

**PERFORMANCE MANAGEMENT AND EMPLOYEE
PERFORMANCE IN PUBLIC PRIMARY TEACHER TRAINING
COLLEGES IN KENYA**

JUSTINE MAJAU MIRITI

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DECLARATION

This thesis is entirely original with no submissions for credit toward a degree or other honors.

Signature:

Date:

Justine Majau Miriti

E880/117/2014

Department of Education

As University Supervisors, we have approved the submission of this thesis for examination.

Supervisors

Signature.....

Date.....

Prof. Simon Thurania

Department of Education

Meru University of Science and Technology

Signature.....

Date.....

Prof. Nancy Budambula

Department of Biological Sciences

University of Embu

Signature.....

Date.....

Dr. Lucy Kirima

Department of Business and Economics

African Nazarene University

DEDICATION

I dedicate this thesis to God, my parents, my family and friends for their love, support and financial and moral assistance during the course of the study.

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ABBREVIATIONS AND ACRONYMS

BARS	-	Behaviorally Anchored Rating Scale
HRM	-	Human Resource Management
PA	-	Performance Appraisal
PAS	-	Performance Appraisal System
PPTTCs	-	Public Primary Teacher Training Colleges
T&D	-	Training and Development
TPA	-	Teacher Performance Appraisal
TPAD	-	Teacher Performance Appraisal and Development
UAE	-	United Arab Emirates
UK	-	United Kingdom
USA	-	United States of America

DEFINITION OF SIGNIFICANT TERMS

Appraiser and Appraisee Social Distance Level: The degree of distancing in terms of social relationships or organizational status between the appraisee (the employee being evaluated) and the appraiser (the person conducting the appraisal).

Employee Performance in Public Primary Teacher Training Colleges: The level of effectiveness or efficiency with which an employee in a public primary teacher training college performs their assigned duties and responsibilities, often evaluated using metrics and standards established by the college or the government.

Employee: A person who works for a business or organization and is paid to carry out particular duties and obligations.

Feedback: Information provided to an employee regarding their performance, behavior, or actions, typically used to encourage improvement or maintain good performance.

Motivation: A person's motivation, which is frequently influenced by a mix of internal and external elements like rewards or incentives, job happiness and personal aspirations.

Performance Appraisal Targets: Specific and measurable goals that an employee is expected to achieve within a given period, typically used to assess the employee's performance during a performance appraisal.

Performance: The level of effectiveness or efficiency with which an employee completes their assigned tasks and responsibilities, often-evaluated using metrics and standards established by the institutes.

Training and Development: The method of preparing workers with the know-how, aptitudes and skills needed to carry out their duties efficiently and get ready for promotions within the company.

ABSTRACT

The Kenyan government has adopted several major management reforms, one of which is the implementation of performance evaluation in public institutions, such as Public Primary Teacher Training Colleges (PPTTCs). The study sought to determine the impact of performance evaluation on staff output in PPTTCs in Kenya. Research using a descriptive methodology was used in this study. Convenience, purposive and stratified random sampling techniques were used to get the data. Including 1233 tutors, 189 department heads, 351 subject heads, 27 principals, 27 deputy principals, 27 curriculum deans and 27 deans of students, the target population consisted of 1881 appraised personnel from Kenyan PPTTCs. The sample size of 216 tutors, 33 department heads, 62 subject heads, 5 principals, 5 deputy principals, 5 curriculum deans and 5 student deans was calculated using Yamane's formula. Likert-scale questionnaires with five points were used to collect data in an organized format. The content validity was established through consulting with specialists in educational management. Cronbach's alpha was employed in order to assess the instrument dependability. Regression analysis was used to get the coefficient of the effect of performance evaluations on employee performance. Performance appraisal (PA) targets and worker production for Kenya's PPTTCs showed a weak connection ($P\text{-value} = -0.016$) in the study. As a result, increasing PA objectives might not be sufficient to enhance PPTTC employee performance. Organizational culture, leadership and employee motivation are a few other factors that might be more crucial. The coefficient of social distance between appraisers and appraisees was found to be 0.041. This indicates that an increase of one unit in social distance is expected to result in a 0.041 unit increase in employee performance. The results suggest that there may not be a strong correlation between social distance and employee performance. Specifically, the relationship between social distance and employee performance between appraisers and appraisees was found to be a weak predictor of employee performance ($P=0.266$). There's a chance that other elements like motivation, job-related abilities and company culture will affect performance more. $P\text{-value}$ (0.687) related to employee performance in Kenya's PPTTCs did not show that PA training was a significant predictor of performance at the 0.05 level of statistical significance. This suggests that improving performance in PPTTCs may not always result from staff training on performance reviews. Furthermore, the research findings indicate that there is no significant correlation between job motivation and an employee's performance ($P\text{-value} = 0.888 > 0.05$). Employee training on PA had no discernible impact on workers' performance after accounting for the assessment scale ($P\text{-value} = 0.687 > 0.05$). According to the study, there is a substantial correlation ($P\text{-value}=0.000$) between employee performance and feedback from college performance reviews. The survey also found that performance goals are the most often used performance indicator and that, in order to guarantee that the evaluation process is successful in raising employee performance, PPTTCs should create specific, quantifiable goals. The study came to the conclusion that raising PA targets alone is not as effective in enhancing employee performance in PPTTCs as characteristics like organizational culture, leadership and employee motivation. The study also emphasizes how crucial performance review feedback is in affecting workers' output. Consequently, the study suggests that PPTTCs reconsider the structure and methodology of PA training programs while giving priority to improving organizational culture, leadership and feedback mechanisms within their PA systems.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Performance management as a comprehensive organizational strategy, involves a range of processes aimed at improving individual and collective performance to achieve strategic goals. According to Armstrong and Taylor (2019), it encompasses activities such as goal-setting, continuous feedback, coaching and performance appraisal (PA). Performance appraisal, within this framework, serves as a structured evaluation method to assess employees' job performance against predetermined criteria (Aguinis, 2019). Performance appraisal is a vital tool used by performance management to assess individual contributions, offer feedback and make well-informed choices regarding possibilities for training, advancement and growth (Murphy & Cleveland, 2018). The feedback generated through PA informs ongoing performance discussions and facilitates the alignment of individual achievements with organizational objectives.

Performance assessment is an essential component of Human Resource Management (HRM) in any firm since it facilitates employee performance measurement on a global scale. Performance evaluation is a systematic process that evaluates an employee's work performance with respect to preset standards, objectives and goals (Mwenda & Sang, 2016). It is an ongoing process that entails establishing goals and objectives, keeping track of developments, offering criticism and assessing outcomes.

The use of PA is critical in Public Primary Teacher Training Colleges (PPTTCs) to ensure that teachers' performance meet the required standards in providing quality education. Using a scale of 1 to 5, where 5 represents best performance, employees are rated according to their performance using this technique (Nanikram, 2019). The graphic rating scale is an easy-to-use technique that provides a quick assessment of employee performance.

A study by Mandinach and Gummer (2020) in United States of America found that teacher performance assessment methods that make use of a variety of indicators of a teacher's efficacy, such as observations made in the classroom and student progress and teacher self-reflection, are more effective in improving teacher performance than those that rely on a single measure. Similarly, a study by Voss and Kunter (2021) determined that teacher

performance appraisal systems that incorporate teacher professional development and feedback improve teacher inspiration and contentment in one's work. In the United Kingdom, a study by Cedefop (2020) found that teacher performance appraisal systems that incorporate formative assessment, goal setting and feedback improve teacher performance and development. Similarly, a study by Ofsted (2021) reported that teacher performance appraisal systems that incorporate classroom observation, student feedback as well as peer evaluation are effective in improving teacher performance.

The application of performance evaluation techniques in the field of education has been widely researched in the "tiger" nations; South Korea, Taiwan, Hong Kong, Singapore and Taiwan. Kim and Lee (2020) found that teacher performance appraisal systems that use classroom observation, self-reflection and feedback from peers and students are effective in improving teacher performance and development. In India, the behaviorally anchored rating scale (BARS) is widely used in colleges. The BARS technique involves rating employees based on performance using predetermined behavioral anchors. The anchors are specific behaviors that are linked to different levels of performance. According to Chaurasia (2020), the BARS approach facilitates improved performance by giving employees a clear grasp of what defines good performance.

In Sub-Saharan Africa, performance appraisal in colleges is often used to assess the performance of teaching and non-teaching staff. One of the challenges faced in implementing PA in colleges in Sub-Saharan Africa is the lack of clear objectives and standards. According to Akpala (2016), most colleges in Sub-Saharan Africa do not have clear performance standards, making it difficult to evaluate employee performance objectively. Additionally, there is often a lack of training and capacity building for supervisors and managers, which makes it challenging for them to conduct effective performance appraisals.

Sub-Saharan African colleges face a problem of lack of trust between staff and management (Liani et al., 2020). Resistance to the performance review procedure may result from this. Performance reviews are seen by employees more as a form of discipline rather than a means of enhancing work output. Despite these challenges, effective performance appraisal can provide significant benefits for colleges in Sub-Saharan Africa. For example, it can help to improve employee motivation, job satisfaction and overall performance. According to a

study by Adisa et al. (2020), employee motivation at Nigerian colleges was positively impacted by performance reviews. Effective performance appraisal also, helps to identify training needs and provide career development opportunities for employees. By identifying areas of weakness, employees can be given targeted training and development to improve skills and knowledge.

In KwaZulu-Natal, South Africa, the tourism and leisure industry uses several approaches for staff training and development. Mzimela and Chikandiwa (2017) studied these practices and reported that certain firms were willing to spend money on staff training and development. Organisations obviously prioritise employee training and development, as evidenced by the fact that some survey participants admitted to having had some form of training and were enrolled in training courses at the time of the study. To have a beneficial effect on both the workers and the companies, the scope and depth of the training and development programmes must be stressed. Some participants recommended holding frequent training sessions to ensure staff members have the most recent competencies, knowledge and abilities. Furthermore, the findings demonstrated the significance of training in improving worker performance. The study's findings showed that staff capabilities and work performance are enhanced by training and development initiatives.

In East Africa, performance appraisal has been studied in the education sector with a focus on teacher performance. For example in Uganda, performance appraisal in schools started in 2008 with the introduction of the Teacher Performance Appraisal and Development (TPAD) system. The TPAD system incorporates classroom observation, lesson planning, student assessment and professional development to improve teacher performance and development (Kawuma, 2020). In Rwanda, performance appraisal in schools started in 2009 with the introduction of the Teacher Performance Appraisal (TPA) system. The TPA system aims to improve teacher performance and development by providing feedback on teacher effectiveness and identifying areas for improvement. The TPA system incorporates classroom observation, lesson planning, student assessment and professional development, and is used to assess teacher performance annually (Mukamurera, 2020). Since its introduction, the TPA system has been found to be effective in improving teacher performance and student learning outcomes (Mukamurera, 2020).

The introduction of the Teacher Performance Appraisal and Development (TPAD) system in Kenya marked the commencement of performance assessment in schools in 2010. By giving feedback on a teacher's efficacy and pinpointing opportunities for growth, the TPAD system seeks to enhance teacher performance and development. The TPAD system incorporates classroom observation, lesson planning, student assessment and professional development and is used to assess teacher performance annually. Since its introduction, the TPAD system has been found to be effective in improving teacher performance and student learning outcomes in Kenya (Wandera et al., 2020).

The initiation of performance appraisal in colleges aimed at evaluating staff effectiveness in achieving goals and objectives underscore a commitment to fostering accountability, transparency and productivity among staff members. Waweru and Mutwiri (2015) assert that this practice gained momentum in Kenyan colleges during the early 1990s with the government's introduction of a new public sector management system. This system, designed to enhance service delivery and institutional efficiency, incorporated performance appraisal as a pivotal tool for assessing employee performance within colleges and universities.

Even though the background briefly touches on employees and supervisors' role in the appraisal process, it is important to thoroughly explore employee satisfaction and motivation. Do staff members perceive the appraisal process as motivating, or does it potentially lead to dissatisfaction and reduced motivation? Given that the concept started in the early 1990s, there is a need to assess whether the performance targets and objectives align with contemporary educational goals and challenges. Does the current appraisal system adapt to the evolving needs of the education sector, or are there mismatches? By critically examining these aspects, the present study sought to identify specific challenges and gaps within the current performance appraisal system in Kenyan colleges, offering insights for improvement and contributing to the discourse on effective performance management in the education sector.

1.2 Statement of the Problem

Currently, organizations are faced with challenges that require them to evaluate employee satisfaction levels, ultimately impacting their ability to deliver services effectively. To stay competitive in this regard, institutions look for suitable performance evaluation instruments

and procedures. In a study conducted in 2019 by Mwangi and Njuguna on evaluation methods in public high schools in Kiambu County, Kenya, it was determined that setting criteria and goals, monitoring and assessing performance, upholding high work standards and providing incentives and compensation greatly improve teacher effectiveness. According to the study's findings, establishing goals and standards enables educators and educational institutions to track student achievement, which raises incentive and accountability. Enhancing teacher performance, securing future loyalty and ensuring satisfaction with extrinsic rewards like salary, bonuses and allowances all depended on effective performance rating techniques. The study indicates that clear communication of the school's strategic goals is essential across the entire institution to ensure that the school administration and teaching staff are aligned in achieving objectives. By establishing a methodical monitoring and assessment procedure, the school should be able to keep an eye on the performance of the teachers.

Kemunto (2013) assessed the perceived elements influencing the Teachers Service Commission (TSC) in Kenya's performance rating process' efficacy. According to the study, performance appraisal at the TSC is impacted by a number of factors, including appraisee ignorance, unclear criteria, poor communication to improve performance feedback, a lack of feedback, appraiser and appraisee personal differences, complex and modern appraisal systems, and collective responsibility in organisational activities.

According to Odhiambo (2005), in order to enhance appraisal, it is necessary to address the deficiencies found in the policies and procedures surrounding teacher appraisal in Kenyan secondary schools. The results are corroborated by the Kenya Anti-Corruption Commission (KACC), which looked into the TSC and suggested that it establish a performance evaluation system with explicit guidelines (GOK, 2013).

In the past, the teaching profession operated under a closed system of performance evaluation, in which the head of the school evaluated the instructor in confidence. Due to the teacher's absence from the procedure, it was kept secret. Despite the policies and guidelines established in Kenya, there are still challenges in the PA process including the lack of trained personnel to conduct the appraisal process (Mugambi & Ogollah, 2020). Many organizations in Kenya lack resources and expertise to develop and implement effective PASs. Furthermore, the cultural context in Kenya can make it challenging to

implement PA, as many employees view it as intrusive and threatening to job security (Kariuki, 2014). Whereas efforts have been made to integrate PASs in the education sector in the last decade, employee evaluation and performance in Kenya's PPTTCs has not previously been the subject of any documented research at the time of this study. This study aimed to determine the impact of performance assessment on worker performance in Kenya's Public Primary Teacher Training Colleges (PPTTCs).

1.3 Purpose of the Study

This study sought to determine how performance management affected staff members' work at Kenyan Public Primary Teacher Training Colleges.

1.4 Justification of the Study

The Department of Education implemented performance appraisal management changes at Public Primary Teacher Training Colleges (PPTTCs) in 2008 (Akinyi et al., 2022). One of the plan's objectives was to introduce a Performance Appraisal System (PAS) for staff members in PPTTCs to optimize the utilization of human capital. Based on their evaluation of the motivation management component, the PPTTCs concentrate on personnel development and staff training. The findings of this study will help administrators in conducting a critical analysis of performance assessment and its implications for customer service and service delivery. In order to ensure that the outcomes improve output and service delivery, the administrators might need to examine sections of the performance evaluation process that are unclear. Moreover, it is suggested by the study that to offer more clarity and address any ambiguity in the performance evaluation process, there should be discussions between those conducting the evaluation and those being evaluated, as well as a connection between the evaluation procedure and the rewards system.

1.5 Objectives

1.5.1 General Objective

To determine how performance management affects workers' performance in Kenya's Public Primary Teacher Training Colleges.

1.5.2 Specific Objectives

The specific objectives of this study were to:

1. Determine the effect of performance appraisal targets on employee performance in Public Primary Teacher Training Colleges in Kenya.
2. Determine the effect of social distance between the appraiser and the appraisee on employee performance in Public Primary Teacher Training Colleges in Kenya.
3. Establish the relationship between employee training and development on performance appraisal, and employee performance in Public Primary Teacher Training Colleges in Kenya.
4. Evaluate the effect of employee motivation on employee performance in Public Primary Teacher Training Colleges in Kenya.
5. Determine the effect of performance appraisal feedback on employee's performance in Public Primary Teacher Training Colleges in Kenya.

1.6 Hypotheses

H₀₁ There is no significant difference in employee performance between different performance appraisal targets in Public Primary Teacher Training Colleges in Kenya.

H₀₂ There is no significant correlation between social distance and employee performance in Public Primary Teacher Training Colleges in Kenya.

H₀₃ There is no significant relationship between employee training and development, performance appraisal and employee performance in Public Primary Teacher Training Colleges in Kenya.

H₀₄ There is no significant effect of employee motivation on employee performance in Public Primary Teacher Training Colleges in Kenya.

H₀₅ There is no significant effect of performance appraisal feedback on employee's performance in Public Primary Teacher Training Colleges in Kenya.

1.7 Significance of the Study

By increasing staff engagement and involvement in job performance planning, execution and evaluation, this study significantly contributes to managing and improving employee performance in PPTTCs. The findings of this research can assist human resource managers at the Ministry of Education in comprehending the impact of performance appraisals on

various employee traits and determining the appropriate training for each individual. The study's explicit justification lies in its capacity to inform policy development, guide effective HR practices and contribute to innovative methodologies. By addressing these three pillars; policy, practice and methodology, the study establishes itself as a comprehensive and valuable resource that goes beyond immediate organizational implications to potentially shape broader educational and HR landscapes. The potential impact spans from individual employee development to the overarching effectiveness of educational institutions, positioning the findings of the study as a catalyst for positive change within the Ministry.

1.8 Scope of the Study

Conceptual limits cover a range of topics pertaining to performance evaluation, such as employee participation, appraisal procedures, resulting impact on general performance. The geographical scope of the study encompassed the entire nation of Kenya, with a specific emphasis on seven distinct regions; Eastern, Coast, Nairobi, Central, Rift Valley, Western and Nyanza/Lake. The study involved twenty-seven PPTTCs distributed across these regions. The seven regions provide a diverse representation of the educational landscape within the country, enabling a thorough investigation of the topic. The specific colleges included are detailed in the Appendix D.

1.9 Assumptions of the Study

The research operates on the premise that every participant involved was knowledgeable about performance assessment systems and that they completed the surveys honestly and candidly. Furthermore, the volunteers genuinely wanted to be a part of this study and weren't there to win over the job supervisor.

1.10 Limitations of the Study

The researcher encountered various restrictions, including interpersonal relationships in the institutions between the appraisers and the appraisees which lead to biased responses. In addition, some of the respondents were employees who had been transferred from institutions where performance appraisal had been immensely resisted. Lastly, there were elderly respondents whose past experience with the appraisal system had negatively affected them. The researcher tried as much as possible to interact with the respondents to clarify the study intentions and its benefits to the appraisal process.

1.11 Delimitations

The study included all PPTTCs within the specified regions during the research period. It encompassed various stakeholders participating in the performance evaluation procedure, which encompasses both staff members and managers. However, it excluded institutions outside the defined scope and within the stipulated timeframe.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter offers a summary of the body of research and information that is currently available on the study area. By examining previous studies, gaps were identified in the current understanding of employee performance in PPTTCs hence providing a foundation for this research. The review delves into the specific area of performance appraisal in PPTTCs. In the section on the theoretical framework, many theories that have been applied to explain employee behavior and performance in businesses are examined. These theories include; Goal-Setting Theory, Social Exchange Theory, Expectancy Theory, Feedback Theory and Training and Development Theory.

2.2 Empirical Literature

This section evaluated previous studies that have been done with emphasis on the study variables. The section encompasses discussions around five variables; performance appraisal targets, appraiser and appraisee social distance, training and development, motivation and feedback.

2.2.1 Employee Performance in Public Primary Teacher Training Colleges

Employee performance refers to the measurable results and outcomes achieved by an individual in the workplace, reflecting their effectiveness in carrying out assigned tasks, responsibilities and achieving organizational objectives. In an organizational context, it serves as a comprehensive metric encompassing an individual's contributions and achievements. It involves aspects such as job proficiency, task completion and alignment with organizational values and objectives (Aguinis, 2019). Indicators of employee performance extend beyond basic job expectations and incorporate productivity as well as overall effectiveness. Organizations widely recognize effective employee performance as a cornerstone for success, given its role in ensuring that job requirements are met and in contributing to overall business outcomes. Performance management systems, as highlighted by Aguinis (2019), play an important role in this process by establishing expectations, giving feedback and promoting ongoing employee growth.

In the education sector, particularly institutions such as PPTTCs, evaluating the performance of teachers is essential in providing high-quality education. This multifaceted process involves classroom observations, self-assessments, as well as feedback from students and peers (Stronge, 2018). It is crucial to assess teacher performance to make sure educators have the skills and competencies needed to educate students effectively. The evaluation process contributes to maintaining educational standards, improving teaching practices and enhancing the overall learning experience for students (Danielson, 2013). However, this undertaking is not without its challenges, including the inherent subjectivity of assessments, the need for standardized metrics and the delicate balance required between qualitative and quantitative measures (Loughran, 2015).

Effective employee performance evaluation is imperative for various reasons. In organizations, it aids in identifying top performers, enhancing overall employee engagement and aligning individual efforts with the organization's strategic objectives (Pulakos et al., 2015). These outcomes contribute to sustained success and competitiveness. In educational settings such as PPTTCs, the evaluation process is necessary for ensuring that teachers possess the requisite skills to meet educational standards, contribute to continuous improvement in teaching practices and enhance the overall learning experience for students (Danielson, 2013).

Challenges in employee performance evaluation, especially in educational contexts like PPTTCs, are noteworthy. The subjectivity of assessments pose difficulties in ensuring consistency and fairness, while the need for standardized metrics demands a universal approach to evaluating diverse teaching styles (Loughran, 2015). Striking a balance between qualitative observations and quantitative measures is an ongoing challenge, requiring nuanced methodologies that encompass the diverse aspects of teacher performance. Overcoming these challenges is crucial for establishing fair and effective teacher evaluation systems that contribute to continuous improvement in educational practices that align with broader organizational and educational goals.

2.2.2 Performance Appraisal in Public Primary Teacher Training Colleges

An organization's methodical approach to evaluating an employee's work performance is called performance assessment. This process involves providing feedback on employee accomplishments and areas for improvement. The tools and processes utilized in

performance appraisal vary but commonly include; goal-setting, regular feedback sessions, self-assessments and supervisor evaluations (DeNisi & Murphy, 2017). It serves as a structured mechanism to evaluate employees' contributions and provides a basis for developmental initiatives.

Performance appraisal tools and processes encompass various methods and techniques aimed at gauging an employee's effectiveness and efficiency. These tools can include quantitative metrics, qualitative assessments and a combination of both. Setting specific performance targets, giving regular feedback on accomplishments and conducting assessments on a regular basis are common steps in the process. Self-assessments, where employees reflect on their performance and supervisor evaluations, where managers assess employees' contributions, are integral components of performance management (DeNisi & Murphy, 2017). These tools jointly contribute to a thorough comprehension of staff performance.

