AGEING AND WORK PERFORMANCE OF ACADEMIC STAFF IN PUBLIC UNIVERSITIES IN UGANDA

A CASE STUDY OF KYAMBOGO UNIVERSITY

BY

BAHEMUKA JULIUS

2011/U/HD/12/MED.PPM

A RESEARCH DISSERTATION SUBMITTED TO GRADUATE SCHOOL IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION IN POLICY, PLANNING AND MANAGEMENT OF KYAMBOGO UNIVERSITY

NOVEMBER, 2014

DECLARATION

I, the undersigned, to the best of my knowledge testify that this research report is my original work and it has not been presented for a degree in any other university or any other award in part or as a whole.

Signature

..... **Date:** 5/12/14

BAHEMUKA JULIUS
2011/U/HD/12/MED.PPM

APPROVAL

This research report titled "Ageing and Work Performance of Academic Staff in Public Universities in Uganda". A Case Study of Kyambogo University was written under the supervision of the undersigned and has been submitted for approval. We confirm that the candidate under our supervision carried out the work reported in this thesis.

Sign: ..... Date 8/12/14

Principal Supervisor
Dr. Bagwuemu Ali
Department of Educational Psychology
Kyambogo University

Sign ..... Date 8/12/14

Co-supervisor
Dr. Lubaale Grace
Department of Teacher Education and Development Studies
Kyambogo University

DEDICATION

I dedicate this work to my wife and children who have always been a source of my inspiration, moral support and encouragement throughout the entire course of the study.

ACKNOWLEDGEMENT

I start by thanking the Almighty God for the gift of life and the favors' He granted me during my Masters studies.

My unreserved gratitude goes to my supervisors: Dr. Bagwuemu Ali and Dr. Lubaale Grace for the facilitation with my study materials, guidance and patience they both offered me throughout this study. I am also very grateful to the Management of Kyambogo University for the permission they gave me to conduct my research at Kyambogo university and the financial support given to me to pursue my studies. I am indeed very grateful.

TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURES

ABREVIATIONS AND ACRONYMS

KyU	Kyambogo University
UOTIA	Universities and Other Tertiary Institutions Act 2001 as Amended
UNESCO	United Nations Educational Scientific and Cultural Organization
VDU	Visual Display Unit
HR	Human Resource
PAC	Pragmatic Content Analysis

ABSTRACT

The study was conducted to establish whether there exists empirical evidence that suggests existence of a relationship between Ageing and work performance of academic staff in public Universities in Uganda. The study employed both Case Study and Descriptive design based on a total of 100 respondents

The study was conducted at Kyambogo University, data was collected from a simple random sample of fifteen (15) Participants, twenty-four (24) Participants were purposively selected and sixty one (61) Participants were conveniently selected.

A questionnaire, with four sections, interview guide and documentary analysis were used to collect data. The study was qualitative in nature and data was analyzed using Pragmatic Content Analysis. The results of the study revealed that ageing does not significantly affect work performance of aged academic staff. The findings also revealed that aged academic staff were fairing very well in the teaching function.

The study concluded that, in high–complexity jobs, which place less demands on physical attributes (eg, strength and endurance), performance in these jobs will likely suffer less from age-related deficits relative to those found with low-complexity jobs though Older adults in cognitive demanding jobs also face some increasing cognitive deficits with age, but presumably, they have ample cognitive resources that buffer against expected age-related declines in performance.

The study recommended that public Universities in Uganda should continue employing aged academic staff to ensure continuity. Public Universities should accord staff appraisals due attention in order to determine the efficiency and effectiveness of staff. Procedural and distributive justice in administration should be ensured in order to enhance work performance and performance contracts should be clearly spelt out along with commensurate rewards in order to attract and retain employees. This will enhance equity hence improved work performance of academic staff in public universities in Uganda

CHAPTER ONE

1.0 Background

In an era of technology change and organizational restructuring, the older employees suffer disproportionately from the prejudice of those who believe that because of their age and experience they will not cope. Recent studies in Uganda indicate that, the labor force population aged between 14-64 years is 9.8 million people and 75 percent of this labor force is below 40 years (*Uganda National Housing Survey (2002/2003*).The researcher used these findings because they covered the entire country an indication that the findings were representative enough to be based on as they included a fully fledged labor market at a required frequency which is not the case with the most recent 2009 *Uganda National Housing Survey* which were only restricted to Kampala City Council and the adjacent parts of Mukono district where regular changes in the labor structure are expected to take place in a short period of time. This is an indication to show that there are less old employees at the work place than the younger employees. Research by the UNHS 2002/2003 showed that the percentage of employees between ages of 14-19 is 14.6%, age 20-29 is 36 %; age 30-39 is 25.7 % and decreases to 14% between age 40-49, it further decreases at ages 50-59 and 60-64 to 7.3% and 2.4% respectively. This survey also indicates that the overall participation rates reach a peak in the 40-49 age groups and start declining thereafter.

The increasing number of younger workers at the workplace is 75% in Uganda and segregation of the older worker during all phases of employment has raised concern regarding the loss of expertise and institutional knowledge following the lay-off of a disproportionate number of older workers during organization restructuring as some of

workers are dismissed on the assumption that their performance is lower than that of their younger colleagues (Koopman-Boyden & Macdonald, 2003).

Organizational, 'de layering', downsizing and re-engineering have served to bring into question the performance of older workers in relation to their younger counterparts.

World over organizations which have pursued downsizing initiatives have implemented programs which have had a disproportionate effect on older employees who are seen as liabilities, thought of as descending a hill or staircase and lacking incompetence and strength compared to those in between who are occupying the heights in the prime of life. Excluding the older employees from the workplace in preference to younger workers especially during restructuring is likely to create a knowledge gap as younger workers possess the required knowledge, skills and abilities but older workers are equipped with relevant experience that can only be accumulated from years of working with the organization. The segregation of older workers from the workplace assuming that they are a depreciating asset may impact negatively on the organization as they possess knowledge skills and abilities learnt from years of experiencing both success and failure (Mark, cited in McEvoy & Cascio, 1989)

Employment and reemployment of older workers is world over is constrained by the belief that work performance declines as age increases and is one of the reasons for failing to hire older workers most frequently cited in employers attitudes towards older workers. (Mark, cited in McEvoy & Cascio, 1989).This conviction against older workers is present in all phases of employment such as task allocation, access to further training and development, performance appraisal, promotions, participation in decision making, demotion and termination (Braninel, 2001). Organizations are reluctant to invest in older workers training

and career development because they are approaching retirement age so provision of training does not make economic sense, older workers will be less productive, and they will soon retire anyway (Warr 1994).

Older employees are for that matter deprived of the opportunity to acquire Knowledge, skills and abilities that would enable them cope with the changing workplace, new technology, greater flexibility and multi skilling requirements thus rendering them incompetent and their accumulated skills and experience inadequate and obsolete in relation to the younger workers (Gleene 2001).

1.1 Conceptual Background

From a conceptual perspective, the key variables of the study were ageing and work performance of academic staff in public Universities in Uganda a case study of Kyambogo University. Work performance and Job Performance are commonly used interchangeably, yet poorly defined concepts in industrial and organizational psychology (Borman, 1993). However, in general terms work performance refers to whether persons perform their job well. Despite the confusion over how these two concepts should be exactly defined, work performance is an extremely important criterion that relates to Organizational outcomes and success (Kreitner, 1995). This is because the execution of work will be relevant to organizational goals. For this research, ageing was operationally defined as growing old, young employees meant those under the age bracket of 60 years, older employees meant all those who have clocked the age of 60 years and have been employed on contractual terms, Work Performance was used to mean the execution of a particular piece of work with a specific skill (Stone, 1998, pg 356) while, performance was used to mean employee action or behavior relevant to the organizations' goals (Ssekikubo, 1998).

1.2 Theoretical Background

Theoretically, the study was guided by Vroom's (1964) Expectancy theory, which affirms that Employee work Performance is based on individual factors such as personality, skills, knowledge, experience and abilities. The Theory asserts that people decide how much they are going to put into their work or aspirations depending on the value or benefits they are likely to get from such endeavors (Vroom, 1960). Age has great influence on expectancy of performance when the job content is fast changing, but is less important if the work procedures remain unchanged for longer periods. In occupations characterized by quick change, requiring frequent training on new technologies, older workers tend to be seen as out of date, unproductive or expensive to the organization (Maertens et al., 2010).

It is for the same reason that there is need to investigate whether it is for such reasons that KyU has continued to offer contractual appointment to academic staff who have clocked 60 years of age especially those at the levels of professor, associate professor, lecturer and senior lecturer since they are employed in knowledge occupations.

Kyambogo University the focus of this study is a Public University in Uganda established in 2003 by the *University and Other Tertiary Institutions Act 2001 as amended* because of the merger of three former institutions namely; Institute of Teacher Education Kyambogo (ITEK) Uganda Polytechnic Kyambogo (UPK) and Uganda National Institute of Special Needs Education (UNISE). The University was formed under statutory instrument *No. 37 of 2003* as provided in *section22 (I) of the Universities and Other Tertiary Institutions Act 2001 as amended.* The researcher confined at KyU because of such unique changes that have been approved by KyU council.

According the Terms and Conditions Service of Staff at Kyambogo University approved by KyU Council on 25th July 2005 for members of staff at KyU considers staff to be of age once one clocks 60 *(sixty years)* however the recent amendments by council has brought in changes as regards the age limits of academic staff where by those at the level of Professor having attained the age of sixty are first employed on contract for two years, after which one is allowed to renew the contract six times spread in two years contract each. This implies that those at this level leave the teaching service at the age of seventy-four years, Associate Professors are given two years of contract and renewal for five times implying that staff under this category leave the teaching service after clocking seventy-two years of age, those at the level of Senior Lecturer are given two years contract and are allowed to renew three times putting them at the age of sixty eight years while lecturers are given two years, then renewal for two times making a total of sixty six years all this is done if at all ones services are still needed.

Despite the reforms that have brought in aged academic staff on board, little has changed in the performance of academic staff mainly in the areas of teaching, research and community outreach (Kitamirike 2008). The researcher confined at KyU because of such unique changes that have been approved by KyU council to have retired academic staff get re-employed on contractual terms contrally to the employment act 2006 and the public service standing orders 2010 regarding the statutory retirement age

1.3 Contextual Background

There is public out-cry in Public Universities in Uganda today, about the inefficiency and ineffectiveness of academic Staff as regards methods of teaching and assessment (Visitation Committee Report, 2007). For Public Universities to provide quality education,

Universities must attract, develop and retain the best and brightest of the academic staff who are committed to the academic career based on research and driven by the pursuit, creation and dissemination of knowledge for the benefit of students, peers and the public (UNESCO,1998). Academic staff must be highly qualified professionals of high intellectual caliber, integrity and honesty who have the capacity to master the best tools and practices in the world of teaching, learning and research and are able to respond to the challenges and opportunities of a rapidly changing academic environment. If this is followed, Public Universities in Uganda are bound to attain academic freedom and autonomy (Oso, 2002). One wonders whether these factors are followed before appointment of aged academic staff on contractual employment at KyU. This and many other complaints are a common occurrence in the press, an indication that there could be a problem with academic staff that needs to be addressed (Visitation committee report, 2007).

1.4 Statement of the Problem

Older employees are discriminated during restructuring, recruitment, training, task allocation, performance appraisal and promotions with the assumption that their performance decreases with increased age (Ng & Feldman, 2008), are unable to learn new skills, cannot cope with technology changes and pressure of the job itself (Gleene, 2001).This appears to be a big problem for both government and other private employers generally.

Government reports and scanty studies adduced so far point to poor salaries, job insecurity and insufficient physical resources as the major causes of poor employee work performance in public organizations in Uganda (Werikhe, 2002; Kyewalabye, 2009).

However these factors have not been verified empirically. In light of the recent reforms introduced at Kyambogo University, aged academic staffs are being employed on longer contractual terms despite clocking the mandatory retirement age. It is important to establish if there exists empirical evidence that suggests existence of a relationship between aging and work performance.

1.5 Purpose of the study

To study examined the relationship between ageing and work performance of academic staff at Kyambogo University.

1.6 Objectives of the study

The research will be guided by the following objectives;

(i)To assess the Perception of KyU employees on the relationship between ageing, knowledge, skills and abilities

(ii)To assess the views of KyU employees on the contribution of knowledge, skills and abilities of aged academic staff

(iii)To explore the opinions of KyU employees on whether ageing affects work performance

1.7 Research Questions

The research will answer the following research questions

(i)What is the perception of KyU employees on the relationship between ageing, knowledge, skills and abilities?

(ii)What are the views of KyU employees on the contribution of knowledge, skills and abilities of aged academic staff?

(iii)What are the opinions of KyU employees on whether ageing affects work performance?

1.8 Significance of the study

Information generated on the study ageing and work performance of academic staff in public universities in Uganda might assist policy makers, managers and supervisors when drawing recruitment improvement policies. Secondly, university Governing Councils and management of public universities could operate from informed positions when drawing work improvement plans. The study was also intended to create awareness among academic staff so that they are aware of practices that can enhance their performance. In addition, the study may yield practical applications for consultants and advisors in the area of ageing and work performance of academic staff and it's applicability in public Universities in Uganda and at Kyambogo University. The study might contribute to literature of ageing and work performance that could be of use to scholars and other interested parties

1.9 Scope of the Study

1.9.1 Geographical scope

The study was carried out at Kyambogo University in Kampala District in Uganda. It is located 8km off Kampala Jinja road and it covers an area of 195 square kilometers and has a population of about 385 academic staff.

1.9.2 Time frame

The study considered the period from 2003 to 2014.The period was singled out because this was the period when Kyambogo University was established. In addition, it was from the year 2009 to date that new appointment guidelines of aged academic staff were approved by KyU council.

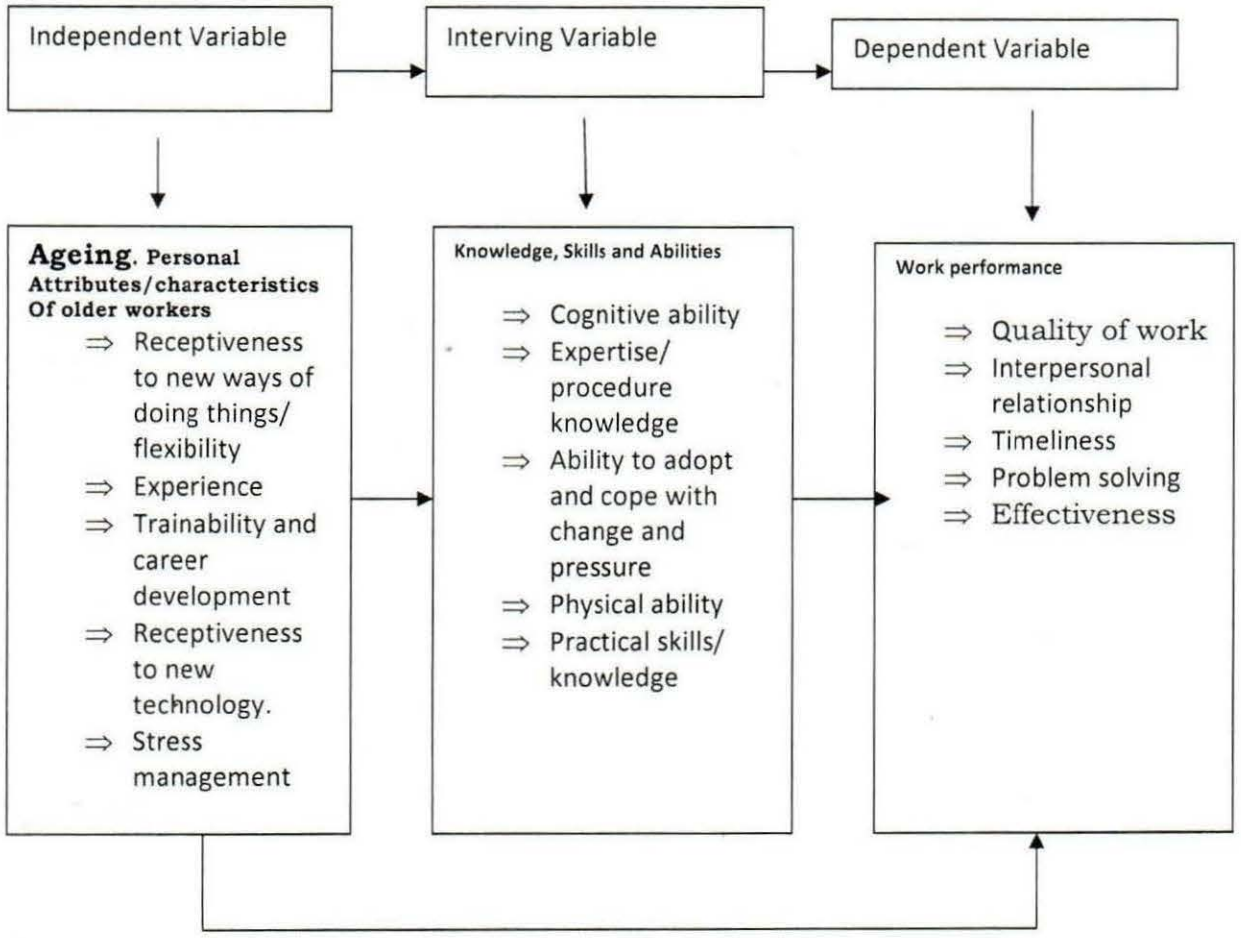
1.9.3 Content scope

The study examined the relationship between ageing and work performance of academic staff in public Universities in Uganda.

