

Effects of Performance Management Process on Employee Productivity: A Survey of Commercial Banks in Turkana County

Kipsegerwo Evans Kibichii¹, Dr. Kimutai Geoffrey Kiptum²,
Prof. Kimani Chege³

¹*Department of Business, Faculty of Commerce, Kisii University, P.O Box 705 Eldam A Ravine, Kenya*

²*Department of Business, Faculty of Commerce, Kisii University, P.O Box 408 Kisii, Kenya,*

³*Associate professor, Moi university school of Arts and social sciences,*

Abstract: *Several organizations across the globe have been faced with difficulties in attaining their organizational goals. Owing to the difficulties, some organizations have crumbled to their knees leading to more costly challenges. Thus, the purpose of the study was to assess the effects of performance management process on employee productivity; A survey of commercial banks in Turkana County. The objectives of the study were to: establish the effects of performance appraisal system on employee productivity assess the effects of training and development on employee productivity and examine the effects of reward system on employee productivity; A survey of commercial banks in Turkana County. The information provided by this research will benefit policymakers, community members and academicians. The study was guided by the Equity Theory and Social Justice Theory. It adopted a descriptive survey research design with a target population of 200 employees. Using Yamane formula, the sample size of 133 was determined. The researcher collected data using questionnaires. The instruments were validated by the supervisors. Reliability of the instruments was determined through a pilot study where Cronbach alpha coefficients of 0.87. This indicated that the instruments were reliable. Quantitative data was analyzed using descriptive statistics and inferential statistics and presented in tables. The study established that the following elements of performance management process: performance appraisal system, training and development and reward system affects employee productivity (p values were less than 0.05). It was therefore recommended that for enhanced employee productivity the policy makers and the banks should ensure that performance of the employees is appraised, training and development be conducted and reward system adopted.*

Keywords: *Employee productivity, Performance Management Process, Performance appraisal system, Reward system and training and development*

I. Introduction

Performance management process involves a process in which a company, organization or institution creates a work environment that empowers employees to work to the best of their abilities. The process that an employer uses to accomplish this often varies from one business to the next. Despite these variations, the performance management process generally involves some form of goal setting, performance appraisal/review and reward. In addition, training is often offered throughout the process (Madison, 2016). In Nigeria and Uganda employee productivity is of great concern as institution faces the obstacles of recruiting the right staff, redundancies, retaining talent, staff development, and performance management process issues. Performance appraisal, training and development and reward system are very veritable tools to act as remedies to the problems (Onyije, 2014 and Kyakulumbye, 2013). Moreover, studies conducted in supermarkets, banks Ministry Of Energy and industries indicated that employee productivity is influenced by performance management process (Gichuhi, Abaja and Ochieng, 2012; Fletcher, 2002 and Omusebe, Kimani and Musiega, 2013). Moreover, in Pakistan, employee productivity is a threat to the institution and that the management of the organization should adopt the good and positive performance management process including motivational techniques to increase the morale of the workers towards productivity (Karimi, Malik and Hussain, 2011 and Khan and Gautam 2014). Moreover, Employee productivity in banks is characterized by improved quality of the service in the banks, reduced complaints, and increased number of clients and volume of sales (Oluoch P. 2007). However, there still exist a dilemma when it comes to performance management process (Prowse and Prowse, 2009), therefore creating a gap in the literature. Performance Management process is one of the most positive and essential developments in the domain of management as it yields higher levels of engagement, retention and employee productivity (Fletcher, 2002). Productivity is rated by the quantity of output generated per unit of input in the banking industry and in a bank's productivity, establishment expenses and operating expenses are regarded as input, business per branch, business per employee and operating profit per employee are deemed as output. Moreover, performance management process is a mode of creating a common idea with the intentions

and goals of the organization, helping each individual employee undertake and know the role play in contributing to them (Fletcher, 2002). Therefore, thriving organizational change depends on management commitment, the stronger the commitment the greater the potential for employee productivity (Armstrong and Baron, 2004). Banking sector in Kenya has been characterized by low employee productivity attributed by inadequate performance management process (Oluoch P. 2007) and banks in Turkana County are not exempted. In an effort to alleviate some of these challenges, the Central Bank of Kenya has in the past launched several reform programs including performance management process whose aim was to enhance productivity (CBK, 2014). This study therefore assessed the effects of performance management process on employee productivity; A survey of commercial banks in Turkana County.

1.2 Statement of the Problem

The crucial HRM obstacles of recruiting the right staff, redundancies, retaining talent, staff development, salary inflation and other threats that are external as well as the varying working conditions and re-skilling has raised concern among banking stakeholders (Hudson, 2004 and Jyothi, 2007). In Turkana County, Commercial Banks experience the problems of the right staff recruitment, redundancies, retaining talent retention, staff development, salary inflation (CBK, 2014). Thus, performance management process is momentarily valuable to all organizations as it is likely to give a hand in ensuring employees are working hard towards the attainment of organization's mission and objectives, hence, productivity (Omusebe, Kimani and Musiega, 2013). Whereas there has been an attempt to improve the situation of low employees productivity in Banking sector (Oluoch P. 2007), it seems not much has been achieved as local studies done on performance management process and employee productivity focused in Ministry of Energy, industries, supermarkets and Ministry of State for Provincial Administration & Internal Security (Gichuhi, Abaja and Ochieng, 2012; Fletcher, 2002 and Omusebe, Kimani and Musiega, 2013), thus creating a gap, hence suggestion for further research in other sectors. This inspired the need to design the current research to fill in the existing gap by assessing the effects of performance management process on employee productivity; A survey of commercial banks in Turkana County.

II. Literature Review

2.1 Performance appraisal on employee productivity

The role of performance appraisal has moved beyond an instrument for assessing employees to one that is used to reinforce the desired behavior and competent performance of the employees. Performance appraisal is the single most powerful tool for marshalling employees in a sophisticated and well managed organization in order to achieve strategic goals (Singh et al, 2010). A good performance appraisal system should develop method for successful performance, give performance feedback and enable a more equitable reward system. Performance method forms the basis of evaluating the employees' performance and their contribution towards the organizational goal. It entails the desired outputs expected of employees. Performance method should be in line with goals, relevant to given roles, specific and measurable, under employees control and understood and accepted by participants (Dattner, 2010).

Al-Ahmadi (2009) affirms that performance enhancement is not only dependent on the well-functioning system but also on effective human resource strategies that succeed in hiring and Performance appraisal as defined by (Robbins et al., 2000) states that, "it is the analysis of a person's work performance in order to arrive at an objective personnel decision". Boswell & Boudreau (2000, 2002) confirms that a number of researches on the rater effects have also been conducted. There are several methods of measuring employees' performance; however a few of these methods are applicable in most occurrences. Decenzo and Robbins (2002), enumerate that there are three approaches of measuring employee's performance. These are (1) absolute standards (2) relative standards and (3) objectives. According to Dessler, (2000) absolute Standards refer to a state where employees are evaluated against a standard and their evaluation is not dependent on any other co-worker in their work bracket. This form of standard still remains the oldest method of performance appraisal on employees. Included in this faction are the following methods: the essay appraisal, the critical incident appraisal, the checklist, the graphic rating scale, forced choice and behaviorally anchored rating scales. Sustaining a dedicated and motivated workforce.

