

## **Performance Appraisal Implementation of Trainers in Technical, Vocational, Education, and Training Institutions in Kenya (TVET): Challenges and Recommendations**

Paul K. Komen, Jackline A. Ong'injo  
Corresponding Email: jackieonginjo@gmail.com

---

### **Abstract**

---

Performance appraisal of trainers in Technical Vocational Education and Training (TVET) in Kenya institutions faces challenges in achieving its functionality. This paper explores these challenges and makes propositions for their enhancement—the descriptive research used closed-ended questionnaires to survey 79 trainers. Simple random sampling was used to identify the study participants. Quantitative data was analyzed using descriptive statistics. The study found that there is a need for adequate training on setting targets and navigation to the Government Human Resource Integrated systems (GHRIS), enough time scheduled for performance appraisals, and availing ICT resources to support the performance appraisal process. In addition, rewards and sanctions systems on appraisal outcomes should be made clear and fair, and timely feedback on the appraisal results should be provided when implementing Trainers' Performance Appraisal in TVET Institutions in Kenya. The study recommends establishing a broad agency training program that will take a general blueprint on performance appraisal to prepare the trainers for the course and provide measures that ensure trainers have adequate time to conduct their appraisals. It should also develop objective, easily understandable, and appropriate working and practicing motivation patterns to promote reinforcement and social correlation or social punishment among trainers. Further, it should establish standard feedback mechanisms that bind activities so that trainers receive coherent and timely recommendations for their professional growth. Enhancing the performance appraisal process and fostering trainers' professional development in Kenya's TVET institutions is imperative to address these challenges.

**Keywords:** TVET, Performance Appraisal Systems, Performance Management, Talent Management Practices.

---



## **Introduction**

Performance appraisal systems are central to any organization since they consider the extent to which employees meet or have adapted to the organization's set goals (Mone et al., 2018). These systems are essential for quality education and effective vocational training in TVET institutions (Gyimah, 2020). Various challenges persist in implementing performance appraisals in these institutions (Muthuri et al., 2019). This paper provides strategies for improving appraisal to promote trainers' professional development and the quality of education. Performance appraisal systems impact job satisfaction, turnover, and commitment (Memon et al., 2020). These are useful for HR managers in leading employees towards specific roles within organizations and thus cause positive development of the employees' professional careers (Muthuri et al., 2019). The general assessment of trainers in institutions offering TVET is also important to retain high-quality standard trainers in the teaching profession. However, several factors hinder the efficiency of performance appraisals in TVET institutions.

Based on the Nguyen et al. (2020) study, major performance appraisal systems involve human resources' engagement and motivation. This study demonstrates that the intensity of talent management practice combined with managerial support increases employees' performance (Diamantidis & Chatzoglou, 2019; El Masri & Suliman, 2019). A cross-sectional survey performed on research and academic organizations in Qatar reveals that talent management and employee recognition enhance their performance while underlining how employees' self-actualization and belongingness have a significant part to play (El Masri & Suliman, 2019). This study's findings suggest that there should be a call for enhanced performance in TVET institutions in Kenya through improved performance appraisal systems that have to be attuned to the organization's goals and the needs of the employees (Al-Jedaia & Mehrez, 2020).

The findings on the challenges and recommendations of developing a performance appraisal system in TVET institutions in Kenya are helpful to various stakeholders. For the Ministry of Education, it helps put in place standard policies that enhance fair evaluations and, hence, high standards in education. The findings are useful for managers as a source of promising strategies for carrying out staff appraisals that will catalyze staff development and improve the performance of institutions. This situation benefits institutions through increased performance and efficiency of trainers, which boosts the institutions' reputation. It helps parents



to be assured of the kind of education their children receive; for students, better teaching quality and even preparation for the working world are provided. Trainees get the backing and comments required to be professional to foster job satisfaction and increase accomplishment levels. The industry, on its part, acquires a pool of workforce that has been trained to meet the industry's needs, and therefore, the industry sees an improvement in productivity due to the closure of the existing skills gap. Altogether, this study's improvement and professional development suggestions benefit stakeholders in TVET institutions and the overall socio-economic status of society.

### **Statement of the Problem**

The assessment of trainer performance is essential in determining quality education and the efficiency of vocational training in TVET institutions in Kenya. However, there are several difficulties related to the implementation of performance appraisals. Some of these challenges include insufficient training of appraisers, fuzziness and inconsistency of appraisal guidelines, few resources for reference, and trainers' reluctance to change their appraisal paradigm as a punitive tool rather than a developmental one. Therefore, the current appraisal practices may fail to portray the true potential of trainers, which in turn may affect their development as professionals and compromise the institutions' achievements in delivering education standards. Mitigating these problems is crucial to improve the effectiveness of the performance appraisal system, the trainers' professional development, and, hence, the standard of vocational education in Kenya.

