



Performance Management and Quality of Services Offered by Lecturers in Makerere University

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Abstract

The aim of the study was to establish the relationship between performance management and quality of services offered by lecturers at Makerere University. It was based on two objectives; to establish the relationship between staff appraisal and effective rewards on quality of lecturers' services. The researcher used a mixed methodology involving 179 lecturers for collecting quantitative data and five heads of department for collection of qualitative data. Simple random and purpose techniques were used for quantitative and qualitative data collection respectively. Data collection was carried out using a self-administered questionnaire and interview guide. The data collected were analyzed using frequencies, percentages, means and standard deviations at descriptive level while at bivariate level, simple linear regression method was applied. Findings revealed a highly positive significant relationship between staff appraisal and effective rewards on quality of lecturers' services. It was concluded that performance management dimensions significantly relate positively with quality of services offered by lecturers at Makerere University. The recommendations were as follow; to enhance quality of services offered by lecturers at Makerere University, lecturers and other stakeholders for instance Heads of Department be involved in the appraisal system and appropriately use this appraisal information and feedback in decision making. The reward systems to lecturers be adjusted and improved to match with that of the international standard employees' rewards in other universities. By doing so, the quality of services offered by lecturers may improve in the university.

Key words: Performance Management, Quality of Lecturers' Services, Teaching, Research, And Community Outreaches

INTRODUCTION

The study focused on performance management and quality of services offered by lecturers at Makerere University. It was presumed that there has been low quality in service provided by lecturers in university in relation to teaching, research work supervision and community outreaches.

Background to the study

Historical Perspective

Performance management and quality of services offered by lecturers as explained in external assessment of teaching quality stimulated and attracted greater concerns among scholars in United Kingdom's Higher Education since 1980's. More adoption of modern technologies and innovations in the United Kingdom (UK) higher education had been adopted and utilized with the aim of improving quality services and increasing reputation among the people in higher education (Greatbatch and Holland, 2016). Performance management had been given little attention in improving the quality of services among employees in education sector. Uganda's Higher Education also had undergone these transitions, but the extent to which the quality of services offered by lecturers is affected by performance management is not yet known and what this study explored. Studies relating to performance management on teaching quality have been included in research papers such as Rahman et al. (2011). In a study about the relationship between training of teachers and effectiveness in teaching with the use of Pearson's rank correlation method, it was found that training closely correlated with effectiveness of teacher's teaching.

Netshifhefhe, Nobongoza & Maphosa (2016), studied quality ensuring teaching and learning processes in higher education, with review of literature established that quality assurance in teaching and learning activities especially in determining what course programmes, the content was still a major challenge on teaching staff. From the above reviewed studies, not all performance management dimensions have been studied in relation to improving the quality of services offered by lecturers in universities. In Makerere University, Ezati, Opo et al (2014) showed that although effective teaching and learning is at the core of academic quality assurance policy of Makerere University, teaching has relatively remained poor. Teaching is one out of the three mandate services that academic staff are expected to deliver. This calls for a study to be carried out to establish the extent to which the quality of services offered by lecturers is in Makerere University. Phillips (2008) studied professional development as a critical element of continued development of teacher quality and established that professional development created a potential for work place change and equips one with adequate knowledge and understanding of adult learning principles. This means that quality of services offered by lecturers is highly maintained with professional development. The study did not capture all the performance management aspects of teacher quality training.

Mutiso (2013) studied the relationship between human resource management practices and quality service delivery in Kenyan public secondary and tertiary institutes in Taita Taveta County. His methodology included use of multiple linear regression, and results indicated a positive significant relationship between human resource recruitment and teacher's quality service delivery. The study did not consider the use of Pearson's correlation analysis technique which was adopted in this study. In Uganda, Kasule and Bisaso (2016) revealed in a study titled "University administrative staff competence and quality of service delivery in public universities in Uganda" that there is a significant positive correlation between administrative staff competence and quality of service being provided at Makerere University. From the above reviewed studies performance management dimensions, goal setting, staff appraisal, staff career development and effective rewards were all not addressed in a single study which rendered it imperative for this study to be carried in the context of Makerere University

Theoretical Perspective

The study used the Herzberg's two factor theory (1959) which includes the motivation-hygiene theory and the dual-factor theory. Herzberg's theory explains that when people are

motivated at their workplaces, they tend to work harder hence their services improve. In addition, the quality of services offered by lecturers would improve when lecturers at Makerere University are appraised, recognized and rewarded as a way of managing performance in relation to improving quality of services offered by lecturers in the university. The theory explains what motivate employees to achieve their individual objectives which are aligned towards the organization's goal.