Mondy (2008) asserts that in essay appraisal, the fundamental focus is on behaviors. The crucial detail is that appraisal focuses on vital features which make a difference in performing a job efficiently. This method is more pragmatic because it is job related and its basis is on individual's performance than characteristic. The major obligation of this system is to measure individual's performance in terms of happenings and special occurrence which take place in job performance. These incidents are known as critical incident. In this method, the manager put pen to paper the positive and negative individuals' performance behavior in evaluation term Mondy, (2008). Decenzo (2002) views the checklist method as one where the assessor takes a record of conditions and statements and compares it with employees. The checklist is a complete detail of employee's characteristics and performance. The results can be quantitative and give weight to characteristics. Answers of

checklist are often “Yes” or “No”. The scope of performance on which a worker is appraised is termed the criteria of evaluation, Ivancevich (1998). Suggestion by Omaha (2002) is that a varied criterion is required to be able to evaluate job performance of an employee accurately. Mathis and Jackson (2003) had the opinion that data or information that oversees appraisal regarding the ability of employees to execute their job well are of three different types. Trait-based information, Behavior-based information, Result based information. Opatha (2002) maintains that trait-based information identifies a subjective character of the employee such as attitude, initiative or creativity.

Weiss, (2001) specified that to be fruitful, the performance appraisal process must contain general three steps: evaluation and job analysis, appraisal interview, and post-appraisal interview. During the initial step, both the appraiser and the appraisee should prepare for the interview by considering job performance, job responsibilities, and employee professional objectives, goals for enhancing performance, and problems and concerns about the job. In some cases the appraiser and the appraisee fill out forms with questions addressing the previously cited topics. Next, administration and workers come together to establish goals for the period before the next performance appraisal. It is vital that the appraisal process be a discussion, not a speech. After the appraisal process, an organization must assess the system itself to see whether the process is helping to achieve designated organizational aims (Ryan and Deci, 2000). Performance appraisals are often linked to incentives such as raises and promotion for a employee whose performance is viewed as high, and job cuts for a worker whose performance is said to be low (Joison, 2001). According to Ishaq et al (2009), appraisal results are used in many organizations, either directly or indirectly, to help identify the better performing person who should be rewarded with the bigger available merit pay increases, bonuses and promotions.

Mallaiah (2009) did a survey on management of employee expectations, performance and satisfaction in University Library and found that majority of the respondents felt that the performance appraisal system followed in the library is based on work performance and ability to take responsibility. He also realized that the pragmatic proposals given by respondents to improve the existing performance appraisal system included changing the criteria used. Gortner *et al* (2007) indicated that one setback of performance appraisal to employees is that, in many instances, employees are rated more on their ability to get along with the supervisor than they are on actual performance. Singh et al (2010) who conducted an experimental study on the efficiency of performance appraisal system in Oil and natural Gas Commission (ONGC) and found that all organizations depends on the impression of supervisors and management for giving rewards and punishments for employees.

Performance appraisal and career strategy is or should be an integral part of a system of managing effectively, providing feedback of employee's performance and communicating individual success reporting regularly to the team progress, (HeizWeihrich, 2003). This makes employees appreciate themselves, the management and understand the importance of their contribution to the organization objective. Rewarding performance happens at the close of performance period. The core activities incorporate evaluation of employee's endeavors and skills; converse on evaluation with employees, (McAfee and Champagne, 2003). It assesses the efficacy of the procedure in totality and its function in the realization of the whole organizational performance so as to facilitate changes and improvements and also present the feedback to the organization and to individual staff about their actual performance. The effectiveness of any establishment is contingent to the excellence of its personnel. The best suited people must be originally selected into the workforce, motivated to work; and sound personnel promotion and training decisions must be made in filling non-entry level. An effective personnel performance evaluation system is a crucial cornerstone in this process, as it supplies the data needed for most of the required administrative decisions. This system is indeed of great value as it assumes a vital responsibility in inspiring people to make the most out of their abilities in pursuing the organization's goals (Musgrove & Creighton, 2003). On evaluating and checking the response, managers or organizations ought to provide the pay-for-performance.

Financial appraisal is a useful tool to invent employee's passion for their work. In this stage, managers still need to focus on developing staff to further improve performance, and their career progression in the future. Rewards represent important mechanisms by which employee behaviours can be aligned with the interests of the organization, (Eisenhardt, 2009). Particularly, pay-for-performance is a reward practice that associates one's pay increment to one's performance, and could be used to direct, sustain, and motivate desirable behaviours, such as knowledge sharing, (Bartol & Srivastava ,2002), creativity, (Eisenhardt et al. 2008), quality (Cowherd and Levine, 2002) and customer satisfaction (Delaney and Huselid, 2006).

Pay-for-performance establishes the behavioural principle by which incentives are apportioned and in doing so fortifies the affiliation of employee behaviour with organizational values and objectives. Therefore, if a worker attains his or her objectives pertaining performance, subsequently the employee receives a pay increase. This simple and visible link between pay and performance recognizes an employee for a specific level of accomplishment, therefore nurturing favorable work attitudes, such as contentment and commitment, (Heneman et al. 2008). Thus, the effectiveness of pay-for-performance has a direct influence on high levels of service quality and desirable work attitudes. Performance appraisals present challenges of their own from the structuring

of the system, to the effective management of the process. In most cases, the challenge confronting performance management is on the level of structure, mechanics, and practice. Often, managers, supervisors, and employees alike are not convinced of the value of performance appraisals. They feel that it simply represents additional work and remain skeptical of the process. Implementing a structured appraisal process is no easy task, especially since it creates additional work for supervisors. The process places pressure on employees and forces them to establish specific goals and adopt the behaviours necessary to achieve these goals. Also, the process places employees and supervisors in an uncomfortable position; where employees may feel they are being unfairly judged because they are being graded as if they were in school. Managers find it difficult to be candid and constructive at the same time when conducting an appraisal session that involves negative feedback. However, to achieve institution's goals and objectives, an effective system of providing feedback to employees must have periodic and objective performance feedback. Performance appraisal has been described as "the process of identifying, observing, measuring, and developing employee performance in organization" (Carrol & Scheider, 2012).

