

ASSESSMENT OF EMPLOYEE PERFORMANCE IN THE
PUBLIC SERVICE IN KENYA

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Partial Fulfillment of the Requirements for the Award of the Doctor of Philosophy in
Business Administration (Human Resource Management) Degree

KABARAK UNIVERSITY

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DECLARATION

The thesis is my own work and to the best of my knowledge, it has not been presented for the award of any degree in any university or college.

Sign:Date:.....

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RECOMMENDATION

To the Institute of Postgraduate Studies

This research thesis entitled: “**Assessment of Employee Performance in Public Service in Kenya**” and written by **Joy Kasandi Kelemba** is presented to the Institute of Postgraduate Studies of Kabarak University. We have reviewed the research thesis and recommend it to be accepted in partial fulfillment of requirement for the award of the Degree of Doctor of Philosophy in Business Administration (Human Resource Management)

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DEDICATION

This thesis is dedicated to my late father, Mr. Henry Inyangala (Sir Henry) together with my loving mother, Mrs. Dorcas Inyangala for having instilled in me relevant norms and values including, the fear of God, hard work, honesty, team spirit and consideration for others, quest for knowledge, and self-confidence. I owe my success in life to their nurturing.

ABSTRACT

The purpose of this study was to assess employee performance in the public service in Kenya. The study was guided by the following specific objectives: to examine the role of personal attributes on employee performance in the public service in Kenya, to establish the consequence of leadership style on employee performance in the public service in Kenya, to analyze how team work practices influence employee performance in the public service in Kenya, to investigate the impact of organizational practices on employee performance in the public service in Kenya, and to evaluate the effect of socio-cultural factors on employee performance in the public service in Kenya. Survey design was used in carrying out this study. The population of this study was 126,998 employees drawn from 20 ministries, 199 state corporations and 47 county governments. The study sample comprised of 370 respondents was obtained from 8052 employees drawn from 2 ministries, 1 state corporation and 2 county governments through stratified random sampling, simple random sampling and purposive sampling methods. A structured questionnaire, interview schedule, diaries and non-participatory observations were used to collect primary data. Document analysis of national and institutional policy documents and reports provided secondary data. Descriptive data was analyzed qualitatively. Content analysis was used to report on data obtained from interviews which was captured on tape recorder. Quantitative data were analyzed by the help of statistical package of social sciences (SPSS) version 21. The study findings were presented in simple frequencies and percentages, and summarized using Tables and Figures. Inferential statistics such as Chi-square for independence, correlations and regression analysis were carried out to test study hypothesis. The study concludes that there is a significant statistical association between employees' level of performance and personal attributes, leadership style, teamwork practices, organizational practices and socio-cultural factors of the employees in the public service in Kenya. The study recommends that there should be quick adoption of new technologies and innovation to attain International Standards Organization so as to enhance the level of employees' performance in public service. Additionally, there is need to enhance capacity of managers and human resource professionals to provide performance counselling to employees to enhance service delivery. The suggested strategies on improvement of devolution, harmonization of remuneration and best fit model will greatly have an impact on human resource policies and practices aimed at enhanced employee performance as well as knowledge base in the public sector.

Key words: Team and organizational practices, leadership style, personal attributes, employee performance and public service.

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LIST OF ACRONYMS AND ABBREVIATIONS

AA	Automobile Association
AIDS	Acquired Immune Deficiency Virus
ANOVA	Analysis of Variances
BFM	Best Fit Model
BCA	Behavioral Competency Approach
BSC	Balanced Score Card
BPO	Business Process Outsourcing
CDF	Constituency Development Fund
CHRAC	County Human Resource Advisory Committee
CSI	Customer Satisfaction Index
CSRP	Civil Service Reform Programme
CUE	Commission for University Education
DATAD	Data Base of African Thesis & Dissertations
DPSM	Directorate of Public Service Management
DFID	Department for International Development
EAP	Employee Assistance Programme
ERP	Enterprise Resource Planning
ERSWEC	Economic Recovery Strategy for Wealth Creation
ESP	Economic Stimulus Programme
FPE	Free Primary Education
GDP	Gross Domestic Product
HELB	Higher Education Loans Board
HIV	Human Immunodeficiency Virus
HRM	Human Resource Management

HCM	Human Capital Management
HCT	Human Capital Theory
HR	Human Resource
GBA	Goal Based Approach
GHRIS	Government Human Resource Information System
ICT	Information Communication Technology
IFMIS	Integrated Financial Management Information System
IRMIS	Insurance and Risk Management Information System
IPPD	Integrated Personnel Payroll Data
IQS	Integrated Quality Systems
ISO	International Standards Organization
ICT	Information Communication Technology
IT	Information Technology
LAN	Local Area Network
KASNEB	Kenya Accountants and Secretaries National Examinations Board
KCA	Kenya Communications Act
KLDC	Kenya Learning Development Centre
KIA	Kenya Institute of Administration
KRA	Kenya Revenue Authority
KSG	Kenya School of Government
LATF	Local Authority Transfer Funds
MA	Management Accounting
MAIS	Management Accounting Information System
MBO	Management by Objectives
MDA	Ministries Departments Agencies
MDGs	Millennium Development Goals
MPMC	Ministerial Performance Management Committee

MSPS	Ministry of State for Public Service
NEPAD	New Partnerships for Africa's Development
OPEC	Organization of Oil Petroleum Exporting Countries
PAS	Performance Appraisal System
PC	Performance Contracting
PSC	Public Service Commission
PMS	Performance Management System
PPP	Public Private Partnership
PSRPC	Public Sector Reforms & Performance Contracting
QC	Quality Circles
RBM	Results Based Management
RRI	Rapid Results Initiative
SDG	Sustainable Development Goals
SED	Secondary Education Division
SMART	Specific Measurable Achievable Realistic Timely
SPAS	Staff Performance Appraisal System
SPSS	Statistical Package Programme for Social Sciences
SRC	Salaries and Remuneration Commission
TAT	Thematic Appreciation Test
TNA	Training Needs Assessment
TQC	Total Quality Control
TQM	Total Quality Management
UNICEF	United Nations Children Fund
USA	United States of America

OPERATIONAL DEFINITION OF TERMS

Employee performance: Refers to outcomes of an employee on a specified job (Cozby, 2003).

External validity: Is the extent to which results can be generalized to other populations and settings (Cozby, 2003)

Internal validity: Refers to the ability to draw conclusions about casual relationships from data as stated by Cozby (2003).

Leadership: Is a process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2004).

Management accounting: Is providing information in the context of strategic management process (Kouhy & Vedd, 2009).

Management by objectives: Is the review of strategy, clarifying agreeable performance standards, suitable working conditions, management training and motivation by managers (John Humble, 1972 in Armstrong, 2009).

Performance management: Is a continuous process of identifying, measuring and developing the performance of individuals and teams and, aligning performance with the strategic goals of an organization (Aguinis, 2009).

Performance contracting: Is target setting in measurable terms of performance.

Performance appraisal system: Kohli and Deb (2011), recognize appraisal as an aspect of performance management which transforms strategic plans into performance at individual employee level.

Performance management system: Refers to the set of organizational, managerial, team and individual metrics used to attain the aims and objectives of performance management (Armstrong, 2009).

Reliability: Is the degree to which research instruments yield consistent data or results after repeated trials (Mugenda and Mugenda, 2002).

Total quality control: Refers to measurement of what is intended to be measured thus, allows for appropriate accuracy of results (Bhattacharyya, 2017).

Variable: Is an event, situation, behaviour or individual characteristic that may be altered (Cozby,2003)

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The overall goal of the study was to assess employee performance in part of the public service in Kenya under the jurisdiction of the Public Service Commission. The Public Service Commission of Kenya was established by the Public Service Commission Act No. 13 of 2012 (Rev. 2015). The functions of PSC include establishment and abolition of offices in the public service, formulation of policies and code of conduct, appointment of persons to public offices, discipline, and ensuring efficient and effective service delivery to the citizens. Other functions include ensuring upholding of values and principles in the public service, appropriate personnel practices and suitable work conditions as well as provision of leadership and oversight over the secretariat.

This chapter provides an in-depth background on definition and essence of employee performance in the public service under the jurisdiction of the Public Service Commission at the global, regional and national perspectives. In addition, statement of the problem, objective of the study, specific objectives, hypothesis, scope, limitations, delimitations and significance of the study are discussed.

1.2 Background to the Study

According to Benard and Nelly (2003), performance is defined as the record of outcomes produced on specified job functions by an employee while, employee performance refers to outcomes of an employee on a specified job. Bates and Holton (1995) in Armstrong (2006) viewed employee performance as a record of

accomplishments at individual level and achieved outputs or outcomes or accomplishments at the level of organization. They believed that the role of a manager in an organization is to; support, coach, mentor, and provide regular feedback and reviews with an employee to enhance performance. Organizations increasingly face the challenge of stimulating employee performance with the aim of improving organizational performance as indicated by Kohli and Deb (2011). These authors believed that alignment, development and collaboration of human resources is crucial to optimal employee performance since an insight into skills gap and learning needs is established.

However, Torrington, Hall and Taylor (2008) felt that employee performance is about assessing performance and allocating rewards to employees after engaging them in target setting. According to them, individual employee performance is dependent on; planning, goal setting, standards, resources, guidance and support. Indeed, all these aspects face challenges within the public service in Kenya as they are not fully embraced. In any case, weak employee performance has been triggered by weak systems, disintegrated activities and failure to review set targets. The impact on capacity of employees and team building has been enormous.

According to Armstrong (2009) and Armstrong and Baron (2009), employee performance is monitored to ensure linkage of business strategy to business results hence, operationalizing the strategy as well as realizing holistic employee performance through linking measurement of results and reporting on progress. Functional strategies of different parts of business are linked with development of an organization and its human resource. Individual employee needs are integrated in those of the organization through

the continuous process of learning and feedback. While supporting these views, Armstrong and Baron (2009), advocated for using strategic approach to counter global competition and recession in order to gain competitive advantage. They further advocated for treating employees as assets, rewarding excellent performance, employee commitment to objectives and values of organization, and development of a strong corporate culture as envisaged in the vision, mission and quality statements.

According to Franco (2008) and Aguinis (2009), managing employee performance is a continuous process of identifying, measuring and developing of individuals as well as teams while aligning their performance with the strategic goals or objectives of the organization. In essence, it is managing employee performance in organizations based on objectives and targets set out in overall and individual performance contracts which provide the basis of measuring employee performance using performance appraisal systems. Performance appraisal comprises of targets or volume and quality of work, knowledge of job, dependability, staff development, innovation, communication, overall rating and conclusion.

According to Ziglar (2003), managers should show genuine interest in employees as this leads to improvement in efficiency and effectiveness in performance of their duties. Managers should praise employees in public but censure them in private as need arises to keep off intimidation. Individuals in an organization should share responsibility and be accountable to society through better performance hence, improved service delivery. Furthermore, a holistic approach should be applied to realize best practices in employee

performance as advocated for by various authors such as Heery and Noon (2001), Armstrong (2009), Armstrong and Baron (2009) and Armstrong (2010).

Dessler and Varkkey (2009), extensively studied the effect of employee assistance programmes on employee performance. They found out that mental health and family challenges were the leading counselling and advisory services sought by employees. Other challenges included legal, financial, child and elder care. However, challenges in organizations include buy ins, mergers, downsizing and cost effectiveness due to globalization which affect commitment and subsequently, employee performance. The cited challenges have a negative effect on employee performance thus, should be resolved as need arises.

Globally, employee performance is monitored using Performance Contracting (PC). The system of PC originated in France in 1960 as a component of Management Control Systems (MCS) aimed at improving efficiency and effectiveness in employee performance. Since then, performance contracting has been in use in Argentina, Brazil, Bolivia, Bangladesh, Canada, Chile, China, Colombia, Denmark, Finland, India, Korea, Malaysia, Mexico, Sri Lanka, Pakistan, United Kingdom, USA, Uruguay and Venezuela. So far, performance contracting as a means of monitoring employee performance has been found to be very effective in France, Pakistan, India, South Korea and Malaysia where socio-economic growth has been on the increase. These countries have also embraced Balanced Score Card (BSC) advocated for by Kaplan and Norton (1996) and interactive benchmarking to test strategies, explore casual relations and communicate employee performance as indicated by Bogetoft, Bramsen and Nielsen (2006) in

Armstrong and Baron (2009) (Tyson 2006; Evaluation of Performance Contracting, March 2010).

Nolan (2012), cited employee recognition strategy as enhancing commitment towards better employee performance. Compensation and recognition were collectively cited by Allan and Kilman (2001) as well as Chiu, Wai-Mei and Tang (2002). While appreciating contributions made by these researchers, it should be noted that recognition, reward and compensation have to be implemented alongside sanctions to deal with inefficient performers. Failure to address issue of sanctions negatively affects employee commitment and job satisfaction and consequently performance as collaborated by Nawaab (2011). A study by Saira (2016), added other factors including; career planning, performance appraisal, training and employee involvement as contributing directly to employee performance.

In Africa, the African Union (AU) came up with an African peer review mechanism known as the New Partnership for Africa's Development (NEPAD) to promote good governance through; democracy and good political governance, economic governance and management, corporate governance and socio-economic development. Kenya adopted this mechanism in 2003 as a means of improving employee performance. The concept of embracing performance contracting to enhance employee performance in Africa has been adopted systematically in; Nigeria, Gambia, Ghana and Kenya, respectively. Rwanda has streamlined government structures such as ministries and local authorities aimed at improving professionalism and employee performance in the country. Botswana practices good governance especially in management and operations

of the civil service towards enhanced employee performance. In Burundi, Cameroon, Cape Verde, Congo, Cote d'Ivoire, Gabon, Guinea, Madagascar, Mali, Mauritania, Morocco, Niger, Senegal, DRC, Tunisia and Togo, performance contracts have been used in selected enterprises to enhance employee performance (Evaluation of Results for Kenyans programme, March 2009 (b); Evaluation of Performance Contracting, March 2010).

According to Allen and Holman (2002) and Hassan (2016), employee appreciation and involvement enhances employee performance. The latter is still elusive in African organizations as top managers tend to make most decisions without involving the low cadre while still implementing foreign systems adopted during colonialism to the detriment of employee performance.

Hope (2012), in his research on 'Reform and transformation for improved performance in public sector in Kenya', cited slow access to development partner funds, slow public procurement, lack of political goodwill, poor planning and lack of ownership as affecting employee performance. It should be noted that although the culture of results oriented management was adopted on implementation of reforms, accountability in results and resource utilization has persistently suffered (Graft: Kenya listed among world's top 20, 2017).

The Human Resource Management Professionals Act No. 52 of 2012 was enacted to enhance professionalism in human resource management in Kenya. The Act paved way for the establishment of the Institute of Human Resource Management (IHRM). Some of the functions of the institute include; establishment and monitoring of standards of competence and practices among human resource professionals. Others are; promotion of

research, networking, ethics, conduct and regulation of professional examinations in the sector. The IHRM of public organizations collaborates with Public Service Commission and the Salaries and Remuneration Commission on matters pertaining to welfare, work terms and conditions, discipline and remuneration of employees of the public service. These pertinent issues impact significantly on employee performance.

Kenya initiated reforms in employee performance via introduction of Performance Contracting (PC) at Kenya Railways in 1989 and National Cereals and Produce Board (NCPB) in 1991 when state corporations were experiencing minimal productivity against increasing expenditure. It was introduced as a tool to set targets upon which employee performance could be measured. Indeed, what is measured, gets done! The programme failed partly due to lack of political goodwill, capacity, non-participation, lack of guidance and incentives for employees. In addition, lack of appropriate mindset and socio-psychological dispensations also played a key role in the slackening public sector reforms. Nevertheless, PC was later reintroduced through the Economic Recovery Strategy for Wealth and Employment Creation (2003–2007) to sixteen (16) state corporations on pilot basis in 2004 and in the entire civil service in 2005.

Kenya adopted the “Vienna Declaration on Building Trust in the Government” which was arrived at during the Global Forum on Reinventing the Government held in Vienna, Austria, in 2007. Among the initiatives were; service delivery and access, transparency and accountability, increased access to information and communication technology, public private partnerships, and innovation in the public sector. According to Hope (2012), capacity building, better pay and benefits were also introduced to attract and

retain managerial talent in the competitive market economy, a fact incorporated by the Salaries and Remuneration Commission (SRC, 2011).

In addition, initiatives such as job evaluation, service delivery surveys, recruitment and training policy were introduced. In broad terms, Results Based Management (RBM) strategy was implemented with the aim of changing the culture and mode of doing work in the public sector. Furthermore, the Rapid Results Initiative was introduced to operationalize the RBM strategy by focusing on results and fast tracking service delivery. By the year 2012, Performance Contracting had been adopted across the entire public service (Bourne, Neely, Mills and Platts, 2003; Staff Performance Appraisal Report GP 247 A (Revised 2008); Office of the Prime Minister, 2009; Evaluation of Results for Kenyans Programme, March 2009 (b); Kobia and Mohammed, 2009).

Employee performance is a key element of the social pillar component of Kenya Vision 2030, the blue print guide to economic growth from 2008 to 2030. Optimal utilization of human resource is crucial in efficiency and effectiveness in quality service delivery to citizens hence, realization of the vision. Kenya Vision 2030 was formulated after successful implementation of the Economic Recovery Strategy for Wealth and Employment Creation (ERSWEC) strategy responsible for raising the Growth Domestic Product (GDP) from 0.6% in early 2003 to 7.1% in 2007. The overall goal of Kenya Vision 2030 is “A globally competitive and prosperous nation with a high quality of life by 2030” as outlined in three pillars namely; economic, social and political.

In the economic pillar, Kenya aims at achieving a GDP of 10% per annum with effect from 2012 which has not been achieved to date. In the social pillar, the aim of the Kenyan government is to build a just and cohesive society ensuring equity in a clean and

secure environment. In addition, the government seeks to realize a democratic issue-based political society which respects the rule of the law and protects the rights and freedoms of all Kenyans as stipulated in the political pillar. Kenya Vision 2030 is operationalized through 5-year Medium Term Plans or Strategic Plans and yearly performance contracts (Republic of Kenya 2002; Kenya Vision 2030, 2007; Economic Stimulus Programme, 2009; MoE, 2009; The Constitution of Kenya, 2010).

According to Odhiambo-Mbai (2008), limited knowledge and competence building within the workforce, compromised quality and limited access to information on programme-based budgeting have hindered employee performance in the public service leading to poor service delivery. The contribution by this author although limited to capacity building and budgeting has contributed significantly to the current research. Unfocussed leadership, limited funds, poor evaluation and reporting system, lack of employee involvement in decision making and weak legal frameworks hinder employee performance. Employee involvement, training on performance contracting, employee participation, autonomy and investment into new technology were proposed as ways of improving employee performance. Atambo, Kabere, Munene and Nyamwamu (2012), established that employee recognition improves employee performance (Kanyua, 2006; Maina, 2007; Ombonyo, 2007; Ougo, 2007).

The factors highlighted by previous researchers were collaborated by Onyango and Wanyoike (2014) who also included sense of belonging, self-worth and feedback which have a significant impact on employee performance. These authors together with Karuja and Mukuru (2013), suggested employee involvement, training on performance contracting, employee participation, autonomy and investment into new technology as

ways of improving employee performance. Other suggestions were standardization of salaries as well as implementation of rewards and sanction scheme. Although capacity building and adoption of technology have been embraced, the cited challenges still persist and impede employee performance in the public service in Kenya.

1.3 Statement of the Problem

Since 1993, reforms have been undertaken in the public service and generally, the entire civil service with the aim of focusing on results evident in based budgeting have also contributed to poor service delivery (Odhiambo, 2008; Office of the Prime Minister, 2009, 2010).

The World Vision (2011) report indicated weaknesses in accountability, monitoring and reporting of results which negatively impacted on employee performance in the public service. This fact was reiterated by Reuters Africa (2015), who indicated that 450 billion out of the 1.6 trillion budget for Kenya for the financial year 2014/15 could not be accounted for. This was attributed to poor revenue collection and accounting as well as rampant corruption in government offices evident in discrepancies in revenue statements and exchequer records in the report of the auditor general.

This study sought to review employee performance in the public service in Kenya amidst cited challenges. It is envisaged that the proposed high employee performance strategies would enhance employee performance and subsequently, effective and efficient service delivery necessary in achievement of Sustainable Development Goals 2015 and Beyond, Jubilee Manifesto 2013, 17 and Kenya Vision 2030.

1.4 Purpose of the Study

The purpose of the study was to Assess Employee Performance in the Public Service in Kenya.

1.5 Objectives of the Study

- i. To examine the role of personal attributes on employee performance in the public service in Kenya.
- ii. To establish the consequence of leadership style on employee performance in the public service in Kenya.
- iii. To analyze how team work practices influence employee performance in the public service in Kenya.
- iv. To investigate the impact of organizational practices on employee performance in the public service in Kenya.
- v. To evaluate the effect of socio-cultural factors on employee performance in the public service in Kenya.

1.6 Hypotheses

1. Ho1 Personal attributes have no role on employee performance
Ha1 Personal attributes have a role on employee performance
2. Ho2 Leadership style has no consequence on employee performance
Ha2 Leadership style has a consequence on employee performance
3. Ho3 Teamwork practices have no influence on employee performance

- Ha3 Teamwork practices have an influence on employee performance
4. Ho4 Organizational practices have no impact on employee performance
- Ha4 Organizational practices have an impact on employee performance
5. Ho5 Socio - cultural factors have no effect on employee performance
- Ha5 Socio - cultural factors have an effect on employee performance

1.7 Significance of the Study

The findings from the study provided strategies of improving employee performance in the public service in Kenya through formulation of appropriate human resource policies. The strategies will among others create harmony in regulation and monitoring of employee performance in the public service at both national and county governments. Individual organizations will formulate institution based specific strategies towards high employee performance aimed at gaining competitive advantage within the frame work of RBM. Individuals will benefit from critical knowledge on how to improve employee performance. It is envisaged that the public service employees will work towards making Kenya “A globally, competitive and prosperous nation with a high quality of life by 2030” (Kenya Vision 2030, 2007).

1.8 Scope of the Study

The scope of the study comprised of employees from the national government including 20 ministries', 263 state corporations and 47 county governments which form part of the public service in Kenya as per Executive Order No. 1 of 2016 on Reorganization of the Government. State Corporations are semi-autonomous government agencies which work closely with respective ministries. The study was undertaken at two

ministries and one state corporation in Nairobi as well as in Kakamega and Kajiado counties (Republic of Kenya, 2016).

1.9 Limitations of the Study

In carrying out this study, several limitations were experienced. The government of Kenya was last reorganized in May 2016 while data collection and report writing was ongoing. Inadequate resources including finances and time also limited the scope of the research. In addition, the research took a little longer than anticipated due to frequent traffic jam in Nairobi and other parts of Kenya. Paraphrasing of interview information could have led to distortion of raw data collected from respondents who were interviewed, a fact alluded to by Flick (2002) and Cozby (2003).

There were several delimitations intended at overcoming the limitations encountered during the study. Reorganization of the government did not affect data collection due to the fact that data had already been collected from the affected ministries. Random selection of the sample size of the study took into consideration homogeneity of the population hence; it was a good representation of the public service in Kenya. Care was taken to put available resources to optimal use without compromising quality of data. The interviewer applied for and obtained research funds from the National Commission for Science, Technology and Innovation (NACOSTI) for the purposes of data collection, analysis and report writing. Prudent utilization of time was applied by the researcher.

The respondents were briefed before data collection on the importance of giving reliable and accurate information hence reliable and credible findings. Furthermore, the researcher utilized past experience in data collection to gain access to sufficient

information. For example, paraphrasing of questions was carefully done to ensure that accurate data was collected. A tape recorder was used to capture information from Chief Executive Officers verbatim during interviews to avoid distortion of data (Cozby, 2003; Nassiuma and Mwangi, 2004; Kelemba, 2005; Armstrong, 2009).

1.10 Assumptions of the Study

Several assumptions were made prior to start of the study. It was envisaged that the respondents would be honest in filling the questionnaires or during face to face interviews. It was also assumed that there would be no policy changes during the study. This was not to be as several policies affecting human resource management and subsequently, employee performance were implemented in 2016 as documented in this study. Another assumption was the fact that the context of the relevant organizations would not change during the study period. However, the government of Kenya was reorganized in 2016 while the study was still ongoing. Despite this, data collection process was not affected as all data had been collected by the time the policy came into effect (Republic of Kenya, 2016f).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, literature review was explored under subtopics namely; introduction, theoretical review and empirical review. Other subtopics included conceptual review, conceptual framework, summary of literature review and research gap. Literature review has provided historical trends in employee performance. Of significance were theories and research findings relevant to employee performance which revealed achievements and research gaps in the subsector.

2.2 General Overview of Literature

According to Armstrong and Baron (2009), an early form of managing employee performance was applied in China to evaluate performance of members of the royal family (AD 221–265). Later, Jesuits were formally rated through the works of Ignatius Loyola who lived from 1491 to 1556. However, Scott is credited with the first formal monitoring system which was used to rate officers of the United States of America (USA) army and factory workers during and after the 1st World War (1914-1918).

The system which was referred to as performance appraisal in USA, was later used in the United Kingdom in the 1950s and 1960s. Peter Drucker (1955), introduced management by objectives which later on expanded to include rating scales in the 1960s and performance appraisal in the 1970s and 1980s. Douglas McGregor and Rowe in Armstrong (2009), criticized performance appraisal while advocating for performance

analysis which places emphasis on employees exercising self-control towards enhanced performance.

India's economy adopted Structural Adjustment Programme in 1991 as a way of liberalization thus, a highly competitive environment. The liberalization involved macro-economic stabilization through; devaluation of the rupee, reduction in fiscal deficit, reduction in government expenditure and subsidies besides controlling the rate of inflation. Innovative changes in human resource practices which enhance individual and corporate performance were also adopted (Som, 2008).

In his study, Som (2008), sought answers on the role of innovative human resource department, recruitment, retraining, redeployment, performance appraisal and compensation in enhancing corporate performance during the change process. The findings of the survey which covered 69 organizations in India indicated that innovative recruitment and compensation by human resource department, significantly and positively affects employee and firm performance.

Kenya aims at becoming one of the top three lead investment destinations of choice through development of the ICT sector especially, capacity building of staff. In addition, the theme of the census carried out in 2009 was "Counting our people for the implementation of Vision 2030" which is an indication of the importance of Kenya Vision 2030 in the development agenda of Kenya. The findings of the census indicated that the total population of the country in 2009 was 38, 610,097 people representing an increase of 35% from the previous census carried out in 1999. Capacity building of staff to enhance employee performance is critical in quality service delivery of programmes and projects as outlined in the social pillar of Kenya's Vision 2030. Indeed, realization of

the vision is highly dependent on employee performance (Kenya Vision 2030, 2007; Republic of Kenya, 2009a; Republic of Kenya, 2009c).

The aims of Kenya Vision 2030 are in tandem with the Millennium Development Goals (MDGs) whose agenda was adopted in 2000 and lasted up to 2015. The MDGs were also in tandem with the Constitution of Kenya 2010 especially in Chapter 4 on the Bill of Rights. For example, the right to education, highest standard of health and adequate food are outlined in Article 43 under Economic and Social Rights. In addition, the right to a clean and health environment is outlined in Article 42 on the Environment. In September 2015, United Nations adopted a set of seventeen (17) Sustainable Development Goals (SDGs). Generally, the 17 SDGs and specifically, the goal on ensuring inclusive and equitable quality education and promoting lifelong opportunities for all are prerequisites for employee performance. The same applies to achieving gender equality and empowering all women and girls as well as employment and decent work for all (MDG Report, 2010; Republic of Kenya, 2010; The Constitution of Kenya, 2010; SDGs 2015 and Beyond, Agenda for Sustainable Development 2030).

A nationwide customer satisfaction survey was carried out to establish the level of customer satisfaction of services offered by ministries, departments and agencies between 12th October and 30th November 2009. Customer satisfaction is directly linked to employee performance such that improved employee performance leads to better customer satisfaction. The study sought views on; satisfaction levels of customers, factors contributing to the satisfaction, establishment of customer satisfaction index, establishment of level of use of Citizen Service Delivery Charters and areas of service

that do not meet customer expectation amongst others. The overall Customer Satisfaction Index (CSI) was found to be 63.5% (Nationwide customer satisfaction survey, 2009).

The customer satisfaction index of Kenya was quite comparable to 68% of New Zealand in 2007 and, 67% of Canada in 2005. Customer satisfaction on different fields of services was generally above 60% with the exception of justice, security and provincial administration which were at index 55.7%. All the same, some customers were not aware of services offered by the public service yet further investigations showed that services provided fell short of customer expectations. The findings of the customer survey are a direct pointer to the level of employee performance. In summary therefore, employee performance was found to be fairly good (Nationwide customer satisfaction survey, 2009).

2.3 Review of Literature based on Study Objectives

The study objectives were based on : personal attributes, leadership style, teamwork practices, organizational practices and socio- cultural factors. Most of the researchers who have carried out research on this topic have combined several variables from different study objectives as outlined in the following text. However, all five study objectives have been extensively covered in the review.

John Humble (1972) in Armstrong (2009), explained management by objectives as; review of strategy, clarifying agreeable performance standards and suitable working conditions. He also included management training and motivation of employees by managers as illustrated in Figure 1 (Armstrong and Baron, 2009). Management by objectives was criticized by Levison in 1970 in the Harvard Business Review. He argued

that whereas a person may be doing well in terms of objective standards of measurement, the same may not be said in terms of partnerships and collegiality hence quality of employee performance may be compromised.

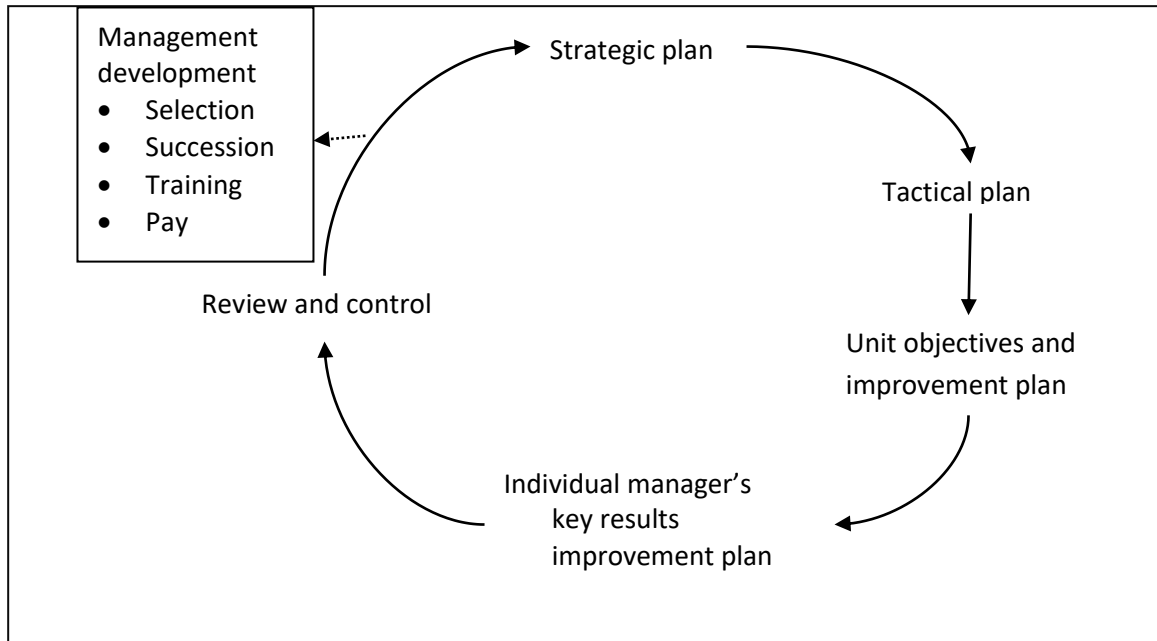


Figure 1: Management by objectives

Source: Armstrong and Baron , 2009

Managing employee performance leads to development of individual and organizational capability thus, ensuring competitive advantage. Boxal and Porcell in Armstrong (2010), suggested that performance is a function of ability, motivation and opportunity to participate. Managing by objectives keeps employees focused on strategic objectives which are time-bound thus, enhancing employee performance.

With time, Total Quality Control (TQC) was adopted in some developed countries through involvement of all employees in continuously improving quality of service and goods hence, performance. Although Quality Circles (QC) which was aimed at enhancing quality control originated in the United States of America, they were exploited in Japan

in the early 1960s and in the rest of the world in the 1990s. The teams undertaking QC meet regularly to identify, analyze and resolve work related challenges which are resolved to enhance employee performance (Betts, 2000; Armstrong, 2010).

According to Demming (Armstrong, 2010), Total Quality Management (TQM) advocates for long term success through customer satisfaction. The elements of TQM include: customer focus, total employee involvement, process centeredness, integrated system, strategic and system approach, continuous improvement, fact-based decision making and communication. Further, Armstrong (2010) suggests that individual employee performance should be developed through performance management systems which provide a framework for performance work plans and performance contracting. In addition, feedback, recognition and reward play a key role in employee performance.

An organization requires an employee performance management strategy which enables talented staff to develop more skills. Furthermore, principles such as; management systems, corporate purpose and values, problem solving, behaviour change, people management, flexibility, career development and performance culture are crucial to managing individual employee performance. Managing employee performance is a process which occurs in a cyclic manner as illustrated in figure 2, Performance management cycle which was designed by Demming (2009) as the model for continuous quality management.

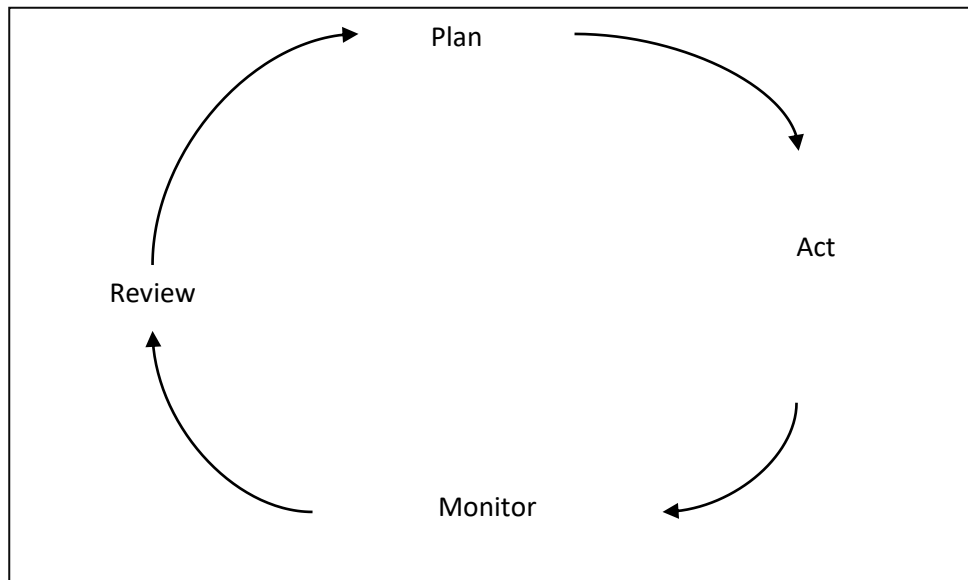


Figure 2: Performance Management Cycle

Source: Armstrong ,2010

In the Plan stage, setting and agreeing on objectives and competences, work plans and development plans takes place. In this stage, performance expectations are determined. During the Act stage, work is carried out as per work plans hence supporting employee performance. According to Mabey et al (1999), measurements take place during this stage followed by feedback of performance results. The Monitor stage involves managing performance continuously while responding to emerging issues including appraisal which may be followed by reward system based on performance outcomes.

During Review, progress and achievements are noted while continuing into planning stage. Review of objectives and activities is carried out to manage performance standards. Care is taken at all levels for mutual agreement between supervisor and employee while embracing team work. The model of performance management cycle is embraced through performance contracting in the public service in Kenya (Armstrong, 2010).

According to Ziglar (2003), managers should recognize, develop and use people's talents by making them as capable as the managers. Kouhy and Vedd (2003), suggest that Management Accounting (MA) which refers to strategic management process is key to improving employee performance as it enhances; decision making, target setting and performance measurement. Armstrong and Baron (2009), compiled concepts and approaches to managing performance in eight (8) best practice organizations in the United Kingdom. They found out that each organization had its own distinct focus even as all organizations attained best practice status.

Previous research carried out in Kenya on managing employee performance in some public organizations, established that personal attributes, leadership systems, skills, pay package, policies on human resource, availability of funds, employee involvement and context impact on organizational productivity. These researchers identified; unfocused leadership, limited funds, poor evaluation and reporting system, lack of employee involvement in decision-making and weak legal framework as hindering performance contracting hence, performance of employees in the public service in Kenya. Employee involvement, training on performance contracting, employee participation, autonomy and investment into new technology (1,3, 5) were proposed as ways of improving performance (Kanyua, 2006; Maina, 2007; Ombonyo, 2007; Ougo. 2007).

Mwita (2000), wrote an article on Performance Management Model: A systems-based approach to public service quality. He blamed over centralized public service decision-making apparatus and service delivery system as being responsible for reduced accountability, undesirable decisions, and mismanagement of employee performance and resources at the expense of quality public service delivery. In his concluding remarks,

Mwita (2000), advocated for adoption of Performance Management Model of system-based approach aimed at developing achievement culture towards improving employee performance. He suggested that there was need to decentralize, devolve and modernize the public service for better service delivery through linkage of individual to corporate objectives as shown in the five factor performance management model.

The five factor performance management model encompasses; mission statement, strategies and plans, action planning, performance recognition and Management Accounting Information System (MAIS) as shown in figure 3. The public service in Kenya embraces fully the aspects of the five factor performance management model cited by Mwita (2000). The public service in Kenya embraces performance contracting and appraisal through which employee performance is enhanced.

Each ministry, state corporation or county government has a mandate which enables the organization to state its vision, mission, core functions, strategic objectives and core values as well as quality statement for the organizations which have attained International Standards Organization certification. The specific 5-year strategic plans, 2nd medium term plans (2013–2017), 1 (one) year performance contracting, work plans and performance appraisal system embrace all aspects cited in the five factor performance management model leading to improved employee performance.

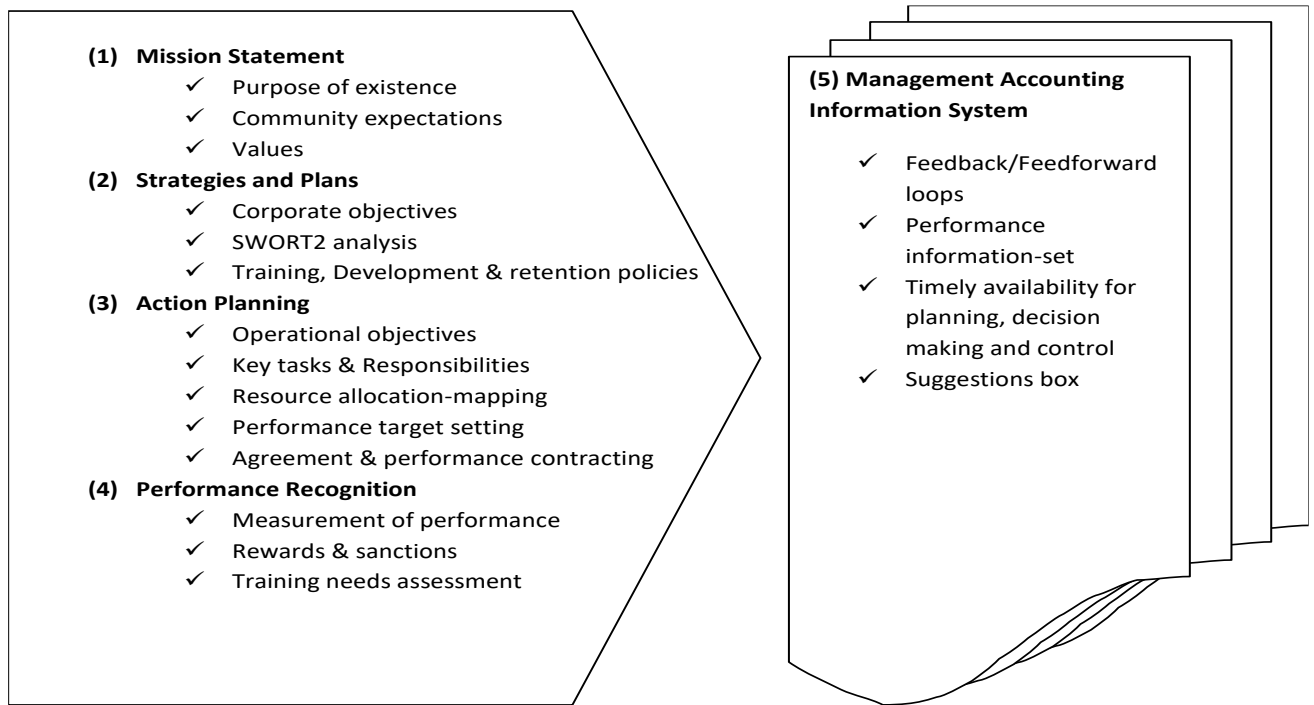


Figure 3: The Five Factor Performance Management Model

Source: Retrieved from Mwita, 2000

Another critical approach is the Balanced Score Card (BSC) which comprises of four dimensions namely: financial, customer care, internal business processes, growth or innovation, and learning. The four dimensions collectively translate strategy into operational terms. The Balanced Score Card is aligned to performance management system as illustrated in figure 4. The pertinent issues in the BSC are adopted in the performance contracting and appraisal systems which enhance employee performance in the public service in Kenya (Kenya Vision 2030, 2007; Constitution of Kenya, 2010).



Figure 4: The Balanced Score Card

Source: Kaplan and Norton 1996

Notably, strategic use of human resource management in enhancing organizational performance is a fact that has been alluded to by Truss (2001), Comway and Shehan (2003) and Schuler and Jackson (2005) in Armstrong and Baron (2009). Green, Wu, Whitten and Medlin (2006) in Armstrong and Baron (2009) reported that improved individual and organizational performance is linked to organizations which have integrated human resource function and practices in their operations. Tessema & Soeters (2006) carried out a study to find out how human resource practices affect performance in Eritrea. They reported that successful implementation of human resource practices enhances individual and organizational performance. However, Boslie et al (2005), found

commonalities and contradictions to this research carried out on human resource management and performance (Som, 2008).

Pfeffer (1998) and Holman et al (2003) in Armstrong and Baron (2009), considered employment security as key factor besides practices such as selective selection and hiring; extensive training, learning and development; employee involvement, information sharing and worker voice. Others were self-managed teams, trustworthiness, mutuality and team working; high compensation contingent on performance and harmonization in ensuring adoption of best practices and high commitment human resource management.

Ukko, Tenhunen and Rantanen (2008) and (2009), found out that motivation, learning opportunities, job satisfaction, participation in decision-making, linking organizational and individual targets, interactive communication and reward system impact positively on the quality of working life of employees. The previously mentioned factors formed the value chain of Teh and Pang (1999), which also included quality of work and goods or services, customer satisfaction besides effectiveness and efficiency of the system of public sector organizational transformation.

The study by Prajogo and Ahmed (2007), established a strong positive relationship between product quality and process innovation which were dependent on better employee performance. Bartlett (2003), advocated for a link between innovation, performance and evaluation as crucial for not only producing but also enriching organizational knowledge.

Indeed, Guest et al (2003), came up with a model linking human resource management and performance as shown in figure 5 (Guest et al, 2000a; Guest et al, 2000b; Guest et al, 2003). Indeed, the public service in Kenya embraces close linkages between business

strategy, human resource strategy and HR practices which improve competence and performance of employees.

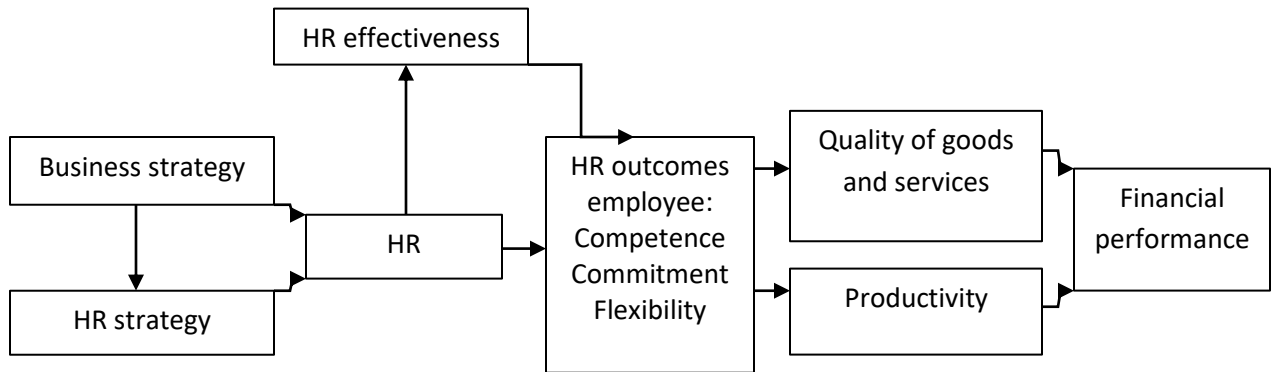


Figure 5: Model of the link between Human Resource Management and Performance

Source: Guest et al, 2000b

Nevertheless, Marchington and Grugulis (2000) and Holman et al (2003) in Marchington and Vikinson (2005), argued that although HRM practices influence performance, high commitment models cannot be and are not being applied in all work places across cadres. It may be necessary that each organization applies variation in getting the Best Fit Model (BFM) or strategies as the alternative. The BFM works best for each institution or organization as it caters for its specific needs and context. The proposals made by these researchers are in tandem with aspirations outlined in Kenya Vision 2030.

2.4 Theoretical Framework

According to Kohli and Deb (2011), the Harvard and Michigan models of 1980s have been found to be most influential in human resource management including employee performance as well as ‘best practice’ approaches by Pfeffer J.(1998) and Ulrich (1997).

In addition, Pfeffer (1998) argued that the greatest competitive advantage is with people as opposed to technology since technology requires people skills which are a prerequisite to employee performance. Nyakundi, Karanja, Munene and Nyamwamu (2012), reiterated the role of employee recognition in improving employee performance. In any case, competitors also adopt technology. An organization needs to go beyond technology adoption and manage its rapid changes to keep ahead of competitors.

Buchner (2007) in Armstrong and Baron (2009), identified social cognitive theory (Bandura, 1986) as being key to employee performance. The social cognitive theory (Bandura, 1986) is based on the concept of self-efficacy. The highlights of the theory include; paying direct attention to priorities, stimulation of effort, utilization of knowledge and skills in increasing chances of success and, drawing on full repertoire of skills when the goal is more challenging. He recommended that self-belief in employees should be developed and strengthened to improve employee performance.

According to Jackson and Schuler (1995) in Kohli and DeB (2011), theoretical frameworks of human resource management are key and determinant in employee performance. The resource dependence theory places emphasis on resources which affect policies and procedures of an organization. Successful organizations gain and retain scarce resources such as human resource thus, enhancing employee performance. However, within the public service in Kenya, employees move within the system especially on promotion thus defeating the purpose of this theory. The competitive advantage theory states that competitive advantage exists if a resource is rare, inimitable, non-substitutable and valuable. It should be noted that continuous training, organizational

culture, selection processes and prudent management of employee performance are precursors of competitive advantage. Continuous training within the public service is hampered by limited financial resources against prioritization of essential services to citizens.

The Institutional theory is such that organizations operate within rationalized myths for legitimacy in external environments comprising of various stakeholders. Within the Kenyan public service employees have to perform with the aim of meeting needs of stakeholders. Sometimes, this could put constraints on employee performance in organizations especially in view of limited resources. The Constitution of Kenya (2010) allows for strengthening of the legal relationship between employer and employee through unionization thus the agency theory is quite relevant to employee performance. However, due to difference in goals between employer and employee challenges have led to frequent industrial unrest hindering employee performance (Kohli and Deb, 2011).

The public service embraces code of conduct which determines general behaviour of employees. This is referred to as role behaviour theory which focuses on interdependence of behaviour as building blocks of an organization. The desired behaviour influence employee performance when properly embraced and monitored. Mechanisms of dealing with undesirable behaviour exist in appropriate policy documents (Republic of Kenya 2016 c and e). The essence of ongoing reforms in the public service has resulted in the adoption of organizational change theory which focuses on the need for change and management of the change with the aim of improving employee performance. Although appreciated, this theory alone cannot account for employee performance without other

factors such as adoption of technology, availability of resources and capacity building (Kohli and Deb, 2011).

According to Jackson and Schuler (1995), transactions cost theory involves creation of governance structures to monitor, evaluate and enforce set agreements. Governance structures were created through adoption of performance contracting. Performance appraisal is used alongside to monitor and evaluate set targets by employees and their supervisors. However, the assumption made is that continuous consultations take place between employees and their supervisors facilitating employee performance to take place. In addition, another assumption made is that work conditions are suitable which in some cases is not possible. Further, Jackson and Schuler argue that strategic contingency theory requires proper alignment of human resource in pursuing selected strategies, sometimes, this is an uphill task. Medium term plans guide employees in an organization on which strategies to pursue. In some instances, government priorities change, affecting employee performance. Delays in release of the exchequer and lack of capacity negatively impact on employee performance.

Organizational learning theory (Jackson and Schuler, 1995), advocates for capacity building and favourable work environment which enhances employee performance. Another critical theoretical framework is information processing perspective which advocates for free flow of information to enhance decision making. Indeed, some public service organizations have a communication strategy for efficient flow of information (Kohli and Deb, 2011). In applying this theoretical framework, it is envisaged that innovation is applied in not only contextualizing the theories whose origin is the Western

World but also adopting an indigenous and culturally national outlook during implementation within the public service.

2.5 Empirical Review

The conceptual review gives an insight into concepts of the study. The concepts of the study were; personal attributes, leadership style, team practices, organizational practices and socio cultural actors which affect employee performance in the public service in Kenya. Gender, intelligence and personality of employees have an impact on performance (Cozby, 2003; Armstrong & Baron, 2009). The above mentioned concepts interact hence, have an impact on employee performance. The following section outlines how these concepts influence employee performance.

2.5.1 Personal Attributes

Personal attributes include; skills development, training, career development, competence, motivation, attitude and job satisfaction by an employee amongst several other factors discussed in the following section.

At the onset of recruitment, the government usually states out the basic qualification skills required for employment in the public service. Thereafter, knowledge and skills of employees have to be managed through individual and organizational or collective learning to enhance competitive advantage, a fact alluded to by Burnes (2004), and Scarborough and Carter (2000) in Armstrong (2009). Skills development in the public service in Kenya is structured and aimed at enhancing employee performance. Organizations in the public service undertake Training Needs Assessment (TNA) on regular basis to identify skills gaps before preparation of training projections.

Organizational learning aims at not only meeting but also exceeding customer expectations hence, customer satisfaction as outlined by Bhattacharyya (2011).

The intention of Career Progression Guidelines in the civil service is for clarity in job description and specifications entailing skills amongst others as being crucial to banding and new job classification. Skills development is undertaken to equip employees with required up to date skills in areas such as technology which regularly advances or for purposes of handling new equipments and machines hence, preparing employees to face new challenges at the place of work (Kenya Vision 2030, 2007; Nzuve, 2007; Armstrong, 2009; Bhattacharyya, 2011; Republic of Kenya, 2013; Republic of Kenya, 2014a).

Training is crucial to enhance capacity of employee performance in the public service. It is with this view that several training programmes are designed targeting specific needs of individuals and cadres of employees. They include; orientation, skills development including ICT, safety training, professional and technical training, supervisory and managerial training. Orientation training is administered to new employees to provide them with basic knowledge required at the place of work. The basic knowledge includes knowing fellow workmates and their roles including finance and human resource matters, and rules and regulations including entitlements. Due to its lasting impact on an employee, orientation should be done in a very conducive environment. In Kenya, this is done by supervisors shortly after recruitment of new officers and not later than three months after employment as recommended in the training policy documents. Sometimes, financial challenges hinder implementation of this policy

Safety training enables employees to handle machines and equipment carefully hence making work place environment safe for all employees. On the other hand, professional and technical training aims at updating of skills in areas of specialization of employees as new developments arise thus, improving employee performance. Supervisory and managerial training is provided to senior employees to enhance skills in areas such as; organization, planning, decision making, communication, motivation, and public and human relations. In Kenya, apprenticeship type of training is administered to employees in industrial organizations including the *jua kali* sector such that skills acquisition is gauged through administration of Trade Tests which determine the level of competencies of employees.

In some instances, classroom type of training is commonly used away from the place of work to impart principles and practices in different subject areas such as e-government and interactive e-learning platforms for teaching and learning. The five-year sector plan is the articulated serves as the strategy of the organization in which training goals of individuals and organization are harmonized. The yearly performance contract and work plan for a ministry or any other public service organization are derived from the respective sector plan. The social strategy whose main purpose is to invest in people resonates well with the Sustainable Development Goals (SDG) 2015 and Beyond, the Agenda for Sustainable Development 2030, especially Goal 4 – “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

According to Burnes (2004), most of the training in Japanese companies is done on the job with the dual aim of improving organizational performance and individual development although employees are expected to take responsibility of their own self-

development. Generally, the Japanese government places emphasis on continuous development of employees for purposes of enhanced performance and promotion. Furthermore, training is a major component of any change project as it contributes to culture change due to enhancement of team work and interdepartmental cooperation. Burnes (2004), further says that “many of the skills and competences that the organizations wish to develop in staff and managers are the same ones necessary for bringing about successful change”.

Career development is a crucial aspect of career management. Career management gives opportunities to employees to develop abilities and careers thus, achieving own aspirations as well as appropriate talent for the organization. In so doing, needs of organization and individual interests are integrated thus, better employee performance. Career planning forms a crucial stage in the career management process by taking into consideration organizational needs, defined employee success profiles and performance as well as potential and preferences of individual employee. Each employee requires to advance in their respective career by accruing appropriate skills which are relevant to the specific job description and this requires that career counselling is undertaken to help individuals develop their careers. Successful career development requires a strategy which includes policy on promotion and career routes for employees.

The Public Service Commission works in liaison with directorates of human resource development within the public service to formulate appropriate policies such as career progression guidelines to guide career development (Public Service Induction Booklet (revised) 2008; Armstrong, 2009; Republic of Kenya, 2013, Republic of Kenya, 2014a).

Competencies refer to expected performance standards from an employee with the aim of achieving the desired results. Behavioural competencies refer to expected behaviour in delivering results under team working, communications, leadership and decision-making. Technical competencies refer to knowledge and skills which enable employees to carry out their individual and generic roles effectively.

Woodruffe (1990) in Armstrong (2009), describes competence in relation to work since competent employees meet their expectations. Hope (2012), advocated for retraining of civil servants to cope with job demands and improve operational flexibility by acquiring several skills (Burnes, 2004; Nzuve, 2007; Public Service Induction Booklet (revised), 2008; Republic of Kenya, 2008; Republic of Kenya, 2013 (b); UNDP, 2016).

The guide to the performance appraisal system in the civil service lists; customer citizen focus, professionalism, technical competency, communication and teamwork as key competencies. Time management, continuous learning and performance improvement. are also listed. The managerial and supervisory competences include; planning and organization, training and development of staff. Others include accountability in managing resources, risk management, judgment, objectivity managing and evaluating performance, and promoting use of information communication technology (Public Service Induction Booklet (revised), 2008; Republic of Kenya, 2008).

Competences and emotional intelligence are closely related in areas such as; self awareness, emotional management, empathy, relationships, communication and personal style, which affect employee performance. An employee is expected to exercise sensitivity, flexibility, adaptability, resilience and impact. Other competencies include; listening, leadership, persuasiveness, motivation, decisiveness and achievement. In the

United Kingdom, standard competences exist to guide achievement of set tasks and activities for purposes of certification upon achievement of the set standards or employee performance standards (Republic of Kenya, 2008b; Armstrong, 2009).

According to Bhattacharyya (2011), to motivate is to create a desire or willingness in the employee to perform in the manner in which managers want work done. It can be defined as the inner force that drives individuals to accomplish personal and organizational goals thus, enhanced performance. Kiruja and Mukuru (2013), found out from their study that intrinsic motivation is directly related to job performance. Arnold et al (1991) in Armstrong (2009), defined motivation as comprising of direction which refers to what a person is trying to do, effort which refers to how hard a person is trying, and persistence which refers to how long a person keeps on trying.

Motivated employees are critical in survival and productivity of an organization in the rapidly changing environment of work as motivation enhances employee performance. Extrinsic motivation refers to use of reinforcement such as increased pay, praise, promotion and punishment to motivate employees while intrinsic motivation refers to self-generated factors which lead to psychological satisfaction of needs of employees hence, better performance. Whereas extrinsic motivation could have immediate and powerful effect, they do not necessarily last long (Armstrong, 2009; Bhattacharyya 2011).

Attitude is defined as a settled mode of thinking by Armstrong (2009). It is also explained as a sense of liking or disliking an object by Makin et al (1996) in Armstrong (2009). Bhattacharyya (2011), defines attitude as a mental state which responds for or against objects. Attitudes are developed and also learned through experience hence can

change unlike traits. Cultural factors including values and norms, management style, policies on pay, recognition, promotion and quality of working life and groupings affect attitudes of employees negatively or positively.

