



**EFFECT OF PERFORMANCE CONTRACTING STRATEGIC  
ELEMENTS ON IMPLEMENTATION OF PERFORMANCE  
APPRAISAL SYSTEMS IN PUBLIC UNIVERSITIES WITHIN  
MOUNT KENYA REGION**

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**DECLARATION**

**Declaration by the student:**

This research project is my original work and has not been presented for a degree in any other Institution.

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## **DEDICATION**

I dedicate this work to God who has been gracious to enable me undertake this research, my family and children Oliver, King, Myles and Vallerie.

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## **ACRONYMS/ABBREVIATIONS**

AFDB	African Development Bank
ANOVA	Analysis of the Variance
CUE	Commission for University Education
GDC	Geothermal Development Corporation
HoD	Head of Departments
HR	Human Resource
HRM	Human Resource Management
ICT	Information Communication Technology
KMO	Kaiser Meyer Olkin
M/E	Monitoring and Evaluation
NACOSTI	National Commission for Science, Technology and Innovation
NHIF	National Hospital Insurance Fund
PA	Performance Appraisal
PAS	Performance Appraisal System
PBC	Perceived Behavioral Control
PCA	Principle Component Analysis
PC	Performance Contract
PMS	Performance Management System
SPSS	Statistical Package for Social Sciences
TPB	Theory of Planned Behaviour
VIF	Variance Inflation Factor

## DEFINATION OF TERMS

**Implementation:** The is the process of bringing something into use following a process of execution

**Performance Appraisal Systems:** Tools and methodologies that help managers to evaluate employee job performance and develop a fair system of reward. This is an assessment of the achievement (of an employee) of agreed targets or goals

**Performance Contract:** Can also be described as a contract between the owner on enterprise on the one side and the management of the enterprise on the other, setting out certain targets/results to be achieved in a given time frame.

**Performance Contracting Strategic Elements:** These elements include the organizational structure, training and development, monitoring and evaluation and resources

**Public University:** A university established and maintained out of public funds

**Strategy:** This refers to the determination of the long term goal of a firm and the allocation of resources that are needed to achieve the firm objectives.

**Organization structure:** Hierarchical arrangement of authority in an organization that defines job functions.

**Monitoring and Evaluation:** A process that helps improve the success and performance through assessing impacts of objectives by collecting, analyzing information.

**Mount Kenya region:** A region located in the former Eastern and Central provinces of Kenya, now Meru, Embu, Laikipia, Kirinyaga, Nyeri and Tharaka Nithi counties, about 90 kilometres north of the equator, around 150 km north-northeast of the capital city of Nairobi.

**Training:** A process of imparting skills to gain expertise

## ABSTRACT

The implementation of performance appraisal systems (PAS) has not been very successful in most public universities. Despite the implementation of PAS since 2005 in the public universities, 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 citizen. For example, employees of Jomo Kenyatta University of Agriculture and Technology (JKUAT) and Kenyatta University (KU) have complained of poor PAS. Most employees have no full understanding of the PAS. The general goal of this study was to determine the effect of performance contracting's strategic elements on the implementation of performance appraisal systems in public Universities within Mount Kenya Region. The study was guided by the following objectives: to determine how organization structure influences implementation of performance appraisal systems in the public Universities in Mount Kenya Region, to determine how monitoring and evaluation influences implementation of performance appraisals in public Universities in Mount Kenya Region, to determine how employee attitudes influences implementation of performance appraisals in public Universities in Mount Kenya Region and to examine the extent to which training influences implementation of performance appraisal in public Universities in Mount Kenya Region. The study was informed by agency theory, the expectancy theory, the goal-setting theory and theory of planned behavior. 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 seven (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. Quantitative data was analyzed by the use of descriptive statistics using SPSS (Version 20) and figures and tables were used to present the results. The study found that organizational structure, monitoring and evaluation, employee attitude and training had a positive and significant effect on the implementation of performance appraisals in public Universities in Mount Kenya Region. The study also concluded that monitoring and evaluation of projects helped various project stakeholders including the clients and project financiers which helped to improve the implementation of performance appraisal systems. In addition, use of monitoring and evaluation framework put in place contributes directly to the quality of PAS. Universities must increase the awareness of the employees about its goals, targets and strategies. This will make it easier and smoother the introduction of PAS and afterwards the system itself will help to increase this awareness



## CHAPTER ONE

### INTRODUCTION

#### **1.1 Background of the Study**

Performance appraisal system is a standardized process of obtaining, scrutinizing and recording information about the relative need of an employee. 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, Namusonge, Kanali & Milgo, 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, Brown, Bannister, Cianci & Mujtaba, 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 its 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) implementation of

performance appraisal systems is affected by performance contracting strategic elements.

Performance Contracting provides a framework for generating desired behavior in the contest of devolved management structures. Employers view Performance Contracting as a useful vehicle for articulating clearer definitions of objectives and supporting new management monitoring and control methods, while at the same time leaving day-to-day management to the managers themselves. The primary role of any government is to maximize on the welfare of its citizens and its development goal is to achieve broad based, sustainable improvement in the standards of the quality of life for its citizens (Pkemei, 2015). Performance contracting strategic elements includes; leadership styles, monitoring and evaluation, training practices, employee attitudes, performance feedback, design of performance appraisal, organization structure, performance standards. The current study focused on organization structure, monitoring and evaluation, employee attitudes and training.

Organization structure refers to the degree of formalization of rules, communication, authority and compensation, centralization in decision making, standardization of work skills and processes control of results by accepting only adequate outcome (Ouma, 2019). Monitoring and evaluation of projects is the process of tracking, reviewing, and regulating the progress to meet the performance objectives defined in the project management plan. Monitoring includes status reporting, progress measurement, and forecasting. It can be of great importance to various project stakeholders including the clients and

project financiers as it would ensure similar projects are successful (Okuta, 2019)

Employee attitudes is also of great importance in determining successful implementation of performance appraisal systems. It can either be positive or negative. According to Manu (2016) for successful implementation of performance appraisal systems, much experience is required. The experience can only be obtained through trainings. Training is therefore a very important aspect in implementation of PAS.

There are also other environmental factors that affect implementation of PAS. These are the general circumstances within the project implementation. Mostly these are factors that are beyond the control by the project implementers or the organization management. It's therefore important for the project implementers to be aware and adapt to the factors which are usually unpredictable. There can be internal and external factors that affect a project. Among them being political, economic, technological and social factors (Hyvari, 2006).

### **1.1.1 Global Perspective of Implementation of Performance Appraisal Systems in the Public Institutions of Higher Learning**

In UK, education has been one of the major parts of the economy and thus the numbers of universities are increasing year by year in that country. Most of these universities have therefore started to implement the performance appraisal system so as to boost their competitiveness. The introduction of training programs has enhanced the effectiveness of PAS in the universities. The performance appraisal process has therefore been termed to be significant

in the higher education quarter since it beautifies the productivity and job satisfaction of the educational body of workers. Moreover, performance appraisal is diagnosed as now not the most effective tool in reality to evaluate the personnel, but to pinpoint capacity avenues for employee improvement via schooling and other techniques (Dasanayaka, Abeykoon, Ranaweera & Koswatte, 2021).

In the United States, using overall performance appraisals started out across the Nineteen Forties where most public firms adopted the practice. In the 1960' only 10% of the public institutions were not using performance appraisal systems. Singapore private and public universities have endorsed the use of performance appraisal systems. The PAS systems have also been closely monitored by experts and this has enhanced their effectiveness. This has therefore enhanced the performance of the institutions (Mnyoty, 2019).

In Japan, performance appraisals are connected to the organizations. They are totally unified to the organizational structure thus enhancing their performance. However, though the performance appraisal is connected to the private institutions organizational culture, most public organization have not enhanced the performance appraisal systems fully. The private universities have therefore made efforts to introduce training practices on performance appraisal systems so as to enhance the performance appraisal system (Mnyoty, 2019).

### **1.1.2 Regional Perspective of Implementation of Performance Appraisal Systems in the Public Institutions of Higher Learning**

In Africa, most public universities performance management systems have not yet fulfilled their goals and objectives. In South Africa, the institutions of higher learning the performance management systems have not been effective. The systems are full of so many shortcomings. Most of the employees of the public universities have complained of the performance management systems being hard to conceptualize (Organization for Economic Co-operation and Development, 2018). Introduction of training programs as well as improvement of organizational structures to accommodate PAS systems would therefore enhance their effectiveness.

In Nigeria, most institution of higher learning appraises 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, Ugo-Okoro & Agbonye, 2015).

Public universities in Uganda are implementing performance appraisal to enhance academic staff performance as provided for in their human resource manuals. Public universities are also implementing the recommendations by the NCHE (2016) on performance appraisal as key human resource management practices among others to improve academic staff performance in

universities. All public organizations survive on well-established human resource management practices to ensure employee performance and higher educational institutions in Ugandan public universities are no exception (Rwothumio, Okaka, Kambaza & Kyomukama, 2021).

### **1.1.3 Performance Appraisal Systems in the Public Institutions of Higher Learning in Kenya**

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).

In an effort by public universities to improve the performance of lecturers and tutors in Kenya, universities and other technical institutes are implementing annual performance appraisal. Most Public Universities have established strategic plans but most are put into paper work thus most of them have not been implemented or put into practice (Nyakeriga 2015). Majority have not implemented their strategic plans as evidenced with the aid of negative performance in structural improvement, incompetent employees, terrible administrative structures and weak human resources.

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 will determine the performance contracting strategic elements influencing implementation of performance appraisal systems in the public universities in Mount Kenya region.

#### **1.1.4 Public Universities in Kenya**

Higher Institutions of training are publicly-detailed and independent organizations which offer higher education; a university, institute or college. Historically, Kenya's higher education has evolved gradually since pre and after independence. Tertiary education in the country dates back to the 1920s with the setting up of Makerere College as a constituent college in Uganda. The college was later enlarged to accommodate Kenya, Uganda, Tanzania (Tanganyika and Zanzibar), Zambia and Malawi and this was the only institution providing university education in the region during the period between 1940 to mid-1950. This precedence continued up to 1956 where upon the first institution of higher learning was established being the Royal Technical College in Nairobi, Kenya (CUE, 2020).

In 1998, the Kenya Master Plan on Education and Training (1997-2010) was developed by the Government. In this blue print, public universities were to



commercialize their activities to earn returns through undertaking research and consulting for the industry, developing community based programmes, producing and manufacturing items that could be sold in the market as well as leasing of their facilities, fund raising and seeking funds from non-governmental organizations, as well as donations from their former students.

Currently, tertiary institutions in Kenya are governed through the Commission for University Education (CUE). The mandate of CUE includes conducting recognition and equation of undergraduate and post graduate certificates issued by Universities and Institutions in other countries. The Commission as mandated by the Ministry of Education also enforces the adherence to standards, relevance and quality in all areas of research, training and education in universities for staff and students (CUE, 2020).

The Commission enforces the adherence to quality standards in the institutions of higher learning. According to CUE (2018) out of the 74 universities in Kenya 31 are public chartered universities. The current study focused on public chartered Universities in Mount Kenya Region. These universities included; Meru University of Science and Technology, Kirinyaga University, Karatina University, Chuka University, University of Embu, Dedan Kimathi University of Science and Technology and Murang'a University of Technology.

## **1.2 Statement of the Problem**

Performance appraisal system is important to any organizational work performance; it determines the organization's success or failure (Nyaoga, Magutu & Kipchumba, 2017). Therefore, universities require performance

appraisal systems so as to become successful. 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 (Rwothumio, Okaka, Kambaza & Kyomukama, 2021). Public universities have also not been an exception since they are also characterized by poor performance appraisal systems.

The implementation of performance appraisal systems have not been very successful in most public universities. Despite the implementation of PAS since 2005 in the public universities, 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. For example employees of JKUAT and Kenyatta Univerisity have complained of poor PAS. Most employees have no full understanding of the PAS (Ondari & Ondiba, 2019). According to African Development Bank (AFDB, 2015) the implementation of performance appraisal systems in the public sector in Kenya lagged behind the private sector in factors that the institutions attributed majorly on issues such as active unions which aggressively opposed such moves, the lack of clear policies on the implementation of such systems, the bureaucratic nature of policy and decision making in the public sector among other negating factors.

Past studies have been done on factors influencing implementation of performance appraisal systems but little is known on factors influencing implementation of performance appraisal systems in the public institutions of

higher learning in Mount Kenya region. Alubbe (2015) factors influencing the implementation of the teachers' performance appraisal systems; a case of public secondary schools in Westlands constituency in Kenya. The study adopted a case study research design while the current study was descriptive in nature. Another study by Macharia (2017) on internal factors influencing successful implementation of management systems a case of National Hospital Insurance Fund (NHIF) showed that the organization leadership styles greatly influenced implementation of the system hence affecting service delivery to the public. The study focused on NHIF thus showing contextual gap.

Ondari and Ondiba (2019) focused on effect of appraisal system on employee performance of public universities in Kenya. The study however left out the strategic contracting strategic elements thus showing conceptual gap. The current investigation answered the question on what are the effects of performance contracting strategic elements influencing implementation of performance appraisal systems in the public Universities in Mount Kenya Region.

### **1.3 Study Objectives**

The general goal of this study was to determine the effect of performance contracting strategic elements on the implementation of performance appraisal systems in the public Universities in Mount Kenya Region.

#### **1.3.2 Specific Objectives**

The study was guided by the following objectives: -

- i) To determine how organization structure influences implementation of performance appraisal systems in the public Universities in Mount Kenya Region.
- ii) To determine how monitoring and evaluation influences implementation of performance appraisals in public Universities in Mount Kenya Region.
- iii) To determine how employee attitudes influences implementation of performance appraisals in public Universities in Mount Kenya Region.
- iv) To examine the extent to which training influences implementation of performance appraisal in public Universities in Mount Kenya Region.