Organizations utilize performance appraisal for multifaceted reasons, including the development and success of both individuals and the organization as a whole. Identifying skill gaps and areas of improvement helps in tailoring training and development programs to enhance employee competencies (Murlis & Murlis, 2011). Performance appraisal is also instrumental in making informed decisions on promotions, rewards and career development. It offers a foundation for identifying top performers, coordinating individual endeavors with company objectives and guaranteeing the general efficacy and efficiency of the company.

The education sector is not exempt from the practice of performance appraisal. This emphasizes its importance in fostering continuous improvement in teaching quality and ensuring accountability. Educational institutions employ performance appraisal to provide educators with constructive feedback on their teaching methodologies, student engagement and overall performance (O'Connell & Nguyen, 2017). By promoting professional growth through targeted feedback and development opportunities, performance appraisal enhances the quality of education delivered. Danielson's study (2013) emphasizes the significance of teacher evaluations in maintaining high standards and continuous improvement in the education sector, highlighting the pivotal role performance appraisal plays in shaping the teaching profession.

2.2.3 Performance Appraisal Targets and Employee Performance

Performance appraisal targets refer to the specific goals or objectives set for an employee during a performance evaluation process (Werner & DeSimone 2019). These targets are designed to help the employee improve performance by identifying areas that need improvement or reinforcing areas of strength. Employee performance, on the flip side, pertains to how much an employee meets or exceeds the performance standards set for them (Armstrong & Baron 2005). Performance appraisal targets and employee performance are linked as the former provides a framework for assessing and improving the latter (Murphy & Cleveland 2018).

Establishing performance objectives is the first stage in performance management. It outlines the standards by which the actual performance of the organization is assessed at the end of the specified period. Thus, performance objectives dictate the decisions about incentives, career opportunities and promotions that encourage employees during the assessment process (Mauya, 2015). To accomplish the company's immediate and future objectives, the performance targets are defined in accordance with its strategic objectives. For measurement reasons, the goals must be explicit and their performance must be measurable. Mauya (2015) asserts that allowing employees to establish goals and even choose how to accomplish them will inspire them to reach those goals. Additionally, the goals ought to be practical, attainable, quantifiable and explicit.

A concerning discrepancy between the appraisal process and traditional motivators like promotions, pay increases and rewards was identified by Dasanayaka, Abeykoon, Ranaweera and Koswatte (2021) in their investigation of the impact of performance evaluation on employee happiness within UK universities. This lack of a clear link between performance and incentives resulted in widespread dissatisfaction among the majority of faculty members at the university under review, suggesting broader systemic issues within UK universities. The study indicates that current appraisal methods fail to motivate or satisfy academic staff but does not explore the underlying reasons or propose effective alternatives. This oversight points to a need for further investigation into how performance appraisal processes could be restructured to better align with academic staff expectations and improve job satisfaction.

A persistent positive correlation between the deployment of performance evaluation objectives and enhanced performance outcomes has been demonstrated in several sectors and geographical areas. Mohamed et al. (2022) found that introducing departmental performance appraisal targets in the Malaysian banking sector correlated with enhanced employee performance, while Ali and Ahmad (2018) noted a similar trend in Pakistan's public sector. Elsayed and Elgharabawy (2019) explored this relationship in the Egyptian hospitality industry. Their study revealed a significant link between individual targets and employee output. Meanwhile, Adeniji et al. (2018) studied the Nigerian banking sector, reinforcing these findings with evidence of performance gains when appraisal targets were put into practice. However, these studies face common criticisms for their failure to consider potential negative effects and to delve into the specific types of targets most effective in boosting performance. Mohamed et al. (2022) and Ali and Ahmad (2018) both overlooked the drawbacks of such targets, raising questions about unintended consequences in their respective studies. Likewise, Elsayed and Elgharabawy (2019), and Adeniji et al. (2018) did not explore other factors that might influence employee performance, indicating a potential gap in their research approaches. Despite the apparent benefits of performance appraisal targets, these studies suggest a need for a broader examination to understand the full spectrum of impacts and to identify the most effective strategies for fostering employee success.

A study by Otieno (2022) in Migori County, Kenya, focused on how different components of teacher performance in public secondary schools are affected by performance appraisals. The research, which focused on 2,961 teachers and 276 principals, is supported by the Goal-Setting Theory. Data was collected from 57 schools, 342 teachers, six principals and six department heads. Data was gathered through surveys, interview scripts and examining documents. Content analysis was utilized for qualitative data, while rigorous statistical methods like ANOVA and Pearson correlation were employed for quantitative data analysis. Significant strong connections were found between evaluating performance and utilizing professional expertise ($r = 0.861$, $p = 0.00$), managing time effectively ($r = 0.744$, $p = 0.00$), demonstrating creativity in teaching ($r = 0.897$, $p = 0.00$) and advancing professionally ($r = 0.81$, $p = 0.00$).

Luvono (2021) investigated how performance evaluation methods affect teacher performance in public secondary schools in Lamu County, Kenya. A total of 256 respondents comprising of 240 teachers and 16 school administrators were the subject of the study. Stratified proportional sampling was employed to obtain a total of 156 samples. Basic random sampling and descriptive statistics were utilized for the analysis. Multiple regression analysis was employed to examine the connection between different variables indicating that appraisal methods, teacher attitude and target setting positively and significantly influenced teacher performance. However, a gap exists in both studies concerning the broader implications of performance appraisal on teacher morale and the long-term effects on job satisfaction. Furthermore, neither study delved into the stress and pressure induced by rigid appraisal systems, highlighting a potential oversight. These findings could be critiqued for not thoroughly exploring the broader impact on teachers' mental health and well-being, which can ultimately affect their performance and the learning environment.

2.2.4 Appraiser and Appraisee Social Distance Level and Employee Performance

The perceived distance between individuals in a social group and those of another, as shown by the amount of recognized proximity between them, is referred to as social distance (Heilman & Stopeck, 1985). In contrast to locational distance, it characterizes the space that separates various social groupings in society. Along with distinctions such as socioeconomic class, race/ethnicity, gender and sexual orientation, the idea also takes into account the reality that members of various groups interact less than those within the same group. It is also perceived as a gauge of the degree of social division that occurs between groups as a result of actual or perceived distinctions between those groups as delineated by widely accepted social categories. Generalizations that raters have in regards to the age, sexual orientation, race, personality or any other norm for the individual being evaluated could make for predisposition during examinations (Heilman & Stopeck, 1985; Lyness & Heilman, 2006).

Appraiser and appraisee social distance level is the degree of psychological or emotional separation between the two parties during the PA process (Chen et al., 2017). The appraiser's level of social distance from the appraisee may influence the effectiveness of the PA process, as social distance can affect the accuracy and objectivity of the evaluation process (Chen et al., 2017; Jawahar & Stone, 2017). Social distance refers to the level of perceived

interpersonal distance between two individuals, which can be influenced by factors such as job level, age, gender and ethnicity (Pulakos & O'Leary, 2011; Jawahar & Stone, 2017). The appraiser and appraisee's social distance level can affect the appraiser's perception of the appraisee's performance, which in turn may affect the accuracy of the evaluation (Chen et al., 2023; Jawahar & Stone, 2017).

Fenech (2017) explored the gendered dynamics of performance appraisal systems in a Maltese banking institution, focusing on how social activities influenced appraisal criteria. Through 29 semi-structured interviews with both male and female appraisees and appraisers, the study found that participation in organizational social events was highly valued, revealing a bias toward traditional gender roles. Women attempting to socialize similarly to men faced distinctive and exclusive strategies, often justified through biological arguments related to motherhood. This indicated a cultural habitus that reinforced gender disparities in performance assessments, reflecting a deeper systemic bias against women in appraisal processes.

Ciancetta and Roch (2021) examined the backlash effect in performance feedback, focusing on gender biases in written appraisals within UK organizations. The study included an examination of 400 written performance assessments and surveyed 271 working individuals. The results indicated that terminology connected to backlash had an impact on women's ratings across all organizational levels. Women showed less sensitivity to this input than was expected, which suggests that positive feedback might perpetuate gender-role norms. This finding points to a deeper issue within performance appraisals, where subtle language can perpetuate gender stereotypes, reinforcing traditional gender roles and possibly limiting women's career advancement.

Zhang et al. (2021) investigated the correlation between social distance and creativity among employees in a Chinese technology company, exploring the role of psychological safety. The study found that lower social distance was associated with increased creativity, with psychological safety mediating this relationship. This implies that fostering a work environment that reduces social distance can enhance creativity, emphasizing the importance of psychological safety for promoting innovation in organizational settings.

These studies, while providing valuable insights into gender biases and social dynamics in performance appraisal systems, reveal gaps in understanding the broader implications for the education sector. The influence of social distance between appraisers and appraisees on employee performance in education remains underexplored. It is crucial to consider how these biases and cultural norms impact educators' performance evaluations and career progression.

Examining 46 schools across two counties in Kenya, Kagema & Irungu (2018) investigated how teacher performance evaluations affect the performance of secondary school teachers, involving a total of 460 teachers. By using simple random sample and stratified sampling techniques, the study analyzed factors like curriculum, school administration, teacher salary, government regulations and school atmosphere. The results indicated that student performance could be influenced by teacher assessments however the majority of teachers thought that government rules would hinder their capacity to advance in their careers and implement laws. This suggested a discrepancy in how policies were perceived and raised the possibility of a mismatch between teacher motivation and the evaluation procedures.

Owuonda, Odera & Odhiambo (2020) conducted a study in Homa Bay County, Kenya, targeting 235 principals, 940 Heads of Departments (HoDs), 676 teachers and 8 Sub-County Quality Assurance and Standards Officers (SCQASOs). Using a range of sampling methods, including stratified, purposive and simple random sampling, the study analyzed data from 729 respondents through quantitative and qualitative methods. The results revealed that public secondary school teachers had a negative attitude towards teacher performance appraisals, which could impact educational outcomes. The study recommended involving teachers in the design of appraisal tools and providing training to improve attitudes toward appraisals. However, the study could have further examined the root causes of negative attitudes and explored how social distance between appraisers and appraisees affects performance and perceptions.

These studies highlight the importance of addressing appraiser-appraisee social distance in the education sector, as it can influence performance and motivation. The findings suggest that without addressing the broader issues related to policy perception, teacher involvement and cultural biases, performance appraisal systems may not yield the desired outcomes. A broader investigation into these dynamics, along with efforts to bridge the social distance

and improve communication between appraisers and appraisees, could lead to more effective appraisal systems and better teacher performance in the education sector.

2.2.5 Training and Development on Employee Performance

A fundamental aspect of HRM is training and development (T&D), aiming to enhance employees' skills, abilities and understanding. Improved employee performance and organizational effectiveness follow from this. Training is the process of improving an individual's skill set or adding new ones, with the goal of ultimately bringing about the change that the organization is looking for. Training for persons working as raters is a crucial component of developing an efficient performance system (Messer & White, 2006). According to Mani (2002), training should cover dispute resolution, coaching and counselling, performance standards establishing, thus tying the system to compensation and providing feedback to the employee.

Employees receive trainings in order to support their personal and professional development, give them the chance to take on more responsibility, help them contribute to the organization's mission and vision, increase their commitment and self-assurance, produce quantifiable performance improvements and bring about desired changes that can address a range of issues (Mani, 2002). Furthermore, providing opportunities for training and development to employees fosters excellent job performance, enhances job skills and capabilities, aiding workers in adapting to workplace changes such as introducing new work procedures or technology (Large, 1995). Performance assessments are a fantastic way for a supervisor and a subordinate to discuss and determine each other's individual needs for training and growth. It is feasible to show the presence or absence of work skills during an employee's performance evaluation, even to those who generally reject the idea of training, by making a clear connection between work skills and performance results as well as future career ambitions (Maina & Kibanga, 2004).

Different studies have examined the impact of training and development on employee performance, but the results have shown variation. Chhy (2019) explored how training and development correlate with employee performance in some private secondary schools in Phnom Penh, Cambodia. The study findings indicate that training and development in schools could improve employee happiness, reduce attrition and increase competitiveness.

Additionally, it gave new hires the abilities and proficiency required to carry out their responsibilities well, which improved succession planning and productivity. In spite of these positive outcomes, the research did not delve deeply into the specific training methods and their effectiveness, leaving room for further exploration.

Yimam (2022) evaluated how training affected workers' performance at Ethiopia's Bahir Dar University. The study utilized a quantitative approach and a cross-sectional survey to examine administrative staff members who received training in the year 2019. The results indicated that employee performance significantly improved due to training design, assessing training requirements, delivering training and evaluating training. This shows that performance outcomes may be greatly impacted by a well-structured training programme. The study did not, however, consider how training would impact other jobs within the institution or in other educational contexts; instead, it concentrated exclusively on administrative staff.

In another study, Nwokocha, Obiechina and Anuka (2020) investigated how training and development impact employee performance in Nigeria. Through the use of surveys, the research showed a direct link between enhanced performance results and participation in training. The study did not examine long-term impacts or take into account variables such as employee engagement or work satisfaction, which might potentially influence performance, even if the results confirm the general hypothesis that training can improve employee performance.

Chemutai and Khalili (2022) investigated how academic performance at Kenya's Rongo University was impacted by staff development and training. The study used a sample of eighty-two staff members and used correlation analysis for statistical data and theme analysis for qualitative information. In spite of these techniques, the results showed that training and development had little impact on academic achievement, suggesting that Rongo University gave its faculty and staff little opportunity for training. This highlights the need for improved training strategies in educational institutions and raises questions regarding the efficacy of training initiatives.

Lastly, Kanyua (2021) examined how training and development affect employee performance in middle-level public Technical and Vocational Education and Training

(TVET) institutions in Kenya. The study, which used a descriptive research approach, discovered that these institutions had poor staff training policies and that most of their employees had never had training funded by their employer. This suggests that there is a gap in the training and development provided and that training may not be able to significantly improve employee performance in the absence of appropriate policies and ongoing support. According to these study, employee performance is typically improved by training and development; nevertheless, there are still gaps in our knowledge of the best ways to create training programs that work. The studies also show that in order to guarantee that training results in long-lasting performance gains, thorough training strategies and ongoing assistance are required. This emphasizes how crucial it is to investigate the more extensive elements that lead to effective training and development initiatives.

2.2.6 Motivation and Employee Performance

According to Githui (2014), Motivation is a mental element that influences how much effort a person puts in persistence in the face of adversity and behavior direction within an organization. Wright (2006) distinguished between extrinsic and intrinsic motivation. Intrinsic motivation is when there is an internal drive to take action, like when an activity is appealing for its own sake. Extrinsic motivation on the other hand involves the desire to meet certain goals in order to receive rewards from external factors, such as awards and acknowledgement. Motivation plays a vital role in management theory as it explains the reasons behind people's behaviors within organizations.

Employee motivation has long been understood to be a key component in determining performance. Organizations utilize performance evaluations as one method of assessing employee performance and it has been stated that motivation is an important factor that needs to be considered. According to Selvarajan and Cloninger (2011), performance assessment systems are typically cited as essential components for increasing employee motivation. Although employees may select how much work they put in in most situations, highly motivated individuals who are prepared to make discretionary efforts are the ones that achieve high performance (Armstrong, 2009). Employers see that if they can engage their staff, their organizations will thrive. Consequently, they will be more motivated to work tirelessly to boost worker engagement and develop the high-achieving staff that will provide them a competitive edge (Foot and Hook, 2008).

Both self-determined and non-self-determined motivation was found to have a notable impact on performance, as per Kumari and Kumar's (2023) study on the connection between motivation and teachers' job performance in Pakistan. Using survey questionnaires, they observed that factors affecting teachers' motivation, such as work environment, management and personal drive, had a notable effect on work-related productivity. This suggests that intrinsic and extrinsic motivators play crucial roles in shaping teachers' performance, but it doesn't explore which specific factors are most effective in promoting sustained motivation.

In their investigation of basic school teachers' work performance and employee motivation in Ghana, Forson, Ofosu-Dwamena, Opoku and Adjavon (2021) found that performance management systems, remuneration packages and job design all play a major role in teacher motivation. Through multiple regression and ANOVA analysis, the study found that these factors were significant predictors of performance, both when examined individually and in aggregate. Despite these insights, the study may not have considered other non-monetary motivators, such as professional development or workplace culture, which could also influence teacher motivation.

Both extrinsic and intrinsic motivators affect work performance as reported by Paul and Kituyi's (2021) study on the impact of motivational elements on job performance at Rwanda's technical secondary schools (TSS). Factors such as salary, wages, free accommodation and meals were linked to extrinsic motivation, while self-control, recognition and cooperation were associated with intrinsic motivation. With a important correlation between motivating elements performance at work as demonstrated by a Karl Pearson correlation value of 0.724 the study also revealed a high degree of job performance among TSS teachers. While this study offers valuable insights into motivating elements, it does not investigate organizational culture in its whole or how it influences teacher motivation.

Bukhuni, Namusonge and Makokha (2019) studied how motivational strategies affect staff performance in Kenyan public secondary schools. Utilizing a mixed research design and structured questionnaires, the study gathered data from 393 respondents within a target audience of roughly 23,000 employees. The results showed a significant and beneficial connection between employee productivity and methods of motivation, indicating that elements such as salary and workplace atmosphere are crucial for enhancing performance.

However, this study's mixed-method approach might have missed capturing in-depth qualitative insights into why certain motivation practices are more effective than others.

Overall, these studies highlight various factors that can drive teacher motivation and in turn, impact job performance. The common gaps in these studies include a lack of in-depth analysis of organizational culture, limited exploration of non-monetary motivators and insufficient attention to long-term effects of motivation practices. Further research could focus on identifying the most effective strategies for fostering teacher motivation and sustaining high performance, considering the broader social and cultural context within which teachers work.

2.2.7 Feedback and Employee Performance

Performance appraisal feedback is a dynamic process involving communication between a worker and a supervisor regarding target performance and exhibited performance (Indiana University of Human Resource, 2011). Feedback is essential in organizational environments as it offers employees valuable insights into their work quality, therefore playing a crucial role in performance management (London, 2003). Its significance in both the appraisal process and broader institutional management has been acknowledged (Jansen, 2011). Feedback can guide employee behavior, shape future organizational objectives and instill a sense of accomplishment and internal motivation (Thiry, 2009). It is a key component in catalyzing work-related behavioral changes, ultimately leading to improved employee performance and job satisfaction. By highlighting strengths and identifying areas for improvement, feedback can help employees focus on their development, contributing to a more effective and motivated workforce.

Smith and Jones (2015) employed a combination of quantitative and qualitative data to study how feedback impacts employee performance at a large public university in the United States. The quantitative results indicated that employees who received regular feedback performed better than those who did not, suggesting a positive correlation between feedback and improved performance. The qualitative analysis highlighted the importance of feedback in shaping employee performance and revealed insights into how feedback was perceived and used within the organization.

Sen (2017) examined the effect of feedback on worker performance using a quantitative approach at the University of Liverpool in the United Kingdom. The study revealed a noteworthy association between efficient feedback systems and improved worker productivity. It emphasized the need for organizations to monitor and refine their feedback systems to maintain their effectiveness in influencing employee performance positively. The influence of 360-degree feedback on employee and organizational progress in Pakistani higher education institutions was the main topic of Siddiqui's (2017) study. The research findings indicate that 360-degree feedback is beneficial for employee career development and overall organizational success. As such, it should be included in a complete performance evaluation system.

The impact of feedback management on the way the performance evaluation system is implemented in Nairobi City County by Kenya's Ministry of Education was examined by Boruett, Dimba, Kisirkoi and Ronoh (2021) in a study that included employee viewpoints. Employee perceptions of feedback management were largely favorable, although there is still potential for improvement, as indicated by the overall good mean rating of 63.4% for the practice in the study results. Employee attitudes towards the performance assessment system may be improved by addressing the study's emphasized importance of appraisal training and perceived organizational support. Nevertheless, the study's lack of detailed information about the kinds of feedback that are utilised and how they affect worker performance suggests that there is still a need to better understand the wider effects of feedback management in the educational field.

Wamwayi (2017) investigated how training feedback affected non-teaching management staff members' performance in selected public institutions in Kenya. With a sample size of 176 non-teaching employees, the study was performed in eight of the 22 public institutions and included qualitative and quantitative approaches. Regression and correlation analysis revealed that training feedback was statistically significant in influencing the performance of non-teaching employees (p value = 0.001). Despite these findings, the study does not delve into the content or quality of the feedback provided during training, which raises questions about the consistency and effectiveness of feedback practices. Furthermore, while the study focuses on non-teaching employees, it does not address how feedback might

impact teaching staff in educational settings, suggesting a need for broader research on feedback and employee performance in the education sector.

These studies show how crucial feedback is when it comes to performance review processes in the educational sector. However, they leave significant gaps in exploring the specific types of feedback that are most effective and how these feedback mechanisms influence various employee groups. A critical examination of these gaps could provide insights into refining feedback systems to enhance employee performance and support in educational institutions. Additionally, addressing these gaps could lead to improved feedback practices that contribute to a more effective and motivating workplace environment in the education sector.

2.3 Summary of Literature Review

Organizations rely heavily on performance appraisals because they offer a methodical way to analyze worker performance. These methods frequently include goal-setting, feedback sessions, self-evaluations and supervisor evaluations (DeNisi & Murphy, 2017). Performance appraisal in PPTTCs seeks to assess contributions and guide developmental initiatives, aiding in identifying skill gaps and informing career development decisions. While these appraisal processes are essential for organizational success, studies suggest potential gaps in addressing cultural variations and the long-term impact on employee morale and job satisfaction (Murlis & Murlis, 2011).

Performance appraisal targets are central to employee performance, with specific goals serving as a framework for evaluation (Werner & DeSimone, 2019). However, these targets can sometimes lead to increased pressure or stress, indicating a need to balance goal-setting with employee well-being (Mauya, 2015). Mohamed et al. (2022) and Ali and Ahmad (2018) demonstrated a positive correlation between target implementation and employee performance. Dasanayaka et al. (2021) highlighted issues with current appraisal methods, such as a disconnect between performance and rewards. These studies emphasize how crucial it is to modify goals so that they are in line with company goals and that they are time-bound, realistic, quantifiable and explicit.

Social distance, the perceived emotional or psychological separation between appraisers and appraisees, can significantly impact performance appraisal outcomes (Chen et al., 2017). Studies by Fenech (2017) and Ciancetta & Roch (2021) explore gender biases and social

dynamics in appraisal processes, suggesting that social distance might lead to biased evaluations and potentially hinder fair assessments. The literature indicates a need to reduce social distance to foster more accurate and unbiased appraisal processes.

To improve worker performance and organisational effectiveness, training and development are essential. Chhy (2019) and Yimam (2022) demonstrate the positive impact of structured training programs, contributing to productivity and reduced turnover. However, studies like Chemutai & Khalili (2022) and Kanyua (2021) reveal significant gaps in training provision and policies, indicating that without consistent support, training may not yield the desired outcomes. The literature calls for comprehensive training policies and continuous support to ensure sustainable performance improvements.

Finally, feedback is a pivotal component of performance appraisal, providing employees with valuable information on their performance (London, 2003). Studies such as Smith and Jones (2015) and Sen (2017) show that effective feedback mechanisms can positively influence employee performance, while Boruett et al. (2021) and Wamwayi (2017) indicate a need for improved feedback practices. The literature emphasizes the importance of quality and consistency in feedback, suggesting that a well-implemented feedback system can significantly impact employee morale and job satisfaction.