In this study, the independent variable was Ageing; Knowledge, Skills and Abilities were the intervening variables while work performance was the dependent variable viewed in terms of quality of work, interpersonal relationship, timeliness, problem solving and effectiveness.

1.9.4 Conceptual framework

The conceptual frame work showing how ageing affects Knowledge, Skills abilities and work performance.



***Source: Adapted from* Armstrong *Model*, (2003)**

Ageing and person characteristics of older workers include receptiveness to new ways of doing things/flexibility, experience, trainability and career development, receptiveness to new technology and stress management which influences the knowledge, skills and abilities of older workers which then affects older employees' work performance. For example quality of work, interpersonal relationships, timeliness, problem solving and

effectiveness. Ageing and the personal attributes/ characteristics of the older workers may also directly affect the work performance of older employees.

1.10 Operational Definitions of Terms and Concepts

Work Performance: It is the execution of a particular piece of work with a specific skill aimed at consolidating, strengthening and developing academic and professional programmes.

Performance: This was used to mean academic staff action or behavior relevant to the organizations' goals that promote innovative methods and approaches in research and teaching.

Job Performance: According to George & Jone, (1999), performance is an evaluation of the results of a person's behavior. It is the act, process or art of doing work in relation to the energy, effort, and expertise of the task (duties) given.

Ageing: This refers to growing old. This was used to mean academic staff that have clocked the age of 60 years but still in the teaching service at KyU

Skills: The ability of academic staff to impart knowledge, practice and aptitude in students.

Knowledge: Acquaintance with facts, truths or principles, as a form of study.

Abilities: competence in any occupation or field of action, from the possession of capacity skills, means or other qualifications.

Quality of work: This was used to mean excellence in execution of activities by academic staff that relates to appropriate teaching, timely submission of examination results.

Interpersonal relationship: This was used to mean conducive working environment among the academic staff at KyU

Timeliness: This meant accomplishment of work schedules with deadlines indicated.

Effectiveness: This meant producing the intended expected results by academic staff.

1.11 Chapter Summary

This chapter was an introduction of the research and it explained the motivation of the study. The statement of the problem, study objectives, research questions, significance of the study and scope were spelt out before the conclusion. The following chapter presents a review of literature that is related to the study. Chapter three explains how the supportive data was collected and analyzed. The forth chapter follows with the presentation and discussion of the study findings. Finally, the study summary, conclusion recommendations, policy implications and areas for future studies appear in the last chapter

CHARPTER TWO

LITERATURE REVIEW

This research reviewed literature that has been written regarding how ageing affects knowledge, skills, abilities and work performance of older workers.

2.1 Perception of staff on the relationship between ageing, knowledge, skills and abilities

2.1.1 Ageing

Based on the criterion of increasing life expectancy, the World Health Organization considered 65 years as the starting point of old age in developed countries and 60 in developing countries. Different organizational activities can generate different concepts on age limits and on evaluations of the worker's job abilities. Age has great influence on expectancy of performance when the job content is fast changing, but is less important if the work procedures remain unchanged for longer periods. Organizations that want to be a benchmark for trust for example Universities, housing, feeding, and insurance tend to value the presence of older workers in those activities that can contribute to improve this social impression. Organizations whose benchmark is novelty for example fashion tend to value the contribution from the youngest workers more. In occupations characterized by quick change, requiring frequent training on new technologies, older workers tend to be seen as out of date, unproductive or expensive to the organization (Alpass, 2006).

Recent reviews of relevant literature show no evidence for a reliable relationship between ageing and work performance (Davey & Cornwall, 2003). However, particular age group, level of education and type of occupation are important to take into account. (Warr,1994) found out that older workers are seen to demonstrate higher consistency and better quality in

their work, as well as being more effective with respect to reliability, conscientiousness and sound decision making when compared to younger workers.

Those employed in knowledge occupations are more likely to improve competency with increasing age, possibly until 70 years of age or even more, whereas those in low knowledge occupations may not face such challenges and thus their competency in their specific job may deteriorate as they age. It has been argued that older workers should be poised to take advantage of this growth in demand for knowledge work, given that intellectual capacity rarely shows any sign of decline prior to seventy years and this is one area where experience can be of benefit (Patrickson,2004).

The increasing number of younger employees at the workplace is 75% in Uganda and segregation of the older employees during all phases of employment has raised concern regarding the loss of expertise and institutional knowledge following the lay-off of a disproportionate number of older employees during company restructuring as some of the employees are dismissed on the assumption that their performance is lower than that of their younger colleagues (Koopman-Boyden & Macdonald 2003).It is also true that older workers possess a rich network of job facts acquired through decades of experience (Charness &Tuffiash, 2008).Ageing may also affect work performance given the changes that are associated with age which include; physical change that leads to decline in muscle mass and physical strength (Maertens et al., 2010). Sensory and perception changes which leads to visual declines and hearing loss (Coren, Ward & Enns, 2004). All these may affect work performance among the aged academic staff.

Organizational "*de layering*," "*downsizing*" and "re-*engineering*" have served to bring into question the performance of older employees' in relation to their younger counterparts. Organizations, which have pursued downsizing initiatives, have implemented programs that have had a disproportionate effect on older employees who are seen as liabilities and lacking in competence and strength compared to those in between who are occupying the heights in the prime of life and posses high working capacities. Work capacities can be broadly defined to include any physical, cognitive, or other essential characteristics of a job (Maertens et., al 2010). Many but not all capacities tend to decline with age, and these declines would likely be most pronounced after age of 60 or perhaps age of 70; (Warr, 1994). In addition, whether the capacity is job-related will vary a cross jobs.

It is for the same reason that KyU has continued to offer contractual appointment to academic staff who have clocked 60 years of age especially those at the levels of professor, associate professor lecturer and senior lecturer since they are employed in knowledge occupations.

2.1.2 Receptiveness to new ways of doing things

A changing workplace may reduce performance of the older workers' due to failure to adapt to the new work place. When a job is redesigned, adaptation is more difficult for long tenured employees who are more likely to find it difficult to deviate from successful routines and adjust to new ways of doing things (Fassum, Arvey, Paradise & Robin, 1986) cited in (Yeatts, Folts & Knapp, 1999).Re-establishing the on top form between an employee and redesigned job is likely to be easier for employees who have multiple skills and abilities and a broad knowledge base. Individual obsolescence, falling behind in understanding how to use new tools on techniques or failing to recognize how the application of new technology can

improve performance (Rosen & Jerdee,1985) has been reported to occur more often among long-tenured employees (Fassum et al., 1986); (Rosen & Jerdee, 1985) cited in (Yeatts, Folts & Knapp, 1999).

The problem is compounded if the long tenured employee is reluctant to admit that certain abilities have become 'rusty' or if the worker is concerned he/she will be unable to learn the new methods, techniques or procedures required by the redesigned job hence affecting the performance (Abraham & Hansan, 1995). Long tenured older workers have invested more time and energy in the traditional ways of performing their employment tasks so could fail to perform to the expectation in the event of change which leads to their discrimination during company restructuring, task allocation, promotions and recruitment/selection.

However in the 'knowledge economy (Allee, 1998) is also characterized by the need for innovation, and new ideas and innovative behavior are more commonly associated with youth, not experience (Laing, Palivos & Wang, 2003). Though older workers are valued for their task and organization-specific abilities, as long as they have adapted to changing technology and work practices, they can quickly be regarded as 'has-beens' (MacDonald&Weisbach,2004). This illustrates another paradox, a schizophrenic attitude on the part of many managers: lip service is paid to the 'virtues' of older workers, but in reality these 'virtues' for example; (stability, experience, and reliability) are liabilities if what is required are adaptability, new ideas, and flexibility (Ranzijn, 2004). Unfortunately, for older workers, they are seen to have less of these more desirable attributes. These negative stereotypes are erroneous, since increasing evidence shows that older workers are just as adaptable, flexible and innovative as younger ones, yet stereotypes influence perceptions, and perceptions influence behavior. Hence, there is a need for managers to inform themselves

about up-to-date reliable evidence, otherwise they may not be getting the most out of their older employees. This point enabled the researcher to investigate the performance of lecturers who are on contractual appointment, whose performance was compared to their performance before they clocked retirement. This was based on time taken to mark students course work and examination scripts, submission of students results and engagement in the statutory roles of the University mainly teaching, research and community service to determine whether there is improved performance with increased age or not. This information was obtained from daily attendance registers published research and articles at both the faculty and respective departments at KyU

2.1.3 Experience

In an era during which the average life expectancy was approximately 45 years, Otto Von Bismarck considered a lower retirement age but economic analysis suggested that a lower age was unrealistic in view of the ratio between workers and non-workers in the labor market (Börsch-Supan & Miegel,2001); (Kunisch,1992). Otto von Bismarck's decision to make 65 the standard retirement age became the common model. Since this decision, a lot has changed in respect to life expectancy, the changing proportions of people alive in different generations, advances in medicine that allow longer and more productive lives (Albrecht & Bury, 2001). The tradition of working until or retiring at the age of 65 and organizations' use of early retirement incentives for restructuring purposes (Feldman, 2003). These changes and traditions encourage reflections on new directions for older workers.

A positive relationship has been demonstrated between experience and knowledge, and knowledge and performance (Salthouse & Maurer 1996). Economists expect experienced

(older workers) to be more productive and have blamed the declining rate of productivity growth in the 1970's at least partially on the rapid influx of younger workers (Rhodes 1983).

The developmental theme that has emerged from expertise and wisdom is compensation, mostly related to specialized procedural knowledge, whose main effect is increase the efficiency and reduce the demands of expertise-relevant processing. In this sense, an old Brazilian saying proposes *Evil is not wise because he is Evil, but because he is old"*. Older expert workers can be educationally important as models and mentors, especially in organizations that value the cultural transmission of factual and procedural job knowledge, organizational values and beliefs.

Theresa Welbourne, (2007) argues that people are concerned about the loss of leadership knowledge, skills and abilities with the retirement of the upper management. However, as the following comment suggests, some leaders view upside of the situation: "The upcoming retirement of much of our upper and middle management will create a gap in leadership but will also bring a welcome opportunity for new leadership, "states one respondent (Theresa Welboure, 2007).

Exclusion of the older workers from the work place may have an effect on talent and leadership, however the concern is intermixed with the understanding that this type of situation offers opportunities to enhance leadership and improve the level of talent within the organization (Theresa Welbourne, 2007).This is similar to the situation at KyU whereby for one to assume substantive leadership position at KyU, one has to be at a level of senior lecturer. This seems to be in line with the above researcher who considers experience to be one of the requirements if one is to assume any leadership role at University.

2.1.4 Training and Career development

Training is a planned effort by an organization to facilitate the learning of job-related behavior (Wexley, 1984). Although some researchers have focused their efforts on training the middle-aged, (Belbin & Belbin, 1972), (McFarland, 1953); (Sterns & Doverspike, 1989); (Szafran, 1966); (Welford, 1958), argues that there exists no comprehensive review of the relationship between age and training performance. Yet, as the working population ages, the issue of training older workers becomes increasingly important. This literature guided the researcher to integrate the results of existing studies that have investigated age and job-related training. Specifically, in the present study were assessment of age and training performance relationship were summarized with studies related to training of adults on skills necessary for successful Job performance.

In My own view, training means the procedures which a company or organization utilizes to facilitate learning so that the resultant behavior contributes to the attainment of the organization's goals and objectives. All is directed towards future needs rather than present needs, and is concerned more with career growth than immediate performance. This is in conformity with KyU policy of sponsoring academic staff for further studies despite some being above the mandatory retirement age.

The extent to which an older worker can be retrained is a controversial topic (Fuller & Unwin, 2005). Evidence indicates that older people can learn new skills, even if they take longer to learn them, and different training methods may be optimal for different age groups because of differences in preferred learning styles. For instance, classroom-type instruction may be more suitable for older people, whereas younger ones may prefer to use web-based resources.

An important consideration is whether the benefit of investing in training older employees outweighs the cost in time, money and other resources. Research indicates that older employees tend to be offered training at a much lower rate than younger ones (Cully, Vandenheuvel, Curtain & Wooden, 2000); (Wrenn & Maurer, 2004). Employers' beliefs that the investment in training older workers will not be recouped during their remaining time with the organization constitute another myth (Ranzijn, 2004). In fact, evidence shows that older workers, even those in their 50s, are likely to stay with the organization longer than younger people, who are being socialized to change jobs every three years or so (Spiezia, 2002).

The older employee may wish to remain within the organization but perform a different role, possibly a completely different one, possibly to work on time-limited projects. There is emerging evidence to show that many older workers have achieved all that they want to in their careers and are not particularly interested in further advancement or climbing up the corporate ladder (Moyers & Coleman, 2004). Sketchy evidence shows that people can work into very advanced ages, even into their 90s in some cases (Hoffman,2000), as long as the work is interesting and under circumstances within their control. An indirect move to another role, even a downshifting in terms of money and status, may be quite attractive if it represents a combination of a new (but not too difficult) challenge, an interesting task, and reduced responsibility. It is for such reasons that Kyambogo University academic staff who have been offered another chance to work have performed to the best of their abilities as a way of showing appreciation to their employer.

As workers age, they receive less training for maintaining, upgrading or developing skills than younger workers do. This leads to increasingly less competent workers in meeting the ever-changing demands of the workplace. Not training results from the erroneous perceptions regarding the trainability of the aged workers and the relative costs compared to the benefits over the long account for this pattern (Leavitt, 1996). This creates a gap ii establishing whether aged academic staff can perform to the expected standards by denying them chance to engage in training.

There is a perception that older workers will retire before training investments pays off. However, it has been noted that older employees have a tendency to be loyal to their employers if their potential is recognized, compared to younger workers who are more inclined to change their jobs regularly (McNaughton, 2002). Further still, (Crossan, 2006) addresses the argument that the perceived expense of older workers is a barrier by noting that, in fact, there is greater efficiency across the board when the skills and experience of an older worker is brought to bear. Problems can be dealt with efficiently and experience can be passed on to younger workers. This is evident at KyU as those under the age bracket of 60 and above have showed commitment to their jobs by not resigning compared to those under the age of 60 years.

Unfortunately, there is evidence that older workers are less likely to receive opportunities for training and professional development than younger workers particularly in the use of new technologies (Cully, VandenHeuvel, Wooden & Curtain, 2000).

In conclusion, therefore, training for older workers at workplaces is vital because it helps both management and employees' potential to actually minimize hazards in the workplace and this is the starting point for taking appropriate measures to improve work performance.

2.1.5 Receptiveness to New Technology

Work performance of older workers drops through lack of ability to use new technology. Older workers may need technical skills in their job for effective performance. However, it is a commonly held belief that as employee's age, their ambition and ability to adapt to new situations may diminish.

