

**PERCEIVED FACTORS AFFECTING THE
EFFECTIVENESS OF PERFORMANCE APPRAISAL AT
THE TEACHERS' SERVICE COMMISSION**

BY

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DECLARATION

I declare that this research project is my original work and has not been submitted to any other university for the award of a degree.

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D61/62993/2010

This project was submitted for examination with my approval as the university supervisors.

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DEDICATION

I dedicate this project to my spouse Evans Orege and sons Brian and Collins for their encouragement and moral and financial support during the time of pursuing my MBA.

ACKNOWLEDGEMENT

I thank God for giving me good health and peace of mind during the time I was pursuing my MBA at the University of Nairobi.

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ABSTRACT

A study was carried out to establish the perceived factors affecting the effectiveness of performance appraisal at the Teachers Service Commission. The study involved a descriptive survey of the TSC and a total of 50 respondents who were selected from a total population of 3000 employees through stratified sampling. Primary data was collected by use of a structured questionnaire. Data was analyzed using descriptive statistics, frequencies, percentages and factor analysis. The findings were presented in tables and graphs. The findings revealed that there are seven main factors that affect the effectiveness of performance appraisal at TSC. They include: Lack of knowledge of appraisee; Lack of clarity on the parameters used; Lack of communication to enhance feedback on performance; Lack of feedback; Personal differences between appraiser and appraisee; Modern and complicated appraisal systems and Collective responsibility in organizational activities. The study recommended that TSC should find out ways of ensuring that the effect of these factors is reduced in order to enhance the effectiveness of performance appraisal.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

All over the world, organizations take performance appraisal with a lot of seriousness since it plays a very important role in their growth (Dessler, 2011). Aloo (2000) confirms this position by indicating that organizations can only be able to stay ahead of their competitors through people. He further argues that organizations can only be able to grow if the people who are charged with the responsibility of carrying out various duties in these organizations are given an opportunity to grow and develop. According to Obisi (2011) individuals who are subjected to a continuous process of evaluation and appraisal are likely to steer their organizations to greater heights of performance that is efficient and effective.

It is clear that conducting performance appraisal is very necessary for organizations so that they can not only be able to determine how their employees are performing but also establish how effective they have been in discharging their duties and responsibilities as prescribed in their job descriptions. This makes performance appraisal a deliberate undertaking and not an accident that occurs in an organization. It is through appraising employees that an organization is capable of establishing the type of performance improvements that are required to propel the organization into greater heights in line with its corporate objectives (Obisi, 2011).

As much as performance appraisal is important to the performance of organizations, the

way it is carried out will greatly affect its effectiveness. According to Obisi (2011) performance appraisal may be affected by issues such as personal influence, lack of objectivity as well as lack of fairness. These factors may render a performance appraisal ineffective hence unable to achieve its intended purpose in the organization. Those involved in performance appraisal have the responsibility of ensuring that the process is fair to those subjected through it so that the organization can benefit.

1.1.1 Performance Appraisal

Performance appraisal (PA) is an important tool in the management of human resources that is used to evaluate and rate the job performance of employees in any given organization (Dessler, 2011). The most distinct objective of any performance appraisal system is to enable an organization to achieve a sustainable performance by ensuring that employees are adequately motivated to carry out their responsibilities. Dessler further argues that motivation of employees at the workplace depends on a number of factors such as the work environment, the system used to reward employees as well as the existing rules and regulations. This argument is supported by Herzberg's two factor theory of motivators and Hygiene factors in a work environment. Bateman and Snell (2011) assert that motivators of any particular job may include the nature of work that an individual is required to do, the specific responsibilities that are associated with the job and the level of satisfaction one achieves from doing the job. These factors according to Bateman and Snell (2011) are the ones that determine how motivated an employee will be.

Hygiene factors form the second group of factors according to Herzberg's theory. Mathis

and Jackson (2006) indicate that hygiene factors related to work include working circumstances, compensation package, the nature and quality of supervision and organizational policy. The theory suggests that these factors should adequately be administered in order to motivate employees, and to serve several HRM purposes such as promotion or termination. The results of the PA are measured based on a number of appraisal methods such as category scaling and comparative methods (Mathis and Jackson, 2006). The category scaling facilitates the measurement of performance of employees on a certain form by checking categorically grouped levels such as highest and lowest. The comparative appraisal methods entail the ranking and comparison of performance ratings of employees of a particular work unit.

In performance appraisal, there are a number of practices that are common among most organizations. They include the activities that most organizations carry out in a similar version with others. According to ERC (2010) survey on performance appraisal practices among North East Ohio employers, it was confirmed that the most commonly appraised aspects include teamwork, productivity of employee, knowledge of the task, and communication skills. It was also clear that a four point rating scale was commonly used in rating the performance of an employee. It was also established that employees are evaluated against achievement of goals as well as training and development. The study also indicated that most employers make it mandatory for a supervisor and the appraisee to append their signatures on the appraisal forms.

1.1.2 The Concept of Effectiveness

According to Ulrike et al (2008) effectiveness is a measure of welfare or growth

objectives and therefore may be influenced by multiple factors such as outputs but some external factors may also affect. Effectiveness is more difficult to assess than efficiency, since the outcome is influenced political choice. The distinction between output and outcome is often blurred and output and outcome are used in an interchangeable manner, even if the importance of the distinction between both concepts is recognized. The final outcome, however, could be the educational qualifications of the working-age population as a whole. The effectiveness shows the success of the resources used in achieving the objectives set.

Ulrike et al (2008) further assert that when measuring efficiency, there is need to make a clear distinction between technical and allocative efficiency. While technical efficiency measures the pure relation between inputs and outputs taking the production possibility frontier into account and its gains are a movement towards this production possibility frontier or best practice, allocative efficiency reflects the link between the optimal combination of inputs taking into account costs and benefits and the output achieved. Thus, the measurement of allocative efficiency requires in-depth analyses of the area in question as well as information on the broad country specific strategies and most notably information on input prices. A high degree of technical efficiency achieved at the level of each individual input does not guarantee an efficient functioning of public sector activities if alternative combinations of inputs would result in higher outputs.

1.1.3 Teachers Service Commission

The Teachers Service Commission was initially established by an Act of Parliament (Cap 212) of the Laws of Kenya in 1967 and it is recognized in the current constitution of Kenya in Part three of Chapter Thirteen. The constitution indicates that there is

established a teachers service commission that will perform various functions including registering trained teachers; recruitment and employment of trained teachers and posting such teachers to public schools and institutions of learning within the country; effecting promotions of teachers as well as handling disciplinary matters relating to teachers working in the public schools in Kenya. In addition, the commission is charged with the responsibility of reviewing the standards of education and training of persons entering the teaching service; reviewing the demand for and the supply of teachers; and advising the national government on matters relating to the teaching profession in Kenya as a country. (www.Kenyalaws.com).

For the commission to be able to perform its duties and responsibilities effectively, it has a performance appraisal in place to enable it evaluate the performance of its employees at all levels of the commission. Performance appraisal for the employees of the commission is usually carried out on a quarterly basis from July of every year to June of the following year. This is in line with the government of Kenya financial year. The purpose of the Staff Performance Appraisal is to assess an officer's performance in the job comprehensively and objectively, with the help of full knowledge and understanding of the job descriptions and requirements. The information in the Appraisal Report is used in assessing training needs and determining the officer's potential for promotion. Provision of accurate information about the appraisee is therefore important since it forms the basis of decision making (www.tsc.go.ke).

