

**STAFF PERFORMANCE APPRAISAL AND ORGANIZATIONAL PERFORMANCE IN  
KIGARI TEACHERS TRAINING COLLEGE, EMBU COUNTY  
EASTERN PROVINCE KENYA**

---

A thesis  
Presented to the Collage of Higher Degrees and  
Research of Kampala International  
University Kampala, Uganda

---

In partial fulfillment of the requirements for the Masters Degree in Educational  
Management and Administration

---

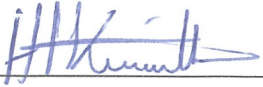
BY  
HENRY KINUTHIA KING'OTORE  
MED/13211/102/DF

---

APRIL, 2012

## DECLARATION A

"This thesis is the researcher's original work and has not been presented for a degree or any other academic award in any university or institution of learning".



Name and signature of candidate

Henry Kimutani Kirumira

Date 4/5/2012



HF5549.5

.K56

2012

### DECLARATION B

I confirm that the work reported in this presentation was carried out by the candidate under my supervision.

*Justus*

*Dr. Wilberforce*

Name and signature of supervisor

*04/05/2012*

Date

## **DEDICATION**

The researcher dedicates this thesis to his wife Jane Catherine Wanjia, my children Boniface and Nyambura.

## **ACKNOWLEDGEMENT**

First and foremost the researcher gratitude to the Almighty God for granting the ability to complete this thesis. Without God, this could have been impossible and success could not be attained.

Secondly, the researcher would like to express acknowledgement to his wife Mrs. Catherine Wanja Kinuthia who has sacrificed time, money and supported him morally throughout the two years of studies.

Thirdly the researcher is grateful to the supervisor Dr. Wilberforce Tindyebwa whose patience and guidance enabled the researcher to successfully complete the thesis. Without him, this work should not be completed. Great thanks are also to friends and colleagues, Pheris Mwangi, Muriithi, Murila, Nzuki, Yusuf, Mathey Muhammed, Everline, Marunda, Florence Musyimi and Munyao who were always at my side during times of difficult.

Finally the researcher would like to express gratitude to the contribution of the principal and staff Kigari Teachers Training College. The researcher is also indebted to Prof. Musaazi, Prof. Maicibi Nok Alhas, Dr. Angelita Canene, Dr. Owoeye, Dr. Jimmy, Dr. Sarah Kyolaba, Dr. Turde Yala, Dr. Ijeoma Anumaka, Dr. Jude Ssempebwa, Dr. Kibuuka And Dr. Sophia. They set the researchers path which makes him delighted to read.

The researcher's appreciation also goes to the staff of Ack Ngomola for allowing time to move.

## **ABSTRACT**

The study established the relationship between staff performance appraisal and organizational performance of staff at Kigari Teachers Training College. In particular, this empirical research determined the following (1) profile of students as to age, gender (2) highest educational qualifications (3) position in the college (4) teaching experience and established the significant relationship between level of staff performance appraisal and the level of staff performance appraisal and the level of organizational performance.

The study employed a descriptive co-relational survey design or paradigm which was based on variable measured with numbers analyzed with statistical procedure. Descriptive co-relation helped the researcher to establish cause and effect of the variable under study which were the level of staff performance appraisal and the level of organizational performance.

A total of one hundred and forty seven respondents the teaching staff and the subordinate staff were involved and given questionnaires to answer where applicable who were got through simple random sampling. The questionnaires were used as research instruments whereby the independent variable questionnaire had 28 items whereas the dependent variable had twenty five.

The findings of the study were as follows male staff dominated with 54.4% against female 45.6%. Most respondents were in the age group of 46-50yrs which was 25.2%. Those above 51 years and above to a share of 8.8%. Most of the members of staff were degree holders with 40.8% followed by the masters holders of 22.4% primary school leavers had a share of only 4.1%. Most of the members of staff were tutors having 72.1% and had a working experience of more than 10 years which was 38.8%.

It was concluded that in this empirical investigation, that the hypothesis of no significance relationship between staff performance appraisal and organizational performance was rejected. Staff performance appraisal had significance relationship on staff performance.

Based on the findings of the study, the recommendations were geared to (i) there showed be periodical appraisal in the college involving all members of staff. Members

should be sensitized on the need for active participation on appraisal. The management should encourage staff to further education. The policy makers should help in funding and expanding the college to a higher class. The ministry of education should consider staffing and recommendations to upgrade the college. Future researcher should be able to further research to this field since it is not conclusive.

## TABLE OF CONTENTS

CHAPTER	page
<b>ONE : PROBLEM AND ITS SCOPE</b>	<b>1</b>
Background to the study	1
Statement of the problem	3
Purpose	4
Research objectives	4
Research Questions	4
Null hypothesis	5
Scope of the study	5
Significance of the study	6
Operational definition of key terms	7
<b>TWO: REVIEW OF RELATED LITERATURE</b>	<b>8</b>
Concepts, Opinions, Ideas, from Authors/Experts	8
Performance Appraisal	8
Organizational performance	10
Relationships between staff performance appraisal and organizational performance	12
Theoretical perspectives	13
Related studies	13
<b>THREE: METHODOLOGY</b>	<b>16</b>
Research Population	16
Target Population	16
Sample size	16



Sampling procedure	16
Research instruments	17
Validity and reliability of the instrument	17
Data gathering procedures	17
Data analysis	18
Ethical considerations	19
Limitations of the study	19
<b>FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA</b>	<b>20</b>
<b>FIVE: FINDINGS, CONCLUSIONS, RECOMMENDATIONS</b>	<b>26</b>
Findings	26
Conclusion	26
Recommendations	27
<b>References</b>	<b>28</b>
<b>APPENDICES</b>	<b>34</b>
APPENDIX 1A: Transmittal letter from (SPGSR)	34
APPENDIX 1B: TRANSMITTAL LETTER FOR RESPONDENTS	35
APPENDIX II: Clearance from ethics committee	36
APPENDIX III: INFORMED CONSENT	37
APPENDIX IV RESEARCH INSTRUMENTS : APPENDIX IV A	38
APPENDIX IV B: SECTION A. INDEPENDENT VARIABLES	39
SECTION B Questionnaire on organization performance	41
CURRICULUM VITAE	43

## **CHAPTER ONE**

### **PROBLEM AND ITS SCOPE**

#### **Background of the study**

The process of management involves a continuous judgment of behaviors and performance of staff one way in which to review the performance and potential of staff in through a system of performance appraisal, (Mullions 1999). Appraisal according to the oxford advanced learners dictionary is defined as "the act of appraising somebody something; valuation". This is derived from the web, "appraise" defined in the same dictionary as "to assess the value of quality of somebody or something.