#### **1.4 Research Hypothesis**

1. H<sub>0</sub>1: Organizational structures have no significant effect on performance appraisal systems in public Universities in Mount Kenya Region
2. H<sub>0</sub>2: Monitoring and evaluation have no significant effect on performance appraisal systems in public Universities in Mount Kenya Region
3. H<sub>0</sub>3: Employee attitudes have no significant effect on performance appraisal systems in public Universities in Mount Kenya Region
4. H<sub>0</sub>4: Training have no significant effect on performance appraisal systems in public Universities in Mount Kenya Region

### **1.5 Significance of the Study**

The university management will benefit from this investigation since they will be able to understand the areas to improve in the implementation of the performance appraisal systems so as to enhance their performance.

The research findings will also help the policy makers in understanding the role of adopting performance measurements and result-oriented culture in institutions so as to enhance performance. They will therefore be able to come up with policies that will favor the implementation of performance appraisal system in the universities

Also the government through implementation of performance appraisal is made aware of the needs of public universities in relation to the implementation of performance appraisal systems, what they lack hence helps in allocation of the required resources. It is also expected that the study will be useful in the extension of knowledge. The study will be of significance to other researchers and scholars from where they acquire knowledge.

### **1.6 Limitation and Delimitation of the Study**

Some respondents under the study were not confident to disclose matters pertaining to their organization. A concerted attempt was made to instill the confidence with assurance to observe confidentiality. Moreover, the identity of the respondents was safeguarded. The questionnaires were anonymous and the organizations were secured from any material exposure.

University employees are fairly busy people and thus did not feel motivated to divert their time to undertake an interview. Sufficient time was therefore given and several follow ups taken to ensure that sufficient data was collected and enough respondents enabled to participate in the interview.

The study focused on effect of performance contracting strategic elements on the implementation of performance appraisal systems in the public Universities in Mount Kenya Region. The objectives of the study were organization structure, training, employee attitudes, monitoring and evaluation. The target population of this study was the staff, human resource officers, administrators and finance officers in the seven (7) chartered public universities as they were considered the ones directly involved in the implementation of performance appraisal systems.

### **1.7 Assumptions of the Study**

The study assumed that the validity and reliability of the research instruments were assured to the extent that there was measurement consistency over time or measurement stability over a variety of conditions, the most frequently used method to estimate reliability is with a measure of association, the correlation coefficient often termed reliability coefficient. That the errors which are the residuals between the actual score and the estimated score obtained through the regression equation, are independent and there is no serial correlation. Other assumptions of regression included that there should be a linear relationship between the dependent and the independent variable, the observations should be independent of each other, the variance of residual is the same for any value

of the independent variable (homoscedasticity) and that the residuals of the model should be normally distributed.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviewed literature explored previously by other researchers. Research was derived from journals, books and the internet among others. Therefore, this chapter was majorly on theoretical framework, empirical framework and the conceptual framework.

#### **2.2 Theoretical Literature Review**

Various theories have been reviewed in the past studies. The theories reviewed in this study included the Agency theory, the Goal-Setting theory and theory of Planned Behavior.

##### **2.2.1 Agency Theory**

This theory was proposed by Jensen and Meckling (1976). Jensen and Meckling (1976) sees a firm as a connection that occurs amongst principals and agents. The agents entail the managers, stakeholders as well as the company executive officers. The principals are the shareholders. Therefore, how an organization performs in the implementation of performance appraisal systems is determined by the arrangement between the shareholders and the agents. The shareholders' interests are well denoted by the principal. Though the interest of the shareholders and the agents do not agree they usually come into a consensus when they are securing a property.



Agency theory is essential inside the company's management budget because it relies on the ability of the managing agents of managing the enterprises. Managers appearing as dealers of the shareholders have a tendency to chase publications of movement which might be varying with the owners key interests for that reason their verdicts can also have an effect on the agencies stage of investment that could adversely have an effect on the company's operational sustainability (Jensen & Meckling, 1988).

This theory was beneficial in explaining the performance appraisal systems in relation to the agent – principal relation. It provided an in-depth understanding of the organization structure and how the organization management helps in implementation of performance appraisal system (Jensen & Meckling, 1988).

The agency theory assumes that human responsibility and freedom are logically incompatible with causal determinism since it's at time unattractive to the parties being compatible. Human action is incorporated since there is action undertaken by the involved agent. This theory is deemed unsuitable to social life. It has the assumption that involved parties are self-interested and indivisible and that there is no influence by social relations.

This theory however has been criticized. According to Hirsch et al. (1990) agency theory seems unrealistic since it adopts a vision in which organization and individuals are motivated by financial gain. Also, the theory assumes that behaviors and consequences are homogenous and easily controlled which in real sense is not true.

Therefore, this theory is deemed relevant in this study since for there to be successful implementation of performance appraisal systems there is need to be a good relationship between the managers (principal) and the employees (agents).

### **2.2.2 Goal Setting Theory**

This theory was developed by Edwin Locke and Gary Latham (1960). It shows that employees are motivated by goals. This theory emphasizes the relationship between goals and performance. He revealed that this goal setting theory revolved around making measurable goals. He demonstrated how targets were more effective than just working in any direction. He said that to stay motivated one has to do something that they are not 100% sure of achieving. This meant tackling challenges and still emerging with good results. He pointed that organizational managers can use challenging goals to promote creativity hence assuring employees that any level of performance as long as greatly achieved is required for the performance of the organization (Locke & Latham, 1990).

This theory is based on 5 principles which Locke found important for setting goals;

Clarity- a clear and specific goal is easily understood hence no misunderstanding to bring out the desired results and achieve success.

Challenge- challenging goals need accurate and realistic balance. Goals need to be neither too easy nor too difficult since they influence motivation hence performance

Effort- this means that there is full understanding and coordination of set goals, this makes one motivated to achieve the aspired results.

Feedback- this is important to know if what you are doing is right in order to stay on track.

Task complexity- this level of difficulty influences the morale as well as productivity and motivation of achieving a goal.

From the principles, complex task boost performance by rising their determination in search of performance strategies to achieve success (Imperial, 2004). This helps an employee to know what is necessarily needed for the organization and how much effort is needed. From this a comparison or rather difference is sought to identify the level of accomplishment of a certain set of goals. If any difference gaps are identified to fill them, add extra effort to achieve better. This motivates and raises expectations to strengthen people's judgement to their capabilities (Locke & Latham, 2006).

This theory was important for this investigation since it helps directors in organization to set goals that influence how they perform. It also shows the importance of employee engagement and it helps employees get motivated towards accomplishing a certain task in the organization. It promotes a sense of accomplishment for the employees and employers. It also helps people know that difficult tasks are achievable and can make a difference. It helps them to

give their feedback on situations hence monitoring their behaviors. It also helps in participation on goal setting agendas hence able to make choices despite those appointed by their heads.

Despite its simplicity, the Goal setting theory faces some criticism that it is a simple theory and no test had been made in a complex manner (Imperial, 2004). This theory makes an assumption that the very specific and complicated objectives always lead to higher performance.

Goal setting theory in the study is implemented in the monitoring and evaluation objective of the study. This is because for any task to be completed and succeed, there must be a motivating goal that has to be set. Therefore, this objective that involves evaluation and assessment of progression in a project, is aimed at attaining a certain goal to identify any challenges and taking the required measures. Monitoring and evaluation is always conducted on projects so as to make sure that the set goals for any project are achieved.

### **2.2.2 Theory of Planned Behavior (TPB)**

The theory of Planned Behavior was first developed by Ajzen (1991). It is one of the most widely used and well-supported social psychological (cognitive) theories for predicting human behavior. The central premise of the model is that behavioral decisions are not made spontaneously, but are the result of a reasoned process in which behavior is influenced, albeit indirectly, by attitudes, norms, and perceptions of control over the behavior (Smith et al., 2007). The TPB is an extension of an earlier Theory of Reasoned Action (Ajzen & Fishbein, 1980), which proposed that an individual's participation in a behavior

(consumption of edible insects and its products or at least being involved in edible insects' value chains, in this case) could be predicted by his/her motivation to perform the behavior (that is intention). Intention is predicted by an individual's evaluation of how favorable the behavior is (that is attitudes) in addition to the individual's perceived social pressure to participate in the behavior (subjective norm, SN).

In creating the TPB, Ajzen (1991) added perceived behavioral control (PBC) to the Theory of Reasoned Action. PBC was defined as an individual's perceived ease or difficulty of performing the behavior and was proposed as a predictor of both intention and behavior (Conner & Armitage, 1998). The TPB model, in its original formulation, proposes that attitudes (evaluation of the target behavior), subjective norms (perceived social pressure regarding performance of the behavior), and perceived behavioral control (perceived control over performance of the behavior), influence behavior primarily through their impact on behavioral intention. Hence, intention is seen as the proximal determinant of behavior.

Ajzen (1991) explained that salient beliefs are the determinants of an individual's behavior and actions. Salient beliefs can be categorized as behavioral beliefs, normative beliefs, or control beliefs. Behavioral beliefs are predictors of attitudes, normative beliefs of subjective norms, and control beliefs of perceived behavioral control. In order for beliefs to be predictive, they must be salient. Salience varies between individuals and also can vary based on situations that are present in an individual's life.

However, this theory has been criticized for the reason that the reasoned action may represent only one mode of operation, the controlled or deliberate mode. In addition, with repeated performance behavior becomes a routine and no longer requires much conscious control for its execution.

The theory therefore informs the employee attitudes variable in this study. The theory showed that the behavior of employees is influenced by attitudes. In this case how well the employees will implement the performance appraisal systems will be determined by the attitudes of the employees towards the system.

## **2.3 Empirical Literature Review**

An empirical review in research is when the researcher reviews the information and literature currently available concerning the topic and variables under study as well as the historical background of the topic. In this sub-section, a full variables discussions identified in the study follows. Various previous studies carried out internationally and locally in relation to the variables were examined. Through this a contextual relevance of the variables was underpinned and the study gaps exposed.

### **2.3.1 Organization Structure on Implementation of Performance Appraisal Systems**

In South East Asia, Mansor, Chakraborty, Yin and Mahitapoglu (2017) did a review on organizational factors that affect performance appraisal in higher instructive organization. The review embraces a quantitative methodology

utilizing polls. Principle Component Analysis (PCA) method was used to make the investigation findings. The aftereffects of the review showed that administration and inner administration responsibility, inward assets, organizational culture, worker commitment, and development of execution of the board framework impacted execution the executives framework and its viability at a moderate level. The study however focused on only one strategic element that affects implementation of PAS and left out other strategic elements that the current study sought to address.

Rusu Avasilcăi and Huțu (2016) focused on the organizational factors that have an effect on employee performance appraisal. The design that was used was desktop. The organizational factors that have huge impacts on performance appraisal of employees were established. Organizational structure was among the organizational factors and was found to have an impact on workers performance. The study offered insights on the role of organizational context in developing employee performance appraisal systems that could contribute to higher performance in overall organizational strategy implementation. The study findings showed that organization structure had an impact on employee performance appraisal systems. The study adopted a desktop research design while the current study adopted a descriptive research design.

Kogi (2014) focused on factors contributing to performance management systems implementation. The fundamental target of the examination was to research the elements that can be addressed to make execution of the management systems more successfully. The job of workers, the management

style, the association culture and design in the execution of the executives was examined to build up their commitment towards successful and productive execution of the board frameworks. The review embraced descriptive research to gather information on the issues identifying with the job of workers, culture, and construction and the executives style in the execution of the board framework. The reviewed results showed that authoritative organizational culture and structure had a positive association with performance management system. The study however left out the aspect of public universities.

In Kenya, Moinkett (2015) made a focus on how organizational structure has an impact on Geothermal Development Corporation (GDC) project implementation. The investigation was qualitative and adopted a survey research design. The review indicated that procedure execution process was cooperation that cuts across every one of the degrees of GDC pecking orders. Organization structure was found to assume a significant part in methodology execution. GDC was found to have natural hierarchical design that was adequately adaptable to permit changes during strategy implementation. The study was qualitative while the current study was quantitative.

### **2.3.2 Monitoring and Evaluation on Implementation of Performance Appraisal Systems**

Ibrahim and Benson (2020) did a study on monitoring and evaluation on effectiveness of Teachers. The investigation was done in Nyandarua County, Kenya. The investigation was descriptive. The outcomes indicated that monitoring and evaluation was a major determinant of teachers effectiveness.



The study focused on public secondary schools while the current study focused on public universities.

Neumann, Robson and Sloan (2018) focused on how strategic monitoring and evaluation had an impact on strategic change implementation. The investigation was carried out as a case study. The various monitoring and evaluation tools were identified. The outcomes indicated that monitoring and evaluation practices enhanced strategic change implementation. The study adopted case study research thus showing a methodological gap. The current study was descriptive in nature.

In Korea, Neumann, Robson and Sloan (2018) made a focus on monitoring and evaluation practices effects on nonprofit organizations performance appraisal systems. Confirmatory factor analysis and regression were used. Descriptive research design was used. All the monitoring and evaluation practices were found to have an impact on nonprofit organizations performance appraisal systems. The investigation made a recommendation that human resource managers need to specify the monitoring and evaluation personnel roles. The study focused on nonprofit organization while the current study focused on public universities

### **2.3.3 Employee Attitudes on Implementation of Performance Appraisal Systems**

In Ethiopia Anjul (2017) made a special focus on employees' attitude and their effect on performance appraisal practices. The investigation specifically focused on standard settings, employee feedback and appraisal procedures and

their effect on performance appraisal. The investigation was descriptive. From the investigation outcome, employee personal characteristics had major impact on performance appraisal implementation. The study was done in Ethiopia while the current study was done in Kenya.