The procedure of conducting performance appraisals at TSC always starts with provision of the performance appraisal form and the divisional performance targets to the appraisee

at the beginning of the review period. The employee being reviewed then draws a personal workplan which usually forms the basis of the performance report. The immediate supervisor of the appraisee discusses the performance of the appraisee and does the rating as required. There is also a countersigning officer who has to verify the performance review before the report is submitted to human resources directorate for further action (www.tsc.go.ke). This process is supposed to be effective and fair but there are always complaints from employees that the process has a number of shortfalls. This is therefore a clear indication that there are a number of factors hindering the effectiveness of the performance appraisal process at TSC.

1.2 Research Problem

Performance appraisal is a very important tool that is used by organizations to make important decisions on employee performance and achievements. It provides an avenue through which organizations can determine the training needs of employees as well as the basis through which promotions and termination of employment decisions are effected. Performance appraisal also has a very significant impact on the overall performance of an organization and achievement of corporate objectives. Since performance appraisal is a tool that is used to make sensitive and important decisions in an organization, there is need to ensure that it is handled as effectively as possible so that it can meet the desired objectives (Bladen, 2001). Boice and Kleiner (1997) argue that the effectiveness of a performance appraisal system is very important since it enables an organization to measure performance expectations. They further indicate that an ineffective performance appraisal system is not likely to unearth areas of weakness that need improvement and training.

The TSC in Kenya has in place a performance appraisal system that is used to evaluate the performance of its employees on a quarterly basis. There are sometimes complaints from employees that the process is not fair and effective as required. This implies that the performance appraisal system that is required to be objective ends up being subjective. A few studies carried out in relation to this subject confirm that no effort has been made to establish the factors that affect the effectiveness of performance appraisal at TSC. For instance Chepkemei (2012) carried out a study on the challenges facing performance appraisal of TSC teachers in secondary schools in Kenya. The study established that most teachers were overloaded with work and this was a big challenge. Kagendo (2012) also conducted a study on the factors affecting performance appraisal of teachers in public secondary schools in Ruiru, Kenya. The study findings indicated that lack of proper training of appraisers was the biggest challenge. In another study by Nduku (2012) on the factors affecting performance appraisal among public service organizations in Kenya, it was established that lack of proper implementation and acceptance are major factors.

Whereas there are studies that have focused on performance appraisal of teachers, there are no studies that have focused on the factors that affect the effectiveness of performance appraisal at the TSC head office. There is equally no similar study that focuses on factors that affect the effectiveness of performance appraisal among public sector organizations that have already accepted and implemented the same such as TSC. This is the gap the study sought to bridge by trying to answer one important question: What are the factors that affect the effectiveness of performance appraisal at TSC?

1.3 Research Objective

To establish the perceived factors affecting the effectiveness of performance appraisal at Teachers' Service Commission

1.4 Value of the Study

Upon completion, the findings of this study will be beneficial to the following categories of people: Those in the academic world will be able to get reference material on factors affecting performance appraisal. It will also form part of the known literature on performance appraisal that can be used in academic research.

The Teachers Service commission will also benefit from the findings. The commission will be able to understand the factors that affect the effectiveness of its performance appraisal system. By gaining this understanding, the commission will be able to take measures that will assist in improving the performance appraisal system so that it can effectively meet its objectives.

Most public sector organizations encounter almost similar challenges since they operate under similar circumstances. The findings of this study will therefore, be a learning point for other organizations especially commissions formed by the government of the republic of Kenya. They will be able to understand the various factors that affect performance appraisal and they can best deal with them to ensure its effectiveness.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter discusses the relevant literature that has been reviewed in the area of performance appraisal. The issues discussed include the overview of performance appraisal, the performance appraisal practices and the factors affecting the effectiveness of performance appraisal. The chapter also presents the summary of the literature review and the knowledge gap as well as the conceptual framework.

2.2 Overview of Performance Appraisal

According to Grote (2002), performance appraisal is the assessment and discussion of an employee's performance on assigned duties and responsibilities. The appraisal is based on results obtained by the employee in his/her job. As observed by Bladen (2001), performance appraisal measures employee's skills and accomplishments with reasonable accuracy and uniformity. It provides a way to help identify areas for performance enhancement as well as to help promote employee's professional growth. Fletcher (2001) asserts that performance appraisal has more than ever become part of the organizational strategic approach to integrating human resource management activities and business policies. Globally, as indicated by Fletcher, performance appraisal now is seen as a generic term covering a variety of activities through which organizations seek to assess employees and develop their competence, enhance performance and distribute rewards. Atiomo (2000) concurs with Fletcher (2001) by pointing out that performance appraisal provides organizations with a means of identifying not only what people's performance levels are but which areas those levels need to be improved if maximum use is to be

made of human resource. Further, the author indicates that in order to make performance appraisal effective, every organization should ensure that the workers are clearly aware of what their functions and responsibilities are.

Performance appraisal was started as a method for the justification of salary and wages. Every organization desires to develop a performance appraisal system, which consists of an established procedure for evaluating the work of employees on a regular basis. According to Rao (1984), performance appraisal enables an organization to take stock of its work force in terms of its present performance, the aptitude and interest of each employee, employee strengths and weaknesses as well as potential for growth. The information obtained from performance appraisal forms the primary database for employee and those responsible should communicate it to the subordinates. As pointed out by Bladen (2001), each employee is entitled to a thoughtful and careful appraisal. The success of the process depends on the supervisor's willingness to complete a constructive and objective appraisal and on the employee's willingness to respond to constructive suggestions and to work with the supervisor to reach future goals.

Formal performance appraisal is commonly conducted annually for all staff in the organization where their line manager appraises each staff member. As observed by Bernardin and Beatty (1984), annual performance appraisal enables management and monitoring of standards, agreeing on expectations and objectives, and delegation of responsibilities and tasks. Performance appraisal is also essential for career and succession planning. As stated by Bernardin and Beatty (1984), performance appraisal is

important for staff motivation, attitude and behavior development, communicating organizational aims as well as fostering positive relationships between management and staff. Thus, performance appraisal provides a formal, recorded, regular review of an individual's performance, and a plan for future development hence help improve organizational performance, and feed into business planning.

According to Pathania, Kumar and Pathak (2011), performance appraisal is primarily used as a device to measure the standards set by the management of its employees. It entails a process of assessing, summarizing and developing the work of an employee on both qualitative as well as quantitative terms. Normally, immediate senior or some expert does the performance appraisal of an employee using various rating systems employed in order to recognize the potentials and deficiencies of an employee. Performance appraisal has been considered as the most significant and indispensable tool of an organization. It is highly useful in making decisions regarding various personal aspects such as promotion and merit increase. Performance measures also link information gathering and decision-making process that provide a basis for judging the effectiveness of personnel's functions. Grote (2002) assert that in the eyes of the employees, the purpose of performance appraisal system is to describe their level of performance to determine the required output from them and to provide them constructive suggestions, which eventually improves their performance. From the organization's viewpoint, one of the most important reasons for performance appraisal is to establish and maintain the principle of accountability. Therefore, used well, performance appraisal is the most powerful instrument that organizations have to mobilize the energy of every employee of

the enterprise toward the achievement of strategic goals. This is attributed to the fact that through well utilization, performance appraisal can focus every person's attention on the company's mission, vision, and values.

2.3 Performance Appraisal Practices

There are various ways of conducting performance appraisal, and ideas change over time as to what are the most effective appraisal methods and systems. According to Pathania et al. (2011), a number of approaches both traditional and modern are utilized in performance appraisal practices. Some of the methods utilized in performance appraisals as pointed out by the authors and discussed in this section include free essay approach, graphics scale, checklist method, ranking approach, critical incident appraisal, management by objectives and 360-degree performance appraisal among others.

