensure regular communication of feedback information to the staff.

5.1.2 EmployeeAttitude towards Interpersonal Relationships and its effect on the Implementation of Performance Appraisal System

In the second objective, the study sought to evaluate the effect of employee attitude towards interpersonal relationships in the implementation of the performance appraisal system. The study established the following results: The analysis indicated that the agreed rating on interpersonal relationship factors ranged from 63.00% to 80.00%. This rating was interpreted as moderately high and indicates that employees of MoE judge that their interpersonal relationship between them and their appraisers is good. The positive rating of interpersonal relationship by appraisee is attributed to the judgement they hold that: "My appraiser is knowledgeable on PAS to make decisions about my performance evaluation", rated at 68.00%; "There is good cooperation between me and my appraiser" rated highest at 80.00%, and: that, "My appraiser is fully aware of the words to be used and ensures that what is said has a positive effect on other people", rated second highest at 74.00%.These results can be inferred that the employees, who are the appraisee, view that, during the rating period, the appraisers value them and treat them with dignity and fairness. The analysis results also indicate that there is an environment of trust in the appraisers, and that, the appraisers are supportive of their ratees.

5.1.3 EmployeeAttitude towards Appraisal Training and its effect on the Implementation of Performance Appraisal System

In establishing the effect of employee attitude towards appraisal training on PAS implementation, as expressed in the first objective, the study determined the following results: The findings show that employees are not exposed to sufficient training at MoE to avoid errors in the performance appraisal process. This is evidenced by the disagreed rating of 36.00% to 45.00%' The staff indicated that they are not well trained on the performance appraisal system; how to set targets as a group; how to assess/evaluate employee performance; how to keep appraisal records for use by the organisation, and; how to translate organisational mission and vision into their performance targets. Furthermore, the findings of the study also show that the highest agreed rating by the MoE staff about appraisal training, was 66.00% on; I know what is expected of me during appraisal exercise, which is satisfactory for a positive appreciation. MoE employees expressed positive contributions of PA on the basis of: Ability to work towards achieving the targets; Use of PA results in promotion from one job group to another; Achieving work targets on time; Helps in working for results in line with organisational vision and goals, and; Based on personal targets one can achieve set goals which enable progression.

5.1.4 EmployeeAttitude towards Organisational Support and its effect on the Implementation of Performance Appraisal System

As stated in the fourth objective, the study sought to assess the effect of employee attitude towards organisational support on implementation of performance appraisal system. The study determined the following findings: The results of the analysis

indicate that 'Organisation Support' received the agreed rating of 19.00% on; The ministry gives reward to the best performing employee after appraisal. This low rating implies that the education staff view the organizational support as minimal. This may affect their attitude in the implementation of the performance appraisal at MoE. This is attributable to all the five factors analysed, as the result also indicates that nearly half of the staff observed that organisational support was lacking in the implementation of performance appraisal system. This was evidenced by the percentage of staff ranged from 19.00% to 53.00% This finding was attributable to following factors: The ministry rarely gives rewards to the best performing employee after appraisal exercise; There are modest working conditions for employees after appraisal exercise; The Ministry gives inadequate attention to employee's performance gaps and rarely provides the necessary capacities identified as limited in performance appraisal, and; The ministry does not provide adequate support to enable the employees to understand the organisational goals, mission, vision.

5.1.5 Findings from Regression Analysis

Further, inferential statistical analysis of quantitative data determined the following:

a) In seeking to determine the effect of employee attitude towards feedback management on implementation of PAS, the study found out that improvement in "Feedback management by MoE" is significantly related to a positive change in "Employees' Attitude on implementation of Performance Appraisal System". This was determined through the use of statistical correlational analysis between the two variables.

b) In finding out the effect of employee attitude towards interpersonal relationship on the implementation of PAS, the result showed that an improvement in

"Interpersonal relationship between appraiser and appraisee" is significantly related to a positive change in "Employees' Attitude on implementation of Performance Appraisal System". This was determined through the analysis of correlation between the two variables.

c) In establishing the effect of employee attitude towards appraisal training on implementation of PAS, the study confirmed that an increase in the frequency of "appraisal training" is significantly related to an improvement in the implementation of PAS

d) In examining the effect of employee attitude towards organisational support on the implementation of PAS, the results showed that there is a significant relationship between organisation support and implementation of PAS.

e) The computed R-Square (of 0.501), indicates that the proportion of variance in the dependent variable (Employees' Attitude on implementation of Performance Appraisal System) can be explained by the independent variables (Organisation support by MoE, Interpersonal relationship between appraiser and appraisee, Appraisal training by MoE, and Feedback management by MoE), at 50.1% of all cases. This is an overall measure of the strength of association between the independent variables and the dependent variable.

From the regression analysis results, the following were interpreted:

i. The coefficient (predictive index) for "Appraisal training by MoE" is 0.111. So, for every unit increase in "Appraisal training by MoE", we expect a 0.111 (11.1%)-point increase in the "Attitude on implementation of Performance Appraisal System" score.

ii. The coefficient for "Appraisal training by MoE "(0.111) is significantly different from 0 because its p-value is 0.044, which is smaller than 0.05.

iii. The coefficient for "organisation support by MoE" is 0.273. So, for every unit increase in "organisation support by MoE", we expect a 0.273 (27.3%)-point increase/improvement in the "Attitude on implementation of Performance Appraisal System" score.

iv. The coefficient for "Organisation support by MoE" (0.273) is significantly different from 0 because its p-value is 0.000, which is smaller than 0.05.

v.   The intercept is significantly different from 0 at the 0.05 alpha level.

However, the coefficient (predictors) for the other independent variables are NOT statistically significant because their p-values are greater than 0.05. From the foregoing analysis, it was construed that, "Appraisal training by MoE"; and "Organisation support by MoE"; are the main critical factors that need to be seriously addressed to improve employees' Attitude on implementation of Performance Appraisal System.

5.2 Conclusions

The study concluded that the employee's attitude has significant effect on the implementation of PAS. The study further concludes that, "Appraisal training by MoE"; and "Organisation support by MoE"; were the main critical elements of employee attitude that need to be seriously addressed to improve employees' Attitude on implementation of Performance Appraisal System in MoE.

On the effect of feedback management on the implementation of PAS, the study concludes employee feedback management rating is modest at MoE. This means that feedback management practice at MoE should be enhanced in order to trigger positive attitude towards the implementation of PAS. Further, MoE needs to enhance efficient and timely communication of appraisal findings to the employees.

With respect to the effects of interpersonal relationships in the implementation of performance appraisal system, the study concluded that interpersonal factors were significant in successful implementation of PAS, and that interpersonal relationships between the appraisers and appraisee was positive at MoE. This means there is an environment of trust in the appraisers, and that, the appraisers are supportive of their ratees. Fairness and objective ratings can be achieved due to the demonstrated positive interactions in the implementation of PAS.

On the effect of appraisal training on implementation of a performance appraisal system, the study concluded that although appraisal training is significantly related to improvement in the implementation of PAS, MoE had not adequately provided training opportunities for the employees on PAS. This means that training should be provided to the staff regularly in such a manner that it becomes an accepted part of the organisations' culture. Training should be in areas such as goal-setting, monitoring performance, personal and interactional skills.

In regard to the effect of organisational support on the implementation of performance appraisal system, the study concluded that there is significant relationship between organisational support and implementation of PAS. However, at MoE, the study

found that organisation support is inadequate. This implies that, MoE should provide a supportive environment to enable the employees develop positive attitude for effective implementation of PAS.

5.3 Recommendations

Based on the findings, the study makes the following recommendations.

5.3.1 Employee Attitude towards Feedback Management and its effect on the Implementation of Performance Appraisal System

Objective one sought to determine the effect of feedback management on the implementation of performance appraisal system in the Ministry of Education in Nairobi City County. It was investigated using research question: "How does employees' attitude towards feedback management affect the implementation of performance appraisal system in the Ministry of Education in Nairobi City County?" The study found that the staff were generally dissatisfied with the implementation of the PAS in MoE, specifically with regard to delayed feedback on the results of the appraisal, irregular evaluation of all employees, and Feedback not reflecting employees actual work performance. Based on this finding this study recommends that feedback on the results of the appraisal should be communicated at the end of every evaluation period. This implies that MoE needs to put maximum effort to achieve regular communication of feedback information on appraisal results to the staff.

