Performance Management and Job Performance of Academic Staff at Makerere University, Uganda

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Declaration

I, Mary Anyango, do declare that this dissertation titled '*Performance Management and Job Performance of Academic Staff at Makerere University*' is my original work and has never been submitted to any other university or institution for any academic award. I now submit this work to the Directorate of Research and Graduate Training of Kyambogo University for examination with the approval of my supervisors.

Signature……. Date…….

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Approval

This dissertation titled '*Performance Management and Job Performance of Academic Staff at Makerere University'* is the work of Mary Anyango (Reg. 17/U/GDED/14323). This is to certify that this dissertation has been carried out under our supervision and submitted with our approval as university supervisors.

Signature……. Date……

Dr. Regis Zombeire

Signature…… Date…….

Sr. Dr. Kaahwa Maria Goretti (DST)

Dedication

This dissertation is dedicated to my dear father and mother, the late Mr. Latigo Tisiano and Mrs. Regina Latoo Latigo who were responsible for providing me with basic and secondary education, showering me with sincere parental love, unrivalled care and exceptional advice towards my education, supporting me with basic scholastic materials required. I also dedicate it to my beloved children Flavia M. Lanyero, Bena Auma, Jordan Lawoko, Joshua Komakech, Juliet Angeyo, Jonathan Oyo-Nyeko, Jeremiah Oyo-Nyeko and Jessie Jennie Hakullu who have been patient with me whenever I came home late from evening lectures. It is further dedicated to my sisters and brothers who have always been there for me when I needed them. Specifically, it is dedicated to my dear beloved husband Mr. Oyo-Nyeko Benson for providing me with a conducive learning environment to pursue my study career, financial and material support, transport as well as technical advice during the study period; moreover, with a lot of love.

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List of Acronyms

CEES……. College of Education and External Studies.

CHUSS……...College of Humanities and Social Sciences.

COBAMS……... College of Business and Administration Management Sciences.

CVI……. Content Validity Index.

DR……Doctor.

DVCAAs…… Deputy Vice Chancellor Academic Affairs.

DV……Dependent Variable.

EASHED……...East African School of Higher Education and Distance Learning.

HR……. Human Resource.

GUREC……...Gulu Research Ethical Committee.

HEI……. Higher Education Institutions.

IV……Independent Variable.

KYUEB…… Kyambogo University Examinations' Board.

MUC……Makerere University Council.

NCES…….. National Centre for Education Statistics.

ODEL…… Open Distance Education Learning.

PhD……. ……Doctor of Philosophy.

PM……Performance Management.

QLS……...Quality of Lecturers' Services.

SAQ……. Self-administered Questionnaire.

SD……Standard Deviation.

SPSS……Statistical Package for Social Sciences.

Sr. ……...……. Sister.

TSSD……Table of Sample Size Determination.

TQM……. Total Quality Management.

NCHE…….. National Council for Science and Technology

UNCST……...Uganda National Council for Science and Technology.

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Abstract

The study sought to establish the relationship between performance management and the job performance of academic staff at Makerere University. It was based on four study objectives: (i) to establish the relationship between goal setting and job performance; (ii) to establish the relationship between staff performance appraisal and job the performance; (iii) to establish the relationship between staff career development and job performance; and (iv) to examine the relationship between rewards and the job performance of academics. The research employed a comprehensive mixed-methods approach, incorporating both quantitative and qualitative methodologies. A total of 184 academic staff members were involved in the study, comprising 174 lecturers as primary respondents for the collection of quantitative data, along with 5 administrative staff and 5 heads of department who provided valuable qualitative insights. Whereas lecturers were selected using random sampling, heads of department were purposively sampled. Data were collected using a self-administered questionnaire and interview guide. The collected data were analysed using frequencies, mean, percentages, and standard deviation at the descriptive level, while at the bivariate level, simple linear regression, factor analysis methods, and multiple regression analysis were applied. Findings revealed that there is a significant positive relationship between goal setting and job performance of academic staff ($r= 0.549$, $p=0.000$), there is a significant positive relationship between staff appraisals and job performance of academic ($r = 0.552$, $p = 0.000$), there is a significant positive relationship between career development and job performance of academic ($r = 0.397$, $p = 0.000$), there is a significant positive relationship between rewards and job performance of academic ($r = 5.64$, $p=000$) at Makerere University. The qualitative results were categorically analysed following the themes based on the four study objectives. It was concluded that performance management dimensions are significantly related to the job performance of academic staff at Makerere University. It was also concluded that; goal setting is imperative for the job performance of academic staff, staff performance appraisals are essential for the improvement of job performance of academic staff, staff career development is vital in improving job performance of academic staff, and rewards are necessary for the effective job performance of academic staff at the university. The study recommended that to boost the performance of academic staff in the three colleges; College of Education and External Studies, College of Humanities and Social Sciences, and College of Business Administration and Management Science, the university's management should streamline the goal setting process to enhance the job performance of academic staff. Heads of department and administrators in the university should strengthen the implementation of staff performance appraisal. Management of the university should also endeavour to implement effective staff career development practices that enhance performance of academic staff. Additionally, university management should transparently implement and improve the reward procedures for academic staff in order to enhance the job performance of academic staff at the university.

Chapter One

Introduction

1.0 Overview

The study focused on determining the relationship between performance management and the job performance of academic staff at Makerere University. It was based on the low job performance of academic staff at Makerere University regarding teaching, research work supervision and community out reaches (Makerere University, 2021). This chapter presents the background to the study. It highlights the statement of the problem, points up the purpose of the study and foregrounds both the study's objectives and research questions. It explains the hypotheses, presents and rationalizes the scope and significance of the study. Lastly, it justifies the study.

1.1 Background to the Study

1.1.1 Historical perspective

According to Fry, Ketteridge and Marshall, (2008) performance of academic staff in universities has globally raised concern in the 21st century The interest in the job performance of academic staff in universities has roots in the mediaeval universities in Europe (Clark, 1970). In some of these universities like the University of Warwick in the twentieth century, there was a high emphasis the aspects of the job performance of academic staff. Academic staff were assessed on teaching, research and community outreaches. According to the United States National Centre for Education Statistics (NCES), the fact that the proportion of Americans attaining higher education is on a continuous rise has led to questions probing the quality of performance expected. Percentage-wise, individuals who completed high school increased from 69% in 1980 to 86% in 2006 according to NCES. In the United Kingdom, Thomas and Feldman (2009) revealed that the job performance of academic staff stimulated

and attracted greater concerns among scholars since the 1980's. In the United States of America, Gohar and Qouta (2021) revealed that there was no reference to the practice of supervision and no evidence of the concept of excellence in supervision. They revealed that supervisors had a heavy workload during their supervisory duties; besides, the activity of finding supervisors suitable for the learners' research studies was an uphill task; moreover, learners' research skills too, among other things, were found wanting.

Higher Education (HE) is one of the human development basic needs integral to escaping from poverty (Sivakumar & Sarvalingam, 2010, p.20). It is essential for the national development and economic growth of a society. In their study, Rahman and Uddin (2009) stated that education is the government's responsibility and therefore needs to be managed through national resources. Furthermore, higher education is important for social and economic benefits in society (Brennan & Teichler, 2008). More adoption of modern technologies and innovations in the UK's higher education had been adopted and utilised with the aim of improving the job performance and increasing reputation among the people in higher education (Greatbatch & Holland, 2016). Cadez, Dimoyski and Groff (2017) revealed that in the traditional universities, research was strongly emphasised rather than teaching and community outreaches. These historical accounts further elaborate the impact of performance management on job performance of academic staff.

In Africa, low performance of academic staff is still a major challenge. Arineitwe (2021) stated that some of the professors in Africa are only local professors who are hardly known outside of their institutions and are not recognised for the quality of their knowledge or scholarship because they hardly publish in reputable publishing outlets (Simisaye, 2019). Despite the existence of a number of highly productive scholars and academic units, overall, the research performance of nationally leading African education institutions is lagging far behind when compared to other international universities. This came about as a result of lack

of adequate teaching, research supervision and low involvement in community engagement. Statistics from different universities in Africa shows that performance of most academic staff is low with only South African academic staff reported to be the most productive. This could be because South Africa is classified as a second world economy and therefore has sufficient resources and funding to achieve the required level of academic output. In 2012, out of the 225 papers published in a period of ten-years, academics from three Southern Africa universities contributed more than 60 per cent of all the research output in Africa (de Villiers & Hsiao, 2017). Cloete, Bunting, Van Schalkwyk, Amito and Bailey, (2018) in their study discovered that compared to what happens in other African universities regarding permanent versus part time staff, South African academic staff accounted for 5% of permanent staff out of the total of permanent staff published in 10 years in Africa.

There was a back slide in job performance of academic staff after the departure of colonial experts in universities (Tettey, 2009). According to Tettey (2009), this is because during colonial times, local university management and regulatory standards were on a par with their counterparts abroad. However, after handing over administration, post-independence, standards deteriorated because they did not have the management support and guidance as before. Whereas Wise and Mackin (2015) revealed that there were inadequate lecturers' research activities, some courses were regarded as colonial copycats and hence irrelevant to students. Curriculum and instructional methodologies were key breaking fetters in providing university higher education in Sub-Saharan Africa. Obwongi (2011) studied factors that affected quality of teaching among academic staff in Higher Education in Kenya and with the use of regression analysis established that human resource practices like performance management in universities significantly affect the quality of teaching. Victor and Babatunde (2014) showed that most academic staff in Nigeria were experiencing low morale in their teaching job, research supervision and community outreaches. This finding

resonated well with the one of Agbionu and Nwala (2018) who studied employee engagement and performance of lecturers in Nigerian tertiary institutions. Using of Pearson's Correlation Co-efficient index, they revealed that there was a positive significant relationship between employer reciprocity and lecturers research output. However, employer reciprocity was different to performance management which was the independent variable of the study. Dawo, Simatwa and Oketch (2002) indicated that there were persistent public complaints about poor job performance among lecturers in universities as evidenced by low academic staff etiquette, low lesson attendance levels, relative failure rates among students and few non-returns of continuous assessment. These studies, however, did not address the four dimensions of performance management (goal setting, staff performance appraisals, staff career development and rewards) on job performance of academic staff as this study did at Makerere University.

Netshifthefthe, Nobongoza and Maphosa (2016) studied quality assurance in teaching and learning processes in higher education and established that quality assurance in teaching and learning was a major challenge, especially among the teaching staff. Victor and Babatunde (2014) showed that academic staff in Nigerian universities were experiencing low morale which affected their job performance negatively. Further, Dawo, Simatwa and Oketch (2012) indicated that there were persistent public complaints about poor job performance of lecturers in universities as evidenced by poor lecturer etiquettes, low lesson attendance levels, relative failure rates among students and lecturers' failure to return marked continuous assessments tests. Studies discussed above focused on performance management constructs that were used in this current one.

In Uganda, Kasule and Bisaso (2016) contended staff competence and quality of service delivery in public universities in Uganda and revealed that there is a significant correlation between administrative staff competence and quality of service being provided at

Kyambogo University. Similarly, Wamala and Ssembatya (2013) reported low research job performance among academic staff. This problem was also reported by Kasozi (2019) low research productivities in Uganda. These lecturers were identified as concentrating more on teaching at the expense of other core responsibilities like research and community outreach. In her study, Namutebi (2019) revealed that the majority of the lecturers in Ugandan public universities, Makerere University inclusive, are underperforming their jobs. Specifically, the study of Nassuna (2013) indicates that over 80% of Makerere university lecturers who participated as respondents revealed that they did not teach all the students assigned to them and 70% were not regularly available to supervise research students allocated to them. In those studies, lecturers were not periodically being appraised and not given opportunities to improve their careers. This implied that performance management was given little attention in improving job performance among employees in the education sector. Although Uganda's public universities have suffered these shortcomings, the extent to which the job performance of academic staff is affected by performance management is not yet known.

In another study where Phillips (2008) studied professional development as a critical component of furthering teacher quality, it was established that professional development creates a potential for work place change and equips one with adequate knowledge and understanding of adult learning principles. This means that academic staff's job performance bears a significant cause-effect relationship with professional development. The study, nonetheless, did not capture the performance management dimensions which were the focus of the current study.

Kobia and Mohammed (2006) indicated that performance management in Kenya was started in 1993 with the aim of improving service delivery. Performance contracting is part of the management strategy aimed at improving efficiency and effectiveness in the management of public affairs. The issue of performance management in organisations and

formal institutions owes much to the scientific management period (Mullins, 2010). These earlier scholars were interested in what makes employees' perform and consequently following several experiments that went through the behavioural management performance was introduced as an inducement for employees to perform on the job. According to Mitala (2006), in Uganda, performance management was introduced in the 1990's as results-oriented. It was intended to address change in work methods, emphasise performance improvement, link inputs to outputs, review performance against pre-determined targets, hold public organizations as well as public officers accountable for their performance through performance agreements. By using regression analysis techniques, Arinaitwe, Bagirye and Tibanyendera (2021)'s study of human resource development practices and job performance of academic staff in Mbarara University of Science and Technology (MUST) revealed that whereas the influence of performance appraisal was insignificant, training and promotion academic staff had a significant influence on their job performance.

In Makerere University, Ezati, Opolot-Okurut and Ssentamu (2014) observed that although effective teaching and learning is at the heart of teaching and learning quality assurance policy of Makerere University, teaching has relatively remained low. This called for an urgency for this study to establish the extent to which job performance management relates to the academic staff's job performance in Makerere University. Rwothumio, Kambaza, and Okaka (2021) studied the influence of performance appraisal in determining academic staff performance in public universities in Uganda. They applied Pearson correlation and regression analysis techniques: results revealed that there was a moderate positive relationship between performance appraisal and academic staff teaching output in universities. However, whereas this study largely could have relied more on the Social Exchange Theory, this current study used Herzberg Two Factor theory.

Mutiso (2013) studied the relationship between human resource management practices and quality service delivery. The study established a positive significant relationship between human resource recruitment and teacher's quality service delivery. The study, nevertheless, did not consider the use of Pearson correlation analysis techniques which was adopted in this study. Netshifhefhe et al. (2016) studied quality-assurance of teaching and learning processes in higher education and established that quality assurance in teaching and learning activities especially in determining what courses or programmes to do as well as relevance of the content studies was still a major challenge on the side of teaching staff. In Uganda, Kasule and Bisaso (2016) studied university administrative staff competence and quality of service delivery in public universities and revealed that there is a significant relationship between administrative staff competence and quality of service being provided at Kyambogo University. Despite the implementation of other performance management dimensions, the job performance of academic staff remains low. This therefore necessitated the current study to find out the relationship between performance management (goal setting, appraisal, staff career development and rewards) and job performance of academic staff in Makerere University.

1.1.2 Theoretical perspective

Two theories guided the study; Goal Setting Theory proposed by Edwin Locke (1960) and Herzberg's Two Factor Theory (1959). Goal Setting Theory (Locke Edwin, 1960) explains that specific and challenging goals along with appropriate feedback contribute to higher and better task performance. The theory assumes that when goals are set, employees' performance tends to improve. It is essentially associated with task performance since it gives directions to be followed by the employees in the organisation. Locke emphasised that goal-setting theory is essentially linked to task performance, which explains what motivates employees to achieve their objectives aligned with achieving the organization's goal.

However, the theory did not explain how staff career development is important in improving the performance of employees' services. Staff career development and its effect on employee turnover were studied, and the findings were explained in Herzberg's Two-factor Theory.

Herzberg's Two-factor Theory (1959) assumes hygiene or job context factors and satisfiers that may contribute to better task performance by an employee. In work settings, there are commonly two competing sets of factors which motivate individual behaviour to perform a given task. The factors are; the hygiene factors and the motivator factors. The hygiene factors include company policy, salaries, supervision, and interpersonal relationships. Those factors suppress and prevent job dissatisfaction of employees when they are absent in the work environment (Lalwani & Lalwani, 2017). According to Shweta and Lalwani motivation factors such as achievement, recognition and advancement on the job make employees productive, creative, and committed, and in turn they find their job satisfying in an organisation. This theory explains that when people are impressed at their workplaces, they tend to work harder thereby increasing production and service improvement (Mullins, 2010). This theory is relevant to this study because it catered for the study variables in relation to the rewards of the academic staff. For example, offering staff a better salary and allowances, recognitions, allowing them to advance with their studies and giving bursaries can motivate them. The theory also accounts for academic staff career development such as training and involving them in seminars, inductions, conferences and others. In line with these two theories, it is assumed that the more adequate and consistent the supervision and appraisal of employees, the greater the possibility of improvement of the job performance of academic staff in the three colleges of Education and External Studies (CEES), College of Humanity and Social Sciences (CHUSS) and the College of Business Administration and Management Science (CoBAMS) in Makerere University. These colleges had low job performance of academic staff.

1.1.3 Conceptual perspective

Job performance of academic staff, the dependent variable in this study, is defined by Szymenderski, Yagudina and Burenkova, (2015) as a working operation on which academic staff are in line with the pre-established standards. Phillips (2008) defines job performance of academic as the extent to which the work of academic staff meets students and stakeholders' expectations as well as meeting the university deadlines. In this study, job performance of academic staff is conceptualized as teaching, research supervision and research publication, and community outreach and engagement. Academic staff in this context was regarded as the qualified set of human capital (group of people) who teach at the university and form the administrative structures commensurate to their academic qualifications to perform the tasks assigned to them. In the study, the team consists of teaching staff as lecturers and administrative staff as deputy chancellor academic affairs, director human resources and principals.

Performance management, the independent variable, refers to sets of objectives and activities designed for the employees to provide them with necessary skills, knowledge and attitudes, which give directions towards achieving the organisation's goal. This is done so that the employees' performance may improve (Mutiso, 2013). Performance management in this study was looked at in terms of goal setting, staff appraisals, staff career development and effective rewards to employees, which the researcher studied to establish their contributions towards improving job performance of academic staff in Makerere University.

The dimensions of performance management included; goal setting, staff appraisal, staff career development and effective rewards with the primary aim of improving job performance of academic staff. Ogbeiwi (2018) defined goal setting aspect of performance management as a formal programme of setting numerical or quantitative performance goals

for individuals and that all formal goal setting programmes share the common objectives of increasing quality of employees' services. Conversely a goal is an end result to be achieved at a particular time in the future. Mills (2002) defines goal setting as "a way of keeping score" and that by helping employees define their personal goals, managers are putting them on the path towards achieving the organisation's goals to improve quality of services. Goal setting in this study refers to aligning academic staff's work objectives to the mission and aim of the institution (Makerere University). Performance management is rarely conducted in the university; many lecturers rarely do community outreaches, or get involved in research activities.

Staff appraisal is one of the objective aspects of performance management. It refers to the systematic process that seeks to evaluate employees' performance and help in identification of potentials for further growth and advancement within the organisation with the purpose of improving academic staff's quality of services (Polycarp & Ugo-Okirol, 2015). Staff appraisal in this study is regarded as the procedures and activities that management applies to check the efficiency and effectiveness of lecturers in their operations to achieve the university objectives and goal. It is one of the measures to assess the competence of employees; in this case the lecturers, such that their quality of services may improve.

Staff career development should take greater responsibility for their professional growth to increase their marketability. In a study by Hedge (2017), it was found that any move devised by management to uplift lecturers in their work aspirations and professionalism helps to improve performance. In this context, it explains the efforts and plans put on the lecturers to ensure that their knowledge competence and skills are enhanced through trainings, workshops, conferences and seminars, besides advancement in their respective professions. Ebisine (2015) stated that 'On regular in-service programmes, workshops,

seminars, conferences for both academic and non-academic staff had been found to improve on quality of services among employees in universities'. Denise-Chalmers (2011) stated that effective rewards in this study tend to address the issue of achievements and recognition in the fields that link to the university goals by rewarding the lecturers either in form of cash, kind or support manifesting in the manner of; bursaries or scholarships, study opportunity, accommodation, health insurance, transport entitlement and promotion. Other researchers in job performance of academic staff did not study all the mentioned variables.

1.1.4 Contextual perspective

According to Rwendeire Report (2017), the job performance of academic staff at Makerere University is low. Many lecturers are not making adequate preparations for teaching and making notes, the do not effectively manage time, use poor pedagogical strategies and poorly assess learners. Some of the lecturers seem not to meet their research obligations as evident not meeting a minimum of 12 new publication in referrals journal or four books in (Human resource policy review 2009). Rwendeire (ibid.) revealed low innovativeness of Makerere University staff reflected in, for example, low engagement in; debating national issues, solving immediate community problems and giving advice on political trends. This situation is likely to contribute to a substandard quality of university education. This state of affairs was not far from Omaswa's Report (2014) which indicated inappropriate delivery of services by academic staff. In the aforementioned report, academic staff were indicated as not fully exercising their teaching, publication, and research role.

Similarly, Musinguzi, Ssonko, Kabanda and Wareba (2016) showed that the commitment of academic staff in Makerere University on community outreach services is still lagging behind. Kasule and Bisaso (2016) also found that the job performance in Uganda public universities is low. Similary, Azikuru, Onen and Ezati, (2017) showed that the job

performance in Uganda public universities is low. There are persistent complaints from stakeholders about the declining quality of teaching and learning which at times result into strikes. This is always manifested through untimely completion of teaching content, ineffective methodologies of teaching, regurgitation of old notes, poor assessment of learners and low engagement in research and publications. Performance management is one of the strategies used to improve employee's outcome that is inadequate in the university. However, there have been attempts to implement performance management through enhancing planning, carrying out staff performance appraisals and advancement of staff career growths besides increasing academic staff remunerations. In spite of efforts, all these efforts have not yielded positive results (Rwendeire, 2017). Hence there is need to examine the relationship between performance management and job performance of academic staff at Makerere University.

1.2 Statement of the Problem

Job performance of academic staff is essential in the provision of university education. This might be possible if performance management in form of goal setting, staff performance appraisal, staff career development and rewards is effectively administered (Uganda National Council for Higher Education, 2020; Jenna, 2019; Masron, Ahmad & Rahim, 2012; Kapur, 2020). Makerere University, the leading and oldest public university of Uganda, set up a quality assurance unit to ensure that the performance of staff is improved and maintained (Makerere University Quality Assurance Report, 2013 and Makerere University Fact book 2018 and 2019). However, according to (Makerere University Annual Report, 2021; Makerere University Quality Assurance Report, 2013; Azikuru, Onen & Ezati, 2017; Rwendeire, 2017; Musiige, 2014) reveal some weaknesses in the job performance of academic staff in Makerere University in terms of teaching and community outreaches. Job performance of academic depends on administrative staff inputs (Kasule & Bisaso, 2016)

and professional development (Phillips, 2008) with the aim of improving the job performance of academic staff in the university. There are inappropriate teaching methods applied in teaching, inadequate teaching preparation, untimely content coverage, poor assessment and delayed release of students' results (Makerere University Human Resource Report, 2017).

Specifically, Musiige (2014) reported that not many academic staff have been engaging in research as deemed in their job descriptions and by standard required at the university level. They were reported as very inactive in research, a vice which grossly affected the research output levels. There is low student supervision and attendance of vivas by some lecturers. Lecturers rarely get involved in community outreaches (Musinguzi, Ssonko, Waiswa, Kabanda & Wareba, 2016) especially in the three colleges of Education and External Studies (CEES), Humanities and Social Sciences (CHUSS) and Business Administration and Management Science (CoBAMS) (Kasozi, 2019). Ssebagala (2019) stated that 45 Makerere university academic staff were sacked by the appointments board while 22 were warned that they were to follow suit due to failure to perform as expected especially in the spheres of teaching and research supervision. In addition, Kalule (2022) showed that some academic staff in Makerere University had pedagogical deficiencies; some were reported as lacking adequate knowledge of what they teach and deliver using conventional teaching approaches which seem not to align with recent trends. Similarly, some academic staff were indicated as teaching without proper organisation and classroom management especially tracking students' attendance. This low job performance delivery by lecturers is likely to affect the achievement of vision 2040 and NDP III. This is attributed to weak performance management at Makerere University (Rwendeire, 2017). There are several attempts in improving job performance of academic staff (Kasule & Bisaso, 2016) but lack of satisfactory job performance of academic staff remains persistent in the university.

1.3 Purpose of the Study

The purpose of the study was to establish the relationship between performance management and job performance of academic staff at Makerere University.

1.4 Research Objectives

The study was guided by the following specific objectives;

i) To establish the relationship between goal-setting and job performance of academic staff at Makerere University.

ii) To examine the relationship between staff appraisal and job performance of academic staff at Makerere University.

iii) To establish the relationship between staff career development and job performance of academic staff at Makerere University.

iv) To find out the relationship between rewards and job performance of academic staff at Makerere University.

1.5 Research Questions

The following research questions guided the study:

i) How does goal-setting relate with the job performance of academic staff in Makerere University?

ii) How does staff appraisal relate with the job performance of academic staff in Makerere University?

iii) How does staff career development relate with the job performance of academic staff in Makerere University?

iv) How do effective rewards relate with the job performance of academic staff in Makerere University?

1.6 Hypotheses of the Study

The study tested the following null hypotheses:

1. There is statistically a positive relationship between goal-setting and job performance of academic staff at Makerere University.
2. There is statistically a positive relationship between staff appraisal and job performance of academic staff at Makerere University.
3. There is statistically a positive relationship between career developments and job performance academic staff at Makerere University.
4. There is statistically a positive relationship between effective rewards and job performance of academic staff at Makerere University.

1.7 Scope of the Study

1.7.1 Geographical scope

The study was carried out at Makerere University in three colleges. This university is located in Kawempe Division, the north eastern part of Kampala District, the capital city of Uganda. It is on Makerere Hill bordered by Wandegeya in the East, Makerere Kivulu and Bwaise in the North, a distance of about five miles from the city centre. (i) College of Education and External Studies (CEES), (ii) College of Humanities and Social Sciences (CHUSS) and (iii) College of Business and Administration Management Sciences (CoBAMS). The three colleges in the university were selected because of their deteriorating performance in terms of teaching, research and community outreaches for the last five years (Fact book 2016-2018, 2018-2019, Rwendeire, 2017 and Makerere University Quality Assurance, 2013). Job

performance of academic staff in the three colleges was going down in the area of teaching, research and community outreaches.

1.7.2 Content scope

Performance management focused towards job performance of academic staff. The job performance of academic staff in the university was measured in terms of teaching of students, research supervision, writing & publications in journals, newspapers magazines, producing quality thesis and dissertations, engaging in community outreach services for instance, sports, religious affairs and some improvement in the areas of hygiene and sanitation.

1.7.3 Time scope

The study was carried out from April 2018 to October 2023. This was when the university's Directorate of Quality Assurance (DQA) had been instituted and working hard to monitor its core mandate since its inception, as cited in the Makerere University Quality Assurance Framework Report (2007). The study was limited to this period because of low performance of academic staff regarding teaching, research and community outreach.

1.8 Justification of the study

The study was justified because performance management was pivoted to enhancing the job performance of academic staff at Makerere University. High job performance of academic staff is essential in enhancing the nation's development agenda, education inclusive.

The dimensions of performance management used in this study to improve the job performance of academic staff were given little attention by the previous researchers in past studies as cited in the two theories applied. The new research methodology, conceptual framework and hypotheses that are result oriented and applied in this study for analysing the

data were unique in combating the low job performance of academic staff at Makerere University as a distinguished entity that looks at performance management from a new perspective. This would build up new knowledge that informs teaching and research supervision as a distinguished entity that looks at the performance management from a new perspective.

There are few studies carried out to establish the relationship between performance management and job performance of academic staff using goal setting theory, and Hertzberg's two factor theories as explained in this study. It is on this premise that this study was carried out to establish the relationship between performance management and job performance of academic staff at Makerere University. Further still, it was carried out to establish the relationship between performance management and academic staff's job performance at Makerere University to improve the academic staff's quality of services in teaching, research supervision, research writing & publication and community outreach services. All this aims to build knowledge that will inform on the job performance of academic in teaching, research supervision, research writing & publication and community outreach services. Some of the previous studies used only a single theory in explaining the job performance of academic staff. For instance, Kasule and Bisaso (2016) studied university administrative staff competence and quality of service delivery at Kyambogo University, Uganda, using only the competence theory (Boyatzis, 1982). Research on job performance of academic staff in Uganda is inadequate in volume and scope. As explained in this study, few studies were conducted to establish the relationship between performance management and job performance of academic staff using goal-setting theory, human capital theory, and Hertzberg's two-factor theories. The only known research is by Kasule and Bisaso (2016) who studied university administrative staff competence and quality of service delivery in public universities in Uganda but not on job performance of academic staff.

Data collection methods, sample size and data analysis used to review the data and measurement of instruments with deeper analysis of regression and ANOVA were unique to the study. Theoretically, this study was intended contribute to developing literature on job performance of academic staff in Ugandan universities. Job performance of academic staff is important in meeting universities' visions and missions for developing human capital for socio-economic development in Uganda.

1.9 Significance of the study

The study findings would be significant to Makerere University Council (MUC) to inform members of how performance management being studied relates with quality of lecturer's services. It would then help to formulate and strengthen the existing policies that can improve academic staff's services in the university.

New knowledge would be of significance to improving and strengthening the time line in accomplishing the tasks by academic staff which in effect helps to improve the quality of their services based on the set standards. Furthermore, it would be essential to the students because it will help lecturers effectively deliver quality services in teaching and research supervision to the students leading to provision of quality education.

The study findings would guide the NCHE to enforce the implementations of performance management as a way of improving performance of staff in the higher institutions. Besides, it would, in a similar manner, guide the Ministry of Education and Sports to improve the existing policies to enhance performance of teachers in education institutions. The policy makers and planners at the Ministry of Education and Sports will also use the findings to design appropriate training skills for each category of lecturers in Makerere University and other public universities in order to come up with a uniform national training skill for both the students and lecturers.

Finally, the newly recruited university academic staff would first have to undertake an orientation, induction and attend a specified number of conferences in order to fit and meet the outstanding competitive education standard related to teaching, research supervision, writing & publication and community outreaches in the university and other higher education institutions in Uganda and other parts of the world. Moreover, the rest of the university colleges of Makerere University and other public universities may use this information to better their lecturer job performances vis-à-vis job performance management.

1.10 Conceptual Framework

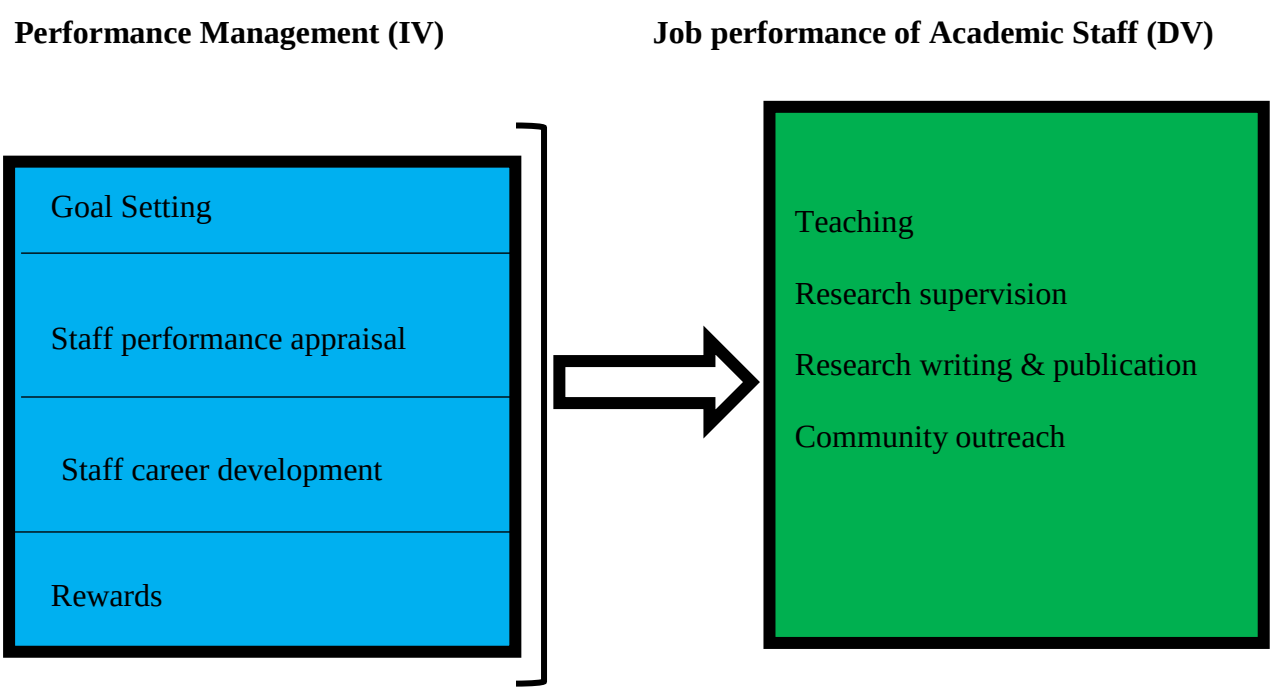

Figure 1**:** Conceptual framework showing the relationship between performance management and job performance of academic staff at Makerere University.

Source: Adapted from (Turk, 2016; Mapesela & Strydom, 2006).

Figure 1. Shows that the independent variable of performance management was conceptualised into four sub-dimensions: goal setting with planning, staff performance appraisal, staff career development and rewards.

Goal setting with planning comprises set major goals, objectives, visions, missions and clear road maps. Staff performance appraisal consists of individual objectives, appraisal forms, performance agreements, appraisal exercises, appraisal results, appraisal feedback and appraisal report. The third dimension, staff career development, concerns itself with training, policy on training and work-related activities at the workplace such as staff coaching and benchmarking, supervision and monitoring, participating in workshops, conferences, seminars, career promotion, and challenges reporting. The fourth dimension of performance management was rewards, which could be both monetary and non-monetary systems. Monetary rewards consisted of remunerations, salaries, and allowances while the non-monetary rewards included hard work appreciations, excellence at work, university bursaries, sponsorships, recognitions, and awards. They could also include offering insurance covers, transport and accommodation for staff, in addition to getting study leaves.

Performance management dimensions; goal setting, staff performance appraisals, staff career development, and rewards were believed to bear an impact on job performance of academic staff because once performance management (PM) is designed and properly administered, job performance of academic staff improves. This improvement is reflected in the academic staff's teaching habits through; content preparation, choosing appropriate teaching methods, properly assessing learners, using relevant instructional materials, making timely analyses and providing to learners timely feedback.

It was hoped that improved quality of research supervision is possible by manifesting through supervising a reasonable number of students, enabling them graduate on time, guiding them in both topic selection and viva voce, ensuring adherence to standards, making research publications and publishing in international journals. Furthermore, adherence to standards and innovativeness enhances the effective implementation of these performance and management aspects. Finally, it was hoped that these performance aspects, once

considered, would assist to increase community outreaches in the sense that more academic staff would engage in community projects like; sports and religious affairs as well as make innovations. On the other hand, once the performance management aspects (goal setting, appraisal, staff career development and rewards) are not well managed, staff performance in the form of teaching, research supervision, research writing and publication and engagement in community outreaches would be highly impossible. However, other factors may also affect job performance of academic staff other than performance management. These factors may include university resources, funds, infrastructure, time, university policy, leadership, administration management and contributions.

1.11 Summary of chapter one

In this chapter, I have presented the historical, theoretical, contextual and conceptual, background of the study. The researcher pointed up the theoretical foundations of the study, Goal Setting Theory, and Herzberg's two-factor Theory; the statement of the problem, research questions, objectives and hypotheses are highlighted. The researcher has also clarified about the independent and dependent variables which this study investigated.

Chapter Two

Literature Review

2.0 Introduction

In this chapter, the review of related literature includes the following: the theoretical review, literature on the independent variable of the study and the four study objectives namely; goal setting, staff appraisal, career development, and effective rewards. The chapter also looks at the dependent variable which is the job performance of academic staff, and finally at the survey gaps filled by the study.

2.1 Related literature review on the theories: Goal setting and Herzberg's Two-Factor

Two theories guided the study all the study variables; Goal setting theory (Locke Edwin, 1960) and Herzberg's two factor theory (1964).

2.1.1 Goal setting theory

Goal setting theory explains that employees' tasks in an organisation should be aligned with the institutional goal. Goal setting theory has been researched, utilised and established as a theory of work related to industrial and organisational psychology (University World Campus, 2015) cited by Nathan Janicek (2016). A goal is the aim of an action on tasks that a person consciously desires to achieve (Locke & Latham, 2002; Locke & Latham, 2006). Locke and Latham (2007) studied new directions in goal setting theory and revealed that goal traits had substantive goals for future research. The study concentrated on one aspect of job performance of academic staff, leaving out other dimensions like research supervision and community outreaches that this study had. Baker, Yun, Keown and Li (2014) researched on a lesson practitioner's goal-setting learning principle. Findings revealed that goal setting significantly affected classroom teaching and learning activities like the previous review

studies had done. Goal setting theory impacted also on the teaching dimensions and learning processes leaving out research publications and community activities considered in the study. The theory was adopted in the study because it explains the relationship between the institutional goal and job performance of academic staff which is Makerere University as an institutional setting and the employees are the academic staff (teaching staff).

Anderson (2010) studied goal clarity, criticality and performance in a laboratory experiment. Results revealed that goal clarity increases performance. Findings however revealed that task criticality did not bear any effect on performance in groups with either no goal or a vaguely specified goal. Besides, this study was not done on academic staff as with this current study in the context of Makerere University and not on dimensions' publications and community outreach services as was the case with the completed study. Choon and Patrick (2016) studied the impact of goal setting on employee effectiveness to improve employee effectiveness in a high-tech company in Singapore. Using qualitative data analysis techniques, findings revealed that goal setting positively influenced employee performance effectiveness. However, this reviewed study was qualitatively done as opposed to this current study which is more of a quantitative analysis.

