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Academic Staffs' Perceptions of a Performance Management System in Ugandan Universities.

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ABSTRACT: Many universities the world over uses a performance management system (PMS) as a humanresource strategy in managing the performance of their academic staffs in order to increase their teaching andresearch outputs. Despite the importance of a PMS, Ugandan universities have neglected this important aspectin managing the performance of their academic staffs (Karuhanga, 2015; Atwebembeire, and Malunda 2018).This study investigated the academic staffs' perception of a PMS in teaching and research at Ugandan publicand private universities. The research was informed by the performance management theories, primarilyquantitative and made use of a structured questionnaire as the only form of data collection. The participantswere academics selected from four public and three private universities out of forty-six universities in Uganda.Participants were selected using non-probability convenience sampling methods based on their accessibilityand availability. The results showed that the mean value of the academic staffs' PMS process was 53.53%,implying that the academic staffs had a moderate attitude towards the performance management (PM) processin their universities. However, the correlation results on the PM process for Ugandan public universities werestatistically significant ($p = 0.034$), implying that academic staff in public universities had a significantlypositive attitude towards the PM process in their universities. In contrast, the correlation results for Ugandanprivate universities were statistically insignificant ($p=0.244$), implying that the academic staffs in privateuniversities did not support a PM process in their universities. This study contributes valuably to the relevanceof a PMS in universities. More research needs to be accomplished on the use of a PMS in universities.

Keywords -Academic Staff, Performance Management System, Private and Public Universities

I.   INTRODUCTION

Performance management (PM) in organizations is about managing the performance of their employees and it is accepted as being an essential part of any organization in order to get better results from employees, by understanding and managing their performance within an agreed framework of planned goals, objectives and standards of achievement and competences (Masron, Ahmad, and Rahim 2012). Aguinis (2005, 1/2) defines PM as "a continuous process of identifying, measuring and developing performance in organisations by linking each individual's performance and objectives to the organisation's overall mission and goals." Ghosh and Das (2013, 267) explain the meaning of PM succinctly:

Performance Management is the systematic process by which an agency involves its employees, as individuals and members of a group, in improving organizational effectiveness in the accomplishment of agency mission and goals.

PM would therefore include activities that ensure goals are consistently being met in an effective manner and this could focus on the performance of an organization, a department, an employee or even the processes to build a product or service, as well as many other areas (Ghosh and Das 2013, 267). Employers use PM is as a yardstick to enhance the performance of individuals and teams in organizations by identifying their strengths and weaknesses and devising means of improving them (Melo, Sarrico, and Radnor 2010; Sahoo and Jena 2012; Baird, Schoch, and Chen 2012). Through PM, organizations can create efficiency in performance practices by encouraging a culture of excellence and establishing procedures like goal and target setting, monitoring, appraising, reviewing outcomes and providing feedback to employees on their performance (Pierce and Aguinis 2013; Sarrico, Rosa, and Manatos 2012; Decramer, Smolders, and Vanderstraeten 2013). Education

is a significant "area of application for systems of performance and for techniques of performance management" (Ghosh and Das 2013, 267). It is therefore imperative that universities as organizations equally exploit performance management systems (PMSs) to improve the efficiency of their academic staffs in teaching and research.

This study aimed to analyze the academic staffs' perception of a PMS in teaching and research in Ugandan public and private universities. The PMS for employees entails many PM practices that contribute to the system's functioning (Pinheiro de Lima, Gouvea da Costa, Angelis, and Munik 2013; Taticchi, Balachandran, and Tonelli 2012). According to Ferreira and Otley (2009, 264) a PMS "comprises formal and informal mechanisms utilised by organisations for aiding the strategic process, and ongoing management through analysis, planning, measuring, controlling, and rewarding, managing performance and enhancing change." These PMS processes contribute to PM benefits as employee motivation and satisfaction (Decramer, Smolders, and Vanderstraeten 2013). In this study, a PMS refers to formal processes and controls used to plan, review, assess, communicate, and reward the performance of the academic staff in teaching and research. Organizations such as higher education institutions (HEIs) can develop and use a PMS with a set of metrics that can measure the efficiency of the employees' performance (Secundo and Elia 2014; Masron, Ahmad, and Rahim 2012).

Despite the importance of a PMS, many public and private universities in Uganda have neglected this important aspect in managing the performance of their academic staff *(Alemiga and KibukaMusoke, 2019).* As a result, Ugandan universities appear to be internally deficient in the effective management of their academic staff's performance *(Namutebi, 2019; Rwothumio, Mbirithi, and Itolondo, 2020). Consequently the performance of the academic staffs in Ugandan universities in teaching and research is not adequate and the quality of education offered to students is low (Atwebembaire and Malunda, 2018; Rwothumio, Mbirithi, Itolondo, 2020, Namutebi, 2019).* Some scholars debunk the argument of the existence of a formal PMS in Ugandan universities and recent research by Karuhanga (2015) observed that a PMS of employees in Ugandan universities exists though informally, thus the employees did not understand the PMS that is in place. Karuhanga (2015) further observed that an effective PMS was lacking in Ugandan universities to help employees take part in planning their performance to understand performance goals and improvement plans. Karuhanga (2015) asserts that there are no formal PMS models for Ugandan universities that can encourage, measure and reward academic staffs' performance based on their key performance indicators to bolster their desired behaviors, engender core values, and promote performance excellence in teaching, research, publications and consultancy. Karuhanga (2015) and Karuhanga and Werner (2013) called upon universities to develop a PMS with formal procedures for providing feedback on the accomplishment of goals to respond to the poor performance of the academic staff. Namutebi (2019) *recommended that Ugandan university management should introduce performance management strategies that monitor, appraise and provide feedback on the job performance of the academic staff to improve their performance in teaching, research and community engagement*. The just mentioned scholars did not specify the type of the PMS, and how it should be implemented to mitigate the problem of the academic staffs' under performance.

The underutilization of a PMS by Ugandan universities reveals the challenges that university administration faces in the management of the academic staffs' performance when they operate without a PMS (Karuhanga 2015). The academic staff in Ugandan universities according to Bunoti (2011) displayed low levels of commitment and involvement in their activities most especially in teaching and research. Bunoti further highlights the poor attitude of the academic staff at work. In addition, Batte, Wanzala, Ochola, Judith, and Adipala (2010) emphasized the disinterest of the universities in managing and improving the productivity of their academic staff. Besides, the academic staffs tend to dedicate more time to teaching than research and most universities had low research output and ranked least in top African universities (Asiimwe & Steyn, 2013). Ugandan universities have serious problems with the quality of educational services offered to their customers, particularly students (Baryamureba 2016; Namutebi 2019). Namutebi (2019 94) observed that some of the academic staffs in Ugandan public universities did not teach all the lectures assigned to them and did not regularly supervise students' research. Rwothumio, Okaka, Kembabazi, and Kyomukama (2021) indicated lecturers' ineffective teaching and poor performance in publications, winning projects among academic staffs in Ugandan public universities. There is need to guarantee that a PMS in place in Ugandan universities yields accountability in the work done by the academic staff so as to ensure quality education through quality services delivered to their customers particularly students. Thus, Ugandan university managers need to put in place structures that can be used in the effective management of their academic staffs' performance. However, in Ugandan universities, there is no evidence of research done to establish whether the universities implemented a PMS to improve the academic staffs' performance (Kagaari, Munene, and Ntayi 2010; Karuhanga 2015; Atwebembeire and Malunda, 2018; Alemiga and KibukaMusoke, 2019)). This study therefore investigated the academic staffs' perceptions of a PMS in Ugandan public and private universities to address this research gap.