Under essay appraisal, the supervisor or the person in charge of employee's performance appraisal writes a series of statements concerning an individual's strengths, weaknesses, past performance and potential for promotion. This is normally done after the rater intensely monitors and evaluates the performance of an employee. The other method of performance appraisal that is utilized by entities is the graphic rating scale in which the rater assesses an individual on factors such as initiative, dependability, cooperativeness, attitude and quantity of work. The other performance appraisal approach is the checklist method in which the rater does not evaluate performance but merely records it on a series of questions concerning the employee's behavior by checking yes or no responses (Elverfeldt, 2005).

Further Elverfeldt (2005), points out that in performance appraisal practices, entities also

utilize the critical incident appraisal approach in which those responsible for evaluating employees keep written records on incidents that illustrates both positive and negative behaviors of the individual being rated. In this method, the employee's actual behaviors and not personality traits, is analyzed and discussed. Obisi (2011) states that ranking is normally used to compare the performance of two or more individuals.

Another approach of performance appraisal practice is management by objective. This approach is based on converting organizational goals and objective for individual employees. The approach as pointed out by Obisi (2011) can be communicated to the subordinates employees being appraised using tell and sell method, tell and listen method or problem solving method. Under tell and sell approach, the supervisor or the person in charge of appraisal lets the employee know how he or she is doing, gets the employee's acceptance of the evaluation, and makes the employee agree to plan on improvement. This method as indicated by the author is most likely to be successful with new, young employees and with employees who are in a new assignment.

People in these positions are more likely to have insecurity that can result from inexperience and usually are more anxious to receive the helpful advice of a more experienced person. Whereas the general approach with the tell and listen method is for the supervisor to communicate the evaluation and then wait for a response from the subordinate. Principally, the evaluation is conducted in two parts. During the first part, the employee's strong and weak points are covered, during the second, the employee is encouraged to disagree and express his or her feelings about the appraisal. Concerning the problem solving approach, Banjoko (1982) points out that, instead of judging the

individual, the supervisor becomes a helper and a friend of the subordinate. This is crucial since it creates an environment where problems that affect the performance of the individual are easily determined and effective tactics put in place, to deal with them thus improving employee's performance, which in turn improves the overall organizational performance.

The other approach of performance appraisal practice used by entities is 360-degree- type of appraisal. This kind of approach as asserted by Elverfeldt (2005) ensures that it is not only the superior that appraises the subordinate but also the subordinate appraises the superior. Colleagues also appraise colleagues and individuals who appraise themselves and all the appraisals are used to arrive at the final appraisal outcome after calculating the average. According to Wise (1998) in the typical 360-degree process, supervisors, subordinates, peers and internal or external customers provide feedback on performance for each target employee, using some type of standardized instrument. The employee then uses the data, along with a self-rating, to make appropriate changes to improve performance. DeNisi and Kluger (2000) concur with Wise (1998) that 360-degree appraisals involve the employees receiving feedback from individuals whose views are considered helpful and relevant. The feedback is typically provided on a form showing job skills, abilities, attitudinal, behavioral criteria and some sort of scoring or value judgment system. The employees then assess themselves using the same feedback instrument or form.

According to Grote (2002), effective performance appraisal practices follow a four-phase

model i.e. performance planning, performance execution, performance assessment and performance review. Performance planning is normally done during the beginning of every financial year of the organization where the manager and the subordinates get together for a performance-planning meeting. During the performance-planning meeting, managers and the employees discuss what each employee will accomplish during the financial year. They discuss key responsibilities of the employee's job and the goals and projects the person will work on and how the person will do the job i.e. the behaviors and competencies, the organization expects of its members as well as employee's development plans. The second phase of performance execution as pointed out by Bladen (2001), occurs over the course of the year where the manager provides coaching and feedback to the individual employees to increase the probability of success. This creates the conditions that motivate and resolves any arising performance problems. Thus, all throughout the year, managers and individual employees meet to review the individual's performance against the plans and goals discussed during performance planning.

In the third phase of performance assessment as the time for the formal performance appraisal nears, the manager reflects on how well the subordinate has performed over the course of the year, assembles the various forms and paperwork that the organization provides to make this assessment, and fills them out. The manager may also recommend a change in the individual's compensation based on the quality of the individual's work. The completed assessment form is usually reviewed and approved by the appraiser's boss. During the fourth phase of performance review, the manager and the subordinate meet and review the appraisal form that the manager has written and talk about how well the person performed over the past financial year. At the end of the review, the performance management process starts anew (Elverfeldt, 2005).

2.4 Effectiveness of performance appraisal

It is not a very easy task to come up with an appraisal system that accurately reflects employee performance within an organization. Performance appraisal systems are not universal applications but tailor-made tools that to match employee and organizational characteristics and qualities. Performance appraisals are most commonly undertaken to let an employee know how his/her performance compares with the supervisor's expectations and to identify areas that require training or development. Employees have a legitimate need to know how their performance is viewed. If there does not exist adequate communication between the employee and the supervisor, undesirable work habits may be formed or good work habits may not be recognized (Boice and Kleiner, 1997).

For an appraisal system to be effective, it must be in line with the corporate objectives of the organization. There is also need to train raters on performance appraisal. This training should start with a focus on providing the manager with a systematic approach to the practice of effective people management (Goff and Longenecker, 1990). This training needs to focus on the process of managing, motivating and evaluating employee performance: performance appraisal is only a part of this overall process and it is important that managers see it within its wider context.

Another significant issue to consider in ensuring the effective use of a performance appraisal scheme is keeping and maintaining accurate records of employee's performance. Carefully maintained, they establish patterns in an employee's behavior that may be difficult to spot by typical incident-by-incident supervision (Crane, 1991). Careful review of the records helps avoid the selective memory mentioned earlier and helps plot appropriate actions. Well maintained records are essential if the need arises to discipline, demote or dismiss an employee.

2.5 Factors Affecting the Effectiveness of Performance Appraisal

A number of factors influence the effectiveness of performance appraisals. According to Drucker (1955), the effectiveness of appraisal practices serves to determine how well an

employee is working at his or her job as well as to decide on the ways to improve his/her performance. The first factor that affects the effectiveness of performance appraisal is the performance appraisal process itself. As asserted by Beletskiy (2011), the way as well as the frequency of performance appraisal practices are conducted in an entity determine appraisal effectiveness. For instance, the nature of design characteristics used influences employees' perception on the process of performance appraisal. This influences the visibility, validity and fairness of performance appraisal practices thus affecting the effectiveness of the appraisal in determining performance standards, core competences, and communicating the standards and competencies to employees. Equally, as indicated by Boice and Kleiner (1997), the kind of environment that is created by the performance appraisal practices optimizes the employees' work performance. Individual performance goals that are consistent with organizational goals provide guidelines to the employee on how their effort can lead to organizational improvement. Thus, the way the performance appraisal process is carried out in an organization influences its effectiveness. In order to make performance appraisal effective, aligned it with organizational objectives.

Employee's attitude towards the performance appraisal practices can also affect the effectiveness of the process. In performance appraisal, the attitude of the workforce to the appraisal practices is correlated strongly with the satisfaction of the appraisal process. Boswell and Boudreau (2000) observe that the staffs' perceptions of fairness of the appraisal practices are very critical aspects that contribute to effectiveness of the performance process. The attitude of employees about the performance appraisal practices determines the effectiveness of the appraisal process. As indicated by the authors, in scenarios where the performance practices are seen and believed to partial and extraneous, subordinates become dissatisfied with the performance appraisal process. Given that subordinates' reaction to performance appraisal practices plays a significant role in the acceptance and effectiveness of the performance appraisal process, severe dissatisfaction and perceptions of unfairness and inequality in the ratings may lead to the failure of performance appraisal.