### **Literature Review**

Performance appraisal systems are crucial in any organization because they assist in developing appraisal criteria to assess the subject employees' performance and level of compliance with the organizational goals (Murphy, 2020). These systems are beneficial in evaluating performance and determining areas of strength and weaknesses in employees to ensure that the organization's development and performance are in harmony with the business's strategic goals. Enhancing the quality of the appraisal system has been confirmed to determine job satisfaction, turnover, and organizational commitment directly (Na-Nan et al., 2020). Scholars agree that when properly administered, the appraisal system boosts employees' morale and motivation, improving their productivity and the general performance of organizations.



An organizational performance appraisal system allows human resource (HR) managers to direct the searchlight of many employees on specific professional responsibilities to develop professionalism (Muthuri et al., 2019). Thus, by indicating particular measures of performance and offering suggestions for improvement, HR managers can assist the employees in the development of their abilities and also make them more productive regarding the organizational objectives. Organizational employees have the right to properly coordinate the appraisals since what the appraisers choose to do affects the results and formation of the employees (Okeny, 2018). It should also be systematic and objective, aiming at the employees' productive development, making them feel valued and motivated.

Thus, teachers in learning institutions, especially TVETs, should be assessed regularly to enhance the advancement of the teaching force (Sebola, 2022). TVET institutions are responsible for preparing individuals with the knowledge and skills that enable them to practice in various trades and occupations (Adams, 2019). Hence, the effectiveness of trainers in these institutions correlates with the quality of the education and training they offer (Burhan Ismael et al., 2021). This paper also helps establish the correlation between performance appraisals and the assessment of the general teaching quality and trainer skill development (Mehale et al., 2021).

Promoting motivation and performance levels has marginally facilitated the adoption of performance management practices in various fields (Brown et al., 2019). Personnel, culture, action, and results control with efficiency are the predominant factors in which the intrinsic and extrinsic motivational theories impact organizational performance (van der Kolk et al., 2019). CRM also involves communication, contact, and interdependency between people, groups, and organizational culture, which also affects overall performance, thus requiring performance efficiency testing models to analyze these dynamics (Diamantidis & Chatzoglou, 2019).

Appraisals and other performance management tools are required to recognize the need to motivate, reward, develop, train, and reclassify or supervise subordinates or water down the supervisory ratios (Mone et al., 2018). In South Africa, such public sector appraisals are regulated by legislation. Organizational appraisals include the creation of performance targets, positive feedback, and fair and objective rewards, encouraging employees to perform a notch higher (Ahmad et al., 2019). Problems like prejudicial evaluation, little involvement from senior officers, general unpreparedness by line directors, and inability to respond to training requirements were the major difficulties observed in the North West Department of Finance in



Mahikeng (Manye, 2019). Therefore, the above challenges must be addressed to enhance the use of performance appraisal systems.

The impact of employee engagement and motivation on the organizations' performance has been reviewed (Brown et al., 2019). Productive, committed, and loyal employees are most likely to be found when the organization's employees are motivated and engaged. Motivation and reward are essential in determining the employees' and organizational performance (Kumari et al., 2021). Thus, effective talent management practices must be integrated into performance management methodologies to achieve optimal organizational and personal payoffs (El Masri & Suliman, 2019). We have used surveys to support the argument that positive attitudes to a particular innovation or intervention improve performance. At the same time, efficient management sponsorship cannot be overlooked since poor performance may result from a lack of sponsorship (Diamantidis & Chatzoglou, 2019).

The significance of talent management through a study carried out among research institutions in Qatar revealed that aspects of performance improvement involve meeting organizational aspirations in talent management while recognizing the self-esteem and belongingness component of KSAs (El Masri & Suliman, 2019). Effective organizational performance, illustrated through integrated performance appraisal systems developed based on organizational objectives and employee requirements, improves organizational performance to a great extent (Al-Jedaia & Mehrez, 2020). Organizations are advised to adopt standard HR policies and deviate from standard reporting for strategic decisions regarding performance (Almulaiki, 2023).

Performance management system effectiveness (PMSE) has a direct effect on task performance (TP), and a correlation exists between PMSE and contextual performance (CP). Employees see PMSE as development, and any form of fairness in performance management strengthens the effect. The results also indicate that work engagement moderates the interaction between performance and PMSE (Awan et al., 2020). There is an indication that perceptions of performance management fairness influence burnout and organizational citizenship behaviors, where high perceived performance management fairness has a negative correlation with burnout and a positive correlation with organizational citizenship behaviors OCB (Bauwens et al., 2019).