Devarajan and Vohra (2018) studied meaningful performance and the role of goal setting in creating work meaningfulness. The findings arrived at were based on Latham scale of goal setting. Descriptive correlation showed a significant positive link between goal rationale and work meaningfulness. However, the current study used a Likert scale and in addition to correlation, it added a regression analysis technique. Similarly, Hoek, Groeneveld and Kuipers (2018) studied goal setting, goal clarity and team performance in the public sector. Findings revealed that clarity and self-management positively affect team performance. This finding shows that once set goals are clear, the chances for employees to

perform their duties are very high. Alternatively, this study was not in academia as with this current study.

De Waal (2007) observes that taking responsibility and owning up the outcome requires organisational members to be allowed to influence their results and have the choice and freedom to take action. This effect implies that managers must authorise the employees to take action on challenging and problematic tasks independently. Employees are most likely expected to meet and exceed performance goals when they are empowered by the authority to take decisions and solve problems related to the results for which they are accountable (Armstrong, 2009).

2.1.2 Herzberg's Two-Factor Theory

Herzberg's Two-Factor Theory (1959) also referred to as Motivation-Hygiene Theory explains that employees need to be motivated at their workplaces to be satisfied. This theory was cited by Amstrong (2009) who groups human needs into hygiene factors and motivating factors. Hygiene factors are those whose absence leads to dissatisfaction; for instance, salaries, medical treatment, good accommodation and free utilities (water and electricity). Motivating factors, on the other hand, included achievement, recognition of challenging tasks, advancement and growth on the job, which increases the interest of the employees to do a better job. Onen and Maicibi (2005) pointed out that those motivators as opposed to hygiene factors originate from within the individual rather than outside. Onen and Maicibi (2004) studied the applicability of Herzberg's Two-Factor Theory on junior non-academic staff at Makerere University. Findings showed that junior non-academic staff were not highly motivated despite Herzberg's satisfiers such as promotion and recognition at the university. It was also revealed that allowances had a positive influence on the level of motivation of junior staff. However, the study did not consider the quality of services they do. It was also on

junior non-academic staff while this completed current study is on job performance of academic staff at the university.

Hilm, Ali and Nichal (2016) studied Herzberg's Motivation – Hygiene Theory applied to high school teachers in Turkey. Using analysis of variance revealed that Fredrick's Herzberg Theory contributes to satisfaction and, especially, hygiene factors were more satisfying for the high school teachers. However, this study was done in high school and did not show how it contributed to the quality of their work/services. Busatlic (2018) studied Herzberg's Two Factor Theory of job satisfaction comparatively between private and public-school teachers in Canton, Sarajevo. Results revealed that status, the possibility for growth, interpersonal relationships with subordinates were significantly related to job satisfaction. This meant that it was also likely to influence job performance of academic staff positively. Hertzberg two-factor theory was considered in the study since it relates performance management dimensions of staff performance appraisal, staff development and rewards job performance of academic staff. The two theories attempted to explain what motivates employees to achieve their individual objectives aligned with the organization's goal.

With the two theories mentioned, performance management and job performance of academic staff at Makerere University is therefore an asset that needs to be invested into through setting goals and objectives, involvement in staff appraisal, offering training to lecturers in their respective academic fields, induction and mentoring the teaching staff so that they can provide effective and quality work expected. Failure to do this may imply low job performance.

The researcher used more than one theory to explain the study variables to strengthen them in regards to the dimensions addressed in the independent and dependent variables. Namutebi (2019) reviewed instructional leadership on the quality of teaching in higher

education. She used Burn's theory (1978) and found out that instructional leadership positively impacted the job performance of academic staff. Atwembembeire, Namubiru, Sentamu and Musaazi (2018) studied staff participation and quality teaching and research using the Total Quality Management (TQM) theory that focuses on continuous improvement and increased involvement of employees in an organisation. Their findings indicated that the level of staff participation in planning, implementation, and decision making partly correspond to the teaching and research in the universities. Wettaphan (2017) studied the human capital theory of human resource development and its implications on the future and revealed that by offering employees chances to develop on the job, their engagement at work increases. Consequently, their performance also improves. This study was not carried out in academia, as with this present study.

Performance management theory (Peter Drucker, 1954) (PTM) is a concept defined by Armstrong (2000) as a strategic and integrated process that delivers sustainable success to public and private service institutions by improving the performance of people who work in them and developing the capabilities of individuals and teams in such institutions. Drucker (ibid.) stated that the theory suggests a continuous process of identifying, measuring and developing individual and teamwork activities by aligning them with the organisation's goals for success. Moulin (2002) and De Bruijn (2008) stated that PMT functions include upgrading employees' skills and modernising an organisation's functional principles, procedures and systems. It also states that to develop a clear job description for individuals, provide effective orientations, and offer training and coaching to staff. Others are to design effective compensation and recognition systems that reward people for their contributions at work.

Several studies conducted on performance management and job performance of academic staff did not apply goal setting and hygiene-motivation, which guided this study.

There was no attention to the contributions of goal setting and Herzberg's motivation theories. The use of these theories depended on the extent to which they related to each of the major sub-dimensions of the study variables.

2.2 Related Literature

This section reviews the literature related to performance management. The independent variable (IV) in question is comprised of four precisely defined dimensions; that is to say, goal setting, staff appraisal, staff career development, and effective rewards. The dependent variable (DV) under study is the job performance of academic staff and then, a summary of the reviewed literature is recapitulating the whole section.

2.2.1 Performance management and job performance of academic staff

This section offers literature on the relationship between performance management and academic staff's job performance. Studies on performance management of employees in educational institutions and organisations include Jugmohum (2018) who studied factors that influence the effectiveness of performance management system adoption in an organisation. Findings revealed that the performance management system provides an integrated and coherent range of the human resource process which is supportive in contributing to the overall improvement of organisational and individual performance. The dimensions of performance management like goal setting, staff appraisal, staff career development training and effective rewards were not exposed as was the case in this current study. Whereas Muhsin (2020) studied current practices and challenges of performance management in higher education institutions, findings revealed that performance management provided information about human resources and its works as a process for encouraging employees to focus on challenges which higher education institutions as well as employees are facing.

Such challenges may also cover the quality of services in teaching research and community outreaches.

In an analysis carried out by Qureshi, Shahjehan, Rehman and Afsar (2010) who studied performance management systems findings revealed that performance management leads to achieving the intended work objectives and performance outcomes for employees' businesses and educational institutions. Besides, this reviewed study was comparative while this current study was on the quality of services of the academic staff. In less the same way, Qureshi and Hassan (2013) investigated the impact of performance management on organisational performance. Using qualitative analysis, they revealed that rewards and development training aspects of performance management were strongly responsible for efficiency in the organisational performance of employees at McDonald's. However, these results were not arrived at using goal setting theory and Herzberg Two-Factor theories which were the centre of attention in this current study.

Mulwa and Weru (2017) studied the influence of the performance management system on employee performance in commercial banks in Kitui town, Kitui County, Kenya. Findings revealed that the performance management system enhances employees' performance by setting individual objectives derived from goals and identifying skills gaps addressed through increasing training to enhance staff competence levels. This finding was only on two aspects of performance management, i.e. goals and training.

2.2.2 Goal setting and job performance of academic

Ordonez, Schweitzer, Galinsky and Bazerman, (2009) revealed that goal setting substantially impacts on research, teaching and general education services. Setting challenging goals boosts employees' performance and the quality of their work outcomes. This was a literature not a field study findings as the suggested study was at Makerere University. Esposito and

Virili (2015) studied improving student success with goal setting theory and established that goal setting theory enables teachers to effectively teach learners, assess, and participate in giving students feedback from the learning processes. The goal setting approach improves teachers' teaching and students' learning. The study was not carried out in a developing world context like the current study being done in Uganda, in a developing world context.

Slightly different from the earlier studies, Lavack, Weatherall, Hay-Smith, Dean and Siergert, (2015) studied goal setting and strategies to enhance goal pursuit for adults. With the use of descriptive analysis, they established that there were inconclusive results regarding whether structured goal setting approaches result in the quality of work-life, participation into work related activities and employees' attitudes towards work. It was a descriptive study and did not capture the relationship between goal setting and academic staff's job performance in an academic context.

Mitchell and Daniels, (2003, p.231 cited in Latham & Pinder, 2005, p.496) argue that organisational goal setting "is quite easily the single most dominant theory in the field with over a thousand articles. Locke and Latham (1990) reinforced the argument that there is strong reason to conclude that goal setting works at both the group and organisational (or unit) level, and the individual level. Some organisations like XYZ have also realised that to be relevant in the competitive and globalised business environment, there is a need to constantly re-assess the competitive imperatives for organisational goals to remain viable. This study was based on descriptive results like frequencies and percentages whereas the current study was correlational.

Using a desktop literature review, Camp (2017) studied goal setting as a teacher development practice and revealed that well-planned goals allow teachers to plan better for teaching and other activities like research and community outreaches. This finding was a

literature review, while the current study was empirical. In another empirical study, Seijts, Latham and Taylor (1998) studied enhancing teaching performance through goal setting, implementation and seeking feedback. Using reviewed literature, they revealed that commitment to goals facilitates the realisation of teaching and classroom performance. The literature review method differed from the field study findings adopted in the current study.

Anderson (2019) studied goal clarity, criticality and performance. Using descriptive results findings, he revealed that goal clarity increases the job performance of academic staff. By setting clear and well-defined goals, all academic staff can easily know what is expected of them. This is later reflected in serving diligently in all job requirements. However, this study was descriptively done while the current study was correlational. Meanwhile, Sides and Cuevas (2020) studied the effect of goal setting on motivation, efficacy and performance in elementary mathematics. Findings showed that goal setting positively affected teachers' performance in Mathematics.

On the other hand, Seijts, Latham and Taylor (2017) studied enhancing teaching performance through goal-setting implementation and seeking feedback. Findings revealed that goal setting was highly responsible for enhancing classroom performance. However, this reviewed study was a desktop literature while this current study was empirical with field findings. In another empirical study, Moeller, Theiler and Wu (2012) studied goal setting and student achievement with use of a hierarchical linear model. Their study revealed a statistically significant relationship between goal setting and academic achievement in university of Nebraska Lincoln. However, this study was carried out in the context different from that of the current.

Namutebi (2019) identified that the forces that drive how people perform at workplace include performance goals. Performance increases when goals, vision and mission

are clearly defined thus driving them to perform optimally. Ideally, an institutional leader who spells out educational goals encourages these teachers to perform their jobs effectively. However, this study was a review of literature not an empirical field finding as this current study on academic staff. Meanwhile, Camp (2017) investigated goal setting as a teacher development practice in higher education institutions and revealed that teachers favoured teaching strategy goals as compared to content and course management goals. Generally, goal setting was directly, positively and significantly related with job performance of academic staff. However, this study did not indicate whether it used regression analysis as was the case with this current study. In another empirical analysis, Moeller and Wu (2018) studied goal setting and achievement levels. Using correlational analysis, they revealed that goal setting was highly responsible for academic staff's efficiency in organising and planning their work agendas. This is manifested in high students' achievement. Besides, this study did not have the goal setting theory, as was the case in the current study.

Idowu et al. (2014) studied effects of goal-setting skills on students' academic performance in English language in Enugu Nigeria. Data gathered was analysed using descriptive and t-test analysis methods. Findings of the study revealed that there were significant differences with students' performance based on gender because their goals are slightly different. However, this study was not specifically on academic staff performance. Meanwhile, Akinlabi et al. (2021) investigated goal setting and employee performance in south west universities registry workers in Nigeria. Findings revealed that goal setting had a positive significant relationship on academic staff performance. The setting of clear and specific measurable goals by universities was considered as significantly impacting on teaching, research and community outreach goals.

In addition, Dekker et al. (2021) studied reflective goal setting improvement of academic performance in teacher and business education. Results derived from this study

showed that goal setting had a positive significant effect on academic performance and retention possibilities. Besides, it was not indicated whether this study used multiple and simple linear regression analysis as was the case with the current study.

2.2.3 Staff performance appraisal and job performance of academic staff

Ugo-Okoro and Chigozie (2015) studied the performance evaluation of academic staff in universities and colleges and revealed that performance appraisal in Nigeria's tertiary institutions is deficient having failed to evaluate teaching effectiveness. This study did not capture other aspects such as staff performance appraisals and non-monetary rewards indication related to the quality related to job performance of academic staff at Makerere University. Daoanis (2012) studied the performance appraisal system and its implication to employee performance. Using descriptive results, it was established that evaluating the performance of staff negatively affects their overall job performance. On the positive note, this process helped identify areas of strength that could be utilised, nonetheless it was observed that evaluating competent staff actually resulted in reduced job performance within academic settings.

Dawo, Enose and Tony (2012) established that there was incessant public complaints about poor performance evidenced in poor lecturer etiquettes, low attendance levels, and relatively non-continuous assessment of students from evaluations of appraisals made. However, this study evaluated academic staff development outcomes not job performance of academic staff as prioritised in the completed study. Camiller and Camiller (2018) studied performance management and appraisal in higher education and established that performance appraisal matrices were highly important in enhancing work outcomes. However, this study was carried out at the University of Malta and the United Kingdom, as opposed to the situation at Makerere University.

Atwebembeire, Ssentamu and Musaazi (2018) studied staff participation, quality teaching and research in private universities in Uganda. Using correlation analysis, it was revealed that there is a positive significant relationship between staff participation and between staff participation in the appraisal process, and quality of teaching and research. These findings suggest that as academic staff participate in all activities including appraisal, the greater the possibility that their teaching and research improves. This study only used the Pearson's correlation coefficient whereas this current study used regression analysis to check which performance variables strongly impacted on job performance of academic staff at Makerere University. Similarly, Sulkowski, Prsytula, Borg and Kulikowski (2020) studied performance appraisal in universities and found that the existing tensions in performance appraisals and increasing bureaucracy in performance appraisals undermines academic staff work in public higher education institutions (HEI). It was determined that a lack of performance appraisal systems in HEI's leads to low performance expectations.

Rwothumio, Okaka, Kambaza and Kyomukama (2021) studied the influence of performance appraisal in determining academic staff performance in public universities in Uganda. Using Pearson's correlation coefficient index, results exposed a moderate positive significant relationship between performance appraisal and academic staff research output. Besides, this study related staff performance appraisal, one of the concepts of job performance of academic staff thus leaving out others; for example, research publication and engagement in community outreaches which were the focus of the current study. In a desktop literature review, Elliot (2015) investigated teacher performance appraisal and established that performance appraisal was highly significant in improving lecturers' teaching at Melbourne University. However, this study was a desktop literature review, while this completed study was empirical.

Relatedly, Retnowati, Mardapi, Kartowagiran and Hamdi (2021) in a model of academic staff performance evaluation revealed that academic staff's performance evaluation had improved the performance of faculty of mathematics and science lecturers. This study used the ANOVA analysis technique while the current study used Pearson and simple linear regression. Olusegm and Adesole (2013) studied academic staff's performance appraisal and total quality management of public universities in South Western Nigeria. Using Pearson product-moment correlation revealed a significant positive relationship between academic staff's annual performance appraisal and performance in public universities.

Sudiyono and Mulyasa (2020) studied the process and results of lecturer performance and assessment through internal quality assurance unit in private universities in Indonesia. Using exploratory research, they revealed that assessment of lecturers through internal appraisals resulted in high quality teaching, research and community-based activities. Nevertheless, this study was qualitatively while the current study was quantitative. Further, Kimanye, Onen and Bananuka (2019) studied academic staff perception of the performance appraisal process in a private university setting. Arising results portrayed that academic staff had positive perceptions of the appraisal process which deemed a persistent performance measure. Findings also revealed that performance appraisal was considered as likely to improve academic staff performance/ quality of services in a private university. This study was not methodologically carried out using Pearson's correlation and simple linear regression as this current study did.

In less the same way, Khtere (2020) studied the performance appraisal of faculty members based on internal quality assurance. Results of descriptive analysis showed that performance appraisal was essential in academic staff demonstrating the necessary competencies to execute their roles effectively. However, these roles were not exposed as in

the current study where teaching, research, and publication roles were covered as predicted by performance management aspects, including appraisal.

Turk and Kurmet (2020) studied the performance management of academic staff in the examples of economics faculties at Tartu and Tallinn University of Technology. Results revealed that the performance appraisal system was directly linked with making informed decisions, especially those related to rewards and promotions that create high performance and quality of their services.

Amautu and Panc (2015) studied evaluation criteria for the performance appraisal of faculty members. Their finding revealed that their work performance improved significantly since the introduction of academic staff appraisals. They attended regularly, were committed to work and met work targets. However, this study was a desktop review of literature as opposed to the current one, which was empirical. In a similar vein, Alkhlewi (2018) investigated the quality of performance appraisal for faculty members and its impact on strategies pursued by the university to achieve competitive advantage. Findings revealed a significant positive relationship between performance appraisal and academic staff performance. This performance improvement also provided a competitive advantage for these academic staff members.

On the other hand, Siregar (2019) studied the effect of performance assessment and compensation on lecturer job performance in the Faculty of Education and Science, North Sumatera Islamic University. Results revealed that the job performance/ performance of academic staff was influenced by performance evaluation/ appraisal and compensation. However, this study did not have regression analysis as with this current study.

Further, Khtere (2020) studied the performance appraisal of faculty members based on internal quality assurance system. Results revealed that the performance appraisal of

faculty members had a strong relationship with teachers' work especially in demonstrating work skills although unsupervised. However, these work skills and requirements were not exposed as was the case for the current study which had teaching, research supervision, publication and community outreach services.

2.2.4 Staff career development and job performance of staff

Studies relating to the impact of career development on the effectiveness of academic staff's service delivery reviewed in this study included Rahman, Juman, Akhter, Chisthi and Ajmal (2011) who studied the relationship between training and teachers' teaching effectiveness. In consequence of their study, it became evident that there was a significant correlation between teacher training and effective lecturer service delivery that improved students' grades. This study was on the general training of teachers while the suggested study was on performance management and how it impacts job performance of academic staff. Kennedy (2016) studied how professional development improves teaching in a desktop review of 28 studies. His research revealed that almost 80% of the studies reviewed indicated that professional development of any nature (induction inclusive) positively enhances and improves one's teaching.

Phillips (2008) studied professional development as a critical component of augmenting teacher quality. A literature review established that professional development plays a major role in school reform and mentoring new teacher induction, which allows them to acquire new skills for high job performance. This study was a critical literature review, while the current study was empirical and based on field study methods.

Bingilar and Etale (2014) conducted a study to examine how human resource development influences the performance of academic staff in Nigerian universities. By regression analysis, the study set out to determine whether various training approaches such

as orientation induction, workshops, and conferences had a meaningful impact on employees' job performance. Results indicated that these training methods unveiled minor relationships with performance of employees. However, the observation that the academic staff can improve the job performance once career growth is provided was not elicited from a developing country like Uganda where the present study was conducted.

Kearney (2010) studied understanding the need for induction programmes as part of staff career development for beginning teachers in Catholic secondary schools in New South Wales. The review of literature and a few interviews indicated that induction of teachers enables them to get enough information about institutional policies in place which enhances their job efficiency and effectiveness. This current study is based more on field study findings that were quantitatively analysed unlike the former study whose grounding was largely literature based.

Zacher et al. (2018) empirically established that career progress stages, career development and growth especially employee career developed through monitoring process while on the job enhances the possibility of improving the quality of services offered on the job. The earlier researchers maintained that career development entails researchers and scholars working in research, teaching and administrative roles training to acquire skills that would enable them to improve the job performance. Academic staff can improve performance on the job once career growth is provided. This observation, however, was not from a developing country as the current study was.

Turk (2016) studied the performance management of academic staff and its effectiveness in teaching and research. With qualitative results, it established that during further development, key quality indicators of academic staff work must be identified and followed to improve the quality of services of the academic staff. The study, however, used a

qualitative approach, while the current one was mainly quantitative. Nghaamwa (2017), in an analysis of the influence of induction programmes on beginner teacher's professional development in the Erongo region of Namibia in a qualitative study of 18 participants revealed that the absence of induction policies in the region greatly affected the continuity of induction and consequently the quality of services offered by these teachers. Whereas this study was qualitative, the current one was mainly quantitative.

Nzarirwehi and Atuhumuze (2019) studied in-service teacher training and professional development of primary school staff in Uganda and established that in-service teacher training significantly affects teachers' qualifications and performance. However, this study was not carried out on the job performance of academic staff. It is likely that the performance of primary school teachers slightly differs from the performance of academic staff in the university the current study targeted.

Tanveer and Karim (2018) studied higher education institutions and performance management and established that training is critically important in improving the overall effectiveness of higher education institutions. This reviewed study was generally qualitative while the current study is quantitative. Kasule and Abooki (2014) studied challenges and strategies for improving academic staff development in higher education institutions in Uganda, taking Kyambogo University as a case of reference. This study indicated that then, Kyambogo University did not have a coherent staff development system as was evident through lack of adequate training and development policy to mention a few. This might have impacted on the performance. Yet, Neema-Abooki (2016) showed that the job performance of academic staff and universities depends on professional development competences. However, this study was only a literature review instead of the current one, which involved correlational results.

Nabunya, Mukwenda and Kyaligonza (2019) studied professional development practices and service delivery of academic staff at Kampala International University and Kyambogo University. Using a simple linear regression analysis technique, findings exposed the fact that professional development practices are significant regarding teaching service delivery but not research and community service. However, this study was carried out in the context of Kampala International University (KIU) and Kyambogo University (KYU) whereas this current study was in the context of Makerere University. At the same time Mohammed (2016) dealt with the training needs of faculty members. Using a descriptive analysis, it was revealed that faculty training equips them with technological innovations in the core aspects of academic staff, teaching, research, publications and community-based activities. However, this study was qualitatively done whereas the current study was inferentially done.

Barzeger and Farjad (2011) studied the impact of on-the-job training courses on staff performance. A student sample test indicated a positive and significant difference between training and staff performance based on the subject. However, this current study, unlike the former that used student sample tests, used Pearson's correlation simple linear regression analysis. Kasule and Bisaso (2016) studied university administrative staff competence and quality of service delivery at a Ugandan public university. Results showed that academic staff's job performance is a significant factor relating to academic staff competence. This competence is always arrived at through training which was not the predicting variable in the earlier study that this current study considered.

Wanyama (2016) studied the effects of goal setting on employee performance at a Kenyan seed company, Kitale. Findings revealed that teacher participation in joint goal formation has a significant positive relationship with employees' performance. However, this study was on the seed company, not on the quality of academic services the current study

covered. Mwashila (2018) studied the influence of career development on academic staff performance in Kenyan public universities in the coast region. Findings indicated that as academic staff are trained, whether on the job or off the job, their work performance in teaching and undertaking research publications significantly improves. However, their community services are insignificantly influenced.

On the other hand, Zacher, Rudolph, Todorovic and Amann (2018) revealed that the war of talent in academia changes now and again. This raises uncertainty in the way academic staff do their work. Their only option is to engage in continuous professional development training to achieve high academic outcomes. Such outcomes are sometimes manifested in how they teach, conduct research and community outreaches.

2.2.5 Rewards and job performance of academic staff

Harunavamwe and Kenengoni (2013) studied the impact of monetary and non-monetary rewards on performance among lower-level employees in selected retail shops. Using the Pearson correlation coefficient index, they established a weak significant relationship between non-monetary rewards and employees' performances in selected retail shops. Service delivery of retail shops owners slightly differs from academic staff's job performance which the current study covered. Meanwhile, Murphy (2015) studied the impact of reward systems on employee service quality and established that non-financial rewards were highly responsible for employee performance. The provision of nonfinancial rewards like recognition and advancement was strongly responsible for the quality of services on the job. Besides, the earlier reviewed study did not apply Herzberg's Two Factors Theory as with this current study. Two earlier reviewed studies did not indicate whether it was in higher education contexts as with this completed study.

Chukwudi et al. (2018) investigated the effect of non-financial rewards on staff job performance in Shoprite Company Enugu. The findings revealed a significant positive relationship between relation, offering medical benefits and absenteeism. Generally, the chi-square analysis, which the former study used, revealed a high, positive and significant relationship between non-financial rewards and quality of service delivery. In consequence, there was need to find out how different or similar the results the analysis aided by Pearson's Correlation index would engender. San, Theen and Heng (2012) studied reward strategy and performance measurement from Malaysian insurance companies and used descriptive results to establish that financial and non-financial reward strategies enhance performance outcomes. Hence, with non-financial rewards, performance is enhanced in one way or the other.

Nawamanya (2016) studied the effect of financial and non-financial motivation on teachers' performance in private secondary schools in Sheema District, Uganda. Using the Pearson correlation coefficient technique revealed a significant positive relationship between non-financial motivation (recognition inclusive on quality of teachers' performance) and the teachers' job performance. Whereas this study was on primary school teachers, the current study was on lecturers of Makerere University. Morillas and Garrido (2014) established that recognising tutoring tasks enhances efficiency and engenders positive outcomes for students and staff. Meanwhile, this study did not use regression analysis which was adopted in the current study.

In another empirical investigation, Rashid, Hamza, and Said (2018) conducted a study wherein they examined the impact of rewards and promotions, alongside the support provided by supervisors on the job performance of academic personnel within Malaysian universities. Through the application of Pearson's correlation coefficient and regression analysis methods, the researchers established a significant positive correlation between promotions, supervisor support, rewards, and the performance of academic staff.However,

this study did not benefit from Hertzberg's Two Factor Theory which was the main theory that guided the present study.

In a separate study, Ndungu (2017) set out to investigate the effects of rewards on employee performance in public educational institutions at Kenyatta University, Kenya. Using descriptive and inferential statistics, Pearson's correlation and regression analysis techniques, the study revealed that rewards recognition had a significant and positive relationship with the performance of employees (including academic staff) in public higher educational institutions in Kenya. However, low fringe benefits caused dissatisfaction and negatively affected their performance. Meanwhile, this study did not have other aspects of performance management like goal setting and appraisal, which were considered in the current study.

Victor and Babatunde (2014) studied the motivation and effective performance of academic staff in higher education at Adekunle Ajasin University, Ondo state university. With the use of percentages, the study showed that 60% of the respondents had agreed that there was a lack of provision of regular payment of salary and other remuneration, which leads to low performance of academic staff in Adekunle Ajasin University. However, this study used Pearson and regression analysis techniques and inferential statistics. Emuron (2020) studied the progressive reward management system model for university governance using the Pearson correlation coefficient index and revealed a significant positive relationship between reward management, increasing cost of living and academic staff performance.

Buberwa (2015) studied academic staff motivation in Tanzania's public higher learning institutions and established that low monthly salaries were a major factor that accounts for the dissatisfaction among academic staff and reduced motivation for higher performance at the universities. Thus, it showed that inadequate financial rewards provision

is significantly related to academic staff performance in institutions of higher learning. However, this reviewed study was descriptively analysed while this completed study has inferential analysis techniques. Relatedly, Osedebe and Chidinma (2020) studied principles of reward management strategies as a correlate of staff performance in secondary schools in Delta State, Nigeria. Using Z-test statistics, the study revealed that principles' reward management strategies in pay based rewards, benefits rewards, career incentives and non-financial rewards correlate with staff performance. This implies that rewards, once offered, had the potential to influence the performance of teachers. However, this study used Z-test, while the current study used Pearson and simple linear regression. In contrast, Ekindayo and Ayodele (2019) studied how best to motivate lecturers for better service delivery in Nigerian universities. Having used descriptive results, the study revealed that increasing pay package, creating opportunity for professional growth and creating a healthy teaching environment were essential for improving lecturers' service delivery in Nigerian universities.

Turk (2016) studied performance appraisal and compensation of academic staff at the University of Turto. Following document analysis, results revealed that compensation guaranteed a highly motivated core of academic staff dedicated to their performance mandate, teaching and research. However, this study did not have community-based activities, as in this completed study. Seyama and Smith (2015) studied performance management rewards in South African universities. Applying qualitative descriptive analysis, it was revealed that performance management rewards, offered and effectively administered on academics, create high job performance of academic staff in South African Universities. This study further demonstrated that the absence of provision or dissatisfaction with performance rewards results in a reduced quality of services offered by academic staff, because their morale is significantly and adversely affected.

Kiplangat (2017) investigated the influence of recognition, rewards, remuneration and benefits on the lecturers and revealed that lecturers were dissatisfied with the lack of adequate pay commensurate to work done in addition to dissatisfaction with salary, which affected job satisfaction and academic staff's job performance. Besides, this reviewed study used ANOVA and T-test analysis techniques, while this study used Pearson and simple linear regression.

2.2.6 Job performance of academic staff (dependent variable)

Studies on the job performance of academic staff reviewed in this study, among others, included Igobojekwe and Chigonzie (2015) study that established that the teaching quality of academic staff in Nigerian universities was decelerating. Much emphasis was put on teaching ignoring research and community outreaches. The study did not relate the quality of teaching as an aspect of the job performance of academic staff with performance management aspects. However, this study relates performance management and academic staff's job performance in teaching, research supervision, research writing & publication, and community outreaches. Suarman (2015) revealed that one of the major responsibilities of academic staff and lecturers is providing effective service and teaching. The efforts to improve job performance in teaching and learning are the priority of lecturers. They are expected to identify and design relevant courses and objectives, in addition to determining instruments for performance assessment to measure students' outcomes. This observation was not a field study like this one at Makerere University. Suarman (ibid.) further established that active academic staff researchers lead to credibility enhancement. Students desire to learn from such academic staff in all aspects of teaching. Lecturers gifted with effective teaching and research skills are highly respected as agents of quality university education. The study, nonetheless, was a desktop literature review, while the current study had fieldwork findings. Secondly, no theory was applied while this current study used three theories.

Al-Hadad, Taleb and Barden (2018) empirically established a moderate academic staff's job performance in various Jordanian universities. It was not indicated whether the quality was in teaching, research and community outreaches. However, this present study pointed out the aspects of the job performance of academic staff concerning teaching, research supervision, research writing and publication, and community outreaches.

2.3 Summary of the Literature and the Gaps in the Study

The preceding sections of the literature followed the four selected study objectives namely; goal setting, staff performance appraisals, staff career development and rewards. It is on the foundation of this literature review that the conceptual framework was laid upon. While numerous enquiries have explored the job performance of academic staff, they have notably omitted an exploration into the areas of pedagogy, research guidance, scholarly writing and dissemination, and community engagement within the context of Makerere University's academic staff. This present study set out to investigate the job performance exhibited by the academic staff of Makerere University, in alignment with the parameters expounded in the conceptual framework. The study centred on the interplay between goal setting, staff appraisals, career development, and rewards in shaping and influencing the job performance trajectories of the academic staff. In this review of related literature, it has been realised that many authors did not emphasise performance management to improve the job performance of academic staff at Makerere University. The dependent variable is the job performance of academic staff. Most of the authors did not investigate the study on teaching, research supervision, writing and publication and community outreaches of lecturers in Makerere University (Al-Hada, Taleb & Barden, 2018; Igobojekwe & Chigonzie, 2015) and independent variable (Alkhaliel & Hooi, 2013; Morillas & Garrido, 2014; Nawamanya, 2016). The extraneous variable had not been reviewed concerning academic staff's job performance because they were not part of the study objectives but other external factors that

could as well affect the university mandates in services delivery. There was also a dearth of studies on the relationship between performance management and the job performance, which this study did to improve the services offered by Makerere University lecturers.

From the above review, different forms of gaps were raised. Such included contextual, conceptual, theoretical, methodological, and empirical gaps. Regarding methodology, some of the earlier reviewed studies were desktop reviews while this study was empirical. Some others were qualitative while this study used a mixed method. Most of the reviewed studies were conducted in Europe, Asia and the rest of Africa. Thus they were not directly carried out at Makerere University, Uganda.

Further, in terms of content, the study dealt with academic staff's job performance as the main concern with the following performance management dimensions; goal setting, appraisal, career development, and effective rewards. None of the reviewed studies had these as study dimensions covered at once. Regarding empiricism, some reviewed studies had findings from a desktop literature review yet the current study had field study findings.

Chapter Three

Methodology

3.0 Introduction

This chapter provides a plan of the methods that were applied in the empirical part of the study, which includes; philosophical orientation, the research design, population sample size, sampling strategies, and data collection methods. It also expounds upon data collection instruments, data collection procedure and data quality control. Finally, it explains data analysis and ethical considerations.

3.1 Philosophical Orientation

The study was guided by Plato's deductive reasoning philosophy. Knowledge is viewed as subjective depending on the prevailing conditions, practices, beliefs and processes (Rosenthal, 2018). Ontologically, reality is socially and subjectively constructed through individual and collective interpretation. Interpretation may differ from one person to another depending on experiences and feelings through practice (Alharazash & Pius, 2019) which suggest ontological gaps. Epistemologically, objective reality is established through using multiple methods (Rosenthal, 2018). This reality was arrived at using the objective method and this study's objectivity depends on the numerical assumption from the respondents logically. The statistical procedures especially the means, frequencies, percentages, and standard deviations were adopted to test the study hypotheses using Statistical Package for Social Sciences (SPSS) statistical software tool, (Creswell, 2009). Creswell explained that research philosophy is an over-arching term relating to the development and the nature of knowledge through practice. This suggests an epistemological gap especially when different methods are used in the study. The philosophical stance in the study was more embedded in critical realism that included dominantly positivism (quantitative) and to a smaller scale

interpretivism (qualitative). This study was mainly a mixed method with quantitative major designs and qualitative (interpretivist) minor designs respectively applied. The major philosophical position in the study was positivist with the minimal interpretive method. This explains that mixed method research resides in the middle of the continuum between quantitative and qualitative because it incorporates elements from both approaches. It is a basic set of beliefs that guide the actions. It is also done to answer the research questions that can assist in gaining a more complete picture than a standalone (quantitative or qualitative) stand (Tegan, 2022). It also integrates benefits of both methods.

The justification for selecting Plato's deductive philosophy was that the aspects of the study; that is to say, performance management and job performance of academic staff, were majorly objective but entrenched in personal information (Menn, 2002). The study was embedded by putting more emphasis on Plato's deductive reasoning, which is quantitative. Further, this philosophy led to the application of more statistical procedures to represent information provided in the study. This explains that the quantitative paradigm overtook the qualitative one. To a limited extent, the qualitative paradigm comes into effect to supplement quantitative data to triangulate the findings.

3.2 Research Approach

The study used a concurrent mixed method approach greatly relying on quantitative methods and perfunctorily on qualitative methods. A quantitative approach was used through the application of statistical procedures while the qualitative approach supplemented the study findings to arrive at the results. This is done to strengthen the findings. The three sources of data collection were; the questionnaires, interview guide and documentary check lists were concurrently done to help capture findings that would not be derived from only one method. Since the philosophy is Plato's deductive reasoning which calls for a quantitative approach, it

matches well with the cross-sectional survey design in data collection. Qualitative data supplemented the study for triangulation approaches.

3.3 Research design

Creswell (2013) defines study design as the structure of the work. The study employed a cross-sectional survey design that included quantitative and qualitative approaches. A cross-sectional survey design involves collection of data from a large size of a population within a limited period (Amin, 2005). It involved collecting data from a large number of respondents at a point in time (Amin, 2005). In this study, the respondents were academic staff from Makerere University. The design saved time and financial resources since data were collected at once.

3.4 Study area and population

The area of the study was Makerere University that has had a long experience in academics in Uganda, East Africa and Africa for its reputation by educating many scholars. I chose the three colleges because there was complaint from time to time

The parent study population consisted of 514 academic staff. Out of these; 34 were heads of department (Makerere University Blog, 2020) and (1 Makerere University Human Resource Department 2018), 1 DVCCAs, 1 DHR and three principals from three colleges at Makerere University. These colleges are; College of Humanities and Social Sciences (CHUSS) from where 280 lecturers participated, College of Business Administration and Management (COBAMS) where 127 participated and College of Education and External Studies (CEES) with 107 staff. In total, 514 lecturers were the academic staff who participated in the study (Makerere University Fact Book 2017-2028). The academic staff were considered because they are the ones who do the teaching, conduct researches and engage in community outreaches so that the university mandates are implemented. The

investigation was centred on their low job performance at the three colleges in the university. Heads of department supervise academic staff (teaching staff), monitor departments' performance and ensure that the services of the academic staff are of a high standard in the institution (Human Resource Department Makerere University 2018). Teaching assistants have been regarded at the training level before becoming full-time staff (Fact Book Makerere University, 2018).

3.5 Sample Size

The study focused on participants from Makerere University. Specifically, 210 lecturers and six heads of departments, were sampled from a total lecturer population of 514 using Krejcie and Morgan's (1970) method to ensure representative sampling. Due to its capability to determine sample sizes for populations of any size, the choice of this method was made. The resulting response rates were 174 lecturers and five heads of departments. In addition to that, the sample included 1 Deputy Vice Chancellor of Academic Affairs (DVCAA), 1 Director of Human Resources (DHR), three principals from the colleges of CEES, COBAMS, and CHUSS, as well as five more heads of departments. For estimating sample sizes across populations, the Table of Sample Size Determination (TSSD) as referred to in (Amin, 2005) and (Cresswell, 2017) was employed due to its applicability to various population sizes.

Table 3.1: The sample size

Category	**Target Population**	**Sample size**			**Percentages**	**Sampling Techniques**
		HOD		HOD Total		Stratified, and Simple random
DVCAA	1	0		0 1		Purposive
DHR	1	0		0 1		Purposive
Principals	3	0		0 3		
CHUSS	261	19	115	2 117	54%	
COBAMS	120	7	52	2 54	25%	
CEES	99	8	43	2 45	21%	
University administrators		10		5		
Heads of Department		**34**		**6**		Purposive
Sub-Total	485	34	210	11 219		
Total	**519**		**210**	**11 221**	**100%**	

The respective sample size is large because this study is time-bound.