Based on this finding, the study also found that improvement in "Feedback management by MoE" is significantly related to a positive change in "Employees' Attitude on implementation of Performance Appraisal System". The study

recommends that MoE to put in place a robust feedback mechanism to ensure efficient feedback on the results of the appraisal is communicated at the end of every evaluation period, with a view of enhancing positive view of the employee on the implementation of PAS.

5.3.2 Employee Attitude towards Interpersonal Relationships and its effect on the Implementation of Performance Appraisal System

Objective two sought to find out the effect of interpersonal relationships on the implementation of performance appraisal system in the Ministry of Education in Nairobi City County. It was investigated using research question: "Does employees' attitude towards interpersonal relationships affect the implementation of performance appraisal system in the Ministry of Education, in Nairobi City County?" The study found that an improvement in "Interpersonal relationship between appraiser and appraisee" is significantly related to a positive change in "Employees' Attitude on implementation of Performance Appraisal System". The study therefore recommends that the Ministry of Education needs to put in place programmes that maximise appraisers increased awareness on PAS to make decisions about employees' performance evaluation. Also, there should be excellent cooperation between appraisee and appraisers. The supervisors, who are the appraisers should be sensitized to be fully aware of the words to be used and ensure that what is said has a positive effect on other people. The study further recommends that, the Ministry of Education should maintain and even enhance the positive factors observed, for instance, that the employees view that, during the rating period, the appraisers value them and treat them with dignity and fairness. The analysis results also indicated that there is an

environment of trust in the appraisers, and that, the appraisers are supportive of their ratees.

5.3.3 Employee Attitude towards Appraisal Training and its effect on the Implementation of Performance Appraisal System

Objective three sought to establish the effect of appraisal training on the implementation of performance appraisal system in the Ministry of Education in Nairobi City County. It was investigated using research question: "How does employees' attitude towards appraisal training affect the implementation of performance appraisal system in the Ministry of Education in Nairobi City County?"

The study revealed that an increase in the frequency of "appraisal training" is significantly related to an improvement in the implementation of PAS. The study, therefore, recommends that the employees should be well trained on the performance appraisal system. The should focus on; how to set targets as a group; how to assess/evaluate employee performance; how to keep appraisal records for use by the organisation, and how to translate organisational mission and vision into their performance targets. This will greatly contribute to their career growth and development. The MoE management should also enhance the positive contributions of PAS by encouraging employees to work towards achieving their targets; using PAS results in identifying employees for promotion from one job group to another; encourage staff to achieve work targets on time, and sensitize them in working for results in line with organisational vision and goals.

5.3.4 Employee Attitude towards Organisational Support and its effect on the Implementation of Performance Appraisal System

Objective four sought to examine the effect of organisational support on the implementation of performance appraisal system in the Ministry of Education in Nairobi City County. It was investigated using research question: "Does employees' attitude towards organisational support affect the implementation of performance appraisal system in the Ministry of Education in Nairobi City County?" The study revealed that an increase in the frequency of "organisation support" is significantly related to an improvement in the implementation of PAS. The study recommends that, the MoE should increase support initiatives to employees, by giving rewards and recognition to the best performing employee after appraisal exercise. There should also be improved working conditions for employees after appraisal exercise, give adequate attention to employee's performance gaps and frequently provide the necessary capacities identified as limited in performance appraisal, and; The Ministry needs to provide adequate support to enable the employees to understand the organisational goals, mission, vision.

5.4 Suggestions for Further Research

This study has exposed several areas that necessitate further interrogation since this single study did not delve into them because they were outside its scope. For future research, this study proposes the following areas:

  i. A study to be carried out on the two most significant components of employee attitude; *appraisal training* and *organisational support* to further investigate the underlying factors influencing them.

ii.   A similar study in the other counties to explore the effect of the employee attitude on the implementation of PAS in those counties.

iii. A similar study among the non-education staff at MoE to establish the effect of their attitude on the implementation of PAS.

REFERENCES

Abdullah, R., Musa, M., Zahari, H., Rahman, R., & Khalid, K. (2011). The study of employee satisfaction and its effects towards loyalty in hotel industry in Klang Valley, Malaysia. *International Journal of Business and Social Science*, *2*(3), 147-155.

Abou-Moghli, A. (2015). The role of organizational support in improving employee's performance. *International Business Research*, *8*(2), 198.

Abraham, W.T., & Russell, D.W. (2008). Statistical power analysis in psychological research. *Social and Personality Psychology Compass, 2*(1), 283-301.

Adams, J. S. (1965). Inequity in social exchange. In *Advances in experimental social psychology* (Vol. 2, pp. 267-299). Academic Press.

Adofo, P. S. (2011). *An evaluation of the performance appraisal system and its effect on employee performance: A case study of selected senior high schools in the Kwahu-South district, Ghana* (Doctoral dissertation).

Aggarwal, A., & Thakur, G.S.M. (2013). Techniques of Performance Appraisal – A Review. *International Journal of Engineering and Advanced Technology, 2*(30), 617-621.

Agyare, R., Yuhui, G., Mensah, L., Aidoo, Z., & Ansah, I.O. (2016). Impacts of performance appraisal on employees' job satisfaction and organizational commitment: A case of microfinance institutions in Ghana. *International Journal of Business and Management*, *11*(9), 281-297.

Ahmed, I., Ramzan, M., Mohammad, S.K., & Islam, T. (2011). Relationship between perceived fairness in performance appraisal and OCB: Mediating role of organizational commitment. *International journal of academic research*, *3*(5), 15-20.

Ahmed, S. (1999). The emerging measure of effectiveness for human resource management: An exploratory study with performance appraisal. *The Journal of Management Development, 18*(6), 543-556.

Al-Mzary, M. M. M., Al-rifai, A. D., & Al-Momany, M. O. E. (2015). Training and Its Impact on the Performance of Employees at Jordanian Universities from the Perspective of Employees: *The Case of Yarmouk University. Journal of Education and Practice, 6*(32), 128-140.

Al-Zawahreh, A., & Al-Madi, F. (2012). The utility of equity theory in enhancing organizational effectiveness. *European journal of economics, finance and administrative sciences, 46*(3), 159-169.

Amaline, D., Amisha, M., & Krutika, D. (2015). Adam's Equity Theory Diagram. Retrieved from http://www.slideshare-net/mobile/umbeluniverse/theories-of-work-motivation on 16/01/2016

Andrews, M.C., & Kacmar, K.M. (2001). Impression management by association: Construction and validation of a scale. *Journal of Vocational Behavior*, *58*(1), 142-161.

Anjulo, L.A. (2017). Employees Attitude Towards Performance Appraisal Practices in Ethiopian Private Banking Industry. *European Journal of Business and Management, 9*(34), 2222-2839.

Annamalai, T., Abdullah, A.G.H., & Alazidiyeen, N.J. (2010). The Mediating Effects of Perceived Organizational Support on the Relationships between Organisational Schools. *European Journal of Social Sciences, 13*(4), 623-632.

Antwi, S.K., & Hamza, K. (2015) Qualitative and Quantitative Research Paradigms in Business Research: A Philosophical Reflection. *European Journal of Business and Management, 7*(3), 217-225.

Appelbaum, S.H., Roy, M., & Gilliland, T. (2011). Globalization of performance appraisals: theory and applications. *Management Decision, 49*(4), 570 – 585.

Appiah, B. (2010). *Impact of Training on Employee Performance. (unpublished* thesis) submitted to the Department of Business Administration.

Armstrong, M., & Brown, D. (2005). Reward strategies and trends in the United Kingdom: the land of diverse and pragmatic dreams. *Compensation & Benefits Review*, *37*(4), 41-53.

Armstrong, M. (2009). *Armstrong's handbook of performance management: An evidence-based guide to delivering high performance*. Kogan Page Publishers.

Arvey, R. D., & Murphy, K. R. (1998). Performance evaluation in work settings. *Annual review of psychology, 49*(1), 141-168.

Asamu., F.F. (2013). Perception of performance appraisal and workers' performance in Wema bank headquarters, Lagos. *Global Journal of Arts, Humanities and Social Sciences 1*(4), 89-101.

Aselage, J., & Eisenberger, R. (2003). Perceived organizational support and psychological contracts: A theoretical integration. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, *24*(5), 491-509.

Asiamah, N., Mensah, H. K., & Oteng-Abayie, E. F. (2017). General, target, and accessible population: Demystifying the concepts for effective sampling. *The Qualitative Report*, *22*(6), 1607.