Talent management practices in healthcare organizations of Pakistan show substantial improvements in the performance of employees, primarily where the performance is evaluated



afresh in the performance appraisal process. Recruitment, coaching, mentoring, and compensation policies can spearhead better performance outcomes. These appraisals ensure that such practices meet current and future needs, motivate employees, and attain organizational objectives most efficiently (Bibi, 2019). Recognizing four different uses of performance appraisal – administrative, development, role clarifications, and strategic– helps to match employee expectations with the organizational objectives (Iqbal et al., 2019). It is evident from this study that HRM practices are central to enhancing management performance in public service organizations, particularly in the developing world. It is because effective training and fair remuneration strengthen the performance of the employees, which in turn augments the formulated HRM strategies (Khan et al., 2021). Tools for organizational performance management must be available to monitor the quality of education and training. Challenges such as poor training of appraisers, lack of standard procedures, limited access to resources, and partners' reluctance hinder performance appraisal and trainers' training in vocational education and training (Solomon, 2019).

Appreciating the role of performance appraisal systems and their influence on organizational performance is very helpful in successful human resource management practices (Anwar & Abdullah, 2021). They contribute to the assessment of the developmental requisites of the staff concerning their functions to guarantee that they can effectively respond to the demands of the job. They can also be used in the appraisal process to help develop standard procedures that are followed in gaining high performance from workers, thus increasing their job satisfaction (Dangol, 2021). Furthermore, performance appraisals are significant in ensuring that individual goals correlate with the organization's goals and objectives. Thus, when the performance expectations are stated and feedback regarding how employees align with the stipulated expectations is provided, an organization can be assured that its workforce is pulling in the same direction (Ospina, 2019). This match empowers organizational achievements and sustenance a competitive market niche (Eldor, 2020).

Another factor that is affected by the operation of performance appraisal systems is employee motivation and commitment. Employees learn well what is expected of them when the feedback pertains to their performance. It creates higher interest levels and increases productivity levels in the institution. Organizations that implement proper performance assessment procedures will likely maintain valuable employees and decrease the turnover ratio (Riyanto et al., 2021).



Thus, organizations that invest in quality performance management tools increase the organization's ability to prevent high-talent employee turnover (Riyanto et al., 2021).

In the context of TVETs, performance appraisal systems are significant in the following ways (Muthuri et al., 2019). They are the institutions that train people for various technical and vocational professions, and the quality of training determines the absorption and productivity of human capital graduates (Woya, 2019). Hence, there is a need to ensure that trainers in these institutions continuously upgrade to better performance and that the training techniques will probably be applied from time to time through performance assessment. In addition, performance appraisals carried out in the context of the referred institutions may assist in identifying any areas that require enhancement in TVET training programs. Based on the analyzed literature, the most significant function of performance appraisal systems is to support and improve the employees' organizational performance, motivation, and engagement. Such systems are crucial in providing information on the performance of the employees and establishing areas of weakness and improvement that align with the organization's goals. Within TVET institutions, a performance appraisal enables quality enhancement in trainers' training and development and guarantees the continual refinement of assessment and delivery techniques. It is thus essential for organizations to foster proper performance appraisal systems that would enable the compliance of the organization's human resources with future requirements by an evaluation system that not only motivates them but also provides them with improved tools to do their jobs.

## **Methodology**

A quantitative descriptive method is adopted in this research to investigate the challenges in implementing performance appraisal in Technical Vocational Education and Training. Therefore, the study used two data sources: secondary and primary data. Secondary sources included a literature review obtained from reports. However, the primary source data was obtained from a questionnaire circulated and distributed among different trainers in the country.

The study's target population was 130 trainers. The sample size for the study was 97 trainers, which was arrived at using the Krejcie and Mogan table (1970). Simple random sampling was used to get the trainers who participated in the study. Data collection instruments were closed-ended questionnaires. The quantifiable data was analyzed using descriptive statistics to generate frequencies and percentages that summarized quantitative data.





## Results And Findings

### Secondary Data

Table 1 below indicates the status of officers appraised, rewarded, sanctioned, and placed in performance improvement plans. Performance management trend 2018/2019 – Table 2 below shows the financial year 2018/2019 to 2022/2023 performance management trends.