Source: Krejcie and Morgan's (1970).

3.5.1 Sampling techniques

3.5.1.1 Stratified random sampling

This study utilised a two-step sampling approach to gather data from academic staff. First of all, a stratified random sampling technique was engaged to ensure a representative selection of respondents (lecturers) based on their specific employment positions. Then, a simple random sampling technique was applied to mitigate bias and provide equal opportunity for

participants to be chosen. This second technique was used to select respondents who would respond to the research questionnaires based on their respective colleges of operation.

The rationale behind employing stratified random sampling was to accurately represent the distribution of academic staff across the various colleges, as outlined by Greg (2018); further still, the method ensured that each college's staff establishment was proportionately represented to promote fairness in the selection process. In essence, this technique safeguarded that all members had an equal chance of being chosen thus resulting in respondents being drawn from the three colleges in the study who were present at their workstations during the data collection period. This process continued until the required sample size was achieved thereby preserving the principle of proportionality and equitable representation of academic staff across all three colleges.

3.5.1.2 Purposive sampling

Purposive sampling or judgmental, selective, or subjective sampling is a form of non-probability sampling known as authoritative in which researchers rely on their judgment when choosing population members to participate in their surveys. The relevancy to this sampling is that the researcher is most likely to get extremely accurate results with a minimal difference of errors due to the researcher’s knowledge of creating a sample (Akpan, E. Ebenezer et al and Rosemary Collins, 2023; Kassiani Nikolopoulou, 2020; Etikan, 2017). Heads of department, principals from the three colleges of Makerere University together with a staff from HR and DVSSs were purposively selected because they were the ones who immediately supervised the lecturers to perform their duties until quality results were achieved. These results, then, would meet university set goals and standard in the departments in the university to improve job performance of academic staff. The purposive sampling technique provides evenly sampled numbers, it is the least expensive, less time-

consuming, easily generalised, and is convenient to draw and execute (Malhotra & Birks, 2006). Five heads of department out of 34 were purposively sampled by considering a male and female by gender from each college. The data gathered was analysed separately using themes. Purposive sampling was considered on heads of departments as these were deemed to have all the confidential information on the performance of academic staff and how performance management influenced it.

3.6 Data Collection Methods

Data was collected using questionnaires for academic staff (teaching staff), interview for Deputy Vice Chancellors Academic Affairs, Director Human Resource, Principals and heads of departments and Documentary analysis.

3.6.1. Questionnaires

The main data collection method was survey questionnaires. It was used because it allowed to get information from many respondents at a point in time. Questionnaires were used to collect confidential information on performance management and job performance of academic staff at the university.

3.6.2. Interview

This was the second data collection method employed. This method was used to obtain information from heads of departments, principals, Director Human Resources and Deputy Vice Chancellor of Academic Affairs. It was used to supplement data collected using a survey method. The interview bias was controlled by; reading the questions exactly the way they were designed, repeating the questions at least twice or so for the participants to get it right and not interpreting the questions to the interviewee.

3.6.3 Documentary review

A document review was the third data collection method. The method was used on information already captured in the university documents on key aspects studied. This document review specifically targeted information on performance management dimensions and academic staff performance in Makerere University. Document review method was used because the information was already available in the Human Resources Department of Makerere University. Furthermore, the document review method helped to reduce interference with the study responses.

3.7 Data Collection

The study used three data collection instruments; a self-administered questionnaire for academic staff, an interview guide for administrative staff, the heads of departments and the documentary check list as indicated in the following sub-sections below.

3.7.1 A Self-administered questionnaire instruments

Closed ended self-administered questionnaires is normally used to collect data from a big number of respondents at once in a short period (Larverakas, 2008). It had the following sections: A, on the respondents' bio data; B, on performance management; on B1, goal setting; B2, on staff appraisal; B3, on staff career development; and B4, on rewards. Section C was on academic staff's job performance in C1, C2, C3 and C4. Sections B and C were scaled on a 5-point Likert scale. The Self-Administered Questionnaire was used because lecturers are literate and can read and interpret the items independently. Interference responses were limited in the study because the academic could tick the correct and suitable corresponding item from a box provided. The self-administered questionnaire that was adopted involved using a self-administered questionnaire (SAQ) method. The SAQ enabled the researcher to collect a large number of academic staff quickly at an effective cost and

time (Steve, Fiona, Mark & Jane, 2008; De Leeuw, 2008). The questionnaire as an instrument was suitable for sampled respondents because of their high proficiency in the language (English) which was used for administering the questions.

3.7.2 Interview guide

The interview guide for administrative staff who are the heads of department, principals, Director Human resource and Vice Chancellor Academic Affairs in the university was the second data collection instrument. The views of these participants was considered to supplement to the quantitative data collected using the self-administered questionnaire. The unit selected was considered to be the key informant in managing the academic staff. They were the immediate supervisors of the staff in their respective collages. The interview also allowed getting detailed views and perceptions about the study variables. In addition, the interview guide helped the researcher to observe the mood and facial expressions of the respondents so that key area points are critically noted and aligned in their order of importance for analysis (Hardavella, 2016; Kajamboon, 2005; Bird, 2016). Finally, the researcher made appointments with the selected heads of department by fixing the dates and time, which did not collide with at their daily office schedules. The time schedules are appropriately fixed by following rule and the regulations of a public servant only during weekdays between 8:00 a.m. to 5:00 p.m.

3.7.3 Document review check list

A document review check was the third data collection instrument. Documents like the annual performance reports, quality assurance reports, National Council for Higher Education reports were reviewed. In these reports, information related with university research, teaching goals, promotions, career development, rewarding and academic staff performance was reviewed. This document review checklist was used because it had information on the study

concepts and could give information without any external interference from the researcher and university management. Creswell (2014) supports use of document review checklist as a way of triangulating findings.

3.8 Measurement of Variables

The study used a self-administered questionnaire and interview guides as data collection instruments. The questionnaire was prepared on each set of variable dimensions of the dependent and independent variables for the respondents (lecturers) to answer. Interview guides were conducted by the researcher on the vice chancellor of academic affairs, human resource director, three principals and five heads of department and interviewed them. All the items in the self-administered questionnaire were closed-ended. Items on the independent variable were measured using a five-point scale ranging from 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly agree. The dependent variable used a scale of 1= Very low, 2= Low, 3= Moderate, 4=High and 5=Very high. These scales were used because they were systematically arranged by Professor Leonsis Likert and closely related when measuring quantitative variables (Rensis Likert, 1932).

3.9 Procedure

The researcher got an introductory letter from Kyambogo University Graduate School, used the university identity card and self-introductory letter, which she presented to the Makerere University authority. The Makerere University authority wrote her a letter introducing her to the three colleges (CEES, CHUSS and COBAMS). The researcher selected three research assistants, trained them to collect the data, and gave them the questionnaires. Each assistant was introduced to the college where he collected data. Meanwhile, the researcher interviewed five heads of the department, three principals, a member from the office of HR and DVAAs. After which, all the data gathered together and ready for analysis.

3.10 Data Quality Control

The study maintained the quality of instruments through the objective validity and reliability of measurements and instruments as presented below.

3.10.1 Validity of quantitative data

Marta Costa (2022) defines data quality control as a field research, a measure whether the collected data meets the research requirements of the researcher like, data accuracy, relevance, timeliness and consistency.

Validity is the extent to which an instrument measures what it was intended for (Amin, 2005). It refers to how accurately a method measures what it is intended to measure (Middleton, 2019). The face validity of research instruments was established from the content validity index of the study. Information experts, who consisted mainly of supervisors and five experts (2 professors and 1 Doctor from Kyambogo University, 1 Ass. Professor, 1principal from CEES at Makerere), were given the instruments to judge whether the items were relevant to the study. After this, the content validity index was computed using a formula (Amin, 2005).

Content Validity Index (CVI)

Table 3.2: Content Validity values for the various sections of the questionnaire

Constructs for variables	Relevant items	Total Items	CVI
Goal Setting	9	10	0.9
Staff performance appraisal	8	10	0.8
Staff career development	7	10	0.7
Effective Rewards	9	10	0.9
Teaching	8	10	0.8
Research supervision	9	10	0.9
Research writing publication	9	10	0.9
Community outreaches	7	10	0.7

The instrument was considered valid when the validity value computed was greater than 0.5 (Amin, 2005). However, the final computed validity value was 0.887, greater than 0.5. After ensuring validity, the instrument was considered worthy of measuring performance management dimensions and job performance of academic staff in the selected three colleges of Makerere University. Content validity was considered for the study because it was useful in aligning the study items in the variables.

3.10.2 Trustworthiness (validity of the qualitative data);

Trustworthiness refers to validity in a qualitative research (SOURCE). It is the ability of a person who give correct information that ensures confidence to others. That, the information given should have qualities that are credible, transferable, dependable and confirmable (Stahl & King, 2022; Morse et al., 2002).

Credibility in this study was ensured by triangulation, prolonged engagement with the participants' persistent observation and member checks. Prolonged engagement helped to build a good relationship between the researcher and the interviewees resulting in to a desired information. As data was collected, member checks was also adapted this process involved the key informants confirming the information given earlier was correct and to reduce personal biases (Busetto, 2020).

Triangulation was ensured in the following perspective: mixed methods where qualitative and qualitative approaches were applied. Data was collected using two different methods; questionnaires and interview from different sources (COBAMS, CEES and CHUS). Furthermore, the thickness of the data was increased by using different tools which included interview guides, questionnaires and documentary check list to expand data.

Dependability; It linked to the reliability and a measure of an extent to which a research study could be repeated. This can be assured through rigorous data collection

techniques and procedures by ensuring that the findings were established even though the participants were different at a time of collecting the data. It is also demonstrated that the results would be valid to only Makerere University (Golafshani, 2023; Leung, 2015).

To check and improve the transferability which measures whether the findings of the results are within other context the researcher made an assurance that the participants were the real targeted at their capacity of responsibility they had (Forero et al., 2018; Daniel, 2019). Confirmability as one of the quality of the trustworthiness in qualitative findings was done to prove that the quality of the results was neutral and not affected by biases from the researcher. In conclusion, trustworthiness in forms of dependability, credibility, transferability and confirmability was ascertained through using people better positioned to give information pertaining the performance management indicators and job performance of academic staff at the university (Abdelghany et al., 2019). When these same participants are interviewed for the second time using the same tool, they are supposed to give the same and similar responses.

Table 3.3: Component Factors on Goal Setting

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.30	58.900	58.900	5.301	58.900	58.900
2	0.81	8.985	67.885			
3	0.77	8.549	76.434			
4	0.58	6.436	82.870			
5	0.42	4.701	87.571			
6	0.39	4.317	91.887			
7	0.32	3.503	95.390			
8	0.24	2.658	98.047			
9	0.18	1.953	100.000			

Extraction Method: Principal Component Analysis.

Table 3.3 shows that the first factor out of the ten goal-setting items was reduced to factors. However, only the first factor had an Eigenvalue above 1.00. This suggested that this was

only the significant component. This first factor explained 5.301 / 9 x 100 = 58.9% of the joint variation.

Table 3.4: Loadings on goal setting items

	Component
	1
There is a strategic plan for staff work	0.766
There is a clear mission for staff work in the strategic plan	0.842
There is a clear vision for staff work	0.824
My university has objectives for staff work	0.841
The work objectives are measurable	0.795
The staff work objectives are specified as measurable	0.705
The staff objectives are aligned with that of the university	0.700
My university has a clear road map that is followed by staff	0.746
My strategic plan for the university is periodically reviewed	0.666

The loadings in Table 3.4 show that all the nine on goal setting were valid because they loaded highly; that is, they loaded above 0.5 on the factor. This implied that these eight items were valid measures of goal setting. These nine items were the ones based on the sub subsequent sub-analysis.

Table 3.5: Component factors on staff performance appraisal

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.40	43.970	43.970	4.397	43.970	43.970	3.032	30.325	30.325
2	1.26	12.615	56.585	1.262	12.615	56.585	2.626	26.260	56.585
3	0.98	9.802	66.387						
4	0.88	8.806	75.193						
5	0.71	7.063	82.256						
6	0.53	5.333	87.589						
7	0.38	3.750	91.339						
8	0.33	3.262	94.601						
9	0.29	2.943	97.544						
10	0.25	2.456	100.000						

Table 3.5 shows that the ten items on appraisal were reduced to as many component factors. However, only the first two factors had Eigen values exceeding 1.00. This suggested that these were the only significant component factors. The first factor explained 4.397/10 x $100 = 43.970\%$ of the joint variation in the ten items. The factor loadings of the respective seven items on the factor are given in Table 3.6.

Table 3.6: Loadings on staff performance appraisal items

	Component
	1
I participate in producing performance appraisal forms	0.615
I am informed of performance appraisal objectives	0.597
I sign performance agreement every academic year	0.637
I am involved in reviewing performance agreement	0.861
I participate in appraising fellow staff in my department	0.771
I am given appraisal feedback from the human resource department	0.779
Appraisal results are used for decision -making in my college	0.711
I worked on probation for six months	0.432
I am appraised at the end of the academic year	0.414
I am satisfied with the appraisal report each year	0.672

The loadings in Table 3.6 show that out of 10 items on appraisal, only 8 were valid measures of appraisal because they loaded highly; appraisal because they loaded above 0.5 on the factor. This implied that these eight items were valid measures of goal setting. These nine items were the ones based on the sub sequent sub-analysis.

Table 3.7: Component/Factors on Career Training Development

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.92	39.152	39.152	3.915	39.152	39.152	2.229	22.293	22.293
2	1.15	11.532	50.683	1.153	11.532	50.683	2.195	21.945	44.238
3	1.07	10.688	61.372	1.069	10.688	61.372	1.713	17.134	61.372
4	0.83	8.298	69.670						
5	0.73	7.338	77.008						
6	0.64	6.444	83.451						
7	0.50	4.985	88.437						
8	0.48	4.831	93.268						
9	0.41	4.133	97.401						
10	0.26	2.599	100.000						

Table 3.7 shows that the ten items on training career development were reduced to as many component factors. However, only the first three factors had Eigen values exceeding 1.00. This suggested that these were the only significant component factors. The first factor explained 3.915/10 x 100 39.152 of the common variation in the seven items. The factor loadings on the respective ten items on the factor are given in Table 3.8.

Table 3.8: Loadings on staff career training development items

	Component
	1
There is a policy on training sessions for new employees	0.637
There is a policy at the workplace for staff professional growth.	0.501
Internal orientations are organized for new employees.	0.514
Arrangements are made for staff coaching.	0.688
My university organizes bench marking with other universities.	0.627
I supervise and mentor junior staff in their career at the university.	0.710
I am promoted in my career.	0.543
My university organizes workshops and seminars in my area of specialization.	0.705
I am given rooms to report my expectations.	0.635
I am allowed to mention the challenge that interfere with my services.	0.654

The loadings in Table 3.8 shows that all the ten items on staff career training development were valid measures because they loaded above 0.5 on the factor. This implied that these eight items were valid staff career training and development measures. These items were all based on the subsequent analysis.

Table 3.9: Component/Factors on rewards

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.66	36.629	36.629	3.663	36.629	36.629	2.520	25.196	25.196
2	1.72	17.221	53.850	1.722	17.221	53.850	2.303	23.026	48.223
3	1.34	13.395	67.246	1.340	13.395	67.246	1.902	19.023	67.246
4	0.72	7.229	74.475						
5	0.65	6.459	80.934						
6	0.55	5.521	86.455						
7	0.47	4.679	91.133						
8	0.37	3.693	94.826						
9	0.30	2.960	97.786						
10	0.22	2.214	100.000						

Table 3.9 shows that the ten items on rewards were reduced to as many component factors. However, only the first three factors had Eigen values exceeding 1.00. This suggested that these were the only significant component factors. The first factor explained 3.663/10 x 100 = 36.629 of the common variation in the ten items. The factor loading on the respective ten items on the factor are given in Table 3.10.

Table 3.10: Loadings on rewards

	Component
	1
I am appraised for my hard work	0.740
My efforts are recognized	0.653
I appreciated the excellent job done at the university	0.722
My salaries and remunerations and salaries come on time	0.538
I am offered to study on university bursary	0.652
I am offered overtime allowances on time	0.594
My child is sponsored to study by the university council	0.354
I am recognized for excelling in research supervision	0.530
I am awarded for standing out in strengthening university policies	0.647
I am given study leaves to develop my career	0.525

The loadings in Table 3.10 showed that of all the items out of ten on the appraisal, only 9 were valid measures of rewards because they loaded highly above 0.5 on the factor. This implied that these nine items were valid measures of rewards. These nine items were the ones based on the subsequent analysis.

Table 3.11: Component/Factors on Teaching

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.39	53.893	53.893	5.389	53.893	53.893
2	0.92	9.231	63.124			
3	0.77	7.716	70.840			
4	0.63	6.290	77.130			
5	0.56	5.589	82.719			
6	0.48	4.831	87.550			
7	0.36	3.562	91.112			
8	0.34	3.544	94.656			
9	0.30	2.987	97.643			
10	0.24	2.357	100.000			

Table 3.11 shows that the ten items on teaching were reduced to as many component factors. However, only the first factor had Eigen values exceeding 1.00. This suggested that this was the only significant component factor. The first factor explained 5.389/10 x 100 = 53.893 of the common variation in the ten items. The factor loadings on the respective 10 items on the factor are given in Table 3.12:

Table 3.12: Loadings on teaching

	Component
	1
I engage in providing students with learning materials	0.732
I do timely student assessment	0.779
I use varied lecturing methods	0.781
I Complete the syllabi on time	0.816
I select and use appropriate pedagogies that suits each student	0.755
I fairly assess students work	0.737
I timely analyse the learners results and submit them to the college	0.770
I give timely feedback to students	0.762
I organise seminars and workshops for students	0.491
I prepare adequate teaching aid and materials for students	0.663

The loadings in Table 3.12 show that out of the ten items on teaching, only 9 were valid measures of teaching because they loaded highly. They loaded above 0.5 on the factor. This implied that these nine items were valid measures of teaching. These nine items were the ones based on in the sub subsequent analysis.

Table 3.13: Component/Factors on Research Supervision

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.95	59.537	59.537	5.954	59.537	59.537	4.837	48.374	48.374
2	1.12	11.235	70.771	1.123	11.235	70.771	2.240	22.397	70.771
3	0.58	5.837	76.608						
4	0.57	5.670	82.279						
5	0.45	4.494	86.773						
6	0.43	4.279	91.051						
7	0.29	2.856	93.908						
8	0.25	2.542	96.449						
9	0.20	1.983	98.432						
10	0.16	1.568	100.000						

Table 3.13 shows that the ten items on teaching were reduced to as many component factors. However, only the first two factors had Eigen values exceeding 1.00. This suggested that these were the only significant component factor. The first factor explained 5.954/10 x 100 = 59.537 of the common variation in the ten items. The factor loadings on the respective ten items on the factor are given in Table 3.14.

Table 3.14: Loadings on Research Supervision

	Component
	1
I have a standard number of student supervisees of 2, 3 PhD	0.459
I diligently supervise six masters students assigned to me	0.780
I ensure that students topics meet the required standard	0.775
I participate in student viva assessment and voce	0.864
I timely supervise students research works	0.848
I encourage students to attend viva	0.749
I mark student viva correction before the final submission	0.855
I encourage students to follow systematic research application	0.803
All students I supervise publish their research work	0.731
I encourage the students I supervise to identify an international journal for publication.	0.772

The loadings in Table 3.14 show that out of 10 items on research supervision, only nine were valid measures of research supervision because they loaded highly above 0.5 on the factor. This implied that these nine items were valid measures of research supervision. These nine items were the ones based on the subsequent analysis.

Table 3.15: Component/Factors on Research publication

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.14	51.392	51.392	5.139	51.392	51.392	4.118	41.179	41.179
2	1.47	14.743	66.135	1.474	14.743	66.135	2.496	24.956	66.135
3	0.89	8.943	75.078						
4	0.55	5.523	80.601						
5	0.46	4.627	85.228						
6	0.42	4.163	89.391						
7	0.36	3.572	92.963						
8	0.31	3.069	96.032						
9	0.24	2.394	98.426						
10	0.15	1.574	100.000						

Table 3.15 shows that the ten items on research supervision were reduced to as many component factors. However, only the first two factors had Eigen values exceeding 1.00. This suggested that these were the only significant component factors. The first factor explained 5.139/10 x 100 = 51.392 of the common variation in the ten items. The factor loadings on the respective ten items on the factor are given in Table 3.16:

Table 3.16: Loadings on Research Publication

	Component
	1
I write four journal publications in one academic year	0.622
I do publish in edited journals	0.701
I do publish in known journals	0.767
I always give innovative ideas on how best publications are made for students	0.781
I encourage students to publish their research reports	0.835
I ensure that students follow and use the correct criterion research publication in a journal	0.791
I encourage students to read other people's publication	0.704
My students participate in journal writing competitions	0.600
I organize bench-marking conference tours for my students	0.581
I give out students' theses to other lecturers to read and give comments	0.740

The loadings in Table 3.16 shows that all the ten items on the staff research publication were valid measures because they loaded above 0.5 on the factor. This implied that all ten items were valid measures of research publication. These items were all based on in the subsequent analysis.

Table 3.17: Component/Factors on community outreach

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.84	38.412	38.412	3.841	38.412	38.412	2.511	25.112	25.112
2	1.46	14.637	53.049	1.464	14.637	53.049	2.086	20.860	45.972
3	1.07	10.719	63.768	1.072	10.719	63.768	1.780	17.796	63.768
4	0.78	7.749	71.518						
5	0.66	6.567	78.085						
6	0.57	5.724	83.809						
7	0.47	4.700	88.509						
8	0.43	4.342	92.850						
9	0.38	3.841	96.692						
10	0.33	3.308	100.000						

Table 3.17 shows that the ten items on community outreach were reduced to as many component factors. However, only the first three factors had Eigen values exceeding 1.00. This suggested that these were the only significant component factors. The first factor explained 3.841/10 x 100 = 38.412 of the common variation in the ten items. The factor loadings on the respective ten items on the factor are given in Table 3.18:

Table 3.18: Loadings on community engagement

	Component
	1
I participate in formulating community ordinances.	0.599
I participate in community projects.	0.577
I engage in the election of the Makerere University Council.	0.471
I participate in planning community needs.	0.661
I support some community activities i.e. sports skills improvement.	0.690
I support some community problems and develop research project to solve the problem.	0.687
I engage in the formulation of university policies.	0.664
I submit periodical reports to the head of the department.	0.630
I provide students with results on time.	0.660
I participate in local council election in my community.	0.517

The loadings in Table 3.18 shows that of all the ten items on community engagement, only nine were valid measures because they loaded above 0.5 on the factor. This implied that all nine items were valid measures of community. These items were all based on in the subsequent analysis.

3.10.3 Reliability of measurements and instruments

This is the ability of the instrument to give consistent results when used again in the same study. It is a consistency of measures across time (test-retest reliability) (Price, Jhangiani & Chiang, 2015; Middleton, 2022). A pilot study was carried out between March and April 2020 in two schools, that is to say, the two colleges; College of Education and External Studies CEES and the College of Humanities and Social Science (CHUSS). The results from the pilot study with ten lecturers were used to establish the instrument's reliability. Data

collected were entered into SPSS soft wear programme in the computer, and the reliability value was computed with values above 0.5 to consider the instrument reliable. The reliability of qualitative data was established by visiting participants at different intervals and comparing findings to ascertain the extent to which they were similar. Reliability values for the various sections of the questionnaire are provided in Table 3.19:

Table 3.19: Reliability values for the various sections of the Questionnaire

Variable	Constructs	Number of items	Alpha values
Independent	Goal setting	10	0.912
Performance management	Staff performance appraisal	10	0.851
	Staff career development	10	0.825
	Rewards	10	0.797
Dependent	Teaching	10	0.900
Job performance of academic	Research supervision	10	0.919
	Research publication	10	0.889
	Community outreaches	10	0.811

Table 3.19 shows Cronbach Alpha values on the various sections of the questionnaire. All the reliability values acquired from the different sections of the Self-administered questionnaire (Independent and dependent variables of the study) indicated that the reliability values acquired were all greater than 0.7. This meant the instrument was highly reliable and worthy of data collection.

Question numbers in the instrument depended on the level of satisfaction with the fair representation of all dimensions of the independent and dependent variables studied as they featured in the Conceptual Framework. The high reliability value on the various sections of the independent and dependent variables in the questionnaire is accounted for due to the fact that the instrument was designed based on earlier instruments with items having reliability

values above 0.7. After paraphrasing and realigning, they were more aligned to the constructs studied leading to higher reliability values.

3.11 Data Analysis

3.11.1 Quantitative data analysis

Quantitative data from the self-administered questionnaires were entered into the computer, processed, coded, edited and analysed using SPSS (Version 21). Descriptive statistics on; frequencies, percentages, mean and standard deviation (SD) were conducted. The second level used inferential statistics involving Pearson's coefficient correlation to test the relationship between the study variables. Qualitative data were transcribed, coded and categorised using themes and subthemes per the study objectives (independent and dependent variables) respectively. The data collected from each objective was presented using descriptive and inferential statistics. For instance, descriptively, means were emphasised using a key as; 1-1.4 referred as: Strongly disagreed, 1.5-2.4 Disagree, 2.5-3.4 Not sure, 3.5-4.4 Agree and 4.5-5 Strongly agree. Percentages and standard deviation were used to supplement the means.

At the inferential level, Pearson's Correlation Coefficient Index and regression analysis techniques were used to test the relationship at a critical level of 0.5. The result was accepted because the extent to which it was computed was greater than zero point five (0.5). The results from different research objectives were systematically reported using tables, figures, pie charts, graphs, and explanations objective by objective.

3.11.2 Qualitative data analysis

Qualitative data analysis began as soon as data collection started.

Data was collected using interview guides and the researcher was the key instrument. Theme analysis was utilized relating basic themes to the questions of the study and the unit of analysis was individual participants. The key themes were determined by the highest number of responses (frequencies) from the participants. Data collection stopped at saturation. This is when no additional data can be found. It is when through interview, the researcher notices similar responses coming out as she continues with the interview that would enforce the researcher to stop (Faulkner, 2017; Santi Lamusu, 2021).

3.11.3 The coding process

Data collected using interviews was transcribed through scanning and cataloguing them (Cresswell, 2013) Secondly, the data was checked to gain general sense of the information and to secure opportunity to reflect on the general meaning of the whole information. () Additionally, coding was done by organizing the data category by category the text then labelled them based on themes and sub-themes. The coded data was used to get the description of the participants and set the themes and sub-themes from the study concepts in the theoretical framework. Once the themes and the sub-themes were set, the researcher interpreted the findings of the result based on the questions and the problem of (JMed Libr/jmla, 2022). An experts on the field was consulted to confirm the themes to ensure credibility.

3.12 Ethical Considerations

The researcher sought authorisation from Uganda National Council for Science and Technology (UNCST) after getting clearance from Gulu University Research Ethical Committee Board (GURECB) to allow her to progress with the research activities to collect data from Makerere University. Kyambogo University Graduate School wrote a personal introductory letter to the Academic Registrar, Makerere University, requesting that the

authorities from the university allow the researcher to collect data. After delivering the letter and the Makerere University Academic Registrar's acceptance, the researcher sought another permission from the university authority to collect data from the study respondents who were lecturers and heads of departments in 3 colleges of CEES, COBAMS and CHUSS. GURECB recommended two consent letters for lecturers and heads of department. Lecturers were assured in the consent letters that the information they would give would only be used for academic purposes and treated with the utmost confidentiality. The authorities used in the text were acknowledged in the list of appendices for future reference. Voluntary participation, harmlessness, anonymity and confidentiality were key to this study.

For ethical purposes, respondents were free not to disclose information they did not wish to share. They were also at liberty to refuse any question they felt uncomfortable answering. Therefore, the relationship with the respondents during the survey was professional and comfortable (Marshall & Rossman, 2010). In addition, in the analysis and reporting, identifying respondents (such as real names) was anonymous (Marshall & Rossman, 2010).

Interview biases in the work were controlled by the researcher's use of provocative questions based on interview guides. Questions that were not related with the concepts studied were strongly avoided in the study.

3.13 Limitations and Delimitation of the Study

3.12.1 Limitation

The study posed conceptual limitations whereby performance management has more than four concepts the current study dealt with. Hence, the remaining concepts of the conceptual limitations were not included in this current study. The remaining concepts may need to be dealt with to ascertain how they impact on academic staff performance.

The study was dominated by quantitative approach meaning that there were several stages to undertake which consume time and resources. For instance, the production of the tool that consisted of eighty (80) question items for teaching staff was rigorous and tedious. The two sets of interviews each consisted of 11 questions; 6 heads of department, 3 principals, office of the DHR and VCAAs. After mastering the setting technique, it was a matter of polishing each item set to match with each objective. Loss and destruction of the research study materials such as computer, hacking into researcher's email addresses and clearing off reading materials downloaded, flash disks, corrupt files by viruses. The writings in the research were backed up with documents and several gadgets such as working with two computers, saving in the emails, flash disks, CDs, print hard copies kept under lock and key and soft copies protected by passwords to only self.

The study was carried out in three colleges; that is, CHUSS, COBAMS and CEES. This leaves a contextual limitation in a university of over ten colleges as the extent to which the four performance management dimensions covered and their influence on academic staff performance in the remaining seven colleges is unknown.

3.12.2 Delimitations

The study faced many delimitations as it was found out difficult to choose which aspects of performance management to include in the study or not. After reviewing adequate literature, it was identified that the four elements, appraisal, goal setting, staff career development and rewarding had not been empirically studied in the context of Makerere University which this study did. Further, it was not easy to choose the colleges until university documents were reviewed and only the three colleges considered were found to have a challenge of job performance of academic staff in the area of teaching, research and community outreaches. It was on this account that they were considered while others were ignored.

3.13 Summary of Chapter Three

In this chapter, methodological approaches revealed that the study was predominantly quantitative and the academic staff were the study respondents. These were sampled using a simple random sampling technique. Data were collected using a self-administered questionnaire as the main data collection instrument. The data were analysed using Pearson's Correlation Coefficient technique and Simple Linear Regression. The findings acquired are provided in the next chapter. The interview guide, a component of the qualitative approach, was used to collect data from sampled participants, responses of whom were used to supplement the main quantitative ones in the findings.

Chapter Four

Data Presentation, Analysis and Interpretation

4.0 Introduction

The study was carried out in three colleges at Makerere University; CHUSS, COBAMS and CEES. This leaves a contextual limitation in a university of over ten colleges as the extent to which the four performance management dimensions covered and impacts on job performance of academic staff in the remaining seven colleges unknown.

This chapter focuses on the presentation and interpretation of the data are the primary focus. We start by highlighting the respondents' response rate and providing an overview of their biodata. Subsequently, the data is carefully described, analysed, and contextualised based on the study's objectives vis-à-vis their corresponding hypotheses. The ensuing sections employ both descriptive and inferential statistics to arrive at findings and test the study's variables. The hypotheses are put to the test through rigorous regression analysis. Furthermore, in this chapter, a comprehensive panorama of the study's outcomes along with their interpretation and analysis is presented. The presentation of these findings is methodically laid out in Table 4.1, which begins with an exploration of respondents' biodata in the subsequent subsections below.

Table 4.1: Respondent's Response Rate

In this section, the questionnaires returned were presented in terms of percentages.

Results	Questionnaire distributed	Questionnaire returned	Returned rate (%)	Global
CHUSS	117	86	41.0	
COBAMS	52	45	21.4	
CEES	43	43	20.5	
TOTAL	210	174	82.9	83%

4.1 Respondents' Bio data

In this section, respondents' bio-data by gender, age, qualification, marital status, rank, experience and college are presented in Table 4.2.

Table 4.2: Respondent's bio data

Category of bio-data	Sub-dimensions	Frequency	Percent
Gender	Male	103	58.1
	Female	71	41.9
	Total	174	100.0
Age	30-55 years	15	8.4
	36-40 years	63	35.2
	41-45 years	53	29.6
	46-50 years	04	2.2
	51-55 years	21	14.5
	56+ years	18	10.1
	Total	174	100.0
Qualification	First degree	29	11.2
	Master's degree	92	53.1
	PhD	63	35.8
	Total	174	100.0
Marital status	Single	29	17.9
	Married	145	82.1
	Total	174	100.0
Rank	Assistant lecturer	47	26.2
	Lecturer	80	45.3
	Senior lecturer	26	16.2
	Associate professor	05	2.8
	Professor	16	9.5
	Total	174	100.0
Experience	0-10 years	50	28.5
	11-20 years	86	48
	21-30 years	27	16.2
	31-40 years	07	4.5
	41-50 years	05	2.8
	Total	174	100.0
College	CEES	44	23.5
	CHUSS	86	46.4
	COBAMS	54	30.2
	Total	174	100.0

Gender of the respondents

Table 4.2 shows that 103 (58.1%) of the study respondents were male compared to 71 (41.9%) female. These findings suggested that the response based on gender depicts the staff establishment at Makerere University where the majority are male. It concurs with the demographic distribution of higher education benefits where the male gender dominates in higher education institutions suggesting that they have more chances to serve as academic staff in the university.

Age of the respondents

Table 4.2. Results on age showed that the majority of the study respondents 63 (35.2%) were in the age group 36-40 years, followed by 53 (29.6%) in the age group 41-45 years, and by 26 (14.5%) in the age group 51-55 years. Few of the study respondents were in the age group 46-50 years 4 (2.2%). The distribution of respondents by age is presented in Figure 4.1:

Findings on the age group revealed that the majority of the study respondents were between 36 to 40 years of age below retirement age of 60 years in Uganda.

Qualification

Finding shows that the respondents' qualifications, 95 (53.1%) were master's degree holders, 64 (35.8%) PhD holders while 20 (11.2%) were first degree holders. These results implied that most of the respondents were master's degree holders indicating that in COBAMS, CHUSS and CEES, there are academic staff members with qualifications below the National Council for Higher Education PhD recommendation for one to serve as a lecturer.

Marital Status

Finding shows that most of the respondents 145(82.1%) were married as opposed to 29(17.9%) who were single. Since most of the staff members were married, they were more

likely to have a high sense of commitment on the job thus enhancing the quality of their services.

The rank of the respondents

Findings presented in Table 4.2 also shows that the majority of the study respondents, 62(35.2%), were at the rank of lecturer, 28(16.2%) were senior lecturers, followed by 21(11.7%) teaching assistants while few 5 (2.8%) were associate professors. These results show that most of the academic staff are lecturers. This position title can motivate them to work hard to improve the quality of their services at the university.

Experience of the respondents

Results in Table 4.2 show that 86(48%) of the study respondents had a teaching experience of 11-20 years and 51(28.5%) of 0-10 years. A very small fraction of the respondents, 5(2.8%), had an experience of 41-50 years. These results, in general, meant that academic staff experience is high enough, which depicts that they are well positioned to perform at their best, thereby enhancing the quality of their services in the university. Finally, the respondent's biodata shows that the majority of the study respondents 86 (46.4%) were from CHUSS, 54(30.2%) from COBAMS, while 43(23.5%) were from CEES. This indicates that there was fair representation of lecturers depending on the proportionate establishments of academic staff.

4.2 Descriptive Statistical Analysis

4.2.1 Dependent variable: Job performance of academic staff

4.2.1.1 Job performance

This section is divided into teaching, research supervision, research writing & publication and quality of community outreaches. Respondents were requested to do a self-rating on items on each of the aspects. The rating was based on the Likert scale ranging from 1= Very

low, 2= Low, 3= Moderate, 4= High and 5= Very high. The descriptive results on the quality of teaching services are presented in Table 4.3.

Table 4.3: Descriptive results on quality of teaching

Teaching services	SD	D	N	A	SA	Mean
I do engage in providing students with learning materials	5 (2.8%)	11 (6.1%)	14 (7.8%)	92 (51.4%)	57 (31.8%)	4.03
I do timely students' assessment	3 (1.7%)	4 (2.2%)	18 (10.1%)	94 (52.5%)	60 (33.5%)	4.14
I use varied teaching/ lecture methods	1 (0.6%)	5 (2.8%)	14 (7.8%)	80 (44.7%)	79 (44.1%)	4.29
I complete the teaching syllabi on time	2 (1.1%)	10 (5.6%)	17 (9.5%)	97 (54.2%)	53 (29.6%)	4.06
I select and use the best appropriate pedagogies that suits each student	22 (12.2%)	4 (2.2%)	21 (11.7%)	100 (55.9%)	50 (27.9%)	4.05
I fairly assess students work	4 (2.2%)	12 (6.7%)	17 (9.5%)	88 (49.2%)	58 (32.4%)	4.03
I timely analyse the learners' results and submit them to the college	2 (1.1%)	2 (1.1%)	28 (15.6%)	84 (46.9%)	63 (35.2%)	4.14
I give timely feedback to students	3 (1.7%)	9 (5%)	20 (11.2%)	88 (49.2%)	59 (33%)	4.07
I organise seminar and workshops for students	6 (3.4%)	15 (8.4%)	20 (11.2%)	109 (60.2%)	29 (16.2%)	3.78
I prepare adequate teaching aid and materials	3 (1.7%)	10 (5.6%)	21 (11.7%)	93 (52%)	52 (29.1%)	4.01
Global						4.06

Tables with descriptive results on the aspects of the independent and dependent variables were aggregated; that is, statistics from the low and very low sections formed the low category, statistics from very high and high sections formed the high category while the moderate category remained intact.