II.   SELECTED LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

Türk (2016) confirms that PM has shifted from performance appraisal (PA) to a variety of human resource (HR) practices, which includes the assessment and development of employees' performance. Thus, PM is a formal structured system for measuring, evaluating, and influencing employees' productivity (Kairuz, Andries, Nickloes, and Truter 2016). It is concerned with defining, controlling and managing their job outputs and achievements and PM also serves as a means to achieve the desired and planned organizational results (Masron, Ahmad, and Rahim 2012). Also, Türk and Killumets (2014, 38) assert that "PM is an integral part of the managerial control system aimed at employee work activities and work results." Thus, PM controls input, processes, and outputs. Bititci, Cocca, and Ales (2016, 1572) argue that "PM is a process of strategy definition that is goal setting and strategy execution."According to Aguinis (2009, 3) PM "should be regarded as a continuous process of identifying, measuring and developing the performance of individuals, teams and aligning performance with the strategic goals of the organizations."Smither and London (2009) explain that the goal of the ongoing process in PM is to increase the employees performance, job satisfaction and commitment to their organizations, which ultimately increases the performance of their organizations.

Aguinis, Gottfredson, and Joo (2013) define a PMS as an ongoing process where managers and their employees meet to plan, evaluate, give feedback and reward performance. In performance planning PM focuses on the identification of goals to motivate employees to perform efficiently on their job. Locke and Gary in their publications regarding goal setting theory in 1990, and 2002 (Locke and Latham, 2006, 2009) expressed the need to set goals as a way of motivating employees to meet their goals. Seijts et al. (2004) affirmed that specified goals motivate people to work since they increase the motivation of the employees enabling them to focus on specific objectives and to increase their effort to attain the set objectives. Latham and Locke (2007) asserted that specific goals enhance goal acceptance and task performance leading to goal attainment. When the purpose of the goal is clear, great tasks are accomplished (Ferreira and Groenewald 2021). Set goals should realistic and attainable, not too high or too low to discourage performance (Ferreira and Groenewald 2021). PM focuses on tracking performance and communicating performance results from performance evaluation based on performance indicators (Bititci, Cocca, and Ales 2016; Brudan 2010). Holistic evaluation of academic staffs' performance utilizing 360 degrees evaluation from the supervisor, colleagues and students provides complete information regarding academic staffs' performance (Gyasi and Bogteng 2015). 360 degrees evaluation according to Dewettick and Van Dijk (2013) allows different raters to give extra information, thus providing feedback on academic staffs' performance from various sources, consequently improves performance as a result of complete performance evaluation.Melo, Sarrico, and Radnor (2010) point out that if a manager fills out a form once a year because this is a requirement of human resources (HR), then certainly that is not a continuous process. Thus, PM replaced the term PA, which was done annually in many organizations (Aguinis, Gottfredson, and Joo 2013).In addition, PM rewards performance, Henri Fayol and Fredrick Taylor in scientific management theories argued that employees should be compensated for efforts put in the job for the organization to achieve its goals and there should be a balance between input and output if reward is to motivate performance (Balinywa 2016). To enhance performance, the expectancy theory maintains that the expected reward should be valued by the employee (Agyare, Yuhui, Mensah, Aidoo, and Ansah, 2016). Rewards in organizations include recognition, promotion a salary and bonuses (Singh and Rana, 2015). Similarly, Maslow (1943) with the needs-based theory supports the need for organizations to utilize both monetary and non-monetary rewards to cater for the extrinsic and intrinsic needs of employees (Balunywa 2016). Thus, individual academic staffs' need to be differently motivated with various rewards since they possess different motivational factors (Tibamwenda 2010).

A PMS "can serve many important purposes within an organization by motivating employees, strengthening organizational goals and facilitating discussion of ideas and areas for improvement" (Ghosh and Das 2013, 268). This promotes interaction and feedback between management and their employees, establishes expectations for individual work performance, and serves as a foundation for rewarding top employees (Ghosh and Das 2013). As aptly pointed out by Ghosh and Das (2013, 268), the use of a PMS:… makes sure that the organization has achieved its goals and highlights lack of performance wherever apparent. How this could be possible? Where should be the starting point? How should the performance be monitored? How should it be reported? How should the results be used for improving future activities?

Once organizations implement an effective PMS, they improve not only the efficiency of their employees' performance at work but also provide quality services to their customers. Haines and St-Onge (2012) emphasize that features of a PMS may either support or spoil efforts to manage performance effectively. Agyare, Yuhui, Mensah, Aidoo, and Ansah (2016) explained that a poorly implemented PMS had a negative influence on job performance since it cannot fulfill the expectations of the employees who portray inappropriate behavior and performance at work thus disrupting the organization from achieving its set goals. Aguinis, Joo, and Gottfredson (2011) observed that in most organizations, PM was not living up to its usefulness since the focus was exclusively put on PA. Kairuz, Andries, Nickloes, and Truter (2016) believe that once the challenges

of implementing the PMS are addressed meaningfully, the dividends of a well-established and managed PMS are realized in a way that the advantages offset the challenges. As affirmed by Aguinis (2005, xiii), the "performance of an organization depends on the performance of its people, regardless of the organization's size, purpose or other characteristics." However, Aguinis points out that "few organizations use their existing management systems in productive ways" (xiii). He contends that in "many organizations, performance management means that managers must comply with their HR department's request and fill out tedious, and often useless forms. These evaluation forms are often completed because it is a requirement from the 'HRcops'" (xiii).

According to Aguinis (2005, 1/6), poorly implemented PMSs "not only do not make positive contributions but can also be very dangerous and lead to several negative outcomes." Aguinis (2005) explains some of the negative consequences associated with low-quality and poorly implemented PMSs:

1. Employees may quit their jobs if the PMS process is not seen to be fair, as personal "values, biases and relationships are likely to replace organizational standards" (1/7). Because of "a deficient PMS, the relationships among the individuals involved may be damaged, often permanently" (1/6).
2. Self-esteem can "be lowered if feedback is provided in an inappropriate and inaccurate way" and this "can create employee resentment" (1/6).
3. Of import, motivation "may be lowered for many reasons, including the feeling that superior performance is not translated into meaningful tangible rewards (e.g. pay increase) or intangible rewards (e.g. personal recognition)" (1/6).
4. When the performance assessment instrument is not recognized as being valid, and employees do not perceive the system as fair, they are "likely to feel increased levels of job burnout and job dissatisfaction" (1/7).
5. When mystery surrounds how ratings are derived because of poor communication, "employees may not know how their ratings are generated or how the ratings are being translated into rewards" (1/7).

However, significant contributions can be made by an effectively implemented PMS in any organization, including HEIs, since an effectively implemented PMS can contribute hugely to employees' performance, as depicted in Table 1.