Mullins (2009) explains that performance appraisal is additional benefit to organizations that can help identify inefficient work practices or reveal potential problems, which are restricting the progress of the company. Derven (2010) believes that there is a straight connection between the job of an individual and the strategic goals of the organization and this can directly increase the profits of the company. He gives an illustration that advantage can be accomplished when a company designs its appraisal systems on measuring customer satisfaction. Other benefits of Performance Appraisal are the identification of high performers and poor performers as well as the identification of strengths and development areas (Jackson & Schuller, 2012). Resistance is another challenge facing performance appraisal (Dzinkowski, 2010). The appraisal process may face opposition from the employees because of the terror of negative ratings. Therefore, the employees should be enlightened about the purpose as well as the process of appraisal. Performance appraisal takes into consideration the previous performance of the employees and emphasizes on the improvement of the future performance of the employees. It gives the staff the opportunity to express their ideas and expectations for the strategic goals of the company (Mullins, 2009).

Performance appraisal aids in rating the performance of the employees and evaluate their contribution towards the organizational goals. It helps to bring into line the individual performances with the organizational goals and also review employees' performances. Besides, enhancing motivation appraisal is about involvement of the employees in committing to the long picture of the organization, enhanced responsibility, encouragement, recognition for effective delivery and effort (Malcolm & Jackson, 2012).

Performance appraisals can improve employee productivity and as well communicate performance expectations. Employee productivity can be improved through constructive feedback, (Appelbaum et al. 2003). Finally underperforming productivity reports should be availed for analysis purposes. To communicate performance expectations, criteria for determining how well employees are performing through performance and skills to make more meaningful impact in their institutions should be created. Job descriptions and performance plans should also be designed to give guidance on what to do. Motivating employees is also key to improve their job performances, (Appelbaum et al. 2000) Performance appraisals can foster commitment, mutual understanding and build positive working relationships. It can also build institution/client; management/employee and employee/co-worker relationships hence promote successful attainment of objectives.

Otley, (2000) states that an organization that is thriving well is one that has triumphantly attaining its objectives; in other words, one that is effectively implementing an appropriate strategy. The negative consequence of the performance appraisal is termination of employment. Present is an obvious link between the negative performance appraisal and the termination of employment at all levels of the civil service/administration structures. Namely, the generally accepted solution is that if the civil servant receives two consecutive negative performance appraisals, his/her employment will be terminated. Annual performance appraisals can be deemed as learning events. Individuals could be heartened to reflect on how and in which manner they want to progress. Research by Ashford and Cummings (2003) expound on feedback to have strong positive effects on the performance of both individuals and groups, exclusively through job elaboration, better self-efficacy, the formation of behaviour reward eventualities and bigger self-regulatory control processes.

Similarly, according to Armstrong and Baron (2004), the tangible performance may perhaps be compared to the desired performance, therefore the outcome is evaluated and an expansion strategy is set based on the flaws. This comparative approach also provides a feedback mechanism to employees. Additionally, in this phase, coaching and training is a principal tool in learning and development. Coaching is cultivating a person's flair and know-how so that employees' job performance improves and helps them to achieve organizational objectives. Managers ought to discover and put in operation training and other actions necessary to improve individual performance, (Bevan & Thompson, 2001). According to Armstrong (2004), performance management process is a strategic and integrated approach intended to dispense unrelenting success to

organizations by advancing the performance of the persons who work in them and by expanding the capabilities of groups and individual contributors.

H₀₁: There is no statistically significant association between performance appraisal systems and employee productivity; A survey of commercial banks in Turkana County.

2.2 Training and development on employee productivity

Training and Development basically deals with the acquirement of understanding, know-how, techniques and practices. In reality, training and development is one of the essentials of human resource management as it can better performance at individual, collegial and organizational levels. As the course of 'increasing one's capacity to take action, organizations are now progressively becoming meticulous with organizational learning and therefore collective development. Robert (2014) explains that employers should not take training programs for granted. They should ensure that the people who conduct the training understand the difference between demonstrating a skill and teaching that skill to someone learning it for the first time. He further added that organizations should customize their activities to the ability level of the employee being trained. Khawaja, et al. (2013) in their study on "association of training satisfaction with employee development aspect of job satisfaction" that training giving to employees will result to improved the level of satisfaction of their current jobs: it underlines the need of company to concentrate on building employee capability and development to achieve job satisfaction.

According to (Abdus, 2011), training is seen to have a huge impact on organizations efficiency. It is also observed that more expertise in training has led to more productivity.

Abdul (2011) asserts that an employee is considered as the major element of every firm and their success and failure is mainly based on their performance. Gungor, (2011) also laments that one of the management process strategies of the organization is to invest in employees. Organizations are seeking to develop, motivate and increase performance of their employees in a variety human resource application. Dechev (2010) explains that people want to fulfill some of their needs through performing work activities that provide them with a supportive environment. They also need to do meaningful tasks, share the objective setting, and share the rewards of their efforts and continued personal growth.

Organizational learning, alternatively, refers to the "efficient procedure to process, interpret and respond to both interior and exterior information of a largely explicit nature." (Armstrong, 2006). Borman asserts that employee training and job reconstruction illustrated that the center of attention is practically and always on improving job performance (Borman, 2004) as cited in (Kahya, 2007). Others scholars argue that job design fuels workers drive and devotion to work. However on close examination job design can only contribute to better efficiency within an organization and eradicate some health problems. However, (Ivancevich, 1998) alleges that it will have no effect on employees' ethics, zeal and zest at work.

Training and development are designed learning occurrences which educate employees on how to act upon current and future jobs more effectively. Sims (2002) accentuates that training focuses on present jobs while development groom employees for future potential jobs opportunities. Basically, the purpose of training and development is to play a part in organization's overall goal. Skill gaps at the present still remains critical area of human resource development for organizations to endlessly penetrate the market. Skill gaps fundamentally jeopardize the productivity and competitiveness both in organizational and operational levels thus compels the human resource management professionals to start nurturing the personnel from the commencement of the recruitment period. Perhaps it might not be easy bearing in mind that there are identifiable works which require customization of skills and that not all newly hired employees acquire social skills apart from the basic skills. Sims (2006) in response to the challenges of the skills gap and skills deficiency asserts that HR professionals have to develop programs that will address the problem. Building the organization is of great essence for the existence and survival of modern organizations. Consistently, companies are investing on their in-house customers or employees hence taking advantage of the human capital management. Sense of ownership is as well vital, requiring HR professionals to develop strategies that will guarantee that superior knowledge, skills and experience settle within the workforce. Learning activities places skills enhancement and development assignments at its core as well as empowerment and career development. Sims (2006) affirms that this lifetime learning guides the organizations particularly human resource department to make ongoing investment with organizational members and be of great assistance to them in building their competencies

The purposes of learning from the employee viewpoint are basically to acquire skills and knowledge to carry out the job and to secure promotion and progress career. Besides facilitating career changes, training and development also caters for the personal and professional developments International. Learning can be defined as knowledge attained by self-directed research, experience or both; the art of acquiring knowledge, skills, competencies, attitudes, and initiatives retained and used; or a change of behavior through experience (Maycunich 2000).

