

# INFLUENCE OF PERFORMANCE MANAGEMENT STRATEGIES ON SERVICE DELIVERY IN THE MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT; CASE OF GUCHA SOUTH SUB COUNTY, KISII, KENYA

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**Abstract:** Effectiveness of performance management systems in an organization is normally affected by many factors but three are most important. First, the system needs to be aligned with and is supported by the organizational direction and critical success factors. Then, well developed, efficiently administered tools and processes are needed to make the system user-friendly and well received by organizational members. Lastly, the managers and members must use the system in a manner that brings visible, value-added benefits in the area of performance planning, performance development, feedback and achievement of results. The purpose of the study was to investigate the influence of performance management strategies on service delivery in the Ministry of Interior and Coordination of National Government; a case of Gucha South Sub County, Kisii, Kenya. The study was guided by the following objectives, namely to find out the influence of performance planning on service delivery in the Ministry of Interior and Coordination of National Government in Gucha South Sub County, Kisii, Kenya; to examine the influence of staff appraisal on service delivery in the Ministry of Interior and Coordination of National Government in Gucha South Sub County, Kisii, Kenya; to determine the influence of staff training on service delivery in the Ministry of Interior and Coordination of National Government in Gucha South Sub County, Kisii, Kenya; to find out the influence of rewards and recognition on service delivery in the Ministry of Interior and Coordination of National Government in Gucha South Sub County, Kisii, Kenya. The entire population was 229 civil servants in the Ministry of Interior and Coordination of National Government in Gucha South Sub County. A sample of 172 respondents was selected from each of the department using the Krejcie and Morgan sampling table. Data was collected by use of a structured questionnaire that was pretested in Kisii South Sub County. Data analysis was done by use of SPSS version 22 computer package. Data was summarized into frequencies and percentages. Hypothesis testing was achieved by use of Pearman's product moment correlation analysis and indicated a significant relationship at 87.7% between performance planning, performance appraisal at 84.9%, staff training and employee rewards at 75.3% and staff are likely to be given promotions after training at 78.1%. Data presentation was done by use of tables. Study findings indicated that performance planning was being conducted in the ministry, trainings were being conducted, performance appraisal was being done and methods for recognizing and rewarding staff that excelled in service delivery were in place. The study recommended that the reward system, staff training and staff appraisal be redesigned so that the strategies can motivate staff to improve service delivery.

**Keywords:** Influence of Performance Management Strategies on Service Delivery in the Ministry of Interior and Coordination of National Government.

**LIST OF ABBREVIATIONS AND ACRONYMS**

<b>UNPD</b>	<b>UNITED NATIONS DEVELOPMENT PROGRAM</b>
<b>OGP</b>	<b>OPEN GOVERNMENT PARTNERSHIP</b>
<b>ODEL</b>	<b>OPEN AND DISTANCE E-LEARNING</b>
<b>UK</b>	<b>UNITED KINGDOM</b>
<b>USA</b>	<b>UNITED STATES OF AMERICA</b>
<b>MHR</b>	<b>MANAGEMENT AND HUMAN RELATIONS</b>
<b>SPAS</b>	<b>STAFF PERFORMANCE APPRAISAL SYSTEM</b>
<b>PMS</b>	<b>PERFORMANCE MANAGEMENT SYSTEM</b>
<b>PC</b>	<b>PERFORMANCE CONTRACT</b>
<b>P&amp;P</b>	<b>PERMANENT AND PENSIONABLE</b>
<b>APES</b>	<b>ANNUAL PERFORMANCE EVALUATION SYSTEM</b>
<b>ACR</b>	<b>ANNUAL CREDENTIAL REPORT</b>
<b>APAS</b>	<b>ANNUAL PERFORMANCE APPRAISAL SYSTEM</b>
<b>SMART</b>	<b>SPECIFIC, MEASURABLE, ACHIEVABLE, REALISTIC, TIMELY</b>
<b>OJT</b>	<b>ON JOB TRAINING</b>

**1. INTRODUCTION**
**Background of the study**

Performance management refers to providing a favorable working environment whereby employees are motivated to execute tasks in their best abilities. In addition, performance management commence when the work systems are clearly defined and job specification is properly communicated as required. It ends when an employee leaves your organization. "Performance management defines the interaction with an employee in an organization at every step of the way in between these major life cycle occurrences. Performance management makes every interaction opportunity with an employee into a learning occasion (Heathfield, 2018). "Employee Performance Management is about aligning the organizational objectives with the employees' agreed measures, skills, competency requirements, development plans and the delivery of results. The emphasis is on improvement, learning and development in order to achieve the overall business strategy and to create a high performance workforce" (PeopleStreme, 2019).

"Primary reason of managing employee performance is giving a reward to employees who meet the criteria of satisfactory performance, good behavior and to promote productivity of those employees who do not perform thus promoting their morale to positively and satisfactorily make a radical shift towards their overall performance. Employees who perform poorly are subject to a development program to improve their performance. Furthermore, employees who perform satisfactorily are developed to better their skills and knowledge of the job content and ensure positive transition on their career pathing" (Paile, 2012).

"Effective performance can be executed only when organizations are able to execute each key component of the performance management process well. They not only set goals and plan work routinely, they measure progress toward those goals and give feedback to employees, develop the skills needed to reach them and recognize the behavior and results through rewarding" (Matsiliza, 2016).

"Performance Management evolved around sixty years ago as a means of determining an employee's wage based on performance and as a source of income justification. Many of the organizations adopted performance management to shape the behavior pattern to enhance employees' attainment of better outcome".

"...the gap between justification of pay and the development of skills and knowledge became a huge problem in the use of Performance Management. This became evident in the late 1980s; the realization that a more comprehensive approach

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to manage and reward performance was needed. This approach of managing performance was developed in the United Kingdom and the United States much earlier than it was developed in Australia. In recent decades, however, the process of managing people has become more formalized and specialized. Many of the old performance appraisal methods have been absorbed into the concept of Performance Management, which aims to be a more extensive and comprehensive process of management” (PeopleStreme, 2019; page 9-11).

Shea (2008) established that, ‘the United States government in the year 1993 enacted the Government Performance and Results Act’ (103 P.L. 62; 107 Stat. 285). “During then, it was in the law’s requirement that agencies ought to draft strategic plans and measure and report performance. As per the enacted Act, federal agencies were required to consult with stakeholders, like the United States Congress, on their mission statement, their long-term strategic goals and the strategies employed to achieve better results. Annually, Agencies were required to give returns on performance plans that indicated how their activities to achieve annual goals and to report at the end of the year on their actual performance were drafted. The Government Performance and Results Act laid a strong foundation for performance management in the federal government. However, numerous weaknesses in the implementation of the Act impeded its progress. Many agencies and programme measures were insufficiently outcome-oriented. Neither Congress nor the executive based its decisions on available performance information. Implementation of the Act was more of an exercise than a useful process to inform decision makers about and help improve program performance”.

In Africa, performance management remains a challenge. “In Nigeria and Botswana majorly, a state of transformation is important in fostering result- oriented from the said ordinary Public service which provides less to the citizens. Stakeholder engagement, assessment, monitoring and evaluation should be considered as key ingredient to service delivery (Olufemi).”

In Zimbabwe, ‘all government departments adopt budgeting criteria of zero-based systems. The country basically keeps a watch on the most efficient performance management strategies in an attempt to reach the rest of the countries a head of then in terms of service delivery (Olufemi).’

In Kenya, studies have revealed that “most of the performance management systems in both public and private sectors in Kenya work on stand-alone platform. These systems encompass: Staff Performance Appraisal System (SPAS) and Performance Contracting (PC). These systems have not been upholding the sanctity of rewards and punishments.

Public Service Commission of Kenya, (2016) established that, performance management strategies boost the morale of the employees’ thus encouraging them to perform thus meeting the organization objectives and goals.