Table 1: Contributions Made by a PMS

1.	Employees' motivation to perform is increased.
2.	Employees' self-esteem is increased.
3.	Managers gain better insight about subordinates.
4.	The definitions of job and criteria are clarified.
5.	Self-insight and development of employees are enhanced.
6.	Personnel actions are fairer and more appropriate.
7.	Organizational goals are made clear.
8.	Employees become more competent.
9.	There is better protection from lawsuits.
10.	There is better and timelier differentiation between good and poor performers.
11.	Supervisors' views of performance are communicated to employees more clearly.
12.	Organizational change is effectively facilitated and implemented.

Source: Aguinis 2005, 1/6

If universities in Uganda are to increase their efficiency and deliver quality services to students, emphasis should be put on their academic staffs as they are the key resources in building excellence in teaching, research and community engagement as part of their professional career demands (Decramer, Smolders, and Vanderstraeten 2013; Daoanis 2012; Bodla, Hussain, and Chen 2018). Thus, the academic staffs should be of high quality with their performance effectively managed with a PMS in order to be motivated enough to accomplish their set goals efficiently (Bodla, Hussain, and Chen 2018; Aguinis and Pierce 2008). A PMS becomes a key foundation of HR strategy in effective management of the performance of the academic staff in the universities (Collins and Bell 2012). A PMS is a practice by which an organization manages its employees' performance in line with strategic objectives (Yadav and Sagar 2013; Molefe 2012), and links organizational goals with individual goals (Aguinis, Joo, and Gottfrefdson 2011).

A PMS involves activities such as planning performance goals (Aguinis, Gottfredson, and Joo 2013; Aguinis and Pierce 2008; Brudan 2010; Khan and Ukpere 2014), and how they should be met (Aguinis, Gottfredson, and Joo 2012). It also involves tracking and monitoring performance through frequent performance reviews (Aguinis and Pierce 2008; Aguinis, Gottfredson, and Joo 2013) and measuring performance in order to ensure that the set organizational targets are met (Aguinis 2009). This PMS process necessitates communicating

the performance outcomes to employees in order to help them gain an understanding of their strengths and weaknesses in their job performance (Aguinis, Gottfredson, and Joo 2012; Aguinis and Pierce 2008). This process therefore facilitates the training and development needs of employees in order to bridge the gaps in their performance skills (Aguinis, Gottfredson, and Joo 2013) and appropriately reward those employees imparting the desired behavior and performance results (Park, Min, and Chen 2016; Aguinis, Gottfredson, and Joo 2012).

Pulakos (2004, 4) asserts that a "successful PMS should involve a well-articulated process for accomplishing the evaluation of actions with defined roles, timelines for both managers and employees, and also to ensure that employees are fairly treated." An effective PMS is concerned with drawing a procedure that enhances performance development chances (Forrester 2011). In this study, a PMS of HEIs involves identifying an institution's mission, vision, and values. Bititci, Cocca, and Ales (2016 1572) argues that PM process starts with strategy development which consists in the definition of vision, mission and values and the identification of strategic objectives, followed by development of specific action plans to achieve those objectives. The action plan includes identification of the employees' behavior and skills to achieve the stated mission, strategic goals, and plans that are made to meet the institutional goals and individual objectives. The performance of the employees is planned, reviewed, measured, assessed, feedback is provided, and excellent performance is then rewarded. Details of the PMS conceptual framework for this study are presented in Figure 1 (Ghosh and Das 2013, 268).
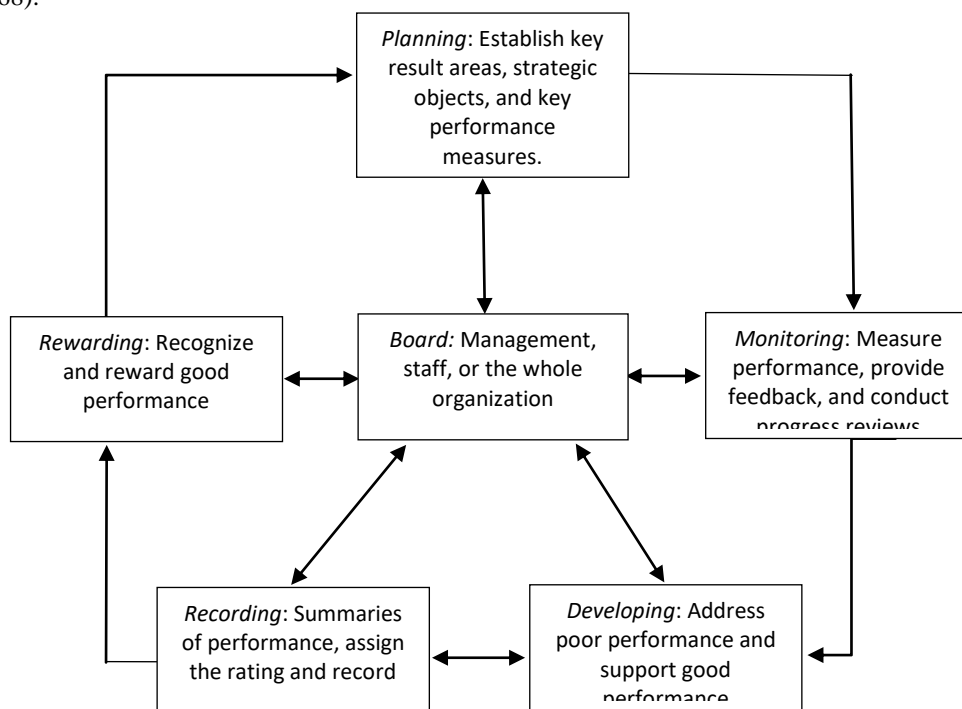

Figure 1: The PMS Model for Higher Education Institutions (HEIs)
Source: Ghosh and Das (2013, 268)

The PMS model (Ghosh and Das 2013) in Figure 1 demonstrates how HEIs could manage their academic staffs' performance. In terms of this approach, the academic staffs and their managers, the faculty deans and HODs identified the institutions' strategic objectives, key performance areas, goals, standards, expectations, measures, and how performance was to be reviewed (Qureshi, Shahjehan, Rehman, and Afsar 2010). The academic staffs' managers in various faculties and departments communicated the goals to their staff. The managers monitored performance to ensure that the set targets were met and improved performance through the development and training of employees. Then, continuous performance review is carried out to give feedback on performance. Performance is measured, and a summary of individual performance is done by assigning performance ratings that are documented. In addition, the managers give feedback on their performance and reward outstanding performance while poor performance is corrected through coaching and training. Decramer, Smolders, and Vanderstraeten (2013, 690) affirm that "an employee PMS consists of various employee PM practices that are mostly based on a cyclical and continuous process that consists of planning performance goals, monitoring the progress towards the performance objectives, feedback and performance evaluation."