The other factor that affects the effectiveness of performance appraisal is the role of the

performance supervisors or raters. According to Levy and Williams (2004), the attribution of performance appraisal rates for subordinates, to some extent determine the evaluators' reactions towards the employees as well as the ratings. As observed by Johnson et al. (2002), evaluators' liking of appraised subordinates as well as the attributions concerning their behaviors, mediates the relationship between employees and the performance appraisal raters' reward decisions. Subsequently, this affects the effectiveness of the performance appraisal practices in an entity. Another factor that affects the effectiveness of employee performance relates to informational factors. Fletcher and Williams (1996) assert that the quality of interactions and communication between the rater and the employee during the appraisals influences the effectiveness of performance appraisal practices. To insure that performance appraisal is effective the authors state that there should be frequent meetings between the rater and the employees, during which time action plans should be developed and areas where they may be disagreements looked into.

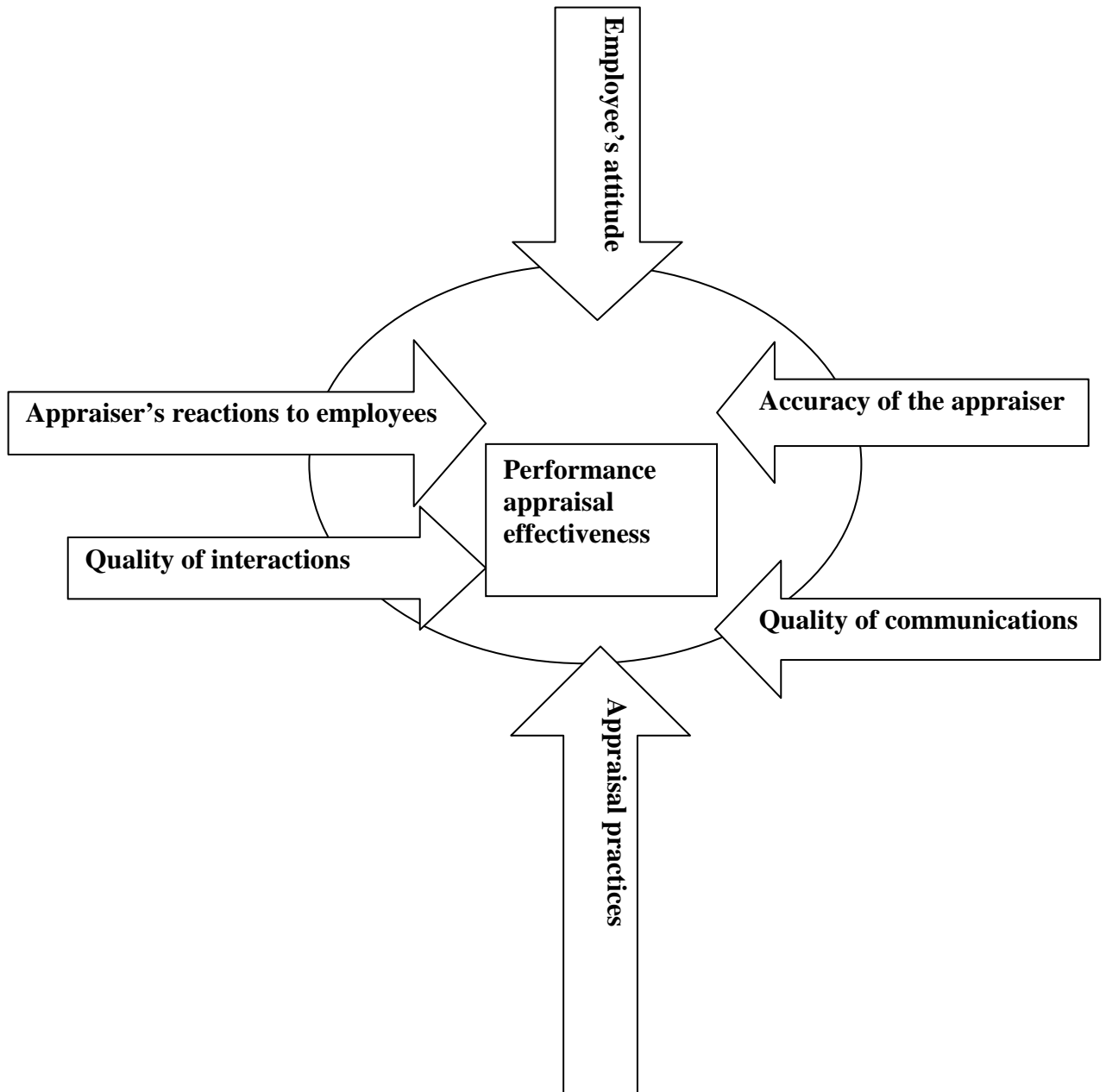
Interpersonal factors also affect the effectiveness of performance appraisal process. According to Thurston and McNall (2010), interpersonal factors are those factors that relate to the kind of treatment the subordinates receive in the hands of the supervisors. As indicated by the authors, the interpersonal factors are important in the performance appraisal practices due to their influence on the outcome of the appraisal process. Korsgaard and Roberson (1995) point out that the quality of the interactions between the supervisors and employees during the performance appraisal process contribute to fairness perceptions in the whole process. Therefore, it is crucial during the performance-rating period that the supervisors should value and treat subordinates with the highest level of fairness and dignity. For this reason, to guarantee effectiveness in performance there should be an environment of trust between the subordinates and the supervisors who are evaluating them since the absence of such a trust may make the employees to be dissatisfied with the performance appraisal practices thus rendering the whole process ineffective.

The accuracy of the rater is also another factor that can affect the effectiveness of

performance appraisal. Prowse and Prowse (2009) state that good performance appraisal practices should be based on measuring employee's contribution to the job as opposed to the employee's activities or behaviors. Further, as asserted by the authors, the dilemma of a performance appraisal process has always been in developing performance measures. This is because developing performance appraisal systems that accurately reflects employee performance is not an easy task. Such systems must be tailor-made to match employee and organizational characteristics. Since performance, ratings are based on rater evaluations, which are subjective to human judgments, personal factors and prejudices most likely can influence the ratings. On the other hand, Obisi (2011) says that errors based on age, gender or race can influence the raters' evaluations. Every now and then, raters can be too harsh or too lenient on the employees and this affects the accuracy of evaluations. Thus, poor performance evaluations that are subjective and bias in ratings affect the effectiveness of performance appraisal.

All over the world, the effect of these factors varies from state to state as well as from one entity to another. In Kenya, the literature on the factors affecting the effectiveness of performance appraisal is limited and the studies on the topic are rather scant. This creates a knowledge gap that this study aims to bridge by conducting a study to ascertain factors affecting the effectiveness of performance appraisal at the Teachers Service Commission Head Office, Nairobi.

Figure 2.1: Conceptual Framework



Source: Researcher 2013

In the above framework, performance appraisal effectiveness is the dependent variable whereas employee's attitude towards the process of performance appraisal, accuracy of the appraiser, quality of interactions and communications between performance appraiser

and employees, the performance appraisal process itself and the appraiser's reaction towards employees are the independent variables.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives the methodology that was used to accomplish the already established research objectives and questions. It gives direction to follow so as to get answers to issues of concern. Here the research design, target population, sampling design, sample size, data collection and analysis, reliability and validity and ethical consideration are briefly discussed.