Idowu (2019) did a study on workers' attitudes on performance appraisal systems and how they affect performance in United Kingdom. Workers attitudes were investigated as moderating variable. The investigation was a case study and content analysis was used. The investigation indicated that workers' attitude had a moderating effect on performance appraisal systems and performance. The study focused on only one strategic element that affect implementation of PAS while the current study focused on four elements that affect implementation of PAS.

Dube (2014) did a study on attitudes of the employees and the effect on performance management system in an engineering firm at Kantey & Templer Consulting Engineers (Pty) Ltd. The investigation was descriptive and quantitative. The investigation found that performance appraisal systems were not fully implemented in the engineering firms. The firms that they were implemented, had not been done fully and it was inconsistent. Lack of managers involvement in the implementation process was the major cause of delay in the implementation process of the performance management systems. The study focused on engineering firms while the current study focused on public universities in Mount Kenya.

Okoth and Rotich (2016) did a study on employee attitudes effect on human resource performance appraisal process in United Nations Office at Nairobi, Kenya. The investigation was descriptive and adopted a survey research design. The investigation was descriptive and used queries. The attitudes of employees were found to have a significant impact on performance appraisal process.

#### **2.3.4 Training on Implementation of Performance Appraisal Systems**

Akhter et al. (2016) did 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. The study dependent variable was job satisfaction while the dependent variable of the current investigation was implementation of PAS.

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. The study focused on only one strategic element that affect implementation of PAS while the current study focused on four elements that affect implementation of PAS.

Kadiresan, Selamat, Selladurai, Ramendran and Mohamed (2015) did a study on how training and development enhances performance appraisal systems and how this affects the organizational commitment. The study was descriptive in nature; 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. The study was done in Malaysia while the current study was done in Kenya.

### **2.3.5 Environmental Factors on Implementation of Performance Appraisal Systems**

Abane and Brenya (2021) focused on the relationship between organizational environment antecedents and performance management in local government: evidence from Ghana. The study used quantitative research design techniques in the data collection phase between May and August 2017 in the Greater Accra Region of Ghana. The results of the findings indicate that there is a strong relationship between two organizational environment variables: stakeholder participation, political support, and performance management. However, the findings further suggest that stakeholder participation was a better predictor of performance management than political support. Additionally, employees' age, gender, and organizational size were statistically significant in the model fit. The study was done in Ghana while the current study was done in Kenya.

### **2.3.6 Government Policies on Implementation of Performance Appraisal Systems**

Maldini (2015) focused on higher education policies in transition and restructuring public universities. The study examines the trends of universities' restructuring under conditions of change of traditional relations between them and social environment, particularly the state. They are characterized by diminishing of the key role of the nation-state in current social and economic development, and gradual decomposition of the welfare state and reduction of its core functions that include significantly reduced support to higher education. The study adopted a desktop research design.

Both processes push policy makers toward market-led policies on higher education, which causes problems, whether of higher education sustainability, or quality and competitiveness, or accessibility and equity. The study established that the exogenous factors largely impact (or directly create) trends that affect changes in higher education systems, particularly in the universities' role and mission, while the endogenous factors are mainly responsible for success of reforms in certain societies (Maldini, 2015). The study adopted a desktop research design thus showing a methodological gap. The current study was descriptive.

Adetunji (2015) focused on implementing government policies in university education: Challenges faced by Nigerian Universities' principal officers. The paper adopts a qualitative approach towards unveiling the causal mechanisms that affect the implementation of government policies in Nigeria, using

principal officers' knowledge of the phenomenon. Twenty-one principal officers were involved in the study. A purposive sampling method was adopted for the selection of these principal officers. The finding revealed five major mechanisms that challenge the implementation of government policies in the context of Nigerian universities. The findings reveal that many competing voices operate in different parts of the sector. This affects the structure, causing the mechanism to function wrongly, with a lack of common platforms from which to understand government policies. The study was done in Nigeria while the current study was done in Kenya.

### **2.3.7 Implementation of Performance Appraisal Systems**

In Rwanda, Nuwagaba (2015) did an investigation on factors that influence the implementation of the performance appraisal system. The specific factors that the study focused included; management processes, communication between appraise and appraise and the training levels. The study used a descriptive research design. The research established that communication; the levels of training, the trust levels had an influence on performance appraisal systems. The study was done in Rwanda while the current study was done in Kenya.

Farndale and Kelliher (2013) did a study on implementing performance appraisal: Exploring the employee experience. The study adopted a desktop research design. The study indicated that line managers play an important role as implementers of performance appraisal, enacting procedures designed by the HR function. However, the actual employee experience of these procedures (which may differ from how they were intended or enacted) in terms of

perceptions of justice in the process is likely to have consequences for levels of organizational commitment. Furthermore, based on signaling theory, the broader organizational climate, measured here in terms of the level of trust employees have in the senior management, sets the context in which this experience takes shape. The study showed that organizational units with high trust in senior management have both higher levels of commitment, and show a stronger link between employee perceptions of fair treatment by their line manager during performance appraisal, and organizational commitment. The study adopted a desktop research design thus showing a methodological gap. The current study was descriptive.

Kaupa and Atiku (2020) did a study on challenges in the implementation of performance management system in Namibian Public Sector. The study used a qualitative research method and collected data through interviews. The sample consists of 42 participants. The data gathered was reviewed against the literature on the subject. The thematic data analysis technique was used to analyze the data, where core topics emerging from the discussion and interviews were grouped and analyzed. This research identifies a lack of training and proper orientation in performance management as primary challenges in adopting a performance management system in the public sector. The other contributing factors include inadequate monitoring and evaluation, the shortage of policies supporting the implementation process, poor communication in performance planning, performance reviews, poor feedback on performance and lack of employee involvement in the implementation of

the performance management system. The study was done in Namibia while the current study was done in Kenya.

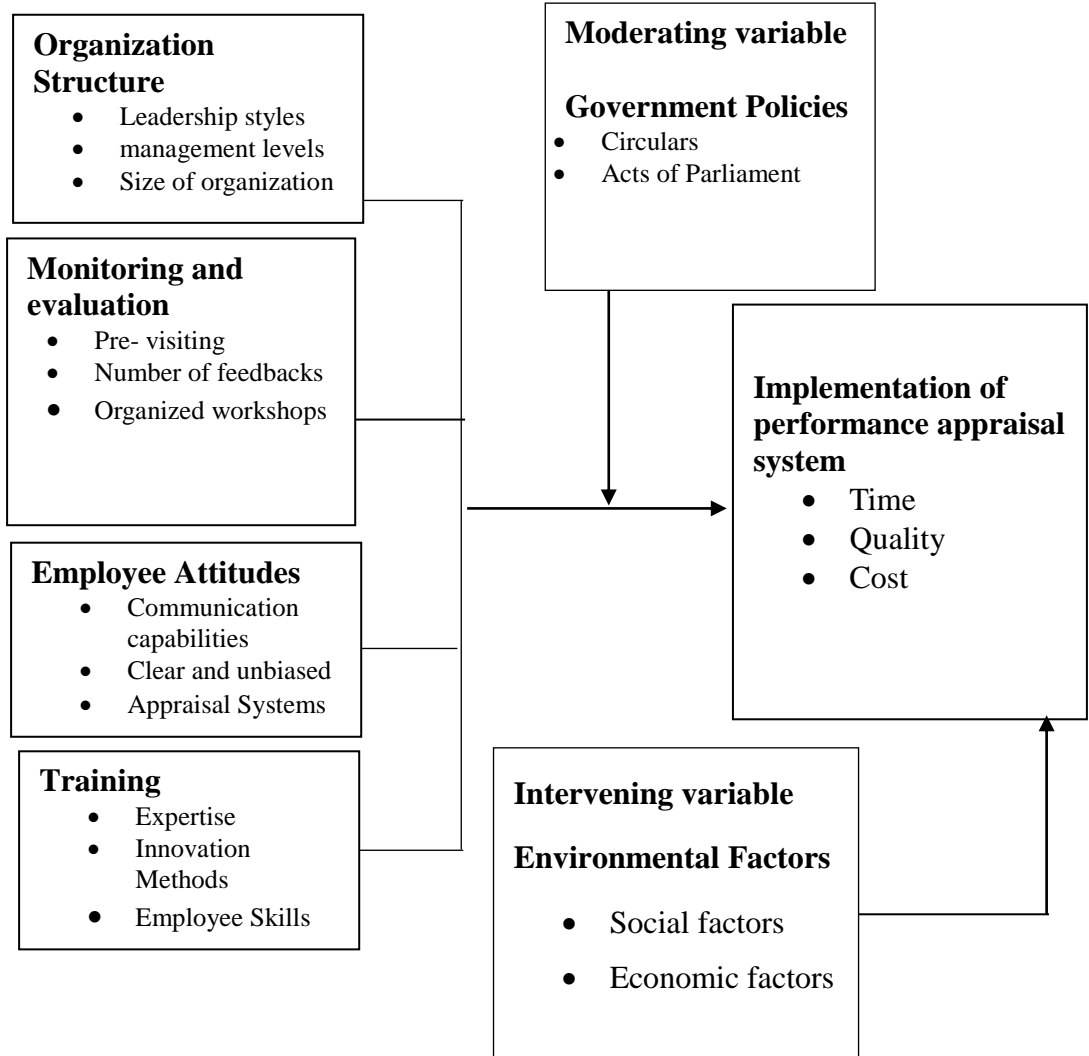
#### **2.4 Conceptual Framework**

A conceptual framework is a strategy that shows the relationship between the independent and dependent variables in a study (Adams, Brenner & Smith, 2013). The independent variable in this study was organizational structure, monitoring and evaluation, employee attitudes and training whereas the dependent variable was implementation of performance appraisal system. The conceptual framework of this study is presented in Figure 2.1.



**Independent Variables**

**Dependent Variable**



**Figure 2.1: Conceptual Framework**

**Source: Wekesa (2021)**

### **2.4.1 Organization Structure**

Organization structure refers to hierarchical arrangement of authority in an organization that defines job functions. Ouma (2019) indicated that organization structure is the degree of formalization of rules, communication, authority and compensation, centralization in decision making, standardization of work skills and processes control of results by accepting only adequate outcome. The organizational structure also determines how information flows between levels within the company. While organization is necessary for success, the structure can influence the implementation of performance appraisal system. A company's organizational structure may dictate the level of implementation, who makes ultimate project decisions, the communication of project goals and tasks and how the project manager works with his team. In this study organizational structure was measured by; leadership styles, management levels and size of organization.

### **2.4.2 Monitoring and Evaluation**

Monitoring and evaluation of project work is the process of tracking, reviewing, and regulating the progress to meet the performance objectives defined in the project management plan. Monitoring includes status reporting, progress measurement, and forecasting. Monitoring and Evaluation of projects can be of great importance to various project stakeholders including the clients and project financiers as it would ensure similar projects are successful. The three major aspects of monitoring and evaluation include; strength of the monitoring team, approaches used in monitoring and evaluation and the stages

involved in the process of monitoring and evaluation (Okuta, 2019). In this study monitoring and evaluation was measured by; pre- visiting, number of feedbacks, organized workshops.

### **2.4.3 Employee Attitude**

In the workplace, employees can have either a positive or negative attitude about specific work tasks, products or services, co-workers or management, or the company as a whole. Bad attitudes result in apathy to daily tasks. Positive attitudes among employees make workdays more enjoyable. Employee attitudes will be of great importance in determining successful implementation of performance appraisal systems. In these study employee attitudes was measured by communication capabilities, clear and unbiased and appraisal Systems.

### **2.4.4 Training**

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. Training in this study was measured by expertise, innovation methods and employee skills.

#### **2.4.5 Implementation of Projects**

Implementation is the realization of an application or execution of a plan, idea, model, design, specification, standard, algorithm or policy. According to Ouma (2016), a project/system is generally considered to be successfully implemented if it comes in on schedule (time criterion), comes in on-budget (monetary criterion), achieves basically all the goals originally set for it (effectiveness criterion), and is accepted and used by the clients for whom the project was intended (client satisfaction criterion). In this study implementation of performance appraisal system was measured by time, cost and quality. Time refers the designated time frame to completion. A successful project must be completed within the designated time. Cost refers to the designated amount of money that is planned to complete the project. A successful project must not spend more than the amount that was specified at the planning stage. Lastly, a good project must be of good quality. It must meet the specified set of performance standards.

#### **2.4.6 Environmental Factor**

Hyvari (2006) summarized the environmental factors into project related factors, leadership related factors, and organization related factors and the human related factors. The current study focused on environmental factors such as social factors and economic factors. A policy is a set of ideas or plans that is used as a basis for making decisions, especially in politics, economics, or business. Government policies in this study were used as a moderating variable. Government Acts and circulars was some of the government policies

that were used in the study. A government circular is a written statement of government policy. It often provides information, guidance, rules, and/or background information on legislative or procedural matter. The government always gives out circulars to public universities in cases where they want to pass certain information.

## 2.4 Research Gap

Various gaps such as conceptual gaps, methodological gaps, contextual gaps and scope gaps have been identified from the literature review.