According to Ghosh and Das (2013), PM in HEIs is the systematic process of planning work and setting expectations; continually monitoring the performance of employees; developing their capacity to perform; and periodically rating and recording their performance. In this study, the PMS of the academic staff was linked to different phases, such as performance planning, review, evaluation, feedback, and rewards to enhance their performance. Successful implementation of PM requires managers to pay attention to their employees' attitude towards their job, which influences the employees' work behavior. The understanding of employee work behavior helps to promote a cordial relationship between the employer and the employee, consequently enhancing job satisfaction that leads to efficient performance (Molefe 2010). Recent studies suggest that PM in Uganda's universities should focus on changing the academic staffs' job behavior since job laxity has been observed as being part of their job performance ethics (Karuhanga 2015; Karuhanga and Werner 2013; Asiimwe and Steyn 2013). Use of a PMS requires establishing a high-performanceculture for the academic staffs by creating a set of norms and values which would change their attitudes towards their teaching and research work (Kagaari, Munene, and Ntayi 2010: Kagaari and Munene 2013; Kallio and Kallio 2014; Aslam 2011). A well-designed PMS should consider identifying appropriate emotionally intelligent behaviors which academic staffs must demonstrate in their teaching and research outputs in order to produce efficient performance (Kallio, Kallio, Tienari, and Hyvonen 2016; de Waal and Coevert 2007; de Waal and Kourtit 2013; Molefe, 2010). A PMS should establish ways of measuring academic staffs' performance by evaluating their behavior and capacity to accomplish tasks in a given period as well as identify the nature and causes of their under-performance so as to bridge their performance gaps (Al-Ashqar 2017; Joseph 2014; Aslam 2013; Sahoo and Mishra 2012; Pulakos 2004; Turk, 2008). According to Karuhanga and Werner (2013), the absence of a performance-driven culture among academics in Ugandan universities was also caused by the absence of a well-designed PMS framework. Their study suggests that a performance-driven culture can only be integrated into the university system once a PMS framework has been efficiently developed, which many universities globally lack. Hence, the *objective* of this research was to analyze the perceptions of the academic staffs on a PMS in teaching and research in Ugandan public and private universities.

III.   METHODOLOGY

This study was primarily quantitative and made use of an online structured questionnaire as the only form of data collection. The participants were academics selected from seven universities out of forty-six universities in Uganda. The universities which were sampled are the oldest public and private universities in the four regions of Uganda, namely, the Northern, Eastern, Central, and Western region. From each region, the researcher sampled one public, and one private university except for the northern region, which lacked a chartered private university, giving four public and three private universities. Public universities included Kyambogo University, Mbarara University, Gulu University and Busitema University, while private universities included Ndejje University, Bishops' Stuart University and Islamic University in Uganda. The selection of participants from the seven universities satisfied the requirements of this study.

Selection of the participants was accomplished by the lead researcher (GK) using non-probability convenience sampling methods based on the participants' accessibility and availability. The final sample of 405 participants was neither random nor probability-based, because it was a mixture of convenience and purposive sampling. This procedure ensured that the population in the study represented a cross-section of academics from the selected universities. Therefore, the participants comprised full time and part-time academic staff members who engaged in both teaching and research in Ugandan public and private universities. Majority (60.5%) of the academic staff were from public universities (245) while 39.5% (160) were from private universities since the academic staff in public universities had greater access to internet services and thus could easily access the online questionnaire in their institutions than their counterparts in the private universities.

Convenient sampling was used to select participants with the deans and heads of departments of their respective faculties, providing the telephone numbers and e-mail addresses to the lead researcher. Because of the Covid-19 restrictions put in place by the Ugandan government, universities were using online teaching methods only to ensure social distance to stop the spread of the virus. Therefore, communication between the lead researcher, the relevant university authorities, and the participants before, during, and after the data collection process was conducted via telephone and e-mail. Because of the social-distancing measures during the Covid-19 crisis, online methods of data collection were only implemented. The statistician from Nelson Mandela University assisted the lead researcher in creating the online link to the survey.

Participants were advised, for ethical purposes, not to disclose their names, or the names of their institutions, on the questionnaire. Confidentiality and anonymity of the participants was always secured and guaranteed. Participation in this study was completely voluntary, and there was no foreseeable risk associated with this study. However, if participants felt uncomfortable answering questions, they could withdraw from the survey at any point. It was very important to get their opinions, but if they decided not to take part, there was no negative consequence for them. If they wanted to opt-out of completing the questionnaire, they were free to do

so. The online link to the survey which was confidential and anonymous was provided by the lead researcher to all the participants with the approval of the universities' secretaries of the public and private universities and the Director of Human Resources at Mbarara University of Science and Technology.

This study used a positivist approach in data collection and analysis. The positivist paradigm is suitable since the study established whether there is a causal relationship between a PMS and the performance of the academic staff. The positivist paradigm further utilized surveys that support the collection of quantitative data that was used to test hypotheses (Kivunja 2017; Bogere and Gesa 2015). In this quantitative study, a structured online questionnaire was used in data collection on the academic staff's perceptions of the PMS in Ugandan HEIs. The structured questionnaire was suitable as a method of data collection, as it isolated the lead researcher from influencing the opinions of the academic staffs towards their PMS. The questionnaire comprised four sections, A to D:

Section A: focused on the demographic profile of the participants;
Section B: focused on the academic staff's general views on a PMS;
 Section C: focused on the PMS process in the selected universities;
Section D: focused on the academic staffs' performance in teaching and research.

This article focuses only on Section B1 of the questionnaire as the research objective for this section of the questionnaire was to investigate the academic staffs' perceptions of a PMS in their universities. Five items (see Table 2) were developed for this section, based on the research work of Turk and Killumets (2014). Data was collected and analyzed to address the following research question and the null and alternative hypotheses:

Research question: What is the perception of the academic staffs towards a performance management system in teaching and research in Ugandan public and private universities?
Null hypothesis: Ho1: The academic staffs in Ugandan public and private universities do not have a positive attitude towards a performance management system of their performance in teaching and research.
Alternative hypothesis: Ha1: The academic staffs in Ugandan public and private universities have a positive attitude towards a performance management system of their performance in teaching and research.
The above hypotheses were further broken down into two sub-hypotheses that deal with public and private universities separately:

1. Ho1.1: The academic staffs in Ugandan public universities do not have a positive attitude towards the performance management system process.
   Ha1.1: The academic staffs in Ugandan public universities have a positive attitude towards the performance management system process.
2. Ho1.2: The academic staffs in Ugandan private universities do not have a positive attitude towards the performance management system process.
   Ha1.2: The academic staffs in Ugandan private universities have a positive attitude towards the performance management system process.

Ethics approval to carry out research was sought from the Faculty of Education and the Research Ethics Committee-Humans of Nelson Mandela University in South Africa. Ethics approval to carry out research with Ugandan participants was sought from the Institutional Review Board of the Gulu University Research Ethics Committee, and Uganda National Council for Science, and Technology. Similarly, permission to collect data from the academic staff from HEIs in Uganda was also sought from the Ministry of Education, Department of Higher Education in Uganda. After securing approval and permission from relevant Government authorities, permission to carry out research was sought from either the university secretary or the HR manager of the selected universities. The researcher sought permission from the university secretaries of the Islamic University in Uganda, Ndejje, Bishop Stuart, Kyambogo, Gulu, and Busitema universities, and the Director of Human Resources of the Mbarara University of Science, and Technology. The university secretaries and the Director of HR introduced the lead researcher to the faculty deans. Then the deans introduced the lead researcher to the heads of departments, who introduced the lead researcher to their academic staff.