“A Performance Management System (PMS) is a systematic process for getting better results from an organization, teams and individuals by managing performance within an agreed framework of planned goals, objectives and standards. A PMS is a set of tools, processes and actions that allows for maximization of the performance of employees and institutions. PMS also provides employees with a clear understanding of job expectations; regular feedback about performance; advice and steps for improving performance; rewards for good performance; and sanctions for poor performance. The overall goal of a PMS is to help boost employee performance and ultimately the achievement of intended results for the organization. Institutional strategic plans should be broken into manageable and measurable activities cascaded down to individual employee level. Mechanisms for ensuring accountability for results at institutional, team and individual levels should be an in-built feature of the PMS framework. In addition, tools and mechanisms for monitoring and measuring performance results should be established. The purpose of an integrated PMS is to attract, retain and motivate employees. To ensure that the PMS is effective and that it engenders the desired behavior, it is essential to ensure that the rewards and strategies are linked to or based on performance. Rewarding performance should be an ongoing managerial activity and not just an annual pay-linked ritual. For the PMS to have the desired impact, all the components of PMS should be integrated. Whereas the PC and SPAS are in place and operational, the Public Service lacks a comprehensive rewards and sanctions framework with clear standards and criteria for rewarding exemplary performance, administering sanctions for poor performance, motivating public servants and enhancing timely service delivery to citizens” (Kenya Forest Service, 2016).

## 2. LITERATURE REVIEW

According to Shea (2008) provided that “in the United States, the federal government’s President’s Management Agenda includes as one of its government-wide initiatives the Performance Improvement Initiative (PII), which aims to ensure that federal dollars produce maximum results. The initiative was designed to overcome major implementation weaknesses of the Government Performance and Results Act, especially poor-quality goals and insufficient use of performance information in decision making. To accomplish this, federal agencies and the Office of Management and Budget (OMB) collaborate to identify which program work, which are deficient, and what can be done to improve performance in all cases.” “At times it is necessary to reallocate funding from ineffective program to more effective ones. This and other decisions about program are ultimately made jointly by Congress and the president, but the analysis provided can help the executive and legislative branches make more informed decisions. Other elements of the initiative include measuring program efficiency using full cost and marginal cost analysis, and generally expanding the use of performance information in decision making” (Shea, 2008).

“A poll of the UK’s workforce has shown that annual appraisals are becoming outdated in the eyes of British employees. Over half of professionals polled described their appraisal at their current job as “pointless” or “time-consuming”. A poll commissioned by MHR, an HR firm based in Ruddington in the UK, suggests that the traditional model of performance management is unable to keep pace with today’s fast paced economy and rapidly changing work environment. According to the research by MHR, employees emphatically consider the appraisal process a waste of time. 39% of respondents described the process as “pointless”, with the same number proclaiming the process was “time consuming”, while just 26% said that the process was “useful”. As many as 29% of British employees regard appraisals as “stressful”, and with firms increasingly needing to implement mental health and wellbeing campaigns to support workers through acute financial and workplace stress, those tasked with maintaining talent density at companies will be keen to avoid additional strain to their staff’s collective psyche” (Consultancy.uk, 2018; Page 8).

“Although public sectors in African countries differ due to diverse cultural settings, they nevertheless share common challenge of poor performance in the area of service delivery. Often, such poor performance can be traced to political, social, economic and environmental factors. In the quest to provide and maintain the needs of the citizenry, countries have increasingly embarked on various reforms” (Okeke-Ozodike, 2014).

According to UK Essays (2018), “the public service in Nigeria currently uses the Annual Performance Evaluation System (APES). The system is based on overall evaluation of employee’s contribution to the organization on yearly basis. However, the system is ineffective and inefficient because evaluation is not conducted on regular basis for maximum output. Consequently, the system creates room for subjective evaluation and favoritism in the sense that there is no proper data base for recording of staff activities and tasks are not time dependent. Nigeria’s public sector appraisals ratings are mostly inflated in favor of certain employees and others don’t get feedback about how well they have performed. Performance appraisal is seen as the supervisor’s exclusive role and opportunity to reward loyalty and punish those considered rebellious. The supervisors also lack the knowledge and coaching on how to conduct effective appraisal.”

“Prior to the introduction of performance management package, assessment of individual performance in Zambia was through the Annual Credential Report (ACR). The ACR was not objective as it was based on the supervisor’s personal observation and perceptions about an individual. This appraisal tool was not based on work planning and target setting and, therefore, it had no baselines for performance delivery. ACR was later found to be one sided as the appraisee did not have access and input in the whole process. The system failed to give confidence to civil servants; it never promoted career development, rewards and recognition but was strongly used for sanctions. In order to improve performance assessment, action was initiated under the public service reforms program to restore credibility of staff reporting mechanism, through the introduction of Annual Performance Appraisal System (APAS). Specifically, APAS was introduced to:

1. Assess the job holder’s achievements against targets
2. Establish job holder’s strengths and weaknesses in the performance of the job
3. Identify the cause of the weaknesses

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4. Recommend further development or training needs of an individual to fill the training gaps between a job specification, job description and the individual
5. Appropriately reward employees who perform well” (KAMFWA, 2016).

In Kenya, the Government tried to engage reforms to the public sector in order to foster the achievement of national goals. In an effort to realize that the Public Service operates in an effective and efficient manner, it has institutionalized performance management systems that not only holds public officers accountable but also promote realization of best results necessary for all Kenyans (Directorate of Personnel Management, 2005).

### **Influence of Performance planning on service delivery**

According to Kidombo (2013), “planning is the first task of a manager and forms the basis from which all the other tasks are derived. Management decides the future of the organization by planning, strategizing and implementing plans. Generally, planning serves as the protection of the organization. This means that a manager is able to forecast the effects from each of the suggestions or alternative actions that will be carried out. In this situation, the manager will choose the alternative action that provides the best results to the organization and protects it from any decision that is not profitable.” She further provides that, “planning also helps to reduce the risk and uncertainty as decisions made are well thought out and not accidental or by coincidence, but is the result of planning. With proper planning, managers will be able to ensure what needs to be done, how to carry out the actions determined, why it has to be done, when to do it, where to do it and who should implement it. Without good planning, the organization will not be able to expand” (Kidombo, 2013).

Performance planning is a formal process in organizations for discussing, identifying and planning the organizational as well as the individual goals which an employee can and would achieve in coming appraisal or review cycle (mbaskool.com, 2008).

“It involves an agreement between the manager and the individual on what the later needs to do to achieve objectives, raise standards, improve performance and develop the required competence. It also establishes priorities, a key aspect of the job to which attention has to be given. The aim is to ensure that the meaning of the objectives, performance standards and competencies as they apply to everyday work is understood. They are the basis for converting aims in to actions. Agreement is reached at this stage on how performance will be measured and the evidence that will be used to establish the levels of competence. It is important that these measures and evidence requirements be identified and fully agreed upon because they will be used by individuals as well as managers to monitor and demonstrate achievement” (Armstrong, 2009).

“At the beginning of the performance management cycle, it is important to review with the employees their performance expectations, including both behaviors employees are expected to exhibit and the results they are expected to achieve during the upcoming rating cycle (Pulakos). Behaviors are important because they reflect how an employee goes about getting the job done, how the individual supports the team, communicates, mentors others, etc. The results or goals to be achieved should be tied to the organization’s strategy and goals. The employee’s development needs should also be taken into account in the goals setting process. Development goals can be targeted either to improve current job performance or preparing for career advancement” (Pulakos)

### **Influence of Employee Performance Appraisal on service delivery**

Nzuve (2010) provides that performance appraisal “is the evaluation of the employee’s work performance over a given period of time. This exercise is usually conducted on a regular basis, usually six months to one year. This period will vary depending on the purpose, for example, a newly employed person may be on probation for any period of time from one month up to two years. In this case, management must determine when to conduct performance appraisal so that they can decide whether to confirm, extend probationary period or terminate the employment.”