Atkins, P. W., & Wood, R. E. (2002). Self versus others' ratings as predictors of assessment centre ratings: validation evidence for 360-degree feedback programs. *Personnel Psychology, 55*(4), 871-904.

Bae, E.K. (2016). *Major Elements and Issues in Performance Management System: A Literature Review.* Nattucket: Inha University.

Baldwin, S. (2006). *Organisational justice.* Brighton: Institute for Employment Studies.

Beheshtifar, M., & Allahyary, M.H. (2013). Study the relationship among organizational reputation with organizational commitment and employees' turnover intention. *International Research Journal of Applied and Basic Sciences, 6*(10), 1467-1478.

Bersin, J. (2008). The business case for performance management systems: A handbook for human resource executives and managers. *Bersin and Associates Research Reports, 10,* 9–22.

Bertone, S., Brown, M., Cressey, P., Frizzell, J., Keating, C., Morris, A., & Worland, D. (1998). *Developing effective consultative practices: Case studies of consultation at work.* South Pacific, Melbourne

Bies, R., & Moag, J. (1986). International justice: Communication criteria of fairness; *Research on Negotiation in organisations, 1*, 43-45.

Boachie-Mensah, F.O., & Seidu, P.A. (2012). Employees' perception of performance appraisal system: A case study. *International journal of business and management, 7*(2), 73.

Boon, C., Eckardt, R., Lepak, D. P., & Boselie, P. (2018). Integrating strategic human capital and strategic human resource management. *The International Journal of Human Resource Management, 29*(1), 34-67.

Boswell, W.R., & Boudreau, J.W. (2000). Employee satisfaction with performance appraisals and appraisers: The role of perceived appraisal use. *Human Resource Development Quarterly, 11*(3), 283-299.

Bowling, N.A., Beehr, T.A., Wagner, S.H., & Libkuman, T.M. (2005). Adaptation-Level Theory, Opponent Process Theory, and Dispositions: An Integrated Approach to the Stability of Job Satisfaction. *Journal of Applied Psychology, 90*(6), 1044–1053.

Bragger, J.D., Kutche, E.J., Menier, A., & Sessa, V.I. (2013). Giving Nonselective Downsizing a Performance Review. *Human Resource Development Review, 13*(1), 58-78.

Bratton, J., & Gold, J., (2003). The Dynamics of Professionalization: Whither the HRM Profession. *In Critical Management Studies Conference, 2*(3), 17-22.

Brewster, C., & Suutari, V. (2005). Guest editorial. Global HRM: aspects of a research agenda. *Personnel Review, 34*(1), 5 - 21.

Brown, M., Hyatt, D., & Benson, J. (2010). Consequences of the performance appraisal experience. *Personnel Review, 39*, 375-396.

176

Brumback, G. (2005). A performance appraisal that is better than ratings and rankings. *Innovative Leader, 14*, October-December

Bryman, A., & Bell, E. (2015). *Business Research Methods*. New York, NY: Oxford university press.

Bui, H., & Baruch, Y. (2010). Creating learning organizations: A systems perspective. *The Learning Organization, 17*(3), 208-227.

Byrne, Z.S., & Cropanzano, R. (2001). The history of organizational justice: The founders speak. *Justice in the workplace: From theory to practice, 2*(1), 3-26.

Cappelli, P., & Conyon, M. J. (2018). What do performance appraisals do? *ILR Review, 71*(1), 88-116.

Cardy, R. L., & Dobbins, G. H. (1986). Affect and appraisal accuracy: Liking as an integral dimension in evaluating performance. *Journal of applied psychology, 71*(4), 672.

Caruth, D.L., & Humphreys, J.H. (2008). Performance appraisal: Essential characteristics for strategic control. *Measuring Business Excellence, 12*(3), 24-32.

Cascio, W. F. (1997). *Managing Human Resources. Productivity, Quality of Work, Profits*. Kindle Paperwhite – (2018 release)

Castillo-Montoya, M. (2016). Preparing for interview research: The interview protocol refinement framework. *The Qualitative Report, 21*(5), 811-831.

Chadwick, C., Super, J. F., & Kwon, K. (2015). Resource orchestration in practice: CEO emphasis on SHRM, commitment based HR systems, and firm performance. *Strategic Management Journal, 36*(3), 360-376.

Chaponda, N. C. (2014). The effect of performance appraisal on employee motivation: *a survey of slum based non-governmental organizations in Nairobi* (Doctoral dissertation), United States International University-Africa.

Charlie, C. (2005). *Equity Theory and Employee Motivation*. Retrieved from http://www.motivation-articles.com/motivate/equity-theory-and-employee-motivation.html

Chen, T. (2009). Individual Performance Appraisal and Appraisee reactions to Workgroups. *Personnel Review, 40*, 87-101.

Chen, X. (2011). *An assessment of the performance appraisal process in the public sector: a comparative study of local government in the City of Cape Town (South Africa) and Hangzhou city (China)* (Doctoral dissertation), University of the Western Cape.

Chen, Z., Eisenberger, R., & Sucharski, I.L. (2009). Perceived Organizational Support and Extra-Role Performance: Which Leads to Which? *The Journal of Social Psychology, 149*(1), 19-24.

Cintrón, R., & Flaniken, F. (2011). Performance Appraisal: A Supervision or Leadership Tool? "International *Journal of Business and Social Science*, *2*(17), 29-37.

Colquitt, J. A., Zapata-Phelan, C. P., & Roberson, Q. M. (2005). Justice in teams: A review of fairness effects in collective contexts. In J. J. Martocchio (Ed.), *Research in personnel and human resources management,* Vol. 24, pp. 53–94). Elsevier Science/JAI Press.

Cook, T. D., & Campbell, D. T. (1979). *Quasi-experimentation: Design & analysis issues for field settings*. Chicago: Rand McNally.

Creswell, J.W., & Creswell, J.D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. London: Sage publications Ltd.

Creswell, J. W. (2009). Mapping the field of mixed methods research [Editorial]. *Journal of Mixed Methods Research, 3*(2), 95–108.

Creswell, J.W., & Plano-Clark, V.L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks, CA: Sage Publications Inc.

Crossman, A. V., & Cook, J. (2004). Satisfaction with performance appraisal systems: a study of role appraisal systems. *Journal of Managerial Psychology*, *19*(5), 526-541.

Dash, H., Drabman, R., Spitalnik, R., & Spitalnik, K. (2008). *Sociometric and disruptive behavior as a function of four types of token reinforcement systems. Journal of Applied Behaviour Analysis* 7 (1), 93-191.

DeNisi, A.S., & Murphy, K. (2017). Performance Appraisal and Performance Management:100 Years of Progress? *Journal of Applied Psychology, 102*(3), 421–433.

DeNisi, A. S., & Pritchard, R. D. (2006). Performance appraisal, performance management and improving individual performance: *A motivational framework. management and Organization Review, 2*(2), 253-277.

Denzin, N.K., & Lincoln, Y.S. (2011). *The Sage handbook of qualitative research*. Sage.

Dessler, G. (2011). *Human Resource Management*, (12th ed). Florida International University: Pearson

Dipboye, R. L. (1985). Some neglected variables in research on discrimination in appraisals. *Academy of Management Review, 10*(1), 116-127.

Dockel, A, Basson, J.S., & Coetzee, M. (2006). The effect of retention factors on organizational commitment: An investigation of high technology employees - Journal of Human Resource Management - journals.co.za.

Dysvik, A., & Kuvaas, B. (2011). Intrinsic motivation as a moderator on the relationship between perceived job autonomy and work performance. *European Journal of Work and Organizational Psychology, 20*(3), 367-387.

Eldridge, S. M., Lancaster, G. A., Campbell, M. J., Thabane, L., Hopewell, S., Coleman, C. L., & Bond, C. M. (2016). Defining feasibility and pilot studies in preparation for randomised controlled trials: development of a conceptual framework. *PloS one*, *11*(3), e0150205.

Erasmus, B., Swanepoel, B., & Schenk, H. (2005). *South African human resource management for the public sector*. Juta and Company Ltd.

Erdogan, B., & Enders, J. (2007). Support from the top: Supervisors' perceived organizational support as a moderator of leader–member exchange to satisfaction and performance relationships. *Journal of Applied Psychology, 92*(2), 321-330.