IV.   RESULTS

Section B1 of the questionnaire focused solely on analyzing the academic staffs' perceptions of the PMS in their universities in teaching and research. In order to answer this research question, use was made of descriptive statistics, factor analysis and testing of hypotheses to analyze the academic staffs' perception towards the PMS process in their universities.

Descriptive Analysis

The study analyzed the perceptions of the academic staffs on a PMS in teaching and research in Ugandan public and private universities. There were five questions relevant to PMS processes which were asked to gather information on the academic staffs' perceptions of the PMS on the following key aspects:

- Knowledge of the performance appraisal system (PAS) process;
- Knowledge of the performance for pay system (PFPS) process.

Results from the descriptive analysis are presented in Table 2. Whether the academic staffs were informed about the PAS process in their universities, only 26.5% of the academic staffs in public universities were not informed of the appraisal system process whereas a large number (73.5%) of the academic staffs were informed about the system. Similarly, a small number (26.9%) of the academic staffs in private universities were not informed about the PAS process, whereas most of the academic staffs (73.1%) were informed about the system. Results from the study suggest that majority of the academic staffs in both public and private universities were informed about the PAS process in their universities. Since the academic staffs are knowledgeable about the PAS process in their universities, the performance evaluation results do not surprise them. The results of the study confirm the argument of Atta-Quartey (2015) who observed that through performance assessment, employees' notice how their performance compares with their organizations' standards, and decisions made regarding pay because of their performance. Therefore, the academic staffs in Ugandan HEIs possess enough knowledge regarding the PAS process, thus they perform their duties knowing the standards that their managers used to evaluate their performance and the consequences of the performance evaluation results.

Table 2: Academic Staffs' Perceptions of a PMS Process

Item	*Public Universities*				*Private Universities*			
	No		*Yes*		*No*		*Yes*	
	F	*%*	*f*	*%*	*f*	*%*	*f*	*%*
I am sufficiently informed about the performance appraisal system process	65	26.5%	180	73.5%	43	26.9%	117	73.1%
Performance appraisal system in place is comprehensive and to the purpose	73	29.8%	172	70.2%	60	37.5%	100	62.5%
I am sufficiently informed about the performance for pay system process	157	64.1%	88	35.9%	102	63.8%	58	36.2%
My performance management outcomes should be distanced as far as possible from performance for pay system	132	53.9%	113	46.1%	83	51.9%	77	48.1%
I am sufficiently informed about the outcomes of my performance that are going to influence my salary	138	56.3%	107	43.7%	88	55.0%	72	45.0%

Source: Authors

In addition, a small number (29.8%) of the academic staffs from public universities believe that the PAS in their institution is not comprehensive and to the purpose, while a significant number (70.2%) indicated that their PAS was comprehensive. A reasonable number (37.5%) of the academic staffs in private universities indicated that their PAS in their institution was not comprehensive and to the purpose. In contrast, most academic staffs in private universities (62.5%) believed that the PAS was comprehensive and to the purpose. The results suggest that more academic staffs from both public and private universities indicated that their PAS was comprehensive and to the purpose. These results support the argument of Khan, Khan, and Khan (2017) who observed that the evaluation system should be comprehensive enough to capture all the aspects in an employee's job. Thus, a comprehensive PAS in Ugandan public and private universities captured all the aspects in the academic staffs' performance on their job. In addition,' such a comprehensive appraisal system would provide feedback on various work activities, eventually helping the academic staffs improve on their performance.

On the question of the academic staffs' knowledge of the PFPS, the majority (64.1%) of the academic staffs in public universities did not possess sufficient knowledge of the PFPS in their university, while only 35.9% possessed sufficient knowledge of the PFPS. A significant number (63.8%) of the academic staffs in private universities did not possess sufficient knowledge of PFPS in their university, while a reasonable number

(36.2%) possessed knowledge of their PFPS. The findings of the study indicated that most of the academic staffs from both public and private universities lacked sufficient knowledge of the PFPS in their universities.

In addition, the academic staffs were asked whether they believed that PM outcomes should be linked to their pay. A large number (53.9%) of the academic staffs from public universities did not believe in linking PM outcomes to pay, whereas 46.1% believed in linking the pay to performance outcomes. Similarly, 51.9% of the academic staffs in private universities did not believe in linking their pay to PM outcomes, while a reasonable number (48.1%) believed in linking the pay to the performance outcomes. Results from the study suggest that majority of the academic staffs did not support linking PM outcomes to their pay.

Most of the academic staffs (56.3%) from public universities and 55.0% from private universities did not possess sufficient knowledge regarding the PFPS in their universities, whereas 43.7% of the academic staffs from public universities and 45.0% from private universities were sufficiently informed about the outcomes of their performance that were going to influence their salary. The findings show that a lack of knowledge of the PFPS could be why many of the academic staffs did not support the PFPS in their universities. The academic staffs need sufficient information of the PFPS to be motivated to attain the set performance to qualify to earn an agreed upon pay. This is consistent with the expectancy theory ideas that argue that people decide to perform the job if they are aware of the benefit gained (Agyare, Yuhui, Mensah, Aidoo, and Ansah 2016; Tibamwenda 2010; Lee 2007). The results suggest that the academic staffs may not increase their effort in their jobs to attain a reward that is unknown to them (Galanou, Georgakopoulos, Ioannis, and Vasilopoulos 2010; Jankingthong and Rurkkhum 2012).

Factor Analysis

Factor analysis was used to describe the variability among correlated variables. The factorability of the items within Section B of the questionnaire related to the subscale B1 was examined and deemed appropriate. Table 3 presents the results of the Kaiser-Meyer-Olkin (KMO) measure of the sampling adequacy. High values close to 1.0 show that the factor analysis can be useful with the data in this study. However, if the value is less than 0.50, the results of the factor analysis probably won't be very useful. Commendably, the KMO value of B1 was above the recommended minimum value of 0.6 (B1: 0.652) with the Bartlett's test of sphericity being significant with less than 0.05 of the significance level showing strongly that the factor analysis of data accomplished in this study was very useful (Hair, Ringle, and Sarstedt 2013).

Table 3: KMO Measure of Sampling Adequacy and Bartlett's Test of Sphericity

Factor	*Kaiser-Meyer-Olkin Measure of Sampling Adequacy.*	*Bartlett's Test of Sphericity*		
		Approximate Chi-Square	*df*	*p-value*
B1	0.652	285.892	10	<0.001

Source: Authors

The results of the principal components analysis are presented in Table 4, displaying the factor loadings, communalities, the reliability coefficients (Cronbach's alpha) and the percentage of variance explained for section B1. Results from Table 4 show that internal consistency was examined using Cronbach's alpha which resulted in a value of 0.671. Although Hair, Ringle, and Sarstedt (2013) recommend a value of above 0.7 as acceptable, values between 0.5 and 0.7 can be acceptable for exploratory studies as it applies to this research (McMillan and Schumacher 2010; Kothari and Garg 2014).