**Table 1**

*Status of Officers, Appraised, Rewarded, Sanctioned and Placed to Performance Improvement Plans*

Service sector	Total no. of organizations	STAFF IN POST	Orgs that had EPMC meet and Make recommendations	Total No. of staff that set targets	Total No. of staff appraised	101%+	100%	80-90%	60-79%	59%	Rewarded	Sanctioned	Placed on Performance improvements
<b>Constitutional Commissions and Independent offices</b>	10	4622	1	4465	61	4	6	51			6		55
<b>Ministries and State departments</b>	52	105539	14	32723	7571	2108	3676	1386	201	200	1768	207	195
<b>Public Universities</b>	39	28359	17	21124	11447	739	1803	5190	2884	831	2082	348	189
<b>State Corporations and SAGAS</b>	210	99704	85	76876	40976	3180	6036	24714	6540	506	5550	386	544
<b>Statutory Commissions and Authorities</b>	8	1942	2	1877	290		62	53	167	8			
<b>TVETS</b>	204	13152	30	8902	2553	320	777	1051	276	129	614	35	144
<b>Total</b>	523	253318	149	145967	62898	6351	12360	32445	10068	1674	10020	976	1127





<b>% of Total in-post 253318</b>	28.5%	57.6%	24.8%	2.5%	4.9%	12.8%	4.0%	0.7%	4.0%	0.4%	0.4%
			43.1%	4.4%	8.5%	22.2%	6.9%	1.1%	6.9%	0.7%	0.8%

Source: 10<sup>th</sup> Annual Presidential Report on National Values and Principles of Governance 2022/23

Performance management across various public service sectors highlights key metrics such as the number of organizations, staff in post, and those involved in performance appraisals. The sectors include Constitutional Commissions and Independent Offices, Ministries and State Departments, Public Universities, State Corporations and SAGAs, Statutory Commissions and Authorities, and TVETs (Technical and Vocational Education and Training). Each sector’s data reveals the extent of employee engagement in setting performance targets and undergoing appraisals.

Among the sectors, Ministries and State Departments have the highest staff, totaling 105,539, with 32,723 setting performance targets and 7,571 undergoing appraisals. This sector also has a notable number of employees rewarded for their performance (1,768) and sanctioned (207). Public Universities and State Corporations also show significant engagement, with many staff appraised and rewarded. However, despite having a smaller staff count, the Constitutional Commissions and Independent Offices faced challenges with irregular visitations and financial constraints affecting their activities.

Technical and Vocational Education and Training (TVETs) are essential to the public service sector, with 204 institutions and 13,152 staff in post. Of these, 8,902(68%) set performance targets, and 2,553 (29%) were appraised. The performance ratings in this sector indicate that a substantial number of staff (320) exceeded their performance targets (101%+), while others met their targets (777) or performed in the 80-90% range (1,051). The data also shows that some staff fell into lower performance categories, with 276 achieving 60-79% of their targets and 129 achieving below 59%. Despite these challenges, 614 staff members were rewarded, 35 sanctioned, and 144 placed on performance improvement plans, highlighting the sector’s commitment to enhancing performance through structured appraisals and follow-up actions.

Specifically, 2.5% of all staff exceeded their performance targets by over 101%, while 4.9% met their targets precisely. A more significant portion, 12.8%, achieved between 80-90% of their targets, and 4.0% achieved between 60-79%. Only 0.7% of staff achieved below 59% of



their targets. These figures indicate that most staff perform satisfactorily or better, with only a small percentage underperforming. Additionally, 57.6% of all staff set performance targets, and 24.8% were appraised. Furthermore, 4.0% of staff were rewarded for their performance, 0.4% were sanctioned, and another 0.4% were placed on performance improvement plans. This structured approach to performance management highlights the public service sector’s efforts to recognize high performers and address areas needing improvement, ultimately aiming to enhance overall productivity and effectiveness.

**Table 2**

*Performance management trends for the financial Years 2018/2019 – 2022/2023*

financial Year	Total No. of Organizations	Total Staff in-post	Total Staff who set performance Targets	Staff who did not set PC Targets	Organizations that Implemented EPMC Recommendations	Total Staff Appraised	Total Staff Rewarded, Sanctioned, or Placed in PIP
<b>2018/19</b>	281	217836	126903 <b>58.3%</b>	90933 <b>41.7%</b>	0	102717 <b>47.2%</b>	6240 <b>2.9%</b>
<b>2019/20</b>	291	215860	127932 <b>59.3%</b>	87928 <b>40.7%</b>	0	98986 <b>45.9%</b>	5159 <b>2.4%</b>
<b>2020/21</b>	262	233951	159049 <b>68.0%</b>	74902 <b>32.0%</b>	0	21488 <b>9.2%</b>	6845 <b>2.9%</b>
<b>2021/22</b>	477	252007	148094 <b>58.8%</b>	103913 <b>41.2%</b>	145 <b>30.4%</b>	61040 <b>24.2%</b>	19696 <b>7.8%</b>
<b>2022/23</b>	523	253318	145967 <b>57.6%</b>	107351 <b>42.4%</b>	149 <b>28.5%</b>	62898 <b>24.8%</b>	12123 <b>4.8%</b>