There are two aspects of practice – active practice and over learning. Active learning enables the trainee to perform the tasks over and over again or use the knowledge being learned. Over learning come about when apprentices are granted the chance to practice further afield past the point where the task turns out to be ‘second nature’ and is thought to be ‘over learned’. The most eminent of all which is ranked fifth in place and has the status of giving life to the other four is application. From the beginning, training has been regarded as worthless except in situations where learning is made practical. Thereby, not only is training and development beneficial to the organization alone but also to the individual members of the workforce. Love & Edwards (2005) considers practice to be very indispensable after the individual has been successfully trained. To add to this, Campion et al, (2005) explains that training and development assist in improving profitability and/or more positive attitudes toward profit orientation, better the job knowledge and abilities at all the organizational levels, boost the self-esteem of the workforce and helps the employees identify with organizational goals. Further afield, training and development is of great importance to individual employees by helping them make better decisions for effective problem solving, assist in supporting employees to achieve self-development and self-confidence, helping an employee deal with stress, tension, frustration, and conflict, increasing job contentment and acknowledgement thus progressively moving the person towards personal goal realization while improving interaction skills (Garg & Rastogi, 2006). Senge (1990) supposes that education has little to do with taking in information; precisely it is a means that multiplies capacity. Learning is about building the capacity to craft that which no one previously could create. In spite of individual disparities and whether a novice is acquiring a new skill for the purpose of gaining knowledge on a specified theme, that person should not be deprived the opportunity to put in practice what is being taught.

H₀₂: There is no statistically significant association between employee training and development and employee productivity; A survey of commercial banks in Turkana County

2.3 Reward system on employee productivity

Reward systems are the instruments that make this happen. An effective reward program may have three components: immediate, short-term and long term. This implies instantaneous recognition of a good performance, short- term rewards for performance could be offered monthly or quarterly and long- term rewards are given for having been loyal over the years (Schoeffler, 2005)

Randell (2014) reports implicitly that when good performance is observed and then rewarded, the chances of it being repeated are increased, while poor performance is discouraged or even punished to decrease the chance of it happening again. The firm had performed well and industry observers felt that its performance management and reward system was responsible for this (Purkayastha & Chaudhari, 2011). In developing an appraisal system for organizations, management needs to think through pay increases and promotions (Moulder, 2011). Employees who get a large bonus will possibly want to get it next year too. On the other hand, employees who receive little bonus and reflects how the company assessed their performance, might consider improving next year (Finkle, 2011). Cash bonus is another way of rewarding employees for exemplary performance that is if they have performed higher or exceed their set targets, this hence makes them eligible (Finkle, 2011) The only way employees will satisfy the employers dream is to share in their dream (Kotelnikov, 2010). If the employees fail to meet the set target a career development plan can be implemented through training and provision of appropriate reward system to enhance their performance (Mone & London, 2010). The reward should reflect the business objectives and the fair contribution of employee individual efforts to achieve high performance. Bannister and Balkin (2010) have reported that those appraised seem to have better acceptance of the appraisal process, and feel more satisfied with it, when the process is directly associated to rewards.

Kanfer (2010) states that employees are constantly involved in a social exchange process wherein they offer service in exchange for rewards. They also associate the energy or contribution that they put in towards accomplishing a certain task and acquiring rewards in exchange for productivity. . These rewards are very tactical for retaining the best human resources (Yokoyama, 2010). Recognition and appreciation are other important element of a winning strategic reward system. Recognition is to acknowledge someone before their peers for desired behaviour or even for accomplishments achieved, actions taken or having a positive attitude. Appreciation on the other hand involves thankfulness to an employee for his or her action. Such rewards help employees to weigh their performance and tell whether they are doing good or bad (Sarvadi, 2010). Macey, Schneider, Barbera and Young (2009) points out that the rewards system should be capable of identifying the employees’ strength and weaknesses for enhanced performance. Managers focused on ‘recognition’ as the key to nurturing employee morale.

Every employee could suggest anyone they saw worthy of recognition. Top employees were rewarded with certificates and they really felt appreciated. In the experience of a ‘recognized’ employee “to be recognized formally gave me extra motivation and made me wonder what i could do to keep the momentum going” (Gyurcik Brawley, 2000).HR managers seek to design reward structures that facilitate the organizations strategic goals and the goals of individual employees. Reward systems are essential for a company (Maund,

2001). Rewards include systems, programs and practices that influence the actions of people. The purpose of reward systems is to offer a systematic way to carry out positive consequences. Important purpose is to give positive significances for contributions to desired performance (Wilson, 2003). They can comprise of awards and other forms of recognition, promotions, reassignments, non-monetary bonuses like vacations or a simple thank-you. This inspires workers to take positive actions leading to rewards. Reward programs must be well designed in the organization so as to toughen good behavior which leads to performance (Torrington & Hall, 2006).

Long-term rewards are awarded to employees who have been performing well. Such an employee will become loyal to his or her organization and it reduces employee turnover. Long term rewards may comprise of being made partner, or monetary reimbursements that mature after many years of service or at retirement. The management of individual performance within organizations has traditionally centred on assessing performance and allocating reward, with effective performance seen as the result of the interaction between individual ability and motivation. It is increasingly being recognized that planning and having a conducive environment have a vital effect on individual performance, with performance goals and standards, suitable resources, direction and support from the managers all being central (Torrington, Hall & Stephen, 2008).. Companies use cash bonuses to reward their employees' performance during the year under appraisal. But there is also the tacit prospect that these bonuses will be a factor in motivating employees' performance next year as well.

Human resource policies and practices indeed do affect organizational as well as individual performance. Job satisfaction for example, has for a long time been seen as key to affecting business performance as well as commitment. In addition researchers have also identified motivation as the mediating mechanism and some identify trust and morale. In spite of more recent attention to commitment, motivation is still considered to be an important influence to performance (Torrington et al, 2008). Rewards can be used to increase performance by setting targets in relation to the work given e.g. surpassing some sales targets. When the employee beats their target, he or she can be given an extra pay on top of their salary; this will make them strive to achieve more (Maund, 2001). Research has established that when human being are appreciated and praised they tend to improve their performance. This is another way an organization can apply as a reward so as to improve performance. Praise could be shown in the organization newsletter or in meetings. When managers have time to meet and recognize employees who have performed well, it plays a big role in enhancing employees' performance (Torrington & Hall, 2006). Organizations should reward employees more often. This greatly improves performance compared to having the rewards maybe only once a year. This is because frequent rewards are easily linked to the performance (Thomson & Rampton, 2003).

Ahmed & Ali (2008) carried out a research on the "impact of reward and recognition programs on employee motivation and satisfaction". Research design used was exploratory. Sample chosen for the study was 80 employees of Unilever companies and data collection instrument used was a questionnaire. Pearson's correlation was used to analyze data to determine the degree of relationship between reward and satisfaction and motivation. Major findings indicated a positive relationship between rewards and work satisfaction as well as motivation. The researchers recommended that further studies can be done on 'impact of reward and recognition on motivation and satisfaction for diverse groups of people' example gender, race and disability.