**Table 2.1: Summary of Literature review and Research gaps**

Author	Title of the study	Findings	Methodology	Gaps	Link with Current study
Mansor et al. (2017)	organizational factors that affect performance appraisal in higher instructive organization	Organizational factors have an impact on PAS	Descriptive research design	The study was done in South East Asia	The current study was done in Kenya
Rusu et al. (2016)	organizational factors that have an effect on employee performance appraisal.	The organizational factors that have huge impacts on performance appraisal of employees were established	Desktop research design	The study adopted a desktop research design thus showing methodological gap	The current investigation was descriptive in nature
Kogi (2014)	factors contributing to performance management systems implementation	authoritative organizational culture and structure had a positive association with PMS	Descriptive research design	The study left out the aspect of public universities	The current study was done in public universities
Moinkett (2015)	how organizational	Organizational structure have	Survey research	The study was qualitative	The recent study was

<b>Author</b>	<b>Title of the study</b>	<b>Findings</b>	<b>Methodology</b>	<b>Gaps</b>	<b>Link with Current study</b>
	structure has an impact on Geothermal Development Corporation project implementation	an impact on project implementation	design	thus showing methodological gaps	quantitative
Ibrahim and Benson (2020)	monitoring and evaluation on effectiveness of Teachers	The outcomes indicated that monitoring and evaluation was a major determinant of teachers effectiveness	Descriptive research design	The study however left out the aspect of PAS implementation	The current study focused on effect of monitoring and evaluation on PAS implementation
Neumann et al. (2018)	strategic monitoring and evaluation and strategic change implementation	strategic monitoring and evaluation had an impact on strategic change implementation	Case study research design	The study adopted a case study research design thus showing methodological gap	The current study adopted a descriptive research design
Kim et al. (2018)	monitoring and evaluation practices on effects on nonprofit organizations PAS	monitoring and evaluation practices had effects on nonprofit organizations PAS	Descriptive research design	The study was done in South Korea	The current study was done in Kenya
Anjul (2017)	employees attitude and their effect on performance appraisal practices	Performance was greatly affected by employee attitudes	Descriptive research design	The study was done in Ethiopia	The current study was done in Kenya
Idowu (2019)	workers attitudes, performance appraisal systems and performance	workers attitudes had an impact on performance appraisal systems	Case study research design	The study adopted a case study design thus showing methodological gap	The current study adopted a descriptive research design
Okoth and Rotich (2016)	employee attitudes and human resource performance appraisal process in UN Office at Nairobi	employee attitudes had an effect on human resource performance appraisal process	Descriptive research design	The study was done in united nations in Nairobi	The current study focused on public universities in Mount Kenya region

<b>Author</b>	<b>Title of the study</b>	<b>Findings</b>	<b>Methodology</b>	<b>Gaps</b>	<b>Link with Current study</b>
Akhter et al. (2016)	impact of training and development, performance appraisal and reward system on job satisfaction	training and development had an effect on job satisfaction	Descriptive research design	The study however did not test the effect of training on PAS	The recent study tested the effect of training on PAS
Kadiresan et al. (2015)	training and development and performance appraisal systems affects the organizational commitment	Training and development had an effect on performance appraisal	Descriptive research design	The study was done in Malaysia	The current study was done in Kenya
Abane and Brenya (2021)	relationship between organizational environment antecedents and performance management in local government: evidence from Ghana	organizational environment antecedents had an impact on performance management	Descriptive research design	The study was done in Ghana thus showing a conceptual gap	The current study was done in Kenya
Maldini (2015).	higher education policies in transition and restructuring public universities	The study established that the exogenous factors largely impact (or directly create) trends that affect changes in higher education systems	Desktop research design	The study adopted a desktop research design	The current study was descriptive
In Rwanda, Nuwagaba (2015)	investigation on factors that influence the implementation of the performance appraisal system.	The research established that communication; the levels of training, the trust levels had an influence on performance appraisal systems	Descriptive research design	The study was done in Malaysia	The current study was done in Kenya

<b>Author</b>	<b>Title of the study</b>	<b>Findings</b>	<b>Methodology</b>	<b>Gaps</b>	<b>Link with Current study</b>
Farndale and Kelliher (2013)	implementing performance appraisal: Exploring the employee experience	The study indicated that line managers play an important role as implementers of performance appraisal, enacting procedures designed by the HR function	Desktop research design	The study adopted a desktop research design thus showing methodological gap	The current investigation was descriptive in nature
Kaupa and Atiku (2020)	challenges in the implementation of performance management system in Namibian Public Sector.	This research identifies a lack of training and proper orientation in performance management as primary challenges in adopting a performance management system in the public sector	Descriptive research design	The study was qualitative	The current study was quantitative



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This section contained the design that was adopted in the study, the investigation scope as well as the specific investigation scope. The section also entailed the population that was targeted by the investigation, sample and the instrument of the investigation. Pilot testing, the method of info collection, data analysis and ethical considerations of the investigation.

#### **3.2 Research Design**

This investigation adopted descriptive survey research design because it assists the scholar to gather data from the target population so as to determine the current status of the subject under investigation in relation to the variables. Descriptive research design enabled the researcher to establish the feelings, opinions and perceptions of the chosen respondents in regard to the effect of performance contracting strategic elements influencing implementation of performance appraisal systems in the public Universities in Mount Kenya Region.

#### **3.3 Scope of the Study**

The geographical region of the study was Mount Kenya Region. These includes the following counties within the Kenyan Republic; Nyeri, Kirinyaga, Tharaka Nithi, Murang'a, Nyeri, Embu and Meru. The Universities under study included; Meru University of Science and Technology, Kirinyaga University,

Murang'a University, Chuka University, University of Embu, Karatina University and Dedan Kimathi University of Science and Technology. This region was selected since the researcher was well conversant with the region.

### **3.4 Target Population**

Kothari and Garg (2015) indicated an investigation populace the entire number of likely choices of a characteristic of interest in the population of study. The findings from the target population was generalized on the study. Mount Kenya Region has seven (7) chartered public universities which are Meru University of Science and Technology, Kirinyaga University, Murang'a University, Chuka University, University of Embu, and Dedan Kimathi University of Science and Technology. The target population of this study was the junior permanent staff, human resource officers, administrators and finance officers in the seven (7) chartered public universities as they were considered the ones directly involved in the implementation of performance appraisal systems. The target population for this study consisted of 2423 university employees from which a sample size was drawn. Out of the 2423, 345(14.24%) were academic staff.

**Table 3.1: Target Population**

<b>Respondents</b>	<b>Target population</b>	<b>Percentage</b>
Meru University of Science and Technology	385	15.89
Dedan Kimathi University of Science and Technology	321	13.25
Karatina University	435	17.95
Kirinyaga University	309	12.75
Chuka University	345	14.24
Murang'a University	301	12.42
Embu University	327	13.50
<b>Total</b>	<b>2423</b>	<b>100</b>

**Source: Commission for University Education Report (2020)**

### **3.5 Sampling Procedures and Sample Size**

According to Palinkas (2015) the sample size should be large enough to represent a group of study and be in a position to convey as much information as possible. From the selected, a strata was acquired since each had an equal chance of being selected for the study. The sample comprised of 7 strata that is the 7 universities in Mount Kenya Region. The following formula by Nassiuma (2015) was used since it's more precise.

$$n = \frac{N(cv^2)}{Cv^2 + (N - 1)e^2}$$

Where  $n$  = sample size

$N$  = population

$Cv$  = coefficient of variation (in this case 0.6)

$e$  = tolerance of desired level of confidence (take 0.05) at 95% confidence level)

$$n = \frac{2423(0.6^2)}{0.6^2 + (706 - 1)0.05^2} = \mathbf{135.97} \text{ (Rounded to 136)}$$

Therefore, n=135.97 (round to 136)

**Table 3.2: Sample Size**

<b>Respondents</b>	<b>Target population</b>	<b>Percentage</b>	<b>Sample Size</b>	<b>Academic staffs</b>	<b>Non academic staffs</b>
Meru University of Science and Technology	385	15.89	22	19	3
Dedan Kimathi University of Science and Technology	321	13.25	17	16	3
Karatina University	435	17.95	24	21	3
Kirinyaga University	309	12.75	16	15	2
Chuka University	345	14.24	19	17	3
Murang'a University	301	12.42	17	15	2
University of Embu	327	13.50	18	16	3
<b>Total</b>	<b>2423</b>	<b>100</b>	<b>136</b>	<b>117</b>	<b>19</b>

**Source: Commission for University Education Report (2020)**

Therefore, the sample size was 136 respondents from the 7 chartered public universities in the Mount Kenya Region. Stratified random sampling was used in this study. The 136 staffs will contain of 19 (14.24%) academic staff and 117 non-academic staffs.

### **3.6 Research Instruments**

A questionnaire was used as the research instrument for this study. A questionnaire is a piece of paper and a pencil data collection instruments filled by respondents for research purpose (Morris 2001). They were divided into two sections, whereby one section contained the general information and the

second section contained queries regarding the study variables. They were open and closed ended to allow respondents the freedom to answer to their questions and not limiting any. Questionnaires are free from bias and therefore offer valid data with accuracy of information (Zohrabi, 2013). The questionnaire was administered to the 136 respondents from the sample size of the population.

### **3.7 Piloting**

Pilot testing is the process of conducting a test on a dissimilar populace but with like traits as those of the actual study the researcher intends to research (Kumar, 2011). The pilot testing for the study was conducted on performance appraisal system in the institution in the public sector with similar study sample size. A 5-10% is adequate for piloting in a study (Mugenda & Mugenda, 2003). Respondents to identify the correctness and instruction guidance were chosen randomly. Pilot testing offered a great chance for the researcher to collect feedback from participants which helped in efficiency of the instrument. Therefore 14 respondents were used in the pilot testing. The 14 respondents (10%) were selected randomly from the staff, human resource officers, administrators and finance officers working at the Jomo Kenyatta University of Agriculture and Technology. The 14 respondents were not included in the final study.

### **3.7.1 Reliability of the Measurement Instrument**

To enhance the reliability of data collected the researcher held consultation with the supervisor. Cronbach's Alpha ( $\alpha$ ) which indicates the extent to which reliability of a set of test items is used to measure a single independent variable was used.  $\alpha$  ranges between 0 and 1.00 was the threshold of this investigation. Therefore, reliability in the study was determined by Cronbach's Alpha of 0.7.

### **3.7.2 Validity of the Instrument**

Validity "refers to the extent to which measures actually measure what they claim to measure" (Bellamy, 2012). This refers to how well the data is collected. Validity of research instrument was measured by performing a pilot test. There are several types of validity measurements, which include construct validity, concurrent validity, content validity, criterion related validity, face validity, external validity and internal validity. The study used construct validity. The construct validity of research instrument refers to the degree to which measure conforms to predicted correlations with other theoretical propositions. Expert judgement was used to measure validity. All through validity experts were consulted to help improve validity and remove any ambiguity.

### **3.8 Data Collection Procedures**

Kothari (2004) indicated that data collection procedures are techniques and tools used when collecting data from the sampled participants. The data from the respondents was collected by use of questionnaire since the respondents

can fill in answers in written form and the researcher can collect the filled questionnaires as supported by Kombo and Tromp (2006).

The questionnaire was delivered to the staff by the researcher and with the help of research assistants. Copies of signed performance contracts, performance reports and other relevant documents were requested from the relevant officers and offices. Analysis of these documents by use of (SPSS) was done in order to provide data on the performance appraisal systems, policies, expectations, measures, parties involved, its duration and other controls measures.

### **3.9 Methods of Data Analysis**

Data analysis refers to the interaction of examining, changing and displaying information determined to feature valuable data, suggested conclusions and supporting decision making. First, the questionnaires were edited to ensure consistency, accuracy and completeness. Qualitative data was analyzed using content analysis. For analysis of closed ended questions the statistical package for social science (SPSS) was used. It involved analysis by using descriptive and inferential statistics.

In addition, inferential statistics involving both correlation and multiple regressions was conducted to determine associations in  $y$ , the dependent variable, and other independent variables ( $x$ ) in the study. Multi regressions analysis was applied to show the relationship between dependent and independent variables. This method is preferred because it's used in more than two independent variables.

Data obtained from the research was presented in tables and figures from where findings were interpreted regarding the study. Qualitative data was presented in prose form.

The multiple regression equation was as shown;

$$Y = c + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where;

Y = implementation of performance appraisal systems in public institutions

C = Constant

X<sub>1</sub> = organization Structure

X<sub>2</sub> = monitoring and evaluation

X<sub>3</sub> = employee attitudes

X<sub>4</sub> = Training

ε = Error term

(β<sub>1</sub>, β<sub>2</sub>, β<sub>3</sub>, β<sub>4</sub>) = Regression coefficient of variable X<sub>1</sub>, X<sub>2</sub>, X<sub>3</sub>, X<sub>4</sub>

**Table 3.3: Operationalization of Variables**

Variable	objective	Measurements	Data analysis
Organizational structure	To determine how organization structure influences implementation of performance appraisal systems in the public Universities in Mount Kenya Region.	Leadership styles management levels Size of organization	Descriptive Correlation Regression
Monitoring and evaluation	To study how monitoring and evaluation influences implementation of performance appraisals in	Pre- visiting Number of feedbacks Organized workshops	Descriptive Correlation Regression



	public Universities in Mount Kenya Region.		
Employee attitudes	To investigate how employee attitudes influences implementation of performance appraisals in public Universities in Mount Kenya Region.	Communication capabilities Clear and unbiased Appraisal Systems	Descriptive Correlation Regression
Training	To examine the extent to which training influences implementation of performance appraisal in public Universities in Mount Kenya Region	Expertise Innovation Methods Employee Skills	Descriptive Correlation Regression
implementation of performance appraisal (Dependent variable)		Time Quality Cost	Descriptive

**Source: Researcher (2021)**

Diagnostic tests were conducted before carrying out the regression

### 3.9.1 Normality Test

In statistics normality tests are utilized to decide whether an informational collection is all normally distributed and to figure how logical it is for an arbitrary variable hidden the informational index to be normally distributed (Ramakrishna, 2013). Normality of data was tested by use of Shapiro and Wilk

### 3.9.2 Multicollinearity Test

Test for multicollinearity assists in examining the strength of the association amongst variables. There are two types of correlation; positive and negative correlation. In positive correlation, the two variables are positively correlated with correlation values above 0. In negative correlation the two variables are negatively correlated with correlation values below 0. Correlation assist in testing whether there is presence of multicollinearity amongst the variable. According to Stangor (2014) very high levels of correlation causes multicollinearity.