Changes in knowledge could lead to changes in attitude which are emotion laden. Knowledge reinforces attitudes which after a long time reinforce individual and group performance. Attitude measurement is carried out using Likert scales as the case is in this study! Sometimes, discrepancy exists in people whose belief and action differ which is referred to cognitive dissonance and it affects measurement of attitude (Armstrong, 2009; Bhattacharyya 2011).

Job satisfaction is a critical factor which influences employee performance a fact corroborated by Nawaab (2011). An employee experiences job satisfaction and performs better at tasks when well trained and has sufficient skills hence foresees good prospects of career development. The employee is also well rewarded in terms of salary, allowances and recognition which are motivating factors in Armstrong (2009). Job enrichment involves expanding the job vertically leading to increased authority and compensation hence job satisfaction. On the other hand, job dissatisfaction can lead to high labour turnover as a fact alluded to by Nzuve (2007). Job dissatisfaction could arise from poor working conditions and job description, poor pay, inequalities in pay and opportunities. Other factors include unclear job description, differential treatment and lack of supervision as cited by Nzuve (2007), Armstrong (2009), and Armstrong and Baron (2009).

2.5.2 Leadership Style

Leadership is a process whereby an individual influences a group of individuals to achieve a common goal according to Northouse (2004) in Mugenda (2008). According to Armstrong (2009), it is mobilizing and influencing the people with whom you work to connect and strive to achieve mutually agreed upon goals and objectives of an organization. Leaders therefore champion change of behaviour and attitudes towards common goals thus influencing increased customer satisfaction as a result of better employee performance. They are also expected to know the needs of each individual and harmonize them with those of others and the group.

An effective leader demonstrates wisdom, focus, zeal and confidence to succeed. The leader should also motivate, mentor and coach people, clarify vision, establish direction, explore scope, and identify and nurture potential aimed at enhancing employee performance. In addition, the leader mobilizes, energizes and empowers people, directly communicates to inspire commitment, seeks challenges and exploits opportunities with the aim of employees accomplishing tasks.

Through introduction of Rapid Results Initiatives (RRI) and Huduma centres in the public service in Kenya, production time for several services has been reduced. For example, the time for processing a Kenyan passport was reduced from more than 21 days to 10 days or less. This was possible through increased efficiency in passport processing by enhancing the competence of employees through short tailor-made induction courses or on the job training (Mugenda, 2008; Armstrong, 2009) .

A successful leader appropriately applies authoritative, authoritarian, consultative and participatory styles in managing employees since none of the styles could suffice singly.

Good leadership focuses on people, values, mission, purpose and direction, picks good ideas, takes responsibility, exercises mental toughness and respects peers. The good leader knows self, is open to change, competent, honest, listens, innovative and courageous, rather than emphasize on activities, methods, techniques and speed. Transformative leaders become catalysts of change by challenging everybody and making people develop self-belief thus motivated to strive for higher goals (Mugenda, 2008).

According to Armstrong (2009), mentoring is a method of helping people to learn and develop .as opposed to coaching which increases people's competence. A mentor acts as a role model, teacher, advisor, counsellor and guide for the mentee thus preparing the mentee for leadership roles in future as explained by Kohli and Deb (2011). According to Gordon (2001) in Armstrong (2009), mentoring is a fundamental form of human development where one person invests time, energy and personal know-how assisting the growth of another person to improve performance at tasks.

Mentoring is given to specially selected and trained employees by providing guidance, pragmatic advice and continuing support enabling the employees to learn and develop. The mentees are prepared to acquire knowledge and skills to perform better at the current or new job and advance in their career. Both administrative and technical skills are cascaded to mentees including corporate culture and management style. The self-development and learning programmes used to mentor include coaching in specific skills and helping mentees learn to do things for themselves. This is done by developing personal and professional competencies for improved work–life balance and individual performance hence, promoting talents internally within the organization from mentor to

mentee. Mentorship keeps employees happy and motivated and subsequently, the customer is kept happy. A policy on a mentorship programme is handy for organizations which maintain competitive advantage. Mentorship allows an organization to enhance skills, develop and retain talented employees while building a legacy for the organization as indicated by Kohli and Deb (2011).

Guidance or support to employees is about acquisition of necessary skills and knowledge as explained by Mugenda (2008). Management needs to guide and support employees for efficient service delivery as well as career development. Guidance is necessary for enhancing greater job performance and effectiveness at tasks. Human resource managers build a guiding coalition by liaising with line managers, a fact alluded to by Kohli and Deb (2011). Vision and strategies are communicated to the coalition.

Communication is key to formation of strong coalition between managers and employees as feedback continuously informs critical decisions. This is particularly so when building up example. Employees need communication on work performance and personal related issues. Organizations therefore require guidance policy to outline communication structures between management and employees to provide a road map for enhanced employee performance. With proper support, highly skilled employees become innovative by coming up with new services or products of improved quality to attract customers and maintain a competitive advantage. New or improved products lead to opening of new markets (Karugu, 2008; Armstrong, 2009; Kohli and Deb, 2011).

2.5.3 Teamwork Practices

Team practices refer to quality of support provided to an employee by colleagues such as team building, sharing of tasks, social and performance counselling, and working mutually for the common purpose of sustaining performance. According to Allen and Holman (2002), teamwork enhances employee performance.

A team is a group of individuals who jointly work towards the achievement of a goal. Katzenbuch and Smith (1993) in Armstrong (2009), said that “A team is a small number of people with complementary skills who are committed to a common purpose, performance goals and approach for which they hold themselves accountable”. Teamwork is necessary to ensure democracy at the workplace, enhance change, encourage innovation and creativity, and allow for effective decision-making and networking. Teamwork involves forming teams which are expected to work coherently towards the realization of organizational goals. Teams are the basic units of performance in most organizations as employees in the team bring together skills, experiences and insights of several people hence tackling performance challenges together. The team development process goes through polite stage, conflict or fighting stage, stability stage, performing stage and the ending stage.

A manager therefore needs skills to deal with vision and terms of reference, guide and handle conflicts and create harmony, give feedback and support the team towards the achievement of the goals of an organization. Teams are flexible and responsive to changing work environments by adjusting approaches to work (Kohli & Deb, 2011) .

High performance teams exhibit a deep sense of commitment to growth and success of the organization. Belbin (1981) in Armstrong (2009), outlines the roles as: chairperson

who controls operations of the team, shapers of how the team works, workers who convert proposals into procedures, workers who produce ideas and strategies, resource mobilizers, monitors or evaluators who analyze problems and evaluate ideas, workers who inspire team members and enhance communication and finishers who complete tasks.

According to Margerison and McCann (1986) in Armstrong (2009) a balanced team needs members with the following roles: reporter or advisor who gathers and synthesizes information for ease of understanding; creator or innovator who comes up with new ideas and ways of doing things; explorer or promoter who escalates ideas; assessor or developer who turns ideas into action; organizer who ensures adherence to targets, deadlines and budgets; concluder or producer who sets up plans and standard systems for outputs; controller or inspector who ensures adherence to rules and regulations; and upholder or maintainer who guides on meeting standards. Huduma centres and Rapid Results Initiatives (RRI) stand out as innovations carried out by teams within the public service in Kenya (Republic of Kenya, 2009; Republic of Kenya, 2013).

Both Belbin (1981) and Margerison and McCann (1986) in Armstrong (2009) show that a team has members with different abilities who perform different tasks towards achievement of the organizational goal. The manager of an organization is expected to handle group dynamics by providing training in team building, interactive groups and training groups as this leads to increased sensitivity, diagnostic ability and action skills among members and subsequently, employee performance. Within the public service, a team is responsible for setting performance targets of an organization and monitoring

performance including gathering of evidences of achievements. In so doing, individual, team and organizational strategic objectives are linked and aligned.

Apart from that the performance contracting team ensures that all employees adhere to citizen service delivery charter to realize efficient, quality and timely delivery of services. This is done through improvements made in employee performance. The performance contracting team works closely with the ISO compliance team to make sure that ISO standards are adhered to and that quality is not compromised as each employee is expected to perform at best. In developed countries like the United Kingdom, trade unions are involved in employee performance contrary to what happens in Kenya where, unions are mainly concerned with collective bargaining, terms and conditions at the workplace without much concern about employee performance (Republic of Kenya, 2006; Ngesa, 2008; Armstrong and Baron, 2009, Armstrong, 2009; Republic of Kenya, 2016e).

According to Kohli and Deb (2011), organizations which sustain competitive advantage undertake performance counselling of employees using skilled managers. This fact is alluded to by Armstrong (2009) who stated that counselling is a skilled business which is best carried out by trained people. He recommended face to face counselling although, the phone could also be used to deal with personal and work related problems such as bullying and harassment. Performance counselling enhances employee performance. It should be offered during the entire period of performance contracting.

Social counselling helps to define and work through personal problems and organizational changes. According to Dessler and Varkkey (2009), employees face mental health and family challenges which should be resolved otherwise employee

performance declines. Human resource managers need performance counselling skills entailing human behaviour, interpersonal skills and performance problems of employees. They also advocated for Employee Assistance Programmes (EAPs) in response to sickness, bereavement, domestic problems, alcoholism and substance abuse as well as retirement which affect employee performance. An organization needs to provide group employee services including restaurants, sports and social clubs as has been done in some public service organizations in Kenya.

Safaricom mobile company was the first public entity to provide child care facilities for its employees to enable young women concentrate on work while their children are in close vicinity. Child and elderly care are some of the challenges facing employees thus, hindering performance a fact alluded to by Dessler and Varkkey (2009).

During counselling, the manager should actively listen to the employee's message, keep eye contact, relax the employee, occasionally nod the head, maintain natural facial expressions while watching out for signs of boredom, self-confidence, defensiveness, frustration and anxiety from employee. The manager is expected to respond and carefully question the employee for clarity purposes. Line managers should pay keen attention to issues affecting employees to be able to identify those who require professional counselling to facilitate the referral. Counselling of employees on weaknesses as well as reinforcing strength supports management by objectives (Republic of Kenya, 2008; Kohli and Deb, 2011).

2.5.4 Organizational Practices

Organizational practices refer to systems at the workplace and facilities provided by an organization or institution in enhancing employee performance. Organizational practices function and resonate well when managers act as champions of high performance and also as change agents. Job design, work culture, utilization of human resource, health and safety have an impact on employee performance. Employee relations, performance appraisal, information and technology also impact positively or negatively on employee performance. Armstrong (2009), refers to organizational culture as the values, norms, beliefs, attitudes and assumptions that determine how people behave and do things.

Job design is one of the organizational practices which contributes immensely to the successful operation of an organization. According to Nzuve (2007), job design is a process through which related tasks are combined or redesigned to form a complete job. Job enlargement and enrichment are key processes in job design. In addition, Robertson and Smith (1985) in Armstrong (2009) advocated for job rotation approach whose aim is to reduce boredom thus allowing employees to multitask and in so doing enhance employee performance. In Kenya, multiskilling is a facilitator of job rotation. The self-managing groups approach refers to autonomous work groups created to enhance multiskilling, work processes, planning, schedules, control and distribution of work including own performance monitoring.

Also important the approach of high performance work design where employees multiskill, get encouraged and are trained to acquire new skills. Such a group is responsible for own planning, controlling and monitoring of work. It establishes relations

between jobs in an organization. A job can be expanded horizontally thus, giving more duties as well as responsibilities to the job holder without necessarily increasing pay or other benefits. Both, Nzuve (2007) and Armstrong (2009), encouraged use of job enrichment, autonomous work groups or high performance work design while criticizing job rotation and enlargement as being insensitive to intrinsic motivation.

The Salaries and Remuneration Commission (SRC) was set up to regularly review and set up remuneration and benefits including pension of state officers as stipulated in Article 230 of the Constitution of Kenya (2010). So far, lack of harmony in remuneration has resulted in industrial unrest in key government sectors such as health and education in recent times seriously affecting employee performance. The SRC therefore, advises national and county governments on remuneration and benefits of state officers with the aim of ensuring harmony, equity and fairness in attracting and retaining skills in the public sector. This mandate is realized through carrying out of surveys on trends in the labour market with the aim of realizing high employee performance and subsequently economic growth. Overall, it is the responsibility of SRC to stabilize the wage bill of the public sector.

So far, SRC undertook job evaluation within the public sector in Kenya in 2016 to establish the worth of every job. In the report of SRC dated February (2017), it was reported that based on the findings of the job evaluation, the compression ratio was reduced from 1.58 to 1.10. In addition, state officers are set to receive higher salaries with effect from July 2017 which has not been reflected. In Kenya, pay is based on the job group and length of service in the public service while rewards in terms of bonus are paid for excellent performance of work. A bonus is equivalent to the salary of one month as is

recommended in the performance appraisal guidelines (Republic of Kenya, 2008b). Although Dessler and Varkkey (2009), advocated for linkage of reward to pay, they alluded to the fact that the practice faces challenges and could signal discouragement to some employees.

Work culture refers to how people in an organization perform duties in certain ways. Work is the exertion of effort while applying skills and knowledge to achieve a purpose. Most people work to earn a living besides feeling worthwhile, prestigious, recognized and achieving set targets among others. Noon and Blyton (2007) in Armstrong (2009) found out that most people consider work as a central life activity second only to family. Work provides a feeling of togetherness and is a source of identity.

The output of employees improves when working under high performance culture which is provided for under performance contracting, ISO and benchmarking practices. Organizations implementing performance contracting set challenging and stretching goals which call for working smart to achieve the goals. Currently, organizations including state corporations are working towards flexible work schedules and few staff are engaged in what is called lean organizations which adopt information communication technology to ease work. Organizations which involve employees in decision-making enhance sense of ownership and commitment.

The public service currently aims at work–life balance by implementing flextime or home working especially for ladies, paternal leave for men, job sharing and special leave for employees to attend to domestic crises in line with views of Dessler and Varkkey (2009). An organization with strong work culture most likely vouches for organizational learning through which talent is tapped and nurtured and together with clear job design

leads to job satisfaction and more commitment to work. In most cases, successful organizations implement a communication strategy to enhance efficiency in work procedures (Code of regulations (Revised), 2006; Armstrong, 2009; Republic of Kenya, 2016e).

An organization requires human resourcing strategy to achieve competitive advantage by attracting, engaging effectively and retaining quality staff. Grant (1991) in Armstrong (2009) states that “The firm’s most important resources and capabilities are those which are durable, difficult to identify and understand, imperfectly transferable, not easily replicated and in which the firm possesses clear ownership and control” while emphasizing the key role played by human resource. Each organization strives to be the employer of choice by providing better opportunities and rewards to its employees. The strategic resourcing of human management ensures that those recruited have attitudes and behaviour congruent with requirements and the success of the organization.

According to Armstrong (2010), people resourcing strategy should be in tandem with business strategy to allow for appropriate skills and behaviour, organizational restructuring and culture change. The components of people resourcing strategy include employer brand, absence management strategy, retention strategy, flexibility strategy, talent management strategy, recruitment and selection strategy. Employer brand should be such that it clearly states core values, fair treatment of staff, provides opportunities for growth, allows for work-life balance, quality management and leadership, collegiality and success of organization as well as benchmarking to obtain innovative ideas. Employee turnover should be measured using index or survival rate to determine the cost of replacement. Meanwhile, retention planning should take into account mitigation

against high turnover. Recruitment and selection should take into account recruitment planning, analysis of recruitment strengths, weaknesses and requirements, internal and external sources of candidates, advertisement, online recruitment and selection methods. Agencies, job centres and consultants could be used to recruit specialist staff.

The Public Service Commission of Kenya uses its website to advertise, shortlist as well as indicate status of advertised jobs such as short listing or interviewing. Advertisement of public service jobs is also done in the local dailies. Some high level interviews are screened on local television channels for openness and elimination of bias as per requirements of the Constitution of Kenya (2010).

Talent management is prerequisite to staff retention. Talent management is the process of identifying, recruiting, developing, retaining and appropriately deploying staff with special gifts, abilities and aptitudes. The talent management strategy should be derived from the business strategy of an organization. The talent management strategy should include; attraction and retention programmes, role design, talent relationship and performance management, learning and development, succession planning and career management. Career management activities include postings of internal job openings, formal education, performance appraisal, career counselling and job rotation to facilitate cross functional experience.

Information and Technology is the driver of performance in the current information era. Drucker (1988) in Armstrong (2009) wrote “Information is data endowed with meaning and purpose” while, knowledge is information which has been put to productive use such that it has become personalized, somehow intangible and may be elusive as explained by Armstrong (2009). Information should be easily accessed by users such as

business awareness creation through websites where each organization posts work related issues on a regular basis. Explicit knowledge is that which is recorded and packaged in databases, intranets and intellectual property portfolios while tacit knowledge is that which was acquired through experience thus, exists in people's minds. Hansen et al (1999) in Armstrong (2009), suggested that tacit knowledge includes scientific or technological expertise, operational know how, and insight about an industry or business. Knowledge management therefore involves conversion of tacit to explicit knowledge using intranet, data warehouses, data analysis, email or lotus notes, networking and creation of directories of new communities.

Scarborough et al (1990) in Armstrong (2009), view technology as a means of communication as opposed to as a means of storing knowledge. Proper utilization of information and technology improves organizational effectiveness by increasing efficiency of systems and processes. One of the key public sector transformation strategies is improvement of internal effectiveness and accountability.

Introduction of use of computer in public service on a wider scale started in the 1990s through capacity building in information and communication technology. By the year (2011), the Government Human Resource Information System (GHRIS) was introduced to the Integrated Personnel Payroll Data (IPPD), Integrated Financial Management System (IFMIS), G-Pay, and the Insurance and Risk Management Information System (IRMIS) with human resource function as outlined by Kelemba (2013). The users of GHRIS include Ministries, Departments and Agencies (MDAs). Others include county governments, employees of the public service and the public (Republic of Kenya, 2016e).

Since then, efficiency has been realized in quality information, faster, flexible and better services to employees by human resource departments. These include better ways of human capital reporting capacity building and metrics, easily accessed e-records which are cost effective and online application for leave.

In addition, e-learning, employee surveys, job evaluation, intranet, manager and employee self-services, payroll administration, pensions and benefit administration are easier to handle. Employee records, employee turnover analysis, equal opportunity modelling, HR planning and forecasting as well as knowledge and diversity management are being done online (Ministry of State for Public Service, 2009). Recent advantages include e-procurement and i tax used to file tax returns, thus, reducing paper work. The GHRIS portal is easily accessed by use of Local Area Networks (LANs), the web, mobile and other technologies (Burnes, 2004; Ministry of State for Public Service, 2009; Kelemba, 2013).

Health and safety of an employee is part of the package of employee terms and conditions as required by the law. Reasonable working conditions is a constitutional right as articulated in article 41 of the Constitution of Kenya (2010). Key components of health and safety include a health and medical policy. A dispensary operated by a qualified doctor and nurse within an organization with connections to other health facilities, programmed medical checkups, medical insurance cover for employee and specified family members is an added advantage. Safety arrangements at the place of work ensure that there are measures which protect employees from work-related injuries such as fumes, gas leakages, explosives, fires, spilled chemicals and faulty machines. Safety measures include exit signs and escape routes, warnings about any hazard such as wet

floor, proper lighting and ventilation, and clear working procedures. Some organizations have safety policy documents which are implemented at the workplace (Republic of Kenya, 2016e).

According to Aluchio (1998), modern technology poses very high health risks to employees thus the need for comprehensive medical cover in addition to undertaking safety measures already mentioned in this section. Organizations undertake education of employees on safety measures and sometimes, a few employees undergo training in safety together with First Aid. It is important for organizations to undertake risk assessments and initiate preventive action to mitigate against hazards. Apart from safety measures, employees should be provided with plenty of safe drinking water, and water for washing and changing rooms. Indeed, fire drills should be regularly carried out to equip employees with skills in disaster management. Occupational health programmes should assist employees in avoidance of hazardous situations (Aluchio, 1998; Nzuve, 2007; Armstrong, 2009; Constitution of Kenya 2010).

According to Aluchio (1998) and Nzuve (2007), employee relations refer to approaches, methods and procedures used by employers when dealing individually or collectively with employees through trade unions. The Constitution of Kenya (2010), provides for healthy employee relations in the employment sector. Labour or industrial relations refer to dealings between management trade unions in relation to collective agreements, collective bargaining, disputes resolution and work environment. In Kenya, attempts have been made to have partnership relationships between management and employees whereby employees are involved in both policy formulation and implementation due to the presence of a strong labour movement.

Employee relations policies stipulate the position of the organization on unionization and collective bargaining. Good employee relations is the desire of most organizations as a way of keeping away strikes, work stoppages, boycotts and lock out. Key policy areas include recognition of trade unions, centralized collective bargaining, procedures such as discipline, grievance handling and redundancy, participation and involvement, partnerships, employment relationship, harmonization of terms and conditions of employment, and work environment. Grievance handling involves conciliation, arbitration and mediation. Policies therefore tend to place emphasis on human resource management and industrial relations. Unions play a key role in collective bargaining and working conditions (Republic of Kenya, 2016e).

However, following the promulgation of the Constitution of Kenya (2010), as stated in chapter 4 on the Bill of Rights in article 37 “Every person has the right to peaceably and unarmed to assemble, to demonstrate, to picket and present petitions to public authorities”. Article 41 exclusively talks about labour relations which give every person the right to: fair remuneration, reasonable working conditions, participation in trade union and going on strike as long as the seven-day notice has been given to the employer. The same article gives an employer the right to: join and participate in employers’ organization while every trade union has the right to: administration programmes and activities, organize and form and join federation. At the same time, every trade union, employer organization and employer have a right to engage in collective bargaining while, the government will endeavour at all times to have good working relations with the unions for purposes of maintaining industrial harmony.

Training policy is designed to provide guidance on equitable training of employees. Development of human resources in the public service is a function of the Public Service Commission of Kenya as indicated in article 234 (1) (f) of the Constitution of Kenya (2010). Training is a crucial component of the Code of Regulations (2006), as well as the Recruitment and Training Policy (2005). The main aim of the Recruitment and Training Policy is to improve efficiency and effectiveness in employee performance. Recruitment therefore is based on meritocracy aspects such as competition, attitude, transparency, performance appraisal results, integrity and high moral values, knowledge, skills and experience with the aim of attaining appropriate staffing levels, succession planning, identification of officers for training, assure gender equity, competencies and capabilities as well as enhancing of research and development. It is this policy which paved way for the review of the schemes of service with the aim of developing career progression guidelines.

The procedure in the government is such that newly recruited officers undergo induction and orientation training within three months of being recruited. Training Needs Assessment (TNA) is undertaken within the public service to reveal skill gaps. The TNA report guides the preparation of training projections comprising of short and long term courses. Officers applications for training are presented at the ministerial training committee for deliberation and possible approval. As per this policy, it is recommended that each officer trains for at least five days in a financial year in courses such as policy formulation and project management at senior level.

The courses of self-sponsored officers and those undergoing open learning are also approved by the same committee which is chaired by an authorized officer who has

authority to incur expenditure. The sponsored employees are bonded to work for the government after completing their courses for a specified time. The National Commission for Science and Technology awards research funds to successful applicants at master and doctorate levels. Bachelor's Degree programmes are funded by the Higher Education Loans Board (HELB). However, self-sponsored officers pay for themselves. The main purpose of training is to enhance employee performance.

Apart from the policy, the government embarked on institutional capacity building as a component of the Institutional Reform and Capacity Building Technical Assistance Project funded by the World Bank. The project's target included effective management of economy towards realization of the First Medium Term Plan (2008 – 2012) of Vision 2030. In addition, the project aimed at creating transformative leadership and ethics for results based management hence enhance the capacity of senior government officials in the change process towards effective and efficient employee performance. The Kenya School of Government and its campuses have been mandated to train public servants in courses such as; culture change management, senior management and strategic leadership. However, this initiative is hampered by; high turnover of human resource development managers, slow procurement process and course approvals, and delays in funding for training and release of the exchequer (Republic of Kenya, 2005; Republic of Kenya, 2006; Vision 2030, 2007; Republic of Kenya, 2010; Kelemba, 2013; Republic of Kenya, 2014(a))

Performance appraisal is the formal assessment and rating of individuals by managers based on review of work done as stated in Armstrong (2009) Staff appraisal is a component of performance management reforms in the public service in Kenya.

Appraisal refers to an assessment of performance of an employee on the job using a formal appraisal instrument where actual performance against set targets is measured and recorded. The staff performance appraisal report should be compiled at the beginning of the financial year and not later than 31st July. It is a systematic way of planning, reviewing and assessing employee performance as indicated in the Republic of Kenya 2016 (d). This is done to: link individual performance targets to organizational strategic objectives and work plan; enhance communication between employee and supervisor on progress of work done through continuous feedback; and provide a basis for monitoring and evaluating performance of an employee.

In addition, appraisal of employee performance is also done to align operational and financial performance targets with budgetary provisions, and assess learning and development needs of an employee in good time. Besides, appraisal assists in decision-making on issues such as renewal of contracts, delegation of duties, promotion, deployment and training. Rewards for excellent performance and sanctions for consistently performing poorly are also based on appraisal of employee performance. It separates excellent performers from marginal performers as suggested by Kohli and Deb (2011).

Good performance deserves reward and compensation to motivate an individual(s) while, poor performers are reprimanded. Appraisal system involves work planning, setting of agreed performance targets between officer and supervisor, feedback and reporting mechanisms. A link exists between appraisal and human resource systems and processes such as recruitment, staff development, career progression, placement, incentives for excelling and sanctions for failure to meet targets. Appraisal enhances

continuous assessment of work, accountability, performance monitoring, quality service delivery and participation in planning, delivery and evaluation of work performance as outlined in the code of regulations for the civil service (2006).

The sections of performance appraisal include; values and commence assessment, and managerial and supervisory competences. Training needs are also captured for inclusion in the training projections. A combination of behavioural-anchored rating scale, weighted checklist and forced choice method are applied in the sections of values, core competences and managerial skills. The appraisal system in the public service in Kenya resonates well with aspirations in Kohli and Deb (2011), who believe that performance appraisal is necessary since each employee has different personality and different situational, social, psychological and physiological traits. The employee's motivation to perform, develop personal capabilities and improve future performance is influenced by timely and impersonal feedback.

The human resource decisions based on performance appraisal include reward or sanctions administration, validation of selection procedures, assessment of training and developmental needs of employees. Others are promotion, transfer, termination, career development, succession planning, grievance management and human resource planning. Although guidelines on performance rewards and sanctions are contained in the performance rewards and sanctions framework for the public service, the framework is not being implemented as such! However, performance appraisal has disadvantages such as halo and horn effect, spill over effect, sympathy and overrating effect. Negative feedback such as criticism acts as negative motivation. Sometimes, managers fail to master appraisal technique hence, may be biased during appraisal leading to low self-

esteem of employees. A lot of time spent and resources utilized may not be consummate to achieved results (Republic of Kenya, 2006; Republic of Kenya, 2008; Armstrong, 2009; Kohli and Deb, 2011; Republic of Kenya, 2016a, b, c, d).

Learning culture and rituals is organizational specific and affects how skills and experience are gained in an organization. Learning culture refers to the set of regulations regarding organizational learning which involve development of new knowledge, know how, techniques and practices. The Kenya government adopted the model of Kotter (1995) in Armstrong (2009), which involves; establishing a sense of urgency, forming powerful guiding coalitions, creating a vision, communicating the need for change and empowering others. Also creating short term wins and celebrating, consolidating improvements and creating more change and, institutionalizing new approaches in bringing about change in the public service.

The acquired knowledge is disseminated to facilitate shared implementation as a result of achieved intended results or when results do not reflect what was intended as indicated by Argyris (1992) in Armstrong (2009). Learning culture and rituals are best articulated in the performance contract, appraisal system and citizen delivery service charter of an organization.

Results based management commenced in the public service in Kenya at the onset of change from process management to focus on results for the public since 2004. Application of Rapid Results Initiative (RRI) approach which was started on a pilot basis between 2004 and 2006 led to improvement in service delivery in terms of efficiency, quality, cost effectiveness and timeliness. These are aspects of improved employee performance. The RRI approach involves undertaking activities within a period of 100

days with midterm review being undertaken after 50 days. Coaches are hired on temporary terms to assist in implementation of RRI. Creation of Huduma centres countrywide has led to better employee performance and subsequently, efficient service delivery.

However, the tempo of RRI declined such that nothing much seems to be ongoing apart from earlier gains as sustainability is highly dependent on timely provision of finance, human and other resources which seem to be declining (Burnes, 2004; Armstrong, 2009; Armstrong & Baron, 2009; Kobia & Mohammed, 2009).

2.5.5 Socio-Cultural Factors

Globalization, new technologies and innovation, economic and dynamic contexts have an impact on employee performance. Internal and external environmental pressures and changes affect employee performance. Internally, employees are affected by insistence on high performance practices, employee involvement and participation and flexible work programme. However, these approaches, especially flexibility, negatively affect investment in training, skills development and further education. Internal pressures improve innovation capacity, quality and efficiency of services delivery and subsequently good returns on investment. Additionally, type of business, size of organization, age of organization, adoption of technology, type of staff and organizational culture affect organizations internally (Armstrong, 2009). Externally, organizations as well as society at large is affected by globalization and new technologies. The external environment consists of social, political, legal and economic developments and competition pressures (Armstrong, 2009).

Globalization is the process of international economic integration in worldwide market despite the changing nature of domestic and international trade (Armstrong, 2009). Globalization involves development of single international markets for high quality goods and services thus accelerating growth in the world trade based on rules set by supranational bodies such as the World Trade Organization (WTO) thus, the developing countries remain minnows under pressure of suppression. Global companies have economic interests or activities which extend across international boundaries with the aim of profitability.

Global human resource management (HRM) involves managing all HRM activities throughout the world. It therefore calls for multinational companies to manage challenges of efficiency and flexibility while managing risks in order to gain competitive advantage as outlined by Bartlett and Ghoshal (1991) in Armstrong (2009). Globalized HRM uses new technologies to manage staff globally in more or less the same way. “Global competition in mature production and service sectors is increasing” Armstrong (2009). Globalization is achieved by removing legal and political barriers to trade which limit material and cultural exchange hence, hindering worldwide integration of markets and world cultures which are dealt with through adaptation to suit specific local needs. Economic liberalization and advent of new technologies such as the internet which drives globalization.

According to Palmer (2012), liberalization of government economic policy, direct foreign investment and new technologies especially in the financial sector and information communication enhance globalization. He adds that globalization started long time ago through specialization and migration of people in ancient times and that

trade should be made free for all without the developed world and big multinationals enjoying favours and monopoly.

According to Mackay in Palmer (2012), successful businesses create value for customers, employees, suppliers, stakeholders, investors and communities. Such businesses have a higher purpose than making money; they put emphasis on ethical leadership, create teams, prioritize core values, create a culture, care for the environment and educate stakeholders on healthy eating and lifestyles. The businesses also invest for growth. However, Burnes (2004), states that sustainability, workforce diversity and business ethics pose a challenge to globalization. Nelson Mandela in Palmer (2012), said “Money won’t create success; the freedom to make it will”. Economic freedom to produce, trade and consume services including HR or goods is key to fight against poverty since it allows for prosperity, higher standards of living, longer life span, gender equity and subsequently, economic growth and social wellbeing (Burnes, 2004; Armstrong, 2009; Palmer (Ed), 2012).

New technologies include information communication technology and innovation. Indeed, technology is one of the situational variables that determine performance of an organization. Others include organization size and environmental uncertainty as explained in Burnes (2004). New technologies include internet which is extensively used by organizations in communication and doing business such as online shopping. Use of technology determines how work is organized, managed and carried out thus affecting human resource policies and practices. Provision of personal computers to employees alters the way work is done. However, efficient operation of the computer will vary from

organization to organization. Extensive use of intranet, and e-learning among others, impact positively on improving performance.

An information system provides for collecting, analyzing and reporting data efficiently thus, affecting right decision-making as opposed to a flawed data system, Kohli and Deb (2011). The manager therefore becomes a manipulator of information as opposed to a manager who is not ICT compliant who could easily become an obstruction to information flow (Burnes, 2004; Ministry of State for Public Service, 2009; Armstrong, 2009; Kohli and Deb, 2011; Kelemba, 2013).

Economic and dynamic contexts affect employee performance and subsequently effective service delivery of an organization. The status of an economy is directly linked to the availability of resources such as finances, human, equipment and materials which are critical in enhancing employee performance. Palmer (2012), suggested that free markets embrace innovation, wealth creation and social change which bring prosperity to people. He also believes that capitalism encourages innovation evident in telecommunication and financial sectors which have tapped human energy and ingenuity riding on digital platforms thus adding value to goods and services. Mauritius and Botswana in Africa have embraced good models of economic freedom leading to economic and social prosperity for their communities. Organizations are not static but dynamic. For instance, change is constantly taking place in organizations in small measures demanding for new behaviours and different skills towards attaining competitive advantage (Armstrong, 2009; Republic of Kenya, 2009; Palmer, 2012).

The abbreviation ISO refers to International Standards Organizations while benchmarking refers to attaining of internationally approved quality standards including

ISO on goods or services rendered by an organization. These standards have been used to measure employee performance. Quality standards emerged in 1987 with ISO 9000 which was closely followed by Indian Standards IS 1400 in 1988. Later in 1991, Taguch Methods emerged in Japan. Earlier on, successful implementation of Total Quality Control (TQC), Total Quality Management (TQM) and strategic planning had taken place by 1983 in the western world. Prior to that, quality systems such as Integrated Quality System (IQS) had been in use since 1979. Organizations implementing ISO certification usually state quality statements which comprise of: vision, the expectations of an organization; mission, stating type of organization, its customers, what the organization does and how it is done. In essence, the mission statement provides leadership and direction.

The other component is the quality policy statement which indicates prioritization of quality, fulfillment of customer needs, competitive excellence, continuous quality improvement and prudent utilization of human resource. Three of the study organizations had attained while two, the county governments commenced performance contracting in July 2015 hence, not ISO certified.

Armstrong (2009) describes benchmarking as comparison between what is happening in an organization with what is happening in similar organizations. The comparison can be done on the basis of quantified performance data or through exchange of information on good practices. Benchmarking guides identification of areas of gaps in performance hence, need for change or even innovation based on set standards. It is common practice for organizations to benchmark on high performing organizations especially those which

are ISO certified thus, enhancing employee performance (Naavagorozan and Arivalagar, 2009).

2.6 Conceptual Framework

2.6.1 Variables

According to Cozby (2003), a variable is an event, situation, behaviour or individual characteristic that may be altered. Each variable is usually assigned two or more values or levels, for example, gender has two values, namely male or female, which cannot be manipulated. Although operational definitions are given to variables on the basis of operations or techniques used in manipulation or measurement, care was taken to reflect the true theoretical meaning of the variables.

The dependent variable, which is considered to be the effect or response, is employee performance which in this study included quality service, increased productivity, cutting costs, customer satisfaction and access to new markets amongst others. The independent variables, which are considered to be the cause, were personal attributes, leadership style, team practices, organizational practices and sociocultural factors.

During the study, the relationship between independent and dependent variables was established. The independent variables were manipulated by the researcher while the dependent variable was measured. According to Cozby (2003), the study may have been affected by intervening variables. Intervening variables are variables which interfere with the relationship between independent and dependent variables. Information technology culture which includes innovation and adoption of new technology is an example of an intervening variable. Political changes have an effect on governance, policies,

programmes and projects thus impact on employee performance. Sometimes, senior officers who are involved in managing employee performance get transferred to other organizations within the public service. Such transfers affect employee performance.

Timely resource availability and allocation per station affects meeting of set targets by employees. Subsequently, resource availability and allocation is an intervening variable. Additionally, aspects such as loyalty, attitudes, motivation and perceptions of employees are intervening variables. It should also be noted that extraneous variables could have influenced research without the knowledge of the researcher. For example, culture and organizational structure could indirectly influence performance of individuals in an organization. However, the impact of extraneous variables was minimized through randomization. Randomization ensured that extraneous variables affected respondents in the same way although their characteristics could not be kept constant (Cozby, 2003; Nassiuma and Mwangi, 2004).

2.6.2 Graphic Presentation of Conceptual Framework

The conceptual framework used in this study comprised of independent and dependent variables. The framework was used to establish the relationship between independent and dependent variables. It is envisaged that such a relationship could hold even when other ways of manipulating independent variables and measuring dependent variables are applied. During the study, the effect of personal attributes, leadership style, teamwork practices, organizational practices and sociocultural factors on employee performance was established. Data analysis was based on the graphic presentation of conceptual framework shown in figure 6.

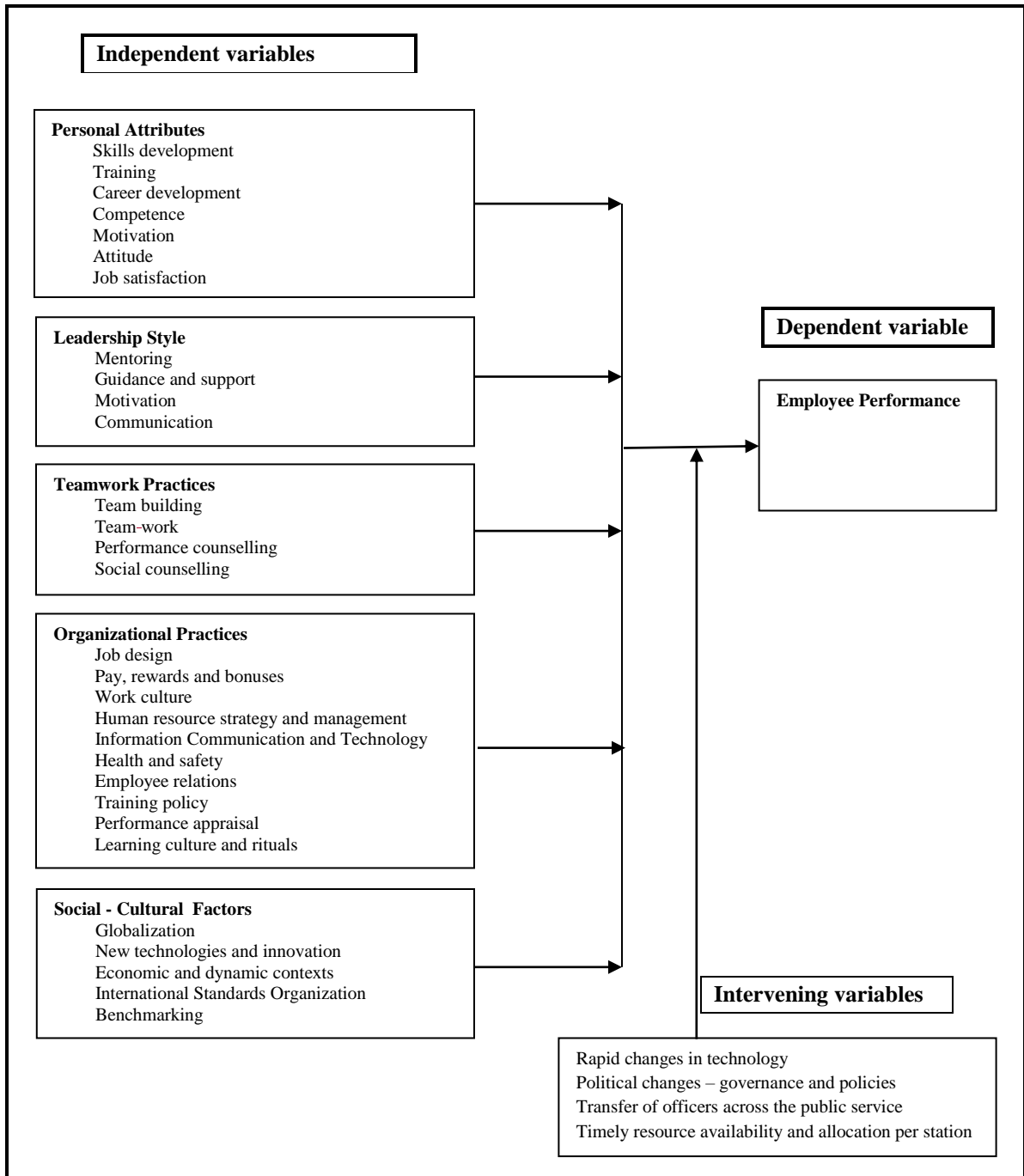


Figure 6: Graphic Presentation of Conceptual Framework

2.7 Research Gap

Review of literature on employee performance revealed lack of capacity, inadequate supervision of employees, inadequate resources, delays in exchequer release together with inadequate monitoring and evaluation of programmes as hindrances to employee performance. According to Kanyua (2006), Maina (2007), Ombonyo (2007) and Ougo (2007), unfocussed leadership, limited funds, poor evaluation and reporting system, lack of employee involvement in decision making and weak legal framework were found to hinder employee performance. In addition, Kiruja and Mukuru (2013), cited varying salaries as well as failure to implement reward and sanctions system as hindrance to employee performance.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter provides information on the methodology which was used during the study. The methodology provides an overview of research design, target population, sample size, sampling techniques, approach and methodology. A description of how the research instruments were used is given while data analysis procedures and report writing are outlined.

3.2 Research Design

Survey design was used in carrying out the basic research to assess employee performance in the public service in Kenya. According to Battacharyya (2007), a successful research on human resource is based on survey design using well designed questionnaires. In this study, a formal standardized questionnaire was used. A formal standardized questionnaire is used for pilot testing, quantifying and testing hypothesis.

The questionnaire was adapted with amendments from Armstrong and Baron (2009). Apart from the questionnaire, a structured face to face interview schedule was used to obtain data from Chief Executive Officers in the five study organizations. Using questionnaires and interviews allowed for triangulation of information from different sources. Survey design is an important way of studying behaviour and relationships among variables (Cozby, 2003; Armstrong, 2009).

3.3 Location of Study

The study took place at two head quarters of two ministries in Nairobi county. The study was also undertaken at Kenya School of Government, lower Kabete in Nairobi county. The other areas of study were the head quarters of Kakamega and Kajiado counties. The study organizations were selected through random sampling outlined in this chapter.

The then Ministry of Environment, Water and Natural Resources represented the large ministries hereby referred to as national government. Sound policies made by this ministry ensure that Kenya adheres to Sustainable Development Goals 2015- 2030 and Education for Sustainable Development, which are key to conservation of natural resources. In so doing, the human resource in this ministry ensure that pertinent issues touching on climate change and pollution are adequately addressed hence, a clean and safe sustainable environment including place of work of employees of public service..

The role of the then Ministry of Labour and Social Services was to provide a competitive workforce and just society through formulation of appropriate labour laws and safety at work place. In so doing, play key role in employee relations and labour disputes towards stability in labour market thus, minimizing industrial unrest which negatively impacts on employee performance as has been witnessed in Kenya in recent years. Unionization of employees is a constitutional right which paves way for better terms of service and work conditions

Kenya School of Government is responsible for capacity development of core skills and competencies for employees in the public service. The organization is responsible for capacity building of staff in management skills, ICT, technical and performance related skills. The KSG is the government advisor on human resource issues and national values.

Kakamega represented large counties while Kajiado represented small counties in the study. Both provided an opportunity to get perception on how the devolved function of human resource was being handled. Indeed, challenges were visible in counties which have employed not only trained public servants but also other non public servants hence, challenges in implementation of human resource policies was quite evident and contrary to what was going on in ministries and KSG where implementation of HR policies was quite appropriate.

3.4 Population of the Study

The target group comprised of 126,998 employees drawn from 20 ministries, 263 state corporations and 47 county governments as at end of September 2015 based on the report of Capacity Assessment and Rationalization of the Public Service (six tribes take up more than half of all public sector jobs, 2015). However, the figure had risen to over 600,000 by November 2016 due to enhanced staffing of devolved governments (SRC releases new job structure for public servants, 2016). The state corporations are attached to parent ministries thus, their mandates are drawn from the overall mandates of the respective ministries based on organization of the government (Republic of Kenya, 2016f).

3.5 Sampling Procedure and Sample Size

3.5.1 Sampling Procedure

Random selection was used to obtain the five (5) study organizations. Organizations are generally complex however; the populations of study organizations were proportionately stratified. The ministries were first stratified into 6 large and 14 small ministries based on number of functions, number of state departments and number of state corporations. The criteria used was based on number of functions, state corporations and state departments. The ministries which were stratified as large ministries had at least 18 functions, at least 18 state corporations and at least 2 state departments.

According to Cozby (2003), random numbers between 0 and 99 can be used to select individuals from a population. Care was taken to avoid repetition of numbers by eliminating any such repeated random number as outlined in the random number table (Cozby, 2003). To obtain a series of random numbers, the table was accessed at any arbitrary point and sequence of numbers read either horizontally or vertically. To randomly select one large ministry from the six (6), a list of the six ministries was first made and each ministry assigned a number as shown in the first column in Table 3.1. Next, random numbers were obtained from the random number table vertically and inserted in the second column. Thereafter, the smallest random number was picked from the sampled column. The ministry represented by the smallest random number, the then Ministry of Environment, Water and Natural Resources was selected to represent big ministries (Republic of Kenya, 2013).

Table 3.1: Use of Random Numbers to Select the Large Ministry

Serial Number	Ministry Order	Random Number	Sampled Ministry
1.	Education Science and Technology	54	
2.	Devolution and Planning	63	
3.	Environment, Water and Natural Resources	1	Sampled Ministry
4.	Agriculture, Livestock and Fisheries	34	
5.	Transport and Infrastructure	59	
6.	The National Treasury	94	

Source: Cozby,2003

The above process was repeated to obtain a small ministry namely the Ministry of Labour, Social Security and Services from amongst the 14 small ministries. Similarly, the state corporations were stratified such that 158 from the 6 big ministries were placed into one stratum while 105 from small-ministries were placed in another stratum.

The process of random selection was repeated to get one large state corporation and also one small state corporation, respectively from each stratum. However, only the small state corporation participated in the study while the large state corporation declined at a later date. However, it is envisaged that one state corporation sufficed since state corporations draw their mandate from ministries to which they are attached (Republic of Kenya, 2013c).

A list of the first 24 counties considered large with population ranging from 752,396 in Kericho county to the highest, Nairobi county with 3,138,369 was made in the first column of the table as explained above. The random table was entered horizontally to obtain random numbers. Each large county was assigned a random number in the second column of the table. Kakamega County which had the lowest random number among the large ministries was selected. The process was repeated to obtain Kajiado, a small county from amongst 23 small counties ranging from Lamu with a population of 101,539 to Busia with a population of 743,946 (Republic of Kenya, 2009c).

In each organization, employees were placed in strata namely; top managers, technical and support staff cadres before selecting respondents randomly from each cadre in appropriate proportions. Stratification of respondents was done to reduce chances of sampling errors by removing differences between strata. Bhattacharyya (2007), recommends simple random sampling for human resource research where target population is known while equal probability of selection is applied.

3.5.2 Sample Size

The sample size of 370 respondents was obtained from two (2) ministries, one (1) state corporation and two (2) county governments selected randomly to represent the public service in Kenya under jurisdiction of the Public Service Commission of Kenya. According to Fowler 1984 in Cozby (2003), a sample size of 150 describes a population of 1,500 or 15,000,000 with virtually same degree of accuracy since; there is no much change in size with increase in population. The recommended sample size of a large population is 10% while 5% suffices for small and medium size organizations. The total number of respondents drawn from the five (5) organizations was three hundred and

seventy (370) based on proportional simple random sampling representing 5% of population of the target. Statistical techniques are used to establish sample errors and confidence limit (Cozby, 2003; Nassiuma and Mwangi, 2004; Tyson, 2006; Bhattacharyya, 2007; Kenya Vision 2030, 2007; Armstrong, 2009; Republic of Kenya, 2009 (b) and 2010).

3.6 Instrumentation

During the study, a questionnaire, structured interview schedule and non-structured observation schedule were used. Diaries which reflect daily activities of Principal Secretary or Chief Executive Officers were compiled while policy documents were obtained for document analysis.

The questionnaire was adopted from Armstrong and Baron (2009), and amended to reflect the Kenyan situation. It had clear instructions on sections for filling by top managers, technical and support staff. The two research instruments were validated by being pretested then revised to provide truthful and accurate information. Although the questionnaire allowed respondents to remain anonymous and independent, respondents who had questions regarding some sections were assisted by clarifying the parts in question. The questionnaire has been attached as appendix i (Cozby, 2003; Nassiuma and Mwangi, 2004; Kelemba, 2005; Tyson, 2006; Armstrong and Baron 2009; Armstrong, 2010).

Interview schedule was used to obtain data on attitudes and feelings of Chief Executive Officers or their representatives. Interviews provide a useful method in surveys due to good rapport as people are convinced to participate besides, questions are usually

clarified and additional questions may also be asked. The interviewer therefore, was able to elucidate evidences of observations while comparing perceptions of different employees. A tape recorder was used during interviews to capture primary raw data on attitudes and perception expressions which was backed by notes taken as an index to the tape recorder. Data collected during interviews was presented as background information on study organizations and portraits. Personal bias was minimized through application of high research skills by the researcher. The interview schedule has been attached as appendix ii (Holstein and Gubrium, 1995; Cozby, 2003; Nassiuma and Mwangi, 2004; Tyson, 2006; Armstrong, 2009 and 2010).

According to Cozby (2003), non-participatory observation approach is whereby a researcher observes participants secretly as they carry out daily duties a fact alluded to by Tyson (2006) and Armstrong (2010). This approach was preferred because behaviour of participants remained unaffected by the researcher.

Data was also retrieved from records and diaries commonly used by managers or chief executive officers to analyze own work over a period of time while keeping a record of daily activities and events. Several policy documents and reports relevant to performance management were reviewed for obtaining relevant information. However, the researcher carefully avoided any subjectivity while compiling such data as recommended by Tyson (2006) and Armstrong (2010).

3.6.1 Pilot Study

The piloting of research instruments was done by carrying out a small scale study in the Ministry of Education, Science and Technology on 20 (6%) of respondents drawn

from top management, technical and staff with the aim of removing any irrelevant, difficulty or vague questions. The respondents included 4 top managers, 6 technical staff and 10 support staff. The scores were computed using Cronbach standardized formula which is used to determine internal consistency of reliability. The ministry sampled for piloting was not part of the study. Thereafter, discussions were held with the respondents to address pertinent issues in the questionnaire and interview schedule.

Construct validity was taken care of by ensuring that operational definitions reflect true theoretical meaning of variables. The independent variable cited in this research caused effect on the dependent variables hence increasing internal validity. The reliability of the instrument was found to be 0.75 at significance level of 0.05 on Cronbach's alpha. There was high internal consistency. The higher the reliability becomes, the lower the random error. Thereafter, the research instruments were revised and fine-tuned before printing for data collection. It is also believed that the results obtained could be generalized to other public sector populations in different settings with different respondents and even using other operational definitions of variables thus, external validity is guaranteed a fact alluded to by Cozby (2003).

3.6.2 Validity of the Instruments

According to Bhattacharyya (2007), validity refers to the degree to which a test measures what it intends to measure and thus, allows for appropriate interpretation of results. Mugenda (2002) and Cozby (2003), refer to validity as the truth and accurate representation of information. An instrument cannot be valid unless, it is reliable! The three types of validity are; construct, internal and external validity. Each of the three

validities gives a different perspective to the research investigation.

Construct validity refers to the adequacy of the operational definition of variables. The operational definition of variables reflects the true theoretical meaning of the variables. In essence, a measure has construct validity if it measures the social anxiety construct. Construct validity is a question of whether the measure that is employed actually measures the construct it is intended to measure. Construct validity research examines the relationship between scores on the measure and some criterion such that a variable is referred to as criterion-oriented validity as stated by Trochim (2000) in Cozby (2003). The four types of criterion-oriented research approaches include; predictive validity, concurrent validity, convergent validity and discriminant validity. Predictive validity is the extent to which the measure allows a researcher to predict future behaviour. The concurrent validity refers to whether two or more groups of people differ on the measure in expected ways.

Convergent validity is the extent to which scores in the measure in question are related to scores of other measures of the same construct or a similar one. Discriminant validity is when a measure discriminates between the construct being measured and other unrelated constructs. All these validity aspects were validated during the pilot study. Internal validity refers to the ability to draw conclusions about casual relationships from data as stated by Cozby (2003) and Nassiuma and Mwangi (2004). A study has high internal validity if strong conclusions can be made about one variable causing changes in another variable.

According to Cozby (2003) and Nassiuma and Mwangi (2004), external validity is the extent to which results can be generalized to other populations and settings due to high internal validity. One of the aims of this study is to be able to replicate results using other operational definitions of the variables with different participants in other settings. Exact replication is the replication of exact procedures of a study to see if same results can be obtained. It can be used when a researcher gets unexpected results or when expanding a previous study. Conceptual replication is when different procedures are used to replicate research findings.

3.6.3 Reliability of the Instruments

According to Cozby (2003), reliability is the consistency or stability of a measure of behaviour while Mugenda and Mugenda (2002), define reliability as the degree to which research instruments yield consistent data or results after repeated trials. Reliability highly determines validity but the reliability of an instrument does not depend on validity! The researcher used Cronbach alpha technique in order to test reliability of the research instruments. Cronbach alpha is the most widely used objective measure or index of internal consistency of test or scale (Tavakol, 2011). Internal consistency describes the extent to which all the items in a test measure the same concept or construct thus connected to the inter-relatedness of the items within the test.

Cronbach's alpha ranges between 0 and 1 and, a result which is generally above 0.5 (or 50%) is considered to be reliable while reliability coefficient above 0.80 is considered to be a good indicator of internal consistency reliability (Cozby, 2003). High reliability is an indicator of minimum error variance a fact alluded to by Bhattacharyya (2007).

According to Travakol (2011), a maximum alpha value of 0.90 is recommended. However, acceptable values of 0.70 to 0.95 have been cited in other reports.

3.7 Data Collection Procedure

After obtaining permission letter to collect data from Kabarak, the researcher proceeded to print, bind and pack research instruments as per study organization. The researcher also applied for permission in form of letter of authorization and research permit from National Commission for Science Technology and Innovation. After obtaining authorization and research permit, the researcher took leave from work and made reconnaissance visit to study organizations to plan for data collection.

The NACOSTI letter for authorization was sufficiently accepted in the ministries and KSG. However, . red tape was encountered in both counties where more permission was sought from county commissioner, county secretary, head of public service and county director of education leading to lengthy period of waiting. In all study organizations and departments, a contact officer was provided to assist with logistics. During this time, travel itinerary was made and shared with contact persons in each organization.

During actual data collection, contact was made with head of HR to make plans for interview of respondents. Thereafter, the researcher worked closely with the contact persons. The respondents were given brief about purpose of study, need for honesty and assured of confidentiality. The respondents were thanked before distribution questionnaires. Date of collection of filled questionnaires was agreed upon with contact persons.

Interviews were held in secluded place as per plan. The respondents who were interviewed were briefed and permission sought to use tape recorder was used to capture raw data on perceptions and attitudes of respondents. A rapport was established to motivate respondents to participate in the interview. Interview bias was minimized through careful explanation of purpose of study and upholding of professional public service code of ethics and preventing digression into other matters. The respondents were thanked and debriefed at end of the interview session (Cozby, 2003; Bhattacharyya, 2011).

3.8 Data Analysis

Primary data was obtained from data collected using questionnaires, interview schedules, non-participatory observations and diaries of Chief Executive Officers and their deputies. Raw data from questionnaires and interviews was edited and coded according to themes and subthemes. Ordinal data in the questionnaire which appeared in classes was numbered during coding. The nominal data was counted and recorded as numerical characters. Secondary data was obtained from secondary documents such as policy documents, reports, papers, speeches, magazine articles and letters by undertaking content analysis. Weber (1990) in Cozby (2003), and Armstrong (2009), describe content analysis as the systematic analysis of existing documents.

Data analysis was carried out in three levels namely; individual, cadre and organizational. Statistical Package for Social Sciences (SPSS) version 21 was used to examine relationships between independent and dependent variables. The analyzed data was interpreted and presented using graphs and tables. Chi-square was used in scaling

bivariate data involving relationship between variables whereby nominal scale values have no numerical quantitative properties but different categories or groups. The data in such cases consists of frequencies whereby subjects belong into each of several categories. In Chi-square, the degree of agreement between the obtained and expected data under a particular hypothesis is assessed.

According to Field (2009), the expected counts are important as they determine the accuracy of the Chi-square since, the expected count must exceed certain values. The basic rule is such that no expected values should be below 5. The significant value of 0.05 was adopted for this study. The outcome of a study is considered significant if .05 or less probability of obtaining the results that is, there are only 5 chances out of 100 that the results were due to random error in one sample from the population. The categories used should not overlap while, most expected counts should be greater than 5 and none less than 1. If more than 20% of cells have expected values of less than 5 or minimum expected frequency is less than 1, closely related columns or rows can be combined to avoid empty cells. Chi-square helps us to establish whether employees from the three cadres in the five organizations are equally consistent or not in responses to various items.

The Chi-square formula is $X^2 = (f_o - f_e)/f_o$. Where f_o represents observed frequencies and f_e represents expected frequencies. Observed frequencies refers to actual observed sample results. Expected frequencies refer to the number of cases expected in a cell if the null hypothesis is true. This would mean that the expected percentage agreeing with each statement is the same for all groups of cases –the three cadres of employees from the five organizations. It is not easy to have such a scenario since, each cadre has different

number of people. Critical Chi-square test is determined by checking Chi-square distribution tables with degrees of freedom (df) which refer to the number of scores or cells that are free to vary. The degree of freedom depends on number of rows (R) and columns (C) $df = (R-1) (C-1)$.

