

Journal of Strategic Management (JSM)



**Effect of Training on Implementation of Performance
Appraisal in Public Universities in Mount Kenya Region**

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Abstract

Purpose: The purpose of the study was to examine the extent to which training influences implementation of performance appraisal in public Universities in Mount Kenya Region.

Methodology: This study adopted descriptive survey research design. The target population of this study was the staff, human resource officers, administrators and finance officers in the 7 chartered public universities as they are considered as the ones directly involved in the implementation of performance appraisal systems. The target population for this study consisted of 2423 respondents from which a sample size was drawn. The sample size was 136 respondents from the 7 chartered public universities in Mount Kenya Region. Stratified random sampling was used in this study. The study collected primary data by use of questionnaire. Quantitative data was analyzed by the use of descriptive statistics using SPSS (Version 20) and figures and tables were used to present the results. Both correlation and regression analyses were used to show the association between the variables.

Findings: Regression results indicated that training had a positive and significant effect with implementation of performance appraisal systems. The study concluded that well designed training programs helps to improve the knowledge, skills and abilities of employees to achieve the organization's strategic plan.

Recommendations: It was recommended that universities should have training of their staff to ensure competence which will in the long run improve implementation of performance appraisal systems. In addition, training the staff will help the organization to augment the advantages acknowledged through the usage of venture, program, and portfolio administration programming. Moreover competent staff ensure faster implementation of projects as they know the part to play

Keywords: *Training, implementation of performance appraisal, public university.*

1.0 Introduction

1.1 Background of Study

Training is the process that seeks to change the employees' behavior at work through the application of learning principles with a view to enhancing human performance. Training must be designed in a way to improve the knowledge, skills and abilities of employees to help them achieve the organization's strategic plan (Manu, 2016). For successful implementation of performance appraisal systems, much experience is required. Performance appraisal system is a standardized process of obtaining, scrutinizing and recording information about the relative worth of a worker. It assesses a person input to the firm over valuation of the internal features, working performance and their ability to follow higher situation in a firm (Makokha et al., 2017). It assesses a person's contribution to the firm through appraisal of the inward qualities, work performance and their capacity to seek after higher positions in an association (Makokha et al., 2017).

Idowu (2017) added that performance appraisal system is an important tool for ensuring effectiveness and efficiency for any organization. This helps in acquiring feedback to any process undertaken within the organization and to allow any improvements if necessary and for any action undertaken. Therefore, it's relevant and important for performance appraisal system to be incorporated in organizations before employees perform and managers deliver their feedback. In addition, effective and efficient performance appraisal systems are a key for motivation and development of employees in the institution because they are made aware of how they are expected to perform. The directors learn about their subordinates processes and work towards strengthening their relationships hence making them acquire certain skills henceforth, making the whole institution benefit from the system towards a certain goal (De Vito et al., 2018).

Performance appraisal system implementation process is a process that involves 9 steps. The first step is standards that are set up dependent on various working duties. Those guidelines are unbiased and ought to be connected with each other. The second stage involves illuminating the standard to every person working in the organization. The third stage involves ensuring that everything is in accordance with the guidelines. The stage also involves staff performance appraisal. Stage four involves making a discovery on the real factors (Alubbe, 2015). In addition, stage five involves making a comparison of the overall employee performance and the previous performance. This offers a concept wherein the worker stands. Stage six involves the evaluation of the overall performance with the actual deviation. Stage seven entails communication and the evaluation of employee performance that are doing similar duties. Stage eight entails the training of workers, coaching, counseling as well as career advancement of the workers (Alubbe, 2015).

Implementation is a quintessential issue strategic management process and is also the procedure that turns the strategy that is formulated into action. It also refers to a way that turns the planned objectives to desires. Implementing the performance appraisal system is, therefore, very important (Chepkosgei & Atambo, 2020). However, Makokha et al. (2017) focused on implementation of performance appraisal systems is affected by performance contracting strategic elements such as training. In Nigeria, most institutions of higher learning appraise their staffs annually. The university tutors receive their performance appraisals annually. There are also self-assessment forms that help in the compensation and promotion of the employees in the institutions (Okafor, 2015). The forms are filled by the employees and later sent to the departmental heads. Training

and mentorship programs have also been introduced in most universities so as to enhance the performance of appraisal systems (Igbojekwe et al., 2015).