Miles (2014) added that there should be no correlation between the independent variables. Correlation values ( $r$ ) are recognized when they are between 0.3 and 0.7. In this research VIF (Variance Inflation Factor) was used. The value of the VIF should be less than 10 (Miles, 2014).

### **3.9.3 Heteroscedasticity**

The error term of a study should be a constant. If the error term is not constant, heteroscedasticity is assumed (Williams, 2015). For normal least squares; it is assumed that the error terms of the model have consistent difference and that they are uncorrelated together. Assuming this isn't the situation, OLS is presently not productive, so we might perhaps get more precise gauges by applying various techniques (Gujarati and Porter, 2009). The review utilized Glejser to test for Heteroscedasticity. The null hypothesis is that the data does not suffer from Heteroscedasticity when the p-value is greater than the 5%.

### **3.9.4 Test of Autocorrelation**

According to Wooldridge (2003) inability to distinguish and represent sequential relationship in the eccentric blunder term in a board model would result into one-sided standard mistakes and wasteful boundary gauges. The Durbin Watson test was used to test the autocorrelation

### **3.10 Logical and Ethical Considerations**

Informed consent of the respondents were sought while their anonymity and confidentiality of the information collected was upheld during and after the study. The researcher conformed to the principle of voluntary consent where

the respondents were required to take part in the examination freely, and the genuine reason for this exploration was uncovered to the respondents. The specialist likewise looked for consent from significant specialists prior to undertaking data collection, among them being the permit from the National Commission for Sciences, Technology and Innovation (NACOSTI). Also plagiarism report was produced to show the level of originality of the study.

## CHAPTER FOUR

### RESEARCH RESULTS

#### 4.1 Introduction

This chapter comprises of data analysis, findings and interpretation. Results are presented in Tables and diagrams. The analyzed data was arranged under themes that reflect the research objectives

#### 4.2 Response Rate

The number of questionnaires that were administered to staff, human resource officers, administrators and finance officers in the 7 chartered public universities were 136. Response rate results are presented in Table 4.1.

**Table 4.1: Response Rate**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Returned	107	78.68%
Unreturned	29	21.32%
<b>Total</b>	<b>136</b>	<b>100%</b>

A total of 107 questionnaires were properly filled and returned. This represented an overall successful response rate of 78.68% as shown on Table 4.1. This agrees with Babbie (2004) who asserted that return rates of 50% are acceptable to analyze and publish, 60% is good and 70% is very good. Based on these assertion 78.68% response rate was very good for the study.

### 4.3 Pilot Results

A pilot study was carried out to fine tune the data collection instruments. Therefore 14 questionnaires were administered to human resource officers, administrators and finance officers working at the Jomo Kenyatta University of Agriculture and Technology. These respondents were randomly selected. All the 14 questionnaires were dully filled and returned.

Reliability and validity was conducted on the following variables; organizational structure, employee attitudes, monitoring and evaluation, training and implementation of performance appraisal systems

#### 4.3.1 Reliability Results

Reliability analysis was done to evaluate survey constructs. Reliability analysis was evaluated using Cronbach's alpha. The reliability was therefore expressed as a coefficient between 0 and 1.00. The higher the coefficient, the more reliable the test is.

**Table 4.2: Reliability Results**

<b>Variable</b>	<b>Cronbach's Alpha</b>	<b>Number of items</b>	<b>Comment</b>
Organizational structure	0.767	5	Reliable
Monitoring and evaluation	0.931	5	Reliable
Employee attitudes	0.845	5	Reliable
Training	0.805	6	Reliable
Implementation of PAS	0.877	4	Reliable

The findings on Table 4.2 indicated that organizational structure, monitoring and evaluation, employee attitudes, training and implementation of performance appraisal systems had reliability of 0.767, 0.931, 0.845, 0.805 and 0.877 respectively. All variables depicted that the value of Cronbach's Alpha were above the value of 0.7 thus the study variables were reliable. This represented high level of reliability. Sekaran and Bougie (2013) argued that coefficient greater than or equal to 0.7 is acceptable for basic research.

#### 4.3.2 Validity Results

Kaiser-Meyer-Olkin (KMO) test was performed to test for validity. A KMO above 0.5 was deemed to be valid.

**Table 4.3: Construct Validity Results**

<b>Variable</b>	<b>KMO</b>	<b>Chi square</b>	<b>Sig</b>
Organizational structure	0.628	20.648	0.028
Monitoring and evaluation	0.801	54.018	0.000
Employee attitudes	0.779	24.298	0.007
Training	0.637	31.974	0.000
Implementation of PAS	0.788	28.505	0.000

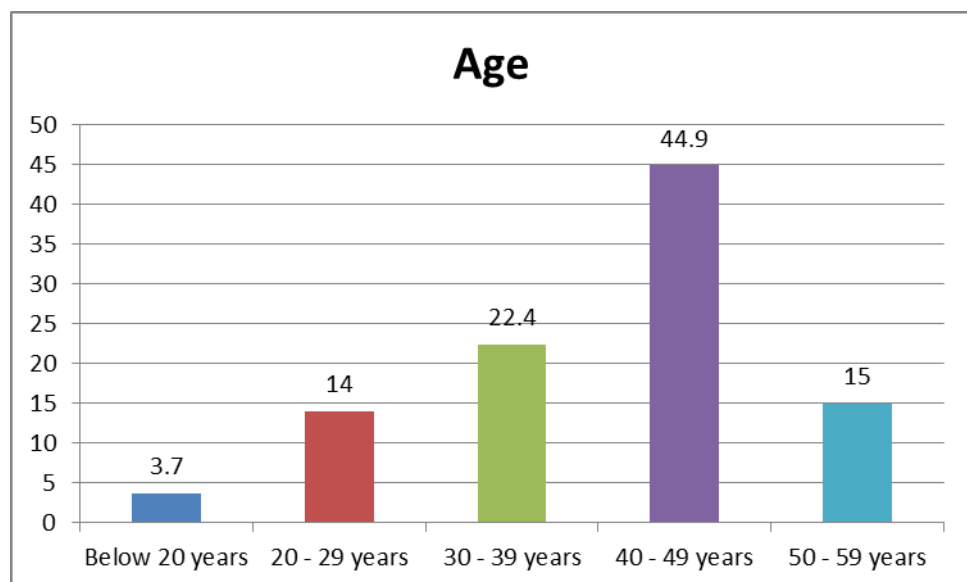
From the results above the KMO of organizational structure, monitoring and evaluation, employee attitudes, training and implementation of performance appraisal systems was 0.628, 0.801, 0.779, 0.637, 0.788 respectively. This means that all the variables were reliable in the study and had good internal consistency. This means that all the variables had a KMO above 0.5 and thus all the variables were valid. According to Field (2005), KMO Value/Degree of Common Variance above 0.5 is sufficient for the study.

## 4.4 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.

### 4.4.1 Age of the Respondents

The respondents were asked to indicate their age. Results were shown in Figure 4.1 below.



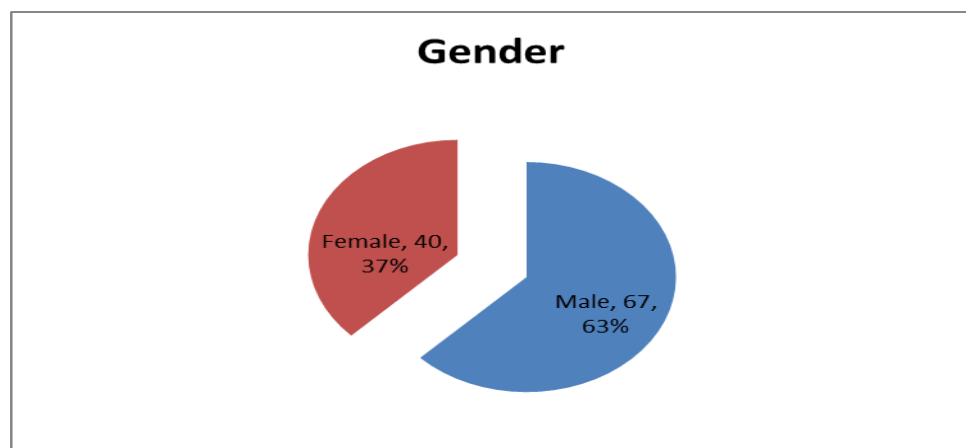
**Figure 4.1: Age of the Respondents**

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. This implied that most of the employees in the public universities that are involved in implementation of performance appraisal systems are elderly people and this was likely to be a major threat to the implementation process. This was also in line with findings by Mukhwana et al (2016) who established that majority of the management staff in universities were above 40 years.

#### 4.4.2 Gender of the Respondents

The respondents were asked to indicate their gender. Results were shown in Figure 4.2 below.



**Figure 4.2: Gender of the Respondents**

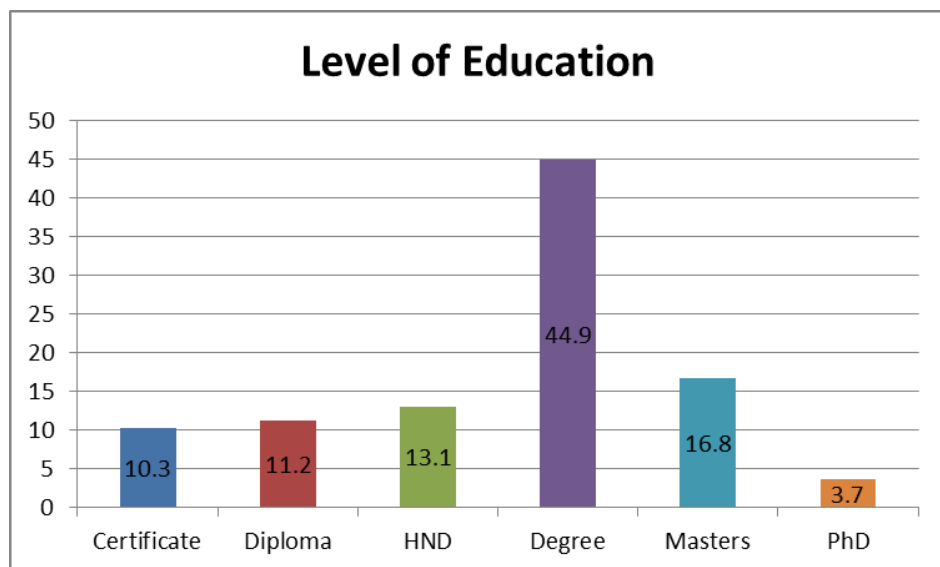
Results showed that most of the respondents who were 63% indicated that they were males while 37% of the respondents were female. This implied most staff, human resource officers, administrators and finance officers in the 7 chartered public universities were men. This confirmed findings in Taşçı (2021) who noted that women are underrepresented in academics. The findings were also in



tandem with Muyaka (2019) and Mukhwana et al (2016) who also established that in public institutions in Kenya male academics were more than female.

#### 4.4.3 Level of Education

The respondents were asked to indicate the level of education. Results were shown in Figure 4.3 below.



**Figure 4.3: 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. The study findings agreed with Muyaka (2019) who found out that majority of staff in universities had a degree.

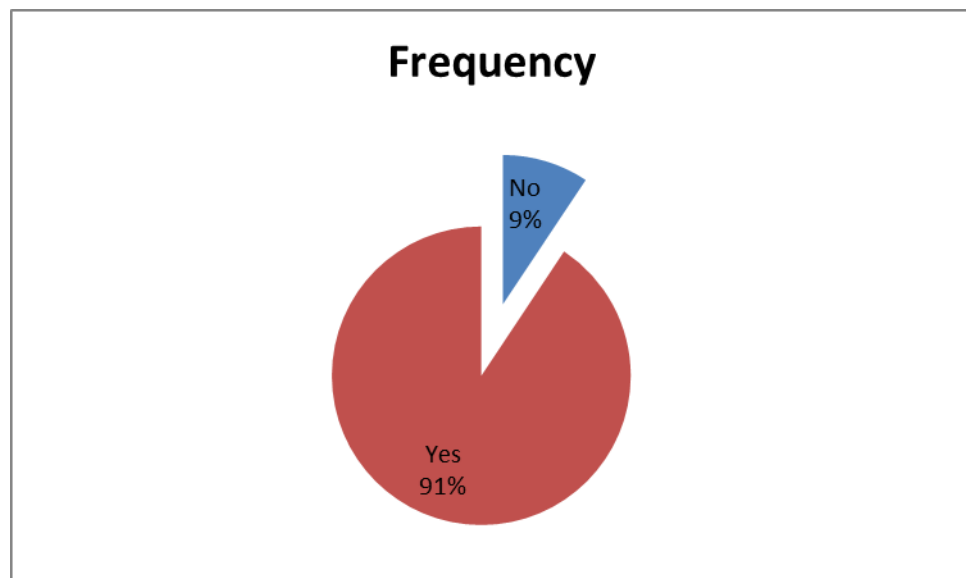
## 4.5 Descriptive Statistics

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

### 4.5.1 Organizational Structure

The respondents were asked to indicate whether their institutions have an organizational structure. All the respondents indicated that their institutions had an organizational structure.

The respondents were further asked to indicate whether good organizational structure influenced implementation of performance appraisal systems.