Source: 10<sup>th</sup> Annual Presidential Report on National Values and Principles of Governance 2022/23

Table 2 shows the performance appraisal trend over the past five financial years. There has been a notable increase in the number of organizations involved in performance appraisals, growing from 281 in 2018/19 to 523 in 2022/23. Despite this growth, the total number of staff has varied, with a peak in 2021/22 at 252,007 and a slight decline after that. A critical observation is the fluctuating percentage of staff setting performance targets, which peaked at 68.0% in 2020/21



but dropped to 57.6% by 2022/23. This inconsistency in target-setting among staff can impact organizational effectiveness and individual motivation, as clear performance goals are crucial for personal and organizational success.

One significant concern is the decline in the number of staff appraised over the years. From a high of 102,717 appraised staff in 2018/19, the number dropped to 62,898 in 2022/23. This reduction may indicate issues within the appraisal process, such as inefficiencies, reduced emphasis on performance evaluations, or a shift in organizational priorities. Furthermore, the implementation of EPMC recommendations was only reported in the last two years, with 145 organizations in 2021/22 and 149 in 2022/23. The late adoption of these recommendations suggests a delay in integrating potentially beneficial performance management practices, which could enhance appraisal systems and outcomes.

Additionally, the variability in the number of staff rewarded, sanctioned, or placed in performance improvement plans (PIP) raises concerns about the consistency and fairness of performance management policies. The peak in 2021/22 at 19,696 staff in these categories, followed by a decrease to 12,123 in 2022/23, reflects potential inconsistencies in applying performance-related consequences. Moreover, a substantial portion of staff, ranging from 32.0% to 42.4%, did not set performance targets over the years, undermining the efficacy of the appraisal process. Addressing these issues is essential for improving the overall performance management system, ensuring that appraisals are conducted effectively, targets are consistently set, and performance outcomes are applied equitably.

The empirical data was collected through closed-ended questionnaires, and 79 responses were received from the field. The study's findings, interpretations, and discussions were based on the following research objectives: To explore the challenges trainers face in performance appraisal implementation in TVET institutions in Kenya.



**Table 3:** Shows Responses of trainers on challenges in the implementation of the performance appraisal

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1 My institution provides adequate support for performance appraisal.	27%	50%	11%	4%	8%
2 I can access GHRIS to manage my performance data and evaluations.	39%	46%	5%	4%	6%
3 The performance targets are set to align with the overall objectives of our institution.	29%	58%	5%	3%	5%
4 I have received adequate training on performance appraisals.	6%	35%	16%	24%	19%
5 I have enough time in my schedule to do my performance appraisals.	9%	51%	20%	14%	6%
6 The ICT resources available support the performance appraisal process.	15%	50%	11%	14%	10%
7 The system of rewards and sanctions based on appraisal outcomes is clear and fair.	3%	30%	34%	20%	13%
8 I receive timely and constructive feedback for my professional development.	4%	29%	25%	24%	18%
9 I get assistance from my supervisor during target setting.	18%	50%	13%	8%	11%
10 I discuss my performance with the supervisor during the mid-year review and end-year appraisal.	20%	39%	22%	14%	5%
11 I find it hard to navigate GHRIS while setting targets and evaluating my performance	9%	24%	18%	30%	19%

### Discussion of Results: Challenges and Recommendations in Performance Appraisal Implementation

The study aimed to establish the challenges trainers encounter when applying performance appraisals in TVET institutions in Kenya and the views and recommendations needed for enhancement. Closed-ended questionnaires were used to collect data from 79 respondents, and the following findings were made.



In Table 3, 77% of the trainers strongly agree that their institutions support performance appraisals, of which 27% strongly agreed while 50% agreed. It means that there is a relatively good outlook on institutional support. However, those who selected the disagree and strongly disagree options account for 15 percent, which suggests concerns about the inadequacy of support from some trainers. This shows a need for improved uniformity of the support structures across various institutions. Referring to the study by Dhanabhakym and Fahad (2019), the author emphasizes the significance of institutional support to the efficiency of the APPs, which, in turn, determines the level of job satisfaction and the success of the organization as a whole.