3.2 Research Design

Research design is described as the linkage and organization of conditions for collection and analysis of data in a manner that aimed at combining relevance to the research purpose with economy in the procedure (Rajendra, 2008). Vaus (2005) concurred with Rajendra (2008) and argued that research design focus on the structure of an enquiry, which lead to the minimization of the chance of drawing the wrong casual inferences from the data. This study involved a descriptive survey of Teachers Service Commission Headquarters in Nairobi. The descriptive survey is also considered to be appropriate since it will involve all the TSC employees.

3.3 Population of the Study

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

3.4 Sample size

The study involved 50 respondents from the TSC head office in Nairobi as the sample size for this study. The 50 respondents were selected using stratified sampling. There are 7 directorates or departments at the TSC head office. Each of these directorates was treated as a separate stratum. The researcher randomly picked one countersigning officer, two supervisors and four non-supervisory staff from each directorate to participate in the study. However one extra respondent was picked from HR since it is larger than the other directorates.

3.5 Data Collection

The researcher collected primary data from 50 respondents at the TSC headquarters out of a total population of 3000 employees. The researcher used a structured questionnaire in collecting data. The questionnaire was in form of Likert scale and contained two sections. The first section solicited data on personal background of the respondent while the second section sought data on the factors that affect the effectiveness of the performance appraisal process at TSC headquarters in Nairobi. The questionnaires were distributed by the researcher through drop and pick method.

3.6 Data Analysis and Presentation

Data analysis is the whole process which starts immediately after data collection has been completed and ends at the point of interpretation and processing of the results (Kothari, 2007). Data will be of no value merely as data, it has to be analyzed in order to give meaning that provides answers to the research problem. The study used of descriptive statistics (means), frequencies and percentages.

Factor analysis was also used in coming up with seven most important factors that affect the effectiveness of performance appraisal. The findings were presented in tables and graphs.

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CHAPTER FOUR: DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter presents the findings of a study on the perceived factors affecting the effectiveness of performance appraisal of employees at the Teachers' Service Commission. A total of 50 questionnaires were distributed. All the questionnaires were successfully filled and collected. This gives a response rate of 100%. The findings of the study are presented next.

4.2 Demographic Information

Table 4.1: Gender

	Frequency	Percent	Cumulative Percent
Male	22	44.9	44.9
Female	27	55.1	100.0
Total	49	100.0	
	1		
Total	50		

It is clear from the findings as tabulated in Table 4.1 above that 54% of the respondents who participated in the study are females whereas 44% are males. This is an indication that the Teachers' Service Commission has more female employees than male employees.

Table 4.2: Age

	Frequency	Percent	Cumulative Percent
21-30	11	23.4	23.4
31-40	17	36.2	59.6
41-50	14	29.8	89.4
50 and above	5	10.6	100.0
Total	47	100.0	
Total	3		
Total	50		

The study also sought information on the age distribution of the respondents. It is evident that 34% of the respondents are between the ages of 31-40 years; 28% are between the ages of 41-50 years; 22% are between 21-30 years and only 10% are more than 50 years old. This implies that the Commission has energetic and experienced employees who are well versed with performance appraisal practices.

Table 4.3: Education background

	Frequency	Percent	Cumulative Percent
Diploma	20	40.8	40.8
Bachelors degree	9	18.4	59.2
Masters degree	11	22.4	81.6
KCSE	6	12.2	93.9
KCPE	3	6.1	100.0
Total	49	100.0	
Total	50		

The researcher also sought to establish the academic qualifications of the respondents who participated in the study. It is clear from the findings in table 4.3 above, that most of the respondents have professional training at Diploma level. They comprise 40% while 22% have Masters Degree and 18% have bachelors degree qualifications. This is an indication that the Commission has informed employees who understand performance appraisal hence are capable of providing appropriate responses.

Table 4.4: Length of service in the organization

	Frequency	Percent	Cumulative Percent
Less than 5 years	6	12.5	12.5
6-10 years	14	29.2	41.7
10 years and above	28	58.3	100.0
Total	48	100.0	
Total	50		

It was also important to ascertain the duration the respondents had worked for the Commission. The findings in Table 4.4 above reveal that 56% of the respondents have worked for more than 10 years; 28% have worked between 6-10 years while 12% have worked for less than five years. The results therefore confirm that most of the respondents have undergone performance appraisal for more than five years and understand what it actually entails.

Table 4.5: Position held in the organization

	Frequency	Percent	Cumulative Percent
Support staff	10	20.0	20.0
Clerk	17	34.0	54.0
Supervisor	23	46.0	100.0
Total	50	100.0	

The study revealed that 46% of the respondents are supervisors; 34% are clerical staff and 20% are support staff, according to table 4.5 above. The supervisors are actively involved in the performance appraisal process and this implies that the information provided by the respondents with majority who are supervisors can be relied upon in decision making.

Table 4.6: Directorate

	Frequency	Percent	Cumulative Percent
Human resource management and development	10	20.0	20.0
Finance	8	16.0	36.0
Audit	5	10.0	46.0
Accounting	8	16.0	62.0
Information communication s technology	7	14.0	76.0
Teacher management	5	10.0	86.0
Administration	7	14.0	100.0
Total	50	100.0	

The researcher sought to find out the distribution of respondents among the seven directorates of the commission. The main purpose of this was to ensure that each of the directorates was fairly represented in the study so that the views provided do reflect a few directorates only. It is clear from the findings in table 4.6 above that, the respondents were picked from all the directorates. The human resource department had 20% of the total respondents; Finance and accounting had 16% each; Information Communication Technology and Administration had 14% each while Audit and Teacher Management had 10% each. This implies that the results obtained can be generalized to the entire Commission since all the directorates are fairly represented.

Table 4.7: Frequency of Performance appraisal

	Frequency	Percent	Cumulative Percent
Quarterly	41	82.0	82.0
Half yearly	4	8.0	90.0
Yearly	5	10.0	100.0
Total	50	100.0	

The study also revealed that performance appraisal is usually carried out on a quarterly basis at the Teachers service commission. This was supported by 82% of the respondents who confirmed that appraisal is done quarterly. This is an indication that most of the employees are aware of the process and have participated several times and can be able to identify with certainty the perceived factors affecting its effectiveness.

Table 4.8: Level of Importance of Performance appraisal

	Frequency	Percent	Cumulative Percent
Not important	6	12.0	12.0
Less important	6	12.0	24.0
Important	19	38.0	62.0
Very important	19	38.0	100.0
Total	50	100.0	

The study sought to investigate how the respondents rated the importance of the performance appraisal conducted at the Teacher’s service commission. From the findings tabulated in table 4.8 above, it is clear that most of the respondents consider the performance appraisal to be very important. This is reflected by 38% of the respondents who indicated that it is very important and another 38% who confirmed that it is important. This is an indication that most of the respondents know that the performance appraisal is an important exercise.

4.3 Perceived Factors Affecting Effectiveness of Performance Appraisal

The study had a set of six factors that were broken down into a number of factors under each of the six. The respondents were required to indicate on a scale of 1 to 5 the perceived factors affecting the performance appraisal in TSC. The findings are presented next.