Table 4.3 shows that most of the study respondents (83.2%) agreed that they should provide students with learning materials compared to 8.9% who disagreed while 7.8% exhibited a moderate response. This finding showed that lecturers provide students with learning materials. Study findings also indicated that 86% of lecturers agreed that they always conduct a timely assessment of student work compared to 3.9% that admitted that they do not. Only10.1percentage was moderate (reasonable). This finding showed that lecturers do a timely assessment of students' work. This finding agreed with the mean 4.139, equal to code 4 = high, which showed agreement with the assessment. Nevertheless, the standard deviation of 0.8125 was low implying that respondents' views did not vary so much.

Over 88.8% of the study respondents agreed that they used varied lecturing methods as opposed to 3.4% who disagreed while 7.8% were moderate. These percentages revealed that respondents used varied lecturing methods. The mean value of 4.290 was almost equal to code 4 (high) while the standard deviation of 0.774 was low suggesting that respondents' views did not vary so much from one respondent to another. Most of the study respondents (83.8%) agreed that they completed the syllabi on time, compared to 6.7% who disagreed while 9.5% were moderate. These results indicated that academic staff complete the teaching syllabi on time. The mean value of 4.055 was almost equal to code 4 = high. This mean value showed that academic staff complete the teaching syllabi on time. These results are supported by a mean of 4.055 which is close to code 4 = high while the standard deviation of .8461 was very low implying that respondents' views did not vary so much from one respondent to another.

Most of the study respondents, 83.8%, agreed that they select and use appropriate pedagogies that suited each student as opposed to 4.4% who disagreed with the same proposition, which was low whereas 11.7% was moderate. These results implied that academic staff in the colleges used appropriate pedagogies that suit each student. These were

supported by the mean of 4.050 that implies agreement with selection of appropriate pedagogies. Respondents 81.6% agreed that they fairly assess student work compared to 8.9% which was low while 9.5% were moderate. These percentages showed that academic staff fairly assess students work. The mean of 4.027 showed that respondents had agreed that they fairly assess students' work while the standard deviation of 0.944 was low implying that their view did not vary so much.

Most of the study respondents, 82.1%, agreed that they timely analyse the learners' results and submit to the college compared to 2.2%, which was low, while 15.6% was moderate. This finding implied that lecturers timely discussed learners' results and submitted them to college. The mean value of 4.139 was almost equal to code 4 = high, suggesting agreement with discussing and submitting students' results on time. In more or less the same direction as the earlier finding, 82.2% of the study respondents agreed that they timely give feedback to students compared to 6.2% who disagreed while 11.2% moderate. These findings meant that lecturers in COBAMS, CEES and CHUSS give feedback to students in a timely manner. It also agrees with the mean 4.0670, almost equal to code 4 = high, confirming the timely offering of student assessment feedback. Respondents 77.1% agreed that they organise seminars and workshops for students compared to 11.8%, which was low, while 11.2% was moderate. These results revealed that academic staff do organise seminars and workshops to improve their teaching. These percentages are supported by a mean of 3.782 = low, in essence, this implied agreement with organising seminars and workshops.

Finally, 81.1% of the study respondents agreed that they prepared adequate teaching aid and materials for students, compared to 7.3% which was low, while 11.7% was moderate. These percentages showed that academic staff prepare adequate learning materials and teaching aids offered to students. The means, in general, they were almost inclined on code 4 = high. This meant that academic staff had agreed that their teaching was effective. The

standard deviations showed a high standard deviation of 0.947 on the item ‘I use to provide students with learning materials’ and the lowest standard deviation at 0.774 on the item ‘I use varied lecturing methods’. The standard deviations, in general, were low implying that study respondents’ views did not vary from one respondent to another.

To get the normality of the distribution of academic staff’s quality of teaching services, a histogram and curve are provided in Figure 4.1.

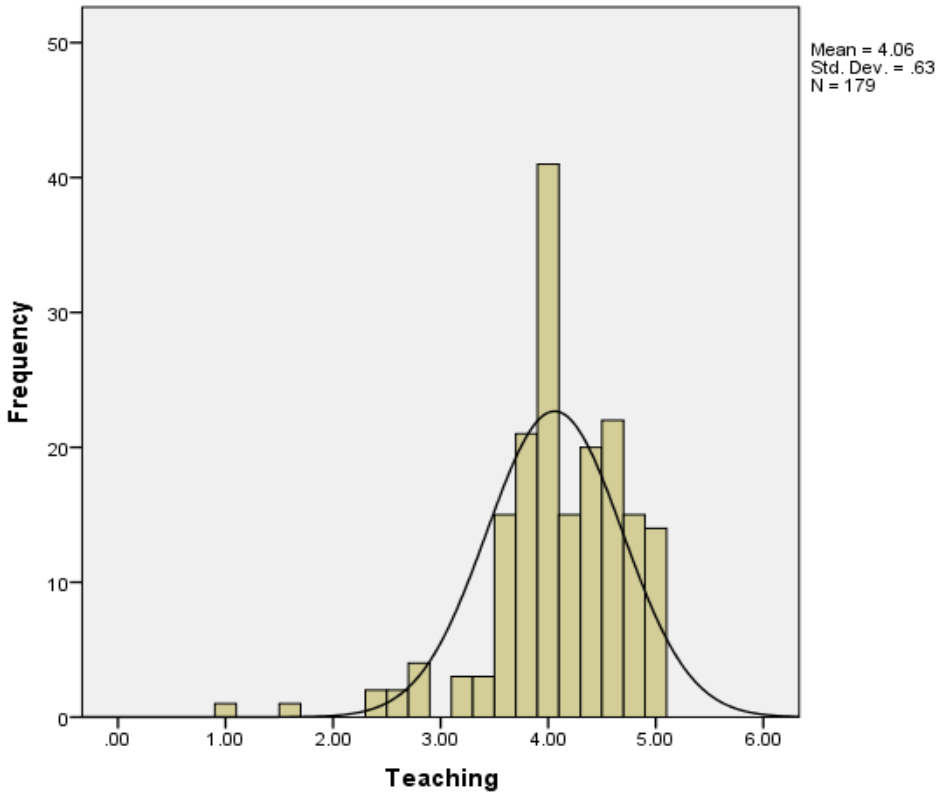

Figure 4.1: Histogram and Curve Showing Distribution of Respondents on Teaching Services.

Figure 4.1 shows that most of the respondents were inclined to the right side of the histogram and curve, suggesting that the quality of teaching services was highly effective in the colleges where this study was conducted.

Study participants (heads of department) were asked about the major teaching methods they commonly used in their lessons. Most of them showed that they majorly used face-to-face instruction methods. Such face-to-face methods included discussion methods, presentations, lecture methods, question and answer, guided discovery, chalk and talk, and demonstration methods. On the other hand, a small percentage use online instruction. Most of the five participants (4) showed the use of face-to-face instruction methods. Study participant A on this question indicated thus: "I use the discussion method more frequently with my students. This method allows me to get students' views and elaborations on key themes discussed in any topic. Students always prefer discussing since it sharpens their knowledge with my submissions". The participant suggests that the use of the discussion method allows the teaching and learning process to be improved. This is because discussions give teaching a complete view of whatever is discussed in lecture rooms. Other participants also indicated the use of other methods. Specifically, a participant B from CHUSS mentioned thus:

> "Just more chalk and talk, question and answer teaching methods. The use of chalk and talk is preferred because it is cost-friendly, and the university has not invested more in modern teaching pedagogies than many would have preferred. This method is used hand in hand with question and answer. I highly believe that our students are not tabular Raza, empty vessels. These have much information, some of which might be helpful to enrich our content as university staff. Thus, I have to ask questions and get student opinions".

This statement implies that low technological advancement in the university forces some lecturers to use more of a face-to-face approach, which might lower the quality of their teaching. However, a few academic staff showed they are steadily getting used to online methods like the Zoom/ Moodle learning system. Another participant C suggests thus:

> "I am now using mixed learning methods. I have adopted the Moodle teaching approach, especially at this time when interface interactions are not possible. Many of my students are encouraged to use the internet and have a modem and a computer, preferably a laptop. This move has eased my work as teaching and learning can occur even if I am not in the lecture room".

According to participant C, the quality of teaching and learning in the university is steadily improving with the adoption of modern teaching and learning methods eliminating challenges embedded in class face-to-face interactions. In addition, another participant, D, indicated:

> "Teaching as one of the mandates of academic staff is not a big challenge, but the main challenge is marking and grading. This participant indicated that student numbers are big in some courses that they teach. It was added that this dilemma makes assessing their course works on time and giving feedback highly difficult".

Participant D suggests that the assessment part of teaching is becoming a serious challenge on the side of lecturers, mainly, due to large student numbers. Relatedly, participant E indicated, "It is not easy to track students' attendance in these large classes. Lecturers cannot be blamed for this challenge as knowing and recording attendances would mean almost half of the teaching time would be lost". Such findings suggested that many students recruited in the university seriously affect the teaching dimension. However, in terms of delivery, academic staff competently teach students in the colleges where the study was done.

4.2.1.2 Research supervision

The second aspect of job performance is research supervision. This aspect was also studied using the Likert scale. Ten quantitative and a few qualitative items were used on this aspect. Findings arising from this are provided in Table 4.4.

Table 4.4: Research Supervision

Indicators of quality supervision	SD	D	N	A	SA	Mean
I have a standard number of student supervisees of 2, 3 PhD	12 (6.7%)	44 (24.7%)	16 (9%)	91 (51.1%)	15 (8.4%)	3.03
I diligently supervise six masters students assigned to me	8 (4.5%)	22 (12.4%)	26 (14.6%)	108 (60.7%)	14 (7.9%)	3.55
I ensure that students topics meet the required standard	6 (3.4%)	14 (7.9%)	14 (7.9%)	109 (61.6%)	34 (19.2%)	3.85
I participate in student Viva assessment and voce	6 (3.4%)	8 (4.5%)	21 (11.9%)	85 (48%)	57 (32.2%)	4.01
I timely supervise student research works	7 (4%)	9 (5.1%)	18 (10.2%)	84 (47.5%)	59 (33.3%)	4.01
I encourage students to attend Viva	6 (3.4%)	8 (4.5%)	22 (12.4%)	86 (48.6%)	55 (31.1%)	3.99
I mark student viva corrections before the final submission	8 (4.5%)	18 (10.2%)	21 (11.9%)	81 (45.8%)	49 (27.7%)	3.82
I encourage students to follow systematic research application	8 (4.5%)	12 (6.8%)	30 (16.9%)	72 (40.7%)	55 (31.1%)	3.87
All students I supervise publish their research work	9 (5.1%)	15 (8.5%)	30 (16.9%)	78 (44.1%)	45 (25.4%)	3.76
I encourage the students I supervise to identify an internal journal for publication	6 (3.4%)	18 (10.2%)	24 (13.6%)	77 (43.5%)	52 (29.1%)	3.85
Global						3.80

Table 4.4 shows that the study respondents (59.5%) had agreed that they had a standard number of two to three PhD student supervisees compared to 31.4% who negated the same proposition, and 9% which was moderate (reasonable). These results meant that lecturers took on a reasonable number of student supervisees. The mean value of 3.297 was equal to code 3 which is interpreted as moderate thus suggesting that respondents were fairly allocated with student supervisees.

Most of the study respondents, 68.6%, agreed that they diligently supervised up to six master's students assigned to them compared to the low number, 16.9%, who disagreed with the same proposition. Meanwhile 14.6% was moderate as far as the same proposition was concerned. These results suggested that academic staff are assigned to supervise master's students and they diligently supervise them. These findings aligned with a mean of 3.55 almost close to code 4 = high. Thus, it portrays that the supervisees are assigned with supervisors reasonably. The standard deviation of 0.962 on this item meant that respondents' views did not vary from one respondent to another.

Of all the study respondents, 80.8% agreed that they ensure that students' topics meet the required standard compared to 11.3% who disagreed. The remaining 7.9% was moderate. This finding meant that lecturers ensure students choose topics that catch the market. It rhymed with the mean 3.853 equalling code 4 high. This implied that academic staff always ensure students' research topics meet the required standard.

80.2%, majority of the participants in the study, exhibited a significant level of agreement to their involvement in student viva assessments in contrast to a minority (7.9%) who held a diminished perspective, whereas 11.9% expressed a moderate stance. This empirical observation signifies that the academic staff undertake the evaluation of students through viva voce examinations, as indicated by an average response score of 4.011,

corresponding to the designation of "high." This finding indicates an active participation of academic staff in the evaluation and conduct of student viva voce assessments; notably, the calculated standard deviation of 0.965 reflects a limited extent of variance in the viewpoints among respondents, denoting an outstanding consistency in their collective perspectives.

From table 4.4, it could be noted that 80.8% of the respondents agreed that they conduct timely supervision of students' research work compared to 9.1%, which disagreed to the very claim. On the other hand 10.2% was moderate on the continuum of agree/disagree. These results implied that academic staff always supervise students' research work. The mean of 4.011 was also equal to the code 4 designated 'agreement'. This reveals that academic staff do supervise students' research work.

Study respondents (79.7%) agreed that they encouraged students to attend viva, 7.9% disagreed with the claim, while 12.4% were moderate. This finding suggested that academic staff encourage students to attend viva as a sign of active engagement in supervision. The standard deviation of 0.962 was low implying that respondents' views on mobilising students to attend viva voce were almost common from one respondent to another.

Further, 73.5% of the study respondents agreed that they mark student viva correction before final submission. This percentage is designated 'high' as opposed to 4.7%, low, who disagreed to the same proposition while 11.9% was moderate. These results implied that lecturers mark students' corrections done after viva to ensure that they do quality research work. This finding concurs with the mean of 3.819 equal to code 4, agree. This confirms agreement with the marking of student viva corrections. The standard deviation of 1.087 was slightly low, implying the similarity of respondents' views on this item.

In addition, 71.8% of the study respondents agreed that they encourage students to follow systematic research compared to 11.3% who disagreed while 16.9% were unsure.

These results indicated that academic staff in the colleges where this study was done endeavour to encourage students to follow systematic research applications. This finding is supported by the mean of 3.870 which equals to code 4 designated ‘agree’, consequently indicating that they had agreed with the item above.

Most of the study respondents, 69.5%, agreed that all student supervisees publish their research work as opposed to 13.6% who disagreed yet 16.9% were unsure. These findings implied that lecturers always struggle to see that students publish their research work. This finding agrees with the mean of 3.762 equivalent to code 4, ‘high’ on the scale used. Further still, the standard deviation of 1.081 was low, implying that respondents’ views did not vary from one respondent to another.

A large percentage of the study respondents (62.9%) agreed that they encourage the students they supervise to identify an international journal for publication compared to 13.6% who disagreed while 13.6% was moderate. These findings implied that the academic staff always help students they supervise to identify reputable journals. This enhances the quality of the research work they do. This finding is supported by a mean of 3.762 equal to code 4, ‘high’. This signifies that they had agreed that they help students identify reputable journals to have their research work published.

The percentages and means were almost tendered low, which shows that the research supervision in the academic performance of academic staff in Makerere University was high. On the other hand, the standard deviations on all items were low, implying that respondents’ views were also similar from one respondent to another. A general summary of the normal distribution of respondents on research supervision is offered in Figure 4.2:

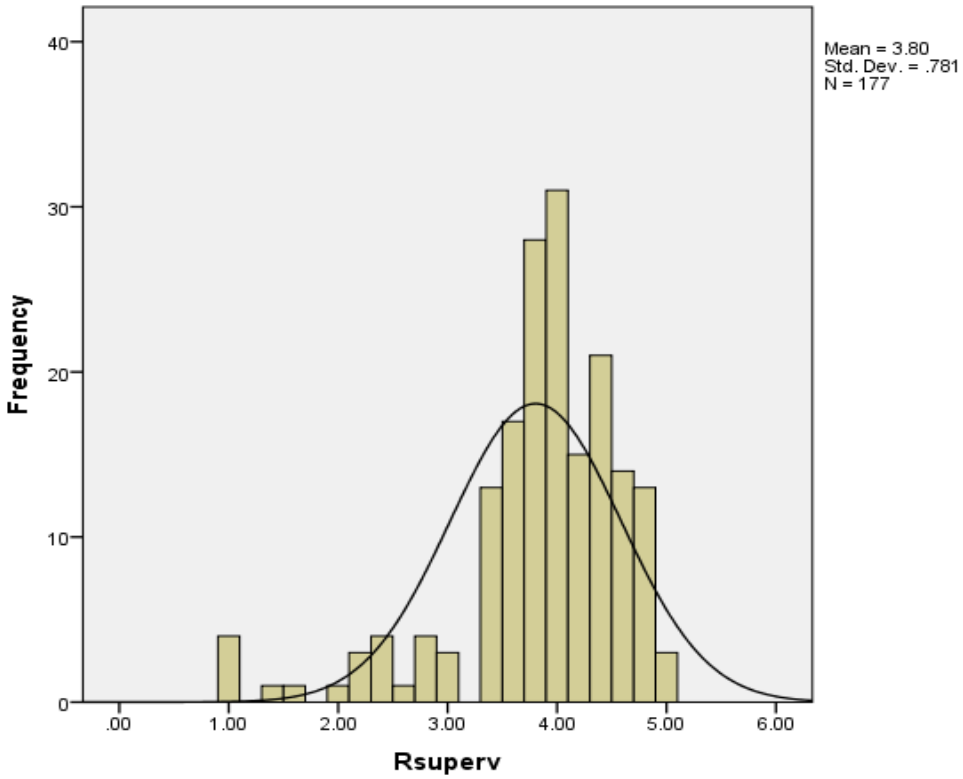

Figure 4.2: Histogram and Curve Showing Distribution of Respondents on Research Supervision Services

The histogram and curve show that most respondents fell on the right side of the histogram and curve which implied that the quality of supervision services was high among academic staff in the colleges where the current study was done at Makerere University. This suggests further that those lecturers in the colleges where this study was conducted supervise students by assisting them to come up with study problems and are always available to guide students as they develop research proposals and final research projects.

Study findings from participant interviews revealed that staff supervision services are not yet at the expected level. Participants in this showed that though efforts are made to supervise students assigned due to them, due to heavy work load, some academic staff cannot supervise students within the expected timelines to complete their research projects. With regards to the interview question, “how do you engage students vigorously in research

activities in your college?", study participants showed that they engage in research by directing the learners to identify problems in their study areas, discuss research issues in seminars, and help guide the development of master's and PhD projects.

Participant A responded to this question thus:

> "I highly guide students on choosing study problems, designing their proposals, collecting data and writing their master PhD research projects. In all stages of research, I am always available to students and help them develop reputable projects".

This shows that the academic staff always carry out supervision obligations as expected in the colleges of CoBAMS, CHUSS and CEES of Makerere University. Their efforts in fulfilling these lead to improvement in their quality of services. Another head of department B from CoBAMS said:

> "Our academic staff have and are continuously fulfilling their obligation of supervising research. This research component is one of our areas of strength. No one can doubt this fact in almost all corners of this sub-Saharan region. Even our promotions are based on one's supervision abilities. This has been a source of motivation for academic staff to supervise students to have their profiles heavy".

This finding shows that the academic staff's job performance in research might be high since it is one of the areas of emphasis for one to be promoted to high academic ranks. Meanwhile, another head of department C from CHUSS reported thus:

> "Currently, I can say that the quality of academic staff research is high. However, the heavy teaching load, marking load, the grading of learners' results, preparations for teaching and other responsibilities assigned to academic staff limit them from fully carrying out research supervision. Remember, as you supervise, you also have to read

> and understand concepts better not to be challenged by students. This limitation is highly responsible for research projects failures due to inadequacies in supervision".

This finding generally shows enormous limitations ranging from the heavy teaching load and high student numbers to teaching, examining, marking and grading. These, in one way or another, limit academic staff research supervision quality. The quantitative and qualitative descriptive results on research supervision indicated that research supervision is fairly done among academic staff in the colleges where the study was done. Alternatively, Participant D from CHUSS is quoted to have said:

> "Students; numbers allocated to academic staff for supervision are too high. This makes it hard for the few staff to handle all the student research needs. Most of the academic staff have more than 20 supervisees. This leaves them no time to engage in other work-related activities".

This suggests that the research mandate of academic staff in CHUSS is limited by the high student-staff ratio. However, participant E from CEES stressed thus:

> "Academic staff are fulfilling their mandate of research. Many have their students completing their research projects, and we are now on the right track. This is also manifested in the current rankings where the research projects completed in the university are more putting us at a front position in the region".

This meant that the academic staff were executing their research roles effectively in the university as manifested in the recent rankings (The Times Higher Education, 2023) where the university is among the best in research.

The above qualitative findings were slightly different from the results acquired from the Report of the National Council for Higher Education 2020 which stated that

The National Council for Higher Education institution asserts that research is one of the core mandates for all universities. However, these universities are constrained by a number of challenges like poor funding, very small budget expenditure. For instance, 6.2%budget for research in the country. This report urges the Government to create a national research funding to help universities in improving on research and publications.

From the above finding, it was crystal clear that the university research aspect suffers from the constraints of finances which limits the capacities of academic staff to carry on with research at a large scale. This consequently limits the chances that academic staff would have to fulfil one of their core mandates and obligations in the university.

4.2.1.3 Research writing & publication

Research writing and publication in the three colleges were studied using ten quantitative items and a few qualitative interviews. These were studied based on the Likert scale ranging from 1= Very low, 2= Low, 3= Moderate, 4= High and 5= Very high. Findings arising from this are presented in Table 4.5.

Table 4.5: Frequencies, percentages, means and standard deviations on research writing & publication.

Indicators of quality publication	SD	D	N	A	SA	Mean
I write four journal publications in one academic year	10 (5.6%)	51 (28.7%)	21 (11.8%)	81 (45.5%)	15 (8.4%)	3.224
I do publish in edited journals	10 (5.6%)	25 (14%)	14 (7.9%)	112 (62.9%)	17 (9.6%)	3.567
I do publish in known journals	5 (2.9%)	11 (6.3%)	27 (15.4%)	109 (62.3%)	23 (13.1%)	3.765
I always give innovative ideas on how best publications are made for students	6 (3.4%)	18 (10.1%)	16 (9%)	93 (52.2%)	45 (25.3%)	3.859
I encourage students to publish their research reports	7 (3.9%)	8 (4.5%)	22 (12.4%)	86 (48.3%)	55 (30.9%)	3.977
I ensure that students follow and use the correct criteria in research published in a journal	8 (4.5%)	14 (7.9%)	13 (7.3%)	92 (51.7%)	51 (28.7%)	3.921
I encourage students to read other publications	9 (5.1%)	5 (2.8%)	25 (14%)	95 (53.4%)	44 (24.7%)	3.898
My students participate in journal writing competitions	21 (11.8%)	27 (15.2%)	26 (14.6%)	77 (43.3%)	27 (15.2%)	3.348
I organize bench-marking conference tours for my students	18 (10.1%)	20 (11.2%)	22 (12.4%)	97 (54.5%)	21 (11.8%)	3.466
I give out student's theses to other lecturers to read and give comments	11 (6.2%)	8 (4.5%)	20 (11.2%)	104 (58.4%)	35 (19.7%)	3.831
Global						3.684 0.750

Table 4.5 shows that 53.9% (high) of the study respondents had agreed that they write four journal publications in one academic year, compared to 34.4% (low) who disagreed with the

claim whereas 11.8% was moderate. These findings showed that the academic staff endeavour to publish several articles. The mean value, 3.22, was almost equal to code 3 moderately. This implied a moderate effort by academic staff to publish in journals.

Results indicated that 72.5% of academic staff published in edited journals compared to 19.6% (low) that disagreed with the statement while 7.9% were moderate. These results implied that the lecturers in the three colleges where this study was done had some of their academic research work published in edited journals. These percentages agree with a mean of 3.56, almost equal to code 4 designated 'high'. This further emphasised that the academic staff do publish in edited journals. The standard deviation was 1.029, which was high, implying that the academic staff views in the three colleges did not vary so much from one respondent to another.

A large percentage of the study respondents (75.4%) agreed that they publish in known journals compared to 9.2% designated 'low' which disagreed while 15.4% was moderate. This finding meant that COBAMS, CHUSS and CEES lecturers publish in known journals. This finding is supported by a mean of 3.765 almost bordering code 4, 'high'. Thus, respondents agreed that they publish with known journals. It was supported by the mean of 3.765 agreement on the used scale.

Most study respondents (77.5%) agreed that they always give innovative ideas on how best publications are made to students compared to 13.5% who disagreed. In a similar vein, 9% were unsure. This implies that academic staff give innovative ideas on how students can publish the best publications. This finding is supported by a mean of 3.85, almost equal to code 4, which was, therefore, high. This further implied that innovative ideas are provided to students in their publication efforts. The standard deviation of 1.018 was low signalling a similarity among respondents' views.

Over 79.2% of the study respondents agreed that they encourage students to publish their research reports compared to 8.4% who disagreed while 12.4% were unsure. These results show that at least students do publish their research reports. A mean of 3.977 was almost equal to the code 4 high. This suggests that the academic staff agreed that students publish their research reports and consequently, the low standard deviation of 0.985 thereof indicates that the opinions of the study participants were very similar to each other.

Most study respondents (80.4%) agreed that they ensure that students follow the right criteria in their research publication, compared to 12.4% who disagreed yet 7.3% were unsure. This suggests that students follow the right criteria in their journal research publication. This finding is supported by a mean of 3.921, almost equal to the code 4 'agreement'. This, hence, meant agreement with the following research publication norms. The attendant standard deviation of 1.038 which was low implies similar views and opinions regarding journal publication.

Most of the study respondents (78.1%) agreed that they encourage students to read other people's publications, 7.9% disagreed to the statement, while 14% were unsure. These findings implied that lecturers who participated in the study encouraged students to read other people's publications. These findings agreed with a mean value of 3.898, approximately, equal to code 4 designated 'agree'. These findings meant that academic staff encouraged students to read other people's publications. The standard deviation of 0.9747 which was very low suggests that respondents' views did not differ so much from one respondent to another.

Most of the study respondents (58.5%) agreed that their students participate in journal writing competitions, 27% disagreed to the very claim while 14.6% were unsure. This implied that the academic staff encourage students to participate in journal article writing

competitions. However, the mean value of 3.348 indicated a moderately fair rating for encouraging students to participate in journal article writing competitions. Meanwhile, the standard deviation of 1.245 was slightly low implying that study respondents have common views regarding encouraging students to participate in journal article writing competitions.

Most study respondents (66.3%) agreed that they organise benchmarking conference tours for their students, 11.3% disagreed with the proposition while 12.4% were unsure. These findings meant that the academic staff organised benchmarking conference tours for their students. The mean of 3.466 was almost equal to the code 3, which stands for "not sure" on the Likert scale used. This implied that there was a moderately fair rating for organising bench-marking conferences for students. The resultant standard deviation of 1.1505 which was low implies that the respondents had similar views and opinions regarding organising benchmarking conferences.

Finally, most of the study respondents (68.1%) agreed that they give out student theses to other lecturers to read and provide relevant comments as opposed to 10.7% who disagreed, while 11.2% were unsure. These findings meant that lecturers cooperated by offering students' theses to other lecturers to examine them accordingly. This finding was supported by a mean of 3.831, almost equal to code 4, which was high. Hence, this signalled a direct agreement with the view that the academic staff provide students' theses to other lecturers to read and comment accordingly. The standard deviation of 3.831 was almost equal to code 4, which was high. This implied that study respondents had agreed that they work as a team reviewing students' theses and providing comments.

The percentages and means, in general, suggested that respondents had agreed that the quality of academic staff's publication in COBAMS, CHUSS and CEES was high at Makerere University. At the same time, the standard deviations showed that the highest

standard deviation was 1.245 under the section “My students participate in journal writing competitions”, while the lowest standard deviation was 0.862 under the section “I do publish in known journals”. These standard deviations implied that they were low on all items, implying that they had similar views and opinions regarding their research publication engagement. A general summary of normal distribution of respondents on publication engagement is provided in Figure 4.3:

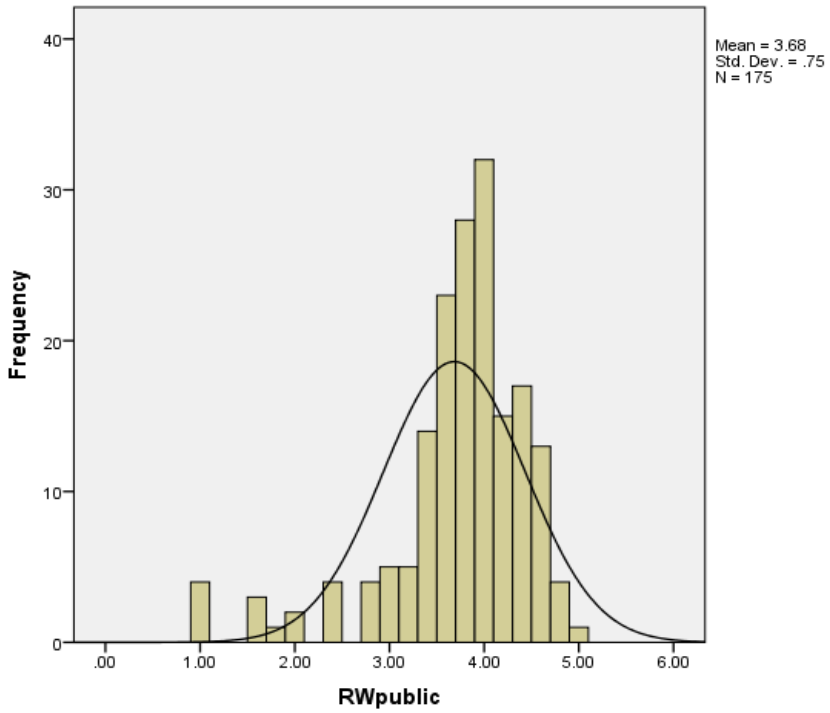

Figure 4.3: Histogram and curve showing the distribution of respondents’ views on the job performance of academic staff in research writing and publication

The figure shows that most of the respondents were slightly concentrated on the right side of the histogram and curve thereby indicating that their publication quality was high. It meant that lecturers in the colleges where the study was done engaged in writing journals, edited books, organised and published in conferences in their fields of specialisation.

Qualitative findings regarding academic publications by the academic staff revealed that much is done to ensure that academic staff publish in journals. The university is taking

the lead in the country concerning publications. Publication levels, however, were revealed as falling below the international publication rates of academic staff on the globe. As to the question "What percentage of your students often publish their books in a cohort of an academic semester," participants showed that the publication rates of their students are low. Few of their students do publish their findings. A participant A form CEES stated that;

> "Publishing requires resources especially adequate funds from the students, to do quality research, identify a reputable journal and sometimes have their report published. This is because some of the steps may not be easy to achieve without funds. Some free journals take a long yet students to have a limited course duration."

This shows that publication rates of students are limited due to constraints of funds and/or resources. This affects the quality of publication practices on the side of academic staff.

In a similar vein, another head of the department Participant B from COBAMS, mentioned thus:

> "Even on the side of academic staff, our publication possibilities are interfered with. We are not adequately supported to publish yet on general policy requirements. Each academic staff is requested to have at least four publications annually. However, we are engulfed with teaching to the extent that we have limited time to fulfil this obligation."

This indicates that the academic staff at the colleges where this study was conducted sometimes face hurdles in publishing due to their teaching responsibilities, especially, when they have a larger number of students to supervise as well as limited staffing resources. Participant C from CEES observed that;

> "Publication is mainly an issue for PhD students and academic staff. However, master's students have limited chances of publishing their work since the policy does

> not emphasize that they should publish their work. Masters' students with published works do it as an initiative engineered by their supervisors."

This shows that to a great extent, the publication services of the academic staff may be high on the side of academics. However, it may not be high on the side of student supervisees since the policy does not call for master's and undergraduate students to have their research published. Further, Participant D from CHUSS said:

> "Academic staff have done many research works, but their publication is always limited due to insufficient funds allocated to it. This makes it impossible for them to travel abroad and present their findings at international conferences. At times when money is offered, it is less and cannot allow them to meet all the costs."

This finding implied that academic staff publication possibilities are inhibited by the funding policies that do not allow them to have adequate finances to publish their work.

In addition, participant E from CEES revealed thus:

> "Since the university came up with a policy requiring academic staff to publish as a criterion to get promoted to the top most positions, many of our academic staff are responding positively to this call. Every year at least each academic staff may make two publications individually or with students or fellow academic staff."

Participant E suggested that the academic staff make publications now and again which is a positive step in knowledge generation.

4.2.1.4 Community outreach of job performance

This sub-section studied academic staff's quality of community outreaches using ten quantitative items. Respondents were thus requested to rate themselves based on a scale

ranging from 1= Very low, 2= low, 3= moderate, 4= high and 5= Very high. Findings about this are provided in Table 4.6.

Table 4.6: Frequencies, percentages, means and standard deviations community outreaches.

Indicators of quality of community outreach services	SD	D	N	A	SA	Mean
I participate in formulating community ordinances	14 (7.8%)	17 (9.5%)	25 (14%)	98 (54.7%)	25 (14%)	3.58
I participate in community projects	2 (1.1%)	11 (6.1%)	26 (14.5%)	111 (62%)	29 (16.2%)	3.86
I engage in the election of Makerere University council	25 (14%)	25 (14%)	12 (6.7%)	95 (53.1%)	22 (12.3%)	3.36
I participate in community needs	7 (3.9%)	31 (17.3%)	23 (12.8%)	80 (44.7%)	38 (21.2%)	3.62
I support some community activities i.e. sports skills improvement	3 (1.7%)	6 (3.4%)	21 (11.7%)	95 (53.1%)	54 (30.2%)	4.07
I support some community problems and develop research projects to solve the problem	3 (1.7%)	20 (11.2%)	30 (16.8%)	79 (44.1%)	47 (26.3%)	3.82
I engage in the formulation of university policies	15 (8.4%)	37 (20.7%)	28 (15.6%)	87 (48.6%)	12 (6.7%)	3.82
I submit periodical reports to the head of department	3 (1.7%)	10 (5.6%)	19 (10.6%)	112 (62.6%)	35 (19.6%)	3.93
I provide students with community results on time	2 (1.1%)	13 (7.3%)	21 (11.7%)	71 (39.7%)	72 (40.2%)	4.10
I participate in local council elections in my community	17 (9.5%)	9 (5%)	16 (8.9%)	90 (50.8%)	46 (46.5%)	3.79
Global						3.74

Table 4.6 shows that most of the respondents, 68.7%, (high) agreed that they participate in formulating community ordinances compared to the 17.3%, (low) who negated the claim, while the 14% were unsure. These results indicate that the academic staff do participate in formulating community ordinances. These results agree with a mean of 3.575, almost equal to code 4 high, which concretises the view that they participate in formulating community ordinances. A low standard deviation of 1.090 was obtained implying that respondents' views did not differ so much from one respondent to another.

78.2% of the study respondents agreed that they participate in community projects as opposed to 7.2%, (low) who disagreed with the proposition whereas the 14.5% were unsure. This suggested that they participate in community projects such as eradicating poverty, as well as visiting and monitoring students' internship projects among others. These findings are supported a mean of 3.860 implying that they agreed that they participate in community projects. The resultant low standard deviation of 0.798 portrays that respondents had similar views regarding participating in community projects.

Furthermore, 65.4% (high) agreed that they engage in the election of Makerere University council in contrast to 28% (low) who disagreed with the claim while the 6.7% were not sure. This finding displays that the academic staff who participated in this study participated in the Makerere University council election. However, the standard deviation of 3.357 was almost equal to code 3 (moderate), which implied a moderate fair rating on engaging in the selection of the university council.

The majority of the study respondents, 65.9%, agreed that they participate in planning community needs as opposed to 21.2% (low) who disagreed, while 12.8% was moderate. Such findings implied that the academic staff participate in planning community needs. The mean value of 3.620 was almost equal to code 4 high. This reveals agreement with academic

staff participation in planning community needs. The attendant standard deviation of 1.117 (low) suggests that the respondents had similar views and opinions regarding academic staff involvement in planning for community needs.

83.3% (high) of the study respondents agreed that they support some community activities, that is to say, skills improvement, compared to 5.1% (low) who disagreed while 11.7% moderate. These findings suggested that academic staff in the three colleges support community activity improvement. This finding is supported by a mean of 4.067, equal to code 4 'high'. This further supports the view that academic staff support skills improvement. The consequent low standard deviation of 0.838 engenders an inference that respondents had similar views and opinions regarding skills improvement.

In addition to the above, 70.4% of the study respondents agreed that they support some community problems and develop research projects to solve them. This is opposed to 12.9% (low) who disagreed with the statement while 16.8% was moderate. These findings imply that academic staff support solving community problems and develop immediate research projects to solve them. The mean value was 3.821, almost close to code 4 'high'. This implies that academic staff do support projects aimed at solving community projects.

Most of the study respondents, 55.3% (high) agreed that they engage information on university policies, compared to 29.1% (low) who disagreed to the claim while 15.6% were moderate. These results implied that academic staff in the colleges where the current study was done engage in the information of university policies. The mean value of 3.245 showed a moderate fair rating with academic staff involved in designing policies related to community projects, while the standard deviation of 1.114 was low, suggesting that respondents' views did not differ so much from one another.

Still, a large percentage of 82.2% (high) respondents agreed that they submit periodic reports to their heads of departments. These were opposed to 7.3% (low) who disagreed with the very proposition, while 10.6% were moderate. These results meant that the academic staff in the three colleges always submit periodic reports to their heads of departments. A mean value of 3.927 was almost equal to code 4 'high'. This implied that respondents always submit periodic reports to their heads of departments. The mean value of 0.821 was very low implying that the commonality of respondents' views from one respondent to another is evident.

