

**INFLUENCE OF PERFORMANCE MANAGEMENT STRATEGIES ON
SERVICE DELIVERY IN THE MINISTRY OF INTERIOR AND
COORDINATION OF NATIONAL GOVERNMENT; CASE OF GUCHA
SOUTH SUB COUNTY, KISII, KENYA**

BY

BENSON MURIUKI KARANI

A research report submitted in partial fulfillment of the requirements for the award of the degree of Master of Arts in Project Planning and Management of the University of Nairobi

2019

DECLARATION

This research report is my original work and has never been presented to any other university for any award

SIGNATURE_____

DATE_____

BENSON MURIUKI KARANI

L50/10479/2018

This research report has been submitted with my approval as the university supervisor

SIGNATURE_____ **DATE**_____

DR. JOHN MBUGUA

LECTURER, SCHOOL OF OPEN & DISTANCE LEARNING

UNIVERSITY OF NAIROBI

DEDICATION

I dedicate this research report to my spouse Ms Patricia Wambeti Njiru for the support and encouragement she gave me throughout the entire course. Stay blessed.

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LIST OF ABBREVIATIONS AND ACRONYMS

UNPD	UNITED NATIONS DEVELOPMENT PROGRAM
OGP	OPEN GOVERNMENT PARTNERSHIP
ODEL	OPEN AND DISTANCE E-LEARNING
UK	UNITED KINGDOM
USA	UNITED STATES OF AMERICA
MHR	MANAGEMENT AND HUMAN RELATIONS
SPAS	STAFF PERFORMANCE APPRAISAL SYSTEM
PMS	PERFORMANCE MANAGEMENT SYSTEM
PC	PERFORMANCE CONTRACT
P&P	PERMANENT AND PENSIONABLE
APES	ANNUAL PERFORMANCE EVALUATION SYSTEM
ACR	ANNUAL CREDENTIAL REPORT
APAS	ANNUAL PERFORMANCE APPRAISAL SYSTEM
SMART	SPECIFIC, MEASURABLE, ACHIEVABLE, REALISTIC, TIMELY
OJT	ON JOB TRAINING

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ABSTRACT

Effectiveness of performance management systems in an organization is normally affected by many factors but three are most important. First, the system needs to be aligned with and is supported by the organizational direction and critical success factors. Then, well developed, efficiently administered tools and processes are needed to make the system user-friendly and well received by organizational members. Lastly, the managers and members must use the system in a manner that brings visible, value-added benefits in the area of performance planning, performance development, feedback and achievement of results. The purpose of the study was to investigate the influence of performance management strategies on service delivery in the Ministry of Interior and Coordination of National Government; a case of Gucha South Sub County, Kisii, Kenya. The study was guided by the following objectives, namely to find out the influence of performance planning on service delivery in the Ministry of Interior and Coordination of National Government in Gucha South Sub County, Kisii, Kenya; to examine the influence of staff appraisal on service delivery in the Ministry of Interior and Coordination of National Government in Gucha South Sub County, Kisii, Kenya; to determine the influence of staff training on service delivery in the Ministry of Interior and Coordination of National Government in Gucha South Sub County, Kisii, Kenya; to find out the influence of rewards and recognition on service delivery in the Ministry of Interior and Coordination of National Government in Gucha South Sub County, Kisii, Kenya. The entire population was 229 civil servants in the Ministry of Interior and Coordination of National Government in Gucha South Sub County. A sample of 172 respondents was selected from each of the department using the Krejcie and Morgan sampling table. Data was collected by use of a structured questionnaire that was pretested in Kisii South Sub County. Data analysis was done by use of SPSS version 22 computer package. Data was summarized into frequencies and percentages. Hypothesis testing was achieved by use of Pearman's product moment correlation analysis and indicated a significant relationship at 87.7% between performance planning, performance appraisal at 84.9%, staff training and employee rewards at 75.3% and staff are likely to be given promotions after training at 78.1%. Data presentation was done by use of tables. Study findings indicated that performance planning was being conducted in the ministry, trainings were being conducted, performance appraisal was being done and methods for recognizing and rewarding staff that excelled in service delivery were in place. The study recommended that the reward system, staff training and staff appraisal be redesigned so that the strategies can motivate staff to improve service delivery.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Performance management refers to providing a favourable working environment whereby employees are motivated to execute tasks in their best abilities. In addition, performance management commence when the work systems are clearly defined and job specification is properly communicated as required. It ends when an employee leaves your organization. “Performance management defines the interaction with an employee in an organization at every step of the way in between these major life cycle occurrences. Performance management makes every interaction opportunity with an employee into a learning occasion (Heathfield, 2018). “Employee Performance Management is about aligning the organizational objectives with the employees' agreed measures, skills, competency requirements, development plans and the delivery of results. The emphasis is on improvement, learning and development in order to achieve the overall business strategy and to create a high performance workforce” (PeopleStreme, 2019).

“Primary reason of managing employee performance is giving a reward to employees who meet the criteria of satisfactory performance, good behavior and to promote productivity of those employees who do not perform thus promoting their morale to positively and satisfactorily make a radical shift towards their overall performance. Employees who perform poorly are subject to a development programme to improve their performance. Furthermore, employees who perform satisfactorily are developed to better their skills and knowledge of the job content and ensure positive transition on their career pathing” (Paile, 2012).

“Effective performance can be executed only when organizations are able to execute each key component of the performance management process well. They not only set goals and plan work routinely, they measure progress toward those goals and give feedback to employees, develop the skills needed to reach them and recognize the behavior and results through rewarding” (Matsiliza, 2016).

“Performance Management evolved around sixty years ago as a means of determining an employee's wage based on performance and as a source of income justification. Many of the

organizations adopted performance management to shape the behavior pattern to enhance employees' attainment of better outcome".

"...the gap between justification of pay and the development of skills and knowledge became a huge problem in the use of Performance Management. This became evident in the late 1980s; the realization that a more comprehensive approach to manage and reward performance was needed. This approach of managing performance was developed in the United Kingdom and the United States much earlier than it was developed in Australia. In recent decades, however, the process of managing people has become more formalized and specialized. Many of the old performance appraisal methods have been absorbed into the concept of Performance Management, which aims to be a more extensive and comprehensive process of management" (PeopleStreme, 2019; page 9-11).

Shea (2008) established that, 'the United States government in the year 1993 enacted the Government Performance and Results Act' (103 P.L. 62; 107 Stat. 285). "During then, it was in the law's requirement that agencies ought to draft strategic plans and measure and report performance. As per the enacted Act, federal agencies were required to consult with stakeholders, like the United States Congress, on their mission statement, their long-term strategic goals and the strategies employed to achieve better results. Annually, Agencies were required to give returns on performance plans that indicated how their activities to achieve annual goals and to report at the end of the year on their actual performance were drafted. The Government Performance and Results Act laid a strong foundation for performance management in the federal government. However, numerous weaknesses in the implementation of the Act impeded its progress. Many agencies and programme measures were insufficiently outcome-oriented. Neither Congress nor the executive based its decisions on available performance information. Implementation of the Act was more of an exercise than a useful process to inform decision makers about and help improve programme performance".

In Africa, performance management remains a challenge. "In Nigeria and Botswana majorly, a state of transformation is important in fostering result- oriented from the said ordinary public service which provides less to the citizens. Stakeholder engagement, assessment, monitoring and evaluation should be considered as key ingredient to service delivery (Olufemi)."

In Zimbabwe, ‘all government departments adopt budgeting criteria of zero-based systems. The country basically keeps a watch on the most efficient performance management strategies in an attempt to reach the rest of the countries a head of then in terms of service delivery (Olufemi).’

In Kenya, studies have revealed that “most of the performance management systems in both public and private sectors in Kenya work on stand-alone platform. These systems encompass: Staff Performance Appraisal System (SPAS) and Performance Contracting (PC). These systems have not been upholding the sanctity of rewards and punishments.

Public Service Commission of Kenya, (2016) established that, performance management strategies boost the morale of the employees’ thus encouraging them to perform thus meeting the organization objectives and goals.

“A Performance Management System (PMS) is a systematic process for getting better results from an organization, teams and individuals by managing performance within an agreed framework of planned goals, objectives and standards. A PMS is a set of tools, processes and actions that allows for maximization of the performance of employees and institutions. PMS also provides employees with a clear understanding of job expectations; regular feedback about performance; advice and steps for improving performance; rewards for good performance; and sanctions for poor performance. The overall goal of a PMS is to help boost employee performance and ultimately the achievement of intended results for the organization. Institutional strategic plans should be broken into manageable and measurable activities cascaded down to individual employee level. Mechanisms for ensuring accountability for results at institutional, team and individual levels should be an in-built feature of the PMS framework. In addition, tools and mechanisms for monitoring and measuring performance results should be established. The purpose of an integrated PMS is to attract, retain and motivate employees. To ensure that the PMS is effective and that it engenders the desired behavior, it is essential to ensure that the rewards and strategies are linked to or based on performance. Rewarding performance should be an ongoing managerial activity and not just an annual pay-linked ritual. For the PMS to have the desired impact, all the components of PMS should be integrated. Whereas the PC and SPAS are in place and operational, the Public Service lacks a comprehensive rewards and sanctions framework with clear standards and criteria for rewarding exemplary performance, administering sanctions for poor performance,

motivating public servants and enhancing timely service delivery to citizens” (Kenya Forest Service, 2016).

1.2 Statement of the problem

Service delivery remains a significant problem since immemorial, simply because the performance management strategies are not properly adopted in order to effectively create a good infrastructure for smooth transition of both public service and private sector. Inefficient performance planning, unmerited staff performance appraisals, inadequate staff training, and lack of employees’ recognition and rewarding systems has an adverse effect on service delivery.

Ineffective performance management systems deny employees chances of promotions, rewards and even sanctions. In addition, it renders futile the aspect of the government in providing important services like: education, security services, promotion of health services and wellness awareness and ensuring that safety and sanitation measures are maintained.

“Public services account for a large proportion of government budgets, but increased spending has often not been matched by improvements in outcomes. In the worst case, public services can be bedeviled by corruption which leads to money intended for books, teachers, dispensaries, medical supplies and infrastructure being syphoned off by officials or private contractors” . “Around the world, children still leave schools unable to read and do basic arithmetic, and the quality of healthcare remains uneven. Data shows that just increasing resources, equipment, financial, or personnel does not guarantee that the quality of education or health care will improve. The quality of service delivery is critical” (OGP, 2019).

The major concern of this study is that despite the fact that performance management has been taking place year in year out in the Kenyan public service; civil service performance has not reached the expected standard by the general public. The services are still not delivered effectively and efficiently. As a result, it is not known whether the performance management strategies being employed are effectively succeeding in improving service delivery and individual productivity in the civil service or not.

1.3 Purpose of the study

This study sought to explore the influence of performance management strategies on service delivery in the Ministry of Interior and Coordination of National Government; Case of Gucha South Sub-County, Kisii, Kenya

1.4 Objectives of the study

The study was guided by the following objectives:

1. To establish the influence of performance planning strategy on service delivery in the Ministry of Interior and Coordination of National Government; A Case of Gucha South Sub County, Kisii, Kenya
2. To examine the influence of staff appraisal strategy on service delivery in the Ministry of Interior and Coordination of National Government; A case of Gucha South Sub County, Kisii, Kenya
3. To determine the influence of staff training on service delivery in the Ministry of Interior and Coordination of National Government; A case of Gucha South Sub County, Kisii, Kenya
4. To investigate the influence of rewards and recognition on service delivery in the Ministry of Interior and Coordination of National Government; A case of Gucha South Sub County, Kisii, Kenya

1.5 Research questions

This study sought to provide answers to the following research questions:

1. How does performance planning strategy influence service delivery in the Ministry of Interior and Coordination of National Government?
2. What is the influence of staff appraisal strategy on service delivery in the Ministry of Interior and Coordination of National Government?
3. How does staff training influence service delivery in the Ministry of Interior and Coordination of National Government?
4. What is the influence of rewards and recognition on service delivery in the Ministry of Interior and Coordination of National Government?

1.6 Research hypotheses

The researcher sought to test the following hypotheses:

1. There is no relationship between performance planning and service delivery in the Ministry of Interior and Coordination of National Government
2. Staff appraisal does not influence service delivery in the Ministry of Interior and Coordination of National Government
3. There is no significant relationship between staff training and service delivery in the Ministry of Interior and Coordination of National Government
4. There is no significant relationship between rewards and recognition and service delivery in the Ministry of Interior and Coordination of National Government

1.7 Significance of the Study

Performance management is practiced in almost all organizations primarily aiming at improving performance.

This study helped in identifying gaps in performance planning that organizations may need to address in order to improve this important aspect of performance management. In addition, the study also looked at the influence of staff performance appraisal in service delivery. In civil service staff appraisal takes place annually in a phased-out approach. Staff appraisal is done to recognize, among other things, best performing workers and worst performing workers. Best performing workers are usually rewarded and worst performing workers are mentored so as to improve. The study would identify the gaps in this area and make recommendations for improvement.

Staff recognition and rewards are closely linked to performance appraisal. The study results would help managers to put in place measures in designing objective criteria for identifying best performing workers for rewards and recognition. Objective reward criteria for staff rewards and recognition will motivate staff to work hard in order to improve performance

Staff training programs are meant to equip the workers with relevant skills needed for performance of assigned tasks. The study examined the link between staff training and service delivery. The results would assist managers design effective training programs to enable workers to perform better in their jobs.

1.8 Delimitations of the study

The study was carried out in Gucha South Sub County in the Ministry of Interior and Coordination of National Government among government employees employed on P &P and

who must have worked in their respective Departments for duration of not less than one year. The Sub County is one of the ten in Kisii County. It neighbors Kisii South Sub County to the North; Gucha to the North East, Kenyena to the East, Trans Mara West to the South and Rongo to the West. The Head Quarter of the Sub County is Nyamarambe Market Center which can be accessed a long Kisii-Migori High Way, then turn at Kamagambo junction and cover around nine kilometers along Etago road. The focus was on officers in the National Police Service, National Government Administrative Officers, National Registration Bureau, Civil Registration and Probation Services. A sample size of 172 out of the entire population 229 was carefully selected.

1.9 Basic assumptions of the study

This study was based on the following assumptions:

1. That respondents had participated in the performance management cycle in their organization
2. That the respondents were truthful and unbiased in their responses
3. That the respondents were co-operative.