Table 4.9: Factors related to employee attitude

	N	Minimum	Maximum	Mean	Std. Deviation
Attitude of employees towards performance	50	1	5	2.72	1.246
Resistance towards performance	50	1	5	2.58	1.108
Knowledge and skills of employees	50	1	5	2.66	1.062
Willingness to accept positive criticism	49	1	5	3.08	1.272
Involvement of staff in setting targets	50	1	5	3.44	1.232
Valid N (list wise)	49				

The study sought to establish the extent to which factors related to employee attitude affect the performance appraisal at TSC. According to the findings in Table 4.9 above, the attitude of employees, resistance towards performance appraisal and knowledge and skills of employees were found to affect performance appraisal to a large extent as can be confirmed by the mean of 2.72, 2.58 and 2.66 respectively. The other remaining two factors under this category: willingness to accept positive criticism and involvement of employees in setting targets were found to affect the performance appraisal to a moderate extent as can be seen through the mean of 3.08 and 3.44

Table 4.10: Factors related to Accuracy of appraiser

	N	Minimum	Maximum	Mean	Std. Deviation
Bias ratings by appraiser	50	1	5	2.92	1.275
Lack of competence in conducting appraisal	50	1	5	2.86	1.069
Lack of objectivity in appraisal	50	1	5	2.88	1.154
Poor appraisal skills	50	1	5	2.74	1.454
Lack of knowledge of appraisee	49	1	5	2.67	1.231
Valid N (listwise)	49				

The researcher also provided the respondents with factors related to the accuracy of the appraiser and sought to find out how each one of them was perceived to affect the performance appraisal. According to the findings in the table above, all the five factors

were found to affect the performance appraisal to a large extent. However if rated in order of strength using the one with the lowest mean as the factor with the highest rating, lack of knowledge of the person being appraised is one of the factors that were found to have a greater effect on performance appraisal with a mean of 2.67. It was also established that appraisers have poor appraisal skills and this is also likely to affect the effectiveness of the performance appraisal. Lack of objectivity in the performance appraisal process; lack of competence in conducting the performance appraisal and bias ratings by the appraiser were also found to affect the process as can be confirmed from the mean of 2.88, 2.86 and 2.92 respectively.

Table 4.11: Appraisal practices

	N	Minimum	Maximum	Mean	Std. Deviation
Lack of consistency of appraisal system	50	1	5	3.04	1.324
Inadequacy of appraisal system used	50	1	5	3.18	1.155
Use of outdated appraisal practices	50	1	5	3.36	1.481
Modern and complicated appraisal systems	50	1	5	3.30	1.233
Rapid changes of appraisal systems	50	1	5	3.54	1.313
Valid N (listwise)	50				

The study sought to establish the extent to which factors related to appraisal practices at the Teachers Service Commission affect the performance appraisal process. It is evident from the results as tabulated above that all the factors in this category (lack of consistency of appraisal system; Inadequacy of appraisal system used; Use of outdated appraisal practices; Modern and complicated appraisal systems and rapid changes of appraisal systems) affect the performance appraisal process to a moderate extent. This is an indication that although they have some effect, it is not very adverse since the mean for all these factors fall in the range of 3.04 and 3.54. A mean of 3 represents moderate effect.

Table 4.12: Quality of communications

	N	Minimum	Maximum	Mean	Std. Deviation
Lack of proper training	50	1	5	2.52	1.389
Inability to cascade targets clearly	50	1	5	2.54	1.232
Lack of clarity on the parameters used	50	1	5	2.62	1.276
Failure to advise appraise on areas of improvement	50	1	5	3.06	1.406
Lack of feedback	50	1	5	2.54	1.403
Valid N (listwise)	50				

The respondents were provided with factors related to quality of communications and they were requested to indicate the extent to which they think these factors affect performance appraisal. It is clear from the findings in table 4.12 above that, lack of proper training; Inability to cascade targets clearly; Lack of clarity on the parameters used in performance appraisal and lack of feedback on the performance appraisal outcome are the main factors under this category that affect the performance appraisal system to a large extent. This is supported by their means of 2.52, 2.54 and 2.54 respectively. However, failure to advise appraise on areas of improvement was also found to affect the performance appraisal system to a moderate extent.

Table 4.13: Quality of interactions

	N	Minimum	Maximum	Mean	Std. Deviation
Personal differences between appraisal	50	1	5	2.80	1.309
Participatory leadership in the organization	50	1	5	2.80	1.278
Teamwork and team spirit among employees	49	1	5	3.37	1.236
Collective responsibility in organizational activities	50	1	5	3.44	1.072
Communication to enhance feedback on performance	49	1	5	3.14	1.258
Valid N (listwise)	49				

It was also revealed from the findings that personal differences between appraiser and appraisee and participatory leadership in the organization are among the factors related to quality of interaction that affect performance appraisal to a large extent. These two factors have a mean of 2.8 each. Three factors under this category are not on either extreme as far as their effect is concerned. These are: teamwork and team spirit among employees; collective responsibility in organizational activities and systems of communication to enhance feedback on performance. They have a mean of 3.37, 3.44 and 3.14 respectively. This therefore implies that personal differences between appraiser and appraisee and participatory leadership in the organization are perceived to be the main factors affecting performance appraisal in this category.

Table 4.14: Appraiser reactions to employees

	N	Minimum	Maximum	Mean	Std. Deviation
Willingness to promote objectivity	50	1	5	2.88	1.043
Willingness to rectify appraisal errors	50	1	5	2.82	1.004
Non acceptance of positive criticism	50	1	5	3.02	1.363
Level of trust between appraiser and appraisee	50	1	5	3.08	1.158
Lack of confidentiality	50	1	5	2.96	1.384
Valid N (listwise)	50				

The study sought to establish the extent to which factors related to appraiser reactions to employees affect the performance appraisal system at TSC. It was clear from the findings that willingness to promote objectivity; willingness to rectify appraisal errors and lack of confidentiality are the main factors in this category that affect the effectiveness of performance appraisal to a large extent. The three factors have a mean of 2.88, 2.82 and 2.96 respectively. However, non acceptance of positive criticism and level of trust

between appraiser and appraise were found to have a moderate effect on the performance appraisal process since they have a mean of 3.02 and 3.08 respectively.

4.4 Factor analysis

The study also sought to establish the main perceived factors affecting the effectiveness of the performance appraisal process at the Teachers service commission. A factor analysis was conducted and the findings are presented next.