One of the most pervasive stereotypes of older workers is that they cannot learn "new tricks". As noted previously, often the most frequently cited negative characteristic regarding older workers is related to difficulties in adjusting to change and technology (Gleene, 2001). However, the evidence suggests that older employees are certainly able to learn new skills and keep up with younger workers. Crossan, (2006) believes that there is sufficient evidence which shows older people enjoy the challenge of learning new skills, new technology and change, and cites the increasing and prolonged use of the internet by people over 55 years. However, compared to younger workers, older people may be slower in new learning situations but this can be partially explained by differences in learning styles, being out of practice, or motivation (Moody, 2006).

People training older people need to be aware of the importance of adopting an approach that embraces the different learning styles of older people. In line with the reviewed literature, Kyambogo University lacks proper instruments and equipment required for proper training and delivery of teaching and training in new technology. The availability and significance of

In conclusion, therefore, training for older workers at workplaces is vital because it helps both management and employees' potential to actually minimize hazards in the workplace and this is the starting point for taking appropriate measures to improve work performance.

2.1.5 Receptiveness to New Technology

Work performance of older workers drops through lack of ability to use new technology. Older workers may need technical skills in their job for effective performance. However, it is a commonly held belief that as employee's age, their ambition and ability to adapt to new situations may diminish.

One of the most pervasive stereotypes of older workers is that they cannot learn "new tricks". As noted previously, often the most frequently cited negative characteristic regarding older workers is related to difficulties in adjusting to change and technology (Gleene, 2001). However, the evidence suggests that older employees are certainly able to learn new skills and keep up with younger workers. Crossan, (2006) believes that there is sufficient evidence which shows older people enjoy the challenge of learning new skills, new technology and change, and cites the increasing and prolonged use of the internet by people over 55 years. However, compared to younger workers, older people may be slower in new learning situations but this can be partially explained by differences in learning styles, being out of practice, or motivation (Moody, 2006).

People training older people need to be aware of the importance of adopting an approach that embraces the different learning styles of older people. In line with the reviewed literature, Kyambogo University lacks proper instruments and equipment required for proper training and delivery of teaching and training in new technology. The availability and significance of

tools and equipment in this respect is supported by (Freire, 1996) who comments that once one is provided with the proper tools for a task, he/she can gradually perceive the personal and social reality as well as the contradictions in it and become conscious of his or her own perception of that reality, and deal critically with it. Reflecting positively on Freire's statement, the researcher is of the view that if older academic staffs at KyU are provided with the necessary technology equipment, tools and materials, one can try them out until he/she is perfect in executing the overall work properly. Therefore, KyU should train older academic staff in the use of modern technology, and if trainees are able to effectively use them, then their performance is expected to improve.

2.1.6 Stress management

It is sometimes argued that older workers will be more prone to the effects of work-related stress due to the increasingly complex nature of the work environment for which they are considered ill prepared. However, the effects of stress may be experienced by workers whatever their age, and for a variety of reasons. Work-related stress can be conceptualized as "an accumulation of minor insults and hassles, as well as the threat or onset of significant exposure to uncontrollable harm" (Hansson, Robson & Limas, 2001, pg.248). These factors may result from the nature of the job, workload, time pressures, or exposure to toxic features of the physical environment.

Further, the organizational and social environment of the workplace may trigger stress, for example, conflict with co-workers, threats to job security and unsupportive supervisors. It may be that older workers may experience stress that derives from different aspects of the job compared to younger workers. According to (DeVaus &Wells, 2003), older workers are up against two opposing issues that may result in a stressful work environment. First, issues

relating to the workplace may mean that employment is unpredictable, thus creating stress. For instance, constant restructuring and downsizing in order to achieve higher productivity. Recent years has seen a number of technological changes that could potentially affect the older worker. Secondly, wider social, demographic and policy changes may result in older adults feeling they must continue working in order to be able to be financially secure.

Cultural and behavioral norms at work place also contribute in various ways to overall work performance as shown in reports from workers in the Finn Age study. Feeling devalued by employers and younger staff, fear of failure or mistakes, lack of influence or control in ones work, and insufficient training were key factors contributing to a stressful work environment (Ullmann, 1995).

As an outcome of such non-supportive workplace culture, stress has been identified as a major factor in the declining performance of older workers (Grifiths, 1997); (Hansson et al., 1997), particularly if it exacerbates already existing chronic illness. This was compared to the work environment at KyU and no relationship was established as all staff are under the same terms and conditions of service that are binding to all staff. This has minimized the would have been discrimination of the aged academic staff.

Available literature emphasizes the need for training among aged workers with appropriate participative learning methods and resources to foster the performance. Furthermore, training for older workers is vital because it indicates to both management and employee's potential to actually improve performance at workplace and this is the starting point for taking appropriate precautionary measures to boost performance.

The researcher is of the view that training of older workers at Kyambogo University in modern and new technology is likely to minimize stress among aged workers, which will result into good performance.

2.2 Views of employees on the contribution of knowledge, Skills and abilities of aged academic staff

Work performance is determined by knowledge, skills, abilities and other factors (KSA), no link has been demonstrated between performance and age (Warr, 1994). While there may be some decline in speed of information processing and or task completion by an older person, overall ability is not diminished (Hansson et al., 1997).

Age alone does not account for obsolescence of knowledge, skills and abilities. Rather, it has been argued that advanced age is often associated with long tenure and that this can contribute to stagnation of the (KSA's) required to perform a particular task (Fassum, Arvey, Paradise & Robbins, 1986) cited in (Yeatts, Folts & Knapp, 1999). It was established that aged academic staff at KyU posses the required knowledge, skills and abilities in the ever changing academic world due to training they have undergone in the use of advanced technology. The researcher established this being true basing on the improved output of such lecturers compared with the periods before they clocked retirement age.

2.2.1 Cognitive ability

It has been well documented that cognitive function declines with age (Park's 1994). Examination of a large body of literature shows that cognitive ability declines significantly with age, as shown in slower response rates and deficits in long-term memory. However, (Warr, 1994) notes that, while response speed, working memory and selection attention degenerates with age, particularly on difficult tasks, a person can develop adaptive strategies

to offset the decline in function. Age has been found to account for only a small percentage of the variance in individuals' cognitive, perceptual and psychomotor abilities after type of occupation, experience and education has been controlled for (Griffiths, 1997). However, deterioration in visual or auditory function can mediate differences in cognitive abilities. As Griffiths points out, these functions can be offset by workplace design, and uses the example of the use of large visual display units (VDU) where visual function declines. Furthermore, there is considerable inconsistency among older people with respect to their general functioning, their well-being, and various other factors, making generalizations about potential performance declines impractical. Older people can also deal creatively with age-related issues, using strategies of selection, optimization and compensation (Baltes & Baltes, 1990).

There is continued debate as to whether the cognitive declines are associated with normal ageing. For instance, some cognitive abilities are thought to decline more rapidly than others and, as noted above, there are large individual differences in how and when these declines occur. There is considerable evidence for a number of predictors of cognitive decline (for example blood pressure) in older adults (Christensen, 2001). However, much of the longitudinal research on predictors of change in areas such as cognitive functioning has been undertaken on post-retirement Older adults shows us little of the impact of declines in cognitive performance in the older worker (Hansson, Dekoekkoek, Neece, & Patterson, 1997).After Investigations it was discovered that the cognitive ability of aged academic staff at KyU had not declined. This was ascertained basing on the work performance of such categories of staff on matters related to task accomplishment based on the University academic Calendar.

2.2.2 Expertise/procedure knowledge

Older workers can maintain high levels of performance, even in the presence of decrements in speed, reaction time, and sensory processes and working memory, which is part of fluid intelligence. Instead of being suggestive that work performance has low relationship with cognitive variables, it can be said that their high performance is due to the skills or work-relevant knowledge they developed through their work life. In comparison with the young, the older workers probably have a larger background of work and life management strategies and are more selective in structuring life and work goals (Wegman & McGee, 2004). These characteristics may compensate age-dependent losses and even deficits determined by lack of training or by ergonomic inadequacies.

It is not unusual to encounter older experts. Normal aging can coincide with high cognitive specialization, exemplified by expertise and wisdom, which evinces the power of culture-based influences over the biological structures. For example, airline captains, distinguished writers, scientists and artists, and successful business executives are often advanced in age, in despite of the deficits already observed in laboratory research. Their high-leveled performance can be pointed out as examples of professional expertise, which can occur even in the absence of a conspicuous successful aging. More rare is wisdom, in despite of the common sense about its natural emergence in old age. Research evidence has shown that it is closely related to the amount and quality of life experience. Wisdom is reflected by high levels of factual and procedural knowledge about human existence (mostly manifested in life management, life planning and life review) and high evidence of post formal thinking, namely conceptualism, relativism and probabilistic thinking.

In still other cases, however, changes associated with age may actually enhance capabilities

and performance at work. For example, crystallized knowledge (that which has accumulated and is stored, often contrasted with fluid knowledge, which refers to the flexible solution of novel problems) and its positive impact on work is likely to be greater in 50-year-old than 20-year-old workers. One wonders whether ageing has a direct bearing on performance. The researcher analyzed this argument at KyU on how ageing affects performance of academic staff and established no relationship.

2.2.3 Ability to cope with change and pressure

Organizations fundamental changes to what has been a traditional work environment is likely to lead to anxiety and a certain amount of resistance to change typical and understandable response (Fyock 1990, Schermerhorn, Hunt & Osbourn, 1991) particularly high among long-tenured workers who are likely to have invested more time and energy in traditional ways of performing their employment tasks (Yeatts, Folts, & Knapp, 1999).Training and continuing education are crucial in helping older workers to adapt to changing demands and opportunities as well as to avoid their involuntary retirement. The demand for new skills and knowledge places older workers at a disadvantage, as their training earlier in life is likely to be obsolete. The ability of older workers to learn new skills is sometimes questioned and these biased attitudes work against the efforts of older workers to find new employment.

2.2.4 Physical ability

Declining physical health leading to absenteeism and higher injury rates is often cited among the disadvantages of employing older workers. These purported declines are also said to be related to lowered productivity in older workers, compared to their younger counterparts (Peterson & Coberly, 1988); (Prenda & Stahl, 2001).

Older people do differ from younger people on physiological dimensions with age-related changes being evident in vision, hearing, bone, skeletal muscle, pulmonary function, skin, metabolism, motor function and immunity. However, performance shortfalls associated with age may not manifest until work demands exceed physical ability or when the system is stressed (Robertson & Tracy, 1998). While age-related changes occur at a greater rate with advancing age, most biological functions do show a wider variation than in younger people (Wegman & McGee, 2004). Further, the physical condition of the individual can mediate age-related declines such as motor function and cardio respiratory function. It may be that older people who maintain a high degree of physical fitness may perform better than inactive younger workers (Spirduso & MacRae, 1990). Declines in physiological functioning in older workers can often be offset by adaptive skills. Further, many occupations do not require employees to perform to the utmost of the individual's capacity (Wegman & McGee, 2004).

An individual experiencing some physical degeneration does not necessarily need to leave work for there are many ways that the work environment can be re-designed to compensate or alleviate physical difficulties. Basing on that, there is no definite literature that specifically affirms whether there is significant relationship between ageing and performance among aged academic staff given the nature of their work that does not need a lot of physical energy implying there is a gap that needs to be studied.

2.2.5 Practical skills/knowledge

Attitudes of older workers toward continuing to work have shown significant swings over the last three decades and now appear geared toward accepting early retirement if offered (O'Brien, 2002). Certainly, there is now an increased level of awareness, or at least a perception, among older employees that they may have a choice about whether to remain

working in their present employment or switch to an alternative job either full time or part time or alternatively cease working entirely. Choices are a consequence of health, financial position and motivation to work (Patrickson, 2001). Those whose health is deemed to be good, and who feel they need the money are the most likely to want to stay. Those whose skills are in short supply are the most likely to have the opportunity to stay. One crucial factor in any retirement decision is money. Interviews with older Australians still working in their late 50s and early 60s would indicate that a number are seriously concerned that retiring too soon may jeopardize their future financial position (Ranzijn, Patrickson, Carson & Le Sueur, 2004) and this is confirmed in overseas research (Timmermann, 2005).Older workers are receiving mixed messages that they are finding difficult to resolve (Ranzijn2004). Government seems to want them (Costello, 2004), but employers don't (*HR Focus,* 2005). These mixed expectations need to be juggled against their own personal preferences to either continue working full time, continue working part time, or ceasing to be part of the workforce altogether. Financial considerations, employment opportunities, life expectancy, alternative activities, and the desire to contribute all will play a part in their preference. Options offered by employers will either enable or inhibit the degree to which these preferences are realized. Managers have the opportunity and, we would argue, the responsibility to initiate discussions with their older employees to consider employment options they may not have thought of themselves, which may have the effect of prolonging their productive working lives to the benefit of the organization, as well as the employees. This argument is in line with aged academic staff at Kyambogo Universities who claim that they are still working because of the low pay given to teaching staff in public Universities in Uganda. Most of the staff find themselves with no investment at all hence need for

contractual appointment after clocking mandatory retirement age. It was also discovered that the performance of such staff is up to date since the major aim of seeking reemployment is for survival, which suggests that they must perform to the best of their ability so that they are considered for contract renewal.

Welbourne, (2007) noted that as older employees leave, their talent, knowledge, deep relationships and extensive, on-the-job training exits with them. These are elements that simply cannot be replaced through the hiring of recent college graduates and this creates a knowledge gap in the organization. This has not been witnessed at KyU as that aged staffs are given chance to continue serving as they groom those to replace them.

In research done by (Theresa Welbourne, 2007), respondents indicated that, "The 'graying' of the workforce has many seen and unseen consequences that will take a heavy toll on corporations and industries that fail to recognize and understand it. You can ***NOT*** replace a valuable senior employee with two junior graduates and call it even. There is knowledge and practicality that can ***ONLY*** be gained 'on-the-job' and that point cannot be over emphasized." This is the same reason why KyU has embraced the issue of contractual appointment for retired academic staff. Who have performed to the best of their ability.

2.3 Opinions of employees whether ageing affects work Performance

This review focused on the commonly held stereotypes people have about older workers which may have a direct effect on their work performance. To gauge whether these stereotypes are accurate, relevant literature on the physical, sensory and cognitive changes occurring as a normal part of ageing was reviewed.

2.3.1 Age stereotypes and work performance

As is the case with many demographic subgroups, stereotypes exist concerning older employees, (Posthumous & Campion, 2009). These noted that older workers are often assumed less productive on the job than the young workers. This stereotype is related to beliefs that, relative to young workers older workers have lower mental (Raza & Carpenter, 1987) and physical abilities, less energy (Parson & Mayne 2001), less competence (Kite, Stickdale, Whitley &Johnson, 2005) and more stress.

In contrast to the negative stereotypes above, there are also common beliefs suggesting that older workers may have higher levels of work performance relative to younger workers (Posthuma & Campion, 2009). Specifically older workers are viewed as more dependable stable, and honest. Thus, one would expect older workers to be less likely to engage in counter productive work behavior such as theft. Likewise, they would be expected to have less avoidable absenteeism and would be less likely to quite. This has been exhibited by aged academic staff at KyU as all have honored their contractual appointments to the end.

2.3.1.1 Developmental changes

Stereotypes stem from beliefs people have about cognitive and physical declines that occur with age understanding whether the stereotypes are accurate is critical to interpreting research on older workers and work performance. This understanding is aided by (Maetens, Putter, Chen, Diehl & Huang 2010) who provided a detailed analysis of job related physical and health characteristics of older workers.

Likewise, Rizzuto, Cherry & LeDoux, (2010) provided a review of the cognitive characteristics that associated with age. They highlighted changes associated to age such as

speed of mental processing that would probably affect performance in almost any job, while focusing less on changes for example decreased sensitivity to the color blue that would affect only some narrow subset of jobs.

Some notes of caution are in order when attempting to generalize the cognitive aging literature to the performance of working older adults. First, many of the changes described here are most pronounced in late life that a 90 year old might experience serious hearing problems is likely irrelevant to the job performance literature. Unfortunately, relatively less research has been conducted on middle aged or working older adults (Finch, 2009).