Duberg & Mollen (2010) undertook a study on reward systems within the health and geriatric care sector. The problem of the study was how reward systems designed in health and geriatric care are and whether the current reward systems affect the care quality. The thesis aimed to extend the knowledge of reward systems in health and geriatric care and know how these systems are designed and what their effects on quality of health and geriatric care are. The methodology took a qualitative approach and interviewed a sample of six leaders in both private and public organizations. The theoretical framework was founded on scientific literature about motivation and reward systems. Findings showed that salary is an important aspect in the reward system; however other incentives like bonuses and shares were seen to generate an enjoyable work place and happy workers than motivate employees to be more efficient. The researcher recommended that further studies should be done to compare reward system and investigate its impact on an organization in relation with one that does not.

Axelsson & Bokedal (2009) did a study on rewards – motivating different generations at Volvo Car Corporation. The thesis was based on a case study of Volvo Car Corporation in Göteborg. Empirical data was based on twenty interviews with managers at the company. Major findings showed that challenging work and non-monetary rewards motivate managers, bonuses and shares are not very motivating. Titles are not motivational at all. It was concluded that there exists generational differences. However, both generations considered salary as important and non-monetary rewards to be of great importance. The authors recommended research to be carried out on reward systems and how they impact on other interesting aspects like gender, life stage. Garlick (2009) carried out an online study of 1913 full-time employees and asked people to rank order 14 potential performance incentives in order of preference. The primary issue the study investigated was whether offering cash bonuses really influenced employee attitudes, as well as other business outcomes. The results

showed that offering a cash bonus exclusively does not seem to make much of an impact on performance, despite the fact cash bonuses are nearly everyone’s preferred reward. While cash bonuses are the most preferred reward for three-out-of-four, and among the top three rewards for nine-out-of-ten, those who only receive a cash bonus are just slightly more satisfied than those who get no reward at all.

The distribution of wealth, prospects for personal doings and social freedoms. Social justice designates rights and duties in the institutions of society which makes it possible for citizens to receive the fundamental paybacks and afflictions of cooperation.

Other authors disapprove of the initiative that there subsist an objective standard of social justice; principled relativists disagree with the fact that there is any type of objective standard for justice in general. Some scholars also reject the view of social justice as irrelevant, religious, self contradictory and beliefs, thinking that to bring to fruition any degree of social justice is unworkable and that the effort to do so must wreck all autonomy.

H₀₃: There is no statistically significant association between reward system and employee productivity; A survey of commercial banks in Turkana County.

III. Materials and Methods

The study employed a descriptive survey research design. The study targeted 200 respondents with a sample size of 133. The study used 5-point likert questionnaire as the method data collection instruments. The Cronbach’s coefficient alpha was applied on the results obtained to determine how items correlate among them in the same instrument. Cronbach’s coefficient Alpha of more than 0.7 was taken as the cut off value for being acceptable which enhanced the identification of the dispensable variables and deleted.

3.1 Data Analysis

The study conducted initial data analysis using simple descriptive statistical measures such as, mean, standard deviation and variance to give glimpse of the general trend. However, correlation analysis was used to determine the nature of the relationship between variables at a generally accepted conventional significant level of P=0.05 (Sekaran, 2003). In addition chi-square was employed to analyze the relationship between a single dependent variable and several independent variables (Hair *et al.*, 2010). The beta (β) coefficients for each independent variable generated from the model, was subjected to a t –test, in order to test each of the hypotheses under study.

$$X_c^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Where; X² = Employee productivity
 0 = Observed frequencies
 0₁ = Performance appraisal
 0₂ = Training and development
 0₃ = Reward system
 E = Expected frequencies

IV. Results and Discussion

4.1 Chi-square test for association between performance appraisal system and employee productivity

The Chi-square test at p ≤ 0.05 significance level illustrating statistically significant association between performance appraisal systems and employee productivity; a survey of commercial banks in Turkana County are as displayed in Table 4.7. Hence, Table 4.7 presents the Chi-square test that was done to find the effect of performance appraisal systems on employee productivity; A survey of commercial banks in Turkana County. To achieve this, the hypothesis below was tested;

H₀₁: There is no statistically significant association between performance appraisal systems and employee productivity; A survey of commercial banks in Turkana County.

Table 1.1: Chi-square test for association between performance appraisal systems and employee productivity

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	433.042 ^a	132	.000
Likelihood Ratio	251.723	132	.000
Linear-by-Linear Association	75.616	1	.000
N of Valid Cases	122		

a. 152 cells (97.4%) have expected count less than 5. The minimum expected count is .02.

Source (Researcher, 2016)

From the results in Table 1.1, the P-value for the Linear-by-Linear Association, Chi-Square test for association between performance appraisal systems and employee productivity is 0.000. Therefore the null

hypothesis that, “there is no statistically significant association between performance appraisal systems and employee productivity; A survey of commercial banks in Turkana County was rejected ($p < 0.05$). This implies that there is a significant association between performance appraisal systems and employee productivity; A survey of commercial banks in Turkana County. This is in line with Gichuhi, Abaja and Ochieng (2013) that there is a relationship between performance appraisal systems and employee productivity.

4.2. Chi-square test for association between employee training and development and employee productivity

The Chi-square test at $p \leq 0.05$ significance level illustrating statistically significant association between employee training and development and employee productivity; A survey of commercial banks in Turkana County are as summarized in Table 4.9. Hence, Table 4.9 presents the Chi-square test that was conducted to establish the effect of employee training and development on employee productivity; A survey of commercial banks in Turkana County. To achieve this, the hypothesis below was tested;

H₀₂: There is no statistically significant association between employee training and development and employee productivity; A survey of commercial banks in Turkana County

Table 1.2: Chi-square test for association between employee training and development and employee productivity

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	463.067 ^a	121	.000
Likelihood Ratio	281.323	121	.000
Linear-by-Linear Association	81.214	1	.000
N of Valid Cases	122		

a. 140 cells (97.2%) have expected count less than 5. The minimum expected count is .02.

Source (Researcher, 2016)

From the results in Table 1.2, the P-value for the Linear-by-Linear Association, Chi-Square test for association between employee training and development and employee productivity is 0.000. Therefore the null hypothesis that, “there is no statistically significant association between employee training and development and employee productivity; A survey of commercial banks in Turkana County, was rejected ($p < 0.05$). This implies that there is a significant association between employee training and development and employee productivity; A survey of commercial banks in Turkana County. This is in line with Onyango and Wanyoike (2014) who found that there is a relationship between employee training and development and employee productivity.

4.3. Chi-square test for association between reward system and employee productivity

The Chi-square test at $p \leq 0.05$ significance level illustrating statistically significant association between reward system and employee productivity; a survey of commercial banks in Turkana County, are as shown in Table 4.11. Hence, Table 4.11 presents the Chi-square test that was conducted to establish the effect of reward system on employee productivity; A survey of commercial banks in Turkana County. To achieve this, the hypothesis below was tested;

H₀₃: There is no statistically significant association between reward system and employee productivity; A survey of commercial banks in Turkana County.