Table 4: Factor Loading and Communalities Based on a Principal Components' Analysis

B1	*Loading*	*Communality*	*Cronbach's alpha*	*Variance explained*
1. I am sufficiently informed about the performance appraisal system process.	0.745	0.555	0.671	41.381
2. Performance appraisal system in place is comprehensive and to the purpose.	0.722	0.521		
3. I am sufficiently informed about the performance for pay system process.	0.665	0.442		
4. My performance management outcomes should be distanced as far as possible from performance for pay system.	0.699	0.489		
5. I am sufficiently informed about the outcomes of my performance that are going to influence my salary.	0.679	0.461		

Source: Authors

The descriptive statistics for the B1 factor is presented in Table 5. Results from Table 5 show that the mean value of the academic staffs' PMS process for this factor was at 53.53%, implying that the academic staffs in the selected Ugandan universities had a moderate attitude towards the PMS process in their universities.

Table 5: Descriptive Statistics for the Factor B1

Factor	No. of items	Mean	Median		Std. Deviation	Minimum	Maximum
B1	5	53.53	60.00		30.09	0.00	100.00

Source: Authors

The study classified the factor score for section B1 into different categories, representing low, medium and high scores for this factor. A factor score between 0% and 33.3% was classified as low, a score between 33.3% and 66.7% as medium, and a score between 66.7% and 100% as high. Table 6 provides the breakdown of participants falling within each category for factor B1.

Table 6: Factor Scores in the PMS Process

Factor	Low		Medium		High	
	F	%	f	%	f	%
B1	99	24.4	182	44.9	121	30.6

Source: Authors

Table 6 shows the factor (B1) score in the academic staffs' PMS process in the selected Ugandan public and private universities. Only 24.4% of the academic staffs had a low attitude towards the PM process. A large number (44.9%) of the academic staffs had a moderate attitude, whereas 30.6% had a high attitude towards the process.The results suggest that most academic staffs in the surveyed Ugandan institutions had a moderate attitude towards their PMS process. The 30.6% of the academic staffs who had a high attitude towards the PMS process were most likely in management positions such as the faculty deans, heads of departments, and senior lecturers who were knowledgeable about the existence of the PMS in their universities.

Testing of Hypotheses

Null and alternative hypotheses were analyzed to evaluate the effectiveness of a PMS in determining the academic staffs' performance in Ugandan public and private universities in teaching and research. The Pearson product-moment correlation was run to determine the attitude of the academic staffs in Ugandan public universities towards the PMS process at their university. However, the results for the PMS process were different for public universities, as shown in Table 7. The academic staffs in public universities had a significant positive attitude towards the PMS process, with *(53.88% ± 28.52%), t (244) = 2.128, p = 0.034*. This finding rejected the null hypothesis and accepted the alternative hypothesis that academic staffs in Ugandan public universities have a positive attitude towards the PMS process. The results suggest that the academic staff in public universities have a positive attitude towards the PMS process in their universities.

Table 7: Summary of the Interpretation from the Hypothesis Testing

Performance Management System	Criteria	University	N	Mean	T	Cohen's D	p-value	Effect size	Relationship
Performance Management System	PMS Process	Public	245	53.88	2.128	0.136	0.034	Strong	Significant positive effect
		Private	160	53.00	1.170	0.092	0.244	Not Applicable	No Significant positive effect

The Pearson product-moment correlation was also run to determine the attitude of the academic staffs in Ugandan private universities towards the PMS process. In contrast, private universities did not have a significantly positive attitude towards the PMS process with (53% ± 32.44%), t (149) = 1.170, p = 0.244. Therefore, this finding rejected the alternative hypothesis and accepted the null hypothesis that academic staffs in Ugandan private universities do not have a positive attitude towards the PMS process. The results imply that the academic staffs in private universities did not support the PMS process in their universities.

V.   DISCUSSION

This research confirms that a PMS can serve an important role in determining the HEIs strategies and goals with their academics. Clearly, the findings strongly suggest that there is a need to employ an effective PMS in Ugandan universities so that the confidence and attitude of academics in PM can be further strengthened from simply being moderate as shown in Table 6. Results of this research, supported by the literature study, clearly delineated significant phases of the PMS process that the academics identified in Ugandan public and private universities in evaluating their teaching and research outputs. The five phases of PMS identified in this study are: *planning*, *ongoing feedback*, *evaluation*, *review*, and *rewards*. These five phases are an adaptation of Pulakos's *Performance Management Process* and are succinctly outlined in Figure 2. Each phase is discussed in the context of this study's findings in Ugandan universities, culminating withan apt recommendation in each phase to develop an effective PMS for HEIs.

Phase 1: Planning

At the beginning of the PMS cycle, which is the first phase of planning, it is important for managers to "review with employees their performance expectations, including both the behaviors employees are expected to exhibit and the results they are expected to achieve during the upcoming rating cycle" (Pulakos 2004, 4). Goal-setting in this initial phase is extremely important in HEIs because the characteristics of the PMS would differ for academics from one rank to another, and from one university to another.   So, the issue that was investigated in this study was whether the PAS in place was comprehensive enough and to the purpose of recognizing every academic output. In both the public (70.2%) and private (62.5%) universities, the academics mostly affirmed the PMS was sufficiently comprehensive. However, 29.8% and 37.5% of the academics in the public and private universities respectively disagreed and showed that the PMS did not serve their purpose. It is imperative that the academic goals planned in the PMS for teaching and research must be clearly delineated and accepted by all the stakeholders. As Pulakos (2004, 6) aptly points out, research indicates that "employee commitment to goals is critically important for goal attainment and that employees must feel that they are able to achieve their goals." As observed by Aguinis (2005, 1/13), an important purpose of this PMS "is to provide information to be used in workforce planning" which must be "a set of systems that allows organizations to anticipate and respond to needs emerging within and outside the organization, to determine priorities, and to allocate human resources where they can do the most good."

Recommendation 1

HEIs must clearly define academic goals pertaining to teaching and research in the PMS so that academic staffs can meaningfully achieve the planned outcomes (Pulakos 2004). HEIs must therefore ensure that these academic staffs take part maximally in the goal-setting process in the planning phase so that they unequivocally accept their academic goals and are sufficiently motivated to work confidently toward achieving them (Pulakos 2004).
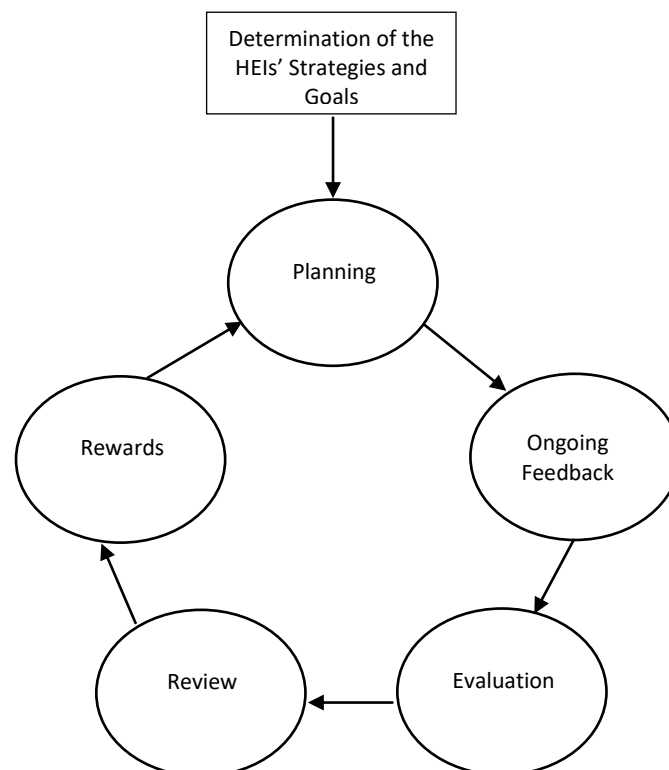
Figure 2: PMS Process in HEIs
Source: Adaptation of Pulakos's Performance Management Process: Pulakos 2004, 4
Phase 2: Ongoing Feedback