In areas where performance depends on over-learned information such as multiplication facts or general world knowledge such as vocabulary, older workers tend to do best (Deary et al., 2009). However, in areas where work performance depends on cognitive speed or information processing capacity, large differences appear that favor young workers (Salthouse, 2004). The above represents how aging affects work performance on accumulated knowledge, speed, memory capacity and intelligence (Horn & Cattell, 1967).

3.3.1.2 Physical changes

Maertens et al., (2010) provided a comprehensive summary of age related physical changes that may affect work performance. Examples include changes in bone structure and stature, declines in muscle mass, physical strength, aerobic capacity and metabolism rates and increases in susceptibility to disease, plus the time it takes to recover from either disease or physical injury. This may affect job performance of older workers in non-obvious ways. Consider, for example, loss of muscle mass and physical strength as a function of normal aging. The obvious link to work performance is for those areas where strength is an essential

function. The loss of muscle mass however, is partly caused by decline in testosterone levels (which also moderate cognitive performance occurring as people age. In men testosterone levels start to decline by around age 40 (Travison et al., 2007), lower testosterone levels lead to both physical for example, loss of muscle mass; (Maertens et al., 2010) and cognitive (memory loss, spatial ability (Hampson, 1995) and (Combrinck & Smith 2004).

Although hormonal effects are often complicated (Moffat & Hampson, 1996), testosterone levels seem to strongly influence performance on math and spatial tasks (Kimura, 2000). Therefore physical change within persons via links to cognitive change, may influence performance in jobs where physical fitness pe se seems irrelevant for example Engineers and architects. This assertion was verified at Kyambogo University by establishing the quality of work, and effectiveness of aged academic staff in relation to the statutory roles of a public university namely teaching, research and community outreach and most aged workers were found to be performing to the expectations of their respective faculties.

2.3.1.3 Sensory and Perceptual Change

The literature on sensory decline with age is enormous (Lindenberger & Chisletta, 2009). The largest effects appear among the very old although measurable sensory decline may begin in ones twenties as normal part of aging (Coren et al., 2004). By far the most studied sensory system is vision. Developmental changes here are most likely to affect job performance (Coren et al., 2004). These visual declines begin to occur as early as age 40. Fortunately, however, age related visual declines can be mitigated to the point of irrelevance for most jobs via devices like glasses corrective surgery, or designing worksites following general ergonomic principle such as light levels. These kinds of literature tend to suggest that the decline in vision may or may not affect work performance of aged employees. The

researcher ascertained that though some aged academic staffs at Kyambogo University do experience a problem of low vision, this was controlled by use of glasses and it was established that this did not affect their work performance.

The other sensory system that may be affected by increased age is Audition that is related to hearing because of loss of flexibility for bones in the middle ear, decreased sensitivity of cochlear hair cells, which transduce sound (Coren et al., 2004). The general concern with regard to work and hearing loss, however, would be potential injury due to prolonged exposure to loud sounds (Clark & Bohne, 1999).Mitigating the effects of age related sensory decline would seem to be relatively easy. Note, however, that general mental ability is also correlated with sensory/sensory motor developmental change (Li & Lindenberger, 2002). This is consistent with the reviewed literature of physical changes above, noticeable sensory decline within persons May rim with cognitive decline, which could affect performance across a much wider range of jobs. This observation assumes that actually age affects the normal body functions, which eventually affects ones work performance. This cuts across irrespective of age.

2.3.1.3 Attention and working Memory

Working memory capacity tends to decline significantly with age (Oberauer, Wendland & Kliegal, 2003). The decline could probably affect performance in any job where processing lots of information rapidly is key. This is especially true when the work situation requires processing new information as the older worker would be less able to rely on an over-learned inventory, or richly structured knowledge base as a shield against declines in working memory capacity. The older worker faced with new and complex learning would display

performance declines relative to his or her younger counterparts, and relative to when he or she was a young worker (Oberaver et al., 2003).

As observed above, higher Education in Uganda has greatly changed in various forms. Prominent among these is the use of technology, and issues related to quality assured and enhancement. All these new developments need academic staff that are dynamic and can easily change to cope with the new developments. This is because the quality of higher education depends initially on the quality of the system components which include quality of staff (UNESCO, 1998).

The researcher established that age of academic staff did not greatly affect their work performance. In contrast to the literature on work performance of older workers, we know a lot about age-related declines in capacities reasonably associated with job performance. The main declines in job related capacities associated with increasing age can reasonably be expected to result in job performance declines associated with increasing age. Thus, rational and empirical arguments suggesting no declines in job performance with increasing age should be subject to serious Skepticism given the present review, it is clear that more research is needed, especially research that includes aged academic staff in Public Universities in Uganda.

2.4 Summary

Based on the reviewed literature, various knowledge gaps where identified in that

most scholars have not clearly articulated on whether the demand for new skills and knowledge places older workers at a disadvantage, as their training earlier in life is likely to be obsolete. Based on the reviewed literature, there is no empirical evidence that suggests

whether the ability of older workers to learn new skills is sometimes questioned and these biased attitudes work against the efforts of older workers to find new employment. Public University policies of employing aged academic staff are not focused on the statutory roles of a public university of teaching, research and community outreach.

Academic staff performance in relation to forms of assessment experience in public universities in form of written coursework and lecture room presentations as the most common form of assessment does not measure performance adequately in Uganda's context. Attitudes of university staff towards aged academic have turned to be silent in most scholars work.

The determinant of work performance is not chronological age per se, but different factors associated with age. By influencing other causative factors, it is evident that ageing does, however, indirectly affect work performance. This research therefore addressed the causative factors, which are the personal attributes/ characteristics of older workers which affect their knowledge, skills and abilities and consequently their work performance.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the research design, the study population, sample size determination, sampling design used, data collection procedure, instruments used in data collection and pre-testing (in order to establish their validity and reliability), and data management and analysis.

3.1 Research design

Wiersma cited in Odiya (2009, p.135) considers a research design to be a plan for conducting research. This suggests a set of things to be done in order that a planned research can be conducted. In this study, the research was based on a Case Study and a Descriptive design. A Case study was used as the researcher conducted research on a bounded system (Gay, 2009). A descriptive study design was used to describe the state of affairs, as it exists (Kombo and Tromp (2006). This was suitable because the study involved collecting information about people's attitudes, opinions, and habits on educational and social issues. The researcher chose this design because he wanted to develop a general understanding of the problem in question. It followed a qualitative approach using non-statistical methods to analyze data gathered through questionnaires, personal interviews and documentary analysis. This approach was suitable for qualitative research as it provides an understanding of a social setting or activity as viewed from the perspective of the research participants (Amin, 2005).

3.2 Study Area

This research was carried out at Kyambogo University located in Kampala District-Uganda. Four categories of staff were selected which included the following; four (4) Faculty deans, twenty (20) Heads of Departments, fifteen (15) Academic staff on contractual employment above the age of 60yrs and sixty one (61) Academic staff on fulltime employment below

the age of 60yrs.These respondents were selected using Purposive sampling, simple random sampling and Convenience sampling techniques

3.3 Target population

The target population at KyU was 385 academic staff (records from human resources office). The number is comprised of (8) Faculty deans, (40) Heads of Departments, (1) Professor, (7) Associate Professors, (44) Senior Lecturers, (221) Lecturers, (97) Assistant Lecturers and (15) Teaching Assistants. Academic staff on contractual employment that are above the age of 60yrs total to (30) of which majority are at the level of lecturer and a few are senior lecturers. These categories of staff were appropriate in giving relevant information that was useful in analyzing the relationship between ageing and work performance of academic staff in public Universities in Uganda.

3.4 Sample Size determination

A total of 100 respondents were selected to participate in the study. Four (4) Faculty deans, twenty (20) Heads of Departments, fifteen (15) Academic staff on contractual employment above the age of 60yrs and sixty one (61) Academic staff on fulltime employment below the age of 60yrs.This was determined by the method of sample selection. In order to determine a representative sample from the general population, Krejcie & Morgan (1970), sample size determining table was used as presented by (Amin, 2005). The sample consisted of (100) respondents

Table 1: Proportion of Sample Elements

CATEGORY	NUMBER	SAMPLE SIZE	METHOD OF SELECTION
Deans	8	4	Purposive sampling
Heads of Departments	40	20	Purposive sampling
Academic staff on contractual employment above the age of 60yrs	30	15	Simple random sampling
Academic staff on fulltime employment below the age of 60yrs	307	61	Convenience sampling
TOTAL	**385**	**100**	

Source of data: Field data 2014

3.5 Sampling Techniques/Design

The study used Simple random sampling, Purposive sampling and Convenience sampling. In the Simple random sampling, respondents were selected randomly and entirely by chance, this gave each individual chance to participate in the study. Simple random samplings was used on academic staff employed on contract and are above the age of 60 years. In the purposive sampling, the researcher selected the respondents basing on their knowledge, commendable experience and vital information presumed important to the study (Trochin, 2006).This was applied on the Faculty deans and heads of departments. In Convenience sampling, the researcher selected respondents based on ease of reaching them, willingness of the respondents to participate in the study and convenience of the researcher in accessing the respondents (Dooly, 1995). This was applied on Academic staff on fulltime employment and below the age of 60yrs.

3.6 Data Collection Methods

Qualitative data collection methods were used. The primary data was collected using an interview guide, questionnaire and documentary analysis..

3.6.1 Interviews

A face-to-face structured interview was employed with a variety of set questions and possible responses to help the researcher establish the relationship between ageing and work performance of academic staff in public Universities in Uganda. The researcher collected data by purposively selecting key informants to be interviewed. These included 4 Faculty deans. This was because the researcher was interested in obtaining data from specific individuals who had the knowledge and information regarding the performance of aged academic staff under their respective faculties giving the study its internal validity (Ahuja, 2005).

3.6.2 Questionnaires

A questionnaire with four sections was the main instrument of data for the study. **Section I** solicited information on gender, category of staff and age bracket. The information was intended to collect data describing the sample characteristics in order to include them in the analysis because these characteristics have an effect on the respondents' perception.

Section II: Sought information on the perception of employees on the personal attributes/ characteristics of older academic staff. Responses were rated from 1 to 7on for which 1(one) was strongly agree, 2(two) agree quite a lot, 3(three) agree just a little, 4(four) not sure, 5(five) disagree just a little, 6 (six) disagree quite a lot and 7(seven) strongly disagree. In this

section, respondents were given 21 areas regarding the attributes/characteristics of older academic staff (***Appendix 1***).

Section III: Solicited information on the views held by employees on the contribution of knowledge, skills and abilities of aged academic staff. This was necessary as the knowledge, skills and abilities contribute significantly to work performance. Respondents rated the level of contribution of knowledge, skills and abilities of aged academic staff in comparison to their young counterparts. Responses were rated from 1 to 3 point for which 1 (one) was less than younger worker, 2(two) no difference and 3(three) more than younger workers.

Section IV (a): Sought information on the opinions held by employees as to whether ageing affects work performance of aged academic staff. It was necessary to collect information on the work performance of aged academic staff because recent researches on performance have not tackled the work performance of aged academic staff in public Universities in Uganda. Respondents rated the performance of aged academic staff on a 6 point scale for which 1(one) was exceptional performance, 2(two) excellent, 3(three) well balanced, 4(four) was reasonable 5(five) barely effective 6(six) was unacceptable.

Section IV (b): Sought information on work performance measurement. It was necessary to collect data on performance measurement because it is through clear performance measurement system that universities remain high performing (Schmit & Platts., 2004; Armstrong 2001; smith, 2001).Respondents based on a 5 point scale for which **A** was on Quality of work, **B** Interpersonal skills, **C** Timeliness, **D** Problem-solving skills and **E** was on effectiveness.

3.6.3 Documentary analysis

This was concerned with all kinds of information in form of hard and soft copies of various categories and artifacts such as registers, research reports warning letters and letters of appreciations. Creswell (1994: 150-151) explains that documents are any written information or physical objects that are analyzed for study to obtain data such as manuals, books, journals, registers, newspapers, letters and minutes. The researcher used this method to obtain information about the work performance of academic staff. This involved reading through literature from Faculties, departments, libraries and document centers that the researcher was able to obtain regarding information about performance of aged academic staff in relation to the statutory roles of a public University namely; teaching, research and community outreach. Attendance registers and submission of examination and course work record registers were analyzed to establish whether submission of work was done in time by the respondents under study using a documentary analysis guide ***(Appendix III)***.

3.7 Data collection Instruments

Interview guide, questionnaire, documentary analysis guide and were the main tools for collecting data. The selection of these instruments was underpinned by the data to be collected, the time available as well as the objectives of the study.

3.7.1 Interview Guide

An interview guide was used to collect data from key informants such as the Faculty deans, heads of departments' academic staff below the age of 60 years and academic staff above the age of 60 years. This data assisted in clarifying data collected by the structured questionnaire since it included face-to-face interaction thus providing a wide range of views. The interview

schedules had sections similar to those in the questionnaire. The interview schedules were intended to help the researcher to cross check information already given and thus help to give validity to the data collected. This method of data collection was used as well because interviews give an opportunity to probe and obtain detailed information on an issue Amin, (2005). Structured and open-ended interviews were carried out.

3.7.2 Self-administered Questionnaire

A self-constructed questionnaire was used. The questionnaire was close ended and was used on academic staff on contractual employment and above the age of 60yrs and academic staff on fulltime employment and below the age of 60yrs to give their views on both the dependent and independent variables. This instrument was considered appropriate to the study owing to the fact that according to (Amin, 2005), it is less expensive to administer and easy to analyze compared to other instruments such as focused group discussions.

3.7.3 Documentary analysis guide

Documentary analysis is concerned with all kinds of information in form of hard and soft copies of various categories and artifacts such as buildings and machines. Creswell (1994: 150-151) explains that documents are any written information or physical objects that are analyzed for study to obtain data such as manuals, books, journals, registers, newspapers, letters and minutes. The researcher used this method to obtain information about the performance of aged academic staff in respect to teaching, research and community outreach. It was through reading literature from libraries, document centers, Faculties and at the various departments that the researcher was able to obtain information about the performance of academic staff.

3.8 Pre-testing the Instruments.

A pilot study was conducted to pre-test the research instruments. This involved distributing five questionnaires and conducting interviews with members of the academic staff at KyU who were purposively selected. This was done, as the research needed people who are thoughtful, critical and similar to the research participants. This provided the researcher with information about the deficiencies and suggestions for improvement. This was so because people critiquing the research instruments had to be similar with the research participants. However, the researcher did not select those participants for this study. According to Amin (2005), a pilot study is done in order to test the psychometric properties of the instruments, identify any ambiguities, misunderstanding or inadequacies so that they can be improved

3.9 Research Procedure

The researcher obtained an introductory letter from Kyambogo University department of Educational Planning and Management introducing him to conduct research at KyU. This was followed by briefing of research assistants, sampling/pre-testing and distribution of questionnaires, retrieval of data collection tools/recording of interviews and collection, organization of data and transcribing audio data. Data collection then was embarked on by administering face-to-face interviews to the selected respondents

3.10 Quality control

Quality of data collection instruments was as follows;

3.10.1 Reliability of questionnaire

To ensure reliability of research instruments, the researcher pre-tested the instruments for consistency and proper flow of the questions on the instruments before data collection. This

was done through a pilot study. According to Amin (2005), a pilot study is done in order to test the psychometric properties of the instrument, identify any ambiguities, misunderstanding or inadequacies so that they can be corrected.

Other factors that may influence employee work performance were categorized as Job factors, Person factors and organizational factors. The researcher controlled such extraneous variables through randomization where equal opportunity was accorded to all participants by creating equivalent representative groups that are essentially the same on all relevant variables (Gay, 2009). Participants were the same in terms of ability, gender and prior experience on the variables under study.

3.10.2 Validity of questionnaire

Under qualitative research, validity is described as trustworthiness (Gay, 2009). Validity was ensured through prolonged participation at the study site to overcome distortions, persistently observed to identify pervasive qualities, collected documents, films, videotapes and audio recordings, established an audit trail by involving a critical friend to act as an external auditor to examine the process of data collection analysis, and interpretation, practiced triangulation by using multiple methods of data collection strategies, and data sources to obtain a more complete picture of what is being studied and cross–checked information and collected detailed descriptive data that was explanatory which permitted comparison of a given context.