The obtained Chi-square must be equal or exceed to be significant probability at .05%. If the calculated Chi-square is less or equal to critical tabulated Chi-square at .05 level, the null hypothesis is rejected since the results cannot be caused by random error. A Chi-square higher than the calculated value is an indication that the attributes are not independent. Inferential statistics involved hypotheses testing using Chi-square test of independence. The regression analysis was undertaken to reveal: correlation analysis, R-Squared, analysis of variances and coefficients (Oppenheim,1992; Yin, 1994, Glatthorn 1998; Norusis 2000; Chromy and Abeyasekera, 2003); Cozby 2003; Nassiuma and Mwangi 2004; Field, 2009; Bhattacharyya, 2011).

3.9 Ethical Considerations

According to (Bhattacharyya, 2011), ethical issues in human resource management involve moral treatment of employees in an organization. He added that public sensitivity to human experimentation is high due to ethical issues. The researcher therefore sought consent which enabled respondents to make informed decisions of whether to participate or not. Apart from that, respondents were assured of privacy, confidentiality and anonymity which guided them in making informed consent. Reference was made by researcher to relevant policy documents on human rights and work terms. In addition, respondents were adequately informed about outputs or

outcomes as well as other related issues such as environmental impact of the study.
(Constitution of Kenya, 2010; Bhattacharyya, 2011; Republic of Kenya, 2016e).

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents results and discussion of analyzed data on “Assessment of Employee Performance in the Public Service in Kenya”. The chapter is organized as follows: study return rate, demographic information of the study respondents, and the study findings with respect to the specific study objectives.

4.2 General and Demographic Information

4.2.1 General Information

Out of 400 questionnaires administered, 360 representing 90% were returned while 10 (66.7%) out of 15 top managers accepted to be interviewed making the total respondents who participated in the study to be 370. as shown in table 4.1. The questionnaire was administered to forty-five (45) top managers in the equivalent of Job Group P and above, and one hundred and fifty-eight (158) technical staff in the equivalent of Job Group K to N. The questionnaire was also administered to one hundred and fifty-seven (157) support staff in the equivalent Job Group F to J. Interviews were carried out on ten (10) top managers in Job Group P and above.

According to Mugenda and Mugenda (2003), a response rate of 50% is adequate, 60% is good while 75% is excellent for purposes of generalization. Subsequently, the response rate of 90% in this study was found to be excellent for generalization of results within the public service in Kenya. Table 4.1 shows the study return rate of questionnaires.

Table 4.1: Study Return Rate

Name of organization	Code of organization	Instrument A	Instrument B	Instrument C	Instrument D (Interviews)	Total
Ministry of Environment, Water and Natural Resources	D	10	41	30	2	83
Ministry of Labour and Social Services	E	3	16	36	2	57
Kenya School of Government	A	11	11	8	3	33
Kajiado County	C	5	26	24	2	57
Kakamega County	B	16	64	59	1	140
Total sample		45	158	157	10	370

The researcher faced several challenges such as making several trips to collect data which extended beyond leave days. Fresh respondents were sought where respondents claimed loss of instrument. Some respondents declined to fill instruments at a later date. while some took too long leading to several trips to collect data which was quite expensive for the researcher besides, delayed data coding.

4.2.2 Demographic Data

4.2.2.1 Profile of Respondents

The section on profile outlined socio-demographic characteristics of respondents who participated in the study. The characteristics included: gender, age, designation, highest level of education, years of experience and capacity building of respondents. According

to Armstrong and Baron (2009), personal attributes of employees affect work output or performance. Better capacity of employees leads to better performance, job satisfaction and subsequently career progression with possibilities of better remuneration, rewards and recognition. An employee who experiences job satisfaction is bound to be more committed to work and performance better than one who is not, a fact alluded to by Cozby (2003).

4.2.2.2 Gender of Respondents

The study sought to find out the gender of respondents with the aim of gathering information about distribution of gender in the public service. According to the Constitution of Kenya (2010), adequate and equal appointment, training and advancement opportunities should be availed to both male and female employees in the public service. It was therefore anticipated that both gender would participate in the study. In addition, gender equity is one of the basic requirements in the Recruitment and Training Policy (2005). Adherence to the policy should reflect fair distribution of males and females in the public service in Kenya.

The responses made by top managers from all five study organizations are shown in Figure 7. According to the results, an average of 69% of respondents were males while 31% were females. These results seem to be contrary to aspirations in article 232 of the Constitution of Kenya (2010), which advocates for adequate and equal opportunities for appointment, training and career advancement for men and women. The same fact is alluded to in Human Resource Policies and Procedures Manual (2016e). Although both male and female respondents participated in the research, the results seem to indicate that

gender disparity in favour of males exists in top management in the public service in Kenya. Gender disparity was also evident among respondents who were interviewed. They were six (6) males and four (4) females. The results also indicate that few females occupy management posts in the public service in Kenya (Constitution of Kenya, 2010; Republic of Kenya, 2016e).

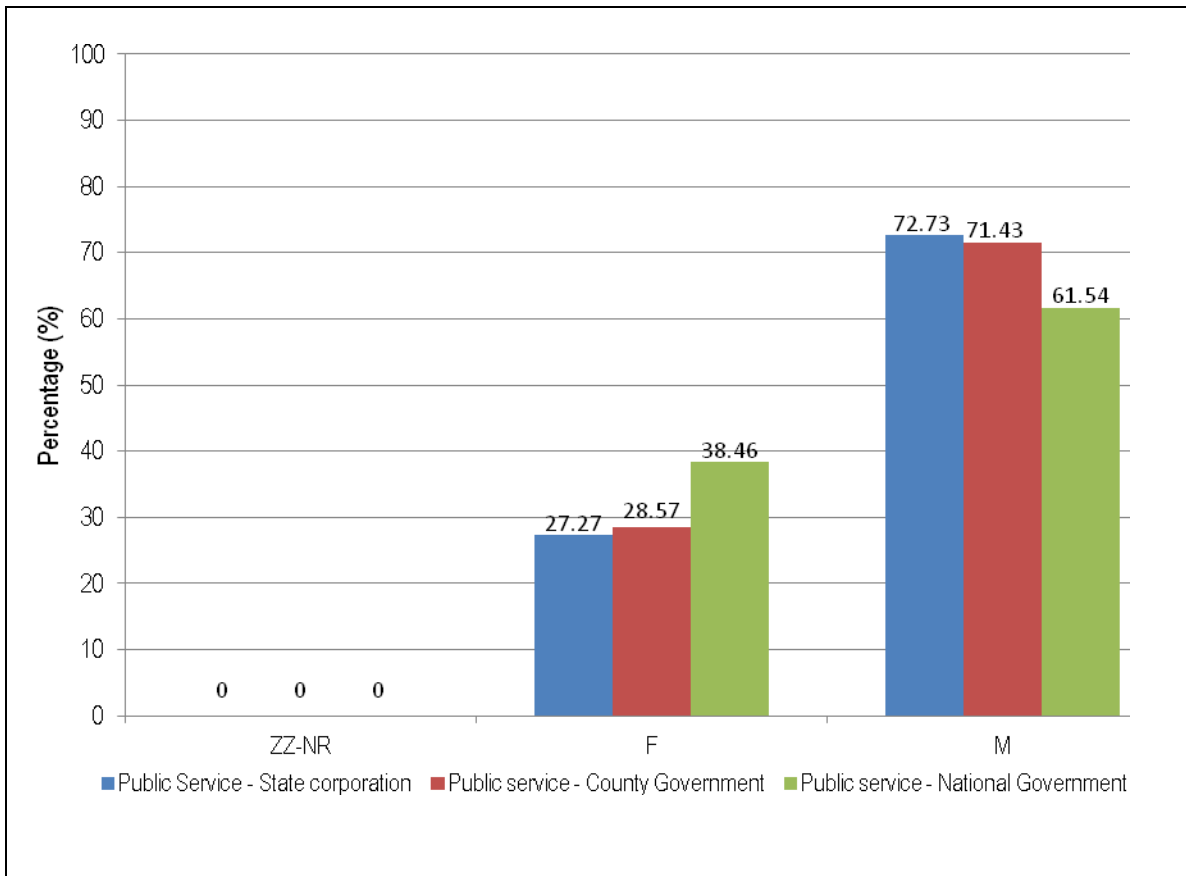


Figure 7: Responses on Gender by Top Managers

The responses made by technical staff are shown in Figure 8. According to the results, an average of 56% of respondents were females while 40% of respondents were males. About 4% of respondents from state corporations did not answer the question. The results seem to indicate that the number of females could be equal or more than males within the

technical cadre, a reflection of better gender and inclusions implementation (Constitution of Kenya, 2010; Republic of Kenya, 2016e).

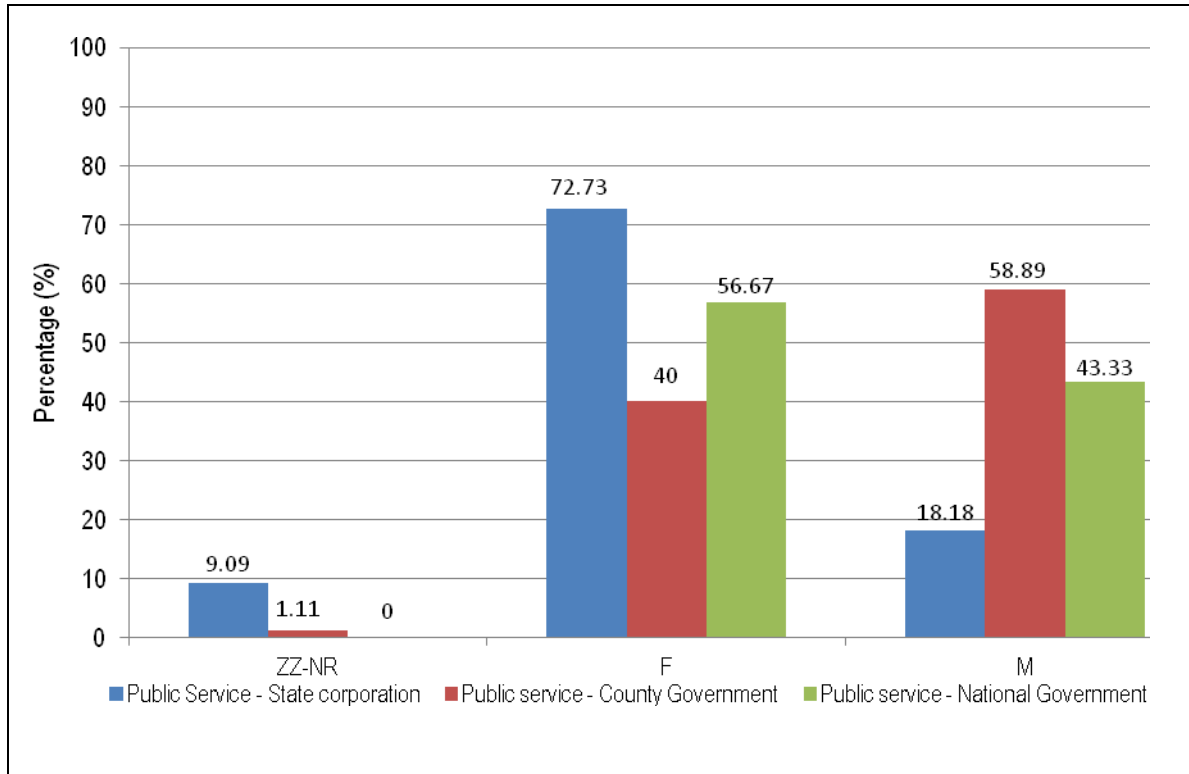


Figure 8: Responses on Gender by Technical Staff

The responses made by support staff are shown in Figure 9. According to the results, an average of 53% of respondents were females while 46% were males. About 1% of respondents from county governments did not answer the question. The results seem to indicate that although both males and females took part in the research, there were more males than females in the cadre of support staff in the public service a reflection of gender disparity (Constitution of Kenya, 2010; Republic of Kenya, 2016e).

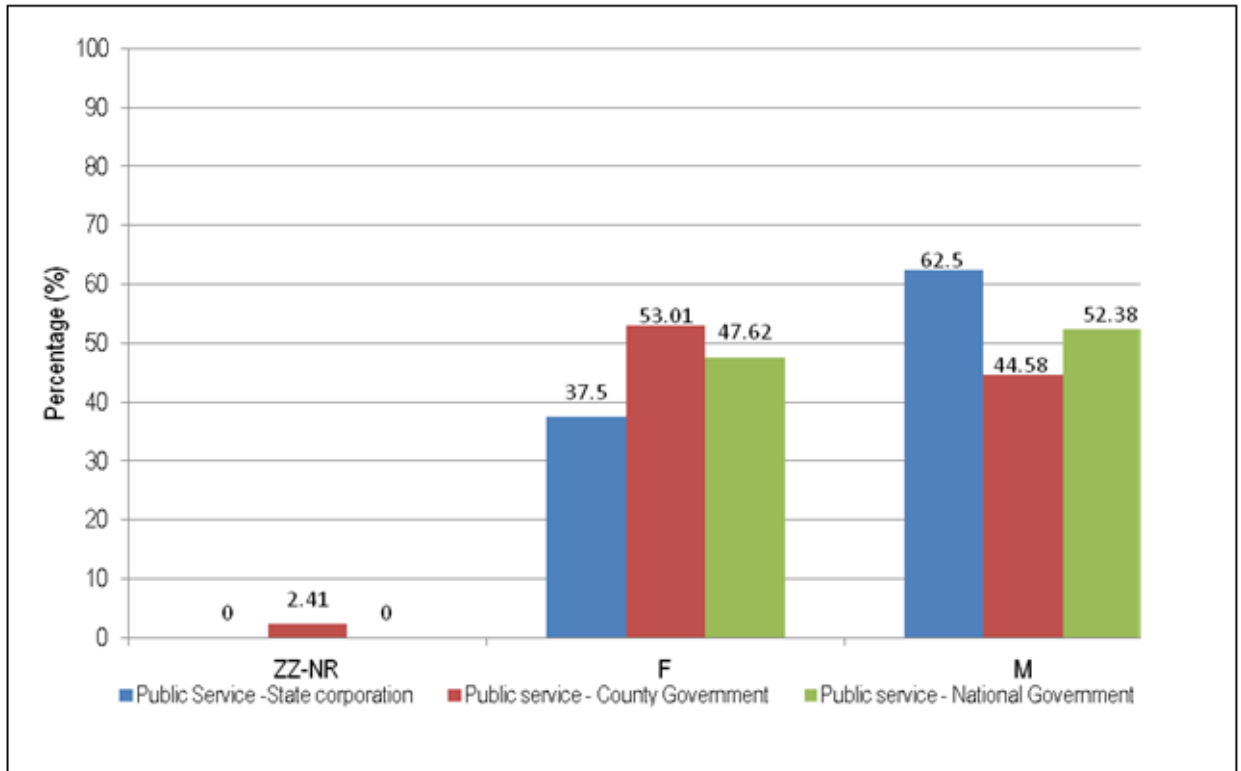


Figure 9: Responses on Gender by Support Staff

4.2.2.3 Age of Respondents

The study sought to find out the age of ten respondents who were interviewed with the aim of gauging their suitability for management duties. The ages of 6 interviewees ranged from 45 to 54 years while the age of the remaining 4 ranged from 35 to 44 years. The respondents interviewed were quite mature and there seemed to be some form of succession planning since half of the interviewees were below the age of 45 years thus, still have 15 more years to serve in the public service. The age range is quite appropriate for performance of duties at management level. The respondents also belonged to diverse fields of specialization which is a reflection of a wide range of skills in the public service in Kenya. Although, there is diversity in age distribution, challenges such as freeze on recruitment since 2013 and failure to fully implement policy on recruitment and training

hinder proper succession planning (Recruitment and Training Policy, 2005; Republic of Kenya, 2016e).

4.2.2.4 Job Titles of Respondents

The study sought to establish titles of respondents in the public service in the organizations where the study was undertaken. The main aim was to involve respondents from the three cadres, namely top management, technical and support staff in the study. An officer in the public service starts at low ranks and climbs the ladder through capacity building and competitive promotion. An efficient public service is based on; high degree of professionalism, continuous capacity building, competitive remuneration and conducive work environment. It is also anticipated that recruitment, deployment and promotion are based on meritocracy as well as experience (Republic of Kenya, 2014(a); Republic of Kenya, 2016(e)).

The responses of top managers are shown in Figure 10. The results show that an average of 39% of director or manager while 33% of respondents were at the category of technical or supervisor. Meanwhile, an average of 10% of respondents were at the category of administrative or clerical officers. This kind of grading at this highest cadre could be an indication of failure to follow government policies on ranking of officers or blatant misuse of power in handling human resource issues.

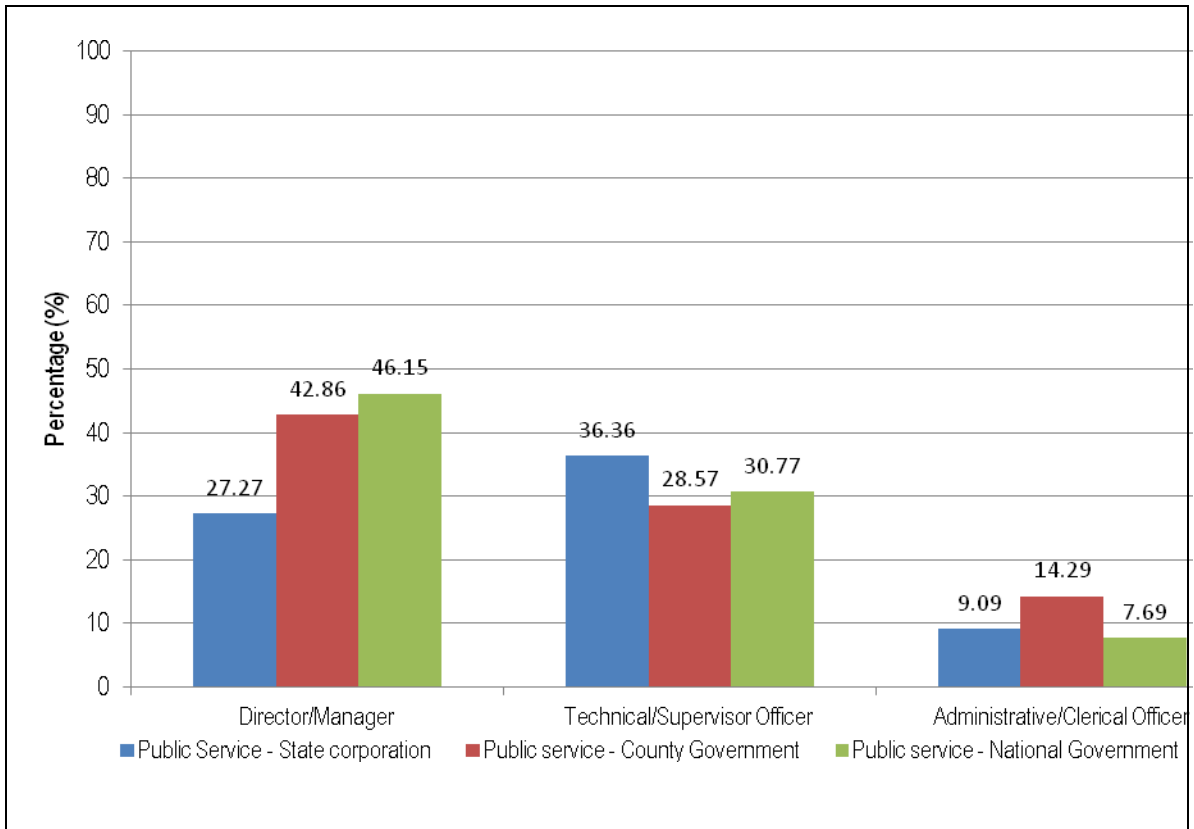


Figure 10: Responses on Job Title by Top Managers

The top management in different organizations belonged to a variety of fields including medical, legal, finance, education, agriculture and administration. The ten (10) respondents who were interviewed were all at the category of director or management. Their grades were in tandem with those of top managers thus, officers at this level are qualified enough for managing policy formulation, implementation, monitoring and evaluation of projects and programmes. (Republic of Kenya, 2015b; Republic of Kenya, 2015c; Republic of Kenya, 2016e).

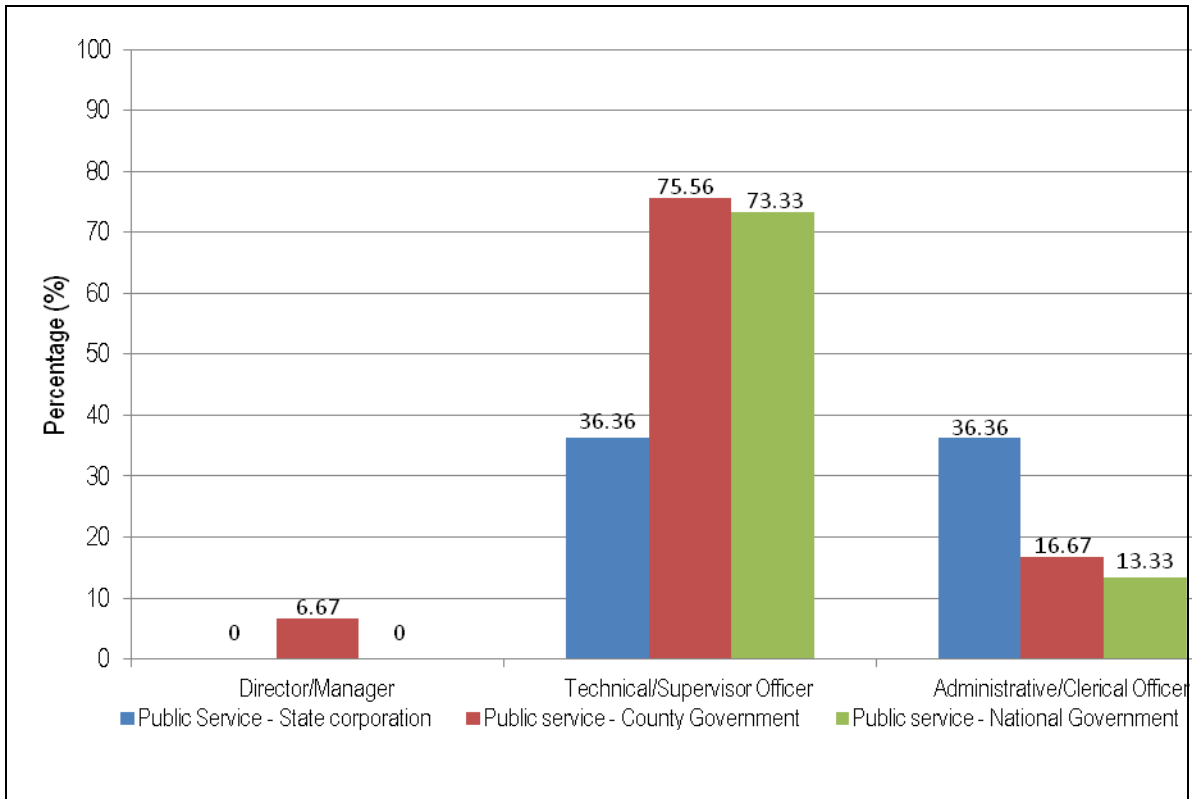


Figure 11: Responses on Job Title by Technical Staff

The responses of technical staff are shown in Figure 11. The results show that on average, 62% of respondents indicated that they were categorized as technical or supervision officers which form the majority of employees in this cadre. Meanwhile, an average of 22% were categorized as administrative or clerical officers who provide support to technical and supervision officers in their line of duty. At county level, 7% of respondents indicated that they were categorized as managers an indication that different ranking of public officers could be in existence contrary to what is contained in government regulations.

The respondents at this level belonged to the same variety of fields as top managers. The results reflect expected aspirations as outlined in policies and procedures of the

public service (Republic of Kenya, 2015b; Republic of Kenya, 2015c; Republic of Kenya, 2016e).

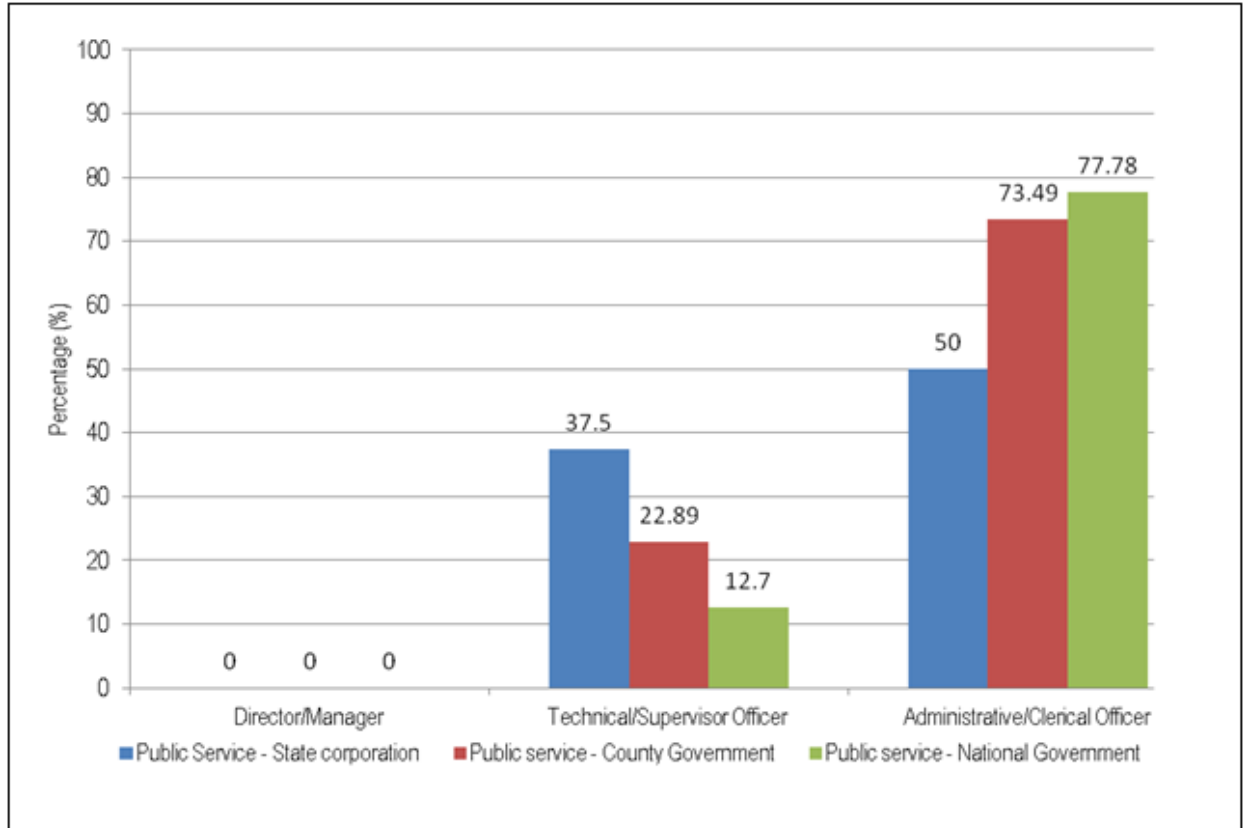


Figure 12: Responses on Job Designation by Support Staff

The responses of support staff are shown in Figure 12. The results show that an average of 67% of respondents were categorized as administrative officers. The employees at this level provided support services to technical and top management. Meanwhile, an average of 25% of respondents were categorized as technical or supervision officers. The respondents indicated that they also belonged to a wide range of fields as indicated by top managers.

The results show that the public service in Kenya has officers with various skills. This is good for accomplishment of varied mandates across the public service. This confirms adherence to findings of training needs assessment and implementation of training projections (Republic of Kenya, 2015b; Republic of Kenya, 2015c; Republic of Kenya, 2016e).

4.2.2.5 Highest Educational Level of Respondents

The study sought to establish the highest level of education of respondents. The level of education is one of the main factors which determine entry point and promotion in the public service. The qualifications range from certificate to doctorate level. The acceptable qualifications are usually those granted by recognized local and international institutions.

The results in Table 4.2 show responses on highest education level of respondents. At top management level, the results indicated that 55% of respondents in state corporations were holders of master's degree while 27% were holders of bachelor's degree. Meanwhile, 18% were holders of secondary education certificate. At the county government, 33% of respondents were holders of master's degree while 38% were holders of bachelor's degree. Meanwhile, 14% were holders of secondary education certificate. At the same time, 14% of respondents did not answer the question. At the national government, 78% of respondents were holders of master's degree, 9% holders of PhD and 38% were holders of bachelor's degree. There was no answer from 14% of respondents. The results were collaborated by ten (10) respondents who were interviewed whereby eight (8) were holders of master's degree and two (2) holders of bachelor's degrees.

At the technical staff level, the results indicated that in the state corporations, 46% were holders of master's degrees and 18% bachelor's degrees. Meanwhile, 9% were diploma certificate holders, 18% had attained A-level certificate while 9% had secondary education certificate.

The results revealed a different pattern at county government where 12% of respondents were holders of master's degree and 44% bachelor's degrees. Diploma certificate holders were 27%, A-level certificate holders 18% and secondary education certificate holders 13%. There was no answer from 3% of the respondents. Within the national government, 22% respondents were holders of master's degrees and 37% bachelor's degrees. Diploma certificate holders were 18%, A-level certificate holders 3% and secondary education certificate holders 8%. There was no response from 12% of respondents.

Table 4.2: Highest Educational Level of Respondents

Top Management	ZZ- NR	Secondary	'A' Level	Diploma	Degree	Masters	PhD
State Corporation	0	18.18	0	0	27.27	54.55	0
County Government	14.29	14.29	0	0	38.1	33.33	0
National Government	7.69	0	0	0	7.69	76.92	7.69
Total	.	.	.	.	.	.	.
Technical Staff							
State Corporation	0	9.09	18.18	9.09	18.18	45.45	0
County Government	3.33	13.11	0	26.67	44.44	12.22	0
National Government	11.67	8	3.33	18.33	36.67	21.67	0
Total	.	.	.	.	.	.	.
Support Staff							
State Corporation	25	37	0	37.5	0	0	0
County Government	3.61	51.	7.23	30.12	8.43	0	0
National Government	6.35	27	1.59	47.62	17.46	0	0

At the support staff level, the results indicated that in the state corporations, 38% were holders of diploma certificates and 38% had secondary education certificates. Meanwhile 25% did not respond to the question. The results revealed a slightly different pattern at county government where 8% had bachelor's degrees, 30% were diploma certificate holders and 7% were A level certificate holders. Meanwhile, 51% had secondary education certificate while, 4% did not respond to the question. Within the national government, 18% had bachelor's degree, diploma certificate holders were 48% while A-level certificate holders were 2% and secondary education certificate holders 27%. There was no response from 6% of respondents.

The qualifications of the respondents were found to be appropriate for officers performing duties at top management, technical and support levels, respectively as per

what is recommended in policy documents (Republic of Kenya, 2015c; Republic of Kenya, 2016e). However, a new trend has emerged whereby first degree holders are joining the government at clerical level within support staff cadre. It looks like they are interested in job stability and tapping on several training opportunities which offer a second chance to transit to an appropriate job group, scheme and better remuneration. In so doing, employee performance is enhanced.

According to Nzuve (2007), the Public Service Commission has a structured way of undertaking regular skills inventory which forms the basis of devising learning and training programmes as outlined in policy documents. The importance of capacity building is a fact also alluded to by Armstrong (2009). In addition, Armstrong and Baron (2009), indicate that a well-trained and rewarded employee experiences job satisfaction hence, foresees good prospects of career development. The same views are contained in the policy documents of the public service (Republic of Kenya, 2015c; Republic of Kenya, 2016e).

4.2.2.6 Years of Experience of Respondents

The study sought to find out years of working experience of respondents. Employees of public service gain experience while working and it is envisaged that the longer one works, the more experienced one becomes through on job training and programmed capacity building. The results obtained from respondents are shown in Table 4.3.

The results in Table 4.3 show that 55% of respondents drawn from top management in state corporations had served for between 7 to 15 years, 18% had served for 16 to 25 years while 27% had served for more than 25 years. The results also revealed that 29% of

respondents drawn from county government had served for 7 and 15 years, 29% had served for 16 to 25 years while 29% had served for more than 25 years. Meanwhile 13% of respondents did not specify years of experience. At national government, 62% of respondents had served for 16 to 25 years while 23% had served for over 25 years. Meanwhile, 15% of respondents in the county governments did not specify years of experience. It can also be noted that the respondents who were interviewed had served for between 15 and 31 years thus adequately experienced to serve at top management level. Burnes (2004), believes that the skills imparted on technical staff and managers play a key role in management (Republic of Kenya, 2015b; Republic of Kenya, 2015c; Republic of Kenya, 2016e).

Table 4.3: Years of Experience of Respondents

	0-6 YRS	7-15 YRS	16-25 YRS	>25 YRS	Unspec
Top Managers					
State Corporation	0	54.55	18.18	27.27	0
County Government	0	28.57	28.57	28.57	14.29
National Government	0	0	61.54	23.08	15.38
Technical Staff					
State Corporation	9.09	45.45	9.09	36.36	0
County Government	14.44	28.89	30	23.33	3.33
National Government	30	25	18.33	13.33	13.33
Support Staff					
State Corporation	37.5	0	37.5	12.5	12.5
County Government	26.51	19.28	18.07	27.71	8.43
National Government	50.79	12.7	17.46	14.29	4.76

The results in Table 4.3 show that 9% of respondents drawn from technical staff in state corporations had served for less than 6 years, 46% had served for between 7 to 15 years and 9% had served for 16 to 25 years. Meanwhile, 36% had served for more than 25 years. The results also revealed that 14% of respondents drawn from county governments had served for less than 6 years, 29% had served for 7 to 15 years and 30% had served for 16 to 25 years.

Meanwhile, 23% had served for more than 25 years. Few (3%) did not specify years of experience. At national government, 30% of respondents had served for less than 6 years, 25% had served for 7 to 15 years and 18% had served for 16 to 25 years. Meanwhile, 13% had served for over 25 years whereas 13% did not specify years of experience. The results show a wide range of experience from which respondents were drawn at technical level (Republic of Kenya, 2015b; Republic of Kenya, 2015c; Republic of Kenya, 2016e).

The results in Table 4.3 further showed that 38% of respondents drawn from support staff in state corporations had served for less than 6 years, 38% had served for 16 to 25 years and 12% had served for over 25 years. Meanwhile, 12% of respondents did not specify years of experience. The results also revealed that 27% of respondents drawn from county governments had served for less than 6 years, 19% had served for between 7 to 15 years and 18% had served for between 16 to 25 years. Meanwhile, 28% of respondents had served for over 25 years. Another 18% of respondents did not specify years of experience. The results further revealed that, 51% of respondents drawn from the

national government had served for less than 6 years, 13% had served for between 7 to 15 years and 17% had served for between 16 to 25 years.

Meanwhile, 14% of respondents had served for over 25 years. Another 5% of respondents did not specify years of experience. The study obtained varied views from respondents with wide ranges of experience. The public service in Kenya undertakes structured recruitment and promotion of officers as outlined in the Human Resource Policies and Procedures Manual for the Public Service (Republic of Kenya, 2016e).

4.2.2.7 Capacity Building of Respondents

The study sought to find out about the names of courses attended by respondents with the aim of enhancing capacity for employee performance as well as career progression. According to policy on recruitment and training, employees are exposed to certain courses dependent on current and future duties. For example, employees in Job Groups L to M are offered senior management courses while, those in Job Group N and above undertake strategic and transformational leadership courses sponsored by the government. Employees are also encouraged to take courses self-sponsored to upgrade academic and professional qualifications for enhanced employee performance (Recruitment and Training Policy 2005; Republic of Kenya, 2016e).

The respondents who were interviewed had attended several courses at management level either on own initiative or sponsored by the government. The courses included: Strategic Leadership Development Programme (SLDP), Senior Management Course (SMC), Supervisory, Performance Appraisal System (PAS), and Project Management and Team Building. The officers had also undertaken various technical courses including:

Certified Public Secretary, audit, Information Communication Technology, human resource management and development, performance contracting, juvenile delinquency treatment, and integrity. The respondents who were interviewed were well equipped with appropriate competencies through capacity building for better employee performance. It should be noted that promotional, group, individual and supervisory courses are all based on the recruitment and training policy as well as training projections of organizations (Recruitment and Training Policy, 2005; Republic of Kenya, 2016e).

The results of respondents drawn from top managers are shown in Figure 13. According to the results, most top managers are trained in performance management related courses across the public service as indicated by between 50% and 67% of respondents in this cadre. Other courses which had been attended by between 10% and 20% of respondents included financial management, ICT, office administration and academic courses. To a lesser extent human resource management courses had been offered to a few respondents. Armstrong (2009), stated that training needs assessment should form the basis for devising learning and training programmes to enhance career progression and management skills.

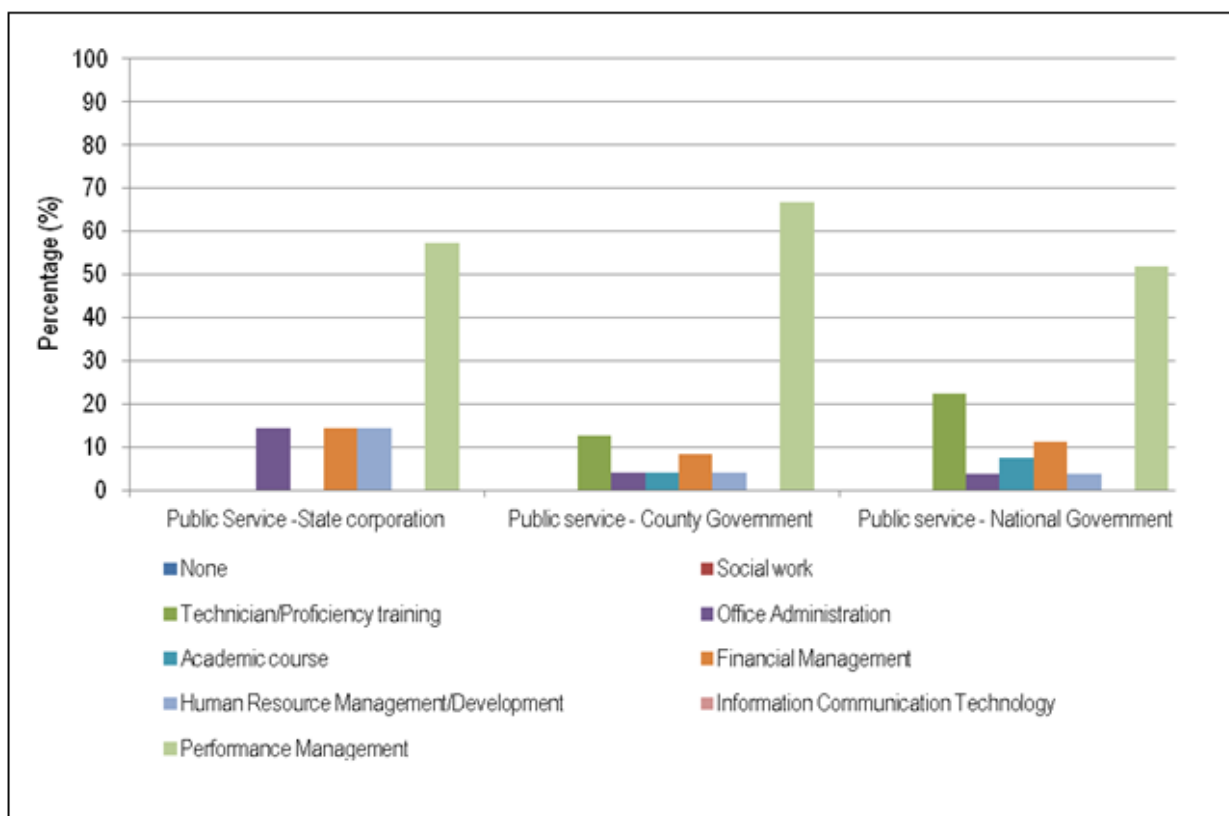


Figure 13: Responses on Capacity Building by Top Managers

The results of respondents drawn from technical staff are shown in Figure 14. According to the results, most technical officers are trained in performance management related courses across the public service as indicated by between 30% and 50% of respondents in this cadre. Other courses attended by between 10% and 20% of respondents included financial management, human resource management, office administration, academic courses and technician or proficiency courses. To a lesser extent ICT courses are offered as indicated by respondents. The results seem to confirm implementation of training needs assessment reports and training projections (Recruitment and Training Policy, 2005; Republic of Kenya, 2016e).

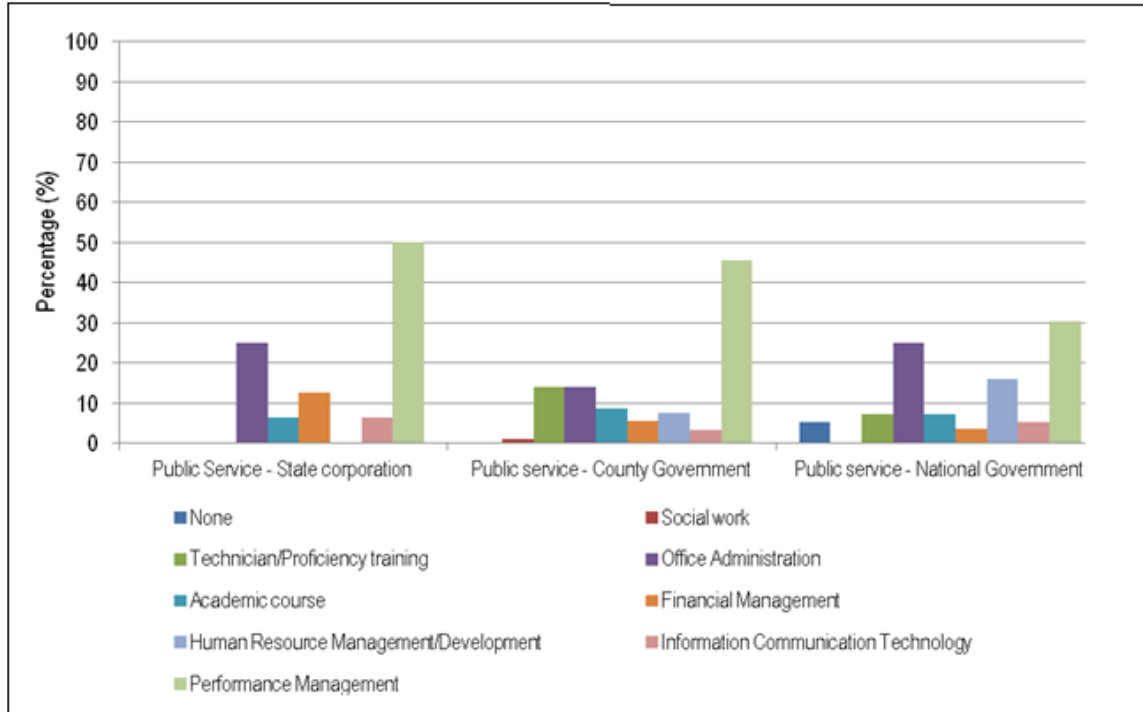


Figure 14: Responses on Capacity Building by Technical Staff

The results of respondents drawn from support staff are shown in Figure 15. According to the results, most support staff are trained in academic courses as indicated by 45% of respondents from state corporations. Other courses indicated by 10% to 25% of respondents in this cadre included technician or proficiency courses, office administration performance management, human resource management, social work and ICT.

The results seem to confirm implementation of training needs assessment reports through appropriate training projections. The results also indicate aspects of management of succession planning and career management. Employees whose career progression is taken care of in the public service is bound to be more committed to work (Recruitment and Training Policy, 2005; Republic of Kenya, 2016e).

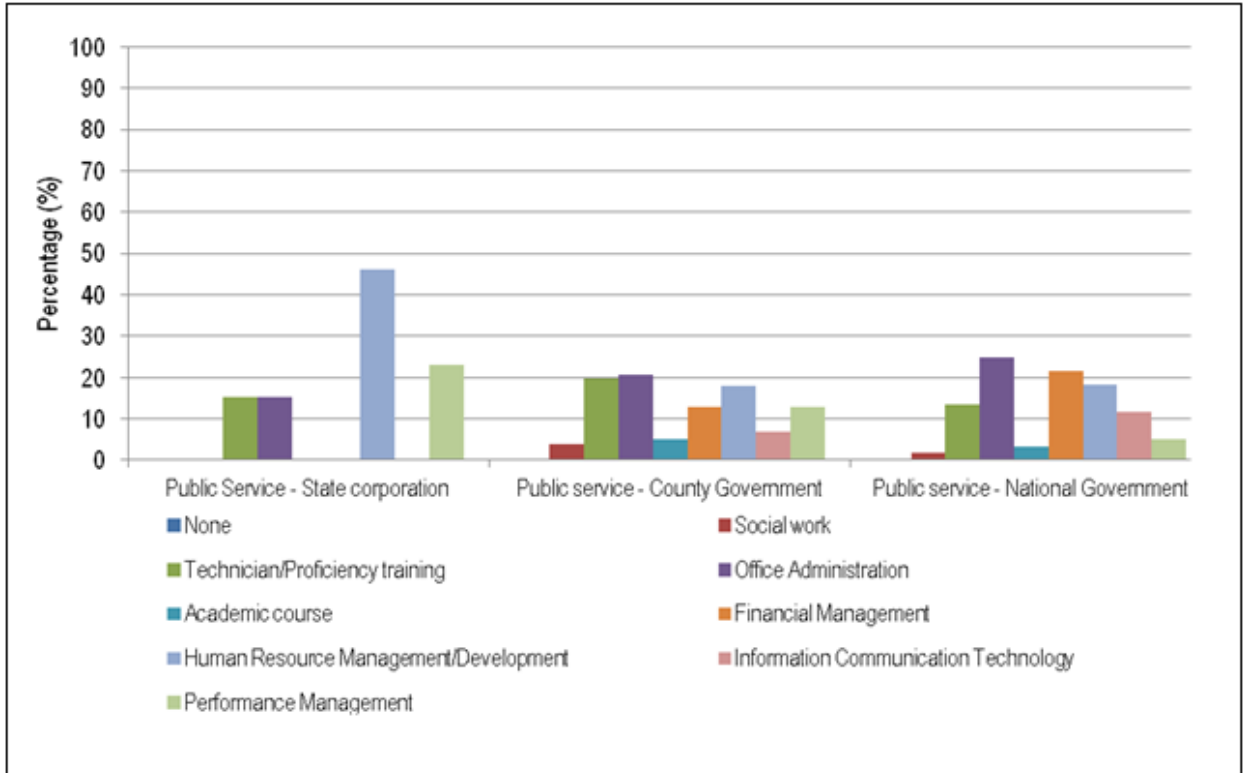


Figure 15: Responses on Capacity Building by Support Staff

4.2.2.8 Duties and Responsibilities of Respondents

The study sought to establish duties and responsibilities undertaken by respondents in their respective organizations. Duties in the public service are based on the mandate of an organization in addition to its cadre of employee. The duties could be summarized in three broad categories namely, management, supervisory or technical and support. In this study, administrative duties are those carried out by support staff. The administrative duties include: handling of letters and calls, accounts, clerical, tax returns, customer care and data management.

The technical duties are varied dependent on the mandate of organization. They include: assessment of schools including curriculum, audit inspection, child protection,

capacity building, debt control, management of IFMIS, registration of companies, registration of students for exams, resource mobilization and project management. Others are: trade promotion, testing and stamping weight machines, vote book control and voucher preparation. Management duties undertaken by top managers include: legal advice, coordination of research and innovation, raising Appropriation in Aid (A in A), policy formulation and management, discipline, authority to incur expenditure, monitoring and evaluation among others.

The responses made on duties and responsibilities by top managers are shown in Figure 16. According to the results, 34% to 60% of the respondents indicated that they carried out technical duties while 9% to 54% indicated that they carried out management duties while, 10% to 37% indicated that they were carrying out administrative duties meant for support staff!

The results seem to point to lack of clear job description within the public service. Clear job description is essential in employee performance a fact alluded to by Armstrong (2009). The duties mentioned by respondents who were interviewed included: policy, human resource function, finance, strategic planning and administration. Other duties were: capacity building, coordination of Collective Bargaining Agreements (CBAs), business strategy, ISO and quality assurance. Additional duties included: performance contracting and appraisal, citizen service delivery charter, monitoring and evaluation of programmes. These duties belong to management cadre as per various schemes of service (Republic of Kenya, 2016e).

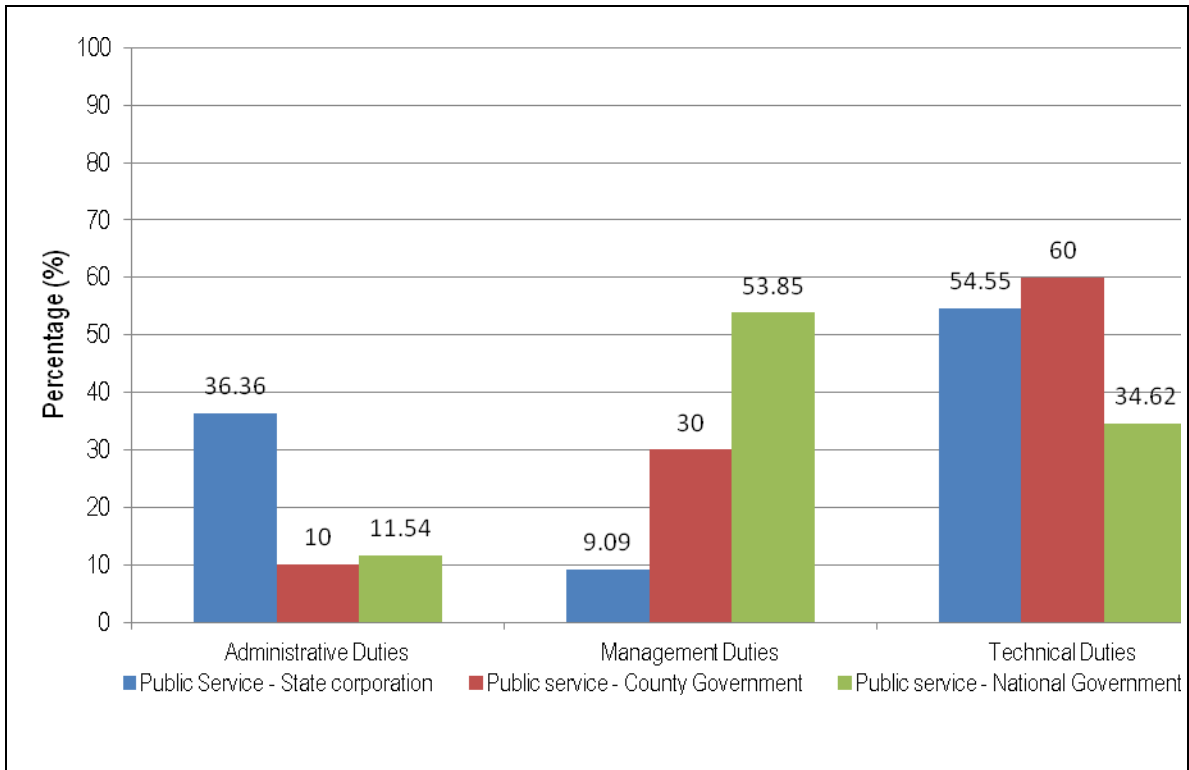


Figure 16: Responses on Duties and Responsibilities by Top Managers

The responses made on duties and responsibilities by technical staff are shown in Figure 17. According to the results, 46% to 57% of the respondents indicated that they carried out technical duties while 23% to 31% in county and national governments carried out management duties. This would be okay since officers are allowed to perform duties at a higher level. The duties assigned to employees in this cadre seems to be okay with the exception of 22% to 47% who indicated that they were carrying out administrative duties meant for support staff!

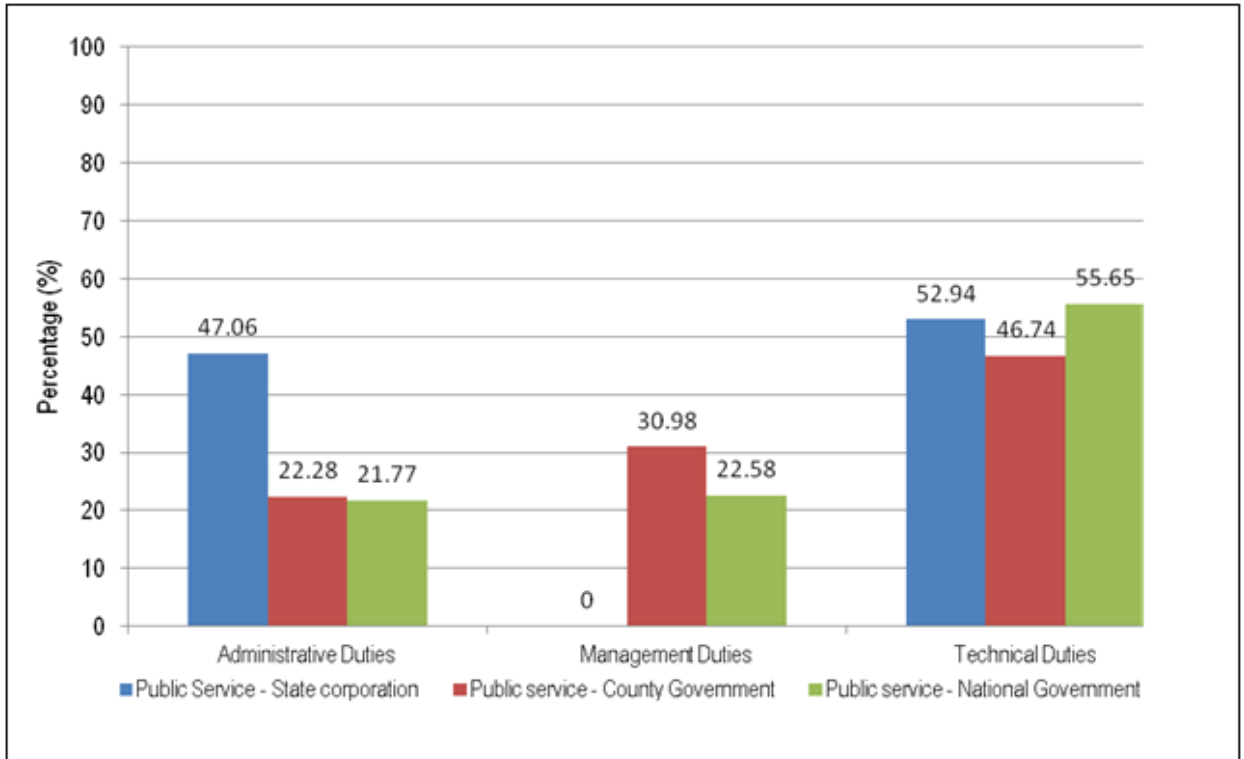


Figure 17: Responses on Duties and Responsibilities by Technical Staff

The responses made on duties and responsibilities in organizations by support staff are shown in Figure 18. According to the results, majority (50% to 63%) carried out appropriate administrative duties. Meanwhile, 25% to 31% of the respondents indicated that they carried out technical duties while 6% to 25% carried out management duties which is contrary to their level of skills.

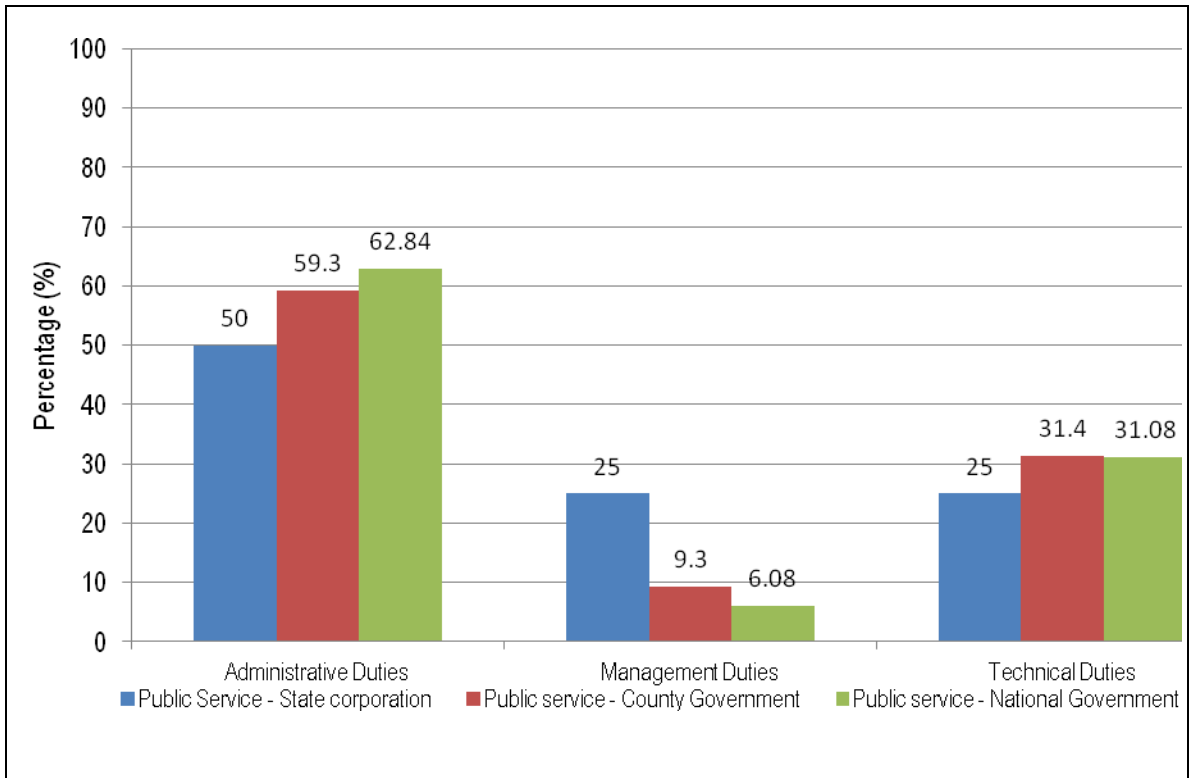


Figure 18: Responses on Duties and Responsibilities by Support Staff

The results seem to point to lack of clear job description within the public service. Job description should be based on job analysis. It should be brief and factual. It should show the title, manager to report to, relation with other employees, purpose of job, activities, tasks and duties of the job. The job description should be based on skills of the employee. Job description clearly spells out tasks and duties. Clear job description is essential in effective service delivery (Armstrong, 2009).