“An accurately conducted performance appraisal provides data useful for a variety of organizational and individual purposes namely:

1. Assist managers to observe their subordinates more closely and enable effective coaching
2. Motivate employees by providing feedback on performance

3. Achieve better operational results and improved work performance
4. Identify developmental needs which can be used in selecting appropriate programs for training and development
5. Provide information for human resource planning by identifying individual contributors and managers with potential for assuming additional responsibility
6. Provide backup data for making decisions about employee compensation
7. Reduce favoritism in making managerial decisions about personnel”

“Performance appraisal determines who shall receive merit increases; counsels employees on their improvement; determines training needs of employees; determines the promotability of employees; and identifies employees who should be transferred” (Saleemi, 2009).

“The performance review meeting is the means through which the five primary elements of performance management of agreement, measurement, feedback, positive reinforcement and dialogue can be put to use. The review should be routed in the reality of the individual’s performance. It allows managers and individuals to have a positive look together at how performance has become better in the future and how any problems in meeting the performance standards and achieving objectives can be resolved. Individuals should be encouraged to assess their own performance and become active agents for change in improving their results. Managers should be encouraged to adopt their proper enabling role; coaching and providing support and guidance” (Armstrong, 2009).

Saleemi (2009) elaborated some of the most famous methods of appraising employees as follows:

“**Ranking method** is the oldest method in which the evaluator is asked to rate the employees from highest to lowest on some overall criterion. This is very difficult to do if the number of employees being compared numbers over twenty. It is also easier to rank the best and the worst employees. Simple ranking can be improved by alternative ranking in which the evaluators pick the top and bottom employees first, then select the next highest and next lowest and move towards the middle. The method has two limitations: first, the element of subjectivity cannot be entirely eliminated; secondly, this method does not indicate the difference in the degree of performance between the first employee, second, third and so on” (Saleemi, 2009).

**Peer-to-peer** comparison method is also known as ‘factor-comparison’ method. Employees in the organization are compared to some key people. The rating depends on certain developed scales for each and every factor-such as dependability, leadership, initiative and drive, etc. instead of defining various degrees of a particular employee to represent ‘leadership’, the rate compares the employees with this person (Saleemi, 2009)

In the **Grading method**, the rater considers certain features and marks them according to the scale. These features could be dependability,, analytical ability,, cooperativeness, judgment, leadership, organizing ability, etc. these are expressed in the form of a scale from A to E: A-OUTSTANDING; B-VERY GOOD; C-GOOD OR AVERAGE and E-POOR, etc. the actual performance of the employee is then compared with these grade definitions and he is allotted the grade that best describes his performance (Saleemi, 2009)

**Forced distribution system** is a modified form of the grading system. Here, certain percentage of marks are assigned to each grade, the evaluator is asked to rate employees in some fixed distribution of categories, such as, 10% in low, 20% in low average, 40% in average, 20% in higher average, and 10% in high. Under this technique, the employee who is assigned the least grade will undergo frustration because even when he improves, his performance, he will not be given a higher rank. At the same time, his supervisor will be in embarrassing situation to communicate the improved performance of the employee and recognition rewarding his increased performance within the same low rate of grade (Saleemi, 2009)

**Point allocation** technique is a newer variation of forced distribution technique under which each rater is given a number of points per employee in the group to be evaluated and the total points for all the employees evaluated cannot exceed the number of points per employee times the number of employees evaluated (Saleemi, 2009).

**Graphic rating** scales method is one of the widely employed performance evaluation methods. Under this method, the rate is presented with a graph and asked to rate employees on each of the characteristics listed. The ratings can be in a series of boxes (Saleemi, 2009).

**Checklists**-under this method, the person who is conducting the performance evaluation is required to become a reporter than an evaluator. The rate does not evaluate performance. He simply supplies reports about it and the final rating is done by the personnel department (Saleemi, 2009).

**Forced-choice** description is where the evaluator is forced to choose from a set of descriptive statements which appear equally favorable or unfavorable. These statements are grouped in such a way that the evaluator cannot easily judge which statements apply to the most effective employee (saleemi, 2009)

**Descriptive essays** are where the evaluator is asked to write essays about the strong and weak points of employee's behavior. A skillful writer can present a more dramatic case about a subordinate than an awkward writer. Other limitations include subjective evaluation of the reported behavior of employees which may be biased; the appraisal may be loaded with an appreciative language about the quality of the rate than the actual quality itself; a supervisor has to be critical in assessment of employees and this requires a considerable amount of time (Saleemi, 2009)

**Field interviews method:** supervisors are interviewed by personnel specialists to evaluate their respective subordinates. The efficiency of this method depends on the competence and skills of the appraiser. This method keeps two management representatives busy with the appraisal formality (Saleemi, 2009)

Critical incidents method is where personnel specialists and managers prepare lists of statements of very effective and very ineffective behavior of employees. These are labeled as the critical incidents. These critical incidents are converted into scales and employee performance is compared in light of these critical factors (Saleemi, 2009)

According to Osero (2019), staff performance appraisals are well intentioned, however, they do not achieve their goals for the following reasons:

1. Agreed objectives are not SMART
2. Non-existent periodic reviews
3. Untrained appraisers
4. Common measurement tool for all the cadres
5. Appraisal ratings are never discussed
6. Doubtful appeal system in case of a disagreement
7. Ratings are not reward-linked

### **Influence of Employee Training on service delivery**

Training programs comprise both short and long term courses in specific professions that are intended to impart required knowledge, skills and attitudes to enhance staff performance. Public organizations usually design specific in-house training programs as a method of drawing training interventions which address identified training needs. In addition, training is provided under institutional training both locally and abroad (Directorate Of Personnel Management, 2005).

All public officers are eligible for at least five training days per year. All officers in the managerial cadre shall undertake trainings in policy formulation and project implementation. Selection of trainees will be based on identified needs and will emphasize training for performance improvement and training programs that address national, organizational and individual goals. A merit process will be used to select candidates for training as part of career development. Performance appraisal results will be used to select candidates for training especially in addressing identified performance gaps (Directorate Of Personnel Management, 2005).

Induction and orientation training in the public service is expected to help an employee familiarize with the work environment and requirements. All public service organizations will conduct induction training, within three months of the officer's joining of the service. In addition, the government will grant course approval to officers proceeding on authorized training in accordance with service regulations. An officer on an approved course of training will be deemed to be fully on duty, entitled to the requisite benefits and subject to service regulations (Directorate Of Personnel Management, 2005).

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Studies have revealed that “public service benefits adequately from the skills acquired by employees who have undergone training, the government will enter into a formal agreement with serving officers who attend courses of training binding them to serve in the public service for a specified period of time following completion of training. Moreover, capacity building is concerned with the provision of adequate intellectual capacity, physical abilities and supportive work environment. Intellectual capability is enhanced through work experience and in-service training. Physical facilities are improved through additional procurement and adequate maintenance services while supportive work environment is promoted through staff commitment and corporate social responsibility of organizations” (Directorate Of Personnel Management, 2005).

According to Directorate of Public Service Management (2005), “in order to enhance capacity building in the service, the government will take appropriate measures to ensure:

1. Adequate resources equal to 0.5% of the total government recurrent budget are availed to the public service training institutions for improved research and training;
2. Training requirements both in the public and private sector institutions are upgraded and synchronized;
3. Public service training institutions are allowed to plough back income generated from their training programs;
4. Public servants are encouraged to undertake relevant training on their own by enhancing the refund on tuition expenses from 50% to 75%;
5. The payment of bonus on passing exams is extended to cover all courses relevant to the officer’s scheme of service;
6. Public service organizations budget for research activities;
7. Public service organizations develop appropriate mechanisms for implementation of relevant research findings;
8. Public service organizations put in place special counseling and guidance initiatives to address the needs of public officers who become physically and/or psychologically disoriented while in service in order to reintegrate them and enhance their performance;
9. Public service organizations adequately prepare their staff for retirement by developing and implementing specific retirement programs and also develop manuals and brochures on retirement prospects;
10. Public service organizations establish and maintain suitably equipped and managed learning, resource centers.”