In Kenya, in the year 1989, the concept of performance appraisal system was introduced. However, lack of political good will has hindered the implementation of the performance appraisal systems in the public institutions. However, a new appraisal system was introduced by President Mwai Kibaki in the year 2003. This method was introduced and endorsed by most public learning institutions. The public institutions have, therefore, gone further to enhance training and monitoring and evaluation practices so as to enhance performance appraisal systems (Ogindi, 2020). Chepkosgei and Atambo (2020) added that public universities in Kenya offer programmes that need to meet the expectation of the outside world but in reality graduates coming out of the colleges do not measure to the expectations of the job market. More so the performance appraisal systems are put in the strategic plan of the University but nobody knows whether all staff are usually conducted or inducted about the performance appraisal. Therefore, this recent research determined how training influencing implementation of performance appraisal systems in the public universities in Mount Kenya region.

1.2 Statement of the Problem

Performance appraisal is a famous system in the higher education system. The problem is that in most public institution of higher learning the employees are hired by the government and not by the specific institutions and thus most institutions have undermined the need of performance appraisal systems (Sulkowski et al., 2020). Public universities have also not been an exception since they are also characterized by poor performance appraisal systems. Despite its implementation since 2005, their performance is still not comparable with the private sector to enable it meet the ever changing, competitive global world as well as meeting the demands of a well-informed citizens. The poor performance of the performance appraisal system has been associated with lack of adequate training. Though most universities have invested in performance appraisal systems, they have not been able to train their employees effectively on the use of the performance systems. The current investigation answered the question on how training influences implementation of performance appraisal systems in the public Universities in Mount Kenya Region?

1.3 Study Objective

To examine the extent to which training influences implementation of performance appraisal in

2.0 Literature Review

2.1 Theoretical Framework

2.1.1 Expectancy Theory

This theory was projected by Vroom (1964). This hypothesis shows the strength of a propensity to behave in a specific method and then followed by a given pattern of value (Vroom, 1964). This theory indicated that people are motivated to have a certain behavior in order to produce certain results. In this case, the performance of performance appraisal systems in institutions is determined by how well the employees in those organizations are motivated. In general, this theory can be used to show the behavior and motivation in any affairs state in which any required opinion is given. For instance, it can be used to show if one need to stay or quit in a process and whether the

effort needed is small or big (Redmond, 2010). According to Vroom (1964) motivation can have four key assumptions. The first assumption is the individuals join organizations in line with their needs, the second is that the behavior of an individual relies on a sober decision while the third assumption is that people expect different things from the organization. The fourth assumption is that individuals select from different varieties so as they can optimize their personality.

This theory therefore supported the training objective in the study. This is because the acquired skills and knowledge in delivery of services is guided by some form of motivation which therefore boosts level of performance in performance appraisal systems. Motivation is the key factor in the expectancy theory which made it applicable in the training objective. With the acquired skills, it makes it easy for the personnel to make decision of how much energy is going to be dedicated on the assigned task. Directors are encouraged to improve exertion to-execution hopes by assisting workers with achieving their presentation objectives. Directors can do this by offering help and instructing and by expanding representatives' self-viability. Managers should impact workers' instrumentalities and to screen valences for different prizes. The fact is that directors should zero in on connecting worker execution to esteemed rewards paying little thought to the sort of remuneration used to upgrade inspiration (Mathibe, 2011).

The expectancy theory is criticized by Porter & Lawler by questioning its accuracy of scientific measurements. The theory is also not based on simplicity since it doesn't elaborate individuals' various efforts acted out. It is also criticized because it concludes that employees are encouraged by rewarding them to be more productive yet in organizations there is not even those rewards which may in turn be of negative impact to individuals for example by increasing the salaries, as the level of taxation gets higher.

2.2 Empirical Literature

Akhter et al. (2016) did a study on the impact of training and development, performance appraisal and reward system on job satisfaction. The investigation made use of primary information and was descriptive in nature. The investigation determined the influence between rewards, development and training and their impact on employee job satisfaction. The investigation indicated that development and training had an impact on performance. Çelik (2014) focused on how training programs enhance performance appraisal. The investigation made use of a descriptive method. The outcomes indicated that training programs had significant influence on performance appraisal systems in the short term but had no influence in the long term. Kadiresan et al. (2015) did a study on how training and development enhances performance appraisal systems and how this affects the organizational commitment. This investigation was carried out in Malaysia. Outcomes displayed that development and training had an influence on turnover intentions. In addition, training and development had great impact performance appraisal systems.