A high percentage of the study respondents, 79.9%, agreed that they release students' results on time compared to 8.4% (low) who disagreed, and the 11.7% which represents 'moderate'. These percentages imply that academic staff do provide students with results on time. Finally, 76.5% (high) agreed that they participated in local council elections in their community, compared to 14.5% who disagreed, while 8.9% were unsure. These findings implied that academic staff highly engage in local council elections in their communities. This finding aligns with the mean of 3.787, almost equal to the code 4 agreement. Such findings implied that academic staff agreed that they participate in local council elections in their communities.

The means and percentages indicate that lecturers engage in community activities as a sign of the quality of community services among academic staff. The standard deviations in all items were low, implying the commonality of respondents' views from one respondent to another. The summary of the findings is provided in Figure 4.4:

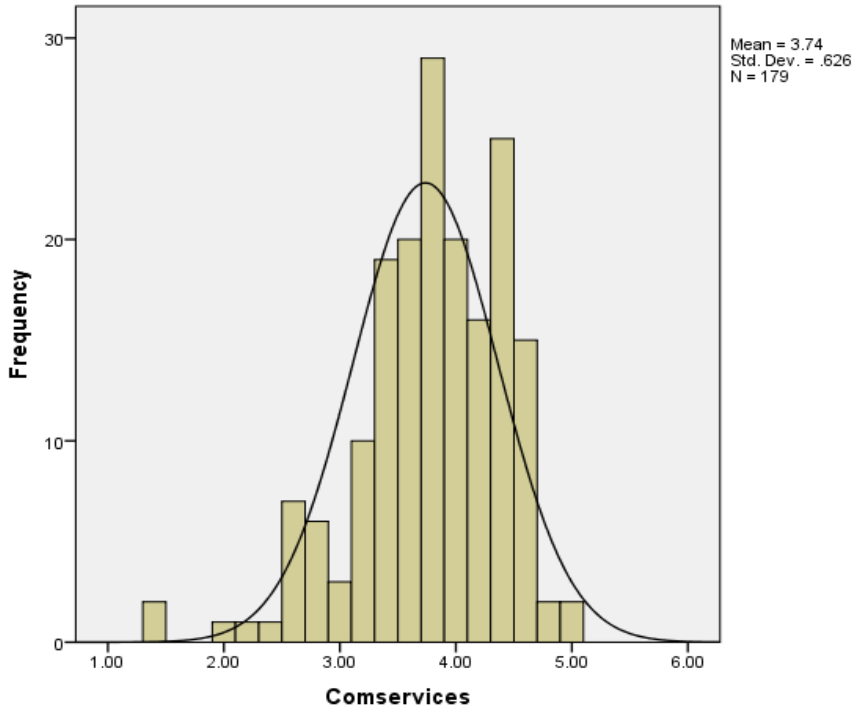

Figure 4.4: Histogram and curve showing the distribution of respondents on community outreaches in job performance.

The findings in Figure 4.4 shows that most of the study respondents concentrated on the right side of the histogram curve thereby suggesting high participation in community services. The academic staff were highly engaged in services like those to solve community-related problems.

In the community outreach of job performance study, participants showed that a lot was done to ensure academic staff and students improve seeking solutions to problems and key societal challenges. This kept the reputation of the university high in the region. For instance, participant A form CEES noted that;

> "In this college, students must carry out school practice, especially in the third year and second year of their course. As these students are sent to schools, they must practice what they learnt, help in course selection, and methodological application, especially online ones. We are proud of this school practice."

This finding implied that students have a chance to identify key challenges in the community. This view resonated with that of participant B from CEES who indicated that academic staff in the education field must invigilate students in the schools where they are accepted to do school practice. These views suggested that academic staff identify and solve challenges in the education arena.

Another participant C from CHUSS said;

> "This college is responsible for guiding the nation in the line of political direction. It has been instrumental in debating and discussing topical political issues in the country on different media platforms. This has helped to strengthen democratic principles and in ensuring a stable nation, especially in periods when elections are going on."

This reveals that the job performance of academic staff is high when it gets to community outreach services in Uganda. Debating political issues is paramount in enhancing democracy which everybody cherishes or yearns to achieve.

Relatedly, participant D from CoBAMS revealed that:

> "Here, academic staff always organize seminars and workshops that discuss the country's economic direction. We have been actively involved and partnering with commercial agencies like banks on how to make financial decisions. Even bodies like IMF, World Bank and others consult us more."

These findings revealed that community outreach engagement of academic staff is fair and moderately good. This implied that the pillar of the university in ensuring quality publication is high in the university.

Differing from the three participants' results, participant E of CHUSS indicated that;

> "Academic staff level of engagement in community outreach services are limited by the heavy workloads assigned. However, the university's policies require that academic staff have a minimum load of 10 to 12 working hours. This is not always the case, as we teach beyond the stipulated time. Also, when you add the time left for research marking and grading, we have no time to debate national issues."

These findings suggest that the limited time and heavy work-load limit academic staff's possibilities to engage in community outreaches.

4.2.1.5 Job performance of academic staff index

To get a general view of how respondents rated on job performance of academic staff, the four dimensions on the same that were aggregated into one average index summarised in the abbreviation JPAS standing for job performance of academic staff. The four dimensions are; quality of teaching services, quality of supervision services, quality of publication services and quality of community engagement services. Findings on this are offered in Table 4.7.

Table 4.7: Summary results on job performance of academic staff

Job performance of academic staff		Statistic value
Mean		3.83
95% confidence interval for the mean	Lower bond	3.74
	Upper bound	3.91
Median		3.89
Standard deviation		0.56
Minimum		1.23
Maximum		4.73

The summary of the results on the job performance of academic staff shows that the average mean value was 3.8276, almost equal to code 4 'high'. This meant that the academic staff's performance in teaching, publication, supervision and participation in community outreach was good. This mean value ranged between 3.743 and 3.911 at the 95% confidence interval

for the mean. Since the median and the mean are almost close, there was a slightly normal distribution of respondents on the job performance of academic staff. The resultant average standard deviation of 0.562 (low) implied that respondents' views were not dispersed from one respondent to another. In addition, the normality of respondents' distribution on academic staff was generated, and findings are presented in Figure 4.5:

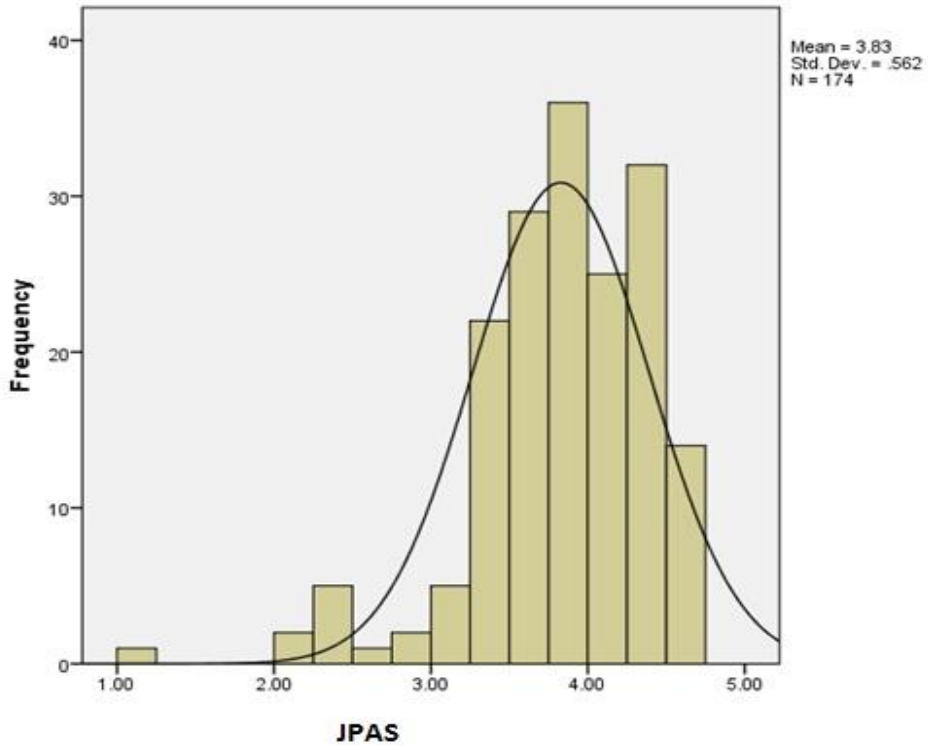

Figure 4.5 Job performance of academic staff.

Figure 4.5 results indicated that most of the study respondents concentrated on the right side of the histogram and curve, revealing that the academic staff's job performance in teaching, research supervision and community outreaches was high. This result is confirmed by a high mean of 3.83 which is almost equal to code 4 (high) on the Likert scale that was used. Such implies that the academic staff members' job performance was rating high. The qualitative findings on job performance revealed that the job performance of academic staff was fairly done. In one of the interviews held with the head of a department, it was indicated thus;

> "The level of academic staff performance in this university is the core aspects teaching, research, and community outreaches is good. As intellectuals with high qualifications, they know better than the execution of their services diligently is the priority."

These findings suggest that the academic staff effectively perform their roles on the job, leading to achieving university goals and objectives.

4.3 Description of the Independent Variables

The study's independent variable was performance management. It was comprised of goal setting, appraisal performance, training and rewarding practices. Each of these respondents was requested to show the extent to which these are effectively managed based on a Likert scale ranging from 1= strongly disagree, 2= disagree, 3= not sure, 4= agree, to 5= strongly agree. Attention now is given to the first concept of performance management: goal setting.

4.3.1 Goal setting description

Goal setting, the first aspect of performance management, was studied using ten quantitative items on which respondents rated themselves using the Likert scale. Results are presented as summarised in Table 4.8.

Table 4.8: Frequencies, percentages, means and standard deviations on goal setting

Goal setting aspects	SD	D	N	A	SA	Mean
There is a strategic plan for staff work	00	23 (12.8%)	28 (15.6%)	100 (55.9%)	28 (15.6%)	3.743
There is a clear mission for staff work in the strategic plan	00	14 (7.8%)	27 (15.1%)	100 (55.9%)	38 (21.2%)	3.905
There is a clear vision for staff work	1 (0.6%)	4 (2.2%)	36 (20.1%)	79 (44.1%)	59 (33%)	4.067
My university has objectives for staff work	3 (1.7%)	8 (4.5%)	18 (10.1%)	85 (47.5%)	65 (36.3%)	4.122
The work objectives are measurable	00	11 (6.1%)	27 (15.1%)	86 (48%)	55 (30.7%)	4.035
The work objectives are scientific and measurable	2 (1.1%)	5 (2.8%)	23 (12.8%)	92 (51.4%)	57 (31.8%)	4.1006
The staff objectives are aligned with that of the university	1 (0.6%)	4 (2.2%)	25 (14%)	94 (52.5%)	55 (30.7%)	4.106
The university has a clear road map that is followed by staff	5 (2.8%)	6 (3.4%)	15 (8.4%)	96 (53.6%)	57 (31.8%)	4.083
My university strategic plan is periodically reviewed	00	5 (2.8%)	30 (16.8%)	82 (45.8%)	62 (34.6%)	4.122
Global						4.031

Table 4.8 shows that 71.5% of the study respondents had agreed that there is a strategic plan for academic staff work, 12.8% disagreed to the same claim whereas 15.6% were not sure. These results indicated that the academic staff in the colleges had strategic plans for their work. This is confirmed by the mean of 3.743 almost equal to the code 4 ‘agreement’. These findings imply that academic staff had strategic plans for their work. The standard deviation of 0.874 was low suggesting that respondents’ views were similar.

Additionally, 77.1% agreed that there is a clear mission for staff work in the strategic plan compared to 7.8% who disagreed, while 15.1% were unsure. This finding suggested that the academic staff in the colleges under study operate on a clear mission articulated by the university. A proportionate mean value of 3.905, approximately, code 4 agreement meant that the respondents' views did not vary from one respondent to another.

Similarly, a large percentage of the study respondents, 77.1%, agreed that there is a clear vision for staff work, 2.8% disagreed with the same proposition, but 20.1% were unsure. This finding implied that the academic staff operate on a clear vision set. This finding aligns with the mean of 4.067, equivalent to code 4 agreement on the Likert scale used hence suggesting that the academic staff had agreed that there is a clear vision for academic staff work whereas the resultant standard deviation of 0.818 (low) is an indication that respondents' views did not vary from one respondent to another.

Over 83.8% of the study respondents agreed that their university had objectives for staff work. 6.2% disagreed with the statement and 10.1% were unsure. These findings suggested that the university had objectives that guided academic staff work. The related mean of 4.122 commensurate to the code 4 'agree' implied that objectives that guide academic staff work are provided in the university.

Out of all the study respondents, 78.7% agreed that the work objectives of academic staff are measurable, the 6.1% disagreed to the very claim, yet 15.1% were not sure. This shows that, to a great extent, the work objectives of the academic staff at Makerere University are measurable. This finding is confirmed by a mean of 4.033 equivalent to code 4 'agreement'. Besides, the low standard deviation of 0.8406 meant that respondents' views were almost the same from one respondent to another.

To a greater extent, 82.3% of the study respondents agreed that the university academic staff work objectives are specified in addition to being measurable. The 3.9% who disagreed with the statement while the 12.8% were not sure. This finding suggested that the university academic staff's work objectives are specific and measurable; at the same time, it aligns with the low mean of 4.100, equal to the code 4 ‘agreement’. In addition, the proportionate low standard deviation of 0.807 meant that respondents’ views were similar from one respondent to another.

Findings in Table 4.8 also showed that 83.2% of the staff objectives are aligned with the university's compared to 2.8% who disagreed with the same, while 14% were neutral. These results implied that academic staff objectives are not distanced from the university’s. This finding is supported by the mean, 4.106, equal to code 4 high implying that there is consistency between staff and university objectives. The conjunctive standard deviation of 0.760 (low) indicates that respondents' opinions on the above item are similar.

85.4% of the study respondents agreed that their university had a clear roadmap followed by staff, the 6.2% who disagreed, while 8.4% were unsure. These results show that academic staff had agreed that they followed a clear roadmap. This finding is confirmed by the mean of 4.083, which is equal to code 4 agree and thereby implying further that a roadmap guiding academic staff is in place.

Finally, 80.4% of the academic staff agreed that their strategic plan in the university is periodically reviewed compared to 2.8% who disagreed, while 16.8% were not sure. This showed a constant review of the university's strategic plan. The finding is also confirmed by the mean 4.122, almost equal to code 4 agree. The related standard deviation of 0.783 meant that respondents' views on the strategic plan review did not differ so much. The percentages and mean show that performance management's goal-setting aspect is fully and effectively

carried out in COBAMS, CHUSS and CEES. The attendant standard deviations on all items were low, implying that these respondents were similar from one respondent to another. To show whether there was normality in the distribution of respondents on goal setting, findings on the average index goal setting were presented in Figure 4.6:

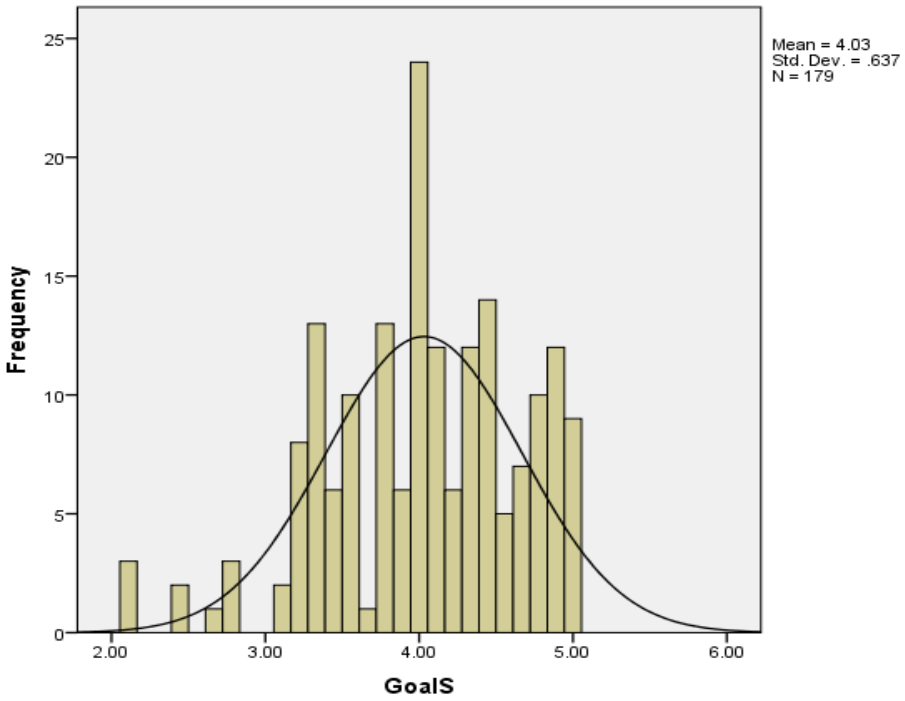

Figure 4.6: Histogram and curve showing the distribution of respondents on goal setting

The histogram and curve showed that most of the study respondents were concentrated on the right side of the histogram and curve suggesting that respondents had agreed that goal setting was being done effectively in COBAMS, CHUSS and CEES. It further implied that the academic staff are consulted in selecting and implementing learning objectives, goals and mission.

These findings showed whether goal setting had a positive relationship with academic job performance of academic staff in a scatter dot graph as generated and presented in Figure 4.6.

Qualitative findings from the interviews on the first objective point up the relationship between goal setting and academic staff's job performance. Participants were asked how their college work plan fits into the university's strategic plan. All Participants all revealed that the university's strategic plan fits exactly into theirs. Normally, the plans designed at college and other unit levels are the ones the top authorities of the universities base on to design the university strategic plan. Thus, there is a high link between the college work plan and the university strategic plan. Participant A form CEES on this said;

> "Strategic planning starts at the unit level and is incorporated into the university strategic work plan. Each unit is allowed to design its plan, which is later forwarded to the department, college and finally to the central pool of the university. This implied that normally lecturers in the university are actively involved in designing the university strategic plan following the scalar chain of the university structure."

Another participant B from COBAM on the same question revealed that:

> "The plan is bottom-top with departments, schools and work plans which are then observed in the bigger university strategic plan. Being bottom up, there is an opportunity for everybody to participate in the university strategic plan-making process which creates an opportunity for all concerned parties to have their views reflected in the university planning process."

This result implies that these academic staff had agreed that the university strategic plan is bottom-up, giving all stakeholders chances to engage in the strategic planning process besides increasing the quality of their work.

However, a few participants showed that the planning processes are top-down: so lecturers have limited intervention in the university planning process. This has constrained

their input in the university planning process. For instance, the head of department C from CHUSS indicated thus:

> "Even if they are consulted on the key decisions and objectives of annual academic plans, it is only in rare cases that these views are implemented and followed. This has made many heads of departments lose the morale of participating in a meeting to draw plans for university growth."

In line with this participant, another participant, E from CEES, identified that,

> "We have a strategic plan passed in the past few years. However, we were not consulted on the content of this strategic plan. Therefore, this strategic plan does not depict our ideologies."

Following the general views, the findings showed that the strategic planning process in the university is a bottom-top phenomenon, which points towards this approach to strategic planning that allows lecturers to have their needs catered for; hence, improving on job performance of academic staff in the university.

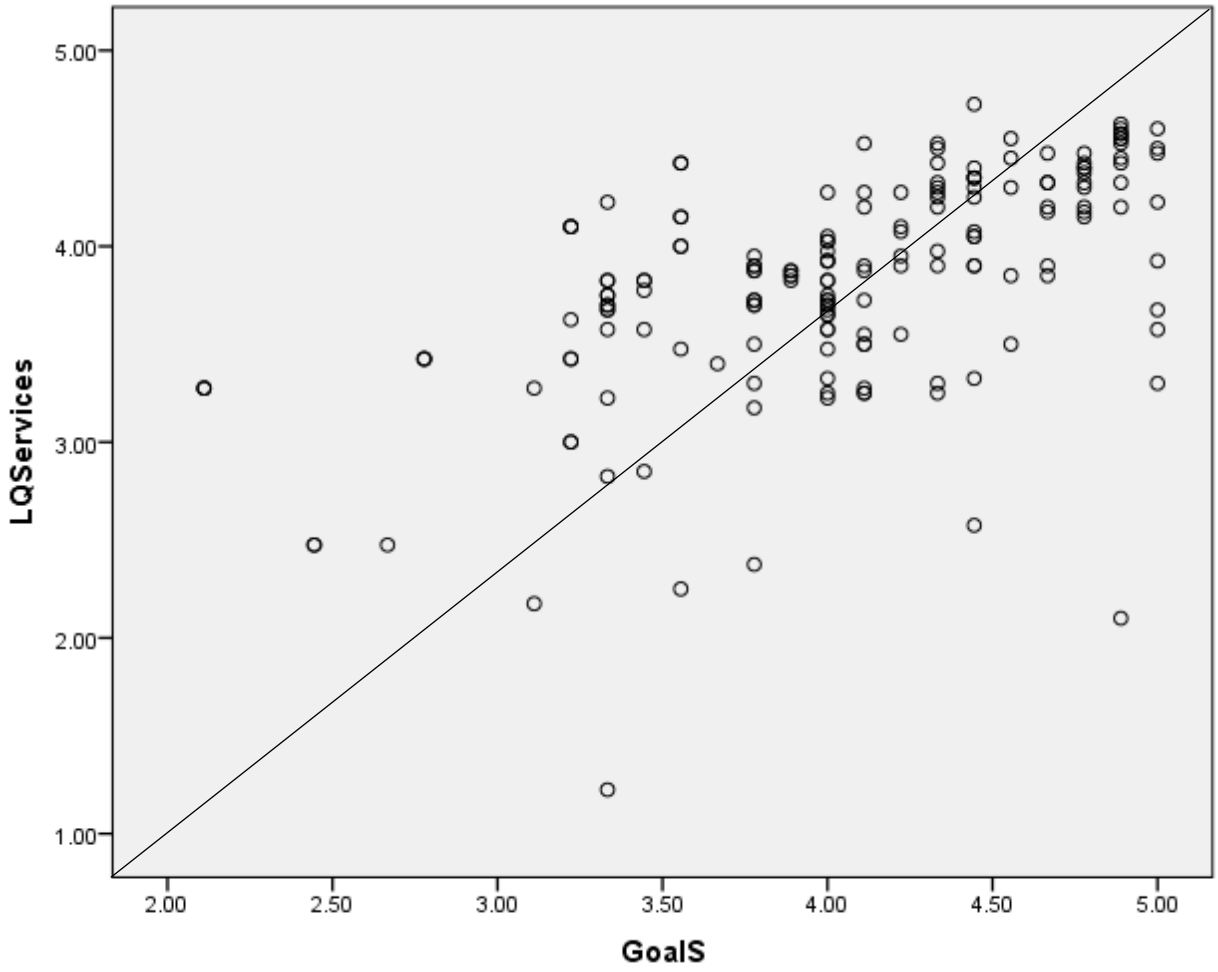

Figure 4.7: A scatter dot graph showing the relationship between goals setting and job performance of academic staff

The scatter dot graph in Figure 4.7 shows that the scatter dots were moving positively from left to right. This implied that there was a significant positive relationship between goal setting and the job performance of academic staff in the colleges where the current study was done at Makerere University.

To confirm the findings in the scatter dot and graph, the first objective was tested as in the section below:

4.4 Testing of the Objectives

4.4.1 Testing of the first objective

The first objective of the study was "to establish the relationship between goal setting and academic staff's job performance". This hypothesis was tested first using Pearson's correlation co-efficient index as in Table 4.9:

Table 4.9: Pearson correlation coefficient index between job performance and goal setting

		Job performance of academic staff.	Goal setting
Academic staff's quality of services	Pearson correlation	1	0.549**
	Sig. 2 tailed		0.000
	N	174	174
Goal setting	Pearson correlation	0.549**	1
	Sig. 2 tailed	0.000	
	N	174	174

**Correlation is significant at 0.01 level (2 tailed)

Table 4.9 shows Pearson's correlation coefficient index between goal setting and academic staff's job performance; r = 0.549**, sig = 0.000, less than 0.05. This shows a statistically positive significant relationship between goal setting and the job performance of academic staff. As lecturers are consulted on goals and objectives as well as enforcing mission and vision implementation; their quality of teaching, research supervision, research writing & publication, and community outreach may improve. This is based on the assumption that lecturers would own these goals and by these goals they would be guided in their implementation through teaching, research supervision, research writing and publication, and engaging in community outreaches.

This finding is in agreement with the Goal Setting Theory in the way that once goals are clearly set, there is a greater possibility that employees would be working in line with

these goals and objectives. In so doing this is likely to impact positively on the performance of academic staff in the areas of teaching research and community outreaches.

These findings were confirmed using simple linear regression analysis and as was applied, results are presented in Tables 4.10, 12 and 4.13.

H1: Hypothesis one; there is statistically a positive relationship between goal setting and job performance of academic staff at Makerere University

Objective one was establishing the relationship between goal setting and job performance of academic. Moreover, it was hypothesized that goal setting is related to job performance of academic. This was analyzed using a regression for testing the hypothesis as indicated below.

H1

Table 4.10: Model summary on the effect of goal setting and job performance of academic staff

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.549[a]	.301	.297	.47126

a. Predictors: (Constant), GoalS

The model table shows the adjusted R2 = 0.297 which implies that goal setting explained only 29.7% of the change in academic staff's job performance. Hence, the remaining 70.3% is accounted for by other factors not considered in this study.

Table 4.11: ANOVA Table on the effect of goal setting on academic job performance of academic staff

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	16.464	1	16.464	74.136	.000[b]
	Residual	38.198	172	.222		
	Total	54.663	173			

a. Dependent Variable: JPAcademic

b. Predictors: (Constant), GoalS

Table 4.11 shows that F value = 74.136 and the sig value 0.000. Since the sig value 0.000 was far less than 0.05, it meant there was a highly positive significant relationship between goal setting and academic staff's job performance. It also implied that as goals, vision, mission and objectives are set and effectively followed, job performance of the academic staff is enhanced while failure to follow this would mean that the academic staff's job performance is low.

Table 4.12: Coefficient table between goal setting and job performance of academic staff

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.877	.229		8.180	.000
	GoalS	.483	.056	.549	8.610	.000

a. Dependent Variable: Job performance of academic staff.

The coefficient table between goal setting and job performance of academic staff produced a Beta value = 0.549 and its corresponding sig value of 0.000 less than 0.05. The result indicated a significant positive relationship between goal setting and academic job

performance of academic staff. The hypothesis was accepted. This means that positive goal setting increase is associated with a positive increase in job performance. This suggests that when goals are set, they guide lecturers in improving teaching, research supervision, writing and publication, in addition to community engagement. The finding from the simple linear regression model was in tandem with the Goal Setting Theory in the way that once goals are clearly defined and followed, employee performance is enhanced and the reverse is true.

On the first objective (goal setting), one administrative staff from Makerere University was asked about how goal setting influences lecturers' performance in the colleges. A senior administrator A from COBAMS stated that,

> "Lecturers relate more closely to the goals and targets set by the college at the end of the academic year appraisals indicate that each academic staff takes the initiative to complete the goals set by completing their supervision and teaching roles. It is only in one area of community engagement and that publication that lecturers do not perform as anticipated as the heavy workloads deny them an opportunity to achieve all the work targets. This means academic staff endeavour to achieve set goals and objectives anticipated. However, performance in one way or the other limited by busy work loads."

This view is supported by an official from the Human Resource Administration of Makerere University who also stated that:

> "Universities have a strategy, goal, plan of teaching, research and community engagement. Doctors develop plans basing teaching, conferences assessment and extra-curricular. They also zero on thematic areas and must correspond with strategic objectives."

This showed that the university had strategic goals that lecturers used in planning their work activities, consequently influencing their performance positively.

Findings deduced from principal B revealed that,

> "The university has a mission and vision for the colleges all that academic staff have to do is to ensure that key use this vision mission and objectives to contribute towards teaching and learning research focus and engaging in community-related activities and how they impact the day today life and living of citizen."

This showed that the principal had acknowledged that the college's objectives, mission and goals are the ones that guide the activities of the academic staff in the execution of the core mandates of Makerere University colleges under study.

Results from a participant from the office of Deputy Vice Chancellor Academic Affairs (DVCAA) on this objective had this to say:

> "The University Administration strive to set targets for a given period. This is done in discussion deliberations with academic staff. This approach has helped to ensure quality in academic staff performance as whatever they do is guided by the set objectives and targets."

These findings also suggested that goal setting is essential in promoting effective teaching as goals and objectives set are key and influential in ensuring that academic staff do what is expected while on job.

Qualitative results from principal C on how goal setting influences the job performance of academic staff in the college observed that;

> "Goals are picked from strategic plans, where the mandates of lecturers count. With strategic plans and missions, lecturers to meet these goals and objectives. Such goals

include meeting their obligations of teachers where lecturers teach the required load, mark and submit grades on time. Further, with the mission and objectives in place they make adequate publications and diligently supervise students research project Finally, they comply when called upon to participate in community-related services."

These findings suggest that academic staff in these colleges are performing better and to the expectations of the university. All this is derived from the findings above, where the university's strategic plans, goals and objectives direct its performance outcomes.

4.4.2 Staff performance appraisal and job performance of academic staff at Makerere University

This aspect of performance management was studied using ten quantitative items. Findings arising from this objective are provided in Table 4.13:

Table 4.13: Frequencies, percentages, means and standard deviation on staff appraisal

Indicators of staff appraisal	SD	D	N	A	SA	Mean
I participate in producing performance appraisal forms	16 (8.9%)	40 (22.3%)	27 (15.1%)	74 (41.3%)	22 (12.3%)	3.257
I am informed of performance appraisal objectives	9 (5%)	21 (11.7%)	30 (16.8%)	95 (53.1%)	24 (13.4%)	3.581
I sign a performance agreement every academic year	15 (8.4%)	20 (11.2%)	25 (14%)	85 (47.5%)	34 (19%)	3.575
I am involved in reviewing performance agreement	11 (6.1%)	21 (11.7%)	21 (11.7%)	98 (54.7%)	28 (15.6%)	3.620
I participate in appraising fellow staff in my department	13 (7.3%)	33 (18.6%)	13 (7.3%)	92 (52%)	26 (14.7%)	3.480
I am given appraisal feedback from the RM department	18 (10.1%)	19 (10.6%)	33 (18.4%)	76 (42.6%)	33 (18.4%)	3.486
Appraisal results are used for decision-making in my college	7 (3.9%)	8 (4.5%)	40 (22.3%)	99 (55.3%)	25 (14%)	3.709
I worked on probation for six months	13 (7.3%)	8 (4.5%)	23 (12.9%)	99 (55.3%)	35 (19.7%)	3.758
I am appraised at the end of the academic year	4 (2.2%)	13 (7.3%)	11 (6.1%)	114 (63.7%)	37 (20.7%)	3.933
I am satisfied with the appraisal reports each year	10 (5.6%)	18 (10.1%)	25 (14%)	80 (44.7%)	46 (25.7%)	3.748
Global						3.627

Table 4.13 results show that most of the study respondents, 53.6%, had agreed that they participate in producing performance appraisal forms, 31.2% disagreed with the statement

while 15.1% were unsure. These results show that respondents are involved in producing performance appraisal forms to a certain extent. However, a mean of 3.257 showed moderate and fair participation in producing performance appraisal forms.

66.5% of the respondents agreed that they are informed of performance appraisal objectives in contrast with the 16.7% who disagreed with the claim whereas the 16.8% were unsure. These results implied that respondents are informed of performance appraisal objectives. The attendant mean value of 3.58 equivalent to code 4 agreement implied that they are informed of performance appraisal objectives. The resultant standard deviation of 1.026 (low) implied that respondents' views did not vary from one respondent to another.

Of all respondents, 66.5% agreed that they sign a performance agreement every academic year as opposed to 19.6% who disagreed. The remainder, 14%, were unsure. This finding suggests that academic staff sign performance agreement which is a sign that may influence them to perform highly on the job. A mean of 3.575, almost equal to code the 4 'agreement', suggests that they had agreed that they would sign a performance agreement. A related standard deviation of 1.165 (low) implied that respondents did not vary so much.

A large number of the study respondents, 70.3%, agreed that they are involved in reviewing performance agreement compared to 17.8% who disagreed while 11.7% were unsure. These findings indicated that respondents were involved in reviewing performance agreement. This is supported by a mean of 3.620 close to code 4 'agreement'. It thus suggests that they actively engage in reviewing performance agreement.

A tune of 66.7% study respondents agreed that they participate in appraising fellow staff in the department different to 25.9% who disagreed with the statement, but 7.3% were unsure. These findings portrayed that the academic staff appraise one another, which may improve the quality of their services. A mean of 3.480 was close to code 3 'not sure'

implying that the academic staff do participate in appraising colleagues to improve the quality of services offered. The correlated standard deviation of 1.168 was low implying respondents had similar views and opinions regarding appraising fellow academic staff.

60.9% of the academic staff agreed that they are given appraisal feedback report from the human resources department unlike 20.7% who disagreed with the claim while 18.4% were unsure. This suggests that their human resources department offers academic staff appraisal feedback. This percentage slightly differs from the mean of 3.486 which was almost equal to code 3 ‘unsure’, which represents a moderate fair rating on offering appraisal feedback to academic staff.

A formidable percentage of study respondents, 69.3%, agreed that results are used for decision-making in the college contrary to 8.4% who disagreed with the proposition while 22.3% were unsure. This implied that appraisal feedback is used for official purposes especially decision-making. This is confirmed by a mean of 3.709 almost equal to code 4 ‘agreement’. This is an indicator that appraisal feedback is used for decision-making. The attendant standard deviation of 0.902 (low) implies that respondents’ views did not vary so much from one respondent to another.

The majority of participants in the study (75.3%) concurred that they engaged in a six-month probationary period, while a smaller fraction (11.8%) expressed disagreement, and a portion (12.9%) remained uncertain; therefore, this data indicates that the academic staff are indeed given the opportunity to work under probation, a phase designed for the evaluation of their performance. These results are supported by an average score of 3.758, which closely aligns with the code for agreement (4, and at the same time suggest a consensus regarding the significance of a probationary duration for the complete assessment of the individual's capabilities in delivering high-quality work.

An overwhelming majority of the respondents in the study; that is to say 84.4%, agreed that they undergo an appraisal at the conclusion of the academic year. Contrary to this agreement, a mere 7.5% expressed disagreement, and only 6.1% remained uncertain about the process. This indicates a consistent practice of assessing the performance of academic staff at the university's year-end, aimed at enhancing their job proficiency. This finding gains further support from a mean score of 3.933, almost mirroring the affirmative rating of 4, which underlines the fact that, indeed, the academic staff receive evaluations at the culmination of each academic year, emphasising the institution's commitment to elevating the calibre of their work. The accompanying low standard deviation of 0.871 substantiates the homogeneity of respondents' perspectives, thus hint at a shared consensus rather than significant divergence amongst respondents' viewpoints.

Finally, 70.4% of the respondents agreed that they are satisfied with appraisal reports each year compared to 15.7% who disagreed while 14% were unsure. This showed that academic staff are satisfied with appraisal reports. The mean value of 3.748 was almost equal to code 4 ‘agreement’, which demonstrates that the academic staff are satisfied with appraisal reports done each year. The accompanying standard deviation of 1.115 was low implying that respondents’ views did not vary from one respondent to another.

The percentages and means suggested that respondents had agreed with the assertion that an appraisals are effectively done on the academic staff at Makerere University. Standard deviations on all items were not high implying their views were similar from one respondent to another.

To find out whether there was a normal distribution of respondents on appraisal performance, a histogram and curve were generated and appeared as in Figure 4.8:

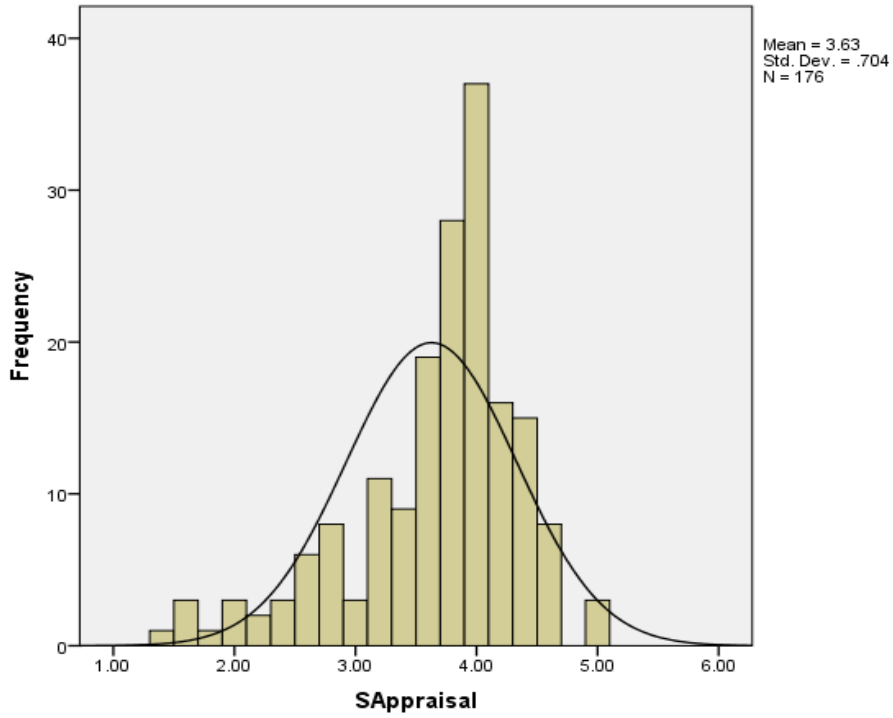

Figure 4.8: Histogram and curve showing the distribution of respondents of staff appraisal on job performance of academic staff.