3.10 Data Analysis

The data collection methods employed were dominated by questionnaires, interviews and documentary analysis whose results were mainly in the form of texts, which were

descriptively presented and analyzed. The data analysis process constituted coding, validation, presentation, reflection and discussion. This approach to analysis is supported by Creswell, (1994: 166) who argues that qualitative data analysis primarily entails classifying things, persons, and events and the properties, which characterize them.

Qualitative data that was obtained from interviews was categorized using the pragmatic content analysis (PCA) and analyzed. According to Kombo & Tromp, (2006) when using pragmatic content analysis, concepts are classified according to their probable causes and effects. The technique therefore examines the intensity with which certain words are used. Why something is said could be used to understand peoples' perceptions and beliefs Kombo & Tromp, (2006).

3.10.1 Coding

This study was comprised of three research objectives, which gave birth to three research questions. The collected data were sought to answer the research questions to which a series of questions that constituted the interview guides were based. For this reason, the various responses corresponding to the interview guide needed classification for easy analysis, hence coding. This aspect of data analysis process is supported by Miles and Huberman, (1994) who point out that coding is a data reduction technique that involves selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes for analysis. This enabled the researcher to identify only what was appropriate for the study.

3.10.2 Data presentation

Data presentation is an organized, compressed assembly of information that permits conclusion drawing and action. Miles and Huberman, (1994) point out that a display helps a researcher to

clearly understand what is happening and do something; one must either make further analysis or take action based on personal understanding.

3.10.3 Discussion

The discussion was based on personal reflection and interpretation of the findings. Gibbs, (2007:10) notes that transcription of data itself is interpretive. The interpretation was backed by personal reflections at Kyambogo University as both a staff and student coupled with the experience acquired during the entire research process. Further, the discussion was enhanced by scholarly descriptions and analysis, some of which are reflected in the reviewed literature and during data analysis and discussion.

3.11 Chapter Summary

This was a descriptive and a case study design that sought to establish the relationship between ageing and work performance of aged academic staff in public Universities in Uganda. The study used both descriptive design and case study design for collecting qualitative data using a questionnaire with four sections, 2 interview guides and documentary analysis method. Purposive, simple random sampling and convenience sampling were used in data collection. Representative sample were determined by Krejcie & Morgan (1970), sample size determining table as presented by (Amin, 2005). The sample consisted of one hundred twenty five (100) respondents from the general population of 385 academic staff including those on full time and contractual employment.

Pragmatic content analysis (PCA) was used in data analysis were concepts were classified according to their probable causes and effects. Kombo & Tromp, (2006). The technique therefore examined the intensity with which certain words were used, why something was

said? This enabled the researcher to understand peoples' perceptions and beliefs Kombo & Tromp, (2006).

The interaction effect between ageing and work performance was estimated using Warr's (1994a) Taxonomy of age, Job performance and Job characteristics table (*See Table 5*) which relates age and job performance among aged workers.

3.12 Limitations of the study

Some respondents declined to be part of the sample merely because they have no direct benefits from it.

The researcher explained to the respondents that the research was purposely for academic purposes and not a money venture.

Some respondents withheld some information, which they thought would affect their jobs.

The researcher explained to the respondents that their information was to be treated with strict confidentiality and will not be revealed to management, which built confidence among the respondents who in due course gave the information needed.

Some respondents' answers were biased because of the stereo types they held against older employees.

The researcher requested respondents that it was important for them to be as honest and free from bias as possible as the study was meant for the good of everybody regardless of age, which the respondents concurred with and responded positively.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

Under this chapter, the researcher presents analyses and interprets findings from the study. For a systematic flow of this chapter, the presentation, analysis and interpretation of findings observed the sequence of the research objectives. The findings with regard to the sample characteristic are presented first. The second aspect presents analysis and interpretation of responses regarding the relationship between ageing, knowledge, skills and abilities of aged academic staff regarding their work performance.

4.0.1 Sample characteristics

Population characteristics like age bracket, gender, category of staff, were likely to have a bearing on the quality and validity of the responses. Thus in order to assess the respondents' competency; the sample characteristics of 385 respondents from Kyambogo University were analyzed. The results are presented in Table 4.0.1:

Table 2: showing sample characteristics of respondents at Kyambogo University

Sample characteristics	Total population	Sample size
Faculty Deans	8	4
Heads of Departments	40	20
Academic staff above sixty years on contractual employment.	30	15
Academic staff below sixty years and on permanent employment.	307	61

	Total 385	**100**
Gender	Male: 282 Female: 103	
Age bracket		
20-25	None	None
26-30	None	None
31-35	47	10
36-40	36	16
41-45	92	8
46-50	100	12
51-55	63	35
56-59	17	4
60 and above	30	15
Level of Education		
Certificate	None	None
Diploma	None	None
Bachelors Degree	52	None
Masters Degree	301	96
PhD:	32	4
Number of years of service with KyU		
Less than 2 years	None	None
3-5 yrs	32	9
6-10yrs	169	25
11-15yrs	184	66
16-20yrs	None	None
0ver 20 yrs	None	None

Source: Directorate of Human Resources KyU

All respondents in the study were drawn from a total population of 385 academic staff at Kyambogo University. Table 4.0.1 reveals that a sample of 100 participants was selected to represent the academic staff at Kyambogo University. However, the variations in sample size did not affect the results because the samples used were a true representation of each category at Kyambogo University. Both male and female were part of the sample as a means of being gender sensitive. This means that both male and female opinions were fairly captured. On average, the males were more than their female counter parts at Kyambogo University. This was partly due to the structure of KyU whereby, KyU has only one female Faculty Dean and most of the heads of departments are male.

Findings of the study confirmed that majority of respondents at Kyambogo University were between forty six to fifty years of age. This implies that the respondents on average had the cognitive maturity to understand and interpret the questionnaire appropriately. The results also showed that on average respondents were Masters holders. So respondents were generally educated enough to appreciate the performance of aged academic staff and therefore give reliable information.

Finally, the results revealed that across Kyambogo University, majority of the respondents had served Kyambogo University for more than six years. This implies that the study participants were competent enough to respond appropriately to the questionnaire and interview that sought to establish whether there was a relationship between ageing and work performance of aged academic staff in public Universities, a case study of Kyambogo University.

4.1 Employees perception on the Relationship between Ageing, Knowledge, Skills and Abilities

Kyambogo University the focus of this study has embraced a policy of employing academic staff on contractual term for a much longer period to those at the level of Professor, Associate Professor, Senior lecturer and lecturer respectively. However all this depends on the need of their respective departments. To establish the perception of KyU employees on the relationship between ageing, knowledge, skills and abilities of aged academic staff, the findings are analyzed in table 2 below:

An interview guide with four sections was used to obtain information regarding the perception of employees on the relationship between ageing, knowledge, skills and abilities of aged academic staff at Kyambogo University. The interview was conducted with Faculty Deans, heads of department, academic staff below 60 years and Academic staff above 60 years .Alternative responses included; Yes and No options.

Table 3: Perception of KyU employees on the relationship between ageing and knowledge

Age is related to knowledge	YES	NO	Total	Supporting data	YES %	NO %
Faculty Deans	3	1	4	75% of respondents acknowledged that aged academic staff were still very knowledgeable	75	25
Heads of dept	15	5	20	Remarks by most heads of departments suggested a positive relationship between ageing and knowledge as indicated by a high percentage	75	25
Academic staff below 60 yrs	35	26	61	57% of academic staff below the age of 60 years confirmed that work performance of aged academic staff was still good	57	43
Academic staff above 60 yrs	15	0	15	Records of work such as attendance registers, submission of results registers confirmed their good performance	100	0
Total	68	32	100			

Source: Field data, 2014

From Table 3, it is evident that the perception of participants in the study revealed that the relationship between ageing, knowledge, skills and abilities is positive as indicated in table 2 were a high percentage was revealed under the yes column. It was observed that all the three categories' of respondents concurred that the work performance of academic staff was still vibrant based on the responses in the questionnaire. The findings are in agreement with Tilaye, (2007), who argued that factors that affect work performance include job autonomy and psychological contract (*organizational support*). Job autonomy is a situation that permits employees to use their "talents and resourcefulness" fully. This aspect causes employees to assume personal responsibility for their work and accountability of its outcomes. It is very important for public employees to have autonomy at their work places as it increases personal responsibility and accountability among public employees. This was revealed in the contractual appointments issued to aged academic staff which clearly spells out what is expected of them.

It is therefore evident that ageing does not significantly affect knowledge, skills and abilities of aged academic staff implying, their work performance is not affected in any way as the teaching profession basically relies on accumulated knowledge which aged academic staff have accumulated over a long period of service.

Table 4: Perception of KyU employees on the relationship between ageing, skills and abilities

Age is related to skills and abilities	YES	NO	Total	Supporting Documents	YES	NO
Faculty Deans	3	1	4	Three Faculty Deans out of four acknowledged that aged academic staff were still skillful and able	75	25
Heads of dept	11	9	20	Remarks by most heads of departments suggested that their ability and skills regarding the teaching function were still relevant.	55	45
Academic staff below 60 yrs	38	23	61	62% of academic staff below the age of 60 years confirmed that their skills and abilities are still good since little has changed in the teaching methods	62	38
Academic staff above 60 yrs	15	0	15	Records of work such as attendance registers, submission of results registers confirmed their good performance since performance is determined by skills and abilities indicating a positive relationship	100	0
Total	68	32	100			

Source: Field data, 2014

As indicated in Table 4, all respondents revealed that age is related to skills and abilities as the mode of content delivery of aged academic staff has been observed to be of the required standards as reported in table 3. It was further revealed that as a result of prolonged period of service, aged academic staff had accumulated sufficient experience as the content and mode of delivery has not changed at KyU over the years this put the at the cutting edge in terms of teaching. The researcher is in agreement with the findings as the records accessed by the researcher regarding record of work revealed that the performance of aged academic staff was observed to be good as per the registers available at both the department and Faculties.

The researcher analyzed various documents at faculties, departments and libraries that relate to the work performance of academic staff at Kyambogo University. The documents analyzed included daily attendance registers of academic staff, dissertation reports, warning

and appreciation letters of aged academic staff covering the period 2003 to end of 2013/2014 academic year. The documents analyzed revealed that there was a poor culture of research among the aged academic staff. As for research, records available could only show PhD dissertations for such staff, which were majorly for the award of Doctorate degrees.

The journals obtained at one faculty were majorly those that were operational during the periods before the merger were the teaching staff used to write articles, which is no longer functional. The analysis also revealed that there is no tangible evidence to back up the area of research and community outreach service at KyU. Instead of using actual names of the various faculties, they have been labeled A,B,C,D .The documents analyzed are indicated in table 4 below:

and appreciation letters of aged academic staff covering the period 2003 to end of 2013/2014 academic year. The documents analyzed revealed that there was a poor culture of research among the aged academic staff. As for research, records available could only show PhD dissertations for such staff, which were majorly for the award of Doctorate degrees.

The journals obtained at one faculty were majorly those that were operational during the periods before the merger were the teaching staff used to write articles, which is no longer functional. The analysis also revealed that there is no tangible evidence to back up the area of research and community outreach service at KyU. Instead of using actual names of the various faculties, they have been labeled A,B,C,D .The documents analyzed are indicated in table 4 below:

Table 5 Showing documents analyzed at KyU

DOCUMENTS ANALAYZED	FACULTY A	FACULTY B	FACULTY B	FACULTY D
Daily attendance registers for academic staff at KyU	Registers seen and signed after one has taught	Registers seen and signed after one has taught	Registers seen and signed after one has taught	Registers seen and signed after one has taught
Submission of examination results registers at KyU	Available and signed with a few members not signing yet examinations results were submitted	Examination results submitted in time but majority did not sign	Available well organized and dully signed after submission of examinations results submitted	Available and signed with a few members not signing yet examinations results were submitted
Records of publications for aged academic staff at KyU	No records available	No records available	No records available records	No records available records
Appraisal forms for aged academic staff at KyU	Available, properly signed and filed	Available, properly signed and filed	Available, properly signed and filed	Available, properly signed and filed
Records pertaining community outreach services of aged academic staff at KyU	No records available	No records available	No records available	No records available
Letters of appreciation & warning letters issued to aged academic staff	No records available cords	No records available	No records available	No records available
Non award research conducted by aged academic staff at KyU	No records available	No records available	No records available	No records available

Source: field data 2014

The analysis revealed that aged academic staff concentrates much on what benefits them especially issues relating to their appraisal and submission of examination results since these two act as basis on which one is recommended for contractual employment and subsequent contract renewal. Aged academic staffs do not engage in publications, as the University does not fund such endeavors' for staff on contractual employment. Records pertaining Community Outreach Services were not available at faculties, departments and at the libraries.

It was realized that despite certain shortcomings of not engaging in research and publications, the analysis revealed that the aged academic staff were still fairing well in terms of the teaching function.

4.2 Views of KyU employees on the contribution of knowledge, skills and abilities of aged academic staff

Information on the views of KyU employees on the contribution of knowledge, skills and abilities of aged academic staff concerning their work performance was sought using a well-structured questionnaire (***Appendix 1)***. A summary of what was obtained is indicated in Table 5 below: Alternative responses included; Exceptional performance, Excellent, Well-balanced, Reasonable, Barely effective and Unacceptable.

Table .6. Information on the contribution of knowledge, skills and abilities of aged academic staff concerning their work performance

What is your view on the contribution of knowledge, skills and abilities of aged academic staff on the following;	General response by Faculty deans	General response by heads of departments	General response by academic staff on permanent terms and below 60 yrs
Personal Driven	Majority of the Faculty deans revealed that they do not need any push to perform their duties	Their performance was reported to be excellent as they conduct all their lectures as planned	They extend such character to their junior colleagues at lower ranks
Creative thinking(ability to innovate)	Majority have initiate ideas on how to accomplish tasks in time by serving as examples who always submit in results in time	HOD's agreed that new ideas on budgeting at faculty and departmental level have been enhanced by their experience.	Assistant lecturers and teaching assistants confirmed receiving innovative ideas from aged academic staff that has encouraged their upgrading
Ability to adapt and cope with change and pressure	Most aged academic staff have enrolled and completed their doctorate studies an indication that they are coping with change	Their response to change was reported to be well balanced, as they teach majority have enrolled for PhD studies in order to match the ever changing academic world	Aged academic staff cope and adopt very fast to the changing environment given their accumulated experience
Interpersonal Relationship	They posses good working relationship ever encouraging their juniors to aim higher if one is to gain recognition in the field of academia	Excellent work relationship is exhibited by aged academic workers as they always like guiding their juniors and seniors whom the beat in age and experience	Their relationship is reported to be exceptional as most of them help us if cases were we are weighed down with work load

Problem Solving	They rarely engage in problem solving directly but on certain occasions, the whisper to us some suggestions	Most HOD's agreed that quite often, they are advised by the aged academic staff on how to handle certain challenges	Given the level of our experience, aged academic staff are always there to guide us when faced with challenges on condition that you have shared the challenge with them

Source: field data 2014

As indicated in Table 6. The researcher observed that according to the questionnaire answered by faculty deans, heads of departments and academic staff employed on permanent terms and are below sixty years regarding the contribution of knowledge, skills and abilities of aged academic staff concerning their work performance was highly rated an indication that their performance was satisfactory. The results of this study revealed that on a general note, the contribution of knowledge, skills and abilities of aged academic staff play a vital role in matters pertaining work performance. These findings are supported by previous finding of Hullin and Smith (1965), Saleh and Otis, 1994 and Gede, 2001) who arrived at the conclusion that overall job satisfaction is a function of chronological age.

The findings of the study shows that there is a limited link between employee characteristics such as age, gender, educational level and the performance of staff (Gede,2001).It is therefore pertinent that administrators take into consideration employee characteristics in every stage of planning and implementation to ensure high performance. In fact, every employee should be understood by his immediate boss so as to ensure high performance. The performance of aged academic staff is very important because it has a multiplier effect. Their higher performance will certainly result in the effective management of the education system in the entire

nation with the ultimate aim of achieving teaching and learning for higher academic performance of students.