2.4 Research Gap

Employee performance in Kenyan PPTTCs is significantly shaped by performance management. To fully comprehend the complexities of performance management and its effects on educators' performance, job happiness and professional growth, further study is necessary to fill in a number of important research gaps.

The disconnection between evaluation procedures and material incentives like promotions, pay increases and awards is one of the main weaknesses in performance management. Studies such as Dasanayaka, Abeykoon, Ranaweera and Koswatte (2021) in UK higher education institutions suggest that the lack of a clear link between performance and these incentives contributes to dissatisfaction among academic staff. This disconnect raises questions about the effectiveness of current performance appraisal systems in motivating employees and fostering job satisfaction in PPTTCs in Kenya. Addressing this gap would require an in-depth examination of appraisal processes to ensure they align with employee expectations and offer meaningful rewards for high performance.

Another gap relates to the broader implications of performance appraisal targets on employee morale and job satisfaction. While studies such as Otieno (2022) in Migori County, Kenya and Luvono (2021) in Lamu County, Kenya, found positive correlations between performance appraisal and teacher performance, they do not sufficiently address the potential stress and pressure associated with rigid appraisal systems. This oversight indicates the need for a deeper understanding of how performance appraisal affects teacher morale and long-term job satisfaction in PPTTCs.

Social distance, the perceived emotional or psychological separation between appraisers and appraisees, also plays a crucial role in performance management. However, research on its impact in educational settings remains limited. Studies by Chen et al. (2017) and Jawahar & Stone (2017) propose that social distancing may influence the precision and impartiality of appraisals, without delving into its wider implications on the performance of employees in PPTTCs in Kenya. Further research on the impact of social distance on evaluation processes and effective strategies to reduce this gap is crucial for ensuring evaluations are precise and unbiased.

Feedback practices in performance management are critical for guiding employee behavior and shaping future objectives. However, studies like Boruett et al. (2021) and Wamwayi (2017) indicate that feedback practices might lack depth and consistency, raising concerns about their effectiveness in the educational sector. This difference indicates that further investigation is necessary to comprehend the most efficient kinds of feedback and how they can be customized to suit the requirements of different employee demographics in PPTTCs in Kenya.

2.5 Theoretical Framework

The factors listed in the PPTTC research are further evaluated in light of five theories related to performance evaluation and employee performance that were examined in the current study.

2.5.1 Goal-Setting Theory

According to Locke and Latham's (1990) Goal-Setting Theory, employees perform better when they have clear, difficult goals. The theory postulates that employees are motivated when there are clear and specific performance targets to meet. In the context of performance

appraisal, goal setting can provide a clear and objective basis for evaluating an employee's performance against predefined targets. Critics of the Goal-Setting Theory argue that setting overly challenging goals can be demotivating and may lead to employee burnout. Further, the theory fails to consider the impact of external factors such as organizational constraints that may limit employee performance. In the study of PPTTCs the Goal-Setting Theory can be relevant to the Performance Appraisal Targets variable. By setting clear and specific performance targets for teachers, they can be motivated to perform better and improve their performance levels.

2.5.2 Social Exchange Theory

According to Blau's (1964) Social Exchange Theory, social relations between people are determined by weighing the costs and benefits. According to the notion, workers get motivated when they believe that their contributions to the company and the benefits they receive are fairly exchanged. In the context of performance appraisal, Social Exchange Theory can explain how the Appraiser and Appraisee Social Distance Level can influence the appraisal process and its outcomes.

The influence that non-monetary benefits such as recognition and work satisfaction have on employee motivation is a point of contention for critics of the Social Exchange Theory. Cost-benefit analysis of social interactions in organizations is also difficult to measure. In the study of PPTTCs, one Social Exchange Theory is relevant to the Appraiser and Appraisee Social Distance Level variable. If teachers perceive that the appraisal process is fair and objective, they are likely to be motivated to perform better.

2.5.3 Expectancy Theory

Based on Vroom's (1964) Expectancy Theory, employees are motivated when they believe that their hard work will pay off in the form of rewards for exceptional performance. The theory states that there are three factors that influence employee motivation; valence, instrumentality and expectancy. An employee's expectation is based on their belief that working harder would lead to higher output. The concept of instrumentality is the belief that improved performance will result in the desired outcomes. The term "valence" refers to employee value for the desired outcomes.

Opponents of the Expectancy Theory contend that it ignores how non-cash benefits like job satisfaction and recognition affect employees' motivation. The theory also presumes that workers are aware of the connection between incentives and performance. Expectancy Theory has use in PPTTC research with respect to the Motivation variable. Teachers might be encouraged to do better by associating higher performance with desired results, such pay raises and job promotions.

2.5.4 Feedback Theory

Feedback Theory, introduced by Kluger and DeNisi (1996), indicates that feedback has the potential to greatly influence employee performance. The theory postulates that feedback can provide employees with information on their performance, set expectations and motivate them to perform better. In the context of performance appraisal, feedback can provide employees with constructive criticism on performance identify areas for improvement and reinforce positive behavior.

Critics of Feedback Theory argue that feedback can be demotivating if it is poorly delivered or overly critical. Moreover, the appraiser's perception of the appraisee's performance may influence biased feedback. In the examination of PPTTCs, Feedback Theory is significant for the Feedback variable. Giving teachers useful feedback can assist them in pinpointing areas of growth and inspiring them to enhance their performance.

2.5.5 Training and Development Theory

According to Training and Development Theory, employees may improve their skills and knowledge by participating in focused training and development initiatives. Thus, funding these initiatives can result in better staff retention, higher work satisfaction and enhanced job performance (Swanson, 2001). This notion, which emphasizes the need of ongoing education and career advancement, has gained momentum in a number of industries.

Nonetheless, opponents of Training and Development Theory argue that it fails to consider external influences like organizational culture and leadership styles, which can impact employee performance significantly (Ford & Weissbein, 1997). Furthermore, critics note that these programs can be costly and time-consuming, presenting a challenge for organizations with limited resources (Kirkpatrick, 2006). Training and Development Theory may be used to analyse the Training and Development variable in the context of PPTTCs.

Kreitner and Kinicki (2004) state that offering teachers training and development opportunities can enhance their job performance and job satisfaction by enabling them to acquire new skills and knowledge.

2.6 Conceptual Framework

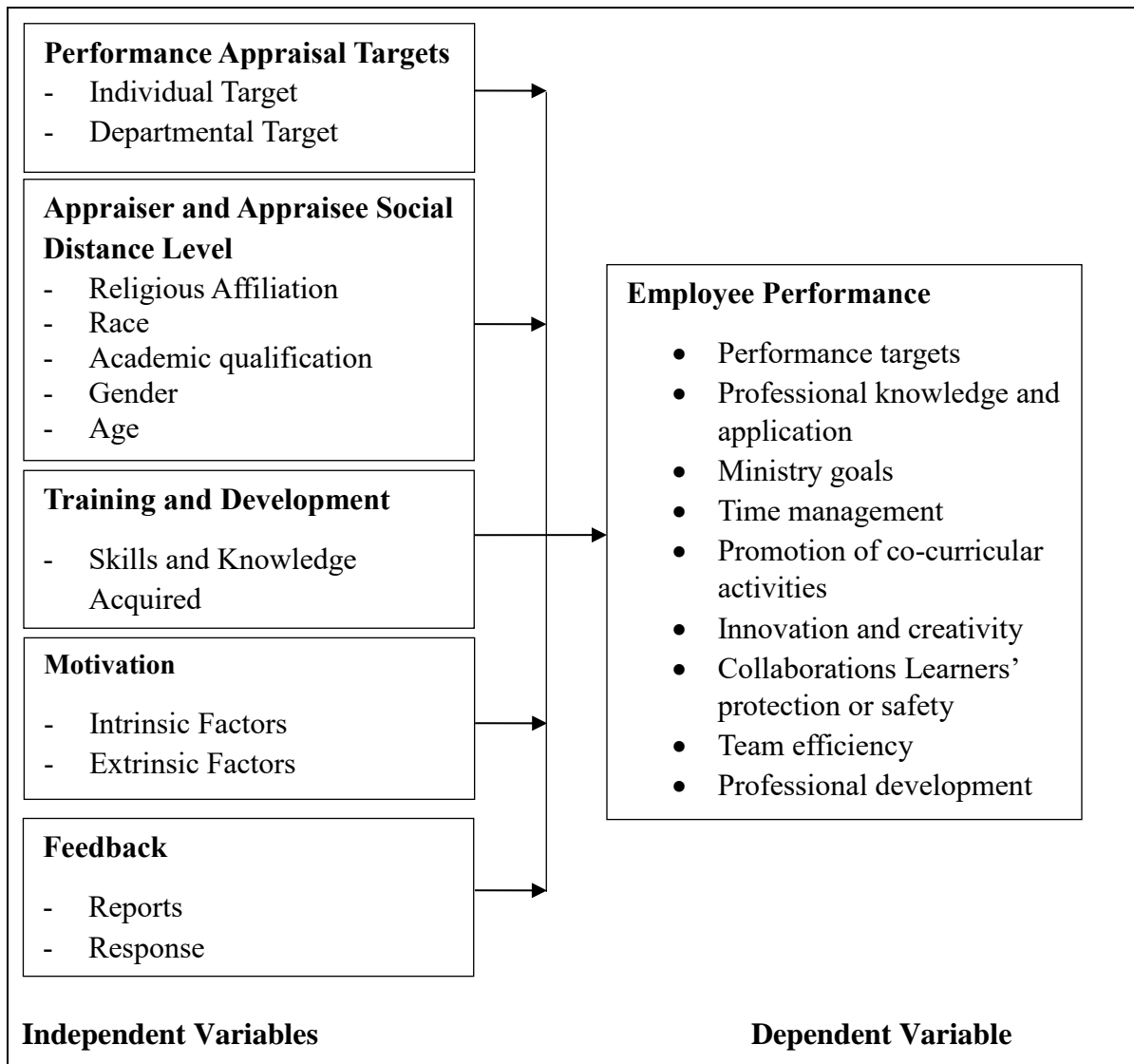


Figure 2.1: Performance Management Criteria Areas and the Aspects of Appraiser and Appraisee which affect Employee Performance in PPTTCs in Kenya.

A theoretical foundation that guides research by defining key concepts and relationships between them is known as a conceptual framework. In the context of performance management, the following conceptual framework can be proposed. The conceptual framework proposed in Figure 2.1 suggests that there are several criteria that are evaluated

in performance management and that the appraiser and appraisee play a role in influencing employee performance. By considering these factors and their interactions, organizations can design and implement performance appraisal processes that are effective and fair, leading to improved employee performance and organizational outcomes.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides a summary of the study's techniques and approaches. The following are discussed: data collection methods, instrument validity and reliability testing, target audience, sampling strategies, sample size, research instruments, data processing, logistical issues and ethical dilemmas.

3.2 Research Philosophy

The research employed mixed-method methodologies and a pragmatic perspective. This paradigm uses a hybrid technique where both numerical and descriptive information are collected and examined within a single study (Johnson & Onwuegbuzie, 2004).

3.3 Research Design

To shed light on the traits of the population being studied in the Kenyan PPTTCs, the research utilized a descriptive research design. Using this approach, the researcher gathered information on the main aspects of the study by surveys and examining existing literature. The main aim of the research was to carry out a thorough evaluation of how employee performance and performance evaluations are related in PPTTCs in Kenya. The researcher was able to draw informed conclusions on the connection between performance appraisal (PA) and employee performance due to the descriptive research method's capacity to present a comprehensive and precise representation of the population's attributes.

3.4 Location of the Study

The study was carried out across all the 27 PPTTCs in Kenya (Appendix D). As Singleton (1993) pointed out, a study needs to be conducted in a location that is readily accessible to the researcher and facilitates easy interaction with the participants. A simple administrative and organizational framework (Appendix C) served as the basis for choosing PPTTCs, ensuring that the research could be carried out without difficulty.

3.5 Target Population

The focus of the study was the 1,881 administrators and instructors across Kenya's 27 PPTTCs. Among the participants were 27 curriculum deans, 27 student deans, 189 department heads, 351 subject heads, 1,233 tutors and 27 principals and deputy principals.

The research focused on department heads, deans, deputy heads and principals as they act as both evaluators and evaluates based on their management level within the college organizational hierarchy. Since they are being assessed in their own departments, the leaders and educators were also selected. The breakdown of the appraisers and appraisees in PPTTCs is shown in Table 3.1.

Table 3.1: *Administrators and Tutors in PPTTCs Engaged in Performance Appraisal*

Staff Category	Personnel per College	Total Number of Colleges	Target Population	Percentage
Principal	1	27	27	1.4
Deputy Principal	1	27	27	1.4
Dean of Curriculum	1	27	27	1.4
Dean of Student	1	27	27	1.4
Head of Department	7	27	189	10.0
Head of Subject	13	27	351	18.7
Tutors		27	1233	65.6
Total			1881	100.0

Source: TSC Colleges Staffing Directorate (2018)

3.6 Sampling Technique

The study employed proportionate stratified sampling, a widely recognized technique in social sciences research (Cooper & Schindler, 2006). To assemble the study's participant pool, appraisers and appraisees were categorized into seven distinct levels of management within PPTTCs. From each of these strata, a representative sample was drawn using a probabilistic method to ensure proportionate representation (Yamane, 1967). Facilitating access to the diverse management levels within PPTTCs was the responsibility of the TSC Staffing Directorate for colleges.

All eligible individuals were included in the survey and that who chose not to participate or did not contribute were excluded from the study. Within each stratum, a straightforward

random sampling technique was applied. This entailed assigning a unique identifier to each eligible participant, who was then randomly selected via a computer-generated algorithm (Cooper & Schindler, 2006).

By adopting the combined approach of proportionate by utilizing stratified sampling and simple random sampling, the research guaranteed the formation of an impartial and completely representative sample. Importantly, the sample size from each stratum was in direct proportion to the population size of that stratum, further enhancing the precision of the findings. Ultimately, these rigorous sampling methods enabled the study's results to be more confidently applied to a broader population of appraisers and appraisees in PPTTCs while reducing the potential for sampling errors.

3.7 Sample Size

Using Yamane's formula (cited in Israel, 1992), stratified sampling was used to determine the minimal population sample size required for this study.

$$n = \frac{N}{1 + N(e)^2}$$
$$n = \frac{1881}{1 + 1881(0.05)^2}$$
$$n = 330$$

where the population size is N, the sample size is n and the error margin is e.

Therefore, 330 individuals were chosen as a sample from a group of 1881 workers. The adequate sample size allowed for meaningful results on factors that differed significantly and helped to expand the potential data pool and improve the overall study's understanding. Table 3.2 displays the distribution of the sample population.

3.8 Research Instruments

The aim of the study was to explain how performance evaluations impact employee productivity in Kenya's PPTTCs, from both appraisers and appraisees viewpoints. Surveys were the primary method used by the researcher to collect information. Appendices C and D include two distinct types of surveys utilized to collect data, encompassing both qualitative and quantitative aspects. Every part (I-VII) of the survey targeted a distinct aspect of the topic being studied.

Table 3.2: *Sample of Administrators and Tutors in PPTTCs in Kenya*

Staff Category	Target Population	Sample Size	Percentage (%)
Principal	27	5	1.52
Deputy Principal	27	5	1.52
Dean of Curriculum	27	5	1.52
Dean of Student	27	5	1.52
Head of Department	162	33	10.0
Head of Subject	378	62	18.79
Tutors	1233	216	65.45
Total	1881	330	100

During the first section of the survey, respondents were required to provide details regarding their demographics, including gender, age, marital status, work experience, level of education and employment status. Section two's aim was to ascertain how staff productivity was impacted by PA goals. The third portion examined how the appraisee's and appraiser's social distance influenced the appraisee's performance objectives' accomplishment. The fourth segment sought to explain the connection between staff training and development and performance reviews. Section five sought to ascertain how performance reviews affected employee motivation, while section six sought to ascertain how review feedback affected employee output.

A survey was conducted using a five-point Likert-type scale that ranged from highly satisfied to highly unhappy, strongly agree to strongly disagree and very high extent to very low extent. To obtain the appropriate levels of measurement required for statistical analysis, this scale was used. More so, it was required of the respondents to respond to open-ended questions. According to Babbie (2008), closed-ended questions are favoured since they offer more consistent responses and are simpler to comprehend.

The questionnaires also utilized a nominal scale for categorical items, with either "Yes" or "No" responses. Positive responses were weighed as 2, while negative responses were

weighed as 1. The weight for negative items was reversed to 1 and 2, respectively. This approach helped in analyzing the data by converting categorical responses into numerical data, which could be statistically analyzed. Overall, the use of questionnaires helped in collecting comprehensive data on various aspects of performance management in PPTTCs in Kenya.

3.9 Data Collection Procedures

Competent research assistants were enlisted to assist the researcher in collecting data for this study. They were chosen based on expertise with the research subject and understanding of various geographical areas. The respondents received the questionnaires directly from the researcher and the research assistants were responsible for collecting them from the respondents. The respondents completed and returned a total of 282 questionnaires. After data collection, field editing of the data was carried out. The editing process involved the review of the completed questionnaires to ensure completeness, accuracy and consistency. Any errors or omissions were corrected and missing information was collected from the respondents where possible. Overall, the data collection procedure was carefully executed to ensure that the collected data was accurate, reliable and relevant to the research questions.

3.10 Pretesting of Research Instruments

Prior to the study, the materials were distributed to 18 staff members at three PPTTCs in Kenya. These preselected responses came from diploma PPTTCs who were not part in the actual survey. Mugenda and Mugenda (2008) recommend pre-testing the questionnaire on a sample chosen to be comparable to the real sample the researcher intends to employ in the study. Pre-test volunteers should not be drawn from the sample itself. On the basis of the outcomes of the pilot study, the researcher assessed the instruments' validity and reliability.

3.11 Validity of Research Instruments

A group of specialists reviewed the questionnaire to guarantee its validity. Three public diploma colleges with a combined staff of 27 (1 principal, 1 deputy principal, 1 dean of curriculum, 1 dean of student, 1 head of department, 1 head of subject and 3 tutors) were used to pretest the questionnaire. Due to their similarities to PPTTCs in administrative structure but excluded from the study, these institutions were chosen for pretesting. The obtained data was organized, evaluated and interpreted. The suggestions of the experts and

the outcomes from pretesting the questionnaire were taken into account while creating the questionnaire's final set of items.

3.12 Reliability of Research Instruments

When an instrument is administered more than once or when a different set of items is used, reliability is the consistency of the outcomes or scores (Fraenkel & Wallen, 2008). The reliability of the data reduces as random error in the data rises. As Mugenda and Mugenda (2008) stated, random error occurs when a measurement strays from the true value due to unaddressed factors by the researcher.

To assess reliability, the researcher and certified research assistants distributed participant surveys and gathered the filled-out forms. During the questionnaire's pretesting, the Cronbach's Alpha coefficient was utilized to calculate internal consistencies. This method needs one administration and offers a distinct, quantifiable approximation of a scale's internal consistency. This produced a matrix of inter-item correlations, which was then used to calculate the mean correlation by adding up all the correlations. A high coefficient indicates that the scale's items strongly correlate with one another and accurately assess the target construct. The Cronbach reliability coefficients for the study variables as reported in the study's findings (Table 3.3).

According to George and Mallery (2003), the variables that were studied in this study had Cronbach's Alpha coefficients that fell between 0.764 and 0.814, as seen in Table 3.3. The standard criteria is that coefficients more than 0.7 should be regarded as acceptable and coefficients more than 0.8 as good. A good degree of internal consistency dependability is shown by the Cronbach's Alpha coefficients obtained for the variables.

This indicates that the variables measured in the research are dependable and consistently represent the fundamental concepts. Researchers and professionals can trust the data's strength, as the coefficients meet or surpass the generally accepted reliability levels. This boosts the overall reliability of the study's results and strengthens the trustworthiness of the measurements used.

Table 3.3: *Reliability Coefficients for Variables on Studies on PPTTCs in Kenya*

Section of Questionnaire	Variable	No. of Items	Cronbach's Reliability Coefficients
Section II	PA Target	14	0.814
Section III	Social Distance	5	0.802
Section IV	Employee Training and Development	11	0.793
Section V	Employee Motivation	9	0.764
Section VI	PA Feedback	15	0.785
Composite Cronbach's Alpha Reliability Coefficient			0.792

3.13 Data Analysis

This research utilized quantitative analysis of the data collected. The SPSS program was utilized instead of using computer spreadsheets. In a quantitative analysis, numerical values are measured and then utilized to describe the data with terms like frequency, counts, mean, percentage and standard deviation. Utilizing statistical methods, research outcomes were presented (frequency and distribution tables). Open-ended responses were provided using descriptive narrative and the study's findings were compared to those of the literature review. Utilizing SPSS 20, descriptive statistics were used for data analysis. These statistics included frequency, percentage and mean.

Regression analysis was used to draw conclusions about generalized circumstances from the data collected by utilizing inferential statistics to evaluate the type and the level of connection between the independent and dependent variables' strength. It was employed in Kenya's PPTTCs to establish the connection between employee performance and performance review goals. For example, the model precisely examined the extent to which PA targets established throughout the appraisal process had an impact on employees' productivity. The data processing plan is summarized in Table 3.4.

The following model was utilized in the linear regression analysis:

$$\text{Model } y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + e$$

Where: y = is the dependent variable (employee performance)

$\beta_0, \beta_1, \beta_2, \beta_3, \beta_4, \beta_5$ are the sample estimates of the coefficients

X_1 = These are the objectives for the performance review (independent variable).

X_2 = This measures the social gap between the appraiser and the appraisee (independent variable).

X_3 = This stands for the learning and growth (independent variable).

X_4 = This denotes a motivated workforce (independent variable).

X_5 = This is the evaluation feedback (independent variable).

e = Error

The reasons why appraisers and appraisees in the PPTTCs failed to meet the predetermined performance goals were examined using a sample t-test. A regression analysis was conducted to determine the relationship between the dependent and independent variables. The study used a variety of data analyses techniques to determine the connections and importance of different variables.

The analysis involved the use of regression analysis, t-test and analysis of variance (ANOVA) as tools. The Chi-Square test was used to analyze categorical data in order to determine if there was a notable relationship or association between two or more variables. It helped identify trends, patterns and differences in responses across multiple categories. Regression analysis was used to investigate the relationship between one or more independent variables and the dependent variable. Regression analysis predicted the impact of independent variables on the dependent variable and assessed the significance and magnitude of these relationships.

ANOVA was used to compare the means of multiple groups or conditions. It examined whether the means of the variables under analysis differed in any way that was statistically significant. This approach made it easier to note variations and group differences in the research. The t-test was utilized to compare the averages of two groups and ascertain if there were any significant distinctions between them. This made it possible to compare means and determined whether or not observed differences were statistically significant.