Table 4.15: Total Variance Explained

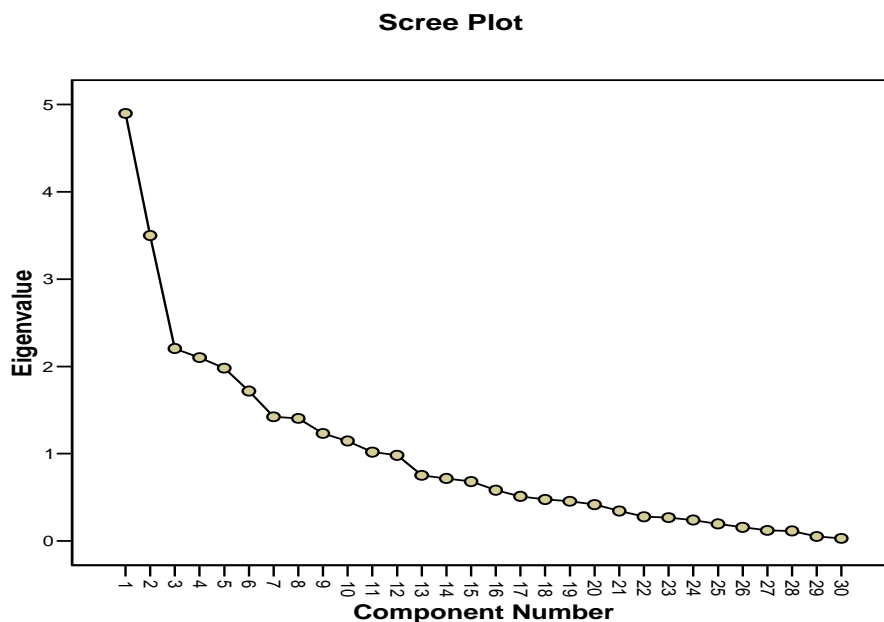
Component	Initial Eigen values			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.897	16.325	16.325	3.237	10.791	10.791
2	3.499	11.663	27.988	3.200	10.666	21.457
3	2.205	7.349	35.337	2.780	9.266	30.724
4	2.100	7.002	42.339	2.511	8.370	39.093
5	1.979	6.597	48.936	2.238	7.459	46.552
6	1.717	5.724	54.661	2.067	6.892	53.444
7	1.422	4.741	59.401	1.787	5.958	59.401
8	1.404	4.680	64.081			
9	1.232	4.106	68.187			
10	1.146	3.820	72.007			
11	1.019	3.396	75.403			
12	.983	3.276	78.678			
13	.752	2.506	81.185			
14	.716	2.387	83.572			
15	.682	2.272	85.844			
16	.583	1.942	87.786			
17	.511	1.703	89.489			
18	.476	1.586	91.075			
19	.455	1.517	92.592			
20	.417	1.391	93.984			
21	.345	1.149	95.132			
22	.278	.928	96.060			
23	.268	.895	96.955			
24	.241	.803	97.759			

25	.196	.653	98.412		
26	.157	.524	98.936		
27	.122	.407	99.343		
28	.115	.384	99.727		
29	.053	.176	99.903		
30	.029	.097	100.000		

Extraction Method: Principal Component Analysis.

Table 4.15 above indicates that out of the 30 factors that were considered only seven factors were extracted as the most important perceived factors affecting the effectiveness of the performance appraisal process at the Teachers service commission. The first factor explains a total variance of 10.8% of effectiveness of the performance appraisal process at the Teachers service commission; the second factor carries a variance of 10.7% while the last factor explains a variance of 5.9%.

Figure 4.1: Scree Plot



The graph above illustrates the seven factors that were extracted from among the 30 factors. It is evident that from the seventh factor onwards to the 30th factor, there is a less steep curve than in the first seven. This is an indication that the seven factors have more weight values than the remaining 23 combined hence explain a greater percentage of the variance on their effect on the effectiveness of the performance appraisal process at the Teachers service commission.

Table 4.16: Rotated Component Matrix

	Component						
	1	2	3	4	5	6	7
Attitude of employees towards performance	.109	.037	.441	.626	-.136	-.097	.013
Resistance towards performance	-.019	-.115	.626	.420	.112	-.288	-.011
Knowledge and skills of employees	.266	-.131	.290	-.327	-.185	-.431	-.032
Willingness to accept positive criticism	.213	.007	.410	.031	.195	-.056	-.523
Involvement of staff in setting targets	-.223	.071	.342	.211	-.078	.333	.178
Bias ratings by appraiser	.199	.060	.276	-.038	-.234	.711	-.127
Lack of competence in conducting appraisal	.342	.273	.201	.105	-.085	.230	.475
Lack of objectivity in appraisal	.459	.051	.677	-.010	.207	.219	-.004
Poor appraisal skills	.494	.196	.262	.038	-.045	.055	-.246
Lack of knowledge of appraisee	.712	.059	.178	.053	.245	-.052	-.019
Lack of consistency of appraisal system	.429	.440	-.193	.196	.109	.192	-.041
Inadequacy of appraisal system used	.155	.776	.034	.210	-.197	-.012	-.078
Use of outdated appraisal practices	.182	.610	.094	-.037	-.317	-.232	.216
Modern and complicated appraisal	-.008	.189	.059	.038	-.205	-.789	-.038

systems							
Rapid changes of appraisal systems	-.026	.303	-.050	.417	.062	-.002	.085
Lack of proper training	.707	.278	.027	-.119	-.009	.128	.367
Inability to cascade targets clearly	.495	.476	-.003	.253	.160	.202	-.273
Lack of clarity on the parameters used	-.083	.794	.002	-.185	.041	.101	.095
Failure to advice appraise on areas of improvement	.484	.011	-.040	.356	-.265	-.029	-.027
Lack of feedback	.209	-.109	.137	.673	.030	.104	-.147
Personal differences between appraisal	.120	.089	-.054	-.052	.716	.035	.028
Participatory leadership in the organization	.021	.654	.142	-.041	.336	-.317	.050
Teamwork and team spirit among employees	.308	-.118	.515	.200	-.246	.170	-.124
Collective responsibility in organizational activities	.026	.034	.183	.077	.187	-.111	.807
Communication to enhance feedback on performance	.017	.162	.810	-.024	.246	.050	.229
Willingness to promote objectivity	.106	-.289	.126	.317	.483	.315	.105
Willingness to rectify appraisal errors	.112	-.077	.210	.149	.654	-.041	-.031
Non acceptance of positive criticism	.615	-.182	.126	-.137	.261	-.150	.084
Level of trust between appraiser and appraise	-.137	-.032	.030	.786	.151	.039	.113
Lack of confidentiality	.370	.443	-.146	-.114	-.364	.004	.348

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.a Rotation converged in 9 iterations.

The table above indicates the factors with the highest loadings that were extracted as the main factors affecting the effectiveness of the performance appraisal process at the

Teachers service commission. From each of the columns, the factor with the highest loading was chosen. The following are therefore the factors that affect the effectiveness of the performance appraisal process at the Teachers service commission: Lack of knowledge of appraisee; Lack of clarity on the parameters used; Lack of communication to enhance feedback on performance; Lack of feedback; Personal differences between appraiser and appraisee; Modern and complicated appraisal systems and Collective responsibility in organizational activities.

CHAPTER FIVE: SUMMARY,DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The aim of this study was to establish the perceived factors affecting the effectiveness of performance appraisal at the Teachers' Services Commission. This chapter presents the findings of the study, the conclusions, recommendations and suggestions for further research based on the findings of the study.

5.2 Summary of the Findings

It is evident from the results that there are several factors that affect the effectiveness of the performance appraisal process at the Teachers' Services Commission. These factors have different strengths or degree to which they affect the performance appraisal process. For instance under factors associated with the attitude of the employees towards the performance appraisal process, it was revealed that the attitude of employees, resistance towards performance appraisal and knowledge and skills of employees on the performance appraisal process are some of the main factors that affect the process to a large extent. The other two remaining factors related to attitude of employees have only a moderate effect on the performance appraisal process.

The study revealed that factors relating to accuracy of the appraiser have a strong effect on the effectiveness of the performance appraisal process at the Teachers' Services Commission. The reason for this is the mean that indicated all these factors tilting towards affecting the performance appraisal process to large extent. These factors include: Bias ratings by appraiser; Lack of competence in conducting appraisal; Lack of objectivity in appraisal; Poor appraisal skills of appraisers and Lack of knowledge of appraisee. All these factors were found to have a large effect on the performance appraisal process.

It is also evident from the study that four factors related to quality of communications

have greater effect on the effectiveness of the performance appraisal process at the Teachers' Services Commission. Lack of proper training; inability to cascade targets clearly; lack of clarity on the parameters used in performance appraisal and lack of feedback on the performance appraisal outcome are the main factors under this category. These are the communication factors the respondents perceive to affect the performance appraisal process to a large extent. The study also established that failure to advise appraisee on areas of improvement is perceived to have only a moderate effect on the performance appraisal system.