4.3 Opinions of KyU staff on whether ageing affects work performance of aged academic staff.

As it is the case with many demographic sub groups, stereotypes exist concerning the work performance of aged academic staff in public universities. Information on the opinions of employees whether aging affects work performance was sought using a well-structured questionnaire as indicated in Table 6 below: The alternative responses to the questionnaire included the following;1-Outstanding 2.Very good 3. Quite good 4. Moderate 5. Quite bad 6. Very bad 7. Unacceptable.

Table 7 .Summary of Opinions of KyU employees on whether ageing affects work performance

What is your opinion on the work performance of aged academic staff	**General Response by Faculty deans**	**General response by heads of department**	**General response by academic staff on permanent employment and below sixty years**
Seeks and accepts responsibilities at all times	All the four faculty deans responded positively accepting that aged academic staff accepts responsibilities	All the HOD's concurred that aged academic staff always accepts responsibilities	Their performance in terms of accepting responsibilities was Quite good
Performs competently under pressure	Deans reported that no pressure is mounted on them because teaching is time tabled and they adhere to the time table	HOD's appreciated the performance of aged academic staff under their supervision as they always meet deadlines	Their performance is commendable as most of their time is dedicated to their teaching
Start work at an appropriate time	Aged academic staff adhere to their time table	HOD's reported that in case of absence aged academic staff informs both the students and HOD's	Their performance is excellent as they are always punctual.

Maintain the hours required for work	They perfectly cover all their respective hours of teaching	They exhibit an outstanding performance regarding maintenance of hours required for work	Always accomplish their hours of teaching in the stipulated time frame
Anticipates problems and develops suggestions in advance	Good at guiding fellow members	Always at the front in solving challenges at departmental level	We always receive advice from them regarding teaching and research
Never volunteers for extra work	Never volunteers for extra work as all what they meant to do is stipulated in their appointment letters and time table	If requested to give a hand, on extra work, aged academic staff are always readily available	Most aged academic staff come to KyU only when they have lectures to conduct. This meant they hardly volunteer for extra work
Deliberately work below expected standards if not supervised	Performance of aged academic staff is to the required standards even without supervision given the experience they posses	Aged academic staff performance was reported to be very good as they are too experienced in terms of teaching as a result of teaching for a long period of time.	Performance of aged academic staff was reported to be above average
Takes days off without permission	Never take days off without informing their immediate supervisors	It is very rare for them to take days off without permission.	Aged academic staff only takes days off with the consent of their supervisors
Make innovative suggestions to improve the departments/ faculties	Always provide constructive ideas during faculty boards on how to improve on the management of examination results	They provide vital suggestions during budgeting meetings at departmental level by pointing out what should be	They always mentor teaching assistants and assistant lecturers on effective teaching.

Source: field data, 2014

As indicated in Table 7, the researcher observed that age of academic staff has little negative impact on the work performance of aged academic staff. In contrast to the negative

stereotypes on the work performance of aged academic staff that they cannot cope with the ever changing work environment. There are common beliefs suggesting that aged academic staff may have higher levels of work performance relative to young ones (Posthuma & Campion,2009). Specifically aged workers are viewed as more dependable, stable, and honest. Thus, one would expect aged academic staff to be less likely to engage in counter productive work behavior such as theft. Likewise, they would be expected to have avoidable absenteeism and would be less likely to quite.

Oderauer, Wendland, & kliegl, (2003) argue that that working memory capacity tends to decline significantly with age. The decline would probably affect work performance in any job where processing lots of information rapidly is key for example, air traffic controllers. This is especially true when the work situation requires processing of new information, as the aged worker would be less able to rely on over-learned stock, or richly structured knowledge base, as a buffer against declines in working memory capacity. The older adult faced with new and complex learning would display performance declines relative to his or her younger counterparts, and relative to when he or she was a younger worker (Oberauer et al., 2003; Salthouse, 1994). This is not the case with the aged academic staff at Kyambogo University whose work performance is not affected by their age as indicated in the findings of this study in table 6. This is supported by (Charness and Bosman, 1990) who argue that aged workers rely on expert knowledge, or perform over learned/ automatic tasks, age should show small or even positive effects on work performance like it is at KyU

4.3.1 Determinates of work performance

The researcher used a well-structured interview guide in measuring the work performance of aged academic staff at KyU. The interview guide had five sections labeled A-E. The sections

sought information on Quality of Work, Interpersonal Relationship, Timeliness, Problem Solving Skills and Effectiveness of aged academic staff at KyU.

In-depth interviews were administered to the Faculty Deans, Heads of Departments and academic staff employed on Contractual terms and are above sixty years of age.

Table .8. The findings showing the opinions of KyU employees on the work performance of aged academic staff at KyU

Use the following alternatives and give your opinion on the work performance of aged academic staff	**General response from faculty deans**	**General response from heads of department**	**General response of aged academic staff employed on permanent terms and are below the age of sixty**
Quality of Work • Communicates • Listens • Receives feed back • Gives feedback • Seeks ideas • Sells ideas	All the faculty deans interviewed agreed with all the alternatives used to determine the quality of work of aged academic staff	Interviewed heads of department concurred with what the researcher put forward and confirmed that their quality of work was good.	Academic staff under this category responded by accepting all the alternatives provided.
Interpersonal Skills • Are natural • Deals with conflict • Are principled • Experiments • Seeks close relationship	All faculty deans agreed that aged academic staff spearhead conflict resolving which a fundamental determinant of good work performance is is. Most deans did not comment on other alternatives claiming dealing with conflict was key to good work	Most Heads of department zeroed on seeking close relationship with colleagues as the major determinate of good work performance. It was observed that if one establishes good relationship with colleagues, then work performance would be	Academic staff interviewed revealed that all the alternatives provided applied to aged academic staff in totality.

	performance	up-to-date.	
Timeliness • Conforms • Careful • Organized • Aspires • Dependable	All interviewed faculty deans agreed that aged academic staff were good time managers	All interviewed heads of departments agreed that aged academic staff were good time managers	Agreed that they were good time managers. This was confirmed by the presence of all those who had lessons the day the interview was conducted
Effectiveness **Are;** • Competitive • Leaders • Confident • Initiative • Responsible • Self -driven.	Revealed that aged academic staff were confident while executing their tasks and this limits mistakes. It was also revealed that, they were self driven and responsible in that they work under minimum supervision. Always leads others whenever there is need by providing direction of what ought to be done in the absence of the faculty dean.	Aged works always initiates ideas that are of benefit to the department. They promote competition among their young counter parts to prove that they too are updated of current innovations. This has contributed to the improvement of their information technology skills hence improved work performance.	Revealed that they always guide colleagues on what ought to be done in situations that requires the presence of either the faculty dean or head of department. In most cases, they take up responsibilities even not backed by monetary gain. This in turn improves their performance as they learn by doing. Records showed they are always the first to accomplish

			tasks such as submission of both course work and examination results.

Source: field data 2014.

As indicated in Table .8, most respondents concurred on matters related to work performance of aged academic staff at Kyambogo University. The work performance of aged academic staff was reported to be good since they possessed highly organized, specific knowledge, accumulated throughout a lifetime of study and stored efficiently in long term memory. Retrieval from the network (a relatively automatic process) serves as a script template for processing and acting on familiar information as needed to perform well in a job. (Charness & Bosman, 1990).

This is supported by insightful taxonomy developed by (Warr, 1994). The taxonomy incorporated two moderators that interact with age to influence work performance. The first moderator is the extent to which job-related capacities decline with age. Capacities can be broadly defined to include any physical, cognitive, or other essential characteristics of a job (Maertens et al., 2010). Many but not all capacities tend to decline with age, and these declines would likely be most pronounced after the age of 60(or perhaps age 70 Warr, 1994b). In addition, whether the capacity is job-related will vary across jobs. Physical strength, for example, is job related for the occupation of piano mover but is not particularly job related to a pianist.

The second moderator is the extent to which job experience affects job performance for job knowledge, or for expertise gained through experience that is to say, the effect of job experience on job performance is probably mediated by job knowledge. Like capacity, the

interactive effects of job experience and age will vary across jobs. In jobs where the knowledge base changes rapidly for example engineers; (Dalton& Thompson, 1971), incumbents may not benefit from increased experience. On the contrary, in jobs where large amounts of interrelated information is needed to perform well (eg. Lawyers, doctors), experience and job performance should be positively correlated. This is similar to academic staff who in order to perform need accumulated knowledge on academics in order to perform effectively. It is for the same reasons that the interview conducted obtained information that portrayed good performance among the aged academic staff. However, the two moderators in Warrs model (capacity and job experience) can be crossed to form four possible scenarios as displayed in table 8 below:

Table 9. Warr's (1994a) Taxonomy of Age, Job Performance and Job characteristics

Scenario	Job-related capacities decline with age	Job experience aids Job Performance	Relationship between Performance& Age	Illustrative Job Content
1	NO	YES	Positive	Knowledge based judgment with no time pressure
2	YES	YES	No relationship	Skilled manual work
3	YES	NO	Negative	Continuous, paced data processing
4	NO	NO	No relationship	Relatively undemanding activities.

Adopted from Warr's classification of age and job performance P. (1994a).

In Scenario 1. Job related capacities do not decline with increase in age, but experience aids job performance. This combination produces a positive relationship between age and job performance. For many jobs, knowledge gained over time can fuel job performance gains. This is especially true when the job requires complicated, knowledge-based judgments for

example doctors, lawyers and lecturers among the prominent ones. Here experienced workers should have an advantage, as they have had more time to absorb the knowledge relevant to their field. The result is the development of expertise, which creates the positive relationship between ageing & job performance.

In Scenario 2. Job experience can sometimes compensate for declines in job related capacity. As job related capacities decline with age but performance nonetheless benefits from experience. In this scenario, performance increments associated with age-correlated job experience compensate for performance decrements associated with age-correlated capacity declines. These positive and negative effects mostly cancel each other out resulting in no overall relationship between age and job performance. Salthouse, (1984) reported an illustration of this effect, where older typists maintained job performance despite slower overall finger speed. Likely caused by their extensive experience, older typists stored more of the to be typed text in working memory which allowed them to compensate (by thinking ahead for slower fingers).

In contrast, **Scenario 3** shows the case where job-performance related capacities declines with age but experience does not aid job performance. This could happen when knowledge gained through experience becomes obsolete for examples engineers. Dalton &Thompson, (1971) argued that age-related capacity deficits prevent mastery of current knowledge. This scenario might also apply to any job where processing new information rapidly changes for example (air traffic controllers) is important. With either example, job performance can be expected to decline with age.

Scenario 4 presents that job-related capacities do not decline with age but experience does not aid job performance. In this case, one would expect no relationship between age and job performance. For example, a new employee can be taught the essential functions of a job with minimal training and can probably achieve high level of performance relatively quickly. Here ageing would probably neither increase job performance via global physical and cognitive declines occurring as a normal part of growing old.

According to the findings obtained at KyU in response to the work performance of aged academic staff, the researcher agrees with Scenario 1 of Warr's (1994a) Taxonomy of age, job performance, and job characteristics which illustrates that job-related capacities do not decline with increase in age and further argued that job experience aids job performance which results into a positive relationship between ageing and job performance especially under knowledge based judgments that require no time pressure.

It was observed that on whether job related capacities decline with increase in age, Warr's, (1994) argument concurs with the findings of the researcher as indicated in scenario 1 and 4. As to whether job experience aids job performance, the findings of the researcher are in unison with Warr's taxonomy as indicated in scenario 1 and 2.

Basing on the findings of this study, it may be more productive for organizations to let the aged workers focus on job content that they can do well, rather than attempting to ignore performance deficiencies in other areas. For example, Faculty members who have declining research productivity with increasing age could be encouraged to focus on teaching service. If their job performance in respect to the teaching service is problematic, they could always become University administrators as it is confirmed that older workers engage in slightly

more organizational citizenship behaviors than young workers. They also have lower rates of tardiness, absenteeism, and counterproductive behavior, and possibly related performance (Ng& Feldman, 2008).

4.4 Answering of Research Questions

4.4.1 Research Question 1: Perception of KyU employees on the Relationship between ageing, knowledge, skills and abilities

The first research question stated that, what is the Perception of KyU staff on the relationship between ageing, knowledge, skills and abilities? The findings of the study revealed the following;

In low-complexity jobs where performance does not benefit from experience, a negative relationship between age and job experience is expected. This research question is supported by Avolio and waldman's, (1987). Findings revealed that age is negatively related to general cognitive ability in low-complexity jobs. It is also supported by Warr's (1994a) Taxonomy (scenario 3 in Table 4) whereby increase in age does not significantly affect knowledge, skills and abilities of aged academic staff which means there is no direct relationship between age ,knowledge, skills and abilities which implies that, the work performance of aged staff can not be affected by increase in age.

4.4.2 What are the views of KyU employees on the contribution of knowledge, skills and abilities of aged academic staff?

In low complexity jobs were performance does benefit from increased experience, there should be a relationship between age and job performance. This is consistent with Warr's Taxonomy (1994a) ;(Scenario 2 in table 8), the expectations is that declines in general cognitive ability will be offset by benefits of experience from job performance. This implies

that much as aged academic staff my experience cognitive declines which may affect their work performance, it is also true that increased experience on a particular job may compensate for such cognitive declines hence improved performance. This implies that, there is no significant relationship.

4.4.3 What are the opinions of KyU employees on whether ageing affects work performance?

In high- complexity jobs where performance does not benefit from experience, there should be no relationship between age and job performance. This research question is supported by Avolio and Waldman's, (1987) who argued that age is not correlated with general cognitive ability in high complexity jobs, also consistent with (Warr's taxonomy scenario 4 as indicated in table 8). If there is no decline in general cognitive ability and experience is unrelated to job performance, then there is neither an advantage nor a disadvantage in job performance associated with age.

On the other hand, in high- complexity jobs where experience benefits job performance, the age and job performance relationship will be positive (Scenario 1 Table 5.) . Because these types of jobs rely more on age-invariant automatic processes (for example retrieval from an expertly organized semantic memory system) and because experience aids performance, the age and job performance relationship should be positive.

In high–complexity jobs, on average, place lower demands on physical attributes (eg, strength and endurance), and thus performance in these jobs will likely suffer less from age-related deficits in physical conditioning, relative to those found with low-complexity jobs. Older adults in cognitive demanding jobs also face some increasing cognitive deficits with age, but presumably, they have ample cognitive resources that buffer against expected age-

related declines in performance. In addition, incumbents in complex jobs are likely to have some specialization. Specialization permits the investment of cognitive resources in narrow areas so that age-related deficits may have little impact on performance. Finally, high cognitive abilities may help the worker discover other ways in which to compensate for age related deficits (Alea & Cunningham, 2003).

4.5 Chapter Summary

Given the scanty information of research in the area of ageing and work performance of academic staff in public Universities in Uganda, one can draw a number of conclusions, but some of them are contradictory.

First, one would conclude that age on average, is a very weak predictor of job performance(Avolioetal.,1990;Callahan,1998;McEvoy&Cascio,1989,Ng&Feldman, 2008); (Sturman,2003,Waldman & Avolio ,1986). From the point of view of those who make personal decisions concerning older adults, this is recommended as a default position even if aged workers on average suffer job performance declines, not all of them suffer job performance declines. A person should be judged only on his or her individual capabilities rather than the mean capabilities of the group to which they belong.

Another conclusion one could draw from the findings is that age has an inverted U relationship with job performance. After around age 50, performance in most jobs starts to decline (Callahan, 1998; Ng& Feldman, 2008; Sturman; 2003). One adopting this conclusion might argue that the slop of the decline in job performance, on average is likely to be steeper than the data suggests because of the movement of the worst-performing older workers out of the work force or into jobs more suitable to their declining job-related capacities. This

perspective may be the best one for work force planning professionals who need to forecast staffing needs. Thus, in addition to considering issues like retirement, a planning professional may wish to evaluate how group of employees with declining job performance, on average will affect the competitiveness of the organization.

It is also true that the U-shaped relationship applies only to those in less cognitively demanding jobs (Sturman, 2003). Workers in high complexity jobs, where performance relies on already acquired knowledge structure, can be expected to maintain performance. This seems true as long as the knowledge base remains relevant to the job and there is no need for rapid processing of new information. An organization adopting this position may wish to provide incentives to older workers in complex knowledge-base positions to remain in the work force (Paullin &Whetzel, 2010). Simultaneously, the organization could provide incentives for older workers in lower-complexity jobs to leave the organization.