One of the responsibilities of management is to ensure that an organization functions effectively. In order to achieve these goals, managers must be able to determine and assess performance levels of both an organization and its individual employees. To this end, an appropriate system of measurement must be developed and applied. Dr. J Edward Kellough (1988) discusses the need to measure performance and also the difficulty in selecting the most suitable approach for an organization. Effective appraisal must focus on proper performance criteria and standards. Also, managers need to select a fair and accurate method of conducting appraisals and also should determine how to utilize the results to boost employee motivation and productivity.

Organizational performance is probably the most widely used dependent variable in organizational research today yet at the same time it remains one of the most vague and loosely defined constructs. The struggle to establish a meaning for performance has been ongoing for many years. Over thirty years ago, Katz and Kahn dryly (1966) commented that "the existence of the problem of developing satisfactory criteria of organizational performance is clear enough, its solution is much less obvious. The performance of an organization is related to its capacity to deliver basic goods and services and so provide a suitable policy and regulatory environment for development to take place. Performance should therefore be measured by the results (output & outcomes) that an organization produces (Kusek, Rist et al 2005).

In both Uganda and Tanzania, systems have been developed to assess local government compliance with financial management regulations and other rules deemed crucial for the capability of the organizations to deliver results.

Staff performance appraisal and organizational performance was introduced in Kenya after the change of regime in 2002 and the subsequent launch of the economic recovery strategic for wealth and employment creation (ERS) in 2004. The government pledged to pursue a national development strategy that sought to instill rapid and sustained economic growth and reduce the high incidence of poverty through wealth and employment creation. This strategy was to be implemented by creating a competitive market conditions for private sector led growth, directing resources towards wealth and employment creation supporting both effective and efficient public sector performance and service delivery.

The process of identifying performance target is carried out after the budget process has been completed and institution informed about their resource allocation. This ensures that targets are realistic and achievable within the available resources. At this stage the negotiating parties carryout a SWOT analysis in order to determine the institutions performance capacity.

Kigari teachers training college was started in 1948 with very few students to train as teachers to helping teaching in the colonial government schools where only teaching the bible, anathematic were the only subject taught. The college has grown tremendously to a staff of about 232 including both academic and non academic staff. The college administration in conjunction with board members have introduced diploma and certificate courses in early childhood education and also ICT courses. The College Board has been applying for the college to be upgraded to a university status without success. The board has also complained that tutors and lecturers are posted to the college without their consent from the ministry of education headquarters in Nairobi. This has not been auguring well due to the reason that some are brought under discipline and some have long been in service.

To improve organizational performance through improved staff performance appraisal, there must be a good governing council that can be able to hire, fire, promote and transfer on basis of merit principles. Appraisal and organizational performance therefore also depends on the context in which the organization operates -Its enabling environment. This is environment may provide opportunities for improved organizational performance, but it may foreclose such opportunities. However none of this related study has been done in Kigari teachers training college since its establishment.

### **Statement of the problem**

In assessing organizational productivity or performance, managers must make determinants regarding the development execution and utilization of performance appraisal. Potential measures may include work product or outcomes and certain employee behaviors or characteristics. An appraisal can be conducted through the use of a rating scale such as behaviorally-anchored rating scales (BARS) or brief narrative definitions on a determined basis (Ricucci, 2006). Managers can use the results of the appraisal for a number of administrative decisions such as providing training opportunities or approving pay increases and other rewards. If the appraisals are not planned or conducted currently, however the results may include inaccurate appraisals that do not adequately reflect employee performance. Because of the various methods of appraisal that exist, managers must ensure that they understand the potential effects and limitations for this particular organization in order to encourage greater long term effectiveness and productivity. Work products and outcomes are not easy to measure, especially when an employee's talk vary from day to day (Ricucci, 2006). There could be several factors affecting organizational performance but this researcher believed that staff performance appraisal affect organizational performance of Kigari teachers training college.

## **Purpose of the study**

The researcher was guided by the following;

1. To test the hypothesis of no significance relationship in the level of staff performance appraisal and level of organizational performance.
2. To validate the theory of Drucker (1954) in which the study was underpinned.
3. To come up with new knowledge based on the findings of the study to improve the level of performance in public primary teacher training colleges.

## **Research objectives**

**General objective;** to correlate the relationship between staff performance appraisal and organizational performance in Kigari Teachers Training College.

### **Specific objectives;**

1. Determine the profile of the respondents in terms of
  - 1.1 Ages
  - 1.2 Gender
  - 1.3 Highest educational qualifications
  - 1.4 Positions in the college
  - 1.5 Numbers of years teaching experience
2. To determine the level of staff performance appraisal
3. To determine the level of organizational performance.
4. To establish if there is a significant relationship between level of staff performance appraisal and the level of organizational performance.

## **Research questions**

1. What is the profile of the respondents in terms of?
  - 1.1 Ages

1.2 Gender

1.3 Highest educational qualifications

1.4 Positions in the college

1.5 Numbers of years teaching experience

2. What is the level of staff performance appraisal?

3. What is the level of organizational performance?

4. Is there a significant relationship between level of staff performance appraisal and the level of organizational performance?

### **Null hypothesis**

There is no significant relationship between level of staff performance appraisal and the level of organizational performance.

### **Scope**

The study was carried out using four aspects, geographical scope, content scope, theoretical scope and time scope.

#### **Geographical scope**

The research was conducted in Kigari Teachers Training College, Embu Eastern province Kenya covering the teaching staff and the subordinate staff.

#### **Content Scope**

In terms of content, this research study concentrated on the staff performance appraisal and how it affects organizational performance of Kigari teachers training college. Specifically the study examined appraisal in terms of conceptual, human and technical skills.

### **Theoretical scope**

The theory to which the study was based is management by objective by Drucker (1954).

### **Time scope**

The data in this study was gathered in six months between the months of September-April 2012.

### **Significance of the study**

The researcher findings and recommendations would be of major significance to the following;

The researcher should be used by policy makers who could use it to debate on the expansion of the staff. The ministry of education should have spot checks on the staff and encourage them to further their education. It showed finance, recruit more staff and give transfer where possible.

The study would be a guide to the ministry of education when working out policies on organizational performance so that it could allocate more funds to the colleges to enable them work effective.

The study will be a guide to the teachers' services commission on staffing, remuneration, motivation and transfers so that organizational performance is enhanced in public Teachers' Training Colleges.

The study would also school and colleges administrators what kind of staff they have in order to improve performance.