**Figure 4.4: organizational structure and implementation of performance appraisal systems**

Results showed that majority of the respondents who were 91.0% indicated that good organizational structure influenced implementation of performance appraisal systems while only 9% of the respondents indicated that

organizational structure does not influence implementation of performance appraisal systems.

**Table 4.4: Organizational Structure**

Statement	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std.Dev
Flow of information support implementation of PAS in the organization	107	6.50%	6.50%	19.60%	38.30%	29.00%	3.77	1.14
Tasks and responsibilities on use of PAS are properly defined	107	12.10%	7.50%	13.10%	48.60%	18.70%	3.54	1.23
Resource allocations support implementation of PAS	107	6.50%	5.60%	12.10%	48.60%	27.10%	3.84	1.09
Resources for PAS implementation are sufficient	107	9.30%	9.30%	22.40%	39.30%	19.60%	3.50	1.18
Formal organization structure do not conflict with the informal social groups	107	12.10%	6.50%	20.60%	30.80%	29.90%	3.60	1.31

Results showed that majority of the respondents who were 67.30% agreed with the statement that flow of information supported implementation of PAS in the organization (mean = 3.77, Std. Dev=1.14). The standard deviation was above 1 thus showing that the answers were varied from the mean. This implied that universities that had good flow of information amongst the staffs were able to successfully implement the PAS. The study findings agreed with Nuwagaba (2015) who established that effective communication had an influence on performance appraisal systems. Further results also indicated that majority of the respondents who were 67.3% agreed with the statement that tasks and responsibilities on use of PAS are properly defined (mean = 3.54, Std. Dev=1.23). The standard deviation was above 1 thus showing that the answers

were varied from the mean. This implied that when management defines the responsibilities of employees on use of PAS it enhances effectiveness of the PAS implementation. In addition, results showed that majority of the respondents who were 75.7% agreed with the statement that resource allocations support implementation of PAS (mean = 3.84, Std. Dev=1.09). The standard deviation was above 1 thus showing that the answers were varied from the mean. This implies that ensuring that resources are well allocated in the university enhances the implementation of PAS. Further results also indicated that majority of the respondents who were 60.7% agreed with the statement that formal organization structure do not conflict with the informal social groups (mean = 3.60, Std. Dev=1.31). The standard deviation was above 1 thus showing that the answers were varied from the mean. This implies that drawing a line between the formal and informal organizational structure boosts implementation of PAS. These findings agreed with Mansor et al. (2017) who indicated that organizational structure affects performance appraisal in higher instructive organization.

The respondents were further asked to indicate how else organizational structure influences implementation of performance appraisal systems in their organization. The respondents indicated that organizational performance facilitated the implementation of performance appraisal systems. The respondents further added that organizational structure improves operational efficiency of the PAS by providing clarity to employees at all levels of a company. These findings agreed with Mansor et al. (2017) who indicated that

organizational structure affects performance appraisal in higher instructive organization.

#### 4.5.2 Monitoring and Evaluation

The second objective of the study was to determine how organization structure influences implementation of performance appraisal systems in the public Universities in Mount Kenya Region. Descriptive for monitoring and evaluation were presented in Table 4.5 below.

**Table 4.5: Monitoring and Evaluation**

Statement	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev
The institution management allocates days to complete remaining tasks in this organization	107	6.50%	6.50%	7.50%	29.00%	50.50%	4.10	1.20
The management does an analysis of submitted reports by the employees	107	9.30%	5.60%	1.90%	23.40%	59.80%	4.19	1.29
The management keeps record of percentage	107	17.80%	3.70%	17.80%	17.80%	43.00%	3.64	1.50

of tasks completed									
The institution ensures that the employee adhere to a work Schedule	107	4.70%	12.10 %	15.00%	29.00%	39.30%	3.86	1.20	
The institution management monitors the entire process of PAS implementation	107	7.50%	14.00 %	8.40%	27.10%	43.00%	3.84	1.32	
<b>Average</b>							<b>3.93</b>	<b>1.30</b>	

Results showed that majority of the respondents who were 79.5% agreed with the statement that the institution management allocates days to complete remaining tasks in the organization (mean = 4.10, Std. Dev=1.20). The standard deviation was above 1 thus showing that the answers were varied from the mean. This implies that ensuring that there are no pending tasks in an organization enhances implementation of PAS. Further results showed that majority of the respondents who were 83.2% agreed with the statement that the management does an analysis of submitted reports by the employees (mean = 4.19, Std. Dev=1.29). The standard deviation was above 1 thus showing that the answers were varied from the mean. This implies that reviewing the work done by employees enables the employees to correct errors which enhances implementation of PAS. The study findings agreed with Ibrahim and Benson

(2020) who indicated that monitoring and evaluation was a major determinant of effectiveness.

Results showed that majority of the respondents who were 60.8% agreed with the statement that the management keeps record of percentage of tasks completed (mean = 3.64, Std. Dev=1.50). The standard deviation was above 1 thus showing that the answers were varied from the mean. This infers that effective record keeping enhances effective monitoring and evaluation of the firm. Further results showed that majority of the respondents who were 63.8% agreed with the statement that the institution ensures that the employee adhere to a work Schedule (mean = 4.19, Std. Dev=1.29). The standard deviation was above 1 thus showing that the answers were varied from the mean. This implies that most universities had effective monitoring and evaluation which enhanced implementation of PAS. The study findings agreed with Ibrahim and Benson (2020) who indicated that monitoring and evaluation was a major determinant of effectiveness. Results showed that majority of the respondents who were 70.1% agreed with the statement that the institution management monitors the entire process of PAS implementation (mean = 3.84, Std. Dev=1.32). The standard deviation was above 1 thus showing that the answers were varied from the mean. This implies that most universities had effective monitoring and evaluation which enhanced implementation of PAS. The study findings agreed with Kim et al. (2018) who indicated that monitoring and evaluation practices affects organizations performance appraisal systems.

The respondents were further asked to indicate how monitoring and evaluation influences implementation of performance appraisal systems in their organization. Majority of the respondents indicated that monitoring and evaluation facilitates learning from past successes and challenges and those encountered during implementation of PAS. The study findings agreed with Ibrahim and Benson (2020) who indicated that monitoring and evaluation was a major determinant of effectiveness.

### 4.5.3 Employee Attitude

The third objective of the study was to determine how organization structure influences implementation of performance appraisal systems in the public Universities in Mount Kenya Region. Descriptive for monitoring and evaluation were presented in Table 4.6 below.

**Table 4.6: Employee Attitude**

Statement	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev
The performance appraisal process results is a clear and unbiased appraisal	107	11.20%	11.20%	11.20%	24.30%	42.10%	3.75	1.39
The performance appraisal process results in better communication between the employee and the supervisor	107	14.00%	10.30%	14.00%	25.20%	36.40%	3.6	1.43
The supervisor utilizes the	107	10.30%	7.50%	10.30%	36.40%	35.50%	3.79	1.29



evaluation system to assess the performance objectively and without bias									
When employee have problems with the performance evaluation they can communicate the concerns openly to the supervisor	107	10.30%	12.10%	5.60%	26.20%	45.80%	3.85	1.39	
I accept the goals I have been assigned	107	9.30%	6.50%	14.00%	29.00%	41.10%	3.86	1.28	

The results showed that majority of the respondents who were 66.4% agreed with the statement that the performance appraisal process results in a clear and unbiased appraisal (mean = 3.75, Std. Dev=1.39). The standard deviation was above 1 thus showing that the answers were varied from the mean. This implied that most of the public universities had a clear performance appraisal programs. Results also showed that majority of the respondents who were 61.6% agreed with the statement that performance appraisal process results in better communication between the employee and the supervisor (mean = 3.60, Std. Dev=1.43). The standard deviation was above 1 thus showing that the answers were varied from the mean. This implied that performance appraisal process enhances effective communication in a firm. These findings agreed with Idowu (2019) who indicated that workers attitude had a significant effect on performance appraisal systems and performance.

Further results showed that majority of the respondents who were 71.9% agreed with the statement that the supervisor utilizes the evaluation system to assess the performance objectively and without bias (mean = 3.79, Std. Dev=1.29). The standard deviation was above 1 thus showing that the answers were varied from the mean. This implies that use of evaluation system enhances equity amongst employees which further promotes effective implementation of PAS. Results also showed that majority of the respondents who were 72.0% agreed with the statement that when the employee have problems with the performance evaluation they can communicate the concerns openly to the supervisor (mean = 3.85, Std. Dev=1.39). The standard deviation was above 1 thus showing that the answers were varied from the mean. This implies that most universities have a transparent evaluation program. Further results showed that majority of the respondents who were 70.1% agreed with the statement that they accept the goals they have been assigned (mean = 3.86, Std. Dev=1.28). The standard deviation was above 1 thus showing that the answers were varied from the mean. This implies that most university employees have the right attitude in their work. These findings agreed with Okoth and Rotich (2016) who found that attitudes of employees had a significant impact on performance appraisal process.

The respondents were further asked to indicate how else employee attitudes influenced implementation of performance appraisal systems in their organization. The respondents indicated that the employee positive attitudes towards PAS enhanced effectiveness of PAS implementation. These findings

agreed with Idowu (2019) who indicated that workers' attitude had a significant effect on performance appraisal systems and performance.

#### 4.5.4 Training

The second objective of the study was to determine how training influences implementation of performance appraisal systems in the public Universities in Mount Kenya Region. Descriptive for monitoring and evaluation were presented in Table 4.7 below.

**Table 4.7: Training**

Statement	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev
My supervisor possesses adequate knowledge and training to properly implement my performance evaluation	107	10.30%	14.00%	18.70%	36.40%	20.60%	3.43	1.25
I need more training in performance appraisal interviews	107	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	107	9.30%	10.30%	11.20%	45.80%	23.40%	3.64	1.22
Innovative methods of training have been adopted in the	107	10.30%	9.30%	21.50%	42.10%	16.80%	3.46	1.18

organization									
My appraisal skills are regularly refreshed and updated through training	107	10.30%	11.20%	9.30%	30.80%	38.30%	3.76	1.34	

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). The standard deviation was above 1 thus showing that the answers were varied from the mean. This implied that most universities conduct training amongst their employees on PAS. 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). The standard deviation was above 1 thus showing that the answers were varied from the mean. This implied that though trainings are conducted on PAS in most universities, they are not sufficient. These findings agreed with Çelik (2014) outcomes that indicated that training programs had significant influence on performance appraisal systems in the short term

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). The standard deviation was above 1 thus showing that the answers were varied from the mean. This implied that the supervisors of PAS in the universities have the relevant skills and knowledge on PAS. 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). The standard deviation was above 1 thus showing that the answers were varied from the mean. This implied that though trainings are conducted on PAS in most universities, they are not sufficient. 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). The standard deviation was above 1 thus showing that the answers were varied from the mean. This implied that most universities staffs updated their skills on PAS. This enhanced implementation of PAS. These findings agreed with Kadiresan et al. (2015) who indicated that training and development had great impact on performance appraisal systems.

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. These findings agreed with Çelik (2014) outcomes that indicated that training programs had significant influence on performance appraisal systems in the short term

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. These findings agreed with Kadiresan et al. (2015) who indicated that training and development had great impact on performance appraisal systems.

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. The study findings agreed with Akhter et al. (2016) who found that training and development had a significant effect on performance appraisal and reward system.

#### 4.5.5 Implementation of Performance Appraisal Systems

The dependent variable was implementation of performance appraisal systems.

Descriptive results were presented in Table 4.8.

**Table 4.8: Implementation of Performance Appraisal Systems**

Statement	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev
PAS are implemented within the approved cost	107	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	107	15.90%	9.30%	4.70%	44.90%	25.20%	3.54	1.38
PAS executed conform to specifications	107	14.00%	5.60%	15.00%	41.10%	24.30%	3.56	1.30

PAS are implemented within the set time	107	8.40%	10.30%	23.40%	31.80%	26.20%	3.57	1.22
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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=1.42). The standard deviation was above 1 thus showing that the answers were varied from the mean. This implied that in universities that had implemented the PAS had implemented it within the cost. The study findings agreed with Kaupa and Atiku (2020) who indicated that the PAS that had been implemented in the public sector had been implemented within the cost. 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). The standard deviation was above 1 thus showing that the answers were varied from the mean. This implied that the implementation process of PAS in most universities was effective. The study findings agreed with Idowu (2019) who indicated that performance appraisal systems that had been implemented in institutions were effective.

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). The standard deviation was above 1 thus showing that the answers were varied from the mean. This implied that most PAS that had been implemented in the public universities conformed to the university

conformations. 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). The standard deviation was above 1 thus showing that the answers were varied from the mean. This implied that slightly more than half of the public universities in Mount Kenya region had effectively implemented the PAS on time. Farndale and Kelliher (2013) who indicated that the institutions that had implemented PAS had done it within the planned time.

#### 4.6 Regression Assumptions

##### 4.6.1 Normality

To confirm whether the error term is normal or not, this study employed the Shapiro-Wilk test. Results are presented in table 4.9.

**Table 4.9: Normality Test**

	<b>Statistic</b>	<b>df</b>	<b>Sig.</b>
Organizational structure	0.879	67	0.066
Monitoring and evaluation	0.817	67	0.527
Employee attitudes	0.872	67	0.062
Training	0.865	67	0.065
Implementation of PAS	0.866	67	0.063

**Source: Research Data (2022)**

The results in Table 4.9 showed that all the variables had a p value above 0.05.

This implied that all the variables of the study were normally distributed.