“A personal development plan provides a learning action plan for which individuals are responsible with the support of their managers and the organization. It may include formal training but, more importantly, it will incorporate a wider set of learning and developmental activities such as coaching, mentoring, project work, job enlargement and job enrichment” (Armstrong, 2009)

Requests for training often start with the line managers presenting problems or concerns. Training, development or instructional objectives then specify in measurable terms what the trainee should be able to accomplish after successfully completing the training program. The budget will help determine the actual design of the program (Dessler, 2011).

With the program designed and budgeted and objectives set, it is implemented by use of a number of training method, namely:

**On-job-training-** having an employee learn a job by actually doing it. This can be accomplished by coaching where an experienced worker or trainee’s supervisor trains the employee. This may involve simply acquiring the skills by observing the supervisor or having the supervisor or job expert show the new employee the ropes, step-by-step. Job rotation, in which an employee moves from job to job at planned intervals, is another OJT technique. Special assignments similarly give lower-level executives first-hand experience in working on actual problems (Dessler, 2011).

**Apprenticeship training** is a process by which people become skilled workers, usually through a combination of formal learning and long term on-the-job training. It traditionally involves having the learner or apprentice study under the tutelage of a master craftsperson (Dessler, 2011).

**Informal learning**—surveys from the American Society for training and development estimate that as much as 80% of what employees learn on the job they learn not through formal means but through informal means, including performing their jobs on a daily basis in collaboration with their colleagues. Although managers do not manage informal learning, there is still much they can do to ensure that it occurs, for example by installing whiteboards with markers (Dessler, 2011).

**Job instruction training**—many jobs consist of logical sequence of steps that one best learns step-by-step. This step-by-step training is called job instruction training. First list all the necessary steps in the job in proper sequence, and then list a key point (if any) beside each step. The steps show the learner what to do and the key points show how it is done (Dessler, 2011).

**Programmed learning** is a step-by-step self-learning method that consists of three parts:

1. Presenting questions, facts or problems to the learner
2. Allowing the person to respond
3. Providing feedback on the accuracy of the answers

The main advantage of programmed learning is that it reduces training time. It also facilitates learning by letting trainees learn at their own pace, get immediate feedback and reduce their risk of error. Intelligent tutoring systems take programmed learning one step further. They are computerized, supercharged, programmed instructional programs. In addition to programmed learning, the intelligent systems learn what questions and approaches worked or did not work for the learner, and therefore adjust the suggested instructional sequence to the trainee's unique needs (Dessler, 2011)

**Audiovisual-based** training methods are more expensive than lectures but offer advantages. They tend to be more interesting. They can be used where there is need to illustrate how to follow a certain sequence over time; when there is need to expose the learners to events not easily demonstrable in live lectures and when organization wide training is needed and it is costly to move the training from place to place (Dessler, 2011).

**Lectures** can be effective. Lecturing is quick and a simple way to present knowledge to large groups of learners. However, some view lectures as being boring (Dessler, 2011).

**Vestibule learning** is a method in which trainees learn on the actual or simulated equipment they will use on the job, but are trained off the job. This method is necessary when it is too costly and dangerous to train employees on the job (Dessler, 2011).

**Tele training and video conferencing.** In Tele training, a trainer in a central location teaches groups of employees at remote locations via televised hookups. Video conferencing allows people in one location to communicate live with people in another city or country, or with groups in several cities (Dessler, 2011).

#### **Influence of recognition and rewards on service delivery**

Reward management is concerned with the formulation and implementation of strategies and policies in order to reward people fairly, equitably and consistently in accordance with their value to the organization. It deals with development of reward strategies and the design, implementation and maintenance of reward systems which aim to meet the needs of both the organization and its stakeholders. Reward can be regarded as the fundamental expression of the employment relationship (Armstrong, 2009)

#### **Service delivery**

Running a successful service company should be synonymous with delivering excellent service. If not, then why consider running a service business at all? Yet, if all companies which perform services effectively compete on providing the service, then the key differentiator lies in the service management model and the ability to execute it. Designing the service delivery system should focus on what creates value to the core organizations and how to engage frontline employees to deliver the ultimate customer experience (Servicefutures, 2019).

The four key elements in such a system are:

1. **Service Culture** is built on elements of leadership principles, norms, work habits and vision, mission and values. Culture is the set of overriding principles according to which management controls, maintains and develops the social process that manifests itself as delivery of service and gives value to customers. Once a superior service delivery system and a realistic service concept have been established, there is no other component as fundamental to the long-term success of a service organization as its culture.
2. **Employee Engagement** includes employee attitude activities, purpose driven leadership and HR processes. Even the best designed processes and systems will only be effective if carried out by people with higher engagement. Engagement is the moderator between the design and the execution of the service excellence model.
3. **Service Quality** includes strategies, processes and performance management systems. The strategy and process design is fundamental to the design of the overall service management model. Helping the client fulfill their mission and supporting them in the pursuit of their organizational purpose, must be the foundation of any service provider partnership.
4. **Customer Experience** includes elements of customer intelligence, account management and continuous improvements. Perception is important and constant evaluation of how both customer and end-user perceive service delivery is important for continuous collaboration. Successful service delivery works on the basis that the customer is a part of the creation and delivery of the service and then design processes are built on that philosophy – this is called co-creation.(Service futures, 2019)

“In the last 20 years, Kenya’s civil service has undergone a number of changes. Some of these changes include employee rationalization leading to wage bill reduction, performance improvement, structural adjustment program after aid cuts, and the institutionalization of results-based management. From 1993 to 2002, the Government retrenched more than 100,000 civil servants but had only a negligible impact on the effectiveness or efficiency of the civil service. The Government then introduced results-oriented management but by 2005 nothing much had come out of it” (UNDP, 2019).

“Later, between 2006 and 2008, the Government decided to shift the public service towards a results-orientation approach by introducing and facilitating the development and management of a holistic Results-Based Management system through the ‘Results for Kenya’ program. The aim was to enhance performance efficiency in all government ministries, departments and agencies. It also meant to reverse the negative image of the public service” (UNDP, 2019).

“In 2009, United Nations Development Program (UNDP) supported the Kenyan government to step up public sector reforms to focus on national transformation. Before then, it was the Government that spearheaded institutionalization of results-based management in the public service but then the focus was on transforming public service delivery through building partnerships. These efforts were boosted after the promulgation of the new Constitution of Kenya in 2010” (UNDP, 2019).

The Rapid Results approach, launched in more than 38 ministries, 175 local authorities and more than 10 State corporations, improved service delivery in several areas, such as the processing and issuance of passports, national identity cards and birth certificates. The State Law Office’s Company Registry, for example, through the use of rapid results approach, improved staff and customer satisfaction levels by 80 per cent in about 100 days. This reduced the time taken to register businesses from three weeks to one day and helped reduce a backlog of 500,000 Annual Returns and other documents. At the Ministry of Immigration and Registration of Persons, the number of days it took to issue a passport in Nairobi, Kisumu and Mombasa reduced from 30 to 20 days in 100 days. In addition the number of uncollected identity cards reduced by 50 per cent from 195,479 to 100,368 in the eight districts that hosted provincial headquarters in 100 days. Elsewhere, rural nomadic Maasai women in Elangata Enteritin Village of Kajiado County are enjoying access to water provided during the 100 days, thanks to the Rapid Results Initiative. In 2013, the Government established citizen service centers as primary service delivery channels in all the 47 counties. These would be a one-stop shop down in the counties where citizens could obtain their passports, land title deeds, identity cards, Kenya Revenue Authority personal identification numbers and driving licenses without having to travel to Nairobi to get the services. They are commonly referred to as Huduma Centers (UNDP, 2019).