4.3 Findings

4.3.1 Portraits of Interviewed Respondents

Interviews provide factual data and insights into attitudes and feelings as stated by Armstrong (2009). Permission was sought from ten (10) respondents at the level of top management before scheduling the interviews. A structured interview schedule was used to minimize variations between respondents. However, some flexibility was allowed during interviews by way of probing on issues specific to individual organizations. This allowed for spontaneous and revealing reactions. Clarification of questions was also done where necessary (Cozby, 2003).

Conversations during interviews were captured on tape recorder for purposes of obtaining actual attitudinal and perceptual expressions of respondents. According to Hoyle, Harris and Judd (2002) and Flick (2002), transcription of recorded interview data into text was done with the aim of obtaining verbatim data required in the generation of portraits. The portraits show duties and responsibilities of employees, business strategy of organizations and emerging challenges. Care was taken by the researcher who is experienced in carrying out interviews to eliminate any leading questions and other biases by recognizing important and relevant information, asking probing questions and controlling the interviews appropriately.

The interviews were held in secluded places to avoid any interference. The interviewer probed by showing interest, pausing and repeating questions where necessary. The rapport developed between the interviewer and interviewee acted as motivation which led to answering of all questions as opposed to questionnaires which some respondents left a

few blank spaces. The interviewer achieved stimulus equivalence by making sure that different respondents understood questions in the same way. In so doing, random and systemic errors were minimized (Cozby, 2003; Kelemba, 2005).

4.3.1.1 Portrait of Respondent 5 on Duties and responsibilities

“My role is mainly coordination, legislation, formulation of policies, capacity building of staff countrywide, performance contracting, performance appraisal, Citizen Service Delivery Charter, monitoring and evaluation of programmes.”

4.3.1.2 Portrait of Respondent 5 on Background Information of Organization

“The department of children was created by Children’s Act 8 of 2001 but has been in existence since colonial time at the Kabete Approved School as from 1959. The Department has been housed in several ministries including Gender, Children and Social Development and Ministry of Home Affairs. There is a lot of advocacy on issues of children”.

4.3.1.3 Portrait of Respondent 1 on Background Information on Business Strategy

“Training, research, consultancy services are key services of the institution. New areas include; advising government on human resource issues and political issues where we act as a “Think Tank”. The business strategy is simple and has a seven-point plan as follows: residential programmes, from which revenue is obtained and outreach programmes are undertaken outside the institute. Non-residential research which is school-commissioned or through release of researcher. Consultancy for Government and private agencies, hosting events or meetings and conferences as well as from own activities such as rent

paid by staff. In fact, targets on how many participants can be accommodated is monitored on weekly and monthly basis.”

4.3.1.4 Portrait of Respondents 2, 5 and 7 on Emerging Challenges

“The biggest challenge right now is the ageing workforce verses employment embargo. In fact, it is an issue of poor succession management. There are many officers above the age of 46 years. Another issue is low motivation due to fear of staff rationalization. Ad hoc targets may not necessarily be measurable. Lack of visible tangible benefits of performance contracting as it does not matter whether a ministry is first or last. There is no implementation of rewards nor sanctions scheme. Child trafficking, HIV and AIDS and child abuse are other challenges”.

4.3.1.5 Portrait of Respondents 2, 5 & 7 on Possible Solutions to Emerging Challenges

“Recruitment and training should solve staff ageing issue. Low motivation could be solved by dealing with negative attitude but the problem is poor mentoring culture. There should also be fair promotion while sanctions should be properly implemented to deal with poor performance. In addition, anti-trafficking law enforcement, child protection and cash transfers should be properly implemented.”

4.3.2 Diaries of Chief Executive Officers

According to Cozby (2003) and Armstrong (2009), getting people to complete diaries of what they do is a method of building a realistic picture of how people, especially managers spend their official working time. Diaries of Chief Executive Officers (CEO) or

their representatives are presented in the following text. The diaries were obtained after scheduled interviews. The CEOs or their representatives were long serving officers having served for at least 20 years. These officers started work by 7.30 am and ended around 5.00 pm. Among the tasks CEOs undertook included: legislation and policy formulation, planning for the organization, linking ministry to planning in treasury, negotiating performance contract of the organization, planning for monitoring and evaluation of projects and programmes.

Other duties included: chairing performance management meetings, coordination of preparation of quarterly and annual reports, evaluation and rating meetings, attending to correspondence, dealing with human resource functions including discipline and absenteeism, and approval and authorization of expenditure. Furthermore, these officers were in charge of preparation and signing of Collective Bargaining Agreements besides Managing by Walking About (MBWA) to monitor employee performance. It was noted that these respondents played a key role in change management and transformation of their organizations including where necessary attainment of ISO certification.

Content analysis of policy documents such as sector plan, performance contract, work plan, citizen service delivery charter and quality policy statement was undertaken. The obtained data was coded for purposes of quantifying the information. It was therefore easy to summarize the diaries. Employees differ in terms of abilities, aptitudes and intelligence thus, need to align them to right jobs and training to enhance employee performance. Managers need to take care of pertinent issue such as gender, workforce diversity, special needs and older employees which could hinder employee performance (Cozby, 2003; Armstrong, 2009).

4.3.3 Objective 1 : The Role of Personal Attributes on Employee Performance in the Public Service in Kenya

The study sought to find out the effect of personal attributes on employee performance in the public service in Kenya. Respondents were provided with a table showing a range of major employee performance practices which are applicable to public service in Kenya. It was envisaged that their responses would reflect effect of personal attributes on employee performance. The respondents were asked to indicate the extent to which they agreed or disagreed with employee performance practices by ticking the appropriate alternative on the basis of provided. Key: Strongly agree (5), Agree (4), Undecided (3), Disagree (2) Strongly disagree (1).

The results of respondents from state corporation, county and national governments respectively are shown in Tables 4.4, 4.5 and 4.6 respectively. For purposes of discussion, the columns on strongly agree and agree were combined to read agree while, columns on disagree and strongly disagree were combined to read disagree.

Table 4.4: Percent Response on the Effect of Personal Attributes on Employee Performance in the State Corporation

Personal Attributes	SA	A	UD	D	Chisq	P>Chisq
Effective management of service delivery	45.45	45.45	-	-	104.79	<0.001
Planning for activities related to core functions which enhance organizational performance	36.36	63.64	-	-	148.60	<0.001
Continuous communication between supervisor and employee throughout the year on achieving strategic objectives in performance contract	9.09	36.36	45.45	9.09	57.69	<0.001
Linking organizational strategy to achieved results	18.18	54.55	9.09	18.18	65.95	<0.001
Production of timely quarterly and annual reports	36.36	54.55	9.09	-	99.01	<0.001
Adherence to policies and policy guidelines of the organization	36.36	45.45	9.09	-	71.74	<0.001
Monitoring and evaluation reports of programmes and projects for feedback into performance system	36.36	36.36	18.18	9.09	32.89	<0.001
Adherence to strategic plan of organization	18.18	45.45	27.27	9.09	41.16	<0.001
Adherence to service charter of organization	27.27	54.55	18.18	-	82.48	<0.001
Analysis of customer satisfaction reports	27.27	45.45	18.18	9.09	41.16	<0.001
Implementing recommendations of Training Needs Assessment reports	27.27	36.36	18.18	18.18	16.36	<0.001
Adherence to set benchmarks or ISO standards	18.18	63.64	-	18.18	115.54	<0.001
Community sensitization and mobilization reports	-	45.45	36.36	18.18	65.95	<0.001
Brochures and newsletters used to sensitize public about services offered	27.27	54.55	9.09	9.09	74.21	<0.001

The results in Table 4.4, show that majority of respondents either strongly agreed or agreed ($\chi^2 \geq 50.0, P \leq 0.001$) with all employee performance practices with the exception of continuous communication between supervisor and employee throughout the year where respondents were undecided ($\chi^2=46.0, P \leq 0.001$) on achieving strategic objectives in performance contract. Respondents were also undecided ($\chi^2=36.0, P \leq 0.001$) on community sensitization and mobilization reports.

Table 4.5: Percent Response on the Effect of Personal Attributes on Employee Performance in the County Government

Personal Attributes	SA	A	UD	D	SD	Chisq	P>Chisq
Effective management of service delivery	19.05	66.67	4.76	-	-	140.54	<0.001
Planning for activities related to core functions which enhance organizational performance	23.81	61.90	4.76	4.76	-	111.75	<0.001
Continuous communication between supervisor and employee throughout the year on achieving strategic objectives in performance contract	28.57	47.62	9.52	9.52	-	52.79	<0.001
Linking organizational strategy to achieved results	33.33	38.10	14.29	14.29	-	28.53	<0.001
Production of timely quarterly and annual reports	14.29	66.67	4.76	9.52	-	127.62	<0.001
Adherence to policies and policy guidelines of the organization	14.29	66.67	4.76	14.29	-	123.76	<0.001
Monitoring and evaluation reports of programmes and projects for feedback into performance system	14.29	52.38	9.52	23.81	-	60.27	<0.001
Adherence to strategic plan of organization	4.76	47.62	23.81	19.05	-	50.52	<0.001
Adherence to service charter of organization	14.29	52.38	14.29	14.29	-	57.32	<0.001
Analysis of customer satisfaction reports	19.05	28.57	19.05	23.81	4.76	4.49	ns
Implementing recommendations of Training Needs Assessment reports	14.29	52.38	19.05	9.52	4.76	59.59	<0.001
Adherence to set benchmarks or ISO standards	19.05	42.86	19.05	9.52	4.76	31.70	<0.001
Community sensitization and mobilization reports	14.29	52.38	14.29	14.29	-	57.32	<0.001
Brochures and newsletters used to sensitize public about services offered	4.76	61.90	14.29	14.29	-	102.68	<0.001

Source: Research data, 2016

The results in Table 4.5, show that majority of respondents either strongly agreed or agreed with most of the performance practices ($\chi^2=40.0, P\leq 0.001$) with the exception of analysis of customer satisfaction reports where there was both agreements and disagreements almost in equal proportion among respondents ($\chi^2=4.49, P\leq 0.001$).

Table 4.6: Percent Response on the Effect of Personal Attributes on Performance of Employees in the National Government

Personal Attributes	SA	A	UD	D	SD	Chisq	P>Chisq
Effective management of service delivery	23.08	69.23	-	7.69	-	149.23	<0.001
Planning for activities related to core functions which enhance organizational performance	61.54	38.46	-	-	-	143.31	<0.001
Continuous communication between supervisor and employee throughout the year on achieving strategic objectives in performance contract	30.77	46.15	15.38	7.69	-	48.64	<0.001
Linking organizational strategy to achieved results	38.46	38.46	15.38	7.69	-	42.72	<0.001
Production of timely quarterly and annual reports	46.15	46.15	-	7.69	-	95.98	<0.001
Adherence to policies and policy guidelines of the organization	61.54	30.77	-	7.69	-	119.64	<0.001
Monitoring and evaluation reports of programmes and projects for feedback into performance system	23.08	46.15	7.69	23.08	-	42.72	<0.001
Adherence to strategic plan of organization	23.08	53.85	7.69	7.69	7.69	72.90	<0.001
Adherence to service charter of organization	23.08	53.85	-	15.38	7.69	78.82	<0.001
Analysis of customer satisfaction reports	15.38	38.46	23.08	23.08	-	19.05	<0.001
Implementing recommendations of Training Needs Assessment reports	15.38	53.85	23.08	7.69	-	66.39	<0.001
Adherence to set benchmarks or ISO standards	15.38	23.08	38.46	23.08	-	19.05	<0.001
Community sensitization and mobilization reports	23.08	38.46	7.69	30.77	-	30.89	<0.001
Brochures and newsletters used to sensitize public about services offered	15.38	46.15	23.08	7.69	7.69	43.31	<0.001

The results in table 4.6 show that majority of respondents either strongly agreed or agreed with most of the performance practices ($\chi^2=48.0, P\leq 0.001$) with the exception of adherence to set benchmarks or ISO Standards where respondents were undecided ($\chi^2=19.0, P\leq 0.001$). According to Cozby, (2003), a significant result is one where there is very low probability of occurrence of equal means in population as reflected in this section on personal attributes as is the case in this result.

Seven respondents from state corporation and national government who were interviewed indicated that they will continue applying the performance practices which started in the period between 2004 and 2008. The county governments answered in the

negative a fact that was anticipated since they were just commencing on performance contracting from 1st July 2015.

Armstrong and Baron (2009) recognize the same employee performance practices as forming aspects of best practice organizations. The practices are anchored in the performance contracting and appraisal system which are used to align employee performance in the public service in Kenya (Kenya Vision 2030, 2007; Evaluating of Results for Kenyans 2009; Evaluation of Performance Contracting, 2010; Republic of Kenya, 2016e).

Although, Bhattacharyya (2007) believes that benchmarking performance standards with competing organizations may not always be the right approach but aligning performance standards with job descriptions, mission, goals and objectives is a better approach to enhancing performance of employees. He argues that organizations should place greater emphasis on business objectives and customer needs.

4.3.4 Objective 2: The Consequences of Leadership Style on Employee Performance in the Public Service in Kenya

4.3.4.1 Indicators Used by Leaders to Manage Employee Performance

The study sought to establish performance indicators which are used by leaders to manage employee performance in the public service in Kenya. Respondents drawn from top management and technical staff were provided with a table showing performance indicators from which they were asked to select and indicate YES or NO.

The results are shown in tables 4.7, 4.8 and 4.9. The results in table 4.7 show that respondents from state corporation gave rating of YES by over 99% for: reduced costs,

increased productivity, expanded or acquisition of new markets, development of skills or competence of work force and increased efficiency. The same response also applied to development of new products or services, improved quality, achievement of financial targets, improved customer care, motivation of staff and increased consumer satisfaction.

Meanwhile, reduced production time, changes in behaviour and attitude were rated NO by over 99% of respondents. The results seem to indicate that majority of the respondents were of the opinion that reduction in production time and change in behaviour or attitude did not affect employee performance.

The view seems to contradict implementation of Rapid Results Initiative, Huduma Centres and change management skills which have been imparted on senior and technical staff as part of Results Based Management within the public service in Kenya. These initiatives have significantly reduced production time for services or goods as well as changed attitude from process to result-based approach (Karugu, 2008;Mugenda, 2008; Armstrong 2009; Republic of Kenya, 2009(b); Office of the Prime Minister, 2010; Republic of Kenya, 2010 (a); Lubembe, 2012).

Table 4.7: Percent Response on Performance Indicators by Top Managers and Technical Staff of State Corporation

Performance Indicators	YES	N0
Reduced costs	99.94	0.06
Increased productivity	99.88	0.12
Expanded or acquisition of new markets	99.76	0.24
Development of skills / competence of workforce	99.88	0.12
Increased efficiency	99.88	0.12
Reduced Production time	0.30	99.70
Development of new products or services	99.88	0.12
Improved quality	99.88	0.12
Achievement of financial targets	99.88	0.12
Improved customer care	99.88	0.12
Changes in behaviour and attitude	0.48	99.52
Motivation of staff	99.82	0.18
Increased consumer satisfaction	99.82	0.18

The results in table 4.8 show that respondents from county government gave rating of YES of 100 % for: improved customer care and changes in behaviour and attitude. This was closely followed by development of skills or competence of work force with rating of YES by 95% of respondents. Improved efficiency, improved quality achievement of financial targets and motivation of staff were rated YES by 80% and 90% of respondents. Reduced costs, increased productivity, reduced production time and increased customer satisfaction were rated YES by 60% to 79% of respondents. Expanded or acquisition of new markets and development of new products or services were rated lowest rating of YES by between 40% and 50% of respondents.

Meanwhile, expanded or acquisition of new markets and development of new products or services were rated NO by 52% and 57% of respondents respectively. All other performance indicators received a rating of NO by 5% to 38% of respondents.

Table 4.8: Percent Response on Performance Indicators by Top Managers and Technical Staff of County Government

Performance Indicator	YES	NO
Reduced costs	61.90	38.10
Increased productivity	76.19	23.81
Expanded or acquisition of new markets	42.86	57.14
Development of skills / competence of workforce	95.24	4.76
Increased efficiency	80.95	19.05
Reduced Production time	61.90	38.10
Development of new products or services	47.62	52.38
Improved quality	80.95	19.05
Achievement of financial targets	80.95	19.05
Improved customer care	100.00	-
Changes in behaviour and attitude	100.00	-
Motivation of staff	85.71	14.29
Increased consumer satisfaction	76.19	23.81

The results in table 4.9 show that respondents from national government gave rating of YES of 100% for: improved customer care, development of skills or competences and changes in behaviour and attitude. Reduced costs, increased productivity, increased efficiency, improved quality, achievement of financial targets and increased customer satisfaction were rated YES by 99% of respondents. Motivation of staff and reduced production time were rated YES by 79% of respondents. Expanded or acquisition of new markets were rated YES by low percentage of 21% while 79% of respondents indicated

NO. Development of new products or services was rated YES by less than 1 % of respondents. The fact that 99% of respondents indicated NO to this performance indicator makes one wonder whether there is any innovation going on within the public service in Kenya. All other performance indicators were rated NO by less than 22% of respondents.

Table 4.9:Percent Response on Performance Indicators by Top Managers and Technical Staff of National Government

Performance Indicator	YES	NO
Reduced costs	99.90	0.10
Increased productivity	99.95	0.05
Expanded or acquisition of new markets	21.39	78.61
Development of skills / competence of workforce	100.00	-
Increased efficiency	99.95	0.05
Reduced Production time	78.51	21.49
Development of new products or services	0.46	99.54
Improved quality	99.95	0.05
Achievement of financial targets	99.95	0.05
Improved customer care	100.00	-
Changes in behaviour and attitude	100.00	-
Motivation of staff	78.46	21.54
Increased consumer satisfaction	99.95	0.05

Overall, leadership style was found to have a significant effect on performance of employees at varying degrees per performance indicator used by applied to employees. According to Saira (2016), training was one of the key factors which was found to affect employee performance. Although, expanded or acquisition of new markets received mixed rating by respondents from different study organizations. Performance contracting and appraisal as aspects of Results Based Management were introduced in state

corporations in 2004 and thereafter, to the rest of the public service. Citizen Service Delivery Charters were also introduced as a way of improving employee performance and subsequently, service delivery.

The results seem to contradict implementation of Rapid Results Initiative, Huduma Centres and change management skills which have been imparted on senior staff as part of Results Based Management within the public service in Kenya. These initiatives have significantly reduced production time for services or goods as well as changed attitude from process to result – based approach. Transparency and accountability, increased access to ICT, Public Private Partnerships and innovation in the public sector have since been implemented (Karugu, 2008; Mugenda, 2008; Armstrong 2009; Republic of Kenya, 2009(b); Office of the Prime Minister, 2010; Republic of Kenya, 2010 (a); Lubembe, 2012).

Previously, under the coalition government, Kenya Public Service Week events were held annually to show case role of public servant, transparency, improved service delivery, automation, customer care work place environment and relationship between public servants and Kenyan public. The Public Service Week for 2008 was held at Kenyatta International Conference Centre between 20th and 21st August 2008. During the Nationwide Customer Satisfaction Survey carried out in 2009, overall customer satisfaction was found to be above 60% with the exception of justice, security and provincial administration sectors. The customer satisfaction was based on: timeliness, competence of staff, courtesy, fairness and service outcome (Office of the Prime Minister, 2010).

Lubembe (2012), identified customer care as a key component of service and openness in the transformation of public service. According to Ziglar (2003), managers should recognize, develop and use people's talents hence, make them as capable as managers. This fact was alluded to by Stoner, Freeman and Gilbert (2009). He also identifies integrity, pleasant personality and character as crucial elements of good leadership (Report on Kenya Public Service Week, 2008; Armstrong and Baron, 2009; Office of the Prime Minister, 2009a; Office of Prime Minister, 2009b; Evaluation of Results for Kenyans, 2009; Nationwide Customer Satisfaction Survey, 2009; Stoner, Freeman and Gilbert (2009; Lubembe, 2012).

4.3.4.2 The Extent to Which Respondents Agreed with Selected Performance Indicators

The study sought to establish the extent to which respondents agreed with the selected performance indicators in sub section 4.3.4.1. The results of respondents from state corporation are shown in Table 4.10. The results in table 4.10 show that majority of the respondents from the state corporation very strongly agreed, strongly agreed, agreed or fairly agreed with the all performance indicators ($\chi^2=40.0, P\leq 0.001$). Meanwhile, 11% to 17% of the respondents were undecided.

Table 4.10: Percent Response on Effectiveness of Performance Indicators by Top Managers and Technical Staff of State corporation

Performance Indicators	Very strongly agree	Strongly agree	Agree	Undecided	Chisq	P>Chisq
Reduced Costs	33.33	55.56	0	11.11	262	
Increased Productivity	25	62.5	0	12.5	315	<0.001
Expanded or acquisition of new markets	33.33	50	0	16.67	200	<0.001
Development of Skills/competence of workforce	11.11	66.67	11.11	11.11	333	<0.001
Increased efficiency	25	62.5	0	12.5	315	<0.001
Reduced production time	11.11	77.78	0	11.11	547	<0.001
Development of new products or service	11.11	44.44	33.33	11.11	120	<0.001
Improved quality	22.22	66.67	0	11.11	369	<0.001
Achievement of financial targets	25	62.5	0	12.5	315	<0.001
Improved customer care	22.22	66.67	0	11.11	369	<0.001
Changes in behaviour and attitude	12.5	62.5	12.5	12.5	270	<0.001
Motivation of staff	16.67	33.33	33.33	16.67	40	<0.001
Increased consumer satisfaction	22.22	33.33	33.33	11.11	49	<0.001

The results in table 4.11 show that majority of respondents either very strongly agreed, strongly agreed, agreed or fairly agreed with the performance indicators ($\chi^2=15.0$, $P\leq 0.002$). Less than 10% of the respondents were undecided on the performance indicators. The results was found to be statistically significant at the significant level was $p < 0.05$. The null hypothesis that leadership style has no consequence on employee performance was rejected.

Table 4.11: Percent Response on Effectiveness of Performance Indicators by Top Managers and Technical Staff of County Government

Performance Indicators	Very strongly agree	Strongly agree	Agree	Fairly agree	Undecided	Chisq	P>Chisq
Reduced Costs	30	50	11.67	5	3.33	47.2	<0.001
Increased Productivity	31.82	50	10.61	3.03	4.55	54.6	<0.001
Expanded or acquisition of new markets	31.25	52.08	6.25	6.25	4.17	42.8	<0.001
Development of Skills/competence of workforce	33.8	46.48	11.27	2.82	5.63	52.2	<0.001
Increased efficiency	31.82	40.91	7.58	10.61	9.09	31.0	<0.001
Reduced production time	39.13	21.74	26.09	8.7	4.35	17.9	0.001
Development of new products or service	14.58	45.83	20.83	12.5	6.25	22.6	<0.001
Improved quality	35.38	36.92	18.46	7.69	1.54	33.1	<0.001
Achievement of financial targets	33.87	33.87	17.74	9.68	4.84	22.5	<0.001
Improved customer care	42.03	39.13	11.59	2.9	4.35	50.3	<0.001
Changes in behaviour and attitude	28.36	44.78	11.94	10.45	4.48	36.2	<0.001
Motivation of staff	29.31	32.76	17.24	17.24	3.45	15.6	0.002
Increased consumer satisfaction	29.23	43.08	12.31	9.23	6.15	32.0	<0.001

The results in table 4.12 show that majority of respondents very strongly agreed, strongly agreed, agreed or fairly agreed with the performance indicators ($\chi^2=21.0$, $P\leq 0.001$). Less than 12% of the respondents were undecided. The results was found to be statistically significant at the significant level was $P < 0.05$. However, development of new products or services was not significant ($\chi^2=46.0$, $P\leq 0.001$). The null hypothesis that leadership style has no consequence on employee performance was rejected.

Table 4.12: Percent Response on Effectiveness of Performance Indicators by Top Managers and Technical Staff of National Government

Performance Indicators	Very strongly agree	Strongly agree	Agree	Fairly agree	Undecided	Chisq	P>Chisq
Reduced Costs	39.47	52.63	0	0	7.89	45.4	<0.001
Increased Productivity	43.18	47.73	2.27	2.27	4.55	47.8	<0.001
Expanded or acquisition of new markets	30	60	5	5	0	25.5	<0.001
Development of Skills/competence of workforce	33.33	50.98	1.96	3.92	9.8	46.5	<0.001
Increased Efficiency	36.17	46.81	4.26	4.26	8.51	37.8	<0.001
Reduced Production Time	19.35	58.06	12.9	0	9.68	31.1	<0.001
Development of new products or service	20	32	24	12	12	3.6	Ns
Improved quality	35.56	37.78	11.1	4.44	11.11	21.6	<0.001
Achievement of financial targets	24.39	56.1	4.88	2.44	12.2	39.4	<0.001
Improved customer care	33.33	53.33	4.44	0	8.89	46.2	<0.001
Changes in behaviour and attitude	35	47.5	7.5	0	10	32.8	<0.001
Motivation of staff	30.77	43.59	7.69	7.69	10.26	20.9	<0.001
Increased consumer satisfaction	37.5	50	2.5	0	10	40.3	<0.001

Bhattacharyya (2007), states that performance indicators are specific to each organization however, the key areas include: cost of producing goods or services; resources such as staff, materials and infrastructure; value of goods and services and, customer satisfaction. The same views are shared by Armstrong (2009). The Nationwide Customer Satisfaction Survey carried out in (2009) revealed an overall customer satisfaction of 64% underscoring importance of customer satisfaction in service delivery. In the same report, Employee Satisfaction Index of 70% This figure compared well with 67% of New Zealand in 2007 and 67% of Canada in 2005 (Nationwide Customer Survey, 2009)

4.3.5 Objective 3: The Influence of Team Work Practices on Employee Performance in the Public Service in Kenya

The study sought to find out the effect of team work on employee performance in public service in Kenya. Respondents were provided with a table showing approaches used in managing employee performance in public service. It was envisaged that the responses provided would reveal the effect of team work on employee performance in the public service in Kenya. Effectiveness of the approaches was also expected to reveal effectiveness of team work in public service organizations under study.

4.3.5.1 Approaches used in Managing Employee Performance

The approaches provided to respondents included: annual appraisal, mid-term appraisal, peer appraisal, self-appraisal, continuous assessment, competence assessment, objective –setting and review, performance contracting, coaching and or mentoring, career management and or succession planning, application of RRI and, implementation of Citizen Service Delivery Charter (Lubembe, 2012). The results on approaches used in managing employee performance in the public service are shown in table 4.14.

Table 4.13: Percent Response on Approaches used in Managing Employee Performance

Variable	Level	N	Mean	Std Error of Mean
SCORE	NO	99	0.200131	0.020071
	YES	423	0.768816	0.020933
	Z-NR	18	0.031053	0.007748

The results in table 4.13 indicated that 77 % of the respondents said that the approaches are being applied in their respective organizations to enhance employee performance through teamwork. However, 20% of respondents who filled questionnaires said that the approaches were not in use in their organizations. Meanwhile, few 3% respondents did not answer the question. The ten respondents who were interviewed concurred with the views of the respondents who filled questionnaires. The results indicate that the approaches are applicable as component of team work within the public service in Kenya. The approaches provided are components of performance contracting and appraisal systems in public service in Kenya to enhance employee performance. This fact has been alluded to by Kohli & Deb (2011).

4.3.5.2 Effectiveness of Approaches used in Managing Employee Performance in the Public Service in Kenya

The study sought to find out the extent of effectiveness of the selected approaches in managing employee performance. The results are shown in table 4.14.

Table 4.14: Percent Response on Effectiveness of Approaches used in Managing Employee Performance

Approaches	Very Highly effective	Highly Effective	Undecided	Effective	Slightly effective	Chisq χ^2	P>Chisq
Performance contracting	26.19	45.24	7.14	14.29	7.14	51.9	<0.01
Annual appraisal	21.43	45.24	7.14	14.29	9.52	47.3	<0.01
Midterm appraisal	7.89	39.47	21.05	10.53	21.05	30.9	<0.01
Peer appraisal	4.17	33.33	37.50	16.67	4.17	49.8	<0.01
Self-appraisal	15.63	37.50	12.50	12.50	21.88	22.1	<0.01
Continuous assessment	9.68	54.84	22.58	9.68	3.23	85.7	<0.01
Competence assessment	8.82	47.06	17.65	11.76	14.71	47.9	<0.01
Objective-setting and review	14.29	51.43	11.43	8.57	14.29	62.9	<0.01
Implementation of Citizen delivery service charter	16.67	44.44	16.67	2.78	19.44	45.8	<0.01
Coaching and or mentoring	8.82	52.94	11.76	2.94	26.47	80.5	<0.01
Career management and/or succession planning	5.71	42.86	20.00	14.29	20.00	38.0	<0.01
Application of Rapid Results Initiative	16.13	38.71	16.13	9.68	22.58	24.7	<0.01

The results of effectiveness of approaches used in are shown in Table 4.14. According to the results, all the approaches were found to be either very highly, highly, effective and slightly effective by respondents ($\chi^2=22.0, P\leq 0.001$). Nine of the ten respondents who were interviewed also found the approaches to be effective to varying degrees. However, 38 % of respondents were undecided on peer appraisal casting doubt on use of this approach.

The respondents who were undecided ranged from 7% to 23%. These results confirmed that the approaches provided were indeed in use in study organizations in varying degrees. The results were found to be statistically significant at the significant

level was $p < 0.05$. The null hypothesis that teamwork practices have no influence on employee performance was rejected.

There was very low probability of occurrence of equal means in population as indicated by Cozby (2003). A variety of approaches such as availability of resources, training, employee relations and Rapid Results Initiative improve efficiency, quality, timelines and cost effectiveness determine how team work impacts on performance of employees in public service in Kenya (Armstrong & Baron, 2009; Kobia & Mohammed, 2009).

4.3.6 Objective 4: The Impact of Organizational Practices on Employee Performance in Public Service in Kenya

4.3.6.1 Linkage of Strategic Objectives

The study sought to find out if employee, team and organizational strategic objectives were linked. The responses of top managers from state corporation, county and national Governments are shown in figure 19. According to results in figure 19, most of the respondents (state corporation 64%, county government 57% and national government 77%) respectively indicated that there was linkage between individual, team and organizational strategic objectives.

Out of ten (10) respondents who were interviewed, seven (7) indicated that individual, team and organizational objectives were linked. Some respondents (state corporation 27%, county government 38% and national government 8%) respectively were of the opinion that there was no linkage between individual, team and organizational strategic

objectives. Other respondents (state corporation 27%, county government 38% and national government 8%) respectively, were undecided while three (3) respondents who were interviewed did not respond to the question.

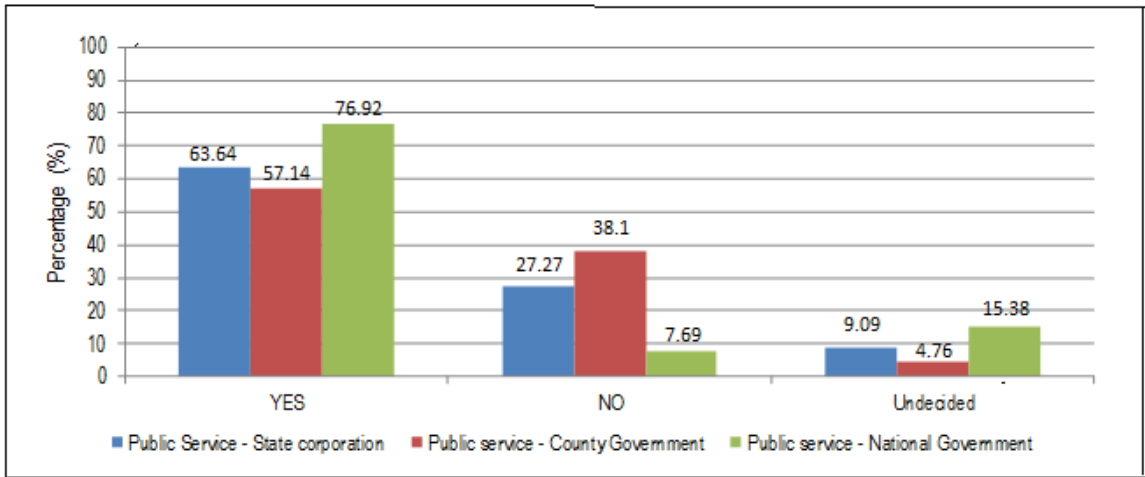


Figure 19: Responses to Linkage of Strategic Objectives by Top Managers

The results seem to reflect the fact that the staff of state corporation, county and national government were aware of linkage of strategic objectives. Some of the employees of county government were recruited from national government thus, the awareness on linkage of strategic objectives.

Strategic objectives of an organization are cascaded from Cabinet Secretary to Principal Secretary in National Government or Chief Executive Officer in an organization then to Directors, Departments, Divisions, Sections and finally individual employee. A cabinet Secretary signs performance contract with the president of Kenya. At county level, the strategic objectives are cascade from executive officers who sign performance contract with Governor. The cascading ends with individual employee. Organizational strategic objectives are contained in the organizational 5 year Medium

Term Plan II of 2013 – 2017 which is obtained from the national MTEP II which is a component of Kenya Vision 2030 (Kenya Vision 2030, 2007; Armstrong, M. & Baron, A. 2009; Kobia M.& Mohammed N. 2009; Office of Prime Minister, 2009; Republic of Kenya , 2010).

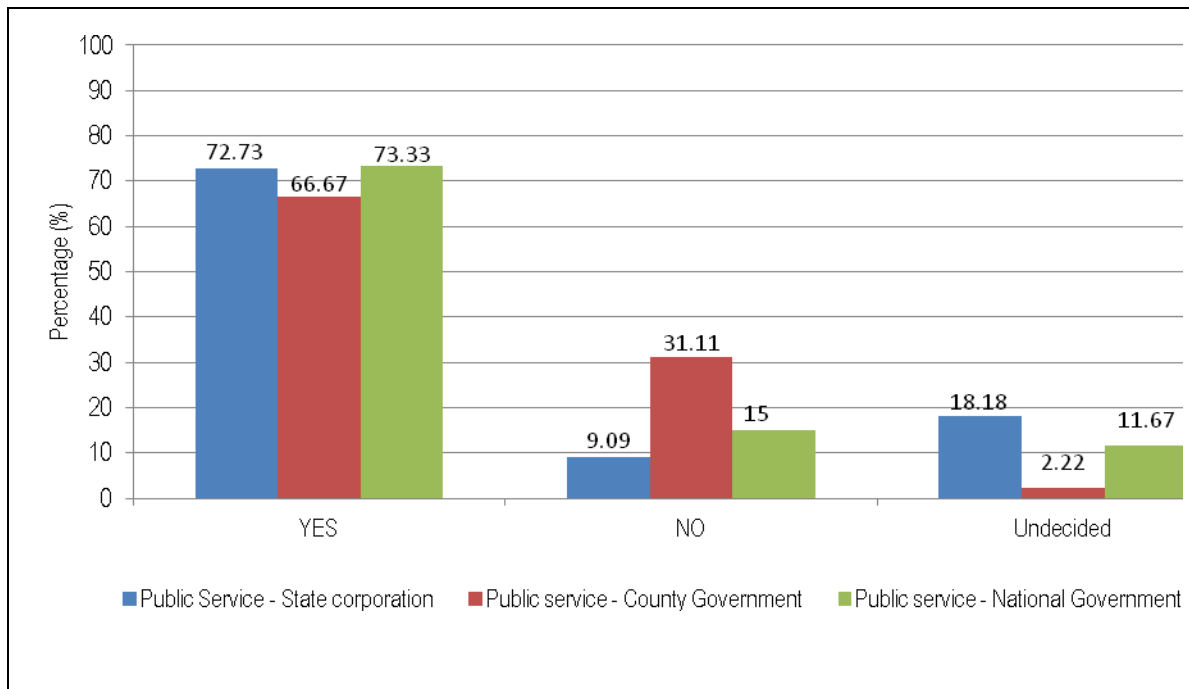


Figure 20: Responses to Linkage of Strategic Objectives by Technical Staff

The responses of technical staff from state corporation, county and national governments are shown in Figure 20. According results in Figure 20, most of the respondents (state corporation 73%, county government 67% and national government 73%) respectively indicated that there was linkage between individual, team and organizational strategic objectives. However, some respondents (State Corporation 9%, County Government 31% and National Government 15%) respectively were of the opinion that there was no linkage between individual, team and organizational strategic objectives.

Other respondents (State corporation 18%, County Government 2% and National Government 12%) respectively were undecided. The pattern of responses from State corporation and National government was quite similar. The two subsectors of public service commenced performance contracting as from 2004 thus, most staff are familiar linkage of individual, team and organizational strategic objectives. The staff at County government were quite varied as some were newly recruited while others were drawn from national government thus a much higher figure of 31% who indicated that there was no linkage.

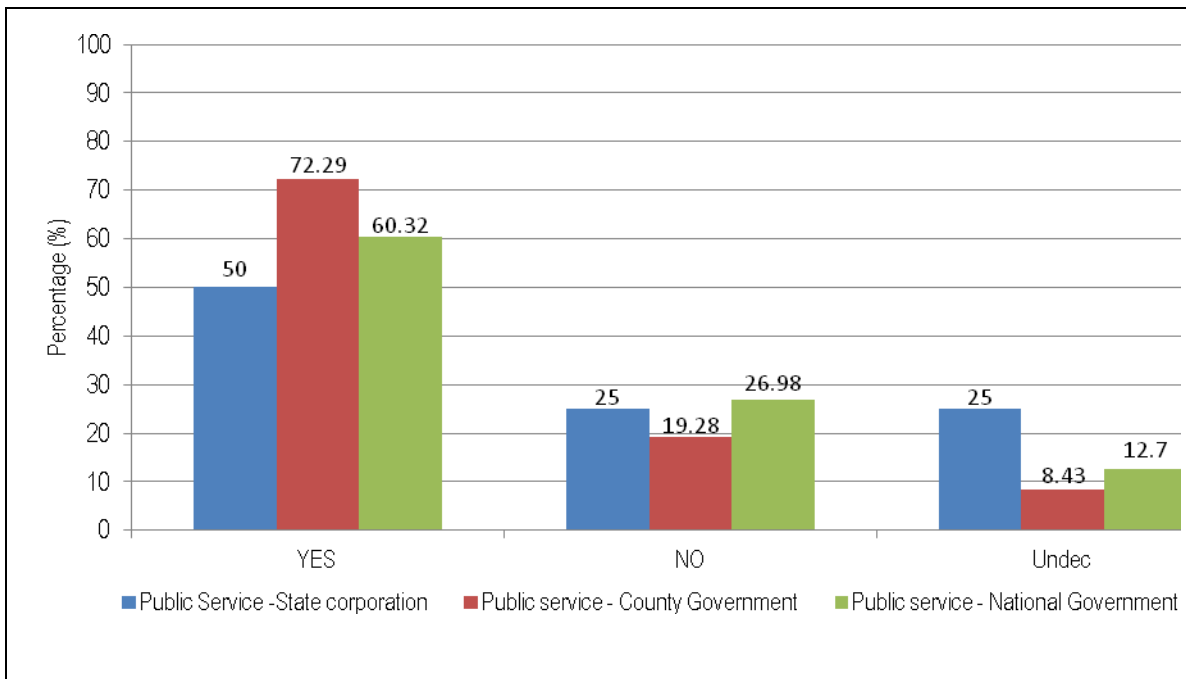


Figure 21: Responses to Linkage of Strategic Objectives by Support Staff

The responses of support staff from state corporation, county governments and national government are shown in figure 21. According results in figure 21, most of the respondents (state corporation 50%, County Government 72% and National Government 60%) respectively at the level of support staff indicated that there was linkage between

individual, team and organizational strategic objectives. However, some respondents (state corporation 25%, county government 19% and national government 27%) respectively were of the opinion that there was no linkage between individual, team and organizational strategic objectives.

Other respondents (state corporation 25%, county government 8% and national government 13%) respectively were undecided. Between 20% and 51% of respondents in this cadre of employees either responded in the negative or were undecided. This could be an indication that this cadre of employees are least involved in performance contracting and work plan processes hence, not aware of the linkage. It could also be likely that the employees in this cadre are assigned targets without discussion which is contrary to aspirations of public service staff performance appraisal. Linkage of strategic objectives in an organization has strong effect on performance management of employees in public service in Kenya (Republic of Kenya, 2016a; Republic of Kenya, 2016b; Republic of Kenya, 2016c; Republic of Kenya, 2016d; Republic of Kenya, 2016e).

4.3.6.2 Ways of Linkage of Strategic Objectives

The study sought to find out how employee, team and organizational strategic objectives were linked from respondents who had indicated YES in the previous section. The responses from top managers are shown in figure 22. The results in Figure 22 show that six ways of linkage were identified by respondents drawn from Top managers. All respondents (100%) from state corporation indicated that employees work towards realization of goals of goals of organization while 5% cited cascading of targets based on strategic objectives in strategic plan.

Respondents from county government cited a variety of ways in which objectives were linked. They all (100%) agreed on: induction of employees on strategic objectives of the organization and individual work is aimed at realizing goals of organization. In addition, 65% and 42% also cited cascading of targets based on strategic objectives in strategic plan and performance appraisal of all employees respectively.

The respondents from national government cited performance appraisal of all employees (59%) and Cascading of targets based on strategic objectives in strategic plan (30) % as the ways of linking individual, team and organizational strategic objectives. The respondents who were interviewed, were in agreement with the ways of linkage proposed by top managers. In addition, they also indicated discussions between supervisor and individual, monitoring and evaluation as well as holding meetings as other ways of linkage. The Human Resource Policies and procedures Manual for the Public Service in section G provides an outline on employee performance (Republic of Kenya, 2016a; Republic of Kenya, 2016b; Republic of Kenya, 2016d; Republic of Kenya, 2016e).

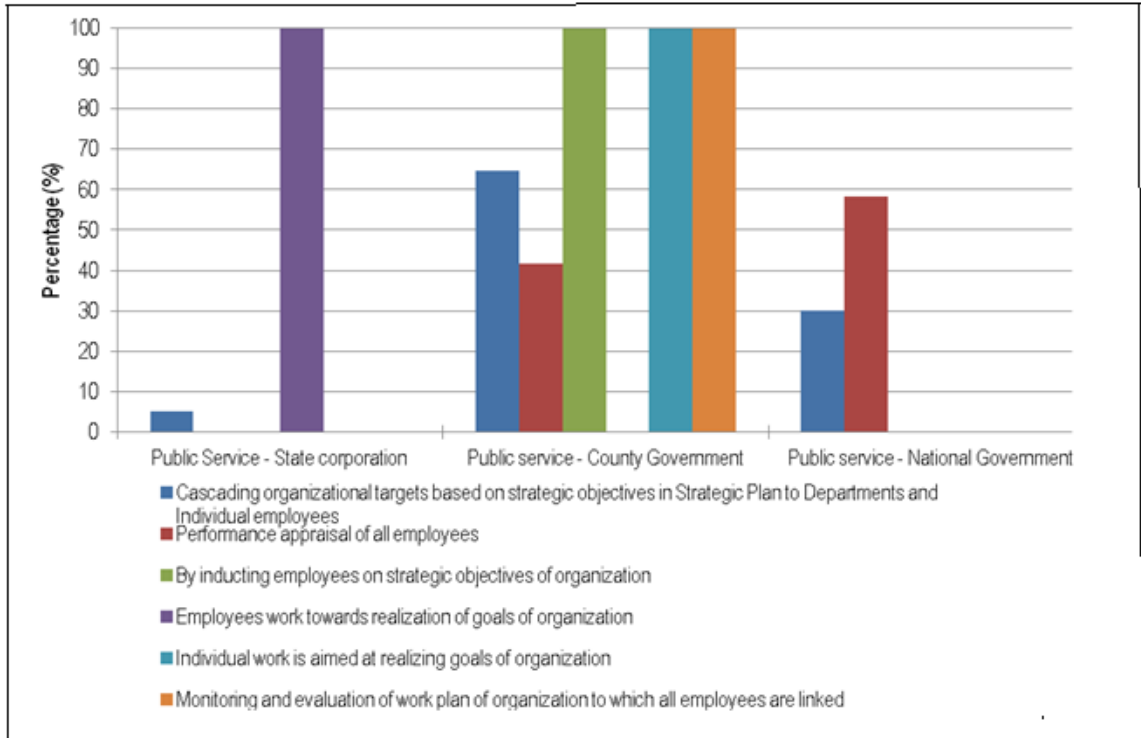


Figure 22: Responses to Ways of Linkage of Strategic Objectives by Top Managers

The results in Figure 23 show that six ways of linkage were identified by respondents drawn from technical staff. The responses from respondents drawn from state corporations were negligible. All (100%) of respondents from county government cited working as a team and, all employees and stakeholders working towards realization organizational goals as the way of linking strategic objectives. Similarly, all (100%) employees from national government indicated monitoring and evaluation of work plan of organization to which all employees are linked as well as, organizational strategic objectives being realized through adherence to service charter of organization as the ways off linkage.

In addition, 64% and 35% of respondents from county government and national respectively cited cascading organizational targets based on strategic plan to department

and individual employees. Further, 22% and 76% of respondents from county and national government respectively indicated employees work towards realization of goals of organization as the way of linkage of strategic objectives. The ways identified by technical staff are in tandem with what is contained in performance contracting and appraisal documents which are used to enhance employee performance (Kobia M.& Mohammed N. 2009;Office of Prime Minister, 2009).

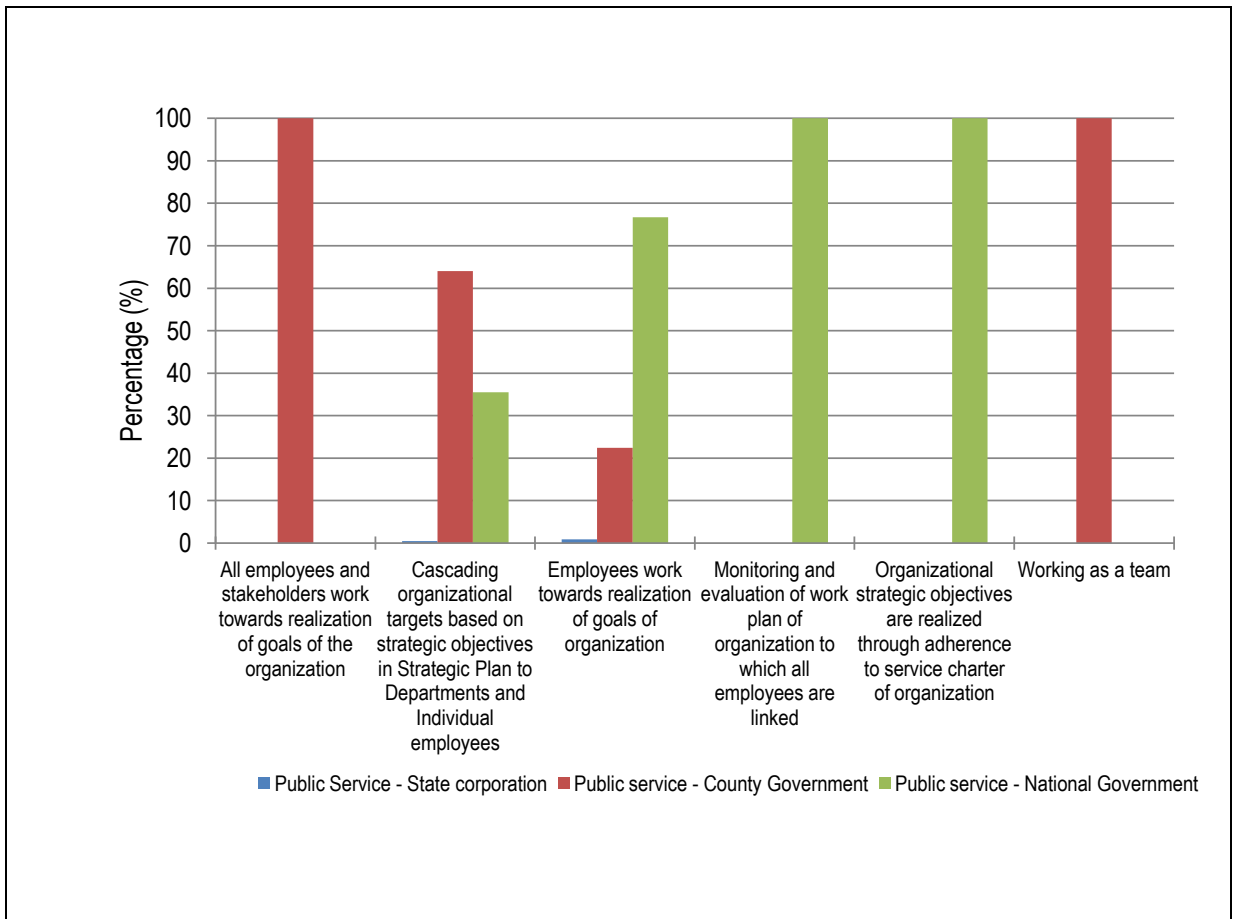


Figure 23: Responses to Ways of Linkage of Strategic Objectives by Technical Staff

The results in Figure 24 show that six ways of linkage were identified by respondents drawn from support staff. The respondents from State corporation did not responded to this part of questionnaire. Respondents from county government cited a variety of ways

in which objectives were linked. They all (100%) agreed on benchmarking with other organizations while 90% cited performance appraisal of all employees. Meanwhile, 75% indicated that employees work towards realization of goals of organization. In addition, 67% cited cascading of targets based on strategic objectives in strategic plan to departments and individual employees while 79% of respondents felt that linkage of strategic objectives was by working as a team.

All (100%) respondents from national government cited adherence to service charter while 33% indicated cascading of targets based on strategic objectives in strategic plan as the ways of linking individual, team and organizational strategic objectives. At the same time, 25% cited working as a team while 11% indicated appraisal of all employees. Employees working towards realization of goals of organization was cited by 21% of the respondents.

Strategic objectives guide performance contracting and appraisal which are prepared and used by organizations on yearly basis to enhance employee performance. Strategic objectives of an organization are contained in a 5 year Strategic Plan of an organization. A Strategic Plan is based on A Medium Term Plan which is a subset of Vision 2030. Overall, all the ways of linkage cited by respondents are in practice across the board in public service in Kenya. Linkage of strategic objectives enhances employee performance (Kenya Vision 2030, 2007; Armstrong, M. & Baron, A. 2009; Kobia M. & Mohammed N. 2009; Office of Prime Minister, 2009; Medium Plan 11 2013 - 2017).

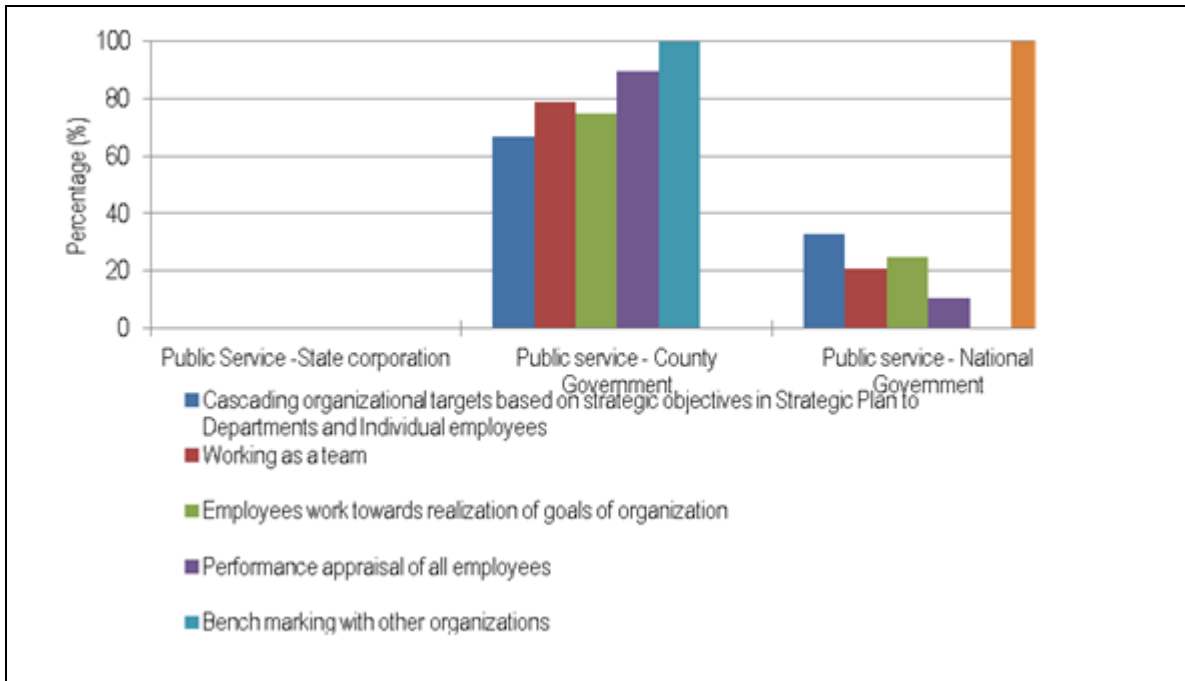


Figure 24: Responses to Ways of Linkage of Strategic Objectives by Support Staff

4.3.6.3 Setting of Employee Performance Targets

The study sought to find out who is responsible for setting performance targets for employees in the respective organizations. Respondents were provided with four choices from which to select who sets employee performance targets in respective organizations. They had to select from Top managers or Supervisors or Personnel staff or Individual by ticking as many alternatives as applicable. The responses of Top Managers are shown in figure 25.

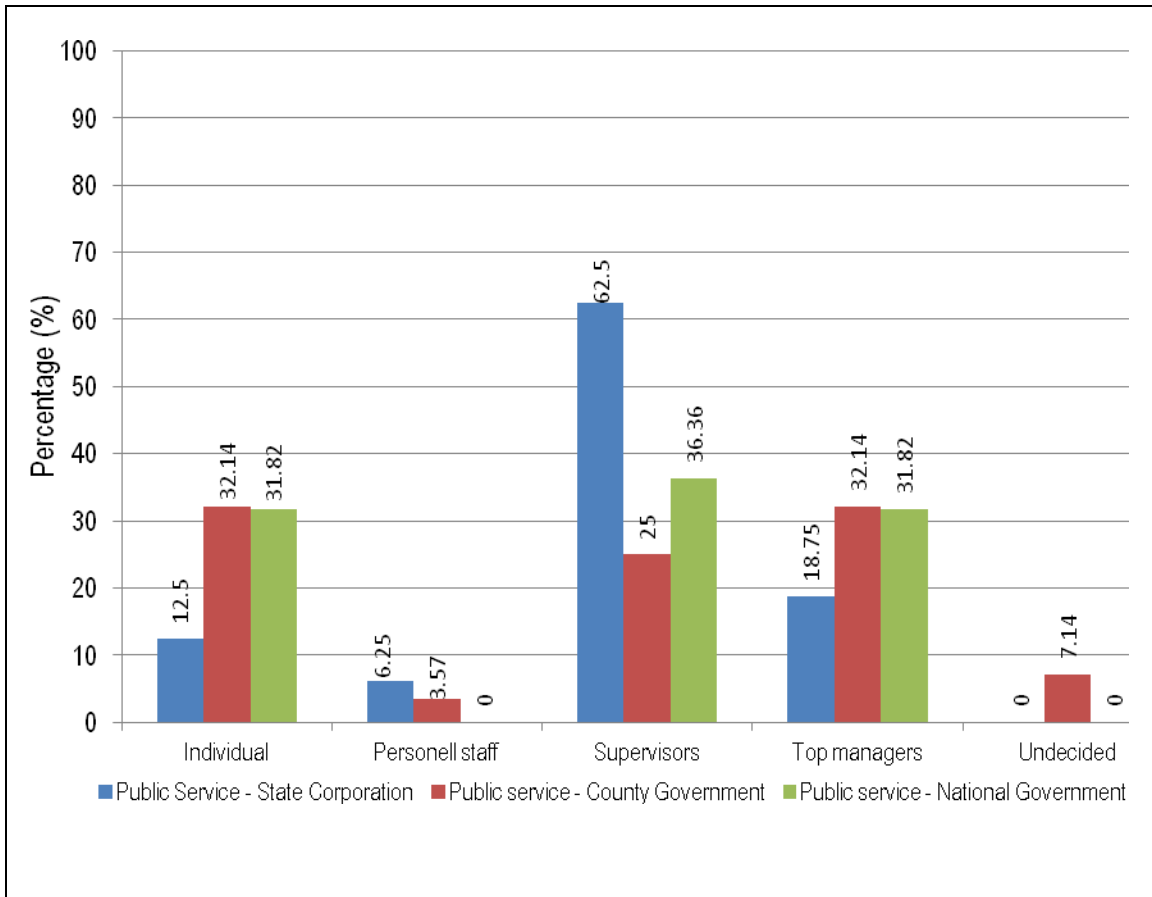


Figure 25: Responses on Setting of Employee Performance Targets by Top Managers

The responses of top managers in figure 25. The results show that, 63% of respondents in the state corporation indicated that setting of performance targets was done by supervisors, 19% by top managers and only 13% cited individual. Meanwhile, 6% indicated personnel staff. In the county government, 32% cited individual while a similar percentage also cited top managers. Meanwhile, 25% and 4% cited supervisors and personnel staff respectively. There was no response from 7% which cast doubt on the way performance target setting is done in counties.