The study would help Non Governmental Organizations in there allocation of funds to the appropriate colleges.

The research findings and conclusion in the study will help future researchers to apply these principles of staff performance appraisal and organizational performance in furthering their research.

### **Operational definition of key terms**

**Performance appraisal;** refers to a method of evaluating the behavior of employees in the work spot, normally including both qualitative and quantitative aspects of job performance.

**Profile of respondents;** a set of data describing an individual or a group of people.

**Organizational performance;** refers to staff input, commitment and achievement a result of using the appropriate time, materials. An action or achievement considered in relation to how successful it is in a system.



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **Concepts, Opinions, Ideas, from Authors/Experts**

##### **Performance Appraisal**

The process of management involves a continuous judgment and behavior and performance of staff. One way in which to review the performance and potential of staff is through a system of performance appraisal, (Mullins, 1999). Appraisal according to the oxford advanced learners dictionary is defined as "the act of appraising somebody/something; valuation". This is derived from the web, "appraise" defined in the same dictionary as "to assess the value or quality of somebody or something.

According to Douglas (2003) performance appraisal is a method of evaluating the behavior of employees in the work spot, normally including both the quantitative and qualitative aspects of job performance.

Ramstad (2004) conceptualizes performance as the degree of accomplishment of the task that make up individuals job. It indicates how well an individual is fulfilling the job demands. Often the term is confused with effort but performance is always measured in terms of result and not efforts. A student for example may exert a great deal of effort while preparing for the examination but may manage to get a poor grade. In this case, the effort exerted is high but performance is low. In order to find out whether an employee is worthy of continued employment or not, and if so, whether he should receive a bonus, a pay rise or promotion, his performance need to be evaluated from time to time.

When properly conducted, performance appraisal give employee knowledge of how well he is performing but should also influence the employee's future level of effort, activities, results and task direction.

This is in agreement with Fisher (1996) view that performance appraisals determine the level of performance and are part of these rewards and punishment system of an organization.

Employees, who receive favorable evaluation tend to receive organizational rewards such as merit pay increment, promotion where as those with unfavorable results tend to receive organization sanctions such as demotion or discharge. Other personal decisions linked to performance appraisal include, layoffs, transfer and discipline decisions.

Subba (2003) further asserts that under performance appraisal, there is need to evaluate not only the performance of a worker but also his potential for development.

The view above is in agreement with Maicibi (2005) who conceptualized performance appraisal as a management technique used in assessing the performance and behavior of personel in an organization. The approach to management is aimed at achieving more productivity and efficiency in an organization. It equally ensures accountability and corrections for improvement.

According to Carteller (1976) performance appraisal is a process of arriving at judgments about an individual's past and present performance, against the background of his work environment and about his future potentials in an organization.

Subba (2003) contents that content to be appraised may vary with the purpose of appraisal and type and level of employee's performance.

The manager of organizations/institution are urged to continually appraise and evaluate performance of their staff for the success of their organizations. However, the managers themselves need to be appraised. The system of measuring performance against pre-accepted objectives should be supplemented by an appraisal of a manager (Koontz and Weihrich 2011).

Managers and administrators to any level also periodically undertake non managerial duties, and these cannot be overlooked (Maicibi, 2005). The primary purpose for which managers/administrators are hired and against which they should be measured,

however, is their performance as managers/ administrators that is they should also be appraised on the basis of how well they understand and practice the managerial functions of planning, organizing, staffing, directing, coordinating, reporting, budgeting and evaluating (POSDCORBE). Therefore all managers/ administrators should not and cannot escape appraisal.

### **Organizational performance**

Organizational performance refers to staff input, commitment and achievement as a result of using the appropriate time and materials. An action or achievement considered in relation to how successful it is in a system (Ramstard 2004) conceptualizes performance as the degree of accomplishment of the tasks that make up an individual's job. It indicates how well an individual is fulfilling the job demands.

Organizational performance is probably the most widely used dependent variable in organizational research today yet at the same time it remains one of the most vague and loosely defined constructs. The struggle to establish a meaning for performance has been ongoing for many years and it is not limited to the field of strategic human resource management. Over thirty years ago, Kalz and Kahn dryly (1966) commented that "the existence of a problem of developing satisfactory criteria of organizational performance is clear enough; its solution is much less obvious. Even twenty years ago Scott (1977) lamented the state of measures of organizational effectiveness and its determinants, and reached the conclusion that this topic is one about which we know less and less. Murphy, Trailer and Hill (1996) after reviewing measures of performance in entrepreneurial research concluded that, "...the lack of construct validity for what we call performance is so clear that we as a field should consider discontinuing the use of the term in research.

When performance is measured quantitatively, some form of scale is used, often comprising four categories ranging from excellent to inadequate Torrington (1995).

Performance of an organization is determined by many factors. Managers or administrators must ensure that they understand the potential effects and limitations

for their particular organization in order to encourage greater long-term effectiveness and productivity. There must be an agreement between supervisors and employees based on the concept of the psychological contract. This concept describes the situation where supervisors have expectations of employees and employees in turn have expectations of employees and employees in turn have expectations of their supervisors. (Klinger et al 2010). Ascending performance is acknowledged more readily than descending performance (Karl & Waxley 1989). Gordon (1972) as well as Morin and Murphy (2002) found that ratings of poor performance tend to be systematically lenient. Thus the present results may not generalize to situations where there is a decline in the employee's initially good performance. This is an important issue because managers need to recognize the occurrence of ineffective performance if they are to prevent disasters, as well as guide employees on ways to improve their knowledge and skills (Benardin, Buckeley, 2000). Katz and Kahn dryly (1966) commented that "the existence of the problem of developing satisfactory criteria of organizational performance is clear enough, its solution is much less obvious Dyer and Reeves 1995 proposed four possible types of measurement for organizational performance. Human resource outcomes, organizational outcomes, financial outcomes and capital market outcomes.

Many factors are important for organizational performance (Schuler and Jackson 1999). Four factors have identified by (Nielsen, Therkildsen 2005) these are merit, motivation management and context. Organization performance depends on the performance of staff although many other factors are also important, such as adequate budgets, external pressures on the organization to perform, effective accountability mechanisms etc. to improve organizational performance through human resource management practices, staff must be hired, fired, promoted and transferred on basis of merit principles. Organizational performance therefore also depends on the context in which the organization operates- its enabling environment. This environment may provide opportunities for improved organizational performance, but it may also foreclose such opportunities.