**Knowledge gaps**

The table below shows the knowledge gaps that the study intended to fill:

**Table 1: Knowledge gaps**

<b>Variable</b>	<b>Knowledge gap</b>
Performance planning	Annual performance planning and target setting are done regularly at the beginning of each financial year with the aim of improving service deliver. The study sought to establish whether there really exists any relationship between target setting and service delivery and whether staff are involved in setting goals and performance targets at their work place
Staff performance appraisal	The study sought to establish whether the annual exercise has any relationship to service delivery
Staff training	Trainings are meant to capacity build employees so as to improve service delivery. The study sought to establish whether the staff ever get relevant trainings on regular basis and whether these trainings have any impact on service delivery
Staff rewards and recognition	Staff recognition is critical for service delivery. The study sought to establish whether there exists a reward system for staff and whether this system motivates staff to provide better services
Service delivery	Better service delivery is the ultimate goal of a good performance management system. The study sought to establish how performance planning, staff performance appraisal, staff training and staff recognition and rewards affect service delivery

**3. RESEARCH METHODOLOGY**

**Research Design**

According to Gakuu (2016) research design can be considered as a strategy concerned with planning an optimum method for attacking or solving a problem which provides efficiently the strongest references possible with minimum cost and time constraints. It is a structure that systematically aimed at solving a given phenomenon. It is also an overall strategy that combines different components of the study to create a flow in a logical way. It enables the researcher to ensure that the research problem is effectively addressed as unambiguously as possible. It constitutes the blue print for the collection, measurement and analysis of data.

A descriptive survey design method was adopted in this study. A survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. It is a self-report study which requires the collection of quantitative information from a sample (Mugenda, 2003).

**3.5 Data Collection Instruments**

The researcher used questionnaire as the data collection tool. The questionnaire was extremely useful and flexible in that it was designed to suit the particular requirements of the individual researcher. It involves a written exchange between the researcher and the respondents and does not involve any extended face-to-face interactions or engaging in verbal communication with the respondents (Abugah, 2009).

It usually involves short responses such as ticking a box, circling a response or writing numbers against items in the case of scaling or rank questions. It is self-administered by respondents and as such, the researcher must try to ensure that all instructions and relevant information necessary for the accurate completion of the questionnaires is available (Abugah, 2009).

It is mainly used for gathering quantitative data but can be adapted to include some qualitative data. It involves the use of structured questions, prepared in advance, presented in a designed sequence and addressing or seeking specific types of information. It requires that the researcher focus on specific topics of information and the manner in which such information will be collected (Abugah, 2009).

### Data Collection Procedure

The researcher first sought an introductory letter from the university and proceeded to apply for a research permit was also obtained from the National council of science and technology. Afterwards, the researcher proceeded to the study area and paid courtesy calls to the managers at the various work stations of interest to seek for permission to administer the questionnaire. Identification of respondents then took place. The questionnaires were serialized but remained anonymous. The prime aim of conducting the study was explained and the respondents were requested to collect the questionnaire, fill and return to the researcher later on. A questionnaire tracking form was maintained to facilitate collection of completed questionnaires.

### Data Analysis Techniques

Data from the field was organized and presented in a computer friendly mode for manipulation using SPSS. Editing involved proof-reading to eliminate common mistakes like duplication of information, vague responses and other information that might interfere with the outcome of the computer analysis. Data was also cleaned to ensure consistency. Coding was done by assigning numerical characters to data. Tabulation was accomplished by organizing data in to frequency distribution tables with accompanying percentages. The tabulated data has been accompanied by brief explanations. Hypothesis was tested using product moment correlation coefficient method of Pearson to ascertain the degree of the relationship between the independent and dependent variables.

## 4. DATA ANALYSIS, PRESENTATION AND DISCUSSION

### Performance Planning on Service Delivery

The study examined several areas under performance planning and service delivery. These are highlighted as follows:

#### 4.4.1 Department Reviewed Previous Financial Year's Performance

The respondents were asked to indicate whether their departments did a review of the previous year's performance at the beginning of each financial year as required. They responded as shown in the table 2:

**Table 2: My Department reviewed its performance in the previous year**

Response	Frequency	Percent
Yes	128	87.7
No	12	8.2
Not indicated	6	4.1
<b>Total</b>	<b>146</b>	<b>100.0</b>

From the above, 87.7% of respondents indicated that their departments performed a review of their performance in the previous financial year as required while 8.2% of the respondents indicated that their departments were not undertaking performance review of the previous year as required. The remaining 4.1% never gave an answer to the question.

### Department Set Goals for the Current Year

The respondents were required to indicate whether their departments set goals to be achieved by staff each year. They responded as shown in the table 3

**Table 3: My department set goals of performance for the current year**

Response	Frequency	Percent
Yes	131	89.7
No	11	7.5
Not indicated	4	2.7
<b>Total</b>	<b>146</b>	<b>100.0</b>

Majority of the respondents (89.7%) indicated that their departments set goals to be achieved each year while 7.5% of the respondents indicated that their departments did not set performance goals to be achieved each financial year. The remaining 2.7% of the respondents failed to respond to this question.

### Staff was involved in Setting Goals and Targets

The study sought to determine whether the staff was involved in setting performance goals and targets for their respective departments. The responses are as shown in the table 4:

**Table 4: Staff is involved in setting goals and targets**

Response	Frequency	Percent
Strongly agree	46	31.5
Agree	71	48.6
Neutral	13	8.9
Disagree	5	3.4
Strongly disagree	6	4.1
NOT indicated	5	3.4
<b>Total</b>	<b>146</b>	<b>100.0</b>

From the table, 48.6% of respondents agreed that they were being involved in setting goals and targets in their departments; 31.5% of the respondents strongly agreed that they were involved in setting goals and targets in their departments; 8.9% of the respondents were neutral; 3.4% of the respondents strongly disagreed and 4.1% disagreed, meaning that they were not being involved in setting goals and targets by their departments. Some respondents (3.4%) did not give their opinion on this question.

### Staff Understands Performance Requirements Clearly

The study sought to establish whether the respondents did understand clearly what was required of them in terms of performance. The responses are as summarized in the table 5:

**Table 5: Staff understanding of performance requirements clearly**

Response	Frequency	Percent
Strongly agree	53	36.3
Agree	77	52.7
Neutral	9	6.2
Disagree	1	.7
Strongly disagree	1	.7
NOT indicated	5	3.4
<b>Total</b>	<b>146</b>	<b>100.0</b>

The table above indicates that, majority of the respondents clearly understood performance expectations (52.7% of the respondents agreed; 36.3% strongly agreed) while a few respondents did not clearly understand what was required of them in terms of performance (0.7% disagreed while 0.7% strongly disagreed). Some respondents were neutral (6.2%) while the remaining 3.4% did not respond to this question.

### Performance Targets are Attainable

The respondents were required to indicate whether the targets set in their respective departments were attainable. Their responses are as shown in the table 6:

**Table 6: Performance targets are attainable**

Response	Frequency	Percent
Strongly agree	33	22.6
Agree	88	60.3
Neutral	16	11.0
Disagree	5	3.4
NOT indicated	4	2.7
<b>Total</b>	<b>146</b>	<b>100.0</b>

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Majority of the respondents indicated that the targets set attainable (60.3% agreed; 22.6% strongly agreed) while a small percentage of respondents indicated that the targets set in their respective departments were not attainable (3.4% disagreed). Some respondents gave a neutral response (11%) while the remaining 2.7% of the respondents did not indicate their response to this question.

**Performance Targets are Challenging**

The study sought to determine whether the targets set by departments were challenging to the staff. The staff responded as shown in the table below:

**Table 7: Performance targets are challenging**

Response	Frequency	Percent
Strongly agree	23	15.8
Agree	69	47.3
Neutral	20	13.7
Disagree	18	12.3
Strongly disagree	7	4.8
NOT indicated	9	6.2
<b>Total</b>	<b>146</b>	<b>100.0</b>

From table 7, 47.3% of the respondents agreed that the targets are challenging; 15.8% of the respondents strongly agreed; 13.7% of respondents were neutral; 12.3% of the respondents disagreed while 4.8% of the respondents strongly disagreed. The remaining 6.2% of the respondents did not respond to the question.