In this phase, the employees must be properly informed about the PA process which is an inherent part of the PMS. Pulakos (2004, 7) affirms that during the "performance planning process, both behavioral and results expectations should have been set. Performance in both of these areas should be discussed and feedback provided on an ongoing basis throughout the rating period. In addition to providing feedback whenever exceptional or ineffective performance is observed, providing periodic feedback about day-to-day accomplishments and contributions is also very valuable." Only 26.5% of academics in public universities and 26.9% of academics in private universities felt that they were not sufficiently informed about the PA process and this could negatively affect the feedback they received. Evidently, the managers' "responsibilities include providing feedback in a constructive, candid and timely manner. Employees' responsibilities include seeking feedback to ensure they understand how they are performing and reacting well to the feedback they receive" (Pulakos 2004, 7). Ghosh and Das (2013, 267) assert that:

Performance management should be an ongoing, interactive process designed to enhance employee capability and facilitate productivity. Performance management (PM) is a goal-oriented process directed toward ensuring that organizational processes are in place to maximize the productivity of employees, teams, and ultimately, the organization. It is a major player in accomplishing organizational strategy in that it involves measuring and improving the value of the workforce.

Having an effective, ongoing performance conversation between managers and academics is "probably the single most important determinant of whether or not a performance management system will achieve its maximum benefits from a coaching and development perspective" (Pulakos 2004, 7).

Recommendation 2

The appraisal of academic staffs' performance in Ugandan public and private universities must be frequently done to provide academic staffs with ongoing feedback on their performance in teaching and research. It is necessary to provide academic staffs with continuous feedback on the strengths and weaknesses in their performance, and to identity skills and competencies required for work-integrated professional training and development to bridge the gaps in their job performance (Pulakos 2004).

Phase 3: Evaluation

Evaluation is a significant phase in the PMS cycle as it highlights goals well-achieved and those that are poorly achieved. It is imperative that the academic staffs are fully informed about the outcomes of their job performance and whether these outcomes would be used to determine their salaries. Most of the academics in both the public (56.3%) and private (55.0%) universities indicated that they were not sufficiently informed about the outcomes of their performance. This does not bode well for a PMS to be effective if employees are largely in the dark about their PA impacting their rewards. Pulakos (2004, 3-4) affirms that effective "performance management systems have a well-articulated process for accomplishing evaluation activities, with defined roles and timelines for both managers and employees. Especially in organizations that use performance management as a basis for pay and other HR decisions, it is important to ensure that all employees are treated in a fair and equitable manner." Hence, managers must not be "reluctant to provide candid feedback and have honest discussions with employees for fear of reprisal or damaging relationships with the very individuals they count on to get work done" (Pulakos 2004, 1). Also, employees must not feel that their "managers are unskilled at discussing their performance and ineffective at coaching them on how to develop their skills" (Pulakos 2004, 1).

Recommendation 3

Managers in HEIs must be adequately skilled to communicate key job performance factors and expectations to their employees, including links to pay, and show them obvious distinctions in performance effectiveness levels to explain why they were evaluated in a particular way (Pulakos 2004).

Phase 4: Review

A review of the performance outcomes takes place during phase four of the PMS cycle and at "this meeting, managers should discuss with employees their ratings, narratives and rationale for the evaluation given" (Pulakos 2004, 19). The implications of these outcomes are expected to be candidly discussed between the managers and their academic staffs. The findings indicate that 53.9% of academics in public universities and 51.9% in private universities preferred that their PM outcomes be distanced from the PFPS. Employee input is therefore crucial at this point for the following reasons (Pulakos 2004):

- It involves the academics fully in the review process thus "enhancing ownership and acceptance" (8).
- It reminds the managers of the HEIs "about the results employees have delivered and how they were achieved" (8).
- Additionally, "employee-generated accomplishments can be included in the formal appraisal, decreasing managers' writing requirements" (8).

- Employee input in the PM review process "increases communication and understanding" (8).

Supposing that "feedback has been provided on an ongoing basis, the formal performance review session should simply be a recap of what has occurred throughout the rating period. In other words, there should be no surprises in the performance review" (Pulakos 2004, 19).

Recommendation 4

It is essential for managers and employees to jointly and collegially "review and discuss the accomplishments before they become part of the appraisal, resulting in fewer disconnects between the manager's and the employee's views of the employee's contributions. Finally, employee accomplishments can be retained and used as input for pay or promotion decisions" (Pulakos 2004, 8).

Phase 5: Rewards

Sufficient information regarding the academic staffs' PFPS must be provided to the academic staffs by their managers. Provision of adequate information regarding the PFPS enables the academic staffs to work towards attaining the set rewards. The results showed that the majority (64.1%) of the academic staffs in public universities and 63.8% from private universities did not possess enough knowledge of the PFP in their university. The results showed that the academic staffs lacked adequate knowledge about the PFPS in place in their university, and most of the academic staffs disagreed with linking the PMS results to their pay. The academic staffs are more likely to improve their performance in teaching and research to achieve the set rewards once they are made fully aware of the implications of rewards in the PMS. On the issue of academic staffs' PFPS, the descriptive results showed that a reasonable number of the academic staffs from both institution types show high levels of support for linking appraisal results to pay. The results suggested that the academic staffs believed PFPS could improve their pay. Also, the PFPS process that pays according to the academic staffs' performance motivates the academic staffs to increase their efforts in teaching and research.

Recommendation 5

PFP can create a powerful motivation for the academic staffs to work harder to improve their job performance and behavior to achieve their teaching and research goals and better their pay packages. Thus, it is recommended that the managers of the academic staffs in HEIs should include PFP as part of their PMS to motivate the academic staffs to increase their academic outputs. The academic staffs are likely to improve their performance in teaching and research to achieve the set rewards (*Turk, 2016; Turk and Killumets, 2014)*. It is therefore recommended that a PAS linked to rewards only be changed to be a part of the PMS in universities.

Implications and Applications of a PMS in HEIs

This study contributes significantly to the notion of a PMS in HEIs. The results are not only applicable to Ugandan universities, as they may be generalization outside Uganda. One implication of this study is that an effective PMS in HEIs can serve as "a cycle of never-ending improvement" for academics "in identifying and tracking progress against organizational goals, identifying opportunities for improvement and comparing performance against both internal and external standards" (Ghosh and Das 2013, 267). By linking the universities' goals with those of academics, the PMS can reinforce "behaviors consistent with the attainment of organizational goals" (Aguinis 2005, 1/12).