In the national government, 36% indicated supervisors or top managers or while 32% each cited top managers or individual. Nine (9) of the respondents who were interviewed indicated that the setting of performance targets was done jointly by supervisor and individual while one (1) respondent indicated that the individual did so alone to allow for innovation. Employee performance target setting is carried out between an employee and immediate supervisor after discussion (Republic of Kenya, 2016e).

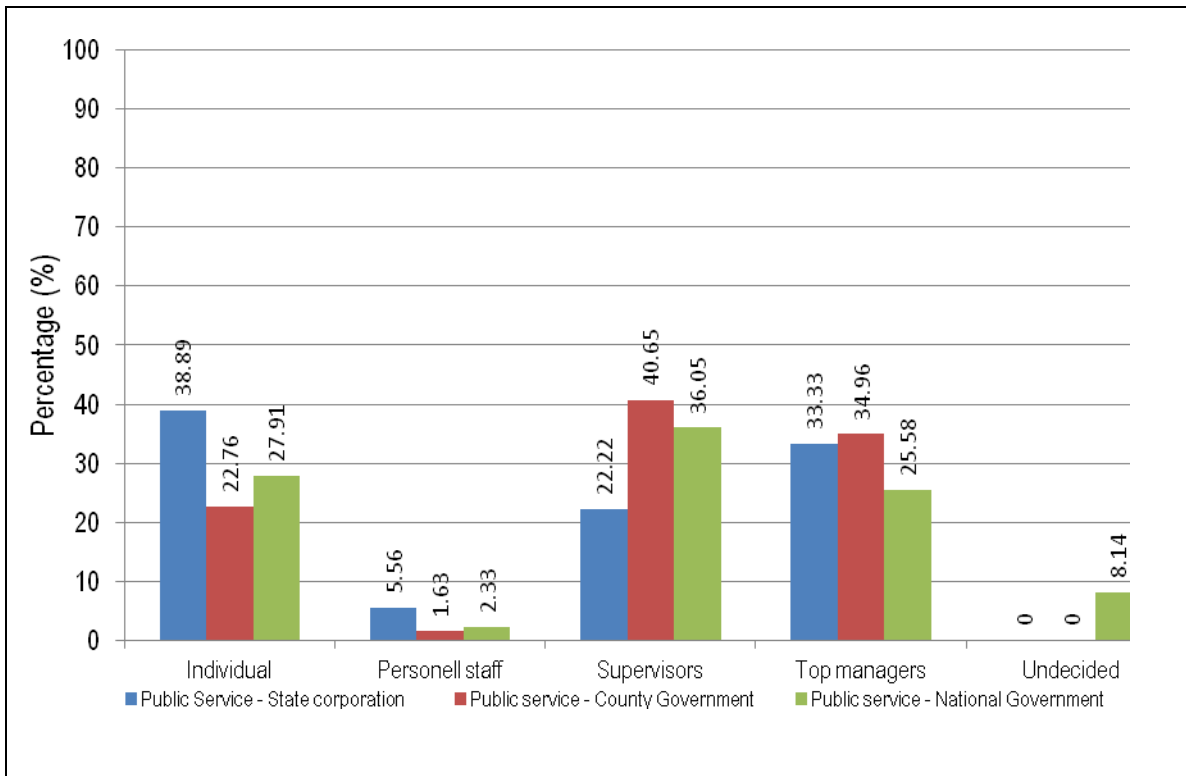


Figure 26: Responses on Setting of Employee Performance Targets by Technical Staff

The responses of Technical staff are shown in figure 26. The results in figure 26 show that, 22% of respondents in the state corporation indicated that setting of performance targets was done by supervisors, 33% by top managers while, 39 % cited individual.

Meanwhile, 6% indicated personnel staff. In the county government, 23% cited individual while 35% cited top managers. Meanwhile, 41% and 2% cited supervisors and personnel staff respectively. In the national government, 36% indicated supervisors while, 26% indicated top managers.

Meanwhile, 28% were of the opinion that the individual set own targets. A mere 2% of respondents indicated personnel while, 8% were undecided. Performance target setting is carried out between an employee and immediate supervisor after discussion (Republic of Kenya, 2016e).

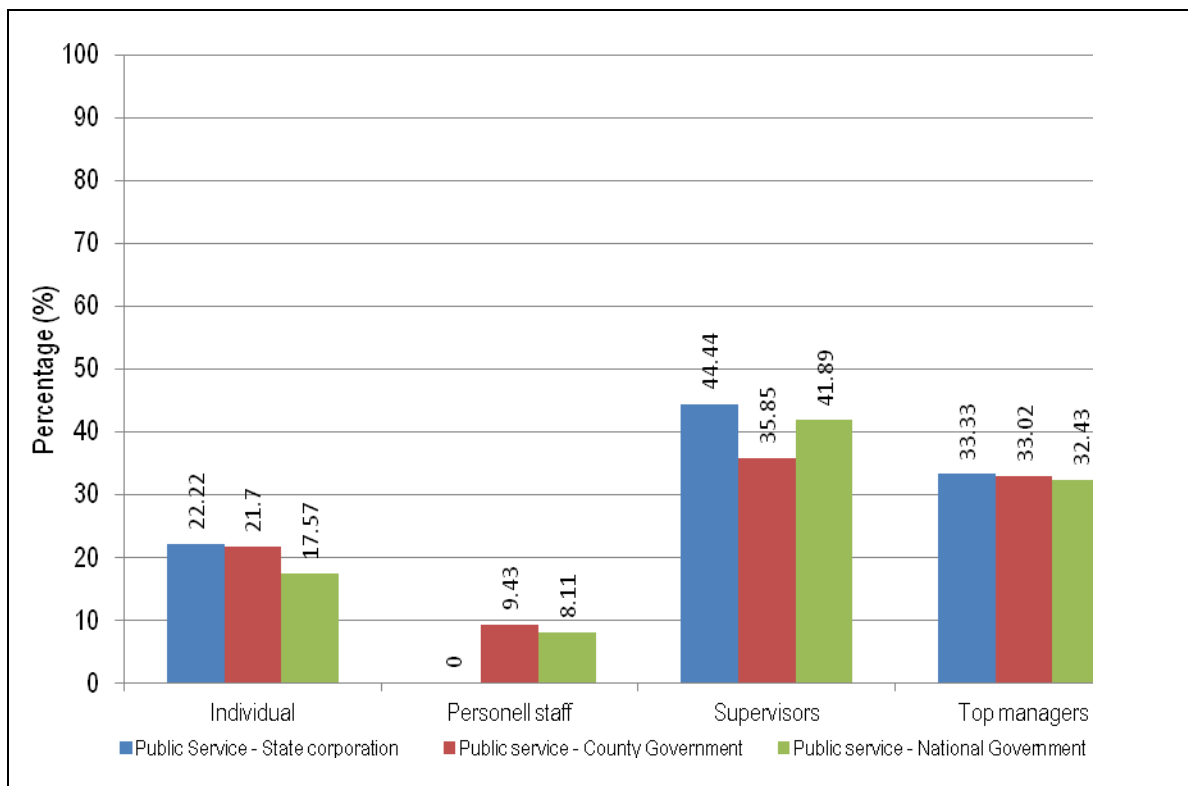


Figure 27: Responses on Setting of Employee Performance Targets by Support Staff

The responses of Support staff are shown in figure 27. The results in figure 27 show that,44% of respondents in the state corporation indicated that setting of performance

targets was done by supervisors, 33% by top managers while, 22% cited individual. In the county government, 22% cited individual while 33% cited top managers. Meanwhile, 36% and 9% cited supervisors and personnel staff respectively. In the national government, 42% indicated supervisors while, 32% indicated top managers. Meanwhile, 18% were of the opinion that the individual set own targets. A mere 8% of respondents indicated personnel. Performance target setting is carried out between an employee and immediate supervisor after discussion (Republic of Kenya, 2016e).

Performance targets are supposed to be negotiated between an employee and supervisor. The results seem to indicate that performance target setting is mainly done by supervisors and top managers which is contrary to requirements of public service in Kenya. Individual involvement seems to play minimal role as opposed to major role as contained in policy documents (Evaluating Results for Kenyans, 2009c; Republic of Kenya, 2010; Republic of Kenya, 2016a; Republic of Kenya, 2016b; Republic of Kenya, 2016d; Republic of Kenya, 2016e).

4.3.6.4 Unionized Employees

The study sought to establish whether the study organizations had unionized employees. The responses on unionization by Top Managers are show in figure 28. According to figure 28, all the respondents from state corporation were in agreement that all their employees belong to a union. The positive response to unionization was made by 86% respondents from county and 85% from national government. All ten respondents who were interviewed indicated that their organizations had unionized employees. However, some respondents from county and national governments

responded in the negative since, in these organizations, only employees in Job Groups A to L join unions as per previous government guidelines. According to Constitution of Kenya (2010), each employee has freedom of association including becoming a member of a trade union (Republic of Kenya, 2016e).

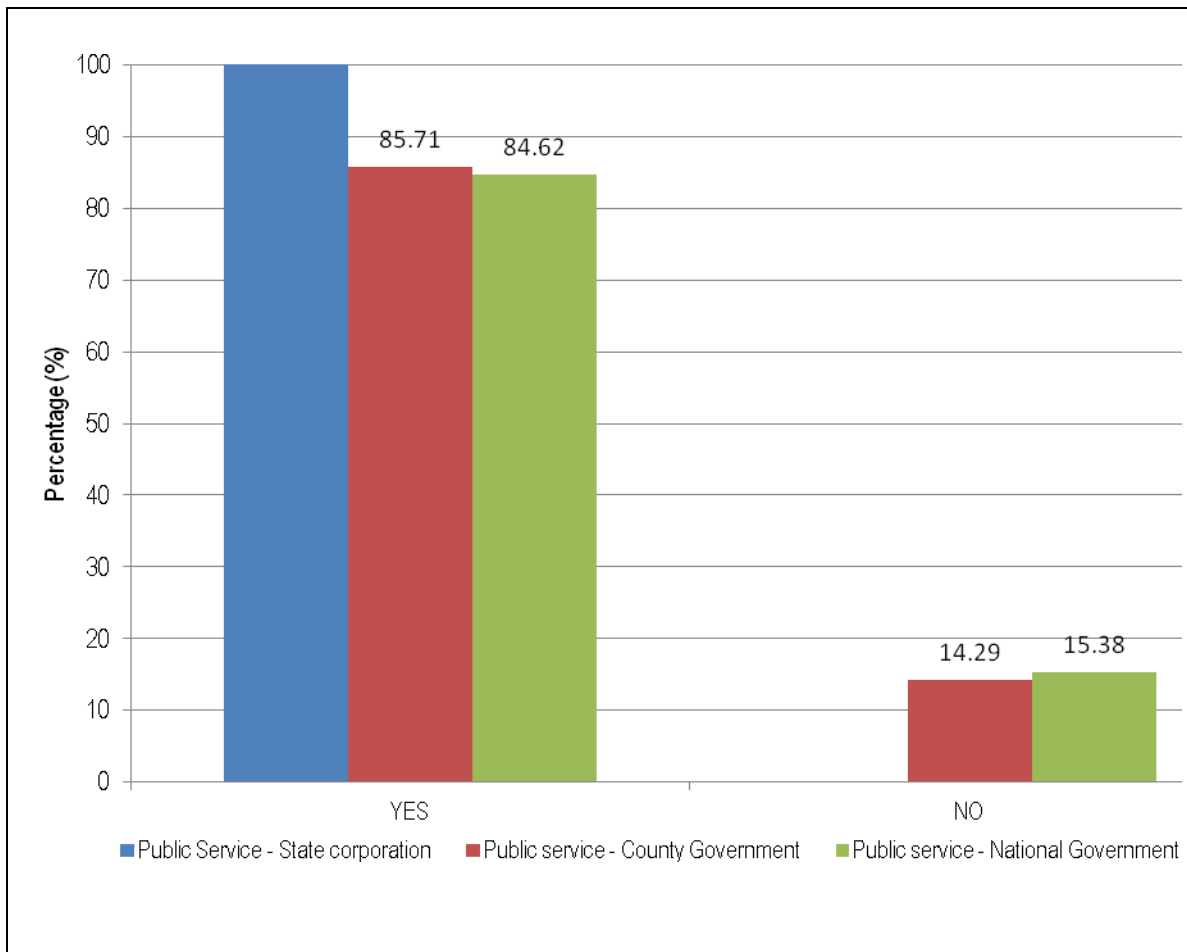


Figure 28: Responses on Unionization of Employees in Organizations by Top Managers

The response by technical staff are shown in figure 29. According to the results in figure 4.23, about 73%, 77% and 72% of respondents from state corporation, county and national governments respectively indicated that employees in their organizations

belonged to unions. Meanwhile, about 28%, 23% and 15% of respondents from state corporation, county and national governments respectively indicated that employees in their organizations did not belong to unions. Thirteen percent (13%) of respondents from national government were undecided.

The technical staff in state corporation seemed not to be fully aware of unionism as opposed to their counterparts in top management and support staff cadres who were fully aware of unionization. Constitution of Kenya (2010), gives each employee has freedom of association including becoming a member of a trade union (Republic of Kenya, 2016e).

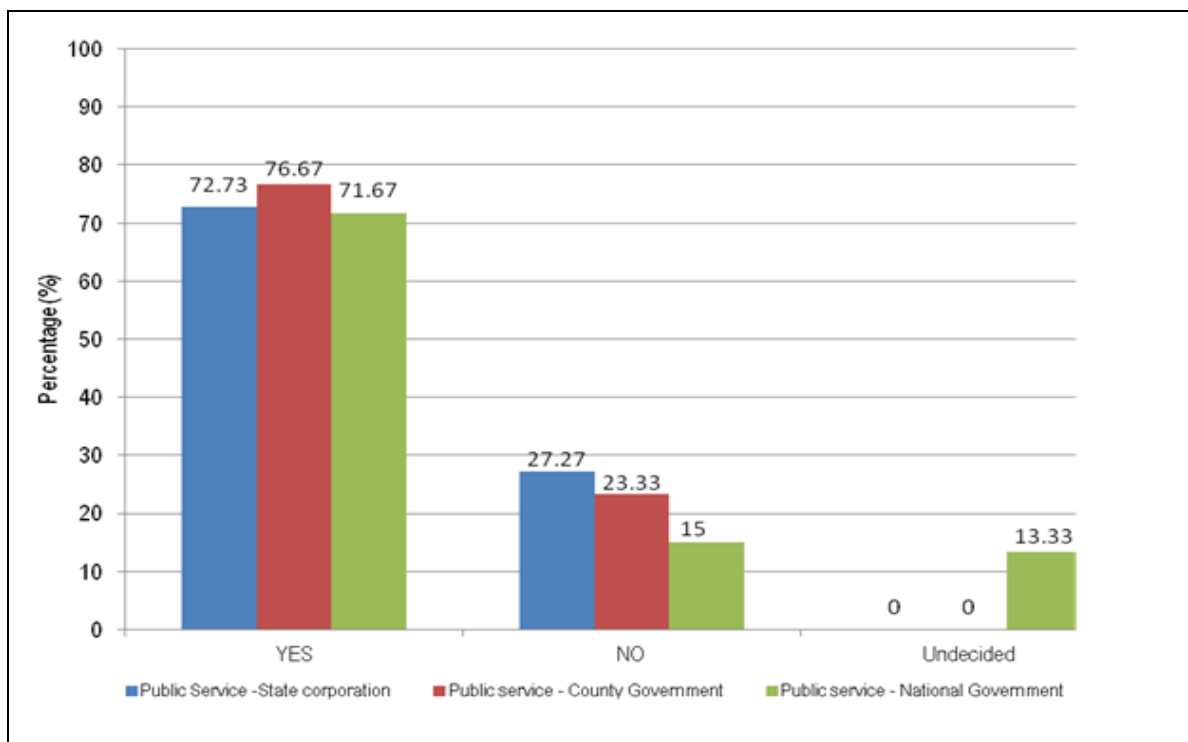


Figure 29: Responses to Unionization of Employees in Organizations by Technical Staff

The responses by support staff are shown in figure 30. According to the results in figure 30, a total of 100%, 81% and 58% of respondents from State corporation, County and National government respectively indicated that employees in their organizations belonged to unions. Meanwhile, 18% and 42% of respondents from county and national government respectively indicated that employees in their organizations did not belong to unions.

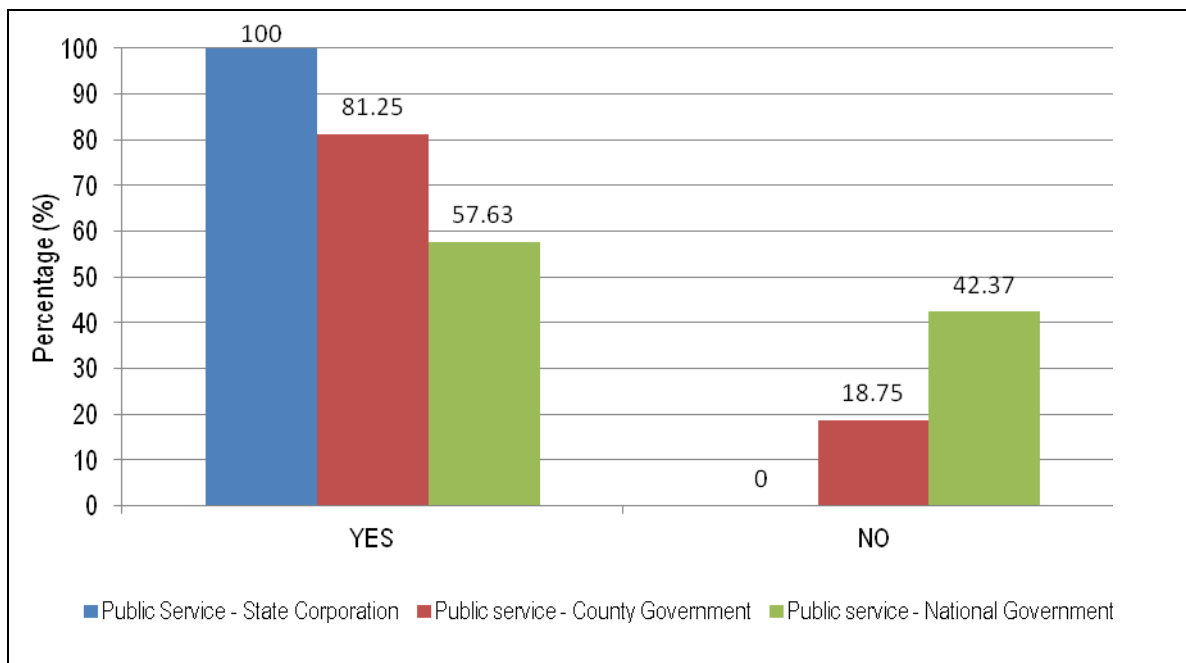


Figure 30: Responses to Unionization of Employees in Organizations by Support Staff

The Constitution of Kenya 2010 in article 41 on labour relations and specifically part (c) outlines the right of a citizen to form, join and participate in activities of trade union. It can be said that the constitutional right of trade unionism is fully implemented in the state corporation but to a large extent in both county and national governments. However, in

the latter two, unionization is still restricted to Job Groups A to L (Constitution of Kenya, 2010; Republic of Kenya, 2016e).

4.3.6.5 Role of Union Representatives in Setting Employee Performance Targets

The respondents who indicated YES to presence of unions in their organizations, were further asked to indicate role of union representatives in setting employee performance targets. The responses from top managers are shown in figure 31. Majority (state corporation 63%, county 72% and national governments 82%) of the respondents were of the opinion that the union officials are not involved in setting employee performance targets. However, there were some (state corporation 36%, county 28% and national governments 9%) respondents who were of the opinion that union officials participated in setting employee performance targets. Only 9% of top managers from national government were undecided.

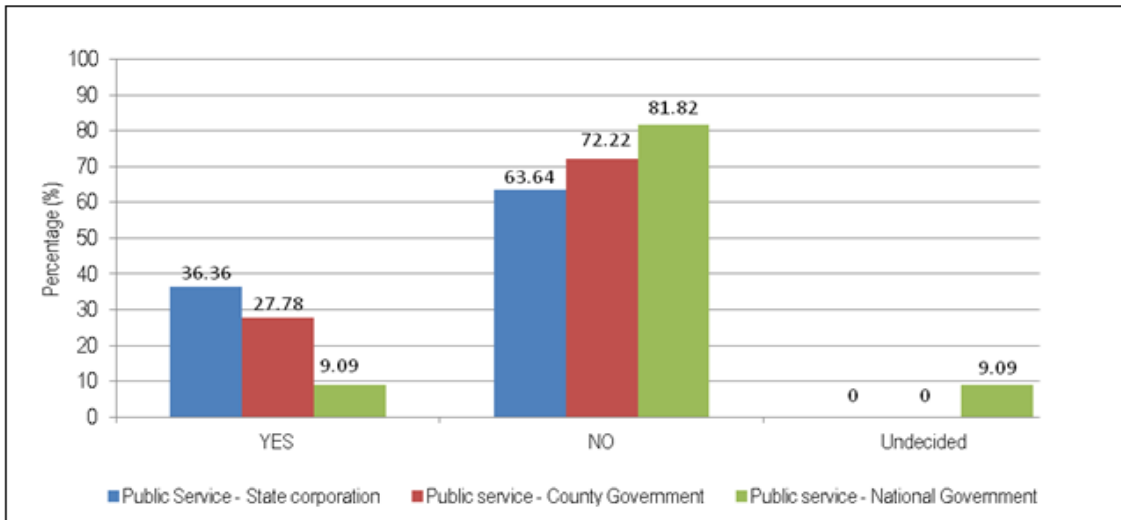


Figure 31: Responses on role of Unions in Setting Employee Performance Targets by Top Managers

The responses of Technical Staff on the role of unions in setting employee performance targets are shown in figure 32. According to the figure, the results show that 50%, 81% and 70% of respondents from state corporation, county and national government respectively indicated that unions did not participate in target setting. On the contrary, 40%, 17% and 26% of respondents from state corporation, county and national government respectively indicated that the unions were involved in setting employee performance targets. In addition, 9% from national government remained undecided.

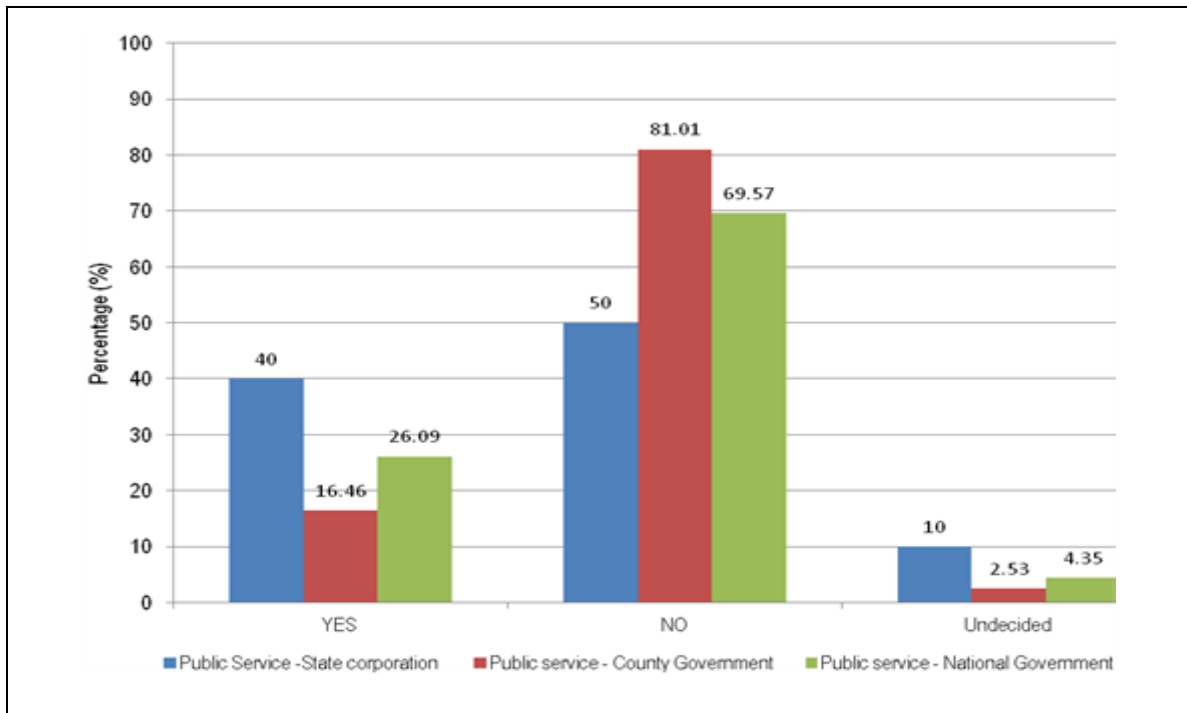


Figure 32: Responses on Role of Unions in Setting Employee Performance Targets by Technical Staff

The responses of support staff on the role of unions on target setting are shown in figure 33. According to Figure 33, the results show that 13%, 36% and 30% of respondents drawn from state corporation, county and national governments respectively indicated that unions participated in employee performance target setting. On the contrary, 88%, 64% and 70% of respondents from state corporation, county and national governments respectively indicated that the unions were not involved in employee performance target setting.

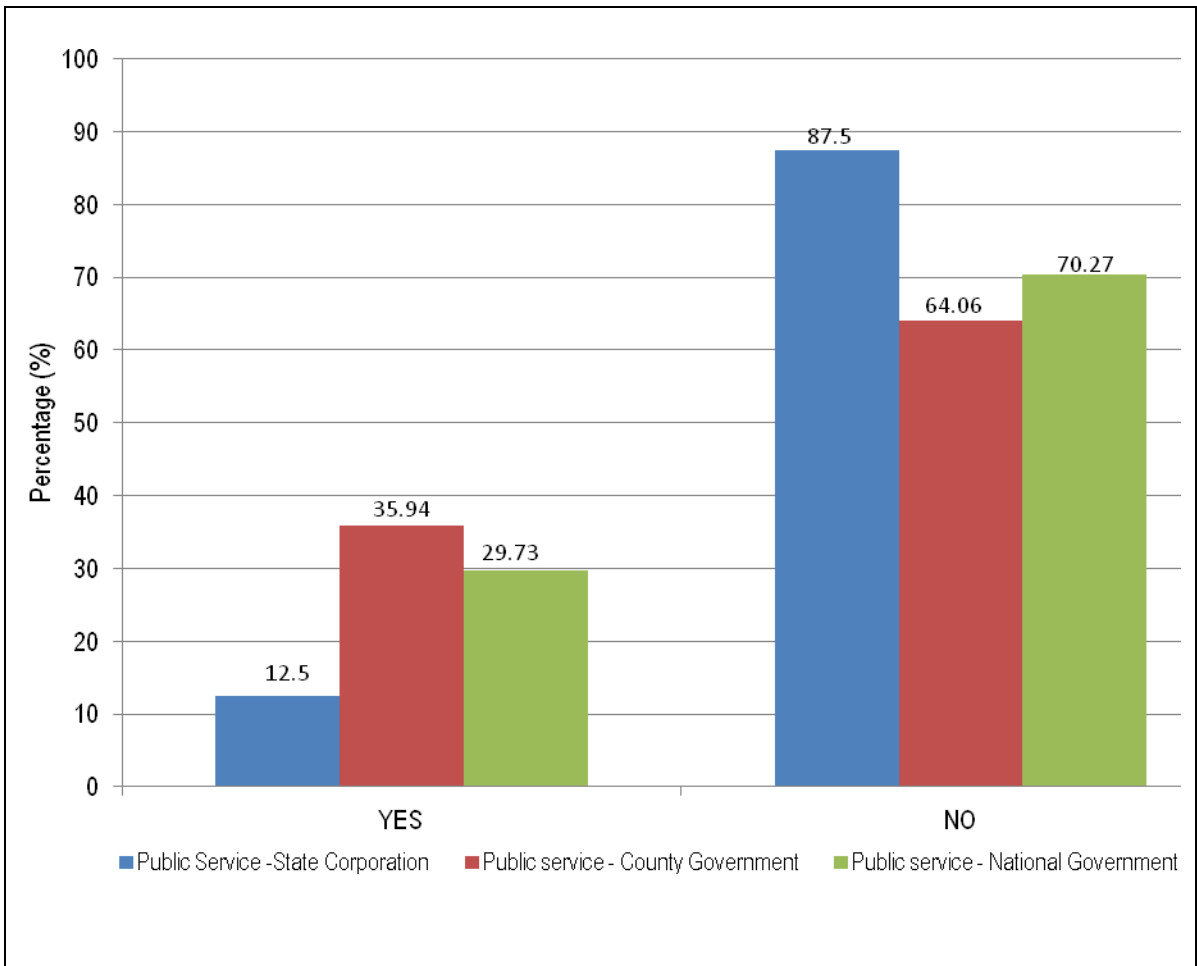


Figure 33: Responses on Role of Unions in Performance Target Setting by Support Staff

The pattern of response from top management and support staff was similar and quite a contrast from what the technical staff. However, given that support staff fall within Job Groups A to L in the public service which are eligible to join unions as per government guidelines. It is likely that their views as well as those of top managers could be true. In Kenya, trade unions are more vocal about remuneration and work conditions. Most industrial unrest is usually caused by grievances related to remuneration and work conditions as opposed to employee performance. Waweru (2007), raised concerns about lack of economic advisors and any research work in trade unions in Kenya hence, not capable of engaging in the process of performance contracting and appraisal (Republic of Kenya , 2006; Ngesa, 2008; Armstrong and Baron, 2009).

4.3.6.6 Attitude of Union on the Process of Measuring Employee Performance

Respondents who indicated that employees were unionized were further asked to state attitude of the union to the process of measuring employee performance. The responses of top managers are shown in figure 34. From the figure, 64%, of respondents from state corporation and 46% of respondents from national government did not respond to the question. Meanwhile, 39% of respondents from county government stated positive attitude while, 33% stated negative attitude. It is worth noting that a relatively large number of respondents (36%) from national government did not respond to the question. Nine of the respondents who were interviewed were of the opinion that their unions were not directly involved in measurement of employee performance.

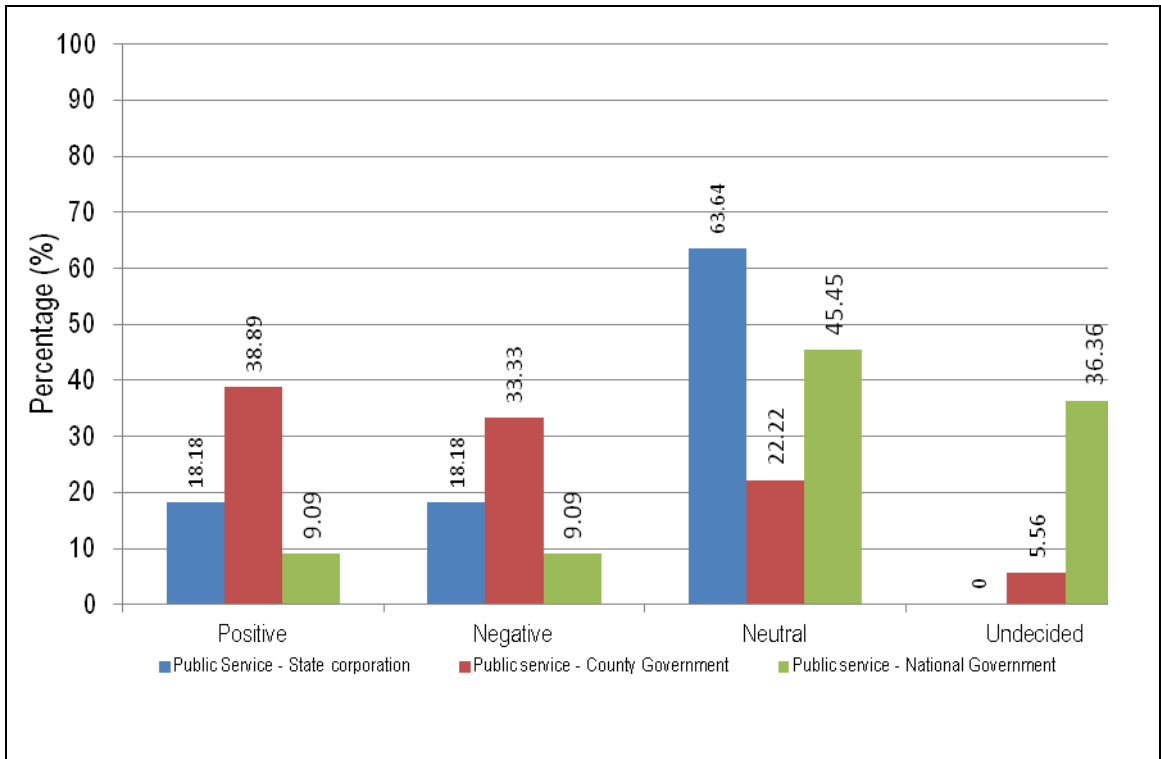


Figure 34: Responses on Attitude of Union to Measurement of Employee Performance by Top Managers

The responses of Technical Staff on attitude of union to measurement of employee performance is shown in figure 35. According to figure 35, about 25%, 15% & 44% of respondents from state corporation, county and national government respectively indicated that the attitude of union to measurement of employee performance was positive. However, a much larger proportion (state corporation 63%, county 61% & national governments 37%) of the respondents did not respond to the question. Few (state corporation 13%, county 11% & national 7%) of respondents were undecided. The results of technical staff were therefore very varied on attitude of union on measurement of employee performance.

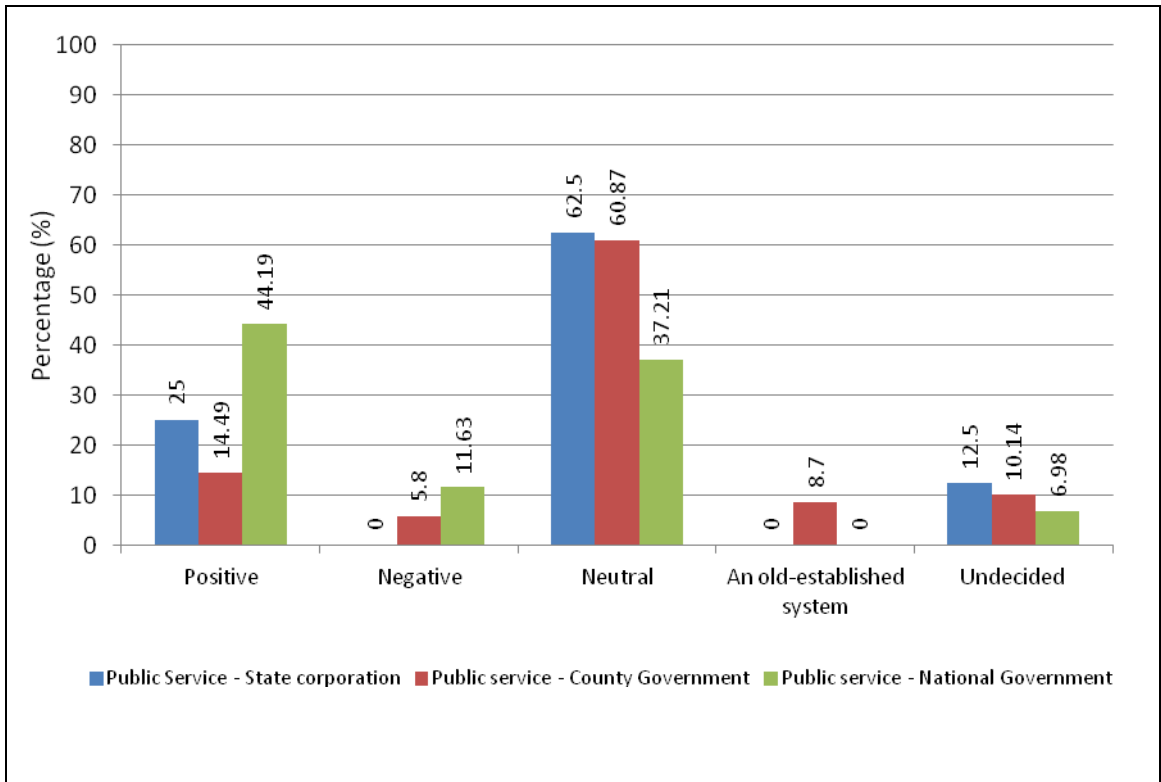


Figure 35: Responses to Attitude of Union to Measurement of Employee Performance by Technical Staff

The responses of support staff to attitude of union to measurement of employee performance is shown in Figure 36. According to Figure 36, the results show that 100%, 32% and 32% of respondents from state corporation, county and national governments respectively indicated that the attitude of union to measurement of performance was positive. However, another larger proportion of respondents from county (57%) and national government (49%) did not respond to the question. Meanwhile, 11% of respondents in county and 19% in national government indicated negative attitude of union to measurement of employee performance.

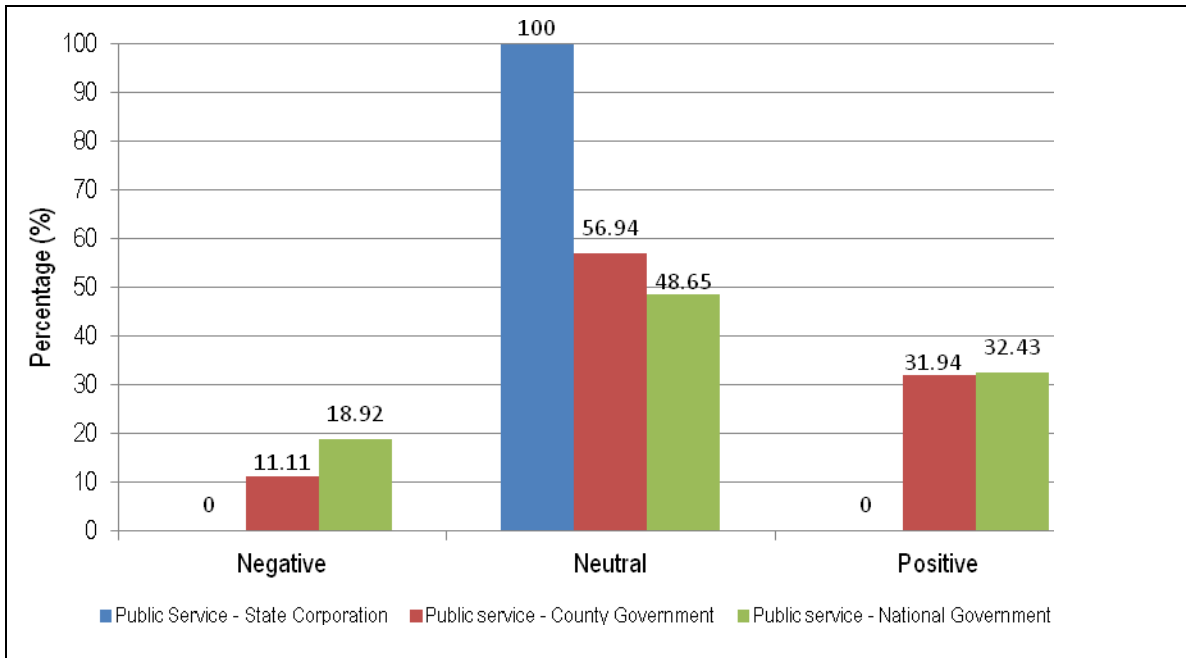


Figure 36: Responses on Attitude of Union to Measurement of Employee Performance by Technical Staff

The overall results by all cadres seem to indicate that unions did not play a significant role in measurement of employee performance. This fact seems to indicate that trade unionism in Kenya is not really keen on employee performance but instead concentrates on Collective Bargaining Agreements, work environment and discipline issues a fact alluded to by Aluchio (1998) and Waweru (2007). The results of opinion on attitude were further subjected to chi-square test. The results of chi-square test are shown in table 4.15.

Table 4.15: Percent Response on the Attitude of Union to the Process of Measuring Employee Performance

Organization	Negative	NR	Positive	chisq	P>Chisq
State Corporation	18.18	63.64	18.18	41.3	<0.001
County Government	33.33	22.22	38.89	4.6	NS
National Government	9.09	45.45	9.09	39.7	<0.001

According to the response in table 4.15, respondents from state corporation were significantly unwilling to respond ($\chi^2=41.3, P\leq 0.001$). Similarly workers in national government were also significantly unwilling to respond ($\chi^2 = 39.7, P \leq 0.001$). Meanwhile, workers in county government who responded were in agreement ($\chi^2=4.6, P\leq 0.001$). This could be an indication that the respondents were non-committal on what the union thought about measurement of employee performance. The results are in tandem with the views held by Aluchio, (1998) and Waweru (2007) in relation to trade unionism in Kenya lacking interest on matters relating to employee performance.

4.3.6.7 Employee Performance Management System

The study sought to find out from respondents who filled questionnaires for how long each organization had been implementing the current system of managing employee performance. The respondents were provided with clusters of years to select the appropriate period of implementing performance management system. Responses of top managers are shown in figure 37. The figure shows that 92% of respondents from national government indicated that they had been on current performance management system for over 5 years while 8% indicated 2 to 5 years. The respondents from county

government were equally divided on length of implementing performance system at 33% each for less than 1 year, 2-5 years and over 5 years.

Whereas 55% of respondents from state corporation indicated 2-5 years, 37% indicated over 5 years. Employee performance management system in Kenya was initiated around 2004 in state corporation and by 2006 in national government under supervision of public service commission. The results seem to confirm existence of employee performance management system for enhancing employee performance for even over 5 years by most of respondents (Kobia & Mohammed, 2009).

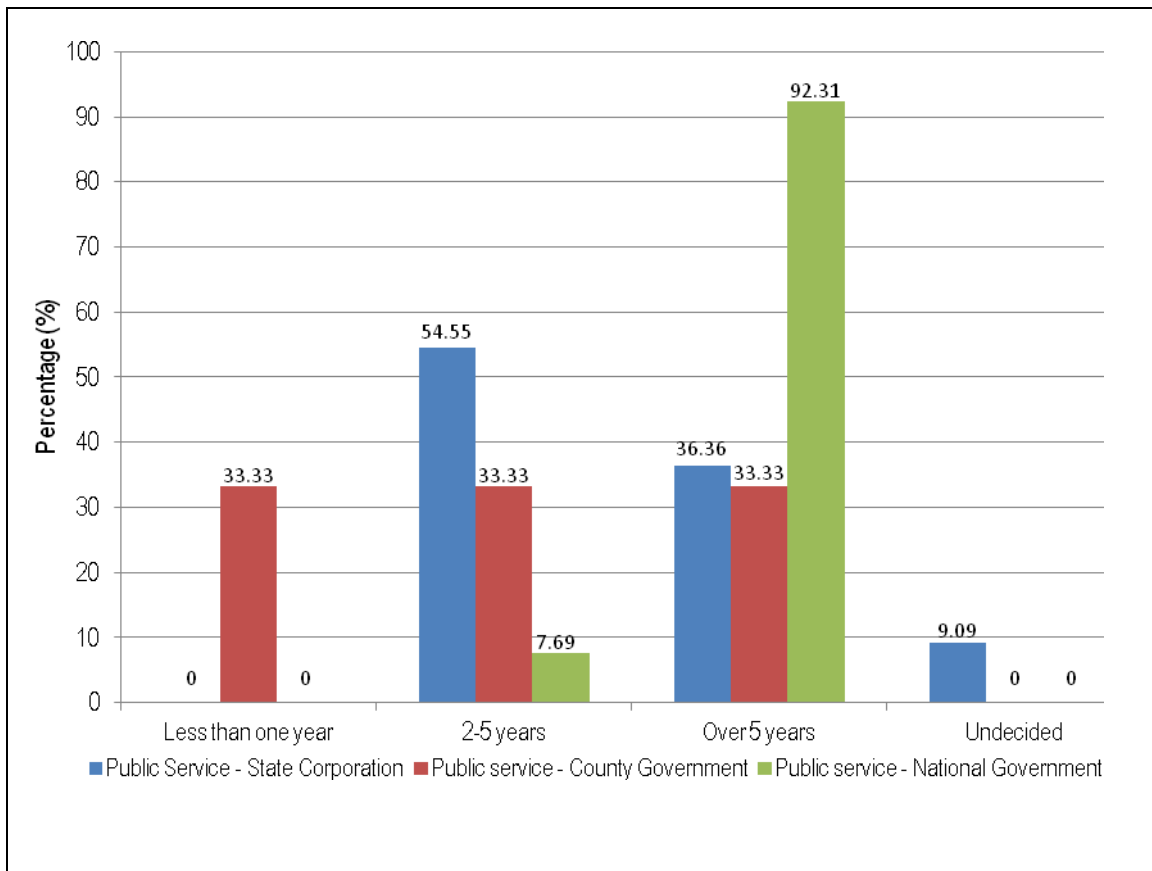


Figure 37: Responses on Number of Years of Implementing Employee Performance Management System by Top Managers

Responses of technical staff are shown in figure 38. The figure shows that 67% of respondents from national government indicated that they had been on current employee performance management system for over 5 years while 12% indicated 2 to 5 years. However, 15% of respondents were undecided. The respondents from county government were equally divided on length of implementing employee performance system at 13% for less than 1 year, 29% for 2-5 years and 56% over 5 years. This kind of response is contrary to the fact that at the time of data collection, counties had just commenced on performance contracting which is a component of as from 1st July 2015.

However, there was a mixture of employees at county level. Some employees were seasoned career civil servants drawn from national government while others were new employees. Respondents from state corporation indicated 37% for 2-5 years and 64% indicated over 5 years. The results seem to confirm existence of employee performance management system for even over 5 years by most of respondents (Kobia & Mohammed, 2009).

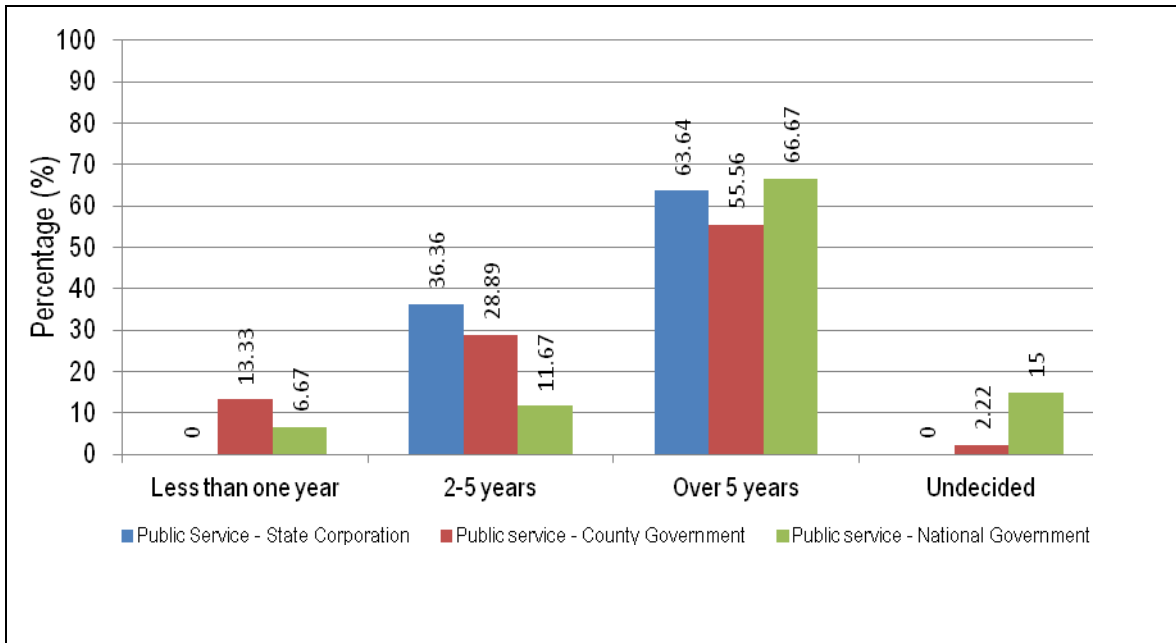


Figure 38: Responses on Number of Years of Implementing Employee Performance Management System by Technical Staff

Responses of Support Staff are shown in figure 39. The figure shows that 35% of respondents from national government indicated that they had been on current employee performance management system for over 5 years while 35% indicated 2 to 5 years. Meanwhile, 11% indicated less than 1 year and, 19% of respondents from national government were undecided. The respondents from county government were equally divided on length of implementing performance system with 7% indicating less than 1 year, 52% for 2-5 years and 34% over 5 years. In addition, 7% of respondents were undecided. Respondents from State corporation indicated 25% for 2-5 years and 63% indicated over 5 years while 13% indicated less than 1 year.

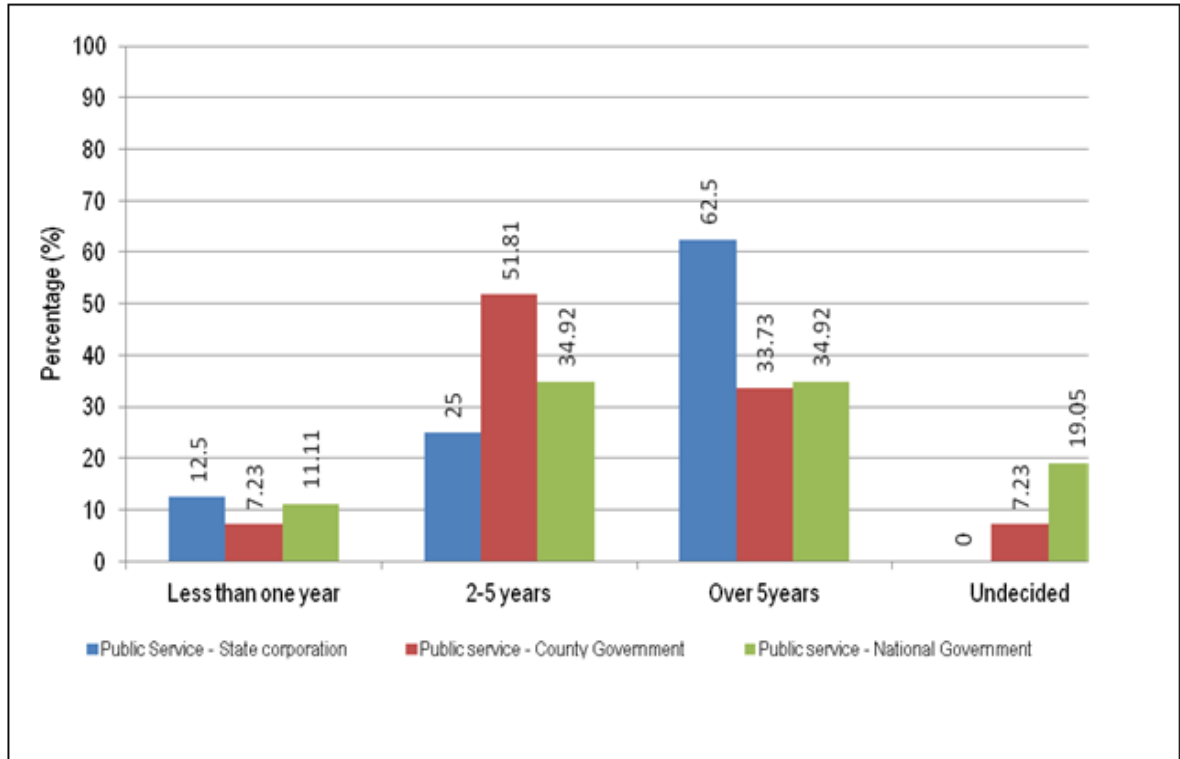


Figure 39 Responses on Years of Implementing Employee Performance Management System by Support Staff

Indeed, the state corporation was one of the government organizations which embraced performance contracting and appraisal as from 2004 thus, most of their staff have indicated over five years of implementing employee performance management system. In addition, the state corporation has been offering capacity building in various management courses including change management, strategic and transformational leadership (Kobia & Mohammed, 2009; Republic of Kenya, 2016e).

4.3.6.8 Development and Design of Employee Performance Management System

The study sought to establish as to who developed and designed the employee performance management system in use in the five organizations. Respondents were asked to indicate who was involved in the development and design of the current employee performance management system. They were provided with three alternatives namely: employees only, management only and both management and employees. The responses from top managers are shown in figure 40. According to the results, the respondents who chose both management and employees were from state corporation (46%), county (43%) and national government (31%) respectively. Those who chose management only were from state corporation (55%), county (57%) and national governments (69%) respectively.

More respondents chose management only as opposed to both management and employees in all the three categories of organizations. None of the respondents chose employees only. It is interesting to note that management seems to have chosen to minimize involvement of staff in development and design of employee performance management system to the detriment of ownership, collegiality and team work (Kobia & Mohammed, 2009).

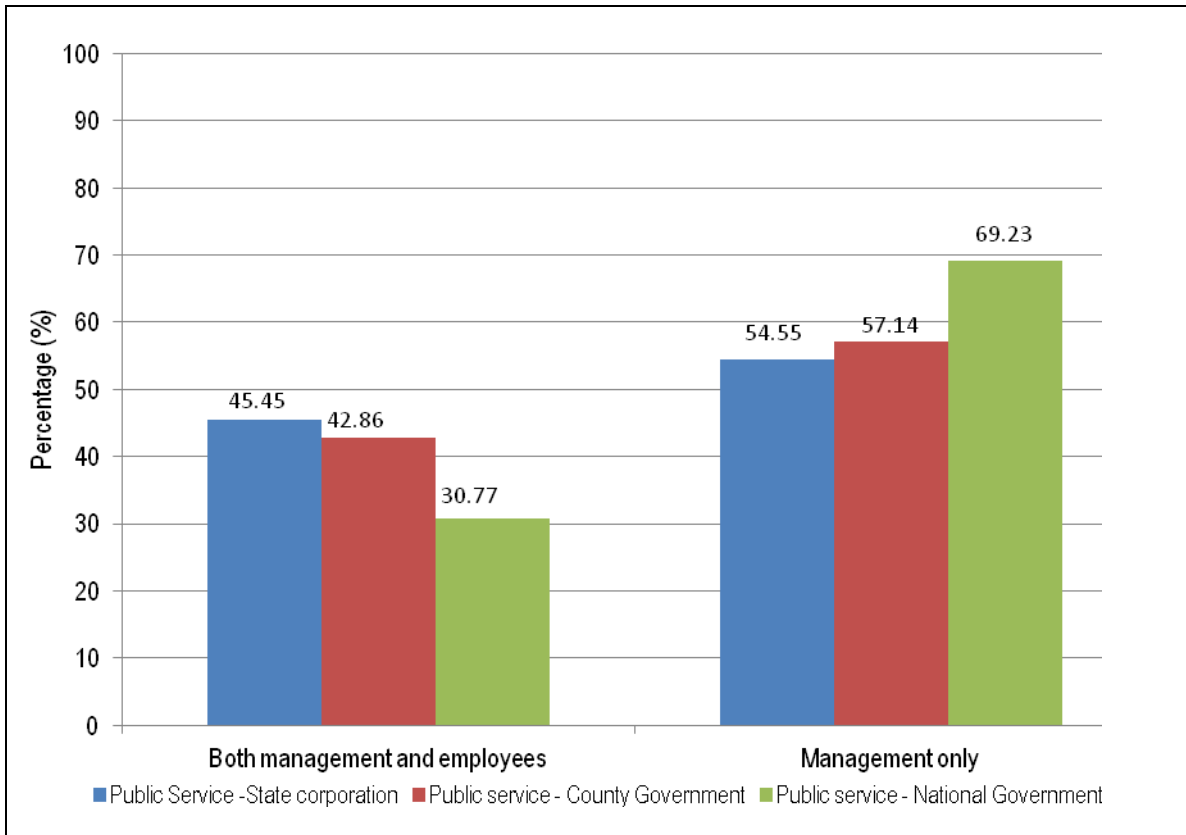


Figure 40: Responses on Development and Design of Employee Performance Management System by Top Managers

Responses from technical staff are shown in Figure 41. According to the figure, the respondents who chose management and employees were 46% from state corporation, 34% county government and 27% national government respectively while those who chose management only were 27% from state corporation, 40% county government and 48% national government respectively. In addition, some respondents chose 'All employee' category as follows; 27% from state corporation, 20% county government and 10% national government respectively. Furthermore, 15% of respondents from national government and 6% from county government were undecided.