Table 3.4: Operationalization of Variables in PPTTCs in Kenya

Hypotheses	Independent Variables	Dependent Variables	Methods of Data Analysis
1. H_{01} There is no significant difference in employee performance between different performance appraisal targets in Public Primary Teacher Training Colleges in Kenya.	PA Target	Employee Performance	-Regression Analysis -ANOVA -t-test Chi Square
2. H_{02} There is no significant correlation between social distance and employee performance in Public Primary Teacher Training Colleges in Kenya.	Social Distance	Employee Performance	-Regression Analysis -ANOVA Chi square
3. H_{03} There is no significant relationship between employee training and development, performance appraisal, and employee performance in Public Primary Teacher Training Colleges in Kenya.	Employee Training and Development	Employee Performance	-Regression Analysis -ANOVA Chi square
4. H_{04} There is no significant effect of employee motivation on employee performance in Public Primary Teacher Training Colleges in Kenya.	Employee Motivation	Employee Performance	-Regression Analysis -ANOVA Chi square
5. H_{05} There is no significant effect of performance appraisal feedback on employee's performance in Public Primary Teacher Training Colleges in Kenya.	PA Feedback	Employee Performance	-Regression Analysis -ANOVA Chi Square

3.14 Logistical and Ethical Considerations

NACOSTI authorized the researcher to carry out the study. The telephone conversations with the sampled institutions preceded the explanation of the study's objectives. By obtaining voluntary, informed agreement from each respondent, the study guaranteed that ethical considerations were followed. The identities of the respondents were protected by the researcher in order to respect privacy and guarantee confidentiality. No one's identity was revealed and the researcher and assistants made sure that human dignity was upheld. The data was gathered by a skilled researcher and their team of research assistants. The study findings were utilized for academic purposes.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

The study is briefly summarized at the beginning of the chapter and then the data collected via surveys is presented and analyzed.

4.2 Response Rate

A total of 282 (85.5%) of the 330 questionnaires distributed to the respondents were returned. Overall, 97 appraisers (34.5%) and 185 appraisees (65.5%) responded to the questionnaire. An appropriate response rate is defined as one that is greater than 70% by Nulty (2008). Babbie's (2008) affirms that a response rate of 70% or higher is sufficient for data analysis, thus the data collected for analysis was adequate to meet the objectives of the study.

4.3 Background Information

The study sought to determine the respondents' backgrounds. The sociodemographic characteristics of the respondents are shown in Table 4.1.

4.3.1 Age of the Respondents

The study determined that 42(42.9%) of the appraisers were aged between 51-55 years old, followed by 33(33.7%) who were aged between 46-50 years old. Similarly, 50(26.8%) of appraisees were aged between 51-55 years old and 41(22.2%) of the appraisees were aged between 46-50 years old while another 41(22.2%) of appraisees were aged between 41-45 years. These results indicate that both appraisers and appraisees were within the age range of 46-55 years. This suggests that appraisers in this age range had a wealth of work experience, which positively impacted the quality of appraisals. However, the age range suggests that they were likely to resist new ideas. This finding also implies that appraisees within this age range may be more prone to experiencing age bias during the appraisal process, potentially leading to unfair appraisals and missed opportunities for promotion or advancement. More so, if a large number of appraisers in this age range are nearing retirement, there could be concerns about the transfer of knowledge and continuity in the appraisal process.

Table 4.1: *Background Information of Respondents from 27 PPTTCs in Kenya*

Academic Qualification	Appraiser		Appraisee		P-Value
	N	%	N	%	
Age (years)					
<25	0	0	2	1.1	0.3007
25-30	1	1	10	5.4	0.0699
31-35	2	2.1	10	5.4	0.1934
36-40	2	2.1	23	12.4	0.0039
41-45	15	15.4	41	22.2	0.1747
46-50	33	34	41	22.2	0.0327
51-55	42	43.3	50	27	0.0056
>55	2	2.1	8	4.3	0.3433
Gender					
Male	55	56.7	80	43.2	0.0314
Female	42	43.3	105	56.8	0.0314
Marital Status					
Married	73	75.3	151	81.6	0.2145
Single	15	15.4	28	15.2	0.9647
Widowed	9	9.3	5	2.7	0.0156
Separated	0	0	1	0.5	0.4862
Residence					
Within County	73	75.3	129	69.7	0.3226
Outside County	24	24.7	56	30.3	0.3226
Level of Education					
O level	3	3.1	1	0.5	0.0774
A level	13	13.4	66	35.8	0.0001
Diploma	5	5.2	8	4.3	0.7325
Graduate	33	34	52	28.1	0.3059

Masters	43	44.3	52	28.1	0.0063
Doctorate	0	0	5	2.7	0.1031
Others	0	0	1	0.5	0.4862
Terms of Employment					
Casuals	1	1	1	0.5	0.626
Contract	5	5.2	25	13.5	0.0321
Permanent and Pensionable	91	93.8	152	82.2	0.0074
Others	0	0	7	3.8	0.0523
Duration at Work Station					
<5	17	17.5	41	22.1	0.3644
5-10	30	30.9	68	36.8	0.3239
>10	50	51.6	76	41.1	0.0926

Data from the present study is in agreement with a study by the Society for Human Resource Management that revealed that employees aged 50 and over were more likely to perceive age bias in the workplace (SHRM, 2018). Similarly, a study by American Association of Retired Persons (AARP) determined that workers aged 45 and older were more likely to experience job insecurity and discrimination (AARP, 2019). These studies highlight the importance of addressing age-related biases in the workplace, particularly during the appraisal process, to ensure fair and equitable treatment of all employees.

4.3.2 Gender of the Respondents

The study sought to establish the gender of the respondents. The findings show that there are more male employees than female employees in the PPTTCs. The data also suggests that male employees have a higher PA score (56.7%) compared to female employees (43.3%). This reveals that there may be underlying biases in the PA process that favor male employees over female employees, despite similar levels of performance. This could lead to gender-based discrimination in career development and promotional opportunities. In addition, the data suggests that there may be differences in the work experiences of male and female employees that contribute to differences in PA scores and good performance percentages. These differences can be addressed through targeted interventions.

In the United States of America, women receive lower PA ratings than men, even when performance is objectively better (Dobbins & Platz-Vieno, 2012). In the United Kingdom women are less likely to receive top performance ratings than men, even when they hold similar job positions (Giacalone & Rosenfeld, 2013).

4.3.3 Marital Status of the Respondents

The study sought to establish the marital status of the respondents. The study revealed that most 73(75.5%) of the appraisers and 151(81.7%) of the appraisees were married, 15(15.3%) of appraisers and 28(15.4%) of appraisees were single whereas the rest were either widowed or had separated with partners (Table 4.1). The high percentage of married appraisers and appraisees in the study suggests that marital status could have potential implications for the appraisal process and job-related outcomes. For example, being married may impact an individual's work-life balance, as individuals may have additional responsibilities and commitments outside of work. This could potentially affect availability for conducting or receiving appraisals, as well as overall job performance.

Kanter and Mirvis (1989) showed that married people were more likely to get promoted than their single counterparts. Not all industries and job categories exhibit this tendency in unison. A study by Hansen et al. (2011) found that marital status had no discernible effect on overall happiness or work satisfaction. It is significant to keep in mind that there are a variety of factors that might affect the evaluation process and results connected to employment. Other variables, like gender, race and length of employment, may also be important (Hansen et al., 2011).

Previous studies have examined the potential impact of marital status on employee engagement and turnover. For example, a study by Schaufeli et al. (2009) found that married individuals reported higher levels of work engagement than single counterparts. However, another study by Amstad et al. (2011) determined that marital status did not have a significant impact on employee turnover. It was observed that in the present study 73(75.6%) of appraisers and 129(69.6%) of appraisees resided in the county where the college was located, with only 24(24.4%) of appraisers and 56(30.4%) of appraisees residing in other counties (Table 4.1). This suggests that there is a strong connection between the college and the local community, which could influence the way the appraisers and appraisees perceive roles and responsibilities. More so, it may impact the types of feedback that are provided

during the appraisal process, as appraisers may be more familiar with local customs and cultural expectations. Similar studies have also examined the potential impact of location on the appraisal process. For example, a study by Kramlinger and Huber (2002) determined that geographic proximity between supervisors and employees was positively associated with the quality of performance feedback. However, Cardon and Marshall (2009) determined that physical distance between managers and employees was not a significant predictor of the quality of performance feedback.

4.3.4 Education Level of the Respondents

The present study sought to establish the educational level of the respondents. Employees with A-level, Master's, and Graduate degrees demonstrated markedly different performance levels compared to those with other educational backgrounds ($P = 0.0001$, $P = 0.0063$ and $P = 0.3059$, respectively) as shown in Table 4.1. Studies have consistently shown that higher levels of education are linked to improved job performance and increased productivity. Hanushek and Woessmann (2015) report that a mere 1% increase in the average number of years spent in education corresponds to a 0.37% increase in economic growth. Further, Green and Zhu (2010) found a positive association between higher education levels and work satisfaction, as well as enhanced staff retention.

4.3.5 Terms of Employment

This section sought to determine the terms of employment for PPTTCs employees. The finding reveals that majority of appraisers 90(93.3%) and appraisees, 153(82.8%), were employed on a permanent and pensionable basis, suggesting job security and stability. However, 26(13.6%) of appraisers and 6(6.8%) of appraisees were on contract terms, which could lead to job insecurity and financial instability (Table 4.1). This can have implications for the quality of appraisals conducted by these individuals, because they are not permanent employees. A study by Nunnally and Bernstein (1994) showed that job insecurity led to decreased job satisfaction, increased anxiety and lower job performance. A study by Greenhalgh and Rosenblatt (1984) found that individuals with more secure jobs had higher levels of job satisfaction and were more committed at the work place. These findings suggest that job security is an important factor in job performance and job satisfaction.

This study noted that 51(52.1%) of appraisers and 76(41.2%) of the appraisee had worked for over ten years in the current station. While, 30(30.7%) of appraisers and 68(36.9%) of

appraisees had worked for 5-10 years, 17(17.2%) of appraisers and 41(21.9%) of appraisees had worked for less than five years as indicated in Table 4.1. The finding reveals that a considerable number of appraisers and appraisees had a relatively long work experience in the current station, which could contribute to job satisfaction and performance. It also implies that these employees had a good understanding of the work environment and are likely to be well versed in job responsibilities. On the other hand, those who had worked for a shorter period required more support and guidance to effectively perform duties.

4.3.6 Employees Appraisal Period

On employee appraisal period, (58.0%) appraisers and (51.2%) of appraisees in PPTTCs were appraised on a quarterly basis. This indicates a general trend towards quarterly PAs in Kenyan PPTTCs. Monthly appraisals were reported by 6.7% appraisers and 16.3% appraisees, while twice-yearly appraisals were reported by 26.0% of appraisers and 19.0% appraisees. Annual appraisals were reported by 9.3% appraisers and 8.1% appraisees, while biennial appraisals were reported by 0% appraisers and 3.1% appraisees (Table 4.2). This shows that the frequency of the appraisals ranged from weekly to biennially.

Table 4.2: *Employees Appraisal Period in PPTTCs in Kenya*

Duration of appraising	Appraisers		Appraisees	
	N	%	N	%
Weekly	0		4	2.4
Monthly	6	6.7	30	16.3
Quarterly	56	58.0	95	51.2
Twice a year	25	26.0	35	19.0
Yearly	9	9.3	15	8.1
In 2 years	0	0	6	3.1
Total	97	100.0	185	100.0

The results of this study indicate that in PPTTCs quarterly performance reviews are the most typical type of employee performance evaluation. This could be due to the benefits of more frequent feedback, allowing for timely identification and addressing of performance issues, as well as tracking progress towards set goals and objectives. This is in agreement with a

study by Ezeani and Nwokwu (2018) which reported that most organizations in Nigeria conducted annual PAs, while only a few had quarterly or bi-annual appraisals.

4.3.7 Number of Staff Supervised by Appraiser

On the number of staff supervised by appraiser, 54.5% appraisers supervise over ten staff members, 29.1% of appraisers supervise between 5-10 appraisees, while 16.4% supervise less than 5 appraisees (Figure 4.1). These findings show that a good number of appraisers have a heavy workload, which could pose challenges in providing comprehensive feedback and evaluations for each individual appraisee.

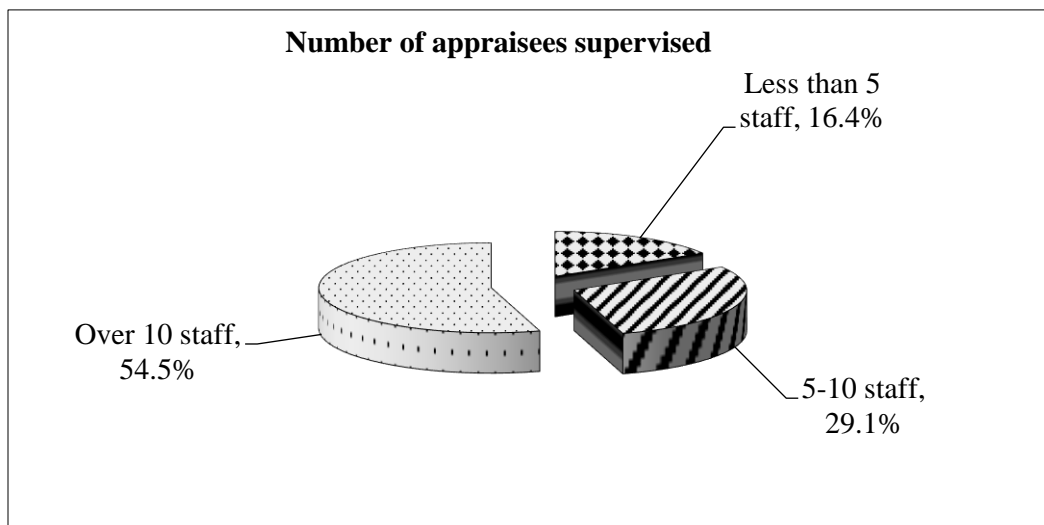


Figure 4.1: *Number of Staff Supervised by an Appraiser in PPTTCs in Kenya*

4.4 Diagnostic Tests for Statistical Assumptions and Analysis

In the pursuit of ensuring the fulfillment of essential assumptions for parametric testing, this study necessitated diagnostic tests for statistical assumptions and analysis. Common parametric assumptions, such as Factorability and Sphericity, were evaluated using tests such as Kaiser Meyer-Olkin (KMO) and Bartlett, along with assessments for Normality, Multicollinearity, Homoscedasticity and Linearity. These diagnostic procedures were crucial to ascertain the compliance of the data with the necessary assumptions for parametric tests, reinforcing the robustness and reliability of the subsequent statistical analysis.

4.4.1 Tests for Factorability and Sphericity: Kaiser Meyer-Olkin and Bartlett Test

The degree to which a group of variables shows significant connections that enable the identification of cogent factors during statistical analysis is known as factorability. The

primary presumption in factorability assessment is that variables have significant relationships with one another, which facilitates the discovery of cohesive components. This suggests that the variables should exhibit a detectable level of collinearity, in keeping with Fabrigar's (1999) suggestion.

Item factorability was evaluated using Barlett's Test of Sphericity and the Kaiser Meyer-Olkin Measure of Sampling Adequacy. Data factorability and appropriateness for structure detection were evaluated with the aid of the tests produced by SPSS 26 (Pallant, 2010). To evaluate the appropriateness of the sampling, the Kaiser-Meyer-Olkin (KMO) test was utilised (Tabachnick and Fidell, 2011). The index has a range of 0–1. Hair et al. (2003) state that a sample that is considered adequate must have a KMO test statistic that is larger than 0.5. Less below the convectional probability threshold of 0.5, Table 4.3 displays KMO data of 0.487. The implication here is that the sample size was insufficient for factor analysis.

Table 4.3: *Tests for Factorability and Sphericity on Employee Performance in PPTTCs*

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.487
Bartlett's Test of Sphericity	Approx. Chi-Square	171.229
	Df	15
	Sig.	0.000

4.4.2 Test of Normality

To assess the normality of the distribution, imperative for choosing appropriate statistical tests and ensuring the integrity of normal distribution assumptions, normality tests were conducted, specifically employing the Kolmogorov-Smirnov (K-S) and Shapiro-Wilk tests (Shapiro and Wilk, 1965). The normality tests were crucial in evaluating the normality of dependent variables, in this case, employee performance in PPTTCs. A significance level of 0.05 was set and if the computed P-values from these tests were less than or equal to 0.05, it indicated the rejection of the null hypothesis of normality (Shapiro and Wilk, 1965).

The computed statistics for the Kolmogorov-Smirnov and Shapiro-Wilk tests for employee performance in PPTTCs in Kenya were 0.363 and 0.726, respectively, as presented in Table 4.4. Correspondingly, the associated P-values were both 0.000. Since these P-values were

less than the significance level of 0.05, it led to the rejection of the hypothesis of normality (significant at $p=0.05$), suggesting that the dependent variable did not conform to a normal distribution, as indicated in Table 4.4.

Multicollinearity, identified when two or more predictor variables in a multiple regression model exhibit a close association, was addressed in the study. Acknowledging the potential impact on predictor success, collinearity statistics such as the Variance Inflation Factor (VIF) and Tolerance Value were utilized to gauge the extent of multicollinearity, aligning with the insights of Bickel (2007) and Hair et al. (2003). These statistics help highlight the presence of multicollinearity and provide essential information for refining the multiple regression model.

Table 4.4: *Tests of Normality on Employee Performance in PPTTCs*

Tests of Normality						
Employee performance in Public Primary Teacher Training Colleges in Kenya	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
	0.363	174	0.000	0.726	174	0.000
a. Lilliefors Significance Correction						

4.4.3 Multicollinearity Test

Multicollinearity in a multiple regression model refers to the tight relationship between two or more predictor variables (Bickel, 2007). According to Hair et al. (2003), a successful predictor is more likely when there is a significant level of collinearity. Collinearity statistics that illustrate the issue of multicollinearity include the Variance Inflation Factor (VIF) and Tolerance Value. A maximum allowable VIF of 5.0 indicates a multicollinearity issue and anything above is utilised to quantify the extent to which the variance of regression coefficients is inflated by multicollinearity difficulties (Hair et al. 2003).

The tolerance value quantifies the variance in an independence variable that cannot be explained by any other independent variable. According to Hair et al. (2003), there may be a multicollinearity issue if the tolerance value is smaller than 0.10. When two or more predictor variables in a multiple regression model show substantial correlations with one

another, this is known as multicollinearity (Bickel, 2007). According to Hair et al. (2003), a predictor's efficacy can be increased by a greater degree of collinearity. Collinearity statistics that reveal the existence of multicollinearity, such as the Variance Inflation Factor (VIF) and Tolerance Value, are used to evaluate this problem. With a maximum allowable threshold of 5.0, the VIF gauges how much multicollinearity inflates the variance of regression coefficients; results beyond this threshold signify a multicollinearity issue (Hair et al., 2003). The tolerance value quantifies the variance in an independent variable that is not explained by other independent variables. Hair et al. (2003) suggested that multicollinearity is likely when the tolerance value is below 0.10.

Multicollinearity among various predictor variables was evaluated using the findings presented in Table 4.5. The Performance Appraisal Targets variable showed a significant issue with multicollinearity due to an extremely high VIF of 17.771 with a tolerance value of 0.056. The tolerance value of 0.095 and VIF of 10.472 suggested a substantial amount of multicollinearity for the levels of social distance between the appraiser and appraisee. Training and Development showed significant multicollinearity, with a tolerance value of 0.253 and a VIF of 3.958. The motivation variable showed a lower level of multicollinearity, with a tolerance of 0.273 and a VIF of 3.661. An exceptionally high VIF of 42.062 and a feedback variable tolerance value of 0.024 suggest a significant problem with multicollinearity.

The results from the multicollinearity assessment in Table 4.5, specifically the Tolerance and Variance Inflation Factor (VIF), reveal insights into the level of multicollinearity among the predictor variables in the regression model predicting Employee Performance. The exceptionally low Tolerance values, such as 0.056 for "Performance Appraisal Targets" and 0.024 for "Feedback," signify a high degree of collinearity, suggesting that a substantial proportion of variance in these variables is shared with others. Concurrently, the elevated VIF values, notably 17.771 and 42.062 for the same variables, further accentuate the issue, indicating the extent to which the variance of these variables is inflated due to multicollinearity. These high VIF values suggest that the information content of "Performance Appraisal Targets" and "Feedback" is redundantly captured by other variables in the model, potentially undermining the accuracy and interpretability of the regression

model predicting Employee Performance. Addressing multicollinearity is essential to enhance the model's reliability and effectiveness in predicting the dependent variable.

Table 4.5: *Multicollinearity Test on Employee Performance Variables in PPTTCs*

Coefficients			
Model		Collinearity Statistics	
		Tolerance	Variance Inflation Factor
1	Performance Appraisal Targets	0.056	17.771
	Appraiser and Appraisee Social Distance Level	0.095	10.472
	Training and Development	0.253	3.958
	Motivation	0.273	3.661
	Feedback	0.024	42.062

a. Dependent Variable: Employee Performance

4.4.4 Test of Homoscedasticity

To assess homoscedasticity, the study investigated whether the discrepancy in errors between the independent and dependent variables remained consistent across all levels of the independent variable. According to Osborne and Waters (2002), the lack of homoscedasticity might seriously impair the analysis's validity and skew the study's conclusions. Testing is necessary to verify the homoscedasticity assumption, even if regression analysis makes this assumption.

The research adhered to the suggestion by Gastwirth, Gel and Miao (2009) and applied Levene's test to assess equality of variances. The significance threshold, indicated as α , was established at 0.05. Based on the data in Table 4.6, the Levene statistic did not show significance at $\alpha= 0.05$. This suggests that homoscedasticity was observed as the p-values from Levene's test for equal variances were greater than 0.05. In general, the findings in Table 4.6 indicate that the homoscedasticity assumption is upheld in this study. This suggests that there is no noticeable variation in error among the different levels of the independent variables, confirming the reliability of the regression analysis on the dependent variable, "Employee Performance".

Table 4.6: *Test of Homoscedasticity of Predictor Variables on Employee Performance in PPTTCs*

Levene's Test of Equality of Error Variances			
Dependent Variable: Employee performance			
F	df1	df2	Sig.
958	36	10	0.571
Design: Performance Appraisal Targets + Appraiser and Appraisee Social Distance Level + Training and Development + Motivation+ Feedback			

4.5 Performance Appraisal Targets and Employee Performance

This study in Kenya's PPTTCs aimed to assess how setting PA goals affects the performance of employees. The study delved into the presence, characteristics and accomplishment of performance targets. It further scrutinized the alignment between appraisers and appraisees concerning the reasons behind the non-attainment of these targets. By focusing on the availability, nature and achievement of PA targets, as well as evaluating the consensus between appraisers and appraisees on the factors influencing target non-achievement, the study provided a comprehensive analysis of the dynamics between PA Targets and Employee Performance in the context of Kenyan PPTTCs.

4.5.1 Cause of Non- Achievement of the Set Performance Targets

The research examined disparities in how appraisers and appraisees view the reasons for not meeting performance goals. More differences in opinion existed among appraisers and appraisees among those that agreed or disagreed on the causes of the non-achievement of targets. Results of a t-test analysis conducted on the causes of non-achievement of set performance targets among appraisers and appraisees in PPTTCs in Kenya are shown in Table 4.7. There were some key differences between appraisers' and appraisees' perceptions of why targets were not being met, including; lack of teamwork (P=0.002) and lack of training (P≤0.001). There was no significant difference in poor management (P=0.924), lack of consultation (P=0.760), demotivation (P=0.680), biasness (P=0.472) and poor interrelationship (P=0.127) as the causes for non-achievement of targets between appraisers and appraisees.