3.0 Research Methodology

This study adopted descriptive survey research design. Mount Kenya Region has 7 chartered public universities which are Meru University of Science and Technology, Murang'a University, Kirinyaga University, Karatina University, Chuka Univeristies, University of Embu, and Dedan Kimathi University of Science and Technology. The target population of this study was the staff, human resource officers, administrators and finance officers in the 7 chartered public universities as they are considered as the ones directly involved in the implementation of performance appraisal

systems. The target population for this study consisted of 2423 respondents from which a sample size was drawn. The sample size was 136 respondents from the 7 chartered public universities in Mount Kenya Region. Stratified random sampling was used in this study. A questionnaire was used as the research instrument for this study. The questionnaires were delivered to the respondents by the researcher and with the help of research assistants. First, the questionnaires were edited to ensure consistency, accuracy and completeness. Quantitative data was analyzed by the use of descriptive statistics using SPSS (Version 20) and figures and tables were used to present the results. Both correlation and regression was used to show the association between the variables.

4.0 Results

4.1 Demographic Results

Respondents were asked questions regarding their demographic information such as age of the respondents, the gender of the respondents and level of education.

4.1.1 Age of the Respondents

The respondents were asked to indicate their age. Results were shown in figure 1 below.

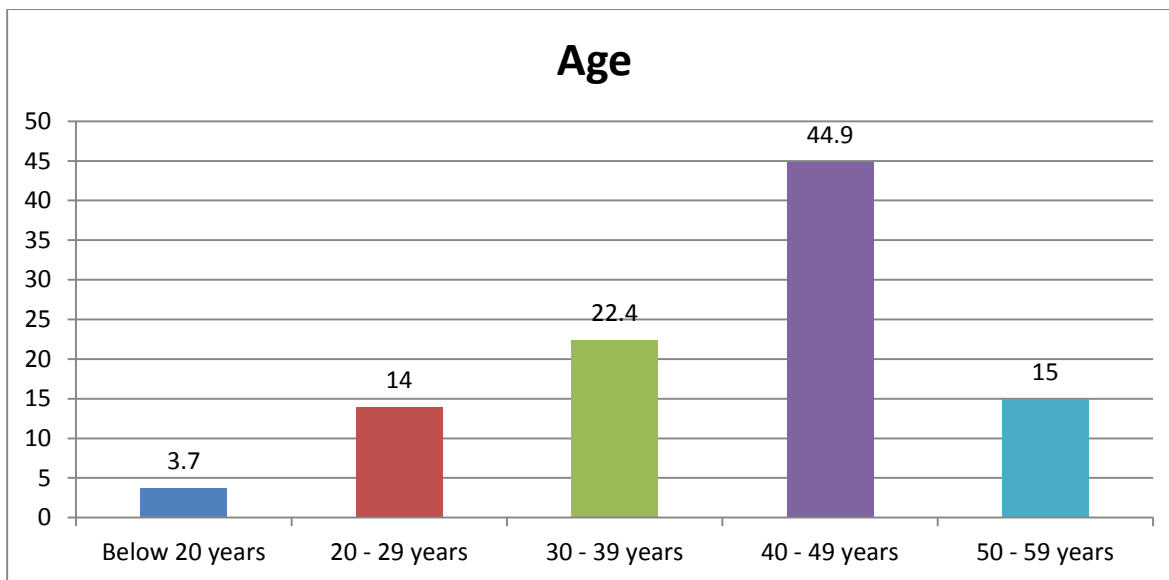


Figure 1: Age of the respondents

The results showed that most of the respondents who were 44.9% had 40 – 49 years, 22.4% of the respondents indicated that they were between 30 – 39 years, 15% of the respondents were between 50 – 59 years, 14% of the respondents were between 20 – 29 years while only 3.7% of the respondents who were below 20 years. This implied that most staff, human resource officers, administrators and finance officers in the 7 chartered public universities were between 40 – 49 years.

4.1.2 Gender of the Respondents

The respondents were asked to indicate their gender. Results were shown in figure 2.