**Performance Targets are Relevant**

The respondents were required to indicate whether the targets set by their departments were relevant to their work. They responded as shown in the table 8:

**Table 8: Performance targets are relevant**

Response	Frequency	Percent
Strongly agree	52	35.6
Agree	77	52.7
Neutral	10	6.8
Disagree	2	1.4
NOT indicated	5	3.4
<b>Total</b>	<b>146</b>	<b>100.0</b>

From the table above, 52.7% of the respondents agreed; 35.6% of the respondents strongly agreed; 6.8% of the respondents remained neutral; 1.4% of the respondents disagreed; 3.4% of the respondents did not respond to the question.

**Performance Elements and Targets Are Flexible**

The study sought to establish whether the performance elements and targets set by departments were flexible. The respondents gave the answers shown in the table 9:

**Table 9: Performance elements and targets are flexible**

Response	Frequency	Percent
Strongly agree	26	17.8
Agree	75	51.4
Neutral	23	15.8
Disagree	12	8.2
Strongly disagree	3	2.1
NOT indicated	7	4.8
<b>Total</b>	<b>146</b>	<b>100.0</b>

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Findings shown in table 9, 51.4% of the respondents agreed; 17.8% of the respondents strongly agreed; 8.2% of the respondents disagreed; 2.1% of the respondents strongly disagreed; 4.8% of the respondents did not answer the question

### 4.5 Staff Performance Appraisal and Service Delivery

This section contains the following subsections under staff performance appraisal and service delivery:

#### Mid-Term Review of Performance Is Done

The researcher enquired whether departments undertook mid-year review of performance as required. The respondents gave the responses shown in the table 10:

**Table 10: Mid-year review of performance is done**

Response	Frequency	Percent
Yes	102	69.9
No	35	24.0
Not indicated	9	6.2
<b>Total</b>	<b>146</b>	<b>100.0</b>

Majority of the respondents indicated that their departments undertook mid-year performance review (69.9%) while 24% indicated that mid-year performance review was not being undertaken by their departments. The remaining 6.2% of the respondents did not respond to this question.

#### End-Year Review of Performance is Done

The researcher made an enquiry establish whether departments undertook end-year review of performance as required. The respondents gave the responses shown in the table 11:

**Table 11: End-year review of performance is done**

Response	Frequency	Percent
Yes	124	84.9
No	14	9.6
Not indicated	8	5.5
<b>Total</b>	<b>146</b>	<b>100.0</b>

Majority of the respondents indicated that their departments undertook end-year performance review (84.9%) while 9.6% indicated that mid-year performance review was not being undertaken by their departments. The remaining 5.5% of the respondents did not respond to this question.

#### The Purpose of Staff Performance Appraisal is clear

The study based its enquiry to find out whether the staff clearly understood the purpose of staff performance appraisal. The respondents responded as shown in the table 12:

**Table 12: The purpose of staff performance appraisal is clear**

Response	Frequency	Percent
Strongly agree	43	29.5
Agree	85	58.2
Neutral	8	5.5
Disagree	4	2.7
Strongly disagree	2	1.4
NOT indicated	4	2.7
<b>Total</b>	<b>146</b>	<b>100.0</b>

Table 12 found out that, 58.2% of the respondents agreed; 29.5% of respondents strongly agreed; 2.7% of the respondents disagreed; 1.4% of respondents strongly disagreed; 5.5% of the respondents were neutral while the remaining 2.7% of the respondents did not give their response.

### Supervisors are Objective While Appraising Staff

The study intended to establish whether the supervisors-maintained objectivity while appraising staff. The responses given are as shown in the table 13:

**Table 13: Supervisors are objective while appraising staff**

Response	Frequency	Percent
Strongly agree	33	22.6
Agree	79	54.1
Neutral	19	13.0
Disagree	4	2.7
Strongly disagree	1	.7
NOT indicated	10	6.8
<b>Total</b>	<b>146</b>	<b>100.0</b>

From the table above, 54.1% of respondents agreed; 22.6% of respondents strongly agreed; 2.7% of respondents disagreed; 0.7% of respondents strongly disagreed; 13% of the respondents were neutral; the remaining 6.8% of the respondents did not respond to the question

### Supervisors Allowed Staff to Do Self-Appraisal during the Appraisal Process

The respondents were required to indicate whether they were given an opportunity by their immediate supervisors to do self-appraisal during the appraisal process. Their responses are as shown in the table 14:

**Table 14: Supervisors allow staff to do self-appraisal during the appraisal process**

Response	Frequency	Percent
Strongly agree	28	19.2
Agree	63	43.2
Neutral	16	11.0
Disagree	23	15.8
Strongly disagree	8	5.5
NOT indicated	8	5.5
<b>Total</b>	<b>146</b>	<b>100.0</b>

From the table above, 43.2% of the respondents agreed; 19.2% of the respondents strongly agreed; 15.8% of the respondents disagreed; 5.5% of the respondents strongly disagreed; 11% of the respondents remained neutral; 5.5% of the respondents did not respond to the question.

### Staff Achievements are Acknowledged during the Appraisal Process

The respondents were asked to indicate whether their achievements were acknowledged by their supervisors during the appraisal process. Their responses are as shown in the table 15:

**Table 15: Staff achievements are acknowledged during the appraisal process**

Response	Frequency	Percent
Strongly agree	30	20.5
Agree	82	56.2
Neutral	16	11.0
Disagree	10	6.8
Strongly disagree	2	1.4
NOT indicated	6	4.1
<b>Total</b>	<b>146</b>	<b>100.0</b>

From the table above, 56.2% of the respondents agreed; 20.5% of the respondents strongly agreed; 6.8% of the respondents disagreed; 1.4% of the respondents strongly disagreed; 11% of the respondents remained neutral; 4.1% of the respondents did not indicate their view.

### Poor Performance is Discussed with the Supervisor and Corrective Strategies Developed

The study sought to find out whether supervisors did discuss poor performance with respondents and as a result developed strategies aimed at correcting performance. The responses given are as shown 16:

**Table 16: Poor performance is discussed and corrective strategies developed**

Response	Frequency	Percent
Strongly agree	36	24.7
Agree	76	52.1
Neutral	12	8.2
Disagree	15	10.3
Strongly disagree	2	1.4
NOT indicated	5	3.4
<b>Total</b>	<b>146</b>	<b>100.0</b>

From the table above, 52.1% of the respondents agreed; 24.7% of the respondents strongly agreed; 10.3% of respondents disagreed; 1.4% of respondents strongly disagreed; 8.2% of respondents remained neutral; 3.4% of respondents did not answer the question.

### Long Term Career Plans and Aspirations are Discussed during the Appraisal Process

The study sought to establish whether staff long term career plans and aspirations were discussed during the appraisal process. Their responses are as shown in the table 17:

**Table 17: Long term staff career plans and aspirations are discussed**

Response	Frequency	Percent
Strongly agree	26	17.8
Agree	66	45.2
Neutral	23	15.8
Disagree	22	15.1
Strongly disagree	3	2.1
NOT indicated	6	4.1
<b>Total</b>	<b>146</b>	<b>100.0</b>

From the table above, 45.2% of the respondents agreed; 17.8% of respondents strongly agreed; 15.1% of respondents disagreed; 2.1% of respondents strongly disagreed; 15.8% of respondents remained neutral; 4.1% of respondents did not give an answer to the question.

### Staff Training Needs Assessment is Done during the Appraisal

The study sought to establish whether staff training needs assessment was being done during the appraisal process. The respondents responded as shown in the table 18:

**Table 18: Staff training needs assessment is done during appraisal**

Response	Frequency	Percent
Strongly agree	30	20.5
Agree	77	52.7
Neutral	14	9.6
Disagree	15	10.3
Strongly disagree	4	2.7
NOT indicated	6	4.1
<b>Total</b>	<b>146</b>	<b>100.0</b>

From the table above, 52.7% of the respondents agreed; 20.5% of the respondents strongly agreed; 10.3% of the respondents disagreed; 2.7% of the respondents strongly disagreed; 9.6% of the respondents remained neutral; 4.1% of the respondents did not respond to the question.