These findings showed that the trainers had a positive perception of the level of access to GHRIS, with 85% of the respondents agreeing that they could handle their performance information and evaluation through the system. This is a plus since it enhances the ease of managing records of property developments' performance. According to Almulaiki (2023), adopting technology and, specifically, HR information systems can significantly improve performance management because of several reliable tools to manage data.

According to this survey, 87% of trainers concur that performance targets relate well to their intended institution goals. Such positive synergy allows individual contributions to impact the institution collectively and is vital to organizational cohesion and effectiveness. Al-Jedaia and Mehrez (2020) posit that there should be congruency between the targets set under performance appraisal systems and the organizational goals to enhance employees' performance.

Trainers were also unsatisfied with the level of training provided on performance appraisals, as only 41% of trainers would agree that they have been trained adequately on performance appraisals, and 43% of trainers either disagree or strongly disagree with the above statement. This primary concern calls for improved competency training among trainers to afford them adequate skills and knowledge. Muthuri et al. (2019) also stress that more emphasis should be placed on adequate training to facilitate performance appraisal and enhance professional growth, which positively impacts performance.

Regarding the third statement, 'Trainers believe they are provided adequate time to do performance appraisals,' 20% scored 'neutral,' 20% disagreed or strongly disagreed, while the rest 60% somewhat agreed. This mixed response might mean that further improvement could be made in managing time for appraisals so that all trainers can participate optimally in the



appraisal process. According to Diamantidis and Chatzoglou (2019), it is the right time to perform appraisals to improve employee engagement and overall motivation.

The study's findings show that 65% of trainers concur that ICT resources facilitate performance appraisal. Lastly, 24% reveal dissatisfaction, which means that firms can improve how technology supports appraisals. Regarding the influence of technology on talent management and performance appraisal, El Masri and Suliman (2019) also agree that proper ICT support can benefit such processes.

Further, 33% of trainers stated they have transparent and fair ways of rewarding and punishing employees based on appraisal outcomes; 34% were neutral, while 33% disagreed or strongly disagreed. This means there is an urge to make appraising results more open and fairer to increase confidence and desire among trainers. Diamantidis and Chatzoglou (2019) argue that it is essential to develop the reward system to make it as straightforward as possible so that the employees can easily understand how they stand to benefit from it since perceived fairness affects satisfaction and trust associated with the reward system.

While only 33% of trainers reported receiving timely and constructive feedback for professional development, 42% indicated dissatisfaction. This underlines the need to enhance trainers' feedback process since the current approach does not effectively benefit them. According to Almulaiki (2023), feedback in performance management systems is a powerful tool that should be provided in due time and be constructive, as it gives people the necessary stimulus for further professional growth and results in higher performance.

Also, 68% of the trainers stated they get adequate supervisor support when setting targets, and 19% indicated that they disagreed partially or strongly. This implies that as much as most trainers reported the availability of their training needs, others might occasionally be or without proper direction from their supervisors. The study's authors must address this issue; Van der Kolk et al., 2019 argue that safe, stable, and healthy interactions between managers and trainers are crucial to establishing attainable aims and objectives, particularly in business performance management.

While 59% of trainers said they talked with their supervisors on performance reviews, 19% said they disagreed or strongly disagreed. This could imply that more frequent and formal performance meetings are required to address employees' needs continuously. According to the researchers and scholars Diamantidis and Chatzoglou (2019), the focalization of regular and



structural dialogue between employees and supervisors is paramount for performance and professional growth.

From the survey, we find that only 33% of trainers can easily use GHRIS, while a shocking 49% reported that it took much work to use the system. This signals that user training needs to be done, or the system must be redesigned to make the GHRIS friendly. Following these findings, Almulaiki (2023) has argued that considerable emphasis must be placed on ensuring that HRs acquire proficiency in the systems in question so that the challenges the end-users face can be eradicated. The effectiveness of the performance management systems can be improved.

## **Conclusion**

This conclusion synthesizes the major points of debate and arguments considered in the paper. It discusses the key recommendations regarding the difficulties of implementing performance appraisal in Technical Vocational Education and Training (TVET) institutions. The research uses a quantitative descriptive approach, which involves the secondary method, which includes a literature review, and the primary method, which includes the questionnaire survey. The study involved 130 trainers in Kenya, but the targeted sample was 97 through a simple random sampling technique. Table One shows the situation indicators of the sectors and subsectors in the public service on the level of engagement in setting targets, the number of appraisals conducted, and outcomes generated, which include rewards, sanctions, and performance improvement plans. The ministries and state departments had the highest staff strength and significant appraisal, rewards, and sanction incidences. In the same regard, Public Universities and State Corporations demonstrated relatively high activity levels in performance management. Appraisals and follow-up action showed that where TVETs were deemed important in the public service, performance ratings varied and revealed areas of weakness despite implementing improvement strategies.