Falola, H. O., Osibanjo, A. O., & Ojo, S. I. (2014). Effectiveness of training and development on employees' performance and organisation competitiveness in the Nigerian banking industry. *Bulletin of the Transylvania University of Brasov. Economic Sciences. Series V, 7*(1), 161.

Ferris, G. R., Judge, T. A., Rowland, K. M., & Fitzgibbons, D. E. (1994). Subordinate influence and the performance evaluation process: Test of a model. *Organizational behavior and human decision processes, 58*(1), 101-135.

Landa, Elizabeth. (2018). Influence of Training on Employees Performance in Public institution in Tanzania. *International Journal of Human Resource Studies*. 8. 324. 10.5296/ijhrs. v8i2.13136.

Fisher, C.D., Schoenfeldt, L.F., & Show, J.B. (1999). *Human Resource Management*. Boston: Houghton Mifflin Company Proud.

Fletcher, C (2004). *Appraisal and Feedback, Making Performance Review Work*. London: Chartered Institute of Personnel and Development. Fredie, N., Mbabazi M., Shukla, J. (2015). An Assessment of Factors affecting the Implementation of the Performance Appraisal System in Rwanda: A Case of Nyamasheeke District Local Government (NDLG). *International Journal of Business and Management Review, 3*(4), 1-35.

Freinn-von-Elverfeldt, A.C. (2005). *Performance appraisal: How to improve its effectiveness*. University of Twente, Netherlands.

Gatara, T.M, (2010). *Introduction to Research Methodology*. The Olive Marketing and publishing Company.

Gay, L., Mills, G., & Airasian, P. (2006). *Educational research competencies for analysis and applications*. 8th ed. New Jersey: Pearson

Gogia, P. (2010). *Equity theory of motivation*. Retrieved from: http://www.businessihub.com/equity-theory-of-motivation/.

Gordon, A. (1992). Managing Performance Appraisal System. *UK. Strathclyde Business School.*

Government of Kenya (2006).*Results for Kenyans: Capacity Building Programme for Transforming the Public Service*. Public Service Reform and Development Secretariat.

Government of Kenya (2007). *Kenya Vision 2030: A global Competitive and Prosperous Kenya*. Nairobi, Kenya: Government Press.

Government of Kenya (2008). *Rapid Results Initiative: Public Sector Reforms and Performance Contracting*. Nairobi, Kenya: Government of Kenya.

Government of Kenya, (2010). *Sector Performance Standards (SPS) 2009-2030: Final Report*. Nairobi, Kenya: Government Press.

Government of Kenya (2012). *Task Force Report on the Re-alignment of the Education Sector to the Constitution of Kenya*. Nairobi, Kenya: Government of Kenya.

Government of Kenya (2016). *Guidelines on Deepening Rationalization*. Nairobi: Government Printer.

Government of Kenya (2019). *Human Resource Payroll Database*. Nairobi: Ministry of Education.

Griffin, R., & Moorhead, G. (2014). *Organizational Behavior: Managing People and Organizations* (11 ed.). New York: Cengage Learning.

Gruman, J.A., and Saks, A.M. (2011). Performance management and Employee Engagement. *Human Resource Management Review, 21*(2), 123-136.

Guchait, P., Madera, J., & Dawson, M. (2016). Learning in the service environment: the influence of diversity climate. *Practice, 26*(4), 448-470.

Guantai, F. (2012). *Factors Affecting the Effectiveness of Performance Appraisal of Teaching Staff in TIVET Institutions: The Case of Kenya Polytechnic* (Doctoral dissertation), Kenyatta University.

Gupta, A., & Upadhyay, D. (2012). Impact of effectiveness of performance management system on employee satisfaction and commitment.*International Journal of Management, IT and Engineering, 2*(7), 96-106.

Gurbuz, S., & Dikmenli, O. (2007). Performance Appraisal Biases in a Public Organization: An Empirical Study. *Kocaeli Universities Sosyal Bilimler Enstitüsü Dergisi, 13*(1), 108-138.

Hafeez, U., & Akbar, W. (2015). Impact of training on employee's performance (Evidence from pharmaceutical companies in Karachi, Pakistan). *Business Management and strategy, 6*(1), 49-64.

Harrington, J.R., & Lee, J.H. (2015). What Drives Perceived Fairness of Performance Appraisal? Exploring the Effects of Psychological Contract Fulfillment on Employees' Perceived Fairness of Performance Appraisal in U.S. Federal Agencies. *Public Personnel Management, 44*(2), 214–238.

Harris, D.M. & DeSimone, R.L. (1994). *Human Resource Development*. Harcourt Brace College Publishers.

Hempel, P. S., & Martinsons, M. G. (2009). Developing international organizational change theory using cases from China. *Human Relations, 62*(4), 459-499.

HERO (2021). *Health and Well-being Best Practices Scorecard*. Retrieved from https://hero-health.org.

Heslin, P.A., & Vandewalle, D. (2011). Performance Appraisal Procedural Justice: The Role of a Manager's Implicit Person Theory. *Journal of Management, 37*(6), 1694-1718.

Holck, L., & Muhr, S. L. (2016). Diversity and Its Management in Organizations. In *Global Encyclopedia of Public Administration, Public Policy, and Governanc*e. Springer.

Idowu, A. (2017). Effectiveness of performance appraisal system and its effect on employee motivation. *Nile Journal of Business and Economics, 3*(5), 15-39.

Ikramullah, M., van Prooijen, J. W., Iqbal, M. Z., & Ul-Hassan, F. (2016). Effectiveness of performance appraisal: Developing a conceptual framework using competing values approach. *Personnel Review, 45*, 334-352.

Ilker E, Sulaiman, A.M., & Rukayya S.A. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics, 5*(1), 1-4.

Iqba, M.Z. (2012). Expanded Dimensions of the Purposes and Uses of Performance Appraisal. *Asian Academy of Management Journal, 17*(1), 41–63.

Ismail, S., & Mohammed, D. S. (2015). Employability skills in TVET curriculum in Nigeria Federal Universities of Technology. *Procedia-Social and Behavioral Sciences, 204*, 73-80.

Ivancevich, J. M., & McMahon, J. T. (1982). The effects of goal setting, external feedback, and self-generated feedback on outcome variables: A field experiment. *Academy of Management Journal, 25*(2), 359-372.

Jackson, S., & Schuler, R (2017). *Managing Human Resources through Strategic Partnership* (9th edn). Mason, OH: Thomson

Jain, H. C., & Ratnam, C. S. (1994). Affirmative Action in Employment for the Scheduled Castes and the Scheduled Tribes in India. *International Journal of Manpower, 15*(7), 6-25.

Jawahar, M., & Stone, T. H. (2011). Fairness perceptions and satisfaction with components of pay satisfaction. *Journal of Managerial Psychology, 26*(4), 297-312.

Jehanzeb, K., Rasheed, A. & Rasheed, M.F. (2013). Organizational commitment and turnover intentions: impact of employee's training in private sector of Saudi Arabia. *International Journal of Business and Management, 8*(8), 79-90.

Jing-zhou, P., Xiao-xue, Z., & Xia-qing, Z. (2010). The role of leadership between the employees and the organization: a bridge or a ravine? -an empirical study from China1. *Journal of management and marketing research*, *5*, 1.

Johns, G. (2010). *Presentism in the workplace*: Montreal: John Wiley and Sons, Ltd.

Kapur, D., & Ramamurti, R. (2001). India's emerging competitive advantage in services. *Academy of Management Perspectives, 15*(2), 20-32.

Keeping, L., & Levy, P. E. (2020). Performance appraisal reactions: Measurement, modelling, and method bias. *Journal of Applied Psychology, 85*(5), 708-723.

Kihama, J. W. & Wainaina, L. (2019). Performance appraisal feedback and employee productivity in water and sewerage companies in Kiambu County, Kenya. *International Academic Journal of Human Resource and Business Administration, 3*(5), 376-39.

Kondrasuk, J.N. (2011). So What Would an Ideal Performance Appraisal Look Like? *Journal of Applied Business and Economics, 12*(1), 57 - 71.

Koontz, H., Weihrich, H., & Cannice, M. V. (2020). *Essentials of Management-An International, Innovation and Leadership Perspective|*. McGraw-Hill Education.

Kouzes, J.M., & Posner, B.J. (2002). *Leadership challenge* (3rd ed.). San Francisco: Jossey-Bass.