## **Relationships between staff performance appraisal and organizational performance**

In any organization, there is need for a staff performance appraisal to check whether the workers are doing their work effectively and efficiently. There is need to measure performance and also it is difficulty in selecting the most suitable approach for an organization. Effective appraisals must focus on proper performance criteria and standards. Appraisals should be well done in order to effectively measure performance levels through a system that meets the unique needs of their specific organization.

Where appraisals are done effectively without bias, organizational performance is witnessed, inaccurate or poorly conducted performance appraisals may lead to both short term and long term problems. For instance employees who feel that they or their co-workers are not evaluated correctly may feel alienated or unmotivated to work at their full potential (Ricucci, 2006).

According to the equity theory, employees believe that the outputs should be proportional to the work they put in and that workers with equal inputs should receive similar outcomes (Klingner, 2010). Managers must make sure that employee are rewarded equally if they perform at the same level.

According to the expectancy theory, employees may also only perform at the level at which they expect to receive desired valued rewards, such as enhanced pay benefits, decisions around pay and benefits may be based on performance appraisal, but a link between productivity and pay does not necessarily exist performance measurement is often taken to be fundamental to delivery of improved services. Emphasis on performance management for delivery of results is undoubtedly influenced by the basic assumption of institutional members on a common objective and galvanize them towards the attainment of this objective (Badgun 2003). The use of performance data to inform management is not a new concept. The belief that concrete data on organizational performance metrics should guide managers decision making has framed most discussions of management in public and nonprofit agencies.

## **Theoretical perspectives**

In this study the researcher decided to look at management in an organization where staff performance appraisal may enhance the performance of an organization. The study made use of Management by Objective theory by Drucker (1954). The theory stipulates that Management by Objectives (MBO) is to secure the optimum utilization of physical and human resources of the organization and help concepts into practical and sets on evaluative mechanism through which the contribution of each individual can be measured.

Having ascertained that all the resources both human and material are appropriately procured and provided within enabling environment for maximum utilization. It is in this case that managers and administrators to ascertain that the staff is well appraised to improve the performance of an organization and the goals will be achieved.

## **Related Studies**

Performance Appraisal can provide a competitive advantage due to the fact that it is valuable, rare, imperfectly imitable and has no substitutes. Competitors can duplicate competitive advantage obtained via better technology that is created through improved management of people. Khandekar and Sharma (2005) believe that if companies are to survive and thrive in the global economy they require world class human resource competencies and processes for managing them. A critical mass of employees needs to be developed who are knowledgeable or skilled in a particular technology. This can provide a potential source of competitive advantage.

Huselid (1995) states that Performance Appraisal create a source of sustained competitive advantage. It has to be however linked with the firm's competitive strategy. Huselid (1995) further goes on to say that human resource practices can significantly contribute to firm performance if they are properly configured. The rationale behind the argument is that effective HRM practices which exploit synergies among such practices

and help the organization to implement its competitive strategy provide a source of sustained competitive advantage.

Huselid, Jackson and Schuler (1997) further note that Performance Appraisal contributed to organizational objectives. They emphasize that these should be internally consistent practices. They also state that a firm can gain competitive advantage if a firm ensures that its employees add value to its processes and that its human capital is unique and difficult to replicate. Human resource practices comprise many different activities through which the firm can create human capital that meets these competitive advantages. Their study has also shown that in order to achieve a competitive advantage the HRM practices must not merely be institutionalized activities but rather HRM practices that have increased effectiveness by making improvements within the domain of strategic HRM activities. This will lead to a potential source of competitive advantage.

Huselid and Becker (1996) state that due to the changing product market and organizational structures, HRM practices are increasingly taking on a strategic role to provide a motivated and flexible workforce that can meet the new market imperatives. These give the organization a competitive advantage as traditional sources of competitive advantage for example technology, quality, economies of scale, become easier to imitate. HRM practices also play a key role in the development of core competencies which can ultimately become a potential source of competitive advantage. Providing the firm with a competitive advantage is perhaps the first step. This ultimately needs to lead to improved organizational performance. Huang (2000) argues that the emphasis is on linking human resource management practices to strategy, so as to increase organizational competitiveness and effectiveness. In doing so the assumption is that by linking HRM practices to strategy it will have a positive impact on personnel costs, employee productivity and development of management resources. These will ultimately enhance a firm's performance.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Research design**

The research study employed a descriptive co-relational survey design. It at the quantitative approach or paradigm in that it was based on variables measured with numbers analyzed with statistical procedure (Greswell, 2003). Descriptive co-relational helped the research to establish cause and effect relationship of the variables under study respectively. That is staff performance appraisal and organizational performance.

#### **Research Population**

##### **Target Population**

The target population in this study involved 169 academic staff and 33 non academic staff of Kigari teachers training college.

##### **Sample size**

The minimum sample size in this study was 147 arrived at using solvens formula for each category.

solvens formula;  $n = N$

$$1 + N (0.05)^2$$

##### **Sampling procedure**

The purposive sampling technique was used to select the respondents utilizing the following inclusion criteria; 1) either male or female, 2) full time employees and have spent at least one year and above, 3) they are from the college under study. The respondents who qualified based on the inclusion criteria were listed and categorized. From the list/sampling frame, the actual respondents were chosen employing the simple random sampling technique in order to arrive at 147 minimum sample size.



## **Research instruments**

The research tools used in the study was a questionnaire to determine the level of staff performance appraisal in organizational performance the questionnaire was non standardized and composed of 47 items to be answered by the staff and categorized as follows;

Part 1; respondents profile, part 2; items (1-22) were on staff performance appraisal, part 3; items (1-25) were on organizational performance.

### **Validity and reliability of the instrument**

Validity of instrument was determined by panel of experts. To establish validity of the instrument, the researcher presented them to 5 senior lecturers of Kampala international university who rated the terms. Then context validity index of 0.9 was established which led the instrument declared valid.

Reliability of the instrument was ensured using test-retest. This was done by administering the instrument twice to the same group of lecturers with the same characteristics but not included in the study and using SPSS the Cronbach Alph of 0.7 was established which lead the instrument declared reliable.

### **Data gathering procedures**

The following data collection procedures were implemented;

#### **A. Before the administration of the questionnaires**

The researcher requested for an introduction letter from the school of post graduate studies and research addressed to the authorities of the teacher training college under study to be permitted to conduct the study. The letter contained the criteria for selecting the respondents and the request to be provided with the list of the academic staff and the non academic staff.

The researcher tested for the validity and reliability of the questionnaire; prepared the final questionnaires after the validity and reliability test and convened with his assistants and discussed and briefed them on the sampling techniques and data gathering procedures.