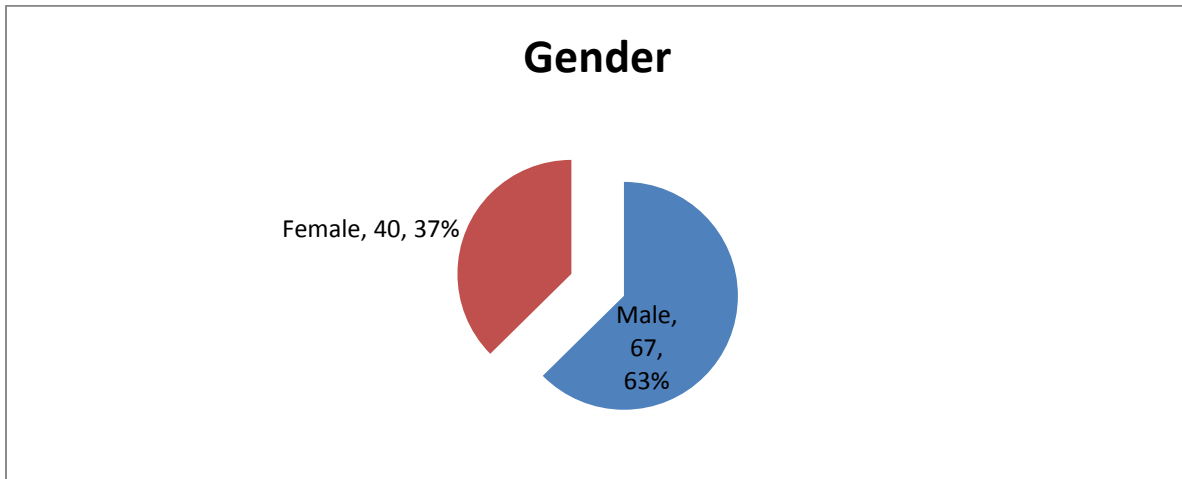


Figure 2: Gender of the respondents

Results showed that most of the respondents who were 63% indicated that they were males while 37% of the respondents were female. This implied most staff, human resource officers, administrators and finance officers in the 7 chartered public universities were men.

4.1.3 Level of Education

The respondents were asked to indicate the level of education. Results were shown in figure 3.

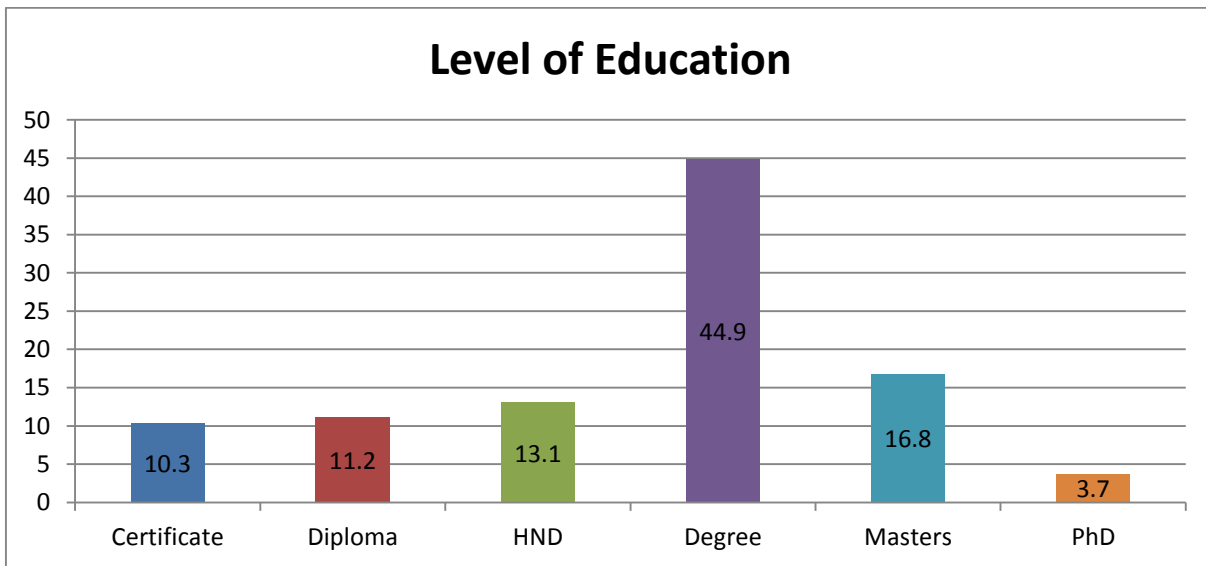


Figure 3: Level of education of the respondents

Results showed that most of the respondents who were 44.9% had a degree, 16.8% had a masters, 13.1% had a HND, 11.2% had a diploma, 10.3% had a certificate while only 3.7% who had a PhD. This implied that most staff, human resource officers, administrators and finance officers in the 7 chartered public universities were educated and thus had the capacity to improve implementation of performance appraisal systems in the public Universities in Mount Kenya Region.