Conceptual Perspective

Quality of lecturers' services, defined by Szymenderski, Yagudina, & Burenkova, (2015) as a working operation on which lecturer's services are in line with the pre-established standards. Kasule and Bisaso (2016) defined the quality of services offered by lecturers "as the extent to which the service meets the expectations of clients." In this study, quality of services offered by lecturers was assessed basing on teaching, research work, and community outreaches. Performance management refers to the set of objectives and activities designed to provide an employee with necessary skills, knowledge and attitudes by the organization so that their quality of services is improved (Mutiso, 2013).

Performance management in this study involves goal setting, staff appraisal, career development and effective rewards with the primary aim of improving quality of lecturers' services. Sauers and Mills (2002) define goal setting as "a way of keeping score" and that "by helping employees define their personal goals, managers are putting them on the path towards achieving the organization's goals to improve quality of services." Staff appraisal refers to the identification of individual responsibilities, objectives and required behavior with the ultimate goal of aligning employees' behavior and goals with the company's strategy (DeNisi and Somesh, 2011; DeNisi and Murphy, 2017) cited in Ylenia Curzi et al (2018). Staff appraisal in this study refers to the procedures and activities that organization management applies to check on the efficiency and effectiveness of lecturers in their operations to achieve the university objectives and goal. Effective rewards; (Baskar P, and Prakash Rajkumar 2013) define reward as "a formal, impartial and equitable exchange of material or financial expression of appreciation that is condition on results." Zigon (1998) defines it as "something that increases the frequency of an employee's action" In this study, effective reward entails the financial and non-financial means that the university uses to motivate lecturers in the university. It tends to address the issue of rewarding the lecturers either in cash or kind in order to motivate them with incentives such as free academic progression opportunities, alternative study opportunities, accommodation, healthcare and insurance, transport benefits, promotion, and recognition that are linked to the university goals and objectives.

Contextual Perspective

According to Rwendeire (2017), the quality of services offered by lecturers was identified as low with many lecturers not making adequate preparations in teaching and notes, failing to effectively manage time, using poor pedagogical strategies and poorly assessing learners. Some of the lecturers do not meet their research services as anticipated, by not meeting the required numbers of journal publication and edited books. He revealed low innovativeness of Makerere University staff, low engagement in debating national issues, solving immediate community problems and giving advice on political trends. This situation is likely to contribute to low quality of the university education.

Musinguzi, et al (2016) showed that the commitment of academic staff in Makerere University on community outreach services is still wanting. Kasule and Bisaso also (2016) found that the quality of services offered in Uganda public universities is low. Azikuru, et al (2017) showed that the quality of services offered in Uganda public universities is low. Azikuru ibid (2017) showed that there are continued complaints from stakeholders about the

declining quality of teaching and learning which at times result into strikes and protests. This is always manifested in untimely completion of teaching content, methodologies of teaching, using old notes, poor assessment of learners, low engagement in research and publications. It is on this account that this study is carried out to establish how performance management influences quality of services offered by lecturers at Makerere University.

Problem Statement

Performance management is one of the tools used to manage employees' services in an organization. It is also a measure to assess staff performances through setting objectives that aim at achieving organization goal, identifying gaps and challenges that affect staff performance and addressing them. Makerere University had put up a quality assurance unit to ensure that quality of services remains high. According to Makerere University Annual Report, (2017), Makerere University Quality Assurance Report, (2013), Azikuru, Onen and Ezati, (2017), & Rwendeire (2017) there are weaknesses in the quality of services offered by lecturers offered at the University.