Table 4.7: *Cause of Non- Achievement of the Set Performance Targets Among Employees in PPTTCs*

Causes	Groups	N	Mean	Test Value	t	P-Value
Lack of Teamwork	Appraisees	137	2.73	9.384	-4.597	0.002
	Appraisers	55	3.51		-4.265	
Poor Time Management	Appraisees	134	3.10	2.643	0.096	0.924
	Appraisers	55	3.09		0.091	
Lack of Consultation	Appraisees	135	2.97	9.619	-0.305	0.760
	Appraisers	55	3.02		-0.283	
Demotivation	Appraisees	135	3.36	7.719	-0.413	0.680
	Appraisers	56	3.43		-0.383	
Biasness	Appraisees	132	3.10	0.397	-0.719	0.472
	Appraisers	56	3.22		-0.708	
Lack of Training	Appraisees	135	2.68	0.028	-6.271	0.001
	Appraisers	55	3.70		-6.167	
Poor Interrelationship	Appraisees	134	3.12	6.917	-1.532	0.127
	Appraisers	55	3.38		-1.447	

The observations from the present study suggest that there may be a disconnect between appraisers and appraisees in perceptions of the causes of non-achievement of targets. This highlights the importance of effective communication and collaboration between the two groups to address any discrepancies and work towards shared goals. In this regard, PPTTCs should consider conducting regular evaluations and feedback sessions to ensure concurrence between appraisers and appraisees regarding performance expectations as well as identify any areas of improvement. More so, providing opportunities for T&D can help address any gaps in skills or knowledge that may be hindering the achievement of targets.

Previous studies on the organizational behaviour have emphasized the importance of effective communication, collaboration and feedback between managers and employees. For instance, a study by Tannenbaum and Schmidt (1973) highlighted the importance of clear communication and feedback in effective leadership and a study by DeShon and Gillespie (2005) emphasized the need for collaboration and shared responsibility between managers and employees to achieve organizational goals.

4.5.2 The Relationship between PA Targets and Employee Performance

The findings of the regression analysis on how employee performance is related to PA goals at Kenya's PPTTCs is shown in Table 4.8. According to the regression model only 0.5% (R-squared = 0.005) of the variation in an employee's performance in PPTTCs in Kenya could be attributed to PA targets. This suggests that the goals set during PAs have limited impact on employee productivity, which has implications for the effectiveness of the appraisal process in these institutions.

Table 4.8: *Regression Analysis, Model Summary for PA Targets in PPTTCs in Kenya*

Model	R	R Square	Adjusted Square	R	Std. The error in the Estimate	Durbin-Watson
1	0.068 ^a	0.005	-0.006		1.911	2.810

a. Predictors: (Constant), PA Targets

b. Dependent Variable: Employees' Performance

The low correlation between employee performance and appraisal targets ($r = 0.068$) also suggests that other factors, such as motivation, job satisfaction and work environment are more likely to influence employee productivity. These findings suggest that there may be a need to re-evaluate the PA process and consider other approaches to improve employee performance in these colleges.

Other studies such as Deming et al. (2017) determined that the effectiveness of PA in improving employee performance varied significantly depending on the organization and the specific goals being evaluated. DeNisi and Smith (2014) reported that the effectiveness of PA is influenced by various factors such as the quality of feedback, the frequency of appraisal and the type of goals set during the appraisal process. These studies highlight the

importance of considering contextual factors when evaluating the effectiveness of PA and the need to design effective appraisal systems that take into account individual and organizational factors.

4.5.3 Analysis of Variance for PA Target

The results of the ANOVA analysis show that there is no significant correlation between PA targets and employee performance in the PPTTCs of Kenya (Table 4.9). Employee performance variation was not significantly influenced by performance assessment targets, as indicated by the non-significant F-value of 0.427 at the $P < 0.05$ level. The study's conclusion is that although defining goals and expectations for employees through PA targets is necessary, doing so may not always result in an improvement in employee performance in Kenya's PPTTCs.

Table 4.9: *Analysis of Variance for PA Target and Employee Performance in PPTTCs in Kenya*

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.560	1	1.56	0.427	0.515 ^b
	Residual	339.64	93	3.65		
Total		341.20	94			

a Dependent Variable: Employees' Performance

b Predictors: (Constant), PA Targets

NOTE: $P < 0.515$

A study by Tziner and Birati (2007) in Israel, concluded that employee performance was impacted by multiple factors, including feedback, goal setting and training and not just PA targets alone. Joo et al. (2018) in South Korea determined that effective communication and goal alignment between employees and managers, in addition to PA targets, was critical in improving employee performance.

4.5.4 Regression Coefficient for effects of PA Targets on Employee Performance in PPTTCs in Kenya

The null hypothesis (H_{01}) states that there is no notable variance in employee performance among various performance appraisal goals in Public Primary Teacher Training Colleges (PPTTCs) in Kenya.

This suggests that discrepancies in performance evaluation goals cannot explain any observed variations in employee performance. The results of the regression analysis support the null hypothesis, as demonstrated in Table 4.10. The coefficient for the performance appraisal target variable is -0.016 with a p-value of 0.515. If the p-value exceeds the standard significance level of 0.05, it indicates insufficient evidence to reject the null hypothesis.

Table 4.10: *Regression Coefficient for effects of PA Targets on Employee Performance in PPTTCs in Kenya*

Coefficients						
Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	31.569	0.597		52.84	0.000
	PA Target	-0.016	0.025	-0.068	-0.654	0.515

a. Dependent Variable: Employees' Performance

NOTE: $P < 0.515$

In essence, this means that alterations in performance evaluation goals do not have a statistically notable effect on employee performance in PPTTCs in Kenya. The presence of a negative coefficient indicates that for every unit increase in performance appraisal targets, there is a decrease of 0.016 units in employee output; however, this difference is not considered important according to the statistical analysis.

These observations have important consequences for the field of performance management in PPTTCs in Kenya. It suggests that relying solely on PA targets as a means to enhance

employee performance may not yield substantial improvements. Instead, it emphasizes the need for a more holistic approach that considers other influential factors such as leadership quality, the prevailing company culture and staff drive that are likely to exert a more substantial influence on employee performance within this context.

The study findings are consistent with those of Ngugi and Bula (2019) in the setting of public schools in Kiambu County, Kenya. Goal-setting, ongoing feedback, competency-based evaluation and career planning are just a few of the performance management techniques that Ngugi and Bula found to have a major and favourable effect on staff performance in public schools. This emphasizes how employee performance and performance evaluation procedures have a context-specific link. When it comes to the impact of PA objectives, different sectors and organisational contexts may have different results.

The findings from the present study which examined the connection between employee performance in PPTTCs in Kenya and Performance Appraisal (PA) objectives, might be linked to Edwin Locke and Gary Latham's Goal Setting Theory from the late 1960s. Goal Setting Theory implies that setting demanding objectives might result in better performance, which is consistent with the negative association between PA targets and employee performance. In the present study, there was a correlation between lower employee production and higher PA targets. The fact that this negative association was not statistically significant ($P > 0.05$) must be noted, though. The fundamental principle of the Goal Setting Theory, which emphasizes the value of specific and difficult goals in motivating performance, is called into question by this lack of statistical significance.

The absence of a significant correlation between PA objectives and employee performance is further supported by the regression results. Targets for PA have a coefficient of -0.016 and a beta value of -0.068. Against the predictions of Goal Setting Theory, these results show that PA objectives do not significantly improve employee performance. The model results provide more evidence that there is no meaningful correlation between PA objectives and PPTTCs for employee performance in Kenya. In particular, the PA Targets coefficient is -0.016 and the standardised coefficient (Beta) is -0.068. These results show that PA objectives do not have a statistically significant beneficial impact on employee performance, with a t-value of -0.654 and a p-value of 0.515. This shows that, in the context of PPTTCs in Kenya, the set PA objectives may not be successfully translating into increased employee

performance, as revealed by the regression analysis and therefore runs counter to predictions based on Goal Setting Theory. Particularly for PPTTCs in Kenya, these findings have important ramifications for the performance management area. They dispute the foundational idea of Goal Setting Theory by arguing that depending just on PA objectives to increase employee performance may not result in appreciable gains. Rather, a more comprehensive strategy is required, taking into account additional significant elements including employee motivation, organisational culture and leadership calibre.

In conclusion, various parts of Goal Setting Theory are called into question by the study's findings, especially when considering PPTTCs in Kenya. The study indicates that the link between PA aims and employee performance in PPTTCs may not be as simple as it seems, despite the fact that Goal Setting Theory says that difficult and explicit goals have a good impact on performance. This emphasizes the need of taking context-specific elements into account and using a more thorough approach to performance management.

4.6 Social Distance and Employee Performance

The study's second goal was to examine how the social distance between evaluators and evaluates affects employee performance in PPTTCs in Kenya. In order to accomplish this goal, the study investigated various areas. The research examined how appraisers and appraisees interact in these colleges. It also evaluated how the relationship between evaluators and those being evaluated impacted appraisers' ability to reach performance goals. Furthermore, the research analyzed how social disparities affected the appraisal process between evaluators and those being evaluated. Ultimately, a regression analysis was carried out to examine how the social distance between evaluators and evaluates affected the performance of employees in these institutions.

4.6.1 Rating of Social Differences between Appraisers and Appraisees

Some social distinctions that had a detrimental effect on the partnership between appraisers and appraisees in PPTTCs are indicated in Table 4.11. Both appraisers and appraisees noted that a number of social factors that had a detrimental effect on the relationship based on the data collected. Appraiser's highlighted academic differences (73.2%), age differences (57.7%) and ethnic disparities (40.2%) as the most impactful social differences, with gender disparities receiving the lowest rating (12.4%). In contrast, appraisees emphasized age (92.4%), academic differences (83.3%) and ethnic distinctions (29.2%) as the most

significant social disparities, while gender differences received the lowest rating (10.8%). These findings underscore the complex perceptions of social distinctions within the appraiser-appraisee relationship.

Moreover, a noteworthy disparity in opinions between the two groups surfaced, revealing significant disagreements on certain societal aspects. Appraisees expressed more negative sentiments towards age differences ($P=0.001$), whereas appraisers indicated more negative impact associated with academic differences ($P=0.0451$). More so, the smallest social differences that caused concern varied significantly between the two groups, with age being a more significant concern for appraisees ($P=0.001$), while appraisers were notably more affected by academic differences ($P=0.0343$). This disparity in perspectives highlights potential areas of tension and misalignment between appraisers and appraisees in PPTTCs concerning various social factors.

Table 4.11: *Rating of Social Differences that exist between Appraisers and Appraisees in PPTTCs in Kenya*

		Appraiser (N=97)		Appraisee (N=185)		P value
		n	n%	N	n%	
Highest	Academic Difference	71	73.2	155	83.3	0.0451
	Age	56	57.7	171	92.4	0.001
	Gender	12	12.4	20	10.8	0.6879
	Ethnic	39	40.2	54	29.2	0.0625
	Wealth	36	37.1	69	37.3	0.9737
Lowest	Academic Difference	26	26.8	30	16.2	0.0343
	Age	41	42.3	14	7.6	0.001
	Gender	85	87.6	165	89.2	0.6879
	Ethnic	58	59.8	131	70.8	0.0625
	Wealth	61	62.9	117	63.2	0.9605

The discrepancies in gender and wealth ratings were not statistically significant in both groups, the data suggest that academic and age differences were the most salient social differences that negatively impacted the relationship between appraisers and appraisees, regardless of status as appraiser or appraisee.

A study by Chen (2019) found that age differences had a notable adverse effect on the connection between evaluators and those being evaluated. Gupta (2018) reported that educational differences were a significant predictor of appraisal satisfaction. Gender and racial/ethnic differences impacted the appraisal process, with appraisees reporting less satisfaction when appraiser was of a different gender or race/ethnicity. A different study by Williams (2019) determined that perceptions of social differences, including age and education level, influenced the appraisal process and ultimately impacted employee results like job happiness and employee turnover.

The implications of these findings are that social differences, particularly academic and age differences should be taken into account when appraisals are conducted to ensure that they do not negatively impact the relationship between appraisers and appraisees. It may be beneficial for PPTTCs and other organizations to provide training and support for appraisers to help them recognize and manage own biases related to these social differences. More so, PPTTCs should diversify appraiser and appraisee pairs to reduce the impact of social differences on the appraisal process. More effort should be made to understand the ways in which social differences impact the appraisal process and to develop strategies to mitigate negative effects.

4.6.2 Regression Model Summary for Social Distance

Regression analysis examined the relationship between social distance between appraisers and appraisees and employees' performance and generated a model summarised in Table 4.12.

Only 2.1% of the variability in employees' performance may be attributed to social distance between appraisers and appraisees, as indicated by both the R-squared value of 0.021 and the R-value of 0.145, which indicates a weak positive correlation between the two variables. The model with social distance as the predictor variable does not match the data well, as indicated by the adjusted R-squared value of 0.004 and it is possible that other factors are influencing employees' performance. The anticipated values of employee performance may

vary from the actual values by an average of 1.779, according to the estimate's 1.779 standard error. According to the Durbin-Watson score of 2.584, there may be some autocorrelation in the data, which means that employees' current performance may be influenced by their prior performance.

Table 4.12: *Regression Model Summary for Social Distance between Appraisers and Appraisees in PPTTCs*

Model	R	R Square	Adjusted Square	R Std. Error of Estimate	of the Durbin-Watson
1	0.145 ^a	0.021	0.004	1.779	2.584

a. Predictors: (Constant), Social Distance between Appraisers and Appraisees

b. Dependent Variable: Employees Performance

There have been numerous studies examining the connection between social distance between appraisers and appraisees and employee performance. In a South Korean firm, Kim et al. (2017) reported that social distance between appraisers and appraisees had a significant detrimental effect on worker performance. Similarly, a study conducted by Sarker and Khan (2018) in Bangladesh noted that the social gap between those evaluating and those being evaluated negatively affected employee commitment and efficiency. The results align with the current study's findings, showing a small yet important link between social distance and employee performance. Highlighting the importance of recognizing that the present research only accounts for a limited fraction of the variability in employee performance, suggesting that other factors may play a more significant role in influencing employee performance.

The findings of the current study suggest that the social distance between those assessing and those being assessed does not significantly impact employee performance. Factors like job skills, motivation and company culture can have a bigger influence on performance. Hence, it is crucial for companies to adopt a comprehensive strategy for managing performance that considers various factors impacting employee productivity.

4.6.3 ANOVA for Social Distance between Appraisers and Appraisees in Kenyan PPTTCs

ANOVA Table 4.13 suggests the importance of the regression model in forecasting employee performance using the social distance between appraisers and appraisees. The regression model explains 1.261 of the variance in employee performance but does not show statistical significance ($P = 0.266$). The large residual error of 186.699 indicates that factors other than social distance are likely to have a greater impact on employee performance.

Table 4.13: ANOVA table for Social Distance between Appraisers and Appraisees in Kenyan PPTTCs

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.989	1	3.989	1.261	0.266 ^b
	Residual	186.699	59	3.164		
	Total	190.689	60			

a. Dependent Variable: Employees Performance

b. Predictors: (Constant), Social Distance

Desai and Patel (2018) determined that even though social distance between evaluators and employees had a notable adverse effect on staff performance, this impact was minor compared to factors such as job stress and organizational support. Qureshi and Akbar (2019) found that the social distance between appraisers and appraisees was a significant factor in predicting employee performance. However, this impact was influenced by additional factors like job autonomy and supervisor support. The findings in the present study indicate that although social distance in PPTTCs can affect employee performance, it is not the sole or primary factor. Additional elements like job contentment, drive and guidance could also have significant impacts on an individual's work output.

4.6.4 Regression Coefficient of Appraiser-Appraisee Social Distance and Employee Performance

Based on hypothesis H₀₂, there is no apparent correlation between social distance and worker performance in Kenyan PPTTCs. The results of the regression analysis support this hypothesis. The p-value for the social distance coefficient is 0.266, with a coefficient value of 0.041. The statistical test did not provide enough evidence to reject the null hypothesis, as the p-value exceeded the standard significance level of 0.05.

This suggests, in practical terms, that there may not be a significant or statistically relevant association between social distance and employee performance. According to the positive coefficient, employee performance is expected to rise by 0.041 units on average for every unit increase in social distance. It is possible that this link is the result of random chance, as indicated by the lack of statistical significance (P=0.266) and it may not represent a significant or trustworthy association. Consequently, it can be said that there is no meaningful relationship between social distance and worker performance in Kenyan PPTTCs based on the analysis's findings.

The regression coefficient shows a relationship between the dependent variable of workers' performance and the independent variable of the social distance between appraisers and appraisees (Table 4.14). The constant's coefficient, which is 30.763, indicates that the expected value of an employee's performance at zero social distance is 30.763. Employee performance is expected to increase by 0.041 units for every unit increase in social distance, according to the coefficient of social distance between appraisers and appraisees, which is 0.041. Still, this coefficient is not statistically significant (P=0.266), suggesting that social distance and work performance may not be significantly correlated. The multicollinearity between the independent variable and the constant is not problematic; according to the statistics on collinearity, (tolerance and VIF values are both 1.000).

The findings of this study indicate that social distance between appraisers and appraisees in PPTTCs has a weak and non-significant relationship with employees' performance. This is consistent with the literature on appraisal systems that emphasizes the importance of fairness and transparency in the appraisal process. Cook and Crossman (2004) identified distributive justice as the most significant factor influencing satisfaction with PASs. Thus, recommended

that PASs be designed to ensure fairness in terms of distributive justice by providing clear and transparent criteria and training appraisers to provide objective feedback.

Table 4.14: *Regression Coefficient of Appraiser-Appraisee Social Distance and Employee Performance in PPTTCs*

Coefficients^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	30.763	0.526		58.485	0.000		
Social Distance	0.041	0.037	0.145	1.123	0.266	1.000	1.000

a. Dependent Variable: Employees Performance

Woerkom and Kroon's (2016) study on strengths-based PA in a Dutch consultancy firm reported that there was a positive effect on perceived supervisor support and motivation to improve performance. When performance ratings are quite low, strengths-based PAs had a particularly high impact, which may lessen the harm to the relationship between supervisor and subordinate. In Brennan et al.'s (2017) realist review of research on doctor appraisal, dissonance, denial and self-affirmation were identified as mechanisms that shape the impact of doctor assessments. These psychological processes play a role in influencing how doctors respond to appraisal, contributing to the nuanced outcomes observed in the assessment of medical professionals.

4.7 Employee Training & Development and Employee Performance

The third objective of this study was to determine the relationships between employee performance, performance reviews and employee T&D in Kenyan PPTTCs. The study examined many components of PPTTCs employee performance evaluation instructions including PA training. The study also solicited feedback from both appraisers and appraisees regarding how PA training impacted employee performance.

4.7.1 Performance Appraisal Training among Appraisers and Appraisees Effect on Employee Performance

The data from a t-test analysis that examined the impact of training in PA on appraisers and appraisees in PPTTCs in Kenya are presented in Table 4.15. The analysis articulates the variables that affect how training could improve employee performance in PPTTCs. The data reveals that both appraisers and appraisees had similar averages of 3.16 and 3.17 for the fourth cause. According to the t-value of -0.034 and P-value of 0.973, there was no significant difference between the two groups in terms of perceptions that training should aim to reroute or improve behavior so that the trainee's performance is more beneficial and productive for both themselves and the organization. In the present study, appraisers had a mean of 3.01 compared to appraisees' mean of 2.77 for the fifth cause. The t-value of 1.236 and P-value of 0.217 show that there was no significant difference between the two groups in terms of how they perceived the need for career growth, inadequate training of staff, technological advancement, flawed procedures and the need to prevent accidents.

Table 4.15: *Performance Appraisal Training among Appraisers and Appraisees on Employee Performance in Kenyan PPTTCs*

Causes	Groups	N	Mean	T-	t	P-
				Value		
Key college employees should receive training both before and during implementation.	Appraisers	83	3.29	7.385	0.031	0.975
	Appraisees	170	3.29		0.030	
Employees must have the skills and resources required to carry out organizational improvement once they are aware of what needs to be done.	Appraisers	83	3.18	17.986	-1.210	0.227
	Appraisees	171	3.41		-1.144	
Empowerment training is more corrective and helps participants become more collaborative and perform at a higher level.	Appraisers	83	3.10	4.555	-0.318	0.751
	Appraisees	169	3.16		-0.310	

Any type of training should aim to change a trainee's behavior or improve it so that his or her performance is more beneficial to both the business and himself.	Appraisers	83	3.16	2.813	-0.034	0.973
	Appraisees	169	3.17		-.033	
Lack of trained employees, growth, technological advancements, flawed procedures, the desire to prevent accidents and the need for career development	Appraisers	82	3.01	0.004	1.236	0.217
	Appraisees	162	2.77		1.231	

Overall, the data from the present study suggests that appraisers and appraisees have different perceptions regarding the role of training in improving employee performance in PPTTCs in Kenya. Appraisers generally perceive training to be more important compared to appraisees, although there were no significant differences in some of the causes examined. Past studies have highlighted the importance of training in improving employee performance and organizational outcomes (Hameed & Waheed, 2011; Kapp, 2012). The present findings are consistent with previous studies, as they suggest that training is perceived as important by both appraisers and appraisees in PPTTCs in Kenya.

4.7.2 Model Summary for PA Training and Employee Performance

A regression model that illustrates how PA training in Kenyan PPTTCs is linked to worker performance is shown in Table 4.16. The table contains various statistics that describe how well the model performs, such as the correlation coefficient (R), coefficient of determination (R-squared), adjusted R-squared, standard error of the estimate and Durbin-Watson statistics. Training on performance assessment does not seem to correlate with employee performance in Kenya's PPTTCs. The small R-squared value of 0.001 suggests that just a fraction of employee performance variability can be attributed to performance assessment training.

There have been conflicting reports on the effect of staff output from PA training. A study by Brien (2016) revealed no significant correlation existed between performance assessment training and employee performance in the Irish public sector. On the other hand, a study by Jansen and Sasaki (2012) indicated PA training enhanced employee performance in a Dutch

Table 4.16: *Model Summary for PA Training and Employee Performance in Kenyan PPTTCs*

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Durbin-Watson
1	0.034 ^a	0.001	-0.006	1.851	2.757

a. Predictors: (Constant), Employee Training on PA

b. Dependent Variable: Employees Performance

municipality. According to Al-Hinai and Al-Badi (2015), while performance evaluation training improved employee performance in the Omani public sector, its effectiveness depended on the standard of the training curriculum and senior management's support. The quality and context of the training program may have an impact on how well performance assessment training raises employee performance in PPTTCs and other organizations, according to the findings of the current study. Organizations should therefore consider the particular needs and traits of employees when developing and implementing performance assessment training programs.

According to DeNisi and Pritchard's (2006) study, performance evaluation training can improve the fairness and accuracy of performance ratings, but it might not always result in an increase in actual employee performance. This suggests that PPTTCs should consider other factors, such as leadership, corporate culture and employee motivation, when seeking to improve employee performance. This comprehensive approach ensures that employees are equipped not only with technical competencies but also with the interpersonal and motivational skills needed to improve their work outcomes.

4.7.3 ANOVA of PA Training and Employee Performance

Data on how PA training in PPTTCs impacts employee performance was analysed with ANOVA (Table 4.17). The findings imply that the design and setting of the training program may have an impact on how well performance evaluation training improves employee performance. When creating and implementing performance evaluation training programs, organizations should take into account the unique needs and characteristics of employees.