### **B. During the administration of the questionnaires**

Respondents were requested to do the following;

- 1) To sign the informed consent
- 2) Not to leave any option in the questionnaire an answered
- 3) To be objective and unbiased in answering the questionnaires

The researcher and his assistants retrieved the questionnaires within two weeks from the date of distribution.

### **C. After the administration of the questionnaires**

Using the statistical package for social sciences (SPSS) the data collected was collated, organized and the appropriate statistical tools were employed in order to arrive at tabulated answers to the research objectives and questions.

### **Data analysis**

After the questionnaires were collected, the data was edited, coded and entered into the computer statistical package for social sciences (SPSS). To summarize them using simple and complex frequency tables. The same package assisted with analysis by computing relative frequencies and percentages to describe data on the profile of respondents.

Objective two and three were analyzed using mean and standard deviation. Objective four was analyzed using Pearson linear correlation co efficient to determine the coefficient of the correlation 'r' and the level of significance.

The measurement level of staff performance appraisal and organizational performance were measured by twenty two and twenty five items or questions respectively in the

questionnaire each selected one to four. 1= strongly disagree, 2= disagree, 3= agree, 4 = strongly agree. To interpret the level of variables, the following numerical value and description were used.

Mean range	Respondents mode	Description
3.26-4.00	Strongly agree	Very good
2.51-3.25	Agree	Good
1.76-2.50	Disagree	Fair
1.00-1.75	Strongly disagree	Poor

### **Ethical considerations**

To ensure utmost confidentiality for the respondents and the data provided by them as reflects ethics, practiced in the study, the following will be done;

1. All questionnaires were coded to provide anonymity of the respondents
2. The respondents were requested to sign the informed consent
3. The researcher received an introductory letter from the department of post graduate studies distance learning programme Kampala international university, stipulating the purpose of the investigation.

### **Limitation of the study**

Extraneous variables which will be beyond the researcher's control such as respondents honesty biases and uncontrolled setting of the study.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

**Table 1: Profile of the respondents**

<b>Demographic characteristics</b>	<b>Frequency</b>	<b>Percent</b>
<b>Gender</b>		
male	80	54.4
female	67	45.6
<b>Total</b>	<b>147</b>	<b>100.0</b>
<b>Age bracket</b>		
23-25yrs	5	3.4
26-30yrs	11	7.5
31-35yrs	19	12.9
36-40yrs	27	18.4
41-45yrs	35	23.8
46-50yrs	37	25.2
above 51	13	8.8
<b>Total</b>	<b>147</b>	<b>100.0</b>
<b>Level of education</b>		
primary	6	4.1
o-level	20	13.6
diploma	28	19.0
degree	60	40.8
masters	33	22.4
<b>Total</b>	<b>147</b>	<b>100.0</b>
<b>Position held</b>		
ground men/women	8	5.4
guard	6	4.1
cook	4	2.7
drivers	5	3.4
technician	4	2.7
secretary	2	1.4
bursar	1	.7
Hods	10	6.8
principal	1	.7
tutors	106	72.1
<b>Total</b>	<b>147</b>	<b>100.0</b>
<b>Working experience</b>		
below 1yr	11	7.5
3-5yrs	28	19.0
6-7yrs	25	17.0
8-9yrs	26	17.7
10 and above	57	38.8
<b>Total</b>	<b>147</b>	<b>100.0</b>

It is worth noting that table 1 are attributes of the respondents in the following frequencies and percentages distribution on age, gender, education qualifications, position in college and number of years teaching experience.

With regard to age group, table 1 reveals that a big number of the respondents were from age 41-50 years belonging to the middle age 62 (42.2%) and 13 (8.8%) were late adults (51 years and above).

In terms of gender, majority 80 (54.4%) were male while 67 (45.6%) were female. As to educational qualification, majority 60 (40.8%) were degree holders, 33 (22.4%) had masters, diploma 28 (19.0%) 20 (13.6%) O' level (13.6%) and primary 6 (4.1%).

On positions held, the tutors took the biggest number 106 (72.1%) and the principal and the bursar took the least 1 (0.7%) the ground men 8 (4.1%), guards 6 (4.1%), cooks 4 (2.7%) drivers 5 (3.4%) technician 4 (2.7%) secretary 2 (1.4%) and heads of departments 10 (6.8%) with regard to respondents working experience, those who have worked 10 years and above took the biggest share 57 (38.8%) 8-9 years 26 (17.7%) 6-7 years 25 (17.0%) 3-5 years 28 (19.0%) and below one year 11 (7.5%).

In every work place, experience has been an aspect considered in order to get good performance. Old people are said to have more keen on their work and they like performing to their satisfaction.

Gender is another aspect seen as a factor in the work environment. In this study out of 147 respondents, more than half 54.4% were male while 45.6% were female. Traditionally, most assumption in organizations are that men due to their physical strength, are better than women. Men have a lot of free time while women to an extent are tied by family chores and the rearing of children and the family at large. Due to several studies on men and women workers it was found that women do excel in work place, women are found to be relationship oriented while men are task-oriented, directive and focus on getting the job done (George and Jones, 2002). Work stress is more seen in men while stress on husband's health and children are observed on women (Bronner and Sadaith 1995).

An academic qualification is another aspect seen as a factor in work environment. In this study out 147 respondents majority (40.8%) were degree holders while 22.4% were masters degree holders. Worldwide in every workplace, academic qualification is a major factor considered in recruitment and selection workers. Rowland (2003) asserted that recruiting well qualified workers increases productivity and quality performance.

Several studies such as Walkers (2001) suggests that well qualified workers reduce organizations cost of training. It is the government obligation to see to it that most of its workers due well trained and have maximum qualification.

Concerning work experience, the table reveals that most of the workers have worked more than 10 years 57 (38.8%), 8-9 years 26 (17.7%), 6-7 years 25 (17.0%) 3-5 years (19.0%) and less than 1 year 11(7.5%). The table reveals that most of the respondents have an experience of 5 years and above on the current job. In the world today experience has become a traditional requirement in the work experience. Organization while recruiting workers, take into consideration the work experience. This is done to reduce cost of training, time, effort and money (Florsheim, 2001). This view is supported by researchers such as Kasozi (2007) that the only way organizations cope up with fact and changing world of technology is to recruit experienced workers.