Krishnan, J. & Mary, V.S. (2012). Perceived organisational support an overview on its antecedents and consequences. *International Journal of Multidisciplinary Research, 2*(4), 2-3.

Lachance, J.R. (2000). International Symposium of the International Personnel Management Association. *Public Personnel Management, 29*(3), 305-313.

Lange, M.M., Rogers, W., & Dodds, S. (2013). Vulnerability in research ethics: a way forward. *Bioethics*, *27*(6), 333-340.

Landrum, N. E., & Edwards, S. (2012). *A Primer on Sustainable Business*. Business Expert Press.

Landy, F. J., & Farr, J. L. (1980). Performance rating. *Psychological bulletin, 87*(1), 72.

Ledbetter, A. M., Stassen-Ferrara, H. M., & Dowd, M. M. (2013). Comparing equity and self-expansion theory approaches to relational maintenance. *Personal Relationships*, *20*(1), 38-51.

Lefkowitz, J. (2000). The role of interpersonal affective regard in supervisory performance ratings: A literature review and proposed causal model. *Journal of occupational and Organizational Psychology, 73*(1), 67-85.

Levy, P.S., & Lemeshow, S. (2013). *Sampling of populations: methods and applications*. John Wiley & Sons.

Lim, L. J., & Ling, F. Y. (2012). Human resource practices of contractors that lead to job satisfaction of professional staff. Engineering, *Construction and Architectural Management, 19*(1), 101.

Lodisso, S. L. (2019). The effects of interpersonal relationship on employees' job satisfaction: The case of Education Department, Hawassa City Administration. *IOSR-JBM*, *21*(3), 21-27.

Ly, L. (2017). *Performance appraisal in a family business* (Doctoral dissertation, Pepperdine University).https://digitalcommons.pepperdine.edu/etd/834

Madsen, S.R (2009). Wellness in the work place: preparing employees for Change. *Journal of organizational development, (21)*1.

Madumali, P., & Anjala, A. (2019). *Is Performance Appraisal Really Essential*? An Evidence from Apparel Sector in Sri Lanka. Department of Business management, Faculty of Management Studies, Rajarata University of Sri Lanka. IRE Journals

Makokha, E. N., Namusonge, G., Kanali, C., & Milgo, A. C. (2017). *Determinants of effectiveness of employee performance appraisal system in institution of higher learning: A survey of public universities in Nakuru County*. Jomo Kenyatta University of Agriculture and Technology.

Maurer, T.J., & Rafuse, N.E. (2001). Learning, not litigating: Managing employee development and avoiding claims of age discrimination. *Academy of Management Perspectives*, *15*(4), 110-121.

Mayer, R. C., & Davis, J. H. (1999). The effect of the performance appraisal system on trust for management: A field quasi-experiment. *Journal of applied psychology*, *84*(1), 123.

Mbwesa, J. (2006). A survey of students' perception and utilization of the web as a learning resource: a case study of Department of Extra Mural Studies, University of Nairobi, Kenya. *Eastern Africa Journal of Humanities and Sciences*, *6*(1), 1-24.

McDowall, A., & Fletcher, C. (2004). Employee development: an organizational justice perspective. *Personnel Review, 33*(1), 8.

McGinnis-Johnson, J., & Ng, E. S. (2016). Money talks or millennials walk: The effect of compensation on non-profit millennial worker's sector-switching intentions. *Review of Public Personnel Administration, 36*(3), 283-305.

Mendonca, M., & Kanungo, R. N. (1994). Managing human resources: The issue of cultural fit. *Journal of Management Inquiry, 3*(2), 189-205.

Migiro, S.O., & Taderera, S.S. (2011). Evaluating the performance appraisal system in the bank of Botswana. *African Journal of Business Management, 5*(10), 3765-3776.

Miriti, J. M., Kirima, L. K., Nzivo, M. M., Thuranira, S., & Budambula, N. L. (2021). Performance Appraisal Training of Employees: A Strategy to Enhance Employees' Performance in Public Teacher Training Colleges in Kenya. *International Journal of Educational Administration and Policy Studies, 13*(1), 10-22.

Moraa, A. A., & Datche, E. (2019). Effect of performance appraisal on employee performance: a case study of national health insurance fund. *The Strategic Journal of Business & Change Management, 6*(2), 424-442.

Moy, R.L., Chen, L.S., & Kao, L.J. (2015). Statistical Decision Theory: Methods and Applications. In *Study Guide for Statistics for Business and Financial Economics* (pp. 343-361). Springer, Cham.

Muchinsky, P.M., & Culbertson, S.S. (2016). *Psychology applied to work®: An introduction to industrial and organizational psychology* (11th ed.). Summerfield: Hypergraphic Press.

Mugenda, O.M & Mugenda. A.G (1999). *Research methods. quantitative and qualitative approaches*. (pp. 46 - 48). Nairobi, Kenya: ACTS Press

Mullins, L. (2006). *Essentials of organizational behaviour*. Harlow: Prentice

Muse, L.A., & Stamper, C.L. (2007). Perceived Organizational Support: Evidence for a Mediated Association with Work Performance. *Journal of Managerial Issues,19*, 517-535.

Nasurdin, A. M., Hemdi, M. A., & Guat, L. P. (2008). Does perceived organizational support mediate the relationship between human resource management practices and organizational commitment? *Asian Academy of Management Journal of Accounting and Finance, 13*(1), 15-36.

Nelson, D. L., & Quick, J. C. (2013). *Organizational behavior: Science, the real world, and you*. Cengage learning.

Nemeroff, W. F., & Cosentino, J. (1979). Utilizing feedback and goal setting to increase performance appraisal interviewer skills of managers. *Academy of Management Journal, 22*(3), 566-576.

Nguli, J. W. (2012). *An Investigation into the factors that Influence Employee Attitudes towards Performance Appraisal: a case study of family planning association of Kenya.* Kenyatta University.

Obakpolo, P. (2015). Improving interpersonal relationship in workplaces. *Journal of Research & Method in Education, 5*(6), 115-125.

O'Boyle, I. (2013). Individual Performance Management: A Review of Current Practices. *Asia Pacific Management and Business Application, 1*(3), 157-170.

Ochoti, G.N., Maronga, E., Muathe, S., Nyabwanga, R.N., & Ronoh, P.K. (2012). Factors Influencing Employee Performance Appraisal System: A Case of the Ministry of State for Provincial Administration and Internal Security, Kenya. *International Journal of Business and Social Science, 3*(20), 37 - 46.

Odhiambo, E.O. (2015). *The effect of performance management practices on employee productivity a case study of schindler limited* (Doctoral dissertation), United States International University-Africa.

Okechukwu, W. (2017). Influence of training and development, employee performance on job satisfaction among the staff of School of Technology Management and Logistcis, Universiti Utara Malaysia (STML, UUM). *Journal of Technology Management & Business, 14*(1), 1-16.

Okeyo, G., Mathooko, P., & Sitati, N. (2017). *The Effects of Performance Appraisal System on Civil Servants Job Performance and Motivation in Kenya: A Case Study of Ministry of State for Public Service.* Jomo Kenyatta University of Agriculture and Technology.

Omboi, B.M., & Kamencu, S.M. (2011). The Effect of Performance Appraisal Systems on Employees in Kenya Tea Development Agency: A Survey of Selected Tea Factories in Meru County-Kenya. *Research Journal of Finance and Accounting, 2*(3).

Omoniyi, C. O., Salau, O. P., & Oludayo, O. O. (2014). Perceived Influence of Organizational Culture and Management Style on Employees Performance in Nigerian Banking Sectors. *European Journal of Business and Management, 6*(20), 62-70.

Ongalo, E. A., & Tari, J. (2015). Effect of employee motivation strategies on organizational performance: A Case of Electricity Generating and Distribution Firms in Kenya. *European Journal of Business and Management, 7(*1), 55-65.

185

Owiye, B.A. (2013). *A survey of performance appraisal practices in public secondary schools in Ugunja District, KENYA* (Doctoral dissertation), University of Nairobi.

Pandey, P., & Pandey, M.M. (2015). *Research methodology: Tools & techniques*. Bridge Center.

Park, H.Y., Christie, R.L., & Sype, G.E. (2014). Organizational Commitment and Turnover Intention in Union and Non-Union Firms. *SAGE Open, 4*(1), 215824401351892. doi:10.1177/2158244013518928

Peter, J.S., Mulvihill, B., Rebecca, K., & Freddy, L. (2017). *Workforce strategy insights*. London: Accenture.