Table 4.17: ANOVA of PA Training and Employee's Performance in PPTTCs in Kenya

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	0.557	1	0.557	0.163	0.687 ^b
	Residual	469.500	137	3.427		
	Total	470.058	138			

a. Dependent Variable: Employees Performance

b. Predictors: (Constant), Employee Training on PA

The study by DeNisi and Pritchard (2006) also showed that while performance evaluation training can improve the fairness and accuracy of performance ratings, it might not always enhance actual employee performance. Jackson and Smith (2010) also observed that, although training in performance evaluation can enhance the fairness and accuracy of performance assessments, it does not consistently translate into actual improved employee performance. Their study suggests that a holistic approach, considering factors like leadership, organizational culture and employee motivation, is crucial for businesses aiming to enhance overall employee performance beyond the scope of evaluation training.

The associated P-value (0.687) was not statistically significant at the 0.05 level, indicating that employee performance in Kenya's PPTTCs was not significantly predicted by the PA training. This implies that providing staff training on performance reviews would not necessarily lead to better performance in PPTTCs. The findings of the current study have significant ramifications for institutions, especially those in the education sector, including PPTTCs, as it reveals that investing in PA training may not always result in enhanced performance. Therefore, it may be necessary to assess the efficacy of such training programs before devoting a considerable amount of money to them. Furthermore, it might be crucial to pinpoint additional elements that might be affecting an employee's performance in this situation and to look into alternate tactics for raising performance.

4.7.4 Coefficient for the PA Training and Employee’s Performance in PPTTCs in Kenya

The hypothesis H₀₃ states that there is no substantial correlation between employee training and development, performance appraisal, and employee performance in Public Primary Teacher Training Colleges (PPTTCs) in Kenya. The examination concentrated on the correlation between training for performance appraisal (PA) and employee performance. The findings shown in Table 4.18 lack adequate proof to disprove this hypothesis. The p-value corresponding to PA training's coefficient of -0.011 is 0.687. There is no statistically significant evidence to suggest a relationship between employee training on PA and employee performance in PPTTCs in Kenya, as the p-value exceeds the conventional significance level of 0.05. Based on the analysis of data, there is no substantial or statistically meaningful association between the level of employee training on PA and variations in employee performance within the context of PPTTCs in Kenya. Therefore, the hypothesis H₀₃, which posits no significant relationship, is supported by data.

Table 4.18: *Coefficient for the PA Training and Employee’s Performance in PPTTCs in Kenya*

Model	Unstandardized		Standardized	T	Sig. (P)
	Coefficients		Coefficients		
	B	Std. Error	Beta		
1 (Constant)	31.49	0.533		59.051	0.000
Employee Training on PA	-0.011	0.026	-0.034	-0.403	0.687

Previous studies have shown that training and development initiatives have a favorable impact on workers' productivity, work engagement and job satisfaction. To improve worker productivity and performance for example, Tahir et al. (2015) advised businesses to fund T&D initiatives. According to Chovarda and Theriou (2018), T&D programs have a good impact on workplace engagement. They advised Greek firms to invest in T&D programs to increase workplace engagement among their staff.

In public universities in Pakistan, Rizwan et al. (2019) reported that T&D significantly improved employee performance. Khalaf et al. (2016) observed that efficient training significantly improved employee performance in hotels in Nigeria. According to Ayinde et al. (2020), T&D has a big impact on employee performance in the Nigerian banking sector. These results imply that improving employee performance in PPTTCs may require more than just PA training. In this situation, other elements such as motivation, work environment and job satisfaction may also impact employee performance. Therefore, in addition to PA training, PPTTCs may need to consider a more all-encompassing strategy for enhancing employee performance.

The study's results on the connection between Performance Appraisal (PA) training and employee performance in PPTTCs in Kenya align with the Training and Development Theory, suggesting that offering training and development opportunities can improve employee performance. The weak but notable negative correlation between employee performance and PA training is worth mentioning. This observation indicates that despite what the Training and Development Theory predicts, an uptick in PA training results in a decrease in employee performance. Nevertheless, it is crucial to recognize that this inverse relationship is not of statistical significance ($P > 0.05$), suggesting that the influence of PA training on employee performance is minor.

4.8 Employee Motivation and Employee Performance

The study's fourth goal was to investigate how employee motivation affects employee performance at PPTTCs in Kenya. To reach this objective, the research analyzed the influence of job incentives on employee performance in PPTTCs. A study was conducted using regression analysis to examine how productivity is related to the motivation of employees.

4.8.1 Effect of Employee Job Motivation on Employee Performance

The association between employee job motivation and employee performance among appraisers in PPTTCs in Kenya is outlined in Table 4.19. The data provides insight into the current job motivation of appraisers, highlighting that a substantial majority (57.7%) are not motivated by their current employment, potentially impacting employee productivity and job satisfaction. The study also shows the causes of demotivation, revealing that work-related issues that constitute the primary source (84.8%). More so, dissatisfaction with the

appraisal process is noted among 45.5% of appraisers, although statistical analysis suggests that this discontent is not statistically significant ($P=0.2112$). These findings underscore the complex interplay between motivation, demotivation factors and satisfaction with the appraisal process, shedding light on potential areas for improvement in the working environment for appraisers in PPTTCs in Kenya.

Table 4.19: *Effect of Employee Job Motivation on Employee Performance in PPTTCs in Kenya*

Variable	Appraiser (N=97)		
	N	n%	P value
Current Job Motivation			
Yes	41	42.3	0.0372
No	56	57.7	
Cause of Demotivation			
Work-related issues	82	84.8	0.001
PA related	15	15.2	
Cause for Dissatisfaction and Appraisal Process			
Yes	44	45.5	0.2112
No	53	54.5	

According to Bakker et al., (2012) and Tella et al., (2007), motivated workers are more productive and perform better at work. In addition, Gallup, (2017) and Hakanen et al., (2006) reported that various work-related elements, such as job design, workload, organizational culture and leadership, impact employee motivation (Gallup, 2017; Hakanen et al., 2006). This emphasizes the importance of resolving these issues to improve employee engagement and motivation. Nonetheless, organizations should aim to continuously improve appraisal process to ensure that it is affective in motivating and engaging employees. This research emphasizes the significance of employee motivation in employee performance, as well as the necessity of dealing with work-related issues in order to enhance employee motivation and engagement. Kenya's PPTTCs need to work towards constant enhancement of the evaluation process to guarantee its ability to motivate and involve employees.

4.8.2 Relationship between Employee Motivation and Employee Performance

A regression analysis was carried out to examine the link between employee motivation and performance in PPTTCs in Kenya, with the results presented in Table 4.20. Regression analysis revealed a weak link between employee motivation and performance in PPTTCs in Kenya. The low correlation coefficient ($r = 0.011$) and minimal relationship proven by the R-square value ($R^2 = 0.005$) illustrate this. This means that in this particular scenario, employee motivation might not accurately forecast worker performance.

The results of the study align with previous works that found inconsistent links between employee motivation and performance, as reported by Latham & Pinder (2005) and Wright et al. (2003). While this connection is intricate and can be impacted by various factors in the environment, other studies highlight more robust correlations between these factors (Deci et al., 1999; Gagne & Deci, 2005).

Table 4.20: *Relationship between Employee Motivation and Employee Performance Regression Model Summary for PPTTCs in Kenya*

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	0.011 ^a	0.000	-0.006	1.790

a. Predictors: (Constant), Employee Job Motivation

b. Dependent Variable: Employee's Performance

It is important to note that the analysis in Table 4.20 only used one predictor variable (employee job motivation) and one dependent variable (employee performance). Employee performance may also be influenced by other variables, including job design, leadership and corporate culture. Consequently, employers in organizations including PPTTCs should take a variety of factors into account when attempting to increase employee performance. Whereas regression analysis suggests that, there is little association between employee motivation and employee performance for PPTTCs in Kenya, this finding should be interpreted with caution. The complex relationship between these variables in different contexts could be explored further.

4.8.3 ANOVA of the Effect of Employee Motivation on Employee Performance

Regression analysis findings summarized in Table 4.21, indicates that there is little correlation between employee motivation and performance in PPTTCs in Kenya. The connection between Kenyan PPTTC employees' motivation levels and work output is weak. To fully understand the complicated link between these variables in various circumstances, additional investigation may be considered. Thus, this finding should be regarded with caution.

This finding suggests that employee motivation levels do not affect performance in a statistically significant way. Therefore, improving employee motivation alone may not result in better employee performance in PPTTCs. Employee performance may also be influenced by other elements like abilities, training, resources and work design.

Table 4.21: ANOVA table for the effect of Employee Motivation on Employee Performance in PPTTCs in Kenya

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	0.064	1	0.064	0.020	0.888 ^b
	Residual	506.311	158	3.204		
	Total	506.375	159			

a. Dependent Variable: Employee's Performance

b. Predictors: (Constant), Job Motivation

Numerous studies have focused on the relationship between employee motivation and performance. For example, Deci and Ryan (1985) found that extrinsic motivations from rewards had little impact on performance compared to intrinsic motivations, which resulted in higher levels of performance. In contrast, a study conducted by Judge and Bono (2001) found a positive correlation between intrinsic and extrinsic motivation, and job productivity. Understanding that the connection between employee motivation and performance can

change based on the context and type of motivation being measured is crucial. For example, Kooij et al. (2018) found that the impact of various job demands like workload, emotional stress and role conflict on the correlation between motivation and performance varied. Factors beyond motivation could also have a major impact on employee success, even with the intricate connection between employee motivation and performance.

4.8.4 Employee Motivation and Employee Performance Regression Coefficient for PPTTCs in Kenya

The regression analysis findings in Table 4.22 do not provide enough evidence to reject hypothesis H₀₄ regarding the link between employee motivation and employee performance in PPTTCs. Based on this theory, there is no clear effect of employee motivation on productivity in Kenyan PPTTCs. Having a p-value of 0.888 and a coefficient of -0.002, which is notably above the standard significance level of 0.05, indicates that there is not enough statistical evidence to prove a significant impact of job motivation on employee performance in Kenyan PPTTCs.

Table 4.22: *Employee Motivation and Employee Performance Regression Coefficient for PPTTCs in Kenya*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig. (P)
	B	Std. Error	Beta		
1 (Constant)	31.398	0.621		50.541	0.000
Job Motivation	-0.002	0.016	-0.011	-0.141	0.888

The regression analysis of data on Kenyan PPTTCs does not provide sufficient evidence to reject hypothesis H₀₄, as shown in Table 4.22. This theory suggests that employee motivation does not significantly impact productivity in Kenyan PPTTCs. With a p-value of 0.888 and a coefficient of -0.002, both significantly higher than the usual significance level of 0.05, it can be concluded that there is not enough evidence to make a meaningful judgment on the influence of job motivation on worker performance in Kenyan PPTTCs.

The analysis underscores a statistically significant relationship between Employee Motivation (as represented by the constant) and Employee Performance in PPTTCs in Kenya. Nevertheless, the coefficient associated with job motivation indicates that, while a marginal negative relationship exists, that is, increased job motivation is associated with a slight decrease in employee performance, this relationship is not statistically significant. This implies that, based on the data, job motivation may not serve as a substantial predictor of employee performance within PPTTCs in Kenya.

Findings from the current study do not concur with previous studies that found motivation to have a beneficial impact on employee productivity. Effective performance management systems, according to Lama (2021), have a favorable effect on staff motivation, which raises job satisfaction and productivity. Similar findings were made by Bao and Nizam (2015), who suggested that organizations should give employee motivation top priority in order to boost performance. They noticed a strong positive link between motivation and employee performance in the Chinese electronics sector. According to a study by Jjuuko and Lubega in 2016, motivation has a significant and positive impact on the performance of employees in commercial banks in Uganda.

They determined that adequate compensation, recognition and a positive work environment are key motivators for those working in the banking industry. They advised banks to set up efficient performance management programs to encourage worker engagement and job satisfaction. The study by IvyPanda (2020), carried out in lavish hotels in China, also confirms beneficial correlation between staff motivation, satisfaction and loyalty.

4.9 Effect of PA Feedback on Employee Performance

The fifth goal of this study was to determine how PA feedback affects employee performance in Kenya's PPTTCs. The study evaluated at the variables that determine employee performance and have the greatest influence on the feedback cycle. To further examine the connection between employee performance at these colleges and feedback from PAs, a regression analysis was done.

4.9.1 Factors Influencing and Contributing most to the Feedback Cycle

The factors that influence and contribute the most to the feedback cycle and hence affecting employee performance, are the appraiser's attitudes and information systems as shown in Table 4.23. Appraiser's attitudes were rated higher at 90.2%, indicating that this factor has a

significant impact on the feedback cycle and employee performance. On the other hand, information systems were rated lower at 74.6%, meaning that this factor may be a barrier to effective feedback and performance management. The ranking was based on the responses of 185 appraisees and 97 appraisers. The communication mechanisms and organizational culture were rated as high by most appraisees, indicating that it was less significant factors in the feedback cycle and employee performance.

Table 4.23: *Factors that Influence and Contribute to the Feedback Cycle in Employee Performance in PPTTCs*

Factor	Ranking	Appraisee		Appraiser		P-value
		n=185	%	n=97	%	
Communication Mechanisms	Moderate	37	20	9	9.3	0.845
	High	148	80	88	90.7	
Appraisers Attitudes	High	18	9.8	0	0	0.0005
	Very High	167	90.2	97	100	
Information Systems	Very Low	138	74.6	48	49.5	0.496
	Low	47	25.4	49	50.5	
Organizational Culture	Moderate	37	20	19	19.6	0.737
	High	148	80	78	80.4	

A study by Wang and Shieh (2020) reported that appraiser attitudes significantly influenced employee satisfaction with one's job and dedication to the organization. Similarly, a study by Akinyele and Olufemi (2021) determined that information systems positively influenced the efficiency of performance evaluation within Nigerian universities.

Results from the present study indicate that the viewpoints of evaluators and the performance of information systems are vital aspects in giving valuable feedback and enhancing employee performance. The PPTTCs should therefore focus on addressing these factors to enhance performance management processes and improve employee productivity. Overall,

these findings highlight the need for organizations to prioritize appraiser attitudes and information systems in processes for managing performance are implemented in order to enhance employee performance and achieve organizational goals.

4.9.2 Relationship between PA Feedback and Employee Performance in PPTTCs

A summary of the findings from the regression analysis that examined the connection between employee performance and PA feedback is shown in Table 4.24. With a R Square value of 0.098, PA feedback may be used to explain 9.8% of the variation in employee performance. With other factors controlled for, the independent variable can only account for 9.2% the Adjusted R Square value of 0.092 accounts for 9.2% of the variation in employee performance, indicating that the link is not very strong. The mean discrepancy between the predicted and actual employee performance metrics is shown by the estimated Standard Error of 1.703. The data appear to be devoid of considerable autocorrelation, as indicated by the Durbin-Watson value of 3.031. The findings imply that although PA feedback has a slight correlation with employee performance, but it only explains a small portion of the variation in performance

Table 4.24: *Summary of the Model of the Relationship between PA Feedback and Employee Performance in PPTTCs*

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	0.313 ^a	0.098	0.092	1.703

Wong, Zhang and Lin's (2021) study found that PA feedback may positively influence employees' innovative behavior, which can then enhance organizational performance. The study conducted by Sun and Wei (2021) investigated the moderating influence of employee tenure on the link between PA feedback and employee performance. The findings indicated that individuals with longer tenure in the firm recorded a higher positive impact of feedback on performance.

An analysis of the link between PA feedback and employee performance was conducted by Guo, Qian and Wang (2021) to determine the mediating effect of psychological capital. According to the findings, psychological capital acted as a partly mediating factor in this

connection, meaning that enhanced employee performance was a direct outcome of feedback's beneficial effects on psychological capital. Organizations with a high perceived supervisor support level showed a reduced association between employee performance and PA feedback (Zhao and Zou, 2021).

Results from the present study highlight the complexity of the relationship between PA feedback and employee performance in PPTTCs. By considering additional influencing factors, promoting innovation behavior, assessing supervisor support and leveraging psychological capital, PPTTCs can enhance the effectiveness of PA feedback and ultimately improve employee performance.

4.9.3 Analysis of Variance of the effect of PA Feedback on Employee Performance

This research examined how PA feedback impacted worker performance in Kenyan PPTTCs. There was a statistically significant link, according to the ANOVA results displayed in Table 4.25. Reliability between the PA's input and employee performance is strong, as evidenced by the p-value of 0.000 being less than the significance level of 0.05. In addition, the F-value of 17.485 is rather high, suggesting that variations in PA feedback might be the root cause of variations in worker performance. Employee performance varied significantly, as evidenced by the regression model's sum of squares, which came out at 50.688. The residual sum of squares, which stands at 466.724, suggests that there is still some fluctuation in employee performance that cannot be explained. With a total sum of squares of 517.411, it is clear that the model explains a sizable amount of the variation in employee performance overall.

Table 4.25: ANOVA for PA Feedback on Employee's Performance in Kenya PPTTCs

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	50.688	1	50.688	17.485	0.000 ^b
	Residual	466.724	161	2.899		
	Total	517.411	162			

a. Dependent Variable: Employees Performance

b. Predictors: (Constant), PA Feedback in the College

In a related study done in a different sector, Smith et al. (2018) reported a strong positive link between PA feedback and worker performance. The findings showed that prompt and helpful feedback often has a favourable impact on worker satisfaction and performance. Constructive feedback, like that given in a PA, may greatly enhance employee performance, according to a separate study by Johnson and Brown (2019) that evaluated the effects of various forms of feedback, including PA input, on worker performance. Additionally, a meta-analysis conducted by Thompson et al. (2020) consolidated results from several research and verified that PA feedback improves worker performance in a variety of industries. All of this research provide credence to the idea that PA feedback might enhance worker productivity.

These results imply that employee performance may benefit from PA comments. It is crucial to remember that the study was carried out in a particular setting PPTTCs and that its findings could apply to other areas of education.

4.9.4 Regression Coefficient for the Relationship between PA Feedback and Employee Performance

The null hypothesis H_{05} is rejected by the regression analysis's findings, which are shown in Table 4.26. The hypothesis examined the connection between employee performance in PPTTCs and performance assessment feedback. According to this hypothesis, performance assessment input has no discernible impact on worker performance. With a t-value of 30.872 and a significance level (P) of 0.001, the findings show that the constant term has statistical significance.

The variable "PA Feedback in the College" has a one-unit association with the dependent variable (employee performance) and an unstandardized coefficient of -0.139. The employee performance and performance assessment comments have a moderately negative association, as indicated by the standardised coefficient (Beta) of -0.313. The hypothesis is challenged and it is suggested that performance evaluation feedback does have a substantial impact on employee performance in the setting of PPTTCs in Kenya, based on the highly significant t-value of -4.182 at a significance level (P) of 0.001.

Table 4.26: *Regression Coefficient of PA Feedback on Employee's Performance in PPTTCs in Kenya*

<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1 (Constant)	36.189	1.172		30.872	0.000
PA Feedback in the College	-0.139		-0.313	-4.182	0.000

The study's conclusions are in line with other studies that reported beneficial correlations between employee performance and PA feedback. Feedback is an essential communication tool that provides information about behaviour, performance and results connected to their job. It also helps employees see their areas of strength and where they can make improvements to improve their overall performance. DeNisi and Pritchard (2016) state that supervisors may provide direction, support and assistance to staff members via feedback, which can help them meet objectives and perform better.

Marthouret and Sigvardsson's (2016) assert that quick feedback had an important impact on employee motivation and performance, with employees seeking equal amounts of positive feedback and constructive criticism. However, employees needed to receive positive feedback before they could process and make use of constructive criticism. Nikoli et al. (2019) determined that providing effective feedback involves the employee setting a goal, working towards it and receiving feedback related to the goal and their actions. Zamri et al. (2021) reported that the credibility of feedback providers, employees' receptive capabilities and the organizational and national culture have a significant positive influence on employee performance. Sen's (2017) quantitative analysis found a significant correlation between feedback elements and enhanced employee performance.

The coefficients and statistical measures demonstrate the importance of feedback in enhancing employee performance. Understanding the significance of feedback as a communication process, as well as considering factors such as timing, balance, goal alignment, feedback credibility and organizational culture, can contribute to maximizing the effectiveness of feedback interventions in promoting employee performance.

Feedback Theory, which emphasizes the critical role that feedback plays in enhancing performance, aligns with the study's results on how Performance Appraisal (PA) feedback affects employee performance in PPTTCs in Kenya. According to this theory, feedback should be precise, timely and relevant to the task at hand. The theory posits that feedback is essential for individuals to increase knowledge and competence. In the context of the study, PA feedback is considered as a form of feedback that teachers receive about instructional strategies and practices.

4.10 Employee Performance in PPTTCs in Kenya

The study investigated the performance measures/indicators used by PPTTCs during PA. The most commonly used performance measure was performance targets at 20.3%. Professional knowledge and application were used by 13.6% of the colleges, while Ministry of Education goals were used by 11.1%. Time management, promotion of co-curricular activities, innovation and creativity, collaborations, learners' protection or safety, team efficiency and professional development were also mentioned as performance measures/indicators (Table 4.27).

Table 4.27: *Performance Measure/Indicators Utilized by the PPTTCs in Kenya*

Performance Measures	N	Percent
Performance targets	124	20.3%
Professional knowledge and application	83	13.6%
Ministry goals	68	11.1%
Time management	66	10.8%
Promotion of co-curricular activities	65	10.6%
Innovation and creativity	59	9.6%
Collaborations	49	8.0%
Learners' protection or safety	43	7.0%
Team efficiency	31	5.1%
Professional development	24	3.9%
Total	612	100.0%

Johnson et al. (2018) examined the performance measures used in a diverse range of industries and found that performance targets were commonly used, thus concurring with the findings of the present study. In addition, Smith and Brown (2019) explored the performance measures employed in educational institutions and identified professional knowledge and application as key indicators, which agree with the findings of this study. Further, a survey conducted by Thompson et al. (2020) investigated performance measures used across different sectors and highlighted the significance of aligning with Ministry or Government goals, as mentioned by 11.1% of the colleges in the present study. The inclusion of other performance measures such as time management, promotion of co-curricular activities, innovation and creativity, collaborations, learners' protection or safety, team efficiency and professional development aligns with the broader literature on performance measurement in educational institutions (Jones et al., 2017; Adams et al., 2018). These studies collectively contribute to understanding of the performance measures/indicators utilized during PA, demonstrating both similarities and variations across different sectors and industries.

Colleges that use performance evaluations may be affected by the study's findings. The results imply that performance goals are the most widely applied performance indicators. Therefore, it is important for PPTTCs to set clear and measurable targets to ensure that the appraisal process is effective in improving employee performance. In addition, the use of professional knowledge and application as a performance measure implies that colleges place a high value on employees' skills and expertise. The use of Ministry of Education goals as a performance measure highlights the importance of aligning college objectives with government goals. It is essential for PPTTCs to ensure that objectives are in line with the government goals to promote the overall development of the education sector. The other performance measures mentioned, such as time management, innovation and creativity, collaborations, learners' protection or safety, team efficiency and professional development, are also crucial in ensuring the holistic development of employees and the college as a whole.

The present study highlights the importance of using appropriate performance measures/indicators during PA. The results have important ramifications for PPTTCs in terms of establishing precise, quantifiable goals and giving staff members' an opportunity

to advance their knowledge and abilities. In addition, the aims of the college will be in line with those of the Ministry of Education and the institutions and staff will be developed holistically.