1.10 Limitations of the study

This enquiry faced challenges of poor weather conditions of heavy rainfall. The terrain in the Sub County is very hilly with a poor road network that is usually impassable during the rains. The respondents were scattered across the Sub County with only a few members of staff being located at the Head Quarter. Thus, reaching them was a challenge. These limitations were mitigated by ensuring that the proposal was approved on time to enable the researcher have enough time for data collection. The researcher also engaged two research assistants on a voluntary basis to distribution and collection the questionnaires during the study.

1.11 Definition of significant terms

Performance	Accomplishment of a particular task measured against preset known standards
Planning	The process of making plans for something
Management	The process of dealing with or controlling things or people
Strategies	Plans of action designed to achieve a long term or overall goal
Employee	A person employed for wages or salary, especially at non-executive level
Training	The action of teaching a person a particular skill or type of behavior
Appraisal	A formal assessment of employee's performance over a period of time

Reward A thing given in recognition of service, effort or achievement

Recognition Communication between management and employees which rewards them for reaching specific goals or producing high quality results at the work place

1:13 Organization of the study

This study report was harmonized into five chapters:

The background of the study, the problem statement, purpose of the study, objectives of the study, research questions, research hypotheses, significance of the study, basic assumptions of the study, delimitations of the study, limitations of the study, and definition of significant terms were discussed in chapter one.

Literature review was organized under the following subheadings; introduction, performance planning, employee performance appraisal, employee training, employee rewards and recognition, service delivery, theoretical framework, conceptual framework and summary of literature review that formed chapter two.

Chapter three contained the research methodology under the following subheadings: introduction, research design, target population, sample size and sample selection, data collection instruments, data collection procedure and data analysis techniques.

Chapter four contains data analysis, presentation, interpretation and discussion

Chapter five contains the summary of findings, conclusions and recommendations, suggestions for further research and contribution to the scholarly work.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section reviewed literature under the following subheadings: overview, performance planning, staff training, staff appraisal, staff rewards and recognition, service delivery, theoretical framework, conceptual framework, knowledge gaps and variables' operationalization table.

2.2 Overview

According to Shea (2008) provided that “in the United States, the federal government’s President’s Management Agenda includes as one of its government-wide initiatives the Performance Improvement Initiative (PII), which aims to ensure that federal dollars produce maximum results. The initiative was designed to overcome major implementation weaknesses of the Government Performance and Results Act, especially poor-quality goals and insufficient use of performance information in decision making. To accomplish this, federal agencies and the Office of Management and Budget (OMB) collaborate to identify which programmes work, which are deficient, and what can be done to improve performance in all cases.” “At times it is necessary to reallocate funding from ineffective programmes to more effective ones. This and other decisions about programmes are ultimately made jointly by Congress and the president, but the analysis provided can help the executive and legislative branches make more informed decisions. Other elements of the initiative include measuring programme efficiency using full cost and marginal cost analysis, and generally expanding the use of performance information in decision making” (Shea, 2008).

“A poll of the UK’s workforce has shown that annual appraisals are becoming outdated in the eyes of British employees. Over half of professionals polled described their appraisal at their current job as “pointless” or “time-consuming”. A poll commissioned by MHR, an HR firm based in Ruddington in the UK, suggests that the traditional model of performance management is unable to keep pace with today’s fast paced economy and rapidly changing work environment. According to the research by MHR, employees emphatically consider the appraisal process a waste of time. 39% of respondents described the process as “pointless”, with the same number proclaiming the process was “time consuming”, while just 26% said that the process was “useful”. As many as 29% of British employees regard appraisals as “stressful”, and with firms

increasingly needing to implement mental health and wellbeing campaigns to support workers through acute financial and workplace stress, those tasked with maintaining talent density at companies will be keen to avoid additional strain to their staff's collective psyche" (Consultancy.uk, 2018; Page 8).

"Although public sectors in African countries differ due to diverse cultural settings, they nevertheless share common challenge of poor performance in the area of service delivery. Often, such poor performance can be traced to political, social, economic and environmental factors. In the quest to provide and maintain the needs of the citizenry, countries have increasingly embarked on various reforms" (Okeke-Ozodike, 2014).

According to UK Essays (2018), "the public service in Nigeria currently uses the Annual Performance Evaluation System (APES). The system is based on overall evaluation of employee's contribution to the organization on yearly basis. However, the system is ineffective and inefficient because evaluation is not conducted on regular basis for maximum output. Consequently, the system creates room for subjective evaluation and favoritism in the sense that there is no proper data base for recording of staff activities and tasks are not time dependent. Nigeria's public sector appraisals ratings are mostly inflated in favor of certain employees and others don't get feedback about how well they have performed. Performance appraisal is seen as the supervisor's exclusive role and opportunity to reward loyalty and punish those considered rebellious. The supervisors also lack the knowledge and coaching on how to conduct effective appraisal."

"Prior to the introduction of performance management package, assessment of individual performance in Zambia was through the Annual Credential Report (ACR). The ACR was not objective as it was based on the supervisor's personal observation and perceptions about an individual. This appraisal tool was not based on work planning and target setting and, therefore, it had no baselines for performance delivery. ACR was later found to be one sided as the appraisee did not have access and input in the whole process. The system failed to give confidence to civil servants; it never promoted career development, rewards and recognition but was strongly used for sanctions. In order to improve performance assessment, action was initiated under the public service reforms program to restore credibility of staff reporting mechanism, through the introduction of Annual Performance Appraisal System (APAS). Specifically, APAS was introduced to:

1. Assess the job holder's achievements against targets
2. Establish job holder's strengths and weaknesses in the performance of the job
3. Identify the cause of the weaknesses
4. Recommend further development or training needs of an individual to fill the training gaps between a job specification, job description and the individual
5. Appropriately reward employees who perform well" (KAMFWA, 2016).

In Kenya, the Government tried to engage reforms to the public sector in order to foster the achievement of national goals. In an effort to realize that the Public Service operates in an effective and efficient manner, it has institutionalized performance management systems that not only holds public officers accountable but also promote realization of best results necessary for all Kenyans (Directorate of Personnel Management, 2005).

2.2.1 Influence of Performance planning on service delivery

According to Kidombo (2013), "planning is the first task of a manager and forms the basis from which all the other tasks are derived. Management decides the future of the organization by planning, strategizing and implementing plans. Generally, planning serves as the protection of the organization. This means that a manager is able to forecast the effects from each of the suggestions or alternative actions that will be carried out. In this situation, the manager will choose the alternative action that provides the best results to the organization and protects it from any decision that is not profitable." She further provides that, "planning also helps to reduce the risk and uncertainty as decisions made are well thought out and not accidental or by coincidence, but is the result of planning. With proper planning, managers will be able to ensure what needs to be done, how to carry out the actions determined, why it has to be done, when to do it, where to do it and who should implement it. Without good planning, the organization will not be able to expand" (Kidombo, 2013).

Performance planning is a formal process in organizations for discussing, identifying and planning the organizational as well as the individual goals which an employee can and would achieve in coming appraisal or review cycle (mbaskool.com, 2008).

"It involves an agreement between the manager and the individual on what the later needs to do to achieve objectives, raise standards, improve performance and develop the required competence. It also establishes priorities, a key aspect of the job to which attention has to be given. The aim is to ensure that the meaning of the objectives, performance standards and

competencies as they apply to everyday work is understood. They are the basis for converting aims in to actions. Agreement is reached at this stage on how performance will be measured and the evidence that will be used to establish the levels of competence. It is important that these measures and evidence requirements be identified and fully agreed upon because they will be used by individuals as well as managers to monitor and demonstrate achievement” (Armstrong, 2009).

“At the beginning of the performance management cycle, it is important to review with the employees their performance expectations, including both behaviors employees are expected to exhibit and the results they are expected to achieve during the upcoming rating cycle (Pulakos). Behaviors are important because they reflect how an employee goes about getting the job done, how the individual supports the team, communicates, mentors others, etc. The results or goals to be achieved should be tied to the organization’s strategy and goals. The employee’s development needs should also be taken into account in the goals setting process. Development goals can be targeted either to improve current job performance or preparing for career advancement” (Pulakos)

2.2.2 Influence of Employee Performance Appraisal on service delivery

Nzuve (2010) provides that performance appraisal “is the evaluation of the employee’s work performance over a given period of time. This exercise is usually conducted on a regular basis, usually six months to one year. This period will vary depending on the purpose, for example, a newly employed person may be on probation for any period of time from one month up to two years. In this case, management must determine when to conduct performance appraisal so that they can decide whether to confirm, extend probationary period or terminate the employment.”

“An accurately conducted performance appraisal provides data useful for a variety of organizational and individual purposes namely:

1. Assist managers to observe their subordinates more closely and enable effective coaching
2. Motivate employees by providing feedback on performance
3. Achieve better operational results and improved work performance
4. Identify developmental needs which can be used in selecting appropriate programmes for training and development

5. Provide information for human resource planning by identifying individual contributors and managers with potential for assuming additional responsibility
6. Provide backup data for making decisions about employee compensation
7. Reduce favoritism in making managerial decisions about personnel”

“Performance appraisal determines who shall receive merit increases; counsels employees on their improvement; determines training needs of employees; determines the promotability of employees; and identifies employees who should be transferred” (Saleemi, 2009).

“The performance review meeting is the means through which the five primary elements of performance management of agreement, measurement, feedback, positive reinforcement and dialogue can be put to use. The review should be routed in the reality of the individual’s performance. It allows managers and individuals to have a positive look together at how performance has become better in the future and how any problems in meeting the performance standards and achieving objectives can be resolved. Individuals should be encouraged to assess their own performance and become active agents for change in improving their results. Managers should be encouraged to adopt their proper enabling role; coaching and providing support and guidance” (Armstrong, 2009).

Saleemi (2009) elaborated some of the most famous methods of appraising employees as follows:

“**Ranking method** is the oldest method in which the evaluator is asked to rate the employees from highest to lowest on some overall criterion. This is very difficult to do if the number of employees being compared numbers over twenty. It is also easier to rank the best and the worst employees. Simple ranking can be improved by alternative ranking in which the evaluators pick the top and bottom employees first, then select the next highest and next lowest and move towards the middle. The method has two limitations: first, the element of subjectivity cannot be entirely eliminated; secondly, this method does not indicate the difference in the degree of performance between the first employee, second, third and so on” (Saleemi, 2009).

Peer-to-peer comparison method is also known as ‘factor-comparison’ method. Employees in the organization are compared to some key people. The rating depends on certain developed scales for each and every factor-such as dependability, leadership, initiative and drive, etc.

instead of defining various degrees of a particular employee to represent 'leadership', the rate compares the employees with this person (Saleemi, 2009)

In the **Grading method**, the rater considers certain features and marks them according to the scale. These features could be dependability,, analytical ability,, cooperativeness, judgment, leadership, organizing ability, etc. these are expressed in the form of a scale from A to E: A-OUTSTANDING; B-VERY GOOD; C-GOOD OR AVERAGE and E-POOR, etc. the actual performance of the employee is then compared with these grade definitions and he is allotted the grade that best describes his performance (Saleemi, 2009)

Forced distribution system is a modified form of the grading system. Here, certain percentage of marks are assigned to each grade, the evaluator is asked to rate employees in some fixed distribution of categories, such as, 10% in low, 20% in low average, 40% in average, 20% in higher average, and 10% in high. Under this technique, the employee who is assigned the least grade will undergo frustration because even when he improves, his performance, he will not be given a higher rank. At the same time, his supervisor will be in embarrassing situation to communicate the improved performance of the employee and recognition rewarding his increased performance within the same low rate of grade (Saleemi, 2009)

Point allocation technique is a newer variation of forced distribution technique under which each rater is given a number of points per employee in the group to be evaluated and the total points for all the employees evaluated cannot exceed the number of points per employee times the number of employees evaluated (Saleemi, 2009).

Graphic rating scales method is one of the widely employed performance evaluation methods. Under this method, the rate is presented with a graph and asked to rate employees on each of the characteristics listed. The ratings can be in a series of boxes (Saleemi, 2009).

Checklists-under this method, the person who is conducting the performance evaluation is required to become a reporter than an evaluator. The rate does not evaluate performance. He simply supplies reports about it and the final rating is done by the personnel department (Saleemi, 2009).

Forced-choice description is where the evaluator is forced to choose from a set of descriptive statements which appear equally favorable or unfavorable. These statements are grouped in such

a way that the evaluator cannot easily judge which statements apply to the most effective employee (Saleemi, 2009)

Descriptive essays are where the evaluator is asked to write essays about the strong and weak points of employee's behavior. A skillful writer can present a more dramatic case about a subordinate than an awkward writer. Other limitations include subjective evaluation of the reported behavior of employees which may be biased; the appraisal may be loaded with an appreciative language about the quality of the rate than the actual quality itself; a supervisor has to be critical in assessment of employees and this requires a considerable amount of time (Saleemi, 2009)

Field interviews method: supervisors are interviewed by personnel specialists to evaluate their respective subordinates. The efficiency of this method depends on the competence and skills of the appraiser. This method keeps two management representatives busy with the appraisal formality (Saleemi, 2009)

Critical incidents method is where personnel specialists and managers prepare lists of statements of very effective and very ineffective behavior of employees. These are labeled as the critical incidents. These critical incidents are converted into scales and employee performance is compared in light of these critical factors (Saleemi, 2009)

According to Osero (2019), staff performance appraisals are well intentioned, however, they do not achieve their goals for the following reasons:

1. Agreed objectives are not SMART
2. Non-existent periodic reviews
3. Untrained appraisers
4. Common measurement tool for all the cadres
5. Appraisal ratings are never discussed
6. Doubtful appeal system in case of a disagreement
7. Ratings are not reward-linked

2.2.3 Influence of Employee Training on service delivery

Employees' training is a critical factor in instrumenting service delivery. According to Directorate of Personnel Management (2005) training improves the capacity of an employee hence promoting morale to boost service delivery. In addition, DPM (2005) further acknowledges that,

“...training and capacity building is crucial in any successful organization. In the public service, it plays a key role in improving the performance of the service to realize national goals and objectives. Training and capacity building in the public service in Kenya has been guided by policy guidelines contained in various government documents, including administrative circulars, personnel general letters and other directives issued to the service from time to time. Training needs assessment is a performance audit that generates and provides the management with analytical information for assessing the inadequacy of knowledge and skills obtained in the service that inhibits the organization to attain its objectives. This acts as a sound basis for managerial decisions on training needs that improve performance and service delivery. All training in public service will be based on comprehensive training needs assessment to be conducted on annual basis in each organization. In addressing the training needs, training objectives will be linked to nation, sectoral and organizational goals. For effective assessment, organizations will be required to develop and maintain a skills inventory for all staff. All public service organizations are required to identify training needs and prepare training projections that will guide the training committees in nominating officers for the training”.