The respondents wrote the relevant number in the space provided. Their means were indicated. The researcher used the range to get the scale so as to interpret the range

**Table 2: Level of Staff performance appraisal**

<b>Staff performance appraisal</b>	<b>Mean</b>	<b>Interpretation</b>	<b>Rank</b>
My appraisal is based on evidence of my performance.	2.80	High	1
I see uniformity of evaluating performance of all workers including myself.	2.75	High	2
I am contented with the way appraisal are carried out on me	2.71	High	3
I am given evaluative information about my performance	2.69	High	4
I am satisfied with the kind of information on my appraisal report.	2.69	High	5
I have an opportunity to challenge evaluation my appraisers have made on me	2.68	High	6
I am allowed to express my opinion about appraisal decisions	2.63	High	7
I always see justice as appraisal practice is carried out on me	2.61	High	8
I have good understanding of the appraisal criteria used on me	2.59	High	9
Appraisal criteria on which I am evaluated on are fair	2.54	High	10
My views are reflected in my performance appraisal.	2.54	High	11
My appraisers explain to me the complains about my performances.	2.53	High	12
I get involved in discussing aspects of the appraisal system during meetings	2.50	Low	13
My appraisers ask for input before evaluating me	2.46	Low	14
My appraisers do not allow personal motives to influence appraisal ratings.	2.46	Low	15
I am informed of the appraisal exercise prior to its commencement.	2.43	Low	16
My appraisers discuss with me how to meet performance standard expected	2.41	Low	17
I have trust in those involved in appraising me	2.39	Low	18
Appraisers help me improve my performance during appraisal	2.37	Low	19
I receive appraisal outcomes that I deserve.	2.33	Low	20
I am given regular reports about my performance	2.30	Low	21
I get involved in the development of my appraisal procedure	2.22	Low	22
<b>AVERAGE MEAN</b>	<b>2.53</b>	High	

With regard to performance appraisal, 13 items rated high which 10 items rated low. The average mean was 2.53 which was rated high. Appraisal based on evidence rated high followed by uniformity, contention, evaluation and satisfaction. Involvement, reports and outcome had the lowest rating.

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSIONS, RECOMMENDATIONS**

#### **Findings**

The study found out in table 4 concerning gender reviewed that male teachers were the majority and took a share of 54.4% while female teachers had 45.6%.

Most respondents were in the age group of 46-50 yrs 25.2%. Those below 25yrs were 3.4% and those above 51yrs were only 8.8%.

The study further showed that education level was dominated by degree holders with 40.8% followed by masters degree holders getting 22.4% primary school leavers had only 4.1% indicating that education is important in our institutions.

Position held in the institution revealed that most workers in the institution are tutors giving a 72.1% number. All the other workers have a less than 7.0%

Years of working experience indicate that those who had worked for more than ten years 38.8% followed by 3-5yrs 19.0%, 8-9yrs 17.7%, 6-7yrs 17.0% and those with 3-5yrs having 7.5%.

Results using Pearson's linear correlation coefficient found that there is positive relationships between level of staff performance appraisal and level of organizational performance ( $r = 0.370$ ,  $\text{sig} = 0.000$ ).

It was found that the null hypothesis were rejected by testing variables.

#### **Conclusion**

Based on the empirical evidence in the study, the following were drawn. The first objective was to determine the profile of respondents and the study indicate that the sample at hand was dominated by male respondents 54.4 while female loped behind with 45.6%. This shows that male are dominant at Kigari teacher training college. The study demonstrated that the majority of the workers are in the age bracket of 46-50 and have served for more than 10yrs. The majority are degree holders 40.8% and master 22.4% meaning that most workers at Kigari teacher training college are well



skilled. This is a prove to the study made use of the theory management by objective by Ducker (1954). The theory stipulates that management by objective is to secure the optimum utilization of physical and human resources of the organization and help concepts into practical and sets on evaluative mechanism through which the contribution of each individual can be measured.

Information collected and analyzed indicates that staff performance appraisal is an indicator of organizational performance.

The null hypothesis of no significant difference staff performance appraisal and organizational performance at Kigari teacher training college was rejected hence the alternative hypothesis was accepted.

### **Recommendations**

The researcher after analyzing data collected and this section deals with recommendations arising from the pertinent findings and conclusions of this study following the study objectives and research questions the researcher resolved to shade light on some of the areas that seem vital to Kigari teacher training college to excel in organizational performance.

First and foremost, there is need for thorough periodical appraisals on staff to enhance performance.

The Kigari staff (community) needs to be sensitized on the need for active participation on appraising.

The Kigari teachers training college management should encourage staff to further their education.

These would also help policy makers, ministry of education, school and college administrators, the teacher's service commission and Non Governmental Organizations (NGOs) in financing recruitment transfers and staffing to help the colleges perform well according to the communities expectations.

I would recommend for further research in this field since the results of the study are not conclusive.

## REFERENCES

- Andrew, M. Stewart (1994). Making performance appraisal work in Dorothy, M. Stewart (Ed.), handbook of management skills (2<sup>nd</sup> edn), Gower publishing company Ltd, pp 97-117.
- Cascio, W.F (1992). "Managing human resource; productivity, quality of work life, profits" (3<sup>rd</sup> edn), New York, McGraw hill.
- Chris, Hendry (1995). Human resource management: a strategic approach to employment, Butterworth, Heinemann.
- Cyprian, B. Adupa., and David K, Mulindwa (1998). Institute of teacher education Kyambogo: origins and development, the monitor publications.
- David, Buchanan and Andrzej, Huczynski (1997), organizational behavior, (3<sup>rd</sup> edn), UK, prentice hall international.
- Derek, Torrington and Laura, Hall (1998). Human resource management (4<sup>th</sup> edn),prentice hall.
- Dr. Mark, Saunders., Philip, Lewis and Dr. Adrian, Thornhill (1997) research methods for business students, Pearson professional publishing Ltd.
- Dr. Mark, Saunders., Philip, Lewis and Dr. Adrian, Thornhill (2000) research methods for business students, 2<sup>nd</sup> edition, pitman publishing Ltd.
- Fayol, H. (1949). General and industrial management, Pitman.
- Felix, M. Lopez (1968). Evaluating employee performance, Chicago, public personnel association.
- Fombrun, C.J. Tichy N.M. and Devanna, M.A (1984). Strategic human resource management, New York: Wiley.
- H.T. Graham & Roger Bennet (1998). Human resource management, London, pearson professional limited.

Jacobs, R., Kafry, D. & Zedck, S. (1980). Expectations of behaviorally anchored rating scales, *personnel psychology*, 33, 595-640.

Jenny, Hill (1997). *Managing performance*, Hampshire, Gower publishing Ltd.

John, Bratton and Jeffrey, Gold (1994). *Human resource management: theory and practice*, London, the MacMillan press Ltd.

Jon, Sutherland (1997). *Organizational structures and processes*, Pearson professional Ltd.