Pettijohn, C., Pettijohn, L. S., Taylor, A. J., & Keillor, B. D. (2001). Are performance appraisals a bureaucratic exercise or can they be used to enhance sales force satisfaction and commitment? *Psychology & Marketing, 18*(4), 337-364.

Prather, T. M. (2010). *The Perception of Fairness of Performance Appraisals*. ETD Archive. 373.

Prendergast, C., & Topel, R.H. (1996). Favouritism in organizations. *Journal of Political Economy, 104*(5), 958-978.

Prowse, P., & Prowse, J. (2009). The dilemma of performance appraisal. *Measuring business excellence, 13*(4), 69-77.

Pulakos, E. D. (2004). *Performance Management: A roadmap for developing, implementing and evaluating performance management systems* (pp. 1-42). Alexandria, VA: SHRM foundation.

Qureshi, J.A., Shahjehan, A., Zia-ur-Rehman, & Afsar, B. (2010). Performance management systems: A comparative analysis. *African Journal of Business Management, 4*(9), 1856-1862.

Rao, V. S. (2010). *Human resource management: Text and cases*. New Delhi: Excel Books.

Redmond, B. F. Lesson 5: Equity Theory: Is what I get for my work fair compared to others? Work Attitudes and Motivation. The Pennsylvania State University World Campus, 2009.

Reinke, S.J. (2003). Does the form really matter? Leadership, trust, and acceptance of the performance appraisal process. *Review of Public Personnel Administration*, *23*(1), 23-37.

Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: a review of the literature. *Journal of applied psychology, 87*(4), 698.

Richu, A.W. (2007). *A survey of teachers' perception of performance appraisal practices in public secondary schools in Nakuru district* (Doctoral dissertation), University of Nairobi.

Robbins, S.P. (2005). Motivation: concepts to application. *Managing and Organizing People, C. University ed. Boston: Pearson*, 163-193.

Roberson, L., Kulik, C.T., & Pepper, M.B. (2003). Using needs assessment to resolve controversies in diversity training design. *Group & Organization Management, 28*(1), 148-174.

Roberts, G. (2002). Employee Performance Appraisal System Participation: A Technique That Works. *Public personnel management, 32*(1), 89-98. cited by Vu, T. A., Plimmer, G., Berman, E., & Sabharwal, M. (2019). Managing employee performance in transition economies: A study of Vietnamese public organizations. *Public Administration and Development, 39*(2), 89-103.

Rubin, E.V., & Edwards, A. (2020) The performance of performance appraisal systems: understanding the linkage between appraisal structure and appraisal discrimination complaints. *The International Journal of Human Resource Management, 31*(15), 1938-1957.

Saari, L.M., & Judge, T.A. (2004). Employee attitudes and job satisfaction. *Human Resource Management, 43*(4), 295-407.

Salleh, R., Nair, M.S., & Harun, H. (2012). Job satisfaction, organizational commitment, and turnover intention: A case study on employees of a retail company in Malaysia. *International Journal of Economics and Management Engineering, 6*(12), 3429-3436.

Scheible, A.C.F., & Bastos, A.V.B. (2013). An examination of human resource management practices' influence on organizational commitment and entrenchment. *BAR-Brazilian Administration Review, 10*, 57-76.

Segalla, M., & DeNisi, A. (2014). Performance Appraisal, Performance Management, and Firm-Level Performance: A Review, a Proposed Model, and New Directions for Future Research. *The Academy of Management Annals, 8*(1), 127-179.

Selden, S. C., Ingraham, P. W., & Jacobson, W. (2001). Human resource practices in state government: Findings from a national survey. *Public administration review, 61*(5), 598-607.

Seniwoliba, J.A. (2014). Assessing the performance appraisal concept of the Local Government Service in Ghana. *African Journal of Business Management, 8*(15), 599-611.

Senyah , M. M., Coffie, R. B., Adu-Pakoh, K., (2016). Assessment of The Effectiveness of Performance Appraisal on Work Productivity: A Case Study of Kumasi Polytechnic. *Global Journal of Human Resource Management, 4*(3),1-15

Shaw, J. D., Delery, J. E., Jenkins, G. D., & Gupta, N. (2008). An organization-level analysis of voluntary and involuntary turnover. *Academy of Management Journal, 41*, 511–525.

Shen, J. (2004). International Performance Appraisals: Policies, Practices and determinants in the case of Chinese multinational companies. *International Journal of Manpower, 25*(6), 547-563

Silverman, D. (2016). *Qualitative Research* (4th ed.). London: Sage.

Singh, N. R., & Kassa, B. (2016). The impact of human resource management practice on organizational performance-a study on Debre Brehan University. *International Journal of Recent Advances in Organizational Behaviour and Decision Sciences, 1*(1), 643-662.

Smither, J. W. (1998). *Performance appraisal: State of the art in practice.*

SofwareConnect (2021). *Halogen eAppraisal: Human Resource (HR) Software: 2021 Reviews*. Retrieved from https://softwareconnect.com/hr/halogen-eappraisal/

Solmon, D., & Podgursky, C. (2010). *Employee performance appraisal practices of world vision: Ghana rural water project (GRWP)* (Doctoral dissertation, University of Cape Coast).

Srimannarayana, M. (2016). Organizational Justice Perceptions in the Process of Nominations to Training Programs. *Indian Journal of Industrial Relations, 52*(2), 230-245.

Sujith, A.S. (2019). The significant differences in the operationalization of the concept of employee performance appraisal–A global perspective.

Sultana, A., Irum, S., Ahmed, K., & Mehmood, N. (2012). Impact of training on employee performance: A study of telecommunication sector in Pakistan. *Interdisciplinary Journal of contemporary research in business, 4*(6), 646-661.

Sumnaya, A., Delle, E., & Hossain, H. (2019). Not all justices are equal: the unique effects of organizational justice on the behaviour and attitude of government workers in Ghana. *International Review of Administrative Sciences (IRAS), 87*(1), 78-96.

Swanepoel, B., Erasmus, B., Van, W.M. & Schenk, H. (2000). *South African Human Resource Management: Theory and Practice*. Cape Town: Juta and Company.

Swanepoel, S., Mangonyane, N.B., & Botha, P.A. (2014). Politicisation of performance appraisals. *SA Journal of Human Resource Management, 12*(1). doi:10.4102/sajhrm. v12i1.525.

Takeuchi, R., Lepak, D. P., Wang, H., & Takeuchi, K. (2007). An empirical examination of the mechanisms mediating between high-performance work systems and the performance of Japanese organizations. *Journal of Applied psychology, 92*(4), 1069.

Tannenbaum, S.I., Mathieu, J.E., Salas, E., & Cannon-Bowers, J.A. (1991). An examination of the factors that influence training effectiveness: A model and research agenda. In *Sixth Annual Society of Industrial/Organizational Psychology Meetings, St Louis, MO*.

Thurston, P.W., & McNall, L. (2010). Justice perceptions of performance appraisal practices. *Journal of Managerial Psychology, 25*(3), 201-228.

Toroitich, J. M. (2012). *Factors Influencing the Effectiveness of Performance Appraisal System in National Bank of Kenya, Head Office Nairobi County*. (Thesis) University of Nairobi.

Tourangeau, A. E., & Cranley, L. A. (2006). Nurse intention to remain employed: understanding and strengthening determinants. *Journal of advanced nursing*, *55*(4), 497-509.

Towler, A. (2018). *Effective Performance Feedback: How to give performance feedback to employees*. Management Resources (https://www.ckju.net/en/managenet-tools/leadership-guide-proffessionals)

Tsui, A. S., & Barry, B. (1986). Interpersonal affect and rating errors. *Academy of Management Journal, 29*(3), 586-599.

Turgut, H., & Mert, I.S. (2014). Evaluation of performance appraisal methods through appraisal errors by using fuzzy VIKOR method. *International Business Research, 7*(10), 170.

Tziner, A., & Kopelman, R.E. (2002). Is there a preferred performance rating format? A non-psychometric perspective. *Applied Psychology, 51* (3), 479-503.

Tziner, A., & Levy, S. (2017). Examination of Performance Appraisal Behavior Structure. *Frontiers in psychology, 7*, 2075.

Varma, A., Pichler, S., & Srinivas, E.S. (2005). The role of interpersonal affect in performance appraisal: evidence from two samples – the US and India. *The International Journal of Human Resource Management, 16*(11), 2029-2044.