According to this cadre of employees, the management played more role in development and design a fact already alluded to by managers especially at county and

national government. All the respondents who were interviewed indicated that the development and design of employee performance management system was undertaken by Public Service Commission and teams from respective organizations.(Kobia & Mohammed, 2009; Republic of Kenya, 2016e).

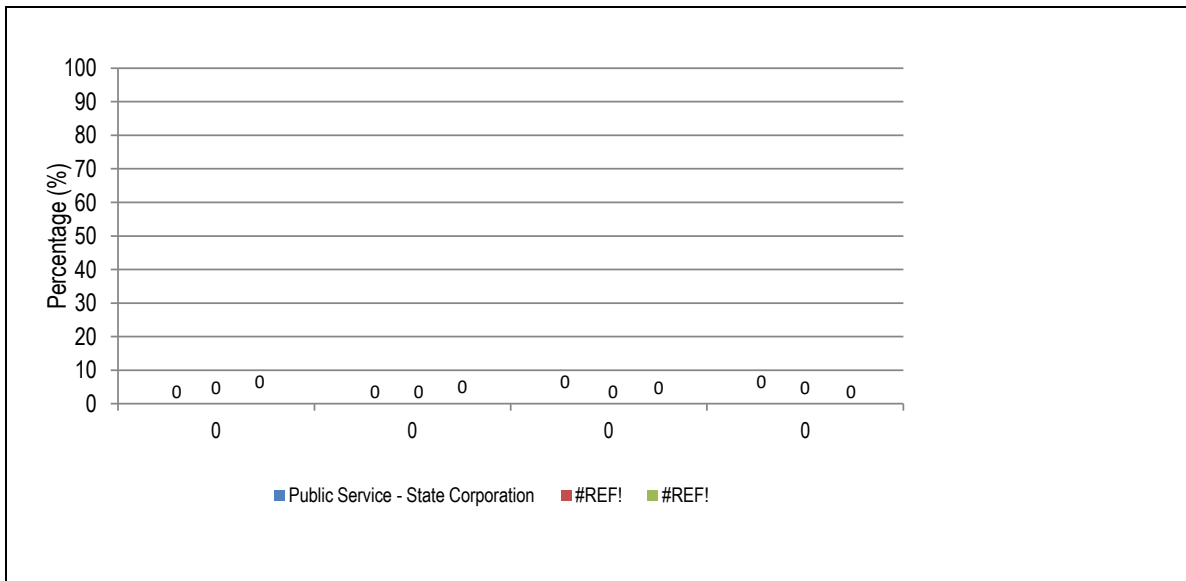


Figure 41: Responses on Development and Design of Employee Performance Management System by Technical Staff

Responses from Support Staff are shown in figure 42. According to the results, the respondents who chose management and employees were 25% from state corporation, 35% county and 32% national governments while those who chose management only were as follows 63% state corporation, 37% county and 38% national governments respectively. In addition, some respondents chose All employees category as follows; 13% state corporation, 21% county and 19% national governments respectively. Furthermore, 11% of respondents from national government and 7% from county

government were undecided. Each organization has a committee which works closely with performance contracting team from public service (Republic of Kenya, 2016e).

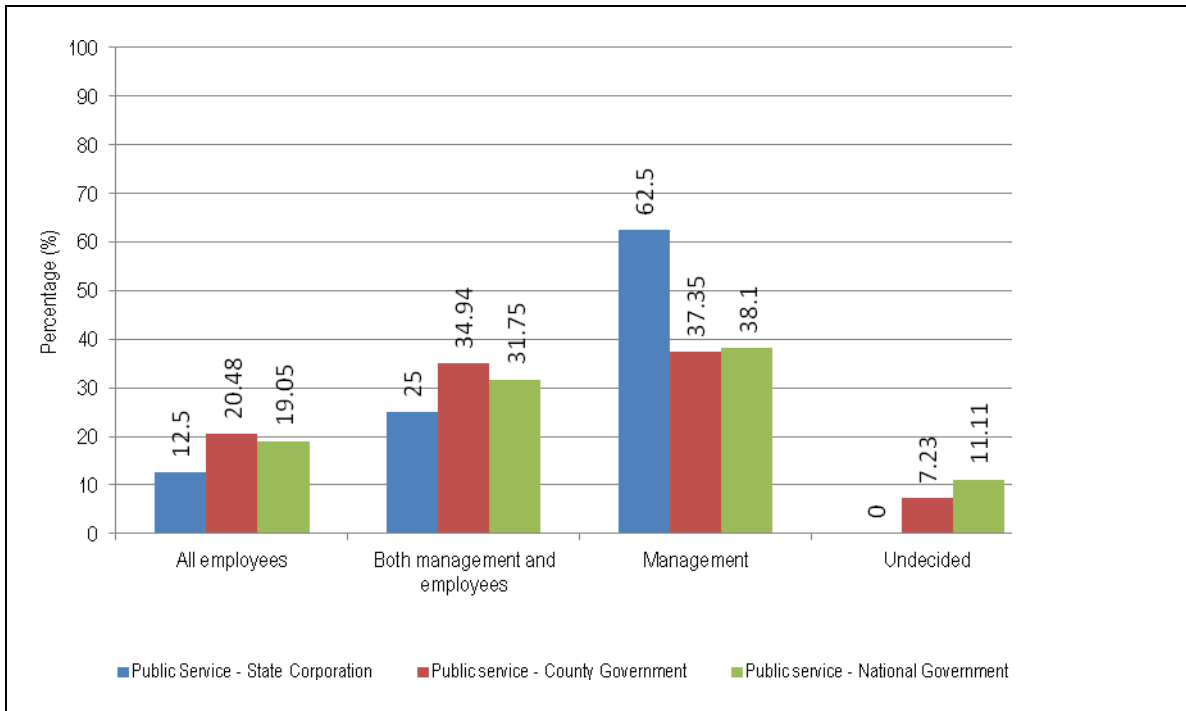


Figure 42: Responses on Development and Design of Employee Performance Management System by Support Staff

All three cadres seemed to be in agreement that it was either management and employees category or management only category who were involved in the development and design of employee performance management system. Involvement of employees in design and development of performance management system enables employees to understand the system well and effectively implement the system towards efficient and effective employee performance. Indeed, as indicated by top managers, negotiations for performance contracting with national coordinating team is undertaken by a team drawn from management level headed by chief economist of each organization. The Performance Contracting Team within the Public Service Commission of Kenya

coordinates performance contracting and appraisal system aimed at improving employee performance (Office of the Prime Minister, 2009; Republic of Kenya, 2016 e).

4.3.6.9 Training in Employee Performance Management Techniques

The study sought to find out who was trained in employee performance management techniques. Respondents were asked to indicate who was trained in performance-management techniques. They were provided with the following alternatives: All Employees, Appraisers, and both Employees and Appraisers.

The responses from top managers are shown in figure 43. According to the results, 73% of top managers from state corporation indicated that the appraisers were the ones trained in employee performance techniques while 27% indicated both employees and appraisers. These views were shared with respondents who were interviewed. Similarly, 57% of top managers from the County indicated that the appraisers were the ones trained in employee performance techniques while 33% indicated both employees and appraisers. A few, 10% of respondents were undecided. From the national government, 23% indicated that the appraisers were the ones trained in employee performance techniques while 62% indicated both employees and appraisers which was a clear contrast from opinions of respondents from state corporation and county government.

In addition, 8% of respondents indicated all employees while, a similar number were undecided. The respondents who were interviewed felt that strong organizational culture which focuses on mentoring, counselling, on job training and ethics, successful employee integration and, organized system of learning from past experiences and challenges, Mohd Faizal (2005). Good results at appraisal lead to capacity building, promotion and

seniority for purposes of career development hence, several employees benefitted from training (Kobia & Mohammed, 2009; Republic of Kenya, 2016e).

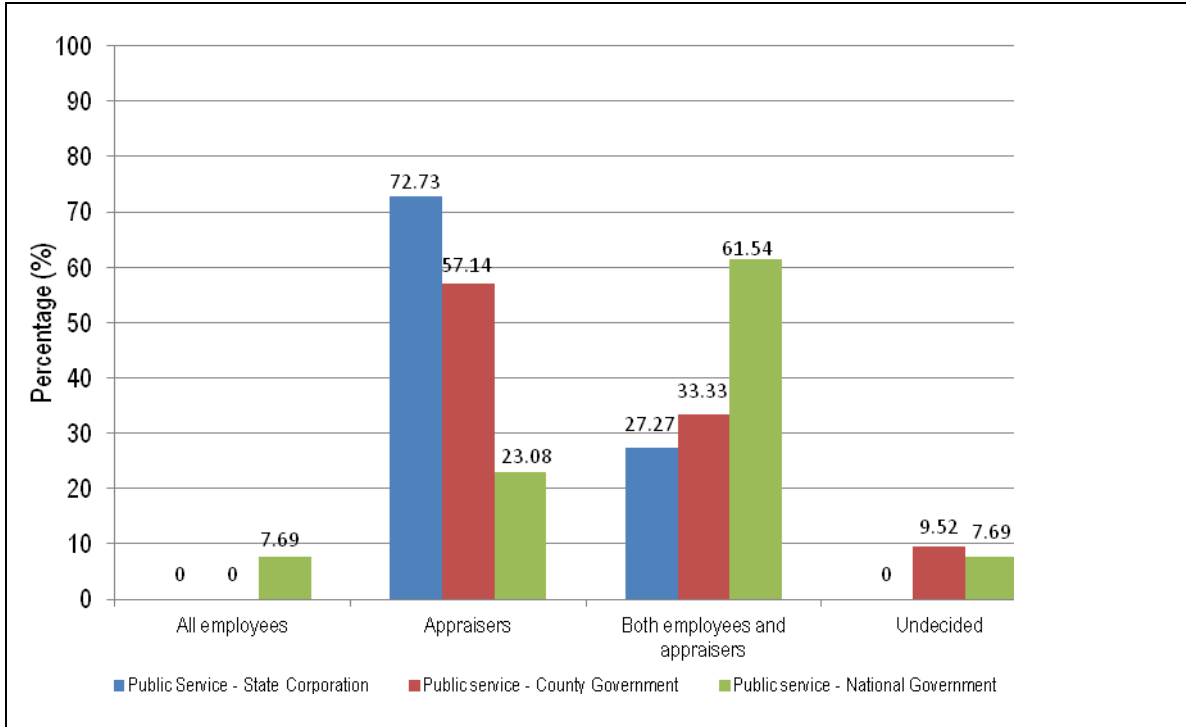


Figure 43: Responses on Training in Performance Management Techniques by Top Managers

The responses from technical staff are shown in figure 44. According to the figure, 46% of technical staff from state corporation indicated that the appraisers were the ones trained in employee performance techniques while 55% indicated both employees and appraisers. Similarly, 32% of technical staff from the county indicated that the appraisers were the ones trained in performance techniques while 44% indicated both employees and appraisers. Some 18% respondents indicated all employees while, a few, 6% of respondents were undecided. From the national government 32% indicated that the appraisers were the ones trained in performance techniques while 45% % indicated both

employees and appraisers. In addition, 8% of respondents indicated all employees while, 15% were undecided.

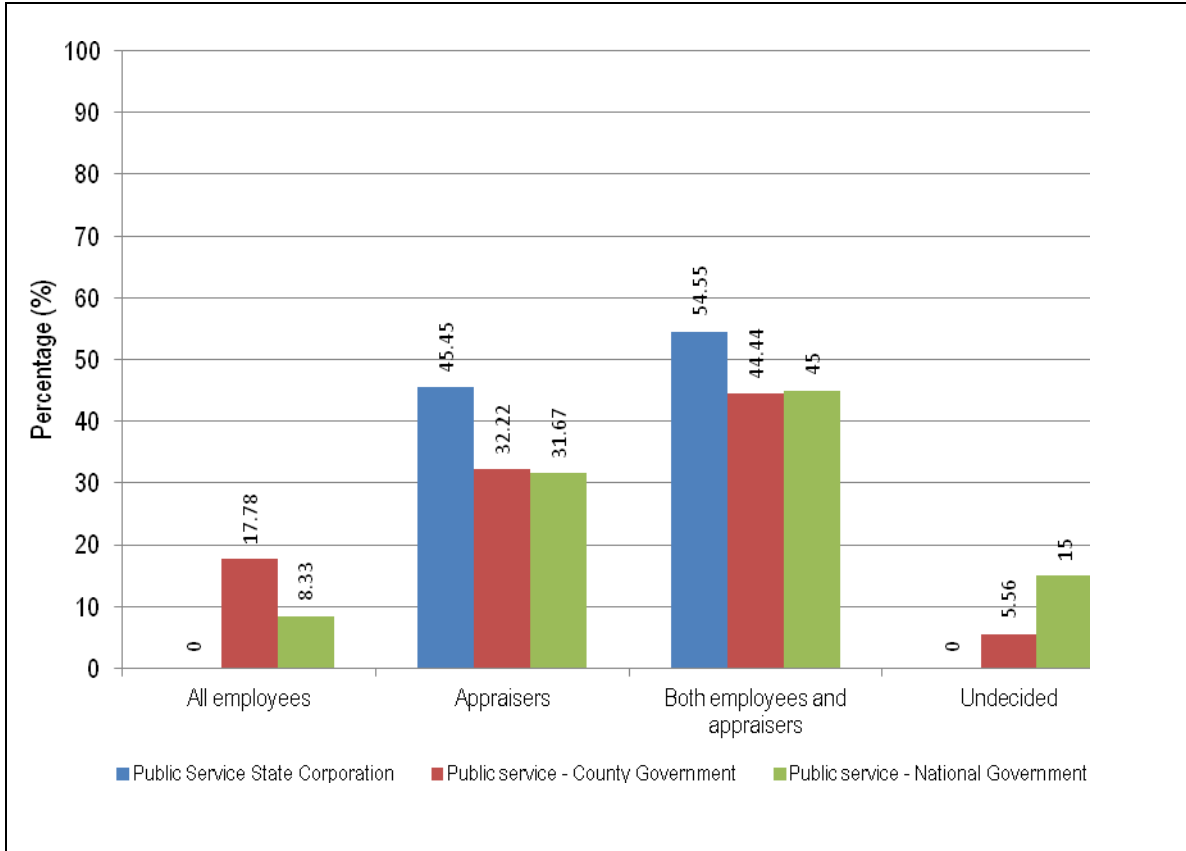


Figure 44; Responses to Training in Employee Performance Management Techniques by Technical Staff

The responses from support staff are shown in figure 45. According to the results, 50% of support staff from state corporation indicated that the appraisers were the ones trained in performance techniques while 38% indicated both employees and appraisers. Meanwhile, 13% from the State corporation indicated all employees. Similarly, 40% of support staff from the county government indicated that the Appraisers were the ones trained in employee performance techniques while 49% indicated both employees and

appraisers. Some 5% respondents indicated all employees while, a few, 6% of respondents were undecided.

From the national government 32% indicated that the appraisers were the ones trained in performance techniques while 41% indicated both employees and appraisers. In addition, 14% of respondents indicated all employees while, 13% were undecided. Overall, most respondents cited appraisers or both employees and appraisers. Training in performance management is supposed to be cascaded to all employees for ease of appraisal (Office of the Prime Minister, 2009).

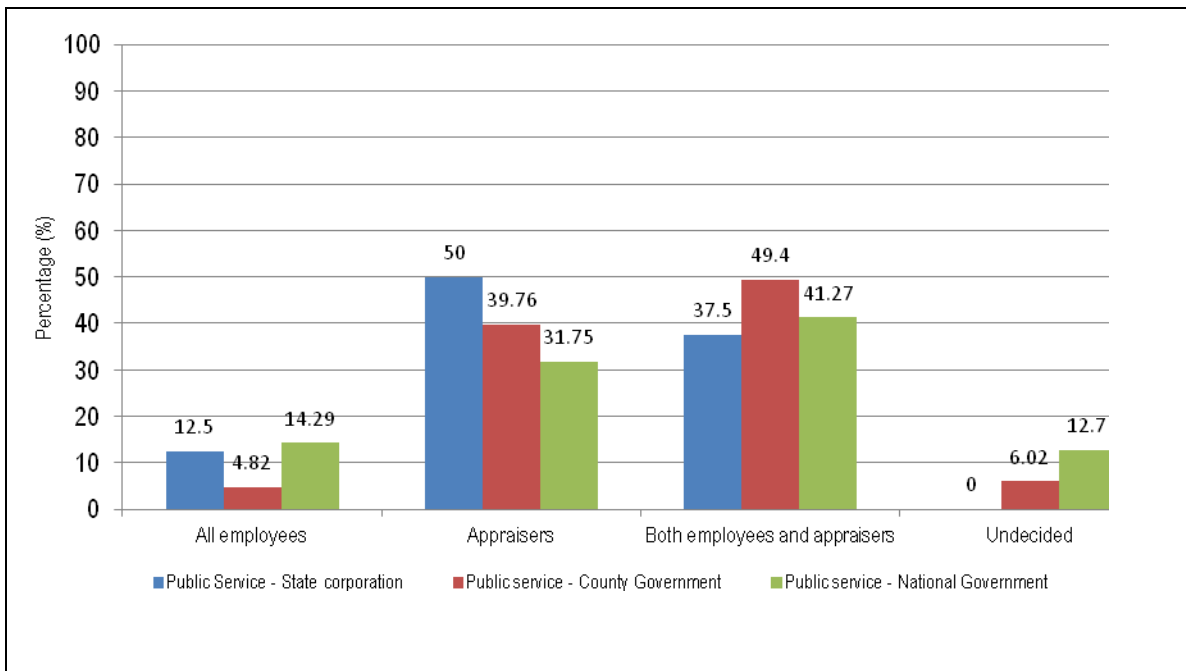


Figure 45: Responses to Training in Performance Management Techniques by Support Staff

The ideal situation anticipated in the public service is that all employees be trained in employee performance management techniques in line with the spirit of shared vision, mission and team work. Training significantly contributes to employee performance (2016). It is envisaged that if this is done, an organization could become a Centre of Excellence apart from achieving competitive advantage in respective business sector. To some degree, team working seems to be taking place. However, this position seems not well understood by support staff and a few other senior employees. Very few respondents mentioned training of all employees. In any case, the appraiser and the one being appraised are expected to be in close contact throughout the performance contract period (Office of the Prime Minister, 2009; Kelemba, 2012; Lubembe, 2012; Republic of Kenya, 2016e).

4.3.6.10 Processes of Employee Performance

The study sought to establish processes of employee performance in organizations. Respondents were provided with a list of processes which are used by employees while undertaking their duties. They were requested to state the extent to which they agreed or disagreed with the listed processes using the following Key: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), Strongly Disagree (1).

The results are shown in table 4.16. For purposes of analysis, strongly agree and agree were combined to read agree. Similarly, strongly disagree and disagree were combined to read disagree. According to the results, majority of the respondents were in agreement that all processes were found to affect employee performance ($\chi^2=12.0, P\leq 0.01$).

Table 4.16:Percent Response on Processes of Employee Performance

Factors affecting employee performance	SA	A	UD	D	SD	Chisq	P>Chisq
Performance-related pay	24.44	31.11	13.33	17.78	11.11	13.58	0.01
Managers act as champions of performance-management process	24.44	53.33	11.11	8.89	2.22	82.47	<0.01
Employees participate in decision making	22.22	33.33	17.78	22.22	4.44	21.73	0.001
Recognition and rewards are given for improved performance	15.56	26.67	15.56	28.89	11.11	12.10	0.001
Employees are involved in rituals, attitudinal change and commitment	22.22	33.33	17.78	22.22	4.44	21.73	0.001
Implementation of performance appraisal system	24.44	51.11	20.00	4.44	-	45.19	0.001
Setting stretching and challenging goals	17.78	44.44	15.56	22.22	-	21.09	0.001
Use of communication strategy	20.00	40.00	20.00	17.78	2.22	36.05	0.001
Leadership / managers mentor, encourage, guide, counsel and support employees	26.67	46.67	11.11	15.56	-	30.17	0.001
The organization embraces sharing of tasks, working as a team and team building	31.11	53.33	11.11	4.44	-	58.22	0.001
Employees are prepared for work through skills training and career development	40.00	44.44	8.89	6.67	-	47.95	0.001
Job satisfaction surveys are undertaken in the organization	20.00	40.00	15.56	17.78	4.44	33.33	0.001
The organization embraces learning culture and implements training policy or recommendations of Training Needs Assessment	28.89	46.67	15.56	6.67	-	36.40	0.001
Work environment is implemented through health and safety policies	13.33	44.44	20.00	17.78	2.22	48.15	0.001
Employee and labour relations are embraced in the organization	11.11	46.67	31.11	8.89	-	38.37	0.001
Job design is undertaken collectively by employees and supervisors	11.11	40.00	20.00	17.78	6.67	33.09	0.001
The organization encourages prudent utilization of financial resources	33.33	48.89	6.67	6.67	-	52.49	0.001
Use of Information Communication and Technology is prioritized	26.67	60.00	4.44	4.44	-	82.91	0.001
ISO processes are adhered to	15.56	44.44	11.11	24.44	-	26.42	0.001

The respondents who were undecided ranged from 4% to 23 while those who said that the processes were not effective ranged from 3% to 20% with the exception of employee and labour relations are embraced in the organization which was rated by 31% of

respondents. The respondents who disagreed ranged between 4% to 41% on different factors. These results confirmed that the processes provided were indeed in use in study organizations in varying degrees. The responses of employees who were interviewed were in tandem with the results shown in Table 4.16. In addition, respondents who were interviewed from state corporation indicated that bonus was paid based on 100% for excellent rating but this would reduce if there were any penalties.

The results was found to be statistically significant at the significant level was $p < 0.05$. The null hypotheses that that organizational practices have no impact on employee performance was rejected due to very low probability that the results could be due to random error.

According to Cozby (2003), a significant result is one where there is very low probability of occurrence of equal means in population. Karuja and Mukuru (2013) supported the fact that enhancing motivation enhances employee performance while, Saira (2016) advocated for training and employee involvement based on findings of their studies.

4. 3. 4.11 Overall Rating of Employee Performance

The study sought to find out if the study organizations undertook overall rating of employee performance. Respondents were asked to indicate whether their organization gave an overall rating of employee performance or not by choosing either YES or NO. Responses by top managers are shown in figure 46. According to the results, about 82%, 38% and 77% of respondents from state corporation, county and national government respectively indicated YES. The respondents who indicated NO were 9%, 57% and 23%

respectively from state corporation, county and national government respectively. Very few were undecided. The high percentage of response on absence of rating from county government reflected mix of employees and the fact that employee performance monitoring commenced at beginning of July 2015.

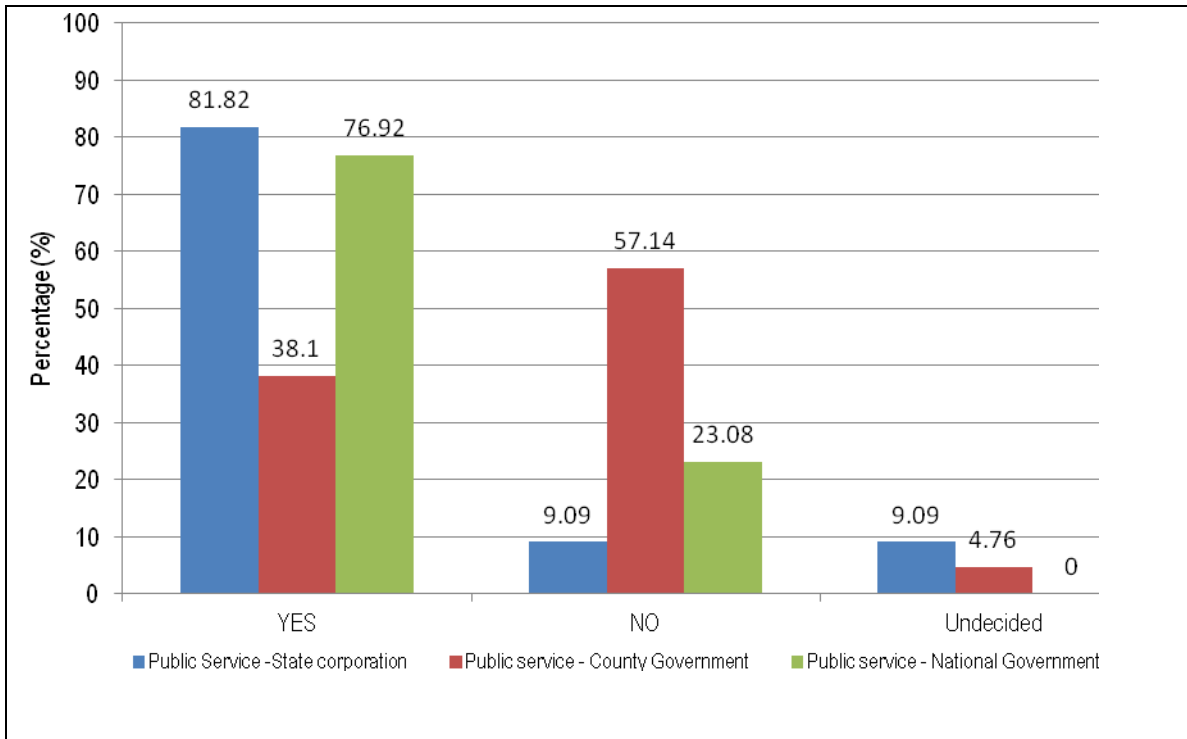


Figure 46: Responses on Overall Rating of Employee Performance by Top Managers

Responses of technical staff are shown in figure 47. According to the results, the response of YES was indicated by 73%, 61% and 57% of respondents from state corporation, county and national government respectively. The respondents who indicated NO were 9%, 32% and 25% from state corporation, county and national

government respectively. The respondents who were undecided were 18%, 7% and 18% respectively from state corporation, county and national government respectively.

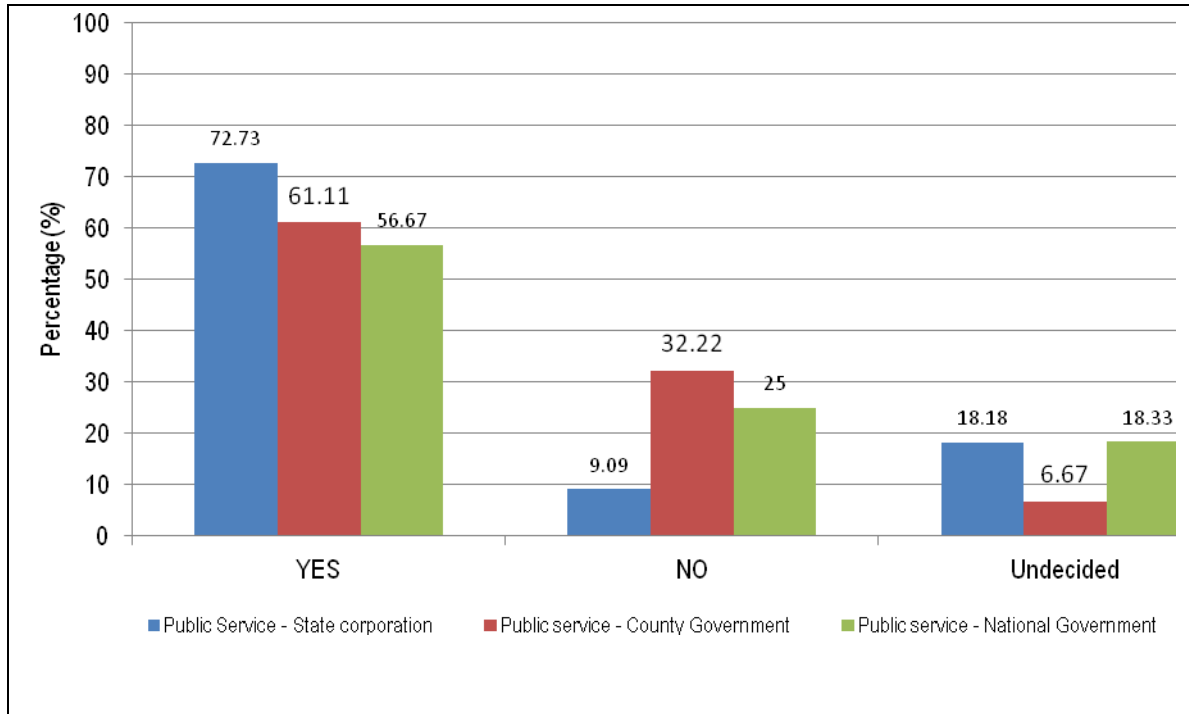


Figure 47: Responses on Overall Rating of Employee Performance by Technical Staff

Responses of support staff are shown in figure 48. According to the figure, the response of YES was indicated by 75%, 64% and 57% of respondents from state corporation, county and national government respectively. The respondents who indicated NO were 13%, 29% and 30% from state corporation, county and national government respectively. The number of those who were undecided was as follows; 13%, 7% and 13% respectively from state corporation, county and national government respectively. The results indicate that overall rating of performance is undertaken within the public service (Office of Prime Minister, 2009; Lubembe, 2012).

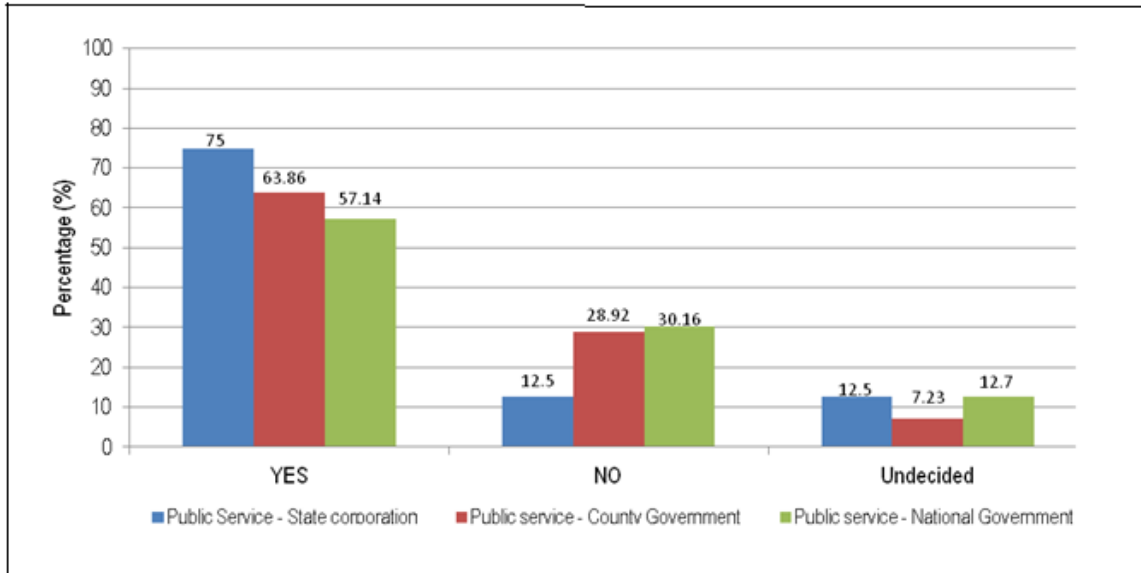


Figure 48: Response on Overall Rating of Employee Performance by Support Staff

Majority of the respondents were in agreement that there was overall rating of employee performance in their organizations. Rating of employee performance is part of the performance contracting and appraisal system which is used in measuring employee performance with the aim of enhancing service delivery. The rating is for purposes of quality service delivery, healthy competition and meeting of customer needs as outlined in Lubembe, (2012) (Republic of Kenya, 2016e).

4.3.6.12 Consistency in Ratings

The study sought to find out from top managers and technical staff about consistency in ratings in their organizations. These respondents were asked to select what they used to achieve consistency in ratings across different sections of their organizations. The following alternatives were provided: management group review, prior estimates by management group, points rating system, standard setting workshops or seminars and peer review of outcomes.

The responses of top managers are shown in Figure 49:. According to the figure, 50% of respondents from state corporation indicated that prior estimates are made by management, 7% by point rating system, 14% by standard setting workshops or seminars, 7% by peer review of outcomes while 21% were undecided. The figure shows that 15% of respondents from county government indicated that management group review created consistency rating, 23% by prior estimates made by management, 4% by point rating system, 23% by standard setting workshops or seminars, 4% by peer review of outcomes while 31% were undecided.

The figure also shows that 6% of respondents from National government indicated that management group review created consistency rating, 19% by prior estimates made by management, 25% by point rating system, 38% by standard setting workshops or seminars, 6% by peer review of outcomes while 6% were undecided.

Eight respondents who were interviewed said that there was overall rating in their organizations while, the two who responded in the negative belonged to one of the county governments participating in the study. They indicated that performance contracting was to commence on 1st July 2015. All ten respondents who were interviewed agreed that the rating was done numerically, alphabetically, verbally and both positive and negative comments were used appropriately.

On consistency in ratings, seven respondents indicated that management group review was used by senior managers in respective organizations except in one county government where the response was negative. Nine respondents were in agreement on

use of point rating system and standard setting workshops or seminars while one was not responsive.

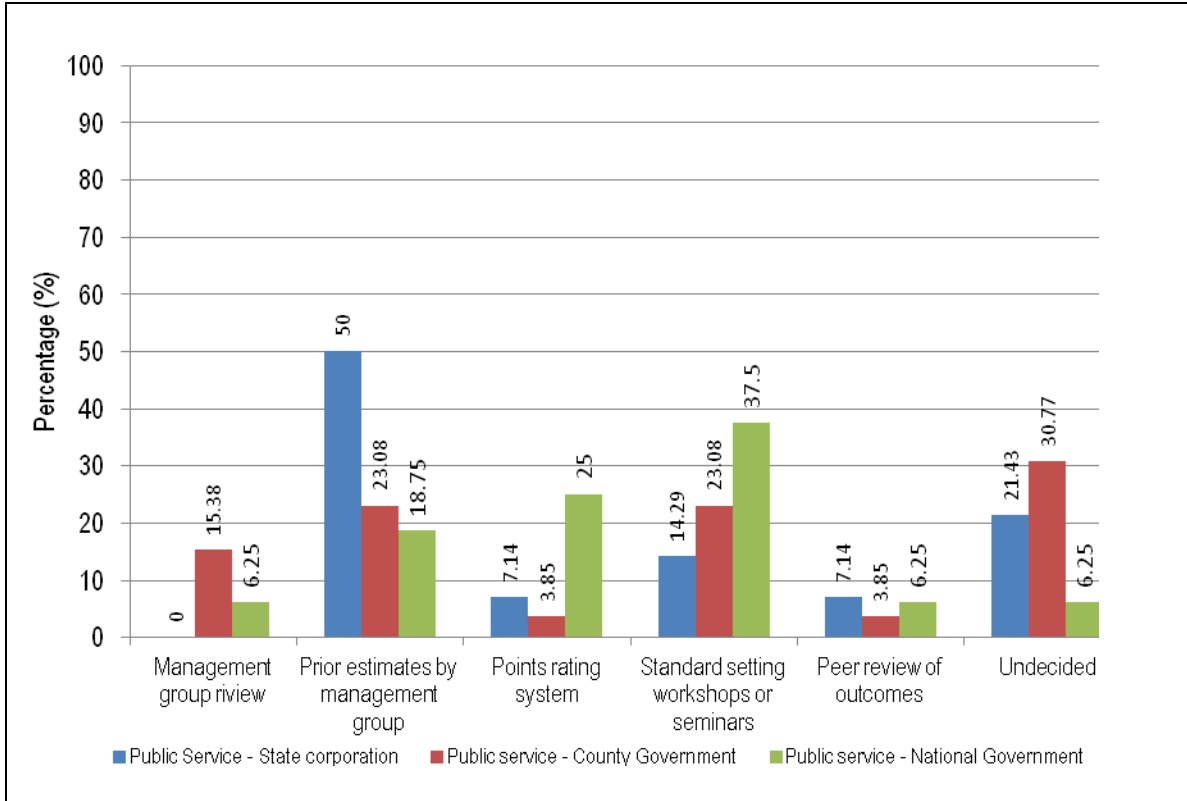


Figure 49: Responses on Consistency in Rating in Organization by Top Managers

The responses of technical staff are shown in figure 50. According to the results, 37% of respondents from state corporation indicated that management group review created consistency rating, 18% by standard setting workshops or seminars, 9% by peer review of outcomes while 37% were undecided. The figure shows that 26% of respondents from county government indicated that management group review created consistency rating, 13% by prior estimates made by management, 22% standard setting workshops or seminars, 5% by peer review of outcomes while 34% were undecided.

The figure also shows that 31% of respondents from national government indicated that management group review created consistency rating, 9% by prior estimates made by management, 24% by standard setting workshops or seminars, 2% by peer review of outcomes while 34% were undecided.

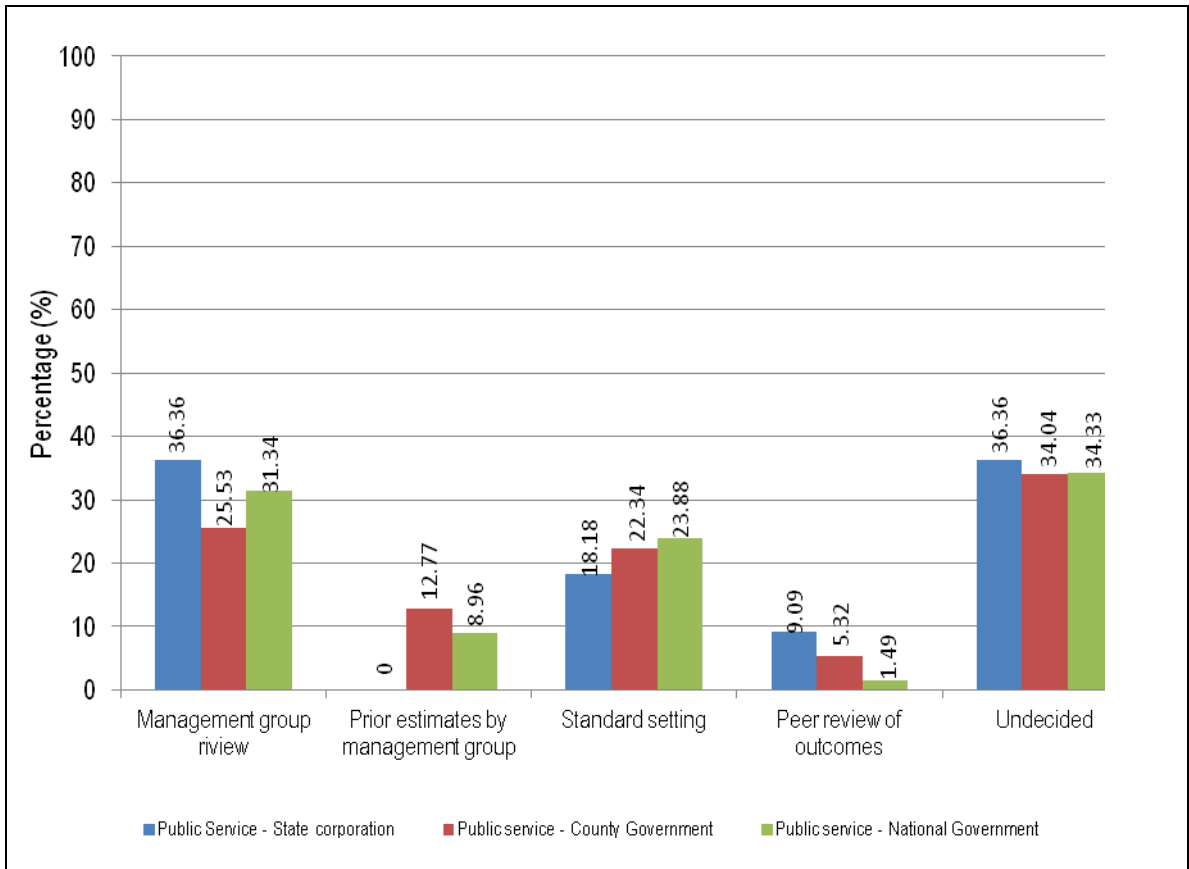


Figure 50: Responses on Consistency in Rating in Organization by Technical Staff

Most respondents were of the view that consistency in rating was achieved mainly through management group review. Other ways were prior estimates and standard setting. However a large percentage of respondents were undecided raising doubt about consistency in rating in the organizations. According to Armstrong (2009), consistency

in rating allows for standardization of the rating system as well as benchmarking on best practices. High performing organizations maintain consistency in rating.

4.3.6.13 Custody of Performance Contracting Documents

The study sought to establish who keeps performance contracting documents of employees. These documents are used to measure employee performance. Respondents were asked to use provided list to select who keeps performance contracting documents. The list comprised of: Human resource Department, Departmental Head and Individual Employee.

Responses by top managers are shown in figure 51. According to the figure, 55% of respondents from the state corporation indicated that the documents were kept by human resource department, 18% by departmental head while, 27% were undecided. None of the respondents indicated individual employee. In county government, 57% of respondents indicated that the documents were kept by human resource department, 29% by departmental head while, 14% were undecided.

None of the respondents indicated individual employee. At national level, 46% of respondents indicated that the documents were kept by human resource department, 46% by departmental head while, 8% indicated individual employee. All the respondents who were interviewed were in agreement that heads of human resource kept organizational performance contracting documents while director kept departmental documents. Individual employees kept copies of their documents.

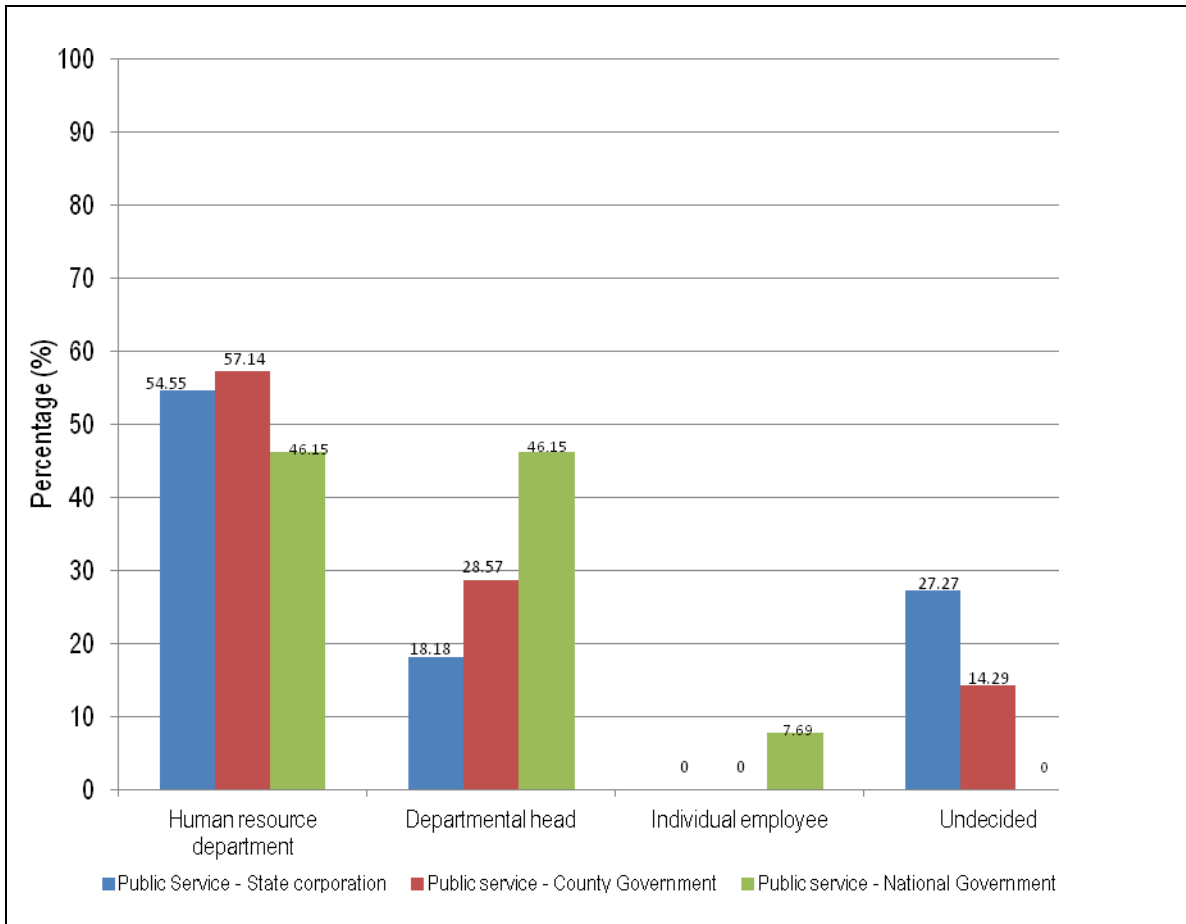


Figure 51: Responses on Custody of Performance Contracting Documents by Top Managers

Responses by technical staff are shown in figure 52. According to the figure, 48% of respondents from the state corporation indicated that the documents were kept by human resource department, 35% by departmental head while, 18% were undecided. None of the respondents indicated individual employee. In county government, 45% of respondents indicated that the documents were kept by human resource department, 30% by departmental head while, 4% indicated individual employee. Meanwhile, 19% were undecided. At national level, 49% of respondents indicated that the documents were kept

by human resource department, 24% by departmental head while, 3% indicated individual employee. Meanwhile, 25% were undecided.

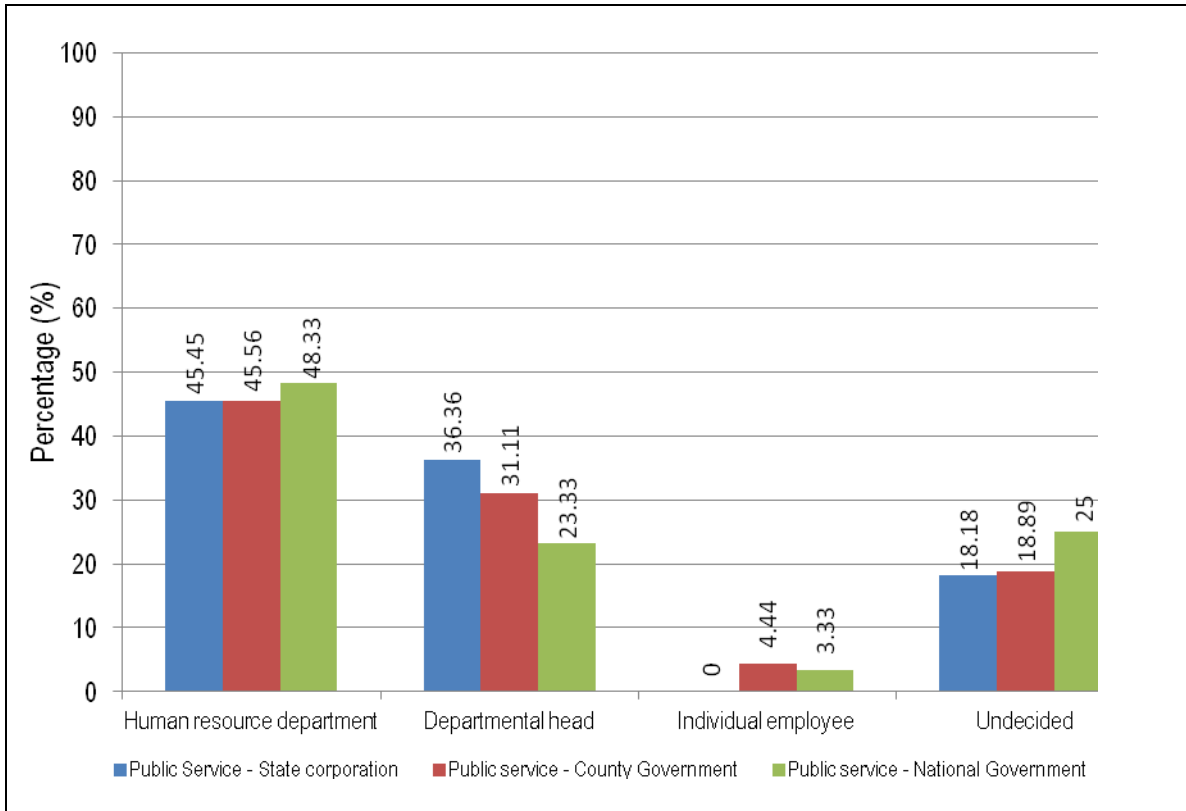


Figure 52: Responses on Custody of Performance Contracting Documents by Technical Staff

Figure 53 shows the results from respondents at the level of support staff. According to the figure, majority of respondents that is, 88%, 81% and 73% of respondents from state corporation, county and national government respectively indicated that the human resource department kept performance contracting documents. This is a true reflection of what is expected in the public service in Kenya. Performance appraisal which is a component of performance contracting, is key on issues of promotion, rewards and sanctions which are prerequisites for employee performance.

Only 11% and 18% of respondents from county and national government respectively cited departmental head as the one who keeps performance contracting documents. Meanwhile, about 13%, 6% and 8% of respondents from state corporation, county and national government respectively were undecided. A negligible percentage cited individual employee

The policy on performance contracting and appraisal is such that each officer should keep copy of PC, Work Plan and PAS while head of department or supervisor keeps another set. The performance contracting team keeps the documents for the organization which have been signed between president and cabinet secretary. The support staff seem to be totally unaware of this policy thus, excluded from the process (Office of the Prime Minister, 2009; Republic of Kenya, 2016 a, b, d & e).

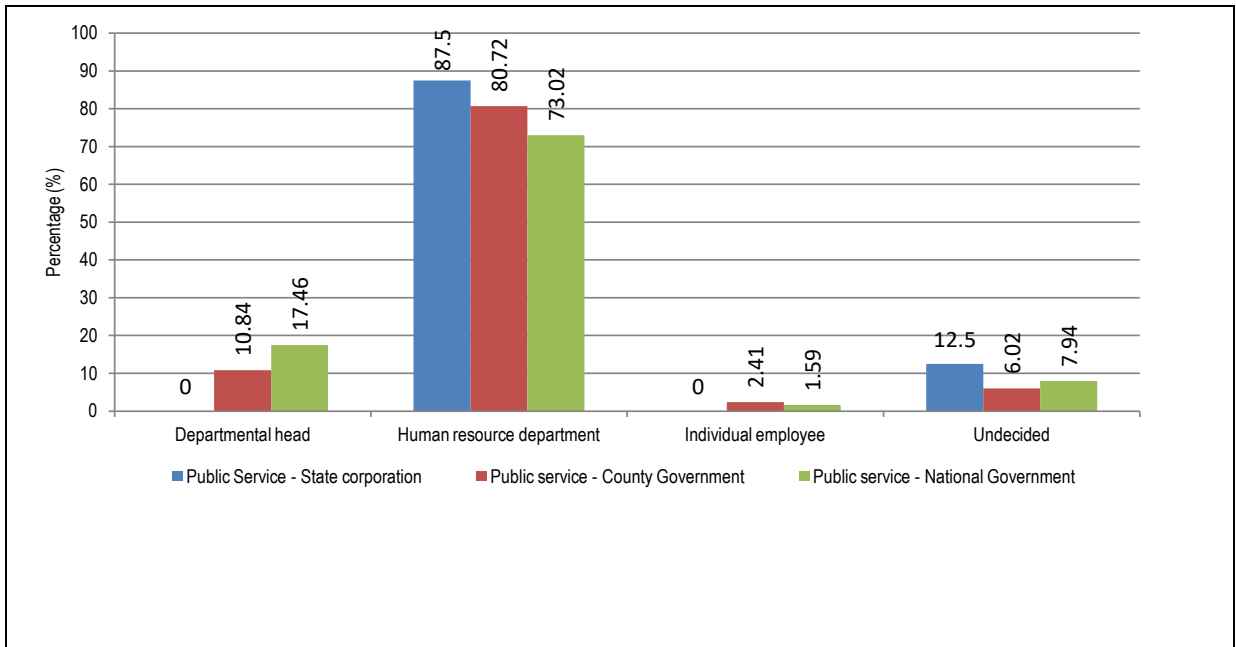


Figure 53: Responses on Custody of Performance Contracting Documents by Support Staff

4.3.6.14 Measurement of Individual Employee Performance

The study sought to establish if measurement of individual employee performance was considered important in study organizations. The respondents were provided with criteria used in measuring employee performance. They were asked to indicate how important each criterion was regarded in respective organization. The following Key was used: Very important, Important, Undecided, Slightly important and Not used. Table 4.17 shows the responses on importance of criteria in measurement of individual performance of employees.

Table 4.17: Percent Response on Importance of Criteria in Measurement of Individual Performance of Employees

Measurement criteria	Very important	Important	Undecided	Slightly important	Not used	Chisq	P>Chisq
Customer care	62.22	24.44	8.89	-	2.22	86.57	<0.001
Quality of service	64.44	28.89	2.22	2.22	-	104.35	<0.001
Flexibility in work process	26.67	62.22	6.67	-	2.22	89.73	<0.001
Competence / training	55.56	37.78	4.44	-	-	40.45	<0.001
Career development	51.11	37.78	8.89	-	-	28.00	<0.001
Business awareness creation	15.56	55.56	11.11	6.67	6.67	85.93	<0.001
Working relationships	51.11	37.78	6.67	2.22	-	68.00	<0.001
Contribution to team work	55.56	35.56	4.44	2.22	-	79.46	<0.001
Financial awareness	40.00	42.22	11.11	-	2.22	49.33	<0.001
Aligning personal objectives with organizational goals	55.56	26.67	6.67	8.89	-	61.28	<0.001
Commitment to work	68.89	22.22	2.22	4.44	-	115.01	<0.001
Motivation	53.33	33.33	6.67	2.22	2.22	104.94	<0.001
Attitude to work	57.78	28.89	2.22	6.67	2.22	115.80	<0.001

According to the table, most of the respondents found all aspects of measurement criteria to be very important or important ($\chi^2=28.0$, $P\leq 0.001$) while 2% to 9% found eight aspects of measurement criteria to be slightly important. All ten respondents who were interviewed found all aspects of measurement criteria to be either very important or important. Between 2% and 11% of respondents were undecided on all the criteria of measurement. Meanwhile, between 2% to 7% of respondents indicated that none of the aspects of measurement were in use. The results was found to be statistically significant at the significant level was $p < 0.05$.

The null hypothesis that organizational practices have no impact on employee performance was rejected. Therefore, measurement of performance of an individual

employee has significant effect on performance, a fact alluded to by Cozby (2003). Chiu, Wai-Mei and Tang (2002), allude to the fact that motivation and compensation contribute to employee and organizational performance.

4.3.6.15 Regard of Employee Performance Management System

The study sought to establish how respondents who were interviewed regarded employee performance management system. Respondents who were interviewed were asked to indicate how employees in different cadres in their organizations regarded employee performance management system. All ten (10) respondents who were interviewed indicated that the employee performance management system was highly regarded by top management cadre while least by support staff. (Republic of Kenya, 2016e).

4.3.6.16 Changes to Employee Performance Management System

The study sought to establish from respondents if study organizations were intending to make changes to current employee performance management system. Top managers and CEOs who were interviewed were asked to say whether they were proposing to make any changes to their employee performance-management system over the next 12 months. They were required to select alternative YES or NO.

Responses of top managers are shown in figure 54. According to the figure, 18% of respondents from state corporations indicated YES while 64% indicated NO while 18% were undecided. At county government, 67% indicated YES while 33% indicated NO. At national government, 46% indicated YES while, 54% indicated NO. The overall results clearly show that 50% of respondents indicated that they were not changing system in

future while 44% indicated that they would change employee performance management system in future. All respondents who were interviewed indicated that the system would not be changed in the near future.

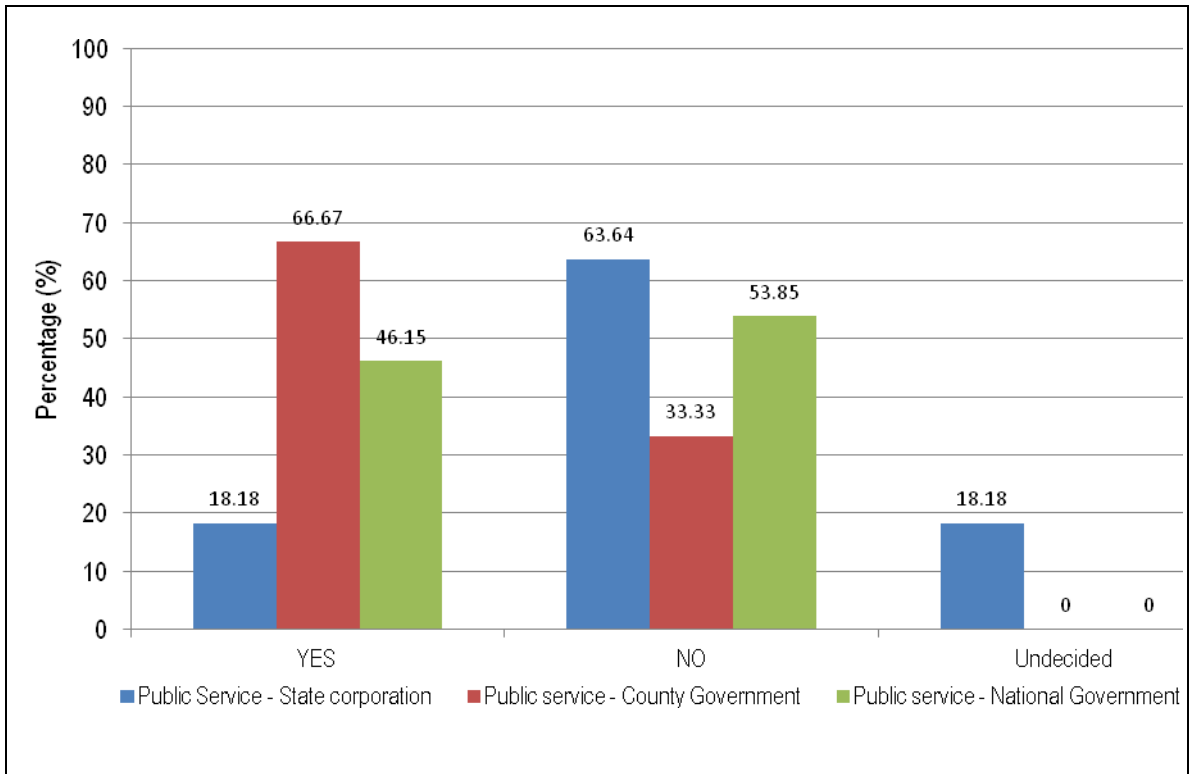


Figure 54: Responses on Changes to Employee Performance Management System by Top Management

However, it should be noted that reforms in the public service generally and employee performance specifically are government driven. All the same, each government organization is free to chart its own transformation pathway within the broad change management framework provided by the government in response to unique prevailing circumstances. Armstrong, (2009), refers to transformational change as fundamental and comprehensive changes in structures, behaviour and processes which have dramatic

effect on an organization. The results indicate that changes to the employee performance management system is more likely to occur in the county than state corporation or national government. The current employee performance management system was designed by Public Service Commission in conjunction with relevant organizations. Any change therefore would involve central coordination by Public Service Commission (Republic of Kenya, 2016e).