Finally, organizations can benefit from employing aged workers if the employer accommodates their declining capabilities and capitalizes on their strength. Aged workers engage in slightly more organizational citizenship behaviors' than do younger workers. They also have lower rates of tardiness, absenteeism, and counterproductive behavior, and possibly better safety-related performance (Ng& Feldman, 2008). To the extent that organization can structure work to take advantage of those positive aspects of older workers, the organization will benefit. It may be more productive for organizations to let older workers focus on job content that they can do well, rather than attempting to ignore performance deficiencies in other areas.

This chapter presented the findings of the study along with their analysis and interpretation. The following chapter presents the summary, conclusions and the recommendations based on the findings

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The study sought to establish whether there is a relationship between ageing and work performance of academic staff in public universities in Uganda using Kyambogo University as a case study (the second largest public University in Uganda). The researcher was motivated to conduct this study because of the persistent negative media reports on the general performance of Kyambogo University, which according to some source was caused by inadequate academic staff (Visitation Committee report, 2007). The government has not recruited academic staff at Kyambogo University and other public universities since the early 2000 owing to the financial constraint (Visitation Committee report, 2007). This has seen Universities operating at less than 50% staff levels contrary to the 60% standard of staffing as per the National Council for higher education requirements.

As a result of inadequacy of academic staff, Kyambogo University has resorted to recruitment of part time academic staff, many of whom are of suspect academic professional and intellectual quality (Visitation Committee report, 2007). This has further forced KyU Management to compel the Governing Council to amend the appointment requirements of academic staff who have clocked the mandatory retirement age to be given more time to serve in order to bridge the gap. This innovation was ushered in to supplement the already overworked academic staffs that are "burnt out" and they have no time to do research which is an essential component of their employment and career development. Although

Kyambogo University has come up with such new developments of appointing retired academic staff on a much longer period, little has changed in the performance thus the need for the study to investigate whether there is a relationship between ageing and work performance of aged academic staff at Kyambogo University.

5.0 Summary of the study findings.

5.1 Perceptions of KyU employees on the relationship between ageing, knowledge, skills and abilities

The study established that in low complexity jobs where performance does not benefit from experience of aged academic staff, no relationship between age and job performance was realized. (See table 8 Scenario 4). The findings revealed that increase in age does not significantly affect work performance of academic staff at KyU. Nevertheless, there are other deficits experienced by aged academic staff such cognitive and physical strength declines which may affect ones job performance but not necessarily age per se.

5.2 Views of KyU employees on the Contribution of knowledge, skills and abilities of aged academic staff

The findings revealed that in low complexity jobs were performance does benefit from increased experience, a relationship was established between age and job performance which is consistent with (Warr's taxonomy Scenario 2 as illustrated in table 8. This revealed that in case one experiences decline in cognitive abilities such as processing new information rapidly, implies that these may be offset by benefits of experience, which is gained after engaging in particular activities over a long period of more than five years concerning the teaching profession. This means, there is no gain or loss of ability of the academic staff as regards work performance. It was observed that accumulated experience on a particular job compensates for decline in cognitive abilities hence improved performance. This indicated

alight relationship between ageing and work performance of academic staff at Kyambogo University.

5.3 Opinions of KyU employees on whether ageing affects Work Performance

It was observed that in high -complexity jobs where performance benefits from experience there is a positive relationship. This finding was supported by Warr's (1994a) Taxonomy of age, job performance and job characteristics as illustrated in table 8 Scenario 1. According to him, he observed that job-related capacities do not decline with increase in age and at the same time job experience aids job performance. This is in line with the findings revealed by respondents of the study, which included faculty Deans, heads of department, academic staff employed on permanent terms and are below the age of 60 years and academic staff employed by KyU on contractual terms and are above the age of sixty. The findings from the above categories of respondents revealed that the performance of aged academic staff was to the expected standards as reported in chapter four of the study.

The study finally established that there was a two by two-interaction effect as regards the relationship between ageing and work performance of academic staff at KyU. However, the most critical interaction was in Scenario 1 table 8 which supported the findings of this study by emphasizing that job related capacities do not decline with increased age while job experience aids job performance resulting into a positive relationship especially in jobs that are based on judgment with no time pressures, this is in support of the findings obtained at KyU regarding the performance of aged academic staff which was reported as being good.

It was also observed that job related capacities do not decline much as job experience does not aid job performance as reported in (Table 8 Scenario 4). This is in support of the findings

obtained at KyU regarding the work performance of academic staff at KyU. This implies that the age of academic staff does not affect their knowledge, skills and abilities, which have a direct bearing on work performance.

It was reported under scenario 2 and 3 in table 8 that, the job related capacities tend to decline with increase in age, which may affect work performance of aged academic staff. But still under (Scenario 2 table 8), Warr's (1994a) Taxonomy agrees with the findings of the study that job experience aids job performance much as (Scenario 3 table 8) tend to disagree with the findings resulting into a negative relationship between ageing and work performance of aged academic staff at KyU. This is because under the illustrative job content, this occurs in jobs associated with continuous paced data processing, which needs speed, which may not be with the aged academic staff resulting from cognitive deficits but not age per se

5.4 Conclusion

Despite the existence of a positive relationship between age and job related capacities and experience which aids job performance, it was also observed that there existed a no relationship, negative relationship and as indicated in (Table 8 in Scenario 1-4). Basing on the findings of the study, it was observed that age does significantly aid performance in a high- complexity jobs such as teaching at the University.

5.5 Recommendation

0n the basis of the findings, it was recommended that public Universities in Uganda must ensure that staff who have clocked the mandatory retirement age but can still prove their worth should be given opportunity to serve the institution regardless of the category of staff.

This would ensure continuity and it will minimize the employment of part time staff with doubted academic credentials.

Secondly, Management in public Universities should ensure that performance appraisal system is accorded due attention to determine the efficiency and effectiveness of staff not to rely on age an need while considering staff for contractual employment more especially those that have clocked the mandatory retirement age.

Thirdly, Management of Public Universities should ensure that decisions on re-appointment are more decentralized up to sectional level in order to allow full employee participation in decision-making process by all workers regardless of their caliber. This will result in increased employee commitment to their jobs, responsibility and accountability for action taken. In addition, Management in Public Universities should ensure that Public Universities resources (knowledge, skills and information technology) acquisition and development are available and accessed by all employees in order to ensure sustained high performance while guarding against obsolesce.

Finally, Management and Governing Councils of Public Universities should ensure that performance contracts are clearly spelt out along with commensurate rewards in order to attract and retain employees to perform as expected.

5.6 Areas of further research

Since the study was carried out in the second largest Public University in Uganda on (aged academic staff) only, a similar study should be conducted on all aged academic staff in Public Universities in Uganda in order to establish the relationship between ageing and work performance of staff in Public Universities.

Secondly, the current incentive offered in Public Universities does not seem to enhance employee performance. As a matter of urgency, a study should be carried out to identify the ideal incentives that benefit employees in Public Universities in Uganda.

Thirdly, there is also urgent need to mount a study that will assess the influence of government policy on employee job performance in public Universities in Uganda. The findings may help to regulate government influence on the implementation and management of the best management practices in public Universities in Uganda.

The study indicated that ageing and personal characteristics of aged academic staff do not directly affect performance of academic staff. A research should be carried out to investigate why there are persistent negative reports about the performance of staff in Public Universities in Uganda (Visitation committee report, 2007).

5.7 Chapter Summary

The study cannot be generalized to Public Universities in Uganda because, the study participants were drawn from only Kyambogo University much as being the second largest Public University in Uganda, it does not share the a similar organizational culture with other Public Universities given it's unique history that resulted out of a Merger of three different institutions namely; National Teachers College Kyambogo, Uganda Polytechnic Kyambogo and National Institute of Special Needs Education. These merged institutions had different cultures and it is for that reason that the findings of this study cannot be generalized to other public Universities in Uganda.

REFERENCES

Ahimbisibwe Charles, Kyambogo University should style up, *New Vision 18th May 2009.*

Allee, V., (1998). *"Creating Value in the knowledge Economy"*, HR Monthly Journal, Vol. 12, April 2003.

American Psychologist, (1996). *Special Issue*: Organizational Psychology Journal,Vol.45 No 2.

Amin, M.A., (2005). *Social Science Research, Conception, methodology and Analysis* Kampala, Makerere University Press Uganda.

Anne Jamieson, Sara Harper & Christina Victor, (1997). *Critical Approaches Aging and later life* Buckingham, Open University Press London.

Armstrong, M., (2000). *Performance Management, Key Strategies and Practical Guidelines*, 2nd Edition London, Kogan Page Ltd.

Armstrong, M., (2003). *A handbook of human resource management practice*. 9th Edition London: Kogan Page Ltd

Armstrong, M., (1996). *Employee reward. Institute of Personnel and Development*, London, Kogan Page Ltd.

Belbin, E., & Belbin, R. M., (1972).*Problems in Adult Retraining*, Personal Review Journal, London vol.26. No 4.

Bland, M., (2001). *Introduction to Medical Statistics,* 3rd Edition London Oxford University Press.

Carson, E., Ranzijn, R., Winefield, A.H. & Marsden, H., (2004), *Intellectual capital: Mapping Employee and work group attributes,* Journal of Intellectual Capital, Vol. 5 pp 443-463.

Clark, W., & Bohne, B., (1999). *Effects of noise on hearing.* Journal of the American Medical Associations Vol.281pp. 1658 -1659

Cohen, L., & Manion, L., (1994). *Research methods in Education*, 4th Edition London, NY Routledge.

Corens, S., Ward, L., & Enns, J.,(2004). *Sensation and perception (6th edition.)* New York: Harcourt college publishers.

Creswell, J. W., (1994). *Research Design: Qualitative & Quantitative Approaches.* Thousand Oaks, Calif, Sage Publications.

Cully, M, Vandenheuvel, A., Curtain, R., & Wooden, M., (2000), *Participation in, and Barriers to, Training; The experience of older Adults*, Australasian Journal on Aging, Vol.19, pp. 172-179.

Dale, E., Yeatts, W. Edward Folts, & James Knapp, (1999). *Older Worker's Adaptation to a Changing Workplace: Employment issues for the 21st century, Educational Gerontology,* Vol.25 pp. 331-346.

Deary, I., Corley, J., Gow, A., Harris, S., Houlihan, L., Marioni, R., Penke, L., Rafnsson, S., & Starr, J.,(2009). *Age–associated cognitive decline*. British Medical Bulletin, Vol. 92, pp 135 -152

Finch, C., (2009). *The neurobiology of middle age has arrived.* Journal of Neurobiology Vol. 30, pp 515 -520.

Fuller, A., & Unwin, L., (2005). "*Older and Wiser*". *Workplace learning from the perspective of experienced employees",* International Journal of Lifelong Education Vol.24 pp. 21-40.

Gay, L.R.,Mills, E. Geoffrey, and Airasian Peter, (2009).*Educational Research: Competences for Analysis and applications 9th Edition*: Pearson Educational Ltd.

Gede, N.T. (2001). *Teachers Characteristics and Job Satisfaction of Secondary School Teachers in Bayelsa State.* (Unpublished Master Thesis), Rivers State University of Science and Technology.

Glenn, M., McEvoy and Wayne, F., Cascio, (1989). *Cumulative Evidence of the Relationship between Employee Age and Job Performance,* Journal of Applied Psychology, Vol, 74, No, 1, pp. 11-17.

Hampson, E., (1995). *Spatial Cognition in humans: possible modulation by an androgens and estrogens*. Journal of Psychiatry and Neuroscience, Vol.20 pp 397, 404

Holtmann, A., Ullmann, S., Frostings, P., & Longino, C., (1994). "*The Early Retirement Plans of Men and Women*": *An Empirical Application,* Applied Economics Journal, pp. 591-602.

Horn, J., & Cattell. R., (1967). *Age differences in fluid and crystallized Intelligence*. Journal of Acta Psychologica Vol. 26, pp 107 -129.

Hullin, K.L. and Smith, P.C. (1965). Sex Difference in Job Satisfaction. Journal of Applied Psychology. 35, (56-57).

Kitamirike, E., (2008) Uganda: Privatize Welfare in public Universities. New Vision News Paper 28th May 2004 P.4.

Kite, M., Stockdale, G.D., Whitley, B.E. & Johnson, B.T., (2005). *Attitudes toward younger and older adults: An updated meta-analytic review*. Journal of social issues, Vol.6.1 pp 241- 266.

Kombo, D.K, and Tromp, D., (2006). *Proposal and Thesis Writing, an Introduction*, Pan Line publication, Nairobi.

Kyewalabye, J., (2009). Importance of incentive Based contracts, Uganda Government Document, Kampala.

Laing, D., Palivos, T., & Wang, P., (2003). *The Economics of "New blood"*, Journal of Economic Theory Vol. pp.112, 106-156.

Lance Gray and Judy McGregor, (2003). *Human Resource Development and the Older Workers Stereotypes in New Zealand.* Asia Pacific Journal of Human Resources Vol. 41 (3), pp. 338-353.

Li, K., Lindenberger, U., (2002*). Relations between Aging Sensory/sensor motor and Cognitive functions.* Neuroscience and behavioral review. Journal Vol.26.777-783

Lindenberger, U., & Ghisletta, P., (2009).*Cognitive and sensory declines in old age: Gauging the evidence for a Common cause.* Journal of psychology and aging, Vol.24, pp.1-16.

MacDonald, G., & Weisbach, M.S., (2004), '*The economics of has-beens'*, Journal of Political Economy Vol.112 pp.289-310.

Maertens, J.A., Chen, P.Y., Putter S., Dieh, M., & Huang Y., (2010). *Physical capabilities and occupational health of older workers.* In J. Hedge & W. Borman (Eds.) Oxford handbook of work and aging. New York: Oxford University press.

Moffat,S.,& Hampson, E.,(1996). *A curvilinear relationship between testosterone and spatial cognition in human: Possible influence of hand preference.* Journal of decisive psychoneuroendocrinology Vol.21, pp 327 -337.

Mugenda, O., and Mugenda, A., (2003).*Research Methods, Quantitative and Qualitative Approaches,* Nairobi, Kenya, acts press. African Centre for Technological Studies (ACTS).

Obersauer, K., Wendland, M., Klinegl, R., (2003). *Age differences in working Memory: The role of storage and selective access.* Memory and cognition Journal Vol.31 No. 563, pp.563-569

Odiya, J. N., (2009).*Scholarly writing: Research Proposals and Report in APA or MLA publication style*, Makerere University, Kampala.

Patrickson, M., & Ranzijn, R., (2004). "*Bounded choices in work and retirement in Australia"*, Employee Relations Journal Vol. 26 pp. 422-432.

Paulette T., Beatty, Lisa Burroughs, (1999). *Preparing for an Aging Workforce: The role of higher education,* Educational Gerontology Vol 25, pp. 595-611.

Peggy.G., Kooman-Bayden & Lesley Macdonald, (2003). *Ageing, Work, Performance and Managing Ageing Academics.* Journal of higher Education Policy and Management Vol. 25, No I.

Phil Lyon, David Pollard, (1997). *"Perceptions of the Older Employee: is anything really changing?"* Personal review, vol.26. No 4.

Parsons, D, & Mayne, L., (2001). *Ageism and Works in the EU: A comparative review of corporate innovation and practice. In Golver & M. Branine (Eds.) Ageism in work and employment* (pp 27 254) Burlington Ashgate.

Posthuma, R.A., & Campion, M.A.,(2009). *Age stereotypes in the workplace: common stereotypes, moderations and future research direction.* Journal of Management, Vol. 35 pp 158 -188.

Ranzijn, R., (2004)."*Role Ambiguity: Older workers in the demographic transition* Ageing International Journal Vol. 29. Pp. 281-308.

Raza, S.M., & Carpenters B.N. (1987). *A model of hiring decisions in real employment interviews.* Journal of applied psychology, Vol. 72, pp 596 – 603

Report of the Visitation Committee to Public Universities 2nd February 2007.