#### 4.6.2 Multicollinearity Test

Multicollinearity assumptions states that independent variables should not be highly correlated to each other. Multicollinearity was tested in the study using variance inflation factor. results were presented in Table 4.10 below

**Table 4.10: Multicollinearity Test**

	Collinearity Statistics	
	Tolerance	VIF
Organizational structure	0.722	1.385
Monitoring and evaluation	0.668	1.497
Employee attitudes	0.757	1.321
Training	0.579	1.729

**Source: Research Data (2022)**

VIF values ranged from 1.321 (employee attitudes) and 1.729 (training). This implied that there was no multicollinearity amongst the variables

#### 4.6.3 Test of Heteroscedasticity

Breusch-Pagan/Godfrey test was used to test for heteroscedasticity. Results are presented in Table 4.11.

**Table 4.11: Heteroscedasticity Test**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.228	0.109		2.081	0.042
Organizational structure	-0.005	0.042	-0.022	0.108	0.914
Monitoring and evaluation	-0.045	0.042	-0.25	1.079	0.285
Employee attitudes	0.059	0.04	0.326	1.459	0.150

Training	-0.038	0.044	-0.202	0.853	0.397
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All the independent variables had p values above 0.05 implying that the data did not have any heteroscedasticity.

#### 4.6.4 Autocorrelation Test

The Durbin Watson test was used to test for autocorrelation. Findings are displayed in Table 14 below.

**Table 4.12: Test for Autocorrelation**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.853a	0.727	0.717	0.43874	1.901

The results in Table 1 showed that the Durbin Watson *d* statistic was 1.901. The rule of thumb states that values of  $1.5 < d < 2.5$  show that the assumption of autocorrelation is met. The results therefore implied that the study variables did not have autocorrelation.

#### 4.7 Inferential Analysis

Inferential analysis contained both the correlation and the regression results.

##### 4.7.1 Correlation Results

Correlation analysis was conducted to quantify the relationship between the independent variables 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 relationship between the two variables was used. The results are presented in Table 4.13.

**Table 4.13: Correlation Results**

		<b>Implem entation</b>	<b>Organizatio nal structure</b>	<b>Monitoring and Evaluation</b>	<b>Employee Attitudes</b>	<b>Trai ning</b>
Implementati on	Pearson Correlatio n	1				
	Sig. (2-tailed)					
Organizatio nal structure	Pearson Correlatio n	.579**	1			
	Sig. (2- tailed)	0.000				
Monitoring and Evaluation	Pearson Correlatio n	.643**	.385**	1		
	Sig. (2- tailed)	0.000	0			
Employee Attitudes	Pearson Correlatio n	.628**	.358**	.384**	1	
	Sig. (2- tailed)	0.000	0	0		
Training	Pearson Correlatio n	.725**	.491**	.543**	.442**	1
	Sig. (2- tailed)	0.000	0	0	0	

Results showed that organizational structure had a strong positive linear association with implementation of performance appraisal systems ( $r = 0.579$ ,  $p = 0.000 < 0.05$ ). This implied that an improvement in organizational structure would boost the implementation of performance appraisal systems. These findings agreed with Mansor et al. (2017) who indicated that organizational structure affects performance appraisal in higher instructive organization. The results further showed that monitoring and evaluation had a strong positive

linear association with implementation of performance appraisal systems ( $r = 0.643$ ,  $p = 0.000 < 0.05$ ). This implied that an improvement in monitoring and evaluation would boost the implementation of performance appraisal systems. These findings agreed with Neumann et al. (2018) whose outcomes indicated that monitoring and evaluation practices enhanced strategic change implementation. In addition, results showed that employee attitudes had a strong positive linear association with implementation of performance appraisal systems ( $r = 0.628$ ,  $p = 0.000 < 0.05$ ). This implied that an improvement in employee attitudes would boost the implementation of performance appraisal systems. The study was in line with the goal setting theory that indicated that monitoring and evaluation is always conducted on projects so as to make sure that the set goals for any project are achieved. These findings agreed with Idowu (2019) who indicated that workers attitude had a significant effect on performance appraisal systems and performance. The results further showed that training had a strong positive linear association with implementation of performance appraisal systems ( $r = 0.725$ ,  $p = 0.000 < 0.05$ ). This implied that an improvement in training would boost the implementation of performance appraisal systems. The theory of planned behavior showed that the behavior of employees is influenced by attitudes. In this case how well the employees will implement the performance appraisal systems will be determined by the attitudes of the employees towards the system. These findings agreed with Çelik (2014) outcomes that indicated that training programs had significant influence on performance appraisal systems in the short term

#### 4.7.2 Regression Results

Regression analysis was done to determine the relationship between the independent variables (organizational structure, employee attitudes, monitoring and evaluation, training) and dependent variable (implementation of performance appraisal systems).

Model Fitness results were presented in Table 4.14 below.

**Table 4.14: Model Fitness**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.853a	0.727	0.717	0.43874

The results presented in table 4.10 showed that organizational structure, employee attitudes, monitoring and evaluation, training were found to be satisfactory variables in explaining implementation of performance appraisal systems. This means that performance contracting strategic elements explain 72.7% 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 4.15 provides the results on the analysis of the variance (ANOVA).

**Table 4.15: Analysis of Variance**

	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	52.408	4	13.102	68.066	.000b
Residual	19.634	102	0.192		
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 68.066 which imply that organizational structure, employee attitudes, monitoring and evaluation, training were a good predictor of implementation of performance appraisal systems.

Regression of coefficients results were presented in Table 4.16.

**Table 4.16: Regression of Coefficient**

	<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>	<b>t</b>	<b>Sig.</b>
	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>		
(Constant)	-0.714	0.269		-2.655	0.009
Organizational Structure	0.218	0.067	0.198	3.988	0.002
Monitoring and evaluation	0.240	0.059	0.258	4.086	0.000
Employee Attitudes	0.330	0.065	0.302	5.074	0.000
Training	0.377	0.072	0.355	5.221	0.000

Results showed that organizational structure had a positive and significant with implementation of performance appraisal systems ( $r = 0.218$ ,  $p = 0.002 < 0.05$ ). This implied that an improvement in organizational structure by one unit would lead to improvement in implementation of performance appraisal systems by

0.218 units. The study findings agreed with Rusu et al. (2016) who indicated that organization structure had an impact on employee performance appraisal systems. Findings also showed that monitoring and evaluation had a positive and significant effect with implementation of performance appraisal systems ( $r = 0.240$ ,  $p = 0.000 < 0.05$ ). This implied that an improvement in monitoring and evaluation by one unit would lead to improvement in implementation of performance appraisal systems by 0.240 units. The study was in line with the goal setting theory that indicated that monitoring and evaluation is always conducted on projects so as to make sure that the set goals for any project are achieved. These findings agreed with Kim et al. (2018) who indicated that monitoring and evaluation practices affects non profit organizations performance appraisal systems.

The results also showed that employee attitudes had a positive and significant effect with implementation of performance appraisal systems ( $r = 0.330$ ,  $p = 0.000 < 0.05$ ). This implied that an improvement in employee attitudes by one unit would lead to improvement in implementation of performance appraisal systems by 0.330 units. These findings agreed with Okoth and Rotich (2016) who found that attitudes of employees had a significant impact on performance appraisal process. Findings also showed that training had a positive and significant effect with implementation of performance appraisal systems ( $r = 0.377$ ,  $p = 0.000 < 0.05$ ). This implied that an improvement in training by one unit would lead to improvement in implementation of performance appraisal systems by 0.377 units. The theory of planned behavior showed that the behavior of employees is influenced by attitudes. In this case how well the

employees will implement the performance appraisal systems will be determined by the attitudes of the employees towards the system. 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;

$$Y = -0.714 + 0.218X_1 + 0.240X_2 + 0.330X_3 + 0.377X_4$$

Where:

Y = implementation of performance appraisal systems in public institutions

X<sub>1</sub> = organization Structure

X<sub>2</sub> = monitoring and evaluation

X<sub>3</sub> = employee attitudes

X<sub>4</sub> = Training

It is concluded that out of the four independent variables in this study, Training has the highest effect on the implementation of performance appraisal systems in public institutions. Employee attitudes came in second with monitoring and evaluation coming in third and lastly the organization structure has the least effect on our dependent variable.

Employers are urged to consider all the variables highly since results indicated that all the independent variables in this study had a positive and significant effect with implementation of performance appraisal systems.



Training should therefore be given the highest preference when it comes to budgeting.

#### **4.8 Hypotheses Testing**

The hypotheses were tested using multiple linear regressions Table 4.16.

The hypothesis was tested by using multiple linear regressions Table 4.16. The acceptance/rejection criteria was that, if the  $t$  calculated is greater than  $t$  critical (3.96), the  $H_{01}$  is not rejected but if  $t$  calculated is less than  $t$  critical (3.96), the  $H_{01}$  fails to be accepted. The null hypothesis ( $H_{01}$ ) was organizational structure have no significant effect on performance appraisal systems in public Universities in Mount Kenya Region. Results showed that the  $t$  calculated of organizational structure was 3.988 which was greater than  $t$  critical (3.96). Therefore null hypothesis was rejected and the study concluded that there was a significant effect between organizational structure and performance appraisal systems in public Universities in Mount Kenya Region

The acceptance/rejection criteria was that, if the  $t$  calculated is greater than  $t$  critical (3.96), the  $H_{02}$  is not rejected but if  $t$  calculated is less than  $t$  critical (3.96), the  $H_{01}$  fails to be accepted. The null hypothesis ( $H_{02}$ ) was monitoring and evaluation have no significant effect on performance appraisal systems in public Universities in Mount Kenya Region. Results showed that the  $t$  calculated of monitoring was 4.086 which was greater than  $t$  critical (3.96). Therefore null hypothesis was rejected and the study concluded that there was a significant effect between monitoring and evaluation and performance appraisal systems in public Universities in Mount Kenya Region

The acceptance/rejection criteria was that, if the  $t$  calculated is greater than  $t$  critical (3.96), the  $H_{03}$  is not rejected but if  $t$  calculated is less than  $t$  critical (3.96), the  $H_{01}$  fails to be accepted. The null hypothesis ( $H_{03}$ ) was employee attitudes have no significant effect on performance appraisal systems in public Universities in Mount Kenya Region. Results showed that the  $t$  calculated of employee attitudes was 5.074 which was greater than  $t$  critical (3.96). Therefore, null hypothesis was rejected and the study concluded that there was a significant effect between employee attitudes and performance appraisal systems in public Universities in Mount Kenya Region

The acceptance/rejection criteria was that, if the  $t$  calculated is greater than  $t$  critical (3.96), the  $H_{01}$  is not rejected but if  $t$  calculated is less than  $t$  critical (3.96), the  $H_{01}$  fails to be accepted. The null hypothesis ( $H_{04}$ ) was training have no significant effect on performance appraisal systems in public Universities in Mount Kenya Region. Results showed that the  $t$  calculated of training was 5.221 which was greater than  $t$  critical (3.96). Therefore, null hypothesis was rejected and the study concluded that there was a significant effect between organizational structure and performance appraisal systems in public Universities in Mount Kenya Region

**Table 4.17: Hypothesis Testing**

<b>Hypothesis</b>	<b>Rule</b>	<b>p-value</b>	<b>Results of Hypothesis test</b>
<p><b>Hypothesis 1</b> Organizational structure have no significant effect on performance appraisal systems in public Universities in Mount Kenya Region</p>	Reject $H_0$ if $t_{cal} < t_{critical} (3.96)$	3.988	The null hypothesis was <b>rejected.</b>
<p><b>Hypothesis 2</b> Monitoring and evaluation have no significant effect on performance appraisal systems in public Universities in Mount Kenya Region</p>	Reject $H_0$ if $t_{cal} < t_{critical} (3.96)$	4.086	The null hypothesis was <b>rejected.</b>
<p><b>Hypothesis 3</b> Employee attitudes have no significant effect on performance appraisal systems in public Universities in Mount Kenya Region</p>	Reject $H_0$ if $t_{cal} < t_{critical} (3.96)$	5.074	The null hypothesis was <b>rejected.</b>
<p><b>Hypothesis 4</b> Training have no significant effect on performance appraisal systems in public Universities in Mount Kenya Region</p>	Reject $H_0$ if $t_{cal} < t_{critical} (3.96)$	5.221	The null hypothesis was <b>rejected.</b>

## **CHAPTER FIVE**

### **DISCUSSIONS**

#### **5.1 Introduction**

This chapter addressed the discussion of the findings. This was done in line with the objectives of the study.

#### **5.2 Discussion of Main Findings**

This section provides a discussion of the findings from the analysis. This is done in line with the objectives of the study.

##### **5.2.1 Organization Structure and Implementation of Performance Appraisal Systems**

The first objective was to determine how organization structure influences implementation of performance appraisal systems in the public Universities in Mount Kenya Region. Results showed that flow of information supports implementation of PAS in most public universities in Kenya. Further results also indicated that most respondents indicated that tasks and responsibilities on the use of PAS were properly defined in the organization. In addition, results showed that resource allocations supported implementation of PAS. Results also indicated that formal organization structure do not conflict with the informal social groups.

Correlation results showed that organizational structure had a strong positive linear association with implementation of performance appraisal systems.

Regression results indicated that organizational structure had a positive and significant effect with implementation of performance appraisal systems

### **5.2.2 Monitoring and Evaluation and Implementation of Performance Appraisal Systems**

The second objective was to determine how monitoring and evaluation influences implementation of performance appraisal systems in the public Universities in Mount Kenya Region. Descriptive results indicated that the institution management allocates days to complete remaining tasks in the organization. Further results showed that majority of the respondents indicated that the management does an analysis of submitted reports by the employees. Results showed that majority of the respondents indicated that the management kept records of percentage of tasks completed. Further results showed that majority of the respondents indicated that the institution ensures that the employee adhere to a work Schedule. Results also showed that majority of the respondents indicated that the institution management monitors the entire process of PAS implementation.