Table 2 outlines performance management trends from 2018/19 to 2022/23, revealing fluctuations in organizational participation, staff setting performance targets, and undergoing appraisals. More appraised staff must be evaluated, suggesting potential issues within the appraisal process or organizational priorities. The data collected through closed-ended questionnaires (79 responses) in Table 3 presents challenges trainers face in performance appraisal implementation. Findings indicate varying satisfaction levels with institutional support, access to HR information systems (GHRIS), alignment of performance targets with





organizational goals, and adequacy of training and feedback. Challenges such as time constraints, ICT resource support, and fairness in reward systems were also highlighted.

The results' discussion emphasizes the importance of institutional support, effective use of technology (GHRIS), alignment of performance targets with organizational objectives, and the need for comprehensive training and constructive feedback mechanisms. Recommendations include improving support structures, enhancing ICT resources, ensuring transparent reward systems, and fostering effective supervisor-trainer interactions. Overall, the study underscores the complexities and critical areas for improvement in performance appraisal within TVET institutions in Kenya, advocating for systematic enhancements to optimize organizational performance and trainer satisfaction.

The study revealed that although there are positive things associated with performance appraisals in TVET institutions, there are still challenges. These challenges include lack of proper training, inadequate time, nebulous incentive structure, delay in feedback, and GHRIS complications. Mitigating these challenges through relevant training, effective time management, openness in the reward structures, better feedback, and adequate ICT support will significantly enhance the performance appraisal process and trainers' professional development in Kenya's TVET colleges.

## **Recommendations**

Based on the findings and conclusion, this study recommends that:

1. The programs should follow a standardized blueprint for performance appraisal, ensuring all trainers receive consistent and thorough preparation. This initiative aims to improve trainer competency and confidence in conducting and participating in the appraisal process.
2. Measures should be implemented to better plan and organize trainers' schedules and workload. This includes allocating specific time slots or periods dedicated solely to conducting appraisals, thereby reducing time constraints and enhancing the quality of appraisal discussions.
3. Develop objective and understandable motivation patterns so that institutions can foster a motivational environment among trainers. This approach will encourage trainers to strive for excellence while promoting fairness and equity in performance evaluations.



4. Establish standard feedback mechanisms. These mechanisms should ensure that feedback is coherent, constructive, and provided promptly following performance appraisals.

## Reference List

- Adams, W. C. (2019). *Factors that influence the employability of Technical Vocational Education and Training (TVET) graduates. A comparative study of two TVET colleges in the Gauteng Province*
- Ahmad, I., Danish, R. Q., Ali, S. A., Ali, H. F., & Humayon, A. A. (2019). A comparative study of the banking industry based on appraisal system, rewards, and employee performance. *SEISENSE Journal of Management*, 2(1), 1-11.
- Al-Jedaia, Y., & Mehrez, A. (2020). The effect of performance appraisal on job performance in governmental sector: The mediating role of motivation. *Management Science Letters*, 10(9), 2077-2088.
- Almulaiki, W. A. (2023). The impact of performance management on employee performance. *Saudi Journal of Business and Management Studies*, 8(2), 22-27.
- Anwar, G., & Abdullah, N. N. (2021). The impact of Human resource management practice on Organizational performance. *International Journal of Engineering, Business and Management (IJEEM)*, 5.
- Awan, S. H., Habib, N., Shoaib Akhtar, C., & Naveed, S. (2020). Effectiveness of performance management system for employee performance through engagement. *SAGE open*, 10(4), 2158244020969383.
- Bauwens, R., Audenaert, M., Huisman, J., & Decramer, A. (2019). Performance management fairness and burnout: Implications for organizational citizenship behaviors. *Studies in Higher Education*, 44(3), 584-598.
- Bibi, M. (2019). Impact of talent management practices on employee performance: An empirical study among healthcare employees. *SEISENSE Journal of Management*, 2(1), 22-32.
- Brown, T. C., O’Kane, P., Mazumdar, B., & McCracken, M. (2019). Performance management: A scoping review of the literature and an agenda for future research. *Human Resource Development Review*, 18(1), 47-82.
- Burhan Ismael, N., Jabbar Othman, B., Gardi, B., Abdalla Hamza, P., Sorguli, S., Mahmood Aziz, H., Ali Ahmed, S., Sabir, B. Y., Ali, B. J., & Anwar, G. (2021). The role of training and development on organizational effectiveness. *International Journal of Engineering, Business and Management*, 5(3), 15-24.
- Dangol, P. (2021). Role of performance appraisal system and its impact on employees motivation. *Quantitative Economics and Management Studies*, 2(1), 13-26.
- Diamantidis, A. D., & Chatzoglou, P. (2019). Factors affecting employee performance: An empirical approach. *International Journal of Productivity and Performance Management*, 68(1), 171-193.
- El Masri, N., & Suliman, A. (2019). Talent management, employee recognition and performance in the research institutions. *Studies in Business and Economics*, 14(1), 127-140.
- Eldor, L. (2020). How collective engagement creates competitive advantage for organizations: A business-level model of shared vision, competitive intensity, and service performance. *Journal of Management Studies*, 57(2), 177-209.