Table 1.3: Chi-square test for association between reward system and employee productivity

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	628.085 ^a	121	.000
Likelihood Ratio	262.903	121	.000
Linear-by-Linear Association	83.269	1	.000
N of Valid Cases	122		

a. 141 cells (97.9%) have expected count less than 5. The minimum expected count is .03.

Source (Researcher, 2016)

From the results in Table 4.13, the P-value for the Linear-by-Linear Association, Chi-Square test for association between reward system and employee productivity is 0.000. Therefore the null hypothesis that, “there is no statistically significant association between reward system and employee productivity; A survey of commercial banks in Turkana County, was rejected ($p < 0.05$). This implies that there is a significant association between reward system and employee productivity; A survey of commercial banks in Turkana County. This is in line with the findings of Njanja, Maina, Kibet and Njagi (2013) who found that there is a relationship between reward system and employee productivity.

4.4 Hypothesis Testing

Hypothesis 1 (Ho1) stated that: There is no statistically significant association between performance appraisal systems and employee productivity; A survey of commercial banks in Turkana County. Findings showed that performance appraisal had coefficients of estimate which was significant basing on ($p\text{-value} = 0.00$ which is less than $\alpha = 0.05$) which implies that we reject the null hypothesis

Hypothesis 2 (Ho2) stated that There is no statistically significant association between employee training and development and employee productivity; A survey of commercial banks in Turkana County. Findings showed that performance appraisal had coefficients of estimate which was significant basing on ($p\text{-value} = 0.00$ which is less than $\alpha = 0.05$) which implies that we reject the null hypothesis

Hypothesis 3 (Ho3) stated that There is no statistically significant association between reward system and employee productivity; A survey of commercial banks in Turkana County. Findings showed that performance appraisal had coefficients of estimate which was significant basing on ($p\text{-value} = 0.00$ which is less than $\alpha = 0.05$) which implies that we reject the null hypothesis

V. Conclusion

From the findings, the researcher concludes that, performance management process has a significant relationship with employee productivity; A survey of commercial banks in Turkana County. This is because, performance appraisal system, employee training and development and reward system which are the components of performance management process was realized to have a significant relationship with the employee productivity in commercial banks.

On the first objective which was the effects of performance appraisal on employee productivity, the study concludes that, performance appraisal system has a significant association with employee productivity. That is, performance appraisal through principles of work planning, setting up agreed performance targets, having a clear and prompt feedback and appraisal criteria increases volume of sales, customer retention and quality output, hence improved productivity. The conclusions reached are in line with Equity theory which affects employee productivity in that, when one employee compares their ratio of 'input and output' to the ratios of 'input and output' of other employees, they are in fact supporting the Equity Theory. The comparison of these two proportions is a point of reference for employee's motivation.

Besides, on the effect of employee training and development on employee productivity, the study concludes that, training and development has a significant association with employee productivity. That is, regular training and development through policies, ensures efficiency, improved knowledge and skills and employee become acquainted with the job which helps to improve the volume of sales, customer retention and quality output, hence improved productivity.

Lastly, on the effect of reward system on employee productivity, the study concludes that, reward system has a significant association with employee productivity. That is, reward systems through monetary and non-monetary bonuses like vacations or a simple thank-you, compensation, benefits such as car loans, medical covers, club membership, ample office space, parking slots and company cars and recognition and appreciations motivated employees improves the employee morale which in turn leads to increased volume of sales, customer retention and quality output, thus, improved productivity.

5.1 Recommendations of the study

From the findings, conclusions and the direction from the literature review, it was clear that performance management process has a significant relationship with employee productivity; A survey of commercial banks in Turkana County. The study therefore suggests the following recommendation to enhance employee productivity; the policy makers in the bank should come up with quarterly appraisals for employees to help and improve employee productivity. Besides, there should be rewards for positive results as well as training for negative results in order to empower the employees

5.2 Suggestions for further studies

The researcher suggests the following for further areas of research;

To gain an ample understanding on this subject, future research should be narrowed down to the effect of each indicator (performance appraisal, training and development and reward system) on employee productivity in micro-financial institutions and commercial banks.

Besides, the study was limited to three variables; performance appraisal, training and development and reward system, thus, a further study should also be carried out to assess the effect of other performance management process on employee productivity. Lastly, the mediating effect of the relationship between the performance management and employee productivity should be determined.