Correlation results showed that monitoring and evaluation had a strong positive linear association with implementation of performance appraisal systems. Regression results indicated that monitoring and evaluation had a positive and significant effect with implementation of performance appraisal systems.

### **5.2.3 Employee Attitudes and Implementation of Performance Appraisal Systems**

The third objective was to determine how employee attitudes influence implementation of performance appraisal systems in the public Universities in Mount Kenya Region. The results showed that majority of the respondents indicated that the performance appraisal process results in a clear and unbiased appraisal. The results showed that majority of the respondents indicated that the performance appraisal process results in better communication between the employee and the supervisor. Further results showed that majority of the respondents indicated that the supervisor utilizes the evaluation system to assess the performance objectively and without bias. Results also showed that majority of the respondents indicated that when employee have problems with the performance evaluation they can communicate the concerns openly to the supervisor. Further results showed that majority of the respondents indicated that they accept the goals they have been assigned.

Correlation results showed that employee attitudes had a strong positive linear association with implementation of performance appraisal systems. Regression results indicated that employee attitudes had a positive and significant with implementation of performance appraisal systems.

### **5.2.4 Training and Implementation of Performance Appraisal Systems**

The fourth 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.

## **CHAPTER SIX**

### **CONCLUSIONS, RECOMMENDATIONS AND PUBLICATIONS**

#### **6.1 Conclusions**

The study concluded that organizational structure had a positive and significant relation with implementation of performance appraisal systems. In addition, organizational structure also determines how information flows between levels within the company which further enhances implementation of performance appraisal systems.

The study concluded that monitoring and evaluation had a positive and significant relation with implementation of performance appraisal systems. The study also concluded that monitoring and evaluation helped to improve the implementation of performance appraisal systems.

The study concluded that employee attitudes had a positive and significant relation with implementation of performance appraisal systems. Employee attitudes therefore helps in determining successful implementation of performance appraisal systems

The study also 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.



## **6.2 Recommendations of the Study**

The study findings indicated that organizational structure helped to enhance implementation of performance appraisal systems. The study therefore recommends that there is need for the universities to have a clearly outlined vision and objectives which prioritize on mobilizing resources. In addition, the study recommends that public universities should ensure tasks and responsibilities on use of PAS were properly defined in the organization

The study findings indicated that monitoring and evaluation helped to enhance implementation of performance appraisal systems. The study therefore recommends the use of monitoring and evaluation since monitoring and evaluation framework put in place contributes directly to the quality of PAS. Moreover, monitoring and evaluation is carried out to ensure PAS activities are completed within the set time.

The study findings indicated that employee attitudes helped to enhance implementation of performance appraisal systems. The study therefore recommends that universities should create awareness about the PAS to all the employees, before its introduction. This is very crucial for a successful adaption and for further efficiency of the system. Universities must increase the awareness of the employees about its goals, targets and strategies. This will make it easier and smoother to introduce PAS and afterwards the system itself will help to increase this awareness. The best organizations create performance appraisal systems that fully support their goals and link the system with their mission and vision, with their organizational strategy and with their values

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.

### **6.3 Recommendations for Further Research**

This study sought to investigate the effects of effect of performance contracting strategic elements on the implementation of performance appraisal systems in the public Universities in Mount Kenya Region. Further studies can be done on this area but focus on other public universities in other regions such as North Eastern region.

Many other additional parameters can be considered in the measurement of performance contracting strategic elements. Since the R squared was not 100%, it might imply that other additional performance contracting strategic elements could enhance the model for implementation of performance appraisal systems. Future studies could therefore focus on other performance contracting strategic elements such as organizational culture.

#### **6.4 Publication**

Peter Sichangi Wekesa (MBA), Dr. Kubaison Thiaine, Dr. Elijah Walubuka,  
Effect of Training on Implementation of Performance Appraisal in Public  
Universities in Mount Kenya Region, Journal of Strategic Management ISSN  
2520-0461 (Online) Vol.7, Issue 2, pp 59 – 70, 2022

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## APPENDICES

### APPENDIX A: QUESTIONNAIRE

#### SECTION A: GENERAL INFORMATION

1. Your age

Below 20 yrs. [ ]

20 - 29 yrs. [ ]

30 – 39 yrs. [ ]

40 – 49 yrs. [ ]

50 – 59 yrs. [ ]

60 yrs and above [ ]

2. Your gender

Male [ ]

Female [ ]

3. Your level of education

Certificate [ ]

Diploma [ ]

HND [ ]

Degree [ ]

Masters [ ]

PhD [ ]

### A. Organization Structure

1. Does your University have an organization structure?
  - a. Yes
  - b. No
  
2. Do you think a good organizational structure influences implementation of performance appraisal systems?
  - a. Yes
  - b. No
  
3. The following items concern the university's organization structure. Please respond by ticking

**5= Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree, 1= Strongly Disagree**

Please indicate your level of agreement.

		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Flow of information support implementation of PAS in the organization					
2	Tasks and responsibilities on use of PAS are properly defined					
3	Resource allocations support implementation of PAS					
4	Resources for PAS implementation are sufficient					
5	Formal organization structure do not conflict with the informal social groups					

3. How else does organizational structure influences implementation of performance appraisal systems in your organization?

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.....

.....

.....

**B. Monitoring and Evaluation**

1. The following items concern the university’s monitoring and evaluation practices. Respond by ticking. **5= Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree, 1= Strongly Disagree**

Please indicate your level of agreement.

		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	The institution management allocates days to complete remaining tasks in this organization					
2	The management does an analysis of submitted reports by the employees					
3	The management keeps record of percentage of tasks completed					
4	The institution ensures that the employee adhere to a work Schedule					
5	The institution management monitors the entire process of PAS implementation					

2. How else does monitoring and evaluation influences implementation of performance appraisal systems in your organization?

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**C. Employee Attitudes**

1. The following items concern the university’s employee attitudes as relates to performance appraisal. Respond by ticking. **5= Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree, 1= Strongly Disagree**

Please indicate your level of agreement.

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	The performance appraisal process results in a clear and unbiased appraisal					
2	The performance appraisal process results in better communication between the employee and the supervisor					
3	The supervisor utilizes the evaluation system to assess the performance objectively and without bias					
4	When employee have problems with the performance evaluation they can communicate the concerns openly to the supervisor					
5	I accept the goals I have been assigned					



2. How else does employee attitudes influence implementation of performance appraisal systems in your organization?

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**D. Training**

1. The following items concern the university’s training practices as relates to performance appraisal. Respond by ticking. **5= Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree, 1= Strongly Disagree**

Please indicate your level of agreement.

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	My supervisor possesses adequate knowledge and training to properly implement my performance evaluation					
2	I need more training in performance appraisal interviews					
3	I am sufficiently trained in all skills needed in performance appraisal process					
4	Innovative methods of training have been adopted in the organization					
5	My appraisal skills are regularly refreshed and updated through training					

2. How else does training influences implementation of performance appraisal systems in your organization?

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

**E. Environmental Factors**

Kindly indicate some of the environmental factors that have greatly hindered the implementation of performance appraisal systems in your institution

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

**F. Government Policies**

Kindly indicate some of the government policies that have greatly influenced the implementation of performance appraisal systems in your institution

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

**G. Questionnaire on the Implementation of Performance Appraisal Systems**

In a scale of 1-5 where **1 is strongly disagree, 2 is disagree, 3 is neutral, 4 is agree and 5 is strongly agree**, indicate your level of agreement or

disagreement with the following statements regarding implementation of performance appraisal systems.

Kindly tick or mark once in the spaces provided in the table for each statement.

	<b>Statement</b>	<b>Strongly Disagree</b>	<b>disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
1	PAS are implemented within the approved cost					
2	The management is able to give useful feedback to the employees concerning PAS					
3	PAS executed conform to specifications					
4	PAS are implemented within the set time					

## APPENDIX B: PUBLICATION

### **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, Raza, Ashraf, Ahmad and Aslam (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 Universities, 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.

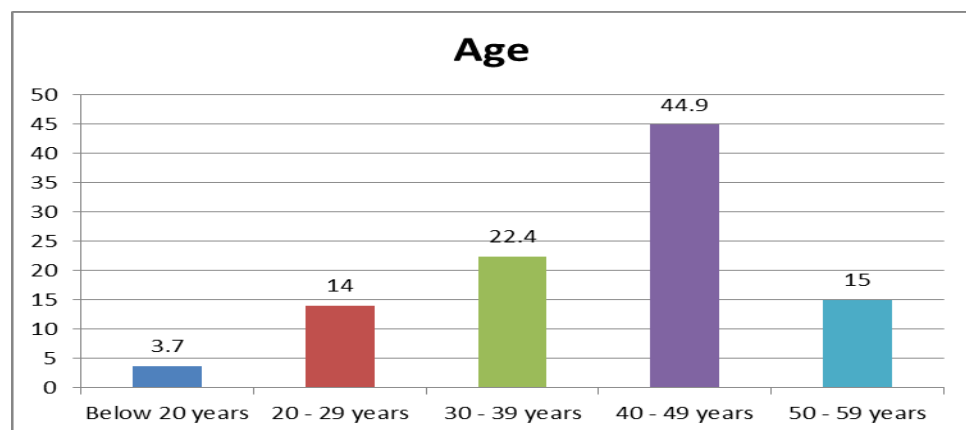
## 4.0 Results

### 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.

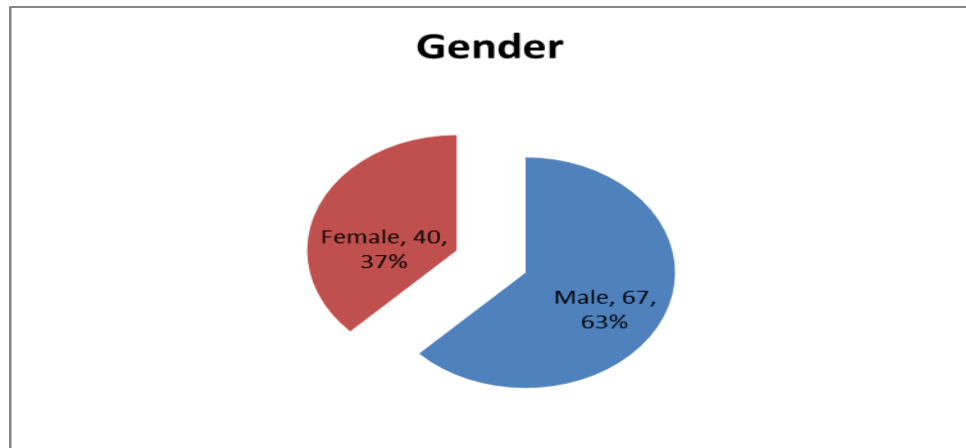


**Figure 1: Age of the respondents**

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.

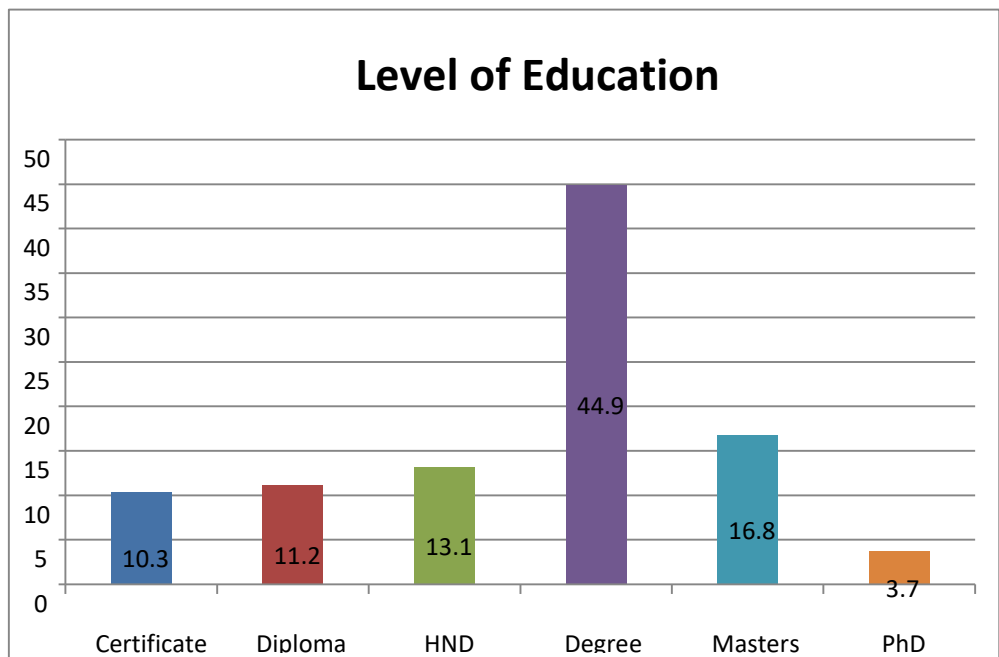


**Figure 2: Gender of the respondents**

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**

<b>Statement</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Mean</b>	<b>Std. Dev</b>
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
<b>Average</b>						<b>3.61</b>	<b>1.25</b>

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**

<u>Statement</u>	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Neutral</u>	<u>Agree</u>	<u>Strongly Agree</u>	<u>Mean</u>	<u>Std.Dev</u>
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	<u>8.40%</u>	<u>10.30%</u>	23.40%	31.80%	26.20%	3.57	1.22
<b>Average</b>						<b>3.57</b>	<b>1.33</b>

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**

		<b>Implementation</b>	<b>Training</b>
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**

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

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**

	<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>	<b>t</b>	<b>Sig.</b>
	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>		
(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.

**APPENDIX C: NACOSTI CLEARANCE**

 <b>REPUBLIC OF KENYA</b>	 <b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b>
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