The findings also confirm that personal differences between appraiser and appraisee and participatory leadership in the organization are among the factors related to quality of interaction that affect performance appraisal to a large extent. It was clear from the findings that willingness to promote objectivity; willingness to rectify appraisal errors and lack of confidentiality are the main factors in this category that affect the effectiveness of performance appraisal to a large extent. The study summarized all the 30 factors through factor analysis and established that lack of knowledge of appraisee; lack of clarity on the parameters used; lack of communication to enhance feedback on performance; lack of feedback; Personal differences between appraiser; modern and complicated appraisal systems and collective responsibility in organizational activities are the main perceived factors that affect effectiveness of the performance appraisal process at the Teachers' Services Commission.

5.3 Discussion of the Findings

The study revealed that attitude of employees, performance appraisal process and

knowledge and skills of employees are some of the main factors that affect performance appraisal to a large extent. From literature, the first factor that affects performance appraisal is the performance appraisal process itself (Beletskiy, 2011). He states that the way as well as the frequency of performance appraisal practices are conducted in an entity determine appraisal effectiveness. In performance appraisal, the attitude of the workforce to the appraisal practices is correlated strongly with the satisfaction of the appraisal process (Boswell and Boudreau, 2000). Bernardin and Beatty (1984) on the other hand state that performance appraisal is important for staff motivation, attitude and behavior development, communicating organizational aims as well as fostering positive relationships between management and staff.

The study indicated that factors relating to accuracy of the appraiser have a strong effect on the effectiveness of the performance appraisal process at the Teachers' Services Commission. This is linked to Levy and Williams (2004) who state that the attribution of performance appraisal rates for subordinates, to some extent determine the evaluators' reactions towards the employees as well as the ratings. Johnson et al. (2002) observe that evaluators' liking of appraised subordinates as well as the attributions concerning their behaviors, mediates the relationship between employees and the performance appraisal raters' reward decisions. This affects the effectiveness of the performance appraisal practices in an entity.

The study shows that four factors relating to quality of communications have a greater effect on the effectiveness of the performance appraisal process. Fletcher and Williams (1996) assert that the quality of interactions and communication between the rater and the employee during the appraisals influences the effectiveness of performance appraisal

practices. The findings also confirm that personal differences between appraiser and appraisee and participatory leadership in the organization are among the factors related to quality of interaction that affect performance appraisal to a large extent. In literature, Korsgaard and Roberson (1995) point out that the quality of the interactions between the supervisors and employees during the performance appraisal process contribute to fairness perceptions in the whole process. Therefore, it is crucial during the performance-rating period that the supervisors should value and treat subordinates with the highest level of fairness and dignity.

5.4 Conclusion

The study evaluated a number of factors that are perceived to affect the effectiveness of performance appraisal at TSC. It is clear that there are seven main factors that are perceived to affect the process. that lack of knowledge of appraise; lack of clarity on the parameters used; lack of communication to enhance feedback on performance; lack of feedback; Personal differences between appraiser; modern and complicated appraisal systems and collective responsibility in organizational activities are the main factors perceived by respondents that can affect the effectiveness of the performance appraisal. These are the factors that the Commission should address in order to ensure that the process in improved and is able to meet its objectives.

5.5 Recommendations

The study confirmed that the attitude of employees; resistance towards performance appraisal and knowledge and skills of employees on the performance appraisal process.

TSC should ensure that there is proper communication of all information on performance appraisal to reduce resistance and provide more knowledge on the process. The attitude of the employees will also be changed if the commission is able to provide proper training on performance appraisal.

The study has established that there are seven factors that affect performance appraisal at TSC to a large extent. These factors include lack of feedback; Personal differences between appraiser; modern and complicated appraisal systems and collective responsibility in organizational activities. It will be important for the Commission to look for ways of reducing the effect of these factors so that the process can run smoothly.

5.6 Limitations of the Study

Given the fact that the study was focused on one institution in Kenya, the possibility exists that the study might not reflect the true picture of the factors affecting the effectiveness of performance appraisal of employees in Kenya.

The study faced limitation of time during data collection process. Respondents took long to fill the questionnaires thus delayed the duration for data analysis and presentation.

The study also faced financial limitation. Since the researcher was not sponsored, the study took more time to finish and drew its sample only from 50 employees of Teachers Service commission.

5.7 Suggestions for further Research

It will be important for this study to be replicated after duration of five years in order to establish whether there are any significant changes the Commission has made on performance appraisal. This will assist in ascertaining the type of improvements and their effect on the perceived factors that affect the effectiveness of the process.

A comparative study can also be carried with an organization from the private sector. This will assist in establishing any similarities and differences that may exist as far as perceived factors affecting effectiveness of performance appraisal are concerned.

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APPENDICES

Appendix I: Research Questionnaire

Section A: Demographic information

Kindly tick the most appropriate response to the following questions:

1. Gender: Male Female
2. Age: Below 20 21-30 31-40 41-50 50 and above
3. Educational Background. Kindly tick the one that is applicable.
 - Diploma
 - Bachelors Degree
 - Masters Degree
 - Other (specify)
4. Duration worked at the TSC head office
 - Less than 5 years
 - 6-10 years
 - 10 years and above
5. Position held in TSC head office
 - Support Staff
 - Clerk
 - Supervisor
 - Head of Directorate
6. Directorate
 - Human Resources Management and Development
 - Finance

- Audit
- Accounting
- Information Communications Technology
- Teacher Management
- Administration

7. How often is performance appraisal carried out in the organization?

- a) Quarterly
- b) Half yearly
- c) Yearly

8. How important is performance appraisal in Teachers' Service Commission?

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

Section B: Factors affecting effectiveness of performance appraisal at TSC Head office

Kindly indicate the extent to which you consider the following as factors affecting the effectiveness of performance appraisal.

Use the scale of 1= to a very large extent 2= large extent 3= moderate extent 4= small extent 5= Not at all

No.	Factor	1	2	3	4	5
	Factors relating to employees attitudes					
1	The attitude of employees towards performance appraisal.					
2	Resistance towards performance appraisal.					
3	Knowledge and skills of employees.					
4	Willingness to accept positive criticism.					
5	Involvement of staff in setting targets.					
	Factors relating to accuracy of the appraiser					
1	Bias ratings by appraiser.					

2	Lack of competence in conducting appraisal.					
3	Lack of objectivity in appraisal.					
4	Poor appraisal skills of appraisers.					
5	Lack of knowledge of appraisee.					
	Factors relating to appraisal practices					
1	Lack of consistency of appraisal system.					
2	Inadequacy of appraisal system used.					
3	Use of outdated appraisal practices.					
4	Modern and complicated appraisal systems.					
5	Rapid changes of appraisal systems					
	Factors relating to quality of communications					
1	Lack of proper training on performance appraisal.					
2	Inability to cascade targets clearly to employees.					
3	Lack of clarity on the parameters used in rating performance.					
4	Failure to advice appraise on areas of improvement.					
5	Lack of feedback channels on performance appraisal.					
	Factors relating to quality of interactions					
1	Personal differences between appraiser and appraisee.					
2	Participatory leadership in the organization.					
3	Teamwork and team spirit among employees.					
4	Collective responsibility in organizational activities.					
5	Systems of communication to enhance feedback on performance.					
	Appraiser's reactions to employees					
1	Appraiser's willingness to promote objectivity.					
2	Willingness to rectify appraisal errors.					
3	Non acceptance of positive criticism.					
4	Level of trust between appraiser and appraisee.					
5	Lack of confidentiality.					

Thank you for your cooperation