Training programmes comprise both short and long term courses in specific professions that are intended to impart required knowledge, skills and attitudes to enhance staff performance. Public organizations usually design specific in-house training programmes as a method of drawing training interventions which address identified training needs. In addition, training is provided under institutional training both locally and abroad (Directorate Of Personnel Management, 2005).

All public officers are eligible for at least five training days per year. All officers in the managerial cadre shall undertake trainings in policy formulation and project implementation. Selection of trainees will be based on identified needs and will emphasize training for performance improvement and training programmes that address national, organizational and individual goals. A merit process will be used to select candidates for training as part of career

development. Performance appraisal results will be used to select candidates for training especially in addressing identified performance gaps (Directorate Of Personnel Management, 2005).

Induction and orientation training in the public service is expected to help an employee familiarize with the work environment and requirements. All public service organizations will conduct induction training, within three months of the officer's joining of the service. In addition, the government will grant course approval to officers proceeding on authorized training in accordance with service regulations. An officer on an approved course of training will be deemed to be fully on duty, entitled to the requisite benefits and subject to service regulations (Directorate Of Personnel Management, 2005).

Studies have revealed that “public service benefits adequately from the skills acquired by employees who have undergone training, the government will enter into a formal agreement with serving officers who attend courses of training binding them to serve in the public service for a specified period of time following completion of training. Moreover, capacity building is concerned with the provision of adequate intellectual capacity, physical abilities and supportive work environment. Intellectual capability is enhanced through work experience and in-service training. Physical facilities are improved through additional procurement and adequate maintenance services while supportive work environment is promoted through staff commitment and corporate social responsibility of organizations” (Directorate Of Personnel Management, 2005).

According to Directorate of Public Service Management (2005), “in order to enhance capacity building in the service, the government will take appropriate measures to ensure:

1. Adequate resources equal to 0.5% of the total government recurrent budget are availed to the public service training institutions for improved research and training;
2. Training requirements both in the public and private sector institutions are upgraded and synchronized;
3. Public service training institutions are allowed to plough back income generated from their training programmes;
4. Public servants are encouraged to undertake relevant training on their own by enhancing the refund on tuition expenses from 50% to 75%;

5. The payment of bonus on passing exams is extended to cover all courses relevant to the officer's scheme of service;
6. Public service organizations budget for research activities;
7. Public service organizations develop appropriate mechanisms for implementation of relevant research findings;
8. Public service organizations put in place special counseling and guidance initiatives to address the needs of public officers who become physically and/or psychologically disoriented while in service in order to reintegrate them and enhance their performance;
9. Public service organizations adequately prepare their staff for retirement by developing and implementing specific retirement programmes and also develop manuals and brochures on retirement prospects;
10. Public service organizations establish and maintain suitably equipped and managed learning, resource centers."

"A personal development plan provides a learning action plan for which individuals are responsible with the support of their managers and the organization. It may include formal training but, more importantly, it will incorporate a wider set of learning and developmental activities such as coaching, mentoring, project work, job enlargement and job enrichment" (Armstrong, 2009)

Requests for training often start with the line managers presenting problems or concerns. Training, development or instructional objectives then specify in measurable terms what the trainee should be able to accomplish after successfully completing the training program. The budget will help determine the actual design of the program (Dessler, 2011).

With the program designed and budgeted and objectives set, it is implemented by use of a number of training method, namely:

On-job-training- having an employee learn a job by actually doing it. This can be accomplished by coaching where an experienced worker or trainee's supervisor trains the employee. This may involve simply acquiring the skills by observing the supervisor or having the supervisor or job expert show the new employee the ropes, step-by-step. Job rotation, in which an employee moves from job to job at planned intervals, is another OJT technique. Special assignments similarly give lower-level executives first-hand experience in working on actual problems (Dessler, 2011).

Apprenticeship training is a process by which people become skilled workers, usually through a combination of formal learning and long term on-the-job training. It traditionally involves having the learner or apprentice study under the tutelage of a master craftsperson (Dessler, 2011).

Informal learning-surveys from the American Society for training and development estimate that as much as 80% of what employees learn on the job they learn not through formal means but through informal means, including performing their jobs on a daily basis in collaboration with their colleagues. Although managers do not manage informal learning, there is still much they can do to ensure that it occurs, for example by installing whiteboards with markers (Dessler, 2011).

Job instruction training-many jobs consist of logical sequence of steps that one best learns step-by-step. This step-by-step training is called job instruction training. First list all the necessary steps in the job in proper sequence, and then list a key point (if any) beside each step. The steps show the learner what to do and the key points show how it is done (Dessler, 2011).

Programmed learning is a step-by-step self-learning method that consists of three parts:

1. Presenting questions, facts or problems to the learner
2. Allowing the person to respond
3. Providing feedback on the accuracy of the answers

The main advantage of programmed learning is that it reduces training time. It also facilitates learning by letting trainees learn at their own pace, get immediate feedback and reduce their risk of error. Intelligent tutoring systems take programmed learning one step further. They are computerized, supercharged, programmed instructional programs. In addition to programmed learning, the intelligent systems learn what questions and approaches worked or did not work for the learner, and therefore adjust the suggested instructional sequence to the trainee's unique needs (Dessler, 2011)

Audiovisual-based training methods are more expensive than lectures but offer advantages. They tend to be more interesting. They can be used where there is need to illustrate how to follow a certain sequence over time; when there is need to expose the learners to events not easily demonstrable in live lectures and when organization wide training is needed and it is costly to move the training from place to place (Dessler, 2011).

Lectures can be effective. Lecturing is quick and a simple way to present knowledge to large groups of learners. However, some view lectures as being boring (Dessler, 2011).

Vestibule learning is a method in which trainees learn on the actual or simulated equipment they will use on the job, but are trained off the job. This method is necessary when it is too costly and dangerous to train employees on the job (Dessler, 2011).

Teletraining and video conferencing. In Teletraining, a trainer in a central location teaches groups of employees at remote locations via televised hookups. Video conferencing allows people in one location to communicate live with people in another city or country, or with groups in several cities (Dessler, 2011).

2.2.4 Influence of recognition and rewards on service delivery

Reward management is concerned with the formulation and implementation of strategies and policies in order to reward people fairly, equitably and consistently in accordance with their value to the organization. It deals with development of reward strategies and the design, implementation and maintenance of reward systems which aim to meet the needs of both the organization and its stakeholders. Reward can be regarded as the fundamental expression of the employment relationship (Armstrong, 2009)

2.2.5 Service delivery

Running a successful service company should be synonymous with delivering excellent service. If not, then why consider running a service business at all? Yet, if all companies which perform services effectively compete on providing the service, then the key differentiator lies in the service management model and the ability to execute it. Designing the service delivery system should focus on what creates value to the core organizations and how to engage frontline employees to deliver the ultimate customer experience (Servicefutures, 2019).

The four key elements in such a system are:

1. **Service Culture** is built on elements of leadership principles, norms, work habits and vision, mission and values. Culture is the set of overriding principles according to which management controls, maintains and develops the social process that manifests itself as delivery of service and gives value to customers. Once a superior service delivery system and a realistic service concept have been established, there is no other component as fundamental to the long-term success of a service organization as its culture.

2. **Employee Engagement** includes employee attitude activities, purpose driven leadership and HR processes. Even the best designed processes and systems will only be effective if carried out by people with higher engagement. Engagement is the moderator between the design and the execution of the service excellence model.
3. **Service Quality** includes strategies, processes and performance management systems. The strategy and process design is fundamental to the design of the overall service management model. Helping the client fulfill their mission and supporting them in the pursuit of their organizational purpose, must be the foundation of any service provider partnership.
4. **Customer Experience** includes elements of customer intelligence, account management and continuous improvements. Perception is important and constant evaluation of how both customer and end-user perceive service delivery is important for continuous collaboration. Successful service delivery works on the basis that the customer is a part of the creation and delivery of the service and then design processes are built on that philosophy – this is called co-creation.(Servicefutures, 2019)

“In the last 20 years, Kenya’s civil service has undergone a number of changes. Some of these changes include employee rationalization leading to wage bill reduction, performance improvement, structural adjustment programme after aid cuts, and the institutionalization of results-based management. From 1993 to 2002, the Government retrenched more than 100,000 civil servants but had only a negligible impact on the effectiveness or efficiency of the civil service. The Government then introduced results-oriented management but by 2005 nothing much had come out of it” (UNDP, 2019).

“Later, between 2006 and 2008, the Government decided to shift the public service towards a results-orientation approach by introducing and facilitating the development and management of a holistic Results-Based Management system through the ‘*Results for Kenya*’ programme. The aim was to enhance performance efficiency in all government ministries, departments and agencies. It also meant to reverse the negative image of the public service” (UNDP, 2019).

“In 2009, United Nations Development Programme (UNDP) supported the Kenyan government to step up public sector reforms to focus on national transformation. Before then, it was the Government that spearheaded institutionalization of results-based management in the public service but then the focus was on transforming public service delivery through building

partnerships. These efforts were boosted after the promulgation of the new Constitution of Kenya in 2010” (UNDP, 2019).

The Rapid Results approach, launched in more than 38 ministries, 175 local authorities and more than 10 State corporations, improved service delivery in several areas, such as the processing and issuance of passports, national identity cards and birth certificates. The State Law Office’s Company Registry, for example, through the use of rapid results approach, improved staff and customer satisfaction levels by 80 per cent in about 100 days. This reduced the time taken to register businesses from three weeks to one day and helped reduce a backlog of 500,000 Annual Returns and other documents. At the Ministry of Immigration and Registration of Persons, the number of days it took to issue a passport in Nairobi, Kisumu and Mombasa reduced from 30 to 20 days in 100 days. In addition the number of uncollected identity cards reduced by 50 per cent from 195,479 to 100,368 in the eight districts that hosted provincial headquarters in 100 days. Elsewhere, rural nomadic Maasai women in Elangata Enteritin Village of Kajiado County are enjoying access to water provided during the 100 days, thanks to the Rapid Results Initiative. In 2013, the Government established citizen service centers as primary service delivery channels in all the 47 counties. These would be a one-stop shop down in the counties where citizens could obtain their passports, land title deeds, identity cards, Kenya Revenue Authority personal identification numbers and driving licenses without having to travel to Nairobi to get the services. They are commonly referred to as Huduma Centers (UNDP, 2019).

2.3 Theoretical Framework

This study will be based on the following theories:

2.3.1 The study is based on the management science approach.

This approach originated during the World War II as a means of making the best use of available resources within the military operations. By studying existing strategies and tactics, the military hoped to gain a better perspective on where resources could best be used. The success of this approach soon found its way in to the business world after World War II. Technological advancement and economic growth prompted business managers to want to make the most of their available resources. The management science proved an effective means for maximizing resources and reframing large operational problems into manageable scenarios (Kidombo, 2013). Management science also goes by the name operations research. Just like the scientific approach, the management science approach identifies a problematic issue or process within business

operations. It then develops possible theories about how the problem developed and designs possible solutions. Scientists develop models from which to test proposed theories and gather data from the results. Analysis of the data then provides practical solutions for solving a problem (Kidombo, 2013).

The use of management science approach within business operations can translate systems and processes in to measurable terms. In effect, the approach brings a new and practical perspective on how different areas of an organization work together and affect the overall output and effectiveness. Measurable results provide opportunities for decision makers to work in seemingly unrelated processes, systems or departments to work toward a common end goal. The approach, therefore, plays a vital role within large, complex operations such as government organizations, mass transit planning and criminal analysis and investigations (Kidombo, 2013).

2.3.2 Goal setting theory

“The theory was proposed by Edwin Locke in 1968. It emphasizes the important relationship between goals and performance. Setting performance goals for employees motivates them to strive towards achieving these goals. It suggests that the individual goals established by an employee play an important role in motivating him for superior performance. This is because the employees keep following their goals. If these goals are not achieved, they either improve their performance or modify the goals and make them more realistic. The reason why goal setting typically has a positive effect on performance is that a specific high goal affects choice, effort, and persistence; that is, a specific goal or target increases a person’s focus on what is to be accomplished versus putting it off for a later date. Commitment to a specific high goal also leads to persistence until the goal is attained. Goal setting theory states that situational factors are a moderator for the effect of a goal on performance. The level of government where goals are set may also be a variable that limits or enhances the relationship between goal setting and an employee’s performance” (Olufemi).