Figure 4.8 illustrates a noticeable trend where the majority of the sampled participants concentrated on the right side of the histogram and curve, which strongly suggests the successful implementation of performance appraisal practices among the academic staff at Makerere University. These findings also unearth that the academic staff members within the two colleges engage in formulating appraisal forms, take an active role in completing these forms, and receive feedback from the appraisal process a fact that implies that the feedback obtained from the appraisals is utilised in a constructive manner. This, consequently, makes a positive impact on their work structures and procedures.

Qualitative results on staff appraisal revealed that academic staff are highly appraised in the university. This might have enhanced the quality of academic staff services. Participant A from CoBAMS on this stated that;

> "We have an appraisal form we will fill out at the end of each semester. The Makerere University quality assurance unit designs this appraisal form. However, our input in the preparation of this form was not acquired. However, on the positive side, the heads of departments have to distribute these forms and ensure that findings are offered to university authorities for a fair assessment."

These findings suggest that with this appraisal carried out in the university, there are possibilities for academic staff to enhance job performance improvement.

Another head of department B from CEES opposed the earlier respondent reporting thus:

> "The university operation is funny. At times the head of the department may be aware that someone is not performing duties as required, but he is not mandated to take action on this academic staff. The university's appraisals take a long time without giving feedback and taking action. This has accelerated and left lazy academic staff in the system."

This finding suggested that sometimes, appraisals might not be beneficial for the good of job performance of the academic staff. This may lower the job performance of the academic staff in the university. In regards to this matter, participant C from CHUSS, as opposed to the earlier one, mentioned that,

> "The university operation is funny. At times the head of the department may be aware that someone is not performing duties as required, but he is not mandated to take action on this academic staff. The university's appraisals take a long time without giving feedback and taking action. This has accelerated and left lazy academic staff in the system."

This finding corroborates with the view that appraisals may sometimes not be beneficial for the quality of academic staff services. This may lower quality of academic staff services in

the university. Further, participant D from CEES indicated thus: "As an appraisal strategy, student coordinators are requested to record and report academic staff non-attendances. This technique has enabled us to rectify anomalies in the form of non-attendances."

This finding implied that where university administrators cannot fully appraise staff attendance, they rely on students on the ground to get all the information related to staff operational performance, especially regarding attendance.

Finally, another participant, E from CHUSS, differing from the earlier participants, revealed that,

> "I have realized that some of our colleagues in the different departments appraise academic staff with hidden motives. Some use this appraisal information to implicate their subordinates over wrongdoings. Others use them to find ways to punish others even if they know that their counterparts are not wrongdoers. Thus, the appraisal process has lost its value."

This finding suggests that appraisal of academic staff in the colleges where the study was done is not fairly done for the good of making informed decisions in the university.

To confirm these findings, a scatter dot graph was generated and appeared in Figure 4.9

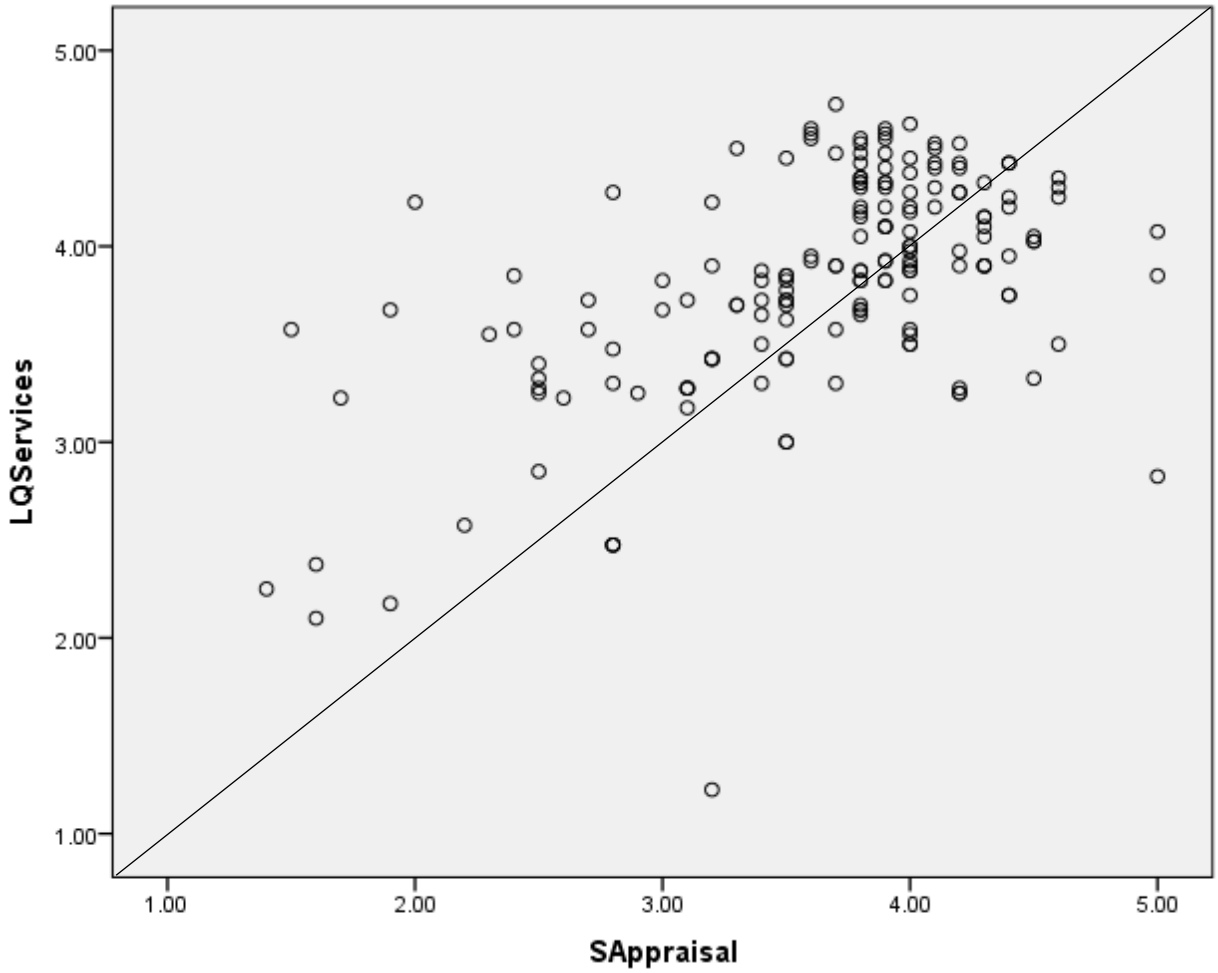

Figure 4.9: A scatter plot graph showing the relationship between staff performance appraisal and job performance of academic staff.

The scatter dot graph in Figure 4.9 shows that the scatter dots were moving positively; from left to right direction hence revealing a significant positive relationship between staff appraisal and academic staff's job performance in the colleges of CoBAMS, CHUSS and CEES where this study was done at Makerere University.

Hypothesis two; staff performance appraisal is related to the job performance of academic staff

Objective two was to establish the relationship between staff appraisal and academic staff's job performance in teaching, research supervision, research writing and publication, and

community outreaches of academic staff. It was hypothesized that staff appraisal statistically has a positive relationship between staff appraisal and job performance of academic staff at Makerere University. This hypothesis was first tested using Pearson's Correlation Co-efficient index to determine whether staff performance appraisal and job performance of academic staff are related. It was further followed by regression (See Table 4.14).

Table 4.14: Pearson's correlation coefficient index between staff appraisal and job performance of academic staff.

		Job performance of academic staff	Staff appraisal
Academic staff's quality of services	Pearson correlation	1	0.552**
	Sig. 2 tailed		0.000
	N	174	174
Staff appraisal	Pearson correlation	0.552**	1
	Sig. 2 tailed	0.000	
	N	174	174

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

Table 4.14 shows Pearson's correlation coefficient index between staff performance appraisal and job performance of academic staff r = 0.552** sig = 0.000 less than 0.05. This indicates a highly positive significant relationship between staff performance appraisal and academic staff's job performance at Makerere University. It denotes that the academic staff are involved in carrying out an appraisal, setting appraisal forms, and effectively using appraisal feedback. It further points out that there is a high possibility that job performance of academic staff in teaching, research supervision & publication, and community outreaches would improve. These findings resonated well with the Hertzberg two Factor theory which has appraisal as one of the factors impacting on employee performance. Hence, the academic staff supervision (appraisal) impacts significantly to the extent they are likely to teach, do research and engage in community outreach services. This hypothesis was also further tested using simple linear regression. Results are presented in Tables 4.15, 4.16 and 4.17.

Table 4.15: Model summary on staff performance appraisal and job performance of academic staff

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.552[a]	.304	.300	.47372

a. Predictors: (Constant), SAppraisal

The model summary table shows adjusted R2 = 0.300 which meant that appraisal practices only explained 30% of the change in job performance of academic staff. It meant the remaining 70% might be accounted for by other factors not considered in the current study.

Table 4.16: ANOVA Table on staff appraisal job performance of academic staff

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	16.578	1	16.578	73.875	.000[b]
	Residual	37.925	169	.224		
	Total	54.504	170			

a. Dependent Variable: ASJPerformnce

b. Predictors: (Constant), SAppraisal

The ANOVA table shows the F value = 73.875 and the corresponding sig value = 0.000. This sig value is less than 0.05 the critical value for social scientists. This implies that there is a highly significant effect between appraisal and academic staff's job performance.

Table 4.17: Coefficient Table between staff appraisal and job performance of academic staff

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.218	.191		11.609	.000
	SAppraisal	.444	.052	.552	8.595	.000

a. Dependent Variable: JPA

The coefficient Table 4.17 shows that the Beta value is 0.552 and sig = 0.000 is less than 0.05. This result indicates that there is statistically positive relationship between staff appraisal and job performance of academic staff. This means that the hypothesis that staff performance appraisal is related to the job performance of academic staff is accepted. Positive changes in staff appraisal is connected to positive change in job performance of academic staff. This suggests that staff appraisal helps in improving job performance of academic staff by identifying the weak areas for improvement like methods of teaching, digital student's research supervision, as well as improved writing and publications by following advanced American Psychological Association (APA) 6th edition. This points to the phenomenon that there is a positive significant effect between staff appraisal and academic staff's job performance. The more the staff appraisal is diligently done, the higher the possibility that job performance of academic staff get enhanced. The Multiple linear Regression Analysis results were similar with the Hertzberg two Factor theory which has appraisal (supervision) as one of the factors impacting on employee performance. Hence, academic staff supervision (appraisal) impacts significantly to the extent they are likely to teach, do research and engage in community outreach services.

Concerning the second objective, participants were asked how staff appraisal is considered a vital tool for improving academic staff performance in the university. One of the principals from college A stated that,

> "Appraisal is done annually by each staff member. The tools are standard across the University and it gives overview of the past year and set projections for the year head. This one way or the other helps to enhance performance of academic staff positively on the job."

This response suggests that appraisal of academic staff carried out in the university boosts academic staff performance in a positive manner whereas the Human Resources Manager observed that,

> "Academic staff are appraised on annual basis. In every December academic staff must sit with supervisor and create plans. There are also mid evaluations conducted and part of the appraisal criteria is that each academic staff must put at least one publication number of students to be supervised and come up with improvements."

This appraisal carried out enhances and ensures that lecturers are properly grounded, and hence dedicate much time on their work thus improving their teaching, research and community services. Another principal from college B had it that; "It is a must that each academic staff is appraisal at least once in a year. Standard appraisal forms are used to do this this appraisal. However, if one is applying for a promotion, it is a must to track the performance records."

These responses reveal that appraisal is frequently done to allow academic staff establish their performance weakness and areas of strength to have them improve accordingly.

In line with these findings, an official from the office of the Deputy Vice Chancellor Academics (DVCAAs) emphatically stated thus;

> "Appraisal of academic staff is a must and this is done annually. The Head of department is appraised by dean; the dean is appraised by the head of department. In general appraisal is done on teaching, research and community outreach roles, lecturers' relationship with students, administration is assessed."

However, Key areas of emphasis are on graduate research, publication, and consultancy engagement. This finding implied that appraisal of lecturers in the diverse areas allows them to perform as expected while at work. With appraisal, the rate of attendance (physical attendance to lectures, marking, and publication improves), punctuality, grading course coverage and submission of results are guaranteed.

Still, with regards to the second objective, a principal from college C differing from the earlier principle acknowledged that,

> "Performance of academic staff does not entirely depend on performance appraisal. Results from this principle indicated that performance appraisal occurs once a year and that administrators are not paid for conducting this appraisal exercise. It has lost its true meaning and does not significantly impact the performance of academic staff."

This response suggests that appraisal of academic staff does not impact on their performance because it is rarely done. It is only once that it is done that the outcomes are not taken seriously. The earlier findings are aligned with the findings from a participant from the office of the Directorate Human Resource

> "Appraisals for academic staff are conducted every year. Every academic staff must sit and write, plans must at least come up with one publication and supervise students' research. These are the ones used during the appraisal of academic staff. These evaluations are the ones that are based on whenever one needs to follow academic staff performance."

This finding suggested that appraisals are fundamental tools to determine academic staff performance in informing the decision of who should be promoted on the job. Thus, academic staff concentrate on the job and perform better to be rated highly in the appraisals.

4.4.3 Staff career development and job performance of academic staff

Staff career development of lecturers was studied using ten quantitative items and a qualitative ones. On the quantitative items, respondents were asked to rate themselves on the following items based on Likert scale. Results on this are provided in Table 4.18.

Table 4.18: Frequencies, percentages, means and standard deviations on staff career development of academic staff.

Items on staff career development	SD	D	N	A	SA	Mean
There is a policy on training session for new employees	6 (3.4%)	17 (9.6%)	46 (25.8%)	71 (39.9%)	38 (21.3%)	3.662
There is a policy at work place for staff professional growth	1 (0.6%)	12 (6.7%)	32 (17.9%)	92 (51.4%)	42 (23.5%)	3.905
Internal orientations are organized for new employees	5 (2.8%)	34 (19%)	36 (20.1%)	76 (42.5%)	28 (15.6%)	3.4916
Arrangements are made for staff coaching	10 (5.6%)	19 (10.6%)	33 (18.4%)	84 (46.9%)	33 (18.4%)	3.620
My university organizes bench marking for other universities	9 (5%)	12 (6.7%)	30 (16.8%)	93 (52%)	35 (19.6%)	3.743
I am assigned to supervise and mentor junior staff in their career at the university	8 (4.5%)	24 (13.4%)	34 (19%)	79 (44.1%)	34 (19%)	3.597
I am promoted in my career	6 (3.4%)	18 (10.4%)	22 (12.3%)	104 (58.1%)	29 (16.2%)	3.737
My university organizes workshops and seminars in my area of specialization	7 (3.9%)	13 73%	43 24%	71 41.9%	41 22.9%	3.726
I am given room to report my expectations	5 2.8%	17 9.5%	32 17.9%	104 58.1%	21 11.7%	3.664
I am allowed to mention challenges that interfere with my services	2 (1.1%)	17 (9.5%)	33 (18.4%)	97 (54.2%)	30 (16.8%)	3.759
Global					3.690	

Table 4.18 presents the results, indicating that a significant majority of the respondents (61.2%) were in agreement regarding the existence of a policy concerning training sessions for new employees. In contrast, only 13% disagreed, while 25.8% were uncertain. This strongly suggests a consensus that a policy exists for new employee training sessions. The calculated mean of 3.662 is nearly aligned with the value of 4, which represents agreement hence implying that a policy indeed governs employee training sessions to enhance the job performance of academic staff. Notably, the relatively low standard deviation of 1.024 suggests minimal dispersion among respondent opinions, indicating a degree of uniformity in their views.

74.9% of the respondents agreed that there is a workplace policy for staff professional growth, 7.3% disagreed with the claim and 17.9% were unsure about the same claim. These findings implied that there is a policy for the professional growth of academic staff while at work in the colleges studied. The accompanying mean of 3.905, almost equal to code the 4 agreement, implied further that there is a policy for the professional growth of staff. On the other hand, the standard deviation of 0.852 was low implying that respondents' views were almost similar from one respondent to another.

58.1% of the respondents agreed that internal orientations are well-structured for new employees, in contrast to 21.8% who held the opposite view, and 20.1% who were uncertain. These percentages clearly indicate that internal orientations are effectively organised for new academic staff across all the three colleges under study and this conclusion is further supported by the average rating of 3.49, which aligns closely with the neutral code of 3 (indicating uncertainty). This suggests a moderately favourable assessment of the organisation of internal orientations for new academic staff.

Also, a substantial majority of the participants (65.3%) concurred that arrangements for staff coaching are in place, while only 16.2% disagreed, and 18.4% expressed hesitation. These findings strongly indicate that Makerere University has indeed made provisions for staff coaching. The average score of 3.620 closely resembles the rating code of 4, which signifies agreement, which solidifies the observation that systematic arrangements for staff coaching are being implemented. Particularly, the accompanying low standard deviation of 1.076 indicates minimal variability among respondents' opinions, highlighting a consistent viewpoint across the study participants.

A remarkable percentage of the study respondents, 71.6%, agreed that the university organises bench marking against other universities compared to 11.7% who disagreed while 16.8% were unsure. This suggests that the university organises bench marking against other universities. The tandem mean of 3.743 was almost equal to the code 4, 'agreement' suggesting that Makerere University organises bench marking against other universities. The resultant standard deviation of 1.011 was low indicating that respondents' views were almost common from one respondent to another.

63.1% of the respondents agreed that they are assigned to supervise and mentor junior staff in their career in the university, 17.9% disagreed with the statement while 19% were not sure. These results meant that academic staff are assigned to mentor junior staff in their career at the university, which is confirmed, by the mean of 3.597 approximately equivalent to the code 4, 'agreement'.

Similarly, 74.3% agreed that they are promoted in their career, compared to 13.5% who disagreed and 12.3% who were unsure. Percentages on this question show that academic staff are promoted on the job which is a sign that they are likely to improve the job performance as attested to through a mean value of 3.787, close to the code 4 'agreement'

hence concretising the view that academic staff are promoted on the job. The resultant low standard deviation of 0.961 suggested that respondents' views are not distanced from one respondent to another.

Finally, 71% of the participants in the study confirmed that they have the freedom to discuss challenges that affect their services in contrast to 10.6% who disagreed, and 18.4% who were unsure. These figures indicate that respondents are indeed provided with the chance to raise concerns about service-related challenges. Besides, the average score of 3.759 is nearly identical to the threshold for full agreement, which indicates that the academic staff of the colleges under study are allowed to bring up such challenges. With an accompanying low standard deviation of 0.882, it could be inferred that the opinions and perspectives among respondents are relatively consistent.

To get a general view of how respondents rated on training performance, a histogram and curve on the normality of the distribution of respondents on career training were generated and appeared as in Figure 4.10

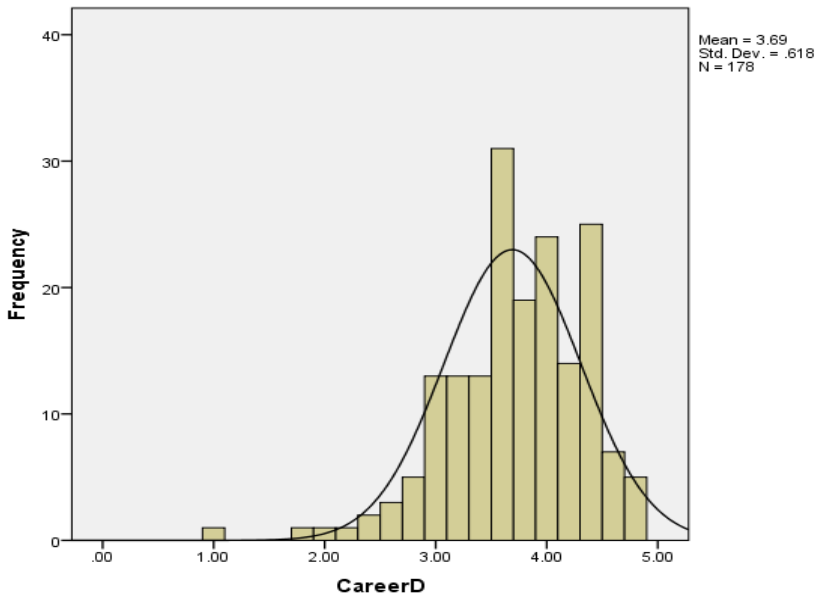

Figure 4.10: Histogram and curve on career staff development on job performance of academic staff at Makerere University.

This finding also implied that academic staff highly get involved in training seminars, workshops, study leaves and any other form of training provided by the university.

The histogram and curve shows that most of the respondents concentrated on the right side of the histogram implying that they agreed that staff career development is effectively done at Makerere University (CEES, CHUSS and CoBAMS).

Regarding staff career development, qualitative results showed that the university has implemented several training platforms for academic staff and among these are putting up seminars, workshops, study leaves, conferences and others which are designed to improve the job performance of academic staff.

Participant A form CEES reported that;

> "The university staff development policy has allowed many of our colleagues' access scholarships for studying in Uganda or abroad. So far, there are over six lecturers on scholarships to have a PhD, while on the same note, we have over academic staff who have completed their PhDs and are back on duty. This has enabled us to develop a strong human resource base to address learners' teaching, research and publication needs."

These findings reveal that training at Makerere University has been highly emphasised, and with the scholarships offered, skills have been acquired for quality service delivery.

Another participant B from CHUSS observed thus;

> "There are training conferences, seminars, and workshops which are organized either by the college or by the university or at times outside the university. Our college administration always supports us in financial and material facilitation to allow us to effectively engage in seminars meant to improve our skills."

This response indicates that alongside study leaves, the university offers other training opportunities which allow lecturers to acquire new skills in teaching, research, publication and community outreaches. This points towards the fact that with these trainings, they always acquire new methodologies of teaching, especially the online Moodle methods of instruction that are currently desired in the community.

In another interview, participant C from CoBAMS showed that,

> "There are scenarios when we assign junior staff to senior staff to monitor, counsel, guide, and mentor junior staff. We have recommended this approach in the department by encouraging and assigning senior staff to mentor junior staff. This has allowed many of the junior staff to have confidence and get modelled to their seniors in how things are done for effectiveness."

This response suggested that most of the study participants agreed that they are trained, monitored, mentored and assisted by the university to train and get skills required on the job to improve their teaching, research and community outreach services.

In an additional interview, participant D from CEES mentioned that,

> "When we assign junior staff to senior staff to monitor, counsel, guide, and mentor them. We have recommended this approach in the department by encouraging and assigning senior staff to mentor junior staff. This has allowed majority of new entrant at the level of training assistant to enable the adapt and acquire skills that are accepted and sustainable tin the teaching profession at the universities"

Most of the study participants agreed that they are trained, monitored, mentored and assisted by the university to train and get skills required on the job to improve their teaching, research and community outreach services.

Slightly differing from these findings, Participant, E from CHUSS disclosed that;

> "A few lucky academic staff receive opportunities for professional career development. Many apply, but the resources allocated for this activity are less, leaving many applicants complaining over delays in confirming study leave applications of academic staff."

The earlier finding shows that although academic staff get opportunities to study abroad, some do not get a chance quickly, which creates dilemmas in accessing career development opportunities.

These findings were further confirmed using a scatter dot graph as in Figure 4.11:

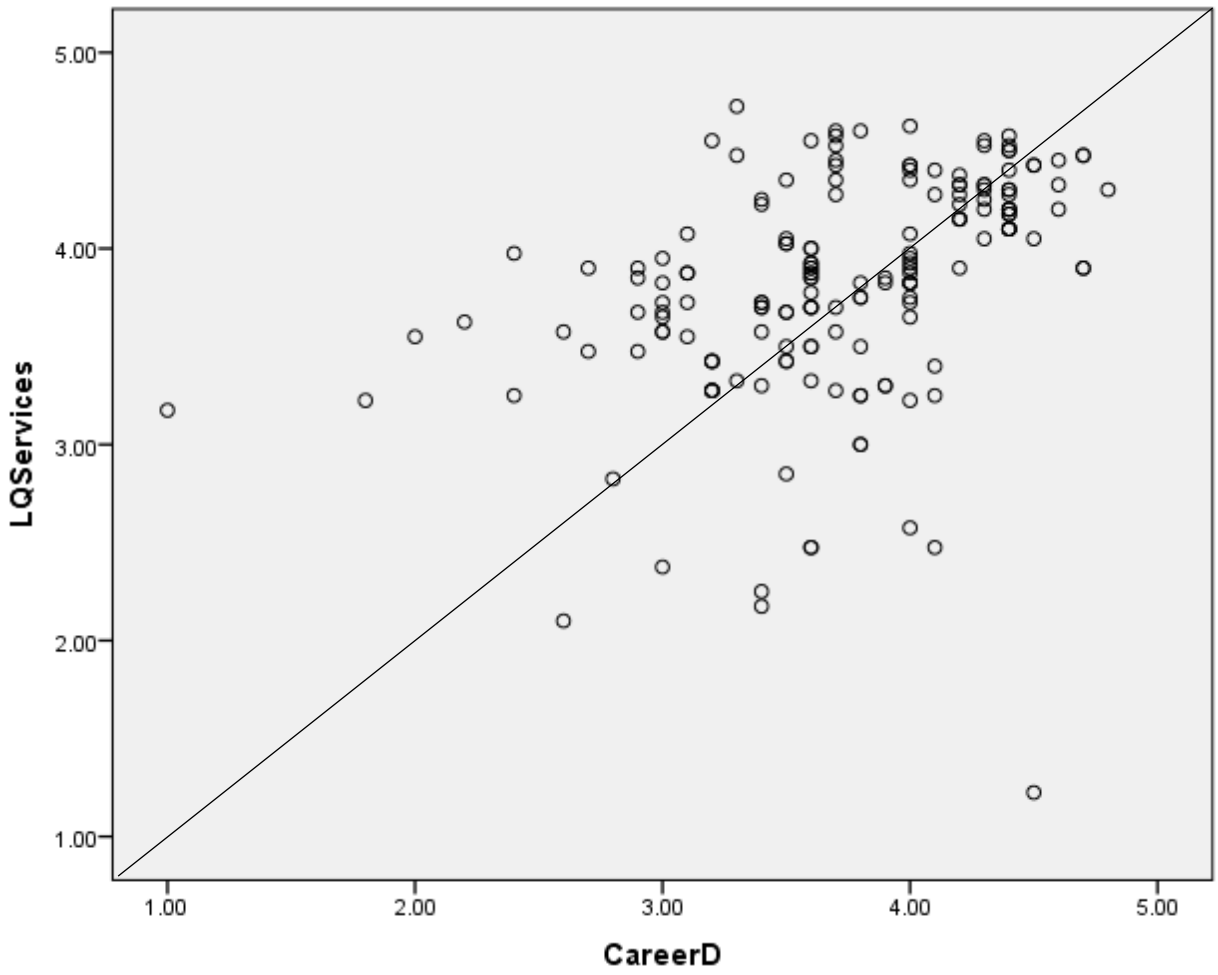

Figure 4.11: Scatter dot graph showing the relationship between staff career development and job performance of academic staff.

The scatter dot graph in Figure 4.11 shows that the scatter dots were moving positively from left to right. This implied a significant positive relationship between staff career development and job performance of academic staff in the three colleges at Makerere University where this study was conducted.

Hypothesis three; staff career development is related to the job performance of academic staff

Objective three was "to investigate the relationship between staff career development and job performance of academic staff at Makerere University". It was hypothesised that there is statistically a positive relationship between staff career development and job performance of academic staff at Makerere University. This hypothesis was tested using simple linear regression analysis technique as in Tables 4.20, 4.21 and 4.22. It was first tested using Pearson Correlation Coefficient index (See table 4.19) to establish the relationship followed by regression analysis to establish the magnitude of the relationship.

Table 4.19: The Pearson's correlation coefficient of index for staff career development and job performance of academic staff

		Job performance of academic staff	Staff career development
Academic staff's quality of services	Pearson correlation	1	0.397**
	Sig. 2 tailed		0.000
	N	174	174
Staff career development	Pearson correlation	0.397**	1
	Sig. 2 tailed	0.000	
	N	174	174

Table 4.19 shows Pearson's Correlation Coefficient index between staff career development and academic staff's job performance r = 0.397, sig = 0.000 less than 0.05. This meant that there is a highly positive significant relationship between staff career development and job

performance of academic staff. As academic staff are encouraged to train through seminars, workshops, conferences, mentoring, coaching and continuous professional development, their performance in teaching, research supervision and publication, and community outreach engagements would be enhanced while the reverse may be true.

These findings were in agreement with the advancement concept of the Hertzberg Two Factor -Theory which indicated the more employees are allowed to advance on the job, the greater they are likely to perform effectively in the core spheres of teaching, research and community outreach services.

Table 4.20: Model summary table on the effect of staff career development and academic staff's job performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.397[a]	.157	.153	.51893

a. Predictors: (Constant), SCareerD

The model summary table shows the adjusted r2 = 0.153, which means that staff career development explains 51.3% of the change in the job performance of academic staff, thus the remaining 48.7% is accounted for by other factors not considered in this study.

Table 4.21: ANOVA results on the effect of training on job performance of academic staff

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8.605	1	8.605	31.956	.000[b]
	Residual	46.048	171	.269		
	Total	54.653	172			

a. Dependent Variable: JPAcademic staff

b. Predictors: (Constant), SCareerD

The ANOVA table shows the F value = 31.956 and its corresponding sig value = 0.000 less than 0.05. This implied a highly positive significant effect between training and academic staff's job performance.

Table 4.22: Coefficient table on the effect of staff career development and academic staff's job performance

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.459	.245		10.025	.000
	CareerD	.368	.065	.397	5.653	.000

a. Dependent Variable: Academic Staff's Job performance

The coefficient table shows the Beta value of 0.397 and its significant value of 0.000 less than 0.05. The results indicate that there is a statistically positive and significant relationship between staff career development and the job performance of academic staff. This hypothesis is true. This means that positive change in staff career development is associated with job

performance of academic staff. These findings were in agreement with the advancement concept of the Hertzberg Two Factor Theory which indicated that the more employees are allowed to advance on the job, the greater they are likely to perform effectively in the core spheres of teaching, research and community. Provision of career training opportunities and promoting staff as advanced by the theory contribute immensely to better performance of academic staff in the university. This suggests that staff career development improves job performance of academic staff.

On the third objective (staff career development), participants were asked how trainings, coaching, mentoring, inductions and seminars, and participating in conferences impact the job performance of academic staff. One principal from collage A revealed that;

> "These training were found to be helpful. The various pieces of training offered to teachers were revealed as part of the school budget, and staff members have been retooled, which has offered them an opportunity to apply the skills at the university. It was added that these training make academic staff more knowledgeable in their diverse fields. This shows that training is primarily essentially in making lecturers perform better on the job since training sharpens them in their areas of specialization."

On the other hand, a participant from the office of the HR Makerere University revealed that,

> "The process of training allows identifying missing gaps in work obligations of staff. Once this opportunity for training is offered to lecturers' they become well-grounded in their units (programs) consequently, performance improves with the training offered to academic staff."

These responses suggest that professional training is essential and paramount in enhancing the job performance of academic staff.

A participant from the office of DVCAA office at Makerere University observed that;

> "There is a development policy for academic staff in the University where principals, Heads of department, organize workshops for staff training. Similarly, academic staff engagement in study leaves is part of this policy which would boost academic staff performance."

On the other hand, the principal of CHUSS revealed that;

> "There are study opportunities including those for PhD students serving as assistant Lecturers."

These responses indicate that through provision of career development opportunities, academic staff performance improves, and the reverse is true.

On the third objective (staff career development), principal C revealed that training does have a significant influence on the performance of academic staff. This principle said:

> "Academic staff as employees are encouraged to train. Those who train acquire relevant knowledge in their broad and diverse fields. This knowledge was identified as essential in making publications and research."

From these responses, it could be implied that training offered to allows academic staff to develop in their career, promoting the chances that they would be effective on the job. This knowledge exposes them to the world of research publication, which boosts their performance. A participant from the human resource department identified thus:

> "We do coach academic staff to ensure that their performance meets the standards and well grounded. This has allowed improvement in the skills of teaching and training. Further we do provide academic staff with an opportunity to go for further training through study leaves. Such a program has enabled much junior academic staff to improve how they research and engage in community outreach services. Normally

the training offered is matched with academic staff professional needs," (June, 2022/Makerere University).

These responses suggested that the university offers academic staff skills that allow them to fulfill their work mandates in teaching, research and community outreaches.

4.4.4 Rewards and job performance of academic staff

Rewarding lecturers in this study was done using ten quantitative items. Results on rewarding lecturers are provided in Table 4.23:

Table 4.23: Frequencies, percentages, means and standard deviations on rewarding performance management.

Indicators of rewarding practices	SD	D	N	A	SA	Mean
I am appraised for my hard work	1 (0.6%)	17 (9.5%)	46 (25.7%)	74 (41.3%)	41 (22.9%)	3.77
My efforts are recognized	4 (2.2%)	10 (5.6%)	35 (19.6%)	81 (45.3%)	49 (27.4%)	3.90
I am appreciated for the excellent job done at the university	5 (2.8%)	17 (9.5%)	33 (18.4%)	75 (41.9%)	49 (27.4%)	3.81
My salaries and remunerations come on time	6 (3.4%)	18 (10.1%)	13 (7.3%)	102 (57%)	40 (22.3%)	3.85
I am offered to study on the university bursary	12 (6.7%)	20 (11.2%)	35 (19.6%)	85 (47.5%)	25 (15.1%)	3.53
I am offered over time allowances on time	25 (14%)	39 (21.8%)	43 (24%)	64 (35.8%)	8 (4.5%)	2.95
My child is sponsored to study by the university council	30 (16.8%)	31 (17.3%)	33 (18.4%)	77 (43%)	8 (4.5%)	3.01
I am recognized for excelling in research supervision	10 (5.6%)	39 (21.8%)	26 (14.5%)	95 (53.1%)	9 (5%)	3.30
I am awarded for standing out to strengthen university policies	13 (7.3%)	23 (12.8%)	36 (20.1%)	91 (51.4%)	15 (8.4%)	3.41
I am given study leave to develop my career	9 (5%)	17 (9.5%)	20 (11.2%)	88 (49.2%)	45 (25.1%)	3.80
Global						3.38

Table 4.23 illustrates that a significant majority of the respondents in the study, accounting for 64.2%, expressed their agreement with being appraised for their hard work. This stands in contrast to the mere 10.1% who held the opposite view, while an additional 25.7% remained undecided about the matter. These figures indicate that there is a prevailing trend of acknowledging the efforts of lecturers. Similarly, a noteworthy 72.7% of the participants concurred that their endeavours are acknowledged, in comparison to the 7.8% who held a differing perspective, and an additional 19.6% who were unsure. Besides, these percentages are underpinned by a mean score of 3.899, which aligns closely with the code 4 denoting 'agreement'. Thus, this outcome strongly implies a consensus regarding the recognition of academic staff's efforts. Furthermore, the accompanying low standard deviation of 0.942 suggests minimal variance in respondents' opinions, indicating a consistent viewpoint among respondents across the board.

69.2% agreed that they are appreciated for the excellent job done at the university, 12.3% disagreed with the statement while 18.4% were not sure. These results signify that lecturers in the three colleges where the current study was done are appreciated for their excellent services. The mean of 3.815 was high suggesting that they are appreciated for excellent services.

Relatedly, 79.3% agreed that their salaries and remunerations come on time compared to 13.6% who disagreed with the statement whereas 7.3% were not sure. This implied that academic staff in COBAMS, CEES and CHUSS agree that they receive their salaries and remunerations on time. The mean 3.849 was almost equal to the code 4, 'agreement' which denotes that they duly receive salaries on time. The low resultant standard deviation of 0.991 implied that they had similar views and opinions regarding receiving salaries on time.

The results presented in Table 4.12 indicate that a significant majority of the participants in the study, specifically 62.6%, expressed their agreement with the availability of university bursaries for pursuing higher education yet in contrast, only 17.9% disagreed with this notion, while 19.6% were unsure about it. These findings suggest that a considerable portion of the respondents indeed have the opportunity to pursue further studies through bursaries which trend potentially has positive implications for enhancing the academic job performance of the faculty members. The calculated mean value of 3.530 is notably close to the benchmark value of 4, which signifies agreement and thereby suggesting that participants perceive the availability of study opportunities, which can contribute to their professional growth. Furthermore, the accompanying standard deviation of 1.087 indicates that there is no substantial variability in respondents' viewpoints; their opinions on this matter are relatively consistent.

The majority of the study respondents 40.3% agreed that they are offered over time allowances on time, compared to 35.8% who disagreed while 24% were unsure. These findings meant that respondents are over time allowances on time. The mean 2.949 was almost equal to THR code of 3 unsure. Hence, it suggests that average respondents are accorded overtime allowances. The standard deviation of 1.147 was low suggesting that respondents' views did not differ so much from one respondent to another.

A large number of the study respondents 47.5% agreed that their children are sponsored to study at the university council compared to 34.1% who disagreed while 18.4% were not sure. These results show that as the university council sponsors academic staff's children to study, academic staff get committed to the job and are likely to perform highly on the job. These percentages are confirmed by a mean of 3.011 which is equal to the code 3 unsure. This means that the university was willing and does sponsor academic staff's children.