Rhodes, S. R., (1983). *Age-related differences in work attitudes and behavior:*

A review and conceptual analysis. Psychological Bulletin, Vol.93. Pp.328-367.

Rizzuto, T., Cherry, K & LeDoux, J., (2010). *The aging Process and cognitive capabilities. In J. Hedge & W. Borman (Eds.)* Oxford handbook of work

Saleh, S.D. and Otis, J.L. (1964). *Age Level and Job Satisfaction.* Personnel Psychology 1, 425-430.

Salthouse, T., (2004). *What and when of cognitive aging.* Journal of current Directions in psychological science, Vol. 13. pp 140- 144.

Sinfree Makoni & Koen Stroeken, (2002). *Ageing in Africa,* Sociolinguistic and Anthropological Approaches Journal Vol.94 pp.329-368.

Sterns, H. L., & Doverspike, D. D., (1989). *Aging, Training and Learning process.* Training and development Journal pp. 299-332). San Francisco: Jossey-Bass.

Spiezia, V., (2002). "*The Graying Population: A wasted Human Capital or just a Social Liability*?" International Labor Review Vol.141pp. 71.

Szafran, J., (1966). *Age differences in the rate of gain of information, signal detection strategy, and cardiovascular status among pilots* Gerontologia Vol.12 pp.6-17

Travison, T., Araujo, A., O'Donnell, A., Kupelian, V., & Mckinlay, J. (2007). *A population level decline in Serum testosterone levels in America men.* Journal of Clinical Endocrinology and Metabolism, Vol.92 pp 196 -2002

UNESCO, (1998). *Higher Education in the Twenty-First Century: Vision and Actions.* Paris: UNESCO.

Universities and Other Tertiary Institutions Act 2001 as *amended.*

Welford, A. T., (1958). *Ageing and human skill* .London: Oxford University press.

Wexley, K. N., (1984). *Personnel Training,* Annual Review of Psychology, Vol.55 pp.519-551

Wrenn, K. & Maurer, T., (2004)., "*Beliefs about Older Workers Learning and Development behavior in relation to beliefs about malleability of skills ,Age-related decline, and control"*, Journal of Applied Social Psychology Vol.34 pp.223- 243.

Yeatts, D., Folts, W. & Knapp, .J.,(2000). "*Older Worker's Adaptation to a Changing Workplace: Employment Issues for the 21st century"*, Educational Gerontology Vol.26 pp 565- 583.

Warr, P., (1994). *Age and Job performance. In J. Snel & R. Cremer (Eds.) Work and aging*: A European perspective, Bristol: Taylor & Francis.

Werikhe,J.,(2002), *Factors affecting legal instructors at the Makerere Law Development Centre in Uganda* .Makerere University.

APPENDIX I

A QUESTIONNAIRE TO IDENTIFY THE RELATIONSHIP BETWEEN AGEING AND WORK PERFORMANCE OF ACADEMIC STAFF IN PUBLIC UNIVERSITES: A CASE STUDY OF KYAMBOGO UNIVERSITY

Dear respondent,

This questionnaire seeks to measure the relationship between ageing and work performance of academic staff in Public Universities in Uganda a case study of Kyambogo University. The information given will be strictly for academic purposes. Your views will therefore be treated with strict confidentiality. Your cooperation in answering the questions below will be highly appreciated

SECTION I

Sex (please tick): Female ☐ ☐

Category of staff

Academic staff ☐ Faculty Dean ☐ Head of Department ☐ Academic Staff ☐

Academic staff below 60yrs ☐

Above 60yrs ☐

Age (please tick besides the age group that is representative of your age).

30 and below ☐

31 – 40 ☐

41 – 45 ☐

46 – 50 ☐

51 – 55 ☐

56 – 60 ☐

60 and above ☐

SECTION II: TO ESTABLISH THE PERCEPTION OF KYU EMPLOYEE ON THE RELATIONSHIP BETWEEN AGEING, KNOWLEDGE SKILLS AND ABILITIES.

Less flexible							
Less willing to work long hours							
Better team players							
Have better customer skills							
Less willing to train							
Less promotable							
Less flexible							
Less willing to work long hours							
Better team players							
Have better customer skills							
Less willing to train							
Less promotable							
Have lower expectations							
Difficult to train							

Better Performers							
Offer better return on investment							
Less Creative							
Have higher levels of stress							
Less motivated							
Ambitious							
Away from work sick							
Have more accidents at work							

Please use the following responses by ticking the number representing your response to statements given.

Strongly agree	I agree quite a lot	I agree just a little	I am not sure	I Disagree just a little	I disagree quite a lot	I disagree quite a lot
1	**2**	**3**	**4**	**5**	**6**	**7**

What is your perception of aged academic staff on the following;	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Reliable							
Loyal							
Committed to the job							
Willing to stay longer at work							
Resistant to change							
A good example for others							
Have problems with new technology							
Productive							
Fit within the organization							
Have better people skills							

SECTION III: TO ESTABLISH THE VIEWS OF KYU EMPLOYEES ON THE CONTRIBUTION OF KNOWLEDGE, SKILLS AND ABILITIES OF OLDER ACADEMIC STAFF

Please use the following responses by ticking the number representing your response to the statements given

Less than younger workers	No difference	More than younger workers
1	**2**	**3**

What is your view on aged academic staff on the following;	**1**	**2**	**3**
Have useful experience			
Are loyal to the organization			
Think before they act			
Are reliable			
Have interpersonal skills			
Are conscientious			
Are confident			
Work hard			
Take things easy			
Are effective			
Work well in teams			
Accept new technology			
Adapt to change			
Learn quickly			

Grasp new ideas			
Want to be trained			
Are receptive to direction			
Have practical knowledge			
Are committed to quality			
Always attend and be punctual			

SECTION IV: EXPLORING THE OPINIONS OF KYU EMPLOYEES ON WHETHER AGE AFFECTS WORK PERFORMANCE

Please choose one of the following options for each of the question items that follow

Exceptional performance	Excellent	Well-balanced	Reasonable	Barely effective	Unacceptable
1	2	3	4	5	6

What is your opinion on the following regarding work performance of aged academic staff;	**1**	**2**	**3**	**4**	**5**	**6**
Personal driven						
Creative thinking (ability to innovate)						
Problem solving						
Interpersonal relationships						
Ability to communicate						
Ability to adapt and cope with Change and pressure						

Please tick besides the items under A; B, C, D and E that you think in your opinion applies to the performance of older academic staff.

Use the alternatives provided to give your opinion on what applies to aged academic staff	Please tick here
A. QUALITY OF WORK	
Communicates	
Listens	
Receives feedback	
Gives feedback	
Seeks ideas	
Sells ideas	
B.INTERPERSONAL SKILLS	
Is spontaneous	
Is aware	
Deals with conflict	
Experiments	
Seeks close relationships	
Is dominant	

C. TIMELINESS	
Conforms	
Is careful	
Is organized	
Aspires	
Is dependable	
Is committed to ideas or work	
D. PROBLEM-SOLVING SKILLS	
Is creative	
Is resourceful	
Is logical	
Analyses	
Is a catalyst	
Evaluates	
E. EFFECTIVENESS	
Is competitive	
Is a leader	
Is confident	
Initiates	
Takes responsibility	
Can work in unstructured situations	

To be answered by the respondents' supervisor (*Faculty Deans' and Heads' of* departments' on what applies to work performance of older academic staff.

Use the scale below to respond to the statements that follow:

Outstanding	Very good	Quite good	Moderate	Quite bad	Very bad	Unacceptable
1	2	3	4	5	6	7

QUESTIONS	1	2	3	4	5	6	7
Seeks and accepts responsibilities at all times							
Performs competently under pressure							
Gets a great deal done within a given time frame							
Readily accepts more work							

Expected to be in a position to start work at an appropriate time							
Could be relied upon to come on time every morning							
Could be expected to maintain the hours he/she is required to work							
Could be expected to attend work regularly and be punctual							
Does not take days off without previously asking for them							
Outstanding and effective in dealing with members of the public							
Never deliberately works below her/his best even without supervision							
Anticipates problems and develops suggestions in advance							
Assists superior with his/ her work							
Makes innovative suggestions to improve the department or organization							
Help others who have a heavy work load							
Does what is required of him/ her and never volunteers for extra work							

APPENDIX II:

INTERVIEW GUIDE TO BE USED AT KYAMBOGO UNIVERSITY

Dear Respondent,

I am a student from Kyambogo University, from the faculty of Education pursuing a Masters degree of Educational Policy, Planning and Management. I am carrying out research on Ageing and Work Performance of Academic Staff in Public Universities in Uganda a Case Study of Kyambogo University. The study is intended to contribute to the improvement of teaching, research and community outreach statutory functional roles of public universities in Uganda.

I would kindly request for some of your precious time to answer a few questions herein. The information that will be obtained during this interview will be given utmost confidentiality and used for academic purposes only.

SECTION I (a): DEMOGRAPHIC INFORMATION

Gender Male ☐ Female ☐

Occupation .....

Category of Staff .....

Age bracket.

30 and below ☐

31 – 40 ☐

41 – 45 ☐

46 – 50 ☐

51 – 55 ☐

56 – 60 ☐

60 and above ☐

SECTION I (a):

1. In your own view, is age related to knowledge Yes No ☐ ☐
2. Do you think there is a relationship between age, skills and abilities

   Yes ☐ No ☐

SECTION II: TO ESTABLISH THE PERCEPTION OF KYU EMPLOYEE ON THE RELATIONSHIP BETWEEN AGEING, KNOWLEDGE SKILLS AND ABILITIES.

Please use the following responses by ticking the number representing your response to statements given.

Strongly agree	I agree quite a lot	I agree just a little	I am not sure	I Disagree just a little	I disagree quite a lot	I disagree quite a lot
1	**2**	**3**	**4**	**5**	**6**	**7**

What is your perception of aged academic staff on the following;	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Reliable							
Loyal							
Committed to the job							
Willing to stay longer at work							
Resistant to change							
A good example for others							
Have problems with new technology							
Productive							
Fit within the organization							
Have better people skills							

Less flexible							
Less willing to work long hours							
Better team players							
Have better customer skills							
Less willing to train							
Less promotable							
Less flexible							
Less willing to work long hours							
Better team players							
Have better customer skills							
Less willing to train							
Less promotable							
Have lower expectations							
Difficult to train							
Better Performers							
Offer better return on investment							
Less Creative							
Have higher levels of stress							

Less motivated							
Ambitious							
Away from work sick							
Have more accidents at work							

SECTION III: TO ESTABLISH THE VIEWS OF KYU EMPLOYEES ON THE CONTRIBUTION OF KNOWLEDGE, SKILLS AND ABILITIES OF OLDER ACADEMIC STAFF

Please choose use the following options for each of the question asked

Exceptional performance	Excellent	Well-balanced	Reasonable	Barely effective	Unacceptable
1	2	3	4	5	6

What is your view on aged academic staff on the following;	**1**	**2**	**3**	**4**	**5**	**6**
Personal driven						
Impact on results						
Strategic capability						
Commercial judgment						
Business awareness						

Analytical ability						
Creative thinking (ability to innovate)						
Planning and organizing						
Problem solving						
Decisiveness						
Customer focus						
Leadership						
Team working						
Interpersonal relationships						
Ability to communicate						
Ability to adapt and cope with Change and pressure						
Developing others						

Please under this section, items have been categorized under A; B, C, D and E. what do you think applies to performance of older academic staff.

Use the alternatives provided to give your opinion on what applies to aged academic staff	**Response**
A. QUALITY OF WORK	
Communicates	
Listens	
Receives feedback	
Gives feedback	
Seeks ideas	
Sells ideas	
B.INTERPERSONAL SKILLS	
Is spontaneous	
Is aware	
Deals with conflict	
Experiments	
Seeks close relationships	
Is dominant	
C. TIMELINESS	
Conforms	
Is careful	
Is organized	
Aspires	
Is dependable	
Is committed to ideas or work	
D. PROBLEM-SOLVING SKILLS	
Is creative	
Is resourceful	

Is logical	
Analyses	
Is a catalyst	
Evaluates	
E. EFFECTIVENESS	
Is competitive	
Is a leader	
Is confident	
Initiates	
Takes responsibility	
Can work in unstructured situations	

SECTION IV: EXPLORING THE OPINIONS OF KYU EMPLOYEES ON WHETHER AGE AFFECTS WORK PERFORMANCE

To be answered by the respondents supervisors (Faculty Deans' and Heads' of departments'

Outstanding	Very good	Quite good	Moderate	Quite bad	Very bad	Unacceptable
1	2	3	4	5	6	7

What is your opinion on the following regarding work performance of aged academic staff;	1	2	3	4	5	6	7
Seek and accepts responsibilities at all times							
Perform competently under pressure							
Get a great deal done within a given time frame							
Readily accepts more work							
Start work at an appropriate time							
Come On Time Every Morning							
Maintain the hours he/she is required to work							
Attend work regularly and be punctual							
Can take days off without previously asking for them							
Effectively deal with members of the public							
Deliberately work below her/his best even without supervision							
Anticipate problems and develops suggestions in advance							
Assists superior with his/ her work							
Make innovative suggestions to improve the department or organization							
Help others who have a heavy work load							
Do what is required of him/ her and never volunteers for extra work							

APPENDIX III

Documentary analysis guide

Serial No	Documents to analyzed	Comment
1	Daily Attendance Registers for staff	
2	Submission of Examination Results Register	
3	Record of publications for academic staff	
4	Appraisal forms for staff	
5	Records pertaining Community Outreach activates	
6	Letters of appreciation and warning letters.	
7	Publications made by staff	

APPENDIX IV
Budget estimates

S/N	ITEM/REQUIREMENT	COST	UNIT	AMOUNT
1	Group discussions/meetings	20,000=per person, X 4 covering four day's meeting sitting allowance, meals, , transport and out of pocket	4 persons	**320,000/**
2	Researchers Outside Location Per diem for once every month for two months to two stations, Mbarara and Gulu	2 days X 110,000	1 person	**220,000/**
3	Researchers Transport within the two location	One visit per location for two days 2 days X 30,000	1 person	**60,000/**
4	Researchers daily allowance	15,000=breakfast =2,500= break tea-2,500= lunch -7,000= tea-2,000= water-1000=) X 2days	1 person	**60,000/**
5	Photocopying 2000pages	200 pages X 100 = 20,000 X 5	5 copies	**100,000/**
6	Preparation & Binding Thesis	5 copies X 30,000	5 copies	**150,000/**
7	Library fees Membership-British council	100,000	1 person	**100,000/**
8	Lending fees at Makerere University	50,000	1 person	**50,000/**
9	Data Entry Per Research	250,000	1	**250,000/**
10	Flash Disc/CDS/DVDS	Lump sum		**100,000/**
11	Pencil, ruler, pens	Lump sum		**20,000/**
12	Printing Papers/Ruled papers	15,000 X 4	4 reams	**60,000/**

13	Radio Cassettes/Tape Recorder, and Tapes	Lump sum		**500,000/**
14	Research Instruments & Pre-testing costs	Lump sum		**110,000/**
15	Calculators	50,000	1pc	**50,000**
16	National Council for Science and Technology	350,000		**350,000/**
17	Digital Camera/Cam Coder	Lump sum		**600,000/**
	Grand total			***3,100,000/***

KYAMBOGO UNIVERSITY

P. O. BOX 1 KYAMBOGO, KAMPALA - UGANDA
Tel: 041 - 285211 Fax: 220464
www. Kyambogo.ac.ug

Department of Educational Planning Management

Date: 09 July 2014

The University Secretary
Kyambogo University

Dear Sir

RE: MR. BAHEMUKA JULIUS

This is to certify that **BAHEMUKA Julius, Reg. No. 011/U/HD /02/MEPPM,** is a student in the Department of Educational Planning and Management – Faculty of Education, Kyambogo University, pursuing a Master's Degree of Education in Policy Planning and Management. He is carrying out research as one of the requirements of the course. He requires data and any other information on the topic titled:

Ageing and Work Performance of Academic Staff in Public Universities in Uganda: A Case Study of Kyambogo University.

Any assistance accorded to him is highly welcome. He is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you

Yours faithfully

Komba
Leticia Komba Rwakijuma (Mrs.)
HEAD OF DEPARTMENT