2.3.3 Other supportive and relevant theories to the study are shown in the table below:

Theory	Summary of the theory	Practical significance
The law of supply and demand	Other things being equal, if there is a surplus of labor and supply exceeds demand, pay levels go down; if there is scarcity of labor and demand exceeds	Emphasizes the importance of labor market factors in affecting market rates

	supply, pay goes up	
Efficiency wage theory/ The economy of high wages theory	Firms will pay more than the market rate because they believe that high levels of pay will contribute to increase in productivity by motivating superior performance, attracting better candidates, reducing labor turn over, and persuading workers that they are being treated fairly.	Organizations use efficiency wage theory when they formulate pay policies that place them as market leaders or at least above the average
Human capital theory	Workers have a set of skills developed by education and training that generates a stock of productive capital	Employees and employers each derive benefits from investment in creating human capital. The level of pay should supply both parties with reasonable return on investment
Agency theory	The owners of a firm are separate from the employees. This difference can create agency costs because the employees might not be as productive as the owners. The owners therefore have to devise ways of motivating and controlling the efforts of employees	A system of incentives is needed to motivate and reward acceptable behavior. This process of incentive alignment consist of paying for measurable results that are deemed to be in the best interest of the owners
The effort bargain theory	Workers aim to strike a bargain about the relationship between what they regard as reasonable contribution and what their employer offer to elicit their contribution	Management has to assess what level and type of inducements it has to offer in return for the contribution it requires from its work force

Table 2.1: Other relevant and supportive theories

2.4 Conceptual Framework

The relationship between the variables was vividly expressed diagrammatically in the conceptual framework below:

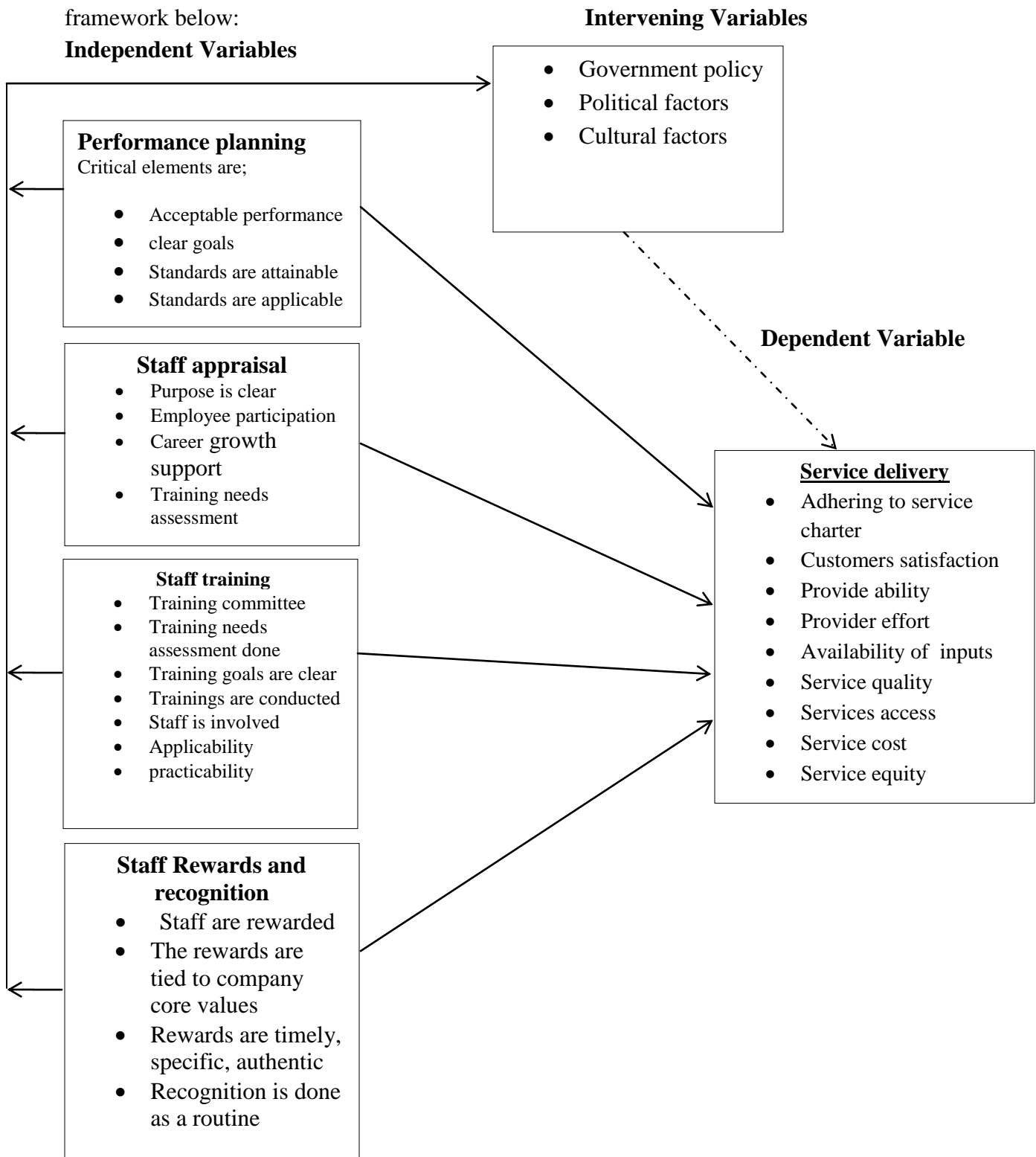


Figure 2.1 Conceptual Framework

From the conceptual framework above, the study sought to establish how four independent variables influence service delivery. The independent variables include performance planning, staff training, performance appraisal and staff rewards and recognition.

Under performance planning, the indicators under investigation included whether the critical elements of the staff performance plans are perceived by the staff as being critical; whether the acceptable performance in the performance plans is clear to the staff, whether the standards of performance in the performance plans are challenging; whether the standards of performance in the performance plans are applicable.

Staff training also influences service delivery by imparting requisite knowledge, skills and attitude to the staff for optimal service delivery. For the purpose of the study, staff training indicators included the following: training committee being in place, annual training needs assessment, clarity of training goals, staff involvement, training applicability, and the trainings are practicability.

Service delivery can also be influenced by regular staff performance appraisal. On the same note under the staff performance appraisal, the researcher looked at the following indicators: purpose of appraisal is clear, employee participation in the appraisal process, career growth, support of the appraisal process and training needs assessment

Another independent variable for the study was staff recognition and rewards. The indicators under staff recognition and rewards included recognition and rewards in relation to the organizations core values, rewards and recognition are timely, rewards and recognition are specific, rewards and recognition are authentic, recognition is done daily, achievements are acknowledged, poor performance is discussed

Intervening variables for this study were government policy, political factors and cultural factors
The dependent variable for the study was service delivery. Service delivery indicators included Adherence to service charter, Customers satisfaction, Provision of ability, Provision of effort, Availability of inputs, Service quality, Services access, Service cost, Service equity

2.5 Knowledge gaps

The table below shows the knowledge gaps that the study intended to fill:

Variable	Knowledge gap
Performance planning	Annual performance planning and target setting are done regularly at the beginning of each financial year with the aim of improving service deliver. The study sought to establish whether there really exists any relationship between target setting and service delivery and whether staff are involved in setting goals and performance targets at their work place
Staff performance appraisal	The study sought to establish whether the annual exercise has any relationship to service delivery
Staff training	Trainings are meant to capacity build employees so as to improve service delivery. The study sought to establish whether the staff ever get relevant trainings on regular basis and whether these trainings have any impact on service delivery
Staff rewards and recognition	Staff recognition is critical for service delivery. The study sought to establish whether there exists a reward system for staff and whether this system motivates staff to provide better services
Service delivery	Better service delivery is the ultimate goal of a good performance management system. The study sought to establish how performance planning, staff performance appraisal, staff training and staff recognition and rewards affect service delivery

Table 2.2: Knowledge gaps

2.6 Summary of literature review

The literature review focused on four performance management strategies commonly used in civil service in Kenya to improve service delivery. These included performance planning, staff performance appraisal, staff training and staff recognition and rewards. For the purpose of this study, these four independent variables were taken as major influencers of service delivery. Service delivery indicators were also highlighted. The literature also highlighted key theoretical frameworks on which the study was based and the conceptual framework indicating the relationship between the independent variables' and the dependent variable.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter was harmonized in the following subheadings under research methodology namely; research design, target population, the sample size and sampling procedure, instruments used for data collection, procedures used for collecting data, techniques used to analyze data and the operationalization table

3.2 Research Design

According to Gakuu (2016) research design can be considered as a strategy concerned with planning an optimum method for attacking or solving a problem which provides efficiently the strongest references possible with minimum cost and time constraints. It is a structure that systematically aimed at solving a given phenomenon. It is also an overall strategy that combines different components of the study to create a flow in a logical way. It enables the researcher to ensure that the research problem is effectively addressed as unambiguously as possible. It constitutes the blue print for the collection, measurement and analysis of data.

A descriptive survey design method was adopted in this study. A survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. It is a self-report study which requires the collection of quantitative information from a sample (Mugenda, 2003).

To survey is to question people and record their responses for analysis. The survey method is very versatile particularly in collecting primary data. This is because it is possible to gather abstract information of all types by the survey method. Survey is more efficient and economical than observation. Information can be gathered by a few well-chosen questions that would take much shorter time and effort compared to observation (Gakuu, 2016).

3.3 Target population

The whole group of individuals, objects or events having similar observable characteristic are referred to total population. In nutshell, 'population is the aggregate of all that conforms to a given specification' (Mugenda, 2003).

Population is the group to which the results of the study are intended to apply. Researchers may intend to carry out a study of the whole population but it is not easy for them to achieve due to the fact that large sizes of population, scattered population diversely in large geographic zones will render the efforts of the researchers' studies futile and unfruitful (Gakuu, 2016).

The table below shows the target population distribution per department in the Ministry of Interior and Coordination of National Government in Gucha South Sub County:

S No.	Department	Target population
1.	Administration	50
2.	National police service	163
3.	National registration bureau	12
4.	civil registration	3
5.	Probation	1
	Total	229

Table 3.1: Target population

From the table above, the target population was 229 members of staff working in the Ministry of Interior and Coordination of National Government in Gucha South Sub County.

3.4 Sample Size and Sample Selection

A sample is a representative group in a scientific enquiry whereby the information is sourced. Usually, in most scientific enquiry, the population tend to be larger than the sample size, since the researchers rarely have access to all members of the population. In any research undertaking it is important to select representatives of the entire population to participate in the study. Sampling refers to the process of selecting these individuals (Gakuu, 2016).

3.4.1 Sample Size

The size of the sample is perhaps the most important parameter of the sample design. It affects the precision, cost and duration of the study more than any other factor. The Kredjcie and Morgan sampling method was used to select a sample of 172 respondents.

3.4.2 Sample selection

The target population was subdivided into five strata as indicated below. 172 respondents were obtained from the Kredjcie and Morgan table. The sample size of each stratum, based on size is as shown in the table below:

S No.	Department	Target population	Sample size
1.	Administration	50	44
2.	National police service	163	115
3.	National registration bureau	12	10
4.	civil registration	3	2
5.	Probation	1	1
	Total	229	172

Table 3.2: sample selection

3.5 Data Collection Instruments

The researcher used questionnaire as the data collection tool. The questionnaire was extremely useful and flexible in that it was designed to suit the particular requirements of the individual researcher. It involves a written exchange between the researcher and the respondents and does not involve any extended face-to-face interactions or engaging in verbal communication with the respondents (Abugah, 2009).

It usually involves short responses such as ticking a box, circling a response or writing numbers against items in the case of scaling or rank questions. It is self-administered by respondents and as such, the researcher must try to ensure that all instructions and relevant information necessary for the accurate completion of the questionnaires is available (Abugah, 2009).

It is mainly used for gathering quantitative data but can be adapted to include some qualitative data. It involves the use of structured questions, prepared in advance, presented in a designed sequence and addressing or seeking specific types of information. It requires that the researcher focus on specific topics of information and the manner in which such information will be collected (Abugah, 2009).

3.5.1 Pilot Testing

It is important to pretest the questionnaire before distributing it to the whole sample. Pre-testing helps a researcher to detect weaknesses in the instrument. A researcher would usually use colleagues, respondent surrogates, or actual respondents to evaluate and refine a measuring instrument (Gakuu, 2016).

In sample pretesting, usually large samples should not be pretested since the smaller the percentage the bigger the sample size. Pretest sample should be between 1% to 10% depending on the sample size. Subjects in the actual sample should not be used for the pretest. The procedures used in pretesting questionnaires should be identical to those which will be used during the actual data collection. This will allow the researcher to make meaningful observations. The subjects should be encouraged to make comments and suggestions concerning instructions, clarity of questions and relevance (Mugenda, 2003).

For this study, 17 questionnaires were pretested in Kisii South Sub County where staff members in the Ministry of Interior and Coordination of National Government were targeted. This represents 9.9% of the sample size. The data obtained was used to adjust the data collection instrument accordingly.

3.5.2 Validity of the instrument

“Validity refers to the degree to which a statistical technique accurately measures or predicts a value. In addition, validity determines whether the research truly measures that which it was intended to measure or how truthful the research results exhibit” (Gakuu, 2016).

Gakuu (2016) connotes that “validity is the strength of our conclusions, inferences and propositions. Face validity is an assessment of whether a measure appears, on the face of it to measure the concept it is intended to measure. Internal or content validity is a measure of the degree to which data collected using a particular instrument represents content of a particular concept. In designing an instrument that will yield content valid data, the researcher must specify the domain of indicators which are relevant to the concept being measured”.

The usual procedure in assessing content validity is to use professionals or experts in a particular field. The instrument is given to two groups of experts. One group is requested to assess what concept the instrument is trying to measure while the other group is asked to determine whether the set of items or checklist accurately represents the concept under study (Mugenda, 2003).

3.5.3 Reliability of the Instrument

Reliability is the quality of measurement. It is the extent to which results are consistent over time and an accurate representation of the total population under study (Gakuu, 2016).

Reliability enables the researcher to identify ambiguities and inadequate items in the research instrument. The research process tries to minimize random error and hence increase reliability of the data collected. In a research study, a reliability coefficient can be computed to indicate how reliable data are. A coefficient of 0.80 or more implies that there is a high degree of reliability of data (Mugenda, 2003).

The test retest method was used to assess the reliability of the instrument. This process involves administering the same instrument twice to the same group of subjects. There is usually a time lapse between the first test and the second test. The test retest method involves the following steps:

1. Select an appropriate group of subjects
2. Give a test to the subjects in question
3. Ensure that conditions are held constant, give the same test of the same subjects. One can wait one to four weeks before administering the test for the second time
4. Examine whether there is a correlation between the scores of both resting periods

The correlation coefficient obtained is referred to as ‘coefficient of reliability or stability.’ If the coefficient is high, the instrument is said to yield data that has high test retest reliability (Mugenda, 2003). For this study the coefficient of reliability so obtained was 0.82.

Reliability depends a lot on the length of the instrument. That is, the greater the reliability Reliability will also depend on how heterogeneous the subjects are and the ability of the subjects participating, the construct being measured and the clarity of instructions given to those using the instrument; the clearer the instructions, the higher the reliability (Gakuu, 2016).

3.6 Data Collection Procedure

The researcher first sought an introductory letter from the university and proceeded to apply for a research permit was also obtained from the National council of science and technology. Afterwards, the researcher proceeded to the study area and paid courtesy calls to the managers at the various work stations of interest to seek for permission to administer the questionnaire.

Identification of respondents then took place. The questionnaires were serialized but remained anonymous. The prime aim of conducting the study was explained and the respondents were requested to collect the questionnaire, fill and return to the researcher later on. A questionnaire tracking form was maintained to facilitate collection of completed questionnaires.

3.7 Data Analysis Techniques

Data from the field was organized and presented in a computer friendly mode for manipulation using SPSS. Editing involved proof-reading to eliminate common mistakes like duplication of information, vague responses and other information that might interfere with the outcome of the computer analysis. Data was also cleaned to ensure consistency. Coding was done by assigning numerical characters to data. Tabulation was accomplished by organizing data in to frequency distribution tables with accompanying percentages. The tabulated data has been accompanied by brief explanations. Hypothesis was tested using product moment correlation coefficient method of Pearson to ascertain the degree of the relationship between the independent and dependent variables.

3.8 Ethical considerations

Researcher sought a permit from the relevant Government Department before data was collected from the field. The aim of conducting the scientific enquiry was explained to respondents and only those willing to participate in the study were incorporated into the study. The questionnaires remained anonymous and responses by respondents were kept confidential. No respondent was coerced or induced to participate.