References

- [1] Abdul, H. (2011). Employee development and its effects on employee performance framework. *International Journal of business and social sciences*, pp 224-229.
- [2] Abdus, S. N. (2011). Training and development strategy and its role in organizational performance. *Journal of public administration and governance*, ISSN 2161-7104.
- [3] Al-Ahmadi, (2009). Factors affecting performance. Riyadh region Saudi Arabia.
- [4] Ali, R., & Ahmed, M. (2008). The Impact of Reward & Recognition Programs on
- [5] Amos, T.L.; Ristow, A.; Ristow, L. &Pearse, N.J. (2008). *Human Resource Management*. 3rd Edition. Cape Town: Juta & Co Ltd.
- [6] Appelbaum et al. (2000). *Manufacturing advantage: Why high performance work systems pay off*, Ithaca: ILR press.
- [7] Appelbaum et al. (2003). Human resource work practices that leads to better performance. The context of the firm.
- [8] Armstrong, M & Baron, A (2004) *Managing performance: performance management action*. London: chartered institute of personnel and development
- [9] Armstrong, M. (2006). *Performance management: Key strategies and practical guidelines*. London, UK: Kogan Page Limited.
- [10] Axelsson, A., & Bokedal, S. (2009). *Reward Systems Motivating Different Generations*.
- [11] Bach & Sisson, (2000). *Personnel Management: A Comprehensive Guide to Theory and Practice*. Blackwell Publishers, Williston, Vt.
- [12] Banjoko, S.A (1982). Performance Appraisal and its Implication for Employees Development, *Personnel Management Journal*.
- [13] Bannister, H. & Balkin, B. (2010). Positive Effects of Rewards and Performance Standards on Intrinsic Motivation. *The Psychological Record* 53 (1), 561-579.
- [14] Baron, A. and M. Armstrong, (2007). *Human Capital Management: Achieving Added Value through People*. Kogan, London.
- [15] Bartol, K. M. & Srivastava A. (2002). Encouraging knowledge sharing: the role of organizational reward system". *Journal of leadership and organizational studies*.
- [16] Berger, A.N & Humphrey, D.B (1992). Measurement and efficiency issues in commercial banking. *The journal of productivity analysis* 2, 127-142.
- [17] Bevan,S. & Thompson,M. (2001). Performance management at the crossroads. *Personnel management*.
- [18] Borman, (2004).The effects of job characteristics and working conditions on job performance, *international journal of industrial ergonomic*, kahya(2007), 515-523.
- [19] Bouckaert, G. & Christopher P. (2004). *Public management reform: A comparative analysis*. Oxford university press, 2004.
- [20] Bretz, R.D., G.T. Milkovich & W. Read, (1992). The current state of performance appraisal research and practice: Concerns, directions and implications. *J. Manage.*, 18: 312-352.
- [21] Brown, M. & J.S. Heywood, (2005). Performance appraisal systems: Determinants and Change. *Brit. J. Ind. Relat.*, 43: 659-679.
- [22] Buchner, T. W (2007) 'Performance management theory: A look from the performer's perspective with implications for HRD', *Human Resource Development International*, vol.10,59-73.
- [23] Bue W.L. & Byars L.L. (2005, 11th edn) *Management: Skills and Application*: McGraw-Hill/ Irwin Inc.
- [24] Callahan, J.S., A.L. Brownlee, M.D. Brtek and H.L. Tosi, (2003). Examining the unique effects of multiple motivational sources on task performance. *J. Appl. Soc. Psychol.*, 33: 2515-2535.
- [25] Campbell (1993). *Theory of performance*. In N. schmitt, WC borman & associates (Eds).
- [26] Campbell, JP (1990). Modeling the performance prediction problem in industrial and organizational psychology. In M.D. Dunnette & L. M. Hough (Eds.), *Handbook of Industrial and Organizational Psychology* (687-732). Palo
- [27] Cardy, L. & Dobbins, H. (1994). *Performance appraisal: alternative perspectives*, human resource management series.
- [28] Carroll, S J. & Schneier, C. E. (2012). *Performance Appraisal and Review Systems: The Identification, Measurement and Development of Performance in Organizations*. Glenview, IL: Scott, Foresman.
- [29] Cherry, K. (2011). What is validity? Retrieved June 13, 2011.
- [30] Cowherd, D.M., Levine, D.I., (2002). Product quality and pay equity between lower level employees and top management: an investigation of distributive justice theory. *Administrative Science Quarterly* 37, 302-320.
- [31] Daft, R. L. & Marcic, D. (1998). *Understanding Management*.
- [32] DEcENZO A.D. and Robbins P.S. (1995). *Introduction to Human Resource Management*.
- [33] Dechev, Z. (2010). Effective performance appraisal- a study into the relation between employer satisfaction and optimizing business results. Faculty of economics of business department of economics.
- [34] Delaney, J., Huselid, M., (2006). The impact of human resource management practices on perceptions of performance in for-profit and nonprofit organizations. *Academy of Management Journal* 39 (4), 949-969.
- [35] Derven G. (1990). The paradox of performance appraisal, *personnel journal* February 1990.
- [36] Derven, M. (2010). The paradox of performance appraisal. *Personnel Journal* 69 (2), 12-17.
- [37] Dewhurst, K., Hersey, C. & Blanchard, V. (2010). Effectiveness of performance appraisal: Its outcomes and detriments in Pakistani Organizations. *European Journal of Social Sciences* 10(3), 479-485.
- [38] Duberg, C., & Mollen, M. (2010). *Reward Systems within the Health and Geriatric Care Sector*.
- [39] Dzinkowski, R. (2010). The value of intellectual capital. *The Journal of Business Strategy* 21(4), 3-4.
- [40] Education Limited.
- [41] Eisenhardt et al., (2008). Agency theory: an assessment and review. *Academy of Management Review* 14, 57
- [42] Eisenhardt, K.M., (2009). Agency and institutional-theory explanations: the case of retail sales compensation. *Academy of Management Journal* 31, 488-511.
- [43] Eisenhardts & Hellen, (2009). Strategies used by entrepreneurs to build relationships with venture capitalists.
- [44] Erdogan, B. (2012). Antecedents and Consequences of Justice Perceptions in Performance Appraisals. *Human Resource Management Review* 12 (4), 555-578.
- [45] Esu & Inyang, (2009). Inefficient performance management systems.
- [46] Finkle, L. (2011). *Motivating Employee Performance Through Year End Bonuses*.
- [47] Fletcher C, (2002) "Appraisal: An individual Psychological perspective" in S. Somenty (eds). *Psychological management of individual performance* Sussex: Wiley, 115-135.
- [48] Garg, P & Rastogi, R. (2006). New model of job design: motivating employees' performance. *Journal of management development*.
- [49] George, D., & Mallery, P. (2003). *SPSS for Windows step by step: A simple guide and reference*. 11.0 update Boston: Allyn & Bacon.
- [50] Griffin, W. R. (1999, 6th ed) *Management*: Houghton Miffling Company.
- [51] Hackman, J. R. & Oldham G. R. (1980). *Work redesign*, (Addison-wesley reading, MA)