4.3.6.17 Effectiveness of Performance Management Processes in Improving Employee Performance

The study sought to establish effectiveness of performance management processes in improving employee performance. Respondents at the level of top management as well as CEOs who were interviewed were asked to indicate how effective their organization’s performance-management processes had proved in improving overall performance. They were to choose from: Very Effective (5), Moderately Effective (4), Effective (3), Ineffective (2) and Don’t know (1).

Table 4.18 : Percent response on Effectiveness of Performance Management Processes in Improving Employee Performance by Top Managers

	Very Effective	Effective	Moderately Effective	Ineffective	Don’t know	Chisq	P>chisq
State corporation	27.27	18.18	27.27	-	9.09	12.40	0.01
County Government	9.52	28.57	23.81	9.52	14.29	17.01	0.001
National Government	15.38	53.85	23.08	7.69	-	49.11	<0.001

The results in table 4.18 show that most respondents found the performance management processes to improve performance of employees ranging from very effective to moderately effective ($\chi^2=12.0$, $P\leq 0.01$). Meanwhile, 8% to 10% of respondents

indicated that the processes were ineffective. The respondents who indicated that they didn't know ranged between 9% to 14%. The respondents who were interviewed indicated that the employee performance processes had moderately to very effectively improved overall performance on all factors namely: achievement of financial targets, development of skills, improved customer care, change of behaviour, motivation, productivity, development of competence, improved quality, changes in attitude and labour turn over. These factors are critical to realization of effective and efficiency in employee performance (Office of the Prime Minister,2009; Republic of Kenya, 2016e).

The results was found to be statistically significant at the significant level was $p < 0.05$. The percentage of respondents agreeing with effectiveness of employee performance management processes is not the same for each category of effectiveness. The null hypothesis that organizational practices have no impact on employee performance was rejected.

4.3.7 Objective 5: The Effect of Socio Cultural Factors on Employee Performance in the Public Service in Kenya

The study sought to find out how the study organizations are rated in comparison to other organizations in public service in Kenya.

4.3.7.1 Overall Performance of Organizations in the Public Service in Kenya

The top managers were asked to comment on overall performance of their organization in relation to the rest of organizations operating in respective sector in Kenya. The results in table 4.19 show mixed responses by respondents. Quality of goods,

quality of work force, innovative capacity, cost reduction, market share and efficiency in service delivery were key for respondents who placed their organizations in top 25% or middle 50% category ($\chi^2=13.0, P\leq 0.05$). These criteria were likely to be the ones which had impact on employee performance and consequently provided competitive advantage in respective subsectors. The results were found to be statistically significant for the above mentioned criteria since $P < 0.05$. Meanwhile, responses on return on investment and profitability were not significant ($\chi^2=3.47, P\leq 0.001$) and ($\chi^2=2.68, P\leq 0.001$), respectively. Between 4% to 24% of respondents were not aware of the ranking of their organizations despite that they belong to management cadre. The null hypothesis that organizational practices have no impact on employee performance was rejected except for return on investment and profitability which were not found to be significant.

It is surprising that top managers from all the three clusters of organizations state corporation, county government and national government made varied responses on ranking of organizations putting queries on their role in rating of organizations based on employee performance. According to Kaplan and Norton (1996), prudent financial utilization is key to sustainable employee performance in ensuring quality delivery of services and goods as well as maintaining competitive advantage (Republic of Kenya, 2016e).

Table 4.19: Percent Response on the Rating of Organizations

Performance Criteria	Top 25%	Middle 50%	Bottom 25%	Don't know	Chisq	P>Chisq
Quality of goods and services	40	44.44	6.67	4.44	25.56	0.001
Innovative capacity	26.67	48.89	13.33	4.44	21.62	0.001
Cost reduction	28.89	40	20	4.44	13.05	0.001
Market share	26.67	35.56	8.89	17.78	8.00	0.05
Return on investment	15.56	31.11	15.56	22.22	3.47	ns
Profitability	11.11	24.44	22.22	24.44	2.68	ns
Quality of work force	35.56	46.67	4.44	4.44	27.78	0.001
Efficiency in service delivery					20.91	0.001

Source: Research data, 2016

Each organization in the public service has an all-inclusive team which is in charge of measurement of employee performance. The team is headed by Chief Economist. The officers from Central Planning Unit assist teams from directorates in coming up with their performance contracts. Prior to anew financial year, the team prepares performance contract of Cabinet Secretary or Chief Executive Officer of the Organization for discussion and negotiation with the National Committee in charge of performance contracting in Public Service. The National Committee monitors and evaluates progress of implementation of performance contract during the financial year thus, managing employee performance.

At the end of the financial year, the National Committee undertakes appraisal and grading of ministries based on collective employee performance on set targets and evidences of achievements. The aspects which are included in this section are crucial to an organization acquiring competitive advantage status. Some of the services in the public service such as registration of institutions or organizations, sale of tenders and

disposal of idle assets are sources of A- in - A revenue under finance and stewardship sub section as authorized by treasury. Such charges are usually indicated in Citizen Service Delivery Charter of an organization (Kenya Vision 2030, 2007; MTEP 11, 2013-2017; Republic of Kenya, 2015; Republic of Kenya, 2016a; Republic of Kenya,2016b; Republic of Kenya, 2016c; Republic of Kenya, 2016d; Republic of Kenya, 2016e).

4.3.7.2 Emerging Challenges in Management of Employee Performance

The study sought to find out if there were emerging challenges in management of employee performance in the public service. The responses of top managers are shown in figure 55.

The results in figure 55 show that 91% and 92% of respondents from county and national governments respectively were of the opinion that there were challenges. Only 36% of respondents from state corporation indicated that there were challenges. On the contrary, 46% and 8% of respondents from state corporation and national governments respectively were of the opinion that there were no challenges. Meanwhile, 18% and 10% of respondents respectively from state corporation and county government did not respond to the question. The respondents who were interviewed were also of the opinion that reforms in public service aimed at improving employee performance faced challenges.

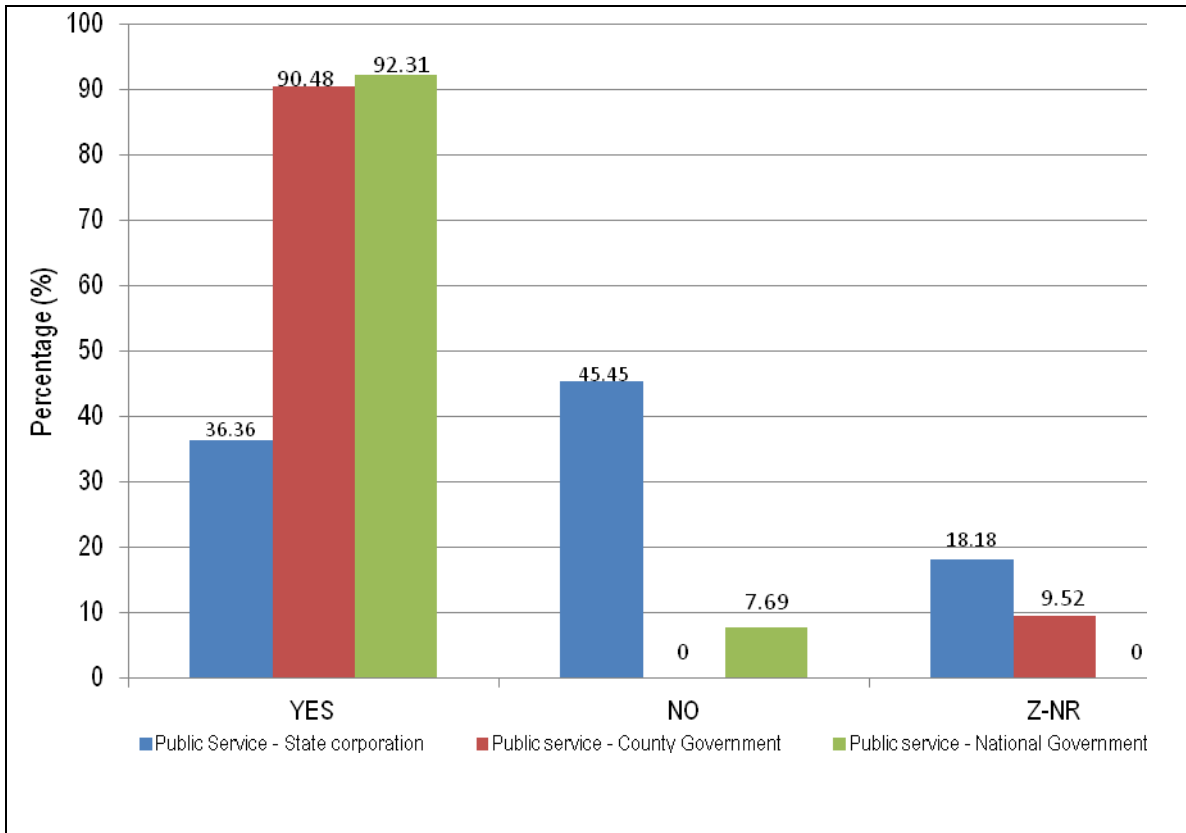


Figure 55: Responses on Challenges in Management of Employee Performance by Top Managers

The results in figure 56 show that 36%, 76% and 50% of respondents from state corporation, county and national governments respectively were of the opinion that there were challenges. On the contrary, 46%, 12% and 15% of respondents from state corporation, county and national governments respectively were of the opinion that there were no challenges. However, some 18%, 12% and 35% of respondents from state corporation, county and national governments respectively were undecided.

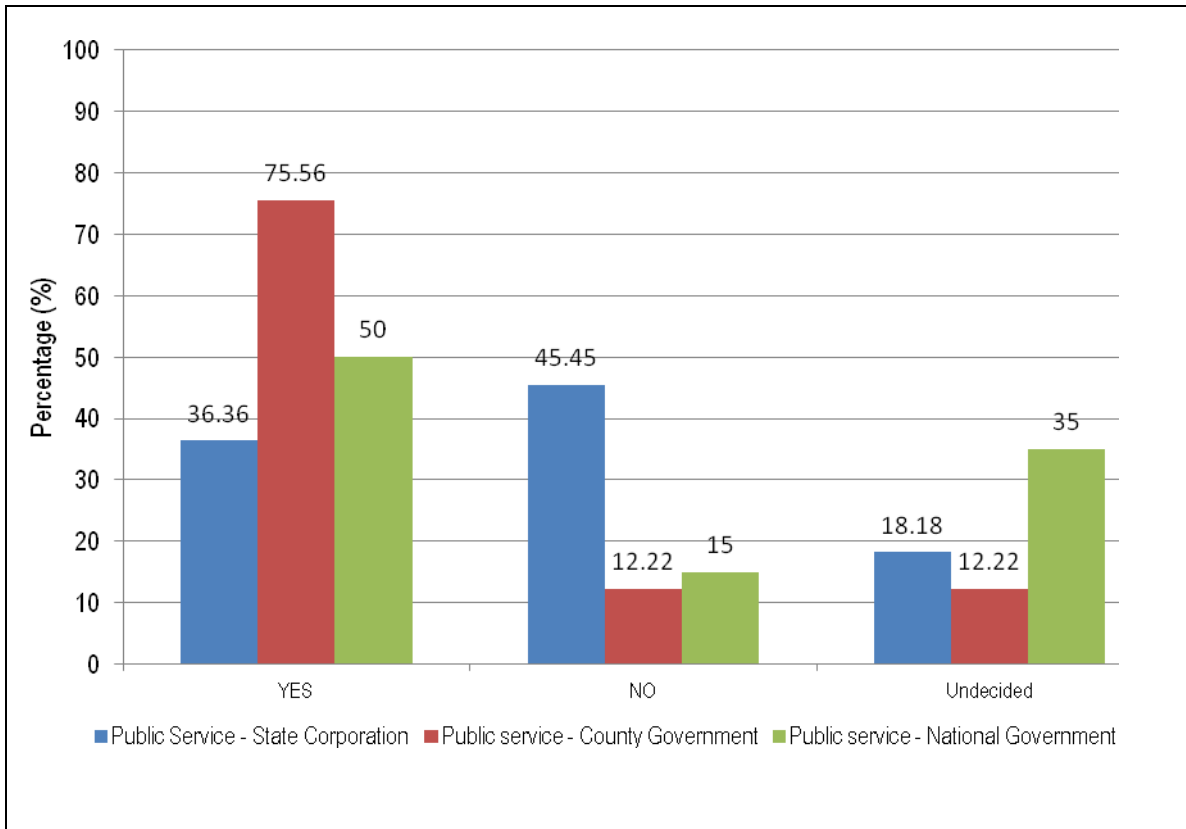


Figure 56: Responses on Challenges in Management of Performance of Employees by Technical Staff

The results in figure 57 show that 63%, 59% and 60% of respondents from state corporation, county and national governments respectively were of the opinion that there were challenges. On the contrary, 13%, 17% and 18% of respondents from state corporation, county and national governments respectively were of the opinion that there were no challenges. However, some 25%, 24% and 22% of respondents from state corporation, county and national governments respectively were undecided. Overall, management of performance of employees faces challenges which could hinder effective and efficient service delivery, customer satisfaction and job satisfaction by employees

among others. In the report on Evaluation of Results for Kenyans, some of these challenges were cited (Republic of Kenya, 2009b).

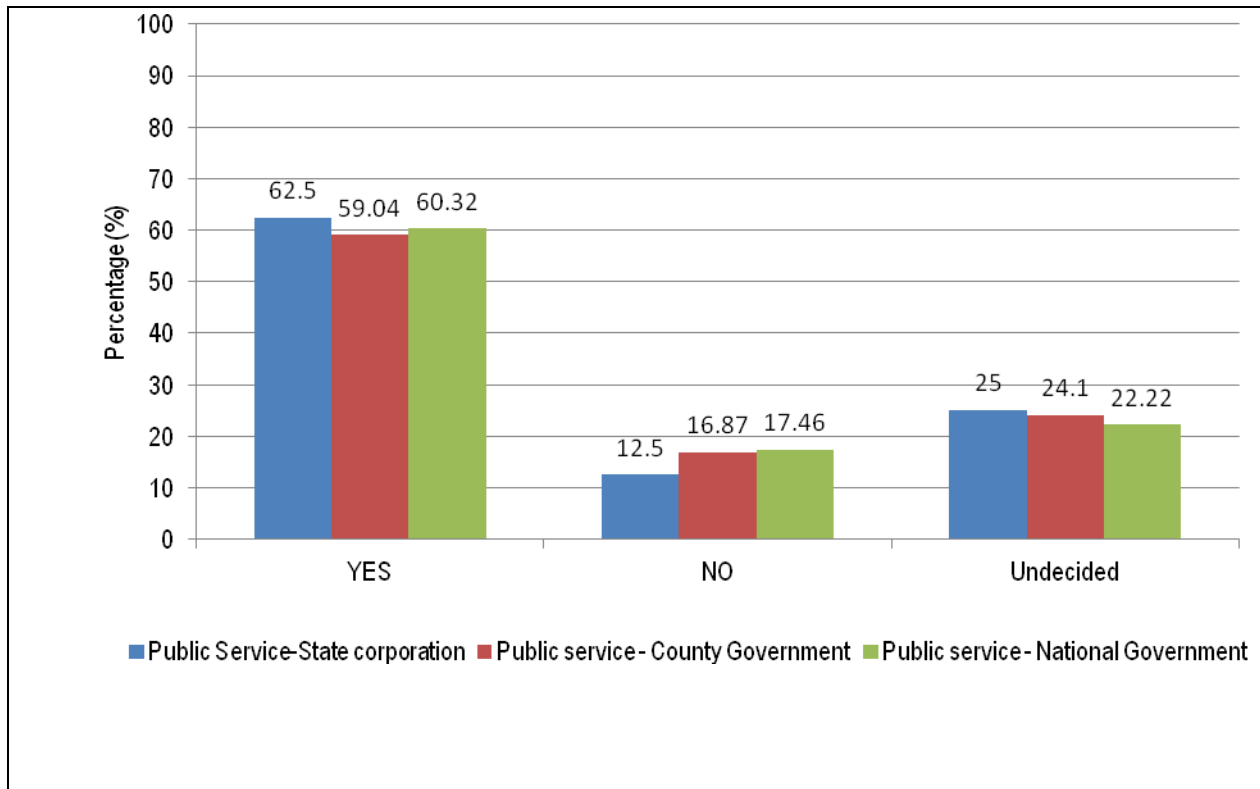


Figure 57: Responses on Whether there are Challenges in Management of Employee Performance by Support Staff
Source: Research data, 2016

4.3.7.3 The List of the Challenges

The respondents who indicated that there were challenges were further asked to name the challenges. The challenges cited by top managers are shown in figure 58.

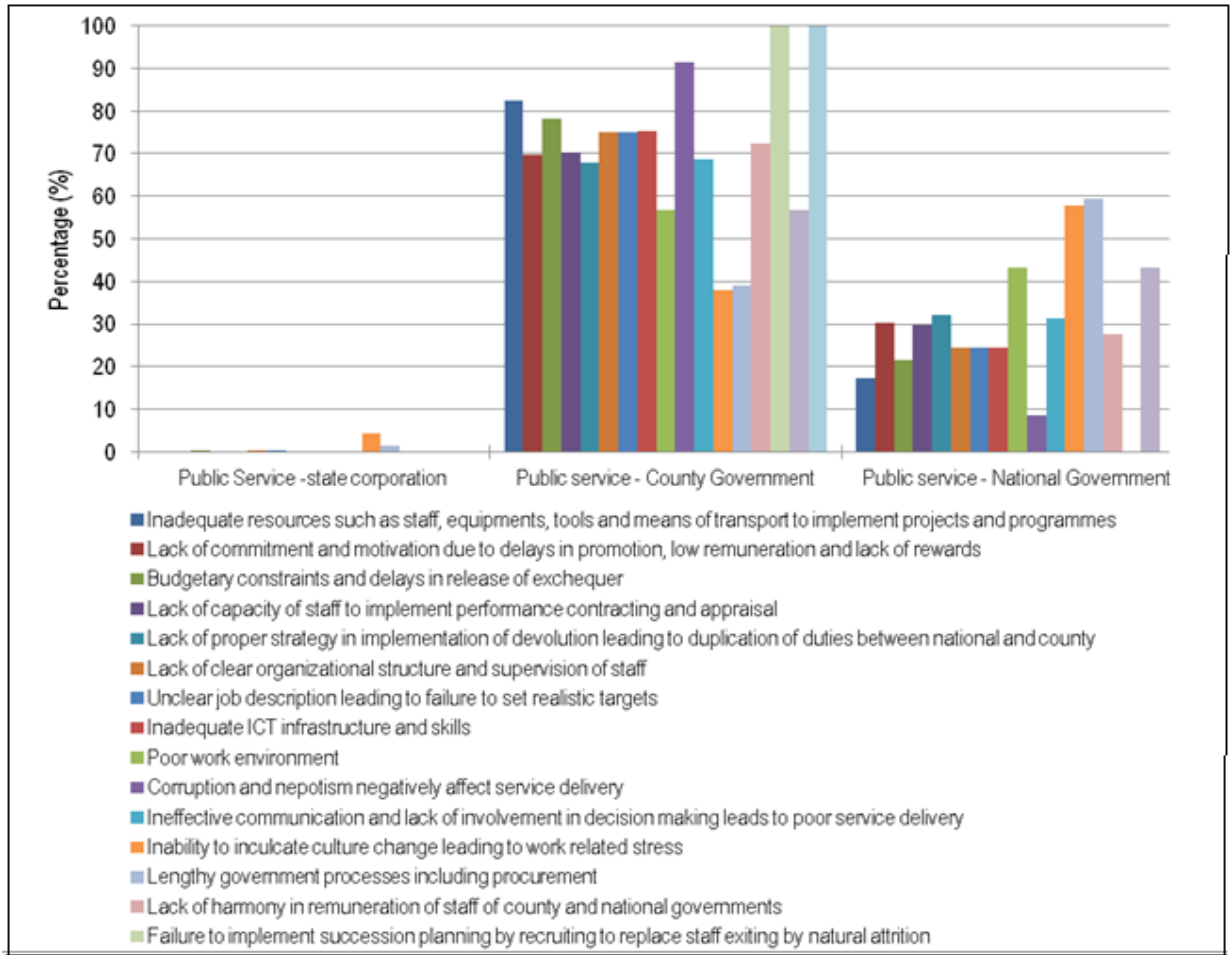


Figure 58: Responses on Challenges Facing Management of Employee Performance by Top Managers

Responses by technical staff are shown in figure 59.

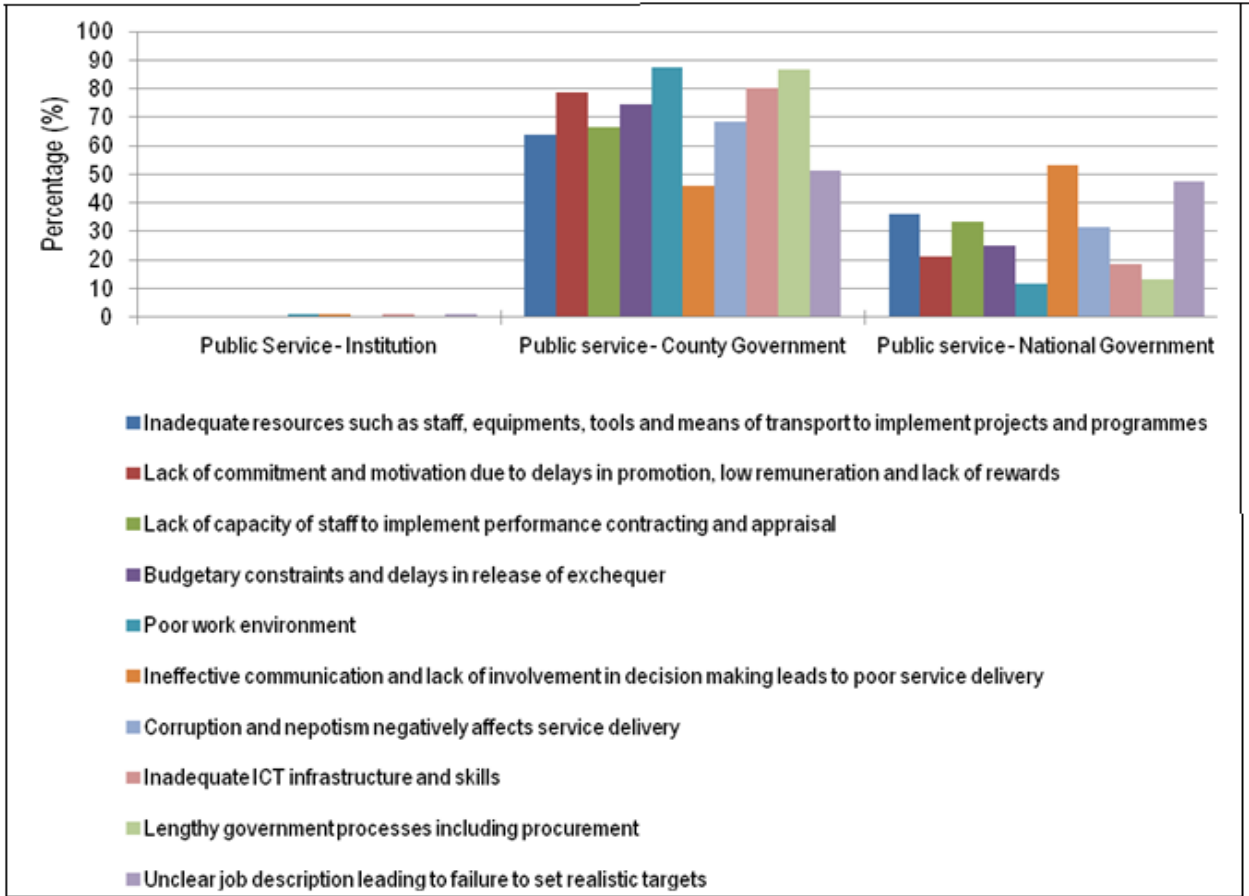


Figure 59: Responses on Challenges Facing Management of Employee Performance by Technical Staff

Responses by support staff are shown in figure 60.

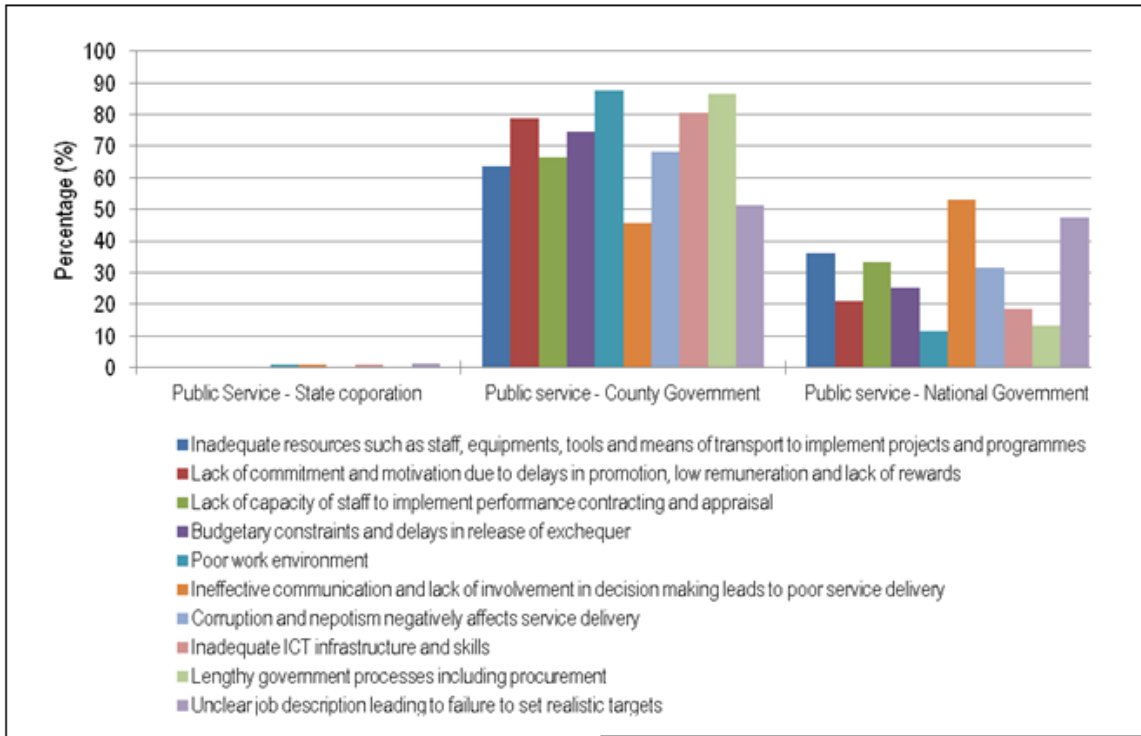


Figure 60: Responses on Challenges Facing Management of Employee Performance by Technical Staff

The results in figures 58, 59 and 60 show a wide range of challenges. The challenges cited by most of the respondent included: budgetary constraints; inadequate resources such as staff, equipments, tools and means of transport to implement projects and programmes. Lack of proper strategy in implementation of devolution leading to duplication of duties between national and county government was also cited. Other challenges included overworked staff due to freeze on recruitment, lack of capacity of staff to implement performance contracting; ineffective communication and failure to involve employees in decision making. Respondents mentioned corruption and nepotism as critical challenges.

Furthermore, inability to inculcate change leading to work related stress; labour turnover after heavy investment in training; lack of clear organizational structure and supervision of staff especially at the counties and poor work environment were cited. In addition, respondents cited inadequate ICT equipment and skills plus office space; lack of commitment and motivation due to delays in promotion; low remuneration and lack of rewards as well as lengthy government procurement procedures and failure to set realistic targets. The respondents who were interviewed also indicated the same challenges.

According to Dessler and Varkkey (2009), the major challenges of employees are mainly connected to health and family issues. Others are legal, financial, child and elder care as well as buy-ins, mergers, downsizing and cost effectiveness measures. They advocated for employee assistance programmes despite the fact that some of these challenges were not highlighted in the study. This could be done through change.

The process of change is a continuous and rapid process in society leading to hyper-competition and globalization which act as triggers of change. This calls for investment in people towards success of organizations. In recent years, there has been shift from performance appraisals towards the more comprehensive employee performance management during which manager and employee work together during planning, monitoring and feedback. Also review of work of an employee during performance period. An employee requires guidance and motivation, support, authority and resources to implement Action Plans. The prerequisites of employee performance management process include: well designed jobs and job descriptions, effective training and comprehensive orientation, effective supervision and positive work environment.

(Kohli& Deb, 2011; Republic of Kenya, 2012; Republic of Kenya, 2013; Republic of Kenya, 2016e).

4.3.7.4 Possible Solutions to Emerging Challenges

Respondents from top management were asked to state possible solutions to challenges faced in managing employee performance. The responses of top managers are shown in figures 61.

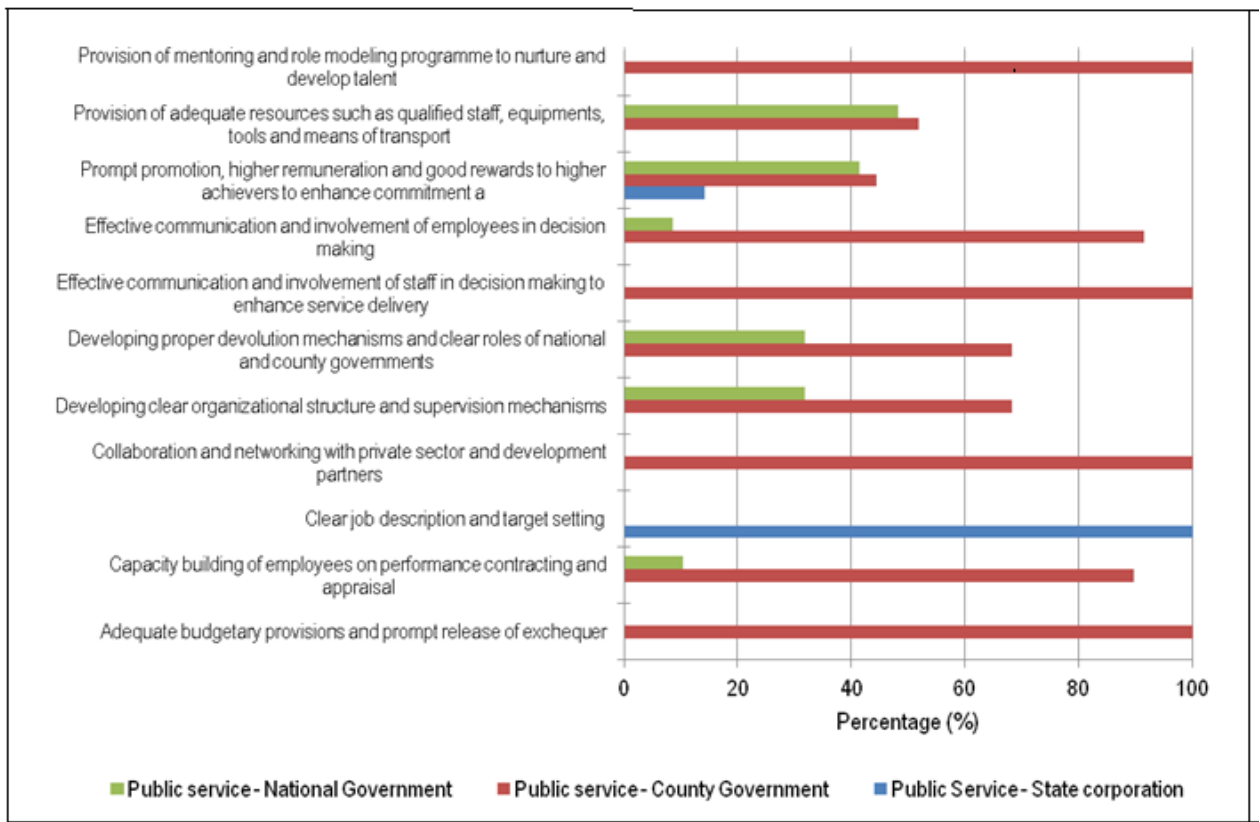


Figure 61: Responses on Possible Solutions to Emerging Challenges by Top Managers

The main solutions to emerging challenges cited in figure 61 included: provision of adequate resources such as qualified staff who can multi - task, equipments, tools and means of transport to implement projects and programmes by 50% and 55% of respondents from county and national governments. Collaboration and networking on acquisition and utilization of resources between public service and private sector by 100% respondents from county government. Developing clear organizational structure and supervision mechanisms by 100% of respondents from state corporation; capacity building of employees on performance contracting and appraisal plus self driven appraisal to improve performance (by 10% of respondents from both county and national governments).

Other solutions were: provision of mentoring programme by 100% respondents from county government; prompt promotion, higher remuneration and good rewards to higher achievers to enhance commitment by 42%, 45% and 17% of respondents respectively drawn from national government, county and state corporation. Effective communication and involvement of staff in decision making by all respondents from county government; adequate budgetary allocation and prompt release of exchequer by all respondents from county government. These issues have been articulated in Human Resource Policies and Procedures Manual for the Public Service. They are key to effective and efficient employee performance, a fact alluded to by Armstrong, (2009) (Lubembe, 2012; Republic of Kenya, 2016e).

4.3.7.5 Strategies Towards Improving Employee Performance in Public Service in Kenya

The study sought suggestions from respondents on how to solve emerging issues and improve performance of employees in their respective organizations and the Public Service in Kenya. Their responses are outlined in the following text.

The responses made by top managers are shown in figure 62. The results show that all (100%) respondents from state corporation cited clear job description and target setting. At county government, all (100%) of respondents cited harmonization of salaries of employees in the public service; proper devolution mechanisms and separation of functions between national and county government and, clear organizational structure and supervision mechanisms.

About 60% to 96% of respondents cited adequate resources such as qualified staff, equipment, tools and transport; training and in use of ICT. Capacity building of employees, and, prompt promotion of employees and higher remuneration, and good rewards to higher achievers to enhance commitment. About 50% of respondents cited effective communication and involvement of employees in decision making. At national government, 100% of respondents cited improvement of work environment. About 50% indicated effective communication and involvement of employees in decision making, Between 20% and 40% cited Training in use of ICT and other skills. Meanwhile, between 5% and 20% cited adequate resources such as qualified staff, equipment, tools and

transport; prompt promotion of employees and higher remuneration and, capacity building of employees in enhancing performance.

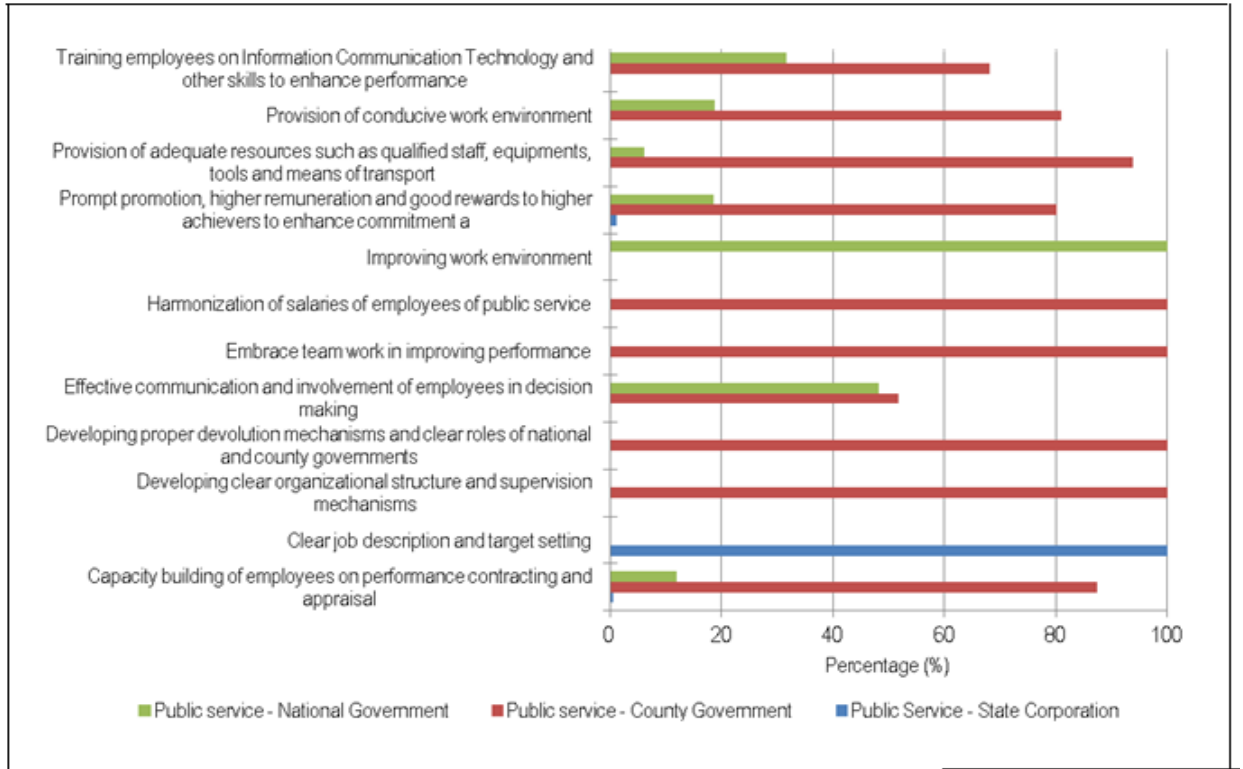


Figure 62: Responses made on Strategies Towards Improving Employee Performance by Top Managers

The respondents who were interviewed shared the same views but also added capacity to implement projects and programmes, benchmarking and strict adherence to ISO standards. Also harmonization of Schemes of Service across public service, collaboration and networking with private sector and development partners. Although, harmonization of salaries is a function of Salaries and Remuneration Commission, the function has proved too technical to implement to date leading to unrest in the public sector (Republic of Kenya, 2011). In addition, review of skills inventory for concurrencies, equivalents and suitability; implementing sanctions for poor performance and adequate budgetary

provisions and prompt release of exchequer. In addition, better utilization of services provided at Huduma Centres and constant review of business models to ensure competitive advantage.

Although the respondents suggested harmonization of Schemes of Service, the system has been found to be inflexible, lacks clear job description, is not linked to performance and, lacks monitoring and evaluation mechanisms. The Career Guidelines is designed to address shortfalls of Schemes of Service besides being linked to performance management system will better address the pertinent issues (Republic of Kenya, 2014). Strategies of motivation employees require development of both financial and non financial reward systems, autonomy, skills and competencies. In addition, career planning opportunities, intrinsically motivating jobs and leadership development programmes (Armstrong , 2009).

The responses made by technical staff are shown in figure 63. At county level, about 98% of respondents cited harmonization of harmonization of Schemes of Service across public service. Between 60 % to 90% of respondents indicated prompt promotion of employees and higher remuneration, adequate resources such as qualified staff, equipment, tools and transport, effective communication and involvement of employees in decision making. Improved work environment and clear job description and target setting. About 30% to 55% indicated use of ICT and target setting. At national level, 60% to 70% of respondents indicated harmonization of schemes of service and bench marking.

About 20% to 42% cited prompt promotion of employees and higher remuneration, clear job description and target setting, capacity building of employees in performance

contracting and appraisal and improved work environment. Effective communication and involvement of employees in decision making and team building were cited by between 10% and 15%.. These strategies were cited across the public service as necessary in enhancing employee performance (Republic of Kenya, 2016e).

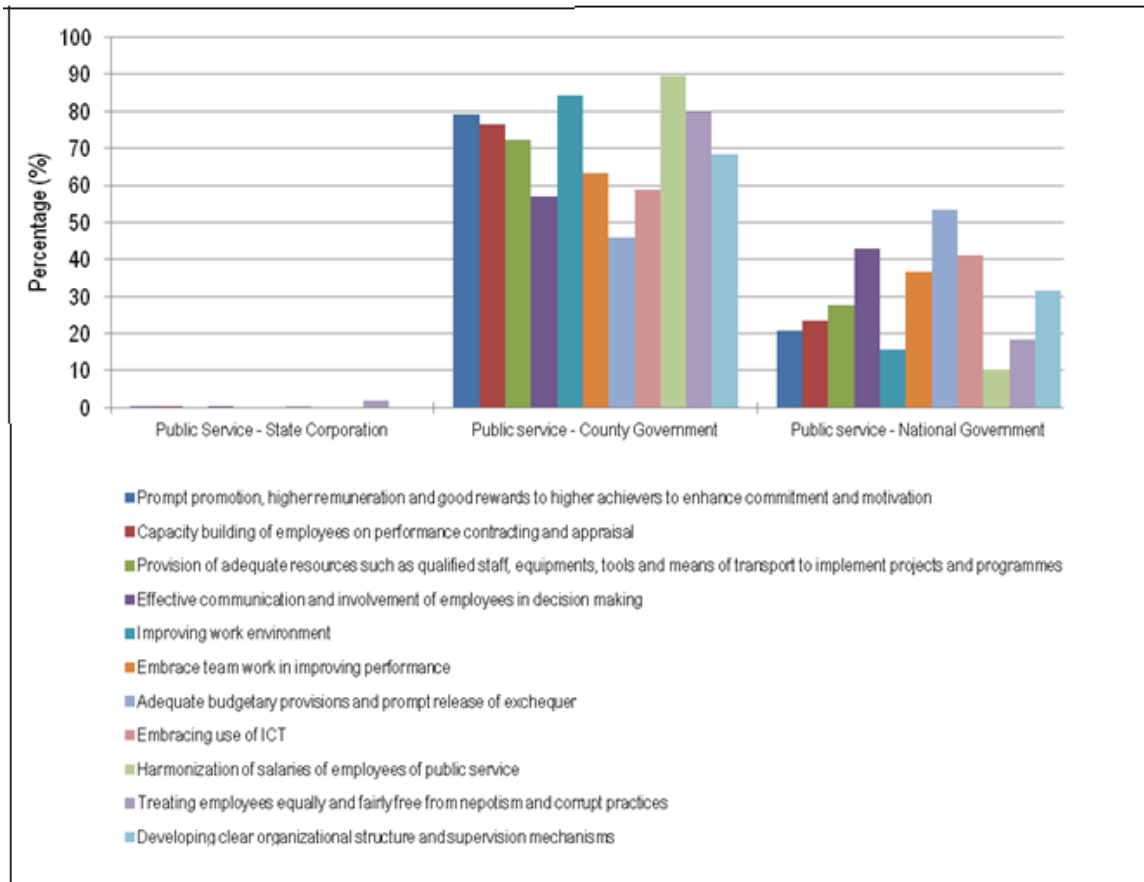


Figure 63: Responses made on Strategies Towards Improving Employee Performance by Technical Staff

The responses made by support staff are shown in figure 64. According to the results, 47% to 90% of the respondents cited the same views raised by top managers and technical staff. In addition, they cited clear organizational structure and supervision mechanisms plus fair treatment of all employees. At national government, 20% to 53%

cited views similar to those of top managers and technical staff. In addition, they cited harmonization of salaries and improving work environment.

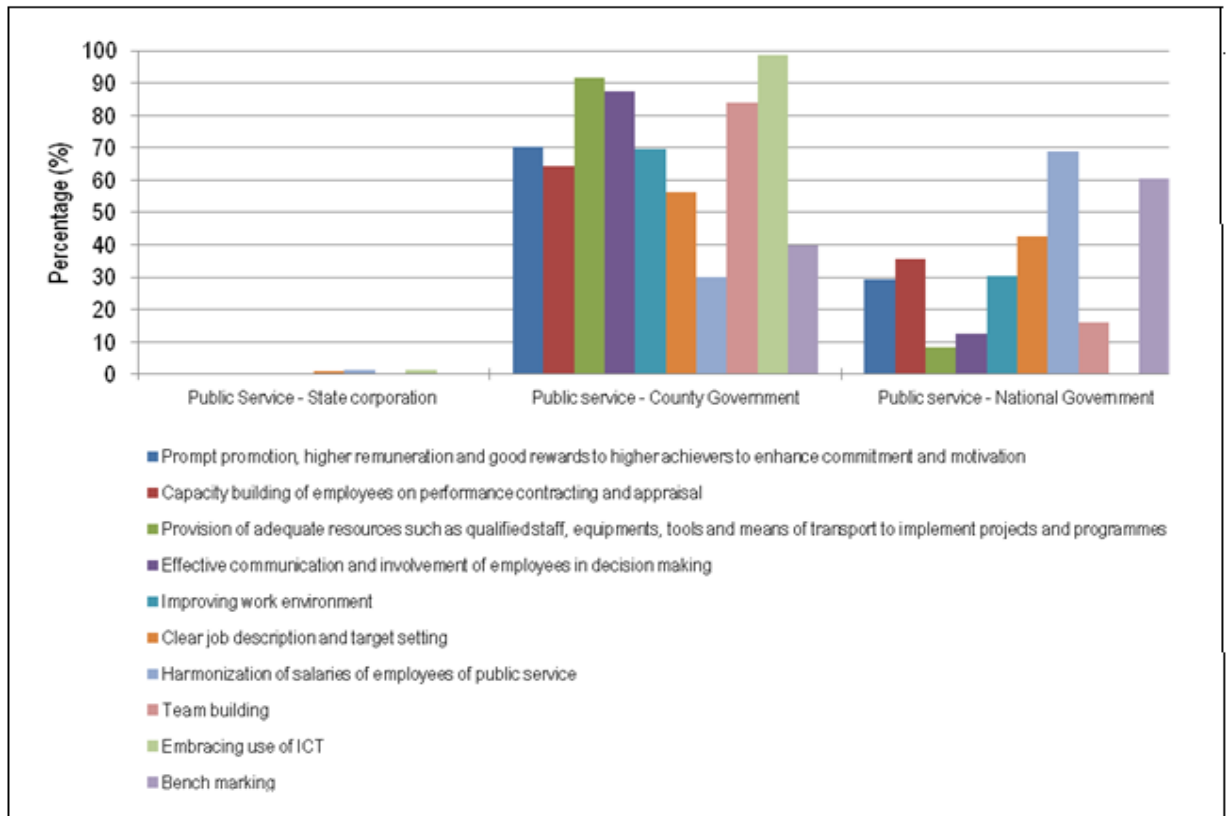


Figure 64: Responses made on Strategies Towards Improving Employee Performance by Support Staff

According to Lubembe, (2012), a variety of factors are crucial to enhancement of employee performance. Horgan and Milhau (2006) established that high performance employee system improved not only employee job performance but also cooperation and discipline in Ireland. However, this was not the case in Netherlands, making the researchers to attribute the difference to societal context and negative system effect. These findings support the adoption of Best Fit Model (Armstrong, 2009). According to Bhattacharyya 2007, monitoring performance and focusing on performance improvement are critical to sustenance of competitive advantage through undertaking

appropriate human resource interventions. Dessler and Varkkay (2009) advocates for adoption of employee assistance programmes in tackling challenges facing employees.

4.3.8 The Non-Participatory Observations

The researcher made non participatory observations in state corporation, county government and national government. The non - participatory observations made in each organization are outlined in the following text.

4.3.8.1 State Corporation

The researcher was received well at the reception and guided properly through the entire data collection period. Any employee who met the researcher not only extended greetings but also sought to know whether the researcher had been attended to. This was a clear demonstration of team work and dedication. The researcher was assigned an officer to assist during data collection. Purpose of unity was very evident. Collegiality as well as commitment to work was highly demonstrated.

Most employees were busy at station of work which they seemed to enjoy. They talked highly of their jobs and were ready to give any additional information. They were also very eager to participate in the research. The non – participatory observations were found to be in tandem with the mandate and key role played by the organization in capacity building towards performance contracting and appraisal (EAEP, 2011; KIA, 2011).

4.3.8.2 County Governments

The clearance at county started with the office of county commissioner before moving to at county level starts at the office of the organization had public service employees working in both national and county governments. Whereas the employees in the national government were keen on following public service rules and regulations, their counterparts in county government were less keen. Some were quite conversant with public service rules and regulations but others had been recruited from private sector or were newly employed. These, were undertaking capacity building courses for purposes of enhancing work and performance contracting which was anticipated to start in July, 2015. There was therefore weak team work between employees of the national and county governments (Constitution of Kenya, 2010; Republic of Kenya, 2013).

4.3.8.3 National Government

On reporting to a ministry, the researcher was directed to Directorate of human resource management and development. Following brief explanation about the purpose of visit, the researcher was assigned an officer to assist with visits to offices within ministry to undertake data collection. Protocol and procedures were observed. The assisting officer planned for programme of data collection including interviews. Team work was evident since, the researcher as always introduced to leader and staff of each section with whom she worked closely with. Most of the officers were busy with activities of performance but found time to participate in the research.

The respondents were quite positive to the research since they are aware of importance of capacity building in terms of further studies. It should be noted that there was no need

for other letters to facilitate carrying out of data collection. The permit and accompanying letter were sufficient. However, there seemed to be decrease in tempo in the way performance contracting and appraisal were being handled possibly, for failure to handle rewards and sanction appropriately (Office of the Prime Minister, 2008; 2009a; Republic of Kenya, 2016e).

4.4 Inferential Statistics

According to Cozby (2003), an assumption was made to the effect that the different organizations in the study were equivalent in every way with exception of manipulation of independent variable. The equivalence was achieved through randomization. Subsequently, any difference in the dependent variable was as a result of effect of independent variable. Some difference does exist in sample means since the sample is used as opposed to the entire population.

Random error is usually responsible for difference in means even when independent variable has no effect on the dependent variable. Thus, difference in means is due to effect caused by independent variable and random error. Therefore, inferences are made on true differences in population based on sample data. Difference in means is due to random error than real difference. Based on these facts, similar results could be obtained if the study was repeated again and again using multiple samples.

4.5 Testing Hypothesis

4.5.1 Chi-Square Test

The study tested five hypotheses to establish whether there is a statistical significant association between selected factors (personal attributes, leadership style, teamwork practices, organizational practice, and cultural factors) and employee performance in civil services in Kenya. To establish the statistical associations between independent and dependent variables, Chi-square tests for independence, which is appropriate for test of association between two categorical variables was applied (Anthony, 2015).

4.5.1.1 Hypothesis test on the relationship between personal attributes and employee performance

Ho: Personal attributes have no role on employee performance

Ha: Personal attributes have a role on employee performance

Table 4.20: Pearson Chi-Square test for the association between personal attributes and employee performance in the public service

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.388 ^a	6	.001
Likelihood Ratio	26.281	6	.010
Linear-by-Linear Association	.019	1	.891
N of Valid Cases	360		

Zero (0) cells (.0%) have expected count less than 5. The minimum expected count is 5.53.

From table 4.20, the association between personal attributes and employee performance in the public service in Kenya is statistically significant since the p-value is smaller than the level of significance (.05), $\chi^2 (6, N = 360) = 25.388, p = .001$. Thus, the study has enough evidence to accept alternative hypothesis (personal attributes have a role on employee performance) and to reject the null hypothesis (personal attributes have no role on employee performance). Therefore, the study concludes that there is a significant statistical association between employees' level of performance and personal attributes of the employees in the public service in Kenya. This implies that the employees' level of performance is significantly affected by personal attributes.

4.5.1.2 Hypothesis test on the relationship between Leadership style and employee performance

***H₀*: Leadership style has no consequence on employee performance**

***H_a*: Leadership style has consequence on employee performance**

Table 4.21: Pearson Chi-Square test for the association between leadership style and employee performance in the public service

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.652 ^a	6	.002
Likelihood Ratio	22.587	6	.001
Linear-by-Linear Association	.196	1	.658
N of Valid Cases	360		

Zero (0) cells (.0%) have expected count less than 5. The minimum expected count is 5.91.

As shown in Table 4.21, the association between leadership style and employee performance in the public service in Kenya is statistically significant since the p-value is smaller than the level of significance (.05), $\chi^2 (6, N = 360) = 20.652, p = .002$. Thus, the study has enough evidence to accept alternative hypothesis (leadership style has consequence on employee performance) and to reject the null hypothesis (leadership style has no consequence on employee performance). Therefore, the study concludes that there is a significant statistical association between employees' level of performance and leadership style in the public service in Kenya. This implies that the employees' level of performance in public service in Kenya is significantly affected by leadership style.

4.5.1.3 Hypothesis test on the relationship between Team work and employee performance

Ho: Teamwork practices have no influence on employee performance

Ha: Teamwork practices have influence on employee performance

Table 4.22: Pearson Chi-Square test for the association between teamwork practices and employee performance in the public service

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21.444 ^a	6	.000
Likelihood Ratio	23.455	6	.023
Linear-by-Linear Association	.216	1	.818
N of Valid Cases	360		

Zero (0) cells (.0%) have expected count less than 5. The minimum expected count is 5.01.

From Table 4.22, there is a statistical significant association between teamwork practices and employee performance in the public service in Kenya since the p-value is smaller than the level of significance (.05), $\chi^2 (6, N = 360) = 21.444, p < .001$. Thus, the study has enough evidence to accept alternative hypothesis (teamwork practices have influence on employee performance) and to reject the null hypothesis (teamwork practices have no influence on employee performance). Therefore, the study concludes that there is a significant statistical association between employees' level of performance and teamwork practices in the public service in Kenya. This implies that the employees' level of performance in public service in Kenya is significantly affected by teamwork practices.

4.5.1.4 Hypothesis test on the relationship between organizational practices and employee performance

***Ho:* Organizational practices have no impact on employee performance**

***Ha:* Organizational practices have impact on employee performance**

Table 4.23: Pearson Chi-Square test for the association between organizational practices and employee performance in the public service

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	28.233 ^a	6	.021
Likelihood Ratio	21.215	6	.011
Linear-by-Linear Association	.316	1	.778
N of Valid Cases	360		

Zero (0) cells (.0%) have expected count less than 5. The minimum expected count is 6.15.

As shown in Table 4.23, there is a statistical significant association between organizational practices and employee performance in the public service in Kenya since the p-value is smaller than the level of significance (.05), $\chi^2 (6, N = 360) = 28.233$, $p=.021$. Thus, the study has enough evidence to accept alternative hypothesis (organizational practices have impact on employee performance) and to reject the null hypothesis (organizational practices have no impact on employee performance). Therefore, the study concludes that there is a significant statistical association between employees' level of performance and organizational practices in the public service in Kenya. This implies that the employees' level of performance in public service in Kenya is significantly affected by organizational practices.

4.5.1.5 Hypothesis test on the relationship between socio cultural factors and employee performance

***Ho:* Socio cultural factors have no effect on employee performance**

***Ha:* Socio cultural factors have effect on employee performance**

Table 4.24: Pearson Chi-Square test for the association between socio cultural factors and employee performance in the public service

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27.112 ^a	6	.000
Likelihood Ratio	20.331	6	.210
Linear-by-Linear Association	.226	1	.131
N of Valid Cases	360		

Zero (0) cells (.0%) have expected count less than 5. The minimum expected count is 5.32.

From Table 4.24, there is a statistical significant association between socio-cultural factors and employee performance in the public service in Kenya since the p-value is smaller than the level of significance (.05), $\chi^2 (6, N = 360) = 27.112, p < .001$. Thus, the study has enough evidence to accept alternative hypothesis (socio-cultural factors have effect on employee performance) and to reject the null hypothesis (socio-cultural factors have no effect on employee performance). Therefore, the study concludes that there is a significant statistical association between employees' level of performance and socio-cultural factors of among the employees in the public service in Kenya. This shows that the employees' level of performance in public service commission is significantly affected by socio-cultural factors among employees.

4.5.2 Regression Analysis

In order to assess employee performance in the public service in Kenya, multiple regression analysis was computed. The five (5) factors that influence employee performance in Kenyan public service commission as used in the study include: personal attributes, leadership style, teamwork practices, organizational practice, and cultural factors. In the computation, these factors were fixed as independent variables and employee performance was set as the dependent variable.

DeCoster (1998), states that the relationship between two variables should be approximately linear for validation of inferences. However, a curved relationship between independent and dependent variables renders inferences invalid. Regression

analysis reveals linear relationship between independent and dependent variables at a confidence level of 95% necessary for valid regression inference. According to Nassiuma and Mwangi (2004), a regression model could contain several independent variables as was the case in this study.