Most of the study respondents 58.1% agreed that they are recognized for excelling in research supervision compared to 27.4% who disagreed while 14.6% were unsure. These findings implied that as academic staff are recognized for research supervision, the job performance offered improves in one way or the other. This finding is in line with a mean of 3.301 which is almost equal to code 3 unsure. This hence shows that the university fairly appreciates academic staff supervision role.

Of respondents 59.8% agreed that they are awarded a standing out to strengthen university policies compared to 20.1% who disagreed while 20.1% were not sure. These results show that academic staff in the three colleges are offered standing out an award to appreciate their services. This finding aligns with the mean of 3.407, which concretizes that academic staff are offered standing-out awards to design university policies. This, is one way or another other enhances the quality of services offered.

To find out whether there was a normal distribution of respondents on rewards, a histogram and curve were generated as in Figure 4.12:

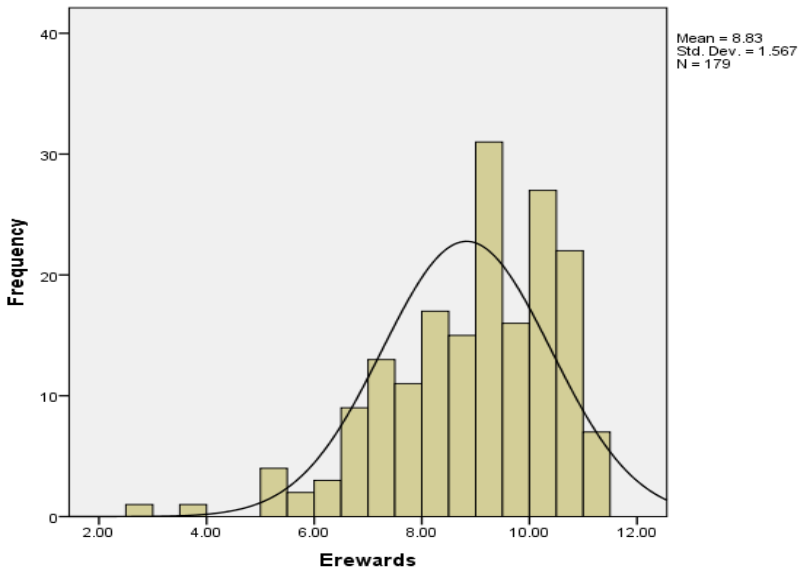

Figure 4.12: Histogram and curve showing the distribution of respondents on the rewards.

The histogram and curve show that most of the study respondents were concentrated on the right side suggesting that effective rewards were fairly administered to the academic staff of the colleges under study at Makerere University.

Qualitative findings on rewards depicted that academic staff rewards are currently fair in the colleges where this study was conducted at Makerere University. For instance, regarding the question, "how are you satisfied with the different forms of rewards offered to you in the university", findings showed that initially, financial rewards were poorly administered to the academic staff. However, in due course, there was an observed steady adjustment of financial rewards in phases in attempts to make the academic staff satisfied with their job to perform better. In confirmation to this observation, participant A from CoBAMS acknowledges that;

> "I was highly depressed by the low salaries offered to academic staff in the previous three years. Following the various strikes of academic staff in public universities, the government is increasing academic staff salaries in phases. Hopefully after five years to come out salary will be at the level that is within the regional salary scales offered to academic staff in public universities."

This response shows that the salary levels are not yet the best for academic staff. Complaints are still in the hearts of academic staff who feel that they are not adequately rewarded in the form of financial rewards. Besides, participant B from CHUSS stressed thus;

> "Currently the salary is fair. However, it cannot enable one to meet the cost of living as there are so many financial needs and demands of the day. This accounts for high levels of turnover of academic staff who are always anxiously searching for new jobs for better standards of living especially in other sectors of the economy in Uganda and abroad."

This comment signifies that despite government efforts to ensure salary increment of the, there seems to be financial salary gaps on the side of academic staff.

In another interview with a head of department C from CEES, it was noted that,

> "Even if financial rewards are not adequate to the financing/ rewarding levels of other universities at regional, national and international levels. The non-financial means of recognition, praising responsibilities and appreciation, I receive from the university administration are enough on my side. Hence, I am comfortable with non-financial means of motivation."

This response implied that when it comes to non-financial means of rewarding employees, the academic staff at Makerere University are more satisfied with how the university administers handle the reward system.

In another interview with a head of department D from CEES, it was noted thus;

> "There are other rewards designated to lecturers other than financial such as a slot for a biological child every academic year to study at the university. Others are recognition and awards, and we are also given accommodation as staff".

This response signifies that when it comes to non-financial means of rewarding employees, the academic staff at Makerere University are satisfied with how the university administrators treat them. Another head of department E from CHUSS revealed that,

> "The university has done a lot to ensure that academic staff salaries are increased. Under the new arrangement the salaries for academic staff had been proposed to be increased at different intervals. Indeed, this has been fulfilled to a certain margin. However, the previous two budget readings did not have the salary increases as had been agreed."

These observations suggest that there are efforts to improve the academic staff salaries through the joint effort of university administration and the Government of the Republic of Uganda.

The qualitative findings on rewards thus showed that the rewarding practices administered to academic lecturers in Makerere University specifically in the 3 colleges where this current study was conducted were good and within acceptable means for university administrators and dons.

These findings were presented in a scatter plot in Figure 4.13.

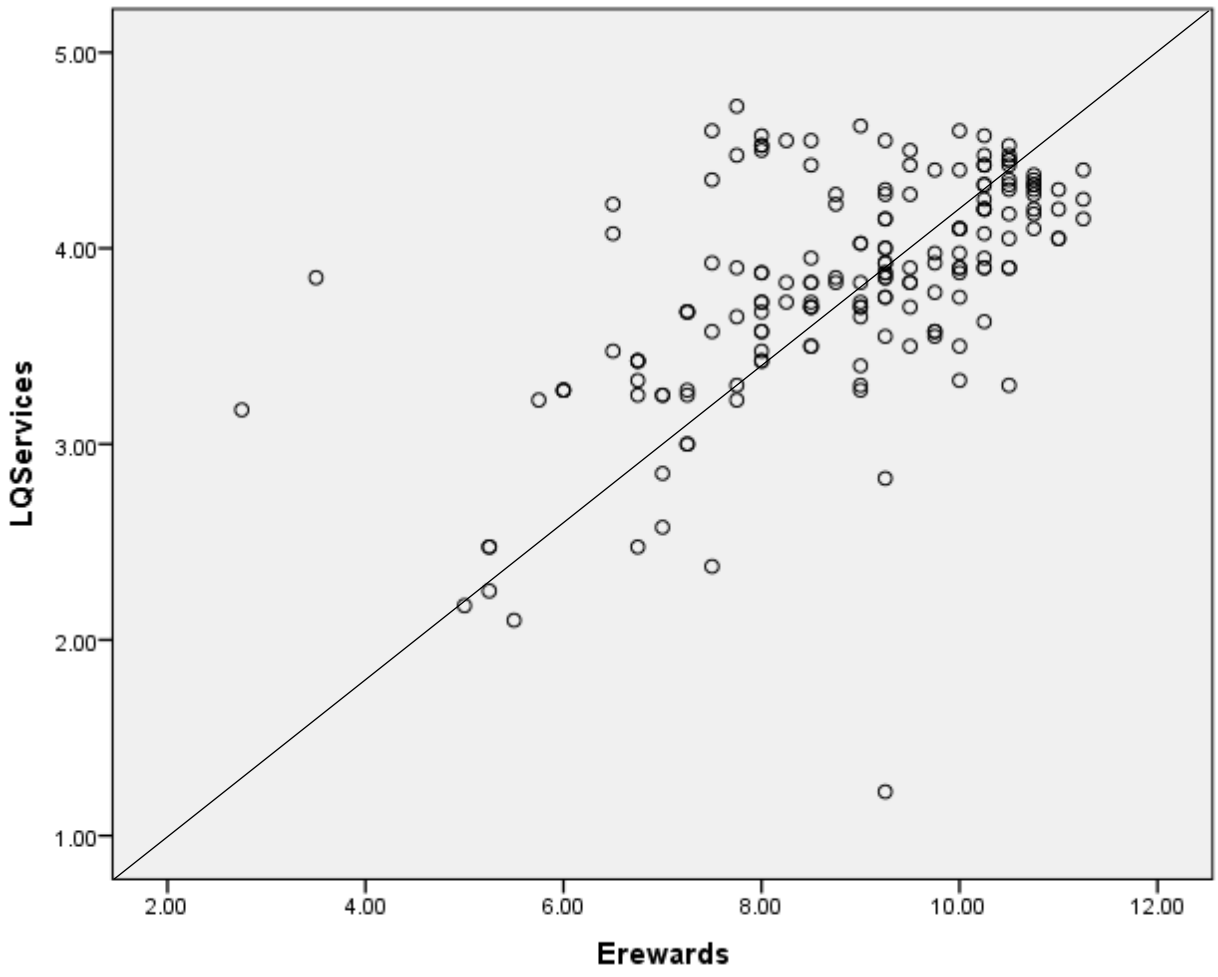

Figure 4.13: A scatter plot graph showing the relationship between rewards and academic staff's job performance

The scatter dot graph in Figure 4.13 shows that the scatter dots are moving in a positive direction from left to right signifying there was a positive significant relationship between rewards and the academic staff job performance at Makerere University.

Hypothesis four. The fourth hypothesis of the study was to establish the relationship between rewards and job performance of academic staff at Makerere University.

Objective four examined the relationship between effective rewards and academic staff's job performance at Makerere University. Moreover, it was hypothesised that there is statistically a positive relationship between rewards and job performance of the academic staff at the university. This hypothesis was first tested using the Pearson Correlation Coefficient index as in table 4.24 to find out whether they are related to each other followed by regression analysis to find the *extent* of the relationship.

Table 4.24: Pearson's correlation between rewards and job performance of academic staff

		Job performance of academic staff	Effective rewards
Academic staff's quality of services	Pearson correlation	1	0.564**
	Sig. 2 tailed		0.000
	N	174	174
Rewards	Pearson correlation	0.564**	1
	Sig. 2 tailed	0.000	
	N	174	174

Note: N=174 p…0.001

Table 4.24 shows Pearson's correlation coefficient index between rewards and the academic staff's job performance: r = 0.564, sig = 0.000, less than 0.05.

This represents a significant positive relationship between rewards and job performance of academic staff. It also suggests that as an academic staff is rewarded through financial, adequate and timely as well as periodically increased salaries and other allowances, non-

financial rewards such as promotions, study leaves, recognitions for hard work and other winning awards, the higher the chances that their quality of services in the form of teaching, research supervision, publication, and community outreaches improve. Additionally, when the reward system is low, the quality of services may be low. With the administration of non-financial rewards such as praises, recognition, and delegation of responsibilities, the quality of academic staff services is enhanced. These findings are further confirmed with the use of simple linear regression analysis.

These earlier presented findings were in agreement with the hygiene maintenance factors of employee motivation, which suggests that the more employees are rewarded fairly and equitably on the job, the higher the possibilities that their job performance would get enhanced. This is because with adequate salary provision, the concentration levels of academic staff are high which acts as a motivation to effectively teach, do research, publish and engage in community outreach services.

This hypothesis was analyzed using a simple linear regression analysis technique. Findings are summarised as in Tables 4.25, 4.26 and 4.27:

Hypothesis four; rewards are related to Academic staff's job performance

Objective 4: To examine the relationship between effective rewards of staff and academic staff's job performance at Makerere University

Table 4.25: Model summary on the effect of rewards and job performance of academic staff

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.564[a]	.318	.314	.46542

a. Predictors: (Constant), Ere wards

Results in the model summary table show the adjusted r2 = 0.314, meaning that rewards explain 31.4% of the change in the quality of academic staff services. The remaining 68.6% is accounted for by other factors which may not have been considered in the current study.

Table 4.26: ANOVA results on rewards and job performance of academic staff

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	17.405	1	17.405	80.348	.000[b]
	Residual	37.258	172	.217		
	Total	54.663	173			

a. Dependent Variable: JPAS

b. Predictors: (Constant), Erewards

The ANOVA table shows the F value of 80.348 and sig value of 0.000, less than 0.05 which meaning that rewards significantly affect academic staff's job performance at Makerere University. This implied a highly positive significant effect between rewards and academic staff's job performance.

Table 4.27: Coefficient table showing the effect of rewards on the job performance of academic staff

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.047	.202		10.148	.000
	Erewards	.201	.022	.564	8.964	.000

a. Dependent Variable: job performance of academic staff

The results which are presented in table 4.27 indicate a Beta value of 0.564, accompanied by a significance value of 0.000, which is less than the threshold of 0.05 thus highlight a positive and statistically significant correlation between rewards and the job performance of academic staff. Essentially, it means that positive changes in rewards are linked to positive improvements in the job performance of academic staff; therefore, when academic staff receive appropriate rewards, their performance at the university tends to improve.

These results align with the concept of hygiene maintenance factors in employee motivation since according to this theory, when employees are fairly and equitably rewarded, there is a higher likelihood of improvement in their job performance. Adequate salary provision, in particular, appears to enhance the dedication and commitment levels of academic staff. This, in turn, serves as a motivator for them to excel in teaching, research, publishing, and community outreach services. To corroborate this theory, in the study, participants were asked to briefly describe how rewards influence performance in the college.

Results from a principal from college A revealed thus:

> "Reward systems in the University are not the best and cannot effectively result in better service delivery. This dean indicated that for many years academic staff have

> been complaining over poor pay compared to other employees, yet they are the ones who produce core human resources in the country. It is no wonder many Lecturers leave due to dissatisfaction."

This response implies that rewards offered to the academic staff are still low and cannot help improve the service delivery of lecturers. Such a finding is similar with that of a participant from the office of the Human Resources Directorate who said,

> "Leaving alone salaries which are low, lecturers are offered other rewards like housing, training, and opportunities that are scholar ships to individual lecturers and their biological children. Those with leadership roles are added leadership allowances research grants and career promotions."

This enhances academic staff performance as rewards give a sense of satisfaction and motivation to dedicate much effort to the job.

Further, the principal from college B observed thus:

> "The most common type of reward used in the university is salary and recognition rewards. These rewards help to boost academic staff publications and effort while on the job."

Such thinking elicited in this response indicates that in one way or another, reward helps academic staff to perform better and contributes to their promotion on the job.

A participant from the office of the DVCAA department at Makerere University stated that,

> "Rewards offered once they are low academic staff engage in strikes are not well motivated to perform. However, with adequate motivation in the form of recognitions academic staff performance enhances and the reverse is true."

The statement emphasise that rewards are a key aspect in contributing to the performance of academic staff in the university. On the fourth objective (rewards), the principal from C stated that,

> "Lecturers' promotions enhance their performance. These promotions are always accompanied by increases in salaries. Such salaries that accompany promotions are a high motivation to perform highly on the job. For instance, it was noted that academic staff lecturers' interest to engage in teaching is high with career progress. These lecturers revealed that they feel they do not want to miss students. The interest to teach is high".

Such submission from this respondent proposes that promotion as a reward had a high and positive influence on the performance of lecturers. The more they are promoted on the job, the better they are likely to do research, teach and engage in community-related activities.

On the other hand, a participant from the office of the Human Resources Directorate at Makerere University reported thus:

> "The process of training allows identifying missing gaps in work obligations of staff. Once this opportunity for training is offered to lecturers, they become well-grounded in their units (programs); consequently, performance improves with the training offered to academic staff"', (June, 2022/Makerere University).

This response partly shows that training in career growth is essential and relevant in improving the job performance of academic staff at the university.

Chapter Five

Discussion, Conclusions and Recommendations

5.0 Introduction

This chapter presents the discussion of the findings obtained in the study, conclusions, and recommendations based on the arguments as well as areas for further research. The study aimed to establish the relationship between performance management and the job performance of academic staff at Makerere University. Job performance of academic staff is conceptualised in terms of; teaching, research supervision, research writing & publication, and community outreach services. The study integrated goal setting and Herzberg's Two-Factor Theories to develop an interactive theoretical frame work to explain job performance of the academic staff at Makerere University. Goal setting, staff performance appraisal, staff career developments and rewards directly impact on the job performance of academic staff at Makerere University

5.1 Discussion

In this sub-section, the discussion of the findings obtained in the study is presented following the four study objectives; the relationship between goal setting, staff performance appraisal, staff career development, and rewards on job performance of academic staff at Makerere University.

5.1.1 *Goal setting and job performance of academic staff*

The first objective of the study was to establish the relationship between goal setting and the job performance of the academic staff at Makerere University. Results from hypothesis one indicate that there was a significant positive correlation between goal setting and job performance of the academic staff. This supports the first hypothesis which stated that goal

setting is positively related to the job performance of academic staff. These findings indicate that positive changes in goal setting may be related to positive changes in job performance of the academic staff in the three colleges of COBAMS, CHUSS and CEES of Makerere University. This means that in the colleges, faculties and departments, goals are set that give directions to academic staff in their teaching, research supervision research writing and publication, and community outreaches. Goals are clearly stated and disseminated to lecturers and students in consequence guiding lecturers on how to come up with better strategies that promote university activities.

It could also be concluded that at Makerere University, goals are derived from the vision and mission to help the university be of an excellence. This implies that goals are disseminated within and outside the developed university programmes. Goals that guide lecturers in teaching, research supervision, research writing & publication, and community outreach services are clearly stated. For instance, a respondent from the College of Education and External Studies (CEES) stated that, 'Goals are set at the university'. This is done to allow academic staff focus on the set tasks so that the performance at the university improves.

Further still, results obtained from regression analysis on this objective contend that there is a significant positive effect of goal setting on lecturers' job performance in the three colleges of CoBAMS, CHUSS and CEES of Makerere University. This finding meant that as goals are appropriately set, the university's mission, vision and objectives are well set and implemented effectively, and there is a high possibility that academic staff's job performance in teaching, research supervision, publication and community outreach services improves. This finding is in agreement with Ordonez et al. (2009)'s findings wherein they established that goal setting substantially impacts research, teaching and general education impact on research, teaching and general education services. Setting challenging goals boosts employees' performance and quality of their work outcomes. The finding that goal setting

relates to academic job performance is also directly supported by Esposito and Virili (2015) who studied improving student success with goal setting theory and established that goal setting theory enables teachers to effectively teach and assess learners thereby participating in providing students with meaningful feedback from the learning processes. Additionally, these findings were concurring with the ones of Camp (2017) who studied goal setting and teacher development practices through a desktop review of the literature and discovered that well-planned goals allow teachers to plan better for teaching and other activities like research and community outreaches. In more or less similar manner, the findings are akin to the study findings of Seijts, Latham and Taylor (1998). They studied how teaching performance could be enhanced through goal setting, implementation and seeking feedback with the use of reviewed literature. In their study, established that commitment to goals facilitates the realisation of teaching and classroom performances. Moreover, in the current study, the views of the study participants revealed that once goals are clearly stated and known by all the academic staff, there is high chance for them to perform better to achieve these goals.

In line with the study finding, Moeller, Theiler and Wu (2012) studied goal setting and student achievement using a hierarchical linear model and revealed a statistically significant relationship between goal setting and academic achievement at university of Nebraska Lincoln**.** They are also in agreement with Anderson (2019) who studied goal clarity, criticality and performance and discovered that goal clarity increases the performance of academic staff. Through setting clear and well-defined goals, all academic staff can easily know what is expected of them. Relatedly, Sides and Cuevas (2020) who studied the effect of goal setting on motivation, efficacy and performance in elementary mathematics established that goal setting positively affected teachers' performance in Mathematics.

In line with the study finding from one participant who indicated that there is goal which has recommended Makerere University to research the led. ''Many academic staff

have been made to work towards achieving this research led agenda to remain relevant''. This view was in agreement with Namutebi (2019) who identified that the forces that drive how people perform at workplace include performance goals. Performance increases when goals, vision and mission are clearly defined, thus driving them to perform optimally. Ideally, an institutional leader who spells out educational goals encourages these teachers to perform their jobs effectively. Hence the higher goals are considered and followed the greater the quality of lecturers is improved. The study finding resonated with Camp (2017) who investigated goal setting as teacher development practice in higher institutions and revealed that teachers favored teaching strategy goals over content and course management goals. Generally, goal setting was directly positively and significantly related on academic staff services quality. As goals are set in consideration of the views and expectations of the key stakeholders the better the quality of decisions passed would lead to improvement of the job performance of academic staff.

Besides, the relevant study findings with regards to this objective were in tandem with Moeller and Wu (2018) who studied goal setting and achievement levels and established that goal setting was highly responsible for academic staff's efficiency in organising and planning their work agendas. This is manifested through high students' achievements. Such finding was evidence that there is a positive correlation between goal setting and job performance of academic was in agreed was less similar to Seijts, Latham and Taylor (2017) who studied enhancing teaching performance through goal setting implementation and seeking feedback. Findings revealed that goal setting was responsible for enhancing classroom performance. This, therefore, signifies that the university should set clear and simple goals for all stakeholders to follow so that they are guided on what they are supposed to do that is fit for purposes of value addition to students and lecturers, and the community, at large. It was thus

partly the conclusion that goal setting has a highly positive significant effect on improving the job performance of academic staff at Makerere University.

5.1.2 *Staff performance appraisal and job performance of academic staff*

The second objective was to establish the relationship between staff performance appraisal and job performance of academic staff at Makerere University. The result of testing hypothesis two indicates that staff performance appraisal is a significant and a positive predictor of the job performance of academic staff. Thus, the hypothesis that… is supported/true since staff performance appraisal is positively related to job performance of academic staff. This signifies that staff performance appraisal was being carried out at the three selected colleges, schools and departments of Makerere University. Staff performance appraisals are associated with the job performance of academic in the three colleges at the university. As academic staff are engaged in appraisals, properly appraised and appraisal feedback purposively used for the university's good, there is a high possibility that the job performance of academic staff improves and the reverse is true.

These results resonate with those of (Camiller & Camiller, 2018) who studied performance management and appraisal of teachers in higher education and established that performance appraisal matrices were highly important in enhancing their work outcomes. The views of study participants on the current study also indicated that through constant appraisal of academic staff works on annual basis, many have been motivated to work tirelessly towards achievement of goals to eliminate disciplinary actions. For instance as appraisal is constantly carried out, academic staff diligently teach, supervise, publish and engage in community outreach services.

However, these results differed from the ones of Daoanis (2012) who studied the performance appraisal system and its implication for employee performance. With Daoanis

study, the descriptive results established that performance appraisals had a negative impact on the employee performance. The study, instead, found that there was a significant relationship between staff performance appraisal practices and academic staff's quality of services which results are different to those of Dowo, Enose and Tony (2012). Dowo (et al., ibid.) established that there were incessant public complaints about low performance evidenced in poor lecturers' low attendance levels, plus relatively non-continuous assessment of students from evaluations made.

Furthermore, the finding that there is a significant positive relationship between staff performance appraisal and the job performance of academic staff was almost similar to what Atwebembeire, Ssentamu and Musaazi (2018) found out in their study. They studied staff participation and quality teaching and research in private universities in Uganda and using correlation analysis established a significant positive relationship between staff participation even in the staff performance appraisal process and quality of teaching and research. These findings suggest that the more academic staff participate in all activities, including appraisal, the greater the possibility that their teaching and research improves. In support of this result, one participant in the current study commented that, "Some academic staff did not have the minimum load of ten contact teaching hours. After the appraisal in the previous year these academic staff were warned and in this academic year they are all struggling to have the teaching load". This observation is in conjunction with Sulkowski, Prsytula, Borg and Kulikowski (2020) who studied performance appraisal in universities where after they discovered that the existing tensions in performance appraisals and increasing bureaucracy in performance appraisals undermines academic staff work in public higher institutions of learning. It was also revealed that a lack of performance appraisal systems in HEI's leads to low performance expectations.

The study findings revealed a significant positive relationship between staff performance appraisal and job performance of academic was also in agreement with the ones of Rwothumio, Okaka, Kambaza and Kyomukama (2021) who studied the influence of performance appraisal in determining academic staff performance in public universities in Uganda. They found out that there was a moderate significant positive relationship between performance appraisal and academic staff research output. Similarly, Elliot (2015) who in a desktop review of the literature investigated teacher performance appraisal and academic staff teaching established that appraisal of the teaching staff performance was highly significant in improving academic staff teaching at Melbourne university.

Similar findings in tandem with Etnowati, Mardapi, Kartowagiran and Hamdi (2021) a model of academic staff's performance evaluation revealed that academic staff's performance evaluation improved the performance of faculty of Mathematics and science lecturers. This is also close to Olusegm and Adesole (2013)'s study which focused on academic staff's performance appraisal and total quality management of public universities in South Western Nigeria. The study revealed a significant positive relationship between academic staff's annual performance appraisal and performance in public universities. In the same vein, Sidiyono and Mulyasa (2020) studied the process and results of lecturer performance assessment through internal quality assurance unit in private universities in Indonesia. Their findings revealed that an assessment of lecturers through internal appraisals resulted in high quality teaching, research and community-based activities. In an almost identical manner, Kimanye, Onen and Bananuka (2019) studied academic staff perception of the performance appraisal process in a private university setting. Arising results revealed that the academic staff had positive perceptions of the appraisal process and was deemed a persistent measure of their performance. Findings also revealed that performance appraisal was considered as likely to improve academic staff performance/ quality of services in a

private university. Such findings meant that appraisal is carried out using academic staff appraisal forms, with positive motives the better positioned to improve the job performance of academic staff.

The study findings were also in agreement with Khtere (2020), who studied the performance appraisal of faculty members based on internal quality assurance. A descriptive analysis showed that performance appraisal was essential in academic staff demonstrating necessary competencies to execute their roles effectively. Qualitative findings from one of the administrative staff (office of the Director Human Resource) at the university indicated that as appraisal is carried out, it informed decisions on who should receive training in form of study leave, workshop among others. This consequently improved academic staff performance.

Nevertheless, the study findings were somewhat dissimilar to the ones of Turk and Killumets (2020) who studied the performance management of academic staff using the example of Faculty of Economics at both the University of Tartu and Tallinn University of Technology. Results revealed that the performance appraisal system was directly linked with making informed decisions, especially those related to rewards, and promotions that create high performance and the job they offer.

Thus the current study concludes that staff performance appraisal has a direct positive significant effect on the job performance of academic staff at Makerere University.

5.1.3 *Staff career development and job performance of academic staff*

The findings from hypothesis three confirm a meaningful and positive connection between staff career development and the job performance of academic staff; therefore, it aligns perfectly with the initial hypothesis, which posited that staff career development positively impacts the job performance of academic staff. Essentially, our results validate the idea that

there is a strong and accepted link between staff career development and the job performance of the academic staff. This means that when the academic staff experience positive changes in their career development, it correlates with improvements in their job performance. This underscores the significance of workshops, seminars, conferences, and further training in enhancing the performance of academic staff in areas such as teaching, research supervision, publications, and community outreach.

As reflected in chapter four, the finding implies that the university offers other training opportunities alongside study leaves, i.e., seminars, workshops, conferences, etc. These provide lecturers opportunities to acquire new skills in teaching, research, publication and community outreaches. The implication to the narrative is that with the trainings, inductions, conferences, seminars and others always allow the academic staff acquire new methodologies of teaching, especially the online Moodle methods of instruction that are currently desired in the university and the community. They also improve both their research work and students'.

The third objective of our study aimed to find out how staff career development impacts the job performance of the academic staff at Makerere University. The results of our simple linear regression analysis on this objective uncovered a striking and positive connection between staff career development and the job performance of academic staff at Makerere University. This suggests that when continuous professional training is provided to lecturers across the three colleges, it significantly enhances the abilities of academic staff in areas such as teaching, research supervision, publication, and community outreach. Hence, these findings align directly with the research of Rahman, Akhter, Chishti, and Ajmal (2011), who investigated the relationship between training and teachers' teaching effectiveness, revealing a significant correlation between teacher training and effective teaching. In essence,

teachers who received training saw improvements in their teaching, resulting in better student performance.

The study finding that there was a significant relationship between staff career development and the job performance of academic staff resonates with the findings of Kennedy (2016). Kennedy (ibid.) studied how professional development improves teaching, and a desktop review of 28 studies revealed that almost over 80% of the studies reviewed indicated that professional development of any nature (induction inclusive) enhances and improves one's teaching positively. This is akin to the study findings of Phillips (2008) who studied professional development as a critical component of continuing teacher quality. According to his review of the literature, he established that professional development plays a major role in school reform and mentoring new teacher induction which allows them to acquire new skills for high job performance. Participants' views indicated that as academic staff are offered with opportunities to train and improve their career growth, their academic performance improves. One of the participants indicated here that as the number of academic staff who benefited from the staff development policy increased, many were able to graduate as PhDs in their diverse fields. Consequently, their publication rates increased in the university. As a result, the rate of supervision of master's students in research projects has improved.

The findings of the study which revealed a highly positive relationship between staff career development and the job performance of academic staff were in agreement with Kearney (2010) who studied understanding of the need for induction programmes for beginning teachers in Catholic secondary schools in New South Wales. With a review of the literature and a few interviews, it was revealed that induction of teachers enables them to get adequate information about institutional policies in place which enhance their job efficiency and effectiveness. In tandem with the study findings Zacher et al. (2018), it was also

empirically established that career progress stages, career development and growth, especially, employee career developed through monitoring process while on the job enhances the possibility of one to improve the quality of services offered on the job. The earlier researchers maintained that career development entails researchers and scholars working in research, teaching and administrative roles to acquire skills that would enable them to improve the quality of their services. Academic staff can improve the job performance once career growth is provided.

The findings of the study revealed a significant relationship between staff career development and the job performance of academic staff. This finding agreed with Turk (2016) who studied the performance management of academic staff and its effectiveness in teaching and research and with qualitative results established that during the stage of further development key quality indicators of academic staff works need to be identified and followed to improve on the job performance of academic staff and in line with the study finding, Nghaamwa (2017). In an analysis of the influence of induction programs on beginner teachers' professional development in the Erongo region of Namibia in a qualitative study of 18 participants revealed that the absence of induction policies in the region greatly affected the continuity of induction and consequently the quality of services offered by these teachers. The findings of the study revealed a significant relationship between training and academic staff's job performance was in agreement with Neema-Abooki (2016) showed that job performance of academic staff services and universities depends on professional development competencies.

The study findings showed that there were significant positive relationships between staff career development and job performance of academic staff differed from Bungilar and Etale (2014) who studied the impact of human resource development on the performance of academic staff in Nigerian Universities and with use of regression analysis training

(orientation induction, workshops, and conferences) had insignificant relationships with the performance of employees on the job.

The study findings were in agreement with Nabunya, Mukwenda and Kyaligonza (2019) who studied professional development practices and service delivery of academic staff at Kampala International and Kyambogo universities, whereas, this findings revealed that professional development practices are significant with teaching service delivery but not research and community service. However, this study was carried out in the context of KIU and Kyambogo University where as this current study was in the context of Makerere University. The study findings were in agreement with Mohammed (2016) who dealt with faculty members' training needs and revealed that faculty training equips them with the use of technological innovations in the core aspects of academic staff, teaching, research, publications and community-based activities. University management should continuously encourage lecturers to go for career development because it improves their services. When they are well trained it is reflected in the students' job market competitions.

5.1.4 *Rewards and job performance of academic staff*

The result of testing hypothesis four indicates that rewards are a significant and positive impact on the job performance of academic staff. Thus the hypothesis four that rewards are positively related to the job performance of academic staff is supported. The results revealed a high relationship between effective rewards and job performance of academic staff. Rewards are being disseminated at the colleges, faculties and departments. Effective rewards are associated with the job performance of academic staff in the three colleges, faculties and departments at Makerere University. These findings indicate both financial and non-financial rewards are important in improving the job performance of academic staff at Makerere

University. This implied that when it comes to non-financial means of rewarding employees, academic staff at Makerere University are satisfied with how the university administers it.

The qualitative findings on rewards showed that the rewarding practices administered to academic lecturers at Makerere University, specifically in the 3 colleges where this study was conducted, were good and within acceptable means for university administrators. These rewarding systems help improve the quality of teaching, research supervision, research writing and publication, and community outreach services. The fourth objective of the study was to establish the relationship between rewards and academic job performance of academic staff at Makerere University and using simple linear regression, findings revealed a highly positive significant effect between effective rewards and job performance of academic staff at Makerere University. This finding shows that as lecturers are effectively rewarded for the services, there is a great possibility that their teaching, research and community outreach services would improve. Participants' views revealed that as academic staff are effectively rewarded in the university, their job performance improves accordingly. One of the participants indicated that through provision of adequate salaries, the academic staff get more focused on their job which in turn breeds high job performance in terms of research productivity, commitment on research work and making contributions towards solving community oriented problems.

The following related studies in concurrence with the finding that there is a positive relationship between monetary and non-monetary rewards, and job performance of the academic staff:

The finding was in agreement with Harunavamwe and Kenengoni (2013) who studied the impact of monetary and non-monetary rewards on performance among lower-level employees in selected retail shops. With the use of Pearson correlation co-efficient

index, they established that there was a weak significant relationship between non-monetary rewards on the performances of employees in selected retail shops. The study findings are in agreement with Alkhaliel and Hooi (2013) who studied relationships between non-monitory incentives on job satisfaction and performance. Using correlation analysis, it was established that those non-monetary incentives significantly influence the performance of employees in the university. Murphy (2015) studied the impact of reward systems on employee service quality and established that non-financial rewards were highly responsible for employee performance. The provision of non-financial rewards like recognition and advancement was strongly responsible for the quality of services on the job.

Chukwudi et al. (2018) investigated the effect of non-financial rewards on staff job performance in Shoprite Company Enugu. The findings indicated that a positive significant relationship between relation, offering medical benefits and absenteeism generally the chi-square analysis revealed a highly significant relationship between non-financial rewards and quality of service delivery. Meanwhile the current study used Pearson's Correlation index. San, Theen and Heng (2012) studied reward strategy and performance measurement from Malaysian insurance companies and used descriptive results to establish that both financial and non-financial reward strategies enhance performance outcomes. Hence, with non-financial rewards, performance is enhanced in one way or the other. The study findings were also in agreement with Nawamanya (2016) who studied the effect of financial and non-financial motivation on the performance of teachers in private secondary schools in Sheema District, Uganda. With the use of the Pearson correlation coefficient technique, it was revealed that there was a significant positive relationship between non-financial and financial (recognition inclusive on quality of teachers' performance).

The results were also in tandem with Morillas and Garrido (2014) who established that the recognition of tutoring tasks enhances efficiency of teachers on the one hand, and

positive outcomes of students on the other hand. Additionally, this finding was in tandem with Rashid, Hamza and Said (2018) in a study about the impact of rewards, promotions and supervisors support on academic staff's performance in Malaysian universities. Using the Pearson's correlation coefficient index and regression analysis techniques, they discovered that promotions, supervisor support and rewards had a significant positive relationship with job performance of academic staff.

Relatedly, Ndungu (2017) had similar results regarding the effects of rewards on employee performance in public educational institutions at Kenyatta University, Kenya. Using descriptive and inferential statistics, Pearson's correlation and regression analysis techniques, he observed that rewards in form of recognition had a highly positive significant relationship with the performance of employees (including academic staff) in public higher educational institutions in Kenya. On the other hand, low fringe benefits caused dissatisfaction and negatively affected their performance.

Further still, the results agree with Victor and Babatunde (2014) who studied motivation and effective performance of academic staff in higher education at Adekunle Ajasin University, Ondo State University. With use of percentages, they indicated that 60% of the respondents agreed that there was a lack of provision of regular payment of salary. Other remuneration leads to low performance of academic staff at Adekunle Ajasin University. This study finding was aligned with Emuron (2020), who studied progressive reward management system model for the university governance. With the use of the Pearson's correlation coefficient index, it was revealed that there is a significant positive relationship between reward management, increasing cost of living and academic staff performance.

Furthermore, the findings that a significant positive relationship between effective rewards and academic staff's job performance at Makerere University was in agreement with Osedebe and Chidinma (2020) who studied the principles' of reward management strategies as a correlate to staff performance in secondary schools in Delta state, Nigeria. In their study, it was revealed that principles' reward management strategies in the form of pay base rewards benefits rewards, career incentive and non-financial rewards correlate staff performance. This implies that rewards once offered had the potential to influence the performance of teachers. This finding aligned with Ekindayo and Ayodele (2019) studied how best to motivate lecturers for better service delivery in Nigerian universities who revealed that increasing pay package, creating opportunities for professional growth and creating of a healthy environment for teaching and learning was essential for improving lecturers service delivery in Nigerian universities.

In the same direction as the study findings, Buberwa (2015) studied academic staff motivation in Tanzania's public higher learning institutions and established that low monthly salaries were a major factor that caused the dissatisfaction of academic staff and reduced motivation for higher performance at the university. Thus, it showed that inadequate financial rewards provision were significantly related to job performance of academic staff in higher institutions of learning. The study findings were less similar Turk (2016) who studied performance appraisal and compensation of academic staff at the University of Turto. Following document analysis, results revealed that compensation had guaranteed a highly motivated core of academic staff dedicated to their performance mandate, that is, teaching and research. In consonance with the findings of the study, Seyama and Smith (2015) studied performance management rewards in South African universities. A qualitative descriptive analysis revealed that performance management rewards offered and effectively administered on academics creates and breeds high job performance of academic staff in South African

universities. This study further showed that failure to offer or dissatisfaction with performance rewards leads to low quality of academic staff services because their morale is seriously and negatively affected.