Vu, T. A., Plimmer, G., Berman, E., & Sabharwal, M. (2019). Managing employee performance in transition economies: A study of Vietnamese public organizations. *Public Administration and Development, 39*(2), 89-103.

Watson, R. (2015). Quantitative Research. *Nursing Standard (2014+), 29*(31), 44.

Wayne, S. J., & Ferris, G. R. (1990). Influence tactics, affect, and exchange quality in supervisor-subordinate interactions: A laboratory experiment and field study. *Journal of applied psychology, 75*(5), 487.

Were, P., & Nyakwara, S. (2018). Analysis of Management by Objective on Civil Servants' Motivation in the Department of Tourism, Kenya. *European Journal of Business and Management, 10*(30).

White, T. L., & McBurney, D. H. (2012). *Research methods*. Cengage Learning.

Woehr, D. J., & Huffcutt, A. I. (1994). Rater training for performance appraisal: A quantitative review. *Journal of occupational and organizational psychology*, *67*(3), 189-205.

Yamima, D. (2018). A Review of Performance Appraisal Systems in Different Countries: The UK, India, South Africa and Ghana. *International Journal of Applied Environmental Sciences, 13*(2), 203-221.

Yin-Fah, B. C., Foon, Y. S., Chee-Leong, L., & Osman, S. (2010). An exploratory study on turnover intention among private sector employees. *International Journal of Business and Management*, *5*(8), 57.

Zajonc, R. B. (1980). Feeling and thinking: Preferences need no inferences. *American psychologist, 35*(2), 151.

Zohrabi, M. (2013). Mixed Method Research: Instruments, Validity, Reliability and Reporting Findings. *Theory & practice in language studies, 3*(2).

APPENDIX I: INTRODUCTION LETTER

Dear Respondent,

RE: RESEARCH PROJECT

I am a student pursuing Degree of Doctor of Philosophy in Maasai Mara University. Part of the course requires me to conduct a Study on a specified topic. Consequently, I am carrying out a Study on performance appraisal will therefore be grateful if you provide me with the information requested in the attached questionnaire. This information was treated with confidentiality and will solely be used for the purposes of this Study.

Thank you in advance for your co-operation

Yours faithfully,

Hellen Boruett

APPENDIX II: EMPLOYEES QUESTIONNAIRE

SECTION A: BACKGROUND INFORMATION ON THE RESPONDENT

(Please tick in the appropriate box)

1. Gender:　　Male　　　☐　　　Female　　　☐

2. Age:　20 – 30 years　　☐

　　　　　31 – 40 years　　☐

　　　　　41 - 50 years　　☐

　　　　　51 – 60 years　　☐

　　　　　60 and above　　☐

3. Level of Education:

　　　　　Primary　　　　☐

　　　　　Secondary　　　☐

　　　　　Diploma　　　　☐

　　　　　Degree　　　　☐

　　　　　Post –graduate　☐

　　　　　Others (specify) …………………………

4. Designation?

　　　　Education staff　　☐

　　　　Supervisor　　　　☐

5. How long have you been working at Ministry of Education?

　　　　1-5 years　　　☐

　　　　6-10 years　　☐

　　　　11-16 years　　☐

17 years and above ☐

6. How long does it take one to move from one Job group to another?

1-3 years ☐

4-6 years ☐

More than 6 years ☐

No idea ☐

7. a). Has performance appraisal contributed to your career growth and development?

Yes ☐   No ☐

b). If yes to 7a above, give your personal view on how performance appraisal system has contributed to your growth and career development within Ministry of Education

………………………………………………………...
....
....
....
....

Section B: Employee Rating of implementation of performance appraisal system

I: Employee Rating/judgement

8. Does employee rating affect implementation performance appraisal?

Yes ☐   No ☐

9. If yes, give your personal view on how employee rating affects implementation of performance appraisal system within the Ministry of Education

………………………………………………..………………………………………………
....
....
....
....

10. Please indicate the extent to which you agree with the following statements concerning the effect of rating of employees towards performance appraisal.

Where 5 – Strongly Agree, 4 – Agree, 3 – Don't Know, 2 – Disagree and 1 – Strongly Disagree

Statement	1	2	3	4	5
The system is simple to understand					
The system is objective thus does not allow subjectivity					
Performance appraisal system is important					
The system has been consistent over time					
Employees are involved in developing performance measures					
The performance appraisal process is fair to all employees					
Performance appraisal is not used to reward those loyal to supervisors					
The system is well structured and has relevant content					
The entire system does not need overhaul					
The system has no loopholes for subjective evaluation					

In your own opinion, how can employee attitude towards implementation of performance appraisal system be positively

enhanced?...
....
....
....

II: Feedback Management

1. Does the perception of employee on feedback management affect implementation performance appraisal system?

   Yes ☐   No ☐

2. Please indicate the extent to which you agree with the following statements concerning effect of feedback management on employee attitude

Where 5 – Strongly Agree, 4 – Agree, 3 – Don't Know, 2 – Disagree and 1 – Strongly Disagree

Statement	1	2	3	4	5
Every employee performance is evaluated regularly					
The rating is fair and without bias					
The ratings are objective and agreeable by employees					
I am happy with my PAS evaluation					
The ratings given are used to improve employees work performance					
Feedback on the results of the appraisal are communicated at the end of every evaluation period					
Feedback results reflect my actual work performance					
The appraisers have no bad intention in rating					

3. Do you think feedback management affects employee attitude?

   Yes ☐   No ☐

If yes, please explain

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

III: Interpersonal Relationship

1. Does the opinion of employee on interpersonal relationship affect performance appraisal system?

   Yes ☐   No ☐

2. Please indicate the extent to which you agree with the following statements concerning effects of interpersonal relationship between the appraiser and appraise on employee's attitude

Where 5 – Strongly Agree, 4 – Agree, 3 – Don't Know, 2 – Disagree and 1 – Strongly Disagree

Statement	1	2	3	4	5
My appraiser is knowledgeable on PAS to make decisions about my performance evaluation					
My head appraiser is helpful during the PAS interviews					
There is good cooperation between me and my appraiser					
My appraiser listens actively to me when interviewing me and does not interrupt.					
My appraiser communicates unambiguously and concisely that gives me an easy time to comprehend what is being passed across.					
My appraiser disagrees gracefully and respectfully when he or she does not accept or agree with me on a particular thing.					
My appraiser effectively manages emotions as well as the emotions of others.					
My appraiser Interprets and handles conflict well enough to ensure that all parties achieve a win-win solution.					

My appraiser Is fully aware of the words to be used and ensures that what is said has a positive effect on other people.					

IV: Appraisal Training

1. Does the view of the employee on appraisal training affect implementation of performance appraisal?

   Yes ☐   No ☐

2. Please indicate the extent to which you agree with the following statement concerning effect of appraisal training on employee's attitude

Where 5 – Strongly Agree, 4 – Agree, 3 – Don't Know, 2 – Disagree and 1 – Strongly Disagree

Statement	1	2	3	4	5
I am well trained on the performance appraisal system by the Ministry					
I know what is expected of me during appraisal exercise					
Purpose of PAS are clearly outlined, understood and accepted					
Key performance criteria including competencies, behaviours, results have been clearly identified					
I clearly understand the process of PAS					
I am knowledgeable in matters of performance appraisal					
We are trained on how to set targets as a group					
I am well trained on how to set my own targets including objectives					
I am well trained on how to assess/evaluate employee performance					
I am well trained on how to objectively judge employee performance as: below expectation; meeting expectation;					

	1	2	3	4	5
exceeding expectation, on outputs.					
I am well trained on how to keep appraisal records for use by the organisation					
I am trained on how to translate organisational mission and vision into my performance targets					
I am well trained on how to fill appraisal forms objectively, without bias					

3. In your own opinion, how does appraisal training effect employee attitude towards performance appraisal system

V: Organisational support

1. Does employee perspective on organisational support affect implementation of performance appraisal system?

Yes ☐   No ☐

2. Please indicate the extent to which you agree with the following statement concerning effect of organisation support on employee's attitude

Where 5 – Strongly Agree, 4 – Agree, 3 – Don't Know, 2 – Disagree and 1 – Strongly Disagree

Statement	1	2	3	4	5
Employees get the support they need from supervisors concerning appraisal system requirements					
The Ministry gives reward to the best performing employee after appraisal exercise					
There is ample working conditions to all employees in the Ministry					
The Ministry gives adequate attention to employee's performance gaps and provides the necessary capacities identified as limited in performance appraisal					
The Ministry provides support to enable the employees to					

understand the organisational goals , mission , vision					

3. In your own opinion, how does organisational support affect employee attitude towards performance appraisal implementation?