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### Staff Training and Service Delivery

The study focused on the following areas under staff training and service delivery:

#### The Department has put in Place A Staff Training Committee

The study sought to establish whether the departments had put in place a staff training committee. The respondents answered as shown in the table 19:

**Table 19: The training committee is in place**

Response	Frequency	Percent
Yes	82	56.2
No	51	34.9
NOT indicated	13	8.9
<b>Total</b>	<b>146</b>	<b>100.0</b>

From the table above, 56.2% of respondents indicated that there existed a staff training committee in their departments; 34.9% of the respondents indicated that staff training committees did not exist in their department; 8.9% of the respondents did not answer the question.

#### Approval of Yearly Staff Trainings Guided by Training Needs Assessment

The study sought to establish whether staff trainings are approved yearly by their respective departments, based on training needs assessment. The responses given are as shown in the table 20:

**Table 20: Approval of staff trainings is based on training needs assessment**

Response	Frequency	Percent
Yes	106	72.6
No	31	21.2
NOT indicated	9	6.2
<b>Total</b>	<b>146</b>	<b>100.0</b>

From the table above, 72.6% of respondents indicated that yearly trainings are approved based on training needs assessment while 21.2% of the respondents had a contrary opinion. The remaining 6.2% of the respondents did not respond to the question.

#### Staff Members are Allowed and Supported for Trainings

The study sought to establish whether the departments allowed and supported staff to proceed for approved trainings. The respondents' responses are as shown in the table 21:

**Table 21: Staff members are allowed and supported to proceed for approved trainings**

Response	Frequency	Percent
Yes	110	75.3
No	28	19.2
NOT indicated	8	5.5
<b>Total</b>	<b>146</b>	<b>100.0</b>

Majority of the respondents (75.3%) said 'yes' while 19.2% of the respondents said 'no'. The remaining 5.5% of the respondents did not answer the question.

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**Staff Members are Identified for Recognition and Awards after Trainings**

The study sought to find out whether staff members who completed approved trainings were being actively identified for recognition and awards by the departments. The responses given are shown in the table 22:

**Table 22: Staff members are awarded and recognized after training**

Response	Frequency	Percent
Yes	112	76.7
No	26	17.8
NOT indicated	8	5.5
<b>Total</b>	<b>146</b>	<b>100.0</b>

From the table above, 76.7% of respondents said 'yes' while 17.8% of the respondents said 'no'. The remaining 5.5% of the respondents did not respond to the question.

**Training Programs are Practical and Problem Oriented**

The study sought to find out whether the training programs which were being implemented by the departments were practical and problem oriented. The responses given are summarized in the table 23:

**Table 23: Training programs are practical and problem centered**

Response	Frequency	Percent
Strongly agree	20	13.7
Agree	73	50.0
Neutral	21	14.4
Disagree	22	15.1
Strongly disagree	2	1.4
NOT indicated	8	5.5
<b>Total</b>	<b>146</b>	<b>100.0</b>

From the table above 50% of the respondents agreed; 13.7% of respondents strongly agreed; 14.4% of the respondents were neutral; 15.1% of the respondents disagreed; 1.4% of the respondents strongly disagreed; 5.5% of the respondents did not give a response to the question.

**Trainings Utilize Employee Experience and Knowledge**

The study sought to establish whether the training programs that were being implemented by the departments did utilize the knowledge and experience of the employees. The responses given are as shown in the table 24:

**Table 24: Trainings utilize employee experience and knowledge**

Response	Frequency	Percent
Strongly agree	20	13.7
Agree	75	51.4
Neutral	16	11.0
Disagree	21	14.4
Strongly disagree	6	4.1
NOT indicated	8	5.5
<b>Total</b>	<b>146</b>	<b>100.0</b>

From the table above 51.4% of the respondents agreed; 13.7% of respondents strongly agreed; 11% of the respondents were neutral; 14.4% of the respondents disagreed; 4.1% of the respondents strongly disagreed; 5.5% of the respondents did not give a response to the question.

### Services are accessible

The study wanted to establish whether the services provided to clients in the various departments were accessible. The table 25 shows the summary of the responses that were given:

**Table 25: Services are accessible**

Response	Frequency	Percent
Strongly agree	38	26.0
Agree	81	55.5
Neutral	8	5.5
Strongly disagree	8	5.5
NOT indicated	11	7.5
<b>Total</b>	<b>146</b>	<b>100.0</b>

From the table above 55.5% of the respondents agreed; 26% of respondents strongly agreed; 5.5% of the respondents were neutral; 5.5% of the respondents strongly disagreed; 7.5% of the respondents did not give a response to the question.

### Services are affordable

The respondents were required to indicate whether the services provided in their departments were affordable to clients. The responses given are as shown in the table 26:

**Table 26: Services are affordable**

Response	Frequency	Percent
Strongly agree	36	24.7
Agree	80	54.8
Neutral	15	10.3
Disagree	5	3.4
Strongly disagree	2	1.4
NOT indicated	8	5.5
<b>Total</b>	<b>146</b>	<b>100.0</b>

From the table above 54.8% of the respondents agreed; 24.7% of respondents strongly agreed; 10.3% of the respondents were neutral; 3.4% of the respondents disagreed; 1.4% of the respondents strongly disagreed; 5.5% of the respondents did not give a response to the question.

### Customers are satisfied with the quality of services provided

The study required the respondents to indicate whether the customers were satisfied with the services provided in their departments. Their responses are as shown in the table 27

**Table 27: Customers are satisfied with the services provided**

Response	Frequency	Percent
Strongly agree	43	29.5
Agree	71	48.6
Neutral	15	10.3
Disagree	5	3.4
Strongly disagree	2	1.4
NOT indicated	10	6.8
<b>Total</b>	<b>146</b>	<b>100.0</b>

From the table above 48.6% of the respondents agreed; 29.5% of respondents strongly agreed; 10.3% of the respondents were neutral; 3.4% of the respondents disagreed; 1.4% of the respondents strongly disagreed; 6.8% of the respondents did not give a response to the question.

**Elements and standards of performance are flexible**

The researcher wanted to establish whether the elements and standards of performance in the various departments were flexible. The respondents gave the responses in the table 28:

**Table 28: Elements and standards of performance are flexible**

Response	Frequency	Percent
Strongly agree	26	17.8
Agree	84	57.5
Neutral	16	11.0
Disagree	10	6.8
Strongly disagree	3	2.1
NOT indicated	7	4.8
<b>Total</b>	<b>146</b>	<b>100.0</b>

From the table above 57.5 % of the respondents agreed; 17.8% of respondents strongly agreed; 11% of the respondents were neutral; 6.8% of the respondents disagreed; 2.1% of the respondents strongly disagreed; 4.8% of the respondents did not give a response to the question.

**Tests of hypotheses**

The study sought to test four hypotheses. The results of the tests are highlighted in the following section:

**Relationship between performance planning and service delivery**

***H01: There is no relationship between performance planning and service delivery***

The relationship between performance planning and service delivery was tested using Pearson’s product moment correlation (2-tailed test). The results of the test are as shown in the table 29:

**Table 29: Correlation between performance planning and service delivery**

		Performance planning	Service delivery
Performance planning	Pearson Correlation	1	.193*
	Sig. (2-tailed)		.020
	N	146	146
Service Delivery	Pearson Correlation	.193*	1
	Sig. (2-tailed)	.020	
	N	146	146

\*. Correlation is significant at the 0.05 level (2-tailed).

From the table above, the correlation coefficient of performance planning and service delivery is +0.193. This relationship is significant at 0.05 level (2-tailed test). This implies that there is a relationship between performance planning and service delivery

**Relationship between staff performance appraisal and service delivery**

***H02: Staff performance appraisal does not influence service delivery***

The relationship between staff performance appraisal and service delivery was assessed using the Pearson’s product moment correlation (2-tailed test). The results of the test are shown in the table 30:

**Table 30: Correlation between staff performance appraisal and service delivery**

		Service delivery	Performance appraisal
Service delivery	Pearson Correlation	1	.595**
	Sig. (2-tailed)		.000
	N	146	146
Staff performance appraisal	Pearson Correlation	.595**	1
	Sig. (2-tailed)	.000	
	N	146	146

\*\* . Correlation is significant at the 0.01 level (2-tailed).