Still, the findings of the study were in the same vein as Kiplangat (2017) who investigated the influence of recognition, rewards, remuneration and benefits on the lecturers' job performance. In this study, it was revealed that academic staff were dissatisfied with inadequate pay, which is not commensurate to work done. They also had dissatisfaction with a salary which negatively affected their job satisfaction and academic job performance. Therefore, when considering rewards, university management should consider important the financial, non-financial and social relationship in improving the job performance of academic staff. When lecturers have social interaction, they discuss issues that can be addressed to improve their job performance. Recognition and appreciation is key to improve job performance of academic staff. In conclusion, rewards have a highly positive significant effect on the job performance of the academic staff at Makerere University.

5.2 Conclusions

Conclusions were drawn from the study findings in this section and presented. These conclusions are derived and presented objective by objective as below.

5.2.1 Goal setting

Goal setting is imperative for the job performance of academic staff. Setting clear and challenging goals is critical to improving the job performance of academic staff since it gives them directions to take. This allows exploitation of the opportunities for the academic staff to perform highly on the job. Goals are set for lecturers to follow in teaching, research supervision, research writing and publication, and community outreaches. These are set for university standards to be maintained. It gives lecturers directions to follow and do what is

expected of them in teaching, research supervision, writing and publication, and community outreach services. Goal setting theory contribution is the recognition of achieving individual and organizational goals. Goal setting perspective and organisational survival requires that employees follow the set goals for the organisation to survive and succeed. It was thus concluded that goal setting had a direct positive significant relationship with the job performance of academic staff at Makerere University's three colleges of COBAM, CEES and CHUSS. It was also further concluded that the more goals are set and closely followed by the university administration; the job performance of academic staff is likely to improve.

5.2.2 Staff appraisals

Staff appraisals play a crucial role in enhancing the job performance of the academic staff. These appraisals help identify strengths, weaknesses, and areas for improvement across various facets of their work, such as teaching, research supervision, research writing and publication, and community outreach services. The appraisal reports serve as a foundation for decisions regarding the organisation of workshops and seminars, recommendations for further studies, promotions, or, in some cases, employment terminations. Furthermore, the feedback provided to the lecturers is instrumental in pinpointing areas where improvements are needed and reinforcing the alignment with set objectives, timelines, and adherence to set goals. All these efforts collectively aim to elevate the overall job performance of the academic staff. This finding contributes to Herzberg's two-factor theory, which is instrumental in explaining competence and performance within an organizational context. By identifying and retaining lecturers capable of delivering high-quality services, a sustained academic excellence of the university is ensured. In conclusion, the study found that staff appraisals have a significantly positive impact on the job performance of academic staff across three colleges: CoBAM, CHUSS, and CEES at Makerere University. Furthermore, we observed that actively involving staff in the appraisal process, utilizing appraisal information

effectively, and implementing it in collaboration with academic staff can lead to notable improvements in teaching, research supervision, research publication, and community outreach efforts among our university's lecturers.

5.2.3 Staff career

Staff career development is vital in the improvement job performance of academic staff. This is possible when appraisals are continuously done. The university organises workshops, seminars, and conferences and sponsors lecturers for further training to improve teaching, research supervision, research writing & publication, impressing community outreach services. Career development is important in meeting the university's mission and vision in order to improve the job performance of academic staff who are central stakeholders responsible for the realisation of these goals. It is concluded that staff career development significantly relates to and positively affects job performance of the academic staff at Makerere University. Provision of training, seminars, workshops, conferences, and off job training opportunities directly improve academic staff job performance. Training offered to academic staff equips them with competences and knowledge that are essential and central in improving teaching, research supervision, research and publication besides engaging in community outreach services, thus enhancing the quality of services that meet the required standard in the university.

5.2.4 Rewards

Rewards are necessary for the effective job performance of academic staff in the university. As rewards are adequate and timely offered to lecturers, their job performance improves. Lecturers are recognised and appreciated both financially and non-financially through social relationships such as parties where people are recognized. This improves job performance of academic staff whereby ideas are shared on how better they may approach teaching, research supervision, research writing and publication, and engaging in community outreach services

in the university. Rewarding lecturers equitably and fairly based on their training, competences and services offered greatly improves the quality of services in teaching, research supervision, research writing & publication, and engaging in community outreach.

5.3 Recommendations

The following recommendations were made from the study findings, discussion and conclusion, to ensure that job performance of academic staff is improved and maintained at Makerere University.

5.3.1 Goal setting

Goal setting management of the university should set clear, realistic and challenging goals to enhance the job performance of academic staff. There is a need to streamline the goal-setting process to enhance job performance of academic staff. The staff should be involved in setting clear university goals, and linking department and individual objectives towards achieving the university's desired vision. The university vision is maintained and enhanced by academic staff setting clear and measurable goals. The university management and council should continuously review goals and ensure that goals from the departments, schools, and colleges match the goal/vision of the university. The university council, management, college administrators and the academic staff council should review the goals in consultations with all the stakeholders to ensure that each player is doing the right things that will not fail the university achievements.

5.3.2 Staff performance appraisal

Heads of department and administrators in the university should strengthen the implementation of staff performance appraisal. This should involve emphasising developing a performance agreement between the head of each department with an individual member of academic staff. The appraisal results, feedback and reports should be used for decision-making in strengthening the positive outcomes and ameliorating weak areas of the academic

staff. The decisions can also be taken whether promotion, retention, training and dismissal should be taken on each of the academic members of staff.

5.3.3 Staff career development

Management of the university should endeavour to implement effective staff career development practices that enhance the performance of academic staff. Therefore, academic staff should be provided with training in required skills and knowledge needed to improve their performance. The university should organise workshops, seminars and conferences as well as sponsor academic staff for further advanced training with the aim of improving teaching, research supervision, research writing & publication, engagement in community outreaches. Internal training, seminars, workshops, coaching, mentoring and conferences should be encouraged from the departments up to the university council. The university should also continue organizing refresher courses and training on new teaching methods, research work, community outreach programmes and developing marketable course programmes that meet today's labour markets. Academic staff in lower ranks should be encouraged and given study leaves so that they concentrate on their studies and finish them within the required designated period to improve their competences in providing quality services in the university.

5.3.4 Rewards

The university's management needs to enhance the transparency of its reward procedures, specifically, department heads and university management should reassess the reward systems within their departments to ensure that academic staff members who excel and deliver high-quality work receive the recognition and appreciation they deserve. This recognition can take various forms, including both financial and non-financial incentives. To facilitate this, the university council should establish policies governing the reward system which can encompass allowances, social recognition, gifts, and expressions of appreciation as

methods of acknowledging and valuing the contributions of academic staff. This initiative aims to foster commitment and dedication among academic staff, encouraging them to maintain high standards in their job performance across teaching, research supervision, research writing and publication, and community engagement activities within the university.

5.4 Areas for Further Research

This study was carried out on performance management with dimensions; goal setting, staff appraisal, staff career development and effective rewards, and how they relate to the job performance of academic staff at Makerere University. Alternatively, other aspects of performance management and outside performance management may have positive contributions to job performance of academic staff at the university such as financial support, customer satisfaction and others that were not considered in the study. These may form a centre of focus to ascertain how they affect job performance of academic staff.

Other researchers may also opt to use different theories and methodologies that this study did not employ to improve the job performance of academic staff. Job performance dimensions may cut across but are not limited to only teaching, research and outreaches. This leaves room for other researchers to find other ways to improve job performance of academic.

5.5 Contribution to the Body of Knowledge

5.5.1 Theory

This current study verified and approved the applicability of Goal Setting Theory and Herzberg's Two Factor Theory on job performance of academic staff at Makerere University. The study integrates these theories to develop an interactive theoretical framework to explain job performance of academic staff at Makerere University. Goal setting, staff performance

appraisal, staff career developments and rewards directly affect job performance of academic staff at Makerere University.

Goal setting theory has it that as one sets realistic goals and implements them, they should be supervised. This, consequently, provides for a higher possibility of job performance of academic staff improved. The study has confirmed that Herzberg's Two-Factor theory is indeed applicable at Makerere University which signifies that when academic staff receive performance appraisals and rewards at the university, it is highly likely that their job performance will improve.

5.5.2 *Policy*

Higher Education Managers should design additional policies that can strengthen and enhance job performance through goal setting, staff performance appraisal, staff career development and effective rewards.

5.5.3 *Practical*

The recommendations shall guide higher education managers on how to improve the job performance of academic staff through performance management.

5.6 Summary

This chapter has majorly discussed results, derived conclusions, generated recommendations and highlighted areas for further study. It has pointed up the contributions the study makes towards theory, policy and practice. The study sought to provide some theoretical, methodological and policy enhancement exercises in the universities and outside.

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Appendix A

Self-administered questionnaires for academic staff.

Section A: Respondents' Bio data.

You are requested to tick the most appropriate information below in order to facilitate the analysis of the data that will be generated from section B

A1. Gender: (1) Male ☐ (2) Female ☐

A2. Age: (1) 30-35 years ☐ (2) 36-40 years ☐ (3) 41-45 years (5) 46-50 years ☐

(6) 51+years ☐

A3. Qualification (1) First degree ☐ (2) Master Degree (3) PhD ☐

(4) Other Qualification. ☐

A4. Marital status: (1) Single ☐ (2) Married ☐

A5. College: (1) CEES ☐ (2) CHUSS ☐ (3) COBAMS ☐

A6. Experience (years): (1) 0 – 10 ☐ (2) 11 – 20 ☐ (3) 21 – 30 ☐ (4) 40+ ☐

A7. Rank: (1) Part-time lecturer ☐ (2) Teaching Assistant ☐ (3) Junior lecturer ☐

(4) Lecturer ☐ (5) Senior lecturer ☐ (6) Associate Professor ☐

(7) Professor ☐

2. Section B: Performance management

You are kindly requested to rate yourself basing on the scale where 1=Strongly disagree, 2=Disagree, 3=Not sure, 4=Agree and 5=Strongly agree.

B1: Goal setting

		1	2	3	4	5
B1.1	There is a strategic plan for staff work.					
B1.2	There is a clear mission for staff work in the strategic plan.					
B1.3	There is a clear vision for staff work.					
B1.4	My university has objectives for staff work.					
B1.5	The work objectives for staff are measurable.					
B1.6	The staff work objectives are specific and measurable					
B1.7	The staff objectives are aligned to that of the university.					
B1.8	My university has clear road map that is followed by staff.					
B1.9	My university design has a clear road map that is followed staff.					
B1. 10	The university strategic plan is periodically reviewed.					

B2: Staff appraisals

		1	2	3	4	5
B2.1	I participate in producing performance appraisal forms.					
B2.2	I am informed of performance appraisal objectives.					
B2.3	I sign performance agreement every academic year.					
B2.4	I am involved in reviewing performance agreement.					

B2.5	I participate in appraising fellow staff in my department.					
B2.6	I am given appraisal feedback from the human resource					
B2.7	Appraisal results are used for decision making in my college.					
B2.8	I worked on probation for a period of 6 months.					
B2.9	I am appraised at the end of each academic year.					
B2.10	I am satisfied with the appraisal report each year.					

B3: Staff career development

		1	2	3	4	5
B3.1	My college has a policy on training sessions for new employees.					
B3.2	There is a policy at work place for staff professional growth.					
B3.3	I participate in college orientations organized for new employees.					
B3.4	I am involved in staff coaching.					
B3.5	My university organizes benchmarking to other universities					
B3.6	I am assigned to supervise and mentor junior staff in their career in the university.					
B3.7	I am promoted on my career.					
B3.8	My university organizes workshops and seminars especially in areas of specification.					
B3.9	I am given rooms to report lay down my expectations.					
B3.10	I am allowed to mention challenges that interfere with my service.					

B4: Effective rewards

		1	2	3	4	5
B4.1	I am appraised for my hard work.					
B4.2	My efforts are recognized.					
B4.3	I am appreciated for excellent job done for the university.					
B4.4	My remunerations and salaries come on time.					
B4.5	I am offered to study on the university bursary.					
B4.6	I am given overtime allowances on time.					
B4.7	My child is sponsored to study by the university council.					
B4.8	I am recognized for excelling in research supervision.					
B4.9	I am awarded for strengthening university policies.					
B4.10	I am given study leaves to advance and develop on my career.					

Section C: Job performance of academic staff

This section is divided into teaching, research supervision, research writing & publication and community out reaches.

Please follow the instructions and tick one suitable response where 1= Very low, 2= Low, 3=Moderate, 4=High and 5=Very High.

C1: Teaching

		1	2	3	4	5
C1.1	I do engage in providing students with learning materials.					
C1.2	I do timely students' assessment.					
C1.3	I use varied teaching/lecture methods.					
C1.4	I complete the teaching syllabi on time.					
C1.5	I select and use the best appropriate pedagogies that suits each student.					
C1.6	I fairly assess students' work.					
C1.7	I timely analyze the learners' results and submit to the college.					
C1.8	I give timely feedback to students.					
C1.9	I organize seminars and workshops for students.					
C1.10	I prepare adequate teaching aid and materials for students.					

C2: Research Supervision

		1	2	3	4	5
C2.1	I have a standard number of student supervisees of 2'3 PhD.					
C2.2	I diligently supervise 6 master students assigned to me.					
C2.3	I ensure that students' topics meet the required standard.					
C2.4	I participate in students' viva's assessment and voce					
C2.5	I timely supervise the students' research work.					
C2.6	I encourage students to attend university viva.					
C2.7	I mark students' viva's correction before final submission.					
C2.8	I encourage students to follow systematic research application.					
C2.9	All the students I supervise publish their research work.					
C2.10	I encourage the students I supervise to identify an international journal for publication.					

C3: Research Writing and Publication

		1	2	3	4	5
C3.1	I write 4 journal publications in an academic year.					
C3.2	I do publish edited books.					
C3.3	I do publish in known journals.					
C3.4	I always give innovative ideas on how best publication are made to my students.					
C3.5	I encourage students to publish their research reports.					
C3.6	I ensure that students follow and use the correct criteria on					

	research publication on a journal.					
C3.7	I encourage my students to read other people's publications.					
C3.8	My students participate journal writing competitions					
C3.9	I organize bench marking conference tours for my students					
C3.10	I give out student's theses to other lecturers to read and give comments.					

C4: Community out reaches

		1	2	3	4	5
C4.1	I participate in formulating community ordinances related to education activities.					
C4.2	I participate in community services projects.					
C4.3	I engage in the election of Makerere University Council.					
C4.4	I participate in planning and assessing community needs.					
C4.5	I support some community activities; sports, skills, churches etc.					
C4.6	I identify community problems and develop research projects.					
C4.7	I engage in formulation of university policies.					
C4. 8	I submit periodical report to head of department.					
C4.9	I promote public-private sector partnership with the university.					
C4.10	I participate in the local council election in the university.					

Appendix B

Interview guides for heads of department

Dear respondent, kindly respond to the under listed structured interview guide to support this piece of research work.

1. How does your college work plan fit into the university objectives?

   .....

   .....

2. How are lecturers recommended to go for seminars and workshops in your college?

   ……

   ……

3. How is your teaching aid aligned to the content?

   ……

   ……

4. What major teaching methods do you commonly used during the lessons?

   ……

   ……

5. How do you engagement the students vigorously in research activities in your college?

   ……

   ……

6. Do your students publish their books and journal articles?

……

……

7. How many students' research dissertations/theses are marked and returned per study cycle in your college?

……

……

8. Other than financial rewards given to lectures, how are they recognized and rewarded?

……

……

9. What mechanism is put in place to ensure that lecturers in your college are appraised?

……

……

10. What are the benefits of the appraisal system to your department in your college?

……

……

11. What criteria do you use to promote the lecturers in your department?

……

Thank you very much.

Appendix C

Interview guide for Vice Chancellor Academic Affairs, Director Human Resource and Principals at the colleges in Makerere University.

Dear participant, you are kindly requested to respond to the under listed structured interview guide for an academic research study titled *'Performance management and quality of lecturers' services in Makerere University'.* Your responses shall be treated with an utmost confidentiality and only limited to this study.

1. How is setting goal for the university influence lecturers' performance in the colleges?

.....

.....

.....

2. Staff appraisal is considered as one of a vital tool for improving quality of service delivery in organizations. How is this handled in various university colleges?

.....

.....

3. How do trainings, coaching, mentoring, participating in conferences, inductions and seminars impact on academic staff performance?

……

4. In brief, outline effects of rewards on lecturers' performance in the colleges.

.....

.....

.....

5. What mechanisms have been put in place to monitor and ensure that lecturers' performance in the college improve?

   …….....

   …….....

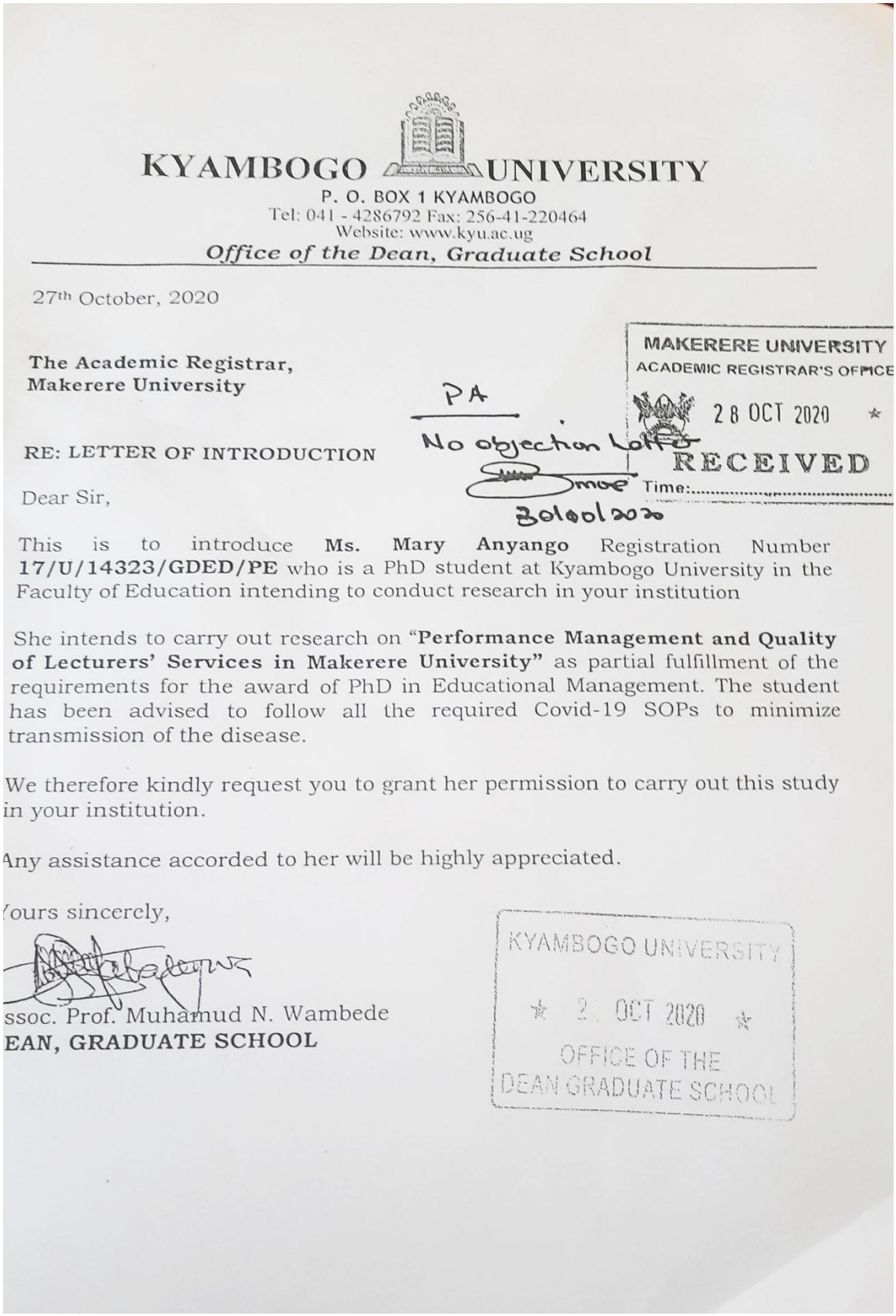
   .....

   ……

Thank you very much for your time.

Appendix D

Introductory Letters



KYAMBOGO UNIVERSITY

P. O. BOX 1 KYAMBOGO
Tel: 041 - 4286792 Fax: 256-41-220464
Website: www.kyu.ac.ug
Office of the Dean, Graduate School

27th October, 2020

MAKERERE UNIVERSITY
ACADEMIC REGISTRAR'S OFFICE
28 OCT 2020
RECEIVED
Time:

The Academic Registrar,
Makerere University

PA
No objection Letter
30/10/2020

RE: LETTER OF INTRODUCTION

Dear Sir,

This is to introduce **Ms. Mary Anyango** Registration Number **17/U/14323/GDED/PE** who is a PhD student at Kyambogo University in the Faculty of Education intending to conduct research in your institution

She intends to carry out research on "**Performance Management and Quality of Lecturers' Services in Makerere University"** as partial fulfillment of the requirements for the award of PhD in Educational Management. The student has been advised to follow all the required Covid-19 SOPs to minimize transmission of the disease.

We therefore kindly request you to grant her permission to carry out this study in your institution.

Any assistance accorded to her will be highly appreciated.

Yours sincerely,

ssoc. Prof. Muhamud N. Wambede
EAN, GRADUATE SCHOOL

KYAMBOGO UNIVERSITY
2 OCT 2020
OFFICE OF THE
DEAN GRADUATE SCHOOL

MAKERERE UNIVERSITY
P.O. Box 7062 Kampala Uganda
Cables: "MAKUNIKA"
Website: www.makerere.ac.ug
Tel: +256-414-533332/533258
Fax: +256-414-453412/4541771
E-mail: ar@acadreg.mak.ac.ug

OFFICE OF THE ACADEMIC REGISTRAR

October 30, 2020

Academic Staff
Makerere University

Re: Letter of Introduction

This is to introduce to you **Ms. Mary Anyango**, a PhD student at Kyambogo University, who is conducting a research on "Performance Management and Quality of Lecturers' Services in Makerere University" as part of her program requirements.

Please accord her the required assistance.

MAKERERE UNIVERSITY
30 OCT 2020
ACADEMIC REGISTRAR

Alfred Masikye Namoah
ACADEMIC REGISTRAR
AMN/twb

In future correspondence please quote the reference number above

KYAMBOGO UNIVERSITY

P. O. BOX 1 KYAMBOGO
Tel: 041 - 4286792 Fax: 256-41-220464
Website: www.kyu.ac.ug

Office of the Dean, Graduate School

6th February 2020

The Chairperson,
Gulu University Research Ethics Committee

Dear Sir/Madam

Re: Approval of Ms Mary Anyango U/17/14323/GDED/PE Research Proposal

This is to inform you that the above named person is a PhD student at Kyambogo University pursuing a programme leading to the award of a PhD in Educational Management of Kyambogo University. He has submitted a Research proposal that has been approved at the Departmental and Faculty Higher Degrees Committees. The candidate has effected corrections as recommended by the Faculty Higher Degrees Committee and allowed to start field data collection for her research.

The purpose of this communication is therefore to request your Research Ethics Committee to consider her request as requirement to enable her conduct the research for her PhD.

Thank you.

Yours faithfully

KYAMBOGO UNIVERSITY
06 FEB 2020
OFFICE OF THE DEAN GRADUATE SCHOOL

Assoc. Prof Nabalegwa M.Wambedde
DEAN

Clearance from National Council of Science and Technology

Uganda National Council for Science and Technology
(Established by Act of Parliament of the Republic of Uganda)

Our Ref: SS477ES **13 August 2020**

MARY ANYANGO

Kyambogo University Kampala

Re: Research Approval: Performance Management and Academic staff's job performance in Makerere University.

I am pleased to inform you that on **13/08/2020**, the Uganda National Council for Science and Technology (UNCST) approved the above referenced research project. The Approval of the research project is for the period of **13/08/2020** to **13/08/2023**.

Your research registration number with the UNCST is **SS477ES**. Please, cite this number in all your future correspondences with UNCST in respect of the above research project. As the Principal Investigator of the research project, you are responsible for fulfilling the following requirements of approval:

1. Keeping all co-investigators informed of the status of the research.
2. Submitting all changes, amendments, and addenda to the research protocol or the consent form (where applicable) to the designated Research

Ethics Committee (REC) or Lead Agency for re-review and approval **prior** to the activation of the changes. UNCST must be notified of the approved changes within five working days.

3. For clinical trials, all serious adverse events must be reported promptly to the designated local REC for review with copies to the National Drug Authority and a notification to the UNCST.

4. Unanticipated problems involving risks to research participants or other must be reported promptly to the UNCST. New information that becomes available which could change the risk/benefit ratio must be submitted promptly for UNCST notification after review by the REC.

5. Only approved study procedures are to be implemented. The UNCST may conduct impromptu audits of all study records.

6. An annual progress report and approval letter of continuation from the REC must be submitted electronically to UNCST. Failure to do so may result in termination of the research project

Please note that this approval includes all study related tools submitted as part of the application as shown below:

No.	Document Title	Language	Version Number	Version Date
1	Data collection tools	English	2.0	27 May 2020
2	Informed consent form for lecturers.	English	2.0	27 May 2020
3	Informed consent form for heads of department	Englis	2.0	27 May 2020

4	Project Proposal	English	2.0	2020-05-27
5	Approval Letter	English	2.0	2020-05-27
5	Informed consent form for Lecturers	English	2.0	05 February 2020
6	Admission Letter	English		08 May 0207
7	Curriculum Vitae	English	2.0	
8	A formal Letter	English		

Yours sincerely,

Hellen Opolot

For: Executive Secretary

LOCATION/CORRESPONDENCE

Plot 6 Kimera Road, Ntinda
P.O. Box 6884
KAMPALA, UGANDA

COMMUNICATION

TEL: (256) 414 705500
FAX: (256) 414-234579
EMAIL: info@uncst.go.ug
WEBSITE: http://www.uncst.go.ug

UGANDA NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

GULU UNIVERSITY

P.O. Box 166 Gulu Uganda
Website: www.gu.ac
Email: guluuniversity.rec@gmail.com

Tel: +256-4714-32096
Fax: +256-4714-32913
Mob: +256772305621/776812147

RESEARCH ETHICS COMMITTEE

June 4, 2020

APPROVAL NOTICE

Ms Mary Anyango
Kyambogo University
Uganda

Re: **Application No. GUREC-054-20**

Type of review:
[X] Initial review
[ ] Amendment
[ ] Continuing review
[ ] Termination of study
[ ] SAEs
[ ] Other, Specify:_____

Title of Proposal: **"Performance Management and Quality of Lecturers' Services in Makerere University"**

I am pleased to inform you that the Gulu University Research Ethics Committee **(GUREC)** approved the above referenced application.

Approval of the research is for the period of **13th May 2020 to 12th May 2021**

As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and addenda to the protocol or the consent form must be submitted to the **GUREC** for re-review and approval prior to the activation of the changes. The **GUREC** application number assigned to the research should be cited in any correspondence.

GULU UNIVERSITY
INSTITUTIONAL REVIEW COMMITTEE
APPROVED
★ 04 JUN 2020 ★
FACULTY OF MEDICINE
P. O. Box 166, Gulu

3. Any unanticipated problems involving risks to participants must be promptly reported to the **GUREC**. New information that becomes available which could change the risk: benefit ratio must be submitted promptly for the **GUREC** review.

4. Only approved and stamped consent forms are to be used in the enrollment of participants. All consent forms signed by participants and/or witnesses should be retained on file. The **GUREC** may conduct audits of all study records, and consent documentation may be part of such audits.

5. Regulations require review of an approved study not less than once per 12-month period. Therefore, a continuing review application must be submitted to the **GUREC** eight (**8**) weeks prior to the above expiration **date of 12th May 2021** in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely manner may result in suspension or termination of the study, at which point new participants may not be enrolled and currently enrolled participants must be taken off the study.

6. You are required to register the research protocol with the Uganda National Council for Science and Technology (UNCST) for final clearance to undertake the study in Uganda.

The following documents have been approved in this application by the **GUREC:**

	Document	**Language**	**Version**	**Version Date**
1	Protocol	English	Version 2.0	27th May 2020
2	Data Collection Tools	English	Version 2.0	27th May 2020
3	Informed consent Document	English	Version 2.0	27th May 2020

GULU UNIVERSITY
INSTITUTIONAL REVIEW COMMITTEE
APPROVED
★ 04 JUN 2020 ★
FACULTY OF MEDICINE
P.O. Box 166, Gulu

Signed

Dr. Gerald Obai
Chairperson
Gulu University Research Ethics Committee

Appendix E

Academic staff in Makerere University by Faculty

Makerere University considers full time academic staff to be staff from the ranks of Professor to Assistant lecturer. For the Teaching Assistants have been regarded as the training level and are not included on the full-time staff. The table below give a picture of all the full-time academic staff over the period shows a net increase of staff by 5 % (Directorate of Human Resource, 2018).

S/n	**Academic Year/College**	**2015/16**	**2016/17**	**2017/8**	**3 Yrs' Growth**
1	Agriculture and environmental Science	180	152	141	-24%
2	**Business and Management Science**	**104**	**106**	**127**	**17%**
3	Computing and Information Science	78	86	91	26%
4	**Education and External Studies**	**108**	**110**	**107**	**-3%**
5	Engineering Design, Art and Technology	145	137	151	10%
6	Health Sciences	265	272	270	0%
7	**Humanity and Social Sciences**	**258**	**281**	**280**	**16%**
8	Natural Sciences	152	155	162	16%
9	Veterinary Medicine, Animal Resources and Bio-Security	87	93	98	18%
10	School of Law	44	43	42	-9%
11	Jinja Campus	4	10		
12	Fort Portal	7			
	Total	**1432**	**1445**	**1469**	**5%**

Source: *Directorate of Human Resource Makerere University Fact Book 2017-2018.*

The study will be conducted in the highlighted three colleges in the table above.

Appendix F

Krecjcie & Morgan's (1970) Table

Table 3.1

Table for Determining Sample Size of a Known Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size *Source: Krejcie & Morgan, 1970*

Appendix G

Informed Consent Form for Self-administered Questionnaires for Academic Staff

Informed consent document-1: version 2.0 dated 27.5.2020

Informed consent form for self-administered questionnaires for lecturers

Title of the study: "Performance Management and Academic staff's job performance in Makerere

University"

Investigator(s): Mary Anyango

Institution(s): Kyambogo University

Introduction

Briefly introduce the investigator and the study. This informed consent explains the study to you. After the study has been explained, any questions you may have are answered, and you have decided to participate in the study, you will be asked to sign a consent, which you will be given a copy to keep.

The investigator of this research project is a 3rd year PhD student of Kyambogo University Kampala, Uganda. The study titled Performance Management and Quality of Academic staff's' Services in Makerere University aims at establishing the relationship between the study variables (independent and dependent variables); Performance management and academic staff's job performance respectively.

This research project is self-sponsored by the researcher Mary Anyango (Mrs) 3rd year PhD student of Kyambogo University,

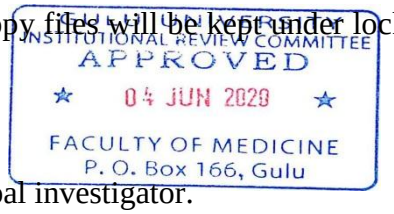
The purpose of the study is to establish the relationship between performance management and academic staff's job performance in Makerere University. The findings of this study will help to improve on the quality of lecturer's services.

Your participation in this study will involve a quantitative questionnaires survey as a respondent. You have been chosen to participate in this study because you are an eligible teaching staff in the university. The filling in the questionnaires may only last for about 40 minutes.

There is no foreseeable risk of harm or discomfort that will arise from your participation in this study. The only risk or discomfort will be the inconvenience in terms of time spent to fill the box.

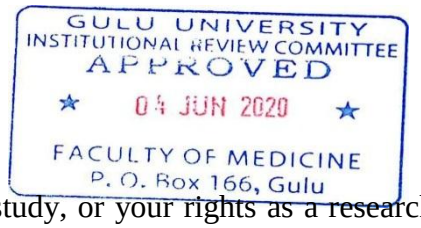
The study findings will be significance to improve and strengthen the time line in accomplishing the tasks by lecturers thus enhancing the quality of their services basing on the set standards. This questionnaire will enable lecturers to evaluate their teaching processes and make appropriate plans for improvement as mandated by the university. It will enable you to identify key areas to put emphasis on for a better performance. Above all, it will enable you to reorganize and strengthen all the teaching processes, student's research supervision and community engagements in an orderly and systematic manner.

Your identity will not be revealed to any one as the researcher shall only use codes to identify participants. Information obtained will only be accessible by the research team. Soft copies of the data will be protected by password and hard copy files will be kept under lock and key.



Confidential information will only be accessed by the principal investigator.

You do not have to participate in this study if you are not interested. You will not lose any benefit in case of no participation. There will not be any additional cost incurred as a result of participating in this study.



If you have any questions related to the study, or your rights as a research participant, you can contact the principal investigator, Mary Anyango on telephone number +256772318254 or via email on maryoyonyeko@gmail.com

Participation in the research study is voluntary and you may join on your own free will. You have a right to withdraw from the study at any time without penalty.

If you have any issues pertaining to your rights and participation in the study, please contact the Chairperson, Gulu University Research Ethics Committee, Dr. Gerald Obai Tel: No.,0772305621; email: lekobai@yahoo.com/lekobai@gmail.com; or the Uganda National Council for Science and

Technology, on plot 6 Kimera road, Ntinda, Kampala on Tel 0414705500.

I, ……has described to me what is going to be done, the risks, the benefits involved and my rights as a participant in this study. I understand that my decision to participate in this study will not affect me in any way. In the use of this information, my identity will be concealed. I am aware that I may withdraw at any time. I understand that by signing this form, I do not waive any of my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate. A copy of this form will be provided to me.

Name……Signature of the respondent……Date……

Name……Signature of the researcher……Date……

Appendix H

Informed Consent Form for Interview Guide to Heads of Department.

Informed consent document-2; version 2.0 dated 27.5.2020

Informed consent form for interview guide to heads of department.

Title of the study: "Performance Management and Academic staff's job performance in Makerere

University"

Investigator(s): Mary Anyango

Institution(s): Kyambogo University

Introduction

Briefly introduce the investigator and the study. This informed consent explains the study to you. After the study has been explained, any questions you may have are answered, and you have decided to participate in the study, you will be asked to sign a consent, which you will be given a copy to keep.

The investigator of this research project is a 3rd year PhD student of Kyambogo University Kampala, Uganda. The study titled Performance Management and Academic staff's job performance in Makerere University aims at establishing the relationship between the study variables (independent and dependent variables); Performance management and academic staff's job performance respectively.

This research project is self-sponsored by the researcher Mary Anyango a PhD 3 r year student of Kyambogo University

Purpose:

The study seeks to establish the relationship between performance management and academic staff's job performance in Makerere University. The findings of this study seek to improve on the academic staff's job performance in Makerere University and other public universities in Uganda.

Your participation in this study will involve responding to structured interview questions for the heads of department for qualitative participants.

The heads of department in three faculties (College of Education and External Studies (CEES), College of Business and Administration Sciences (COBAMS) and College of Humanities and Social Sciences (CHUSS) will participate in the study.

You have been chosen to participate in this study because you are an eligible academic staff in the university. The interview will last for only about 20 minutes.

There is no foreseeable risk of harm or discomfort that will arise from your participation in this study. The only risk will be the inconvenience in terms of time spent during the interview.

As heads of department, they will use this research findings to improve on their services in term of coordination and support in budget formulation and procuring teaching materials for the staff in the departments they supervised.

It gives the opportunity to the heads of department to outline vital needs and arrange for seminars, workshops and conferences in order to discuss issues and way forwards existing in the department. Heads of departments will have greater opportunity to identify staff in the department that needs to advance in their career development and be offered time and support to further their knowledge, skills and attitude in their areas of specialization.

Heads of department will be in a position to compare students' performance in terms of subject points scored, Cumulative grade points, general analyses, student and lecturer's attendance which will offer them a better opportunity to evaluate the performance of the course unit's lecturers and for themselves so that appropriate measures agreed upon to be addressed.

Your identity will not be revealed to any one as the researcher shall only use codes to identify participants. Information obtained will only be accessible by the research team. Soft copies of the data will be protected by password and hard copy files will be kept under lock and key.

Confidential information will only be accessed by the principal investigator.

You do not have to participate in this study if you are not interested. You will not lose any benefit in case of no participation. There will not be any additional cost incurred as a result of participating in this study.

If you have any questions related to the study, or your rights as a research participant, you can contact the principal investigator, Mary Anyango on telephone number +256772318254 or via email on maryoyonyeko@gmail.com

Participation in the research study is voluntary and you may join on your own free will. You have a right to withdraw from the study at any time without penalty.

If you have any issues pertaining to your rights and participation in the study, please contact the Chairperson, Gulu University Research Ethics Committee, Dr. Gerald Obai Tel: No.,

0772305621; email: lekobai@yahoo.com/lekobai@gmail.com; or the Uganda National Council for Science and Technology, on plot 6, Kimera Road, Ntinda, Kampala on Tel 0414705500.

I, ……..has described to me what is going to be done, the risks, the benefits involved and my rights as a participant in this study. I understand that my decision to participate in this study will not affect me in any way. In the use of this information, my identity will be concealed. I am aware that I may withdraw at any time. I understand that by signing this form, I do not waive any of my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate. A copy of this form will be provided to me.

Name•……Signature of the participant……Date

Name•……Signature of interviewer……Date……..…