An important application of this research would therefore include activities that would ensure that both academic and organizational goals are compatible and are consistently being met effectively (Ghosh and Das 2013). The implication is that regular evaluation of the academic staffs' performance can enable management to provide the academic staff with useful knowledge regarding their performance and a basis for determining their remuneration. The results suggest that the academic staffs' PAS that is linked to pay could contribute to their improved performance in teaching and research. Therefore, a significant application of the PMS in the university is to provide valid information to make administrative decisions about employees that include salary adjustments, promotions, and the identification of poor performers (Aguinis 2005). The results of this study indicate that a PMS "clearly linking performance and pay can have the desired effect not only in the demonstrated outcome of the relationship between performance and pay but also in the perceptions of employees" (Helm, Holladay, and Tortorella 2007, 59).

As this research strongly suggests, an application of a PMS by management in the university can identify ways in which to improve academics' job performance and provide them with opportunities to discuss their career direction and prospects (Ghosh and Das 2013). Feedback is an important aspect of the application of a well-implemented PMS as it would allow the university managers to identify the strengths, weaknesses, expectations and specific abilities of academics (Aguinis 2005). The universities "should strive to create a 'feedback culture' that reflects support for feedback, including feedback that is non-threatening and is focused on behavior, and coaching to help interpret the feedback provided" (Aguinis 2005, 1/12).

Academic staffs' perception of their performance management system (pms) in teaching and research

The study analyzed the perception of the academic staffs on a PMS in teaching and research in Ugandan public and private universities. Thus, the study established the academic staffs' perception of the PMS process, PA criteria and PFPS. As a result, the following conclusions were made regarding the perception of the academic staffs on their PMS.

Regarding the academic staffs' PMS process (B1), the mean value was 53.53%, implying that the academic staffs in the surveyed Ugandan universities had a moderate attitude towards the PM process in their universities. Furthermore, the correlation results on the PM process for Ugandan public universities were statistically significant (p =0.034), implying that academic staffs in public universities had a significant positive attitude towards the PM process in their universities. In contrast, the correlation results for Ugandan private universities were statistically insignificant (p=0.244), implying that the academic staffs in private universities did not support a PM process in their universities. Therefore, the study concluded that Ugandan public universities had a more formal PMS than private universities.

Regarding academic staffs' attitude towards their PA criteria, descriptive results showed that the majority (59.1%) of the academic staffs from public universities and 65.6% from private universities strongly agreed with their performance appraisal in teaching and research. The average factor score for PA was 77.25%, which showed that the academic staffs in the surveyed institutions had a higher positive perception of the appraisal criteria. Additionally, the correlation results suggested that academic staffs in both public and private universities had a significant positive attitude towards PAS in the evaluation of their performance. The correlation results on PA criteria were statistically significant (p < 0.001) for both public and private universities. Therefore, the study concluded that the academic staffs' PMS in the surveyed Ugandan universities utilized PAS to evaluate their performance. This suggested that PA must have regular evaluation and feedback on the academic staffs' performance. The appraisal of the academic staffs' performance helps to enhance their performance in teaching and research. PA is used to identify good and poor performance and keep the academic staffs' performance in line with the set goals; identify the required skills and competencies, development needs and plans to help the academic staffs increase the skills required to perform efficiently in teaching and research.

On the issue of PFPS, a reasonable number (36.3%) of the academic staffs in public universities and 37.5% in private universities agreed with linking PA results with pay. The average factor score for PFPS was 68.94%, which showed that the academic staffs in the surveyed institutions had a higher positive perception of the appraisal criteria. In addition, correlation results showed that academic staffs in both public and private universities supported PFP while determining their pay. Correlation results on PFPS were statistically significant (p < 0.001) for public and private universities. The results suggest that the academic staffs in the surveyed institutions had a positive attitude towards PFPS. Additionally, the academic staffs in both institution types showed support in reflecting PA results in their salary decisions. Thus, the study concluded that academic staffs in public and private universities believe in being paid based on their performance to raise their pay and reward for outstanding performance. In addition, descriptive results showed that academic staffs in private universities rated the factor of PFP significantly higher than their counterparts in private universities. Thus, the study concluded that the academic staffs in private universities were significantly paid lower than their colleagues in public universities. Therefore, the academic staffs in private universities supported PFPS to increase their pay.

VI.   CONCLUSIONS ON THE IMPACT OF A PMS ON THE ACADEMIC STAFFS' PERFORMANCE MANAGEMENT SYSTEM (PMS) IN TEACHING AND RESEARCH

The study examined the impact of a PMS in managing the academic staffs' performance in teaching and research in Ugandan public and private universities. The impact of performance: planning, review and feedback on the academic staffs' performance in teaching and research. The study correspondingly assessed the effectiveness of performance evaluation and rewards on the academic staffs' performance in teaching and research. Thus, conclusions on the impact of a PMS on the academic staffs' performance are explained below.

Limitations and Future Research

There are various areas which future research should be considered regarding the PM of the academic staff in Ugandan HEIs. Although this study investigated the performance of the academic staffs in teaching and research only, their performance in other related areas such as community service needs to be explored. This study concentrated on the oldest public and private universities in Uganda which had existed at least ten years or more, and this was a limitation of the study. An investigation on Ugandan public and private universities that have existed less than ten years would result in a broader sample of universities to be investigated regarding the academic staffs' performance. Random sampling should be used to select participants in future research on the use of a PMS in Ugandan universities. Since this research was conducted in seven universities which was a limitation in this study, there are ample opportunities to extend future research to a wider target population of both public and private universities across the forty-six universities in Uganda to determine the essential nature of a PMS. This study employed quantitative methods of research and this was a limitation of this study. Mixed

research methods should also be used in future research on this topic to explore what narratives or stories participants may relate in terms of their academic experiences. This performance management initiative can be a significant step towards achieving the university's "ultimate goal of being an employer of choice, where top performers are recognized, and for providing documented research that other organizations can learn from and use in their own performance management efforts" (Helm, Holladay, and Tortorella 2007, 61).

Conclusion

The findings of this study showed that Ugandan private universities lacked a more formal PMS in the management of their academic staffs' performance. There is a need for a structured PMS in the efficient management of the academic staffs' performance in both public and private universities. The results and recommendations emanating from this study are critical for African HEIs that struggle with improvement in scholarship, research and teaching. The findings strongly support the need for a PMS in these HEIs to improve and appropriately reward academics for their teaching and research outputs. Hence, this study is very relevant for Ugandan public and private universities and African universities, especially when many of the HEIs are looking at transforming the way they operate. A better structured PMS in the management of the academic staffs' performance is key for the academic staffs to gain knowledge on how their performance is managed and the activities they should engage in, to improve their performance. In addition, the academic staffs in the surveyed Ugandan universities supported a PA in evaluation of their performance and a PFP in rewarding their performance as part of the broader and holistic PMS. A PMS can therefore help academics to gain additional mentoring in teaching and research, which can serve as a basis for developing their future succession plans. Evidently, the relevance of a PMS cannot be ignored by Ugandan HEIs, even globally, and this is appropriately delineated in the objective of this study.

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