Kiggundu M.N (1988). 'Africa' in R. Nath (Ed), *comparative management: a regional view*, Cambridge: mass Balinger.

Latham, G.P and Wexley K.N (1981). *Increasing productivity through performance appraisal*, Workingham: Addison-Wesley.

Laurie, J. Mullins (1999). *Management and organizational behavior* (5<sup>th</sup> edn), financial times.

Likert R. and Likert J.G (1976). *New ways of managing conflict*, McGraw hill.

Mabey, C. and Salaman, G. (1995). *Strategic human resource management*, oxford; Blackwell.

Michael, Armstrong (1991). *A handbook of personnel management practice*, (4<sup>th</sup> edn), London, Kogan page.

Mick, Marchinton and Adrian Wilkinson (1997). *Core personnel and development*, Wiltshire, the Cromwell press.

Miner, J.B (1971). *Management theory* MacMillan.

Musaazi J.C.S (1988). *The theory and practice of educational administration*, London and Basingstoke, the MacMillan press Ltd.

Pascale, R.T and Athos, A.G (1982). The art of Japanese management, Harmondsworth, Penguin books.

Peter, Blunt and Merrick, L. Jones (1992). Managing organization in Africa, New York: Walter de Gruyter & Co.

Peter F. Drucker (1955). The practice of management, Oxford, Heinemann professional publishing Ltd.

Randell G. (1994). 'Employee appraisal' in K. Sisson (Ed) personnel management in Britain. Oxford Blackwell: 221-252.

Roland and Francis, Bee (1996). Constructive feedback management shapers, London, Institute of personnel and development.

Thomas, H. Pattern, Jnr (1982). An introduction to research methodology, National Adult Education Society.

The Industrial Society (1995). Management skills: a practical handbook, London, Robert Hyde House.

Torrington, D. and Hall, L. (1995). Personnel management: human resource management in action, London, Prentice Hall.

Williams M.R. (1972). Performance appraisal in management, London Heinemann.

Williams, R. (1989). 'Alternative raters methods' in P. Herriot, Assessment and selection in organizations, Chichester, John Wiley.

Wayner, F. Cascio (1986). Managing human resources, Singapore, McGraw Hill Book Co.

Y.R.K Reddy (1990). Strategic approach to human resource management, New Delhi, Wiley Eastern Ltd.

### **Articles, documents and journals**

A report to the honorable minister of education about the complaints of the academic staff of the institute of teacher education Kyambogo (1989).

Bate, P. (1990). Using the culture concept in an organizational development. Journal of applied behavioral science, 26(1), 83-106.

Donal, J. Willower (1997). An inquiry in education administration, education and management journal of the British educational management and administration society, Vol.25 (4), October.

Fletcher, C. (1993a) 'appraisal: an idea whose time has gone?' personnel management, September, pp 34-37.

Government white paper, (1992).

Grint, K. (1993). 'What's wrong with performance appraisal? A critique and a suggestion', human resource management journal, 3, 3, pp 61-77. .

Gok .E.R.S (2004) public service performance and service delivery.

Institute of teacher education Kyambogo institute, 1989.

Jeanne, Jackson DeVoe (2000). Using performance appraisal as a motivational and disciplinary tool. Available from the internet <http://www.webhire.com/manager/spotlight.asp>.

Kamulegeya J.N.K. (1996). Performance: an evaluation of the scheme at Makerere university administration. Dissertation for a post-graduate diploma in human resource management.

Kenneth, Prewit (1975). Introductory research methodology, east African applications, occasional paper 10.

Kondrasuk, J.N (1981). Studies in MBO effectiveness academy of management review pp 419-430.

Latham, G.P. and Lock, F.A. (1979). Goal setting: a motivational technique that works; organizational dynamics, 8.

Local government management board, (1993). Managing tomorrow, panel of inquiry report.

Longenecker, C.O., Sims, H.P and Gioia, D. A. (1987). "Behind the mask: the politics of employee appraisal" the academy of management executive, Vol. 1 No.3, pp 183-193.

Makerere university: staff performance appraisal.

Makerere university business school: staff performance appraisal.

McGregor, D. (1957). "An uneasy look at performance appraisal". Harvard business review 35, pp 89-94.

Peter, M. Tafti (1990). Face to face: performance appraisal need not to be ordeals, training and development journal, November pp 66-71.

Richard, Hadden (1998a). Leading and managing the 21<sup>st</sup> century worker (cited 7/20/00) available from the internet.  
[Http://www.bizjournals.com/Jacksonville/stories/1998/09/07/smallb3.html](http://www.bizjournals.com/Jacksonville/stories/1998/09/07/smallb3.html).

Richard Hadden. (b) layoffs are hardly the easy way out for companies (cited 7/20/00). Available on the internet. <http://www.contendedcows.com/articles%20layoffs.htm>.

Stephen, C. Bushart; J. Michael, Jenkins and Patricia, Bryd, Cumbest. (1990). Less odious performance appraisal: training and development journal, March pp 29-35.

S.S. Auma Okumu (2000). Evaluating for what? The intended and unintended consequences of evaluation of lecturers in higher institutions of learning with specific reference to ITEK, unpublished paper.

University and other tertiary institutions Bill, (1999).

Uganda management institute: the performance enhancement system; performance agreement for training staff.

Wasswa, Bulunywa (1994). Into the 21<sup>st</sup> century: the management agenda, the first annual management conference, faculty of commerce, Makerere university 06-08 December.

Wilson, S. (1992). The evaluation of performance management at Manchester airport. UMIST, unpublished Msc. Dissertation.

## APPENDICES

### APPENDIX 1A

Transmittal letter from (SPGSR)

**OFFICE OF THE COORDINATOR OF EDUCATION  
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)**

August 23, 2011

Dear Sir/Madam

**RE: REQUEST FOR HENRY KINUTHIA KINGOTORE MED/13211/102/DF: TO  
CONDUCT RESEARCH IN YOUR ORGANIZATION**

The above mentioned is a bonafide student of Kampala International University is pursuing a Masters of Educational Management and Administration.

He is currently conducting a field research of which the title is **"Staff Performance Appraisal and Organizational; Performance in Kigari Teachers College Embu County Eastern Province Kenya."**

Your organization has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him from your organization shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

.....

**MS. KYOLABA SARAH**

Coordinator education, (SPGSR)



## APPENDIX 1B

### TRANSMITTAL LETTER FOR RESPONDENTS

Dear Sir/Madam,

Greetings.

I am a candidate for master degree in educational management at Kampala International University with a **thesis on Staff Performance Appraisal and Organizational Performance.**

As I pursue to complete this academic requirement may I request you assistance by being part of this study.