Quality of services offered by lecturers depends on several aspects such as administrative staff inputs (Kasule and Bisaso, 2016), professional development (Phillips, 2008) with the aim of improving lecturers' quality of services. Universities have put in place a quality assurance unit to ensure that quality of services remain high (Philip 2008). The fact that Makerere University is doing well and rated 5th position in Africa by Web metrics 2016, there are some challenges cited. For instance, there is inappropriate teaching methods applied, inadequate teaching preparation, untimely content coverage, poor assessment, delayed marking and release of students' results. Similarly, in research processes, there is low students' supervision and attending viva voce. Lecturers not getting involved in solving community issues, engaging in political affairs and community dialogues, (Musinguzi, et al 2016) especially in the three colleges of Education and External Studies (CEES), College of Humanities and Social Sciences (CHUSS) and Business Administration and Management Sciences (CoBAMS). Kasozi, (2019) and Matovu, (2017) pointed out that there is no system put in place to enhance quality service of academic staff and therefore ending up pitiable services to stakeholders. This low quality of service delivery by lecturers is likely to affect their reputation in the university, community and the public. There were no empirical studies carried out exhaustively to explain the low quality of services offered by lecturers in the university. The study is aimed to ascertain and establish how the performance management contributes on poor quality of services offered by lecturers at Makerere University with the primary aim of improving the lecturers' quality of services.

Purpose of the Study

The primary aim of the study was to establish the relationship between performance management and quality of services offered by lecturers in relation to teaching, research supervision, research writing and publication and community outreaches in Makerere University.

Research Objectives

- i. To establish the relationship between staff appraisal of academic staff and quality of services offered by lecturers at Makerere University.
- ii. To examine the relationship between effective rewards of staff and quality of services offered by lecturers at Makerere University.

Conceptual Framework

The diagram below shows how the variables are defined in the empirical part of the study.

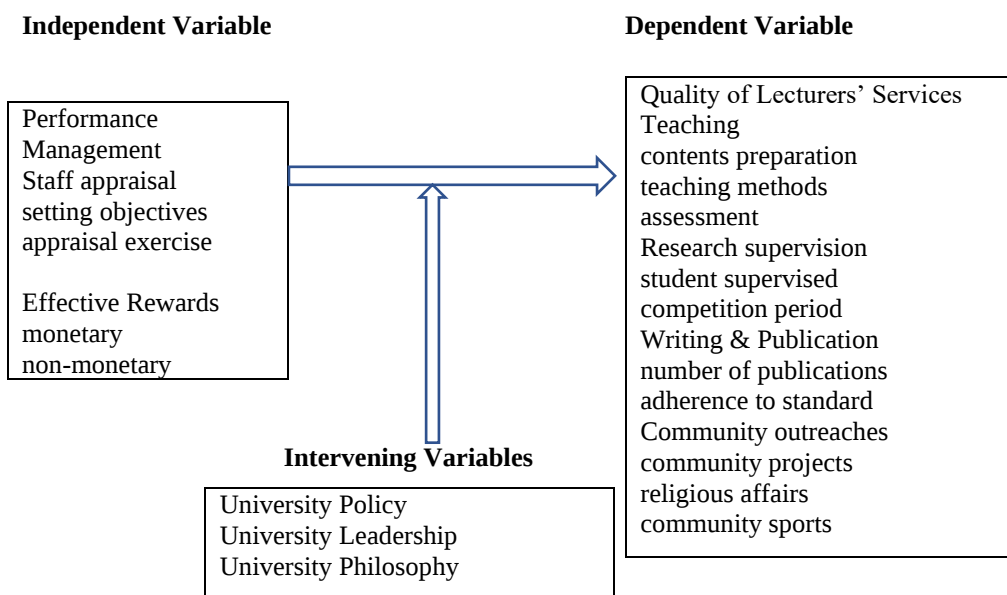


Figure 1: Conceptual framework showing relationship between performance management and quality of lecturers' services.

Source: Formulated basing on Mutiso (2013).

The conceptual Framework in figure 1 showed the independent variable which is performance management (staff appraisal, and effective rewards) would relate with the dependent variable (teaching, research supervision & publication, and community outreaches). The intervening variable consisted of the university policies, leadership and philosophy. They did not have literatures reviewed up on because they are not study objectives but each of it had influence on the quality of services offered by lecturers at Makerere University.