- Gyimah, N. (2020). Assessment of Technical and Vocational Education and Training (TVET) on the development of the World's Economy: Perspective of Africa, Asia and Europe. *Asia and Europe (February 19, 2020)*.
- Iqbal, M. Z., Akbar, S., Budhwar, P., & Shah, S. Z. A. (2019). Effectiveness of performance appraisal: Evidence on the utilization criteria. *Journal of Business Research, 101*, 285-299.
- Khan, M. A., Hoque, N., & Shahabuddin, A. (2021). *HRM practices and performance management in public service organizations in Bangladesh: An empirical study*.
- Kumari, K., Ali, S. B., & Abbas, J. (2021). Examining the Role of Motivation and Reward in Employees' Job Performance through Mediating Effect of Job Satisfaction: An Empirical Evidence. *International Journal of Organizational Leadership, 10*(4).
- Manye, P. K. (2019). *An Investigation into the Impact of Performance Appraisal on the Performance of Employees in the North West Provincial Department of Finance North-West University, South Africa*.
- Mehale, K. D., Govender, C. M., & Mabaso, C. M. (2021). Maximizing training evaluation for employee performance improvement. *SA Journal of Human Resource Management, 19*, 11.
- Memon, M. A., Salleh, R., Mirza, M. Z., Cheah, J.-H., Ting, H., & Ahmad, M. S. (2020). Performance appraisal satisfaction and turnover intention: The mediating role of work engagement. *Management Decision, 58*(6), 1053-1066.
- Mone, E., London, M., & Mone, E. M. (2018). *Employee engagement through effective performance management: A practical guide for managers*. Routledge.
- Murphy, K. R. (2020). Performance evaluation will not die, but it should. *Human Resource Management Journal, 30*(1), 13-31.
- Muthuri, A., Momanyi, M., & Nduku, E. (2019). Challenges Encountered in Lecturers' Performance Appraisal in Public Technical Training Institutions in Nairobi Region, Kenya. *Journal of African Interdisciplinary Studies, 3*(8), 190-210.
- Na-Nan, K., Kanthong, S., Jountrakul, J., & Smith, I. D. (2020). Mediating effects of job satisfaction and organizational commitment between problems with performance appraisal and organizational citizenship behavior. *Journal of Open Innovation: Technology, Market, and Complexity, 6*(3), 64.
- Nguyen, P. T., Yandi, A., & Mahaputra, M. R. (2020). Factors that influence employee performance: Motivation, leadership, environment, culture organization, work achievement, competence, and compensation (A study of human resource management literature studies). *Dinasti International Journal of Digital Business Management, 1*(4), 645-662.
- Okeny, H. C. (2018). *Performance Appraisal And Employees Performance in Organisations: A Case Study of Lamwo District Local Government*, Uganda Management Institute.
- Ospina, S. M. (2019). *Illusions of opportunity: Employee expectations and workplace inequality*. Cornell University Press.
- Riyanto, S., Endri, E., & Herlisha, N. (2021). Effect of work motivation and job satisfaction on employee performance: Mediating role of employee engagement. *Problems and Perspectives in Management, 19*(3), 162.
- Sebola, M. P. (2022). The role of Technical Vocational Education and Training Colleges (TVET) in higher education teaching: a higher education provided at basic education standard. *EUREKA: Social and Humanities, 1*, 50-57.



- Solomon, T. (2019). *An Assessment of employees' performance appraisal practices and challenges: The case of Ethiopian Roads Authority Alemgena Machine Based Technology Training And Testing Center Branch*, St. Mary's University.
- van der Kolk, B., van Veen-Dirks, P. M., & ter Bogt, H. J. (2019). The impact of management control on employee motivation and performance in the public sector. *European Accounting Review*, 28(5), 901-928.
- Woya, A. A. (2019). Employability among statistics graduates: Graduates' attributes, competence, and quality of education. *Education Research International*, 2019(1), 7285491.