4.2 Descriptive Statistics

Descriptive statistics were done on the dependent and the independent variables.

4.2.1 Training

Table 1: Training

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev
My supervisor possesses adequate knowledge and training to properly implement my performance evaluation	10.30%	14.00%	18.70%	36.40%	20.60%	3.43	1.25
I need more training in performance appraisal interviews	9.30%	9.30%	9.30%	38.30%	33.60%	3.78	1.27
I am sufficiently trained in all skills needed in performance appraisal process	9.30%	10.30%	11.20%	45.80%	23.40%	3.64	1.22
Innovative methods of training have been adopted in the organization	10.30%	9.30%	21.50%	42.10%	16.80%	3.46	1.18
My appraisal skills are regularly refreshed and updated through training	10.30%	11.20%	9.30%	30.80%	38.30%	3.76	1.34
Average						3.61	1.25

Results showed that majority of the respondents who were 57.0% agreed with the statement that their supervisor possesses adequate knowledge and training to properly implement my performance evaluation (mean = 3.43, Std. Dev=1.25). Further results showed that majority of the respondents who were 71.9% agreed with the statement that they need more training in performance appraisal interviews (mean = 3.78, Std. Dev=1.27). Results showed that majority of the respondents who were 69.2% agreed with the statement that their supervisor possesses adequate knowledge and training to properly implement my performance evaluation (mean = 3.64, Std. Dev=1.22). Further results showed that majority of the respondents who were 58.9% agreed

with the statement that they need more training in performance appraisal interviews (mean = 3.46, Std. Dev=1.18). Results showed that majority of the respondents who were 69.1% agreed with the statement that their appraisal skills are regularly refreshed and updated through training (mean = 3.76, Std. Dev=1.34).

On a five point scale, the average mean of the responses was 3.61 which means that majority of the respondents agreed with most of the statements on training. However the answers were not varied from the mean as shown by a standard deviation of 1.25. The respondents were further asked to indicate how training influences implementation of performance appraisal systems in the organization. The results showed that training helped to improve performance management of the PAS. In addition, training gave employees a framework of their duties and the tasks to be completed.

The respondents were asked to indicate some of the environmental factors that have greatly hindered the implementation of performance appraisal systems in the institution. The environmental factors included; business culture, work ethics, general economic conditions, technological changes and employee relations. The respondents were further asked to indicate some of the government policies that have greatly influenced the implementation of performance appraisal systems in their institution. The following were the government policies that were indicated by the respondents; licensing, government circulars, government act, regulations.

4.2.5 Implementation of Performance Appraisal Systems

Table 2: Implementation of performance appraisal systems

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std.Dev
PAS are implemented within the approved cost	15.00%	10.30%	6.50%	37.40%	30.80%	3.59	1.41
The management is able to give useful feedback to the employees concerning PAS	15.90%	9.30%	4.70%	44.90%	25.20%	3.54	1.38
PAS executed conform to specifications	14.00%	5.60%	15.00%	41.10%	24.30%	3.56	1.30
PAS are implemented within the set time	8.40%	10.30%	23.40%	31.80%	26.20%	3.57	1.22
Average						3.57	1.33

Results showed that majority of the respondents who were 68.2% agreed with the statement that PAS are implemented within the approved cost (mean = 3.59, Std. Dev=1.41). Further results showed that majority of the respondents who were 70.1% agreed with the statement that the management is able to give useful feedback to the employees concerning PAS (mean = 3.54, Std. Dev=1.38). Results also showed that majority of the respondents who were 65.4% agreed with the statement that PAS conforms to specifications (mean = 3.56, Std. Dev=1.30). Further results showed that majority of the respondents who were 58.0% agreed with the statement that the PAS are implemented within the set time (mean = 3.57, Std. Dev=1.22). On a five point scale, the average mean of the responses was 3.57 which means that majority of the respondents agreed with most of the statements on implementation of PAS. However, the answers were not varied from the mean as shown by a standard deviation of 1.33.