3.9 Operationalization of variables

The table below shows the operationalization of the study variables:

Objective	Variable	Indicators	Measurement scale	Data collection tool	Data analysis
To find out the influence of performance planning on service delivery	Independent: performance planning	Performance goals are clear Acceptable performance clear Targets are attainable Targets are applicable	Ordinal	Questionnaire	Descriptive statistics Inferential statistics
	Dependent: service delivery	Adhering to service charter Customers satisfaction Provide ability Provide effort Availability of inputs Service quality Services access Service cost	Ordinal	Questionnaire	
To examine the influence of staff appraisal on service delivery	Independent: staff appraisal	Purpose is clear Employee participation Career growth support Training needs assessment	Ordinal scale	Questionnaire	Descriptive statistics Inferential statistics
	Dependent: service delivery	Adhering to service charter Customers satisfaction Provide ability Provide effort Availability of inputs Service quality Services access Service cost	Ordinal scale	Questionnaire	
To determine the influence of staff training on service delivery	Independent: staff training	Training committee in place Training needs assessment is done annually Goals are clear Staff is involved Training Applicability Training Practicability	Ordinal scale	Questionnaire	Descriptive statistics Inferential statistics
	Dependent: service delivery	Adherence to service charter Customers satisfaction Provide ability Provide effort Availability of inputs Service quality Services access Service cost	Ordinal scale	Questionnaire	

To find out the influence of rewards and recognition on service delivery	Independent: rewards and recognition	Tied to company core values Timely, specific, authentic Recognize everyday Achievement acknowledged Poor performance is discussed	Ordinal scale	Questionnaire	Descriptive statistics Inferential statistics
	Dependent: service delivery	Adhering to service charter Customers satisfaction Provide ability Provide effort Availability of inputs Service quality Services access Service cost	Ordinal scale	Questionnaire	

Table 3.3: Operationalization of variables

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter contains details of responses, performance planning and service delivery, staff performance appraisal and service delivery, staff training and service delivery, staff recognition and rewards and service delivery, service delivery and tests of significance.

4.2 Response Rate

A total of 172 questionnaires were issued to respondents, out of which 146 questionnaires were completed and successfully returned for analysis indicating a questionnaire return rate of 84.88%. This implies that the quality of data collected is a key determinant of a survey research quality (Maosa, 2012).

4.3 Demographic Details of Respondents

This section describes the demographics of the respondents who took part in the study. The section is subdivided in to several subheadings namely respondents' age, gender of respondents, respondents' marital status, respondents' work experience, and workplace department.

4.3.1 Age of Respondents

The study sought to establish the age respondents. The results are as shown in the table below:

Age in years	Frequency	Percent
20-30	20	13.7
31-40	66	45.2
41-50	39	26.7
51-60	19	13.0
Age not indicated	2	1.4
Total	146	100.0

Table 4.1: Age of respondents

From the table above, 45.2% of the respondents were aged between 31 and 40 years; 26.7% of the respondents were of the age group 41-50 years; 13.7% of the respondents were aged between 20-30 years while 13.0% were aged between 51 and 60 years. The remaining 1.4% of the respondents did not indicate their age.

4.3.2 Gender of Respondents

The study sought to ascertain the responses of gender aspect in the study. The study findings are indicated in the table below:

Sex	Frequency	Percent
Male	106	72.6
Female	37	25.3
NOT indicated	3	2.1
Total	146	100.0

Table 4.2: Sex of respondents

From the table above, 72.6% of respondents were male while 25.3% were female. The remaining 2.1% of the respondents did not indicate their sex.

4.3.3 Marital Status of Respondents

The study sought to establish the marital status of the respondents to the study. The results are as shown in the table below:

Marital status	Frequency	Percent
Single	11	7.5
Married	131	89.7
Divorced	2	1.4
Widowed	2	1.4
Total	146	100.0

Table 4.3: Marital status of respondents

From findings above, 89.7% of the respondents were married; 7.5% were single; 1.4% of the respondents were divorced while the remaining 1.4% of the respondents was widowed.

4.3.4 Level of Education of Respondents

The researcher sought to find out the level of education of respondents to the study. Their responses are summarized in the table next page:

Level of education	Frequency	Percent
Primary school	2	1.4
Secondary school	51	34.9
College	64	43.8
University	29	19.9
Total	146	100.0

Table 4.4: Level of education of respondents

From the above findings, the level of education of 43.8% of respondents was college; that of 34.9% of respondents was secondary school; 19.9% of respondents' level of education was university while the remaining 1.4% of respondents had a primary school level of education

4.3.5 Work experience of respondents

The respondents were required to indicate their work experience in years. Their responses are as shown in the table below:

Work experience	Frequency	Percent
Less than 1 year	4	2.7
1-3 years	22	15.1
3-5 years	17	11.6
5-10 years	36	24.7
Above 10 years	65	44.5
Not indicated	2	1.4
Total	146	100.0

Table 4.5: Work experience of respondents

Table 4.5 indicated that, 44.5% of respondents had a work experience of above 10 years in service; 24.7% of the respondents had a work experience of between 5 and 10 years; 15.1% of the respondents had a work experience of between 1 and 3 years; 11.6% of the respondents had a work experience of between 3 and 5 years; 2.7% of respondents had a work experience of less than 1 year. The remaining 1.4% of the respondents did not indicate their work experience.

4.3.6 Respondents department

The respondents were required to indicate their department. They responded as shown in the table below:

Department	Frequency	Percent
Administration	38	26.03
Kenya National Police Service	97	66.44
National Registration Bureau	8	5.47
Civil Registration	2	1.38
Probation	1	0.68
Total	146	100.0

Table 4.6: Respondent’s department

From the table above, 66.44% of the respondents work with the Kenya National Police Service; 26.03% of the respondents work with the Administration; 5.47% of the respondents work with the National Registration Bureau; 1.38% of the respondents work with the department of Civil Registration and 0.68% of the respondents work with the Probation department.

4.4 Performance Planning on Service Delivery

The study examined several areas under performance planning and service delivery. These are highlighted as follows:

4.4.1 Department Reviewed Previous Financial Year’s Performance

The respondents were asked to indicate whether their departments did a review of the previous year’s performance at the beginning of each financial year as required. They responded as shown in the table below:

Response	Frequency	Percent
Yes	128	87.7
No	12	8.2
Not indicated	6	4.1
Total	146	100.0

Table 4.7: My Department reviewed its performance in the previous year

From the above, 87.7% of respondents indicated that their departments performed a review of their performance in the previous financial year as required while 8.2% of the respondents

indicated that their departments were not undertaking performance review of the previous year as required. The remaining 4.1% never gave an answer to the question.

4.4.2 Department Set Goals for The Current Year

The respondents were required to indicate whether their departments set goals to be achieved by staff each year. They responded as shown in the table below:

Response	Frequency	Percent
Yes	131	89.7
No	11	7.5
Not indicated	4	2.7
Total	146	100.0

Table 4.8: My department set goals of performance for the current year

Majority of the respondents (89.7%) indicated that their departments set goals to be achieved each year while 7.5% of the respondents indicated that their departments did not set performance goals to be achieved each financial year. The remaining 2.7% of the respondents failed to respond to this question.

4.4.3 Staff was Involved in Setting Goals and Targets

The study sought to determine whether the staff was involved in setting performance goals and targets for their respective departments. The responses are as shown in the table below:

Response	Frequency	Percent
Strongly agree	46	31.5
Agree	71	48.6
Neutral	13	8.9
Disagree	5	3.4
Strongly disagree	6	4.1
NOT indicated	5	3.4
Total	146	100.0

Table 4.9: Staff is involved in setting goals and targets

From the table, 48.6% of respondents agreed that they were being involved in setting goals and targets in their departments; 31.5% of the respondents strongly agreed that they were involved in setting goals and targets in their departments; 8.9% of the respondents were neutral; 3.4% of the

respondents strongly disagreed and 4.1% disagreed, meaning that they were not being involved in setting goals and targets by their departments. Some respondents (3.4%) did not give their opinion on this question.

4.4.4 Staff Understands Performance Requirements Clearly

The study sought to establish whether the respondents did understand clearly what was required of them in terms of performance. The responses are as summarized in the table below:

Response	Frequency	Percent
Strongly agree	53	36.3
Agree	77	52.7
Neutral	9	6.2
Disagree	1	.7
Strongly disagree	1	.7
NOT indicated	5	3.4
Total	146	100.0

Table 4.10: Staff understands performance requirements clearly

The table above indicates that, majority of the respondents clearly understood performance expectations (52.7% of the respondents agreed; 36.3% strongly agreed) while a few respondents did not clearly understand what was required of them in terms of performance (0.7% disagreed while 0.7% strongly disagreed). Some respondents were neutral (6.2%) while the remaining 3.4% did not respond to this question.

4.4.5 Performance Targets are Attainable

The respondents were required to indicate whether the targets set in their respective departments were attainable. Their responses are as shown in the table below:

Response	Frequency	Percent
Strongly agree	33	22.6
Agree	88	60.3
Neutral	16	11.0
Disagree	5	3.4
NOT indicated	4	2.7
Total	146	100.0

Table 4.11: Performance targets are attainable

Majority of the respondents indicated that the targets set attainable (60.3% agreed; 22.6% strongly agreed) while a small percentage of respondents indicated that the targets set in their respective departments were not attainable (3.4% disagreed). Some respondents gave a neutral response (11%) while the remaining 2.7% of the respondents did not indicate their response to this question.

4.4.6 Performance Targets are Challenging

The study sought to determine whether the targets set by departments were challenging to the staff. The staff responded as shown in the table below:

Response	Frequency	Percent
Strongly agree	23	15.8
Agree	69	47.3
Neutral	20	13.7
Disagree	18	12.3
Strongly disagree	7	4.8
NOT indicated	9	6.2
Total	146	100.0

Table 4.12: Performance targets are challenging

From the table above, 47.3% of the respondents agreed that the targets are challenging; 15.8% of the respondents strongly agreed; 13.7% of respondents were neutral; 12.3% of the respondents disagreed while 4.8% of the respondents strongly disagreed. The remaining 6.2% of the respondents did not respond to the question.

4.4.7 Performance Targets are Relevant

The respondents were required to indicate whether the targets set by their departments were relevant to their work. They responded as shown in the table below:

Response	Frequency	Percent
Strongly agree	52	35.6
Agree	77	52.7
Neutral	10	6.8
Disagree	2	1.4
NOT indicated	5	3.4
Total	146	100.0

Table 4.13: Performance targets are relevant

From the table above, 52.7% of the respondents agreed; 35.6% of the respondents strongly agreed; 6.8% of the respondents remained neutral; 1.4% of the respondents disagreed; 3.4% of the respondents did not respond to the question.

4.4.8 Performance Elements and Targets Are Flexible

The study sought to establish whether the performance elements and targets set by departments were flexible. The respondents gave the answers shown in the table below:

Response	Frequency	Percent
Strongly agree	26	17.8
Agree	75	51.4
Neutral	23	15.8
Disagree	12	8.2
Strongly disagree	3	2.1
NOT indicated	7	4.8
Total	146	100.0

Table 4.14: Performance elements and targets are flexible

Findings shown in table above, 51.4% of the respondents agreed; 17.8% of the respondents strongly agreed; 8.2% of the respondents disagreed; 2.1% of the respondents strongly disagreed; 4.8% of the respondents did not answer the question

4.5 Staff Performance Appraisal and Service Delivery

This section contains the following subsections under staff performance appraisal and service delivery:

4.5.1 Mid-Term Review of Performance Is Done

The researcher enquired whether departments undertook mid-year review of performance as required. The respondents gave the responses shown in the table below:

Response	Frequency	Percent
Yes	102	69.9
No	35	24.0
Not indicated	9	6.2
Total	146	100.0

Table 4.15: Mid-year review of performance is done

Majority of the respondents indicated that their departments undertook mid-year performance review (69.9%) while 24% indicated that mid-year performance review was not being undertaken by their departments. The remaining 6.2% of the respondents did not respond to this question.

4.5.2 End-Year Review of Performance is Done

The researcher made an enquiry establish whether departments undertook end-year review of performance as required. The respondents gave the responses shown in the table below:

Response	Frequency	Percent
Yes	124	84.9
No	14	9.6
Not indicated	8	5.5
Total	146	100.0

Table 4.16: End-year review of performance is done

Majority of the respondents indicated that their departments undertook end-year performance review (84.9%) while 9.6% indicated that mid-year performance review was not being undertaken by their departments. The remaining 5.5% of the respondents did not respond to this question.

4.5.3 The Purpose of Staff Performance Appraisal is Clear

The study based its enquiry to find out whether the staff clearly understood the purpose of staff performance appraisal. The respondents responded as shown in the table below:

Response	Frequency	Percent
Strongly agree	43	29.5
Agree	85	58.2
Neutral	8	5.5
Disagree	4	2.7
Strongly disagree	2	1.4
NOT indicated	4	2.7
Total	146	100.0

Table 4.17: The purpose of staff performance appraisal is clear

The table above found out that, 58.2% of the respondents agreed; 29.5% of respondents strongly agreed; 2.7% of the respondents disagreed; 1.4% of respondents strongly disagreed; 5.5% of the

respondents were neutral while the remaining 2.7% of the respondents did not give their response.

4.5.4 Supervisors are Objective While Appraising Staff

The study intended to establish whether the supervisors-maintained objectivity while appraising staff. The responses given are as shown in the table below:

Response	Frequency	Percent
Strongly agree	33	22.6
Agree	79	54.1
Neutral	19	13.0
Disagree	4	2.7
Strongly disagree	1	.7
NOT indicated	10	6.8
Total	146	100.0

Table 4.18: Supervisors are objective while appraising staff

From the table above, 54.1% of respondents agreed; 22.6% of respondents strongly agreed; 2.7% of respondents disagreed; 0.7% of respondents strongly disagreed; 13% of the respondents were neutral; the remaining 6.8% of the respondents did not respond to the question

4.5.5 Supervisors Allowed Staff to Do Self-Appraisal during the Appraisal Process

The respondents were required to indicate whether they were given an opportunity by their immediate supervisors to do self-appraisal during the appraisal process. Their responses are as shown in the table below:

Response	Frequency	Percent
Strongly agree	28	19.2
Agree	63	43.2
Neutral	16	11.0
Disagree	23	15.8
Strongly disagree	8	5.5
NOT indicated	8	5.5
Total	146	100.0

Table 4.19: Supervisors allow staff to do self-appraisal during the appraisal process

From the table above, 43.2% of the respondents agreed; 19.2% of the respondents strongly agreed; 15.8% of the respondents disagreed; 5.5% of the respondents strongly disagreed; 11% of the respondents remained neutral; 5.5% of the respondents did not respond to the question.