These authors indicated that the goals of regression analysis include description of relationships between models, control and prediction variables. Inferences about the population from which sample was obtained are made. Cozby (2003) argues that regression's equations are prediction equations based on known information about the relationship between two variables. In essence, the method is used for making predictions on the basis of predictor variable score only.

4.5.2.1 Regression Model

The regression model formula of the satisfaction evaluation is outlined. Multiple regression model equation used:

$$Y' = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 \dots + \varepsilon_i$$

Where;

Y = the dependent variable (employee performance).

β_0 = Constant

β = Beta Coefficients

X_1 = Personal attributes

X_2 = Leadership style

X_3 = teamwork practices

X₄ = Organizational practice

X₅ = Socio-cultural factors

$\varepsilon_i \sim NID(0, \sigma^2)$: The error term. This is normally and independently distributed with zero mean and a constant variance.

4.5.2.2 Correlation Analysis

Correlation analysis was performed in order to determine the association between study contributing factors; personal attributes, leadership style, teamwork practices, organizational practice, and cultural factors, and employee performance in the Kenyan public service. Table 4.25 shows the correlation matrix.

Correlation analysis shows the strength of relationship between two variables obtained from correlation coefficient. Nassiuma and Mwangi (2004), state that it is important to measure the strength and direction of linear relationship between input and response variables. The relationship could be zero, positive or negative. According to Cozby (2003), Pearson correlation coefficient is used to discuss reliability. A positive linear relationship is an indication of high scores on one variable being related to high scores of second variable. Meanwhile, a negative linear relationship indicates that high scores on one variable are related to low scores on second variable. Table 4.26 shows results obtained using Pearson correlation coefficient.

Table 4.25: Correlation matrix between contributing factors and employee performance

Pearson Correlation Coefficients, N = 360						
Prob > |r| under H0: Rho=0						
Variables	Employee performance	Personal Attributes	Leadership style	Teamwork practices	Organizational Practices	Employee performance
Employee performance	1.000					
Personal Attributes	.6122	1.000				
	.000					
Leadership style	0.4194	.5223	1.000			
	.0001	.0003				
Teamwork practices	0.4336	0.2741	0.3451	1.000		
	.0001	.0001	.0012			
Organizational Practices	0.5160	0.2155	0.3918	0.4231	1.000	
	.0001	0.9206	.0001	.0023		
Socio cultural factors	0.2952	0.166	0.0747	0.2976	.1452	1.000
	.0001	.0025	.0021	.0001	.0003	

The correlation results in Table 4.25 show that personal attributes and employee performance were strongly positively and significantly correlated ($r = .6122$, $p < .001$). The leadership style and employee performance were moderately positively and significantly correlated ($r = .4194$, $p < .001$, while teamwork practices and employee performance were moderately positively and significantly correlated ($r = .4336$, $p < .001$). Organizational practices and employee performance in Kenyan public service was found to be strongly positively correlated ($r = .516$, $p < .001$). Further, socio cultural factors and employee performance in Kenyan public service was also found to be weakly positively and significantly correlated ($r = .2952$, $p < .001$).

4.5.2.3 R-Squared

In order to determine how well the selected predictors (personal attributes, leadership style, teamwork practices, organizational practice, and socio cultural factors) explained the dependent variable (employee performance), R computation were carried out. Table 4.26 shows the R squared results.

Table 4.26: Model summary of predictors and employee performance

Model Summary					
Model	R	R Square (R²)	Adjusted R Square	Std. Error of the Estimate	Durbin Watson
1	.95 ^a	.903	.889	.561	1.012

a. Predictors: (Constant), Personal attributes, leadership style, teamwork practices, organizational practice, and cultural factors

From Table 4.26, R represents the multiple correlations coefficient with the range lies between -1 and +1. Since the R value is 0.95 means that there is a strong positive correlation between contributing factors and employee performance in Kenyan public service .

R square (R²) represents the coefficient of determination, which is a measure of how much of the variability in the dependent variable is accounted for by the predictors and it lies between 0 and 1. Since the R² value is 0.903; which means that the contributing factors; personal attributes, leadership style, teamwork practices, organizational practice, and socio cultural factors explain 90.3 per cent of the variance in the employee performance in Kenyan public service. Adjusted R square gives an idea of how well the

model generalizes and ideally we would like its value to be the same or close to the value of R square. Since the difference is 0.014 ($0.903 - 0.889 = 0.014$ or 1.4 %) means that if the model was derived from population rather than a sample it would account for approximately 1.4 % less variance in the outcome.

Standard error estimate (SE est.) which is also referred to as the Root Mean Squared Error (RMSE) is the measure of the dispersion or variability in the predicted scores in a regression (interpreted as the standard deviation of the unexplained variance, and has the useful property of being in the same units as the response variable), and which is an absolute measure of fit (Lower values of SE est./ RMSE indicate better fit). Since the SE est. value is moderate (.561), many of the observed data points lie close to the model's predicted values, thus indicate good fit.

Durbin-Watson (DW) statistic informs about whether the assumption of independent errors is tenable. The DW statistic ranges between 0 and 4 and the closer to 2 that the value is, the better. If the value lies between 0 and 2, there is positive autocorrelation. If the values lies between 2 and 4, there is negative autocorrelation. Thus, since the Durbin Watson statistic value of the data is 1.021, there is a perfect positive autocorrelation; a unit increase in personal attributes, leadership style, teamwork practices, organizational practice, and socio cultural factors lead to a proportionate increase in employee performance in Kenyan public service .

4.5.2.4 Analysis of Variance

Analysis of variance (ANOVA) was performed so as to establish whether there is a significant association between independent variables (personal attributes, leadership style, teamwork practices, organizational practice, and cultural factors) and employee performance in Kenyan public service. Table 4.27 shows the correlation, analysis of variance and parameter estimates as computed.

Table 4.27: ANOVA of predictors and employee performance

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1720.7	5	344.14	1.90	.001 ^a
	Residual	6689.0	356	180.8		
	Total	8409.6	360			

a. Predictors: (Constant), personal attributes, leadership style, teamwork practices, organizational practice, and cultural factors

b. Dependent Variable: Employee Performance

In the ANOVA Table 4.27, the F statistic is equal to 1.90. The distribution is F (5, 356), and the probability of observing a value greater than or equal to 1.90 is less than 0.05 ($p=.001$). Thus, the study provides enough evidence to accept the entire alternative hypotheses and to reject all the null hypotheses. The r^2 term is equal to 0.905, indicating that 90.5% of the variability in the employee performance is explained by the explanatory variables.

4.5.2.5 Coefficients

In order to determine the relative importance of each Independent Variable in predicting Dependent Variable, regression model equation was computed. Parameter estimates (coefficients) are shown by Table 4.28.

Table 4.28: Coefficients of predictors and employee performance

Model	Coefficients ^a			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
1 (Constant)	72.09	12.80		5.63	.000
Personal Attributes	0.140	0.269	1.7	0.52	.001
Leadership style	0.325	0.206	1.5	1.53	.002
Teamwork practices	0.357	0.184	2.2	1.94	.000
Organizational Practices	0.512	0.232	2.0	-2.21	.021
Socio-cultural factors	0.431	0.211	1.3	1.32	.000

a. Dependent Variable: Employee Performance

Based on the results on Table 4.28, the coefficient associated with the regression constant is 72.09 with a standard error of 12.80. The coefficient associated with the first independent variable, namely personal attributes is .14 with a standard error of .269. The coefficient associated with the second independent variable, namely leadership style is .325 with a standard error of .206. The coefficient associated with the third variable,

namely teamwork practices is .357 with a standard error of .184. The coefficient associated with the fourth independent variable, organizational practices is .512 with a standard error of 0.232. Finally, the coefficient associated with the fifth independent variable, socio-cultural factors is .431 with a standard error of .211.

From the results, the coefficient associated with the all the five independent variables namely; personal attributes, leadership style, teamwork practices, organizational practice, and socio cultural factors are statistically significant since their p-values are less than the level of significance, $p < .05$. Personal attributes had a p-value of .001, leadership style had a p-value .002, teamwork practices had a p-value of .000, organizational practice had a p-value of .021, and cultural factors had a p-value of .000. According to the analysis result, the multiple regression formula is expressed as follows due to the non-standardized coefficient (B).

$$Y' = 72.09 + 0.14 \text{ Personal attributers} + 0.325 \text{ Leadership style} + 0.35 \text{ Teamwork practices} + 0.512 \text{ Organizational practices} + 0.431 \text{ Socio-cultural factors} + \varepsilon_i$$

This implies that for each additional unit in the score of personal attribute among the employees in the public service in Kenya, the score of employee performance increases by 0.14 units; a unit increase in the score of leadership style in public service commission, the score of employee performance increases by 0.325 units; a unit increase in the score of teamwork practices, the score of employee performance increases by 0.35 units; a unit increase in the score of organizational practices, the score of employee performance increases by 0.512 units; and a unit increase in the score of socio-cultural factor, the score of employee performance increases by 0.431 units. Thus, the predictors

can be used to explain the variability in employee performance in the public service in Kenya.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, summary of findings which are presented in section 5.2 are based on study questions. The conclusions which are covered in section 5.3 include an outline of findings of the research with reference to research questions. Emphasis is based on emerging issues and how they are being tackled. Linkage is made to theoretical framework and findings of previous research on related themes. Recommendations in section 5.4 are made on the basis of conclusions. Suggestions on future research in section 5.5 are based on identified gaps in performance management in public service in Kenya.

5.2 Summary

The study sought to establish background information on organizations from CEOs who were interviewed. The results obtained through portraits of Chief Executive Officers shed light on duties included: policy formulation; performance contracting and appraisal; Citizen service delivery charters, human resource function and capacity building, research, consultancy; strategies, monitoring and evaluation of projects and programmes. The challenges of these organizations included: poor succession management leading to ageing workforce mostly above 46 years. However, the CEOs recommended rationalized recruitment, mentorship programmes and fair promotion as ways of resolving problems and also enhancing employee performance.

The diaries of the five CEOs revealed that these officers who had on average served for about 20 years were sufficiently experienced and highly committed to their duties. Three of the study organizations had been in existence for over 40 years except two of the organizations created as devolved governments since (2012). All the five organizations were implementing performance contracting and appraisal towards enhancement of employee performance, however, county government had only started in July 2015. The mandate of each organization determined the core functions, business strategy, strategic themes and strategic objectives based on Medium Plan II (2013-2017) which is the second component of Kenya Vision 2030. See Appendix C.

The study sought to establish socio – demographic characteristics of respondents. The age of 6 male and 4 female interviewed ranged from 35 to 54 years an indication that the officers were experienced and appropriately skilled to serve at management. Results showed that the officers in top cadre were designated as directors or managers. Middle cadre comprised of technical staff while the low cadre comprised of junior clerks, secretaries, drivers and administrative officers.

There was gender disparity at all cadres (top management- males 69%, females 31%; technical - females (56%), males 40%; support staff- 53% males, 46% females) respectively contrary to aspirations of Kenya Constitution(2010) on gender equity. Results also pointed out a fairly well educated work force (top management - 55% masters, (24%) bachelors and 8% doctorate levels of education). Meanwhile, most (39%, 25% and 17%) respondents had attained bachelor's degree, some masters and diploma level of education respectively within technical cadre. The support staff cadre were

holders of diploma and certificate (38% and 38%) respectively while few (13%) had attained bachelor's degree.

All respondents from top management had served for at least 7 or more years. This also applied to most (75%) of respondents from technical cadre and 73% from support staff cadre. Only 17% of respondents from technical cadre and 15% from support staff had served for less than 6 years thus, wide variation of experience. Most (39% to 67%) respondents from top management and technical staff were trained in performance - related, academic, ICT, strategic leadership and human resource management courses. Support staff were mainly trained in technician, proficiency, administration, human resource and ICT.

The first hypothesis: *H₀: Personal attributes have no role on employee performance versus H_a: Personal attributes have a role on employee performance*

According to the chi-square test of independence performed between personal attributes and employee performance revealed a highly significant relationship $\chi^2 \geq 19.05$, $p \leq 0.001$. Thus, there was a strong positive association between personal attributes and employee performance. Seven out of ten respondents who were interviewed shared the same views. Association between personal attributes and employee performance in the public service in Kenya is statistically significant since the p-value is smaller than the level of significance (.05), $\chi^2 (6, N = 360) = 25.388$, $p = .001$.

Thus, the study has enough evidence to accept alternative hypothesis (personal attributes have a role on employee performance) and to reject the null hypothesis (personal attributes have no role on employee performance). The correlation analysis

revealed that personal attributes and employee performance were strongly positively and significantly correlated ($r = .6122, p < .001$).

The second hypothesis: *Ho: Leadership style has no consequence on employee performance versus Ha: Leadership style has consequence on employee performance*

The chi-square test of independence between leadership and employee performance was ($\chi^2 > 15, p \leq 0.002$) for respondents from county. The chi-square test of independence between performance indicators and employee performance was ($\chi^2 > 21, p < 0.001$) for national government. However, development of new products or services whose result was ($\chi^2 < 5, p = ns$) was not significant. The association between leadership style and employee performance in the public service in Kenya is statistically significant since the p-value is smaller than the level of significance (.05), $\chi^2 (6, N = 360) = 20.652, p = .002$. Thus, the study has enough evidence to accept alternative hypothesis (leadership style has consequence on employee performance) and to reject the null hypothesis (leadership style has no consequence on employee performance). The leadership style and employee performance were moderately positively and significantly correlated ($r = .4194, p < .001$,

The third hypothesis: *Ho: Teamwork practices have no influence on employee performance versus Ha: Teamwork practices have influence on employee performance*

The chi-square results on teamwork practices on employee performance was found to be highly significant ($\chi^2 \geq 24, P \leq 0.01$). Thus, there is a strong positive association between effectiveness of approaches and employee performance. There is a statistical

significant association between teamwork practices and employee performance in the public service in Kenya since the p-value is smaller than the level of significance (.05), $\chi^2(6, N = 360) = 21.444, p < .001$. Thus, the study has enough evidence to accept alternative hypothesis (teamwork practices have influence on employee performance) and to reject the null hypothesis (teamwork practices have no influence on employee performance). Teamwork practices and employee performance were moderately positively and significantly correlated ($r = .4336, p < .001$).

The fourth hypothesis: *Ho: Organizational practices have no impact on employee performance versus Ha: Organizational practices have impact on employee performance*

The results showed that most (66% top management, 71% technical and 61% support) respondents indicated that employee, team and organizational strategic objectives were linked. Seven (7) of the respondents who were interviewed reiterated the same view. In addition, the results showed that setting of performance targets was mainly done by supervisors as indicated by 38% of top managers, technical and support staff. top managers were cited by 31% of respondents from top managers, technical and support staff. Meanwhile, 26% of respondents said that individual employees set their targets. Over 70% of respondents indicated that there were unionized employees while 30% or less said that there were no unionized employees in their organizations. Over 70% of respondents said that unions were not involved in matters pertaining to employee performance while, 30% said that they were involved. The chi-square results on attitude of union to measurement of performance of employees by respondents from State corporation showed high significance of indecisiveness at 64%

($\chi^2 = 41.3, P \leq 0.001$) while, respondents from national government were significantly neutral 46% ($\chi^2 = 39.7, P \leq 0.001$). In the County government, 31% of the respondents indicated Negative, Neutral and Positive responses in equal proportions. The chi square results were ($\chi^2 = 4.6, P > 0.05$) thus, not significant.

Furthermore, the results showed that 26% to 62% of respondents cited that the current system of managing employee performance had been in use for 2 years and above. Results on development and design of current performance management system showed that 40% to 60% of respondents cited both management and employees or employees only respectively. All respondents were in agreement that both employees and appraisers were trained in performance management techniques. Results also showed that the chi square test of independence between factors which affect performance of employees (with the exception of recognition and rewards) were found to significantly affect performance of employees as indicated by 51% to 87% ($\chi^2 > 12, p \leq 0.01$) of respondents. Majority 65% of the respondents were in agreement that there was overall rating of performance in their organizations while 25% indicated that there was no overall rating of performance. About 12% were undecided.

Most (37% to 50%) respondents indicated that consistency in rating was achieved mainly through prior estimates by management group and standard setting workshops. A few (18% to 23%) respondents indicated management group review, peer review and points rating system while, up to 37% were undecided. The results revealed that 59% of respondents said that human resource department keeps performance contracting documents while 23% indicated that the departmental head kept the documents.

Meanwhile, 18% of respondents were undecided. The chi-square test of independence on criteria of measurement and performance of employees was found to be ($\chi^2 > 49$, $p < 0.001$), which is a very high significance.

The results also showed that all ten (10) respondents who were interviewed indicated that the performance management system was highly regarded by top management cadre while least by support staff. The overall results clearly showed that 50% of top management and the ten (10) respondents who were interviewed indicated that they were not changing performance management system in future while 44% indicated that they would change performance management system in future. The results further showed the ten (10) respondents who were interviewed indicated that, performance management processes were significantly effective in improving performance of employees. The chi-square test of independence between performance management processes and employee performance was found to be ($\chi^2 > 12$, $p < 0.001$ to $p = 0.01$) which is a very high significance of correlation.

There is a statistical significant association between organizational practices and employee performance in the public service in Kenya since the p-value is smaller than the level of significance (.05), $\chi^2 (6, N = 360) = 28.233$, $p = .021$. Thus, the study has enough evidence to accept alternative hypothesis (organizational practices have impact on employee performance) and to reject the null hypothesis (organizational practices have no impact on employee performance). Organizational practices and employee performance in Kenyan public service was found to be strongly positively correlated ($r = .516$, $p < .001$).

The fifth hypothesis: *Ho*: Socio cultural factors have no effect on employee performance versus *Ha*: Socio cultural factors have effect on employee performance

The chi – square test of independence on organizational structure represented by performance aspects on rating of organization and performance of employees was highly significant at $\chi^2 > 13$, $P = 0.001$ for quality of goods and services, innovative capacity, cost reduction, quality of work force and efficiency in service delivery. For market share, the results were $\chi^2 = 8$ thus, $P = 0.05$ thus, not significant. Similarly, the results for return on investment and profitability were $\chi^2 3.47$, and $\chi^2 2.68 (< 5)$ each, thus, P not significant for both criteria.

The results showed that most (73%, 54% and 61%) of respondents from top management, technical and support staff respectively indicated that there were emerging challenges in managing employee performance in their respective organizations. However, some (27%, 24% and 16%) of respondents from top management, technical and support staff respectively indicated that there were no challenges. Meanwhile, 22% and 23% of respondents from county and national government respectively did not respond to the question. The ten (10) respondents who were interviewed alluded to the fact that there were challenges in managing performance of employees.

The main challenges listed by respondents included: budgetary constraints; inadequate resources such as staff, equipment, tools and means of transport to implement projects and programmes and lack of proper strategy in implementation of devolution leading to duplication of duties between national and county government.

Overworked staff due to freeze on recruitment; lack of capacity of staff to implement performance contracting; ineffective communication and failure to involve employees in decision making as well as corruption and nepotism were cited. Other challenges included: inability to inculcate change leading to work related stress; labour turnover after heavy investment in training; lack of clear organizational structure and supervision of staff. Also of concern were poor work environment; inadequate ICT equipment and skills plus office space; lack of commitment and motivation due to delays in promotion; low remuneration and lack of rewards plus lengthy government procedures such as procurement and failure to set realistic targets. The ten (10) respondents who were interviewed also indicated the same challenges.

The results showed that the main solutions to emerging challenges cited by most (over 60%) respondents drawn from top management and the CEOs who were interviewed included: Provision of adequate resources such as qualified staff who can multi task, equipment, tools and means of transport to implement projects and programmes; collaboration and networking on acquisition and utilization of resources between public service and private sector; developing clear organizational structure and supervision mechanisms, provision of mentoring programme; effective communication and involvement of staff in decision making and adequate budgetary allocation and prompt release of exchequer Others were: prompt promotion, higher remuneration and good rewards to higher achievers to enhance commitment; .capacity building of employees on performance contracting and appraisal plus self - driven appraisal to improve performance.

Results further showed that the main proposed alternative or new strategies by (over 60%) respondents included: provision of mentoring programme; clear job description and target setting; harmonization of salaries of employees in the public service; proper devolution mechanisms and separation of functions between national and county government; clear organizational structure and supervision mechanisms; adequate resources such as qualified staff, equipment, tools and transport; training in use of ICT; capacity building of employees in performance contracting and appraisal; prompt promotion of employees, higher remuneration and good rewards to higher achievers to enhance commitment and improvement in work environment. Other strategies were effective communication and involvement of employees in decision making.

There is a statistical significant association between socio-cultural factors and employee performance in the public service in Kenya since the p-value is smaller than the level of significance (.05), $\chi^2 (6, N = 360) = 27.112, p < .001$. Thus, the study has enough evidence to accept alternative hypothesis (socio-cultural factors have effect on employee performance) and to reject the null hypothesis (socio-cultural factors have no effect on employee performance). Further, socio cultural factors and employee performance in Kenyan public service was also found to be weakly positively and significantly correlated ($r = .2952, p < .001$).

Correlation analysis showed R value of 0.95 means which is a strong positive correlation between contributing factors (personal attributes, leadership style, teamwork practices, organizational practice, and socio cultural factors) and employee performance in Kenyan public service. R -squared value showed that contributing factors (personal

attributes, leadership style, teamwork practices, organizational practice, and socio cultural factors) explain 90.3% of variance in employee performance. Adjusted R showed that if the model was derived from population rather than a sample it would account for approximately 1.4 % less variance in the outcome which is a fairly strong indicator that the results can be replicated.

The Standard Error Estimate (SE est.) value is moderate (.561). Thus, many of the observed data points lie close to the model's predicted values, thus indicate good fit. The Durbin Watson statistic value of the data is 1.021, there is a perfect positive autocorrelation; a unit increase in personal attributes, leadership style, teamwork practices, organizational practice, and socio cultural factors lead to a proportionate increase in employee performance in Kenyan public service.

ANOVA - F statistic is equal to 1.90. The distribution is $F(5, 356)$, and the probability of observing a value greater than or equal to 1.90 is less than 0.05 ($p=.001$). Thus, the study provides enough evidence to accept the entire alternative hypotheses and to reject all the null hypotheses. The r^2 term is equal to 0.905, indicating that 90.5% of the variability in the employee performance is explained by the explanatory variables.

The coefficient associated with the regression constant is 72.09 with a standard error of 12.80. From the results, the coefficient associated with the all the five independent variables namely; personal attributes, leadership style, teamwork practices, organizational practice, and socio cultural factors are statistically significant since their p-values are all less than the level of significance, $p<.05$. Personal attributes had a p-value of .001, leadership style had a p-value .002, teamwork practices had a p-value of .000,

organizational practice had a p-value of .021, and cultural factors had a p-value of .000. According to the analysis result, the multiple regression formula is expressed as follows due to the non-standardized coefficient (B).

$$Y' = 72.09 + 0.14 \text{ Personal attributers} + 0.325 \text{ Leadership style} + 0.35 \text{ Teamwork practices} + 0.512 \text{ Organizational practices} + 0.431 \text{ Socio-cultural factors} + \varepsilon_i$$

This implies that for each additional unit in the score of: personal attribute, leadership style, teamwork practices, organizational practices and socio-cultural factors among the employees in the public service in Kenya, would lead to proportionate employee performance increases as shown in the multiple regression formula.

The results on non-participatory observations revealed diversity in processes in the public service in Kenya. Organization A demonstrated: best customer care and team work, commitment, to organization and collegiality. Organizations D and E demonstrated fairly good customer care, public service protocol and procedure and quick processing of data collection procedures. The organizations were quite receptive to data collection, However, the tempo of performance contracting and appraisal seemed to have slowed down. Organizations B and C demonstrated: lengthy clearance process for data collection, fair customer care, weak government protocol and processes and team work.

5.3 Conclusions

The conclusions drawn are based on analyzed data and findings based on inferential statistics. Reference is made to the theoretical framework with the aim of confirming or rejecting existing evidences, a fact alluded to by Glathorn, 1998. Earlier research carried out on related topic had established that personal factors, leadership systems, skills, pay

package, human resource policies, availability of funds, employee involvement and context of organization impact on performance of employees in public service (Kanyua, 2006; Maina, 2007; Ombonyo, 2007; Ougo, 2007).

The study concludes that there is a significant statistical association between employees' level of performance and personal attributes of the employees in the public service in Kenya. This implies that the employees' level of performance is significantly affected by personal attributes.

The study concludes that there is a significant statistical association between employees' level of performance and leadership style in the public service in Kenya. This implies that the employees' level of performance in public service in Kenya is significantly affected by leadership style.

The study concludes that there is a significant statistical association between employees' level of performance and teamwork practices in the public service in Kenya. This implies that the employees' level of performance in public service in Kenya is significantly affected by teamwork practices.

The study concludes that there is a significant statistical association between employees' level of performance and organizational practices in the public service in Kenya. This implies that the employees' level of performance in public service in Kenya is significantly affected by organizational practices.

The study concludes that there is a significant statistical association between employees' level of performance and socio-cultural factors of among the employees in the public service in Kenya. This shows that the employees' level of performance in public service commission is significantly affected by socio-cultural factors among employees.

Correlation analysis showed R value of 0.95 means which is a strong positive correlation between contributing factors and employee performance in Kenyan public service. The R-squared value showed that contributing factors explain 90.3% of variance in employee performance. Adjusted R showed that if the model was derived from population rather than a sample it would account for approximately 1.4 % less variance in the outcome which is a fairly strong indicator that the results can be replicated.

The Standard Error Estimate (SE est.) value is moderate (.561) which indicate that many of the observed data points lie close to the model's predicted values, thus indicate good fit. The Durbin Watson statistic value of the data is 1.021, there is a perfect positive autocorrelation; a unit increase in personal attributes, leadership style, teamwork practices, organizational practice, and socio cultural factors lead to a proportionate increase in employee performance in Kenyan public service.

ANOVA - F statistic is equal to 1.90. The distribution is $F(5, 356)$, and the probability of observing a value greater than or equal to 1.90 is less than 0.05 ($p=.001$). Thus, the study provides enough evidence to accept the entire alternative hypotheses and to reject all the null hypotheses. The r^2 term is equal to 0.905, indicating that 90.5% of the variability in the employee performance is explained by the explanatory variables.

The coefficient associated with the regression constant is 72.09 with a standard error of 12.80. From the results, the coefficient associated with the all the five independent variables namely; personal attributes, leadership style, teamwork practices, organizational practice, and socio cultural factors are statistically significant since their p-values are all

less than the level of significance, $p < .05$. Personal attributes had a p-value of .001, leadership style had a p-value .002, teamwork practices had a p-value of .000, organizational practice had a p-value of .021, and cultural factors had a p-value of .000. According to the analysis result, the multiple regression formula is expressed as follows due to the non-standardized coefficient (B).

$$Y' = 72.09 + 0.14 \text{ Personal attributes} + 0.325 \text{ Leadership style} + 0.35 \text{ Teamwork practices} + 0.512 \text{ Organizational practices} + 0.431 \text{ Socio-cultural factors} + \varepsilon_i$$

This implies that for each additional unit in the score of: personal attribute, leadership style, teamwork practices, organizational practices and socio-cultural factors among the employees in the public service in Kenya, would lead to proportionate employee performance increases as shown in the multiple regression formula.

5.4 Recommendations

5.4.1 Policy Recommendations

The recommendations made were based on conclusions arrived at on the basis of findings. The recommendations mainly capture points of weaknesses where there is need for improvement in policy formulation, management and implementation:

- i, Review policies on human resource management and strategy implementation for reforms of HR policies.
- ii. There is need for development of a strategies on devolution and Best Fit Model.
- ii. Capacity building of employees to enhance job satisfaction and motivation towards enhanced employee performance.

- iii. Implementation of mentorship, guidance and counselling programme to enhance employee performance. There is need for adoption of prompt promotion based on meritocracy to motivate employees. Enhancement of clear communication strategy and feedback mechanisms to enhance employee performance.
- iv. Build capacity of managers and human resource professionals to provide performance counselling to employees to enhance service delivery.
- v. Review and harmonization of pay, rewards, bonus and sanctions by Salaries Remuneration Commission should ensure fairness in remuneration and stability in the public service.
- vi. Provision of adequate resources and improve work environment to enhance employee performance.
- v. Development of clear organizational structure, supervision and monitoring mechanisms of employee performance.
- vi. Enhanced organizational learning for improved employee performance.
- vii. There should be quick adoption of new technologies and innovation to attain International Standards Organization. Benchmark on best practices to enhance employee performance.

5.4.2 Recommendations for Further Research

The following suggestions are made on the basis of results, subsequent discussions and conclusions. The suggestions are based on pertinent issues affecting performance of employees in public service in Kenya. Some of the suggested areas include:

- i. Influence of employees' guiding principles on purposes of organizational fit in public service commission.
- ii. Factors affecting creation of harmony between employees of county and national government.
- iii. Effects of harmonization of pay, bonus, rewards and Salaries Remuneration Commission on employee performance in public service in Kenya.
- iv. A comparative study of employee performance in public service with that of private sector.

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APPENDICES

Appendix i: Questionnaire

Assessment Of Employee Performance In Public Service In Kenya (Adapted with amendments from Armstrong & Baron, 2009)

Hallo. My name is Joy Kasandi Kelemba. I am a Kenyan student of Business Administration at Kabarak University in Kenya. I am very delighted about your acceptance to participate in this research based on employee performance in the public service in Kenya. Kindly fill all parts of this questionnaire which are relevant to your job group to the best of your knowledge.

Key:

Top Managers – Job Group P or equivalent and above

Technical Staff - Job Group K to N or equivalent

Support Staff- Job Group F to J or equivalent

Profile of Respondents

1. Could you please indicate your title, highest level of education, years of experience and any career development courses attended. - All respondents

Gender: Female Male

Age:

Title of Job : Director /Manager Technical /Supervision Officer
Administrative / Clerical Officer

Highest level of education: Doctorate Master's Bachelors degree Diploma

A level certificate Secondary certificate

Years of experience: Less than 1 year 2- 5 years 5 years and above

Capacity building: Performance Management Financial Management

Human Resource Management / Development Academic Social work

Office Administration Technical /Proficiency Office Administration

2. Briefly describe your position and duties in the organization- All respondents

Administrative (handling letters / calls, accounts, clerical, tax returns, customer care, data management)

Technical (School assessment, audit inspection, capacity building, child protection, debt control, management of IFMIS, registration of companies / students, Project management, resource mobilization, vote book control, voucher preparation, testing and stamping weights machines)

Management (legal advice, research and innovation, raising A in A, policy formulation and management, discipline, AIE holder, Monitoring and evaluation)

Objective 1: The Role of Personal Attributes on Employee Performance in the Public Service in Kenya

3. Which of the following major performance practices do you apply in your organization? Please tick in the appropriate column to indicate your level of response to the practices which are applied by employees in your organization - All respondents.

Key: Strongly agree (5), Agree (4), Undecided (3), Disagree (2) Strongly disagree (1).

Performance Practices	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Advanced planning based on information					
Managing service delivery					
Planning for activities which enhance organizational performance					
Continuous communication between supervisor and employee on achieving strategic objectives in performance contract					
Linking organizational strategy to results					
Linking measurement of output to reporting					
Production of timely quarterly and annual reports					
Adherence to policies and policy guidelines					
Monitoring and Evaluation reports of programmes and projects					
Adherence to strategic plan					
Adherence to service charter					
Customer satisfaction reports					
Training needs assessment reports					
Adherence to Benchmarks / ISO – reports					

Community sensitization and mobilization reports					
Brochures and Newsletters used to sensitize public about services offered					

Objective 2: The Consequences of Leadership Style on Employee Performance in the Public Service in Kenya

4. Which performance indicators are used to manage employee performance in your organization? Please indicate the extent to which you agree/disagree with the following statements about management of employee performance by ticking the appropriate alternative column - All respondents.

Key: Strongly agree (5), Agree (4), Undecided (3), Disagree (2) Strongly disagree (1).

Performance Indicators	Applied (YES)	Not applied (NO)	If YES, rank the performance practice
Reduced costs			
Increased productivity			
Expanded or acquisition of new markets			
Development of skills/competence of workforce			
Increase efficiency			
Reduce production time			
Develop new products or services			
Improve quality			
Achievement of financial targets			
Improved customer care			
Changes of behaviour / attitude			

Motivation			
Increased consumer satisfaction			
Increased sales or products			

Objective 3: The Influence of Teamwork Practices on Employee Performance in the Public Service in Kenya

5. Tick the appropriate approaches that are applied in your organization. Indicate how effective each approach is by ticking appropriate alternative - All respondents

Key: Very Highly effective (5), Highly Effective (4), Undecided (3), Effective (2) Slightly effective (1)

Approaches	(Tick if appropriate)	If appropriate, state level of effectiveness of approach				
		Very Highly Effective	Highly Effective	Undecided	Effective	Slightly Effective
Performance contracting						
Annual appraisal						
Bi-annual appraisal						
Peer appraisal						
Self-appraisal						
Continuous assessment						
Competence assessment						
Objective-setting and review						
Implementation of Citizen delivery service charter						
Coaching and/or mentoring						
Career management and/or succession planning						
Application of Rapid Results Initiative						

Objective 4: The Impact of Organizational Factors on Employee Performance in Public Service in Kenya

6. Are employee, team and organizational objectives linked ?- All respondents

Yes No

If yes, how are they linked?

.....
.....
.....
.....

7. Who sets performance targets for individual employees? (Please tick as many boxes as appropriate.) - All respondents

Top managers Supervisors
Personnel staff Individual

8 a) Does your organization have unionized employees? - All respondents

Yes No

b) If yes, were current performance targets agreed upon with union representatives?

Yes No

c) What is the attitude of the union to process of performance of employees?

Positive Negative An old established system Neutral Undecided

9. For how long has your organization been implementing the current employee performance management system? - All respondents

Less than 1 year 2- 5 years 5 years and above

10. Who was involved in the development and design of the employee performance management system? (Please tick as many boxes as appropriate.) - All respondents

All employees Management Both management and employees

11. Who is trained in employee performance-management techniques? (Please tick as many boxes as appropriate.) - All respondents

All employees Appraisers Both employees and appraisers

12. To what extent do you agree that the following statements describe processes of employee performance in your organization? - All respondents

Key: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2) Strongly Disagree (1).

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Performance-related pay					
Managers operationalize performance-management process					
Employees participate in decision making					
Recognition and rewards for improved performance					
Learning culture, rituals attitudes and commitment					
Operationalization of appraisal					
Setting stretching and challenging goals					
Use of communication strategy					
Leadership / managers mentor, encourage, guide counsel and support employees					
The organization embraces sharing of tasks, working as a team and team building					
Employees are prepared for work through skills training and career development					
Job satisfaction surveys are undertaken in the organization					
The organization embraces learning culture and implements training policy					
Work environment is implemented through health and safety policies					
Employee and labour relations are embraced in the organization					
Job design is undertaken collectively by employees and supervisors					

The organization encourages prudent utilization of financial resources					
Use of Information Communication Technology is prioritized					
ISO certification / bench marking					

Other

.....

Specify.....

.....

.....

13.a) Does your organization give an overall rating for employee performance?- All respondents

Yes No

b) If no, explain?

.....

.....

.....

14. Do you use any of the following to achieve consistency in ratings across different parts of the organization? - Top Managers and Technical Staff

Management group review

Points rating system

Peer review of outcomes

Standard setting workshops or seminars

Prior estimates by management group

15. Who keeps performance contracting documents?-All respondents

Human resource department Departmental head Individual employee

16. How important are the following criteria in the measurement of individual performance in your organization? - All respondents

Key: Very important (5), Important (4), Undecided (3), Slightly important (2) Not important 1.

Criteria	Very important	Important	Undecided	Slightly important	Not important
Customer care					
Quality					
Flexibility					
Competence / training					
Career development					
Business awareness					
Working relationships					
Contribution to team work					
Financial awareness					
Aligning personal objectives with organizational goals					
Commitment to work					
Motivation					
Attitude					

Other

.....

Specify.....

.....

.....

17. Are you proposing to make any changes to your employee performance-management system

over the next 12 months? - Top managers

Yes

No

b) If yes, list the challenges - All respondents

c) Briefly explain how you are addressing the challenges - Top Managers

21.Suggest strategies that would improve employee performance in your organization and the public service in Kenya.- All respondents

.....
.....
.....
.....

Thank you for taking time off your busy schedule to fill this questionnaire

Appendix ii: Interview Schedule

Principal Secretary/ Chief Executive Officer / Director

Assessment of Performance of Employees in Public Service in Kenya

Hallo. My name is Joy Kasandi Kelemba. I am a Kenyan student of Business Administration at Kabarak University in Kenya. I am very delighted about your acceptance to participate in this interview which is part of my research based on performance of employees in the public service in Kenya. Please allow me to use the tape recorder to capture the issues we are about to discuss so that I do not miss or misinterpret any information. I am the only person who will listen to it and thus, it will remain confidential. I will use letters and numbers to conceal your identity.

Please feel free to ask for clarification if any question is not clear. Do you have any question to ask before we start?

First, I will start by asking you general questions about yourself.

Profile of Respondents

Gender : Female ----- Male -----

1. Could you please tell me about yourself: Age, family, job title, highest level of education, career history and years of experience?

Probe for any capacity building - personal development and management courses.

2. Next, I would like you to tell me about your role - position and duties as the Principal Secretary / Chief Executive Officer / Director of your organization.

Probe for date of appointment and refresher courses in management.

Next, I would like to ask you questions about your organization.

Background About Organization

3. Tell me about the history of this organization.

Type of sector, number of employees per cadre and trend in recruitment, training, retention and turn over since 1990

4. I would like to know more about the staffing.

Probe for establishment / numbers, qualifications, experience and whether sufficient or not for all cadres

5. What are the major elements of business strategy?

6. Could you tell me about the strategic plan of the organization?

Probe for plans towards achievement of vision, mission, mandate and strategy.

7. a) Does your organization operate formal employee performance processes?

If yes, from which year? If no, do you plan to start? When? Did you ever use employee performance practices then stop? Probe for how employee performance was managed prior to introduction of current employee performance management system

b) To which cadre of employees do formal performance management system apply?

c) Are the performance management processes same for different cadres? If No, probe for explanation.

Objective 1: The Role of Personal Attributes on Employee Performance in the Public Service in Kenya

8. Briefly explain how the following practices are applied in your organization based on the Key: Strongly agree (5), Agree (4), Undecided (3), Disagree (2) Strongly disagree (1).

Advanced planning based on information, managing service delivery, planning for activities which enhance organizational performance, continuous communication supervisor and employee on achieving strategic objectives in performance contract, linking organizational strategy to results, linking measurement of output to reporting, production of timely quarterly and annual reports, adherence to policies and policy guidelines, monitoring and evaluation of reports of programmes and projects, adherence to strategic plan and service charter, customer satisfaction reports, training needs assessment reports, adherence to benchmarks / ISO reports, community sensitization and mobilization reports and, brochures and newsletters used in sensitization of public.

Objective 2: The Consequence of Leadership Style on Employee Performance in the Public Service in Kenya

9. How do you manage employee performance using applicable performance indicators based on Key: Strongly agree (5), Agree (4), Undecided (3), Disagree (2) Strongly disagree (1):

Reduced costs, increased productivity, expanded or acquisition of new markets, development of skills, increased efficiency, reduced production time, development of new products, improved quality, achievement of financial targets, improved customer care, change in behaviour and attitude, motivation, increased consumer satisfaction and increased sales.

Probe for explanation on applicable performance indicators.

Objective 3: The Influence of Teamwork Practices on Employee Performance in the Public Service in Kenya

10. What are the features of your employee performance system? How effective is each?

Key: Very highly effective (5), Highly effective (4), Undecided (3), Effective (2) Slightly effective (1).

Performance contracting, annual appraisal, bi-annual appraisal, peer appraisal, self appraisal, continuous assessment, competence assessment, Objective setting and review, implementation of Citizen Service Delivery Charter, Coaching & or mentoring, career management and succession planning, application of Rapid Results Initiative.

Objective 4: The Impact of Organizational Factors on Employee Performance in Public Service in Kenya

11. Are individual, team and organizational objectives linked? If yes, explain?

12. Who sets performance requirements for individual employees?

13. Is your organization unionized? Yes / No. For which cadre of employees? If yes, /partly, is the union agreeable with current employee performance management or what is the attitude of the union towards the same?

14. How long has your organization been implementing the current employee performance management system?

15. Who designed and developed the current employee performance management system?

16. Who is trained in employee performance management techniques in your organization?

17. a) Which factors have contributed to the current status of employee performance? Probe for explanation.

b) Is performance- related pay an essential part of employee performance? Is it also part of employee –line manager relationship? Is it integral in other people –management processes?

c) Do top managers own and operate employee performance process?

d) Is the focus of employee performance developmental? Explain?

e) How are goals of individuals integrated with those of organization?

f) How does management of employee performance motivate individuals?

g) Is employee performance process used to manage organizational culture? Explain?

h) Is effectiveness of employee performance measured in qualitative and quantitative terms?

i) Do you set stretching and challenging goals?

j) Is employee performance process bureaucratic and time consuming?

k) Are aims and objectives of employee performance well communicated and well understood by all employees?

16. Who keeps employee performance documents of your organization?

17. How important are the following criteria of individual employee performance in your organization?

Key: Very important, important, undecided, slightly important and not important.

Customer care	Quality, Flexibility	Competence	Skills learning targets
Business awareness	Working relationships	Contribution to team work	
Financial awareness	Productivity	Aligning personal objectives with organizational goals	
Achievement of objectives			

Objective 5: The Effect of Social Cultural Factors on Employee Performance in Public Service in Kenya

20. a) Are there any emerging challenges in managing employee performance?

b) Which are the emerging challenges in your organization?

21.Suggest strategies that would improve employee performance in your organization and public service in Kenya.

Our interview has come to an end. Thank you for taking time off your busy schedule to answer these questions. Do you have other comments that you would like to add.

Appendix iii: Back ground Information on Study Organizations

Feature	Kenya School of Government	Kakamega County	Kajiado County	Ministry of Environment, Water and Natural Resources	Ministry of Labour and Social Services
Profile	Started 1923 as Jeans School to train artisans.1935 Military camp. 1950 -2011 Kenya Institute of Administration - Train public servants. Act 9 of 2012 Kenya School of Government. Has 204 employees and 400 Associate Lecturers	The organization previously operated as part of Western Province. Became a county government in 2012 upon devolution based on Constitution of Kenya, 2010. 12 Constituencies Has 3737 employees	The organization previously operated as part of Rift Valley Province. Became a county government in 2012 upon devolution based on Constitution of Kenya, 2010 Has 1,700 employees	Was created in 1970s. Has 1866 employees	Started at Kabete Approved School 1959. Children's Act No.8 of 2001. 1976 employees
Vision	Excellence in Public Service Capacity Development	A competitive and prosperous county offering high quality services in a clean and secure environment.	A prosperous, globally competitive county offering quality life through sustainable development	A clean healthy, safe and sustainably managed environment, water and natural resources	A competitive workforce and a just society
Mission	To contribute to the transformation of the public service by inculcating national values and developing core skills and competencies for quality service delivery.	To improve the welfare of the people of Kakamega County through formulation and implementation of multi sector policies.	To promote equitable and sustainable socio economic development through efficient resource utilization and equitable distribution	To facilitate good governance in the protection, restoration, conservation, development and management of environment, water and natural resources for equitable and sustainable development.	To promote decent work and enhance empowerment of vulnerable groups
Core Values	Integrity, customer focus,	Integrity, customer focus,	Integrity, customer focus,	Integrity, customer focus,	Integrity, customer focus,

	professionalism, innovation and creativity. Team work	professionalism, innovation and creativity. Team work	professionalism, innovation and creativity. Team work	professionalism, innovation and creativity. Team work	professionalism, innovation and creativity. Team work
Mandate / Core Functions	Training, Research, Consultancy	County legislation in accordance with Article 185 of the Constitution; exercising executive functions in accordance with Article 183 of the Constitution; functions provided for in Article 186 and assigned in the Fourth Schedule of the constitution; any other function that may be transferred to county governments from the national government under Article 187 of the Constitution; any functions agreed upon with other county governments under Article 189 (2) of the Constitution; establishment and staffing of its public service as contemplated under Article 235 of the Constitution	County legislation in accordance with Article 185 of the Constitution; exercising executive functions in accordance with Article 183 of the Constitution; functions provided for in Article 186 and assigned in the Fourth Schedule of the constitution; any other function that may be transferred to county governments from the national government under Article 187 of the Constitution; any functions agreed upon with other county governments under Article 189 (2) of the Constitution; establishment and staffing of its public service as contemplated under Article 235 of the Constitution	Environmental Policy Management; Forestry Development Policy Management; Wildlife Conservation Development Policy Management; Regional Development Authority Policy; Water Resources Management Policy; Water and Sewerage Services Policy Management; Waste Water Treatment and Disposal Policy Management; Conservation and Protection of National Wildlife; Management of Marine Parks, Meteorological Management; Water Catchment Area Conservation, Control and Protection; Restoration of Lake Naivasha; Development of Forests, Reforestation, and Agro-forestry; Kenya Forestry Services; Restoration of	Social Security Policy, Employment Policy, Policy and Programmes for Persons with Disabilities, National Human Resource Planning and Development, National Labour Productivity Policy, Child Labour Policy and Regulations Management, Labour and Social Security Policy and Programmes Implementation, Facilitating and Tracking Employment Creation, Coordination of National employment, Internships and Volunteers Policy for Public Service, Community Development Policy, Protection and Advocacy of needs of Persons with Disabilities, Social Assistance Programmes, Workplace Inspection, Workmans Compensation, Promotion of

				Strategic Water Towers; Protection and Regulation of Marine Ecosystems; Meteorological Training; National Environmental Management; Management of Lake Victoria Basin and Environmental Programmes; Water Quality and Pollution Control; Sanitation Management; Dam Construction Schemes Management; Flood Control and Land Reclamation; Coordination of Climate Change Affairs; Management of Public Water Schemes and Community Water Projects	Occupational Health and Safety at work, Management of Labour Migration and International Jobs, Industrial Relations Management, Management of Vocational, Apprenticeship and Industrial Training, Vocational Training, National Productivity and Competitiveness Improvement, Trade Unions, Family Protection Policy, Policies on Children and Social Development, Child Welfare, Protection of Children Affairs, Community Mobilization, Support for Matrimonial and Succession Laws and Policies.
Strategic Plan	2012 /2013 to 2016/2017: 5 Year Plan	2015 to 2020 – 5 Year Plan	2015 to 2020 – 5 Year Plan	2013- 2017 – 5 Year Plan	2013- 2017 – 5 Year Plan
Business Strategy	Residential; Non residential; Outreach; Research, Consultancy; Conference; Events; Meetings ‘ Govt advisor on HR & Politics	None	None	Preparation of policies on environment, conservation of flora and fauna, raising A in A from Kenya Wildlife Services, Kenya Forestry Services, Kenya	Work environment especially labour relations, Children’s Department, social development in relation to –old people, social protection,

				Forestry Research Institute, Natural resource management and mining	people living with disability, Institutions of Handicapped, Occupational Health and Safety, National Social Security Fund and National Council for People with Disability. Also safe guarding rights of children, alternative care, guardians, adoption and provision of cash support for orphans.
Strategic themes	Public service core skills and competencies, human capital development and management, Institutional capacity and Corporate image & Financial resources.	None	None	None	None
Strategic Objectives	To provide training, research and consultancy services for efficient service delivery; To develop and grow public sector leaders, through collaboration and strategic partnerships; To provide thought leadership in public sector			Provide policy, legal and integrated planning framework for sustainability management of environment, water and natural resources; Protect and reclaim environment in order to establish a durable and	Inculcate a safety and health culture in work place; promote harmonious labour relations; social dialogue and fair labour practices; coordinate the development, implementation and review of policies on vulnerable persons and

	<p>management, leadership and governance; To attract and retain highly productive and motivated human capital; To enhance institutional capacity and corporate image; To mobilize and manage adequate financial resources. The achievement is aided by training of officers in all the 47 counties to the extent that the institute is overstretched. Counties are therefore, a major source of revenue.</p>			<p>sustainable system of development and resilience to climate change; Enhance access safe water and sanitation in order to improve health, and to spur socio – economic growth and development; Create and coordinate partnerships and collaboration for resource mobilization; capacity development and devolvement necessary for sustainable management of environment, water and natural resources; Promote research development and the adoption of appropriate technology for the management of environment, water and natural resources; enhance conservation and management of forests, wildlife and biodiversity for green growth and sustainable development;</p>	<p>empower individuals, groups and communities for poverty alleviation; provide care and support of children in need of special protection; provide policy guidance on national human resource planning, development and utilization; ensure adequate supply of relevant skills to industry; develop, implement and review labour market policies, legislation, and programmes for employment and sustainable job creation; promote productivity awareness, improvement and measurement; improve service delivery</p>
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				enhance management water quality and availability for socio – economic development; promote basin based sustainable integrated regional development and contribute towards national food security.	
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Appendix iv: Introduction Letter



INSTITUTE OF POST GRADUATE STUDIES AND RESEARCH

Private Bag - 20157
KABARAK, KENYA
E-mail: directorpostgraduate@kabarak.ac.ke

Tel: 0202656015
Fax: 254-51-343012
www.kabarak.ac.ke

23rd April, 2014

Ministry of Education, Science and Technology,
National Commission for Science, Technology and Innovation,
9th Floor, Utalii House,
P.O. Box 30623 - 00100,
NAIROBI.

Dear Sir/Madam,

RE: RESEARCH BY GDB/M/0935/9/10- JOY KASANDI KELEMBA

The above named is a Doctoral student at Kabarak University in the school of Business. She is carrying out research entitled "Assessment of Performance of Employees in the Public Service in Kenya".

The information obtained in the course of this research will be used for academic purposes only and will be treated with utmost confidentiality.

Please provide the necessary assistance.

Thank you.

Yours faithfully,


Dr. Kageni Njagi
DIRECTOR - (POST-GRADUATE STUDIES & RESEARCH)



Kabarak University Moral Code

As members of Kabarak University family, we purpose at all times and in all places, to set apart in one's heart, Jesus as Lord. (1 Peter 3:15)

Appendix v: The Research Authorization Letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

7th August, 2014

NACOSTI/P/14/8938/1989

Joy Kasandi Kelemba
Kabarak University
P.O. Box 3270
NAKURU.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Assessment of performance of employees in the public service in Kenya*," I am pleased to inform you that you have been authorized to undertake research in **Kajiado, Kakamega and Nairobi Counties** for a period ending **20th May, 2016**.

You are advised to report to **the Chief Executive Officers of selected Government Agencies, the County Commissioners and the County Directors of Education, Kajiado, Kakamega and Nairobi Counties** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The Chief Executive Officers
Selected Government Officials.

The County Commissioner
The County Director of Education
Kajiado County.

Appendix vii: The County Commissioner – Kajiado County



OFFICE OF THE PRESIDENT

MINISTRY OF INTERIOR
AND COORDINATION
OF
NATIONAL GOVERNMENT

COUNTY COMMISSIONER
KAJIADO COUNTY
P.O BOX 1-01100
KAJIADO

Telegrams: "DISTRICTER", Kajiado
Telephone: 0203570295
Fax: 0202064416
E-mail : kajiadocc2012@yahoo.com
Kajiadocc2012@gmail.com

When replying please quote

Ref. KJD/CC/ADM/45/(41)

26th November, 2014

Deputy County Commissioner:

- Loitokitok Sub-County
- Mashuuru Sub-County
- Isinya Sub-County
- Kajiado North Sub-County

RE: RESEARCH AUTHORIZATION: JOY KASANDI KELEMBA

Following the request made on your behalf by National Commission for Science, Technology and Innovation you are authorized to undertake your research on "**Assessment of performance of employees in the Public Service in Kenya**" for a period ending 20th May, 2016.

You are advised to carry your research in line with laid down research ethics.

A handwritten signature in black ink, appearing to read 'Kisilu Mutua'.

KISILU MUTUA
FOR: COUNTY COMMISSIONER
KAJIADO COUNTY

Appendix viii: The County Secretary – Kajiado County

COUNTY GOVERNMENT OF KAJIADO



P. O. BOX 11
KAJIADO.

Date: 26th Nov., 2014

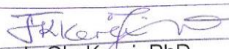
Our Ref: CGK/CS.MEMO.VOL 1/76

JOY KASANDI KELEMBA

RE: RESEARCH AUTHORIZATION

Following the request made on your behalf by National Commission for Science, Technology and Innovation you are authorized to undertake your research on **“Assessment of performance of employees in the Public Service in Kajiado County”** for a period ending 20th May, 2016.

You are advised to carry your research in line with laid down research ethics.


Kennedy Ole Kerei, PhD
COUNTY SECRETARY

C.C. TO ALL CHIEF OFFICERS

Appendix x : The County Director of Education – Kakamega County

MINISTRY OF EDUCATION SCIENCE & TECHNOLOGY

Telephone: 056 - 30411
FAX : 056 - 31307
E-mail : wespropde@yahoo.com
When replying please quote.



COUNTY DIRECTOR OF EDUCATION
KAKAMEGA COUNTY
P. O. BOX 137 - 50100
KAKAMEGA

STATE DEPARTMENT OF EDUCATION

REF:WP/GA/29/17/VOL.II/ 2038

2nd February, 2015

**Joy Kasandi Kelemba
Kabarak University
P. O. Box 3270
NAKURU**

RE: RESEARCH AUTHORIZATION

The above has been granted permission by National Council for Science & Technology vide letter Ref. NACOSTI/P/14/8938/1987 to carry out research on "**Assessment of performance of employees in the public service in Kenya**" Kakamega County, for a period ending 20th May, 2016.

Please accord her any necessary assistance she may require.

A handwritten signature in black ink, appearing to read 'SUSAN K. MURERWA', with a circular stamp or mark to the left.

**SUSAN K. MURERWA
COUNTY DIRECTOR OF EDUCATION
KAKAMEGA COUNTY**

Appendix xi: The County Secretary– Kakamega County

REPUBLIC OF KENYA



OFFICE OF THE GOVERNOR

Telephone: 056 – 31850/ 31852/ 31853
Fax: 056 – 31854
Email: kakamegacountygov@gmail.com
When replying please Quote

The County Secretary
Kakamega County Government
P. O. Box 36 – 50100
KAKAMEGA

Ref No.

DATE:

Our Ref. CGK/OG/AD/1/15/VOL.2/(20)

3rd February, 2015

JOY KASANDI KELEMBA

RE: RESEARCH AUTHORIZATION

Following the authorization vide letter dated 7th August, 2014 by National Commission for Science, Technology and Innovation to undertake research on Assessment of performance of employees in the Public Service in Kenya, I am pleased to inform you that you have been authorized to undertake research regarding County Government of Kakamega Public Service from 3rd February 2015 to 20th May, 2016.

Jeremiah K. Were
Ag. County Secretary & Head of Public Service

Copies to: All Chief Officers
County Government of Kakamega

**Appendix xii: National Commission for Science Technology and Innovation –
Research Grant**



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/RCD/ST&I 6th CALL PhD/220**

Date: **10th March, 2015**

Joy Kasandi Kelemba
Kabarak University
P.O. Box 20157
KABARAK.

RE: SCIENCE, TECHNOLOGY AND INNOVATION RESEARCH GRANT (PhD)

I'm pleased to inform you that, you have been awarded the Science, Technology and Innovation (ST&I) grant for your **PhD research proposal**.

National Commission for Science, Technology and Innovation (NACOSTI) has approved an amount of Kenya shillings (**Ksh 600,000/=**) towards your PhD research proposal titled "**Assessment of performance of employees in the public service of Kenya.**" Your awarded grant will be disbursed in yearly instalment basis.

Find the enclosed **Research Grant Contract Form (NCST/ST&I/CONTRACT/FORM 1C)** that should be duly completed. You should attach a certified copy of your *national identity card, detailed work plan, breakdown of the yearly budget and a letter accepting the grant offered. Your recent passport size photograph and an abstract of your proposal, not exceeding 500 words should be submitted in soft copy (Ms Word format) to the email:- postgraduates@nacosti.go.ke*

Your duly signed contract form, acceptance letter and the abstract should be sent back to reach us not later than **31st March 2015** for our further actions.

DR. MOSES K. RUGUTT, PhD, HSC.
DIRECTOR GENERAL

cc: Vice Chancellor,
Kabarak University

Appendix xiii : List of Publications

Contributions to other books

1. Amutabi M.A.(Ed). *Education and Development in Africa*. Chapter 5: *Managing Change in the Public Service in Kenya* by The Catholic University of Eastern Africa, Nairobi, Kenya **2013 (ISBN 978-9966-015-67-9)**.
2. Zeelen J., Linden J., Van Der, Nampota D. & Ngabirano M (Eds). *The Burden of Educational Exclusion Understanding and Challenging Early School Leaving in Africa - Chapter 16* by Sense Publishers, Netherlands & USA, **2010 (ISBN 978-94-6091-282-5)**.

Journal papers

1. Examination of the role of Personal Attributes on Employee Performance in the Public Service in Kenya by Kelemba J.K., Chepkilot R.K. & Zakayo C.
2. Determination of the Influence of Teamwork Practices on Employee Performance in the Public Service in Kenya by Kelemba J.K., Chepkilot R.K. & Zakayo C.