4.3 Inferential Analysis

Inferential analysis contained both the correlation and the regression results.

4.3.1 Correlation Results

Correlation analysis was conducted to quantify the relationship between the independent variable and the dependent variable. Pearson Product Moment correlation coefficient (r) which ranges between -1 and +1 and quantifies the direction and strength of the linear association between the two variables was used. The results are presented in Table 3.

Table 3: Correlation Results

		Implementation	Training
Implementation	Pearson Correlation	1	
	Sig. (2-tailed)		
Training	Pearson Correlation	.725**	1
	Sig. (2-tailed)	0.000	

The results further showed that training had a strong positive linear association with implementation of performance appraisal systems ($r = 0.725$, $p = 0.000$). This implied that an improvement in training would boost the implementation of performance appraisal systems. These findings agreed with Çelik (2014) outcomes that indicated that training programs had significant influence on performance appraisal systems in the short term

4.3.2 Regression Results

Regression analysis was done to determine the relationship between the independent variable (training) and dependent variable (implementation of performance appraisal systems).

Model Fitness results were presented in table 4.

Table 4: Model Fitness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.725a	0.526	0.522	0.57012

The results presented in table 4 showed that training was found to be satisfactory variables in explaining implementation of performance appraisal systems. This means that training explain 52.6% of the variations in the dependent variable which is implementation of performance appraisal systems. This results further means that the model applied to link the relationship of the variables was satisfactory.

Table 5 provides the results on the analysis of the variance (ANOVA).

Table 5: Analysis of variance

	Sum of Squares	df	Mean Square	F	Sig.
Regression	37.913	1	37.913	116.645	.000b
Residual	34.129	105	0.325		
Total	72.042	106			

The results indicate that the overall model was statistically significant as supported by a p value of 0.000 which is lesser than the critical p value of 0.05. This was supported by an F statistic of 116.645 which imply that training was a good predictor of implementation of performance appraisal systems.

Regression of coefficients results were presented in Table 6.

Table 6: Regression of coefficient

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.789	0.263		2.999	0.003
Training	0.771	0.071	0.725	10.8	0.000

Results showed that training had a positive and significant effect with implementation of performance appraisal systems ($\beta = 0.771$, $p = 0.000$). This implied that an improvement in training by one unit would lead to improvement in implementation of performance appraisal systems by 0.377 units. These findings agreed with Kadiresan et al. (2015) who indicated that training and development had great impact on performance appraisal systems.

The optimal model was therefore;

$$Y = 0.789 + 0.377X$$

Where:

Y = implementation of performance appraisal systems in public institutions

X = Training

5.0 Summary of Findings, Conclusions and Recommendations

5.1 Summary of Findings

The objective was to determine how training influences implementation of performance appraisal systems in the public Universities in Mount Kenya Region. Results showed that majority of the respondents indicated that their supervisor possesses adequate knowledge and training to properly implement their performance evaluation. Further results showed that majority of the respondents indicated that they need more training in performance appraisal interviews. Results showed that majority of the respondents indicated that they are sufficiently trained in all skills needed in the performance appraisal process. Further, results showed that majority of the respondents indicated that innovative methods of training have been adopted in their organizations. Results showed that majority of the respondents indicated that their appraisal skills are regularly refreshed and updated through training. Correlation results showed that training had a strong positive linear association with implementation of performance appraisal systems. Regression results indicated that training had a positive and significant with implementation of performance appraisal systems.

5.2 Conclusion

The study concluded that training had a positive and significant relation with implementation of performance appraisal systems. A well designed training programs helps to improve the knowledge, skills and abilities of employees to help them achieve the organization's strategic plan.

5.3 Recommendations of the Study

The study findings indicated that training helped to enhance implementation of performance appraisal systems. The result recommended that universities should have training of their staff to ensure competence which will in the long run improve implementation of performance appraisal systems. In addition training the staff will help the organization to augment the advantages acknowledged through the usage of venture, program, and portfolio administration programming. Moreover competent staff ensure faster implementation of projects as they know the part to play.

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