LITERATURE REVIEW

Staff Appraisal and Quality of Lecturers' Services

Ugo-Okoro & Chigozie (2015) studied "Performance evaluation of academic staff in universities and colleges" and revealed that performance appraisal in Nigeria's tertiary institutions is deficient, as they did not conclusively determine teaching effectiveness. This study did not capture other aspects like staff appraisals and non-monetary rewards indication among others which were related on quality of lecturer' services in Makerere University. Daoanis (2012) studied "Performance appraisal system and its implication to employee performance." With the used of descriptive results established that staff performance appraisals had a negative impact on the employee performance. Positive impact included identifying areas of strength for implementation while weakness proved competent staff from appraisal relaxes leading to low quality services.

Effective Rewards and Quality of Lecturers' Services

Harunavamwe and Kenengoni (2013) studied "The impact of monetary and non-monetary rewards on performance among lower-level employees in selected retail shops." With use of Pearson correlation co-efficient index, they established that there was a weak significant relationship between non-monetary rewards on the performances of employees in selected retail shops. Service delivery of retail ships aimers slightly differs from that of lecturers

which this study covered. Marphy (2015) studied the impact of reward systems on employees' quality of service and established that non-financial rewards were highly responsible for employees. Performance. Provision of nonfinancial rewards like recognition and advancement were strongly responsible for the quality of services on the job.

Chukwudi, et al (2018) investigated "The effect of non-financial rewards on staff productivity in Shoprite Company Enugu." Their findings revealed that there was a significant positive correlation between relation, offering medical benefits and absenteeism. Generally, the chi-square analysis revealed a significant positive correlation between non-financial rewards and quality of service delivery. The completed study used Pearson's Correlation index. Nawamanya (2016) studied "The effect of financial and non-financial motivation on performance of teachers in private secondary schools in Sheema District Uganda," and with use of Pearson correlation coefficient technique, revealed that there was a positive significant relationship between non-financial motivation (recognition inclusive on quality of teachers' performance). This study was on primary school teachers while this reviewed study on lecturers of Makerere University.

In another empirical analysis, Rashid, Hamza and Said (2018), in a study about "impacts of rewards, promotions and supervisors support on academic staff's performance in Malaysian universities" used Pearson's correlation coefficient index and regression analysis techniques revealed that promotions, supervisor support and rewards had a significant positive impact on academic staff performance. This study did not qualitatively use Hertzberg Two Factor Theory although it was the main theory that guided this completed study.

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

Emuron (2020) studied progressive reward management system model for university governance with use of Pearson correlation coefficient index, which revealed a positive correlation between reward management, increasing cost of living and academic staff performance. Buberwa (2015) studied "Academic staff motivation in Tanzania public higher learning institutions," and established that "low monthly salaries were a major factor that dissatisfied academic staff and reduced motivation for higher performance at the university." It showed that low financial rewards provision significantly related with academic staff performance in higher institutions of learning. This reviewed study was descriptively analyzed while this completed study has inferential analysis techniques.

METHODOLOGY

The study used a mixed methodology involving 179 lectures for collecting quantitative data and 5 heads of department for qualitative. These were selected by Random sampling and purpose sampling techniques respectively. Data was also collected using a self-administered questionnaire and interview guide. The data collected were analyzed using frequencies, percentages, means and standard deviations at descriptive level while at bivariate level, simple linear regression method was applied.

RESULTS AND DISCUSSION

Testing of the Study Hypotheses

In this section, findings acquired from the testing of the two study objectives are offered. The relationship between staff appraisals and effective rewards (IV) on the quality of services offered by lecturers (DV) are offered.

Staff appraisal; the first study hypothesis was that, staff appraisal significantly affects quality of services offered by lecturers at Makerere University. This objective was tested using simple linear regression. Results are offered in Tables 4, 5 and 6.

Table 1: Model summary on appraisal and quality of lecturers' services

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.552 ^a	.304	.300	.47372
a. Predictors: (Constant), SAppraisal				

The model summary table shows adjusted R² = 0.300 which meant that appraisal practices only explained 30% of the change in quality of lecturers' services. It meant the remaining 70% may be accounted for by other variables/factors not included in the study.