From the table above, the correlation coefficient of staff performance appraisal and service delivery is +0.595. This relationship is significant at 0.01 level (2-tailed test). This implies that staff performance appraisal influences service delivery.

**Relationship between staff training and service delivery**

**H03: There is no significant relationship between staff training and service delivery**

The relationship between staff training and service delivery was assessed using the Pearson’s product moment correlation (2-tailed test). The results of the test are shown in the table 31:

**Table 31: Correlation between staff training and service delivery**

		Service delivery	Staff training
Service delivery	Pearson Correlation	1	.458**
	Sig. (2-tailed)		.000
	N	146	146
Staff training	Pearson Correlation	.458**	1
	Sig. (2-tailed)	.000	
	N	146	146

\*\* . Correlation is significant at the 0.01 level (2-tailed).

From the table above, the correlation coefficient of staff training and service delivery is +0.458. This relationship is significant at 0.01 level (2-tailed test). This implies that there is a significant relationship between staff training and service delivery.

**Relationship between employee rewards and recognition and service delivery**

**H04: There is no significant relationship between employee rewards and recognition and service delivery**

The results of the Pearson’s product moment correlation analysis are shown in the table 32:

**Table 32: Correlation between employee rewards and recognition and service delivery**

		Rewards and recognition	Service delivery
<b>Rewards and recognition</b>	Pearson Correlation	1	.446**
	Sig. (2-tailed)		.000
	N	146	146
<b>Service delivery</b>	Pearson Correlation	.446**	1
	Sig. (2-tailed)	.000	
	N	146	146

\*\* . Correlation is significant at the 0.01 level (2-tailed).

From the table above the correlation coefficient of rewards and recognition and service delivery is 0.446. This correlation is significant at 0.01 level. This implies that there is a significant relationship between employee rewards and recognition and service.

**5. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

**Summary of findings**

This study was guided by four objectives:

The first objective was to find out the influence of performance planning on service delivery in the Ministry of Interior and Coordination of National Government; A case of Gucha South Sub County, Kisii Kenya. From the study findings 87.7% of the respondents indicated that their departments engage in annual performance review; 89.7% of respondents indicated that their departments set goals and targets to be achieved every financial year. Majority of the respondents are involved in setting departmental targets (80.1%) and majority of the respondents (79%) indicated that they clearly understand what is expected of them in terms of performance. The targets set were attainable, relevant, challenging and flexible according to a majority of the respondents.

The second objective was to examine the influence of staff appraisal on service delivery in the Ministry of Interior and Coordination of National Government; A case of Gucha South Sub County, Kisii Kenya. From the study findings, mid-year review of performance is done at 69.9% and end year performance review is done at 84.9%. the purpose of staff performance appraisal is clear (87.9%), supervisors remain objective while appraising staff (76.9%), supervisors allow staff to do self-appraisal during the process (62.4%), staff achievements are acknowledged during the appraisal process (76.7%), poor performance by staff is discussed during the appraisal process and corrective strategies developed (76.8%), long term staff career plans are discussed during the appraisal process (63%) and staff training needs assessment is also done during the appraisal process (73.2%)

The third objective was to determine the influence of staff training on service delivery in the Ministry of Interior and Coordination of National Government; A case Gucha South Sub County, Kisii, Kenya. From the study findings, departments have a training committee in place (56.2%), yearly staff trainings are approved based on the training needs assessments (72.6%), departments allow and support staff to undergo approved training programs (75.3%), and employees are identified for recognition and awards on completion of an approved training program (76.7%). The training goals are clear (76.8%), staff are involved in designing and implementing the training programs (47.9%), training programs are practical and problem-oriented (63.7%), the trainings utilize the employee knowledge and experience (65.1%), new training material is connected to employee past learning opportunities and experience (61.7%), employees are given an opportunity to reinforce what is learnt by practicing (70.5%), the learning environment is safe, informal, supportive and promotes positive self-esteem (68.5%) and staff are recommended for recognition and awards on completion of approved training programs (65.1%)

The fourth objective was to find out the influence of rewards and recognition on service delivery in the Ministry of Interior and Coordination of National Government; A case of Gucha South Sub County, Kisii, Kenya. From the study findings employees who excel in service delivery are likely to be given letters of recommendation (72.6%), promotions (78.1%), gifts (32.2%), additional salary (47.3%), certificates (67.8%) and additional responsibility (58.2%). The departments have put in place a staff recognition and award committee (55.5%), the recognition and awards given to staff is tied to organizational core values (65.7%), the criteria for recognition and awards to staff is clear (54.1%), staff that excel in service delivery are recognized and rewarded frequently (48%), staff recognition and rewards are authentic and unbiased (48%), employee recognition and rewards are given in a timely manner (45.9%), employees are recognized and rewarded in public (41.8%) and for specific accomplishments at (59.5%).

The dependent variable for the study was service delivery. From the study findings, inputs for providing services are availed (79.5%), employees provide services to the best of their ability (85%) the service delivery charter is adhered to (82.2%), services are accessible (81.5%), services are affordable (79.5%), services are provided in the highest possible quality, customers are satisfied with the quality of the services provided (78.1%) and the elements and standards of performance are flexible (75.3%)

### Conclusions

From the first objective the study concludes that at the beginning of each financial year, departments in the Ministry of Interior and Coordination of National Government conduct performance review for the previous financial year and involve majority of the employees in setting goals and targets for the current financial year. The targets set in the Ministry are attainable, challenging, relevant and flexible. Most of the employees in the Ministry understand what is expected of them in terms of performance.

From the second objective, the study concludes that mid-year review of performance and annual review of performance are being undertaken in the Ministry. However, almost a third of employees miss mid-year review of performance as this occurs to 69.9% of employees. About 85% of employees are subjected to end-year performance review. The appraisal process is being done as per guidelines in most of the cases. The training needs assessments are done during the appraisal process. Long term career plans are also discussed during the appraisal process, though at a near average level.

From the third objective, the study concludes that training committees exist in slightly more than half of the departments. Trainings are done as per guidelines. Employees are recommended for rewards and recognition on completion of the

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approved training programs. However, less than half of the staff are involved in designing and implementing the training programs.

From the fourth objective, the study concludes that recognition and rewards to employees who excel in service delivery may take the form of letters of recommendation, gifts, additional salary, additional responsibility, certificates and promotions. The rewards and recognition given to staff fails to appeal to a large number of employees in several fronts: a good number of employees feel that the criteria for rewarding and recognizing staff is not clear, the rewards and recognition is not done as frequently as it should, the system of rewarding staff is biased, the rewards are not timely and they are not done in public.

On service delivery, the study concludes that inputs for service provision are provided, the services are accessible and affordable. Employees provide the services with the best of their ability guided by the service delivery charter. The services are of high quality and customers are satisfied with the quality of services provided.

### Recommendations

From the first objective the study recommends that the departments should continue performing performance planning annually as per guidelines and involve all the staff to ensure that targets set are relevant, attainable, flexible and challenging. All employees should be guided through to ensure that the expected performance is clear to all.

From the second objective the study recommends that all departments should ensure that mid-year review of performance is done followed by annual staff performance appraisal at the end of the financial year. Employees should be given an opportunity to do self-appraisal and the long term staff career plans should also be discussed during the process.

From the third objective, the study recommends that all departments put in place a staff training committee to assist in approving staff trainings. The staff should also be involved in designing and implementing of the training programs and those that complete an approved training program should be recognized and recommended for rewards.

From the fourth objective, the study concludes that the staff recognition and reward system in the Ministry needs to be redesigned properly. The staff recognition and reward committee should be reconstituted, the criteria for rewarding staff should be developed and implemented, rewards should be given more frequently and in a timely manner. Staff should be recognized and rewarded for specific accomplishments. The reward system should also be more transparent and objective.

### Areas suggested for further research

More research is needed in more Sub Counties to ascertain whether the findings correlate across the country.

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