Kindly provide the most appropriate information as indicated in the questionnaire and please do not leave any item unanswered. Any data from you shall be for academic purposes only and will be kept with utmost confidentiality.

May I review the questionnaire 2 weeks after you receive them.

Thank you very much in advance

Yours faithfully

.....  
**HENRY KINUTHIA KING'OTORE**

MASTERS CANDIDATE

## APPENDIX II

### Clearance from ethics committee

Date.....

#### Candidate data

Name .....

Reg. No.....

Course.....

Title.....of.....study.....

.....

#### Ethical review checklist

- ☐ The study review considered the following;
- ☐ Physical safety of human subjects
- ☐ Psychological safety
- ☐ Emotional security
- ☐ Privacy
- ☐ Written request for author of standardized instrument
- ☐ Coding of questionnaires / anonymity/ confidentiality
- ☐ Permission to conduct the study
- ☐ Informed consent
- ☐ Citations/authors recognized
- ☐ Results of ethical review
- ☐ Approved
- ☐ Conditions (to provide the ethics committee with corrections)
- ☐ Disapproved/resubmit proposal

#### Ethics committee (name and signature)

Chairperson.....

Members.....

### **APPENDIX III**

#### **INFORMED CONSENT**

In signing this document, I am giving my consent to be part of the research study of Mr. HENRY KINUTHIA KING'OTORE that will focus on staff performance appraisal and organizational performance.

I shall be assured of privacy, enormity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation any time.

I have been informed that the researcher is voluntary and that the results will be given to me if I ask for them.

Initials.....

Date.....

**APPENDIX IV**

**RESEARCH INSTRUMENTS**

**APPENDIX IV A**

**Face sheet, demographic characteristics of the respondents**

Gender	Male	Female

**Age bracket**

23-25(yrs)	26-30(yrs)	31-35(yrs)	36-40(yrs)	41-45(yr)	46-50(yrs)	Above 51

**Level of education**

Primary	O' level	A-level	Diploma	Degree	Master	PhD

**Position held (job title)**

Ground men/women	Guard	Cooks	Drivers	Technician	Secretaries	Bursar	Principal	Tutors /lecturers

**Working experience**

Below 1 year	1-2 years	3-5 years	6-7 years	8-9 years	10 & above yrs

## APPENDIX IV B

### SECTION A. INDEPENDENT VARIABLES

Questionnaire on staff performance appraisal

Direction: please respond to each item by using the scoring guide below kindly write your best choice on the space before each item. Be honest about your options as there is no right or wrong answers.

Score	Response Mode	Description
4	strong agree	you agree with no doubt at all
3	agree	you agree with some doubt
2	disagree	you disagree with some doubt
1	strongly disagree	you disagree with no doubt

..... 1. I get involved in the development of my appraisal procedure

..... 2. I am contented with the way appraisal practices are carried out on me

.....3. I always see justice as appraisal practice is carried out on men

.....4. My appraisal is based on evidence of my performance.

.....5. I have good understanding of the appraisal criteria used on me.

..... 6. I have trust in those involved in appraising me.

.....7. Appraisal criteria on which I am evaluated on are fair.

.....8. My appraisers do not allow personal motives to influence appraisal ratings.

.....9. I receive appraisal outcomes that I deserve.

.....10. I see uniformity of evaluating performance of all workers including myself.

- .....11. I get involved in discussing aspects of the appraisal system during meetings.
- .....12. I have an opportunity to challenge evaluation my appraisers have made on me.
- .....13. I am given evaluative information about my performance.
- .....14. My appraisers ask for input before evaluating me.
- .....15. I am to express my opinion about appraisal decisions.
- .....16. I am given regular reports about my performance.
- .....17. My appraisers discuss with me how to meet performance standard expected.
- .....18. I am informed of the appraisal exercise prior to its commencement.
- .....19. Appraisers help me improve my performance during appraisal.
- .....20. My appraisers explain to me complains about my performances.
- .....21. My views are reflected in my performance appraisal.
- .....22. I am satisfied with the kind of information on my appraisal report.

## SECTION B

### Questionnaire on organization performance

Direction: please respond to each item by using the scoring guide below. Kindly write your best choice on the space before each time. Be honest about your options as there is no right or wrong answers.

Score	Response Mode	Description
4.	Strongly agree	you agree with no doubt at all.
3.	Agree	you agree with some doubt.
2.	Disagree	you disagree with some doubt.
1.	Strongly disagree	you disagree with no doubt at all.

..... 1. Organizational performance is enhanced by staff appraisal.

..... 2. I get evaluative information on organizational performance from the appraisal.

..... 3. I have an opportunity to challenge staff on organizational performance after staff appraisal.

.....4. You get regular report on organizational performance after staff appraisal.

.....5. You discuss organizational performance standards expected after staff appraisal.

.....6. I am informed about my performance before the results are announced.

.....7. You are contented with the repercussion of the staff after organization performance results are announced.

..... 8. You make sure that staff performance appraisal is done without bias.

.....9. Organizational performance cannot be achieved without regular appraisal.

## CURRICULUM VITAE

### PERSONAL PROFILE

Name : Henry Kinuthia King'otore  
Contact : +254 702764456  
+ 254 733962394  
Gender : Male  
E-mail : [kinuthiakin@gmail.com](mailto:kinuthiakin@gmail.com)  
Date of birth : 25<sup>th</sup> March 1958  
Place of birth : Thika  
Nationality : Kenyan  
Marital status : Married  
Religion : Christian

### EDUCATION BACKGROUND

Year	Institution	Grade
2010-2012	Kampala International University	MED, MGT &ADM
2006-2009	Kampala International University	BED-ECPE
1979-1981	Siriba Teachers College	CERT. P1
1973-1976	Mbugiti Secondary School	EACE DIV II
1966-1972	Muteria Primary School	CPE

### WORK EXPERIENCE

Date	Institution	Designation
2006-date	Ngomola Primary School	Senior Teacher
2000-2006	Malikini Primary School	Senior Teacher
1996-1999	Kilia Primary School	Assistant Teacher
1981-1996	Riakanau Primary School	Assistant Teacher



## Other relevant data

### Attended seminars and workshops

1. School based teacher development course
2. Life skills guidance and counseling
3. Life skills guidance and counseling supervisor
4. STI, HIV and AIDS protection course
5. Challenges of teaching mathematics
6. Science teaching; methodology
7. Teacher support programmes - Kiswahili
8. English composition- methodology
9. Mathematics teaching; methodology
10. Social studies teaching workshop



Hf 5549.5

· K56

2012