....

....

....

....

VI: implementation of Performance Appraisal System

Please indicate your opinion/views about how the Ministry of Education implements the following aspects of performance appraisal system.

Where 5 – Strongly Agree, 4 – Agree, 3 – Don't Know, 2 – Disagree and 1 – Strongly Disagree

Statement	1	2	3	4	5
The management shares the basic principles of the appraisal system with key employees in the Ministry					
Preparation of specific appraisal questions is made in consultation with a larger number of supervisors					
The appraisal system's technicalities and content are shared to let employees know in advance what is going to happen.					
While implementing the appraisal system, test appraisals are conducted before the actual appraisals					
The appraisal is implemented on the basis of function or division to help relieve tensions connected with appraisals in the Ministry					
There is usually an annual performance meeting between management and employees to discuss performance and					

overall contribution towards the Ministry's success during the review period					
The performance appraisal system focuses on gathering feedback on an employee's performance from different stakeholders across the organisation, and sometimes, from external individuals.					
As the appraisers deliver an assessment of employee's performance, they use evidence to back up their conclusions.					
The performance appraisal system is based on a set of specific goals that are linked both to the employee's job role and to the Ministry's overarching mission, vision and strategies.					
The performance appraisal system in the Ministry develops training programs for directors and supervisors on how to use any new performance review programs					

Thanks for your participation

APPENDIX III: INTERVIEW GUIDE FOR THE DIRECTORS

BACKGROUND INFORMATION

Department: …………………………………………………….………….

Division/Section…………………………………………………….……………

1) Position in your organisation………………………………………...…....
2) What is your highest Level of Education?...
3) How long have you worked at the Ministry of Education?..................Years

NATURE OF THE PERFORMANCE APPRAISAL SYSTEM AT THE MINISTRY OF EDUCATION

4) Please describe the general attitude of employees towards the performance appraisal system in the Ministry of Education

5) a) Please explain **three** major factors that you feel, describe the role of performance appraisal in the Ministry of Education.

   b) How have the factors explained in 5 (a) contributed to employee motivation in the Ministry of Education?

   c) In your view, how have the factors explained in 3 (a) contributed to organisational performance in the Ministry of Education?

   d) In your opinion, how have the following factors influenced employee attitudes towards performance appraisal system in the Ministry of Education?
       i.   Appraisal training
       ii.   Appraisal Feedback Management
       iii.   Appraiser-appraisee interpersonal relationship
       iv.   Organisational Support

Challenges and Strategies for Performance Appraisal System at the Ministry of Education

e) In your opinion, what challenges does the Ministry of Education face in its bid to achieve a good performance appraisal system?

f)   In your opinion, what strategies should the Ministry of Education use to improve its performance appraisal system?

g) Please state at least two issues that make you comfortable with the Performance appraisal at the Ministry of Education

h) Please state at least two issues that make you uncomfortable with Performance appraisal at the Ministry of Education

Thank You

APPENDIX IV: UNIVERSITY INTRODUCTION LETTER

MAASAI MARA UNIVERSITY
(OFFICE OF THE DIRECTOR, POSTGRADUATE STUDIES)

TEL. No.0722346 419   P. O. Box 861-20500
Email: graduatestudies@mmarau.ac.ke   **NAROK, KENYA**

Ref/MMU/AA0328/45/ VOL 1 (47)   **Date**: 28th June, 2019

Council Secretary,
National Council for Science and Technology,
P.O. Box 30623-00100
NAIROBI-KENYA

Dear Sir/Madam,

RE:APPLICATION FOR RESEARCH PERMIT: REG. NO. DE01/4001/2013, HELLEN BORUETTE.

I wish to recommend the above candidate for a permit to enable him collect data for his research. He defended his proposal at the School of Science successfully and has made the necessary corrections. The title is *"Employee attitude towards implementation of performance appraisal system in the Ministry of Education in Nairobi City County, Kenya"* She therefore qualifies for a permit to conduct research.

Any assistance accorded to her will be highly appreciated.

Thank you.

Dr. Kodak O.B.
DIRECTOR BOARD OF POSTGRADUATE STUDIES

APPENDIX V: NACOSTI RESEARCH AUTHORIZATION LETTER

**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

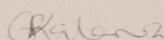Ref.No. **NACOSTI/P/19/26918/31787**

Date: **25th July, 2019**

Hellen Chebet Boruett
Maasai Mara University
P.O. Box 861
NAROK.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Employee attitude towards implementation of performance appraisal system in the Ministry of Education in Nairobi City County, Kenya"* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **24th July, 2020.**

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County.

26/7/2019
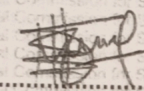
COUNTY COMMISSIONER
NAIROBI COUNTY
P. O. Box 30124-00100, NBI
TEL: 341666

The County Director of Education
Nairobi County.

National Commission for Science, Technology and Innovation is ISO9001 2008 Certified

APPENDIX VI: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. HELLEN CHEBET BORUETT
of MAASAI MARA UNIVERSITY,
21445-100 NAIROBI, has been permitted
to conduct research in *Nairobi County*

on the topic: *EMPLOYEE ATTITUDE*
TOWARDS IMPLEMENTATION OF
PERFORMANCE APPRAISAL SYSTEM IN
THE MINISTRY OF EDUCATION IN
NAIROBI CITY COUNTY, KENYA

for the period ending:
24th July, 2020

Permit No : NACOSTI/P/19/26918/31787
Date Of Issue : 25th July, 2019
Fee Recieved : Ksh 2000

Applicant's
Signature

Director General
National Commission for Science,
Technology & Innovation

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science,
Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

The License is valid for the proposed research, location and
specified period.
The License and any rights thereunder are non-transferable.
The Licensee shall inform the County Governor before
commencement of the research.
Excavation, filming and collection of specimens are subject to
further necessary clearance from relevant Government Agencies.
The License does not give authority to transfer research materials.
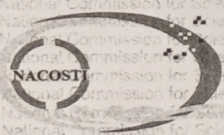NACOSTI may monitor and evaluate the licensed research project.
The Licensee shall submit one hard copy and upload a soft copy
of their final report within one year of completion of the research.
NACOSTI reserves the right to modify the conditions of the
License including cancellation without prior notice.

National Commission for Science, Technology and innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke

REPUBLIC OF KENYA

NACOSTI

**National Commission for Science,
Technology and Innovation**

RESEARCH LICENSE

Serial No.A 25994

CONDITIONS: see back page

205

APPENDIX IV: MOE RESEARCH RESEARCH AUTHORIZATION LETTER

Republic of Kenya

MINISTRY OF EDUCATION

STATE DEPARTMENT OF EARLY LEARNING & BASIC EDUCATION

Telegrams: "SCHOOLING", Nairobi
Telephone; Nairobi 020 2453699
Email: rcenairobi@gmail.com
          cdenairobi@gmail.com

When replying please quote

REGIONAL DIRECTOR OF EDUCATION
NAIROBI REGION
NYAYO HOUSE
P.O. Box 74629 – 00200
NAIROBI

Ref: **RCE/NRB/GEN/1/VOL. 1**   DATE: **26ᵗʰ July, 2019**

Hellen Chebet Boruett
Maasl Mara University
P O Box 861
NAROK

RE: **RESEARCH AUTHORIZATION**

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on **"Employee attitude towards implementation of performance appraisal system in the Ministry of Education in Nairobi City County, Kenya."**

This office has no objection and authority is hereby granted for a period ending **24ᵗʰ July, 2020** as indicated in the request letter.

Kindly inform the Sub County Director of Education of the Sub County you intend to visit.
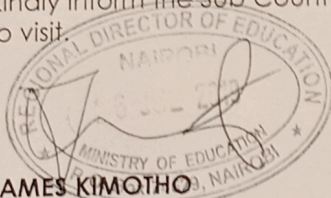
JAMES KIMOTHO
FOR: REGIONAL DIRECTOR OF EDUCATION
NAIROBI

C.C

Director General/CEO
National Commission for Science, Technology and Innovation
NAIROBI