4.5.6 Staff Achievements are Acknowledged during the Appraisal Process

The respondents were asked to indicate whether their achievements were acknowledged by their supervisors during the appraisal process. Their responses are as shown in the table below:

Response	Frequency	Percent
Strongly agree	30	20.5
Agree	82	56.2
Neutral	16	11.0
Disagree	10	6.8
Strongly disagree	2	1.4
NOT indicated	6	4.1
Total	146	100.0

Table 4.20: Staff achievements are acknowledged during the appraisal process

From the table above, 56.2% of the respondents agreed; 20.5% of the respondents strongly agreed; 6.8% of the respondents disagreed; 1.4% of the respondents strongly disagreed; 11% of the respondents remained neutral; 4.1% of the respondents did not indicate their view.

4.5.7 Poor Performance is Discussed with the Supervisor and Corrective Strategies Developed

The study sought to find out whether supervisors did discuss poor performance with respondents and as a result developed strategies aimed at correcting performance. The responses given are as shown below:

Response	Frequency	Percent
Strongly agree	36	24.7
Agree	76	52.1
Neutral	12	8.2
Disagree	15	10.3
Strongly disagree	2	1.4
NOT indicated	5	3.4

Total	146	100.0
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Table 4.21: Poor performance is discussed and corrective strategies developed

From the table above, 52.1% of the respondents agreed; 24.7% of the respondents strongly agreed; 10.3% of respondents disagreed; 1.4% of respondents strongly disagreed; 8.2% of respondents remained neutral; 3.4% of respondents did not answer the question.

4.5.8 Long Term Career Plans and Aspirations are Discussed during the Appraisal Process

The study sought to establish whether staff long term career plans and aspirations were discussed during the appraisal process. Their responses are as shown in the table below:

Response	Frequency	Percent
Strongly agree	26	17.8
Agree	66	45.2
Neutral	23	15.8
Disagree	22	15.1
Strongly disagree	3	2.1
NOT indicated	6	4.1
Total	146	100.0

Table 4.22: Long term staff career plans and aspirations are discussed

From the table above, 45.2% of the respondents agreed; 17.8% of respondents strongly agreed; 15.1% of respondents disagreed; 2.1% of respondents strongly disagreed; 15.8% of respondents remained neutral; 4.1% of respondents did not give an answer to the question.

4.5.9 Staff Training Needs Assessment is Done During the Appraisal

The study sought to establish whether staff training needs assessment was being done during the appraisal process. The respondents responded as shown in the table below:

Response	Frequency	Percent
Strongly agree	30	20.5
Agree	77	52.7
Neutral	14	9.6
Disagree	15	10.3
Strongly disagree	4	2.7
NOT indicated	6	4.1
Total	146	100.0

Table 4.23: Staff training needs assessment is done during appraisal

From the table above, 52.7% of the respondents agreed; 20.5% of the respondents strongly agreed; 10.3% of the respondents disagreed; 2.7% of the respondents strongly disagreed; 9.6% of the respondents remained neutral; 4.1% of the respondents did not respond to the question.

4.6 Staff Training and Service Delivery

The study focused on the following areas under staff training and service delivery:

4.6.1 The Department has put in Place A Staff Training Committee

The study sought to establish whether the departments had put in place a staff training committee. The respondents answered as shown in the table below:

Response	Frequency	Percent
Yes	82	56.2
No	51	34.9
NOT indicated	13	8.9
Total	146	100.0

Table 4.24: The training committee is in place

From the table above, 56.2% of respondents indicated that there existed a staff training committee in their departments; 34.9% of the respondents indicated that staff training committees did not exist in their department; 8.9% of the respondents did not answer the question.

4.6.2 Approval of Yearly Staff Trainings Guided by Training Needs Assessment

The study sought to establish whether staff trainings are approved yearly by their respective departments, based on training needs assessment. The responses given are as shown in the table below:

Response	Frequency	Percent
Yes	106	72.6
No	31	21.2
NOT indicated	9	6.2
Total	146	100.0

Table 4.25: Approval of staff trainings is based on training needs assessment

From the table above, 72.6% of respondents indicated that yearly trainings are approved based on training needs assessment while 21.2% of the respondents had a contrary opinion. The remaining 6.2% of the respondents did not respond to the question.

4.6.3 Staff Members are Allowed and Supported for Trainings

The study sought to establish whether the departments allowed and supported staff to proceed for approved trainings. The respondents' responses are as shown in the table below:

Response	Frequency	Percent
Yes	110	75.3
No	28	19.2
NOT indicated	8	5.5
Total	146	100.0

Table 4.26: Staff members are allowed and supported to proceed for approved trainings

Majority of the respondents (75.3%) said 'yes' while 19.2% of the respondents said 'no'. The remaining 5.5% of the respondents did not answer the question.

4.6.4 Staff Members are Identified for Recognition and Awards after Trainings

The study sought to find out whether staff members who completed approved trainings were being actively identified for recognition and awards by the departments. The responses given are shown in the table below:

Response	Frequency	Percent
Yes	112	76.7
No	26	17.8
NOT indicated	8	5.5
Total	146	100.0

Table 4.27: Staff members are awarded and recognized after training

From the table above, 76.7% of respondents said 'yes' while 17.8% of the respondents said 'no'. The remaining 5.5% of the respondents did not respond to the question.

4.6.5 Training Goals are Clear

The respondents were required to indicate whether the training goals for their departments were clear. Their responses are as shown in the table below:

Response	Frequency	Percent
Strongly agree	36	24.7
Agree	76	52.1
Neutral	13	8.9
Disagree	7	4.8
Strongly disagree	2	1.4
NOT indicated	12	8.2
Total	146	100.0

Table 4.28: Training goals are clear

From the table above 52.1% of the respondents agreed; 24.7% of respondents strongly agreed; 8.9% of the respondents were neutral; 4.8% of the respondents disagreed; 1.4% of the respondents strongly disagreed; 8.2% of the respondents did not give a response to the question.

4.6.6 Staff Members are Involved in Designing and Implementing Training Programs

The respondents were required to indicate whether they were involved in the design and implementation of training programs in their departments. Their responses are as shown in the table below:

Response	Frequency	Percent
Strongly agree	13	8.9
Agree	57	39.0
Neutral	25	17.1
Disagree	36	24.7
Strongly disagree	7	4.8
NOT indicated	8	5.5
Total	146	100.0

Table 4.29: Staff members are involved in designing and implementing training programs

From the table above 39% of the respondents agreed; 8.9% of respondents strongly agreed; 17.1% of the respondents were neutral; 24.7% of the respondents disagreed; 4.8% of the respondents strongly disagreed; 5.5% of the respondents did not give a response to the question.

4.6.7 Training Programs are Practical and Problem Oriented

The study sought to find out whether the training programs which were being implemented by the departments were practical and problem oriented. The responses given are summarized in the table below:

Response	Frequency	Percent
Strongly agree	20	13.7
Agree	73	50.0
Neutral	21	14.4
Disagree	22	15.1
Strongly disagree	2	1.4
NOT indicated	8	5.5
Total	146	100.0

Table 4.30: Training programs are practical and problem centered

From the table above 50% of the respondents agreed; 13.7% of respondents strongly agreed; 14.4% of the respondents were neutral; 15.1% of the respondents disagreed; 1.4% of the respondents strongly disagreed; 5.5% of the respondents did not give a response to the question.

4.6.8 Trainings Utilize Employee Experience and Knowledge

The study sought to establish whether the training programs that were being implemented by the departments did utilize the knowledge and experience of the employees. The responses given are as shown in the table below:

Response	Frequency	Percent
Strongly agree	20	13.7
Agree	75	51.4
Neutral	16	11.0
Disagree	21	14.4
Strongly disagree	6	4.1
NOT indicated	8	5.5
Total	146	100.0

Table 4.31: Trainings utilize employee experience and knowledge

From the table above 51.4% of the respondents agreed; 13.7% of respondents strongly agreed; 11% of the respondents were neutral; 14.4% of the respondents disagreed; 4.1% of the respondents strongly disagreed; 5.5% of the respondents did not give a response to the question.

4.6.9 New Material is Connected to the Employee’s Past Learning Opportunities and Experience

The study required respondents to indicate whether new materials in the training programs that were being administered by the departments was connected to the employee past learning opportunities and experience. The table below shows the responses that were given:

Response	Frequency	Percent
Strongly agree	14	9.6
Agree	76	52.1
Neutral	30	20.5
Disagree	15	10.3
Strongly Disagree	3	2.1
NOT indicated	8	5.5
Total	146	100.0

Table 4.32: Material is connected to employee learning opportunities and experience

From the table above 52.1% of the respondents agreed; 9.6% of respondents strongly agreed; 20.5% of the respondents were neutral; 10.3% of the respondents disagreed; 2.1% of the respondents strongly disagreed; 5.5% of the respondents did not give a response to the question.

4.6.10 Employee is Given an Opportunity to reinforce what they have learnt by Practicing

The study sought to establish whether the employees were being given a chance to reinforce learning by practicing. The responses given are as shown in the table below:

Response	Frequency	Percent
Strongly agree	24	16.4
Agree	79	54.1
Neutral	19	13.0
Disagree	14	9.6
Strongly disagree	1	.7
NOT indicated	9	6.2
Total	146	100.0

Table 4.33: Employee is given an opportunity to reinforce what they learn by practicing

From the table above 54.1% of the respondents agreed; 16.4% of respondents strongly agreed; 13% of the respondents were neutral; 9.6% of the respondents disagreed; 0.7% of the respondents strongly disagreed; 6.2% of the respondents did not give a response to the question.

4.6.11 Learning Environment is safe, Informal, supportive and promotes positive self esteem

The study required the respondents to indicate whether the learning environment in which the training programs were being conducted were safe, informal, supportive and promotive of self-esteem. The respondents’ responses are as shown in the table below:

Response	Frequency	Percent
Strongly agree	23	15.8
Agree	77	52.7
Neutral	21	14.4
Disagree	12	8.2
Strongly disagree	3	2.1
NOT indicated	10	6.8
Total	146	100.0

Table 4.34: Learning environment is safe, informal and supportive

From the table above 52.7% of the respondents agreed; 15.8% of respondents strongly agreed; 14.4% of the respondents were neutral; 8.2% of the respondents disagreed; 2.1% of the respondents strongly disagreed; 6.8% of the respondents did not give a response to the question.

4.6.12: Staff members are recommended for rewards and recognition on completion of training

The study required respondents to indicate whether staff members who completed training in the departments were recommended for recognition and rewards. Their responses are as shown in the table next page:

Response	Frequency	Percent
Strongly agree	35	24.0
Agree	60	41.1
Neutral	18	12.3
Disagree	20	13.7
Strongly disagree	5	3.4
NOT indicated	8	5.5
Total	146	100.0

Table 4.35: Staff members are recommended for rewards and recognition after training

From the table above 41.1% of the respondents agreed; 24% of respondents strongly agreed; 12.3% of the respondents were neutral; 13.7% of the respondents disagreed; 3.4% of the respondents strongly disagreed; 5.5% of the respondents did not give a response to the question.

4.7: Rewards and Recognition and Service Delivery

The study focused on the following areas under staff rewards and recognition and service delivery:

4.7.1 Letters of Recommendation are Given to Staff Members who Excel in Service Delivery

The study required respondents to indicate whether their departments did give letters of recommendation to staff members who excel in service delivery. The responses given are as shown in the table below:

Response	Frequency	Percent
Yes	106	72.6
No	27	18.5
NOT indicated	13	8.9
Total	146	100.0

Table 4.36 Letters of recommendation are given for excellence in service delivery

Form the table above, 72.6% of respondents indicated that letters of recommendation are given to staff members who excel in their service delivery; 18.5% of respondents indicated that letters of recommendation are never awarded to employees who excel in their service delivery. The remaining 8.9% of the respondents did not respond to the question.

4.7.2 Promotions are Given to Staff Members Who Excel in Service Delivery

The study required respondents to indicate whether their departments did give promotions to staff members who excel in service delivery. The responses given are as shown in the table below:

Response	Frequency	Percent
Yes	114	78.1
No	21	14.4
NOT indicated	11	7.5
Total	146	100.0

Table 4.37: Promotions are given for excellence in service delivery

Form the table above, 78.1% of respondents indicated that promotions are given to employees who excel in their service delivery; 14.4% of respondents indicated that promotions are never awarded to staffs that excel in their service delivery. The remaining 7.5% of the respondents did not respond to the question.

4.7.3 Gifts are given to staff members who excel in service delivery

The study required respondents to indicate whether their departments did give gifts to staff members who excel in service delivery. The responses given are as shown in the table below:

Response	Frequency	Percent
Yes	47	32.2
No	82	56.2
NOT indicated	17	11.6
Total	146	100.0

Table 4.38: Gifts are given to staff that excel in service delivery

Form the table above, 32.2% of respondents indicated that gifts are given to staff members who excel in their service delivery; 56.2% of respondents indicated that gifts are never given to staff members who excel in their service delivery. The remaining 11.6% of the respondents did not respond to the question.

4.7.4 Additional salary is awarded to staff members who excel in service delivery

The study required respondents to indicate whether their departments did give additional salary to staff members who excel in service delivery. The responses given are as shown in the table below:

Response	Frequency	Percent
Yes	69	47.3
No	61	41.8
NOT indicated	16	11.0
Total	146	100.0

Table 4.39: Additional salary is given to workers who excel in service delivery

Form the table above, 47.3% of respondents indicated that additional salary is given to workers who excel in their service delivery; 41.8% of respondents indicated that additional salary is never awarded to workers who excel in their service delivery. The remaining 11% of the respondents did not respond to the question.

4.7.5: Certificates are issued to staff members who excel in service delivery

The study required respondents to indicate whether their departments did give certificates to employees who excel in service delivery. The responses given are as shown in the table below:

Response	Frequency	Percent
Yes	99	67.8
No	34	23.3
NOT indicated	13	8.9
Total	146	100.0

Table 4.40: Certificates are issued to staff members who excel in service delivery

Form the table above, 67.8% of respondents indicated that certificates are given to staff members who excel in their service delivery; 23.3% of respondents indicated that certificates are never awarded to staffs that excel in their service delivery. The remaining 8.9% of the respondents did not respond to the question.