Table 2: ANOVA Table on appraisal and quality of lecturers' services
ANOVA^a

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

a. Dependent Variable: LQServices

b. Predictors: (Constant), S Appraisal

The ANOVA table shows the F value = 73.875 and the corresponding sig value = 0.000. This sig value is less than 0.05 the critical value for social scientists. This implies that there is a highly significant effect between appraisal and quality of lecturers' services.

Table 3: Coefficient Table between appraisal and quality of lecturers' services
Coefficients^a

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

a. Dependent Variable: LQServices

The coefficient Table shows the Beta value 0.552 and sig = 0.000 less than 0.05. This meant that there is a significant positive correlation between appraisal and quality of lecturers' services. As the appraisal is diligently done, the higher the possibility that quality of services offered by lecturers enhances.

Effective rewards; the study hypothesis was to establish the relationship between effective rewards and quality of services offered by lecturers at Makerere University. This hypothesis

was tested using simple linear regression analysis technique. Findings are offered in Tables 10, 11 and 12:

Table 4: Model summary on the effect of rewards and quality of lecturers' services

Model Summary

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

a. Predictors: (Constant), Erewards

Results in the model summary table shows the adjusted $r^2 = 0.314$ which meant that rewards explain 31.4% of the change in quality of lecturers' services. The remaining 68.6% accounted for by other factors which may not have been considered on the current study.

Table 5: ANOVA results on effective rewards and quality of lecturers' services
ANOVA^a

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

a. Dependent Variable: LQServices

b. Predictors: (Constant), Erewards

The ANOVA table shows the F value 80.348 and sig value 0.000, less than 0.05 which meant that rewards significantly affect quality of services offered by lecturers at Makerere University. This implied that there was generally a substantial positive effect between rewards and quality of lecturers' services.

Table 6: Coefficient table showing the effect of rewards on quality of lecturers' services
Coefficients^a

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

a. Dependent Variable: QL Services

Results in Table 6 show the Beta value 0.564 with its corresponding significance value 0.000, less than 0.05. This shows that there is a highly positive significant relationship between rewards and quality of lecturers' services. Hence the research hypothesis which says that there is a significant effect between rewards and quality of services offered by lecturers is accepted while the null hypothesis calling for insignificant relationship is rejected.

DISCUSSIONS

Objective one, regression analysis results obtained revealed a positive significant effect on the relationship between staff appraisals and quality of services offered by lecturers at Makerere University. Results on this objective showed a positive correlation between staff appraisal and quality of lecturers' services. As academic the staff is engaged in appraisals, properly appraised and appraisal feedback purposively used for the good of the university,

there is a high possibility that quality of services offered by lecturers improves and the reverse is true. These results resonate those of Camiller and Camiller (2018) who studied “Performance management and appraisal in Higher Education” and established that performance appraisal matrices were highly important in enhancing their work outcomes.

The study findings revealed a positive correlation between staff appraisal and quality of lecturers’ services. This finding was similar with Atwebembeire, Ssentamu and Musaaazi (2018) who studied “Staff participation and quality teaching and research in private universities in Uganda,” and with use of correlation analysis revealed a positive relationship between staff participation in the appraisal process and quality of teaching and research. These findings suggest that as academic staff participate in all activities including appraisal the greater the possibility that their teaching and research improves. The finding was that there is a positive correlation between staff appraisal and quality of services offered by lecturers in the studied colleges was in support of Sulkowski, Prsytyla, Borg and Kulikowski (2020) who studied “Performance appraisal in universities” revealed that the existing tensions in performance appraisals and increasing bureaucracy in performance appraisals undermines academic staff work in public higher education institutions. It was revealed that lack of performance appraisal systems in Higher Education Institutions (HEIs) leads to low levels of performance expectations. In conclusion, staff appraisal has a direct positive significant effect on quality of services offered by lecturers at Makerere University.

The second objective of the study was to establish the relationship between effective rewards and quality of services offered by lecturers at Makerere University. With the use of simple linear regression, findings revealed that there was a positive correlation between effective rewards and quality of services offered by lecturers at Makerere University. This finding shows that as lecturers are effectively rewarded for the services they provide, there is a great possibility that their teaching, research and community outreach services would improve.