- [52] Hafiza N. S., Shah S. S., Jamsheed H., Zaman K. (2011) Relationship Between rewards and Employee's Motivation in the non-Profit Organizations of Pakistan, *Business Intelligence Journal*-July.
- [53] Heinz wehrich, & Harold koontz, (2003). *Essentials of management*. Amazon.com.
- [54] Heneman, R.L., Greenberger, D.B., Strasser, S., (2008). The relationship between pay-for- performance perceptions and pay satisfaction. *Personnel Psychological* 41, 745-759.
- [55] Hersey, P. & Blanchard, K. H. (1993). *Management of organizational behaviour: utilizing human resource*, Englewood cliffs, NJ: prentice hall.
- [56] Hudson (2004) *Report on Employment and Human resource Trends*.
- [57] Idemobi&Onyeizugbe (2011). *Productivity improvement theories*.
- [58] Ilgen, D. R., & Schneider, J. (1991). Performance measurement: A multi-discipline view. In C. L. Cooper & I. T. Robertson (Eds.), *International review of industrial and organizational psychology* (71-108). Chichester: Wiley.
- [59] Ishaq H. M., Iqbal, M.Z. and Zaheer, A. (2009). Effectiveness of performance appraisal: Its outcomes and detriments in Pakistani Organizations. *European Journal of Social Sciences*, 10(3): 479-85.
- [60] Ivancevich, J.M. (1998). *Job analysis and job design: Human Resource Management*, 7th edition, 168-195, Irwin McGraw-Hill.
- [61] Jackson, S. & Schuller, R. (2012). *Managing Human Resources through Strategic Partnership* (8th ed.). Toronto, Canada: Thompson.
- [62] Jamie A & Saks M (2011) *Journal of HRM Research: Performance Management and employee engagement*.
- [63] Joinson C. (2001). Making sure employees measure up. *HR magazine*.
- [64] Jyothi P (2007) *Journal of HR Management Research*. (24-33) University of Hyderabad,
- [65] Kandula, S. R. (2006). *Performance Management*, New Delhi: Prentice Hall of India private limited.
- [66] Kane, J.S., & Lawler, E.E. (2009), "Performance appraisal effectiveness: its assessment and determinants", in Staw, B.M. (Eds), *Research in Organizational Behavior*, JAI Press, Greenwich, CT, Vol. 1 pp.425-78.
- [67] Kanfer, B. (2010). A benchmarking study of experiences with electronic government. *An International Journal of Benchmarking* 14 (2), 172-185
- [68] Kaplan & David P. Norton. (2011). *The balanced scorecard*, havard business school press.
- [69] Khatri, N. (2000). Managing human resource for competitive advantage: a study of companies in Singapore, *The International Journal of Human Resource Management*, 11(2), 336-365.
- [70] Kotelnikov, V. (2010). *Reward Systems & Reward Motivation (Effective Reward Systems: Increasing*
- [71] Kotter, P. & Heskett, L. (1992). *Corporate Culture and Performance*, Macmillan, New York, NY.
- [72] Lawrie, J. (1990). Prepare for performance appraisal, *personnel journal* April 1990.
- [73] Lawson, P. (1995). *Performance management: an overview*, in M. Walters. (ed).
- [74] Levy, P.E. and J.R. Williams, 2004. The social context of performance appraisal: A review and framework for the future. *J. Manage.*, 30: 881-905.
- [75] MacAfee, R.B. & Chanmpagne, P.J. (2003). Performance management: a strategy for improving performance and productivity. *Journal of managerial psychology*.
- [76] Macey, W. H., Schneider, B., Barbera, K. M., & Young, S. A. (2009). *Employee engagement: tools for analysis, practice, and competitive advantage*. Malden, WA: Wiley-Blackwell.
- [77] Madison, J. (2016). *Performance Management Revolution*. Harvard Business review: October 2016 issue.
- [78] Magee, K. C. (2002). The impact of organizational culture on the implementation of Performance Management (Doctoral dissertation). Available from Dissertations and Theses database (UMI No. 3047909).
- [79] Malcolm, M. & Jackson, T. (2012). *Personnel Practice* (3rd ed.). Chartered Institute of Personnel and Development.
- [80] Mallaiah T. Y. (2009). Management of employee expectations, performance and satisfaction in university library: an empirical study. *Annals of library and information studies*. Vol 56 .
- [81] Marcoulides, G. & Heck, R. (1993). Organizational culture and performance: Proposing and testing a model. *Organization Science*, 4(2), 209-225.
- [82] Martinez, J., (2001). *Assessing Quality, Outcome and Performance Management*. Workshop on Global Health Workforce Strategy. World Health Organization.
- [83] Martinez, V. & Kennerley, M. (2006). *Performance management systems: mixed effects*.
- [84] Maund, L. (2001). *An Introduction to Human Resource Management Theory & Practice*. Palgrave, Macmillan.
- [85] Mone, E. M., & London, M. (2010). *Employee Engagement through Effective Performance Management: A Practical Guide for Managers*. New York, NY: Routledge.
- [86] Motowidlo, S. J., Borman, W. C., & Schmit, M. J. (1997). A theory of individual differences in task and contextual performance. *Human Performance*, 10, 71-83.
- [87] Moulder, E. (2011). *Performance Appraisals for local government employees: Programs and Practices*. Washington: D.C
- [88] Mugenda, O.M., & Mugenda, A.G. (2003). *Research methods: Quantitative and qualitative approaches*. Nairobi, Kenya: Act press.
- [89] Mullins, L. (2009). *Management and organizational behaviour* (5th ed.). New Jersey, NJ: Prentice Hall.
- [90] Murphy, K. R., & Cleveland, J. N. (1995). *Understanding performance appraisal: Social organizational and goal based perspectives*. Thousand Oaks: Sage Publications.
- [91] O'Reilly, C. A., & Chatman, J. A. (1994). Working smarter and harder: A longitudinal study of managerial success. *Administrative Science Quarterly*, 39, 603-627.
- [92] Opatha HHDNP, (2002), *Performance Evaluation of Human Resource*, 2-12, 170-183, Colombo, Sri Lanka: The Author publication.
- [93] Otley, D. & Ferreira, A. (2009). The design and use of performance management systems: an extended framework for analysis, *management accounting research* (December).
- [94] Otley, D.T. (2000). Budgetary criteria in performance evaluation: A critical appraisal using new evidence, 483-496.
- [95] Palmer, S. & D.J. Torgerson, 1999. Economic notes: Definitions of efficiency. *BMJ.*, 318(7191): 1136.
- [96] *Performance & Creating Happier Employees*.
- [97] Pulakos, E. D., & O'Leary, R. S. (2011). Why is Performance Management Broken? *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 4, 146-164.
- [98] Pulakos, E. D., Mueller-Hanson, R. A., & O'Leary, R. S. (2008). Performance Management in the United States. In A. Varma, P. S. Budhwawar, & A. DeNisi (Eds.), *Performance management systems: A global perspective* (97-114). New York: Routledge.
- [99] Purkayastha, D., & Chaudhari, A. (2011). *Performance Management and Reward Systems. A case study of Scottrade Inc*. IBS Center for management Research.
- [100] Randell, F. (2014). Issues and Challenges in the Practice of Performance Appraisal Activities in the 21st Century. *International Journal of Education and Research* 1 (4), 1-8.

- [101] Robbins, S.P. & Judge, T.A. 2011. *Organizational Behavior*. New Jersey: Pearson.
- [102] Robert, H. (2014). 30 ways of maximizing employees productivity. International. Inc. an equal opportunity employer M/F/D/N. RH-0814-1302.
- [103] Sarvadi, P. (2010). The Best Ways to Reward Employees. *Entrepreneur Magazine*.
- [104] Schoeffler, B. (2005). Employee Incentive Plans. Make them Worthwhile. *Insurance Journal*. Retrieved April 18, 2005
- [105] Sims, R. (1990). *An Experiential Learning Approach to Employee Training Systems*. New York: Quorum Books.
- [106] Sims, R. (2002). *Organizational Success through Effective Human Resources Management*. Westport CT: Quorum Books.
- [107] Sims, R. S. (2006). *Human Resource Development: Today and Tomorrow*. IAP.
- [108] Singh, V.K., Kochar, B. and YÜKSEL, S.(2010).An Empirical Study on the Efficiency of Performance Appraisal System in Oil and Natural Gas Commission (ONGC), India *İşletme Araştırmaları Dergisi* 2/2 65-78
- [109] Thompson, C., & Rampton, L. (2003). *Human Resource Management*. New York: Melbourne Press.
- [110] Torrington, D., Hall, L., & Stephen, T. (2008). *Human Resource Management (7th ed.)*. Edinburg: Pearson
- [111] Van de Ven, H. & Ferry D. L. (1980). *Measuring and assessing organizations*, New York: Wiley, 552.
- [112] Wilson, B. T. (2003). *Innovative Reward Systems for the Changing Work Place*. New York: McGraw Hill.
- [113] Winston, R. B., Jr. & Creamer, D. G. (1997). *Improving staffing practices*: San Francisco: Jossey-bass.
- [114] Wright, W., Gardner, C. & Moynihan, L. (2013). Performance appraisal: Dimensions and determinants. Discussion paper series No. 5623.
- [115] Yokoyama, M. (2007). When to use Employee Incentive Gifts.