4.7.6: Additional responsibility is given to staff members who excel in service delivery

The study required respondents to indicate whether their departments did give additional salary to staff members who excel in service delivery. The responses given are as shown in the table next page:

Response	Frequency	Percent
Yes	85	58.2
No	37	25.3
NOT indicated	24	16.4
Total	146	100.0

Table 4.41: Additional responsibility is given to staff members who excel in service delivery

Form the table above, 58.2% of respondents indicated that additional responsibility is given to staff members who excel in their service delivery; 25.3% of respondents indicated that additional responsibility is never given to staff members who excel in their service delivery. The remaining 16.4% of the respondents did not respond to the question.

4.7.7 That recognition and rewards are tied to organizational core values

The study wanted to establish from the respondents whether recognition and awards given to staff are tied to organizational core values. The responses given are shown in table below:

Response	Frequency	Percent
Strongly agree	25	17.1
Agree	71	48.6
Neutral	22	15.1
Disagree	21	14.4
Strongly disagree	1	.7
NOT indicated	6	4.1
Total	146	100.0

Table 4.42: Rewards and recognition given to staff are tied to core values

From the table above 48.6% of the respondents agreed; 17.1% of respondents strongly agreed; 15.1% of the respondents were neutral; 14.4% of the respondents disagreed; 0.7% of the respondents strongly disagreed; 4.1% of the respondents did not give a response to the question.

4.7.8 A departmental staff recognition and award committee is in place

The respondents were required to indicate whether a committee responsible for staff recognition and awards was in place in their departments. The responses given are as shown in the table next page

:

Response	Frequency	Percent
Strongly agree	19	13.0
Agree	62	42.5
Neutral	19	13.0
Disagree	31	21.2
Strongly disagree	9	6.2
NOT indicated	6	4.1
Total	146	100.0

Table 4.43: A departmental staff reward and recognition committee is in place

From the table above 42.5% of the respondents agreed; 13% of respondents strongly agreed; 13% of the respondents were neutral; 21.2% of the respondents disagreed; 6.2% of the respondents strongly disagreed; 4.1% of the respondents did not give a response to the question.

4.7.9 The criteria for staff rewards and recognition is clear

The study required respondents to indicate whether their department had clear criteria for staff rewards and recognition. Their responses are as shown in the table below:

Response	Frequency	Percent
Strongly agree	20	13.7
Agree	59	40.4
Neutral	24	16.4
Disagree	24	16.4
Strongly disagree	11	7.5
NOT indicated	8	5.5
Total	146	100.0

Table 4.44: Criteria for staff rewards and recognition is clear

From the table above 40.4% of the respondents agreed; 13.7% of respondents strongly agreed; 16.4% of the respondents were neutral; 16.4% of the respondents disagreed; 7.5% of the respondents strongly disagreed; 5.5% of the respondents did not give a response to the question.

4.7.10: Staff members who excel are recognized and rewarded frequently

The study wanted to establish from the respondents whether staff rewards and recognition in their departments were frequent as expected. The responses given are as shown in the table below:

Response	Frequency	Percent
Strongly agree	14	9.6
Agree	56	38.4
Neutral	22	15.1
Disagree	35	24.0
Strongly disagree	11	7.5
NOT indicated	8	5.5
Total	146	100.0

Table 4.45: staff who excel are recognized and rewarded frequently

From the table above 38.4% of the respondents agreed; 9.6% of respondents strongly agreed; 15.1% of the respondents were neutral; 24% of the respondents disagreed; 7.5% of the respondents strongly disagreed; 5.5% of the respondents did not give a response to the question.

4.7.11: Rewards and recognition are authentic and unbiased

The respondents were asked to indicate as to whether the rewards and recognition given to staff in their respective departments were authentic and unbiased. The table below shows the responses given by the respondents:

Response	Frequency	Percent
Strongly agree	14	9.6
Agree	56	38.4
Neutral	22	15.1
Disagree	36	24.7
Strongly disagree	10	6.8
NOT indicated	8	5.5
Total	146	100.0

Table 4.46: Rewards and recognition are authentic and unbiased

From the table above 38.4% of the respondents agreed; 9.6% of respondents strongly agreed; 15.1% of the respondents were neutral; 24.7% of the respondents disagreed; 6.8% of the respondents strongly disagreed; 5.5% of the respondents did not give a response to the question.

4.7.12: Employee recognition and rewards are done in a timely manner

The respondents were asked to indicate as to whether the rewards and recognition given to staff in their respective departments were done in a timely manner. The table below shows the responses given by the respondents:

Response	Frequency	Percent
Strongly agree	15	10.3
Agree	52	35.6
Neutral	22	15.1
Disagree	42	28.8
Strongly disagree	8	5.5
NOT indicated	7	4.8
Total	146	100.0

Table 4.47: Employee rewards and recognition are done in a timely manner

From the table above 35.6% of the respondents agreed; 10.3% of respondents strongly agreed; 15.1% of the respondents were neutral; 28.8% of the respondents disagreed; 5.5% of the respondents strongly disagreed; 4.8% of the respondents did not give a response to the question.

4.7.13: Rewards and recognition is for specific achievements by staff members

The respondents were asked to indicate as to whether the rewards and recognition given to staff members in their respective departments were for specific achievements by staff members. The table below shows the responses given by the respondents:

Response	Frequency	Percent
Strongly agree	17	11.6
Agree	70	47.9
Neutral	21	14.4
Disagree	27	18.5
Strongly disagree	6	4.1
NOT indicated	5	3.4
Total	146	100.0

Table 4.48: Rewards and recognition is for specific achievements by staff

From the table above 47.9% of the respondents agreed; 11.6% of respondents strongly agreed; 14.4% of the respondents were neutral; 18.5% of the respondents disagreed; 4.1% of the respondents strongly disagreed; 3.4% of the respondents did not give a response to the question

4.7.14: Employee recognition and rewards is done in public

The respondents were asked to indicate as to whether the rewards and recognition given to staff members in their respective departments are done in public. The table below shows the responses given by the respondents:

Response	Frequency	Percent
Strongly agree	14	9.6
Agree	47	32.2
Neutral	11	7.5
Disagree	42	28.8
Strongly disagree	15	10.3
NOT indicated	17	11.6
Total	146	100.0

Table 4.49: Employee recognition and rewards is done in public

From the table above 32.2% of the respondents agreed; 9.6% of respondents strongly agreed; 7.5% of the respondents were neutral; 28.8% of the respondents disagreed; 10.3% of the respondents strongly disagreed; 11.6% of the respondents did not give a response to the question

4.8: Service Delivery

This section gives the findings on service delivery as follows:

4.8.1: Inputs for providing service are availed

The study wanted to establish from the respondents whether the inputs for service provision were being provided. The responses given are as follows in the table below:

Response	Frequency	Percent
Strongly agree	27	18.5
Agree	89	61.0
Neutral	7	4.8
Disagree	9	6.2
Strongly disagree	2	1.4
NOT indicated	12	8.2
Total	146	100.0

Table 4.50: Inputs for providing service are availed

From the table above 61% of the respondents agreed; 18.5% of respondents strongly agreed; 4.8% of the respondents were neutral; 6.2% of the respondents disagreed; 1.4% of the respondents strongly disagreed; 8.2% of the respondents did not give a response to the question.

4.8.2: Employees provide service to the best of their ability

The respondents were required to indicate whether employees were providing service to the best of their ability in their departments. The responses given are as shown in the table below:

Response	Frequency	Percent
Strongly agree	38	26.0
Agree	87	59.6
Neutral	9	6.2
Disagree	6	4.1
NOT indicated	6	4.1
Total	146	100.0

Table 4.51: Employees provide service to the best of their ability

From the table above 59.6% of the respondents agreed; 26% of respondents strongly agreed; 6.2% of the respondents were neutral; 4.1% of the respondents disagreed; 4.1% of the respondents did not give a response to the question.

4.8.3: The service delivery charter is adhered to

The study wanted to establish whether employees were adhering to the service delivery charter while providing services to clients. Their responses are summarized in the table below:

Response	Frequency	Percent
Strongly agree	35	24.0
Agree	85	58.2
Neutral	10	6.8
Disagree	7	4.8
Strongly disagree	1	.7
NOT indicated	8	5.5
Total	146	100.0

Table 4.52: The service delivery charter is adhered to

From the table above 58.2% of the respondents agreed; 24% of respondents strongly agreed; 6.8% of the respondents were neutral; 4.8% of the respondents disagreed; 0.7% of the respondents strongly disagreed; 5.5% of the respondents did not give a response to the question.

4.8.4: Services are provided in the highest possible quality

The study wanted to establish from the respondents whether services were being provided at the highest possible quality in their departments. The responses given are as shown in the table below:

Response	Frequency	Percent
Strongly agree	36	24.7
Agree	76	52.1
Neutral	16	11.0
Disagree	9	6.2
Strongly disagree	1	.7
NOT indicated	8	5.5
Total	146	100.0

Table 4.53: Services are provided at the highest possible quality

From the table above 52.1% of the respondents agreed; 24.7% of respondents strongly agreed; 11% of the respondents were neutral; 6.2% of the respondents disagreed; 0.7% of the respondents strongly disagreed; 5.5% of the respondents did not give a response to the question.

4.8.5: Services are accessible

The study wanted to establish whether the services provided to clients in the various departments were accessible. The table below shows the summary of the responses that were given:

Response	Frequency	Percent
Strongly agree	38	26.0
Agree	81	55.5
Neutral	8	5.5
Strongly disagree	8	5.5
NOT indicated	11	7.5
Total	146	100.0

Table 4.54: Services are accessible

From the table above 55.5% of the respondents agreed; 26% of respondents strongly agreed; 5.5% of the respondents were neutral; 5.5% of the respondents strongly disagreed; 7.5% of the respondents did not give a response to the question.

4.8.6: Services are affordable

The respondents were required to indicate whether the services provided in their departments were affordable to clients. The responses given are as shown in the table below:

Response	Frequency	Percent
Strongly agree	36	24.7
Agree	80	54.8
Neutral	15	10.3
Disagree	5	3.4
Strongly disagree	2	1.4
NOT indicated	8	5.5
Total	146	100.0

Table 4.55: Services are affordable

From the table above 54.8% of the respondents agreed; 24.7% of respondents strongly agreed; 10.3% of the respondents were neutral; 3.4% of the respondents disagreed; 1.4% of the respondents strongly disagreed; 5.5% of the respondents did not give a response to the question.

4.8.7: Customers are satisfied with the quality of services provided

The study required the respondents to indicate whether the customers were satisfied with the services provided in their departments. Their responses are as shown in the table below:

Response	Frequency	Percent
Strongly agree	43	29.5
Agree	71	48.6
Neutral	15	10.3
Disagree	5	3.4
Strongly disagree	2	1.4
NOT indicated	10	6.8
Total	146	100.0

Table 4.56: Customers are satisfied with the services provided

From the table above 48.6% of the respondents agreed; 29.5% of respondents strongly agreed; 10.3% of the respondents were neutral; 3.4% of the respondents disagreed; 1.4% of the respondents strongly disagreed; 6.8% of the respondents did not give a response to the question.

4.8.8: Elements and standards of performance are flexible

The researcher wanted to establish whether the elements and standards of performance in the various departments were flexible. The respondents gave the responses in the table below:

Response	Frequency	Percent
Strongly agree	26	17.8
Agree	84	57.5
Neutral	16	11.0
Disagree	10	6.8
Strongly disagree	3	2.1
NOT indicated	7	4.8
Total	146	100.0

Table 4.57: Elements and standards of performance are flexible

From the table above 57.5 % of the respondents agreed; 17.8% of respondents strongly agreed; 11% of the respondents were neutral; 6.8% of the respondents disagreed; 2.1% of the respondents strongly disagreed; 4.8% of the respondents did not give a response to the question.

4.9: Tests of significance

The study sought to test four hypotheses. The results of the tests are highlighted in the following section:

4.9.1: Relationship between performance planning and service delivery

H01: There is no relationship between performance planning and service delivery

The relationship between performance planning and service delivery was tested using Pearson's product moment correlation (2-tailed test). The results of the test are as shown in the table below:

		Performance planning	Service delivery
Performance planning	Pearson Correlation	1	.193*
	Sig. (2-tailed)		.020
	N	146	146
Service Delivery	Pearson Correlation	.193*	1
	Sig. (2-tailed)	.020	
	N	146	146

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

Table 4.58: Correlation between performance planning and service delivery

From the table above, the correlation coefficient of performance planning and service delivery is +0.193. This relationship is significant at 0.05 level (2-tailed test). This implies that there is a relationship between performance planning and service delivery

4.9.2: Relationship between staff performance appraisal and service delivery

H02: Staff performance appraisal does not influence service delivery

The relationship between staff performance appraisal and service delivery was assessed using the Pearson’s product moment correlation (2-tailed test). The results of the test are shown in the table below:

		Service delivery	Performance appraisal
Service delivery	Pearson	1	.595**
	Correlation		
	Sig. (2-tailed)		.000
	N	146	146
Staff performance appraisal	Pearson	.595**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	146	146

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.59: Correlation between staff performance appraisal and service delivery

From the table above, the correlation coefficient of staff performance appraisal and service delivery is +0.595. This relationship is significant at 0.01 level (2-tailed test). This implies that staff performance appraisal influences service delivery.

4.9.3: Relationship between staff training and service delivery

H03: There is no significant relationship between staff training and service delivery

The relationship between staff training and service delivery was assessed using the Pearson’s product moment correlation (2-tailed test). The results of the test are shown in the table below:

		Service delivery	Staff training
Service delivery	Pearson Correlation	1	.458**
	Sig. (2-tailed)		.000
	N	146	146
Staff training	Pearson Correlation	.458**	1
	Sig. (2-tailed)	.000	
	N	146	146

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.60: Correlation between staff training and service delivery

From the table above, the correlation coefficient of staff training and service delivery is +0.458. This relationship is significant at 0.01 level (2-tailed test). This implies that there is a significant relationship between staff training and service delivery.

4.9.4 Relationship between employee rewards and recognition and service delivery

H04: There is no significant relationship between employee rewards and recognition and service delivery

The results of the Pearson’s product moment correlation analysis are shown in the table below:

		Rewards and recognition	Service delivery
Rewards and recognition	Pearson Correlation	1	.446**
	Sig. (2-tailed)		.000
	N	146	146
Service delivery	Pearson Correlation	.446**	1
	Sig. (2-tailed)	.000	
	N	146	146

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.61: Correlation between employee rewards and recognition and service delivery

From the table above the correlation coefficient of rewards and recognition and service delivery is 0.446. This correlation is significant at 0.01 level. This implies that there is a significant relationship between employee rewards and recognition and service.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section contains the summary of findings, conclusions and recommendations

5.2 Summary of findings

This study was guided by four objectives:

The first objective was to find out the influence of performance planning on service delivery in the Ministry of Interior and Coordination of National Government; A case of Gucha South Sub County, Kisii Kenya. From the study findings 87.7% of the respondents indicated that their departments engage in annual performance review; 89.7% of respondents indicated that their departments set goals and targets to be achieved every financial year. Majority of the respondents are involved in setting departmental targets (80.1%) and majority of the respondents (79%) indicated that they clearly understand what is expected of them in terms of performance. The targets set were attainable, relevant, challenging and flexible according to a majority of the respondents.