The study findings are in agreement with Alkhalil and Hooi (2013) who studied “Relationships of non-monitory incentives on job satisfaction and performance,” and with use of correlation analysis established those non-monetary incentives significantly influence on the performance of employees in the university. Marphy (2015) studied “The impact of reward systems on employee service quality and established that non-financial rewards were highly responsible for employee performance.” Provision of non-financial rewards like recognition and advancement were strongly responsible for the quality of services on the job.

Chukwudi et al. (2018) investigated “The effect of non-financial rewards on staff productivity in Shoprite Company Enugu.” The findings revealed that there was a positive correlation between relation, offering medical benefits and absenteeism. Generally, the chi-square analysis revealed a positive correlation between non-financial rewards and quality of service delivery. The study findings were in agreement with Nawamanya (2016) who studied “The effect of financial and non-financial motivation on performance of teachers in private secondary schools in Sheema District, Uganda,” with use of Pearson correlation coefficient technique and revealed that there was a significant positive correlation between non-financial motivation (recognition inclusive on quality of teachers’ performance).

The study finding showed that there was a significant positive relationship between rewards and quality of services offered by lecturers was in tandem with Morillas and Garrido (2014), who established that the recognition of tutoring tasks enhances efficiency and positive outcomes on the side of students and teaching staff. Meanwhile, this study did not use the regression analysis technique, which has been adopted in the current study. Findings

revealed that there was a significant positive relationship between rewards and quality of services offered by lecturers at Makerere University. This finding was in tandem with Rashid, Hamza and Said (2018) in a study about “Impacts of rewards, promotions and supervisors support on academic staff’s performance in Malaysian universities,” and with use of Pearson’s correlation coefficient index and regression analysis techniques revealed that promotions, supervisor support and rewards had a positive significant impact on academic staff performance.

The finding on this objective was in agreement with Ndungu (2017) about “The effects of rewards on employee performance in public educational institutions in Kenyatta University, Kenya.” With use of descriptive and inferential statistics, Pearson’s correlation and regression analysis techniques revealed rewards recognition had positive correlation with the performance of employees (including academic staff) in public higher educational institutions in Kenya. Low fringe benefits caused dissatisfaction and affected negatively on their performance. The finding of the study was in consonance with Emuron (2020) who studied “Progressive reward management system model for university governance,” and with use of Pearson correlation coefficient index revealed a significant positive correlation between reward management, increasing cost of living and academic staff performance. In the same direction with the study findings, Buberwa (2015) studied “Academic staff motivation in Tanzania public higher learning institutions,” and established that “low monthly salaries were a major factor that dissatisfied academic staff and reduced motivation for higher performance at the university.” Thus, it showed that low financial rewards provision significantly related with academic staff performance in higher institutions of learning. In conclusion, rewards have a highly positive significant effect on the quality of services offered by lecturers at Makerere University.

CONCLUSION

In objective one, it was concluded that staff appraisal has a significantly positive effect on quality of services offered by lecturers at Makerere University’s 3 colleges of COBAM, CEES and CHUSS. Through involving staff in appraisal activities by applying appraisal information and implementing its outcomes together with academic staff/ lecturers, this automatically leads to an improvement in teaching quality, research supervision, publication and community outreaches of lecturers in the university. Finally, objective two concluded that effective rewards have a positive effect on the quality of services offered by lecturers at Makerere University. It is also concluded that rewarding lecturers equitably and fairly basing on their training skills and services offered greatly improves on the quality of services offered

RECOMMENDATIONS

It was recommended that the university management should strengthen the staff appraisal process by ensuring that academic staff be involved in designing individual appraisal forms following the roles allocated to each of them and review it before the actual appraisal. Appraisal information and feedback should be given to lecturers and always referred to when taking important decisions, for instance, promotion, retention, dismissal, selection of staff for up scaling and others to improve on the quality of services in the university. Regarding the rewarding system, the university management should revisit it and improve on the rewarding systems of lecturers at the university to match with the international rewarding standard and systems and criteria involving financial and non-financial means of rewarding both the lecturers, heads of department inclusion of non-teaching staff. This will boost their motivation level so that they can handle tasks with peace and reservation geared towards achieving the Makerere university goal.

Conflict of Interest

The authors declare no conflict of interest.

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