4.10.1 The Performance Indicators and Measurements of Employee’s Performance

The provided data pertains to performance indicators and measurements utilized by a PPTTC to assess employee performance as indicated in Table 4.28. It was found that "Ministry Goals" received an average rating of 4.2414, indicating a notably high level of performance attributed to this measure. "Time Management" garnered an average rating of 4.0632, suggesting that this performance indicator is considered of high importance in evaluating employee performance. "Performance Targets" received an average rating of 3.0862, implying that this performance measure holds moderate importance in the evaluation of employee performance. The study also determined that "Team Efficiency" received an average rating of 3.9943, suggesting a moderate to high level of significance attributed to this particular performance indicator within the organization.

Table 4.28: *The Performance Indicators and Measurements of Employee’s Performance Utilised by PPTTCs*

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Ministry Goals	282	3.00	5.00	4.2414	0.55798
Time management	282	1.00	5.00	4.0632	0.90696
Performance Targets	282	1.00	5.00	3.0862	1.18201
Team Efficiency	282	1.00	5.00	3.9943	0.87017
Development of the Profession	282	3.00	5.00	4.1092	0.57363
Valid N (listwise)					

The results of the current study can be applied to other sectors in performance management and employee assessment. This emphasizes the importance of different performance metrics

and their consequences. The high mean ratings for "Ministry Goals" and "Development of the Profession" suggest that these performance measures are highly valued. Smith et al. (2018), emphasized the importance of aligning individual goals with organizational objectives. Organizations that prioritize such alignment tend to have more engaged and motivated employees. The high mean rating for "Time Management" underscores its importance in evaluating employee performance. Findings from Jones (2019) and Brown et al. (2020) study, highlighted the positive impact of effective time management on employee productivity and overall job performance.

The moderate rating and wide variability in perceptions of "Performance Targets" suggest that it may not be universally valued by all employees. This resonates with Chen et al. (2017), who noted that the effectiveness of performance targets can vary depending on how well they are communicated and aligned with employee roles and goals. The moderately high rating for "Team Efficiency" aligns with studies by Anderson et al. (2018) and Kim et al. (2019), which emphasized the importance of teamwork and collaboration in achieving organizational goals. The moderate variability in ratings also suggests room for improvement in fostering teamwork. The variability in ratings and the need for a PPTTC to actively seek feedback resonate with Carter et al. (2021) and Johnson et al. (2018), who emphasized the importance of involving employees in the performance evaluation process. Employees' input and preferences should be considered to enhance the effectiveness of performance measures.

Viewing the ratings as a starting point for ongoing refinement aligns with the principles of continuous improvement advocated by Deming (1986) and TQM (Total Quality Management) practices. Regularly monitoring and adapting performance measures can lead to achieving the needs of workers. Perception of performance measures significantly influencing employee engagement and motivation is supported by Harper et al. (2020), who affirms that the role of performance evaluation in shaping employee engagement. Aligning performance measures with employee expectations can positively impact employee engagement and job satisfaction.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section gives a summary of the research's findings, recommendations and conclusions based on the specific objectives and study results.

5.2 Summary of Findings

5.2.1 Effect of Performance Appraisal Targets

The present study affirmed that although performance appraisal objectives are an important factor, they might not be enough on their own to raise employee performance in Kenyan PPTTCs. It has been determined that other elements, such as employee motivation, company culture and leadership, may have a greater impact on improved performance.

5.2.2 Social Distance Impact

The study determined that the social distance between appraisers and appraisees exhibited a weak and non-significant relationship with employees' performance within PPTTCs. This suggests that, in this context, the interpersonal proximity between those conducting appraisals and those being appraised may not strongly influence overall employee performance.

5.2.3 Employee Training and Development

The results showed that, in contrast to predictions, employee performance in PPTTCs was not significantly impacted by performance evaluation training. The study suggests that factors beyond training, such as the application of acquired skills, may have a greater impact on employee performance.

5.2.4 Employee Motivation

Data from the present study indicates that worker motivation in Kenyan PPTTCs was not a major predictor of worker performance. This finding challenges the conventional assumption that motivated employees consistently exhibit improved performance. The study highlights the need to delve deeper into the dynamics of motivation within the education sector. This is because different institutions have unique contextual factors and

organizational structures that might have an impact on how employee motivation and output are related.

5.2.5 Performance Appraisal Feedback

Feedback from performance reviews was found to be a significant component that improved employee productivity. The study findings showed a clear link between enhanced employee performance in PPTTCs and feedback received from performance evaluations. This finding emphasizes how critical constructive criticism is in helping to enhance performance.

5.3 Conclusion

The study concludes that relying solely on performance appraisal targets may not be adequate to enhance employee performance within PPTTCs. Leadership, corporate culture and employee motivation have been identified as critical components that require consideration for a holistic approach to performance enhancement. Moreover, it was demonstrated that the social distance between appraisers and appraisees and employee performance in PPTTCs had a minimal and non-significant effect. Although interpersonal interactions are significant, they do not seem to directly impact performance. The findings in this study imply that improving employee performance inside PPTTCs may need more than just offering performance evaluation training. This highlights the need for a more comprehensive strategy that takes into account elements other than training, such the real-world application of learned abilities. Furthermore, it was shown that employee motivation in PPTTCs was not a significant predictor of employee performance. This challenges conventional assumptions and suggests a complex relationship between motivation and performance that requires further exploration. The study also emphasizes how important performance assessment feedback is as a strong predictor of employee success. Clear and measurable targets in the performance appraisal process were underscored as crucial elements for effectiveness in improving employee performance.

5.4 Recommendations

It's recommended that PPTTCs and other organizations prioritize the implementation of effective performance appraisal feedback mechanisms. Policies should underscore the importance of establishing clear and measurable targets within the performance appraisal process to ensure its efficacy in enhancing employee performance. Furthermore, organizations are encouraged to extend their focus beyond mere appraisal targets, taking into

account other factors such as leadership, organizational culture and employee motivation. This study advocates for a holistic approach to employee development, encompassing a variety of influential elements to create a comprehensive strategy for organizational growth.

Findings from the present study call for refinement in the methodologies for performance appraisal training. A more comprehensive approach is suggested, involving the incorporation of practical applications of skills acquired during training. These recommendations are strategically aligned with the significance of the study, as they directly address the identified gaps and challenges. By concentrating on policy adjustments, practical considerations and methodological refinements, organizations can enhance their performance appraisal processes consistent with the results of this research. Overall, the findings of the study significantly enhance the understanding of the factors that influence the labor force productivity in Kenyan PPTTCs. Additionally, the results offer insightful information that may help firms optimize worker performance in this particular setting and promote a more knowledgeable and efficient approach to performance review procedures.

5.5 Areas of Further Research

Considering the study's findings that did not identify motivation as a significant predictor in PPTTCs. Future research could investigate specific motivational factors, acknowledging the diverse contextual elements and organizational structures across different educational institutions. It is advised that more research be done on the effect of social distance on worker performance because the PPTTC study revealed a weak link. A thorough analysis of the interpersonal interactions between appraisers and appraisees in a range of educational contexts may yield insightful information about how they affect worker performance. Lastly, the refinement of methodologies for PA training is suggested, focusing on innovative approaches beyond training alone. Future research could explore the practical applications of these refined methodologies, aiming to enhance employee skills and performance in the educational sector.

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APPENDIX A: APPRAISERS QUESTIONNAIRE

Introduction

I am a student from the University of Embu pursuing Doctor of Philosophy Degree in Educational Administration and Planning. I am conducting a research on the effect of performance appraisal on employee performance in Public Primary Teacher Training Colleges in Kenya. My focus is on the effect of performance targets, appraisers-appraisees social distance, training and development, employee motivation and feedback on performance appraisal on employee performance. Being a tutor, an appraisee or an appraiser in the PPTTCs, you have been involved in matters of performance appraisal and hence your experiences would be of great contribution to this study.

Kindly fill in the blank spaces. Do not write your name on the questionnaire. Be honest and your information will be treated with confidence. Tick the correct alternative and fill in the blank spaces where applicable.

SECTION I: BACKGROUND INFORMATION

1. Gender

Male Female

2. State your age

Below 25 years 25-30 years 31-35 years
36-40 years 41-45 years 46-50 years
51-55 years Above 55 years

3. Marital Status

Married Single Widowed
Cohabiting Separated Divorced
Others (Specify) _____

4. Do you reside in the same county? Yes No

5. How long have you been working in the college?

Less than 2 years 2-4 yeas 5-10 years
11-15 years 16-20 years Over 20 years

6. What is your highest academic qualification?

O' Level Diploma Masters
A' Level Graduate Doctorate

Others (Specify) _____

7. What department do you work in?

Education [] Languages [] Social Science []

Integrated Science [] Mathematics [] Creative []

Others (Specify) _____

8. What are the terms of your employment?

Casuals [] Contract [] Permanent and Pensionable []

Others (Specify) _____

9. How long have you worked in the current position?

Less than 5 [] 5-10 [] Over 10 []

10. How often do you appraise your staff?

Weekly [] Monthly [] Quarterly []

Twice a Year [] Yearly [] In 2 Years []

11. How many appraisees do you supervise?

Less than 5 [] 5-10 [] Over 10 []

12. What is the academic qualification of your appraisees? (Give the number)

A' Level ___ Diploma ___ Masters ___

O' Level ___ Graduate ___ PhD ___

Others _____

SECTION 11: EMPLOYEE PERFORMANCE APPRAISAL TARGETS

1. Does your appraisees have set performance targets?

Yes [] No []

2. If Yes, what is the nature of your performance target based on?

Self-generated [] Departmental based [] College based []

Multilevel (Indicate the levels) _____

3. Have the appraisees achieved their previous set Performance Targets?

Yes [] No []

4. If Yes, did you believe that performance appraisal influence appraisees effort in achieving performance targets in the college?

Yes [] No []

5. If not, to what extent do you agree with the listed factors as causes of non-achievement of the set performance targets in the College. Indicate the extent to which you agree with

the following statements by using a scale of 1 to 5 where 1= strongly disagree and 5 = strongly agree by circling your choice.

Causes	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Lack of Team work	1	2	3	4	5
Lack consultation	1	2	3	4	5
Poor time management	1	2	3	4	5
De-motivation	1	2	3	4	5
Biasness	1	2	3	4	5
Lack of training	1	2	3	4	5
Poor inter-relationship	1	2	3	4	5

6. To what extent can you attribute appraisee's achievements of performance targets to staff appraisal in your department?

To a very large extent Large extent
 Moderate extent Low extent
 Very low extent

7. Have you involved/ consulted your appraisees when setting Departmental/College based performance targets?

Yes No

8. What is your general opinion on performance targets in your department?

Realistic Attainable
 Not Realistic Not Attainable
 Poorly designed

9. What is your general opinion on teamwork in the College?

Very Strong Strong
 Moderate Weak
 Very Weak

10. To what extent do you think that teamwork has improved as a result of performance appraisal?

To a very large extent Large extent

Moderate extent	<input type="checkbox"/>	Low extent	<input type="checkbox"/>
Very low extent	<input type="checkbox"/>		

11. How would you describe the nature of time management at your workplace by employees?

Very punctual	<input type="checkbox"/>	Punctual	<input type="checkbox"/>
Normal	<input type="checkbox"/>	Late	<input type="checkbox"/>
Very late	<input type="checkbox"/>		

12. To what extent do you think staff appraisal has affected time management in the College?

To a very large extent	<input type="checkbox"/>	Large extent	<input type="checkbox"/>
Moderate extent	<input type="checkbox"/>	Low extent	<input type="checkbox"/>
Very low extent	<input type="checkbox"/>		

13. In your opinion, to what extent has staff appraisal been beneficial to your appraisees?

To a very large extent	<input type="checkbox"/>	Large extent	<input type="checkbox"/>
Moderate extent	<input type="checkbox"/>	Low extent	<input type="checkbox"/>
Very low extent	<input type="checkbox"/>		

Kindly explain.....

14. How do you rate the effect of staff appraisal on employee performance in the College?

Very High	<input type="checkbox"/>	High	<input type="checkbox"/>
Moderate	<input type="checkbox"/>	Low	<input type="checkbox"/>
Very Low	<input type="checkbox"/>		

SECTION III: SOCIAL DISTANCE LEVEL BETWEEN THE APPRAISER AND THE APPRAISEE AND ITS EFFECT ON EMPLOYEE PERFORMANCE

1. How do you describe your relationship with your Appraisees?

Positively	<input type="checkbox"/>	Negatively	<input type="checkbox"/>
------------	--------------------------	------------	--------------------------

2. How do you rate the general relationship between Appraisers and Appraisees?

Extremely Good	<input type="checkbox"/>	Good	<input type="checkbox"/>
Neutral	<input type="checkbox"/>	Worse	<input type="checkbox"/>
Extremely Worse	<input type="checkbox"/>		

3. Does the relationship between Appraisers and Appraisees affect their Performance Target Achievement?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

4. With [H] being the highest and [L] the lowest level of influence, categorize the levels of influence among the social differences listed that can impact negatively on the relationship with your Appraisee's.

- i. Academic Qualification [L] [H]
- ii. Age difference [L] [H]
- iii. Gender difference [L] [H]
- iv. Ethnic difference [L] [H]
- v. Wealth difference [L] [H]

5. State your preference of the Appraisee in terms of the parameters listed above

- i. Academic Qualification.....
.....
.....
- ii. Age.....
.....
.....
- iii. Gender difference.....
.....
.....
- iv. Ethnic Difference.....
.....
.....
- v. Wealth.....
.....
.....

SECTION 1V: RELATIONSHIP BETWEEN EMPLOYEE TRAINING AND DEVELOPMENT ON PERFORMANCE APPRAISAL AND EMPLOYEE PERFORMANCE

1. Have you undergone any performance appraisal training?

- Yes [] No []

2. If Yes, who facilitated or funded the training?

- Self [] College [] Other individuals or organization []

3. Does staff training on performance appraisal take place in the College?

Yes [] No []

4. How often does the training take place within the College?

Continuous [] Quarterly [] Twice a year []

Yearly [] After 2 yrs [] Never []

5. What is the criterion applied in selecting employees for training?

Personal Request [] Appraiser Recommendations []

Individual qualifications [] Individual Performance []

Departmental Performance [] College Demands []

6. What prompted your need to undertake the training?

Personal Performance [] Department Performance []

Career Progression [] College Needs []

7. In your opinion, to what extent has staff appraisal been beneficial to you?

To a very large extent [] Large extent []

Moderate extent [] Low extent []

Very low extent []

Kindly explain.....

.....

8. How would you rate employee performance appraisal within the College and the public sector in general?

Extremely Relevant [] Relevant []

Neutral [] Irrelevant []

Very irrelevant []

9. Which are the main areas covered by the College's Performance Appraisal training programmes to its Employees? (Tick the most applicable)

Corruption Prevention [] Management []

Resolutions [] Customer satisfaction []

Service delivery [] Gender mainstreaming []

Safety [] Others (Specify) _____

10. Does staff training influence employees' performance in the College?

Yes [] No []

11. To what extent does staff training influence employees' performance in the College?

Very great extent [] Great extent [] Moderate extent []
 Little extent [] No extent []

12. Apart from college trainings, have you undertaken any course to enhance your skills to cope with performance appraisal system in the college?

Yes [] No []

13. To what extent has performance appraisal courses undertaken contributed to your personal development within the College?

To a very large extent [] Large extent []
 Moderate extent [] Low extent []
 Very low extent []

14. To what extent do you agree with the following statement relating to staff training influence on employees' performance in the College? Indicate the extent to which you agree with the following statements by using a scale of 1 to 5 where 1= strongly disagree and 5 = strongly agree by circling your choice.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Training should be provided to key employees in the College before and during implementation process	1	2	3	4	5
Once employees understand what needs to be done to improve the organization, they then need all the skills and resources necessary to be able to accomplish these improvements	1	2	3	4	5
Empowerment training is more remedial and it prepares for collaboration and higher level of performance.	1	2	3	4	5
Training and development of any kind should have, as its objective the redirection or improvement of behavior so that the performance of the trainee becomes more useful and productive for himself and the organization which he is part of	1	2	3	4	5
Lack of trained personnel, advancement in technology, faulty methods, prevention of accidents and need for career development are drivers for training	1	2	3	4	5

15. How else does staff training affect employees' performance in the College that is not mentioned above?

.....

SECTION V: EFFECT OF EMPLOYEE JOB MOTIVATION ON EMPLOYEE PERFORMANCE

1. Are you motivated with your current job?

Yes No

2. If No, what are the major causes of dissatisfaction in your job?

Work Related Issues Performance Appraisal Related Issues
 Appraisees Characteristics Others (Specify).....

3. Could your engagement in performance appraisal process lead job to dissatisfaction?

Yes No

4. Are you satisfied with the current performance appraisal process in enhancing your job motivation?

Highly satisfied Satisfied Neutral
 Dissatisfied Highly Dissatisfied

5. Are you satisfied with the current appraisees in enhancing your motivation?

Highly satisfied Satisfied Neutral
 Dissatisfied Highly Dissatisfied

6. Are you satisfied with the solutions put in place to deal with performance appraisal problems that would enhance your motivation?

Highly satisfied Satisfied Neutral
 Dissatisfied Highly Dissatisfied

7. Effect of Performance Appraisal Process on Employee Motivation

The study aims to investigate effect of performance appraisal process on employee motivation. Indicate the extent to which you agree with the following statements by using a scale of 1 to 5 where 1= strongly disagree and 5 = strongly agree. Circle (O) which best describes your opinion of the statement.

Effect of Performance Appraisal Process on Employee Motivation.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. My performance rating is based on how well am doing	1	2	3	4	5

2. I am satisfied and motivated with the way appraisal system is used to evaluate my performance	1	2	3	4	5
3. There are set standards for my job	1	2	3	4	5
4. Employee performance is easy to measure.	1	2	3	4	5
5. The most recent ratings I received are based on many activities I am responsible for at work.	1	2	3	4	5
6. My performance is above average ratings.	1	2	3	4	5
7. I clearly understand the purpose of performance appraisal process	1	2	3	4	5
8. Performance appraisal identifies performance problems to improve employee productivity and motivation.	1	2	3	4	5
9. Performance appraisal process encourages co-operation	1	2	3	4	5
10. The performance appraisal system has helped improve my job performance	1	2	3	4	5
11. I am satisfied with the way the performance appraisal system is used to set my performance goals for each rating period	1	2	3	4	5

8. Effect of Performance Appraisers on Employee Motivation

The study aims to investigate the effect of performance appraisal process on employee motivation. Indicate the extent to which you agree with the following statements by using a scale of 1 to 5 where 1= strongly disagree and 5 = strongly agree. Circle (O) which best describes your opinion of the statement.

Effect of Performance Appraisers on Employee Motivation	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Managers know enough to appraise me.	1	2	3	4	5
2. Managers set targets more clearly	1	2	3	4	5
3. I doubt whether I get a good appraisal.	1	2	3	4	5
4. The rater helps me understand what I need to do to improve my performance	1	2	3	4	5
5. My manager discuss regularly my job performance with me	1	2	3	4	5
6. My work colleagues recognizes me when I do a good job	1	2	3	4	5
7. My manager recognizes me when I do a good job	1	2	3	4	5

8. My manager plays a significant role in my career development	1	2	3	4	5
9. The customers recognizes me when I do a good job	1	2	3	4	5
10. My subordinates recognizes me when I do a good job	1	2	3	4	5
11. My manager/supervisor is highly capable as manager	1	2	3	4	5
12. My manager gives me fair feedback	1	2	3	4	5
13. My manager/supervisor has reasonable expectations from my work	1	2	3	4	5

9. Challenges of Performance Appraisal on Employee Motivation

The study aims to investigate the challenges of performance appraisal on employee motivation. Indicate the extent to which you agree with the following statements by using a scale of 1 to 5 where 1= strongly disagree and 5 = strongly agree. Circle (O) which best describes your opinion of the statement.

Challenges of Performance Appraisal on Employee Motivation	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. My manager provides me with fair feedback.	1	2	3	4	5
2. My ratings are based on reasonable expectations from my work.	1	2	3	4	5
3. The ratings adequately reflect my performance.	1	2	3	4	5
4. My rater is biased about my job performance.	1	2	3	4	5
5. My rater recognizes me when I do a good job.	1	2	3	4	5
6. My rater plays a significant role in my motivation.	1	2	3	4	5
7. I am satisfied with my relationship with manager/supervisor.	1	2	3	4	5
8. My manager/supervisor is highly incapable to rate my performance.	1	2	3	4	5
9. The appraisal system does not manage me better.	1	2	3	4	5
10. Performance appraisal reflects objectively my performance	1	2	3	4	5
11. I receive erroneous feedback on my performance.	1	2	3	4	5
12. My manager has reasonable expectations from my work.	1	2	3	4	5

SECTION VI: EFFECT OF PERFORMANCE APPRAISAL FEEDBACK ON EMPLOYEE’S PERFORMANCE

1. Does the college communicate feedback through the appraisers the performance of your staff?

Yes No

2. If yes, do you discuss with the individual staff about their performance?

Yes No

3. Feedback influence employee performance.

Strongly agree Agree Neutral
Disagree Strongly disagree

4. Among the following factors, which one most influences and contributes most to the feedback cycle to affect employee’s performance?

	Very Low	Low	Moderate	High	Very High
	1	2	3	4	5
Communication mechanisms					
Appraisees attitudes					
Information Systems					
Organizational Culture					

5. Listed below are some of the probable results of performance appraisal feedback in the College. Please indicate the extent whether it is accurate or not according to given scale.

	Totally Inaccurate	Slightly Inaccurate	No Comment	Quite Accurate	Accurate
Appraisal feedback provides an opportunity for both appraisers and appraisees to clarify each other’s point of view on the scope of work and expectations. Communication is thus enhanced					
Appraisal feedback assist employees to gain a greater sense of team belonging, thus boost his morale.					
Appraisal feedback allows staff to see their own strength and weaknesses					
Appraisal feedback provides an opportunity to identify staff’s individual need and to provide them with proper training					
Performance appraisal records serves as documentation purpose					

Performance Appraisal feedback can be used as a tool for reinforcing existing authority structure and enhancing appraiser's control over appraisees					
Poor performers are offered a chance to improve through performance appraisal feedback					
Performance appraisal feedback can be a means for staff to know the organization goals					
Appraisal feedback provides input to assist future transfer and promotion decisions					
Staff performance appraisal feedback helps employees on time management					
Staff performance appraisal feedback helps employees meet performance targets					
Staff performance appraisal feedback provides input to assist salary increment decisions					
Staff appraisal feedback boosts the productivity of the staff					

6. Any other comment on effect of staff performance appraisal on performance? _____

SECTION VII: EMPLOYEE'S PERFORMANCE

1. What performance measures/indicators does the College utilize? (Tick the most applicable ones)

- | | | | |
|---------------------|--------------------------|--|--------------------------|
| Ministry Goals | <input type="checkbox"/> | Learner Protection and Safety | <input type="checkbox"/> |
| Time management | <input type="checkbox"/> | Promotion of Co-curricular Activities | <input type="checkbox"/> |
| Collaborations | <input type="checkbox"/> | Professional Knowledge and Application | <input type="checkbox"/> |
| Performance Targets | <input type="checkbox"/> | Innovation and Creativity | <input type="checkbox"/> |
| Team Efficiency | <input type="checkbox"/> | Professional Development | <input type="checkbox"/> |

Others (Specify) _____

2. Listed below are some of the performance measures/indicators. Using a scale of 1 to 5 where 1= Very Low and 5 = Very High rate the performance measures/indicators that the College utilize to measure employees performance by circling your choice.