The second objective was to examine the influence of staff appraisal on service delivery in the Ministry of Interior and Coordination of National Government; A case of Gucha South Sub County, Kisii Kenya. From the study findings, mid-year review of performance is done at 69.9% and end year performance review is done at 84.9%. the purpose of staff performance appraisal is clear (87.9%), supervisors remain objective while appraising staff (76.9%), supervisors allow staff to do self-appraisal during the process (62.4%), staff achievements are acknowledged during the appraisal process (76.7%), poor performance by staff is discussed during the appraisal process and corrective strategies developed (76.8%), long term staff career plans are discussed during the appraisal process (63%) and staff training needs assessment is also done during the appraisal process (73.2%)

The third objective was to determine the influence of staff training on service delivery in the Ministry of Interior and Coordination of National Government; A case Gucha South Sub County, Kisii, Kenya. From the study findings, departments have a training committee in place (56.2%), yearly staff trainings are approved based on the training needs assessments (72.6%), departments allow and support staff to undergo approved training programs (75.3%), and employees are

identified for recognition and awards on completion of an approved training program (76.7%). The training goals are clear (76.8%), staff are involved in designing and implementing the training programs (47.9%), training programs are practical and problem-oriented (63.7%), the trainings utilize the employee knowledge and experience (65.1%), new training material is connected to employee past learning opportunities and experience (61.7%), employees are given an opportunity to reinforce what is learnt by practicing (70.5%), the learning environment is safe, informal, supportive and promotes positive self-esteem (68.5%) and staff are recommended for recognition and awards on completion of approved training programs (65.1%)

The fourth objective was to find out the influence of rewards and recognition on service delivery in the Ministry of Interior and Coordination of National Government; A case of Gucha South Sub County, Kisii, Kenya. From the study findings employees who excel in service delivery are likely to be given letters of recommendation (72.6%), promotions (78.1%), gifts (32.2%), additional salary (47.3%), certificates (67.8%) and additional responsibility (58.2%). The departments have put in place a staff recognition and award committee (55.5%), the recognition and awards given to staff is tied to organizational core values (65.7%), the criteria for recognition and awards to staff is clear (54.1%), staff that excel in service delivery are recognized and rewarded frequently (48%), staff recognition and rewards are authentic and unbiased (48%), employee recognition and rewards are given in a timely manner (45.9%), employees are recognized and rewarded in public (41.8%) and for specific accomplishments at (59.5%).

The dependent variable for the study was service delivery. From the study findings, inputs for providing services are availed (79.5%), employees provide services to the best of their ability (85%) the service delivery charter is adhered to (82.2%), services are accessible (81.5%), services are affordable (79.5%), services are provided in the highest possible quality, customers are satisfied with the quality of the services provided (78.1%) and the elements and standards of performance are flexible (75.3%)

5.3 Conclusions

From the first objective the study concludes that at the beginning of each financial year, departments in the Ministry of Interior and Coordination of National Government conduct performance review for the previous financial year and involve majority of the employees in setting goals and targets for the current financial year. The targets set in the Ministry are

attainable, challenging, relevant and flexible. Most of the employees in the Ministry understand what is expected of them in terms of performance.

From the second objective, the study concludes that mid-year review of performance and annual review of performance are being undertaken in the Ministry. However, almost a third of employees miss mid-year review of performance as this occurs to 69.9% of employees. About 85% of employees are subjected to end-year performance review. The appraisal process is being done as per guidelines in most of the cases. The training needs assessments are done during the appraisal process. Long term career plans are also discussed during the appraisal process, though at a near average level.

From the third objective, the study concludes that training committees exist in slightly more than half of the departments. Trainings are done as per guidelines. Employees are recommended for rewards and recognition on completion of the approved training programs. However, less than half of the staff are involved in designing and implementing the training programs.

From the fourth objective, the study concludes that recognition and rewards to employees who excel in service delivery may take the form of letters of recommendation, gifts, additional salary, additional responsibility, certificates and promotions. The rewards and recognition given to staff fails to appeal to a large number of employees in several fronts: a good number of employees feel that the criteria for rewarding and recognizing staff is not clear, the rewards and recognition is not done as frequently as it should, the system of rewarding staff is biased, the rewards are not timely and they are not done in public.

On service delivery, the study concludes that inputs for service provision are provided, the services are accessible and affordable. Employees provide the services with the best of their ability guided by the service delivery charter. The services are of high quality and customers are satisfied with the quality of services provided.

5.4 Recommendations

From the first objective the study recommends that the departments should continue performing performance planning annually as per guidelines and involve all the staff to ensure that targets set are relevant, attainable, flexible and challenging. All employees should be guided through to ensure that the expected performance is clear to all.

From the second objective the study recommends that all departments should ensure that mid-year review of performance is done followed by annual staff performance appraisal at the end of the financial year. Employees should be given an opportunity to do self-appraisal and the long term staff career plans should also be discussed during the process.

From the third objective, the study recommends that all departments put in place a staff training committee to assist in approving staff trainings. The staff should also be involved in designing and implementing of the training programs and those that complete an approved training program should be recognized and recommended for rewards.

From the fourth objective, the study concludes that the staff recognition and reward system in the Ministry needs to be redesigned properly. The staff recognition and reward committee should be reconstituted, the criteria for rewarding staff should be developed and implemented, rewards should be given more frequently and in a timely manner. Staff should be recognized and rewarded for specific accomplishments. The reward system should also be more transparent and objective.

5.5 Areas suggested for further research

More research is needed in more Sub Counties to ascertain whether the findings correlate across the country.

5.6 Contribution to the Body of knowledge

The table below shows the contribution of this study to the body of knowledge:

S No.	Objective	Contribution to body of knowledge
1.	The first objective was to find out the influence of performance planning on service delivery in the Ministry of Interior and Coordination of National Government; A case Gucha South Sub County, Kisii, Kenya	Majority of staff are involved in setting departmental goals and targets; 80 % of staff understand clearly what is expected of them in terms of performance; Departments must test targets set to ensure they remain relevant, challenging, attainable and flexible.

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- | | |
|--|---|
| <p>2. The second objective was to examine the influence of staff appraisal on service delivery in the Ministry of Interior and Coordination of National Government; A case Gucha South Sub County, Kisii, Kenya</p> | <p>Up to a third of employees are not subjected to mid- year performance review as recommended</p> <p>37% of employees said that their long term career plans were never discussed during the appraisal process</p> <p>37.6% of employees were not given a chance to do self-appraisal by their supervisors</p> <p>For 26.8% of employees, training needs assessment was not done during the appraisal process</p> |
| <p>3. The third objective was to determine the influence of staff training on service delivery in the Ministry of Interior and Coordination of National Government; A case Gucha South Sub County, Kisii, Kenya</p> | <p>A training committee should be in place to coordinate staff training programs. All staff should be sensitized on the composition and mandate of the committee</p> <p>Employees are rarely involved in designing and implementing training programs. This trend should be reversed</p> <p>Completion of training programs by staff should be followed by rewards and recognition so as to motivate staff to continue learning and in the process improve service delivery</p> |
| <p>4. The fourth objective was to find out the influence of rewards and recognition on service delivery in the Ministry of Interior and Coordination of National Government; A case Gucha South Sub County, Kisii, Kenya</p> | <p>Additional salary and gifts are rare rewards for staff who excel in service delivery</p> <p>Criteria for employee recognition and rewards is unclear to many employees</p> <p>Rewards and recognition to employees are delayed and given infrequently</p> <p>Employee recognition and rewards is not done in public or transparently.</p> |
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Table 5.1: Contribution to the body of knowledge

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APPENDICES

Appendix 1: Questionnaire

INTRODUCTION

This questionnaire is meant to assist collect data on influence of performance management strategies on service delivery in the Ministry of Interior and Coordination of National Government; A case of Gucha South Sub County. This questionnaire has six sections. Section A contains demographic data; section B contains performance planning; section C contains staff performance appraisal; section D contains staff training; section E contains staff recognition and rewards and section E contains service delivery. Please answer all the questions on the questionnaire.

DO NOT WRITE YOUR NAME ON THE QUESTIONNAIRE

Fill the questionnaire as honestly as possible by placing a tick (√) as appropriate in each part. All your answers will remain **confidential**.

SECTION A: DEMOGRAPHIC DATA

1. Indicate your age in years (Tick appropriately)

20-30	31-40	41-50	51-60	61-70

2. What is your sex? (Tick appropriately)

Male	
Female	

3. Indicate your marital status (Tick appropriately)

Single	Married	Divorced	Widowed

4. What is your highest level of education? (Tick appropriately)

Primary School Level	Secondary School Level	College Level	University Level

5. What is your work experience in years? (Tick appropriately)

Less than 1 year	1-3 years	3-5 years	5-10 years	Above 10 years

6. What is the name of your department? (Tick appropriately)

Administration	Kenya national police service	National registration bureau	Civil registration	Probation	Other (specify).....

SECTION B: INFLUENCE OF PERFORMANCE PLANNING ON SERVICE DELIVERY

This section is about how your department makes plans and targets for you to achieve

1. Do the following performance planning activities take place at the beginning of each financial year? (Tick appropriately)

S.NO.	Item	YES	NO
2.	Reviewing the performance of my department in the previous financial year		
3.	Set departmental goals of performance for the current financial year		
4.	Set targets to be achieved by each employee of the department in each year		

2. To what extent do you agree with or disagree with the following statements as regard to performance planning in your department? (Tick appropriately)

S.NO	Item	SA	A	N	D	SD
	Staff are involved in setting goals and targets					
a.	The staff clearly understand what is required of them in terms of performance					
b.	Performance targets are attainable					
c.	Performance targets are challenging					
d.	Performance targets are relevant to my job					
e.	Performance elements and targets are flexible					

Key: SA=Strongly Agree; A=Agree; N=Neutral; D=Disagree; SD=Strongly Disagree

SECTION C: INFLUENCE OF STAFF PERFORMANCE APPRAISAL ON SERVICE DELIVERY

1. Do the following staff performance appraisal activities take place in your department? (Tick appropriately)

S.NO.		YES	NO
a.	Mid-year review of performance		
b.	End-year performance review and staff appraisal		

2. To what extent to you agree with or disagree with the following statements as regard to staff performance appraisal in your department? (Tick appropriately)

S.NO	INDICATOR	SA	A	N	D	SD
a.	Staff clearly understand the purpose of performance appraisal					
b.	Supervisors are objective while undertaking staff appraisal					
c.	Supervisors give staff an opportunity to appraise themselves					
d.	Staff achievements are acknowledged during the appraisal process					
e.	Poor performance is discussed with the supervisor and strategies aimed at improving performance developed					

f.	Long term career plans and aspirations of staff are discussed during the appraisal process					
g.	Staff training needs are identified during the appraisal process					

Key: **SA**=Strongly Agree; **A**=Agree; **N**=Neutral; **D**=Disagree; **SD**=Strongly Disagree

SECTION D: INFLUENCE OF STAFF TRAINING ON SERVICE DELIVERY

1. Does your department undertake the following activities related to staff training? (Tick appropriately)

S.NO	ACTIVITY	YES	NO
a.	Has put in place a staff training committee		
b.	Approve staff trainings based on training needs assessment every year		
c.	Allow and support staff to undergo approved trainings		
d.	Identify and recommend staff who have completed an approved training program for recognition and awards		

2. To what extent to you agree with or disagree with the following statements as regard to staff trainings in your department? (Tick appropriately)

S.NO	INDICATOR	SA	A	N	D	SD
a.	Training goals are clear					
b.	Staff are involved in designing and implementing the training programs					
c.	The training programs are practical and problem centered					
d.	The work experience and knowledge of the employee are used as a resource during the trainings					
e.	New material is connected to employee past learning opportunities and experiences					
f.	Employee is given an opportunity to reinforce what they have learnt by practicing					
g.	The learning environment is informal, safe and supportive and promotes positive self esteem					
h.	Staff who complete an approved training program are recommended for rewards and recognition					

Key: **SA**=Strongly Agree; **A**=Agree; **N**=Neutral; **D**=Disagree; **SD**=Strongly Disagree

SECTION E: INFLUENCE OF REWARDS AND RECOGNITION ON SERVICE DELIVERY

1. How does your department reward staffs who excel in their performance? (Tick appropriately)

S.NO	REWARD	YES	NO
a.	Letters of recommendation		
b.	Promotion		
c.	Gifts		
d.	Additional salary		
e.	Certificates		
f.	Additional responsibility		
g.	Other (specify).....		

2. To what extent do you agree with or disagree with the following statements as regard to recognition and rewards to staff that perform well in your department? (Tick appropriately)

S.NO	INDICATOR	SA	A	N	D	SD
a.	The recognition and rewards given to staff are tied to organizational core values					
b.	The department has a committee that identifies staff for recognition and awards					
c.	The criteria for awards and recognition is clear					
d.	Staff who perform well in my department are recognized and rewarded frequently					
e.	Employee recognition and rewards are authentic and unbiased					
f.	Employee recognition and rewards are done in a timely manner					
g.	Staff are recognized and rewarded for specific achievements in the department					
h.	Employee recognition and rewards are done in public					

Key: **SA**=Strongly Agree; **A**=Agree; **N**=Neutral; **D**=Disagree; **SD**=Strongly Disagree

SECTION F: SERVICE DELIVERY

How do you rate service delivery in your department on the basis of the following areas? (Tick appropriately)

S.NO	AREA	SA	A	N	D	SD
1.	Inputs for providing services are availed					
2.	Employee are able to provide service to the best of their effort and ability					
3.	Service delivery charter is adhered to					
4.	Services provided are of highest possible quality					
5.	Services are easily accessible					
6.	Services are affordable					
7.	Customers are satisfied with the services provided					
8.	Elements and performance standards are flexible					

Key: **SA**=Strongly Agree; **A**=Agree; **N**=Neutral; **D**=Disagree; **SD**=Strongly Disagree

Appendix 2: Krejcie and Morgan table (1970) for sample size determination

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970