	Very Low	Low	Moderate	High	Very High
Ministry Goals	1	2	3	4	5
Time management	1	2	3	4	5
Performance Targets	1	2	3	4	5

Team Efficiency	1	2	3	4	5
Professional Development	1	2	3	4	5
Promotion of Co-curricular Activities	1	2	3	4	5
Professional Knowledge and Application	1	2	3	4	5
Innovation and Creativity	1	2	3	4	5
Collaborations	1	2	3	4	5
Learner Protection and Safety	1	2	3	4	5

THANKS A LOT FOR YOUR TIME AND CO-OPERATION

APPENDIX B: APPRAISEE QUESTIONNAIRE

Introduction

I am a student from the University of Embu pursuing Doctor of Philosophy Degree in Educational Administration and Planning. I am conducting a research on the effect of performance appraisal on employee performance in Public Primary Teacher Training Colleges in Kenya. My focus is on the effect of performance targets, appraisers-appraisees social distance, training and development, employee motivation and feedback on performance appraisal on employee performance. Being a tutor, an appraisee or an appraiser in the PPTTCs, you have been involved in matters of performance appraisal and hence your experiences would be of great contribution to this study.

Kindly fill in the blank spaces. Do not write your name on the questionnaire. Be honest and your information will be treated with confidence. Tick the correct alternative and fill in the blank spaces where applicable.

SECTION I: BACKGROUND INFORMATION

1. Gender

Male Female

2. State your age

Below 25 years 25-30 years 31-35 years
36-40 years 41-45 years 46-50 years
51-55 years Above 55 years

3. Marital Status

Married Single Widowed
Cohabiting Separated Divorced
Others (Specify) _____

4. Do you reside in the same county Yes No

5. How long have you been working in the college?

Less than 2 years 2-4 yeas 5-10 years
11-15 years 16-20 years Over 20 years

6. What is your highest academic qualification?

O' Level Diploma Masters
A' Level Graduate Doctorate

Others (Specify) _____

7. What department do you work in?

Education [] Languages [] Social Science []

Integrated Science [] Mathematics [] Creative []

Others (Specify) _____

8. What is the term of your employment?

Casuals [] Contract [] Permanent and Pensionable []

Others (Specify) _____

9. How long have you worked in the current position?

Less than 5 [] 5-10 [] Over 10 []

10. How often are you appraised?

Weekly [] Monthly [] Quarterly []

Twice a Year [] Yearly [] In 2 Years []

SECTION 11: PERFORMANCE APPRAISAL TARGETS AND EMPLOYEE PERFORMANCE

1. Do you have performance targets you are striving to achieve in the college?

Yes [] No []

2. If Yes, what is the nature of your performance target based on?

Self-generated [] Departmental based [] College based []

Ministry []

3. Have you achieved your previous set Performance Targets?

Yes [] No []

4. If Yes, did performance appraisal influence your effort in achieving performance targets in the College?

Yes [] No []

5. If not, to what extent do you agree with the listed factors as causes of non-achievement of the set performance targets in the College? Indicate the extent to which you agree with the following statements by using a scale of 1 to 5 where 1= strongly disagree and 5 = strongly agree by circling your choice.

Causes		Strongly Disagree	Disagree	Neutral	Agree		Strongly Agree
--------	--	-------------------	----------	---------	-------	--	----------------

Lack of Team work					
Lack consultation					
Poor time management					
De-motivation					
Biasness					
Lack of training					
Poor inter-relationship					

6. To what extent can you attribute your achievements of performance targets to staff appraisal in your department?

- To a very large extent Large extent
Moderate extent Low extent
Very low extent

7. Are you involved/ consulted in setting Departmental/College based performance targets?

- Yes No

8. What is your general opinion on performance targets in your department?

- Realistic Attainable
Not Realistic Not Attainable
Poorly designed

9. What is your general opinion on teamwork in the College?

- Very Strong Strong
Moderate Weak
Very Weak

10. To what extent do you think that teamwork has improved as a result of performance appraisal?

- To a very large extent Large extent
Moderate extent Low extent
Very low extent

11. How would you describe the nature of time management at your workplace by employees?

- Very punctual Punctual
Normal Late

Very late []

12. To what extent do you think staff appraisal has affected time management in the College?

To a very large extent [] Large extent []

Moderate extent [] Low extent []

Very low extent []

13. In your opinion, to what extent has staff appraisal been beneficial to you?

To a very large extent [] Large extent []

Moderate extent [] Low extent []

Very low extent []

Kindly explain.....

14. How do you rate the effect of staff appraisal on employee performance in the College?

Very High [] High []

Moderate [] Low []

Very Low []

SECTION III: SOCIAL DISTANCE LEVEL BETWEEN THE APPRAISER AND THE APPRAISEE AND ITS EFFECT ON EMPLOYEE PERFORMANCE

1. How do you relate with your Appraiser?

Positively [] Negatively []

2. How do you describe your relationship with your Appraiser?

Extremely Good [] Good []

Neutral [] Worse []

Extremely Worse []

3. Does the relationship with your Appraiser affect your Performance Target Achievement?

Yes [] No []

4. With [H] being the highest and [L] the lowest level of influence, categorize the levels of influence among the social differences listed that can impact negatively on the relationship with your Appraisers.

i. Academic Qualification [L] [H]

ii. Age difference [L] [H]

iii. Gender difference [L] [H]

- iv. Ethnic difference [L] [H]
- v. Wealth difference [L] [H]

5. Indicate your preference of the Appraiser in terms of the parameters listed above

- i. Academic Qualification.....
.....
.....
- ii. Age.....
.....
.....
- iii. Gender difference.....
.....
.....
- iv. Ethnic Difference.....
.....
.....
- v. Wealth.....
.....
.....

SECTION 1V: RELATIONSHIP BETWEEN EMPLOYEE TRAINING AND DEVELOPMENT ON PERFORMANCE APPRAISAL AND EMPLOYEE PERFORMANCE

1. Are you aware of staff performance appraisal training in the college?
Yes [] No []
2. Have you undergone any performance appraisal training?
Yes [] No []
3. If Yes, who facilitated or funded your performance appraisal training?
Self [] College [] Other individuals or organization []
4. Is there any staff training programme on performance appraisal in the College?
Yes [] No []
5. How often does the training take place within the College?
Continuous [] Quarterly [] Twice a year []
Yearly [] After 2 yrs [] Never []

6. What is the criterion applied in selecting employees for training?

Personal Request Appraiser Recommendations

Individual qualifications Individual Performance

Departmental Performance College Demands

7. What prompted your need to undertake the training?

Personal Performance Department Performance

Career Progression College Needs

8. Was your need addressed by the staff performance appraisal training undertaken?

Yes No

9. Which are the main areas covered by the College's Performance Appraisal training programmes to its Employees? (Tick the most applicable)

Corruption Prevention Management

Conflict Resolutions Customer satisfaction

Service delivery Gender mainstreaming

Safety Others (Specify) _____

10. Does staff training influence employees' performance in the College?

Yes No

11. To what extent does staff training influence employees' performance in the College?

Very great extent Great extent Moderate extent

Little extent No extent

12. Have you undertaken any other course related to performance appraisal system in the college?

Yes No

13. What was the purpose for undertaking the course?

PA Competency Personal Development

14. How would you rate the relevance of performance appraisal training on employee personal development?

Not relevant at all Ineffective

Not sure Effective

Very effective

15. To what extent do you agree with the following statement relating to staff training influence on employees' performance in the College? Indicate the extent to which you agree with the following statements by using a scale of 1 to 5 where 1= strongly disagree and 5 = strongly agree by circling your choice.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Training should be provided to key employee in the College before and during implementation process					
Once employees understand what needs to be done to improve the organization, they then need all the skills and resources necessary to be able to accomplish these improvements					
Empowerment training is more remedial and it prepares for collaboration and higher level of performance.					
Training and development of any kind should have, as its objective the redirection or improvement of behavior so that the performance of the trainee becomes more useful and productive for himself and the organization which he is part of					
Lack of trained personnel, advancement in technology, faulty methods, prevention of accidents and need for career development					

16. How else does staff training affect employees' performance in the College that is not mentioned above?

.....

SECTION V: EFFECT OF EMPLOYEE JOB MOTIVATION ON EMPLOYEE PERFORMANCE

1. Are you satisfied with the current performance appraisal process in enhancing your motivation?

- Highly satisfied Satisfied Neutral
 Dissatisfied Highly Dissatisfied

2. Are you satisfied with the current appraisers in enhancing your motivation?

Highly satisfied Satisfied Neutral
 Dissatisfied Highly Dissatisfied

3. Are you satisfied with the solutions put in place to deal with performance appraisal problems that would enhance your motivation?

Highly satisfied Satisfied Neutral
 Dissatisfied Highly Dissatisfied

4. Effect of Performance Appraisal Process on Employee Motivation

The study aims to investigate effect of performance appraisal process on employee motivation. Indicate the extent to which you agree with the following statements by using a scale of 1 to 5 where 1= strongly disagree and 5 = strongly agree. Circle (O) which best describes your opinion of the statement.

Effect of Performance Appraisal Process on Employee Motivation.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. My performance rating is based on how well am doing	1	2	3	4	5
2. I am satisfied and motivated with the way appraisal system is used to evaluate my performance	1	2	3	4	5
3. There are set standards for my job	1	2	3	4	5
4. Employee performance is easy to measure.	1	2	3	4	5
5. The most recent ratings I received are based on many activities I am responsible for at work.	1	2	3	4	5
6. My performance is above average ratings.	1	2	3	4	5
7. I clearly understand the purpose of performance appraisal process	1	2	3	4	5
8. Performance appraisal identifies performance problems to improve employee productivity and motivation.	1	2	3	4	5
9. Performance appraisal process encourages co-operation	1	2	3	4	5
10. The performance appraisal system has helped improve my job performance	1	2	3	4	5
11. I am satisfied with the way the performance appraisal system is used to set my performance goals for each rating period	1	2	3	4	5

5. Effect of Performance Appraisers on Employee Motivation

The study aims to investigate the effect of performance appraisal process on employee motivation. Indicate the extent to which you agree with the following statements by using a scale of 1 to 5 where 1= strongly disagree and 5 = strongly agree. Circle (O) which best describes your opinion of the statement.

Effect of Performance Appraisers on Employee Motivation	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Managers know enough to appraise me.	1	2	3	4	5
2. Managers set targets more clearly	1	2	3	4	5
3. I doubt whether I get a good appraisal.	1	2	3	4	5
4. The rater helps me understand what I need to do to improve my performance	1	2	3	4	5
5. My manager discuss regularly my job performance with me	1	2	3	4	5
6. My work colleagues recognizes me when I do a good job	1	2	3	4	5
7. My manager recognizes me when I do a good job	1	2	3	4	5
8. My manager plays a significant role in my career development	1	2	3	4	5
9. The customers recognizes me when I do a good job	1	2	3	4	5
10. My subordinates recognizes me when I do a good job	1	2	3	4	5
11. My manager/supervisor is highly capable as manager	1	2	3	4	5
12. My manager gives me fair feedback	1	2	3	4	5
13. My manager/supervisor has reasonable expectations from my work	1	2	3	4	5

6. Challenges of Performance Appraisal on Employee Motivation

The study aims to investigate the challenges of performance appraisal on employee motivation. Indicate the extent to which you agree with the following statements by using a scale of 1 to 5 where 1= strongly disagree and 5 = strongly agree. Circle (O) which best describes your opinion of the statement.

Challenges of Performance Appraisal on Employee Motivation	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. My manager provides me with fair feedback.	1	2	3	4	5
2. My ratings are based on reasonable expectations from my work.	1	2	3	4	5
3. The ratings adequately reflect my performance.	1	2	3	4	5
4. My rater is biased about my job performance.	1	2	3	4	5
5. My rater recognizes me when I do a good job.	1	2	3	4	5
6. My rater plays a significant role in my motivation.	1	2	3	4	5
7. I am satisfied with my relationship with manager/supervisor.	1	2	3	4	5
8. My manager/supervisor is highly incapable to rate my performance.	1	2	3	4	5
9. The appraisal system does not manage me better.	1	2	3	4	5
10. Performance appraisal reflects objectively my performance	1	2	3	4	5
11. I receive erroneous feedback on my performance.	1	2	3	4	5
12. My manager has reasonable expectations from my work.	1	2	3	4	5

SECTION VI: EFFECT OF PERFORMANCE APPRAISAL FEEDBACK ON EMPLOYEE'S PERFORMANCE

1. Does the college communicate feedback through the appraisers the performance of your staff?

Yes No

2. If yes do you discuss with the individual staff about their performance?

Yes No

3. Feedback influence employee performance.

Strongly agree Agree Neutral

Disagree Strongly disagree

4. Among the following factors, which one most influences and contributes most to the feedback cycle to affect employee's performance?

	Very Low	Low	Moderate	High	Very High
	1	2	3	4	5
Communication mechanisms					
Appraisers attitudes					
Information Systems					
Organizational Culture					

5. Listed below are some of the probable results of performance appraisal feedback in the College. Please indicate the extent whether it is accurate or not according to given scale.

	Totally Inaccurate	Slightly Inaccurate	No Comment	Quite Accurate	Accurate
Appraisal feedback provides an opportunity for both appraisers and appraisees to clarify each other's point of view on the scope of work and expectations. Communication is thus enhanced					
Appraisal feedback assist employees to gain a greater sense of team belonging, thus boost his morale.					
Appraisal feedback allows staff to see their own strength and weaknesses					
Appraisal feedback provides an opportunity to identify staff's individual need and to provide them with proper training					
Performance appraisal records serves as documentation purpose					
Performance Appraisal feedback can be used as a tool for reinforcing existing authority structure and enhancing appraiser's control over appraisees					
Poor performers are offered a chance to improve through performance appraisal feedback					
Performance appraisal feedback can be a means for staff to know the organization goals					
Appraisal feedback provides input to assist future transfer and promotion decisions					
Staff performance appraisal feedback helps employees on time management					
Staff performance appraisal feedback helps employees meet performance targets					
Staff performance appraisal feedback provides input to assist salary increment decisions					
Staff appraisal feedback boosts the productivity of the staff					

6. Any other comment on effect of staff performance appraisal on performance? _____

SECTION VII: EMPLOYEE’S PERFORMANCE

1. What performance measures/indicators does the College utilize? (Tick the most applicable ones)

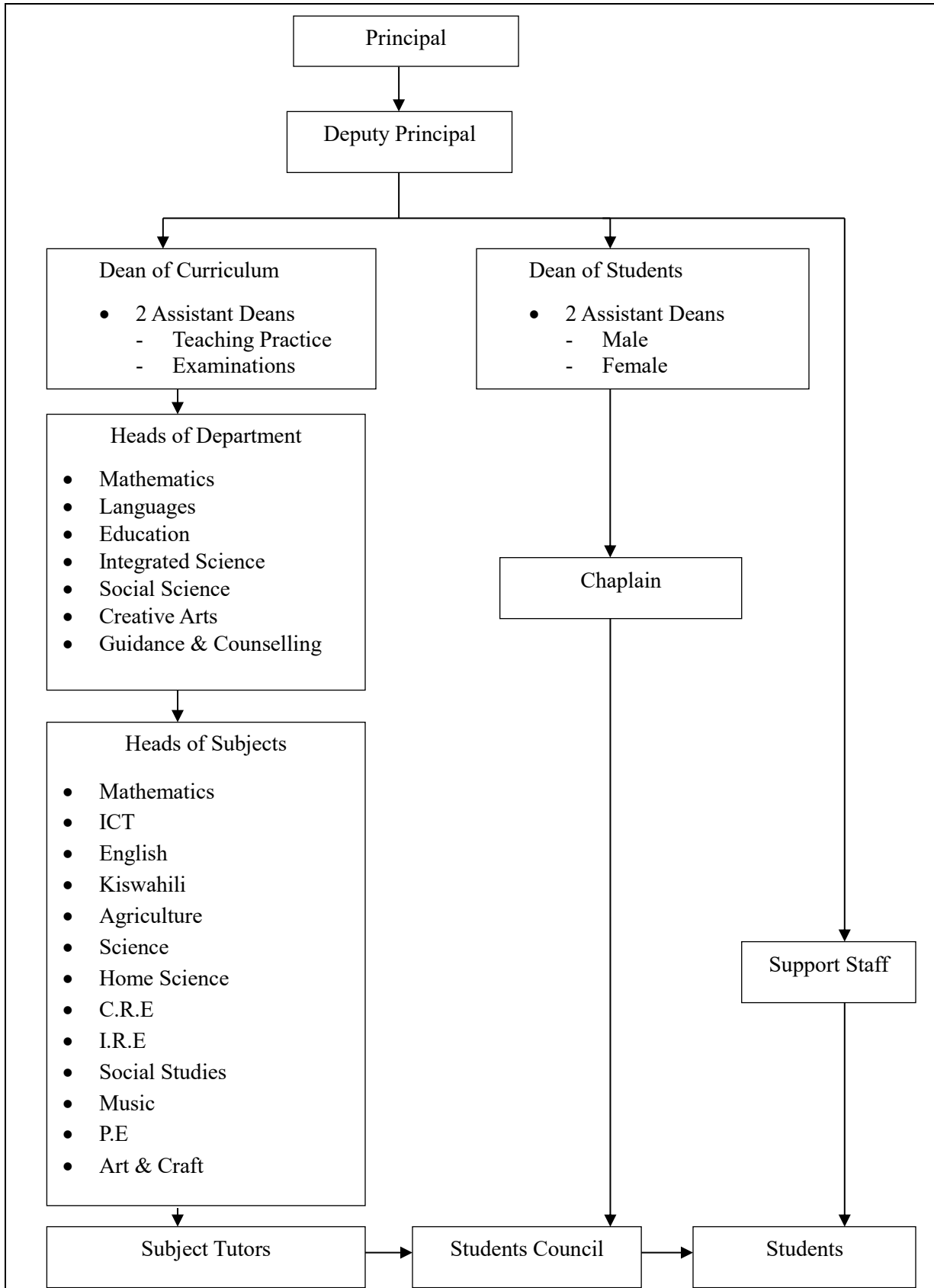
- | | | | |
|------------------------|--------------------------|--|--------------------------|
| Ministry Goals | <input type="checkbox"/> | Learner Protection and Safety | <input type="checkbox"/> |
| Time management | <input type="checkbox"/> | Promotion of Co-curricular Activities | <input type="checkbox"/> |
| Collaborations | <input type="checkbox"/> | Professional Knowledge and Application | <input type="checkbox"/> |
| Performance Targets | <input type="checkbox"/> | Innovation and Creativity | <input type="checkbox"/> |
| Team Efficiency | <input type="checkbox"/> | Professional Development | <input type="checkbox"/> |
| Others (Specify) _____ | | | |

2. Listed below are some of the performance measures/indicators. Using a scale of 1 to 5 where 1= Very Low and 5 = Very High rate the performance measures/indicators that the College utilize to measure employees performance by circling your choice.

	Very Low	Low	Moderate	High	Very High
Ministry Goals	1	2	3	4	5
Time management	1	2	3	4	5
Performance Targets	1	2	3	4	5
Team Efficiency	1	2	3	4	5
Professional Development	1	2	3	4	5
Promotion of Co-curricular Activities	1	2	3	4	5
Professional Knowledge and Application	1	2	3	4	5
Innovation and Creativity	1	2	3	4	5
Collaborations	1	2	3	4	5
Learner Protection and Safety	1	2	3	4	5

THANKS A LOT FOR YOUR TIME AND CO-OPERATION

APPENDIX C: COLLEGE ORGANIZATIONAL STRUCTURE



APPENDIX D: PUBLIC PRIMARY TEACHER TRAINING COLLEGES IN KENYA

EASTERN REGION

1. Egoji Teachers Training College
2. Kigari Teachers Training College
3. Meru Teachers Training College
4. Mandera Teachers Training College

COAST REGION

5. Shanzu Teachers Training College

NAIROBI REGION

6. Kitui Teachers Training College
7. Machakos Teachers Training College
8. Narok Teachers Training College
9. Thogoto Teachers Training College

CENTRAL REGION

10. Aberdares Teachers Training College
11. Garissa Teachers Training College
12. Kamwenja Teachers Training College
13. Kilimambogo Teachers Training College
14. Muranga Teachers Training College

RIFT VALLEY REGION

15. Baringo Teachers Training College
16. Chesta Teachers Training College
17. Kericho Teachers Training College
18. Mosoriot Teachers Training College
19. Tambach Teachers Training College

WESTERN REGION

20. Bondo Teachers Training College
21. Eregi Teachers Training College
22. Kaimosi Teachers Training College
23. Ugenya Teachers Training College

NYANZA/LAKE REGION

24. Asumbi Teachers Training College
25. Kenyenyia Teachers Training College
26. Migori Teachers Training College
27. Borabu Teachers Training College

APPENDIX E: LETTER OF INTRODUCTION



UNIVERSITY OF EMBU

P.O. Box 6-60100
Embu – Kenya
Email:
Website: www.embuni.ac.ke

Tel: +254 20 2444136
+254 727933950
+254 788199505

**OFFICE OF THE CHAIRMAN
(DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND PSYCHOLOGY)**

REF: UoEm/EFP/PG/VOL. 1/001

DATE: 26th January, 2018

TO WHOM IT MAY CONCERN

SUBJECT: PhD STUDENT DATA COLLECTION

This is to notify you that, Justine Majau Miriti, I.D NO. 20038648 is a PhD student at University of Embu. He is pursuing a Doctor of Philosophy degree in Education Administration and Planning.

The student has completed preparation of the research proposal, which he has successfully presented and passed. He is now in the field carrying out data collection in all the Public Primary Teachers' Training Colleges in Kenya.

Any assistance accorded to him will be highly appreciated.

Thank you.

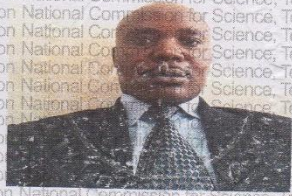
Prof. Simon Thurania (PhD)
CoD, Department of Educational, Foundations and Psychology



APPENDIX F: RESEARCH CLEARANCE PERMIT

THIS IS TO CERTIFY THAT:
MR. JUSTINE MAJAU MIRITI
of UNIVERSITY OF EMBU, 0-60402
IGOJI, has been permitted to conduct
research in All Counties County
on the topic: PERFORMANCE
APPRAISAL OF EMPLOYEE
PERFORMANCE: A CASE OF SENIOR
MANAGEMENT IN PUBLIC TEACHER
TRAINING COLLEGES IN KENYA
for the period ending:
17th January, 2018


Permit No : NACOSTI/P/17/31467/15141
Date Of Issue : 18th January, 2017
Fee Received : ksh2000




[Signature]
Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officer will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEACH CLEARANCE
PERMIT

Serial No. A 12536

CONDITIONS: see back page.

APPENDIX G: RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

NACOSTI/P/17/31467/15141

18th January, 2017

Justine Majau Miriti
University of Embu
P.O. Box 6-60100
EMBU.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Performance appraisal of employee performance: A case of senior management in public teacher training colleges in Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **all Counties** for the period ending **17th January, 2018.**

You are advised to report to **the County Commissioners and the County Directors of Education, all Counties** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioners
All Counties.

The County Directors of Education
All Counties.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified