A PERFORMANCE MANAGEMENT MODEL FOR UNIVERSITIES IN UGANDA

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Dedication

I dedicate this work to my late father, Michael Ndhoga Dhikusooka and my late brother, Joseph Abner Asinze whom I am sure would have proudly celebrated this great achievement with maximum excitement. Your lives contributed a lot to my being. May the Almighty God grant you eternal peace.

ABSTRACT

As far as could be established, no empirical study had been conducted with the aim of designing a performance management model for systematically managing institutional performance at public universities in Uganda. The purpose of this study therefore, was to develop an institutional performance management model for universities in Uganda. This was achieved by establishing: the extent to which public universities in Uganda implemented institutional performance management, the challenges impacting institutional performance management implementation in universities in Uganda, how public universities could ensure effective institutional performance management implementation, the various measures of institutional performance that are applicable to universities in Uganda and the key components of the institutional performance management model that could be adopted by universities in Uganda in managing institutional performance.

A mixed methods approach was adopted, applying both the qualitative and quantitative methodologies. Phenomenology and cross sectional survey strategies were adopted. Interviews were conducted with purposively selected top administrators of a selected public university and the results informed the survey questionnaire. This instrument was later administered to academic staff in four public universities using a disproportionate stratified random sampling technique.

The findings revealed that strategic planning in public universities in Uganda does exist and it is aimed at achieving quality. Despite the existence of strategic planning, academic staff are uncertain about a number of issues related to strategic planning. Respondents generally disagreed that: performance management training is continuously provided to managers and staff, they have an effective performance management system and a formal

process exists for units to provide feedback on the attainment of goals. Among the challenges impacting performance management implementation in universities in Uganda was: (i) Lack of a formal performance management environment; (ii) Limited employee engagement/communication problems; (iii) Institutional systems and structural challenges; (iv) Institutional governance challenges. The identified factors for the successful implementation of institutional performance management were categorised into four groups namely: (i) A performance framework, performance culture and employee support; (ii) An individual performance management system; (iii) Alignment; (iv) SMART goal setting. The study established that performance measures for public universities in Uganda could be categorised into five categories namely: (i) Leadership practices, infrastructure and academic profile; (ii) Accountability; (iii) Involvement with external stakeholders; (iv) Information and knowledge transfer; (v) Strategic implementation. Finally, the proposed performance management model consisted of three phases namely: (i) Designing the strategy; (ii) Implementation of the strategy; (iii) Evaluating rewarding and improving performance.

University managers should pay close attention to the identified challenges while ensuring that the factors that facilitate successful performance management implementation are in place. The measures identified by this study could be used by policy makers and universities to determine the extent of performance of the various universities, not only in Uganda but also in sub-Saharan Africa and the proposed model could be adopted by universities in Uganda as well as by all institutions of higher learning during institutional performance management implementation. Ultimately, the success of the implementation process is vested fully in the commitment and willingness of management and the employees to participate in the entire process right from the design stage to the evaluation stage.

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CHAPTER ONE
GENERAL INTRODUCTION TO THE STUDY

1.1   INTRODUCTION

The 1980's and 1990's were dominated by a wave of liberalisation in most nations of the world. This liberalisation led to an increase in the number of private players in the business arena. As a result, the economic environment has become dynamic and competitive, creating more uncertainty and a greater challenge for managers. The effects of liberalisation have filtered down to all sectors including the education sector. Many governments have reduced financing of higher education (Kajubi, 1992: 433) by allowing private individuals to become partners. This has culminated into increasing competition in the sector, posing a challenge to these institutions of higher learning (Shun, Chen & Jiun, 2006: 194). Due to the pressure emanating from vigorous competition, the notion of performance improvement has in recent years, dominated discussions in the world of business and academia (Hussain & Hoque, 2002: 162). Current literature emphasises the need for universities to continuously enhance their performance by focusing on stakeholder needs as a way of maintaining competitiveness in a highly dynamic market (Wongrassamee, Gardiner & Simmons, 2003: 14).

In Uganda, before the liberalisation of university education in May 1987, only one university existed - Makerere University (MAK). After the liberalisation policy was instituted, private institutions were free to enter the market and compete with Makerere University as long as they met the required standards set by the government. This led to an increase in the number of universities to 31, five of which had public status (see appendix A). This trend has implications for public universities with regard to effectiveness and customer service (Halachmi, 2002: 64; Shun et al, 2006: 191). As the epitome of

knowledge and research, universities have the duty of ensuring high standards and quality service delivery to ensure a continuous supply of prospective employees with superior conceptual skills, and who can adapt to the ever-changing environment.

Despite the above trends in competition and calls for excellence and effective service delivery, surveys carried out by the National Council for Higher Education (NCHE) in Uganda, indicated that the quality of higher education left a lot to be desired (Olupot, 2006: 3). A number of problems manifested at universities in Uganda, which included:

(i)   Lecturers having limited time for students (Nshemereirwe, 2005: 25),

(ii)   Teaching notes being recycled by lecturers (Kaheru, 2005: 25),

(iii)   A high rate of grievances among students and employees, manifested by the number of strikes and demonstrations that have become endemic at major public universities in Uganda over recent years (Ahimbisibwe, 2008: 3; Businge, 2008: 4; Kiyaga 2012: 8; Nantambi, Akampa & Kintu 2012: 1). At Makerere University, the staff embarked on a strike on 5 February 2008 over the lack of scholastic materials, poor working conditions and mismanagement of the institution's funds (Ahimbisibwe, 2008: 1&3; Businge, 2008: 3). Management faced accusations of not transferring money to the faculties, which lecturers felt this had made it difficult for them to operate. At the same time non-teaching allowances and payments for part-time lecturers had not been processed for a full year (Ahimbisibwe, 2008: 3). At Kyambogo University (KYU), the strike by lecturers that commenced on 27 February 2008 over irregular pay, eventually led to the closure of the university on 8 March 2008 (Ssejjoba, 2010: 2). On the 5 March 2012 students of Lumumba Hall at Makerere University demonstrated around the campus in protest of poor sanitation in the halls of residence quoting lack of running water,

leaking pipes and an unhealthy environment especially in the toilets (Mugabe 2012: 38) and on the 7 March 2012 Makerere University students demonstrated against scrapping internship allowances (Kiyaga 2012: 8). On the 21 March 2012 Kyambogo University students went on strike, because of poor sanitation, lack of internet services at the university and delay in the release of results among others (Nantambi, Akampa & Kintu 2012: 4). To sum it up, the Chancellor of Makerere University at the time, Professor A. Nsibambi (2006) noted that[1] the quality of education was one of the biggest challenges faced by universities in East Africa.

As a way of ensuring quality education, public universities were expected to have external and internal mechanisms to support institutional performance. In 2001, the NCHE was established by an act of parliament in Uganda, as one of the institutional mechanisms to monitor and facilitate capacity to universities and other tertiary institutions of higher learning, with the aim of enhancing performance. Despite institutional arrangements such as the NCHE and different internal mechanisms to manage performance at public universities, quality standards remained as indicated earlier, a point of concern for various stakeholders. This institutional performance deficiency suggested a problem in the internal systems of public universities and therefore required a solution. Strategic performance management is one approach by which organisations can overcome this daunting dilemma (Green, 1994: 7; de Waal, 2007: 71), as it has not only been widely acknowledged as a mechanism used to enhance institutional performance (Amaratunga, Baldry & Marjan, 2001: 181; Artley, Ellison & Kennedy, 2001: 4; Kaplan, 2001: 363; Verweire & Van Den Berghe, 2003: 782; Brown, 2005:

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[1] At the first Inter University Council of East Africa (IUCEA) Chancellors and Vice Chancellors' Forum Conference held at Imperial Resort Beach Hotel Entebbe Uganda on 18 March 2006. The presentation was entitled "Challenges facing University Chancellors in the globalised world".

478; de Waal & Gerritsen-Medema, 2006: 31; Elzinga, Albronda & Kluijtmans, 2009: 509; Cocca & Alberti, 2010: 186) but specifically identified as being very crucial for universities (Chen, Wang & Yang, 2009: 221). Despite such wide acknowledgement of the usefulness of strategic performance management, there is little empirical evidence about the extent to or manner in which public universities in Uganda have adopted it. Current literature shows that most empirical studies on educational institutions have been conducted in developed countries. Yet the context of educational institutions in the developed world is different to that of public universities in Uganda economically, politically, financially, culturally and legally (Mendoca & Kanungo 1996: 66). It was therefore necessary to establish which strategic performance management practices were performed by public universities in Uganda and whether these practices facilitated performance management implementation. It was also necessary to establish the barriers public universities faced during strategic performance management implementation and to identify efforts made in terms of policy to ensure successful performance management implementation in public universities in Uganda.

Therefore this led us to the following research questions:

(i)   To what extent do public universities in Uganda implement institutional performance management?

(ii)   What challenges impact institutional performance management implementation in public universities?

Various authors have analysed performance at universities but with a focus on different issues, such as the cause-effect relationships in the criteria of the excellence models (Badri, Selim. Alshare, Grandon, Younis & Abdulla, 2006: 1118) and the factors affecting effective performance management in the business world (Franco & Bourne, 2003: 698-710; Vakkuri & Meklin, 2003: 751-759; de Waal, 2004: 301-316; de Waal & Counet, 2009: 367-390; Jabnoun, 2009: 416-429), while others have focused on performance

appraisals (Simmons, 2002: 86-100; Blackmore, 2005: 218-232; Crumbley & Reichelt, 2009: 377-392), accountability (Malandra, 2008: 57-71) and the performance indicators for universities (Chen et al, 2009: 220-235). A number of studies have focused on performance management in profit making organisations (Chakravarthy, 1986: 437; Hussain & Hoque, 2002: 162; Nayeri, Mashhadi & Mohajeri, 2008: 332) and in the education sector other than in Uganda (Cameron, 1978: 604; Brown, 2005: 468; Shun et al, 2006: 191; de Waal, 2007: 69; Nayeri et al, 2008: 332). The few studies that have been conducted on performance management at institutions of higher learning in Africa, included a study carried out by de Waal (2007: 78) at the College of Business Education in Tanzania, which probed efforts made by the management of the college to improve performance. Studies carried out at four public universities in Uganda included a study by Kagaari, Munene and Ntayi (2010: 106-121) on the role of management practices, information and technology in the enhancement of performance and further research conducted by Kagaari et al (2010: 507-530) on how performance management practices enhanced effectiveness and efficiency in service delivery. *Taking the above into consideration:* (i) How can public universities ensure effective institutional performance management implementation? (ii) What are the various measures of institutional performance as revealed in relevant literature and which ones are applicable to public universities in Uganda? (iii) What should the key components of the institutional performance management model be, which could be adopted by universities in Uganda to manage institutional performance?

For purposes of this study strategic performance management refers to a process of keeping the organisation on track through the definition of the organisational mission, vision and objectives in a systematic manner, identifying performance measures and Key Performance Indicators with an aim of taking corrective action (de Waal, Kourtit & Nijkamp, 2009: 1243).

1.2   THE PROBLEM STATEMENT

As much as there are institutional arrangements such as the NCHE and different internal mechanisms for managing performance at public universities in Uganda, their contributions remain a subject of debate. The design, use and implementation of existing performance management frameworks at these public universities are still questionable in terms of their efficacy in fostering institutional performance. Even though there are traces of managing the performance of academic staff through performance appraisals, institutional performance management at public universities in Uganda remains empirically unexplored. As far as could be established, no empirical study had been conducted with the aim of designing a performance management model for systematically managing institutional performance at public universities in Uganda.

1.3   MAIN OBJECTIVE

The main objective of this study was to develop a performance management model for public universities in Uganda to manage institutional performance.

The specific objectives were to:
1.3.1   Analyse the strategies currently used by public universities in Uganda to manage institutional performance.
1.3.2   Examine the challenges impacting institutional performance management implementation in public universities in Uganda.
1.3.3   Identify factors for the successful implementation of institutional performance management at public universities in Uganda.
1.3.4   Evaluate the performance measures applicable to public universities in Uganda.

1.3.5 Identify the key components of a performance management model that could be adopted by public universities in Uganda to manage institutional performance.

1.3.6 Propose an institutional performance management model for public universities in Uganda.

1.4 THE CONCEPTUAL MODEL OF THE RESEARCH

Figure 1.1 presents the conceptual model that was used for the study.

Figure 1.1: Conceptual model of the study
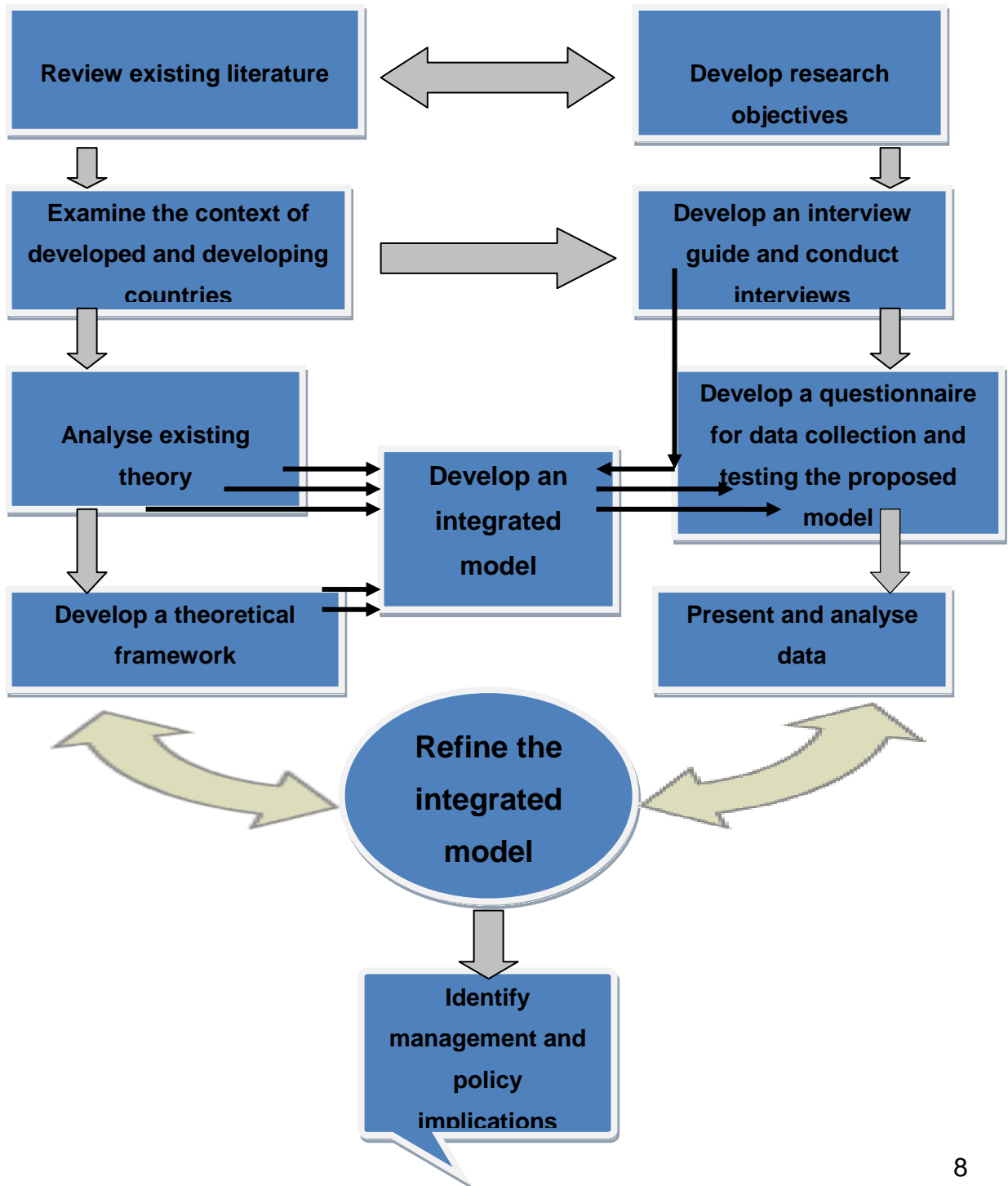
Figure 1.1 indicates that firstly, existing literature was analysed in order to obtain a theoretical overview of the context of institutional performance management in developing and developed countries and to establish which factors facilitated successful institutional performance management. This enabled the researcher to establish a gap in existing literature and to formulate study objectives.

Secondly, the institutional performance management strategies employed and the challenges impacting performance management implementation in public universities in Uganda were investigated by means of interviews, which were conducted with top administrators and heads of academic unit at one selected public university as well as through a study of institutional documents such as the current strategic plans and reports. Existing theory was reviewed with the aim of identifying key measures of institutional performance with a specific focus on the commonly used performance management models at educational institutions.

Findings from the literature review, feedback from the interviews and the documentary study guided the development of the questionnaire which was administered at four public universities in Uganda. The aims of the survey were:

(i)   To establish how institutional performance management was implemented at the four universities.

(ii)   To determine the challenges impacting institutional performance management implementation in public universities in Uganda.

(iii)   To affirm the factors required for successful performance management implementation.

(iv)   To identify the relevant measures of performance at public universities.

(v)   To test the acceptability of a proposed institutional performance management model for public universities in Uganda.

The findings were presented and the data was analysed. Based on the findings from the literature review, interviews, documentary study and the survey, an integrated performance management model for universities was proposed, and the management and policy implications considered.

1.5   SCOPE OF THE STUDY

After taking into consideration a number of constraints, study limitations had to be made and the section below provides the detailed scope of the study.

1.5.1 Subject scope

The study sought to investigate the extent to which public universities in Uganda implemented institutional performance management with the aim of developing a performance management model which public universities in Uganda could use to manage institutional performance. Specifically the study focused on:

(i)   Strategies used by public universities in Uganda to manage institutional performance.

(ii)   Challenges impacting institutional performance management in public universities.

(iii)   Factors for the successful implementation of institutional performance management.

(iv)   Relevant performance measures applicable to public universities in Uganda.

(v)   Key components of a performance management model that could be adopted by public universities in Uganda to manage institutional performance. The study focused on institutional performance management and not individual performance management per se. Therefore, the unit of analysis for this study was the public university.

1.5.2 Geographical and organisational scope

There are five public universities in Uganda but only four universities were included in the study namely Makerere University, Kyambogo University, Gulu University and Mbarara University of Science and Technology. Busitema University was excluded from the study as at the time of the study, it had been in existence for less than three years.

1.5.3 Respondent scope

The target population for the study was respondents from the four public universities indicated in 1.5.2 above. These included senior administrators who were responsible for spearheading institutional performance management practices and performance management systems, processes and general management at the universities. The second category included the heads of academic unit, who were responsible for the implementation of performance management practices at unit level and lastly academic staff who were the key individuals involved in research, teaching and learning processes which are the core activities of any university. Interviews were conducted with senior administrators and heads of academic unit at a selected public university. The results from the interviews, the literature review and the documentary study guided the development of the questionnaire which was later administered to heads of academic unit and academic staff at four public universities in Uganda. For purposes of this study, the support staff and group employees were not included in the study as they were not involved in the core business of the university.

1.6   DEFINITION OF CONCEPTS

The following concepts that appear in the title and the thesis are briefly explained to prevent different interpretations.

A public university in Uganda is one which is approved by an act of parliament as per section 22 of the University and Tertiary Institutions Act and sustained by the government of Uganda from public funds (The University and Other Tertiary Institutions Act, 2001: 2).

Administrator refers to a person responsible for managing business affairs. For the purposes of this study, an administrator is any person who holds an executive management position at a university.

An academic unit refers to a school, a faculty, an institute or a college which is part of a university.

Effectiveness is the extent to which an organisation attains its goals (Ndandiko, 2010: 74)

Efficiency is the optimal utilisation of resources to produce a unit of output (Ndandiko, 2010: 74)

Model refers to a likeness of something, an abstraction from reality that puts something in logical order providing a clear picture of the reality by conveying its essential characteristics (Chava & Nachmias, 2003: 44). In this study, a model refers to a representation of how strategic performance management should be implemented at public universities in Uganda.

Performance management refers to the process whereby steering of the organisation takes place through the systematic definition of mission, strategy and objectives of the organisation, making these quantifiable through performance measures and key performance indicators allowing corrective action to be taken thereby keeping the organisation on track (de Waal, Kourtit & Nijkamp, 2009: 1243).

Performance measures or indicators are measurable characteristics of products, services, processes and operations used to track and improve performance.

1.7   ASSUMPTIONS

Based on the seven tenets of general systems theory identified by Kast and Rosenzweig (1972: 447-464), It is assumed that the personnel at the universities are aware that business is operating in a competitive and dynamic environment which requires organisations to be sensitive and flexible to any changes in the environment so as to respond to the ever changing demands and expectations of society.

In addition it is postulated that universities have shared missions and goals, which are challenging. These should guide the staff actions towards excellent performance (Locke & Latham, 2006: 265). Besides, the organisation operates in an open system hence the mission and activities of universities are affected by the environment in which it functions (Yasin & Gomes, 2010: 217). Universities are made up of interrelated parts and therefore they must be viewed as a whole and each part should be seen as affecting another. They draw their inputs from the environment and transform these into outputs which are later passed on to the environment. These outputs should satisfy the key stakeholder expectations. If the key stakeholder expectations are not satisfied with the outputs, then the universities will receive feedback and adjust their inputs and processes to ensure effectiveness. Therefore universities must use feedback information to take corrective action and should change with the changing environment so as to survive. While designing and implementing the performance management system, universities should focus on continuous improvement. They should adopt

various ways of achieving their organisational goals depending on the prevailing situation.

This study was guided by the open systems theory developed by Ludwig Bertalanaffy in the 1940s. In an open system, it is postulated that managers should benchmark best practices relating to organisational performance (Yasin & Gomes, 2010: 217). For the purposes of this study, a holistic approach was employed to examine universities performance management systems. In addition, the Theory of Constraints (TOC) developed by Dr. Eliyahu. M. Goldratt in 1984 was adopted. The theory focuses on system constraints and asserts that every system has at least a constraint or a few constraints which may limit an organisation from attaining its pre determined goals (*Moore & Scheinkopf 2008: 1).* Hence the TOC advocates for management's attention to the constraints so as to minimise them for the successful achievement of the organisational goals (Geri & Ahituv 2008: 343). In this study the challenges impacting performance management implementation were identified so that management could be in a better position to minimise them for the successful implementation of performance management systems in their respective universities. The challenges to performance management implementation were considered as constraints to implementation and it was postulated that if these were identified, then managers' focus on them would enable organisations to achieve their goals.

This study further adopted Otley's approach to developing a performance management framework guided by the five research issues he raises. In summary Otley (1999: 365) suggests that while managing organisational performance, leadership should focus on the:
a)   key organisational objectives and their evaluation
b)   required plans of action to ensure the achievement of the set goals and how these will be measured
c)   performance targets for the set goals
d)   nature of the reward system

e) required information system that will facilitate improvement.

1.8 SIGNIFICANCE OF THE STUDY

There was little evidence of effectively implemented institutional performance management strategies at public universities in Uganda. According to de Waal (2007: 70), for a performance management system to be valid, it requires testing in the applicable context, which in this case was a developing economy. The dynamics of a developing economy are perceived to be different to that of a developed economy. Performance management is a tool public universities could use to ensure effective service delivery. A shift from traditional performance management to forward-looking performance management was noted which acknowledges and recognises the importance of intangible measures of performance instead of mostly focusing on financial measures. This shift signifies the importance organisations place on modern institutional performance management systems. Good performance management practices facilitate effective service provision to the customer (Macaulay & Cook, 1994: 3), enhance the decision making process and promote accountability, responsibility and effective departmental operations management. Hence the need for a performance management model for public universities in Uganda.

There is limited literature on institutional performance management implementation in developing countries and more specifically in Uganda. This study reviewed the challenges impacting performance management implementation in public universities in Uganda which calls for management attention to assess and respond to these challenges to ensure effective performance management implementation at public universities in Uganda. The study further identified factors which facilitate performance management implementation. Management should ensure that these are in existence in public universities for successful performance management implementation.

The final output of this study was an integrated model for performance management at public universities in Uganda. The performance management model developed could ignite relevant policy formulation related to institutional performance management.

Hence this study enhanced both the theoretical and practical understanding of the performance management concept as applied to universities in the context of Uganda. The findings of the study could be utilised in the planning and execution of institutional performance management at universities in Uganda.

The examination of various models of performance management and useful measures of institutional performance management applicable to the context of Uganda, serve as an integral guide in managing performance at universities in Uganda, and is therefore useful to university managers and practitioners in higher institutions of learning in general. The study could enhance and promote performance management awareness at universities in Uganda specifically, and in the developing world in general, which could motivate appropriate management changes. The study also generated ideas and issues for future research and replication possibilities in different settings or contexts.

1.9   RESEARCH DESIGN AND METHODOLOGY

This section describes the specific strategies or methodologies which were used for data collection and analysis in order to address the main problem of the study.

1.9.1 Research Design

The purpose of the study was to develop a performance management model for use by public universities in Uganda to ensure effective institutional performance management. Four public universities were included in the study. The study utilised a combination of qualitative and quantitative research designs as both interviews and questionnaires were used as data collecting tools.

1.10 DATA COLLECTION METHODS AND INSTRUMENTS

Relevant literature was reviewed through a documentary study. Interviews were conducted with senior administrators at one public university in Uganda. The interviews and questionnaire were used to collect the primary data. Triangulation of information from the multiple sources was employed to establish validity.

1.11 LITERATURE STUDY

The literature review included an in-depth examination of material relating to higher education in Uganda, institutional strategic plans, performance management implementation, models of performance management and strategies that could assist universities in Uganda to effectively manage institutional performance.

1.12 EMPIRICAL STUDY

Interviews

A qualitative study based on information gleaned from the face-to-face in-depth interviews with senior administrators and heads of academic unit from a selected public university, was conducted to generate primary data from key informants. An interview guide was developed for the interviews (see

Appendix B). The information gleaned from the interviews guided the development of the questionnaire which was used in the empirical study.

Questionnaires

The questionnaire (see Appendix C) administered to heads of academic unit and academic staff at four public universities in Uganda focused on:

(i)   Strategies used by public universities in Uganda to manage institutional performance.

(ii)   Challenges impacting institutional performance management implementation in public universities in Uganda.

(iii)   Factors for the successful implementation of institutional performance management in public universities in Uganda.

(iv)   Relevant performance measures applicable to public universities in Uganda.

(v)   Key components of a performance management model that could be adopted by public universities in Uganda to manage institutional performance.

Based on the findings from the literature review, documentary study, interviews and questionnaire, an integrated performance management model for universities in Uganda was proposed and theoretical as well as practical implications were made.

1.13   TARGET POPULATION

The target population for the survey included all heads of academic unit, who were responsible for ensuring that institutional performance management practices were implemented at unit level and full- and part-time academic staff who were key role players in the teaching, learning and research processes.

1.14 DATA ANALYSIS

Descriptive and inferential statistical methods were used for the analysis and interpretation of the responses obtained from the survey. Measures of central tendency were computed. Cronbach's Alpha was computed to measure the internal consistency and reliability of the data. Cross tabulation of key variables were made, a comparison of the responses obtained from the various universities was also made by means of measures of central tendency, correlations and ANOVA, to answer the research questions. Principle Component Analysis (PCA) using varimax rotation and eigenvalues greater than one and the scree plot criteria were done to reduce the variables to a smaller, meaningful, interpretable and manageable number and to determine the underlying principle components (Sekaran, 2003: 408). The Kaiser-Meyer-Olkin (KMO) test and Bartlett's test for sphericity were conducted to determine if the items could be factored. Correlations between some demographic variables and non-demographical variables were made. Ordered logit model was used to confirm the challenges which significantly affect the effectiveness of the performance management systems of public universities in Uganda.

1.15 ORGANISATION OF THE STUDY

CHAPTER ONE

This chapter presents the background to the problem justifying reasons for the study. The main problem is stated together with the objectives, the conceptual model of the study is presented and the scope and definition of concepts as well as the significance of the study are also explained.

CHAPTER TWO

Chapter two presents a literature review of institutional performance management, its evolution and importance thereof. It identifies a number of

cases of performance management implementation in Africa and presents a number of factors relevant for successful strategic performance management implementation, as explained in the literature.

CHAPTER THREE

Chapter three provides a brief overview of the political history and climate in Uganda and how it has impacted on the education system. It provides an overview of the education system in Uganda with specific emphasis on university education, the regulatory framework and the role of public universities in Uganda. The chapter further offers a theoretical overview of the challenges impacting institutional performance management implementation and a summary of the feedback received from the preliminary interviews conducted at a selected public university with senior administrators and heads of academic unit on performance management strategies used by public universities, the challenges they encountered in performance management implementation and the relevant measures of institutional performance for public universities in Uganda are also presented.

CHAPTER FOUR

This chapter presents a literature overview of models and strategies utilised for institutional strategic performance management in general. The models/frameworks analysed included the Balanced Score Card (BSC), the Performance Prism, Malcolm Baldrige National Quality Award Model (MBNQA) and the European Foundation Quality Model (EFQM). This chapter further summarises the key measures of performance relevant to public universities in Uganda and provides an overview of the key performance indicators (KPI's) used by various universities across the globe. In this chapter, an integrated model for institutional performance management of public universities in Uganda is proposed.

CHAPTER FIVE

The chapter presents the research design and methodology used in this study.

CHAPTER SIX

This chapter presents the results and a discussion of the empirical findings of this study, which sought to examine the strategies used by public universities in Uganda to manage institutional performance, the challenges impacting institutional performance management in public universities in Uganda, the factors necessary for the successful implementation of institutional performance management, the relevant institutional performance measures applicable to public universities in Uganda and the key components of a strategic performance management model that could be adopted by public universities in Uganda to manage institutional performance. A refined integrated model for institutional performance management of public universities in Uganda is presented.

CHAPTER SEVEN

Chapter seven presents a summary of the results and a general conclusion. It also outlines the theoretical implications and practical implications for universities and policy formulation. Finally, it provides recommendations and suggestions for future research.

1.16   CONCLUSION

The purpose of this chapter was to provide an introduction and background overview to the study. It explained the motivation for the study. The problem statement and the objectives which it sought to achieve were explained. It provided a brief of the research design that was employed and the scope of the study. Definitions of the key terms were provided and assumptions were outlined. The significance of the study was explained and the organisation of

the rest of the study outlined. In the proceeding chapter, performance management is reviewed, focusing on the meaning of performance and institutional performance management, the difference between performance management and measurement and the evolution of institutional performance management. The significance of institutional performance management is discussed and factors which facilitate successful institutional strategic performance management implementation as presented in literature are identified.

CHAPTER TWO

A THEORETICAL OVERVIEW OF INSTITUTIONAL PERFORMANCE MANAGEMENT

2.1   INTRODUCTION

With the unfolding of global markets, firms are now facing more competitive pressures compared to the past. To maintain a competitive position in the global village, organisations must devise ways of becoming more efficient, effective and responsive to customer expectations (Halachmi, 2002: 64). Quality improvement is one way in which organisations can favourably face current challenges of a highly competitive but ever changing environment (Castka, Bamber, Sharp & Belohoubek, 2001: 123). Existing literature highlights the significance of performance management as one way in which organisations can ensure quality for their stakeholders (Green, 1994: 7). The application of performance management in organisations in both developed and developing countries, and especially in Africa, is increasing (de Waal 2007: 71; Elzinga et al, 2009: 509). Over time, various frameworks have been developed for the management of performance in organisations (Verweire & Berghe, 2003: 782). These frameworks are mostly aimed at the developed world and not at higher institutions of learning, and specifically not at public universities in Uganda. Performance management has evolved from its traditional focus on financial measures to incorporate the non-financial measures (Bourne, Mills, Wilcox, Neely & Platts, 2000: 754). Focusing on intangible and tangible measures of performance is vital for successful performance management implementation (Verbeeten, 2008: 442). Performance management is critical for efficient and effective service delivery (Neely, 1999: 209).

To provide an in-depth understanding of performance management and how it benefits an organisation, this chapter explores various scholars' definitions of performance management, its evolution and rationale. Apart from providing a review of institutional performance management, it also explains the differences between performance management and performance measurement. It further provides an overview of performance management implementation in the developing world and specifically the challenges faced during performance management implementation in general and in Africa specifically. The chapter further provides an overview of factors that facilitate the effective implementation of institutional performance management.

2.2 INSTITUTIONAL PERFORMANCE MANAGEMENT

In this section, the meaning of performance, evolution of performance management and the meaning of performance management are explored. This chapter further presents differences between performance measurement and performance management, the rationale of institutional performance management, performance management implementation in selected countries in Africa and challenges of performance management implementation in Africa. The chapter draws to an end by presenting guidelines for successful performance management implementation and the chapter conclusion. The next section presents the meaning of performance.

2.2.1 The meaning of performance

Before one can examine the meaning of performance management, it is important to first understand the meaning of performance. Flapper, Fortuin and Stoop (1996: 27) explain performance as the result of aligning individual activities with organisational goals. Performance is about doing things the best way, which includes the accomplishment of results within budget limits and in the most efficient way (Scotti, 2004: 3). Performance has various

dimensions depending on what it constitutes. It can be measured through actions, outputs and outcomes (Mwita, 2000: 21). For the purposes of this study, *The Oxford Advanced Learner's Dictionary* (Hornby, 2006: 1080) definition of performance will apply, which means the act of doing something or an action taken. In terms of this study, it concerns the actions taken by the institution in order to accomplish organisational goals from the strategic point of view. The next section explores the evolution and meaning of performance management.

2.2.2 The evolution of performance management

The origins of performance management can be traced back to the third century when the management of performance was based on the individual. During this period, performance of individual members of the Wei Dynasty was appraised (Brudan, 2010: 112). In the 1700's Adam Smith advocated for the division of labour, whereby each worker specialised in performing a specific task (Russell & Taylor III, 2003: 5). The division of labour increased the efficiency of the worker as a result of performing the same task over and over again and hence it resulted in increased individual productivity. In the early 19th century Robert Owen conducted performance appraisals for employees at his cotton industry in Scotland (Brudan, 2010: 112).

During the 1900's Fredrick Taylor introduced scientific management theory which involved physically observing employees perform their tasks and analysing the best way of performing each job. The selected method of work would later be adopted by all workers. Strict supervision of employees was observed and workers would be rewarded or punished based on their performance. This period marked the advent of organisational studies as a discipline. Taylor's works were among others supported by Frank and Lillian Gilbreth (Radnor & Barnes, 2007: 386). During this period, industry was characterised by mass production with labour as the major factor of production. In order to measure the performance of individuals, work studies

were undertaken. Employees were therefore rewarded based on their levels of productivity. At this point in time, organisational focus was mainly on efficiency measures of performance with emphasis on volume, cost reduction (Radnor & Barnes, 2007: 386; Yasin & Gomes, 2010: 217) and financial information including financial ratios, which was used for planning purposes (Neely, 1999: 207; Yasin & Gomes, 2010: 217). Management's role was to plan and control. Towards the late 1950's and early 1960's scientific management received a lot of criticism from individuals such as Maslow (1954), McGregor (1960) and Herzberg (1966), for being too mechanistic and ignoring the fact that workers are human beings and therefore advocated for social factors to be taken into consideration in the work place (Radnor & Barnes, 2007: 387). Their advocacy for taking human elements into consideration when managing performance resulted in a shift from focusing on individual performance to group performance.

The 1950's and 1960's were characterised by a decline in the popularity of Taylorism which was perceived as an autocratic management style. Neo classical theory evolved with an increasing call for involvement of employees in decision making processes. Job availability in the US was high hence companies had to design ways of retaining high calibre staff. This resulted in increased autonomy in decision making and the use of both financial measures and some non-financial measures of quality, flexibility, timeliness and innovation in measuring organisational performance (Radnor & Barnes, 2007: 387).

During the 1970's managers in Japan emphasised lean production and total quality management, focusing on both efficiency and effectiveness, while their United States of America (US) counterparts mainly emphasised efficiency and mass production (Radnor & Barnes, 2007: 388). The increasing demand for Japanese goods (which were perceived as being of better quality) motivated US companies to rethink their strategy and move

away from emphasising efficiency alone to emphasising both efficiency and effectiveness. At this point in time, the notion of quality received acclaimed attention. Quality Gurus such as Deming in 1982, Juran in 1980 and Shewhart in 1980, proposed a number of guiding principles for quality management performance by reducing the number of product defects, in an effort to improve (Radnor & Barnes, 2007: 389). The service industry was simultaneously advancing and quality was viewed from the perspectives of not only minimum product defects but also customer satisfaction.

The use of financial measures in performance management received a lot of criticism during the 1980's because it focused mainly on past performance and communicated little about long-term future value creation (Neely, 2005: 1266). These were also historical, short term, had an internal focus, encouraged local optimisation and failed to focus on customer wants and competitor performance (Neely, 1999: 206). Winstanley and Stuart-Smith (1996: 66) note that financial measures reduce the enthusiasm of staff because they exert control and as such, sometimes inhibit the achievement of organisational goals. Dissatisfaction with the traditional measures of performance by practitioners necessitated a broader view of measuring performance to encompass both quantitative and qualitative elements.

The period of the mid 1980's to date has been dominated by increasing criticism of traditional financial measures of performance. Financial measures have three functions, namely ensuring financial discipline within an organisation, explaining the financial performance of the organisation to the stakeholders and acting as a motivating and controlling factor of the activities in the organisation (Otley, 2002: 3). As indicated above, the focus of financial measures is mainly internal to an organisation yet there are other dimensions that could be used to determine the extent to which an organisation is performing both internally and externally (as part of an open system).

In response to the criticism, there was increasing focus on designing balanced performance management frameworks that emphasised both financial and non-financial measures (Bourne et al, 2000: 754; Yasin & Gomes, 2010: 217). The late 1980's and early 1990's therefore were characterised by an increased focus on the development of multi-dimensional performance management frameworks. Measures of performance were broadened to include cost, quality, speed, flexibility and dependability (Radnor & Barnes, 2007: 390). A number of multi-dimensional performance and excellence models were designed, notably the Balanced Score Card (BSC) (Kaplan & Norton, 1992), the Performance Prism (Neely et al, 2001), the Malcolm Baldrige National Quality Award Model (MBNQA) (Malcolm Baldrige National Quality Program, 1987) and the European Foundation for Quality Management Excellence Model (EFQM) (European Foundation for Quality Management, 1991). These models emphasise deriving individual objectives from organisational objectives and ensuring that the two are in alignment for overall accomplishment of the strategy (Brudan, 2010: 113). The aim of these models was to provide a holistic framework for effective institutional performance management. Bourne, Franco and Wilkes (2003: 20) summarise the changes that have occurred in the realm of performance management as shown in Table 2.1.

Table 2.1: Summary of the changes in the field of performance management

Changes in ……	Traditional performance management	Balanced performance management
Focus	Internally focused	Internally and externally focused
Dimensions	Single dimension	Multi dimensional
Drivers	Cost	Innovation and learning
Targets	Financial	Financial and non-financial
Desired benefits	Cost control	Communication of strategic direction

Source: Bourne et al (2003:20)

Considering the above evolution, it was therefore pertinent to identify both non-financial and financial measures that could be used by public universities in Uganda to manage institutional performance (discussed in chapter four).

2.2.3 Performance management defined

Performance management encompasses a number of aspects. It may refer to measures of efficiency (short term) or effectiveness (long term), or to managing key stakeholders (Verbeeten, 2008: 428). It may also refer to how an organisation manages its culture and how it motivates its staff (Halachmi, 2005: 506). To other authors it refers to the use of financial and non-financial information by managers to make decisions pertaining to organisational activities and pre-determined goals (De Waal, 2003: 688). It involves the use of performance measurement information to effect positive change in organisational cultures, systems and processes, by helping to set agreed upon performance goals, allocating and prioritizing resources, informing managers to either confirm or change current policy or directions to meet

those goals and sharing results of performance in pursuing goals (Amaratunga et al, 2001: 181). Strategic performance management focuses on organisational goal attainment and strategic performance management systems emphasise strategy design and implementation (Brudan, 2010: 114).

Armstrong (1992: 163) views performance management as a series of actions put in place to manage and develop people with an aim of enhancing the achievement of a common set of objectives, both in the near and far future (Alan, 1997: 299). Hence, what is to be achieved must be effectively communicated to all interested parties so that they can develop ways of achieving it as performance is an outcome of both individual and organisational activities (De Waal, 2003: 688).

Performance management consists of having a common understanding of set goals and organisational expectations, continuously providing feedback and improving performance (Ohemeng, 2009: 112). Components of a performance management system, as identified by the Commonwealth secretariat (2002: 39), include strategy, capabilities, structure, planning, a review process, training, performance recognition and succession planning. Individuals need to know the direction in which the organisation is moving so that they can improve or maintain the status quo. Any organisation that aims at maintaining a competitive position in today's world should employ a variety of measures of performance, focusing on both financial and non-financial dimensions as opposed to the traditional measures of performance which limit their focus on financial indicators (Amaratunga et al, 2001: 181). Broadly speaking, performance management refers to processes geared at coordinating and enhancing work activities and outcomes within an institutional unit (Waldman, 1994: 31). Performance management can be at an individual level, group level and institutional level (Brudan, 2010: 110). In their review of existing literature, Karen, Jiju and Ogden (2009: 480) note that a successful performance management system requires:

a)   Alignment of the performance management system with all institutional systems and strategies.

b)   Committed leadership.

c)   A performance improvement culture which focuses on appraising good performance and not punishing poor performance.

d)   Active stakeholder involvement.

e)   Continuous monitoring and feedback provision to the concerned parties.

Considering the above information and discussion it is evident that the following attributes capture the notion of performance management:

a)   It is a collaborative set of strategic actions.

b)   It involves setting performance goals for the institution and having a shared understanding of the set objectives by all employees.

c)   It includes the identification and prioritizing of resources to attain the set goals and objectives.

d)   Managing and developing employees to achieve the set goals.

e)   Use of financial and non-financial performance measurement information to positively change the organisational culture, systems and processes.

f)   Timely feedback to all concerned parties on the extent to which goals have been attained.

g)   Transparent decision making after identification of weaknesses and challenges.

h)   Taking corrective action where there are deviations.

Therefore performance management refers to the set of actions implemented to determine the extent to which an organisation is achieving its pre-determined targets (Amaratunga et al, 2001: 181).The first objective of this study was to analyse the strategies used by public universities in Uganda to manage institutional performance. The above attributes were captured in the

survey instrument which was used to analyse the performance management practices in public universities in Uganda (see appendix C, section B). The proposed strategic performance management model captured the above attributes of institutional performance management.

2.2.3.1 Performance measurement and performance management

Performance measurement as a field of study as understood today, is presumed not to be more than 20 years old. It notably received increased attention in the 1980's and early 1990's. Neely (2005: 1267) established that performance measurement citations became increasingly common from the late 1970's to the 1990's (see Table 2.2) with the majority of the articles focusing on strategy and measurement. He proved that publications in the field of performance measurement have increased over the last few years (Neely, 2005: 1273).

Table 2.2: Most frequently cited performance measurement works

Author	Journal	Year	Citations
Kaplan, R.S. & Norton, D.P.	The Balanced Score Card: Measures that drive performance, *Harvard Business Review.* January-February. 71-79	1992	119
Kaplan, R.S. & Norton, D.P.	The Balanced Score Card: Translating strategy into action. *Harvard Business School Press*, Boston. MA	1996	63
Charnes, A., Cooper, W.W. & Rhodes, E.	Measuring efficiency of decision-making units. *European Journal of Operations Research.* 2(6). 429-444.	1978	56
Dixon, J., Nanni, A. & Vollmann, T	The New Performance Challenge. *Business One.* Irwin, Burr Ridge. IL	1990	49
Neely, A.D., Gregory, M. & Platts, K.	Performance measurement system design: A literature review and research agenda. *International Journal of Operations & Production Management.* 15(4). 80-116.	1995	42
Eccles, R.G.	The performance measurement manifesto. *Harvard Business Review.* January –February. 131-137.	1991	41
Lynch, R.L. & Cross, K.F.	Measure Up! Blackwell Publishers. Cambridge. MA	1991	40
Kaplan, R.S. & Norton, D.P.	Putting the Balanced Score Card to work. *Harvard Business Review.* September – October. 134-147	1993	36
Banker, R.D., Charnes, A. & Cooper, W.W.	Some models for estimating technical and scale inefficiencies in data envelopment analysis. *Management Science.* 30(9). 1078-1092.	1984	34
Kaplan, R.S	Using the Balanced Score Card as a strategic management system. *Harvard Business Review.* 74 (1). 75-85.	1996	34

Source**:** Neely, 2005: 1267

Neely (2005: 1273) proposed that further research could be conducted on the design and deployment of institutional performance management systems.

He proposed using the Balanced Score Card as a basis for advancing the performance measurement field as it is widely appreciated by both academics and practitioners (Neely, 2005: 1273). The major aim of this study was indeed to develop a performance management model which public universities in Uganda could adopt for effective institutional performance management. The Balanced Score Card was one of the frameworks identified for this study as a basis for developing a model for managing institutional performance in public universities in Uganda.

Various authors have used the terms performance measurement and performance management interchangeably (Radnor & Barnes, 2007: 392; Ndandiko, 2010: 72). However Radnor and Barnes (2007: 393) make a distinction between performance measurement and performance management. They note that measurement involves quantifying inputs, outputs or the level of activity. It focuses more on efficiency, productivity and resource utilisation. Karen et al (2009: 481) explain that performance measurement consists of:

(a)   determining what to measure;

(b)   how to measure it;

(c)   interpreting the data; and

(d)   communicating the results.

Performance management, on the other hand, aims at improving the organisation as a whole. It emphasises effectiveness and focuses more on qualitative aspects. Performance measurement is perceived as a part of performance management (Radnor & Barnes, 2007: 393; Brudan, 2010: 111). Brudan (2010: 111) explains that performance measurement is concerned with evaluating outcomes and performance management involves responding to the evaluated results with an aim of goal achievement. The usefulness of performance measurement as far as the successful implementation of performance management is concerned, cannot be underestimated (Kloot &

Martin, 2000: 247; Amaratunga & Baldry, 2002: 223;) because performance measurement is a subset of performance management (Halachmi, 2005: 506) and it provides the basis for assessing how well an organisation is progressing towards the achievement of predetermined objectives as well as identifying areas of strengths and weaknesses (Amaratunga & Baldry, 2002: 223). It involves the setting of standards against which to measure the success of the implementation process (Amaratunga & Baldry, 2002: 223). Amaratrunga & Baldry (2001: 179) warn that for performance measurement to be useful, actions measured must relate to the goals and strategies of the organisation. Most managers agree that the lack of an appropriate performance measurement system can inhibit change and improvement (Amaratunga & Baldry, 2002: 217), as performance measurement enhances quality and productivity. It involves setting standards for individuals or teams, allocating resources, monitoring performance, identifying areas requiring immediate attention and communicating how the deviations will be overcome (Sinclair & Zairi, 1995: 42). Halachmi (2005: 504) and Radner and Barnes (2007: 394) emphasise that instituting performance measurement without performance management does not guarantee improved performance.

Winstanley and Stuart-Smith (1996: 67) divide performance management and measurement into three broad processes which include: (i) setting objectives, (ii) managing performance in relation to the set objectives and (iii) measuring performance against the objectives. Individuals need to know the direction in which the organisation is moving so that they can improve or maintain the status quo. For purposes of this study, performance management focused on effectiveness and qualitative aspects with an aim of improving the overall goal.

The next section gives an overview of the significance of performance management to an organisation. This will justify why universities in Uganda should adopt performance management as part of their drive towards ensuring effective service delivery to their stakeholders. The rational goals

model identifies an organisation as effective by the extent to which it achieves its set goals (Field, 2002).

2.3 WHY IS INSTITUTIONAL PERFORMANCE MANAGEMENT NECESSARY?

Institutional performance management is useful to both profit and non-profit organisations. In the past, non-profit making organisations such as public universities have not faced much competition as they have always received protection from the government. This however has had a negative impact on their performance (Shun et al, 2006: 191). With stiff competition from private higher learning institutions, resulting from the liberalisation of the economy, universities must devise ways of transforming their strategy into activities which will enable them to achieve organisational goals. It is postulated that this can be done by utilising performance management tools (Shun et al, 2006: 192). This section explores a theoretical perspective of the rationale for utilising performance management.

A poorly performing organisation will eventually collapse, hence the manner in which an organisation implements its objectives will determine how well it will perform (Flapper et al, 1996: 27). Therefore it would be prudent for all organisations, whether public or private, to focus on implementing effective performance management systems, since it is only through such systems that they can remain highly competitive (Artley et al, 2001: 1).

Good performance management assures customers of high quality service because each employee will be working effectively towards the achievement of personal and organisational goals (Macaulay & Cook, 1994: 3). Performance management as an accountability mechanism assists managers in the effective management of functional operations and in the decision making process. By embedding performance management in the

management systems of an organisation, focus on performance and attainment of strategy will be easily ascertained because it links the strategy, the processes and the resources to goals (Kaplan & Norton, 1992: 72; Verweire & Van Den Berghe, 2003: 782).

In their study in manufacturing firms, Bititci, Carrie and McDevitt (1997: 524) reiterated the importance of performance management to the future success of any manufacturing organisation. The performance management process provides a learning platform for individuals through their involvement in the decision-making process and in the achievement of organisational goals (Amaratunga & Baldry, 2002: 218-221). Translating vision into clear outcomes shared by all stakeholders and determining the extent of organisational success become easy (Amaratunga et al, 2001: 181). Amaratunga and Baldry, (2002: 219) further note that high performing organisations establish performance management systems as a mechanism to translate vision into performance indicators, which are later communicated to all concerned parties. In addition, the benefits of a performance-based management system include the creation of a systematic method for managing performance objectives, a communication channel to top management and all stakeholders, involvement of all concerned in the performance improvement and evaluation process and ensuring that an accountability framework exists (Artley et al, 2001: 4). It further provides the leadership with a basis for analysing performance results and determining whether there are no unanticipated deviations (Amaratunga & Baldry, 2002: 220).

Organisations introduce performance management for a number of reasons, including:

a)   Successfully implementation of the organisational mission and strategy.

b)   Linking individual objectives to organisational objectives.

c)   Providing information on the effectiveness and efficiency of employees and the organisation as a whole with the aim of improving performance (Zigan, Macfarlane & Desombre, 2008: 59).

d)   Directing employees towards priority areas.

e)   Motivating employees through training and development.

f)   Creating a basis for rewarding good performance.

g)   Providing an accountability framework and a performance oriented culture aimed at customer satisfaction (Brown, 2005: 472-473).

De Waal, Kourtit and Nijkamp (2009: 1245) identified a number of advantages of strategic performance management which they categorised into quantitative and qualitative advantages. The quantitative advantages include increased revenue and profits, reduced costs and higher return on assets. The qualitative advantages include improved communication and understanding of the organisational strategy, closer coordination and improved knowledge and information sharing among organisational units, a better focus on the vital organisational issues, increased focus on the achievement of goals, better quality of performance information, strategic alignment of organisational units, increased operational efficiency, better management quality and an improved decision-making process. The qualitative advantages also include greater employee commitment to the organization, clear roles and responsibilities to employees towards achievement of the strategy and organisational goals, improved innovativeness, more pro-activity of organisational members, better quality products and services, an effective management control, increased employee satisfaction, stronger process orientation, a better corporate and a better strategic planning process.

While reviewing literature Neely (1999: 209) discovered that leading organisations have measures which are understood by managers, use financial and non-financial measures of performance, align strategic

measures to operational measures, update their scorecard regularly and communicate measures and progress to all employees.

It has been empirically proven that performance management has enabled organisations to improve their performance. In a study carried out by De Waal and Gerritsen-Medema (2006: 31) at Lelystad, a Dutch municipality which emphasised financial information in its performance management systems, it was discovered that performance scores were lower than that of the 26 Dutch non-profit organisations in the Performance Management Analysis (PMA) data base. A study conducted by Kaplan (2001: 363) and led by Meliones at Duke Children's Hospital revealed excellent short-term results from using the Balanced Score Card, including a 25 per cent decline in cost per case and patient stay at the hospital, an increase in revenues and margins resulting in a profit margin of approximately $ 10 million from a loss of $ 40 million. There was improvement in patient satisfaction, awareness and financial and operational management within two to three years of using the BSC (Kaplan, 2001: 365). In literature reviewed by Elzinga et al (2009: 509) it was established that in a study conducted among 150 organisations, performance management implementation facilitated the alignment of organisational activities with the strategy as well as an increased awareness of organisational goals and strategy. In a study carried out by Brown (2005: 478) in primary schools in England, participants agreed that the implementation of performance management under favorable conditions enhances quality. Figure 2.1 illustrates the benefits of performance management.

Figure 2.1: The importance of performance management
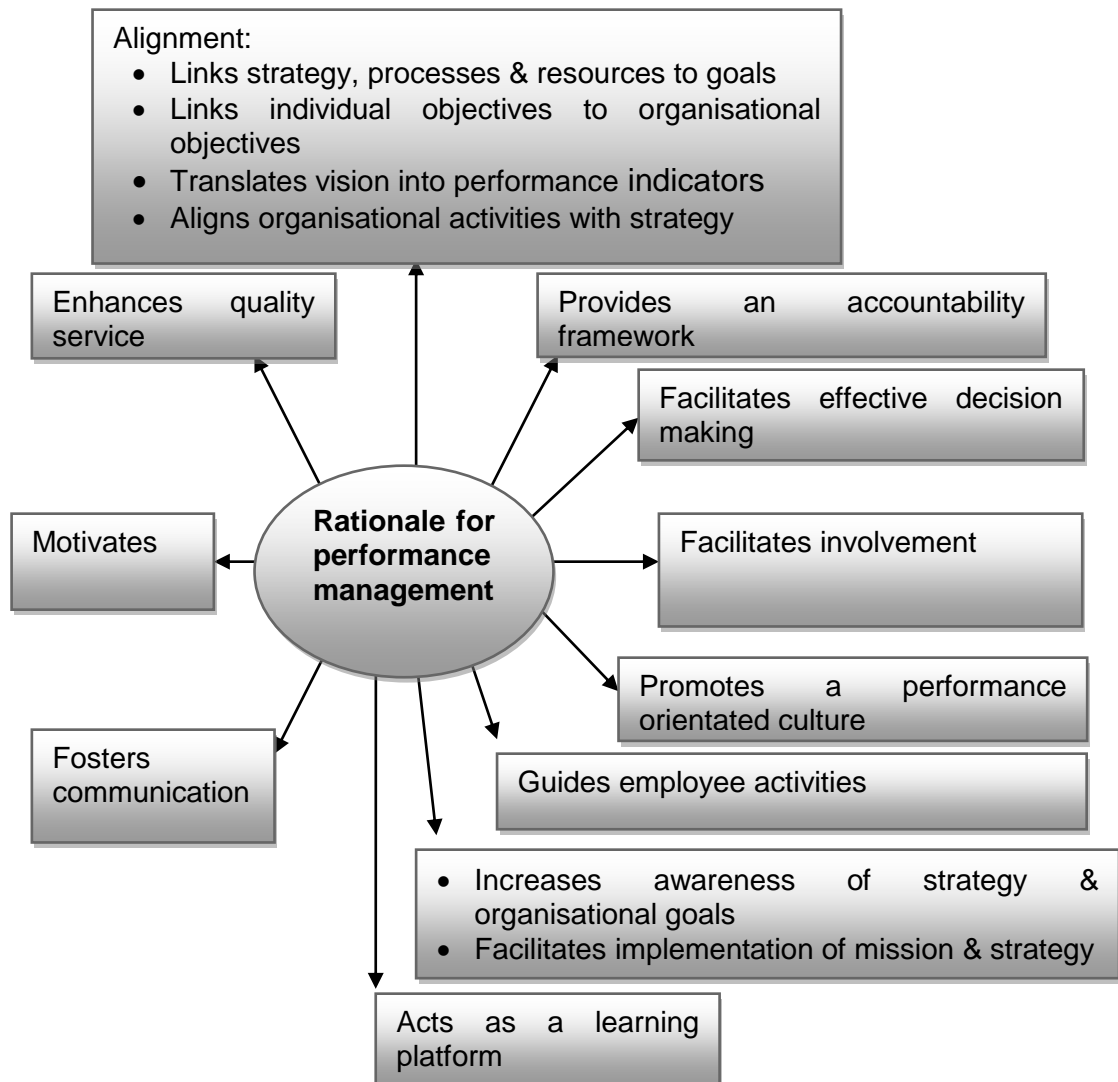
Source: Developed from literature reviewed

Despite the above evidence of the benefits of performance management, some authors like Winstanley and Stuart-Smith (1996: 66) feel that performance management systems can demoralise and discourage employees by increasing bureaucracy especially if rewards for good performance are in place. They further note that there is usually a lack of willingness to adjust to the changing environment let alone setting performance objectives, which is not an easy task as it involves reflecting

intangibles. They observe that people can exploit the system if rewards for achieving organisational goals are in place (Winstanley & Stuart-Smith, 1996: 66). In a study carried out by Brown (2005: 468-481) on the various ways in which performance management is being implemented in England's primary schools, some of the respondents (teachers) felt that performance management did not improve the professional development of teachers even though it was one of the reasons for introducing performance management in the first place.

Karen et al (2009: 486) mention increasing deviant behaviour manifested by employees as a result of performance measurement and management in the public sector in the UK. Issues of concern raised include choosing the simplest indicators, sub-optimisation of individual departments or units to the detriment of the entire system, focusing on short term goals as opposed to the long term goals, focusing on the indicator rather than the desired outcome, misreporting or distorting the data to create a good impression, misinterpreting data as a result of inappropriate statistical measures, deliberate underachieving in order to obtain a lower target than for the proceeding period and failing to revise and replace indicators which have become irrelevant. De Waal, Kourtit and Nijkamp (2009: 1246) identified disadvantages of strategic performance management from literature and it can be seen that: it promotes internal competition, it creates financial information overload, it is too expensive and too bureaucratic, there are usually too many performance indicators which are too subjective and unreliable, the performance information is too aggregated and there is too much historical information. Despite the above short comings, most literature clearly explains the relevancy of performance management in any given organisation which underlines the importance of formulating a model for managing institutional performance in public universities in Uganda.

Current literature focuses on empirical studies done in non-profit organisations and educational institutions in the developed world. However, the culture in developed countries is different to that of developing countries such as Uganda (Mendonca & Kanungo, 1996: 67) hence the need to carry out a study specifically focusing on public universities in Uganda. Before identifying the guidelines for performance management implementation, it is necessary to examine the extent to which developing countries have implemented institutional performance management and the challenges faced by countries in Africa in terms of performance management implementation.

2.4 PERFORMANCE MANAGEMENT IMPLEMENTATION IN SELECTED DEVELOPING COUNTRIES IN AFRICA

Following the liberalisation of most economies in the 1980's and early 1990's, organisations in developing countries have experienced growing competition from multinationals. Hence, most economies are moving towards organisational improvement (Ohemeng, 2009: 110) to compete favourably in the current dynamic environment. This is done by focusing on key elements of modern management such as decentralisation, flexibility, quality service, customer responsiveness and efficiency (De Waal, 2007: 70). There is limited research on performance management implementation in developing countries. In the past two decades 95 percent of empirical research focused on institutional theory in the developed world compared to only five percent in the developing countries (De Waal, 2007: 69). Most developing countries which have tried to implement performance management have mainly focused on employee performance appraisals yet institutional performance stretches beyond employee performance (De Waal, 2007: 71).

From his literature reviewed, de Waal (2007: 71) highlights a number of studies which show that recently, there is an increasing interest in

performance management in most organisations in Africa. He notes that in Burkina Faso there is an increasing desire to use the Balanced Score Card (BSC) in public enterprises. In Egypt, he observes that most manufacturing enterprises are beginning to use both financial and non-financial information to measure performance. In South Africa he establishes that increasing competition is driving most enterprises towards the adoption of strategic performance management. In Kenya he notes that most companies have started adopting the use of the BSC as a way of improving performance. In Ethiopia, he discovers that there is growing interest in the use of the BSC. In Tanzania, in one college of business education, he establishes that efforts made by the management of the college to improve performance included adopting a performance management system through the application of the Performance Management Analysis (PMA) radar diagram (De Waal, 2007: 78).

Following the liberalisation of the economy in Ghana, the public sector has implemented performance management as a way of ensuring efficiency and effectiveness in organisations (Ohemeng, 2009: 109). Despite such efforts, there is a general agreement that institutional performance management has not yet made a tremendous contribution to organisational efficiency and effectiveness in Ghana (Ohemeng, 2009: 120).

2.4.1 Performance management challenges in organisations in Africa

Performance management implementation as a mechanism for improving service delivery still presents many challenges, especially in African countries. This is due to a number of issues which include the fact that most managers are not fully committed to performance management processes (De Waal, 2007: 81), a lack of rewards and punishment for good and poor performance respectively (De Waal, 2007: 71; Ohemeng, 2009: 110), low political commitment by top officials, absence of training, cultural issues and

the interference of international organisations (Ohemeng, 2009: 110). The majority of organisations in the developing world have weak, highly bureaucratic management systems with low levels of productivity (Mendonca & Kanungo, 1996: 65-66; De Waal, 2007: 72). Not only are the above exhibited but in an effort to improve performance, managers in developing countries often end up simply adopting strategies originally designed for the developed world because they lack the expertise to design sophisticated performance management systems (Mendoca & Kanungo, 1996: 65-66). The culture of most organisations in Africa is quite different to that of organisations in the developed world which poses a challenge to managers (Mendonca & Kanungo, 1996: 67). Mendonca and Kanungo (1996: 67) propose the modification of adopted management practices to suit the values and beliefs of developing nations.

2.4.2 General challenges related to performance management implementation

Quite a number of challenges related to performance management implementation have been raised in literature. For instance according to Kaplan (2001: 358) the definition of the strategy is a cumbersome exercise. The mission and vision statements are usually too detailed and tend to focus less on the outcomes the organisation is trying to achieve. The process of setting targets and the reflection of intangibles in the objectives is a problem as well as the numerous contributions from the various participants which are not easily reduced to a minimum set of strategic themes (Kaplan, 2001: 358). This has negative effects on motivation and institutional performance (Bourne et al, 2003: 19). Verweire and Van Den Berghe (2003: 782) note that having a clear vision and a detailed strategy alone is not enough. The implementation process of the strategy is more challenging to management than simply defining the vision and strategy (Verweire & Van Den Berghe 2003: 782).

Financial constraints (Shun, Chen & Jiun, 2006: 195), achieving focus and alignment (Kaplan, 2001: 358) and developing challenging performance management systems also pose a challenge (De Waal, 2007: 72). Bourne et al (2000: 760) mention resistance to measurement, inadequate computer systems and a lack of focus by top leadership as obstacles in the implementation process. Horine and Hailey (1995: 7) observe that organisational culture, senior leadership commitment, academic staff support, implementation time and training can also affect the implementation of the performance management system. Top management's orientation and corporate culture also impact performance measurement systems (Hussain & Hoque, 2002: 179). The over-bureaucratization of the performance management process, limited time and importance accorded to the process are some of the challenges noted by Winstanley and Stuart-Smith (1996: 68). The complexity of the organisation in terms of size also affects institutional performance management implementation (Verbeeten, 2008: 442). Karen et al (2009: 488) categorise performance management problems into three broad categories:

(i)   Technical - related to the selection of indicators, data collection, interpretation and use of results and reporting problems.

(ii)   Systems - related to the absence of strategic direction, lack of specific, measurable, achievable, realistic, time bound performance objectives and financial costs.

(iii)   Involvement - related to the failure to involve key stakeholders in determining the performance indicators and limited support from top leadership.

De Waal and Counet (2009: 377) state that academic institutions face ineffective ICT systems, organisational instability, a low priority given to performance management systems, a lack of commitment from leadership, a lack of a performance management culture, unclear strategy, a lack of continuous feedback, resistance to change from within the organisation,

failure to continuously use the PMS and the lack of cause-effect relationships among the strategies. Performance management therefore is a daunting task which requires full commitment of all concerned.

The second objective of this study was to examine the challenges faced by public universities in Uganda in the management of institutional performance. From the above it is clearly evident that all the studies reviewed were conducted in the developed world. Therefore a need exists to examine the challenges faced specifically by public universities in Uganda while managing performance. The main challenges mentioned above, together with the findings from the interviews conducted at one public university in Uganda, are reported in chapter three, paragraph 3.7, which were captured by the survey instrument which was used to analyse the challenges faced by public universities in Uganda during performance management implementation (see Appendix C, Section C). A broad range of respondents from the four public universities were asked to indicate the extent to which they agreed that the indicated challenges were experienced during performance management implementation in public universities in Uganda.

Having analysed the challenges of institutional performance management implementation in many organisations in general as well as in Africa, it is prudent to establish how public universities in Uganda can enhance successful performance management implementation. The next section addresses the key guidelines for the successful implementation of performance management as presented in literature.

2.5 GUIDELINES FOR INSTITUTIONAL PERFORMANCE MANAGEMENT

Existing literature reveals a number of guidelines for the successful implementation of performance management. The implementation of performance management is vital to the realization of organisational goals (De Waal, 2003: 695). If performance information is not used for the intended purpose, it is as good as useless (De Waal, 2004: 304). Developing countries need to borrow a leaf from their counterparts in the developed world in the implementation of performance management while taking into consideration the contextual differences in which they operate (Mendonca & Kanungo, 1996: 67).

De Waal (2004: 301) explains that efficient and effective performance management can be realised by formulating the organisational mission, strategy and objectives, cascading the formulated objectives to all levels of the organisation, developing a BSC with critical success factors (CSF), developing key performance indicators (KPI) and taking corrective action. Developing countries face a constraint in terms of limited resources and should therefore have a limited number of objectives to achieve within their budgets (Ball & Halwachi, 1987: 397; Kaplan, 2001: 359). As documented in its June 1997 report, the National Performance Review (NPR) Performance Measurement Study Team of the US indicated that successful performance management implementation occurs by focusing on the satisfaction of customer expectations. They further suggested that leadership, communication, strategic alignment (Verweire & Van Den Berghe, 2003: 784), a conceptual framework, individual accountability (Artley & Stroh, 2001: 3) a reward system (Artley & Stroh, 2001: 3; Shun et al, 2006: 203) shared understanding of the vision, mission, values, strategic direction and performance results, as well as positive performance measurement systems

which facilitate informed decision making as are all vital for the successful implementation of performance management (Artley & Stroh, 2001: 3). The management style should facilitate the manager-subordinate relationship and the employee should feel secure and confident to discuss issues pertaining to his/her performance (Mendonca & Kanungo, 1996: 74).

Amaratunga and Baldry (2002: 221) propose that the development of organisational strategic goals, emphasis on why there is need for an improvement programme, continuous learning, coordination, implementation of best practices, staff training, a reward and recognition system and adapting the corporate culture to the needs of the organisation, are relevant for performance management implementation. Winstanley and Stuart-Smith (1996: 66) advocate mutual respect, fairness in procedures, a transparent decision making process and clear communication of performance evaluation criteria. Otley (1999: 365) suggests that a performance management framework should focus on:

f)   Key objectives.

g)   Plans of action to ensure the achievement of the set goals.

h)   Performance targets.

i)   The nature of the reward system.

j)   The information system that will facilitate improvement.

On the other hand, Ingram (1997: 300) and Castka et al (2001: 123) highlight teamwork as vital in the management of performance because teams create synergies, which result in excellent performance. As individuals work in a team, coordination and communication become easy and individual creativity is enhanced (Ingram, 1997: 297). Ingram (1997: 300) observes that teamwork promotes cohesion within an organisation. Teamwork develops individuals' sense of belonging and promotes commitment and motivation among the team members. Committed employees will do what it takes for the sake of the

organisation. However, management support is necessary for successful teamwork (Ingram, 1997: 297; Karen et al, 2009: 490).

Based on a study conducted in primary schools in England, Brown (2005: 481) identified the following factors as important to effective performance management:

a)   A shared understanding of the meaning of performance management and its usefulness to any institution.

b)   A performance oriented culture.

c)   Specific, measurable, achievable, realistic and challenging objectives.

d)   A variety of performance indicators.

e)   Acceptability of the notion of 'overall performance'.

f)   Resource availability and a fair reward system.

Not only is the identification of objectives and establishment of strategic objectives important in performance management implementation, but there must also be a link between the strategies and the process of goal setting, operational, support, control and organisational behaviour processes (Verweire & Van Den Berghe, 2003: 784). This fit, together with what Verweire and Van Den Berghe (2003: 784) refer to as 'maturity alignment', will produce positive results in the management of performance. Maturity alignment refers to linking management and day to day processes with the stage of development at which the organisation is. Verweire and Van Den Berghe (2003: 784) propose four levels of institutional maturity, namely start, low, medium and high levels (see Table 2.3 below).

Table 2.3: levels of institutional maturity

Levels of maturity	Description of characteristics
Start	Emphasis on creation of demand, general short-term goals, lack of a vision, trial and error behaviour; no clarity of responsibility, intrinsic motivation drives employees, weak internal control system.
Low	Target identification, clarity of goals and activities, structured operational processes, drive towards efficiency, information sharing, increased internal control. Hierarchical administrative systems, decision making by the manager, traditional rewarding systems
Medium	Identification of the core business, clarity of mission, clear knowledge of client needs, clarity of key stakeholders, clear vision and strategy, involvement of employees in the decision making process, clarity of operational processes, clear problem solving, clarity of roles and responsibilities, staff development plan, availability of a control system based on key performance indicators, team work, complex organisation structure, strategic reward system
High	Shared understanding of mission, embracing all stakeholder needs, collaborative involvement in strategy formulation, alignment of individual goals with corporate goals, high level of flexibility, increased learning, increased process re-engineering and changes in operations, employee empowerment, delegation of authority and responsibilities, high levels of automation and ICT, focus on internal control and learning. Involvement of all employees in the control and improvement process, high teamwork levels, less hierarchy, high levels of empowerment.

Source: Developed from Verweire and Van Den Berghe (2003: 786)

The stage of development at which the organisation is, should be in line with the components of the performance management process. If the organisation does not have all characteristics as per its stage of development, decision-making challenges may occur (Verweire & Van Den Berghe, 2003: 786). Performance management implementation will only be successful if all the components of the appropriate stage of development of an organisation exist, while adopting new management initiatives. Therefore, managers' focus on the components, which are not yet developed is paramount (Verweire & Van Den Berghe, 2003: 788).

Performance strategies should be time-bound, with relevant actions and activities (Otley, 1999: 367). Standards against which to measure performance must be identified and where the results are positive, rewards should be offered. The alignment of compensation with organisation strategies is vital (Verweire & Van Den Berghe, 2003: 783). The performance evaluation process should consist of intangible measures (Amaratunga et al 2001: 180) and most importantly, horizontal and vertical communication is necessary (Amaratunga & Baldry, 2002: 221) because it promotes shared understanding of what is going on in the entire institution and what each individual is expected to do at each particular point in time. It further promotes learning through information sharing which is very vital for successful performance management (Karen et al, 2009: 490). An efficient and effective information and communication technological (ICT) system plays a vital role in the communication and data collection processes (Bourne et al, 2000: 762). Successful performance measurement implementation requires full commitment and involvement of both management and employees (Kaplan, 2001: 368; Amaratunga & Baldry, 2002: 221; Shun et al, 2006: 203; Sole, 2009: 7). Performance review meetings should be held regularly and the presence and commitment of leaders at these meetings is vital (Bourne et al, 2000: 761). In addition, appropriate measures, processes and procedures are

required to facilitate management of the transition process. Insufficient maturity alignment is a major cause of performance management failure (Verweire & Van Den Berghe, 2003: 782).

Clear roles and responsibilities, clear goals, performance rewards, committed leadership, effective budgeting and management systems, accountability and transparency, a congruent culture and a capable and committed staff have been identified by Halachmi (2002: 65) as key attributes of a performance driven organisation.

De Waal (2004: 308) developed a Performance Management Analysis (PMA) for use by organisations to determine the extent to which they implement performance management. The PMA portrays structural and behavioural factors, which are required in the performance management implementation. The structural side of the PMA focuses on the required system, which must be in place for successful performance management implementation and the behavioural side focuses on the extent to which employees use the performance management system (De Waal & Gerristen-Medema, 2006: 26). The PMA emphasises that the two areas require equal attention. Table 2.4 presents the factors De Waal (2004: 308) identified for the successful implementation of performance management:

Table 2.4: The nine-dimensions of the Performance Management Analysis

Dimension	Side	Description
Responsibility culture	Structural	A clear parenting style & tasks & responsibilities have been defined. These are applied consistently at all management levels.
Content	Structural	Organisational members use a set of financial and non-financial performance information, which has a strategic focus through the use of

		KCF's and KPI's.
Integrity	Structural	The performance information is reliable, timely and consistent.
Manageability	Structural	Management reports & performance management systems are user-friendly & more detailed performance information is easily accessible through ICT systems.
Accountability	Behavioural	Organizational members feel responsible for the results of the KPI's of both their own responsibility areas & the organization as a whole.
Management style	Behavioural	Senior management is visibly interested & involved in the performance of organizational members and stimulates an improvement culture & proactive behaviour. At the same time, it consistently confronts organizational members with lagging results.
Action orientation	Behavioural	Performance information is integrated in the daily activities of organizational members in such a way that problems are immediately addressed & (corrective or preventive) actions taken.
Communication	Behavioural	Communication about the results (top-down and bottom-up) takes place at regular intervals as well as the sharing of knowledge & performance information between organizational units.
Alignment	-	Other management systems in the organization such as the human resource management system, are aligned with performance management, so what is important to the organization is regularly evaluated and rewarded.

Source: De Waal, 2004: 308

De Waal (2003: 695) suggests that there is need to carry out further studies to explore additional behavioural, environmental or organisational factors required for the successful implementation of a performance management system. Therefore, it is necessary to identify additional factors from literature which may facilitate effective performance management implementation, other than those mentioned by De Waal (2004: 314).

2.5.1 Culture and organisational performance

Culture can affect the way an organisation approaches its work and the way individuals in an organisation work and react to incidents which may occur in the organisation. Until 1980's there was limited literature on culture and organisational performance. It was then that the idea of culture and its influence on performance attracted the attention of academics and practitioners. Literature emphasises the role of management in shaping the organisational culture to enhance organisational performance (Druckman, Singer & Van Cott, 1997: 66). A number of authors support the notion that culture affects organisational performance (Marcoulides & Heck, 1993: 211; Mendonca & Kanungo, 1996: 65-75; Druckman et al, 1997: 65-96; Kloot & Martin, 2000: 246; Rashid, Sambasivan & Johari, 2003: 708-728; Raduan, Kumar, Abdullah & Ling, 2008: 43-56; Ohemeng, 2009: 109-132). However, Druckman et al (1997: 77) note that culture in itself does not affect organisational performance but it simply influences people's ideologies and attitudes towards work. As people go about performing their work on a daily basis, in the same way, with the same attitudes, it becomes their way of doing things and it turns into routine. These authors believe that culture influences individual performance, which in turn affects organisational performance.

Culture refers to 'the patterns of shared values and beliefs over time which produce behavioural norms that are adopted in solving problems' (Marcoulides & Heck, 1993: 211). It portrays the uniqueness in character of

an organisation (Raduan et al, 2008: 47). It includes the collective ideas and actions of people living in a particular society (Druckman et al, 1997: 68). Ohemeng (2009: 111) emphasises that it refers to the ideas, values, norms and meanings shared by a specific society and advanced through families and communities. Culture therefore refers to the norms, beliefs, values and ideologies that influence individual behaviour and distinguishes an organisation from others. It affects the way people think and act. That means that if individuals view work as just a means of earning a living, chances are that they will rarely receive satisfaction in their work and therefore their level of motivation will be low. If they are not paid enough, they will exert low effort. Employee behaviour at work determines the way an organisation implements its activities and plans (Marcoulides & Heck, 1993: 211).

Four types of organisational culture have been identified in the literature namely competitive, entrepreneurial, bureaucratic and consensual (Rashid et al, 2003: 716). In their findings on the relationship between corporate culture and commitment, Rashid et al (2003: 722) established that a bureaucratic culture is a disincentive to employee commitment. If employees are not committed, the implementation of any policies becomes a challenge because employees do not have the organisation at heart. There was a need to establish whether a bureaucratic culture exists at public universities in Uganda and whether this affects performance management implementation.

Raduan et al (2008: 48) assume that there are certain cultures which enhance organisational performance. Organisations must therefore identify these cultures and promote them in the organisational setting. Human capital is a vital resource for an organisation because people manage all other resources (Mendonca & Kanungo, 1996: 65-66). Therefore, the attitudes of employees towards work may greatly affect their level of performance and in turn affect the overall organisational performance. Management's focus should be on how best they can manage systems as well as people, while

adapting the organisational culture to the environment and identifying the cultural aspects which could enhance organisational performance (Raduan et al, 2008: 51). Mendonca and Kanungo (1996: 68-69) developed a list of cultural factors as identified from literature that could affect performance management implementation. These include:

(i)   A high power distance - an unequal distribution of power.

(ii)   Uncertainty avoidance - an unwillingness to take risks and to accept change.

(iii)   Individualism - allowing the individual autonomy to make decisions as opposed to collectivism which implies emphasising consensus and group responsibility.

(iv)   Masculinity - believing that all dominant tasks should be performed by the male and that all employees, including women, should exhibit stereotypical male behaviours of assertiveness, dominance and leadership as opposed to femininity.

(v)   Abstractive thinking – where rules are not so strict versus associative culture where context-sensitive rules prevail (Mandonca & Kanungo 1996: 69).

Mandonca and Kanungo (1996: 69) drew the following conclusions:

Power distance - that a high power distance affects the way the subordinate relates to his/her superior and it in turn affects the way he/she behaves and works. A case in question is Ghana where a subordinate is not supposed to challenge a superior because culture dictates a high degree of secrecy (Ohemeng, 2009: 121). The superior is the 'boss' and as such his/her integrity is not questioned. High power distance undermines a close and free superior-subordinate relationship which inhibits successful performance management implementation. The decision making process under this kind of culture is not all-inclusive. The subordinate must have trust in the superior and not fear (Mandonca & Kanungo, 1996: 70). Mendonca and Kanungo (1996: 72) suggest that managers should coach and mentor their

subordinates and as they progress, they will develop a sense of trust and security in their managers. In Uganda, a manager is viewed as the boss and as such he/she is held in high esteem. Employees do not question errors made by managers out of fear of losing their jobs. Generally, there is fear of the manager because of a high power distance.

Uncertainty avoidance - resistance to change and unwillingness to take risks out of fear for the unknown can undermine performance management implementation. Individuals who have a high level of uncertainty avoidance are not innovative and creative and will be hesitant to embrace a new system out of fear of the unknown. They will usually exhibit resistance to changes for fear of the unknown. A high uncertainty avoidance culture hinders successful performance management implementation (Mendonca & Kanungo, 1996: 69). To overcome this, Mendonca and Kanungo (1996: 72) suggest setting complex yet achievable goals for individuals and providing for staff development.

Collectivism - most countries in the developing world still believe in collectivism (Mendonca & Kanungo, 1996: 70; Ohemeng, 2009: 121). In a collectivistic culture, individuals work to satisfy the needs of the team. Individual job satisfaction (self-fulfillment) in such a setting is limited and thus inhibits individual performance. To overcome this limitation, Mendonca and Kanungo (1996: 72) suggest the provision of support systems and motivational discussions with employees.

Masculinity - a culture that endorses low masculinity undermines effective performance management because individuals tend to focus on respecting their superior as opposed to effective job performance. Mendonca and Kanungo (1996: 72) suggest that customer satisfaction should form the basis for setting job objectives and that the employee's contribution to these objectives should be clarified.

A high associative culture – this context encourages employees to live day by day without focusing on the future. This kind of attitude is not in line with strategic performance management, which involves setting long-term goals.

Marcoulides and Heck (1993: 211) and Druckman et al (1997: 68) identify three levels of culture to include: firstly the observed, namely the structure, technology, rules of conduct, dress codes, records and physical layout, secondly the unobserved, such as values, strategies, goals and philosophies, and thirdly, ideologies. Marcoulides and Heck (1993: 211) further identified three dimensions of culture, namely the social system, myths, values and ideologies, and collective individuals. The social system consists of the structure, strategies, policies and management practices employed by the organisation while attempting to realise its goals. Management designs policies and strategies and determines the kind of organisational structure necessary. These determine the way individuals perceive their work expectations and hence, affect the way they work and behave in the work environment (Marcoulides & Heck, 1993: 212). It is management's role to provide a favourable working environment to employees to facilitate the achievement of the organisational goals. Clear communication of goals to the employees, customers and the external stakeholders should be emphasised. In so doing, management attempts to embed desired "values" into the culture of the organisation (Marcoulides & Heck, 1993: 212).

In their conclusion, Marcoulides and Heck (1993: 223-224) noted that the organisational structure (size, nature and organisational hierarchy), organisational values (principles, ideologies and values), task organisation (policies, strategies and actions put in place to achieve the goals), organisational climate (work environment), employee attitudes (towards courtesy, punctuality, dedication, commitment involvement in decision making process) are cultural factors which affect organisational performance.

Druckman et al (1997: 73) suggest two broad dimensions that can be used to consider the impact of culture on performance, namely content and pattern. The key issues captured under content are values, beliefs, assumptions and norms and include internal-external focus, speed, the extent to which individuals are willing to take risks, power distance, clarity, involvement, masculinity and individualism. Pattern refers to the extent to which culture affects the way the organisation conducts its activities, the extent to which cultures of different functions in an organisation are similar and the cultural type (Druckman et al, 1997: 73). The cultural type significantly affects organisational performance, as opposed to the other two mentioned above (Druckman et al, 1997: 74).

Raduan et al (2008: 45-47) identified other dimensions of culture that might impact on performance. These include long-term versus short-term orientation, conservatism versus autonomy and self-enhancement versus self-transcendence. Hence, they categorised culture according to the attitudes of society towards life and work into contractual culture and relationship cultures (Raduan et al, 2008: 48). Raduan et al (2008: 49-51) conducted a study in American, European, Japanese and Malaysian multinationals based in Malaysia to establish the extent to which they adopt Hofstede's dimensions of culture and how this has impacted on the performance of the organisation. The study established that the American and European multinational cultures of individualism, low power distance, low uncertainty avoidance and femininity promoted organisational performance as opposed to the organisations from Malaysia and Japan, whose dominating cultures were collectivism, high power distance, high uncertainty avoidance and masculinity. Their findings show that a strong relationship exists between the cultural dimensions identified above and organisational performance. Hence, culture plays a key role in the performance of an organisation and as such, management attention on significant aspects of culture is vital due to its

noteworthy impact on organisational performance (Druckman et al, 1997: 66; Raduan et al, 2008: 50).

Druckman et al (1997: 96) conclude that culture affects the way individuals behave and think and hence it affects the way the individual performs at work and this will in turn affect the organisation as a whole. They suggest that managers could therefore employ the levers of selection, socialization and leadership, to manage culture in organisations in a way that enhances individual performance for the overall enhanced organisational performance. A performance oriented culture is characterised by focused stakeholder satisfaction, employees' willingness and interest in taking up responsibility and viewing performance management as an improvement tool (Sole, 2009: 8).

The literature above indicates that cultural differences of various institutions will provide different answers to the 'how we want to achieve it' question. The method/approach used to achieve the stated goals may vary from organisation to organisation due to cultural differences, much as there is a need to design a uniform process of performance management implementation. It is important that the approaches adopted are culturally and politically acceptable to a specific organisation (Amaratunga & Baldry, 2003: 173). While developing a performance management model for public universities in Uganda, some cultural aspects were captured in the survey instrument to establish whether these are considered influential in the performance management implementation process in public universities by the respondents (see Appendix C, Section D).

2.5.2 The external environment

Universities operate in a system and are therefore affected by the external forces of the environment in which they operate. The context in which the

university operates requires analysis because external factors affect the achievement of the mission. It is therefore necessary to consider the technological, socio-political, economic, ecological and educational environment in which universities operate (Ball & Halwachi, 1987: 399; Handler, Issel & Turnock, 2001: 1236). An example may be the limited availability of highly skilled workers (professors) which may limit the adequate availability of human resources in the education system. The environment consists of regulations and capabilities which may positively or negatively influence the behaviour of organisations through the motivation and constraints they provide or impose. In the case of Uganda for instance, there are laws and regulations stipulated by the National Council for Higher Education (NCHE) which may affect the strategic planning process of universities because their decisions and policies need to be in alignment with the NCHE rules and regulations. Universities may also be affected by the informal rules of society which stem from the cultural and historical background. These may shape employees' behaviour and universities need to be conscious of them. This information suggests that an environmental scan should be a conducted by universities in Uganda in order to identify regulations and capabilities affecting performance. Thereafter they would be able to devise ways of exploiting the benefits and minimizing the constraints while implementing performance management systems.

Based on the above literature, the following guidelines could aid the successful implementation of institutional performance management in public universities in Uganda:

An institutional framework for managing the implementation process must be in place.

Objectives: These should be formulated while taking into consideration the stakeholder expectations and should also be congruent with the mission. Objectives should be SMART but challenging, complex and critical but limited depending on the budget.

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Goal congruence: There must be a link between strategies, goal setting process, operational processes, support processes, control processes and organisational behavioural processes and structures.

Leadership/Management style: Leaders and managers should be fully committed to and involved in performance management implementation and must be present and committed during the performance review processes. They should facilitate the management-subordinate relationship by employing a participative management style and promoting teamwork (Ingram, 1997: 300). They should act as mentors and coach subordinates, building employee trust. Focus should be on support systems, motivational discussions and a favourable working environment.

Communication/Information system: The information system should facilitate timely data collection, communication and improvement, not only internally, top-down and bottom-up within the entire organisation but also externally as an organisation operates in an open system.

Training: Should aim at creating awareness, promoting learning and a shared understanding of the vision, mission, values, strategic direction, key performance measures, meaning of performance management and its usefulness to the institution.

Maturity alignment: Consideration of all components of the stage of development at which the organisation is, is vital for performance management implementation.

Organisational culture: The organisational culture should enhance performance and the implementation of performance management. Adaptive cultures are characterised by open communication, distributed power, risk-taking behaviour, team work, creativity and collaboration.

Involvement/Teamwork: Both management and employees should be involved and committed to the performance management process as this will make everyone part of the system. Not only should the voice of power holders be heard, but everyone else's too. If there is a disagreement on performance measures, everyone's voice 'should be heard' and information

provided to explain the reasons why. Teamwork is paramount during the performance management process. Ingram (1997: 300) notes that team work can lead to organisational improvement.

Rewards and recognition: A system should be in place to reward good performance; poor performers should be encouraged and motivated to improve because the reward system is not aimed at punishing poor performers but helping them to improve.

Flexibility: Periodic updating of the performance management model is necessary to reflect statutory and environmental changes. This would enable the organisation to purge those measures which have not proved useful and/ or modify the existing core measures to enhance usefulness.

Based on the theoretical study presented in this chapter, the following guidelines, presented in Table 2.5, are necessary for the successful implementation of performance management:

Table 2.5: Guidelines for the successful implementation of performance management

Factor	Definition	Cited in
Objectives	Focus on key but limited objectives due to resource constraints. The goals should be clear. The objectives should be specific, measurable, achievable, realistic & yet challenging	Kaplan, 2001: 359; Ball & Halwachi, 1987: 397; Otley, 1999: 365; Halachmi , 2002: 65 Brown, 2005: 481
Customer focus	Focus should be on meeting customer expectations	Verweire & Van Den Berghe, 2003: 784
Leadership commitment	Leadership should be fully committed & involved in the entire performance management process	Verweire & Van Den Berghe, 2003: 784; Bourne et al, 2000: 761; Halachmi, 2002: 65; Ingram, 1997: 297

Management style	Should promote manager-subordinate relationship	Mendonca & Kanungo, 1996: 74
Efficient & effective Information/ Communication system	There should be timely & clear communication not only internally, top-down & bottom-up within the entire organisation but also externally	Verweire & Van Den Berghe, 2003: 784; Amaratunga & Baldry, 2002: 221; Otley, 1999: 365; Bourne et al, 2000: 762; Kagaari et al, 2010
Strategic alignment	Individual activities & all other functions of the organisation should be aligned to the strategic goals	Verweire & Van Den Berghe, 2003: 784; Halachmi, 2002: 65
Conceptual framework	A framework for managing the implementation process must be in place	Artley et al, 2001: 3
A reward system	A system should be in place to reward good performance; poor performance should be encouraged, & motivated to improve because the performance management system is not a punishment tool but an improvement tool	Artley & Stroh, 2001: 3; Amaratunga & Baldry, 2002: 221; Otley, 1999: 365; Werveire & Van Den Berghe, 2003: 783; Ohemeng, 2009: 112; Halachmi, 2002: 65.
Shared understanding of mission, vision & strategies, continuous learning & training	Should aim at creating awareness & promoting learning & a shared understanding of the vision, mission, values, strategic direction, key performance measures, meaning of performance management & its usefulness to the institution	Otley, 1999: 365; Ohemeng, 2009: 112; Brown, 2005: 481; Ohemeng, 2009: 112; Amaratunga & Baldry, 2002: 221.
Performance standards	Should be set collectively	Verweire & Van Den Berghe, 2003: 783
Review process & planning	There is need to continuously review the process	Ohemeng, 2009: 112

Performance oriented culture	Develop a culture which promotes individual accountability, teamwork & responsibility	Castka et al, 2001: 123; Ingram, 1997: 300; Chau, 2008: 116 ; Brown, 2005 : 481 ; Halachmi, 2002 : 65 ; De Waal, 2004 : 308
Intangible measures & Key Performance Indicators (KPIs)	Identify the intangible measures of performance to supplement the financial measures & the KPI's	Amaratunga et al, 2001: 180; Brown, 2005: 481; Kaplan & Norton, 2000
Employee commitment & buy in	A committed & supportive workforce is necessary for implementation	Bourne et al, 2000: 761; Halchmi, 2002: 65
Maturity alignment	Consideration of all components of the stage of development at which the organisation is, is vital in performance management	Verweire & Van Den Berghe, 2003: 782; Verweire & Van Den Berghe, 2003: 784
Effective budget	Set priorities & adhere to the budget	Halachmi
Clear roles & responsibility	Individual roles & responsibilities should be clear	Halachmi, 2002: 65
Cultural factors	The culture should be aligned with the vision & strategic direction	Mendonca & Kanungo, 1996: 68-69

Source: Developed from the literature study

The third objective of this study was to identify factors required for the successful implementation of institutional performance management at public universities in Uganda. The above factors are evident for the successful implementation of performance management in organisations. These factors together with the findings from the interviews conducted at one public university in Uganda as indicated chapter three paragraph 3.7 were captured in the survey instrument which was used to identify factors required for the successful implementation of institutional performance management at public universities in Uganda (see Appendix C, Section D). These were tested with

a broad range of respondents from four public universities in Uganda to establish the extent to which they agreed that the indicated factors are relevant for successful institutional performance management implementation.

2.6   CONCLUSION

It may not be a smooth road, though literature suggests that many organizations, particularly manufacturing organisations have successfully implemented performance management and that the benefits outweigh the disadvantages. From the literature study it can be concluded that the successful implementation of performance management requires management support, goal congruence, maturity alignment, effective communication, employee training, an institutional performance management framework and a culture which facilitates employee involvement.

Applying lessons from manufacturing industries to the education sector may be challenging because this particular study focuses on public universities who's financing and policy-making bodies are quite different from those of manufacturing organisations. Educational institutions are non-profit organisations and it is therefore feasible to research performance management implementation in the context of public universities in Uganda. The next chapter provides a brief overview of the political background in Uganda and its effect on the education system with specific emphasis on university education. It highlights the role of public universities in Uganda and presents feedback from interviews conducted with administrators and heads of academic unit at one public university in Uganda.

CHAPTER THREE

PERFORMANCE MANAGEMENT AT PUBLIC UNIVERSITIES IN UGANDA

3.1 INTRODUCTION

The previous chapter affirmed the significance of institutional performance management and identified guidelines for the successful implementation of institutional performance management as presented by literature. Institutional performance management is a prerequisite for any institution planning to become a 'leading edge' organisation. The first, second and fourth objectives of this study were: (i) to analyse the strategies used by public universities in Uganda to manage institutional performance, (ii) to examine the challenges faced by public universities in Uganda while implementing institutional performance management and (iii) to evaluate the performance measures applicable to public universities in Uganda. To achieve the above goals, interviews were conducted with senior administrators and heads of academic unit at one public university in Uganda. Institutional documents such as the strategic plan and reports of the public university were also perused. This chapter explores the political and legal context of public universities in Uganda, their role and the challenges faced by these universities in terms of performance management implementation.

Increasing changes in the economy, technology and that of knowledge transfer, coupled with increasing customer demands and awareness, require universities to prioritise quality on their agendas. Public universities in Uganda therefore need to move away from the traditional role of merely teaching and research and ensure that they supply industry with highly competent and employable graduates to encounter the challenges of the current, dynamic economic and highly competitive environment. The

implementation of a performance management system is one way in which public universities can enhance institutional performance, hence assuring the public of a steady supply of highly competent and employable graduates. It was therefore worthwhile examining efforts made by public universities in Uganda in implementing institutional performance management as well as the challenges they encountered during performance management implementation which was the main objective of this chapter. The findings from this chapter informed the development of the survey instrument which was administered in four public universities to ascertain their performance management practices, to establish the extent to which respondents agreed that the indicated challenges impact performance management implementation and the indicated measures of institutional performance which are relevant to public universities in Uganda.

This chapter is organised in the following way: firstly, a brief overview of the political background in Uganda and its effect on the education system is presented, and secondly, the background to the education system in Uganda, with specific emphasis on university education, is reviewed. Thirdly, the role of public universities in Uganda is highlighted, and finally, feedback from the interviews conducted with administrators and heads of academic unit from one public university, about the role of public universities in Uganda, the challenges they encounter in performance management implementation, the performance management strategies used by public universities in Uganda and perceived measures of institutional performance by public universities are presented.

3.2   THE POLITICAL BACKGROUND IN UGANDA

The 1960's were characterised by the attainment of independence by a majority of African nations, including Uganda, from their colonial masters. On 9 October 1962, Uganda opened a new chapter in her history when she was

granted independence from Britain under the leadership of Apollo Milton Obote as the prime minister and the Kabaka (local title of a traditional king) of Buganda (one of the kingdoms in Uganda at the time) - King Muteesa II, as the president. In 1962 the constitution of Uganda was suspended. In February 1966 there was political unrest, especially in parts of Buganda, resulting from the military attacks made on the Kabaka's palace. These attacks were under the command of Colonel Idi Amin, who had received orders from Obote. This led to a military coup in which Obote took over leadership of the country and the Kabaka went into exile in London (Namirembe, 2005: 1).

In July 1971, General Idi Amin overthrew Obote and conceded power. In 1972, he declared an economic war which forced the majority of Indians (who dominated the country's economy) to flee the country for security reasons. The years which followed were characterised by political turbulence and economic decay with a lot of changes in leadership (Namirembe, 2005: 1). This rendered the implementation of the Government Educational Plan from 1971 to 1976[2] difficult due to a lack of expertise as most expatriates had fled the country (Syngellakis & Arudo, 2006). There was an exodus of skilled manpower, including a larger number of professional teachers, from the country but also limited teaching materials for scholars, which had a negative impact on the quality of education in most educational institutions. Infrastructural dilapidation manifested in almost all sectors of the economy including the education sector (Namirembe, 2005: 1).

On 11 April 1979 the combined forces of Tanzania and the Ugandan National Liberation Army (UNLA) triumphed over Amin's forces. The period after this event was characterised by many changes in government and political instability. Most of the 'governments' that came into power during that period

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[2] See (Ministry of Education) MoE'S Rehabilitation and Development Plan 1990/91

were pre-occupied with securing power and little attention was paid to service delivery. Under the leadership of Yoweri Kaguta Museveni, the National Resistance Movement (NRM) inherited a 'malnourished' economy in 1986 and embarked on the Economic Recovery Programme (ERP). In July 1987, an Education Review Commission was set up to overhaul the education system. The promulgation of a new constitution in 1995 resulted in political stability in most parts of the country, except for the northern part. Sanity in the country was restored and efforts by the government to rehabilitate the educational system were visible (Mushemeza, 2003: 16). For the period from the early 1980's to the 1990's, emphasis was on the overall rehabilitation of the education sector.[3]

The political history of Uganda reveals that the country experienced political and economic turmoil for many years. This greatly affected the education system of Uganda as many of the elite fled the country first in search of greener pastures due to the economic decline, as well as for security reasons. However, the NRM government brought hope to the people of Uganda because of substantial improvements in the education system and the liberalisation of the economy allowing increased private sector participation in education provision at all levels. This resulted in an increase in the number of universities in the country as opposed to only one university which existed before the NRM took over power (see appendix A). Many Ugandans, who would otherwise not have had the chance, now had an opportunity to access university education. Hence, since the early 1990's, student admissions and enrolments at university level have steadily increased. Table 3.1 shows student admissions at Makerere University, the oldest university in Uganda, for the period 1990 to 2009.

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[3] See (Ministry of Education) MoE'S Rehabilitation and Development Plan 1990/91

Table 3.1: Student admission at Makerere University

YEAR	ELIGIBLE A'LEVEL APPLICANTS	ADMISSION FIGURES		
		GOVERNMENT	PRIVATE	TOTAL
1990/91	5749	2205	-	2205
1991/92	5654	2114	304	2418
1992/93	6451	2038	176	2214
1993/94	7947	2299	1062	3361
1994/95	7472	2146	1106	3252
1995/96	9332	2280	2521	4801
1996/97	11011	2273	5631	7904
1997/98	13057	2330	5919	8249
1998/99	15630	2051	8168	10219
1999/2000	16674	2000	12316	14316
2000/2001	22712	1943	11350	13293
2001/2002	22021	4002	11798	15800
2002/2003	25555	2795	11554	14349
2003/2004	28892	2527	10755	13282
2004/2005	32613	2268	12938	15206
2005/2006	35196	2212	13731	15943
2006/2007	36077	2162	11828	13990
2007/2008	40919	2071	10175	12246
2008/2009	49915	2030	12385	14415

Source: Admissions office, Makerere University as at 31st May, 2010

The increased enrolment has put a strain on the resources of universities and poses a challenge as far as institutional performance is concerned. Due to these challenges, the government has promulgated a regulatory framework for universities. An examination of the regulatory framework governing university education in Uganda is necessary in order to establish the standards and rules currently guiding university education in Uganda. Since public universities operate in an open system, their actions are to some

extent affected by the environment in which they operate and as such these guidelines stipulated by the regulatory framework were also taken into consideration in the design of an institutional performance management model that could be adopted by public universities in Uganda. The next section provides a brief overview of the regulatory framework under which universities operate in Uganda.

3.3 THE LEGAL FRAMEWORK OF UNIVERSITY EDUCATION IN UGANDA

Before 1925, education in Uganda was mainly provided by missionaries and since then government involvement became evident with increasing control in the 1950's and 1960's. For the period after independence, education was guided by the Castle Education Commission Report of 1963 which was produced by the Castle Education Commission chaired by Professor E.B. Castle. Immediately after attaining independence, this commission assumed responsibility for analysing the education system in Uganda, specifically focusing on content and structure, to ensure that the skilled labour produced by the education system could successfully face the challenges of post colonial Uganda. Among the issues emphasised in this report, were the improvement of the quality of education and the full control of the education sector by the government (Syngellakis & Arudo, 2006). As a result of the Castle Commission recommendations, government involvement in the management of education in Uganda increased as well as government expenditure towards post primary education and the 1964 Education Act was passed. Hence for the period from 1963 to 1990 the education system in Uganda was guided by the recommendations of the Castle Report. In 1986 the NRM took over power and set to improve the education system which was in dire straits. In 1987 the Uganda National Education Review Commission under the chairmanship of Professor W. Senteza – Kajubi was

set up to review the education system and make recommendations (Syngellakis & Arudo, 2006).

The National Constitution of the Republic of Uganda (1995) allowed the Government to be directly responsible for the regulation of the education system. Based on the 1992 Government White Paper recommendations, the education system was overhauled effecting the commencement of part-time and external programmes, and opening doors for privately sponsored students who previously did not have access to university education (Nakanyike, 2003). This resulted in an increase in enrolment at universities, creating more management challenges for public universities. The government of Uganda enacted the University and Other Tertiary Institutions Act of 2001 (as amended in 2003 and 2006 and referred to as the Act in this study hereafter) to ensure quality at institutions of higher learning. The National Council for Higher Education (NCHE), established under this Act in 2001, was mandated to effectively monitor and streamline the activities of higher institutions of learning [The University and Other Tertiary Institutions Act of 2001: Section 4(i)].

The role of the NCHE, as per section 5 of The Universities and Other Tertiary Institutions Act of 2001, includes:
- Setting standards governing all higher institutions of learning.
- Offering advice to the Minister and government on issues of higher education.
- Ensuring implementation of the clauses of the University and Other Tertiary Institutions Act amended 2003.
- Provision of information on higher education to the public.
- Registration and the overall guidance and management of higher institutions of learning.
- Certifying that a higher institution of learning has the necessary resources to offer its courses.

- Handling any other issues relating to higher institutions of learning.

The Act outlines the functions of a public university, which include teaching and research, imparting knowledge to all categories of people and allowing access to university facilities (The University and Other Tertiary Institutions Act 2001: Section 24). As a key stakeholder in the management of university education in Uganda, the standards set by the NCHE have to be taken into consideration by public universities when implementing institutional performance management.

3.3.1 Administrative structures of public universities in Uganda

Section 27 of the University and Other Tertiary Institutions Act (2001) outlines the administrative structures of a public university in Uganda. The senior administrators of a public university in Uganda consist of:

The Vice-Chancellor

Section 31(1) makes provision for the appointment of a Vice-Chancellor (VC) who is responsible for managing the academic, administrative and financial affairs of the university. In addition, the VC can preside over all ceremonial functions of the university and confer 'academic titles and distinctions' in the absence of the chancellor.

Deputy Vice-Chancellors

Section 32(1) grants a public university a maximum number of three Deputy Vice-Chancellors. The term of office of a Deputy Vice Chancellor (DVC) is five years but may be renewed once. The first DVC coordinates all academic affairs of the university and can take over the responsibilities of the VC in his/her absence. In addition, he/she must perform all duties entrusted to him/her by the VC or the University Council. The second DVC coordinates all

finance and administrative affairs of a university. He/she also oversees the planning and development programmes of the university.

The University Secretary

Section 33(1) stipulates that the University Secretary is in charge of the overall administration of the university, the university assets and the custody of the university seal. He/she acts as secretary to the university council and is the accounting officer of the university.

The Academic Registrar

The Academic Registrar assists the first DVC in the general management of all academic affairs of the university (Section 34).

The University Librarian

The University Librarian is responsible for handling all university affairs relating to all library and information services of the university (Section 35).

The University Bursar

The University Bursar is in charge of the financial management of the university. He keeps proper books of accounts as per the set guidelines approved by the University Council. He is directly accountable to the VC through the US (Section 36).

The Dean of Students

The Dean of Students is in charge of the students' general welfare (Section 37).

The above positions of responsibility constitute the senior administration of a university in Uganda who are the individuals vested with the responsibility of ensuring that institutional performance management practices are implemented. By virtue of their positions as the senior administrators of the university they are expected to steer the institution towards excellent

performance and hence they have the responsibility of ensuring successful institutional performance management implementation. The senior administration should facilitate the management-subordinate relationship by employing a participative management style and promoting teamwork (Ingram, 1997: 300). Not only are they expected to steer the implementation of policies put in place by the NCHE and the supreme bodies governing a university but they must also provide strategic direction to the university as a whole and must support the performance management system for it to be successful (Ingram, 1997: 297; Bourne et al, 2000: 761; Halachmi, 2002: 65; Verweire & Van Den Berghe, 2003: 784). It was therefore necessary to interview the senior administrators at one public university in Uganda (i) to analyse the strategies currently used by public universities in Uganda to manage institutional performance, (ii) to examine the challenges impacting institutional performance management implementation in public universities in Uganda and (iii) to evaluate the performance measures applicable to public universities in Uganda. This chapter is therefore dedicated to an analysis of the performance management practices at a selected public university in Uganda, the challenges faced by this university during performance management implementation, the perceived roles of public universities, the perceived guidelines for effective performance management implementation and measures of performance used by public universities in Uganda.

3.3.2 Administration and management of public universities

The University and Other Tertiary Institutions Act outlines a number of bodies, which every university must put in place for the general management, and administration of the university. These include:

The University Council

The University Council is the supreme body of a public university and is responsible for the overall administration of all objects and functions of the

university. It is the policy making body of a public university and overseas all administrative, financial and academic affairs of the university. It guides the university staff on operational issues of the university - Section 40(1-2). The university council determines membership to the senate - Section 44(2).

The University Senate

The Senate has the duty of organising, controlling and directing all academic affairs of the university. It regulates all academic programmes, approves individuals for various awards and advises council on all academic matters including research - Section 45(1).

Membership of the senate must include the following:

- Vice-Chancellor/ chairperson.
- The Deputy Vice Chancellors.
- Deans and Directors of faculties or schools in the university.
- Two representatives of the Principals of constituent colleges, schools or institutes."
- A given number of professors and associate professors of the university as determined by the University Council with at least one professor or associate professor from each faculty or school.
- The University Librarian, Bursar, Dean of Students and Secretary.
- Any number of non-academic staff as determined by the University Council.
- Two student representatives.
- Three persons who are capable of contributing to the academic and social development of the university.
- The Academic Registrar/Secretary to Senate - Section 44(2).

As the supreme bodies of public universities and the policy making bodies, these organs are expected to design policies which ensure that performance management policies are adhered to, in an effort to ensure enhanced

institutional performance and to ensure implementation of policies put in place by the NCHE.

Staffing of a public university

The staff at a public university consists of three categories, namely academic, administrative staff and support staff. The academic staff consists of deans of faculties or schools, directors of institutes, colleges or other academic bodies, professors, associate professors, senior lecturers, lecturers, assistant lecturers and teaching assistants appointed on a full-time basis for teaching and research, staff working in the library and any other appointed as an academic staff by the University Council. The administrative staff consists of persons occupying administrative, professional or technical senior posts in the university. The support staff consists of individuals who are not members of the academic staff or the administrative staff (Section 51) but who also contribute to the general wellbeing of the university.

Financing of a public university

Section 59(1) of the University and Other Tertiary Institutions Act (2001) allows a public university to solicit funding from the central government with approval by parliament, the district council in which the university is located, any other funding acceptable to the university council, students' fees and any other funds payable to the public university to facilitate its operations. Universities are therefore expected to be vibrant in soliciting funds to successfully finance their activities.

3.3.3 Implications of the above for performance management

The above regulatory framework reveals efforts by the government to ensure effective and efficient service delivery of university education. The management of a university must ensure that all the above positions of responsibility are filled with competent and skilled personnel so that each function is effectively performed to achieve the overall objectives of the

university. Universities are required by law to position these bodies and it is through these bodies that university policies are implemented. However, placing such bodies, does not single-handedly guarantee effective service delivery. Effective service delivery can be successful if in addition to the established bodies, there are other systems which ensure that performance is effectively implemented and monitored. The effective management of institutional performance requires management and employees that are highly qualified, committed (Amaratunga & Baldry, 2002: 221) and also flexible enough to react appropriately to the external environment. All performance management efforts must be supported by senior management as well as by all employees. A successful performance management system requires among other things, a committed leadership, active stakeholder involvement (Karen et al, 2009: 480), shared understanding of the vision, mission, values, strategic direction (Artley & Stroh, 2001: 3), and teamwork (Ingram, 1997: 300; Castka et al, 2001: 123). Teamwork facilitates coordination and communication and promotes cohesion within an organisation by enhancing individual motivation and commitment (Ingram, 1997: 300).

3.4   UNIVERSITY EDUCATION IN UGANDA

At independence, the majority of nations in Africa had only one university, fully funded by government and admitting a limited number of students. To qualify for university education, a person had to exhibit high academic achievement (Court, 1999: 3). In recent years, several universities have been established and most countries in Africa currently have more than one publicly and privately owned university. Uganda is no exception. Currently, there are five public universities in Uganda and 26 licensed private universities (see Appendix A), which award various degrees. The government of Uganda currently sponsors 4000 students in various disciplines every year (Namirembe, 2005: 3) in the various public universities while the rest of the

students have to meet their own education costs. This indicates that there is a significant investment by the private sector in higher education. Public universities therefore must ensure quality service to their clients (students) to compete favourably with private universities.

The oldest university in Uganda is Makerere University (MAK), founded in 1922 by the British colonial masters and known at the time as the University College of East Africa (Johannesson & Nakos, 2006: 331). It was the only public university in East Africa until the 1950's and in Uganda, until 1989 when Mbarara University of Science and Technology (MUST) opened. Government involvement in the education sector was significant from 1925 to the 1960's (Muhwezi, 2003: 3). In 1970, the University College of East Africa became Makerere University (Johannesson & Nakos, 2006: 333). In July 2001, Kyambogo University (KYU) was established by the University and Other Tertiary Institutions Act of 2001 (amended in 2003), as a merger of three institutions namely, Uganda Polytechnic Kyambogo (UPK), the Institute of Teacher Education Kyambogo (ITEK) and the Uganda National Institute for Special Education (UNISE) (Johannesson & Nakos, 2006: 333). Gulu University was established by an Act of parliament (number 7 of 2001, amended by Act 3 of 2006) with the first student intake occurring in September 2002. Busitema University opened in 2007.

The empirical component of this study was conducted at four public universities, namely Makerere University, Kyambogo University, Gulu University and Mbarara University of Science and Technology.

In Uganda, scholars who have completed secondary education, specifically at the 'advanced level' (Uganda Advanced Certificate of Education) and have scored at least two principle passes are eligible for admission to university for the first degree. Universities in Uganda also admit students who already have a diploma qualification as long as they meet the entry requirements. People

older than 25 years are also accepted into universities through a mature age entry examination.

3.5   THE ROLE OF UNIVERSITIES

Universities as the epitome of knowledge and research have the duty to equip people with higher level skills and prepare them for employment in the competitive market. Universities therefore make a valuable contribution to the economic growth and development of a nation (Nayeri et al, 2008: 332). Universities also facilitate research and research systems and therefore contribute to the development of new products (Mowery, 2001: 253). Universities, especially those in the developed world, have become sources of patented and licensed technologies to many companies (Mowery, 2001: 268).

At the World Conference on Higher Education (WCHE) 1998, it was noted that the key mission of higher education systems were educating, training, undertaking research and specifically contributing to sustainable development and improvement of society as a whole. Higher education systems should therefore be responsive to society expectations (De Rebello, 2003: 6). The Global Higher Education for Sustainability Partnership's (GHESP) Lüneburg Declaration of 2001 recognised the ultimate goal of education as imparting knowledge, values, attitudes and skills to empower people to bring about the required changes for sustainable development (De Rebello, 2003: 6).

Public universities are non-profit making entities and mostly use taxpayers' money (in the form of subsidies) to finance their activities. One of the most important stakeholders of a public university is therefore the public (Saad, 2001: 391) and as such the interests of the public must be portrayed in the mission and strategy of the university. The key success factor for public

institutions should focus on satisfying the needs of the stakeholders (Amaratunga & Baldry, 2003: 183).

In an empirical study carried out in California in 2002, it was noted that the University of California contributed to economic growth in California by creating more jobs, generating more revenue, providing job training, creating new knowledge, accelerating innovation, training entrepreneurs, acting as avenues for financing exploratory research and providing a market for local products and services. The president of the University of California, Richard C. Atkinson, noted that universities in California contributed to economic growth through research by creating new knowledge, which has resulted in the creation of new industries, new products and new medical techniques (Tray, 2003: 5). This study highlights the general role that universities play.

In conclusion, de Rebello (2003: 8) notes that institutions of higher learning are able to play a key role in achieving sustainable development because they:

- Are sources of highly skilled academia in various disciplines.
- Have extensive experience in teaching.
- Have vast expertise in a variety of areas.
- Have extensive research experience in various areas
- Have the capacity to transmit knowledge, thereby creating awareness on a number of topical issues.

As universities are implementing performance management, it would be imperative to take the roles they play in society, as well as the expectations of the various stakeholders, into consideration, so that activities performed are in line with their mandate.

3.6 CHALLENGES OF INSTITUTIONAL PERFORMANCE MANAGEMENT

The theoretical study thus far has indicated that performance management is imperative for organisational success but that it is a process that requires much effort and commitment. By identifying specific challenges in performance management, various pitfalls in strategy formulation and implementation can be identified and dealt with. Paragraph 2.4 highlights a number of challenges faced by organisations during performance management implementation as indicated in literature. These challenges were considered for the interview guide that was used during interviews at one public university to identify the challenges impacting performance management implementation. The findings of the interviews, together with the challenges presented in the literature, informed the development of the questionnaire which was administered at four public universities to test the extent to which respondents at these universities agreed that the indicated challenges impacted performance management implementation (see appendix C, section C). The challenges identified in existing literature are summarised in Table 3.2 below.

Table 3.2: Summary of challenges impacting institutional performance management implementation

Challenges	Cited in
Defining a strategy, setting targets & reflecting intangibles. Detailed mission & vision statements which focus on programmes as opposed to outcomes. A challenging implementation process. Difficulty in developing a limited number of themes from a multitude of suggestions.	Kaplan, 2001: 358

Limited support from top management.	
Defining objectives basing on historical performance.	Bourne et al, 2003: 19
Financial constraints.	Shun, Chen & Jiun, 2006: 195
Lack of expertise in performance management practices.	De Waal, 2007: 72; Mendoca & Kanungo, 1996: 65-66
Resistance of staff, problems with computer systems & a lack of focus by top leadership.	Bourne et al, 2000: 760
Organisational culture, lack of senior leadership commitment, lack of faculty support, limited implementation time.	Horine & Hailey, 1995: 7
The over-bureaucratisation of the performance management process. Limited time & importance accorded to the performance management process.	Winstanley & Stuart-Smith, 1996: 68
Undermining of the organisational performance system if rewards are based on the achievement of individual performance objectives as opposed to organisational goals.	Winstanley & Stuart-Smith, 1996: 70
Lack of rewards & punishment for good & poor performance respectively.	De Waal, 2007: 71; Ohemeng, 2009: 110
Absence of training, cultural issues & the interference of international organisations.	Ohemeng, 2009: 110
Highly bureaucratic management systems with low levels of productivity.	De Waal, 2007: 72; Mendonca & Kanungo, 1996:

	65-66
Selection of indicators, data collection, interpretation & use of results. Reporting problems, absence of a strategic direction, lack of Specific, Measurable, Achievable, Realistic, Time bound performance objectives. Financial costs. Failure to involve the key stakeholders in determining the performance indicators. Limited support from top leadership.	Karen, Jiju & Ogden, 2009: 488
Ineffective ICT systems, organisational instability, according low priority to the performance management system (PMS), lack of commitment from leadership, lack of a performance management culture, unclear strategy, lack of continuous update of the performance management system, resistance from within the organisation, failure to continuously use the PMS & lack of cause-effect relationship among the strategies.	De Waal & Counet, 2009: 377

Source: Derived from the literature review presented in paragraph 2.4

It is evident that non-profit organisations experience unique challenges regarding performance management. These include a lack of focus on outcomes, too many goals, relying on historical parameters, the actual implementation of strategy, not taking the unique context into account, financial and other constraints, lack of commitment from senior management, resistance to change, lack of expertise in strategy development and implementation, and a lack of focus on development and innovation. It is also evident that, though performance management implementation is challenging, it is not an impossible exercise. For the purpose of this study, it was necessary to identify the unique performance management challenges

faced by public universities in Uganda and to accomplish this, focus was placed on one of the public universities in Uganda.

Interviews were conducted with senior administrators and heads of academic unit of the selected public university. The senior management of the selected public university consisted of the Deputy Vice Chancellor in charge of Academics, Deputy Vice Chancellor in charge of finance and administration, University Secretary, Academic Registrar, Dean of Students, University Bursar, Internal Auditor, Assistant Internal Auditor, Director Planning Unit and Director of Human Resources. The heads of academic unit consisted of Deans of Faculties and Directors of Schools at the selected public university as they assist the senior administration in the day to day running of the university. The selected public university has eight schools/faculties and five of the heads of academic unit participated in the interview making the total number of respondents 15. The next section presents the feedback from the interviews conducted with senior administrators and heads of academic unit at the selected public university. For purposes of anonymity the names of the respondents and the selected university have not been revealed.

3.7   FEEDBACK FROM INTERVIEWS

Fifteen semi-structured interviews were conducted at a selected public university with senior administrators, who were responsible for spearheading institutional performance management practices, and heads of academic unit, who were responsible for implementing performance management practices at unit level. The interviews were conducted between 1 February and 23 March 2010. The researcher sought permission from the relevant authorities to conduct interviews at the selected public university and the respondents' consent was also sought. Anonymity of the respondents was guaranteed and information provided was treated with utmost confidentiality as suggested by Chava & Nachmias (2003: 89) and Sekaran (2003: 260). The purpose and

nature of the study was explained. Interviews were conducted with incumbents in the following positions:

Senior administrators

- Deputy Vice Chancellor Academics.
- Deputy Vice Chancellor Finance and Administration.
- University Secretary.
- University Bursar.
- Academic Registrar.
- Human Resources Manager.
- Dean of Students.
- Director Planning Unit.
- Senior Internal Auditor.
- Assistant Internal Auditor.

Heads of Academic Unit

- Dean of Faculty of Vocational Studies.
- Dean of Faculty of Science.
- Dean of Faculty of Engineering.
- Dean of School of Graduate Studies.
- Dean of School of Management and Entrepreneurship.

The purpose of the interviews was to investigate: (i) The role of public universities in Uganda; (ii) Performance management strategies employed by the selected public university; (iii) The challenges of performance management implementation in the selected public university; (iv) The perceived measures of performance of a public university. The findings were meant to supplement the theoretical study as most current literature on institutional performance management was focused on developed countries, and little research was done in developing countries, and specifically on institutional performance management at public universities in Uganda. The

information obtained from the interviews was incorporated in the questionnaire, which was the main research instrument used in the empirical study. An interview guide (see appendix B) was developed and focused on the following themes:

- The role of public universities in Uganda.

- Performance management practices at public universities in Uganda.

- Challenges encountered during institutional performance management implementation at the selected public university.

- Perceived measures of institutional performance of universities in Uganda.

The following section provides a summary of the responses received. For purposes of anonymity and confidentiality, the respondents' names and positions have been withheld.

3.7.1 The role of public universities in Uganda

Universities in Uganda, like other universities elsewhere, are responsible for teaching, knowledge transfer, research and service to community. By imparting knowledge, universities sensitize and transform society. Through research, they provide solutions to societal problems and questions.[4] As the university is a public university, it falls under the ownership of the government as opposed to private universities owned by private individuals or groups, hence public universities have a priority of meeting societal needs.

The Government of Uganda's education policy advocates education for the masses and public universities in Uganda fulfill this role by taking on the bulk of Ugandan students.[5] Public universities accommodate a relatively large

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[4] Interview with senior administrator 3

[5] Interview with senior administrator 2

number of students on government sponsorship whereas private universities have little room to accommodate those who cannot pay. Public universities absorb a relatively large number of students on government sponsorship as well as those who do not receive government sponsorship. The amount of student output from public universities is far greater than that from private universities, hence public universities are performing an important task of supplying the labour market. The Uganda Government implements a quota system, a scheme for needy students and affirmative action for girls' education through public universities. Hence, the contribution of public universities to the economic development of the nation is perceived as greater than that of private universities because public universities are avenues for implementing the strategic vision and goals of the country[6].

Public universities in Uganda attract better human resources as their remuneration systems are more favourable compared to those of private universities. Employees of public universities also enjoy more job security. Public universities are a source of employment to a relatively larger workforce compared to private universities. They have more programmes particularly in the areas of science and technology and are better equipped in terms of infrastructure than private universities. Private universities are profit motivated as opposed to public universities. Public universities are more community oriented and accountable to the public that indirectly fund them through taxes. Hence, public universities are accountable to the government and public.

The oldest universities in Uganda are public universities and as such, they are role models to private universities in terms of quality assurance. They set standards and act as benchmarks for private universities. They are the champions in implementing government policies and programmes. [7]

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[6] Interview with senior administrator 1

[7] Interview with senior administrator 2

Implementing the above functions requires universities to be financially well equipped. A well facilitated highly qualified labour force must be in place and an enabling environment is necessary.

It is evident that public universities in Uganda fulfill the same basic role as private universities which include teaching, research and engagement. As a vehicle established by the government, public universities also have to actively participate in social transformation, implement government policy and strategy and maintain quality standards. Public universities are preferred employers due to providing more stability, better remuneration and better infrastructure. Public universities in Uganda are not profit driven, and it is therefore a challenge to achieve efficiency and effectiveness while performing a social and uplifting role. These issues have implications for the way in which performance is managed at public universities and become important considerations during the performance management implementation process.

3.7.2 Performance management practices at public universities in Uganda

During the interviews, it was attempted to establish the efforts made by the selected public university to implement and manage institutional performance management. It was established that the selected university uses the respective bodies mentioned above in paragraph 3.3.2, as per the requirement of the University and Other Tertiary Institutions Act of Uganda (2001, amended 2003) to manage institutional performance. These bodies include the University Council, Senate and other committees.

The Council

The University Council is the supreme body of the university responsible for policy formulation and the overall administration of the university. It directs the financial and academic affairs of the university and it provides guidelines to

the administration and academic staff on issues related to day-to-day operations (Kyambogo University Strategic Plan, 2007: 2-3). The University Secretary acts as minute secretary to council and the appointments board.

Senate

The Senate overseas and manages all academic matters of the university. It formulates academic policies and provides advice on academic matters to the Council. It overseas all academic programs of the university and ensures that research and effective teaching take place. It ensures that educational standards are maintained. The Academic Registrar is secretary to Senate and all Senate committees.

The Committees

There are committees which assist in the day to day operations of the selected university and these include the following: (i) Appointments Board, (ii) Establishment and Administration Committee, (iii) Planning and Development Committee, (iv) Estates and Works Committees, (v) Students Affairs Committee, (vi) Finance and Resource Mobilisation Committee (Kyambogo University Strategic Plan 2007: 2-7).

Strategic planning

In this study it was established that performance management in public universities involves strategic planning at the institutional level. The strategic planning process is all-inclusive with all units of the university contributing. The strategic plan at the selected university was developed for the period from 2007/2008 – 2011/2012 (Kyambogo University Strategic Plan 2007/08). From the documentary review of the strategic plan, it was established that the strategic plan focuses on 11 areas:

- Academic and resource development.
- Human resource planning and management.
- Financial resource generation and management.

- Organisation and management.
- Physical infrastructure and ICT development.
- Marketing, information management and customer care.
- Extension and community service.
- Collaborative linkages.
- Health and environment.
- Students' welfare.
- Consultancy.

Taking the above into consideration, the selected university developed its vision which was 'To be a centre of academic and professional excellence' and the mission which was 'To advance and promote knowledge and development of skills in science, technology, education and in such other fields having regard to quality, equity, progress and transformation of society.' The core values of the university were quality, equity, integrity and professionalism. The above indicates the willingness of the selected public university to provide effective service delivery and it also indicates the focus of public universities in Uganda on the transformation of society and a commitment to societal issues.

It was established that there was supposed to be a review of the strategic plan after two years but this never came to fruition because the university experienced organisational changes with a lot of resistance from the staff[8]. These changes related to changes in leadership and the composition of the council, as well as the effects of the revision on the organisational structure. Hence, other than the first meeting which was called for the designing of the five year strategic plan, there were no other institutional strategic planning breakaway sessions.

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[8] Interview with senior administrator 6

During the course of the study, it became evident that there was a variation in the understanding of institutional performance management. Most of the respondents asked the researcher to explain the meaning of institutional performance management as the majority associated performance management with performance appraisal. The above indicates that there was no shared understanding of the performance management system in the selected public university. There was consensus that there was a lack of a clear performance management model/framework. There was no formal process of managing institutional performance. There was no coordinated monitoring and evaluation of performance evaluation. Except for budget reviews, performance reviews were rarely carried out and no feedback was given on the progress of implementation. The administrators reiterated the lack of focus on a formulated strategic plan as explained by one of the administrators in his interview;

We are so busy doing the day-to-day running of the institution that there is no room for focusing on the strategic plan.[9]Management has been fighting for survival. They have been preoccupied with institutional unrest, with lots of court cases. Discussion of annual reports submitted for the past four years to management has not been done and hence submission to the university bodies has been a dilemma.[10]

The responses demonstrated a lack of collective knowledge and understanding of the institutional performance measures used to determine progress in implementation. Indications from responses were that strategic priorities were identified but these were not systematically cascaded to the various faculties/schools. The faculties/schools were requested to submit their unit strategic plans to the planning unit but by the time these interviews

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[9] Interview with senior administrator 3

[10] Interview with senior administrator 6

were conducted, none had been submitted.[11] This indicated a lack of focus on strategic planning at the unit level. Since the strategic plan was not implemented at the faculty level, respondents could not affirm that strategic planning contributed to academic quality. It was further established that the achievement of strategic objectives was not measured and that there was no formal process through which faculties gave feedback on the attainment of strategic goals[12]. Therefore much as the strategic plan was on paper, systematic implementation was lacking.

Benchmarking and collaboration

In an effort to manage institutional performance, the university informally benchmarked Makerere University, which is the oldest university in Uganda with established systems and structures. The selected university copies best practices from Makerere University in a bid to improve its performance. In addition, the selected university collaborates with a number of other institutions locally and internationally in the areas of curriculum development, student and staff exchange programs, research, program development, staff development, capacity building, ICT development and technical support (Kyambogo University Strategic Plan, 2007: 9-10).

Human resource management

In terms of human resource management, it was established that job advertisements were based on minimum standards and interviews were conducted. The appointment process was perceived as transparent and fair as all those who qualified for an appointment were considered for the interviews. The various officers executed their roles as stipulated by the University and Other Tertiary Institutions Act (2001 as amended in 2003 and 2006). It was however noted in the interviews that the issue of who was

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[11] Interview with senior administrator 7

[12] Interview with senior administrator 7

accountable for what was still not very clear as per the Act. A situation was cited where the act mandated two senior administrators to be accountable for the same function in various ways which caused some role ambiguity and role conflict. This might well affect the management of other universities as well[13]. Clear roles and responsibilities should be given to employees to avoid conflict in implementation (Halachmi, 2002: 65). Much as the employees had job descriptions and were therefore expected to perform accordingly, performance was not effectively managed. The Directorate of Human Resources became a unit in 2009 and is still to be considered to be in its infancy. There were no performance appraisals for academic personnel. At the time the interviews were conducted, the university was in the process of designing a performance appraisal system.[14]

Staff training

It was established that efforts made by the university management to develop its staff included formulating a training policy. Training workshops in team management, leadership skills and curriculum development were conducted. No training in the area of performance management had been conducted before.

Financial management

The bursar's office has the duty of guiding the annual budgeting process. Frequent budget reviews were conducted. As noted by one respondent '*the unfailing activities are budget reviews'.* University spending is based on the financial management manual. In addition, audit and procurement manuals are also available to guide these respective processes. The internal audit system has improved on vigilance[15]. Every Monday, every unit gives formal

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[13] Interview with senior administrator 5

[14] Interview with senior administrator 5

[15] Interview with senior administrator 2

feedback to the finance management committee. Based on available resources, priorities are identified and expenditure is awarded accordingly. This meeting is attended by the deans of units and senior management of the university. This implies that much emphasis is placed on financial aspects of performance as opposed to the non-financial measures, besides a lot of focus is placed on operational other than strategic activities which may be unhealthy for strategic planning.

In conclusion, efforts were made by the selected public university to effectively manage institutional performance for effective service delivery but improvement is needed in the implementation process. From a positive aspect, it appeared that there were efforts made towards strategic planning, financial control was exhibited and the university did engage in some kind of informal benchmarking. The Directorate of HR was newly established and it could therefore be assumed that HR processes and functions still had to be aligned with the strategic direction of the university. It became evident that there were a number of challenges that the university encountered with regards to performance management implementation. The next section presents some of the challenges elicited by the respondents.

3.7.3 Challenges of performance management implementation at public universities in Uganda

The research conducted with the respondents of the selected public university elicited a number of challenges faced by universities in Uganda. Table 3.3 provides a synopsis of the responses received during the interviews.

Table 3.3: Performance management challenges at public universities in Uganda

CHALLENGE	FREQUENCY OF CHALLENGE MENTIONED																
	Top administrators										Heads of academic unit					Tot	%
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5		
Formulation of a performance management framework			*	*	*		*	*				*				6	40
Implementation of strategy	*	*	*	*		*	*		*	*	*	*		*		11	73.3
Lack of employee commitment		*	*	*		*		*	*		*				*	8	53.3
Bureaucratic system	*	*	*	*	*		*	*			*	*				9	60
Uneven & inadequate cash flow	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	15	100
Staffing	*		*			*	*	*	*		*	*	*	*	*	11	73.3
Lack of motivation & low morale		*	*	*	*			*		*	*	*	*	*	*	11	73.3
Poor infrastructure	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	15	100
Resistance to change	*		*		*	*	*	*	*		*	*	*		*	11	73.3
Increasing demand	*		*								*	*				4	26.7

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
Leadership problems	*	*			*	*		*	*		*	*	*	*	*	**11**	**73.3**
Lack of teamwork	*							*	*		*	*				**5**	**33.3**
Time management		*			*	*		*								**4**	**26.7**
Organisational culture	*	*	*					*	*							**5**	**33.3**
Government regulations	*							*	*		*	*	*		*	**7**	**46.7**
Limited transparency	*	*					*	*			*					**5**	**33.3**

From the above responses, nine challenges highlighted by more than 50 percent of the respondents and presented below in descending order, were perceived as influencing performance management implementation at public universities in Uganda: uneven and inadequate cash flow, poor infrastructure, staffing issues, strategy implementation, lack of motivation and low morale, resistance to change, leadership problems, a highly bureaucratic system and limited employee commitment.

The nine challenges are further explained with selected quotes from the respondents:

Uneven and inadequate cash flow: All respondents cited this as a challenge. Government funding is perceived as inadequate and income from students trickles in slowly except towards the end of the semester when most students pay in preparation for the examination period. The uneven cash flow results in debt accumulation and '*paralyses university activities*'. The view that poor cash flow results in debt is supported by Shun et al (2006: 195). As mentioned by one senior administrator, this effect trickles down to the payments given to the employees and '*the take home pay is too meager so lecturers end up working in more than one institution to make ends meet'*.

Lack of adequate funding constrains the implementation of performance management.[16]

Poor infrastructure: An efficient and effective Information and Communication Technology (ICT) System plays a great role in the communication and data collection processes (Bourne et al, 2000: 762). ICT infrastructure in the selected public university is poor with limited connectivity internally in the largest part of the university[17]. This has a negative effect on performance management implementation because communication is slow, and some documents get lost or delayed as a result of using the manual communication system. Universities in Uganda generally have poor infrastructure, including poorly equipped offices and laboratories and a lack of office space, which results in some academics spending less time at the university, compromising the implementation of performance goals.

Staffing issues: It was mentioned that the unit responsible for the strategic planning process in the selected university was thinly staffed and managed a large workload. The selected university was constrained by a limited number of staff and the university overall was operating at a rate of less than 40 percent of the staff establishment. This implied that there was a gap in the academic staffing establishment equivalent to 60 percent. The university was also 'bottom heavy'[18] with the majority of the academic staff below the level of senior lecturer (see Table 3.4).

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[16] Interview with Head of academic unit 2

[17] Interview with Head of academic unit 2

[18] Interview with senior administrator 3

Table 3.4: Staffing at the selected public university as recorded on 6 February 2010

Post	Number
Professor	6
Associate Professor	0
Senior lecturer	31
Lecturer	137
Assistant Lecturer	168
Teaching assistant	57
Total	**399**

Source: Planning Unit of the selected public university 2010

The academic staff was therefore engaged in additional teaching compared to other university activities. According to Materu (2007: 24), a lack of adequate staff constrains quality implementation. On the other hand, lecturers were often involved in other activities outside the university, such as the supervision of school practice exercises and industrial training events. This reduced the concentration of academic staff involved in university activities. A high rate of staff turnover, leading to over reliance on part-time employees, was also reported. Part-time employees were not fully committed to university activities because they were paid inadequately and infrequently.

Strategy implementation: It was noted that the strategic plan was formulated but never implemented. Implementation of strategy is a daunting task (Kaplan, 2001: 358). Most of the employees were not aware of the main goals of the university, let alone the measure of institutional performance of the university. The administration was preoccupied with administrative work. There was no feedback on performance and evaluation. In some instances

the institutional goals conflicted with personal goals and as such, there was conflict of interests during implementation[19].

Lack of motivation and low morale: Most respondents agreed that the employees had a negative attitude towards work and some of the reasons they raised were '*there are no rewards for good performance'; 'the terms and conditions of service are not fair and have never been revised since the merger of the three institutions'* and *'unfairness in salaries and allowances exists'.* [20] Individual remuneration was not linked to performance but to seniority and job position. The consensus was that this could greatly affect implementation because, as much as the person earning a lot could dedicate all his time to implementing university policies, those with a lower income might feel unfairly treated and become preoccupied with external activities to boost their income.

Resistance to change: The establishment of the selected public university was the result of a merger of three institutions with different cultures, traditions, structures and systems and academic staff with different academic backgrounds. Integrating the three institutions rendered those with lower qualifications insecure. The retrenchment of those with lower skills was considered. However, the government insisted that these employees should be absorbed into the new university system irrespective of their qualifications. This has resulted into resistance to change as members want to maintain the status quo. Lecturers are '*stressed out*' as they struggle for '*self preservation*' out of fear for the unknown[21]. Resistance to change and unwillingness to take risks, undermine performance management implementation. Individuals who have a high level of uncertainty avoidance are not innovative and creative. A

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[19] Interview with Head of academic unit 3

[20] Interview with senior administrator 4

[21] Interview with Head of academic unit 4

high uncertainty avoidance culture hinders successful performance management implementation (Mendonca & Kanungo, 1996: 69).

Leadership problems: Some respondents were of the view that senior management was not appreciative of the academic staff efforts and that they are preoccupied with managing internal conflicts other than managing performance. The senior managers were perceived as intimidating and the academic staff felt that this had a great effect on the willingness of the staff to implement policies spearheaded by the senior management. The management style plays an important role in performance management implementation (Hussain & Hoque, 2002: 179). The following statements were made by the interviewees about leadership at the selected public university:

'People are human beings and they need appreciation;

Leadership does not appreciate the good;

The leadership style is more or less authoritative;

There is a lot of insecurity and intimidation;

The leadership that we need in an institution is the leadership that listens;

A good leader uses diplomatic ways to help people improve their work style other than constant blaming;

The top administration has a domineering character;

There is a gap between the top management and the staff; and

Management approach is not the best'.

A non-committed (De Waal, 2007: 81; Bourne et al, 2000: 760) authoritative leadership acts as a disincentive to implementation of university policies because leadership style can affect the way an individual is committed towards his/her organisation[22].

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[22] Interviews with various senior administrators and heads of academic units

A highly bureaucratic system: Rashid et al (2003: 722) established that a bureaucratic culture is a disincentive to employee commitment. A highly bureaucratic system slows down the rate at which policies are implemented (Winstanley & Stuart-Smith, 1996: 68). At the selected public university bureaucracy was evident in the procurement process, registration process, policy formulation, release of results, staff appointment and promotional processes[23]. Respondents felt that these lengthy processes affected the planning process, which eventually undermined performance management implementation.

Lack of employee commitment: It was noted that employees lacked a sense of belonging in the organisation which affected their commitment. Employee commitment is vital for the successful implementation of the organisational strategies and plans of actions (Horine & Hailey, 1995: 7; Druckman et al, 1997: 76; Rashid et al, 2003: 708). During the interviews, there was consensus that human capital was a vital resource for an organisation. This view is similar to that of Mendonca and Kanungo (1996: 65-66) who state that human capital is important as all processes are managed by humans. Employees' attitudes towards work greatly affect their level of performance and in turn affect the overall organisational performance. The focus of senior management should be on how best to manage 'systems and the people' while adapting to the organisational culture and the environment (Raduan et al, 2008: 51).

From the above it is evident that the selected public university faced a number of challenges in performance management implementation. These included the lack of a clear framework for performance management implementation, limited implementation and cascading-down of strategic objectives, diverting attention from strategic issues while emphasising

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[23] Interview with senior administrator 2

operational activities, lack of training of organisational members in performance management, the lack of a formal benchmarking process, absence of performance appraisal, limited staff morale, inappropriate leadership style, unclear role definitions and limited/ inadequate resources. As these challenges may exist in other public universities in Uganda and therefore affect institutional performance management implementation, they were further explored in the empirical study at the four public universities in Uganda.

3.7.4 Performance measures for public universities in Uganda

During the interviews the respondents were asked to identify performance measures that could be used to measure institutional performance of public universities in Uganda. The results from these interviews have been summarised in Table 3.5.

Table 3.5: Performance measures for public universities in Uganda

Measure	Performance indicators
Human resources	Qualifications, staff development, retention of highly skilled labour, level of innovation of academic staff, commitment of staff, staff experience.
Programmes	Number of programmes, quality of programmes – if accredited, number of postgraduate programmes, responsiveness of programmes to national and international needs.
Students	Quality of student input/output, total number of students graduating per year, number of post graduate students graduating per year.
Facilities	Teaching facilities available, quality of classroom facilities, library facilities vs. number of students,

	Information and Communications Technology (ICT) infrastructure, health facilities.
Teaching process	Attendance of lecturers and students, clarity of explanations by lecturers, availability, reliability, approachability of lecturer, willingness of lecturer to assist students, willingness of lecturer to respond to students problems, student feedback and courtesy of the facilitator.
Leadership	Level of transparency, commitment, courtesy, availability, trust in leadership.
Service	Affordability of programmes, timely release of examination results, syllabus coverage, timely graduation, timely release of academic transcripts and certificates, customer care.
Research	Number of publications, quality of publications, presentations at conferences, contribution of research to national development.
Affiliations, partnerships, collaborations	Number of locally and internationally active collaborations.
Extra- curricular activities	Level of participation in extra-curricular activities locally and internationally.
Financial management	Debt management, income generating units, amount of funds raised externally, effectiveness of auditing function, adherence to the budget.
Accountability	Level of accountability.

Source: Derived from interview responses

Public universities in Uganda need to determine the extent to which the organisational goals are achieved and this can be possible if measures of performance exist. Performance measures should be both qualitative and

quantitative. Focusing on intangible and tangible measures of performance is vital for successful performance management implementation (Verbeeten, 2008: 442) and having a variety of qualitative and quantitative measures of performance assures an organisation of a competitive advantage (Amaratunga et al, 2001: 181). It was therefore necessary for public universities in Uganda to measure the extent to which their organisational goals were achieved and this would be possible if performance measures were in existence. The performance measures outlined above, were therefore adopted and formed part of the questionnaire (see Appendix C, Section E) which was tested in four public universities in Uganda to determine the extent to which a broader range of respondents from the different public universities in Uganda confirm that these are acceptable measures of institutional performance.

3.8   CONCLUSION

Uganda's turbulent political past has had a harmful effect on the economy and the education system. The National Constitution of the Republic of Uganda (1995) and the University and Other Tertiary Institutions Act of 2001 laid the foundation for a more effective and open education system. This act also prescribed the leadership structure at universities to ensure effective management and performance. At the time of this study, there were five public universities in Uganda that competed with an array of private universities and colleges. Public universities in Uganda have a teaching, learning, research and engagement role and need to respond to the challenges that emanate from a turbulent political past and a developing economy. While these universities are mostly subsidised by the government, they are also responsible for implementing government policy, including those aimed at social transformation and uplifting.

This chapter focused on the unique challenges faced by these universities in terms of institutional performance management. Interviews conducted with senior administrators and heads of academic unit at one public university were used to explore perceptions of the role of public universities, institutional performance management practices, the challenges impacting performance management implementation in public universities in Uganda as well as potential institutional performance measures. The information gleamed from these interviews supplemented the theoretical study and were used in the design of the questionnaire used in the empirical study.

The next chapter explores a number of performance management frameworks used by various institutions to manage performance, with the objective of identifying key issues relevant to performance management implementation in public universities in Uganda.

CHAPTER FOUR

A HOLISTIC PERFORMANCE MANAGEMENT FRAMEWORK
FOR PUBLIC UNIVERSITIES IN UGANDA

4.1   INTRODUCTION

The previous chapter was aimed at examining the extent to which public universities in Uganda had implemented institutional performance management and the challenges they faced in this respect with reference to one public university. Interviews were conducted with senior administrators and heads of academic unit at the selected public university to explore: the role of public universities, performance management practices at the selected public university, challenges encountered in performance management implementation at the selected public university and relevant measures of performance for universities in Uganda.

Despite the challenges mentioned by respondents during the interviews conducted at the selected university (see paragraph 3.7.3), it would be prudent for public universities in Uganda to implement institutional performance management as a way of enhancing service delivery. It was therefore necessary to examine a number of institutional performance management models to identify key issues that were relevant to public universities in Uganda in order to incorporate these key issues into an integrated institutional performance management model that could be adopted by public universities in Uganda.

The fourth objective of this study was to identify measures of institutional performance that could be applied to public universities in Uganda. This was approached in two ways: firstly, by conducting interviews with the senior administrators and heads of academic unit at a selected public university and

second, by examining two performance management models namely the Balanced Score Card (BSC) and the Performance Prism and two self-assessment models, namely the Malcolm Baldrige National Quality Award model (MBNQA) and the European Foundation Quality Model (EFQM), to identify any relevant measures that could be adopted for an institutional performance management model for public universities in Uganda. The choice of these four models was based on the fact that they are commonly used or referred to by most organisations internationally (Neely, 1999: 214; Samuelsson & Nilsson, 2002: 10; Wongrassamee, Gardiner & Simmons, 2003: 19; Carlucci, Marr & Schiuma, 2004: 583; Talwar, 2009: 34).

From the late 1970's to the 1980's, there was increasing criticism of the traditional performance management frameworks for being too historical, focusing on the short term gains and for being too financially oriented (Neely et al, 1999: 206). In response to the criticism, focus shifted to the design of balanced performance management frameworks that emphasised both quantitative and qualitative measures of performance (Bourne et al, 2000: 754). The late 1980's and early 1990's were characterised by the development of among others, a number of multi-dimensional performance and excellence models, including the BSC (Kaplan & Norton, 1992), the Performance Prism (Neely et al, 2001), the Malcolm Baldrige National Quality Award Model (MBNQA) (Malcolm Baldrige National Quality Program 1987) and the European Foundation for Quality Management Excellence Model (EFQM) (European Foundation for Quality Management 1991). The aim of these models was to provide a holistic framework for effective institutional performance management.

Institutional performance management is increasingly utilised by most educational institutions in the developed world, while awareness of the importance of performance management is increasing in the developing world (De Waal, 2007: 70; Chen, Wang & Yang, 2009: 220-235; Mehralizadeh &

Safaeemoghaddam, 2010: 175). Most institutions of higher learning have adapted performance management frameworks originally designed for the business world to the education setting (Committee of University Chairmen (CUC) Report, 2006: 2; Chen et al, 2009: 220-235). A number of performance indicators have been identified in an effort to manage institutional performance. The concept of accountability has also become a very important issue for non-profit organisations as they experience harsh competition from a number of institutions (Stewart & Carpenter-Hubin, 2000-2001), all competing for the scarce available resources (Kaplan, 2001: 353). Despite all this, most performance reports and internal performance measurement systems of non-profit organisations place much emphasis on financial measures (Kaplan, 2001: 353) as opposed to non-financial measures. This is perceived as a myopic way of viewing the performance of an organisation because as earlier indicated financial reports measure past performance and communicate little about long-term future value creation. Kaplan (2001: 254) notes that profit organisations have realised the inadequacy of financial measures of performance evaluation because they are historical, yet monitoring an organisation's strategy requires measures that can also capture its potential future performance (Neely et al, 1999: 206). Successful non-profit organisations are those which focus on the effective and efficient satisfaction of stakeholder needs (Kaplan, 2001: 353) because the goal of non-profit organisations is the effective attainment of the mission as opposed to profit making. The conventional measures of performance have been criticised for focusing on one dimension of success, ignoring the conversion processes and emphasising the share holder more than other stakeholders (Chakravarthy, 1986: 445).

In developing a performance management model which could be adopted by public universities in Uganda, both financial and non-financial measures of institutional performance were identified from literature and from the responses of the interviews that were conducted with heads of academic unit

and senior administrators of one selected public university. These measures were tested on a larger number of respondents from four public universities in Uganda, to establish the extent to which the respondents agreed that the measures indicated in the survey questionnaire were applicable to public universities in Uganda.

The next section presents an overview of various multi-dimensional performance management frameworks that have been developed to ensure a balanced focus in measuring institutional performance.

4.2   INSTITUTIONAL PERFORMANCE MANAGEMENT MODELS

Since the late 1980's there has been an increasing focus on the measurement and management of institutional performance characterised by increased development of various institutional performance management and excellence models. For purposes of this study the commonly applied models were considered and these are the BSC, the Performance Prism, the MBNQA and the EFQM (Neely, 1999: 214; Samuelsson & Nilsson, 2002: 10; Wongrassame et al, 2003: 19; Carlucci, Marr & Schiuma, 2004: 583; Talwar, 2009: 34). In the next section, these models are described and their applicability to universities in Uganda investigated. In addition, performance indicators applied by a number of higher institutions of learning are analysed and considered in the development of an integrated institutional performance management model which tested in the empirical study.

4.2.1 The Balanced Score Card (BSC)

In the 1980's, a number of researchers (Connolly, Conlon & Deustch, 1980; Cameron, 1986: 87-112) advocated for a multidimensional approach to measuring organisational performance (Kaplan, 2001: 356). In response Kaplan and Norton (1992) designed the Balanced Score Card (presented in

Figure 4.1) as a framework aimed at translating the organisational vision and strategy into objectives, and measures based on four dimensions, namely finance, customer, the internal process, and innovation and learning, which later came to be known as learning and growth (Amaratunga et al, 2001: 182; Cullen, Joyce, Hassall & Broadbent, 2003: 6-7; Kaplan, 2005: 42). The BSC presupposes that measures of performance should be derived from the strategy of an organisation (Kaplan, 2001: 360).

Since its design, the BSC has received a lot of attention from academia and industry (Halachmi, 2005: 506). Much as it was originally designed for the private sector to overcome deficiencies in the traditional model of managing performance (Kaplan, 2001: 357), its applicability in the public sector has shown positive results (Kaplan, 2001: 361-368). Public universities could therefore adopt the BSC as a tool for managing performance. The BSC proposes a holistic view of organisational performance and takes into consideration both financial and non-financial measures of performance. The BSC suggests that the performance of an organisation should be measured based on four dimensions which Kaplan and Norton (1996: 6) refer to as perspectives:

- Financial.
- Customer.
- Internal business processes.
- Learning and growth.

The above are therefore viewed as important measures of institutional performance according to Kaplan and Norton (1996: 9). Kaplan (2001: 360) proposes that, for non-profit organisations, the dimension 'mission' should appear at the top of the BSC as these companies are driven by mission rather than profit. The four dimensions together with the mission and vision were incorporated into the institutional performance management model proposed in this study. The identification of key performance indicators (KPI)

in the context of public universities would enable these universities to clarify expectations in line with the respective university's mission and vision. Figure 4.1 shows the perspectives of the BSC that was developed by Kaplan and Norton (1996: 9).

Figure 4.1: The Balanced Score Card
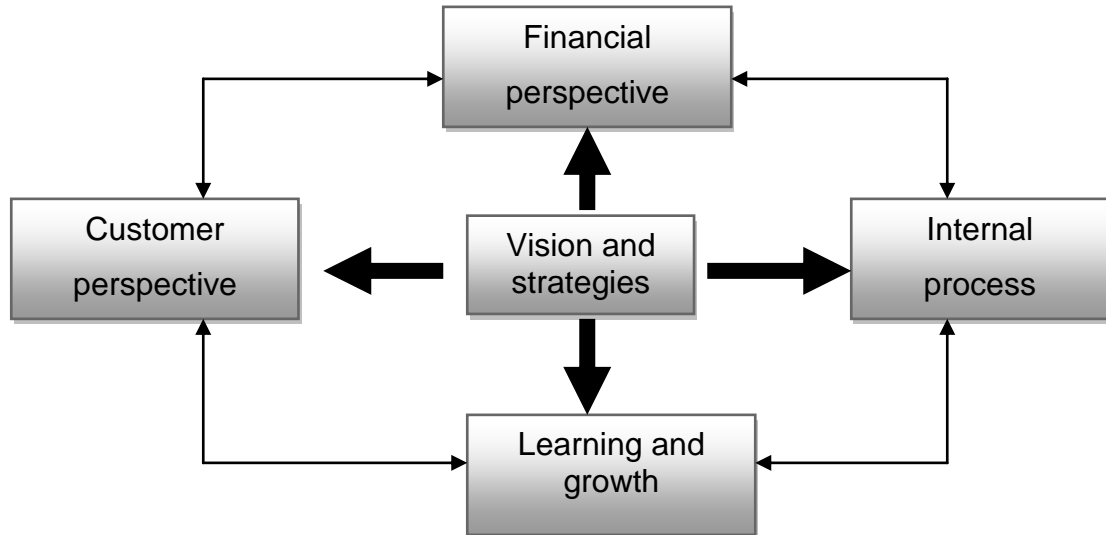
Source: Adapted from Kaplan and Norton (1996: 9)

Lawrie and Cobbold (2004: 611) identified a number of attributes of the BSC as outlined below:

- The BSC should consist of both financial and non-financial measures.
- The measures should be limited in number, preferably not more than 20.
- The measures should focus on finance, customers, internal business processes, and learning and growth.
- The measures should be aligned to the strategic goals with each goal having not more than two measures.
- There should be a link between indicators of past performance and those of future performance.
- The identification of the measures should motivate leadership support of the BSC.

As part of the strategic core of an organisation, the BSC must have the following basic principles as proposed by Kaplan (2001: 9-16):

- Translating the strategy into operational terms.
- Aligning the organisation to the strategy.
- Making the strategy part of everyone's daily job.
- Making strategy a continuous process.
- Mobilising change through leadership.

It is therefore important that public universities in Uganda ensure that the above principles are incorporated in their systems for successful institutional performance management.

The key measures of institutional performance as identified by Kaplan and Norton (1996: 9-11) are briefly explained in the next section.

Financial perspective

A sound financial management system is necessary to ensure the efficient management and control of funds and will support a university in the achievement of its mission (Shun et al, 2006: 196). The financial measures raised by Kaplan (2005: 42) include revenue growth and lower unit costs. A mission indicates the long-term direction of an organisation while its financial reports reveal little about this direction (Kaplan, 2001: 354). The financial focus should therefore not be on the key priority area for universities much as it supports the achievement of goals because public universities are not profit motivated (Kaplan, 2001: 353). However, it is still considered a vital area for effective institutional performance management.

Customer perspective

Public universities in Uganda are not established with the sole aim of making a profit. They aim at satisfying government directives and societal needs, and as such priority should be given to the achievement of the vision and mission as opposed to the financial perspective (Kaplan, 2001: 354). The

achievement of the mission is a way of being accountable to society. Strict adherence to financial budgets is not regarded as the key determinant of success for non-profit organisations (Kaplan, 2001: 354-360). However, in the case of public universities in Uganda, customers (students, parents, sponsors and bursary providers) contribute a relatively large portion to the university budget in the form of tuition fees (see Table 3.1) and as such require value for the money they invest in education, which in turn is used to manage the operational activities of the university. Being the key financiers and at the same time consumers/citizens of the service, satisfaction of the expectations of customers is paramount (Kaplan, 2001: 357). Hence it was postulated that university performance could be measured by customer satisfaction (Shun et al, 2006: 199).

Internal process

According to Kaplan (2001: 357) measures of the internal process include quality, cost reductions, innovations and reduced cycle time in the processes. Continuous improvement in quality is vital for any institution to be able to compete in a dynamic environment. However, including innovation in this perspective has received criticism because it is not a routine exercise and involves the creativity of all employees in an organisation. It is vital in today's knowledge era to be innovative and to be able to manage knowledge efficiently. Therefore, some authors suggest that this should be embedded in all dimensions (Voelpel, Leibold & Eckhoff, 2006: 54). Universities, being the epitome of knowledge and key knowledge creators, need to be innovative to fulfill this particular role.

Learning and growth perspective

The last dimension of the BSC is learning and growth. Kaplan (2001: 357) outlines measures of the learning and growth perspective to include employee motivation, employee turnover, capabilities, alignment and information system capabilities. Hence employees should be given the

opportunity to acquire expert skills not only for personal development (Shun et al 2006: 200) but also for the overall organisational development. Kaplan (2005: 42) proposes that this particular dimension should identify outcomes relating to intangible assets that facilitate strategy implementation. Marr and Adams (2004: 19-24) criticised this dimension as described and explained by Kaplan and Norton (1996) and felt that it was confusing. Marr and Adams (2004: 20) noted that Kaplan and Norton, except for one reference in their work, never acknowledged any body of knowledge on human capital despite much attention given to the subject by various authors. They pointed out that Kaplan and Norton's classification of 'information capital' as an intangible asset included reference to hardware which is actually a tangible asset. They also noted that 'relationship capital' was excluded from the intangible assets, yet they felt that it was vital for managing the performance of an institution.
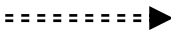
In a study conducted in Taiwan on the application of the BSC in the performance evaluation of higher education, Shun et al (2006: 194) proposed that universities could use the BSC to identify relevant strategies that could enable them to face the current dynamic environment. However Shun et al (2006: 192) advised that using a BSC in an institution of higher learning requires team work from both the leadership and staff members. Shun et al (2006: 195), in their study in Chin-Min Institute of Technology, a private university in Taiwan (see Figure 4.2), further suggested placing the financial perspective immediately after the mission and vision since the financial health of an organisation facilitates the achievement of the mission and vision. They felt that the mission and vision should be emphasised and should guide the unit in determining its core competencies and the required resources, hence these should be used to enhance institutional reputation. These authors believe that good financial health will enable the institution to acquire the necessary resources to satisfy customer expectations. They also agitate for emphasis on staff development and knowledge sharing because they believe that it fosters innovation, learning and growth among employees resulting in

improvement of the overall organisational performance (Shun et al, 2006: 196 -200).

Figure 4.2: The BSC framework of Chin-Min Institute of Technology in Taiwan

```
┌──────────┐                                    ┌──────────┐
│ Mission  │                                    │  Vision  │
└──────────┘                                    └──────────┘
        ▲    ┌──────────────────────────┐    ▲
        │    │   Financial perspective  │    │
        └───►│                          │◄───┘
             └──────────────────────────┘
                    │         ▲
                    ▼         ┊
             ┌──────────────────────────┐
             │   Customer perspective   │
             └──────────────────────────┘
                    │         ▲
                    ▼         ┊
             ┌──────────────────────────┐
             │ Internal         process │
             │ perspective              │
             └──────────────────────────┘
                    │         ▲
                    ▼         ┊
             ┌──────────────────────────┐
             │ Learning   and    growth │
             │ perspective              │
             └──────────────────────────┘
```
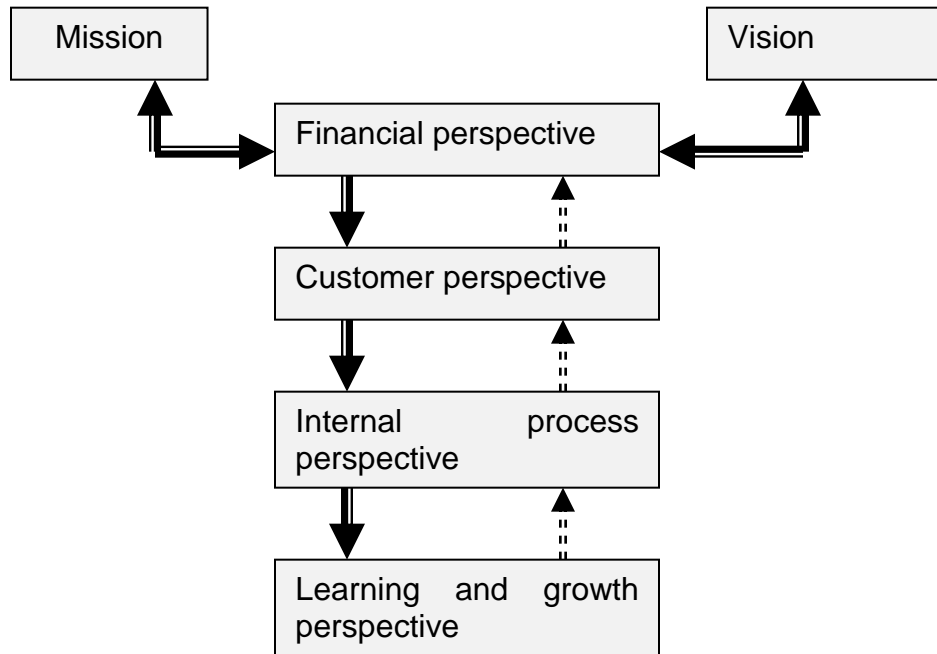
Source: Shun, Yang and Jiun, 2006: 195

──────────► Strategy deployment and connection; budget and resource distribution direction

= = = = = ► Four perspectives; establishment order; cause and effect linkages and staff communication feedback direction

Criticism of the BSC

The BSC was criticised for focusing on only four major dimensions thereby creating a danger of ignoring other important measures of performance (Voelpel et al, 2006: 50). Secondly the process of setting goals for an institution was not given adequate attention (Wongrassamee et al, 2003: 23). Issues such as change management, project management, IT infrastructure development, quality assurance, and risk management were accorded limited

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attention yet these were perceived as vital in the performance management implementation process (Halachmi, 2005: 507). In addition, human resources were not given significant recognition in the BSC yet there is no organisation which can successfully operate its activities without human resources. Literature supports the notion that human behaviour is necessary for organisational improvement (Halachmi, 2005: 513) and retention of the high calibre staff is vital for the survival of institutions of higher learning (Farid, Nejati & Mirfakhredini, 2008: 36). At a university, employees fulfill a significant role in teaching/learning, research and knowledge transfer. These functions require highly motivated employees with expertise. Employees are a major resource of any academic institution and therefore are considered key stakeholders. Hence it is presumed that they should be independent of the learning and growth perspective.

The BSC has also been criticised for projecting an organisation as a rigid system in the way the cause-effect relationships are assumed to be developed (Othman, 2008: 259). Existing literature shows that a number of organisations have failed to graphically show the cause-effect relationships of their strategies (Othman, 2008: 260). The BSC is also viewed as a rigid model specifically in defining key success factors (KSF's) for each individual perspective. It is noted that most KSF's cut across several dimensions which could create a danger of ignoring other KSF's if they cannot be clearly categorised under a specific dimension. The BSC does not emphasise the external environment (Othman, 2008: 261) yet organisations operate in an open system and their activities are affected by the environment in which they operate. Changes in the environment must be taken into account during institutional performance management. Neely et al (2001: 6) criticize the BSC for emphasising strategy formulation as the starting point in institutional performance management and that strategy formulation then acts as a guide for designing measures. They believe that organisations exist because of the satisfaction they accord to their key stakeholders. They are therefore of the

view that, the measures and the strategy should be formulated after evaluating the expectations of the key stakeholders.

Another criticism is that the BSC focuses only on the customer in the external environment yet there are many other players who have a significant stake in the organisation (Halachmi, 2005: 508). In addition to students, Stewart and Carpenter-Hubin (2000-2001: 38) include parents, legislators, accrediting bodies, alumni, donors, funding agencies and internal stakeholders such as staff and the leadership of the university, as important stakeholders. Neely et al (2001: 6) consider partners also as stakeholders. The interests of external stakeholders should also be considered when identifying institutional indicators.

Benefits of the BSC

Despite the above criticism, the BSC has been widely adopted by many institutions, including educational institutions. The BSC can focus attention on both internal and external issues and be used for benchmarking in a number of areas. It creates synergistic forces resulting from staff involvement in the design process (Kaplan, 2005: 42) which is vital for fostering staff commitment (Cullen et al, 2003: 6-8). The BSC facilitates the identification of vital non-financial information. This forms a basis for establishing limiting factors, enhancing processes and eventually fostering achievement of the set targets (Amaratunga et al, 2001: 182). Kaplan (2001: 369) noted that the BSC has enabled non-profit organisations to link their mission and strategy to the day-to-day activities. Kaplan (2005: 42) further observes that it enhances alignment in the entire organisation which results in improved organisational performance. It also fosters learning (Kaplan & Norton, 2000: 1; Wongrassamee et al, 2003: 23), employee responsibility and accountability (Kaplan & Norton, 2000: 1), provides feedback and it is very flexible. Measures can be adjusted according to the mission, objectives and strategy of each individual institution (Wongrassamee et al, 2003: 23-24).The BSC is

therefore used as a controlling, planning and reporting tool (Amir, 2002: 63-64).

In reference to the above discussion, more dimensions of measuring performance, which were considered relevant for public universities, were identified in addition to the four dimensions proposed by Kaplan and Norton (1996: 9) (see Appendix C, Section E). The external environment was also taken into consideration. Since public universities' aim is not to make profit, the mission and vision were accorded more importance that the financial dimension. The vision and mission drive the activities of non-profit organisations (Shun et al, 2006: 195). The various stakeholder interests were presumed an important aspect while designing a performance management model for public universities in Uganda.

4.2.2 The Performance Prism

The performance prism is a performance management framework which was designed at the Cranfield University by members of the Centre for Business Performance. The key advocates of the performance prism are Neely and Adams (2000: 19). These authors consider it an improvement of traditional performance management frameworks and they believe that it could ensure the effective achievement of desired goals. This particular framework focuses on the needs and expectations of the stakeholders, their contribution to the organisation, the strategies required and the capabilities and processes required to ensure the achievement of goals (see Figure 4.3). These five aspects must relate to each other for the achievement of organisational goals.

Figure 4.3: The Performance Prism
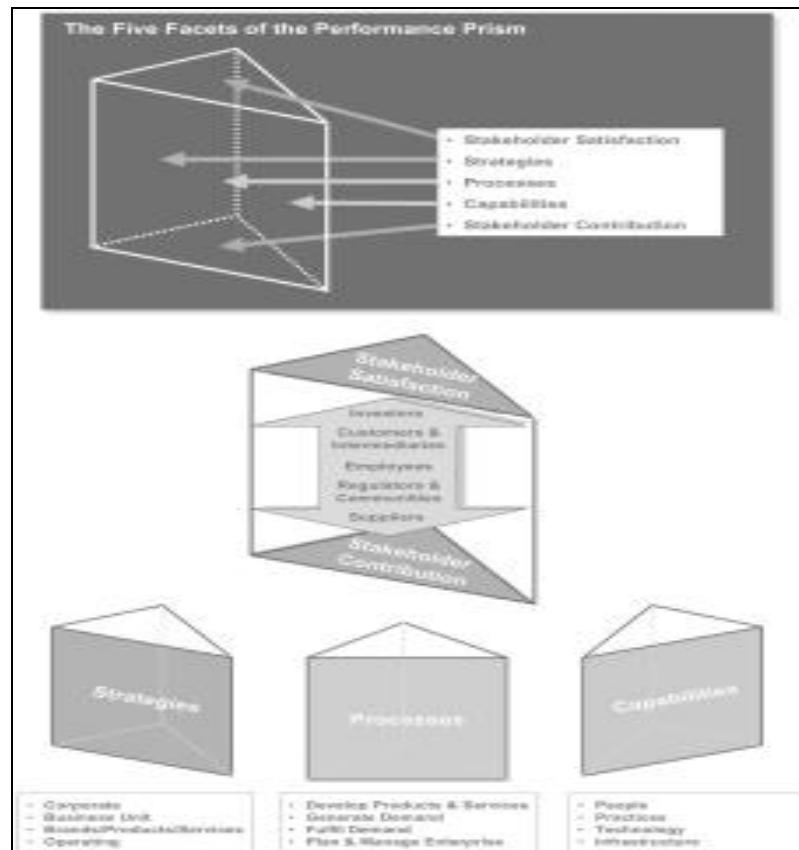
Source: Neely, Adams and Crowe (2001: 12)

The performance prism highlights the fact that, much as the stakeholders' needs must be identified, their contribution is also vital and should therefore be identified for the achievement of both short and long term organisational objectives. Hence, it views the stakeholder facet from two perspectives. A business relationship with all stakeholders is vital for business success. Both the organisation and the stakeholders have expectations, therefore the organisation should identify what the stakeholders need or want from it and simultaneously identify what the business needs and wants from the stakeholders (Neely, Adams & Crowe, 2001: 6). In contrast to the BSC, the performance prism places more emphasis on stakeholders. The customer

and shareholder are considered key stakeholders of an organisation. Yet in addition to the customer and shareholder, the performance prism views a number of other stakeholders as vital for business success. These include employees, suppliers, intermediaries, regulators and communities (Neely & Adams, 2000: 20).

Neely, Adams and Crowe (2001: 6) do not agree with the notion of deriving measures from strategy. According to them measures should be derived from stakeholder needs. Adams and Neely (2000: 21) propose that strategies could be identified for the entire organisation, a business unit, a brand, product, service or operation. Processes required to meet customer demand should be identified. The required capabilities in terms of the people, practices, technologies and physical infrastructure should also be identified (Adams & Neely, 2000: 21). The above issues are normally ignored in the traditional measures of performance yet they are vital for the overall success of an organisation.

Adams and Neely (2000: 23) are convinced that the performance prism can facilitate the achievement of goals by deriving measures from key stakeholder needs, identifying critical success factors, placing emphasis on processes and focusing on integrating capabilities.

A university has different types of relationships with its various stakeholders. For example, the relationship between the university and the community is not the same as the relationship between the university and students. Some stakeholders, such as students must fulfill their obligations to have their needs satisfied while others, such as the government/regulators demand that the university abides by the set rules and regulations. Others, such as employees expect the organisation to provide a good working environment while the organisation expects them to provide high quality service. The key issue then should be how best an organisation can exploit its relationships

with various key stakeholders in such a way that these relationships contribute to the overall attainment of organisational goals. The performance prism focuses on what an organisation should attend to in the performance management process.

However, the major financiers of university education in Uganda are the students or students' parents and to a lesser extent the government. Much as students finance their education, they are not able to influence the various decisions made by universities as they lack the expertise to participate in decision making. In addition, a superior - subordinate relationship exists between students and a university. These issues differentiate the relationship between students and a university compared to that of a relationship between a customer and a service provider in a business setting. These differences require a variation in the way a university relates to students and as such it affects the way performance should be viewed from the customer perspective.

The alignment of the strategies, processes and capabilities should ensure stakeholder satisfaction and what is being measured must be constantly communicated to members to avoid wasting time on irrelevant measures (Neely, Adams & Kennerley, 2002: 3). This enables an organisation to excel because organisational survival depends on the extent to which an organisation meets the needs of its key stakeholders. Organisations can succeed only if they can satisfy their stakeholder expectations. The strategy should therefore be derived from stakeholder expectations and aim at satisfying key stakeholder needs. According to Neely et al (2001: 7) the accomplishment of the strategic intent requires processes to be in position. It was therefore necessary to identify a specific process necessary for institutional performance management implementation in public universities. It is postulated that the required process will guide the identification of the

capabilities necessary for the implementation of institutional performance management in public universities in Uganda.

Criticisms of The Performance Prism

Just as with any other performance management framework, the performance prism has a number of weaknesses. Much as stakeholder involvement is recommended by the performance prism, it is not clear how stakeholders can be involved in the entire process. Secondly, the performance prism does not refer to key performance indicators and the identification of performance measures. It simply outlines the focal areas without guidelines on how to identify key measures of performance. There was need to identify specific performance measures appropriate for public universities in Uganda because the original performance prism was not specifically designed for public universities in Uganda.

In conclusion, the idea of identifying all the key stakeholders and their expectations could be adopted by public universities during their strategic planning process. Stakeholder expectations should be clearly detailed, so that universities know what each key stakeholder expects of them during the performance management process.

4.2.3 The European Foundation for Quality Management (EFQM) Excellence Model

The EFQM was established in October 1989 with the aim of establishing a European Quality Award. Copying from their American counterparts, with their Malcolm Baldrige Quality Award, the Europeans felt that establishing this award was the only way to motivate their corporations to adopt total quality management as a means of facing the competitive arena (Conti, 2007: 113). The EFQM excellence model was designed by the European Foundation for Quality Management in 1991 as a holistic organisational management model which helps organisations identify areas in which they are deficient in terms of

performance and assists them to progress towards improving those areas. The model has nine focal areas categorised as five 'enablers' and four 'results'. The enablers are leadership, processes, policy and strategy, people, partnerships and resources and the results are people satisfaction, customer satisfaction, impact on society and business results. The enablers facilitate organisational performance. It is believed that leadership designs policies and strategy, manages people, partnerships, resources and processes to derive customer, employee and society satisfaction for the overall achievement of performance results (Nabitz, Klazinga & Walburg, 2000: 193. The EFQM Model is presented below.

Figure 4.4: The EFQM Model
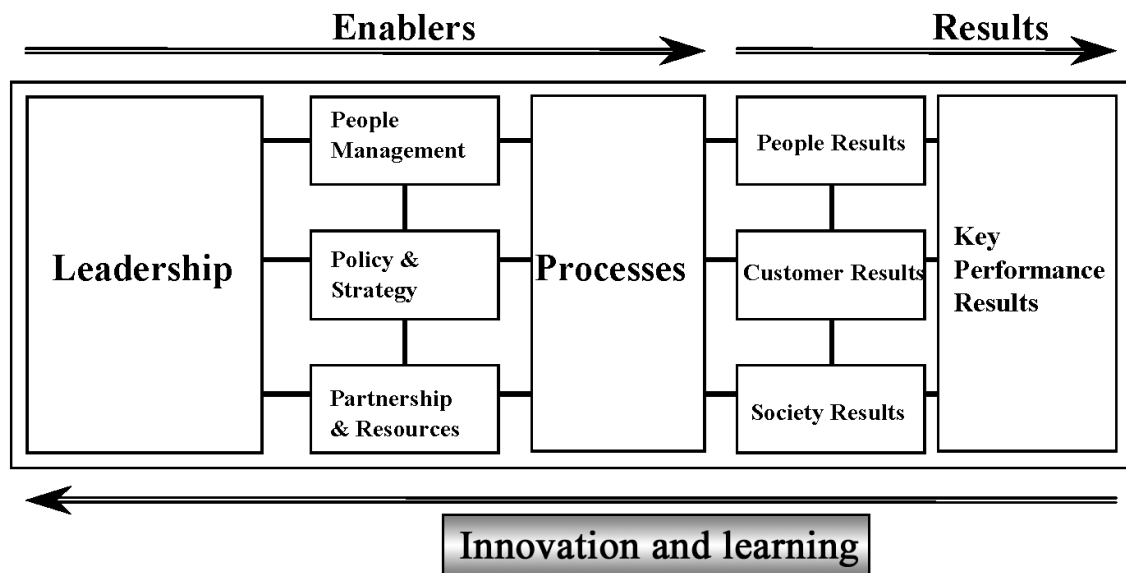
Source: Carlucci, Marr and Schiuma (2004: 585)

Wongrassamee et al, (2003: 17) explain that an organisation uses the nine criteria as follows:

The "enabler" criteria focus on the actions of the organisation specifically:

- Leadership - the organisation should question to what extent management develops and deploys the vision whilst taking into consideration total quality management principles.

- People management - the focus should be on the most efficient way the organisation is managing and developing its staff for continuous improvement.

- Policy and Strategy - the organisation should focus on implementation of the organisational mission, vision, values and strategic intent with emphasis on enhancing performance.

- Resources - emphasis should be placed on how the organisation manages its resources and its external stakeholders to ensure effectiveness.

- Processes - focus should be on the most efficient way the organisation manages its processes to meet stakeholder expectations.

The "results" criteria focus on the achievements of the organization:

- People satisfaction - to what extent does the organisation benefit from its employees?

- Customer satisfaction - to what extent does the organisation meet its customer expectations?

- Impact on society - is the organisation appropriately responsive to societal expectations and if yes, how does it benefit?

- Business results - how is the organisation performing financially and to what extent is the organisation meeting the stakeholder needs?

The detailed sub-criteria for each criterion are outlined in the table below.

Table 4.1: Criteria for self-assessment using the EFQM Excellence Model

Criterion	Sub- criteria
Leadership	a) Leaders develop the mission, vision & values and are role models of a culture of excellence b) Leaders are personally involved in ensuring the organisation's management system is developed, implemented & continuously improved. c) Leaders are involved with customers, partners & representatives of society d) Leaders motivate, support & recognize the organisation's people
Policy & Strategy	a) Policy & strategy are based on the present and future needs & expectations of stakeholders b) Policy & strategy are based on information from performance measurement, research, learning & creativity related activities c) Policy & strategy are developed, reviewed & updated d) Policy & strategy are deployed through a framework of key processes e) Policy & strategy are communicated & implemented
People	a) People resources are planned, managed & improved b) People's knowledge & competencies are identified, developed & sustained c) People are involved & empowered d) People & the organisation have a dialogue e) People are rewarded, recognised & cared for
Partnerships &	a) External partnerships are managed

Resources	b) Finances are managed
	c) Buildings, equipment & materials are managed
	d) Technology is managed
	e) Information & knowledge are managed
Processes	a) Processes are systematically designed & managed
	b) Processes are improved, as needed, using innovation in order to fully satisfy & generate increasing value for customers & other stakeholders
	c) Products & services are designed & developed based on customer needs & expectations
	d) Products & services are produced, delivered & serviced
	e) Customer relationships are managed & enhanced
Customer Results	a) Perception measures
	b) Performance indicators
People Results	a) Perception measures
	b) Performance indicators
Society Results	a) Perception measures
	b) Performance indicators
Key Performance Results	a) Key performance outcomes (lag)
	b) Key performance indicators (lead)

Source: EFQM 2008

Benefits of the EFQM Model

As a result of its benefits, the EFQM Model is the most widely adopted excellence model in Europe (Vorris & Bohoris, 2009: 124). It is used by most organisations to assess how well they are performing. In so doing, management can make informed decisions regarding the performance of the organisation (Wongrassamee et al, 2003: 21). The model enables

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management to identify which focal areas need critical attention. It can facilitate benchmarking of one entity against others in the industry and provides a checklist to ensure that every vital area has been catered for. It facilitates knowledge sharing (Samuelsson & Nilsson, 2002: 21). It is also appropriate for an entire organisation as it takes into consideration all the vital objectives (Wongrassamee et al, 2003: 26). The 'results' provide feedback on the performance of the enablers. The tool enables involved parties to become more aware of quality issues as they go about the self-assessment process (Vokurka, Stading & Brazeal, 2000:43) hence it facilitates learning.

Criticisms of the EFQM Model

Despite the above benefits, a number of weaknesses of the model have been identified and among them is the fact that the model does not shed light on key performance measures, it simply generalises them. It does not clearly indicate where the organisation intends to be in the long run and how it will get there. The model does not provide clear details on how to link rewards to performance nor does it provide guidelines on how to ensure continuous improvement. Besides this, no clear guidance is provided with regards to organisational management and control (Wongrassamee et al, 2003: 21). It is silent on issues of communication of the strategic intent as opposed to the BSC. Talwar (2009: 34) established that there is danger of organisations focusing more on winning the award as opposed to improvement and he further notes that the weighting system of the various foci is subjective. Cullen et al (2003: 8) presented a number of limitations of the model based on the findings by Osseo-Asare and Longbottom (2002) of a case study that explored the use of the EFQM Model as a basis for self-assessment in six schools within the same higher education institution and these included the fact that:

(a)   the model is too prescriptive therefore it is not meant for a specific institution;

(b)   it is too time and resource consuming;

(c)   prior knowledge and deliberate strategy is required for successful implementation; and

(d)   the scores accorded to the various dimensions are too subjective.

This model was basically designed for organisations in Europe to determine their level of excellence but could be adopted by public universities in Uganda with modifications. However, one should note that public universities are non-profit making organisations and as such their long-term objective is different from that of profit making organisations. Secondly, universities in Uganda operate under different economic, political, legal, cultural and social environments than organisations in Europe therefore the context in which public universities in Uganda operate was taken into consideration when designing a performance management model for public universities in Uganda.

In conclusion, the strategic intent was highlighted as part of the model to direct strategy and the key performance measures were identified for the various focal areas to guide staff on what their targets were as an institutional performance management model for public universities in Uganda was developed.

4.2.4   The Malcolm Baldrige National Quality Award Model (MBNQA)

The Malcolm Baldrige National Quality Award Model (MBNQA) (1987) was originally designed by the Malcolm Baldrige National Quality Program (Wilson & Collier, 2000: 361) for purposes of awarding a quality award to USA companies with high performance standards. This was a result of increased quality concerns in the US following the success of most manufacturing organisations in Japan that had embedded quality principles in their firms and subsequently experienced better quality output (Vokurka, Stading & Brazeal, 2000: 41-42). Like the EFQM, the MBNQA is based on quality management principles. However, most organisations have adopted it as a self-

assessment tool. Based on this model, company performance is rated according to seven principles (see Figure 4.5) namely:

Leadership

Senior leadership: This criterion focuses on senior management's actions in relation to vision and mission formulation and the deployment to the key stakeholders. It also considers their role in fostering communication, upholding ethical values and encouraging high employee performance.

Governance and societal responsibility: This criterion focuses on corporate governance taking care of issues such as transparency and accountability. It also relates to the level of performance of top management. It takes into consideration ethical values upheld by the organisation in all its operations, processes, systems and organisational responsiveness to societal needs.

Strategic Planning

This criterion focuses on how the strategy is formulated and deployed as well as who is involved.

Strategy formulation consists of the strategy development process i.e. the manner in which the organisation accumulates data relating to the key strategic issues and the extent to which it mobilises resources for implementing the strategic plan. It also includes the setting of strategic objectives, a time frame for the achievement of the strategic objectives and determining the extent to which the challenges are addressed by the strategic objectives.

Strategy deployment consists of the development, deployment and communication of an action plan as well as performance projection. It includes resource mobilisation and the development of performance measures and indicators.

Performance projection focuses on short and long term performance targets. The organisation should compare current performance with past performance and the performance of competitors.

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Customer Focus

Customer focus refers to how the organisation relates to its customers. It reflects the mechanisms put in place by the organisation to ensure customer expectations are met. Issues to consider include customer complaints, satisfaction, involvement, support and the use of customer information.

Measurement, Analysis, and Knowledge Management

These criteria focus on the data management process, information and knowledge management and information technology issues. It focuses on the way the organisation manages its performance by using reliable information and data.

Workforce Focus

This emphasises staff development, staff utilisation and staff management and how congruent these are with the strategic intent of the organisation. It also concerns the extent to which the working environment fosters staff performance.

Process Management

This emphasises the way the organisation designs and manages its systems to ensure that sustainability and customer expectations are met. It also highlights the extent to which the systems facilitate responsiveness to contingencies.

Results

This emphasises the outcomes in respect of customers, leadership, workforce, financial and market, product and process effectiveness. All organisational actions aim at producing results in the above mentioned areas. In general it analyses the entire organisational performance. The MBNQA Model is presented below.

Figure 4.5: The MBNQA Model

| Organizational Profile: Environmental, Relationships, and Challenges |
| Strategic Planning — Faculty and Staff Focus |
| Leadership — Student, Stakeholder, and Market Focus — Process Management — Organizational Performance Results |
| Measurement, Analysis, and Knowledge Management |

Source: Baldrige National Quality Program: Education Criteria for Performance Excellence (2004)

Source: Badri et al, (2006: 1120)

The MBNQA Model was adapted to the education sector by the Baldrige National Quality Program focusing on seven categories of assessment namely: leadership focus, strategic planning focus, student, stakeholder, and market focus, measurement, analysis and knowledge focus, management focus, workforce focus, process management focus and results focus (see Figure 4.6).

Figure 4.6: The Baldrige Education Criteria for Performance Excellence
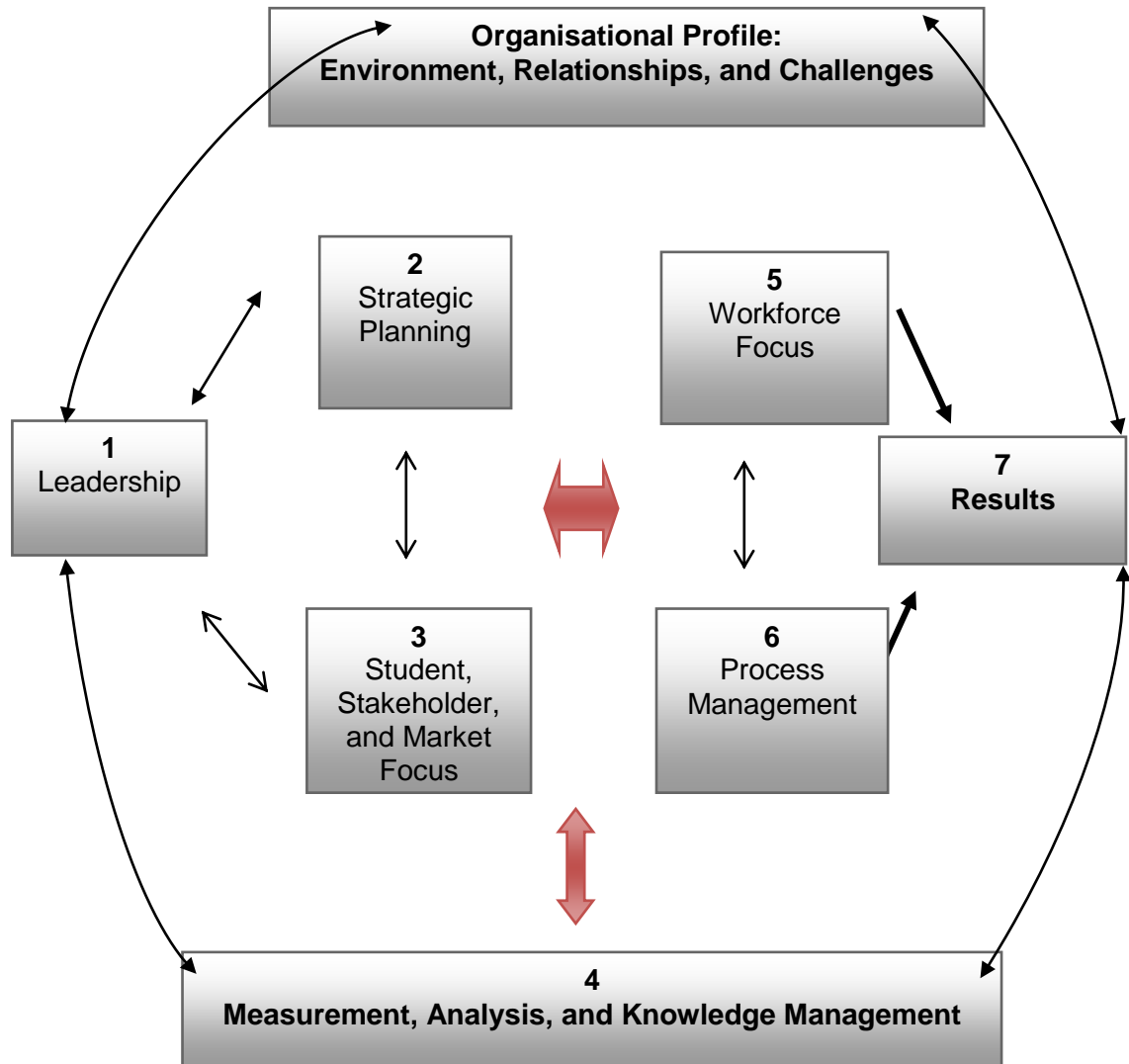
Source: Hertz (2008: 4)

Hertz (2008: 1-25) states that organisations should take into consideration the environment in which they operate, the working relationships, the challenges and advantages they face while implementing institutional performance management. He further emphasises the need for educational institutions to focus on the leadership, the strategic planning process and the key stake holders in order to attain positive results (Hertz 2008: 1). He feels that

leadership steers the activities of an organisation, and as such leadership in educational institutions should spearhead the implementation of performance management by focusing on the strategic planning process and the expectations of students, other stakeholders and the market. Leadership should also effectively manage employees and processes to facilitate the achievement of goals, which will facilitate the achievement of organisational results. He emphasises that leadership efforts will determine the performance results of the institution and there is need for feedback between the results/outcomes achieved and leadership and vice versa. This is indicated by the wider arrow in the middle of the framework. He argues that, for the successful management of institutional performance, it should be anchored on the pillars of Measurement, Analysis, and Knowledge Management (Hertz 2008: 1-25).

Benefits of the MBNQA Model

The model has a number of benefits. It provides organisations with a holistic view of its performance. It emphasises benchmarking with the best in the industry (Vokurka et al, 2000: 43). Organisational stakeholders are assured of quality services and satisfaction due to the continuous improvement philosophy. Organisational sustainability is assured as a result of embedding the core competencies of the organisation in the strategic intent of the organisation. It facilitates organisational and individual learning and effectiveness. It promotes strategic thinking, aligns processes and resources and promotes customer and staff involvement (Tummala & Tang, 1994: 48).

Criticisms of the MBNQA Model

The model does not provide critical attention to exceptional performance and does not emphasise the evaluation of the organisation's financial health (Badri et al, 2006: 1125). As in the case of the preceding model dangers exist of organisations focusing more on winning the award as opposed to

improvement, and the weighting system of the various foci is subjective (Talwar, 2009: 31).

4.2.5 Comparison of the above models

A comparison of the models discussed in the previous paragraphs is presented in Table 4.2. The purpose of this comparison was to identify and develop an understanding of the most commonly adopted measures of institutional performance. These measures (see Appendix C, Section E) together with the responses from interviews conducted with heads of academic unit and senior administrators of the selected public university (see 3.7.4) were used in the survey instrument which was administered in the four public universities to test the extent to which respondents in these universities agreed that the proposed measures are relevant for measuring university performance in the context of Uganda.

Table 4.2: A summary of the four models

	BSC	Performance Prism	EFQM	MBNQA
Objectives of each model	Translating the organisational vision and strategy into objectives. Derive measures from the strategy.	Derive measures from stakeholder needs. Focus on the needs and expectations of the stakeholders and their contribution towards an organisation, the strategies, capabilities and processes required to	Assisting organisations in Europe in identifying areas which are lacking in terms of performance and working towards improving those areas.	To enhance organisational performance and foster knowledge sharing among organisations in the US on quality issues.

		ensure achievement of goals.		
Dimensions	• Customer focus • Financial focus • Internal focus • Learning & growth	• Stakeholder satisfaction • Strategies • Processes • Capabilities • Stakeholder contribution	• Leadership • Policy & strategy • People management • Resources • Processes • Customer satisfaction • Employee satisfaction • Impact on society • Business results	• Leadership • Strategic planning • Customer and market focus • Information and analysis • Human resource management • Process management • Business results

COMMONALITIES AND DIFFERENCES				
Stakeholders emphasised	Customers, shareholders	All stakeholders	Employees, customers, society, suppliers	Customers, employees
Financial Emphasis	Financial focus	No direct financial focus	Financial results emphasised	No direct financial focus
Learning	Emphasises learning and growth	Emphasises capabilities	Emphasises 'enablers'	Emphasises measurement, analysis and knowledge management
Process Emphasis	Internal Business processes	Processes	Processes	Process management

Planning	Emphasises focus areas but not the planning process	Emphasis is on strategies required	Policy and strategy are emphasised	Strategic planning is emphasised
Results	Achievement of objectives	Achievement of objectives and stakeholder satisfaction	Achievement of objectives, stakeholder satisfaction, financial success and societal satisfaction	Ensuring customer satisfaction, employee satisfaction, achievement of objectives and operational results
Leadership	Does not directly refer to leadership	Does not directly refer to leadership	Highlights strategic Leadership	Highlights strategic Leadership
Customer focus	Customer satisfaction is emphasised	Customer satisfaction and contribution are emphasised	Customer satisfaction is emphasised	Customer satisfaction, relationships with customers and market needs are emphasised
Employee focus	Learning and growth is emphasised and there is no direct emphasis on employees	Employee needs and contribution are emphasised	Effective management of employees is emphasised	Employee development and involvement is emphasised

Source: Developed from the four models presented in this chapter

The results in the above table clearly indicate that there are measures which are considered vital in all the models. These include strategic planning,

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learning and knowledge management, customer dimension, processes and employees. Leadership and results dimensions have been emphasised by the business excellence models only. The BSC strongly emphasises the financial dimension. The performance prism indicates that all key stakeholders' needs must be identified and that their contributions are vital to organisational wellbeing and success.

It was evident that the above models were not necessarily applicable to the Ugandan context, considering that these models do not take the nature, characteristics, culture and structure of public universities in Uganda into account. For example, public universities in Uganda are non-profit organisations, mostly funded by the government and student sponsors, have a huge social responsibility in terms of social transformation, experience unique challenges associated with developing nations and operate in a unique cultural context. It was therefore necessary to identify the relevant measures of performance of public universities in the context of Uganda.

4.3   PERFORMANCE INDICATORS FOR PUBLIC UNIVERSITIES IN UGANDA

Flapper et al (1996: 31) identify three broad processes in the design of a performance management system. The first process is the definition of key performance indicators (KPI's) which involves brainstorming performance indicators for each function, eliminating duplication, selecting the most relevant performance indicators, prioritising the performance indicators, defining each of them and explaining how each should be computed and finally, determining what measurement information is required and how it can be obtained. The second process is establishing relationships among KPI's and linking them to the overall goals of the organisation. This will facilitate elimination of irrelevant KPI's. The last process is attaching target values to

the KPI's with the involvement of internal and external customers (Flapper et al, 1996: 33).

Performance indicators for universities must be determined because they facilitate problem identification, environmental analysis, the achievement of goals, problem explanation and informed decision-making (Elford, 1996: 13-16). Performance indicators further assist universities in monitoring their performance by determining whether they have achieved their strategic goals (Chen et al, 2009: 226). Performance monitoring is vital as it is the institutional performance which will be used by parents and students as a yardstick for university selection (Chen et al, 2009: 221). Performance indicators further direct management's focus on key aspects of the system (Chen et al, 2009: 222). Elford (1996: 13) emphasises a shared understanding of the interpretation of the performance indicators by all those involved and a fit between the KPI's, and the goals and objectives of an institution (Elford, 1996: 20). Performance indicators should cover a wide range of an organisation's key functions (Ramsden, 1991: 129). It is necessary to determine the interrelationships between performance indicators and alignment of performance indicators with goals to avoid prevention of achieving the best results (Flapper et al, 1996: 27). Public universities are not profit making organisations hence the KPI's should focus more on non-financial measures (Committee of University Chairmen (CUC) of the United Kingdom (UK) Report, 2006: 2). Chen et al (2009: 222) propose that higher education KPI's should aim at:

- Controlling and measuring education quality.
- Providing information to education policy decision-makers.
- Providing references for education resources management and allocation.
- Providing each unit with indicators of performance management.

Higher institutions of learning in Uganda are facing harsh competition from private and global organisations more than ever before and as the number of institutions increase, students, staff and funding become more limited.

As indicated in paragraph 2.5, De Waal (2004: 301) explains that efficient and effective performance management can be realised by formulating an organisational mission, strategy and objectives, cascading objectives down to all levels of the organisation, developing a BSC with critical success factors (CSF), formulating key performance indicators (KPI) and taking corrective action. A number of institutions of higher learning have formulated performance indicators, which guide them in the measurement and management of institutional performance. In this section, performance indicators applied by a number of institutions of higher learning are analysed.

The CUC (2006: 5) formulated ten KPI's for higher education institutions in the UK. These were categorised into top-level summary indicators and top-level indicators of institutional health, as shown below in Table 4.3.

Table 4.3: The KPI's used by Committee of University Chairmen (CUC) of the UK

Top-level summary indicators –'super KPI's'
1. Institutional sustainability; ability of the university to finance its long-run costs without creating debts for future generations
2. Academic profile and market position
Top- level indicators of institutional health
3. Student experience and teaching and learning
4. Research
5. Knowledge transfer and relationships
6. Financial health
7. Estates and infrastructure
8. Staff and human resource development
9. Governance, leadership and management
10. Institutional projects

Source: CUC Report (2006: 5)

Some of the KPI's mentioned by the CUC report (2006: 5) are similar to some of the measures of institutional performance that have been identified in the four performance management frameworks above. These are student experience (customer, and teaching and learning experience), research and knowledge transfer and relationships (learning perspective), staff and human resource development (employee focus), governance, leadership and management (leadership focus), financial health and sustainability (financial perspective). Hence public universities could adopt these measures which are commonly used to measure institutional performance. The empirical part of this study tested whether respondents agreed that these measures were applicable to public universities in Uganda.

Institutional infrastructure could be adopted as a measure of institutional performance for public universities in Uganda. There has been a remarkable

increase in the enrolment of students in public universities in Uganda with relatively slower or probably no increase in institutional infrastructure (Kajubi, 1992: 434). There must be a clear distinction between quantitative and qualitative measures of university performance (CUC report, 2006: 12). Performance indicators may also consist of productivity levels, quality parameters, results, the way individuals behave, and the mode of education and training (Raduan et al, 2008: 45). The above measures of institutional performance were considered in the development of an integrated institutional performance management model for public universities in Uganda, which was tested in the empirical study (see Appendix C, Section E).

In the US, universities use dash boards with a number of indicators. Table 4.4 presents some of the commonly used indicators.

Table 4.4: Performance indicators used in dashboards by universities in the USA

Category	Indicator group
Financial indicators	Endowments & expenses data
	Financial advancements
	Financial aid figures
	Fees/tuition data
Admissions	Admissions scores
	General admissions data
	Graduate admissions
Enrolment	Enrolment figures in general
	Enrolment figures of people with special needs
Faculty	Faculty- general
	Faculty composition with regard to special needs population
Student Outcomes	Graduation rates
	Retention rates
	Measures of success
	Enrolment awards
	Graduation rates of people with special needs
Student Engagement	Student body – engagement
Academic Information	Student/faculty contact
	Academic information
Physical plant	Physical plant
Satisfaction	Student satisfaction
	Employer/staff, other satisfaction
	Faculty satisfaction
Research	Research
External ratings	Peer assessment data

Source: CUC report (2006: 15)

The Times University Guide focuses on nine performance indicators to grade universities (CUC report, 2006: 16). These are presented in Table 4.5.

Table 4.5: Performance indicators used by the Times University Guide to grade universities

1. Student satisfaction
2. Research assessment
3. Entry standards
4. Student-staff ratio
5. Library and computing expenditure
6. Facilities expenditure
7. A honours degree
8. Graduate prospects
9. Students' completion rate

Source: CUC report (2006: 16)

Ramsden (1991: 130) critisises the use of completion rates as performance indicators because there are a number of factors other than the actual teaching which may influence these. He notes that such parameters may compromise standards as it may put pressure on facilitators to pass students irrespective of their quality. Ramsden also discourages the use of student employability and student feedback as indicators of performance, as these are respectively influenced by the demand in the labour market and subjectivity. Ramsden (1991: 131-132) notes that if student feedback is used for enhancing the performance of the units and not for specifically evaluating the lecturers, positive results can be yielded.

The South Texas Community College (STCC) in America adopts the institutional performance indicators (IPI's) established by the Planning and Development Council. These include access, completion, transfer rate and success, employment, success and retention, academic progress of students, student development, stakeholder satisfaction, finance and facilities (Board of Trustees of South Texas Community College, 2004: 1).

The Edith Cowan University's (ECU) strategic priorities include enhancing teaching, learning and research, professional engagement, building partnerships, pathways and precincts, improving outcomes for students and staff, and strengthening the enterprise and resource base. These have been categorised to specifically measure effectiveness and efficiency (Edith Cowan University (ECU) Annual Report, 2004: 1). Effectiveness indicators are further categorised into enhancing teaching, learning and research (measures through retention rate, course satisfaction, quality of teaching and research funding) and improving outcomes for students and staff. Efficiency indicators include research, completion of post-graduate degrees, research and development publications, research per academic staff member and teaching-related expenditure per student load.

In an attempt to apply the BSC to one department in Yazd University in Iran, Farid et al (2008: 31-45) presented a number of measures of institutional performance. These are summarised in Table 4.6.

Table 4.6: A summary of performance measures

Measure	Indicators
Financial	Fund raising
	Revenue from operations
	Financial management
Stakeholder	Students
	Community, employers, alumni, parents
	Faculty
	University
	General
Internal process	Teaching/learning excellence
	Curriculum/ program excellence and innovation
	Quality and currency of faculty
	Efficiency and effectiveness of service
Learning and growth	Teaching/learning excellence and innovation
	Mission-driven processes and reward system
	Quality of facilities

Source: Farid, Nejati and Mirfakhredini (2008: 40-43)

In a study conducted by Shun et al (2006: 190-205) in Taiwan on the implementation of the BSC as a performance evaluation tool in a private technology school, they emphasised that the mission and vision should strategically guide the institution. They believe that a good mission and vision promotes the institutional image. They further proposed that the financial dimension should precede the mission and vision as the institution researched was faced with financial constraints. This was followed by the customer dimension, internal process dimension and finally the innovation and learning perspective. They identified KPI's based on the four measures. These are indicated in Table 4.7 below.

Table 4.7: Performance measures and indicators used by a private technology school

Measure	Themes	Target	KPI
Financial	Adequate financial structure	Increase income	Tuition collections Allowance amount Amount of cooperation between education and business Business donation
		Increase asset usage rate	Assets and facilities recycle rate Assets and facilities return rate Teaching facilities discard rate Library resources and facilities usage rate
		Reduce human resources cost	Human resources expense rate Elimination rate of unsuitable staff Staff with multiple license rate
Customer	Accord with customer expectation	Increase customer satisfaction	Customer satisfaction Number of customer complaints Corporation employment rate
		Promote school image	School reputation ratio Students willingness to go to school rate

			Numbers participating in public charity activities
			Evaluation level examined by Ministry of Education
Internal process	Excellent learning environment	Establish high quality service process	Administration efficiency satisfaction level Operation flow time Customer satisfaction Customer satisfaction level of computerization of administration Student/staff ratio
		Adequate teaching facilities	Teaching facilities renewal rate Space available Student library and facilities ratio
		Provide excellent teaching quality	Level of staff expertise Full-time staff rate PhD ratio International scholar academic exchange rate Level of teaching satisfaction
Learning and growth	Organisational learning and management	Promote information technology application	Ration of computerization of administration

			Ration of computerized training of administration
			Number of distance teaching applications
			Ration of e-learning
			Number of documents processed during e-learning
	Establish a performance leading culture	Staff productivity
		Staff satisfaction level
		Internal promotion rate
		Organisation active rate
High quality of staff	Increase in staff quality	PhD ratio
		Number of published papers
		Staff obtaining qualification rate
		Staff obtaining patent rate
		Staff writing teaching materials or books
		Staff with high qualification level
	Enhance staff administration ability	Number of staff on training
		Staff computer use
		Staff qualification and corporation degree

Source: Shun, Yang and Jiun, 2006: 197 – 198

Table 4.8 presents performance indicators proposed in a study conducted by Chen et al (2009: 232) in a non-profit making private university in central Taiwan.

Table 4.8: KPI's proposed for the private university in central Taiwan

Measure	Strategic themes	Strategic targets	KPI's
Customer	Accord with customer expectation	Increase customer satisfaction	Customer satisfaction Student/lecturer ratio Student/staff ratio Temporary drop-out rate Withdraw rate Registration rate
		Promote school image	School reputation Alumnus performance Participation in social services Evaluation level by Ministry of Education
Internal process	Excellent learning environment	Establish high quality service process	Student/staff ratio Administration facilities expense Customer satisfaction E-process ratio
		Provide excellent teaching quality	PhD ratio Curriculum e-process ratio

			Ratio of total funding to each student
			Average facility expense per student
Learning and growth	High quality of staffs	Increase staff quality	PhD ratio
			Integration research and planning
			Paper publications per lecturer
			Staff obtaining qualification rate
			Staff obtaining patent rate
Financial	Adequate financial structure	Increase income	Tuition incomes
			Donation capital from business
			Ratio of alumnus donation
			Return on investment
			Economic value added
			Registration rate

Source: Chen, Wang and Yang, 2009: 232

In his study on measuring organisational effectiveness in higher institutions of learning, Cameron (1978: 614; 1986: 92) identified nine measures of effectiveness:

- Student educational satisfaction – the degree of satisfaction of students with their educational experiences at the institution.

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- Student academic development – extent of academic attainment, growth and progress of students at the institution.

- Student career development – extent of occupational development of students, the emphasis on career development and the opportunities for career development provided by the institution.

- Student personal development – student development in non-academic, non-career oriented areas, the emphasis on personal development and the opportunities for personal development provided by the institution.

- Faculty and administrator employment satisfaction - job satisfaction of employees.

- Professional development and quality of the faculty - extent of professional attainment, development of faculty and amount of stimulation towards professional development provided by the institution.

- Systems openness and community interaction – emphasis placed on interaction with adaptation to and service in the external environment.

- Ability to acquire resources – ability of the institution to acquire resources from the external environment such as good students and staff, as well as financial support to mention but a few.

- Organisational health – benevolence, vitality, viability in the internal processes and practices at the institution.

The above information suggests that universities in Uganda should likewise have performance measures and indicators which they should use in the evaluation of institutional performance. These measures should focus both on financial and non-financial dimensions of performance and should be adjusted to suit the needs and context of universities in the developing world. Besides, the measures should be flexible as they need to change with the changing environment. The above information on performance indicators, as well as that obtained from the interviews conducted with heads of academic

unit and senior administrators at one public university and reported in Chapter Three, were used in the development of the questionnaire which was administered in the empirical study at four public universities in Uganda (see Appendix C, Section E). The commonly cited measures were considered during the questionnaire development and were tested at the four public universities in Uganda to determine the extent to which respondents agreed that the listed measures are applicable to public universities in Uganda.

The above models emphasised the measures of institutional performance which focus on "what to measure" as opposed to "how to manage the process". This study attempted to provide a solution to the two questions above by focusing on both "what to measure" and "how to manage the performance management process". The information from the literature study and interviews conducted with heads of academic unit and senior administrators at one public university were used during the development of an integrated institutional performance management model for public universities in Uganda which was tested at four public universities in Uganda to determine its acceptability by a large sample of respondents from the four public universities. The next paragraph presents the proposed integrated model's acceptability which was tested at the four public universities in Uganda.

4.4   AN INTEGRATED MODEL FOR INSTITUTIONAL PERFORMANCE MANAGEMENT AT PUBLIC UNIVERSITIES IN UGANDA

De Waal (2004: 301) explains that efficient and effective performance management can be realised by formulating an organisational mission, a strategy and objectives, cascading objectives down to all levels of the organisation, developing a BSC with critical success factors (CSF), formulating key performance indicators (KPI) and taking corrective action. Ohemeng (2009: 112) however, enumerates components of a performance management system identified by the Commonwealth Secretariat (2002: 39)

to include strategy, capabilities, structure, planning, review process, training, performance recognition and succession planning. Amaratunga et al (2001: 181) reiterated the importance of using financial and non-financial measures of performance so as to maintain a competitive position. In their review of literature, Karen, Jiju and Ogden (2009: 480) note that a successful performance management system requires:

- Alignment of the performance management system with all institutional systems and strategies.

- Committed leadership.

- A performance improvement culture which focuses on appraising good performance and not punishing poor performance.

- Active stakeholder involvement.

- Continuous monitoring and feedback provision to the concerned parties.

Verweire and Berghe (2003: 783) feel that alignment of compensation with organisation strategies is vital for successful performance management implementation.   Halachmi (2002: 65) emphasised that clear roles and responsibilities, clear goals, performance rewards, committed leadership, effective budgeting and management systems, accountability and transparency, a congruent culture and a capable and committed staff are key attributes of a performance driven organisation. In view of the above, and based on the theoretical study, and information gleamed from interviews with senior administrators and heads of academic unit from a selected public university in Uganda, an integrated model for the management of institutional strategic performance was developed. This model is presented in Figure 4.7.

Figure 4.7: An integrated model for the management of institutional performance at public universities in Uganda

MODEL FOR INSTITUTIONAL PERFORMANCE MANAGEMENT AT PUBLIC UNIVERSITIES IN UGANDA

PHASE 1

PREPARE

PHASE 2

DETERMINE THE STRATEGIC DIRECTION

PHASE 3

IDENTIFY INSTITUTIONAL STRATEGIC PRIORITIES

PHASE 4

CASCADE STRATEGIC PRIORITIES TO COLLEGES/ SCHOOLS/DEPARTMENTS

Revisit the role of public universities in Uganda

Determine key stakeholder expectations

Conduct an environmental scan

FORMULATE A VISION AND A MISSION

1. Consider challenges/constraints
2. Formulate SMART objectives
3. Assign clear roles and responsibilities
4. Ensure management commitment & support
5. Ensure employee involvement & commitment
6. Establish a performance oriented culture
7. Promote mutual respect & trust
8. Promote transparency
9. Promote teamwork
10. Design an effective/efficient communication system

PHASE 5

DEFINE FACULTY/DEPARTMENTAL/ INDIVIUAL OBJECTIVES

PHASE 6

DETERMINE PERFORMANCE INDICATORS

PHASE 7

PRIORITISE, IDENTIFY AND ALLOCATE RESOURCES

UGANDAN CONTEXT

Establish a formal process for feedback and corrective action

CONTINUOUS IMPROVEMENT, RENEWAL AND ADAPTATION TO THE CHANGING ENVIRONMENT

PHASE 8

ALIGN RESOURCES, PROCESSES, ACTIVITIES, DEPARTMENTAL/INDIVIDUAL OBJECTIVES WITH STRATEGY

PHASE 11

REWARD/RECOGNISE GOOD PERFORMANCE

PHASE 10

EVALUATE AND COMMUNICATE OUTCOMES

PHASE 9

MEASURE INSTITUTIONAL PERFORMANCE

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The above model proposes the process universities in Uganda should follow to manage institutional performance. It clearly shows that institutional performance management takes place in the unique context of a developing country in this case Uganda. It is subdivided into eleven phases as described below:

PHASE ONE: PREPARE FOR INSTITUTIONAL PERFORMANCE MANAGEMENT

Phase one represents the preparation that must be done by universities before the strategic team can start on the actual strategic planning process:

Revisit the role public universities in Uganda has in society. A number of roles played by public universities in Uganda have been identified in literature and from interviews which were conducted with heads of academic unit and administrators at one public university. Revisiting their role will enable universities to stay focused on the reason for their existence and enable them to desist from involving themselves in activities which are not in line with their mandate and the expectations of the society in which they operate.

Determine the expectations of stakeholders. Universities in Uganda should identify their key stakeholders and what their key stakeholders expect from them. A number of stakeholders have been identified in literature, including students, parents, legislators, accrediting bodies, alumni, suppliers, donors, funding agencies and internal stakeholders such as staff and the leadership of the university (Stewart & Carpenter-Hubin, 2000-2001: 38). Neely et al (2001: 6) also consider partners as stakeholders. Since organisations exist due to the satisfaction they accord to their key stakeholders, it is postulated that identification of their expectations should be done before determining the strategic direction of the organisation (Neely et al, 2001: 6).

Conduct an environmental scan. Since universities operate in an open system, they are automatically affected by the forces of the environment which in turn could affect the mission and vision attainment. It is therefore

prudent for universities in Uganda to scan both the external and internal environment. It is necessary to scan the external environment for any technological, socio-political, economic, legislative/legal, ecological and educational conditions in which universities operate (Ball & Halwachi, 1987: 399; Handler, Issel & Turnock, 2001: 1236), and also to identify any external challenges that may hamper successful institutional performance management implementation. In addition, the informal rules of the Ugandan society which rise from the cultural and historical background of the organisation should also be taken into consideration as these too shape employees' behaviour and should be considered in the vision and mission. Universities in Uganda should furthermore follow regulations and capabilities affecting their strategic planning process, such as the laws and regulations proposed by the National Council for Higher Education (NCHE). An internal environmental scan is necessary for the identification of capabilities and resources of the university so that these can be maximized while minimizing or managing constraints. This phase should be spearheaded by the organisational leadership and requires leadership commitment and involvement.

PHASE TWO: DETERMINE THE STRATEGIC DIRECTION

Phase two focuses on determining the strategic intent. After phase one, the **vision and mission are formulated**. The mission and vision statements should not be too detailed and must focus on the outcomes the organisation wants to achieve (Kaplan, 2001: 358). The outcomes should be derived from the vision and mission and as such, be in line with the university's mandate and role, the stakeholder expectations and the environmental dynamics.

PHASE THREE: IDENTIFY INSTITUTIONAL STRATEGIC PRIORITIES

After the vision and mission have been formulated, institutional strategic priorities are determined, while considering **challenges and constraints**. These must indicate where the university intends to be in the long run. Since

the majority of developing countries experience constraints in terms of resources, universities in Uganda need a limited number of **SMART objectives** for a specified period of time to achieve within their budgets (Ball & Halwachi, 1987: 397; Kaplan, 2001: 359). Kaplan (2001: 358) advises that organisations should have a limited set of strategic themes. Universities in Uganda should avoid the temptation of attempting to achieve too many goals in a specific period but should focus on a number of goals which are manageable depending on the availability of resources and the time frame. However, minimising setting very simple goals that are unchallenging is important. The identification of strategic goals requires **leadership and employee support, involvement and commitment.**

The strategic priorities are determined depending on the challenges, constraints, time frame, existing capabilities and available resources. The expectations of stakeholders should also be taken into consideration whilst determining the strategic priorities. The determination of priorities requires the involvement of both the leadership and employees. The strategic process should promote a **performance oriented culture**, **teamwork**, **transparency**, **mutual trust** and **respect**. **Clear roles and responsibilities** must be assigned, and **communication must be effective** and efficient. All staff should receive **training** to participate constructively in performance management to develop a shared understanding of the concept.

PHASE FOUR: CASCADE STRATEGIC PRIORITIES TO COLLEGES/ SCHOOLS/ FACULTIES/ DEPARTMENTS

The reason that a university's objectives need to be cascaded to all levels of the organization, is to facilitate shared understanding of the vision, mission, values, the strategic direction and the priorities. This requires an effective and efficient communication system to be in place. Normally ICT can facilitate such a communication system, but in some instances public universities in developing countries such as Uganda are constrained and in these cases, a manual communication system should be utilised as long as the

communication channels are clear, efficient and effective. Emphasising the importance of implementing an improvement program by leadership is necessary.

PHASE FIVE: DEFINE COLLEGE, FACULTY, SCHOOL, DEPARTMENTAL, INDIVIDUAL OBJECTIVES

Universities in Uganda are structured into colleges, faculties, schools and departments. After the organisational goals have been communicated to the various units in the university, each unit should define its objectives in alignment with the organisational strategic intent. This exercise requires staff involvement, commitment, teamwork, mutual respect, trust and transparency. The leader of each unit should emphasise the organisation's vision, mission, strategic direction and priorities, and the importance of performance management implementation in the unit. Individual goals are determined in alignment with the unit goals. The model clearly shows by means of arrows, that departmental and individual objectives as well as performance indicators are aligned with institutional priorities.

PHASE SIX: DETERMINE PERFORMANCE INDICATORS

Based on the proposed performance measures which were identified during the empirical study as relevant for measuring the performance of public universities in Uganda, units should determine performance indicators for each of the measures. These measures include: budget performance (debt, surplus), human resources measures (qualifications, retention), teaching and learning experience, research, management/leadership practices, ICT infrastructure, physical infrastructure, service to community, local and international partnerships, strategic implementation, stakeholder feedback/institutional image, participation in local and international events, good governance (accountability and transparency), acceptable student throughput, health and environmental accountability and a variety of knowledge provisions in terms of the number of programs offered.

Performance indicators for each of the measures that have been highlighted in literature include:

Budget performance

This measure focuses on the financial aspects of the university. The university must improve financially as well as manage finances effectively and efficiently. Hence, the key question should be: 'How is the university performing financially?' A positive move indicates that the university's performance is improving. The key focus areas include increased revenue through diversification of sources of funding, return on investment, amount of funding from donors, the private sector and alumnus, reduced costs, teaching expenditure per student load, effective budgeting by adherence to the set budget, ability of the university to finance its long-term costs without creating debts for future generations (sustainability).

Human resources measures

Human resources measures focus on how best the university can manage and develop its staff for continuous improvement and to what extent the university is benefiting from its employees. The university measures its performance by focusing on the extent to which it develops and engages its staff. Key focus areas include the level of involvement in decision making, training and staff development, recruitment, retention rate, employee skills in terms of PhD ratio, skills and expertise, employee empowerment, staff involvement in the performance management system design process, staff support, staff commitment and satisfaction, level of staff involvement in dialogue, staff promotion rate and amount of funding towards acquisition of additional qualifications by staff.

Teaching and learning experience

Teaching and learning experience measures focus on the extent to which students' expectations are met in and outside of the classroom environment within the confines of the university. The focus area is on the appropriate mechanisms to ensure student satisfaction. Other issues to consider include students' support, level of students' involvement in decision making, student

feedback in terms of student satisfaction, student/academic staff ratio, quality assurance, curriculum innovations and excellence in terms of quality programs offered/designed which are responsive to national development goals.

Research

Research measures focus on the number of research outputs as well as on the quality of research and innovations outputs, research funding attracted, research completion by post-graduate students, research publications, research per academic staff and number of patents acquired by staff.

Management/leadership practices

Emphasis is placed on the extent to which senior management is focused, committed and involved in the strategic performance management process. Universities should establish efforts made by management in trying to facilitate the management-subordinate relationship. Management should employ a participative management style and promote teamwork. They must act as mentors, coach subordinates and build employee trust. Their focus on support systems, motivational discussions and a favourable working environment must be exhibited. Management steers the organisation towards the achievement of organisational goals. It directs employees towards priority areas and motivates them by facilitating their training and development. Management provides clear roles and responsibilities to their subordinates to avoid conflict in roles and responsibilities. Management participation in the performance review meetings must be seen, they ensure the factors that facilitate performance management implementation are in place, and should act as role models of a performance oriented culture with an aim of meeting the stakeholder expectations. Management expression of interest and involvement with all key stakeholders is required. Fostering of an organisational culture which enhances performance and the implementation of performance management are vital requirements. Management must promote adaptive cultures which are characterised by open communication,

distributed power, risk-taking behaviour, team work, creativity and collaboration.

ICT infrastructure

Emphasis is placed on how the university manages its ICT infrastructure to ensure effective maximum benefit out of it. The university focus on information and knowledge management using ICT infrastructure, computing expenditure, level of internet connectivity and the amount of training accorded to academic, administrative and support staff regarding the use of computers as well as computer expenditure is paramount. Universities should emphasise timely data collection, communication and improvement thereof - internally, top-down and bottom-up within the entire organisation and externally as an organisation operates in an open system.

Physical infrastructure

This involves the physical premises, library facilities, equipment and materials. Universities must implement ways of ensuring there is adequate physical infrastructure and that it is well managed and utilised to ensure effectiveness and efficiency. Focus is on available space, the working environment, library expenditure, library resources and usage rate, student/library facilities ratio, facilities expenditure, availability of furniture and accessories.

Service to community

The university is mandated to examine the extent to which it is responsive to community expectations and the manner in which it derives benefit from the community. Focus is on the level of participation in community activities.

Local and international partnerships

The extent to which universities collaborate locally and internationally, the partnerships and collaborations they have locally and internationally, the extent to which they benefit from and contribute to these partnerships and collaborations, are vital areas that require management attention.

Strategic implementation

An institutional framework for managing the implementation process must be implemented in a sustainable manner. Management provision of training aimed at creating awareness, promoting learning and a shared understanding of the vision, mission, values, strategic direction, key performance measures, meaning of performance management and its usefulness to the institution are a prerequisite. Involvement of both management and employees and their commitment to the performance management process are necessary as this will make everyone part of the system. Every individual's ideas should be taken into consideration irrespective of their position in the organisation. If there is a disagreement on performance measures, everyone's voice 'should be heard' and information provided to explain the reasons why. Teamwork is paramount during the performance management process. Ingram (1997: 300) notes that team working can lead to organisational improvement. The university should focus on the extent to which it focuses on the vision, mission, strategies and objectives with emphasis on enhancing performance. Commitment of management and employees to the achievement of the mission and vision is paramount, and the extent to which the environment, stakeholder expectations and the strategic goals are taken into consideration while implementing the strategy are key issues. Of additional consideration are: the extent to which the strategy, policies and decisions taken are communicated to all interested parties, regular reviews and updates of the strategies and policies and extent to which the strategic objectives address the challenges the university is facing.

Stakeholder feedback/ institutional image

Feedback provided by the various stakeholders on the services provided by the university with regard to stakeholder expectations is important. Other issues for consideration could be: university reputation through the number of applicants for entry to the university per year, stakeholder perceptions, admission grades/standards, alumnus participation in university activities and evaluations by the NCHE.

Participation in local and international events

The level of participation in extracurricular activities both locally and internationally, participation in regional and local academic and non-academic events must be emphasised.

Governance

Emphasis on accountability and transparency is necessary. Management fostering of transparency and creation of a variety of accountability channels during the execution of university duties is paramount. The extent to which senior management and staff are accountable and responsible for their actions is necessary, upholding of ethical values during the execution and management of university operations, processes and systems, upholding the university code of conduct, transparency in the audit function (both internally and externally) are vital areas for consideration.

Acceptable student throughput

Attention on enrolment figures in general, enrolment figures of students with special needs, enrolment of female students, graduation numbers of students per year per programme, graduation rates of people with special needs and retention rates of students per programme per year is vital.

Health and environmental accountability

Health and environmental accountability measures focus on satisfaction of the health and safety expectations from both staff and students. To what extent is the organisation responsive to environmental requirements of the community in which they operate? Other issues for consideration are benevolence, vitality and viability in the internal processes and practices at the university.

PHASE SEVEN: PRIORITISE, IDENTIFY AND ALLOCATE RESOURCES

After identifying the key performance indicators, universities should set priorities and depending on the need, identify the required resources which will facilitate the achievement of the set goals, and then allocate these resources.

PHASE EIGHT: ALIGN RESOURCES, PROCESSES, ACTIVITIES, DEPARTMENTAL AND INDIVIDUAL OBJECTIVES WITH THE STRATEGY

There must be a link between strategies, the goal setting process, operational processes, support processes, control processes, organisational behavioural processes and structures to ensure an integrated approach to performance management.

PHASE NINE: MEASURE INSTITUTIONAL PERFORMANCE

Establish whether the university has performed as per the stakeholder expectations. With reference to the proposed measures of performance, determine which objectives have been achieved preferably on an annual basis and those which have not been achieved. The four arrows pointing down to phase nine indicate that universities in Uganda should be conscious of the existing challenges/constraints in the environment and should attempt to minimise or control them while ensuring that the factors necessary for successful implementation of institutional performance management are in place.

PHASE TEN: EVALUATE AND COMMUNICATE OUTCOMES

Establish where there has been exceptional performance and attempt to discover the causes of excellent performance, and if there is poor performance be able to determine the possible causes of this. Communicate the outcomes to the relevant stakeholders.

PHASE ELEVEN: REWARD GOOD PERFORMANCE

Reward and recognise exceptional performance and advise where the need is for improved performance. Poor performers are encouraged and motivated to improve because the reward system is not aimed at punishing poor performers but rather at helping them to improve. Take corrective action by planning to review the methodologies and planned activities for purposes of improvement. Identify anything that was not done correctly which might have

led to failure to achieve the set objectives and design better ways of continuous improvement. Periodically update the performance management model to reflect statutory and environmental changes. This enables the organisation to purge those measures which have not proved useful and/or modify the existing core measures to enhance usefulness.

Continuous improvement

All the above should be anchored on the philosophy of continuous improvement, renewal and adaptation to the changing environment. Performance management is a continuous process and loops are built into the process for performance, feedback and corrective action. Based on the model presented in Figure 4.6 and discussed above, a questionnaire was developed and administered to academic staff at four public universities in Uganda in order to test the acceptability of the model. The findings are analysed and presented in chapter six of this study.

4.5   CONCLUSION

In this chapter, four models for institutional performance management were discussed. These models were basically designed for organisations in developed countries and therefore required adaptation to developing countries, and specifically to public universities in countries such as Uganda, that were non-profit organisations. Performance indicators used by various universities in the developed world were also presented and discussed. Based on the results from the theoretical study presented in chapters two and three, and the information gleamed from the interviews conducted at a selected public university in Uganda, an integrated model for institutional performance management for public universities in Uganda was developed. A questionnaire was developed based on this model and tested among academic staff at four public universities in Uganda, to gauge its acceptability. The findings of the empirical study are presented in chapter six. In the next chapter, the research methodology used in this study is presented. The

results from Section A (the demographic data) of the questionnaire are also presented and discussed.

CHAPTER FIVE

RESEARCH DESIGN AND METHODOLOGY

5.1   INTRODUCTION

In Chapter Two, institutional performance management was discussed with a focus on its meaning and the rationale for its implementation in institutions in general. The challenges faced by developing countries with regards to performance management implementation were highlighted. General guidelines for successful institutional performance management implementation, including consideration for culture and the external environment, were also discussed. In chapter three, the focus fell on institutional performance at public universities in Uganda. The responses received from interviews conducted with administrators and heads of academic unit from one public university were also presented. In chapter four, the most widely adopted models of institutional performance management were presented and discussed. These included the BSC, the Performance Prism, the MBNQA and the EFQM. The main contributions of these models were summarised. Performance indicators that could be used by public universities in Uganda were identified from literature. Based on the theoretical study and the interviews conducted, an integrated model for institutional performance management for public universities in Uganda was proposed. Its acceptability was tested by conducting an empirical study in four public universities in Uganda. In this chapter, the research methodology used in the empirical part of the study is presented and discussed.

5.2   RESEARCH DESIGN

The purpose of the study was to develop an integrated institutional performance management model which could be adopted by public universities in Uganda to manage institutional performance.

The specific objectives of the study were to:

Objective 1: Analyse the strategies currently used by public universities in Uganda to manage institutional performance.

Objective 2: Examine the challenges impacting institutional performance management implementation in public universities in Uganda.

Objective 3: Identify factors required for the successful implementation of institutional performance management in public universities in Uganda.

Objective 4: Evaluate institutional performance measures applicable to public universities in Uganda.

Objective 5: Propose an integrated institutional performance management model for public universities in Uganda.

5.2.1 Paradigms in social research

Before detailing the research design used in this study it is worthwhile giving a brief overview of the major paradigms of social research to facilitate the readers' comprehension of the choice of design. According to Sarantakos (1998: 3) the origins of modern social research are traced back to a well-known French social philosopher, Auguste Comte. Comte advocated the use of scientific methods for studying society and people. For more than a century, Comte's theory dominated social research (Sarantakos, 1998: 3). Social research is based on paradigms. According to Sarantakos (1998: 32) a paradigm refers to shared beliefs, values and techniques of a particular scientific society and it highlights the problem requiring attention and the acceptable meanings from the community's point of view. Another definition provided by Mackenzie & Knipe (2006: 194) as adopted from Bogdan and Biklen (1998: 22) describes a paradigm as "a loose collection of logically related assumptions, concepts or propositions that orient thinking and research". Sarantakos (1998: 33) presents three paradigms which he considers important and these are: (i) Positivistic (scientific method); (ii) Interpretive also referred to as the naturalist (anti- positivism) paradigm and

(iii) Critical theory paradigm. Table 5.1 shows a summary of the description of each of the major paradigms presented by Sarantakos (1998: 32).

Table 5.1: A description of the major paradigms in social research

Positivistic	Interpretive	Critical theory
Positivism	Symbolic Interactionism	Critical sociology
Neo positivism	Phenomenology	Conflict school of thought
Methodological positivism	Ethnomethodology	Marxism
Logical positivism	Hermeneutics	Feminism
	Psychoanalysis	
	Ethnology	
	Ethnography	
	Sociolinguistics	

Source: Sarantakos, 1998: 33

The positivistic paradigm is most logical and objective, followed by the interpretive paradigm, while the critical theory paradigm is more critical and subjective. In order to strike a balance between the existing paradigms, this study first adopted the interpretive paradigm and thereafter embraced the positivistic paradigm.

Creswell (2009: 6), on the other hand, presents four paradigms he terms world views namely: (i) Post positivist which is more aligned with the quantitative methodologies; (ii) The social constructivist view which is aligned with the qualitative research; (iii) The advocacy and participatory world view which is more concerned with qualitative research methodology but with emphasis on marginalised individuals in society or issues of social justice. This world view, according to him, tends to examine feminist perspectives, racial discourses, critical theory, queer theory and disability theory (Creswell

2009: 9). Finally Creswell (2009: 10) presents (iv) The pragmatic world view which does not emphasise the research methods but emphasises the research problem and how best it can be understood. Those who hold this view are not aligned to any specific methodology but draw from a mixture of the two (qualitative and quantitative) methodologies.

In this study, the approach was mainly a mixed methods approach, applying both the qualitative methodology based on the phenomenology strategy and a quantitative methodology based on a cross-sectional survey strategy.

While Sarantakos (1998: 34) states that the methodology adopted for a given kind of research is guided by the existing paradigm, Krauss (2005: 761) states that the methodology employed is guided by the phenomenon the researcher is interested in studying. A methodology refers to the standards and principles adopted while choosing the structure, process and the methods, as guided by the existing paradigm (Sarantakos, 1998: 34). According to Sarantakos (1998: 34), this results in two major methodologies namely qualitative and quantitative methodologies. The methodology employed in a particular study determines the type of methods adopted. A method refers to the tools of data collection and analysis (Sarantakos, 1998: 34).

5.2.2 The research methodologies

The quantitative methodology is based on the positivist paradigm. In this methodology, measurement and quantification are emphasised (Sarantakos, 1998: 42; Krauss, 2005: 760). Among the research techniques that could be employed while using the quantitative methodology are surveys and experiments (Dash, 2005: 3). A number of criticisms of the positivistic perspective have been presented by Sarantakos (1998: 45) and Dash (2005: 1) and among them are the fact that: (i) There is always a danger of the outcome of a social behaviour being interpreted and understood from the

point of view of the researcher as opposed to that of the respondents; (ii) It limits experience as it uses only standardised tools based on quantifiable data, with the key aim being the quantification and measurement of social views; (ii) It views respondents as scientific objects who should produce data yet respondents are partners or experts from whom information is sought; (iv) Achieving objectivity is not easy as the perceptions and meanings of the researcher are likely to compromise the objectivity and the objectivity delineates the researcher from the researched as the researcher tries to distance him/her self to avoid influencing the outcome of the study, thereby alienating the researcher from the world he/she is trying to study; (v) We live in a social world and therefore all that standardisation does is to convert this social world into an artificial world; (vi) It restricts the initiative and innovation of the researcher as the research design and the hypothesis are predetermined even before the actual research process commences.

The qualitative methodology is based on the interpretive (constructivist) paradigm (Krauss, 2005: 760). Among the research methods that could be adopted while using the qualitative methodology are: personal interviews, participant observations, account of individuals and personal constructs (Dash, 2005: 3). Qualitative methodology as presented by Sarantakos (1998: 47) has the following features: (i) It is a naturalistic inquiry which studies real-world situations as they unfold (Krauss, 2005: 760); (ii) It uses an inductive analysis in which the evaluator is engaged in the details and specifics of data to discover important categories; (iii) It is a holistic inquiry in that the entire phenomenon under study is understood as a complex system that is more than the sum of its parts; (iv) It is characterised by qualitative data, detailed and thick description; (v) It involves personal contact and insight with the researcher, getting close to the people, situation and phenomenon under study; (vi) It consists of dynamic systems with intention to process and change; (vii) It has a unique case orientation, assuming each case is special and unique; (vii) It is context sensitive, placing findings in a social, historical

and temporal context; (ix) It emphasises neutrality, with the researcher passionately seeking understanding of the world, either ephemeral objectivity or subjectivity that undermines credibility and (x) It is characterised by flexibility with the evaluator open to adopting inquiry as understanding deepens.

Creswell (2009: 12) presents alternative strategies of inquiry which are basically qualitative, quantitative and mixed methods. Table 5.2 outlines a summary of the research strategies employed by each methodology as presented by Creswell (2009: 12).

Table 5.2: Research strategies employed by each method above

Quantitative	Qualitative	Mixed methods
Experimental designs	Narrative research	Sequential
Non-experimental designs e.g. surveys	Phenomenology	Concurrent
	Ethnographies	Transformational
	Grounded theory studies	
	Case study	

Source: Creswell, 2009: 12

Dash (2005: 3) clearly presents guidelines for selecting a research approach and research methods in tabular form. Table 5.3 shows the selection criteria of the appropriate research methodology and research methods as presented by Dash (2005: 3).

Table 5.3: The selection criteria of research methodology and research methods based on a given paradigm

Research Paradigm	Research approach	Research methods
Positivism	Quantitative	Surveys: Longitudinal, cross-sectional, correlational, experimental and quasi-experimental and ex-post facto research
Anti – positivism (naturalistic)	Qualitative	Biographical, Phenomenological, Ethnographical, Case study
Critical theory	Critical and action- oriented	Ideology critique, action research

Source: Dash, 2005: 5

Within the above indicated paradigms, various methodologies can be used as presented. For purposes of this study a mixed methods approach was adopted, applying both the qualitative methodology based on the phenomenology strategy and a quantitative methodology based on a cross-sectional survey strategy to exploit the best features while minimising the disadvantages of each methodology (Mackenzie & Knipe, 2006: 193). A mixed method approach was used as there was a need to establish which variables to study given the limited literature on the Ugandan context, hence individuals' views had to be relied on to identify the necessary variables through interviews. These variables were later tested on a larger sample of respondents in the four public universities in Uganda using a survey method predominantly quantitative. This approach is supported by the views of Creswell (2009: 18). The phenomenology strategy was employed as described by Creswell (2009: 64) as the study attempted to solicit respondents' views about the phenomenon under study and there was no explicit theoretical orientation for this study in the given context. This was

complimented by the survey strategy because, as supported by Sekaran (2003: 251), a larger number of respondents in different geographical locations can be effectively targeted through the use of a survey questionnaire. Therefore it was the most economical and effective method, as the four public universities were not in the same area. Since the respondent category included individuals who were quite busy for most of the time given the nature of their job, this approach enabled many of them to respond at their convenience and it assured respondents of anonymity as some of the information was sensitive. It also assured a high response rate of 96 percent (Sekaran, 2003: 251).

5.3   POPULATION AND SAMPLING

Four public universities in Uganda: Makerere University (MAK), Mbarara University of Science and Technology (MUST), Kyambogo University (KYU) and Gulu University were included in the study. The target population for the survey included all heads of academic unit who were responsible for ensuring institutional performance management practices were implemented at unit level and full-and part-time academic staff who were considered key role players in the teaching, learning and research processes, the core activities of a university. Table 5.4 indicates the total population of the study.

Table 5.4: Total population

University	Makerere	Kyambogo	Mbarara	Gulu	Total
Heads of Academic unit	19	7	5	7	**38**
Rest of academic staff	1417	435	193	148	**2193**
Total	1436	442	198	155	**2231**

Source: Human Resource Management Departments at the various universities, 2009.

For purposes of this study, a purposive and disproportionate stratified random sampling technique was used. Heads of academic unit were selected purposively because they were key informants of issues concerning institutional performance management and they were responsible for overseeing the implementation of institutional performance management systems at the unit level. There were also fewer heads of academic unit than academic staff due the span of authority in an institutional organisation. Academic staff members were selected using a disproportionate stratified random sampling technique with the institutes/faculties/schools forming the strata. The choice of this technique was based on the fact that faculties and schools did not have the same number of academic staff. Some institutes/faculties/schools employed more staff than others. The advantage with this method of sampling is that every strata is well represented hence a relevant number of responses are received (Sekaran, 2003: 274) and it is a very efficient sampling technique (Sekaran, 2003: 295). Snowball sampling was then employed to identify potential respondents from the various strata. The participants who had agreed to participate in the study were requested to recommend other participants in their respective units who could also participate in the study.

Based on a model developed by Krejcie and Morgan, Sekaran (2003: 294) warns against using large sample sizes and advises that any sample size should not exceed 500 respondents as this may result in type II errors. The appropriate sample size for a population ranging from 2200 to 2400 should not exceed 331 respondents (Sekaran, 2003: 294). Based on Krejcie and Morgan's decision model, the sample size for this study should not exceed 331 respondents but 350 questionnaires were distributed disproportionately among the four public universities. A 96 percent response rate was achieved with 336 questionnaires returned. The questionnaires were checked to ascertain that they were correctly completed. Based on a recommendation by Sekaran (2003: 302), those questionnaires that were not complete

(approximately 25 percent of the questions not answered) were excluded. Hence, only 330 questionnaires were considered for this study. It was presumed that the conclusions drawn from such a sample size would allow representation for the entire population size (Sarantakos, 1988: 26). Table 5.5 indicates the sample size and the number of respondents from each unit per university.

Table 5.5: Number of respondents from each unit in the four public universities

	MAK	KYU	MUST	GULU
Faculty/ school/ institute (Frequency)	Adult & Continuing Education (12)	Education (8)	Computer Science (4)	Agriculture & Environment (4)
	Agriculture (12)	Engineering (1)	Development Studies (12)	Business & Development studies (6)
	Art (14)	Science (8)	Medicine (2)	Education & Humanities (5)
	Education (10)	SOME (17)	Science (4)	Medicine (6)
	Environment (3)	Special Needs (7)	Tropical Forest Conservation (0)	Peace & Strategic Studies (3)
	FCIT (20)	Vocational Studies (9)		Research & Graduate Studies (2)

	FEMA (18)	Art & Social Sciences (10)		Science (3)
	Forestry (13)			
	Health Science (18)			
	Industrial Fine Art (7)			
	Law (7)			
	Library & Information Sciences (6)			
	Medicine (10)			
	Psychology (8)			
	Science (15)			
	Social Sciences (11)			
	Statistics (13)			
	Technology (10)			
	Veterinary (12)			
Total	**219**	**60**	**22**	**29**

Source: Primary data collected from the survey

From the table above, all units in the four public universities were represented except one unit at MUST. The total number of questionnaires considered for analysis was 330. This implies that there was adequate representation from all units hence it is postulated that the results of this study were representative of the views of the academic staff at the four public universities in Uganda. Chart 5.1 is a visual presentation of the percentage of questionnaires considered from each unit in the four universities (some units with similar names at the various universities have been clustered together) which implies that there was adequate representation of views of academic staff from more that 98 percent of the units at the four public universities.

Chart 5.1: Percentage of questionnaires considered for analysis from each unit at the four public universities.
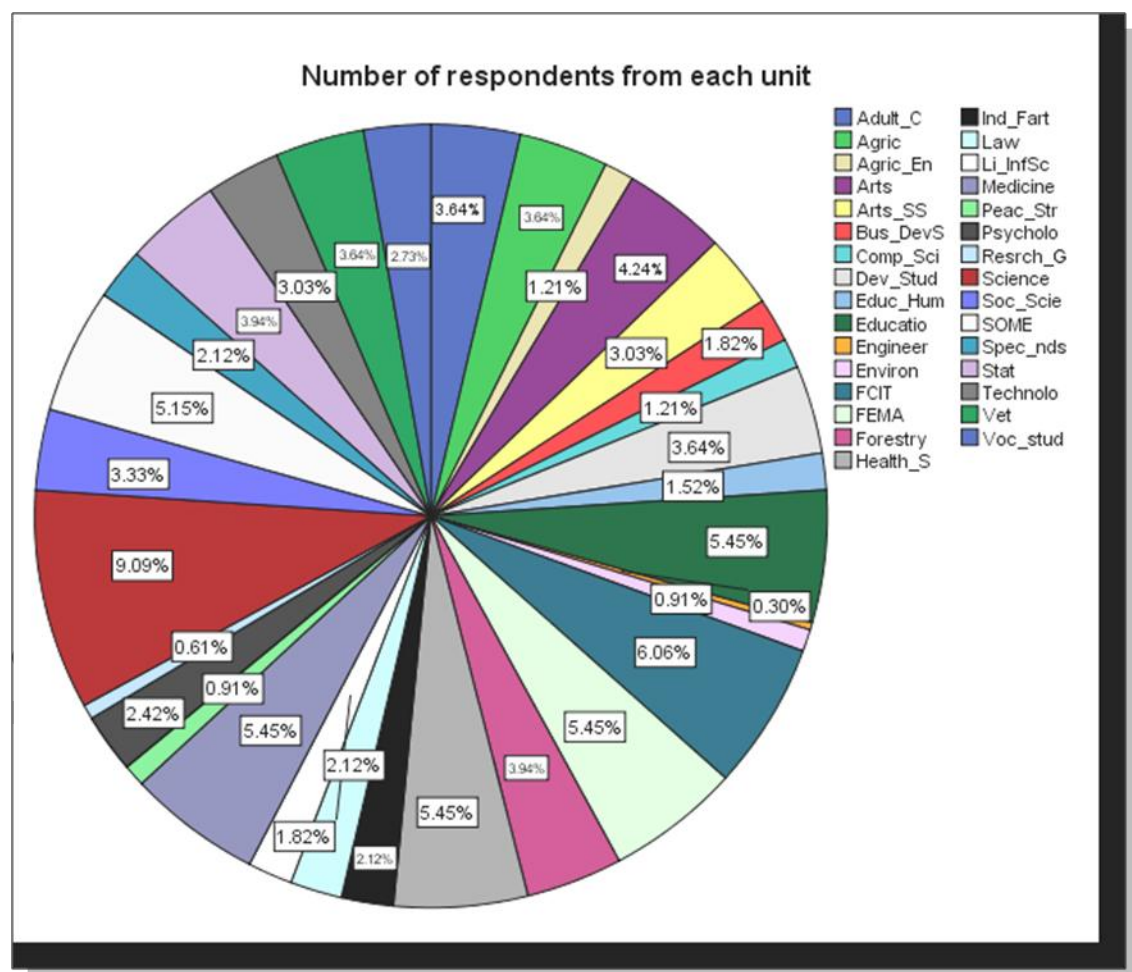
Table 5.6: Respondents' level of responsibility

| University where employed | Level of responsibility | | | |
	Senior management	Middle management	Non-supervisory staff	Total
Makerere	49	85	85	219 (66.4%)
Kyambogo	0	25	35	60 (18.2%)
Mbarara	5	8	9	22 (6.7%)
Gulu	2	14	13	29 (8.8%)
Total	56 (17%)	132 (40%)	142 (43%)	330 (100%)

From Table 5.6 above it is evident that out of the 330 respondents, 219 came from MAK representing 66.4 percent, 60 (18.2%) came from KYU, 22 (6.7%) were from MUST and 29 (8.8%) were from Gulu University. The lower number of respondents from MUST and Gulu University were a function of the smaller total population at those universities (see Table 5.4). Out of the 330 respondents, 56 (17%) were at senior management level, of these 49 were from MAK, 0 from KYU, 5 from MUST and 2 from Gulu university. A further 132 (40%) of the respondents were at middle management level. Of these 85 were from MAK, 25 from KYU, 8 from MUST and 14 from Gulu University. A further 142 (43%) of the respondents were employed at non-supervisory level, of these 85 were from MAK, 35 from KYU, 9 from MUST and 13 from Gulu University. All levels (senior management, middle level management and non-supervisory) were adequately represented. Since heads of academic unit were entrusted with the responsibility of ensuring that institutional performance management was implemented at the unit level,

with a relatively large respondent group falling in the categories of senior and middle management levels i.e. 57% of the respondents, it was postulated that the responses of this study provide a true and fair picture of performance management implementation at the various units in public universities in Uganda. There were no respondents at senior management level from KYU as these were part of the respondents who participated in the preliminary interviews (see chapter three) from which the survey questionnaire that was tested in the empirical study was developed, hence their views had already been considered.

5.4   RESEARCH METHOD

For purposes of data collecting, an inter-method triangulation was employed. Triangulation caters for the deficiencies of using one method only by utilising the strengths of different methods. It enables the researcher to obtain a range of information (Sarantakos, 1988: 169). In this study, a theoretical study of relevant sources on performance management was undertaken. Interviews were conducted with senior administrators and heads of academic unit (see chapter three) at a selected public university in Uganda. A survey was conducted among part-time and full-time academic staff at four public universities in Uganda. The interviews and questionnaire were used to collect the primary data, while the literature review provided the secondary data (Sekaran, 2003: 223).   The research method followed for this study is discussed in more detail below.

5.4.1 Literature study

The 'theory–then–research' school of thought postulates that one should first conduct a theoretical study, followed by the empirical research because, when theory is first developed and then empirically tested, scientific knowledge develops faster (Chava & Nachmias, 2003: 46). A literature study of published, unpublished and electronic text and studies was undertaken. This is because a literature review reveals the generally accepted facts

relating to the situation under study and facilitates comprehension of previous works (Amaratunga, 2000: 258). The review of the literature included an in-depth examination of material relating to higher education in Uganda, performance management implementation in organisations in general, models of strategic performance management and strategies that could assist universities in Uganda to effectively manage institutional performance. This enabled the identification of variables which were then incorporated into an integrated model which was tested at four public universities in Uganda. Institutional documents, such as strategic plans and reports, and other regulatory acts, such as the Universities and Other Tertiary Institutions Act 2001 of Uganda, were perused. The purpose of the review was to identify theoretical gaps in the literature, which formed the justification for the study. The theoretical models of performance management reviewed included the Balanced Score Card, the Performance Prism, Malcolm Baldrige National Quality Award Model (MBNQA), and the European Foundation Quality Model (EFQM). University documents were perused to establish the existence of strategic plans and any relevant strategic management information. In addition, important insights into performance management practices at higher institutions of learning were established.

5.4.2 Empirical study

The empirical study included both interviews and a survey.

5.4.2.1 Interviews

A qualitative study based on information gleaned from face-to-face in-depth interviews with senior administrators and heads of academic unit at a selected public university was conducted to generate primary data from key informants. An interview guide was developed for the interviews (see appendix B). It consisted of semi-structured questions. Personal interviews were conducted each lasting an average of one hour. Semi-structured interviews allow respondents to seek clarity about unclear concepts relating

to the area under study (Sarantakos, 1998: 266). The interviews were recorded on an audio recorder and the responses were later tabulated to determine the most frequent responses for each variable (see chapter 3.7). The qualitative study aimed at addressing the lack of research information available on strategic performance management in public universities in Uganda specifically. It also addressed the role of public universities, the performance management practices in the selected public university, specific challenges faced by universities in Uganda in terms of performance management and the measures of institutional performance that respondents considered relevant to public universities in Uganda. The information gleaned from the interviews formed the development of the questionnaire which was used in the empirical study.

5.4.2.2 Survey and questionnaire

A survey was conducted with a questionnaire as a data collection tool. The items that were included in the questionnaire were developed from the interviews conducted with top administrators and heads of academic unit at one public university (see chapter 3.7) and through the literature survey. The questionnaire administered to heads of academic unit and academic staff at four public universities in Uganda focused on:

(vi)   Strategies used by public universities in Uganda to manage institutional performance.

(vii)   Challenges impacting performance management implementation in public universities in Uganda.

(viii) Factors required for the successful implementation of institutional performance management.

(ix)   Relevant institutional performance measures applicable to public universities in Uganda.

(x)   Key components of a strategic performance management model that could be adopted by public universities in Uganda to manage institutional performance.

Demographic information such as age, sex, education, level of responsibility, nature of appointment and years in employment were requested in the questionnaire.

The questionnaire consisted of six sections:

Section A: Biographical data.

Section B: The strategies used by public universities in Uganda to manage institutional performance.

Section C: Challenges impacting performance management implementation in public universities in Uganda.

Section D: Factors required for successful implementation of institutional performance management.

Section E: Institutional performance measures relevant to public universities in Uganda.

Section F: The components of the proposed performance management model.

The questionnaire is attached as Annexure C. Individuals were asked to provide information regarding the extent to which they agreed with each of the statements indicated in the questionnaire using a Likert scale, ranging from strongly agree (5) to strongly disagree (1). Hence the Likert scale had five scales with 5 - strongly agree, 4 - agree, 3 - uncertain, 2 - disagree and 1 - strongly disagree. The Likert scales were selected because they have a high degree of validity, provide single scores from a set of items, are reliable, provide for ranking of respondents and are relatively easy to construct (Sarantakos, 1998: 90). In order to compensate for the restriction the Likert scales place on respondents with regard to views and expressions (Sarantakos, 1998: 90), the questionnaire also consisted of open ended questions where respondents were allowed to provide any additional information on the key aspects of the study which could not be revealed by the close ended questions. The choice of this instrument was based on the

fact that questionnaires could be completed by respondents at their convenience since the period in which data was collected was a busy period for universities. Likert scales provide a uniform measure and allow for a wider coverage in terms of sample size (Sarantakos, 1998: 224). Based on the findings from the literature review, interviews and survey, an integrated strategic performance management model for universities in Uganda was proposed and theoretical and practical implications were considered.

5.4.3 Pilot study

A pilot study was carried out at three of the four public universities to test the practicability of the data collection instrument and to ascertain whether the instructions and statements were clear. Yin (2003: 79) observed that a pilot study helps refine data collection plans and enhances the development of relevant lines of questions. It facilitates testing of the research methods employed and the suitability of the instrument used. It further clears any ambiguities in questions hence the right questions are asked (Sarantakos, 1998: 293; Sekaran, 2003: 249). Ambiguous questions were revised and any repetitions were omitted during the final study. The findings and proposals from the pilot study were taken into consideration, the final questionnaire was developed and the empirical study was conducted.

5.4.4 Data analysis

Data were first sorted, coded and then entered in the SPSS version 17 and STATA version 11 programmes for analysis. For the open ended questions, patterns in responses were established, data reduction was conducted and meanings interpreted. In order to achieve the five objectives of this study, various methods of analysis were employed. Statistical tests were used to measure the internal consistency and reliability of the variables in the questionnaire. The Cronbach's Alpha was used to measure the internal consistency of the research variables. A Cronbach's value ranging from 0.70

is considered appropriate for measuring internal consistency (Sekaran, 2003: 311).

Statistical methods were used for the analysis and interpretation of the data obtained from the survey. Specifically, frequency distributions, mean scores and standard deviations were computed. Mean scores were used as the measure of central tendency and standard deviations were calculated to obtain the measure of deviation. A standard deviation is more stable from sample to sample and its mathematical properties make it a useful measure in more advanced statistical work (Chava & Nachmias, 2003: 379). Tabular and cross tabular analysis were made. Principle Component Analysis (PCA) using varimax rotation and eigenvalues greater than one and the scree plot criteria were used to reduce the variables to a smaller, meaningful, interpretable and manageable number and to determine the underlying principle components (Sekaran, 2003: 408). The Kaiser-Meyer-Olkin (KMO) test and Bartlett's test for sphericity were conducted to determine if the items could be factored. Correlations between some demographic variables and non-demographical variables were made. Ordered logit model was used to confirm the challenges which significantly affect the effectiveness of the performance management systems of public universities in Uganda.

Comparisons of the responses obtained from the various public universities in respect of selected variables were made by means of ANOVA and f-tests. Correlations between some demographic variables and non-demographical variables were made.

5.4.5 Test of validity

Validity refers to the degree to which a study accurately reflects or assesses the specific concept that the researcher is attempting to measure. Four tests have been commonly used to establish the quality of any empirical social

research. These include construct validity, internal validity, external validity and reliability (Yin, 2003: 34).

To ensure construct validity in this study, multiple sources of data were used to establish a chain of evidence. Multiple sources of data ensured that there was agreement on various parameters measured (convergent validity). Internal validity was ascertained by doing explanation building and addressing rival explanations. Attention was paid to the consistency between the study objectives, research questions and the data collected and analysed to ensure reliability of results.

5.5   ETHICAL ISSUES

Research assistants were employed to assist with the administration of the questionnaire. These assistants received training on the aim of the study and what performance management entailed. The assistants were also coached on how to conduct the survey as well as upholding the ethical and professional aspects such as requesting the respondents consent, ensuring privacy and confidentiality, being honest and respectful towards the respondents, as suggested by Sekaran (2003: 260). Introductory letters were provided to all individuals involved in the research process as suggested in the theory by Sarantakos (1998: 23).

The meaning of the key words and main goal of the study were clearly explained on the first two pages of the survey instrument to prevent any misinterpretation (see Annexure C). Permission was sought from the relevant authorities to conduct research at the respective four public universities (see Annexure D). The respondents' consent was sought and only willing respondents were issued with the survey instrument, as suggested by Chava & Nachmias (2003: 81). Anonymity of the respondents was guaranteed and information provided was treated with the utmost confidentiality, as suggested

by Sarantakos (1988: 24), Chava and Nachmias (2003: 89) and Sekaran (2003: 260).

5.6 PRESENTATION OF DEMOGRAPHIC DATA

This section presents the demographic data collected from the four public universities which were included in this study, namely Makerere University, Kyambogo University, Mbarara University of Science and Technology and Gulu University. Descriptive statistics were obtained for all the demographic data. The results of the findings are presented below.

The responses to questions one (university), two (faculty/school) and three (level of responsibility) were presented in Tables 5.5 and 5.6 earlier in this chapter.

Question four required respondents to indicate their gender. Table 5.7 presents the number and percentages of respondents according to gender.

Table 5.7: Responses based on gender

University where employed	Sex		Total
	Female	Male	
Makerere	59	160	219
Kyambogo	17	43	60
Mbarara	3	19	22
Gulu	9	20	29
Total	88 (26.7%)	242 (73.3%)	330

From Table 5.7 above it is evident that out of the 330 respondents, 88 (26.7%) were female and 242 (73.3%) were male. The lower number of female

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respondents from MUST and Gulu University were a function of the smaller total population at those universities (see Table 5.4). This implies that more males participated in the study than females. One of the roles of public universities is to implement government policies and one of the policies of government is the implementation of affirmative action. The results imply that there were less female lecturers compared to male lecturers. The results suggest that public universities could be more gender sensitive not only during the admission process of students to universities but also during the appointment process of staff as a way of supporting implementation of government policies.

Question five required respondents to indicate their age. Table 5.8 presents the percentage of responses according to age.

Table 5.8: Responses based on age

University where employed	Age bracket						
	Less than 26 yrs	26-30 yrs	31-35 yrs	36-40 yrs	41-45 yrs	46 and above	Total
Makerere	4	41	42	36	41	55	219
Kyambogo	2	13	9	10	11	15	60
Mbarara	2	2	8	7	1	2	22
Gulu	2	4	7	5	6	5	29
Total	10 (3%)	60 (18.2%)	66 (20%)	58 (17.6%)	59 (17.9%)	77 (23.3%)	330 (100%)

From Table 5.8 it is evident that out of the 330 respondents, 10 (3%) were less than 26 years old, 60 (18.2%) between 26 years and 30 years, 66 (20%) between 31 years and 35 years, 58 (17.6%) between 36 years and 40 years, 59 (17.9%) between 41 years and 45 years, and 77 (23.3%) were aged 46 and above. The results show that most respondents were generally older

than 26 years. All the age groups were represented. These results were promising, indicating that younger employees were available to succeed those who would eventually retire.

Question six required respondents to indicate the nature of their appointment. Table 5.9 presents the percentage of responses according to the nature of appointment.

Table 5.9: Respondents per university based on nature of appointment

University where employed	Appointment nature		Total
	Part-time	Full-time	
Makerere	21	198	219
Kyambogo	28	32	60
Mbarara	1	21	22
Gulu	6	23	29
Total	**56 (17%)**	**274 (83%)**	**330 (100%)**

Table 5.9 shows that of the 330 respondents, 56 (17%) academic staff members were employed on part-time basis. Of these 21 were from MAK, 28 were from KYU, one was from MUST and six were from Gulu University. Two hundred and seventy four (274 or 83%) academic staff were employed on a full-time basis. Of these 198 were from MAK, 32 were from KYU, 21 were from MUST and 23 were from Gulu University. The results show that most respondents were full-time employees, but that both categories of employees were represented. Since the majority of the responses were from full-time employees it is postulated that by nature of their appointment, they were more accustomed with the systems and practices at their respective universities as opposed to part-time staff who were not available all the time. Full-time staff ought to be well conversant with the performance management

systems of their respective universities. Hence, the findings may predict a true and fair view of the state of affairs at the various universities.

Question seven required respondents to indicate their highest level of education. The percentage results are presented in Table 5.10.

Table 5.10: Responses per university based on highest level of education

University where employed	Highest education level				
	Bachelors	**Masters**	**PhD**	**Other**	**Total**
Makerere	20	111	85	3	219
Kyambogo	6	49	4	1	60
Mbarara	3	19	0	0	22
Gulu	5	22	1	1	29
Total	**34 (10.3%)**	**201 (60.9%)**	**90 (27.3%)**	**5 (1.5%)**	**330 (100%)**

From Table 5.10 shows that out of the 330 respondents, 34 (10.3%) respondents had a Bachelors degree as their highest level of education, 201 (60.9%) respondents had a Masters degree, 90 (27.3%) had a PhD and five (1.5%) of them had other qualifications. The results indicate that the majority (60.9%) of the members of the various universities had a Masters degree. Makerere University had the biggest percentage doctoral degrees (38.8%). The smaller universities (Mbarara or MUST) had fewer or no respondents with doctoral degrees. These results could be attributed to the fact that MAK was the oldest university in the country and its long time existence provided it with an advantage over others in the area of staff training to higher levels. MAK attracted a large number of privately sponsored students who contributed a relatively reasonable amount of funding towards university activities among which include staff development.

Question eight required respondents to indicate the number of years they have been employed at their respective universities. The results are presented in Table 5.11.

Table 5.11: Responses based on number of years employed at the respective university

| University where employed | No of years employed at university | | | | | | Total |
	less than 3 years	3-5 years	6-10 years	11-15 years	16-20 years	More than 20 years	
Makerere	29	46	50	39	28	27	219
Kyambogo	11	10	22	7	8	2	60
Mbarara	7	4	9	2	0	0	22
Gulu	6	12	10	0	0	1	29
Total	53 (16.1%)	72 (21.8%)	91 (27.6%)	48 (14.5%)	36 (10.9%)	30 (9.1%)	330 (100%)

The results in Table 5.11 show that out of 330 respondents, 53 (16.1%) had been employed at their respective university for less than 3 years, 72 (21.8%) for 3 to 5 years, 91 (27.6%) for a 6 to 10 years, 48 (14.5%) for 11 to 15 years, 36 (10.9%) for 16 to 20 years, and 30 (9.1%) respondents for more than 20 years. Overall 277 respondents (83.9%) had been employed at their respective universities for a period of three or more years and a total of 62.1 percent longer than five years. It would be prudent to assume that the majority of the respondents were well acquainted with the performance management practices at their universities given the fact they had been at their respective universities for quite a reasonable period of time.

5.7 CONCLUSION

The purpose of this chapter was to provide the methodology that was employed during the study. The research design was explained. The methods of data collection and the instruments that were used have been presented. The data analysis methods used in the study have been explained and the ethical considerations during the study have been presented. The demographic data have been presented. The proceeding chapter presents the empirical findings which are analysed and discussed.

CHAPTER SIX
ANALYSIS AND INTERPRETATION OF EMPIRICAL RESULTS

6.1   INTRODUCTION

In chapter five the research design and the methodology employed during this study were presented. The biographical data was also analysed and presented. The main objective of this study was to develop a performance management model which could be used by public universities in Uganda to manage institutional performance. The achievement of this objective required (i) an investigation of the strategies used by public universities in Uganda to manage institutional performance, (ii) an examination of the challenges impacting institutional performance management implementation in public universities in Uganda, (iii) an identification of factors for the successful implementation of institutional performance management at public universities in Uganda, (iv) an evaluation of the performance measures applicable to public universities in Uganda and (v) the identification of the key components of a performance management model that could be adopted by public universities in Uganda to manage institutional performance. A survey, with a questionnaire as data collection tool, was conducted at four public universities in Uganda. All variables were measured on a 5-point scale. This chapter presents the empirical findings of the study.

The results from Sections B to F of the survey questionnaire are presented in the same order as they appeared in the questionnaire. Section A of the questionnaire requested demographic data of which the results were presented in chapter five. The rest of the questionnaire consisted of:

Section B – Institutional performance management strategies at public universities in Uganda

Section C – Challenges impacting institutional performance management implementation in universities in Uganda

Section D – Factors for the successful implementation of institutional performance management at universities in Uganda

Section E – Performance measures for public universities in Uganda

Section F – Components of a performance management model for public universities in Uganda.

The results have been compiled with the assistance of the SPSS and STATA programme (version 17 and 11 respectively).

6.2   QUANTITATIVE ANALYSIS OF RESULTS

Statistical methods were used for the analysis and interpretation of the data obtained from the survey. Specifically, frequency distributions, mean scores and standard deviations were computed. Mean scores were used as the measure of central tendency and standard deviations were calculated to obtain the measure of deviation. The Cronbach's Alpha was used to measure internal consistency and thus reliability. Tabular and cross tabular analysis were made. Principle Component Analysis (PCA) using varimax rotation and eigenvalues greater than one and the scree plot criteria were used to reduce the variables to a smaller, meaningful, interpretable and manageable number and to determine the underlying principle components (Sekaran, 2003: 408). The Kaiser-Meyer-Olkin (KMO) test and Bartlett's test for sphericity were conducted to determine whether the items could be factored. Correlations between some demographic variables and non-demographical variables were made. Ordered logit model was used to confirm the challenges which significantly affect the effectiveness of the performance management systems of public universities in Uganda. During the survey, individuals were asked to provide information regarding the extent to which they agreed with each of the statements indicated in the questionnaire using a five item Likert scale, ranging from strongly agree (5) to strongly disagree (1). Hence the Likert scale had five scales with 5 - strongly agree, 4 - agree, 3 - uncertain, 2

- disagree and 1 - strongly disagree. The variables were coded for convenience. Each variable was coded according to the section and number of the question, for instance question one subsection B was code named B1, question 2 was code named B2, and the same was applied to all other subsections, for instance question one subsection E was coded E1. The quantitative analyses of the results from Section B to F are presented below.

6.2.1 Section B: Institutional performance management strategies

In Section B of the questionnaire, respondents were required to indicate the extent to which they agreed that the performance management practices indicated in the section were performed at their respective universities.

Mean scores and standard deviations were computed to determine the central tendency of the responses and deviation from the central tendency. Table 6.1 presents the mean scores and standard deviations of the scores for Section B.

Table 6.1: Mean scores and standard deviations of scores for Section B

	Institutional performance management strategies	N	Mean	Std. Deviation
B1	The university's vision, mission, objectives and strategic direction are communicated throughout the organisation	330	3.61	1.055
B2	Strategic objectives are linked to the university's mandate, vision and mission	330	3.87	.824
B3	Agreed upon performance goals are set collectively with the involvement of all staff	330	2.81	1.064
B4	Processes are continuously aligned to the strategy	330	3.16	.951
B5	Performance measures are linked to the strategy	330	3.39	.862
B6	Key performance indicators are generated from the objectives	330	3.40	.960
B7	The university has an effective performance management system	330	2.89	1.000

B8	Strategic priorities are cascaded down to each faculty/school	330	3.17	.999
B9	My unit has its own strategic planning meeting where the priorities identified by the university are addressed	330	3.33	1.179
B10	The university strategic plan is implemented at academic department level	330	3.56	.950
B11	The university strategic activities are aimed at achieving academic quality	330	3.88	.937
B12	The extent to which strategic goals are achieved is usually determined	330	3.04	.807
B13	Performance management training is continuously provided to managers and staff	330	2.40	.950
B14	Performance management information is readily available to internal stakeholders	330	2.52	.906
B15	A formal process exists for units to give feedback on the attainment of strategic goals	330	2.78	1.042
B16	A forum exists for reviewing performance measures and agreeing on action steps	330	2.87	1.023
B17	The university has a performance improvement plan	330	3.22	.873
B18	The performance improvement plan specifies specific actions	330	3.25	.813
B19	The performance improvement plan indicates specific timelines	330	3.15	.812
B20	I receive feedback on my performance	330	2.52	1.111
B21	The performance improvement efforts of staff are evaluated	330	2.91	1.074
B22	I know how I contribute to the university's vision	330	3.68	1.042
B23	University staff understand the university's performance management system	330	2.83	.960
B24	Performance evaluation is done with the critical aim of continuous improvement of performance	330	3.23	.960

A general analysis of the mean scores of the items in Section B revealed an aggregate mean score of 3.14. Item B11 (the university strategic activities are aimed at achieving academic quality) obtained the highest mean score of

3.88, while item B13 (performance management training is continuously provided to managers and staff) obtained the lowest score of 2.40. The standard deviation indicated that the spread of the results ranged from .807 (B12 - the extent to which strategic goals are achieved is usually determined) to 1.179 (B.9 - my unit has its own strategic planning meeting where the priorities identified by the university are addressed) which was relatively narrow.

The mean scores for items B1, B2, B10, B11 and B22 were between 3.5 and 4.5, indicating that respondents generally agreed that the university's vision, mission, objectives and strategic direction were communicated throughout the organisation (B1- 3.61), strategic objectives were linked to the university's mandate, vision and mission (B2 – 3.87), the strategic plan was implemented at academic/administrative department level (B10 – 3.56), strategic activities were aimed at achieving academic quality (B11- 3.88) and respondents knew how they contributed to the university's vision (B22 – 3.68). The results revealed that strategic planning existed at public universities and it was aimed at achieving quality.

The mean scores on items B4, B5, B6, B8, B9, B12, B17, B18, B19, B24, B3, B7, B14, B15, B16, B20, B21 and B23, ranged between 2.5 and 3.5, indicating that respondents were generally uncertain about:

B4 - the continuous alignment of processes to the strategy (3.16)

B5 - the linking of performance measures to the strategy (3.39)

B6 - the generation of key performance indicators from the objectives (3.40)

B8 - the cascading of the strategic priorities to each faculty/school (3.17)

B9 - the respective units having strategic meetings to address university priorities (3.33)

B12 - the extent to which the achievement of strategic goals is determined (3.04)

B17 - the existence of a performance improvement plan (3.22)

B18 - the extent to which the performance improvement plan specified specific actions (3.25)

B19 - the extent to which the performance improvement plan indicate specific timelines (3.15)

B24 - the extent to which performance evaluation was aimed at continuous improvement (3.23)

B3 - the extent to which agreed upon performance goals were set collectively (2.81)

B7 - the existence of an effective performance management system (2.89)

B14 - the extent to which performance management information was readily available to internal stakeholders (2.52)

B15 - the existence of a formal process for units to give feedback on the attainment of strategic goals (2.78)

B16 - the existence of a forum for reviewing performance measures and agreeing on action steps (2.78)

B20 - receipt of feedback on individual performance by academic staff (2.52)

B21 - the evaluation of performance improvement efforts of staff (2.91) and

B23 - the extent to which university staff understood the performance management system (2.83)

This high level of uncertainty could suggest a lack of involvement of most of the academic staff in the strategic planning process or poor communication of the strategic goals to all the concerned parties or it could even suggest a lack of training of staff on strategic performance management and absence of an ineffective performance management system in public universities in Uganda. Most of the respondents were full-time staff representing 83 percent (Table 5.9) of the total respondents and the majority of staff had been employed at their respective university for a period of 3 years or more representing 83.9 percent (Table 5.11) of the total respondent group. Considering the period of time academic staff have spent at their respective universities and the nature of their appointment, it could be postulated that the respondents should be

very conversant with the systems of the university. The high level of uncertainty could suggest a number of weaknesses in the performance management system/framework of the public universities in Uganda as indicated above.

The mean score on item B13 (2.40) is relatively low indicating that most respondents disagreed that performance management training was continuously provided to managers and staff. This could partly account for the high level of uncertainty by respondents on the majority of the items. Items B14 (performance management information is readily available to internal stakeholders) and B20 (academic staff receive feedback on their performance) revealed a rather low mean score of 2.52 which could partially explain the low scores obtained in Section B.

Table 6.2 presents descriptive data, specifically the corrected mean if an item is deleted, the corrected item total section correlation and the Cronbach's Alpha if item is deleted.

Table 6.2: Corrected item means, correlations and internal consistency co-efficients for Section B (24 items)

Section	Scale Mean if Item Deleted	Corrected Item-Total Section Correlation	Cronbach's Alpha if Item Deleted
B1	71.87	.416	.910
B2	71.61	.452	.909
B3	72.67	.564	.906
B4	72.32	.637	.905
B5	72.09	.611	.906
B6	72.08	.558	.906
B7	72.59	.629	.905
B8	72.31	.572	.906
B9	72.15	.466	.909
B10	71.92	.582	.906
B11	71.60	.475	.908
B12	72.44	.492	.908
B13	73.08	.391	.910
B14	72.95	.547	.907
B15	72.70	.645	.905
B16	72.61	.612	.905
B17	72.26	.464	.908
B18	72.23	.534	.907
B19	72.32	.531	.907
B20	72.95	.507	.908
B21	72.57	.537	.907
B22	71.79	.264	.913
B23	72.65	.518	.907
B24	72.25	.575	.906

The internal consistency of each item score with the composite scores of the remaining items was measured. Table 6.3 shows that the item 'I know how I contribute to the university's vision' (B22) showed the lowest correlation

of .264. Items B4 (.637), B7 (.629), B15 (.645) and B16 (.612) had the highest correlation with the rest of the items and from the results indicated in Table 6.3 it is evident that deleting these four items would reduce the alpha to . 905. Deleting item B22 would result into a higher overall Cronbach's Alpha of .913 which is a minimal change. On the other hand, if the correlation of item B22 is rounded off to one decimal position, it would have a correlation of .3. Therefore all the items were useful and contributed to the overall reliability of the construct. There was thus no need to delete any of the items in Section B in order to improve the reliability of the questionnaire. The proceeding section presents the correlations for the items in Section B. Correlations were used to determine the level of multi-co linearity between the section items.

6.2.1.1 Correlations for the 5 interval scaled items of Section B

A Pearson correlation matrix was used because according to Sekaran (2003: 314) it is appropriate for interval scaled variables. He advises that when correlations are .75 and above, there may be a possibility of the correlated items not being different and distinct variables hence creating doubt in the validity of the measures. Only one correlation exceeded .75, namely the correlation between B18 (the performance improvement plan specifies specific actions) and B19 (the performance improvement plan indicates specific timeliness) which turned out to be .774. All other items positively correlated to the other items, with a difference in the level of significance, but revealing a correlation of less than .75. Communalities ranged from .346 to .791. According to Sarantakos (1998: 395) a correlation coefficient ranges between -1 and +1. A correlation will be regarded as significant if it is equal to or greater than the relevant critical value of r (Sarantakos, 1998: 395).

All items in this section (B) had a positive correlation which implied that they measured the same construct. According to Field (2005: 5) correlations

exceeding 0.9 could cause problems of singularity in data. Field (2005: 5) advises the elimination of values that cause a problem of singularity in data. Since no item correlations exceeded 0.9, there was no need to eliminate any items. The determinant of the correlation matrix was 4.70E-005 (0.0000470) which is greater than the required value of 0.00001. Since Section B consisted of 24 items, it was necessary to determine the major underlying components of performance management strategies used in public universities without losing all the vital information. It was also necessary to establish if any relationship existed among them. In order to determine the underlying dimensions of institutional performance management practices in public universities in Uganda without losing all the vital information, the Principal Component Analysis (PCA) extraction method was conducted. During PCA the researcher has to make a judgment with regard to a number of issues including which items to delete in case of singularity and multi-co linearity, choice of the extraction criteria and extraction method (Luther & Sartawi, 2011: 761).

In order to measure the internal consistency and reliability of the items measuring the 'performance management strategies' construct, a Cronbach's Alpha test was done. A Cronbach's value ranging from 0.70 is considered appropriate for measuring internal consistency (Sekaran, 2003: 311). Table 6.3 presents the Cronbach's Alpha for Section B.

Table 6.3: Cronbach's Alpha for Section B

Cronbach's Alpha	N of Items
.911	24

The results revealed a Cronbach's Alpha of .911 for Section B which implied internal consistency or reliability among the items for performance management strategies. This means that respondents who tended to select high scores for one item also tended to select high scores for the others. In

the same way, respondents who selected low scores for one item tended to select low scores for the other items. Knowing the score for one item would thus enable a researcher to predict with some certainty the potential scores for other items.

6.2.1.2 Principle component analysis of variables in Section B

PCA is appropriate in situations where a manageable number of variables need to be developed from a large number of observed variables to eliminate redundancy, in case a number of variables measure the same construct (Sekaran, 2003: 408). According to DeSarbo, Hausman and Kukitz (2007: 305 & 306) PCA has in recent years been adopted for among other things, data reduction. But before the PCA was conducted, it was necessary to determine the suitability of the method. This was done by using the Kaiser-Meyer-Olkin (KMO) test and the Bartlett's test of sphericity. According to Field (2005: 6) and Shu and Chuang (2011: 35) a KMO test result tending towards 1 indicates reliability of the results because the items show a compact pattern of the correlations. Luther and Sarwati (2011: 761) note that the KMO is considered acceptable if it is equal or greater than 0.5. Table 6.4 presents the KMO and Bartlett's test results.

Table 6.4: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.907
Bartlett's Test of Sphericity	Approx. Chi-Square	3190.908
	Df	276
	Sig.	.000

The results revealed a KMO level of .907 which is considered adequate for component loading because it indicates that the items have a compact pattern of correlations (Shu & Chuang, 2011: 35). Bartlett's test was significant ($p < 0.05$) for all scales, hence the correlation matrix is not an identity matrix and it was therefore possible to conduct a PCA (Field 2005: 6;

Shu & Chuang 2011: 35). In order to find the number of principle components and the items which load on to each component, a PCA was done using SPSS version 17. The proceeding section presents the results of the PCA. The items that were linked to each component are indicated in Table 6.6 below.

The following formula was used to compute subject scores for the principle components.

C1 = b 11(B1) + b12 (B 2) + ... b1p (Bp)

Where

C1 = the subject's score on principal component 1 (the first component extracted)

b1p = the regression coefficient (or weight) for observed variable p, as used in creating principal component 1

Bp = the subject's score on observed variable p

The observed variables (the "B" variables) were subject responses to the 24 performance management practices questions; B1 represents question 1, B2 represents question 2, and so on. The Kaiser Criterion and the scree plot were used to identify the principle components. The choice of the Kaiser Criterion was based on the fact that it is simple, objective as it merely retains components with eigenvalues equal or greater than one and it often retains the correct number of components, particularly when a small to moderate number of variables are being analyzed and the variable communalities are high. Five principle components that had eigenvalues of equal or greater than 1.00 were identified (see Table 6.5).

Table 6.5: Total variance explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.127	33.861	33.861	8.127	33.861	33.861	3.457	14.405	14.405
2	1.847	7.697	41.557	1.847	7.697	41.557	2.912	12.133	26.539
3	1.535	6.397	47.954	1.535	6.397	47.954	2.848	11.868	38.407
4	1.190	4.956	52.911	1.190	4.956	52.911	2.779	11.579	49.986
5	1.120	4.666	57.577	1.120	4.666	57.577	1.822	7.591	57.577
6	.976	4.069	61.645						
7	.853	3.552	65.197						
8	.831	3.461	68.658						
9	.732	3.051	71.709						
10	.694	2.890	74.599						
11	.645	2.688	77.288						
12	.613	2.553	79.841						
13	.586	2.441	82.282						
14	.557	2.321	84.603						
15	.511	2.129	86.732						
16	.470	1.958	88.690						
17	.441	1.838	90.528						
18	.419	1.747	92.275						
19	.391	1.628	93.903						
20	.367	1.527	95.431						
21	.323	1.345	96.776						
22	.310	1.292	98.067						
23	.260	1.081	99.149						

24	.204	.851	100.000						

The five principle components accounted for 57.577 percent of the total cumulative variance. Before rotation, component 1 accounted for 33.861% compared to less than 10% for each of the other components but after extraction component 1 accounted for only 14.405% of the variance compared to 12.133%, 11.868%, 11.579% and 7.591% of the other components respectively. The Kaiser's Criterion is considered accurate if the average communality is greater than 0.6 when the sample size is greater than 250 (Field, 2005: 7). For purposes of this study, the sample size was 330 with 24 items and the average of the communalities was 0.58 which if rounded off to one decimal place will be 0.6. Field (2005: 8) recommends that if an average communality is greater than 0.6 for a sample size of greater than 250, then all factors with eigenvalues greater than 1 should be retained. Table 6.6 below presents the PCA results showing the principle components (1-5) and their loadings.

Table 6.6: Presents the Rotated Component Matrix[a]

	Performance management strategies	Component				
		1	2	3	4	5
B1	University's vision mission etc are communicated throughout the organisation	.456				
B2	Strategic objectives are linked to mandate, vision and mission	.666				
B3	Agreed upon performance goals are set collectively with the involvement of all staff	.475	.447			
B4	Processes are continuously aligned to the strategy	.557				
B5	Performance measures are linked to the strategy	.750				

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		1	2	3	4	5
B6	Key performance indicators are generated from the objectives	.762				
B7	The university has an effective performance management system	.489				
B8	Strategic priorities are cascaded down to each faculty/school		.515			
B9	My unit has its own strategic planning meeting where the priorities identified by the university are addressed		.497			.433
B10	The university strategic plan is implemented at academic/administrative department		.495			
B11	The university strategic activities are aimed at achieving academic quality					.640
B12	The extent to which strategic goals are achieved is usually determined					
B13	Performance management training is continuously provided to managers and staff		.714			
B14	Performance management information is readily available to internal stakeholders		.634			
B15	A formal process exists for units to give feedback on the attainment of strategic goals	.409	.518			
B16	A forum exists for reviewing performance measures and agreeing on action steps					
B17	The university has a performance improvement plan			.812		
18	The performance improvement plan specifies specific actions			.843		
B19	The performance improvement plan indicates specific timeliness			.797		
B20	I receive feedback on my performance				.806	
B21	The performance improvement efforts of staff are evaluated				.696	
B22	I know how I contribute to the university's vision					.774

B23	University staff understand the university's performance management system				.704	
B24	Performance evaluation is done with the critical aim of continuous improvement of performance				.566	

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 6 iterations.

Reliability tests were done for the five principal components and results revealed the following alpha for each of them; component 1 (. 838), component 2 (. 796), component 3 (. 852), component 4 (. 773) and component 5 (. 517). From the results, the alpha for component 5 was below the recommended 0.7. Before deciding to retain all 5 factors, a scree plot was also used to confirm the number of factors to retain. Figure 6.1 presents the scree plot.

Figure 6.1: Scree plot indicating the eigenvalues for all the variables in Section B
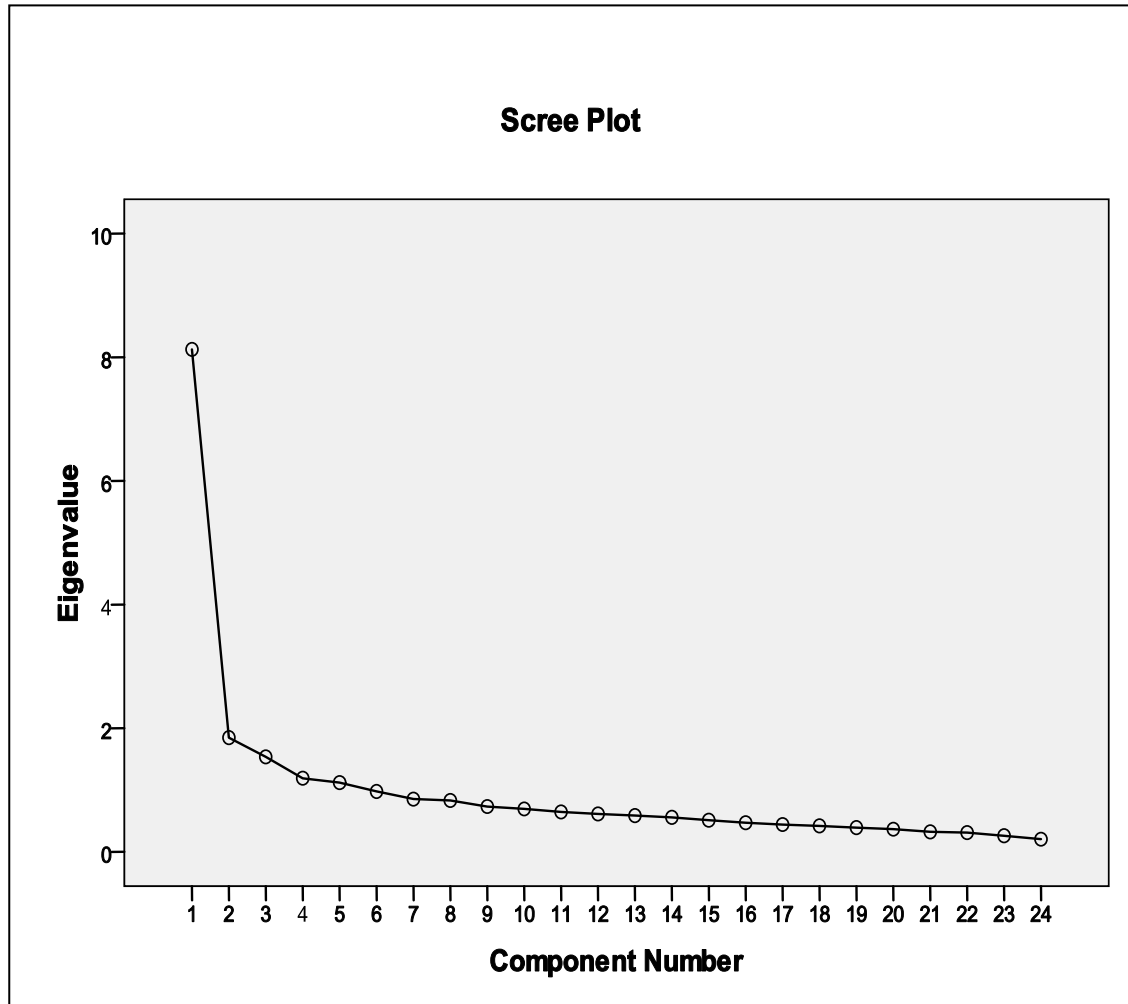
From the scree plot it was evident that the curve started to flatten between five and six. The items 1-5 had eigenvalues greater than 1. Based on the results presented by the scree plot and the eigenvalues, the five factors were retained. Absolute values less than 0.4 were suppressed because the sample size was greater than 250 (Field, 2005: 4). Table 6.6 presents the items that loaded on to the five extracted components.

6.2.1.3 Validating the extracted components

Table 6.6 shows that items B12 and B16 did not load on to any component. The items which loaded to component one were originally eight i.e. B1, B2, B3, B4, B5, B6, B7 and B15 with an alpha of .838, indicating that internal consistency or reliability among the items for component one existed. These items related to the university's vision, mission and strategic plan being communicated throughout the organisation, linking of strategic objectives to the university's mandate, vision and mission, setting agreed upon performance goals collectively with the involvement of all staff, continuously aligning processes to strategy, linking performance measures to the strategy, generating key performance measures linked to the strategy, generating key performance indicators from the objectives and measuring the effectiveness of the performance management system. Principal component one was therefore labelled "Alignment of organisational vision, mission, strategy and individual performance goals." This component explained 14.4 percent of the total variance with an eigenvalue of 3. 457 (see Table 6.5). Item B6 (key performance indicators are generated from the objectives) had the highest loading (. 762) for component one and item B15 (a formal process exists for units to give feedback on the attainment of strategic goals) had the lowest loading (. 409). Items B3 (agreed-upon performance goals are set collectively with the involvement of staff) and B15 cross loaded to components I and II, with item B3 having loadings for component I (. 475) and for II (. 447) and B15 loadings for I (. 409) and II (. 518). Since conceptually item B3 fits better with component two, it was assigned to component II and similarly item B15 statistically loaded highly on to component II and supports staff involvement as such it was assigned to component II as well. After assigning the two items B3 and B15 to component II, the new alpha for the remaining items (B1, B2, B4, B5, B6 and B7) of component I was .797 indicating that internal consistency or reliability among the items for component one existed.

Likewise item B9 loaded on to component II and V and it was assigned to component V because conceptually it fitted well with that component.

At first seven items loaded on to component two, i.e. B3, B8, B9, B10, B13, B14 and B15. The reliability test of the principle component was applied and revealed an alpha of (. 796). After assigning item B9 to component five, the new alpha was .781 indicating that internal consistency or reliability among the items that loaded on component two existed. These items related to setting collectively agreed upon performance goals by all staff, cascading strategic priorities down to each faculty/school, implementing the university strategic plan at academic/administrative departments, continuously providing performance management training to managers and staff, availing performance management information to internal stakeholders and existence of a formal process for units to give feedback on the attainment of strategies. This component was thus labelled "Performance management implementation at unit level". This component explained 12.1 percent of the total variance with an eigenvalue of 2.912.

Three items loaded to component three i.e. B17, B18 and B19. The reliability test revealed an alpha of .852 for principle component three which implied internal consistency or reliability among the items that loaded on to factor three. These items focus on the existence of a performance improvement plan at the universities, specifying of specific actions by the performance improvement plan and specifying the timeframe of the performance improvement plan. The component was hence labelled "Well-structured performance improvement plan".

The items which loaded to component four were B20, B21, B23 and B24. The reliability test of the principle component was applied and revealed an alpha of (. 773) for principle component four which implied internal consistency or reliability among the items that loaded on to factor four. These items related to receipt of feedback by staff regarding their performance, evaluation of

performance improvement efforts of staff, understanding of the university's performance management system by university staff and conducting performance evaluation with the critical aim of continuous improvement. Hence the component was labelled "a performance evaluation/appraisal system."

The items which loaded on to component five were B9, B11 and B22. The results revealed an alpha of .517 for principle component five which was below the recommended 0.7. This component contributed least to the total variance (7.591 percent). But since the means of the three items were above average, these items were retained. These items related to each unit having its own strategic planning meeting where priorities are identified, the university's strategic activities aimed at achieving academic quality and conducting performance evaluation with the critical aim of continuous improvement. Hence the component was labelled "staff awareness and understanding of performance management."

Five principle components of Section B and their item loadings were identified and determined by categorizing 22 items from Section B as:

(i)   Alignment of organisational vision, mission, strategy and individual performance goals.
(ii)   Performance management implementation at unit level.
(iii)   Well-structured performance improvement plan.
(iv)   Performance evaluation/appraisal system.
(v)   Staff awareness and understanding of performance management.

The details of each component are outlined below:

Component one: alignment of organisational vision, mission, strategy and individual performance goals

B1   Universities vision mission, objectives and strategic direction are communicated throughout the organisation

B2   Strategic objectives are linked to the university's mandate, vision and mission

B4   Processes are continuously aligned to the strategy

B5   Performance measures are linked to strategic goals

B6   Key performance indicators are generated from the objectives/goals

B7   The University has an effective performance management system

Component two: performance management implementation at unit level

B3   Agreed upon performance goals are set collectively with the involvement of all staff

B8   Strategic priorities are cascaded down to each faculty/school

B10   The university strategic plan is implemented at academic/administrative department

B13   Performance management training is continuously provided to managers and staff

B14   Performance management information is readily available to internal stakeholders

B15   A formal process exists for units to give feedback on the attainment of strategic goals

Component three: well-structured performance improvement plan

B17   The university has a performance improvement plan

B18   The performance improvement plan specifies specific actions

B19   The performance improvement plan indicates specific timeliness

Component four: performance evaluation/appraisal system

B20   I receive feedback on my performance

B21   The performance improvement efforts of staff are evaluated

B23   University staff understand the university's performance management system

B24   Performance evaluation is done with the critical aim of continuous improvement

Component five: staff awareness and understanding of performance management

B9   My unit has its own strategic planning meeting where the priorities identified by the university are addressed

B11   The university strategic activities are aimed at achieving academic quality

B22   I know how I contribute to the university's vision

In conclusion, the implementation of performance management practices at public universities in Uganda could be evaluated from five foci as presented above. The performance management evaluation tool below could be used by universities to determine the extent to which they are implementing institutional performance management.

Figure 6.2: PM evaluation tool for measuring PM practices in public universities in Uganda based on the principal components analysis
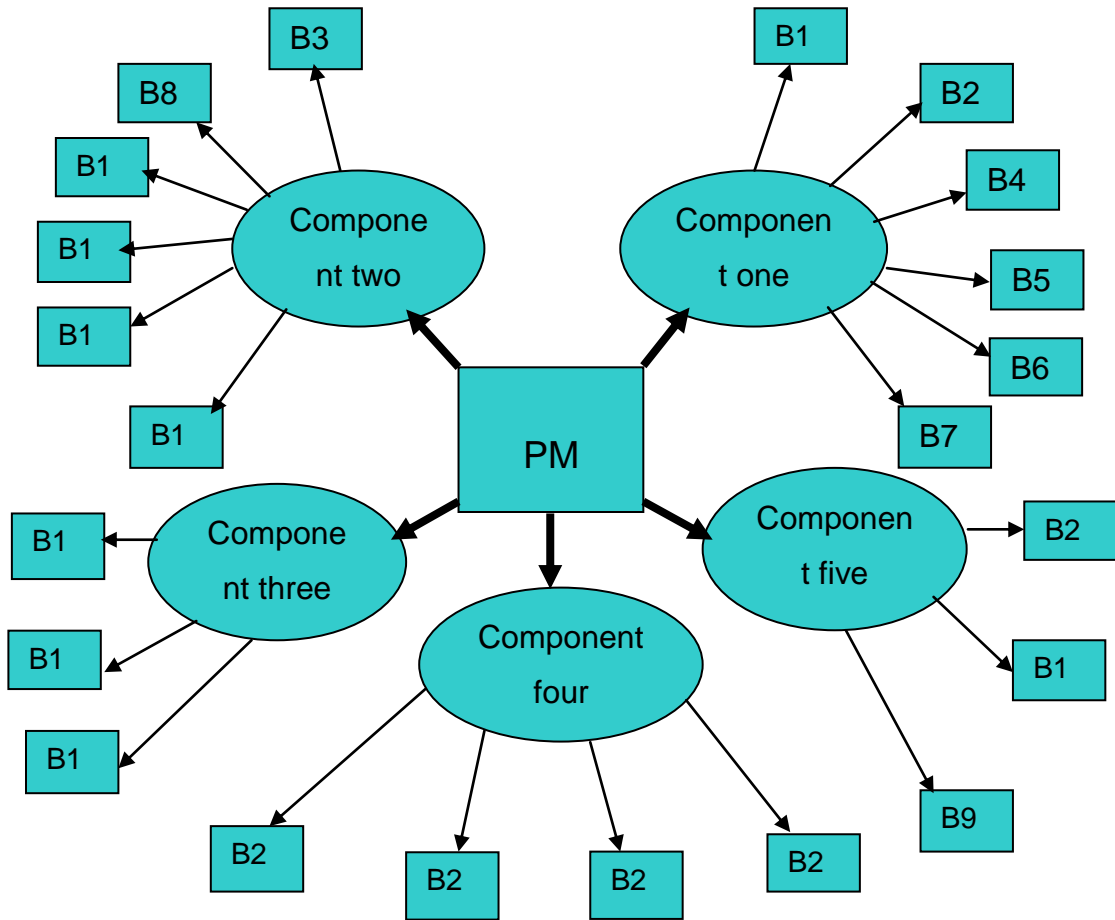
The results therefore indicate the main aspects of institutional performance management as implemented by public universities in Uganda.

Thereafter, the interval scaled items of the components identified in Section B were correlated to determine whether the items which loaded to each principle component correlated. This would confirm the reliability of the measuring instrument and provide a sound basis for further statistical analysis. The proceeding section presents the results of the correlations of the items that loaded onto each component.

6.2.1.4 Correlations of the interval scaled items of the components identified in Section B

A Pearson correlation matrix was used to determine whether the items that loaded to each of the principal components in Section B significantly correlated. If the items that loaded on to each component correlated with each other, it implied that they all contributed to the respective component and should therefore not be eliminated as they all contributed to the reliability of the questionnaire.

From the results, for principal component one (alignment of organisational vision, mission, strategy and individual performance goals) item B1 (University's vision mission, objectives and strategic direction are communicated throughout the organisation) positively and significantly correlated with items B2 (Strategic objectives are linked to the university's mandate, vision and mission - . 466), B4 (Processes are continuously aligned to the strategy -. 249), B5 (Performance measures are linked to strategic goals -. 296), B6 (Key performance indicators are generated from the objectives/goals -. 265) and B7 (The University has an effective performance management system -. 270) at the 0.01 level (2 tailed).

Item B2 (Strategic objectives are linked to the university's mandate, vision and mission) positively and significantly correlated with B4 (Processes are continuously aligned to the strategy -. 364), B5 (Performance measures are linked to strategic goals -. 388), B6 (Key performance indicators are generated from the objectives/goals -. 412) and B7 (The University has an effective performance management system -. 325) at the 0.01 level (2 tailed).

Item B4 (Processes are continuously aligned to the strategy) positively and significantly correlated with B5 (Performance measures are linked to strategic goals -. 567), B6 (Key performance indicators are generated from the

objectives/goals -. 433) and B7 (The University has an effective performance management system -. 511) at the 0.01 level (2 tailed).

Item B5 (Performance measures are linked to strategic goals) positively and significantly correlated with B6 (Key performance indicators are generated from the objectives/goals -. 668) and B7 (The University has an effective performance management system -. 439) at the 0.01 level (2 tailed).

Item B6 (Key performance indicators are generated from the objectives/goals) positively and significantly correlated with B7 (The University has an effective performance management system -. 402) at the 0.01 level (2 tailed).

It could be concluded that items that loaded on to principal component one correlated with each other and since all the correlation coefficients were less than 0.9, none of the items were deleted. In addition the majority of the correlations supported discriminant validity as they were less than .6.

From the results, for principal component two (Performance management implementation at unit level) item B3 (Agreed upon performance goals are set collectively with the involvement of all staff) positively and significantly correlated with B8 (Strategic priorities are cascaded down to each faculty/school -. 456), B10 (The university strategic plan is implemented at academic/administrative department -. 315), B13(Performance management training is continuously provided to managers and staff -. 309), B14 (Performance management information is readily available to internal stakeholders -. 333) and B15 (A formal process exists for units to give feedback on the attainment of strategic goals -. 392) at the 0.01 level (2 tailed).

Item B8 (Strategic priorities are cascaded down to each faculty/school) positively and significantly correlated with B10 (The university strategic plan

is implemented at academic/administrative department -. 459), B13(Performance management training is continuously provided to managers and staff -. 312), B14 (Performance management information is readily available to internal stakeholders -. 328) and B15 (A formal process exists for units to give feedback on the attainment of strategic goals -. 390) at the 0.01 level (2 tailed).

Item B10 (The university strategic plan is implemented at academic/administrative department) positively and significantly correlated with B13 (Performance management training is continuously provided to managers and staff -. 288), B14 (Performance management information is readily available to internal stakeholders -. 397) and B15 (A formal process exists for units to give feedback on the attainment of strategic goals -. 398) at the 0.01 level (2 tailed).

Item B13 (Performance management training is continuously provided to managers and staff) positively and significantly correlated with B14 (Performance management information is readily available to internal stakeholders -. 423) and B15 (A formal process exists for units to give feedback on the attainment of strategic goals -. 349) at the 0.01 level (2 tailed).

Item B14 (Performance management information is readily available to internal stakeholders) positively and significantly correlated with B15 (A formal process exists for units to give feedback on the attainment of strategic goals -. 463) at the 0.01 level (2 tailed).

It could be concluded that items that loaded on to principal component two correlated with each other and since all the correlation coefficients were less than 0.9, none of the items was deleted.

From the results, for principal component three (a well-structured performance improvement plan) item B17 (The University has a performance improvement plan) positively and significantly correlated with B18 (The performance improvement plan specifies specific actions -.646) and B19 (The performance improvement plan indicates specific timeliness -. 564) at the 0.01 level (2 tailed).

Item B18 (The performance improvement plan specifies specific actions) positively and significantly correlated with B19 (The performance improvement plan indicates specific timeliness -. 774) at the 0.01 level (2 tailed).

It could be concluded that items that loaded on to principal component three correlated with each other and since all the correlation coefficients were less than 0.9, none of the items were deleted.

From the results for principal component four (Performance evaluation/appraisal system) item B20 (I receive feedback on my performance) positively and significantly correlated with B21 (The performance improvement efforts of staff are evaluated -.572), B23 (University staff understand the university's performance management system -. 507) and B24 (Performance evaluation is done with the critical aim of continuous improvement -. 395) at the 0.01 level (2 tailed).

Item B21 (the performance improvement efforts of staff are evaluated) positively and significantly correlated with B23 (University staff understand the university's performance management system -. 386) and B24 (Performance evaluation is done with the critical aim of continuous improvement -. 440) at the 0.01 level (2 tailed).

Item B23 (University staff understand the university's performance management system) positively and significantly correlated with B24 (Performance evaluation is done with the critical aim of continuous improvement -. 460) at the 0.01 level (2 tailed).

It could be concluded that items that loaded on to principal component four correlated with each other and since all the correlation coefficients were less than 0.9, all items were used in the analysis.

From the results for principal component five (Staff awareness and understanding of performance management) item B9 (My unit has its own strategic planning meeting where the priorities identified by the university are addressed) positively and significantly correlated with B11 (The university strategic activities are aimed at achieving academic quality -. 229) and B22 (I know how I contribute to the university's vision -.214) at the 0.01 level (2 tailed).

Item B11 (The university strategic activities are aimed at achieving academic quality) positively and significantly correlated with B22 (I know how I contribute to the university's vision -.375) at the 0.01 level (2 tailed).

It could be concluded that items that loaded on to principal component five correlated with each other and since all the correlation coefficients were less than 0.9, all items were used in the analysis.

6.2.1.5 Testing for normality of data

SPSS version 17 was used to run the Kolmogorov-Smirnov Test to determine the distribution of the data for all the demographic variables. The choice of this test was based on the fact that the sample size was greater than 50. When all the demographic variables were tested, the significance was .000 which is less than 0.05 hence the data was not normally distributed. It was

therefore concluded that the demographic data was not normally distributed. This was confirmed by the histograms which did not present symmetrical distributions and were skewed either to the left or to the right. The ANOVA assumes: (i) a normal distribution of the population from which sample are drawn, (ii) homogeneity of variances of the samples in the study, (iii) independent scores of all the groups in the study following a random sampling of the respondents and (iv) the data should be either interval or ratio scaled. For purposes of this study, conditions (ii), (iii), and (iv) are fulfilled save for condition (i). However despite the absence of a normally distributed population, Keppel (1991: 97) informs that violation of this assumption has very minimal effects on the F value among samples. Therefore based on Keppel's information a one way ANOVA was used to determine if there are reasonable differences in means between groups. But before using the ANOVA, descriptive statistics for item B7 and B15 revealed that the majority of respondents were in disagreement that their respective universities have an effective performance management system as shown in Table 6.7.

Table 6.7: Number and percentage of responses for item B7 according to university

University where employed		B7: The university has an effective performance management system					Total
		Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
Makerere	Count	18	64	67	64	6	219
	% of Total	5.5%	19.4%	20.3%	19.4%	1.8%	66.4%
Kyambogo	Count	6	20	19	12	3	60
	% of Total	1.8%	6.1%	5.8%	3.6%	.9%	18.2%
Mbarara	Count	0	6	7	9	0	22
	% of Total	.0%	1.8%	2.1%	2.7%	.0%	6.7%
Gulu	Count	0	13	6	9	1	29
	% of Total	.0%	3.9%	1.8%	2.7%	.3%	8.8%
Total	**Count**	**24**	**103**	**99**	**94**	**10**	**330**
	% of Total	**7.3%**	**31.2%**	**30.0%**	**28.5%**	**3.0%**	**100.0%**

The results revealed that out of the 330 respondents, 24 (7.3%) strongly disagreed and 103 (31.2%) disagreed that their respective universities had an effective performance management system, while 99 (30.0%) were uncertain, 94 (28.5%) agreed and 10 (3.0%) strongly agreed. In general, only 104 (31.5%) out of 330 (68.5%) were in agreement that their respective universities had an effective performance management system. For all the universities, the majority of respondents expressed a disagreement or uncertainty that their universities had an effective performance management system representing 68.5%. Uncertainty about the effectiveness of the performance management system would imply lack of existence of an effective performance management system. There was need to establish whether a formal process existed for units to give feedback on the attainment of goals. Table 6.8 below presents the descriptive results.

Table 6.8: Number and percentage of responses for item B15 according to university

University where employed		B15: A formal process exists for units to give feedback on the attainment of strategic goals					Total
		Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
Makerere	Count	28	64	66	55	6	219
	% of Total	8.5%	19.4%	20.0%	16.7%	1.8%	66.4%
Kyambogo	Count	8	18	19	14	1	60
	% of Total	2.4%	5.5%	5.8%	4.2%	.3%	18.2%
Mbarara	Count	1	5	8	8	0	22
	% of Total	.3%	1.5%	2.4%	2.4%	.0%	6.7%
Gulu	Count	2	12	4	10	1	29
	% of Total	.6%	3.6%	1.2%	3.0%	.3%	8.8%
Total	**Count**	**39**	**99**	**97**	**87**	**8**	**330**
	% of Total	**11.8%**	**30.0%**	**29.4%**	**26.4%**	**2.4%**	**100.0%**

The results revealed that out of the 330 respondents, 39 (11.8%) strongly disagreed and 99 (30.0%) disagreed that a formal process existed for units to give feedback on the attainment of strategic goals. 97 (29.4%) were uncertain. Uncertainty about existence of a formal process for units to give feedback on the attainment of strategic goals indicated a weakness in the institutional performance management system. 87 (26.4%) agreed and eight (2.4%) strongly agreed. In general, only 95 (28.8%) were in agreement that a formal process exists for units to give feedback on the attainment of strategic goals. For all the universities, the majority of respondents expressed a disagreement or uncertainty that a formal process existed for units to give feedback on the attainment of strategic goals representing 71.2%.

6.2.1.6 Results obtained from the ANOVA test

Since the variables were measured on an interval scale and there were four public universities, the ANOVA test was appropriate for determining any significant differences in the mean responses of respondents from the four universities. ANOVA is recommended as the most appropriate method of analysis in situations where the data is presented on an interval scale (Sekaran, 2003: 317) and it tests if any group mean is significantly different from any other group mean by using the F test. Hence the one way ANOVA was used as the test of significance. If the between group means variance is reasonably higher than the within group means it implies that the means are significantly different and vice versa (Gerber & Finn, 2005: 163). If the F test is not significant, then it implies that there are no differences in the means. Hence the null hypothesis should be retained. (If the F value is less than the significance level the null hypothesis should be rejected). The null hypothesis was formulated to state that, all group means were equal i.e. Ho: $\mu1 = \mu2 = \mu3 = \mu4$. If the F test is significant then it implies that there are differences and therefore a post hoc comparison between groups should be done.

Not all items were considered for the analysis of variance. From Section B, only item B7 (The university has an effective performance management system) and B 15 (A formal process exists for units to give feedback on the attainment of strategic goals) were considered to test whether all respondents had similar views about their respective institutional performance management systems. Table 6.9 below presents the descriptive statistics for the two selected items for the four public universities.

Table 6.9: Descriptive statistics for the two selected items (B7 and B15)

	University where employed			Statistic	Std. Error
B7: The university has an effective performance management system	Makerere	Mean		2.89	.068
		95% Confidence Interval for Mean	Lower Bound	2.76	
			Upper Bound	3.02	
		5% Trimmed Mean		2.90	
		Median		3.00	
		Variance		1.015	
		Std. Deviation		1.008	
		Minimum		1	
		Maximum		5	
		Range		4	
		Interquartile Range		2	
		Skewness		-.104	.164
		Kurtosis		-.820	.327
	Kyambogo	Mean		2.77	.135
		95% Confidence Interval for Mean	Lower Bound	2.50	
			Upper Bound	3.04	
		5% Trimmed Mean		2.74	
		Median		3.00	
		Variance		1.097	
		Std. Deviation		1.047	
		Minimum		1	
		Maximum		5	
		Range		4	
		Interquartile Range		2	
		Skewness		.215	.309
		Kurtosis		-.543	.608
	Mbarara	Mean		3.14	.178
		95% Confidence Interval for	Lower Bound	2.77	

		Mean	Upper Bound	3.51	
		5% Trimmed Mean		3.15	
		Median		3.00	
		Variance		.695	
		Std. Deviation		.834	
		Minimum		2	
		Maximum		4	
		Range		2	
		Interquartile Range		2	
		Skewness		-.274	.491
		Kurtosis		-1.509	.953
	Gulu	Mean		2.93	.178
		95% Confidence Interval for Mean	Lower Bound	2.57	
			Upper Bound	3.30	
		5% Trimmed Mean		2.89	
		Median		3.00	
		Variance		.924	
		Std. Deviation		.961	
		Minimum		2	
		Maximum		5	
		Range		3	
		Interquartile Range		2	
		Skewness		.404	.434
		Kurtosis		-1.283	.845
B15: A formal process exists for units to give feedback on the attainment of strategies	Makerere	Mean		2.76	.071
		95% Confidence Interval for Mean	Lower Bound	2.62	
			Upper Bound	2.90	
		5% Trimmed Mean		2.76	
		Median		3.00	
		Variance		1.111	
		Std. Deviation		1.054	

		Minimum	1	
		Maximum	5	
		Range	4	
		Interquartile Range	2	
		Skewness	-.024	.164
		Kurtosis	-.859	.327
	Kyambogo	Mean	2.70	.133
		95% Confidence Interval for Mean	Lower Bound	2.43	
			Upper Bound	2.97	
		5% Trimmed Mean	2.70	
		Median	3.00	
		Variance	1.061	
		Std. Deviation	1.030	
		Minimum	1	
		Maximum	5	
		Range	4	
		Interquartile Range	2	
		Skewness	-.033	.309
		Kurtosis	-.838	.608
	Mbarara	Mean	3.05	.192
		95% Confidence Interval for Mean	Lower Bound	2.65	
			Upper Bound	3.44	
		5% Trimmed Mean	3.10	
		Median	3.00	
		Variance	.807	
		Std. Deviation	.899	
		Minimum	1	
		Maximum	4	
		Range	3	
		Interquartile Range	2	
		Skewness	-.528	.491
		Kurtosis	-.552	.953

	Gulu	Mean		2.86	.203
		95% Confidence Interval for Mean	Lower Bound	2.45	
			Upper Bound	3.28	
		5% Trimmed Mean		2.86	
		Median		3.00	
		Variance		1.195	
		Std. Deviation		1.093	
		Minimum		1	
		Maximum		5	
		Range		4	
		Interquartile Range		2	
		Skewness		.115	.434
		Kurtosis		-1.231	.845

From the table above, results revealed that the means for the four groups were different and a further examination in relation to their standard deviations revealed that there was some overlap in the distribution of the four groups of scores. When the skewness and Kurtosis values were divided by their respective standard errors most of the results were less than +- 1.96 implying that most group scores did not significantly deviate from normal, except for the kurtosis of Makerere University for item B7 (The university has an effective performance management system -2.51) and item B15 (A formal process exists for units to give feedback on the attainment of strategic goals - -2.63). This could be a result of the relatively larger sample size of Makerere University in comparison to the other universities.

The box plots in Figure 6.3 and 6.4 reveal that the medians were approximately in the middle of each of the boxes except for Kyambogo University but with an overlap between the four boxes thus supporting the null hypothesis.

Figure 6.3: Box plot for item B7
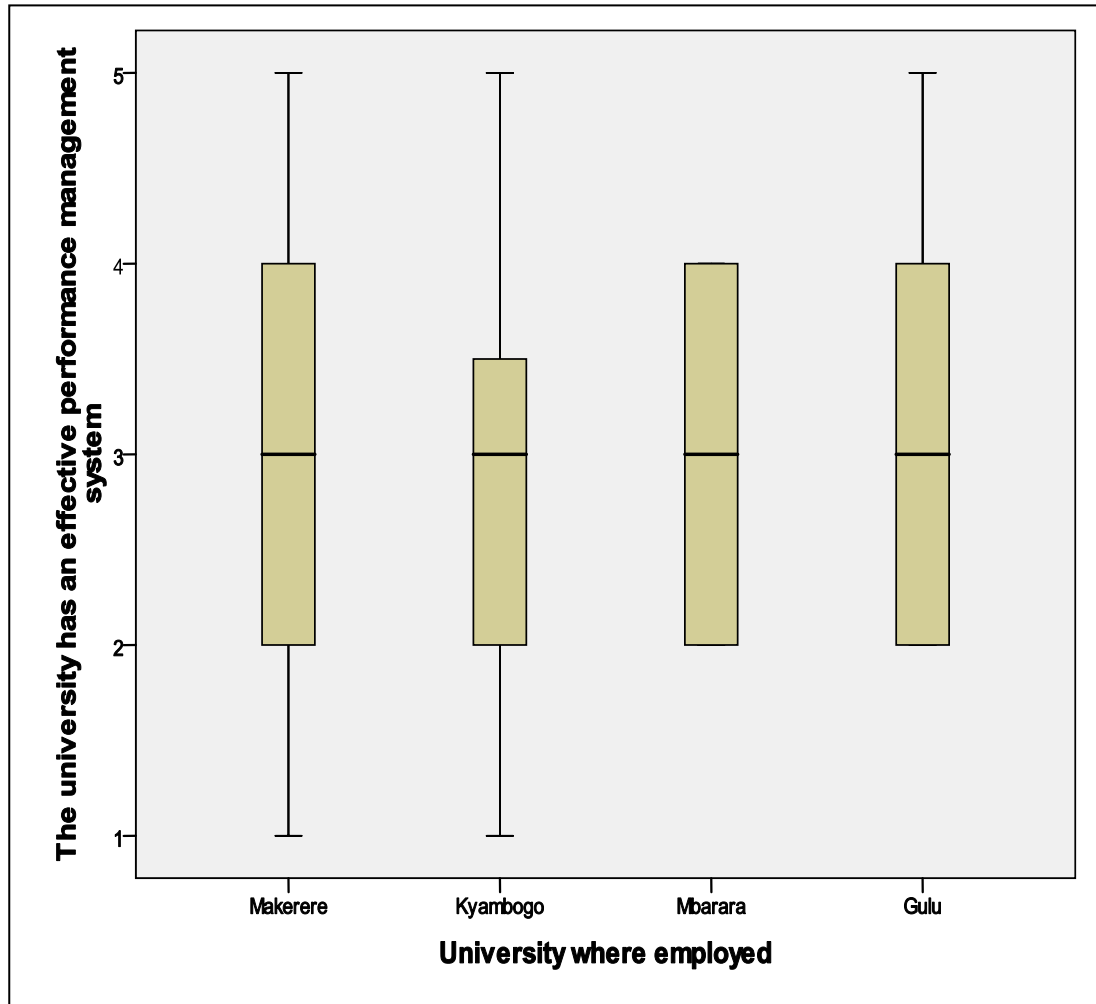
Figure 6.4: Box plot for item B15
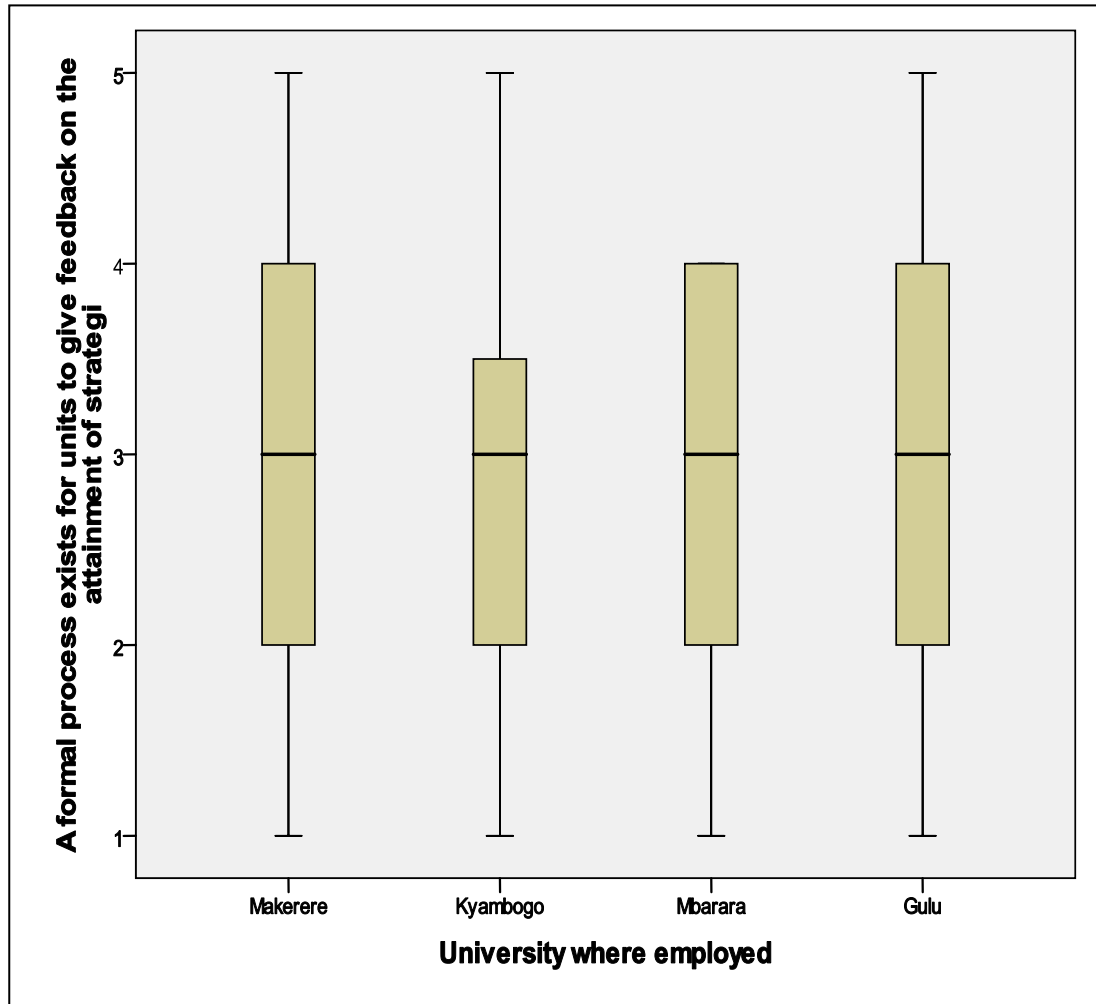
Table 6.10: Test of homogeneity of variances for selected items

Item	Levene Statistic	df1	df2	Sig.
B.7: The university has an effective performance management system	.446	3	326	.721
B.15: A formal process exists for units to give feedback on the attainment of strategies	1.154	3	326	.327

From the test of the homogeneity of variance the results suggested that for item B7, 70 percent of the variances observed in the four groups would be obtained by chance and for B15, 30 percent of the variances observed in the four groups would be obtained by chance. The homogeneity of variance for item B7 was high with a p value of .721 (p>0.05) and a relatively low homogeneity of variance existed for item B15 with a p value of .327.

Table 6.11: Analysis of Variance (ANOVA) for selected items (B7 & B15)

		Sum of Squares	Df	Mean Square	F	Sig.
B7: The university has an effective performance management system	Between Groups	2.295	3	.765	.764	.515
	Within Groups	326.556	326	1.002		
	Total	328.852	329			
B15: A formal process exists for units to give feedback on the attainment of strategies	Between Groups	2.230	3	.743	.682	.563
	Within Groups	355.176	326	1.089		
	Total	357.406	329			

The one way ANOVA revealed an alpha for B7 of .515 and for B15 of .563. Both alpha values are greater than 0.05. For both items, the between group means are less than the within group means. The F ratio for both items is just below one, hence the null hypothesis was not rejected and it was concluded that all the four mean scores were not significantly different from each other. Therefore the majority of respondents in the four public universities disagreed that: (i) they had an effective performance management system and (ii) that a formal process existed for units to give feedback on the attainment of strategies. This emphasises the importance of this study and developing a performance management model for public universities in Uganda to manage institutional performance management.

6.2.1.7 The ordered logit model for variable B7

An ordered logit model was conducted to confirm the challenges which significantly affected the effectiveness of the performance management systems at public universities in Uganda (as probed in Item 7). Item B7 requested respondents to state the extent to which they agreed that their university had an effective performance management system. From Table 6.7 above, the majority of respondents (68.5%) expressed a disagreement or uncertainty that their universities had an effective performance management system. Therefore it was necessary to determine which factors significantly affected the performance management systems in the respective universities. To achieve this, all challenges indicated in Section C in conjunction with item B7 were subjected to an ordered logit model and only variables with a value less than 10.5% were considered acceptable. These variables were the number of years of employment, low motivation/staff morale, limited and uneven cash flow and the absence of a performance driven culture. Item B7 had five response options on the Likert scale so there were four cut-points estimated along with four coefficients. The coefficients in the model are ordered log-odds coefficients. All variables which had significant values greater than 10.5 were discarded. Table 12 below presents the items which

were indicated to significantly affect the existence of an effective performance management system in public universities.

Table 6.12: Results of the ordered logit model for variable B7

```
Logit B7 years1 motivation cash absence (i.e. selected variables with value less than
10.5%)


Iteration 0:   log likelihood = -455.03777
Iteration 1:   log likelihood = -437.80189
Iteration 2:   log likelihood = -437.6705
Iteration 3:   log likelihood = -437.67039
Iteration 4:   log likelihood = -437.67039


Ordered logistic regression                          Number of obs   =      330
                                                     LR chi2(16)     =    34.73
                                                     Prob > chi2     =   0.0043
Log likelihood = -437.67039                           Pseudo R2      =   0.0382


      b7 |      Coef.    Std. Err.     z     P>|z|     [95% Conf. Interval]
-------------+----------------------------------------------------------------
   years1 |   .8288893   .4584781    1.81   0.071   -.0697112     1.72749
motivation |  -.7703335   .3357096   -2.29   0.022   -1.428312    -.1123548
     cash |   .4795502   .2949186    1.63   0.104   -.0984797     1.05758
   absence |  -.6989967   .2667095   -2.62   0.009   -1.221738    -.1762557
-------------+----------------------------------------------------------------
    /cut1 |  -4.007326   1.030476                    -6.027022    -1.98763
    /cut2 |  -1.814382   1.012072                    -3.798007     .169243
    /cut3 |  -.4615988   1.009316                    -2.439822    1.516624
    /cut4 |   2.349294   1.039361                     .3121837    4.386404
------------------------------------------------------------------------------

```

The model reveals that each unit increase in the number of years an academic staff had been employed at the university was associated with a 0.83 increase in the ordered log-odds of item B "the existence of an effective performance management system" in their respective university. Therefore the more years a staff member had been employed at a university the more he/she perceived the performance management system as effective. This could imply that when an academic staff had been employed at a university for 20 years or more, the more knowledge he/she had of the performance management system and therefore perceived it as more affective, while it was not the case with more recently employed staff members. Introducing staff into strategic performance management from an early stage would therefore be advantageous.

An increasing lack of motivation of staff can result into a .77 decrease (indicated by the negative coefficient) in the ordered log-odds of item B "the existence of an effective performance management system" of a university. In other words, the results reveal that when staff motivation and morale is increasingly low, there are decreasing chances of having an effective performance management system at the university indicated by the negative coefficient of -.77. This requires universities to motivate their staff if they are to have effective performance management systems.

Increasing and even cash flow is associated with a .48 increase in the ordered log-odds of item B "the existence of an effective performance management system in the various universities". Therefore an improvement in university funding would result in existence of effective performance management systems in public universities in Uganda. This could be attributed to the fact that all activities and policies would be effectively implemented using adequate resources.

Absence of a performance driven culture could result in an ineffective performance management system because each unit increase in the absence of a performance driven culture is related to a .70 decrease (indicated by the negative coefficient) in the ordered log-odds of item B "the existence of an effective performance management system" in public universities. This therefore implies that the above are perceived as a significant challenge to the existence of effective performance management systems in public universities in Uganda.

6.2.1.8 Discussion of results of Section B

The above information illustrates that respondents believed that strategic planning in public universities in Uganda existed and it was aimed at achieving quality. Despite the existence of strategic planning in public universities in Uganda, respondents were uncertain about a number of issues related to strategic planning. Respondents were uncertain as to whether;

- processes were continuously aligned to the strategy or not
- performance measures were linked to the strategy,
- key performance indicators were generated from the objectives
- strategic priorities were cascaded down to each faculty/school
- their units had their own strategic planning meetings where the priorities identified by the university are addressed
- the extent to which strategic goals are achieved was usually determined
- the university had a performance improvement plan which specifies specific actions and indicates timeliness
- performance evaluation was done with the critical aim of continuous improvement
- agreed upon performance goals were set collectively with the involvement of all staff
- the university had an effective performance management system

- performance management information is readily available to internal stakeholders

- a formal process exists for units to give feedback on the attainment of strategic goals

- a forum exists for reviewing performance measures and agreeing on action steps

- academic staff receive feedback on their performance

- the performance improvement efforts of staff are evaluated and

- University staff understand the university's performance management system.

In addition respondents generally disagreed that:

- Performance management training is continuously provided to managers and staff. However, one of the components of a performance management system highlighted by the Common Wealth Secretariat (2002: 39) is training, hence performance management training is a very critical activity which public universities should embed in their performance management systems.

- They have an effective performance management system, yet Artley et al (2001: 1) identified an effective performance management system as the only way both public and private institutions can remain competitive in this highly globalised world. An effective performance management system motivates staff to work effectively towards the achievement of both personal and organisational goals (Macaulay & Cook, 1994: 3), it offers leadership a basis for analysing performance results and (Amaratunga & Baldry, 2002: 220) and provides an accountability framework and a performance oriented culture aimed at customer satisfaction (Brown, 2005: 472-473). Public universities in Uganda should work towards instituting an effective performance management framework if they are to remain competitive in this highly dynamic environment.

- A formal process exists for units to give feedback on the attainment of strategies in all the four public universities yet Karen, Jiju and Ogden (2009: 480) emphasise that continuous monitoring and provision of feedback to the concerned parties is a necessary requirement for a successful performance management system. Public universities should therefore ensure that formal systems and processes for feedback on issues relating to performance management provision exist and are adhered to. The results highlight areas of institutional performance management that require improvement by public universities in Uganda. It was necessary to establish the major challenges of performance management implementation so that management can pay close attention to them while implementing performance management. The next section presents the quantitative results of Section C of the questionnaire.

6.2.2 Section C: Challenges impacting on institutional performance management implementation in public universities in Uganda

In Section C of the questionnaire, respondents were required to indicate the extent to which they agreed that the challenges indicated in the section impacted performance management implementation at their respective universities. For this section, the mean scores and standard deviations, Cronbach's Alpha and Principle Component Analysis are presented. The mean scores and standard deviations are presented in Table 6.13.

Table 6.13: Mean scores and standard deviation scores for Section C

	Challenges impacting on institutional performance management implementation at public universities in Uganda	N	Mean	Std. Deviation
C1	Inability to formulate a performance management framework	330	3.62	1.077
C2	Failure to implement the strategic plan	330	3.87	.885
C3	Absence of a performance driven culture	330	3.94	.932
C4	Absence of a performance management framework	330	3.63	.993
C5	Lack of training on performance management implementation	330	3.87	1.013
C6	Limited time to implement a PMS	330	3.20	1.100
C7	Lack of appreciation of the virtues of performance management	330	3.75	.957
C8	Human resource constraints in terms of numbers	330	3.62	1.238
C9	Limited employee commitment	330	3.68	1.132
C10	Limited motivation and staff morale	330	4.28	.896
C11	Limited teamwork	330	3.83	1.055
C12	Resistance to changes in the university	330	3.82	1.034
C13	Limited commitment from senior leadership	330	3.65	1.056
C14	Inappropriate leadership style	330	3.81	1.042
C15	Limited transparency	330	3.97	1.012
C16	A rigid/ strict organisational system/process	330	3.81	1.075
C17	Complexity of institution (in terms of size and culture)	330	3.63	1.131
C18	Restrictive government regulations	330	3.73	1.104
C19	Limited and uneven cash flows	330	4.17	.947
C20	Poor physical infrastructure	330	4.05	1.033
C21	Ineffective communication system	330	3.86	1.090
C22	Inadequate ICT system	330	3.69	1.163

A general analysis of the mean scores of the items in Section C revealed an aggregate mean score of 3.79, showing a tendency towards agreement on all the items. Items C10 (limited motivation and staff morale), C19 (limited and uneven cash flows) and C20 (poor physical infrastructure) had mean scores higher than four indicating strong agreement with these items. Hence it was concluded that limited motivation of staff and low staff morale, limited and uneven cash flows and poor physical infrastructure were perceived as the major challenges impacting on institutional performance management

implementation in public universities in Uganda. Item C10 had the highest mean score of 4.28 and item C6 (limited time to implement a PMS) had the lowest mean score of 3.20. Limited time to implement a PMS was, of all the listed challenges, considered the least challenging aspect of institutional performance management implementation in public universities in Uganda.

The results revealed that the mean score on all items except item C6 showed a tendency towards agree and strongly agree responses indicating that respondents generally agreed that the following challenges were experienced during institutional performance management implementation:

C1   - inability to formulate a performance management framework (3.62)

C2   - failure to implement the strategic plan (3.87)

C3   - absence of a performance driven culture (3.94)

C4   - absence of a performance management framework (3.63)

C5   - lack of training on performance management implementation (3.87)

C7   - lack of appreciation of the virtues of performance management (3.75)

C8   - human resource constraints in terms of numbers (3.62)

C9   - limited employee commitment (3.68)

C10 - limited motivation and staff morale (4.28)

C11 - limited teamwork (3.83)

C12 - resistance to changes in the university (3.82)

C13 - limited commitment from senior leadership (3.65)

C14 - inappropriate leadership style (3.81)

C15 - limited transparency (3.97)

C16 - a rigid/ strict organisational system/process (3.81)

C17 - complexity of the institution (in terms of size and culture) (3.63)

C18 - restrictive government regulations (3.73)

C19 - limited and uneven cash flows (4.17)

C20 - poor physical infrastructure (4.05)

C21 - ineffective communication system (3.86)

C22 - inadequate ICT system (3.69).

The mean score on item C6 was (3.20) indicating that respondents were unsure as to whether limited time to implement a PMS was a challenge impacting on institutional performance management implementation in public universities in Uganda. If this is true, it could be partly accounted for by the absence of an effective performance management framework (C4), or lack of a performance driven culture (C3). Standard deviation scores indicated that the spread of the results ranged from C2 - .885 (failure to implement the strategic plan) to C8 -1.238 (human resource constraints in terms of numbers) which is relatively narrow. This indicated an agreement among respondents with regard to challenges impacting on institutional performance management implementation in public universities in Uganda.

Table 6.14 presents descriptive data, specifically the corrected mean if an item is deleted, the corrected item total section correlation and the Cronbach's Alpha if item is deleted.

Table 6.14: Corrected item means, correlations and internal consistency co-efficients for Section C (22 items)

	Challenges impacting on institutional performance management implementation in public universities in Uganda	Scale Mean if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
C1	Inability to formulate a performance management framework	79.86	.278	.842
C2	Failure to implement the strategic plan	79.62	.321	.840
C3	Absence of a performance driven culture	79.54	.466	.834
C4	Absence of a performance management framework	79.85	.421	.836
C5	Lack of training on performance management implementation	79.62	.386	.837
C6	Limited time to implement a PMS	80.29	.296	.841
C7	Lack of appreciation of the virtues of performance management	79.73	.386	.837

C8	Human resource constraints in terms of numbers	79.87	.295	.842
C9	Limited employee commitment	79.80	.396	.837
C10	Limited motivation and staff morale	79.21	.496	.834
C11	Limited teamwork	79.65	.440	.835
C12	Resistance to changes in the university	79.67	.367	.838
C13	Limit of commitment from senior leadership	79.84	.480	.833
C14	Inappropriate leadership style	79.68	.480	.833
C15	Limited transparency	79.52	.485	.833
C16	A rigid/strict organisational system/process	79.67	.497	.833
C17	Complexity of institution (in terms of size and culture)	79.86	.405	.837
C18	Restrictive government regulations	79.75	.306	.841
C19	Limited and uneven cash flow	79.31	.357	.838
C20	Poor physical infrastructure	79.43	.443	.835
C21	Ineffective communication system	79.62	.546	.831
C22	Inadequate ICT system	79.80	.430	.835

Table 6.14 shows that item C21 (ineffective communication system) had the highest correlation with the rest of the items and that the alpha score would decrease to .831 if the item was deleted from the section. All the items contributed positively to Cronbach's Alpha of .843 and deleting any of the items would reduce the Cronbach's Alpha. It can be concluded that there was internal consistency among the items in Section C and it was therefore not necessary to delete any item.

In order to measure the internal consistency and reliability of the items measuring the 'challenges impacting on performance management implementation' construct, a Cronbach's Alpha test was done. Table 6.15 presents the Cronbach's Alpha for Section C.

Table 6.15: Cronbach's Alpha for Section C

Cronbach's Alpha	N of Items
.843	22

The results reveal a Cronbach's Alpha of .843 for which implied internal consistency and reliability among the items related to challenges impacting on institutional performance management implementation.

In order to determine if the scales for Section C were adequately factorable and to measure the sampling adequacy, the Kaiser-Meyer-Olkin (KOM) test and the Bartlett's test of sphericity were applied. A KMO test with a resulting value of 0 implies that the items have a large sum of partial correlations and as such principle component analysis is most likely to be unreliable as opposed to a value closer to 1 which indicates that the items have a compact pattern of correlations and therefore reliability of the factors (Field, 2005: 6; Shu & Chuang, 2011: 35). Table 6.16 presents the KMO and Bartlett's test results for Section C.

Table 6.16: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.811
Bartlett's Test of Sphericity	Approx. Chi-Square	2011.936
	Df	231
	Sig.	.000

Field (2005: 6) notes that a value greater than 0.7 is good enough to consider the data appropriate enough for factor analysis. From Table 6.15 above the value is .811 which is considered adequate for factor analysis because it indicates that the items had a compact pattern of correlations (Shu & Chuang, 2011: 35). Bartlett's test was significant ($p < 0.05$) for all scales therefore it

was possible to do factor analysis (Field, 2005: 6; Shu & Chuang, 2011: 35). In order to reduce on the number of variables, a PCA was applied. The proceeding section presents the results of the PCA.

6.2.2.1 Principle component analysis of items in Section C

The principle component analysis for Section C was done for data reduction while eliminating redundancy. The following formula was used to compute subject scores for the principle components.

C1 = b 11(C1) + b12 (C 2) + ... b1p (Cp)

Where

C1 = the subject's score on principal component 1 (the first component extracted)

b1p = the regression coefficient (or weight) for observed variable p, as used in creating principal component 1

Cp = the subject's score on observed variable p

The observed variables (the "C" variables) were the responses received from the respondents to the 22 outlined challenges impacting on institutional performance management implementation in public universities in Uganda which were covered in Section C of the questionnaire; C1 represents question 1, C2 represents question 2, and so forth.

Table 6.17: Total variance explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.303	24.103	24.103	5.303	24.103	24.103	2.582	11.738	11.738
2	2.108	9.581	33.684	2.108	9.581	33.684	2.241	10.186	21.924
3	1.674	7.609	41.293	1.674	7.609	41.293	1.970	8.953	30.877
4	1.274	5.790	47.083	1.274	5.790	47.083	1.946	8.844	39.721
5	1.217	5.534	52.617	1.217	5.534	52.617	1.888	8.582	48.303
6	1.156	5.254	57.871	1.156	5.254	57.871	1.621	7.369	55.672
7	1.051	4.775	62.647	1.051	4.775	62.647	1.534	6.975	62.647
8	.892	4.054	66.700						
9	.807	3.666	70.367						
10	.770	3.499	73.866						
11	.695	3.159	77.025						
12	.641	2.913	79.937						
13	.613	2.784	82.722						
14	.560	2.544	85.265						
15	.526	2.391	87.656						
16	.477	2.166	89.823						
17	.446	2.030	91.852						
18	.423	1.924	93.776						
19	.385	1.751	95.527						
20	.358	1.626	97.153						
21	.342	1.556	98.709						
22	.284	1.291	100.000						

Extraction Method: Principal Component Analysis

From Table 6.17 above, seven factors were revealed when a pre-test was done using the eigenvalue-one criterion. Before rotation component 1 accounted for 24.103% compared to less than 10% for the other factors, but after extraction factor 1 accounted for only 11.738% of the variance compared to 10.186%, 8.953%, 8.844%, 8.582%, 7.369%, and 6.975% respectively. The Kaiser's Criterion is considered accurate if the average

communality is greater than 0.6 when the sample size is greater than 250 (Field, 2005: 7). For purposes of this study, the sample size was 330 with 22 variables and the average of the communalities was 0.626 hence Kaiser's rule was accurate. Field (2005: 8) recommends that if the average communality is greater than 0.6 for a sample size of greater than 250, then all factors with eigenvalues greater than 1 should be retained. Table 6.18 below presents the rotated component matrix, showing the principle components and their loadings.

Table 6.18: Presents the Rotated Component Matrix[a]

	Component						
	1	2	3	4	5	6	7
C4 - Absence of a performance management framework	.806						
C1 - Inability to formulate a performance management framework	.700						
C3 - Absence of a performance driven culture	.699						
C2 - Failure to implement the strategic plan	.651						
C5 - Lack of training on performance management implementation	.522						

C14 – Inappropriate leadership style		.818				
C15 – Limited transparency		.807				
C13 – Limited commitment from senior leadership		.654			.420	
C18 – Restrictive government regulations			.767			
C19 - Limited and uneven cash flows			.637			
C17 – Complexity of institution (in terms of size and culture)			.631			
C16 - A rigid/strict organisational system/process		.408	.541			
C22 - Inadequate ICT system				.822		
C21 – Ineffective communication system				.719		
C20 - Poor physical infrastructure				.687		
C10 -Limited motivation and staff morale					.690	
C7 - Lack of appreciation of the virtues of performance management					.638	
C9 - Limited employee commitment					.610	

C12 - Resistance to changes in the university						.747	
C11 - Limited teamwork					.468	.543	
C6 - Limited time to implement a PMS							.822
C8 - Human resource constraints in terms of numbers							.686

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 13 iterations.

The reliability of the seven principal components were tested and results revealed the following alpha for each of them; component 1 (. 740), component 2 (. 760), component 3 (. 655), component (. 728), component 5 (. 639), component 6 (. 639) and component 7 (. 526). From the results, alpha for component 5, 6 and 7 were below the recommended 0.7 hence before retaining all 5 factors, a scree plot was also used to confirm the number of factors to retain. Figure 6.5 presents the scree plot.

Figure 6.5: Scree plot indicating the eigenvalues for all the variables in Section C
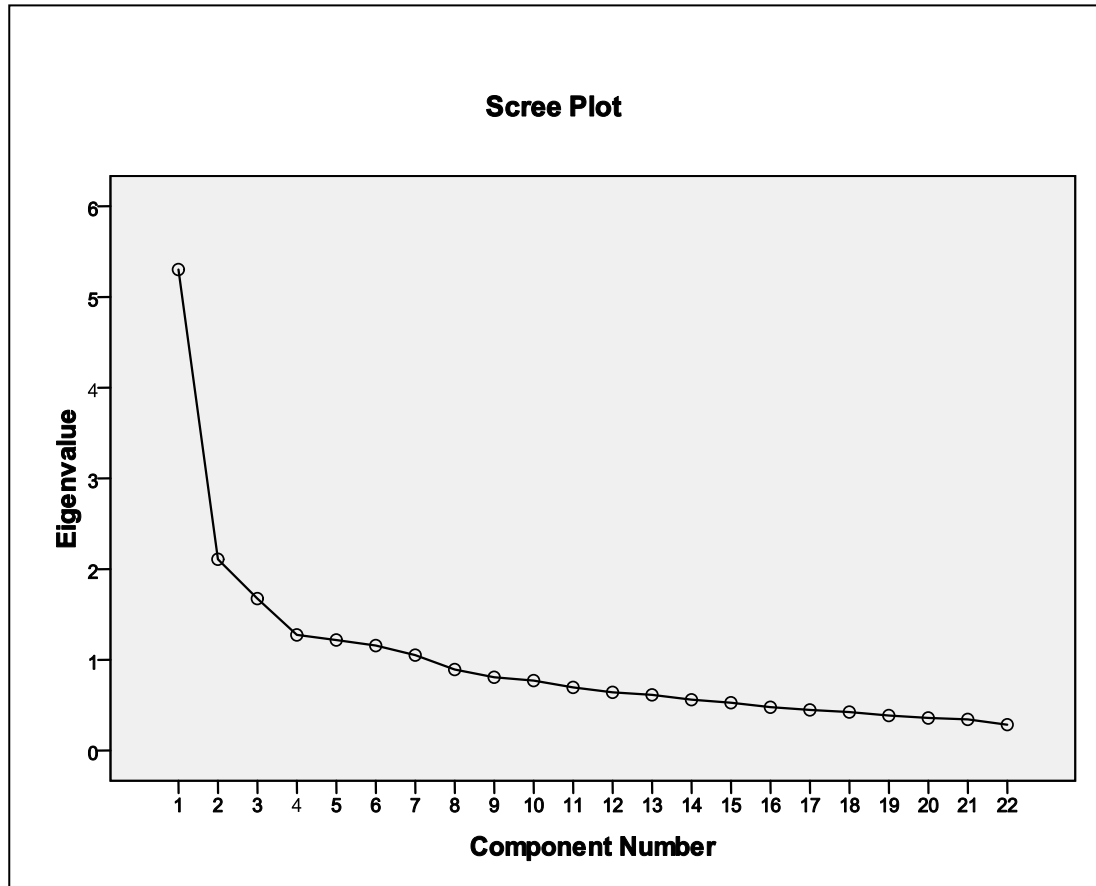
The curve starts to flatten between four and five but the items 1-7 have eigenvalues greater than 1. Based on the results presented by the scree plot and the eigenvalues only four factors were retained. Absolute values less than 0.4 were suppressed because the sample size was greater than 250 (Field, 2005: 4). Table 6.19 presents the factors that loaded on to the four components.

Table 6.19: Rotated factor loadings (pattern matrix)

	Component			
	1	**2**	**3**	**4**
C1	.657			
C2	.634			
C3	.665			
C4	.756			
C5	.588			
C6			.426	
C7			.402	
C8			.616	
C9		.497		
C10				
C11		.663		
C12		.621		
C13				.657
C14				.757
C15				.806
C16				.571
C17			.431	
C18			.617	
C19			.683	
C20			.563	
C21		.585		
C22		.656		

(Blanks represent abs (loading) <.4)
Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 6 iterations.

From Table 6.19 above, the items which loaded to factor 1 were C1, C2, C3, C4 and C5. These items related to the inability to formulate a performance management framework, failure to implement a strategic plan, absence of a performance culture and lack of training in performance management implementation. Hence this principal component was labeled "lack of a formal performance management environment". The reliability of the principle component was tested. Table 6.20 presents the alpha of the items that loaded on to principle component one.

Table 6.20: Cronbach's Alpha for principle component one

Cronbach's Alpha	N of Items
.742	5

The results revealed a Cronbach's Alpha of .74 for principle component one which implied internal consistency or reliability among the items that loaded on to component one.

Five variables loaded on to component two (Table 6. 19): C9, C11, C12, C21 and C22 which related to limited employee commitment, motivation, morale and teamwork, resistance to changes in the university and ineffective communication and ICT system. The reliability test revealed a Cronbach's Alpha of .68 for principle component two which implied internal consistency or reliability among the items that loaded onto factor two. Table 6.21 below presents the alpha of the items that loaded on to principle component two.

Table 6.21: Cronbach's Alpha for principle component two

Cronbach's Alpha	N of Items
.681	5

This principle component was labelled "limited employee engagement/communication problems".

Seven items loaded onto factor three (see Table 6.19): C6, C7, C8, C17, C18, C19 and C20. These factors related to limited time, human resources constraints, lack of appreciation for performance management, complexity of the organisation, government issues, cash flow problems and poor infrastructure. This principle component was labelled "institutional systems and structural challenges". It was necessary to test the reliability of the

principle component. Table 6.22 below presents the alpha of the variables that loaded on to principle component three.

Table 6.22: Cronbach's Alpha for principle component three

Cronbach's Alpha	N of Items
.672	7

The results revealed a Cronbach's Alpha of .67 for principle component three which implied internal consistency or reliability among the items for component three.

Four factors loaded on the factor four (see Table 6.19): C13, C14, C15 and C16. These items related to limited commitment from senior leadership, inappropriate leadership style, limited transparency and a rigid/strict organisational process or system. This component was labelled "institutional governance challenges". It was necessary to test the reliability of the principle component. Table 6.23 below presents the alpha of the variables that loaded on to principle component four.

Table 6.23: Cronbach's Alpha for principle component four

Cronbach's Alpha	N of Items
.760	4

The results revealed a Cronbach's Alpha of .76 for principle component four which implied internal consistency or reliability among the items that loaded onto this component. The principle components were determined with their variable loadings and the 22 variables categorised as: (i) lack of a formal performance management environment, (ii) limited employee engagement/communication problems, (iii) institutional systems and structural challenges and (iv) institutional governance challenges.

The details of each component are outlined below:

Component one: Lack of a formal performance management environment

C1   Inability to formulate a performance management framework

C2   Failure to implement the strategic plan

C3   Absence of a performance driven culture

C4   Absence of a performance management framework

C5   Lack of training on performance management implementation

Component two: Limited employee engagement/communication problems

C9   Limited employee commitment

C11   Limited teamwork

C12   Resistance to changes in the university

C21   Ineffective communication system

C22   Inadequate ICT system

Component three: Institutional systems and structural challenges

C6   Limited time to implement a PMS

C7   Lack of appreciation of the virtues of performance management

C8   Human resources constraints in terms of numbers

C17   Complexity of the institution in terms of size and culture

C18   Restrictive government regulations like the PPDA

C19   Limited and uneven cash flows

C20   Poor physical infrastructure

Component four: Institutional governance challenges

C13   Limited commitment from senior leadership.

C14   Inappropriate leadership style.

C15   Limited transparency

C16   A rigid/strict organisational system/process

The proceeding section presents the results of the correlations of the items that loaded on to each component.

6.2.2.2 Correlations for the 5 interval scaled items of Section C

A Pearson correlation matrix was utilised to establish if there were any items in Section C which had a correlation coefficient greater than 0.9. Field (2005: 5) warns that a correlation coefficient greater than 0.9 can create a problem of singularity in the data. The results revealed that all correlation coefficients for Section C were below 0.9. Significant values were scanned and variables with quite a number of values greater than 0.05 were noted specifically items with more than 5 values greater than 0.05. Field (2005: 5) recommends that items with the majority of values greater than 0.05 and a coefficient of greater than 0.9 should be eliminated from the data before applying a components analysis to avoid problems of singularity in the data.

Results showed that out of the 22 items, five had more than 5 values greater than 0.05. The items identified were C1 (Inability to formulate a performance management framework) with ten values greater than 0.05, C2 (Failure to implement the strategic plan) with six values greater than 0.05, C8 (Human resources constraints in terms of numbers) with seven values greater than 0.05, C12 (Resistance to changes in the university) with six values greater than 0.05, C18 (Restrictive government regulations like the PPDA) with six values greater than 0.05. The determinant of the correlation matrix was 0.002 which is greater than the required value of 0.00001. Field (2005: 5) advises the elimination of the values causing a problem of singularity in the data. Since no item had more than 50% values greater than 0.05 and since no item correlations exceeded 0.9, there was no need for eliminating any items.

A Pearson correlation matrix was applied to determine whether the items that loaded to each of the principal components in Section C significantly

correlated. For principal component one (Lack of a formal performance management environment), item C1 (Inability to formulate a performance management framework) positively and significantly correlated with items C2 (Failure to implement the strategic plan -. 340), C3 (Absence of a performance driven culture -. 348), C4 (Absence of a performance management framework -. 435) and C5 (Lack of training on performance management implementation -. 272) at the 0.01 level (2 tailed).

Item C2 (Failure to implement the strategic plan) positively and significantly correlated with items C3 (Absence of a performance driven culture -. 393), C4 (Absence of a performance management framework -. 392) and C5 (Lack of training on performance management implementation -. 273) at the 0.01 level (2 tailed).

Item C3 (Absence of a performance driven culture) positively and significantly correlated with items C4 (Absence of a performance management framework -. 552) and C5 (Lack of training on performance management implementation -. 282) at the 0.01 level (2 tailed).

Item C4 (Absence of a performance management framework) positively and significantly correlated with item C5 (Lack of training on performance management implementation -. 400) at the 0.01 level (2 tailed).

It could be concluded that the items that loaded on to principal component one correlated with each other and since all the correlation coefficients were less than 0.9, all the above items were loaded on to principal component one. In addition discriminant validity was supported because all correlations were less than .6.

For principal component two (Limited employee engagement/communication problems), item C9 (Limited employee commitment) positively and

significantly correlated with items C11 (Limited teamwork – .316), C12 (Resistance to changes in the university - .249), C21 (Ineffective communication system - . 221) and C22 (Inadequate ICT system -. 147) at the 0.01 level (2 tailed).

Item C11 (Limited teamwork) positively and significantly correlated with items C12 (Resistance to changes in the university - .367), C21 (Ineffective communication system - . 310) and C22 (inadequate ICT system -. 274) at the 0.01 level (2 tailed).I

Item C12 (Resistance to changes in the university) positively and significantly correlated with items C21 (Ineffective communication system - . 301) and C22 (Inadequate ICT system -. 275) at the 0.01 level (2 tailed).

Item C21 (Ineffective communication system) positively and significantly correlated with item C22 (Inadequate ICT system -. 551) at the 0.01 level (2 tailed).

From the above results it can be concluded that all the items that loaded to principal component two positively correlated with each other hence they measured the same construct. There were no items with $R< 0.9$ hence the data did not have a high degree of multi-co linearity and singularity.

For principal component three (Institutional systems and structural challenges) item C6 (Limited time to implement a PMS) positively and significantly correlated with items C7 (Lack of appreciation of the virtues of performance management - . 289), C8 (Human resources constraints in terms of numbers - . 359), C17 (Complexity of the institution in terms of size and culture - . 142), C18 (Restrictive government regulations like the PPDA - .149) at the 0.01 level (2 tailed) and correlated with C19 (Limited and uneven cash flows -

.119) and C20 (Poor physical infrastructure - .108) at level 0.05 level (2 tailed).

Item C7 (Lack of appreciation of the virtues of performance management) positively and significantly correlated with items C8 (Human resources constraints in terms of numbers - . 186), at the 0.01 level (2 tailed) positively correlated with C17 (Complexity of the institution in terms of size and culture - . 099), positively and significantly correlated with C18 (Restrictive government regulations like the PPDA - .149), C19 (Limited and uneven cash flows - .235) and C20 (Poor physical infrastructure - .177) at the 0.01 level (2 tailed).

Item C8 (Human resources constraints in terms of numbers) positively and significantly correlated with items C17 (Complexity of the institution in terms of size and culture - . 235), C18 (Restrictive government regulations like the PPDA - .169), C19 (Limited and uneven cash flows - .169) and C20 (Poor physical infrastructure - .271) at the 0.01 level (2 tailed).

Item C17 (Complexity of the institution in terms of size and culture) positively and significantly correlated with items C18 (Restrictive government regulations like the PPDA - .331), C19 (Limited and uneven cash flows - .236) and C20 (Poor physical infrastructure - .231) at the 0.01 level (2 tailed).

Item C18 (Restrictive government regulations like the PPDA) positively and significantly correlated with items C19 (Limited and uneven cash flows - .449) and C20 (Poor physical infrastructure - .266) at the 0.01 level (2 tailed).

Item C19 (Limited and uneven cash flows - .449) positively and significantly correlated with item C20 (Poor physical infrastructure - .444) at the 0.01 level (2 tailed).

It could be concluded that all items that loaded to principal component three positively correlated with *R*< 0.9 hence they measured the same construct and the data did not have a high degree of multicollinearity and singularity.

For principal component four (Institutional governance challenges), item C13 (Limited commitment from senior leadership) positively and significantly correlated with items C14 (Organisational Inappropriate leadership style -.530), C15 (Limited transparency -. 427) and with C16 (A rigid/strict system/process -. 338) at the 0.01 level (2 tailed).

Item C14 (Inappropriate leadership style -.530) positively and significantly correlated with items C15 (Limited transparency -. 582) and with items C16 (A rigid/strict organisational system/process -. 332) at the 0.01 level (2 tailed).

Item C15 (Limited transparency) positively and significantly correlated with item C16 (A rigid/strict organisational system/process -. 453) at the 0.01 level (2 tailed).

All items had positive correlations implying that they measured the same underlying dimension. Field (2005: 2) recommends exclusion of items with a correlation as high as R<.9 while applying a component analysis. The items did not correlate higher than recommended by Field hence there were no high levels of multi-co linearity.

6.2.2.3 Discussion of results of Section C

The aim of this section was to examine the challenges impacting institutional performance management implementation in public universities in Uganda. Implementing a strategy is a daunting and challenging exercise (Verweire & Van Den Bergh, 2003: 782), yet it is vital to the realization of organisational

goals (De Waal, 2003: 695). It is therefore prudent for public universities to devise ways of controlling the challenges of performance management implementation while ensuring that factors for successful performance management implementation are put in place. From the study four key components were revealed. The items which loaded on to each component support the existing theory.

Component one was labelled "lack of a formal performance management environment" and among the items that loaded to it was the inability to formulate a performance management framework which was considered as vital by various authors (Mendoca & Kanungo, 1996: 65-66; De Waal, 2007: 72) and which could be a result of a lack of expertise in performance management practices. If an organisation lacks expertise in performance management practices, it would result in an inability to formulate a performance management framework and failure to implement the strategic plan (Kaplan, 2001: 358). This then requires public universities to train their staff in order to equip them with knowledge about institutional performance management. Much as training has been fronted as one of the key aspects of a successful performance management system, it was also noted as one of the challenges public universities in Uganda face (Amaratunga & Baldry, 2002: 221; Ohemeng, 2009: 110). Other challenges which universities should focus on during performance management implementation are the organisational culture (Horine & Hailey, 1995: 7; Hussain & Hoque, 2002: 179; Brown, 2005: 481; Ohemeng, 2009: 110) and creating a performance driven culture (De Waal & Counet, 2009: 377; Karen, Jiju & Ogden (2009: 480). If public universities in Uganda are to remain highly competitive in this dynamic environment, they should focus on implementing effective performance management systems (Bititci, Carrie & McDevitt, 1997: 524; Artley et al, 2001: 1).

Component two was labelled "limited employee engagement/communication problems". Literature presents a number of challenges which are in line with the items which loaded to this factor such as a lack of staff support (Horine & Hailey, 1995: 7; Bourne et al, 2000: 761; Amaratunga & Baldry, 2002: 221; Halachmi, 2002: 65), limited team work (Ingram, 1997: 300; Castka et al, 2001: 123), resistance to changes in the university (De Waal & Counet, 2009: 377) and inadequate ICT systems (Otley, 1999: 365; Bourne et al, 2000: 762; Amaratunga & Baldry, 2002: 221; Verweire & Van Den Berghe, 2003: 784; De Waal & Counet, 2009: 377).

Component three was labelled "institutional systems and structural challenges" and included limited time to implement a PMS, lack of appreciation of the virtues of performance management, human resources constraints in terms of numbers, complexity of the institution in terms of size and culture, restrictive government regulations like the PPDA, limited and uneven cash flows and poor physical infrastructure. In support of the findings Horine and Hailey (1995: 7) and Winstanley and Stuart-Smith (1996: 68) observe that time could also affect the implementation of PM system. Complexity of the institution in terms of size (Verbeeten, 2008: 442), financial constraints (Shun et al, 2006: 195; Karen, Jiju & Ogden, 2009: 488), lack of appreciation of the virtues of performance management (De Waal & Counet, 2009: 377) are among the challenges mentioned in the literature. During the interviews conducted with respondents in one of the public universities, challenges mentioned were; poor infrastructure, staffing issues and restrictive government regulations like the PPDA[24] (refer to Section 3.7.3)

Component four was labelled "Institutional governance challenges". Among the items that loaded to this component several are supported by literature like limited commitment from senior leadership (Horine & Hailey, 1995: 7; Bourne et al, 2000: 760; De Waal, 2007: 81; De Waal & Counet, 2009: 377;

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[24] Interview with administrators in a selected public university

Karen, Jiju & Ogden, 2009: 488), inappropriate leadership style (Mendoca & Kanungo, 1996: 65-66) and a strict/rigid organisational system (Mendonca & Kanungo, 1996: 65-66; Winstanley & Stuart-Smith, 1996: 68; De Waal, 2007: 72). Limited transparency was in line with the responses from the interview conducted at one public university.

In summary, it can therefore be concluded that the following are perceived as the major challenges impacting institutional performance management implementation in public universities in Uganda: (i) lack of a formal performance management environment, (ii) limited employee engagement/communication problems, (iii) institutional systems and structural challenges and (iv) institutional governance challenges.

In the next section, the responses to Section D are presented and analysed**.**

6.2.3 Section D: Factors for successful institutional performance management implementation

In Section D of the questionnaire, respondents were required to indicate the extent to which they agreed that the factors indicated in this section were required for successful institutional performance management implementation at universities in Uganda. The mean scores and standard deviations, Cronbach's Alpha and Principle Component Analysis for Section D are presented. The mean scores and standard deviations are presented in Table 6.24 below.

Table 6.24: Mean scores and standard deviation scores for Section D

	Factors necessary for successful institutional performance management implementation at universities in Uganda	N	Mean	Std. Deviation
D1	Focus on a limited number of key objectives	330	4.06	.904
D2	Formulation of SMART objectives	330	4.52	.662
D3	Mainly focusing on customer expectations	330	3.74	1.068
D4	A reward system linked to performance	330	4.30	.875
D5	Availability of Collectively set performance standards	330	4.31	.825
D6	Leadership commitment	330	4.51	.703
D7	Supportive management style	330	4.45	.718
D8	Aligning individual activities with organisation objectives	330	4.19	.818
D9	Aligning all organisational functions to strategic goals	330	4.25	.716
D10	Tangible and intangible measures	330	4.36	.715
D11	Key performance indicators	330	4.41	.747
D12	Clear roles and responsibilities	330	4.45	.731
D13	Teamwork	330	4.52	.703
D14	Mutual respect	330	4.40	.747
D15	An adequate ICT system	330	4.40	.774
D16	A framework to manage the implementation process	330	4.29	.710
D17	Shared understanding of mission, vision and strategies	330	4.40	.683
D18	continuous training and learning	330	4.44	.700
D19	A performance oriented culture	330	4.41	.675
D20	Employee support	330	4.47	.680

A general analysis of the mean scores of the items in Section D revealed an aggregate mean score of 4.34 showing a tendency to mostly agree and strongly agree responses. Item D3 (Mainly focusing on customer expectations) obtained the lowest mean score of 3.74 with the highest standard deviation of 1. 068. The rest of the items obtained a mean score of more than 4.00. Several items such as D2 (Formulation of SMART

objectives), D6 (Leadership commitment), D13 (Teamwork), D20 (Employee support), D12 (Clear roles and responsibilities) and D7 (A supportive management style) obtained mean scores of 4.5 and above. This indicated strong agreement among respondents that the formulation of SMART objectives, leadership commitment, teamwork, employee support, clear roles and responsibilities and a supportive management style were perceived as major factors for the successful implementation of institutional performance management at public universities in Uganda. Item D2 (Formulation of SMART goals) had the lowest standard deviation of. 662 hence there was agreement among respondents with regard to this item.

The results revealed that the mean scores on the items below showed a tendency towards agree responses implying that respondents agreed that the following factors were necessary for successful performance management implementation at universities in Uganda:

D1   (Focus on a limited number of key objectives - 4.06)

D3   (Focus on customer expectations - 3.74)

D4   (A reward system linked to performance - 4.30)

D5   (Availability of Collectively set performance standards - 4.31)

D8   (Aligning individual activities with organisation objectives - 4.19)

D9   (Aligning all organisational functions to strategic goals - 4.25)

D10   (Tangible and intangible measures - 4.36)

D11   (Key performance indicators - 4.41)

D14   (Mutual respect - 4.40)

D15   (An adequate ICT system - 4.40)

D16   (A framework to manage the implementation process - 4.29)

D17   (Shared understanding of mission, vision and strategies - 4.40)

D18   (Continuous training and learning - 4.44)

D19   (A performance oriented culture - 4.41).

Public universities in Uganda must therefore ensure that the above are in existence for the successful implementation of institutional performance management. A standard deviation ranging from .662 (D2 - Formulation of SMART objectives) to 1.068 (D3 - Mainly focusing on customer expectations) indicated agreement among respondents with regard to factors for the successful implementation of institutional performance management at public universities in Uganda.

Table 6.25 presents descriptive data, specifically the corrected mean if an item is deleted, the corrected item total section correlation and the Cronbach's Alpha if item is deleted.

Table 6.25: Corrected item means, correlations and internal consistency co-efficients for Section D (20 items)

	Factors required for successful performance management implementation	Scale Mean if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
D1	Focus on a limited number of key objectives	82.83	.183	.913
D2	Formulation of SMART objectives	82.37	.439	.905
D3	Mainly focus on customer expectations	83.15	.284	.912
D4	A reward system linked to performance	82.59	.611	.900
D5	Availability of Collectively set performance standards	82.58	.574	.901
D6	Leadership commitment	82.38	.659	.900
D7	Supportive management style	82.44	.680	.899
D8	Aligning individual activities with organisation objectives	82.70	.556	.902
D9	Aligning all organisational functions to strategic goals	82.64	.556	.902

D10	Tangible and intangible measures	82.53	.468	.904
D11	Key performance indicators	82.48	.625	.900
D12	Clear roles and responsibilities	82.44	.618	.900
D13	Teamwork	82.37	.647	.900
D14	Mutual respect	82.49	.620	.900
D15	An adequate ICT system	82.49	.595	.901
D16	A framework to manage the implementation process	82.60	.620	.900
D17	Shared understanding of the mission, vision and strategies	82.49	.645	.900
D18	Continuous training and learning	82.45	.667	.899
D19	A performance oriented culture	82.48	.521	.903
D20	Employee support	82.42	.601	.901

The internal consistency of each item score with the composite scores of the remaining items was measured. Table 6.25 shows that item D1 (Focus on a limited number of objectives) showed the lowest correlation with the rest of the items (. 183), raising the Cronbach's Alpha to .913 if deleted, followed by item D2 (Mainly focus on customer expectations) with a correlation of .284, increasing the Cronbach's Alpha to .912 if deleted. The increase in the Cronbach's Alpha is negligible as it would remain the same if rounded off to one decimal position. Items D1 and D2 had a high mean score therefore these items were not deleted. Items D7 (. 680), D18 (. 667), D6 (. 659), D13 (. 647) and D17 (. 645) had the highest correlation with the rest of the items. Deleting all items except items D1 and D2 would reduce the Cronbach's Alpha. Therefore all the items were useful and contributed to the overall reliability of the construct. Hence there was no need to delete any of the items in Section D.

In order to measure the internal consistency and reliability of the items measuring the 'factors required for successful performance management implementation' construct, a Cronbach's Alpha test was done. Table 6.26 presents the Cronbach's Alpha for Section D.

Table 6.26: Cronbach's Alpha for Section D

Cronbach's Alpha	N of Items
.907	20

The results revealed a Cronbach's Alpha of .907 for Section D which implied internal consistency or reliability among the items for factors required for successful performance management implementation.

In order to reduce the number of variables, a Principle Components Analysis was done. The proceeding section presents the results of the PCA.

6.2.3.1 Principle component analysis of variables in Section D

The following formula was used to compute subject scores for the principle components.

$$C1 = b\,11(D1) + b12\,(D\,2) + ... b1p\,(Dp)$$

Where

$C1$ = the subject's score on principal component 1 (the first component extracted)

$b1p$ = the regression coefficient (or weight) for observed variable p, as used in creating principal component 1

Dp = the subject's score on observed variable p

The observed variables (the "D" variables) were subject responses to the 20 factors for successful performance management implementation at public

universities in Uganda; D1 represents question 1, D2 represents question 2, and so forth. Four principle components that had an eigenvalue of greater than 1.00 were revealed after applying the eigenvalue-one criterion and a scree plot. In order to determine if the scales were adequately factorable and to measure the sampling adequacy, the Kaiser-Meyer-Olkin (KOM) test and the Bartlett's test of sphericity were done. Table 6.27 presents the KMO and Bartlett's test results.

Table 6.27: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.920
Bartlett's Test of Sphericity	Approx. Chi-Square	2801.446
	Df	190
	Sig.	.000

Table 6.27 shows that the KMO statistic value was .920 which is considered very appropriate for factor analysis (Shu & Chuang, 2011: 35). Bartlett's test was significant ($p < 0.05$) for all scales. The correlation matrix was not an identity matrix which suggested that the items could be factored.

A Pearson's correlation conducted revealed that the correlation coefficients between items were all below 0.9 and no item had majority of the significance values greater than 0.05. Field (2005: 5) advises that if an item has a coefficient greater than 0.9 with majority of the significance values greater than 0.05, then there are dangers of singularity in the data. The determinant of the data is .000. Hence there was no need to delete any item at this point.

Table 6.28 below presents the PCA results showing the principle components and their variable loadings. Four principle components were revealed with the respective items loading to each factor. All factor loadings less than 0.5 were excluded for easy interpretation of the results.

Table 6.28: Rotated Component Matrix[a]

		Component			
		1	**2**	**3**	**4**
D1	Focus on a limited number of key objectives				.736
D2	Formulation of SMART objectives				.634
D3	Focus on customer expectations			.709	
D4	A reward system linked to performance		.706		
D5	Availability of Collectively set performance standards		.740		
D6	Leadership commitment		.747		
D7	Supportive management style		.633		
D8	Aligning individual activities with organisation objectives			.501	
D9	Aligning all organisational functions to strategic goals			.561	
D10	Tangible and intangible measures				
D11	Key performance indicators		.550		
D12	Clear roles and responsibilities		.643		
D13	Teamwork		.562		
D14	Mutual respect	.629			
D15	An adequate ICT system	.616			
D16	A framework to manage the implementation process	.690			
D17	Shared understanding of mission, vision and strategies	.730			
D18	continuous training and learning	.727			
D19	A performance oriented culture	.651			
D20	Employee support	.672			

(Blanks represent abs (loading) <.5)
Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
   a. Rotation converged in 8 iterations.

Table 6.29: Total variance explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.870	39.352	39.352	7.870	39.352	39.352	4.314	21.569	21.569
2	1.309	6.547	45.899	1.309	6.547	45.899	4.028	20.140	41.709
3	1.200	6.000	51.898	1.200	6.000	51.898	1.562	7.812	49.521
4	1.067	5.334	57.232	1.067	5.334	57.232	1.542	7.712	57.232
5	.957	4.785	62.018						
6	.884	4.418	66.435						
7	.764	3.819	70.255						
8	.738	3.690	73.945						
9	.679	3.393	77.338						
10	.601	3.005	80.343						
11	.573	2.864	83.207						
12	.509	2.546	85.753						
13	.486	2.429	88.183						
14	.425	2.124	90.306						
15	.384	1.920	92.227						
16	.360	1.801	94.027						
17	.351	1.757	95.784						
18	.316	1.578	97.362						
19	.278	1.389	98.751						
20	.250	1.249	100.000						

The four principle components accounted for 57.23 percent of the total cumulative variance (Refer to Table 6.29). Before rotation, component 1 accounted for 39.352% compared to less than 10% for each of the other components but after extraction component 1 accounted for only 21.569% of the variance compared to 20.140%, 7.812% and 7.712% respectively.

To confirm the number of components to retain, a scree plot was used. Figure 6.6 presents the number of components revealed by the scree plot.

The curve begins to have a flat curve after factor 4. Hence, confirming the four components. Field (2005: 8) recommends using the scree plot if the sample size is greater than 300.

Figure 6.6: Scree plot indicating the eigenvalues for all the variables in Section D
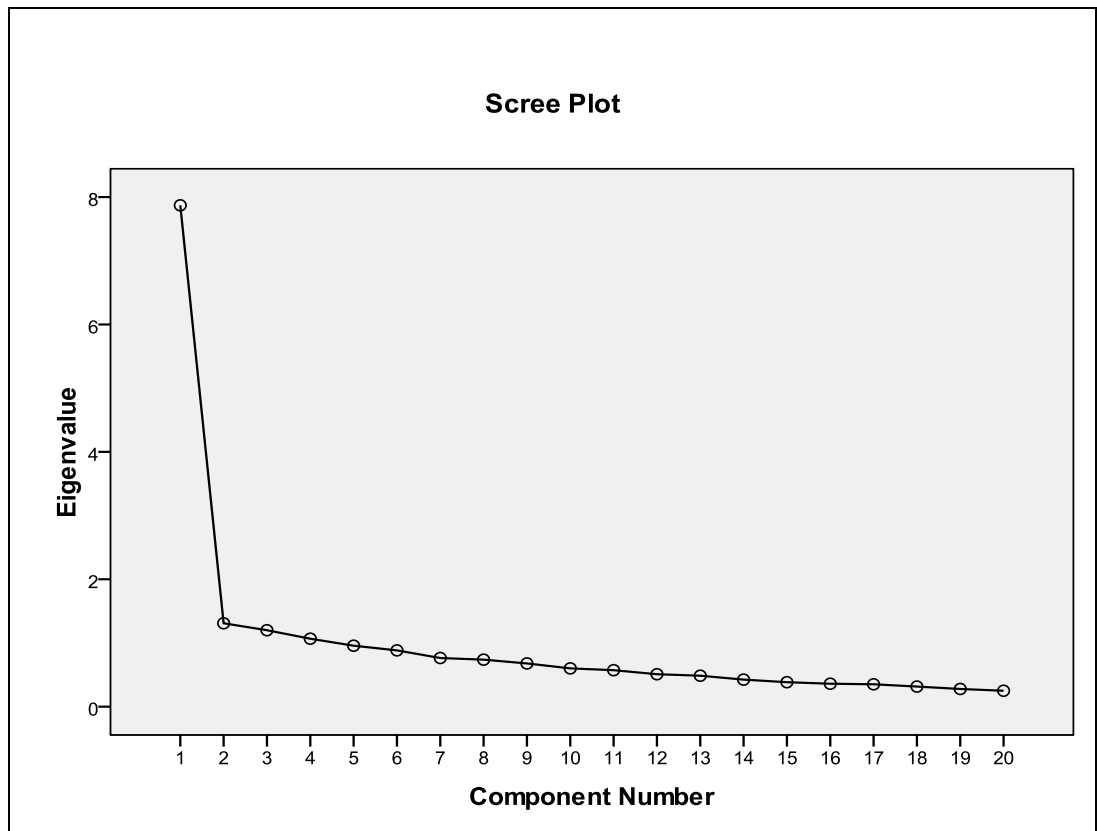
From Table 6.28 above, item D10 did not load on to any component. This implies that this particular item did not correlate with any of the principle components. It was noted that this item had a high mean score (4.36) with a standard deviation of .715 which implies agreement among respondents that this particular factor was necessary for institutional performance management implementation. This item was therefore not deleted. Seven factors loaded onto component 1: D14, D15, D16, D17, D18, D19 and D20. These items related to mutual respect, an adequate ICT system, a framework to manage the implementation process, shared understanding of mission,

vision and strategies, continuous training and learning, a performance oriented culture and employee support. This component was therefore labelled as "performance framework, performance culture and employee support". The reliability of the principle component was tested and results revealed a Cronbach's Alpha of .87 for principle component one which implied internal consistency or reliability among the items that loaded on to factor one.

The items that loaded on to component 2 (refer to Table 6.28) were D4, D5, D6, D7, D11, D12 and D13. These items related to the existence of a reward system linked to performance, availability of collectively set performance standards, leadership commitment, supportive management style, key performance indicators, clear roles and responsibilities and teamwork. This component was classified as "an individual performance management system". The reliability of the principle component was tested and results revealed a Cronbach's Alpha of .87 which implied internal consistency or reliability among the items that loaded on to that component.

The items which loaded on to component 3 were D3, D8 and D9. These items related to mainly focusing on customer expectations, aligning individual activities with organisation objectives and aligning all organisational functions to strategic goals. This component was labelled "alignment". The reliability of the principle component was tested and results revealed a Cronbach's Alpha of .55 for principle component three. This alpha was below the recommended alpha therefore item D3 was deleted based on the fact that it had the lowest mean score and highest standard deviation. After deleting item D3, the Cronbach's Alpha increased to .69.

Items D1 and D2 loaded on to component four. These items related to a focus on a limited number of key objectives and formulation of SMART objectives. The reliability of the principle component was tested and results

revealed a Cronbach's Alpha of .38. This alpha was far below the recommended alpha hence there was no implied internal consistency or reliability among the items of factor component four. Table 6.54 reveals that the mean scores of these two items are above average (D1 – 4.06, D2 – 4.52) with responses tending toward 'strongly agree'. According to Table 6.55, if item D1 is deleted the overall alpha increases to .913 and if D2 is deleted the overall alpha is reduced to .905. Since the mean scores for the two items are high and a change in the alpha was negligible if the items were deleted, items D1 and D2 were not deleted from the major list. This component was labeled "smart goal setting".

The principle components were determined with their variable loadings. The 20 items were categorised as:

(i)   Performance framework, performance culture and employee support.
(ii)   An individual performance management system.
(iii)   Alignment.
(iv)   Smart goal setting.

The details of each component are outlined below:

Component one: Performance framework, performance culture and employee support

D14   Mutual respect

D15   An adequate ICT system

D16   A framework for managing the implementation process

D17   Shared understanding of mission, vision and strategies

D18   Continuous training and learning about performance management implementation

D19   Existence of a performance oriented culture

D20   Employee support

Component two: An individual performance management system

D4   Existence of a reward system linked to performance

D5   Availability of collectively set performance standards

D6   Leadership commitment

D7   A supportive management style

D11   Identification of key performance indicators

D12   Giving clear roles and responsibilities to employees

D13   Teamwork

Component three: Alignment

D8   Aligning individual activities with organisation objectives

D9   Aligning all organisational functions to strategic objectives

Component four: SMART goal setting

D1   Focusing on a limited number of key objectives

D2   Formulation of SMART objectives

In order to determine whether the items which loaded to each principle component correlate, correlations for the five interval scaled items were done. The proceeding section presents the results of the correlations of the items that loaded on to each component.

6.2.3.2 Correlations for the 5 interval scaled items of the principal components of Section D

A Pearson correlation matrix was done to determine whether the items that loaded on to each of the principal components in Section D significantly correlate. For principal component one, item D14 (Mutual respect) positively and significantly correlated with items D15 (An adequate ICT system -.498), D16 (A framework for managing the implementation process -. 466), D17 (Shared understanding of mission, vision and strategies -. 527), D18 (Continuous training and learning about performance management

implementation -. 437), D19 (Existence of a performance oriented culture -. 450) and D20 (Employee support -. 432).

Item D15 (An adequate ICT system) positively and significantly correlated with items D16 (A framework for managing the implementation process -. 406), D17 (Shared understanding of mission, vision and strategies -. 539), D18 (Continuous training and learning about performance management implementation -. 519), D19 (Existence of a performance oriented culture -. 268) and D20 (Employee support -. 407).

Item D16 (A framework for managing the implementation process) positively and significantly correlated with items D17 (Shared understanding of mission, vision and strategies -. 578), D18 (Continuous training and learning about performance management implementation -. 535), D19 (Existence of a performance oriented culture -. 442) and D20 (Employee support -. 438).

Item D17 (Shared understanding of mission, vision and strategies) positively and significantly correlated with items D18 (Continuous training and learning about performance management implementation -. 573), D19 (Existence of a performance oriented culture -. 413) and D20 (Employee support -. 459).

Item D18 (Continuous training and learning about performance management implementation) positively and significantly correlated with items D19 (Existence of a performance oriented culture -. 491) and D20 (Employee support -. 574).

Item D19 (Existence of a performance oriented culture) positively and significantly correlated with Item D20 (Employee support -. 531).

It could be concluded that items that loaded on to principal component one correlated with each other and since all the correlation coefficients were less

than 0.9, all the above items were loaded on to principal component one. In addition discriminant validity was supported because all correlations were less than .6.

From the results, for principal component two item D4 (Existence of a reward system linked to performance) positively and significantly correlated with items D5 (Availability of collectively set performance standards -. 545), D6 (Leadership commitment -. 505), D7 (A supportive management style - . 465), D11 (Key performance indicators -. 400), D12 (Giving clear roles and responsibilities to employees -. 475) and D13 (Teamwork -. 461).

Item D5 (Availability of collectively set performance standards) positively and significantly correlated with items D6 (Leadership commitment -. 559), D7 (A supportive management style - . 511), D11 (Identification of key performance indicators -. 407), D12 (Giving clear roles and responsibilities to employees -. 415) and D13 (Teamwork -. 402).

Item D6 (Leadership commitment) positively and significantly correlated with items D7 (A supportive management style - . 667), D11 (Identification of key performance indicators -. 511), D12 (Giving clear roles and responsibilities to employees -. 427) and D13 (Teamwork -. 480).

Item D7 (A supportive management style) positively and significantly correlated with items D11 (Identification of key performance indicators -. 450), D12 (Giving clear roles and responsibilities to employees -. 441) and D13 (Teamwork -. 448).

Item D11 (Identification of key performance indicators) positively and significantly correlated with items D12 (Giving clear roles and responsibilities to employees -. 568) and D13 (Teamwork -. 452).

Item D12 (Giving clear roles and responsibilities to employees) positively and significantly correlated with item D13 (Teamwork -. 614).

It could be concluded that items that loaded on to principal component two correlated with each other and since all the correlation coefficients were less than 0.9 no item was deleted.

From the results, for principal component three item D8 (Aligning individual activities with organisation objectives) positively and significantly correlated with item D9 (Aligning all organisational functions to strategic objectives -. 535). It was noted that items that loaded on to principal component three correlated with each other and the correlation coefficient was less than 0.9

For principle component four, item D1 (Focusing on a limited number of key objectives) positively and significantly correlated with item D2 (Formulation of SMART objectives -. 247). It was noted that items that loaded on to principal component three correlated with each other and the correlation coefficient was less than 0.9

6.2.3.3 Discussion of results of Section D

The purpose of this section was to determine the factors for the successful institutional performance management implementation. Universities must ensure that implementation of the strategy is successful to have an edge in the current competitive and dynamic environment. Universities have to ensure that the factors that facilitate successful institutional performance management implementation are in place and taken into consideration. From the study, four principle components were extracted under which the necessary factors for institutional performance management implementation were categorised.

An efficient and effective information and communication technological (ICT) system plays a vital role in the communication and data collection processes (Bourne et al, 2000: 762), and horizontal and vertical communication is necessary (Amaratunga & Baldry, 2002: 221) as it promotes shared understanding of events in the entire institution and clarifies expectations of individuals at each point in time.

A framework for managing the implementation process (Artley & Stroh, 2001: 3), continuous training and learning about performance management implementation (Amaratunga & Baldry, 2002: 221) and existence of a performance oriented culture (Brown, 2005: 481) facilitate performance management implementation. But most importantly, successful performance measurement implementation requires full commitment and involvement of both management and employees (Kaplan, 2001: 368; Amaratunga & Baldry, 2002: 221; Shun et al, 2006: 203; Sole, 2009: 7).

Existence of a reward system linked to performance, (Otley, 1999: 365; Artley & Stroh, 2001: 3; Amaratunga & Baldry, 2002: 221; Shun et al, 2006: 203), availability of collectively set performance standards, leadership commitment, (Halachmi, 2002: 65; Verweire & Van Den Bergh, 2003: 784), a supportive management style, (Mendonca & Kanungo, 1996: 74), identification of key performance indicators, (De Waal, 2004: 301), giving clear roles and responsibilities to employees, (Halachmi, 2002: 65) and teamwork are factors which have been supported by literature as vital for successful performance management implementation. Teams create synergies (Ingram, 1997: 300; Castka et al, 2001: 123), which result in excellent performance. As individuals work in a team, coordination and communication become easy and individual creativity is enhanced (Ingram, 1997: 297). Teamwork further promotes cohesion within an organisation (Ingram, 1997: 300). Teamwork develops individuals' sense of belonging and promotes commitment and motivation among the team members. Committed employees will do what it takes for the

sake of the organisation therefore public universities in Uganda must work towards the enhancement of teamwork for the successful implementation of the performance management framework.

Component three was labelled "alignment" with two items loading to it namely: aligning individual activities with organisation objectives and aligning all organisational functions to strategic objectives. There must be a link between the strategies and the process of goal setting, operational, support, control and organisational behaviour processes (Verweire & Van Den Bergh, 2003: 784). The alignment of compensation with organisation strategies is also vital (Verweire & Van Den Bergh, 2003: 783) for successful performance management implementation.

Component four labelled "SMART goal setting". Developing countries face a constraint in terms of limited resources and should therefore have a limited number of objectives to achieve within their budgets (Ball & Halwachi, 1987: 397; Kaplan, 2001: 359). These objectives should be SMART objectives.

In summary, all the factors indicated in Section D except item D10 (Tangible and intangible measures) loaded to a component. Item D10 had a high mean score and low standard deviation and was therefore retained. Item D3 loaded to component three but was later deleted because the alpha was low before it was deleted and increased when the item was deleted. Since the item had the lowest mean score and highest standard deviation, it was excluded. The remaining 19 items were considered necessary for the successful implementation of institutional performance management. The results from the study are therefore congruent with the variables considered in the theoretical study.

Based on the above results it could be concluded that the factors that are required for successful performance management implementation could be categorised into four principle components namely: (i) performance

framework, performance culture and employee support, (ii) an individual performance management system, (iii) alignment, (iv) smart goal setting and (v) tangible and intangible measures.

An important aspect of a performance management system is the development of performance measures. The next section focuses on performance measures suitable for universities in Uganda.

6.2.4 Section E: Performance measures for public universities in Uganda

In Section E of the questionnaire, respondents were required to indicate the extent to which they agreed that the measures of institutional performance indicated in the section were relevant to public universities in Uganda.

The mean scores and standard deviations, Cronbach's Alpha and Principle Component Analysis for Section E are presented in Table 6.30.

Table 6.30: Means scores and standard deviation scores for Section E

	Performance measures for public universities in Uganda	N	Mean	Std. Deviation
E1	Budget performance (debt, surplus)	330	4.34	.861
E2	Human resources measures (qualifications, retention)	330	4.55	.623
E3	Student feedback on teaching and learning	330	4.39	.711
E4	Research outputs	330	4.50	.625
E5	Management/Leadership practices	330	4.35	.669
E6	ICT infrastructure	330	4.42	.686
E7	Physical infrastructure	330	4.36	.756
E8	Service to community	330	4.17	.765
E9	Local and international partnerships	330	4.39	.681
E10	Strategic implementation	330	4.30	.686
E11	Stakeholder feedback/Institutional image	330	4.28	.704
E12	Participation in local and international events	330	4.31	.706
E13	Good governance (accountability and transparency)	330	4.53	.702
E14	Acceptable student throughput	330	4.04	.842
E15	Health and environmental accountability	330	4.13	.823
E16	Variety of knowledge provision in terms of programs offered	330	4.02	.906

A general analysis of the mean scores of items in Section E revealed an aggregate mean score of 4.32 showing a tendency to agree and strongly agree responses. Item E16 (Variety of knowledge provision in terms of programs offered) obtained the lowest mean score of 4.02 with the highest standard deviation of .906.

Item E2 (Human resources measures - qualifications, retention) revealed the highest mean score of 4.55 and the lowest standard deviation of .623. The standard deviation ranged from .623 E2 (Human resource measures) to .906 E16 (Variety of knowledge provision in terms of programs offered). This indicated that there was agreement amongst the respondents in terms of their

responses to the items in this section. It can therefore be concluded that all the items in this section were regarded as important institutional performance measures for public universities in Uganda.

Table 6.31 presents descriptive data, specifically the corrected mean if an item is deleted, the corrected item total section correlation and the Cronbach's Alpha if an item is deleted.

Table 6.31: Corrected item means, correlations and internal consistency co-efficients for Section E (16 items)

	Performance measures for public universities in Uganda	Scale Mean if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
E1	Budget performance (debt, surplus)	64.74	.490	.874
E2	Human resources measures (qualifications, retention)	64.53	.567	.871
E3	Student feedback on teaching and learning	64.69	.503	.873
E4	Research outputs	64.58	.509	.873
E5	Management/Leadership practices	64.73	.525	.872
E6	ICT infrastructure	64.65	.590	.870
E7	Physical infrastructure	64.72	.578	.870
E8	Service to community	64.91	.476	.874
E9	Local and international partnerships	64.68	.536	.872
E10	Strategic implementation	64.78	.527	.872
E11	Stakeholder feedback/Institutional image	64.79	.531	.872
E12	Participation in local and international events	64.77	.462	.875
E13	Good governance (accountability and transparency)	64.55	.531	.872
E14	Acceptable student throughput	65.04	.499	.874
E15	Health and environmental accountability	64.95	.610	.868
E16	Variety of knowledge provision in terms of programs offered	65.05	.495	.874

The internal consistency of each item score with the composite scores of the remaining items was measured. Table 6.31 revealed that item E12 (Participation in local and international events) showed the lowest correlation

with the rest of the items (. 462), and revealing the highest Cronbach's Alpha of .875 if it is deleted. Deleting any item from the table would result in a lower Cronbach's Alpha therefore all the items were useful and contributed to the overall reliability of the construct. There was hence no need to delete any of the items in Section E.

In order to measure the internal consistency and reliability of the items measuring 'performance measures for public universities in Uganda construct, a Cronbach's Alpha test was done. Table 6.32 presents the Cronbach's Alpha for Section E.

Table 6.32: Cronbach's Alpha for Section E

Cronbach's Alpha	N of Items
.879	16

The results revealed a Cronbach's Alpha of .879 for Section E which implied internal consistency and reliability among the items in this section.

In order to reduce on the number of variables, a Principle Component Analysis (PCA) was done. However, before conducting a PCA, it was necessary to establish if the scales were adequately factorable and to measure the sampling adequacy. Hence, the Kaiser-Meyer-Olkin (KOM) test was done and the Bartlett's test of sphericity. Table 6.33 presents the KMO and Bartlett's test results.

Table 6.33: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.861
Bartlett's Test of Sphericity	Approx. Chi-Square	1837.561
	Df	120
	Sig.	.000

Table 6.33 indicated a KMO statistic value of .961 which is considered adequate for factor analysis of the data. Bartlett's test was significant ($p < 0.05$) for all scales which indicate that the items in the section were appropriate for factor analysis.

A Pearson's correlation was done and the *R*-matrix revealed that the correlation coefficients were all below 0.9 and that no item had a significance value greater than 0.05. The determinant of the data is .003 which is greater than the generally accepted 0.00001 (Field 2005: 5). Therefore multi-co linearity and singularity for the data was not a problem and there was no need to delete any item at this point.

The proceeding section presents the results of the PCA.

6.2.4.1 Principle component analysis of variables in Section E

The following formula was used to compute subject scores for the principle components.

$$C1 = b\,11(E1) + b12\,(E\,2) + ... b1p\,(Ep)$$

Where

C1 = the subject's score on principal component 1 (the first component extracted)

b1p = the regression coefficient (or weight) for observed variable p, as used in creating principal component 1

Ep = the subject's score on observed variable p

The observed variables (the "E" variables) are responses to the 16 measures of performance for public universities in Uganda; E1 represents question 1 of the section, E2 represents question 2, and so forth. Using SPSS programme

and using the eigenvalue-one criterion and the scree plot, a pre-test revealed four principle components that had an eigenvalue of greater than 1.00. Table 6.34 below presents the PCA results showing the principle components and their variable loadings. Four principle components were revealed with the respective items loading to each component.

Table 6.34: Rotated Component Matrix[a]

	Performance measures for public universities in Uganda	Component			
		1	2	3	4
E1	Budget performance (debt, surplus)		.644		
E2	Human resources measures (qualifications, retention)				.739
E3	Student feedback on teaching and learning				.516
E4	Research outputs				.787
E5	Management/Leadership practices	.682			
E6	ICT infrastructure	.681			
E7	Physical infrastructure	.575			
E8	Service to community			.597	
E9	Local and international partnerships			.557	
E10	Strategic implementation				
E11	Stakeholder feedback/Institutional image			.590	
E12	Participation in local and international events			.771	
E13	Good governance (accountability and transparency)		.679		
E14	Acceptable student throughput		.711		
E15	Health and environmental accountability		.706		
E16	Variety of knowledge provision in terms of programs offered	.503			

(Blanks represent abs (loading) <.5)
Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 9 iterations.

To confirm the number of components to retain, a scree plot was used. Figure 6.7 presents the number of components revealed by the scree plot. The curve begins to flatten after factor 4 hence confirming the four components.

Figure 6.7: Scree plot indicating the eigenvalues for all the variables in Section E
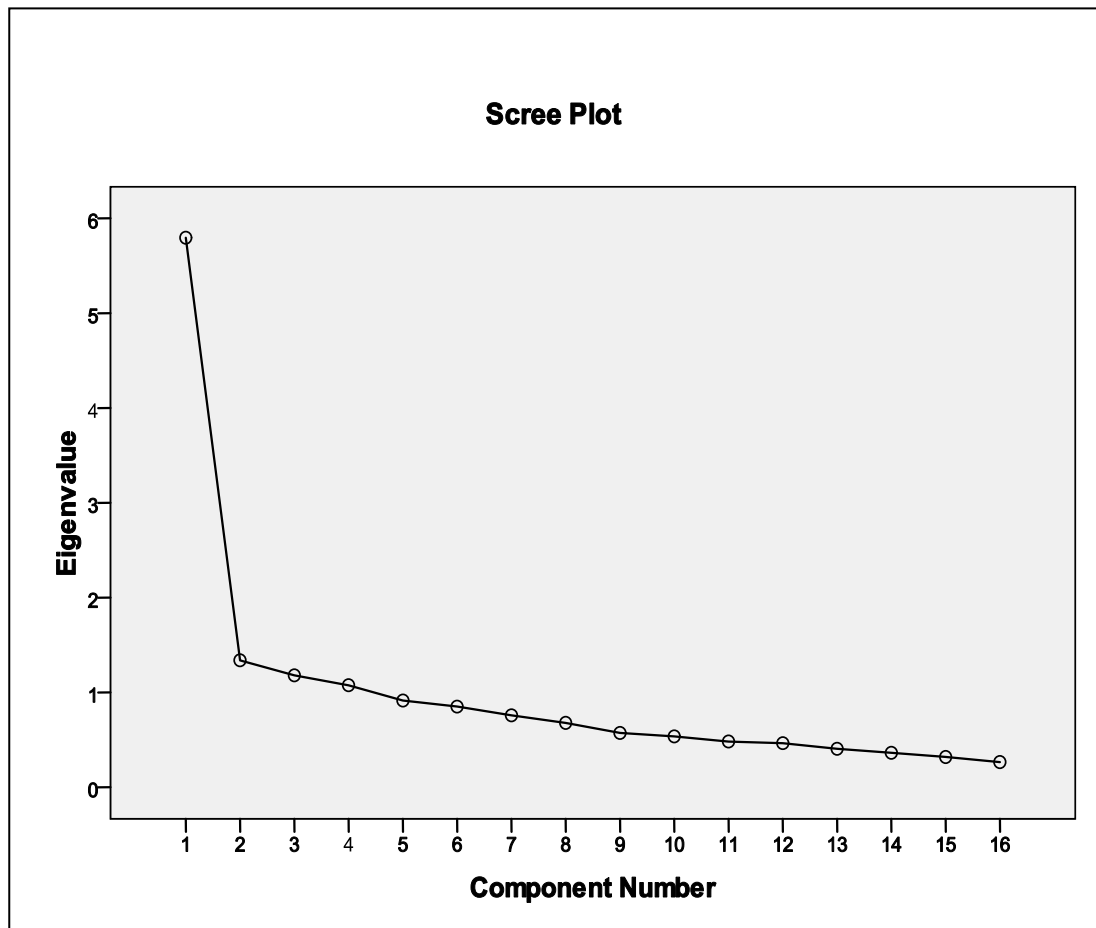
The curve starts to flatten between five and six therefore only four components were considered. This was in line with the number of components with eigenvalue of greater than 1.00 hence only four factors were retained. Absolute values less than 0.5 were suppressed.

The items which loaded to factor one were E5, E6, E7 and E16. These items relate to infrastructure, management practices and programme variety. This

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component was labelled "Leadership practices, infrastructure and academic profile". The reliability test of the principle component revealed a Cronbach's Alpha of .700 which implied internal consistency or reliability among the items that loaded on to factor one.

The variables which loaded on to factor two were E1, E13, E14 and E15. These items relate to budget, good governance, environmental and health accountability and student throughput. This component was labelled "accountability". It was necessary to test the reliability of the principle component two. Table 6.35 presents the alpha of the variables that loaded on to principle component two.

Table 6.35: Cronbach's Alpha for principle component two

Cronbach's Alpha	N of Items
.749	4

The results revealed a Cronbach's Alpha of .75 for principle component two which implied internal consistency and reliability among the items that loaded to component two.

The variables which loaded on to factor three were E8, E9, E11 and E12. These items related to service to the community, local and international partnerships, stakeholder feedback/institutional image and participation in local and international events. This component was labeled "involvement with external stakeholders". A Cronbach's Alpha of .69 implied internal consistency or reliability among the items that loaded on to factor three.

The variables which loaded on to factor four were E2, E3 and E4. These items are related to human resources measures (qualifications, retention), student feedback on teaching and learning and research outputs. This component was therefore labelled "information and knowledge transfer".

Table 6.36 presents the alpha of the variables that loaded on to principle component four.

Table 6.36: Cronbach's Alpha for principle component four

Cronbach's Alpha	N of Items
.720	3

The results revealed a Cronbach's Alpha of .72 for principle component four which implied internal consistency or reliability among the items that loaded on to factor four.

Item E10 (Strategic implementation) did not load to any component but contributed to the overall alpha of the section at .879 (see Table 6.31). If deleted the alpha would decrease from .879 to .872). The mean score of this item was 4.30 (see Table 6.29). It was therefore considered individually. Strategic implementation can be considered a global indication of effective performance measures.

The principle components were determined with their variable loadings. The 16 items were categorised as: (i) leadership practices, infrastructure and academic profile, (ii) accountability, (iii) involvement with external stakeholders, (iv) information and knowledge transfer and (v) strategic implementation.

The items related to each component are outlined below:

Component one: Leadership practices, infrastructure and academic profile

E5   Management/leadership practices

E6   ICT infrastructure

E7 Physical infrastructure

E16 Variety of knowledge provision in terms of number of programs offered

Component two: Accountability

E1 Budget performance (debt, surplus)

E13 Good governance

E14 Acceptable student throughput

E15 Health and environmental accountability

Component three: Involvement with external stakeholders

E8 Service to community

E9 Local and international partnerships

E11 Stakeholder feedback/institutional image

E12 Participation in local and international events

Component four: Information and knowledge transfer

E2 Human resources measures

E3 Student feedback on teaching and learning

E4 Research outputs

Component five: Strategic implementation

E10 Strategic implementation

Public universities in Uganda could use the above to measure their performance. Figure 6.8 visually presents the above components of performance measurement which could be adopted by universities in Uganda as a performance measurement tool.

Figure 6.8: A performance measurement tool for public universities in Uganda.

Strategic implementation

Information and knowledge transfer
Human resources measures
Student feedback on teaching and learning
Research outputs

Leadership practices, infrastructure and academic profile
Management/leadership practices
ICT infrastructure
Physical infrastructure
Variety of knowledge provision in terms of number of programs

Accountability: Budget performance (debt, surplus)
Good governance
Acceptable student throughput,
Health and environmental accountability

Involvement with external stakeholders
Service to community
Local and international partnerships
Stakeholder feedback/institutional image
Participation in local and international events

In order to determine whether the items which loaded on to each principle component correlated, correlations for the five interval scaled items were done. The proceeding section presents the results of the correlations of the items that loaded on to each component**.**

6.2.4.2 Correlations for the 5 interval scaled items of the principal components of Section E

A Pearson correlation matrix was used to determine whether the items that loaded to each of the principal components in Section E significantly correlate. For principal component one, item E5 (Management/leadership practices) positively and significantly correlated with items E6 (ICT infrastructure -. 489), E7 (Physical infrastructure -. 376) and E16 (Variety of knowledge provision in terms of number of programs offered -. 277).

Item E6 (ICT infrastructure) positively and significantly correlated with items E7 (Physical infrastructure -. 528) and E16 (Variety of knowledge provision in terms of number of programs offered -. 326).

Item E7 (Physical infrastructure) positively and significantly correlated with item E16 (Variety of knowledge provision in terms of number of programs offered -. 316).

It could be concluded that items that loaded on to principal component one correlated with each other and since all the correlation coefficients were less than 0.9, all the above items were loaded on to principal component one. In addition discriminant validity was supported because all correlations were less than .6.

For component two item E1 (Budget performance) positively correlated with items E13 (Good governance -. 428), E14 (Acceptable student throughput -.362) and E15 (Health and environmental accountability - . 420).

Item E13 (Good governance) positively correlated with items E14 (Acceptable student throughput -.404) and E15 (Health and environmental accountability - . 462).

Item E14 (Acceptable student throughput) positively and significantly correlated with item E15 (Health and environmental accountability - . 514).

It could be concluded that items that loaded on to principal component two correlated with each other and since all the correlation coefficients were less than 0.9, all the above items were loaded on to principal component one. In addition discriminant validity was supported because all correlations were less than .6.

For principal component three item E8 (Service to community) positively and significantly correlated with items E9 (Local and international partnerships - .355), E11 (Stakeholder feedback/institutional image -.373) and E12 (Participation in local and international events - . 303).

Item E9 (Local and international partnerships) positively and significantly correlated with items E11 (Stakeholder feedback/institutional image -.310) and E12 (Participation in local and international events - . 406).

Item E11 (Stakeholder feedback/institutional image) positively and significantly correlated with item E12 (Participation in local and international events - . 405).

It could be concluded that items that loaded on to principal component three correlated with each other and since all the correlation coefficients were less than 0.9, all the above items were loaded on to principal component one. In addition discriminant validity was supported because all correlations were less than .6.

For principal component four item E2 (Human resources measures – qualifications, retention) positively correlated with items E3 (Student feedback on teaching and learning -. 365) and E4 (Research outputs - .554).

Item E3 (Student feedback on teaching and learning) positively and significantly correlated with item E4 (Research outputs - .486).

It could be concluded that items that loaded on to principal component four correlated with each other and since all the correlation coefficients were less than 0.9, all the above items were loaded on to principal component one. In addition discriminant validity was supported because all correlations were less than .6. From the above results it can be concluded that all the items that loaded to each principal component positively correlated with each other. Correlations for component five were not done because it was only one item.

6.2.4.3   Discussion of results in Section E

The purpose of this section was to evaluate the performance measures applicable to public universities in Uganda. The findings demonstrated that the measures identified and reviewed in the literature were also applicable to public universities in Uganda. In summary, the relevant measures of institutional performance in public universities in Uganda could be classified into five categories namely: (i) Leadership practices, infrastructure and academic profile, (ii) Accountability, (iii) Involvement with external stakeholders, (iv) Information and knowledge transfer and (v) Strategic implementation. Public universities in Uganda could measure their institution's performance based on the above five criteria. Hence this could become an evaluation tool for measuring the performance of public universities in Uganda.

The study accumulated into the development of a model which could be used for the management of institutional performance management at public universities in Uganda. The components of such a model were addressed in Section F of the questionnaire.

6.2.5 Section F: Components of a performance management model

In Section F of the questionnaire, respondents were required to indicate the extent to which they agreed that the items indicated in the section were important components of a performance management model for public universities in Uganda. The components were developed from the theoretical study.

Table 6.37 presents the mean scores and standard deviations of the scores for Section F.

Table 6.37: Mean scores and standard deviation scores for Section F

	Components of a performance management model for public universities in Uganda	N	Mean	Std. Deviation
F1	Establish the university role and mandate	330	4.48	.620
F2	Identify key shareholders and their expectations	330	4.42	.680
F3	Scan the environment	330	4.22	.771
F4	Formulate mission	330	4.37	.754
F5	Determine the strategic direction	330	4.48	.605
F6	Identify the institutional strategic priorities	330	4.53	.614
F7	Cascade strategic priorities to schools/department/individuals	330	4.41	.647
F8	Define faculty/departmental/individual objectives	330	4.43	.672
F9	Identify the key performance indicators	330	4.52	.615
F10	Prioritise, identify and allocate resources in line with the strategy	330	4.52	.630
F11	Align resources, processes, activities and objectives with the strategy	330	4.50	.615
F12	Continuously measure performance	330	4.50	.649
F13	Evaluate and communicate outcomes	330	4.51	.620
F14	Recognise and reward good performance	330	4.50	.698
F15	Take corrective action for continuous improvement	330	4.49	.685

A general analysis of the mean scores of the items in Section F revealed an aggregate mean score of 4.46 showing a tendency to mostly strongly agree responses. Item F3 (Scan the environment) obtained the lowest mean score of 4.22 with the highest standard deviation of .771 while item F6 (Identify the institutional strategic priorities) revealed the highest mean score of 4.53. The results revealed that establishing the university role and mandate, determining the strategic direction, identifying the institutional strategic priorities, identifying key performance indicators, prioritising, identifying and allocating resources in line with the strategy, aligning resources, processes, activities and objectives with the strategy, continuously measuring

performance, evaluating and communicating outcomes, recognising and rewarding good performance and taking corrective action for continuous improvement were perceived as vital components of an institutional performance management model for public universities in Uganda.

The standard deviation ranged from .771 F3 (Scan the environment) to .605 F5 (Determine the strategic direction) which was narrow. This indicated an agreement and strong agreement among respondents about the components of an institutional performance management model for public universities in Uganda.

Table 6.38 presents descriptive data, specifically the corrected mean if an item is deleted, the corrected item total section correlation and the Cronbach's Alpha if item is deleted.

Table 6.38: Corrected item means, correlations and internal consistency co-efficients for Section F (15 items).

	Components of a performance management model for public universities in Uganda	Scale Mean if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
F1	Establish the university role and mandate	62.39	.534	.903
F2	Identify key shareholders and their expectations	62.46	.591	.901
F3	Scan the environment	62.65	.484	.906
F4	Formulate mission	62.50	.474	.906
F5	Determine the strategic direction	62.39	.644	.899
F6	Identify the institutional strategic priorities	62.34	.606	.900
F7	Cascade strategic priorities to schools/department/individuals	62.46	.603	.901
F8	Define faculty/departmental/individual objectives	62.45	.543	.903
F9	Identify the key performance indicators	62.35	.686	.898
F10	Prioritise, identify and allocate resources in line with the strategy	62.35	.653	.899
F11	Align resources, processes, activities and objectives with the strategy	62.37	.611	.900
F12	Continuously measure performance	62.37	.590	.901
F13	Evaluate and communicate outcomes	62.37	.674	.898
F14	Recognise and reward good performance	62.37	.651	.899
F15	Take corrective action for continuous improvement	62.38	.663	.898

The internal consistency of each item score with the composite scores of the remaining items was measured. Table 6.38 revealed that item F4 (Formulate mission) showed the lowest correlation with the rest of the items - . 474). If items F4 and F3 (Scan the environment) were deleted the Cronbach's Alpha would reduce from .907 to .906. Item F9 (Identify the key performance indicators) showed a correlation of .686 with the other items in the section.

Deleting any of the items from the table would result into a lower Cronbach's Alpha therefore all the items were useful and contributed to the overall reliability of the construct.

In order to measure the internal consistency and reliability of the items measuring the "important components of an institutional performance management model for public universities in Uganda" construct a Cronbach's Alpha test was done. Table 6.39 presents the Cronbach's Alpha for Section F.

Table 6.39: Cronbach's Alpha for Section F

Cronbach's Alpha	N of Items
.907	15

The results revealed a Cronbach's Alpha of .907 for Section F which implied internal consistency and reliability among the items for components of a performance management model for public universities in Uganda.

In order to develop the model for performance management implementation for public universities in Uganda, the number of items was reduced through principle component analysis. Before conducting the principle component analysis, it was necessary to determine if the scales were adequately factorable and to measure the sampling adequacy, the Kaiser-Meyer-Olkin (KOM) test and the Bartlett's test of sphericity were used. Table 6.40 presents the KMO and Bartlett's test results.

Table 6.40: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.895
Bartlett's Test of Sphericity	Approx. Chi-Square	2404.096
	Df	105
	Sig.	.000

The KMO statistic value was .895 which is considered appropriate for factor analysis. Bartlett's test was significant (p < 0.05) for all scales. The correlation matrix is not an identity matrix therefore factor analysis was possible.

A Pearson's correlation revealed that the correlation coefficients between items were all below 0.9 and that no item had a significance value greater than 0.05. All items had significance values of .000. The determinant of the data is .001 which is greater than the generally accepted 0.00001 (Field, 2005: 5). Therefore multi-co linearity and singularity for the data was not a threat. Therefore there was no need of deleting any item at this point. The proceeding section presents the results of the PCA.

6.2.5.1 Principle component analysis of variables in Section F

The following formula was used to compute subject scores for the principle components.

$C1 = b\,11(F1) + b12\,(F\,2) + ... b1p\,(Fp)$

Where

C1 = the subject's score on principal component 1 (the first component extracted)
b1p = the regression coefficient (or weight) for observed variable p, as used in creating principal component 1
Fp = the subject's score on observed variable p

The observed variables (the "F" variables) were subject responses to the 15 components of a performance management model for public universities in Uganda; F1 represents question 1 of the section, F2 represents question 2,

and so forth. Using SPSS programme and using the eigenvalue-one criterion, a pre-test revealed two principle components that had an eigenvalue of greater than 1.00. However the scree plot revealed three components. Figure 6.9 presents the scree plot with the eigenvalues against all the components.

Figure 6.9: Scree plot indicating the eigenvalues for all the variables in Section F
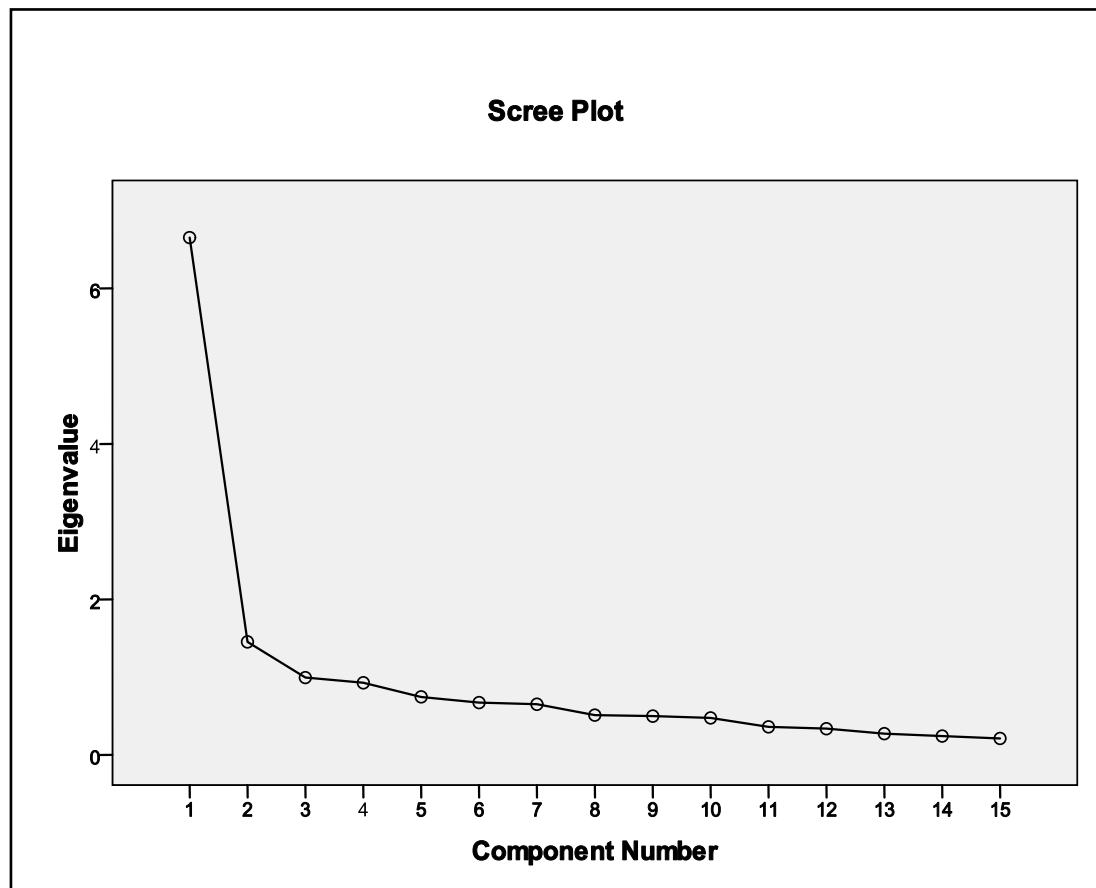
The curve started to flatten towards four creating three components. Taking into consideration the two factors with eigenvalues greater than 1.00 and the three factors displayed by the scree plot, three factors were retained. Absolute values less than 0.4 were suppressed. The proceeding section presents the results of the PCA.

Table 6.41 below presents the PCA results showing the principle components and their variable loadings.

Table 6.41: Rotated component Matrix[a]

	Components of a performance management model for public universities in Uganda	Component		
		1	2	3
F1	Establish the university role and mandate			.694
F2	Identify key shareholders and their expectations			.602
F3	Scan the environment			.599
F4	Formulate mission			.705
F5	Determine the strategic direction		.473	.584
F6	Identify the institutional strategic priorities		.438	
F7	Cascade strategic priorities to schools/department/individuals		.761	
F8	Define faculty/departmental/individual objectives		.686	
F9	Identify the key performance indicators		.613	
F10	Prioritise, identify and allocate resources in line with the strategy		.719	
F11	Align resources, processes, activities and objectives with the strategy		.560	
F12	Continuously measure performance	.769		
F13	Evaluate and communicate outcomes	.837		
F14	Recognise and reward good performance	.801		
F15	Take corrective action for continuous improvement	.775		

(Blanks represent abs (loading) <.4)
Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 6 iterations.

The items which loaded to factor one were E12, F13, F14 and F15. These items relate to measuring, communicating, rewarding and improving institutional performance hence this component was labelled "evaluating, rewarding and improving performance". It was necessary to test the reliability

of the principle component. Table 6.42 presents the alpha of the variables that loaded on to principle component one.

Table 6.42: Cronbach's Alpha for principle component one

Cronbach's Alpha	N of Items
.880	4

The results revealed a Cronbach's Alpha of .88 which implied internal consistency and reliability among the items that loaded on to factor one.

The variables which loaded to factor two were F5, F6, F7, F8, F9, F10 and F11. These items relate to determining the strategic direction, identifying the institutional strategic priorities, cascading strategic priorities to schools/department/individuals, defining faculty/departmental/individual objectives, identifying the key performance indicators, prioritizing and identifying and allocating resources in line with the strategy. The reliability test of the principle component revealed a Cronbach's Alpha of .856 before excluding item F5. Item F5 cross loaded on two components i.e. two and three. Item F5 statistically loaded higher on to component three (. 584) therefore it was assigned to component three. A Cronbach's Alpha was recalculated after excluding item F5 and results revealed an alpha of .836 implying internal consistency and reliability among the remaining items. This component was therefore labelled "implementing of the strategy".

The items which loaded to component three were F1, F2, F3, F4 and F5. These items relate to establishing the university role and mandate, identifying key shareholders and their expectations, scanning the environment, formulating mission and determining the strategic direction. This component was labelled "designing of the strategy". The reliability test of the principle

component revealed a Cronbach's Alpha of .759 which implied internal consistency and reliability among the items that loaded on to factor one.

The principle components were determined with their variable loadings. The 15 items were categorised into: (i) Designing the strategy, (ii) Implementing of the strategy and (iii) Evaluating rewarding and improving performance. The details of each component are outlined below:

Component one: Designing the strategy
F1   Establish the university role and mandate
F2   Identify the key stakeholders and their expectations
F3   Scan the environment (internal and external)
F4   Formulate a mission after the three above have been conducted
F5   Determine the strategic direction

Component two: Implementing the strategy
F6   Identify the institutional strategic priorities
F7   Cascade strategic priorities to colleges/faculties/schools/departments
F8   Define the faculty/departmental/ individual objectives
F9   Identify the key performance indicators
F10   Prioritise, identify and allocate resources in line with the strategy
F11   Align resources, processes, activities and objectives with the strategy

Component three: evaluating, rewarding and improving performance
F12   Continuously measure performance
F13   Evaluate and communicate outcomes
F14   Recognise and reward good performance
F15   Take corrective action for continuous improvement

In order to determine whether the items which loaded to each principle component correlated, correlations for the five interval scaled items were

determined. The proceeding section presents the results of the correlations of the items that loaded on to each component.

6.2.5.2 Correlations for the 5 interval scaled items of the principal components of Section F

A Pearson correlation matrix was used to determine whether the items that loaded to each of the principal components in Section F positively and significantly correlate. Item F1 (Establish the university role and mandate) positively correlated with items F2 (Identify the key stakeholders and their expectations -. 457), F3 (Scan the environment, internal and external -. 366), F4 (Formulate a mission after the three above have been conducted -. 336) and F5 (Determine the strategic direction -. 400).

Item F2 (Identify the key stakeholders and their expectations) positively correlated with items F3 (Scan the environment, internal and external -. 355), F4 (Formulate a mission after the three above have been conducted -. 358) and F5 (Determine the strategic direction -. 380).

Item F3 (Scan the environment) positively correlated with items F4 (Formulate a mission after the three above have been conducted -. 354) and F5 (Determine the strategic direction -. 421).

Item F4 (Formulate a mission after the three above have been conducted) positively correlated with item F5 (Determine the strategic direction -. 511).

In conclusion, the items that loaded on to principal component one correlated with each other and since all the correlation coefficients were less than 0.9, none of the items were deleted.

From the results, for principal component two, item F6 (Identify the institutional strategic priorities) positively and significantly correlated with items F7 (Cascade strategic priorities to colleges/faculties/schools/departments -. 477), F8 (Define the faculty/departmental/individual objectives -. 362), F9 (Identify the key performance indicators -. 441), F10 (Prioritise, identify and allocate resources in line with the strategy -. 403) and F11 (Align resources, processes, activities and objectives with the strategy -. 338).

Item F7 (Cascade strategic priorities to colleges/faculties/schools/departments) positively and significantly correlated with items F8 (Define the faculty/departmental/individual objectives -. 512), F9 (Identify the key performance indicators -. 448), F10 (Prioritise, identify and allocate resources in line with the strategy -. 538) and F11 (Align resources, processes, activities and objectives with the strategy -. 413).

Item F8 (Define the faculty/departmental/individual objectives) positively and significantly correlated with items F9 (Identify the key performance indicators -. 511), F10 (Prioritise, identify and allocate resources in line with the strategy -. 416) and F11 (Align resources, processes, activities and objectives with the strategy -. 317).

Item F9 (Identify the key performance indicators) positively and significantly correlated with items F10 (Prioritise, identify and allocate resources in line with the strategy -. 549) and F11 (Align resources, processes, activities and objectives with the strategy -. 510).

Item F10 (Prioritise, identify and allocate resources in line with the strategy) positively and significantly correlated with item F11 (Align resources, processes, activities and objectives with the strategy -. 583).

The items that loaded on to principal component two correlated with each other and all the correlation coefficients were less than 0.9 therefore none of the items were deleted.

From the results, for principal component three, Item F12 (Continuously measure performance) positively and significantly correlated with F13 (Evaluate and communicate outcomes - .714), F14 (Recognise and reward good performance - .580) and F15 (Take corrective action for continuous improvement - .540).

Item F13 (Evaluate and communicate outcomes) positively and significantly correlated with F14 (Recognise and reward good performance - .677) and F15 (Take corrective action for continuous improvement - .673).

Item F14 (Recognise and reward good performance - .677) positively and significantly correlated with F15 (Take corrective action for continuous improvement - .718).

From the above results it can be concluded that all the items that loaded to each principal component positively correlated with each other and since all the correlation coefficients were less than 0.9, all the above items were loaded on to their respective principal components.

6.2.5.3 Discussion of results in Section F

The purpose of this section was to identify the key components of a performance management model that could be adopted by public universities in Uganda to manage institutional performance. This was the major objective of this study. Based on literature reviewed, a preliminary model was developed consisting of eleven phases. Respondents agreed and strongly agreed to all items in this section. The principle component analysis done on

the items of Section F revealed three principle components. The above components should be categorised into three phases as indicated above. Therefore the three components were representative of the three phases of the suggested performance management model which could be adopted by public universities in Uganda. The institutional performance management model for public universities in Uganda proposed consists of three phases namely: (i) Designing the strategy, (ii) Implementing the strategy and (iii) evaluating, rewarding and improving performance. The refined model is presented in Figure 6.10.

Figure 6.10: Refined integrated model for institutional performance management at public universities in Uganda

PHASE 1
Designing the strategy

PHASE 2
Implementing the strategy

PHASE 3
Evaluating, rewarding and improving performance

CONTINUOUS IMPROVEMENT, RENEWAL AND ADAPTATION TO THE CHANGING ENVIRONMENT

REVISIT THE ROLE OF PUBLIC UNIVERSITIES IN UGANDA

DETERMINE KEY STAKEHOLDER EXPECTATIONS

CONDUCT AN ENVIRONMENTAL SCAN

FORMULATE A VISION AND A MISSION

DETERMINE THE STRATEGIC DIRECTION

IDENTIFY INSTITUTIONAL STRATEGIC PRIORITIES

CASCADE STRATEGIC PRIORITIES TO COLLEGES/

DEFINE FACULTY / DEPARTMENTAL/INDIVIDUAL OBJECTIVES

DETERMINE PERFORMANCE INDICATORS

PRIORITISE, IDENTIFY AND ALLOCATE RESOURCES

ALIGN RESOURCES, PROCESSES, ACTIVITIES, DEPARTMENTAL/INDIVIDUAL OBJECTIVES WITH STRATEGY

CONTINOUSLY MEASURE INSTITUTIONAL PERFORMANCE

EVALUATE AND COMMUNICATE OUTCOMES

REWARD/RECOGNISE GOOD PERFORMANCE

TAKE CORRECTIVE ACTION FOR CONTINUOUS IMPROVEMENT

UGANDAN CONTEXT

Establish a formal process for feedback and corrective action

Consider challenges/constraints, formulate SMART objectives, assign clear roles and responsibilities, ensure management commitment & support, ensure employee involvement & commitment, establish a performance oriented culture, promote mutual respect & trust, promote transparency, promote teamwork, design an effective/efficient communication system, and train staff in Performance Management

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The above model explains the process universities in Uganda could follow to manage institutional performance. It clearly shows that institutional performance management takes place in the unique context of a developing country. It is subdivided into three major phases based on the results of the PCA done for Section F of the questionnaire.

PHASE ONE: DESIGN THE STRATEGY

Preparation is required before the strategic team can start on the actual strategic planning process. This preparation entails r*evisiting the role of public universities in Uganda*. A number of roles played by public universities in Uganda have been identified in literature and from interviews which were conducted with heads of academic unit and administrators at a selected public university. Revisiting their role will enable universities to stay focused on the reason for their existence and enable them to desist from involving themselves in activities which are not in line with their mandate and the expectations of the community.

Determining the expectations of stakeholders

Identification of key stakeholders and satisfaction of stakeholders' expectations are vital for universities. The list of stakeholders as identified in literature included students, parents, legislators, accrediting bodies, alumni, suppliers, partners, donors and funding agencies and internal stakeholders such as staff and the leadership of the university.

Conducting an environmental scan

 It is necessary for universities to scan both the internal and the external environment for any technological, socio-political, economic, legislative/legal, ecological and educational conditions in which universities operate and also to identify any external challenges that may hamper successful institutional performance management implementation. In addition consideration of the informal rules of the Ugandan society which rise from the cultural and

historical background is necessary during mission and vision definition as these too shape employees' behaviour. Legal and policy provisions should be harmonized. Universities in Uganda need to follow regulations and capabilities affecting their strategic planning process, such as the laws and regulations put forward by the National Council for Higher Education (NCHE). An internal environmental scan is necessary for identifying the capabilities and resources of the university so that these can be maximized while minimizing or managing constraints. Leadership commitment and involvement is vital during this phase.

Formulating a vision and mission

Universities could formulate their vision and mission statements while taking into consideration their mandate, stakeholder expectations and the environmental scan to determine the internal strengths and weaknesses/challenges and the external threats and opportunities. The mission and vision statements should not be too detailed and should focus on the outcomes the organisation wants to achieve. The outcomes derived from the vision and mission, are expected to be in line with the university's mandate and role, the stakeholder expectations and the environmental dynamics. Coherence and consistence in decision making is necessary for the achievement of goals.

Determine the strategic direction

Being guided by the vision and mission statements, universities need to determine their strategic intent which must be aligned with the vision and mission.

PHASE TWO: IMPLEMENTING THE STRATEGY

Identify institutional strategic priorities

After the vision and mission have been formulated, institutional strategic priorities are determined, while taking into consideration **challenges and**

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constraints. Since the majority of developing countries experience constraints in terms of resources and capabilities, universities in Uganda need a limited number of **SMART objectives** for a specified period of time to achieve within their budgets. This is aimed at prevention of too many goals in a specific period. Focusing on a number of goals which are manageable depending on the availability of resources and the time frame involved, are prudent decisions for universities. On the other hand, it is also important to set goals that are not too challenging or unrealistic. The identification of strategic goals/priorities requires **leadership and employee support, involvement and commitment.**

Cascade strategic priorities to colleges/schools/faculties/departments

Cascading of university objectives to all levels of the organisation facilitates shared understanding of the vision, mission, values, the strategic direction and the priorities. This requires an effective and efficient communication system to be in place. Normally ICT can facilitate such a communication system, but in some instances public universities in developing countries such as Uganda are constrained and in these cases, a manual communication system should be utilised as long as the communication channels are clear, efficient and effective. The leadership should emphasise to staff the importance of a performance improvement program.

Define college/faculty/school/departmental/individual objectives

Universities in Uganda are structured into colleges, faculties, schools and departments. After the organisational goals have been communicated to the various units in the university, definition of objectives in alignment with the organisational strategic intent by each unit commences. This exercise requires staff involvement and commitment, teamwork, mutual respect, trust and transparency. The leader of each unit should emphasise the organisation's vision, mission, strategic direction and priorities, and the importance of performance management implementation in the unit.

Individual goals are determined in alignment with the unit goals. Departmental and individual objectives as well as performance indicators must be aligned with institutional priorities.

Determine performance indicators

Based on the findings from the principle component analysis done in Section E of the questionnaire the relevant measures of performance for public universities were classified into five major factors namely: (i) leadership practices, infrastructure and academic profile, (ii) accountability, (iii) involvement with external stakeholders, (iv) information and knowledge transfer and (v) strategic implementation. The revealed five components above represent the measures of performance with which respondents agreed most during the empirical study.

For each component, the items that loaded on to each represent the performance indicators which universities could use for measuring institutional performance. Proposed performance indicators for each of the measures have been revealed by the empirical findings. These are discussed in more detail below.

1. For leadership practices, infrastructure and academic profile, the following items were revealed as relevant: (a) Management/leadership practices. (b) ICT infrastructure. (c) Physical infrastructure. (d) Variety of knowledge provision in terms of number of programs offered.

Management/leadership practices

Examining the extent to which senior management is focused, committed and involved in the strategic performance management process is vital for universities. Universities should establish efforts made by management in trying to facilitate the management-subordinate relationship. Management should employ a participative management style and promote teamwork.

They must act as mentors by coaching subordinates and building employee trust. Their focus on support systems, motivational discussions and a favourable working environment must be exhibited. Management's role is to steer the organisation towards the achievement of organisational goals, to direct employees towards priority areas and motivate them by facilitating their training and development and giving clear roles and responsibilities to their subordinates to avoid conflict in roles and responsibilities. Management participation in the performance review meetings must be seen, they must ensure that the factors that facilitate performance management implementation are in place, and should act as role models of a performance oriented culture with an aim of meeting the stakeholder expectations. Management expression of interest in all key stakeholders is required and should often get involved with stakeholders. The fostering of an organisational culture which enhances performance and the implementation of performance management is a vital requirement for management. Promotion of adaptive cultures which are characterised by open communication, distributed power, risk-taking behaviour, team work, creativity and collaboration must be prioritised.

ICT Infrastructure

Attention must be drawn to how the university manages its ICT infrastructure to ensure effective maximum benefit out of it. The university focus on information and knowledge management using ICT infrastructure, computing expenditure, level of internet connectivity, amount of training accorded to academic, administrative and support staff regarding the use of computers and computer expenditure is necessary. ICT incorporation in work processes by universities is necessary for timely data collection, communication and improvement, not only internally, top-down and bottom-up within the entire organisation but also externally as an organisation operates in an open system.

Physical infrastructure

This involves the physical premises, library facilities, equipment and materials. Universities must implement ways of ensuring that there is adequate physical infrastructure which is well managed and utilised to ensure effectiveness and efficiency in service delivery. Focus needs to be on available space, the working environment, library expenditure, library resources and usage rate, student/library facilities ratio, facilities expenditure and the availability of furniture and accessories.

Variety of knowledge provision in terms of number of programs offered

Universities in Uganda are expected to design a variety of quality programs which are responsive to societal needs and national development goals. The programs must be flexible and geared towards enhancement of sustainability. Avoidance of duplication of programs is important.

2. Component two was accountability which was converted into the second measure of performance. This measure focuses on the accountability of universities in Uganda with respect to the four items that loaded on to component two namely: (a) Budget performance (debt, surplus). (b) Good governance. (c) Acceptable student throughput. (d) Health and environmental accountability

Budget performance: This measure focuses on the financial aspects of the university. Not only is a university's financial improvement vital but the effective and efficient financial management thereof as well. Hence the key question should be 'how is the university performing financially?' A positive move shows that the university's performance is improving. The key focus areas include increased revenue through diversification of sources of funding, return on investment, amount of funding from donors, the private sector and alumnus, reduced costs, teaching expenditure per student load, effective budgeting by adherence to the set budget, ability of the university to finance

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its long-run costs without creating debts for future generations (sustainability), and level of staff participation in the budgeting process.

Governance

Emphasis on accountability and transparency is necessary. Management's fostering of transparency and creation of a variety of accountability channels during the execution of university duties is paramount. The extent to which senior management and staff are accountable and responsible for their actions is necessary, upholding of ethical values during the execution and management of university operations, processes and systems, upholding the university code of conduct, transparency in the audit function (both internally and externally) are vital areas for consideration.

Acceptable student throughput

Attention on enrolment figures in general, enrolment figures of students with special needs, enrolment of female students, graduation numbers of students per year per programme, graduation rates of students with special needs, graduation rates of international students, competitiveness of university graduates for jobs and retention rates of students per programme per year are issues for consideration.

Health and environmental accountability

Health and environmental accountability measures focus on satisfaction of the health and safety expectations from both staff and students. To what extent is the organisation responsive to environmental requirements of the community in which they operate? Other issues for consideration are ethical values and students' welfare, benevolence, vitality and viability in the internal processes and practices at the university.

3.   Component three was labelled involvement with external stakeholders with four items loading on to it namely: (a) Service to community. (b) Local

and international partnerships. (c) Stakeholder feedback/institutional image. (d) Participation in local and international events. Universities' involvement with external stakeholders was another measure of performance revealed by the findings. Universities could adopt any of the indicators presented below.

Service to community

The university is mandated to examine the extent to which it is responsive to community expectations and how it is benefiting from the community. Focus is on level of participation in community activities.

Local and international partnerships

The extent to which universities collaborate locally and internationally, the partnerships and collaborations they have locally and internationally, the extent to which they benefit from and contribute to these partnerships, knowledge transfer between university and local/international community and collaborations and the extent to which they benchmark best practices are vital areas for management attention.

Stakeholder feedback/ institutional image

Feedback provided by the various stakeholders on the services provided by the university with regard to stakeholder expectations is important. Other issues for consideration could be: university reputation through the number of applicants for entry to the university per year, stakeholder perceptions, admission grades/standards, alumnus participation in university activities, acceptability of university graduates by stakeholders in the job market, international visibility of the university, university rankings and evaluations by the NCHE.

Participation in local and international events

The level of participation in extracurricular activities both locally and internationally, participation in regional and local academic and non-academic events must be evaluated.

Component four represented the fourth measure of performance. It was labeled Information and knowledge transfer. The performance indicators which require university management attention are: (a) Human resources measures. (b) Student feedback on teaching and learning. (c) Research outputs.

Human resources measures

Human resources measures focus on how best the university can manage and develop its staff for continuous improvement and to what extent the university is benefiting from its employees. The university measures its performance by focusing on the extent to which it develops and engages its staff. Key focus areas include the level of involvement in decision making, training and development of staff, recruitment, retention rate, employee skills in terms of PhD ratio, skills and expertise, employee empowerment, staff involvement in the performance management system design process, staff support, staff commitment and satisfaction, level of staff involvement in dialogue, staff promotion rate, staff performance through performance appraisals and amount of funding towards acquisition of additional qualifications by staff.

Teaching and learning experience

Teaching and learning experience measures focus on the extent to which students' expectations are met in and outside the classroom environment within the confines of the university. The focus must be placed on the appropriate mechanisms to ensure student satisfaction in the classroom environment. Other issues to consider include students' support, level of

students' involvement in decision making, student feedback in terms of student satisfaction, student/academic staff ratio, quality assurance, curriculum innovations and excellence in terms of quality programs offered/designed which are responsive to national development goals.

Research

Research measures focus on the number of research outputs as well as on the quality of research and innovations outputs by both students and staff, research funding attracted, research completion by post-graduate students, research publications in local and international journals, research per academic staff, paper presentations at international conferences per academic staff, knowledge transfer between university and local/international community and number of intellectual property patents acquired by staff.

4.   Component four was **strategic implementation**. Universities must ensure that the strategies which were designed were implemented for the achievement of the set goals. Designing a strategy without implementation is useless. An institutional framework for managing the implementation process must be in place and it should be sustainable. Management provision of training aimed at creating awareness, promoting learning and a shared understanding of the vision, mission, values, strategic direction, key performance measures, meaning of performance management and its usefulness to the institution are a prerequisite. ***Clear roles and responsibilities*** must be assigned, and ***communication*** *must be effective* and efficient. Involvement of both management and employees and their commitment to the performance management process are necessary as this will make everyone part of the system. Not only should the voice of power holders be heard but everyone else's too. If there is a disagreement on performance measures, everyone's voice 'should be heard' and information provided to explain the reasons why. The strategic process should promote a ***performance oriented culture***, ***teamwork***, ***transparency*** and ***mutual trust***

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and *respect*.   Ingram (1997: 300) notes that team working can lead to organisational improvement.

The university should stress the extent to which it focuses on the vision, mission, strategies and objectives with emphasis on enhancing performance. Commitment of management and employees on the achievement of the mission and vision is paramount, and the extent to which the environment, stakeholder expectations and the strategic goals are taken into consideration while implementing the strategy should be determined. Universities are expected to determine the extent to which the strategy, policies and decisions made are communicated to all interested parties. Regular reviews and updates of the strategies and policies and the extent to which the strategic objectives address the challenges the university is facing are key issues for consideration.

Prioritise, identify and allocate resources

After identifying the key performance indicators, universities should set priorities and depending on the need, identify the required resources which will facilitate the achievement of the set goals, and then allocate these resources. In Section F question 16, respondents were asked to indicate any other aspects that they felt should be included in an institutional performance management model for public universities in Uganda and one of the recommendations was that universities must balance planned output with available resources.

Align resources, processes, activities, departmental and individual objectives with the strategy

There must be a link between strategies, the goal setting process, operational processes, support processes, control processes and organisational behavioural processes and structures with unit and individual objectives to ensure an integrated approach to performance management.

PHASE 3: EVALUATING, REWARDING AND IMPROVING PERFORMANCE

Measure institutional performance

Establish whether the university has performed as per the stakeholder expectations. With reference to the proposed measures of performance, determine which objectives have been achieved preferably on an annual basis and those which have not been achieved. The six double arrows pointing up from the bottom to phases 1 and 2 indicate that universities in Uganda should be conscious of the existing challenges/constraints in the environment and should try to minimise or control them while ensuring that the factors necessary for successful implementation of institutional performance management are in place.

Evaluate and communicate outcomes

Universities need to establish where there has been exceptional performance and try to find out the causes of such good performance, and if there is poor performance universities must examine the possible causes of such poor performance. Communicate the outcomes to the relevant stakeholders.

Reward/recognise good performance

Reward and recognise exceptional performance and advise where the need is for improved performance. Poor performers are encouraged, and motivated to improve because the reward system is not aimed at punishing poor performers but helping them to improve. Take corrective action by planning to review the methodologies and planned activities for purposes of improving. Identify anything that was not done in the right way which might have resulted in failure to achieve the set objectives and design better ways for continuous improvement. Periodically update the performance management model to reflect statutory and environmental changes. This enables the organisation to get rid of those measures, which have not proved useful and/or modify the existing core measures to enhance performance.

Continuous improvement

All the above should be anchored on the philosophy of continuous improvement, renewal and adaptation to the changing environment. Performance management is a continuous process, and loops are built into the process for performance feedback and corrective action.

6.3   QUALITATIVE ANALYSIS OF RESULTS

The questionnaire that was administered to the respondents in the four public universities consisted of both closed and open ended questions. Content analysis was used to analyse the open ended questions of the survey instrument. Content analysis has been appraised as a powerful tool for data reduction (Stemler, 2001). Emergent coding was applied to the data collected and data was later classified based on the themes that were developed (Stemler, 2001) therefore the unit of analysis for this study was individual themes. Content analysis is used to code open ended questions in a survey (Weber, 1990).   The frequency of responses in respect of each developed theme was determined. The researcher revisited the responses to establish the context in which the statements were made with an aim of strengthening the validity of the findings.

Question C23 requested respondents to indicate any challenges other than those already mentioned in Section C that impacted on performance management implementation in public universities in Uganda. This question was code named C23. Out of the 330 respondents, 86 respondents indicated several challenges which they felt impacted performance management implementation in public universities in Uganda. The total number of responses per challenge was counted to determine the number of times they occurred. These were converted into frequencies as presented in Table 6.43 below.

Table 6.43: Other challenges impacting performance management implementation

Theme	Frequencies
Moral degeneration	16
Inadequate and limited facilities	26
Limited motivation and low staff morale	26
Limited stakeholder involvement	10
Political interference	21
Financial constraints	10
Lack of expertise	15
Absence of a succession planning policy	14
Increasing student numbers	12
A weak reward system	7
Conservatism	12
Absence of a formal evaluation framework	9
Lack of clear roles and responsibilities	6
Lack of respect	13
Limited collaborations	8

Moral degeneration - A number of responses indicated that one of the challenges of performance management implementation was the moral degeneration of the university leadership. The listed responses included nepotism and tribalism during employee appointment/selection, corruption by administrative staff, greed for power, unfair methods of electing leaders, fraud and misappropriation of funds.

Inadequate and limited resources - Among the listed items were ill equipped laboratories, insufficient ICT for academics, poor infrastructure, low Internet band width, limited space, limited physical and financial resources, inadequate medical facilities, and inadequate human and technical

resources. All the above constrain the learning/teaching process which is one of the core functions of a university.

Limited motivation and low staff morale - The findings revealed that among the issues raised by respondents under this theme were poor remuneration, delays in salary payments, inequality in salary structures, and a slow process of staff promotion. The above factors lowered staff morale to the extent that the majority of staff developed an "I don't care" attitude.

Limited stakeholder involvement - The revelations by the respondents indicated that stakeholder participation in the decision making process was limited as not all staff were involved in the strategic planning process hence they usually tended to ignore the implementation of the strategic plan. Ideas from staff in lower academic positions were usually ignored and not considered during the decision making process. The involvement of alumni, parents and the private sector in the strategic planning process was limited.

Political interference - Respondents felt that the government should limit its interference in the management of public universities. A case was cited where the government barred public universities from increasing tuition fees despite the increasing inflationary rate while at the same time the government greatly reduced financial subsidies.

Financial constraints - Public universities received limited funding from the government which resulted in budget constraints. In addition, funding is often not provided on time. Privately sponsored students often only pay in the examination period, which constrains cash flow. This puts universities in a very unfavourable financial position and implementation of short term goals becomes difficult. Poor funding affects the level of research done, the implementation of university policies and programmes and strategic plan implementation.

Lack of expertise – Respondents felt that the majority of staff occupying management positions lacked leadership expertise which inhibited the effective implementation of strategic plans. In addition, the lack of leadership/management expertise resulted in the use of poor management styles which demotivated staff. Respondents also felt that leaders lacked expert knowledge on performance management, making it difficult for them to effectively implement strategic plans and often left this to the planning unit. Another issue raised, was the misallocating of scarce resources by not prioritizing.

Absence of a succession planning policy - Respondents reiterated the high labour turnover as a result of a lack of succession planning at the various universities. Universities had poor human resources retention policies. Highly qualified academic staff often left after acquiring a higher qualification (PhD). New staff were not mentored and coached in their various positions of responsibilities. Orientation and training were not done. This left the respective units weak as the remaining staff members, usually of a lower rank, were not able take on the responsibilities of the outgoing staff members.

Increasing student numbers - When the government liberalized the education sector, university enrolment increased leading to a high lecturer student ratio. The increased ratio warranted lecturers to be preoccupied with teaching instead of focusing on other core functions of a university such as research. As academic staff are preoccupied with attending to large numbers of students' with problems, implementation of the strategic plan will not receive priority compared to a scenario of academic staff with manageable amounts of students.

A weak reward system - Among the issues listed were that the existing reward system was uncompetitive. Members felt that the reward system did

not take into account the amount of work done by an individual but it considered the rank of the individual.

Conservatism – Among the issues raised included: the use of traditional methods of teaching, the policies used are not regularly revised to match the changing environment for instance some respondents felt that one of the promotional criteria of lecturers should be based on hours taught and student evaluations, to factor in the teaching component due to the increasing student numbers. Respondents noted that there are limited innovations and universities operate under a rigid structure.

Absence of a formal performance evaluation framework – Respondents felt that performance appraisal forms were usually completed but with no follow up on these. There is a lot of subjectivity in the evaluation of individual performance. Individuals do not receive feedback pertaining to their performance. There is no formal performance review process known to all individuals in the university and staff are not closely supervised.

Lack of clear roles and responsibilities – Some positions of responsibility have conflicting roles which create friction in the execution of duties by the holders of such positions thereby affecting performance management implementation. A case cited was the university secretary as an accounting officer of the university and the existence of a DVC finance and administration.

Lack of respect – Respondents felt that top management undermined lower management especially with regards to decision making. Top management intimidated lower management thereby creating mistrust within management and lower management felt reluctant to implement the strategic plans which they believe are master-minded by top management.

Limited collaboration – Universities collaborate with the private sector and among each other to a lesser extent. Members felt that this limited the universities from exploiting the best in the market, while improving on the weak areas. The limited collaboration of universities with the public and the private sector is a hindrance to performance management implementation as if properly implemented, they could partner in conducting various projects which could be financed by the private sector.

Section D question 21 requested respondents to kindly indicate any other factors required for successful performance management implementation at public universities in Uganda. This question was code named D21. Out of the 330 respondents, 53 respondents indicated various factors which they felt enhanced performance management implementation in public universities in Uganda. The total number of responses per factor was counted to determine the number of times they occurred. These were converted into frequencies as presented in Table 6.44 below.

Table 6.44: Other factors for successful performance management implementation

Theme	Frequency
Motivation of employees	25
All inclusive decision making	18
Effective communication	10
Training and awareness	10
Adequate funding	10
Effective feedback	7
Openness and transparency	6
Conducive study/working environment	6
Evaluation	6
Autonomy of the university	5
Leadership style	5
Collective responsibility	3
Flexibility	3
Individual responsibility	3
Low lecturer students' ratio	2
Decentralisation of power	2
Reward system	2
Functional quality assurance	2
Staff commitment	1

The results above reveal that the following factors were considered vital for successful performance management implementation by most of the respondents:

- staff motivation,
- an all inclusive decision making process,
- an effective communication system,
- training and awareness,

- adequate funding, and

- an effective feedback process.

However among the above factors, the factors that had not yet been mentioned in the survey instruments but were considered by respondents as necessary for successful performance management implementation included: adequate funding, an effective feedback process, openness and transparency, a conducive study/working environment, evaluation, autonomy of the university, collective responsibility, flexibility, individual responsibility, low lecturer students' ratio, decentralisation of power and functional quality assurance.

Question E 17 requested respondents to indicate any other performance measures relevant for public universities in Uganda other than the ones that had been already indicated in the questionnaire. This question was code named E17. Out of the 330 respondents, 29 respondents suggested various measures of university performance which they felt were relevant. The total number of responses per factor was counted to determine the number of times they occurred. Other measures that were listed other than the ones indicated in the questionnaire were: competitiveness of university graduates for jobs, alumni stature, performance appraisal system, contribution to economic and political policies, intellectual property patents, benchmarking best practice, web metrics, international visibility, staff involvement in decision making, ethical values and social responsibility, knowledge transfer between university and local/international community, translation of service to community into livelihood transformation, ethical standards (strikes), and students' welfare. Most of these were considered as key performance indicators under the various measures mentioned in Section 6. 5.1.

Question F16 requested respondents to indicate any other aspects they felt could be included in an institutional performance management model for

public universities in Uganda. This question was code named F16. Out of the 330 respondents only eight listed other aspects other than the ones indicated in the questionnaire. Among the components listed included:

- coherence and consistence in decision making,
- harmonization of legal and policy provisions,
- balancing planned outputs with available resources,
- ICT incorporation in work processes,
- knowledge transfer,
- tracer studies,
- good leadership styles,
- continuous communication, and
- documentation of good practices.

The above components were incorporated in the indicators of the performance management model that was developed.

6.4   CONCLUSION

This chapter presented the empirical findings of the study. The performance management strategies by public universities, the challenges impacting performance management implementation, the factors for successful performance management implementation in public universities, the suggested measures of university performance and the performance management model which could be adopted by public universities in Uganda were presented. For successful performance management implementation universities must minimize the challenges while enhancing the factors for successful performance management implementation.

CHAPTER SEVEN
SUMMARY, CONCLUSION AND IMPLICATIONS

7.1   INTRODUCTION

The rationale for institutional performance management is to satisfy stakeholder expectations by ensuring effective and efficient service delivery. This study was conducted because, as much as there were institutional arrangements such as the NCHE and different internal mechanisms for managing performance at public universities in Uganda, their contributions remained a subject of debate. The design, use and implementation of performance management frameworks at these public universities were questionable in terms of their efficacy in fostering institutional performance. Even though there were traces of managing the performance of academic staff through performance appraisals, institutional performance management at public universities in Uganda was empirically unexplored. As far as could be established, no empirical study had been conducted with the aim of designing a performance management model for systematically managing institutional performance at public universities in Uganda.

The purpose of this study therefore was to develop a performance management model for public universities in Uganda to manage institutional performance. This was achieved by first conducting a thorough theoretical study and then empirically investigating the strategies used by public universities in Uganda to manage institutional performance, the challenges impacting institutional performance management implementation, factors for the successful implementation of institutional performance management, performance measures and finally the key components of an institutional performance management model that could be adopted by public universities in Uganda.

7.2 OVERVIEW OF THE STUDY

Each chapter of this study contributed to the achievement of the general and specific objectives of the study through the identification of strategies used by public universities to implement performance management, challenges impacting performance management implementation, factors for successful performance management implementation, measures applicable to measuring performance of universities and the development of a performance management model which was the major objective of this study.

Chapter One presented the background to the problem justifying why the study was conducted. The main problem was stated together with the objectives, a conceptual model of the study was presented, and the scope, definition of concepts and the significance of the study were also explained. This chapter presents a summary of the specific strategies or methodologies which were used for data collection and analysis in order to address the main problem of the study.

Chapter Two presented a literature review of institutional performance management by providing an in depth understanding of what performance management is as well as its evolution and how it benefits an organisation. From the literature reviewed the following attributes captured the notion of performance management:

- It is a collaborative set of strategic actions.
- It involves setting performance goals for the institution and having a shared understanding of the set objectives by all employees.
- It includes the identification and prioritizing of resources to attain the set goals and objectives.
- Managing and developing employees to achieve the set goals.

- Use of financial and non-financial performance measurement information to positively change the organisational culture, systems and processes.

- Timely feedback to all concerned parties on the extent to which goals have been attained.

- Transparent decision making after identification of weaknesses and challenges.

- Taking corrective action where there are deviations.

The main benefits of institutional performance management indicated in the literature are that it links strategy, processes and resources to goals, links individual objectives to organisational objectives, translates vision into performance indicators, aligns organisational activities with strategy, provides an accountability framework, facilitates effective decision making, facilitates involvement, promotes a performance oriented culture, guides employee activities, increases awareness of strategy and organisational goals, facilitates implementation of mission and strategy, acts as a learning platform, fosters communication, motivates staff and enhances quality service.

Despite the above benefits, a number of challenges of institutional performance management were presented in literature. These included managers not being fully committed to the performance management processes, lack of consequences for good or poor performance, the absence of training on performance management and cultural issues. The majority of organisations in the developing world are characterised by weak, highly bureaucratic management systems with low levels of productivity. Developing strategy is a cumbersome exercise. The mission and vision statements are usually too detailed and tend to focus less on the outcomes the organisation is trying to achieve. The process of setting targets, introduction of intangibles in the objectives and integration of numerous contributions into strategic themes is challenging. The most challenging of all is the implementation of strategy.

Challenges impacting performance management implementation as presented in the literature included financial constraints, achieving alignment, resistance to measurement, inadequate information technology, a lack of focus and commitment by senior management, a passive organisational culture, limited academic staff support, poor scheduling, inadequate training, over-bureaucratization of the performance management process, limited time, too little importance accorded to the process, the complexity of the organisation in terms of size, a lack of continuous feedback, resistance to change from within the organisation, failure to continuously use the PMS and a lack of cause-effect relationships among strategies. Performance management therefore is a daunting task which requires full commitment of all concerned.

Chapter two further provided an overview of performance management implementation in the developing world and presented a number of key factors relevant for successful strategic performance management implementation. The difference between performance management and performance measurement was also outlined.

The following key factors for performance management implementation were highlighted in the literature: focusing on key but limited objectives due to resource constraints, collective setting of clear goals, with specific, measurable, achievable, and realistic yet challenging objectives, focusing on meeting customer expectations, leadership commitment and involvement in the entire performance management process and the enhancement of a constructive manager-subordinate relationship, timely and clear multi-directional internal and external communication, alignment of individual activities and all other functions to strategic goals, developing a framework for managing the implementation process, establishing a reward system for good performance while motivating and encouraging continuous improvement in performance.

The literature presented a number of factors for performance management implementation. These included creating awareness and promoting learning and a shared understanding of the vision, mission, values, strategic direction, key performance measures, meaning of performance management and its usefulness to the institution, developing a culture which promotes individual accountability, teamwork and responsibility, aligning the organisational culture with the vision and strategic direction, identifying the intangible measures of performance to supplement financial measures and KPI's, a committed and supportive workforce with clear roles and responsibilities, setting priorities, adhering to the budget and continuous review of the performance management process.

Chapter Three

Chapter three presented a brief overview of the political history and climate in Uganda and how it impacted on the education system. It provided an overview of the education system in Uganda with specific emphasis on university education, the regulatory framework for and the role of public universities in Uganda. The chapter further offered a theoretical overview of the challenges impacting institutional performance management implementation.

Uganda's turbulent political past had a harmful effect on the economy and the education system. The National Constitution of the Republic of Uganda (1995) and the University and Other Tertiary Institutions Act of 2001 (as amended in 2003 and 2006) laid the foundation for a more effective and open education system. This act also prescribed the leadership structure at universities to ensure effective management and performance. At the time of this study, there were five public universities in Uganda that competed with an array of private universities and colleges. Public universities in Uganda have a teaching and learning, research and engagement role, and need to respond to the challenges that emanate from a turbulent political past and a

developing economy. While these universities are mostly subsidised by the government, they are also responsible for implementing government policy, including those aimed at social transformation and uplifting, and specifically creating gender equity.

This chapter focused on the unique challenges faced by these universities in terms of institutional performance management. Interviews conducted with senior administrators and heads of academic unit at one public university were used to explore perceptions about the role of public universities, institutional performance management practices, the challenges faced by these universities during performance management implementation as well as potential institutional performance measures. The information gleamed from these interviews supplemented the theoretical study, and was used in the design of the questionnaire used in the empirical study.

Universities:
- are sources of highly skilled academia in various disciplines,
- offer extensive experience in teaching,
- have vast expertise in a variety of areas,
- have extensive research experience in various areas, and
- have the capacity to transmit knowledge, thereby creating awareness on a number of topical issues.

Feedback received from the interviews conducted at a selected public university with senior administrators and heads of academic unit on performance management strategies used by public universities in Uganda were presented. In terms of the role of public universities, the interviews revealed that:
- Public universities have the priority of meeting societal needs through research and knowledge creation.

- The bulk of Ugandan students at public universities are on government sponsorship as opposed to students at private universities. The government of Uganda uses a quota system for needy students and affirmative action for the education of females thereby contributing to the implementation of national social goals.

- The oldest universities in Uganda are public universities and as such, are role models to private universities in terms of quality assurance. They set standards and act as benchmarks for private universities.

- Public universities are a source of employment to a relatively larger workforce compared to private universities.

Since public universities in Uganda are not profit driven it is a challenge to achieve efficiency and effectiveness while performing a social and uplifting role. The above issues therefore have implications for the way in which performance is managed at public universities and are important considerations during the performance management implementation process.

Chapter Four

This chapter presented a theoretical overview of models and strategies utilised for institutional strategic performance management in general. The models/frameworks included the Balanced Score Card (BSC), the Performance Prism, Malcolm Baldrige National Quality Award Model (MBNQA) and the European Foundation Quality Model (EFQM). The main contributions of these models were summarised. The discussed models were basically designed for organisations in the developed world and as such required adaptation to the developing world, and specifically to public universities in the developing world such as those in Uganda, that were non-profit organisations. Performance indicators used by various universities in the developed world were also presented and discussed in this chapter. Based on the results from the theoretical study presented in chapters two and three, and the information gleamed from the interviews conducted at a

selected public university in Uganda, an integrated model for institutional performance management for public universities in Uganda was developed. A questionnaire was developed based on this model and tested among academic staff at four public universities in Uganda, to test the acceptability of the model.

Chapter Five

The chapter presented the research design and methodology employed in this study. The research design was explained. The methods of data collection and the instruments that were used were presented. The data analysis methods used in the study were explained and the ethical considerations during the study were presented. The chapter further presented the demographic data obtained from the survey.

Chapter Six

This chapter presented the results and a discussion of the empirical findings of this study, which sought to examine the strategies used by public universities in Uganda to manage institutional performance, the challenges impacting institutional performance management in public universities in Uganda, the factors for the successful implementation of institutional performance management, the relevant institutional performance measures applicable to public universities in Uganda and the key components of a strategic performance management model that could be adopted by public universities in Uganda to manage institutional performance. A refined integrated model for institutional performance management of public universities in Uganda was presented.

The first objective of this study was to analyse the strategies used by public universities in Uganda to manage institutional performance. The results established that strategic planning in public universities in Uganda existed and was aimed at achieving quality. However, despite the existence of

strategic planning in public universities in Uganda, respondents were uncertain about a number of issues related to strategic planning (see paragraph 6.2.1.8). This uncertainty about a number of factors signalled a lack of knowledge of their university's performance management systems, a lack of communication and a lack of participation in the performance management process at the university.

In addition respondents generally disagreed that:

- Performance management training was continuously provided to managers and staff.
- Universities had an effective performance management system.
- A formal process existed for units to give feedback on the attainment of strategies. Public universities in Uganda should work towards instituting an effective performance management framework if they were to remain competitive in a changed and highly dynamic educational environment. Public universities therefore had to ensure that formal systems and processes existed and were adhered to.

The study further established that, in general:

- The more years a staff member had been employed at a university the more he/she perceived the performance management system at the university as ineffective.
- The more respondents perceived a lack of motivation among staff as a challenge in performance management implementation, the more they perceived the performance management system of the university as ineffective.
- The more respondents perceived limited and uneven cash flow as a challenge, the more they perceived the performance management system at their university as ineffective.

- The more respondents perceived the absence of a performance driven culture as a challenge, the more they perceived the performance management system at their university as ineffective.

The second objective of the study was to examine the challenges impacting institutional performance management in public universities in Uganda. The findings revealed that the challenges impacting performance management implementation in universities in Uganda were categorised into five basic categories namely: (i) Lack of a formal performance management environment. (ii) Limited employee engagement/communication problems. (iii) Institutional systems and structural challenges. (iv) Institutional governance challenges.

These categories represent further challenges which are outlined below:

Lack of a formal performance management environment
The inability to formulate a performance management framework automatically results in the absence of a performance management framework. Without a performance management framework it becomes difficult for universities to cultivate a performance driven culture. A lack of training on performance management implementation is also a challenge.

Limited employee engagement/communication problems
An inadequate ICT system and an ineffective communication system hinder communication rendering team work difficult. Limited employee commitment could result in resistance to changes being instituted at a university.

Institutional systems and structural challenges
Challenges in this category include limited time to implement a PMS, the lack of appreciation of the virtues of performance management, human resources constraints, complexity of the institution in terms of size and culture,

restrictive government regulations such as the PPDA, limited and uneven cash flow and poor physical infrastructure.

Institutional governance challenges

Among the institutional governance challenges revealed by the findings were limited commitment from senior leadership, inappropriate leadership style, limited transparency and a rigid/strict organisational system/process. The above are a disincentive to the implementation of a performance management system.

The third objective of the study was to identify factors for the successful implementation of institutional performance management at public universities in Uganda. The identified factors were categorised into four groups namely:

(i)   Performance framework, performance culture and employee support.

(ii)   An individual performance management system.

(iii)   Alignment.

(iv)   Smart goal setting.

These groups represent specific factors which are outlined below:

Performance framework, performance culture and employee support

Mutual respect, an adequate ICT system, a framework for managing the implementation process, shared understanding of mission, vision and strategies, continuous training and learning about performance management implementation, existence of a performance oriented culture and employee support.

An individual performance management system

Existence of a reward system linked to performance, availability of a collective set of performance standards, leadership commitment, a supportive

management style, identification of key performance indicators, giving clear roles and responsibilities to employees and teamwork.

Alignment

Aligning individual activities with organisation objectives and aligning all organisational functions to strategic objectives enhances focus.

Smart goal setting

Focusing on a limited number of key objectives and the formulation of SMART objectives is necessary especially for institutions which have resource constraints.

The fourth objective of this study was to evaluate the performance measures applicable to public universities in Uganda. The findings revealed that performance measures for public universities in Uganda could be categorised into five categories as indicated below.

(i)   Leadership practices, infrastructure and academic profile.

(ii)   Accountability.

(iii)   Involvement with external stakeholders.

(iv)   Information and knowledge transfer.

(v)   Strategic implementation.

The details of each component are outlined below:

Leadership practices, infrastructure and academic profile

The focus should be on management/leadership practices, ICT infrastructure, physical infrastructure and variety of knowledge provision in terms of number of programs offered.

Accountability

Universities are accountable with regard to budget performance (debt, surplus), good governance, acceptable student throughput and health and environmental accountability.

Involvement with external stakeholders

Universities are expected to interact with the external stakeholders through service to community, local and international partnerships, stakeholder feedback/institutional image and participation in local and international events.

Information and knowledge transfer

Under this measure, universities are required to focus on the human resources measures, student feedback on teaching and learning and research outputs universities can measure their performance by determining the extent to which they implement their strategic intent.

The fifth objective of this study was to identify the key components of a performance management model that could be adopted by public universities in Uganda to manage institutional performance. The proposed performance management model consists of three phases namely: (i) Designing the strategy. (ii) Implementing the strategy. (iii) Evaluating, rewarding and improving performance. The model was presented and discussed in chapter seven.

The main activities of each phase are briefly outlined below:

Designing the strategy

During this phase, the university role and mandate is established, key stakeholders and their expectations identified, the internal and external environment scanned, a mission formulated and strategic direction determined.

Implementing the strategy

During this phase, institutional strategic priorities are identified and cascaded to colleges/faculties/schools/departments, faculty/departmental objectives are identified, key performance indicators formulated, resources prioritized and allocated in line with the strategy and resources, processes, activities and objectives aligned with strategy.

Evaluating, rewarding and improving performance

This phase involves the continuous measurement of performance, evaluation and communication of outcomes, recognition and rewarding of good performance and taking corrective action to ensure continuous improvement.

7.3   IMPLICATIONS OF THE STUDY

The study has implications for both policy development and for management.

7.3.1 Policy implications

This study focused on performance management implementation at universities in the context of developing countries. This study was an empirical contribution to the literature on institutional performance management specifically with regard to performance management implementation, challenges, factors required for performance management implementation, and performance measures applicable to universities in developing countries.

The literature provided a number of performance management strategies which institutions could use to manage performance. Bringing these practices together allowed the development of an empirical list of performance management practices. The senior management of public universities can clearly view and comprehend the concept of institutional performance management practices from the identified five foci during implementation. The five foci could be adopted as an evaluation framework for public

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universities in Uganda with regard to institutional performance management implementation, thereby enabling public universities to identify grey areas in their performance management systems on which attention could be focused.

The outcomes of this study have policy implications for universities and policy makers in Uganda which was the major focus of this study. Knowledge of the challenges impacting public universities allows managers to pay close attention to the critical challenges indicated in the analysed results. By identifying specific challenges in performance management, various pitfalls in strategy formulation and implementation can be identified and dealt with.

The increasing competition emanating from globalization and liberalisation of the education sector has resulted in a large number of players in the market. This requires educational institutions to measure their performance as a way of meeting their stakeholder expectations. The measures identified by this study could be used by policy makers and universities to determine the extent of performance of the various universities not only in Uganda but also in sub-Saharan Africa. Therefore it could be used as an evaluation tool for universities' performance.

The model developed could be adopted not only by universities in Uganda but by all institutions of higher learning during institutional performance management implementation.

7.3.2 Management implications

Knowledge of the factors for performance management implementation enables managers to ensure that these exist in universities for successful performance management implementation.

University management must ensure that all positions of responsibility are filled with competent and skilled personnel so that each function is effectively

performed for the attainment of university goals. The positions of responsibility are charged with the duty of ensuring that university plans are implemented. However, putting organs in place does not guarantee effective service delivery. Effective service delivery can be successful if in addition to the organs other systems, which ensure that performance is effectively implemented and monitored, are implemented. Hence management should ensure that the ratio of full-time/part-time staff is optimal for effective performance management implementation. Besides universities must have a succession planning and retention policy in place to ensure that high calibre staff is maintained.

Effective management of performance requires a committed and highly qualified management and employee personnel. Management should work towards motivating staff and involving them in the decision making process in order for them to take ownership of the performance management system.

In the case of low commitment, management focus should be on how best they can manage the 'systems and the people' while adapting the organisational culture to the environment and identifying the cultural aspects which could enhance organisational performance (Raduan et al, 2008: 51).

Employees should be rewarded for exceptional performance and poor performance should be corrected through the system of effective performance management and not through punishment (Ohemeng, 2009: 112; Otley, 1999: 365; Artley & Stroh, 2001: 3; Amaratunga & Baldry, 2002: 221; Halachmi, 2002: 65; Werveire & Van Den Bergh, 2003: 783).

A performance management framework must be designed and a performance oriented culture developed to promote individual accountability, Chau, 2008: 116; teamwork and responsibility (Ingram, 1997: 300; Castka et

al, 2001: 123; Halachmi, 2002: 65; De Waal, 2004: 308; Brown, 2005: 481; Chau, 2008: 116) with management driving it.

Management should identify other sources of funding by diversifying income generating activities rather than mainly depending on students' fees which are unreliable and uneven in flow. Systems should be adopted to improve control of cash flow.

With regard to a highly bureaucratic system, managers should institute control processes which are not too lengthy so as to avoid high levels of bureaucracy. Clear roles and responsibilities must be assigned to various individuals as conflicts in roles and responsibilities may have a negative impact on the performance management process (Halachmi, 2002: 65).

Training on performance management should be instituted so that all employees are aware of what it entails and what is expected of them during the implementation process. The model developed in this study can be used as a basis for explaining the performance management process, clarifying roles and assigning responsibility. All members of the organisation should see the 'bigger picture' of performance management and where they fit into the process.

7.4   LIMITATIONS AND AREAS FOR FURTHER RESEARCH

The study was conducted at four out of five public universities in the Ugandan context which has characteristics of a developing country as opposed to a developed nation. Challenges and factors impacting performance management implementation in Uganda may not necessarily be applicable to all institutions of higher learning and in all developing countries. However, this study provides a useful base for further research into the implementation of performance management in universities in Uganda. Further studies could be

conducted at both private and public universities and the outcome of such studies can be compared to the outcome of this study.

As a developing country, Uganda is economically not very strong, hence such a kind of context may warrant some challenges irrelevant to the developing world's context.

The data collection tool used for this study may create some subjectivity in the responses which may result in bias. The study used a cross section design, a longitudinal study could be conducted to empirically test the proposed performance management model.

Emphasis was placed on the effectiveness of service delivery yet institutional performance may be measured by the extent of how effective or efficient a system is. Further study could be conducted with emphasis on efficiency as a measure of performance. Despite the above limitations, it is hoped that the results of this study will ignite further research interests in performance management implementation in institutions of higher learning in the developing world.

7.5   CONCLUSION

Performance management implementation is necessary for the achievement of organisational goals. Simply designing strategies without implementation is meaningless. Implementation is a daunting exercise which requires not only identification of the guidelines and the challenges which might be impacting performance management implementation but also employee and management commitment.

Universities in Uganda must strive towards the effective implementation of an institutional performance management system in their respective universities

as this is the only way they will remain competitive in this current dynamic yet competitive environment. The success of the implementation process however is vested fully in the commitment and willingness of management and the employees to participate in the entire process right from the design stage to the evaluation stage.

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APPENDICES

APPENDIX A: RECOGNIZED UNIVERSITIES BY THE YEAR 2010

PART A: PUBLIC UNIVERSITIES

Code	Name of Institution	Commencement Date
110001	Makerere University	1922
110002	Mbarara University of Science & Technology	1989
110003	Gulu University	2002
110004	Kyambogo University	2002
110005	Busitema University	2007

PART B: PRIVATE UNIVERSITIES

Code	Name of Institution	Commencement Date
220001	Islamic University in Uganda	1988
220002	Ndejje University	1992
220003	Uganda Martyrs University	1993
220004	Bugema University	1994
220005	Busoga University	1999
220007	Nkumba University	1999
220008	Uganda Christian University	1997
220010	Kampala University	2000
220011	Kampala International University	2001
220012	Aga Khan University	2001
220014	Kumi University	2004
220015	Kabale University	2005
220016	Mountains of the Moon University	2005
220017	African Bible College	2005
220018	Uganda Pentecostal University	2005

220019	Fairland University	2005
220020	Bishop Stuart University	2006
220021	St. Lawrence University	2007
220022	Lugazi University	2007
220023	Muteesa I Royal University	2007
220024	All Saints University, Lango	2008
220025	International Health Sciences University	2008
220026	Cavendish University	2008

Source: National Council for Higher education website (http://www.unche.or.ug/page2.php) Accessed on 11.11.2010

APPENDIX B: INTERVIEW GUIDE FOR TOP ADMINISTRATORS AND HEADS OF ACADEMIC UNIT

Dear Sir/Madam;

*You are humbly requested to assist by participating in the face –to- face interview aimed at analyzing your university's strategic performance management systems. The research is a requirement for the fulfillment of the Doctor of Business Administration of Nelson Mandela Metropolitan University of South Africa**. The major aim of the study is to develop a strategic performance management model which universities in Uganda could adopt for measuring institutional performance.***

Researcher: Bernadette Nambi Karuhanga, Dip. Ed (Business), B.Ed (Business studies), MBA, DBA (Candidate at NMMU- South Africa).

1) What role do public universities in Uganda play in comparison to the private universities?
2) What efforts have been made by your institution in supporting the institutional performance management process?
3) How often do you plan an institutional strategic planning breakaway session?
4) What framework/strategy does the university use for institutional performance management? E.g a balanced scorecard? Benchmarking. ? Bureaucracy? Other? Please explain
5) Are strategic priorities identified? Cascaded down for each faculty? Does each faculty have its own strategic planning meeting where the priorities identified by the university are addressed? (In other words are they aligned?)
6) Are you satisfied that the strategic plan is implemented at academic departmental level? Does the strategic plan result in academic quality?
7) Do you measure the extent to which strategic goals are achieved at the university? What measures do you use?
8) Do you have a formal process in place in which faculties give feedback on the attainment of strategic goals?
9) What are the unique challenges that public universities in Uganda face which impact on the performance of the universities? **With regard to;** Financial constraints? Leadership capability? Strategy implementation? Time to manage the performance management process? Commitment of staff? Resistance to change? Corporate culture, Obtaining Faculty support? Bureaucracy? Bureaucratic admin processes?, Social issues such as equity?, Government regulation? Lack of up-to-date technology?, Global competition – students studying at universities in other countries and through Internet

10) Does the current institutional performance management strategy address these problems? If yes in what way? If not why?
11) What limitations does your institution experience while implementing institutional performance management?
12) What would you consider the key measures of institutional performance in a university?

Thank you very much*.*

Nelson Mandela Metropolitan University

for tomorrow

Tel No: +256 712 491659/ +256 775 888017

Fax No: +256 414 532355

E-mail: bnambi@fema.mak.ac.ug or bnambi2002@yahoo.com

5th August 2010

Dear respondent,

This survey is aimed at analysing universities' strategic performance management systems with the aim of developing a performance management model which public universities could adopt to manage institutional performance. You are therefore kindly requested to complete and return the attached questionnaire. Your assistance is greatly appreciated. Section A of the questionnaire consists of biographical and organisational specific questions while for the rest of the questionnaire you are required to indicate the extent to which you agree with various statements

.

This information is required for the completion of my doctoral studies through the Nelson Mandela Metropolitan University. A copy of the findings of the survey could be made available to your institution on request.

Thank you for your time and cooperation.

Yours Sincerely

Bernadette Nambi Karuhanga (Researcher)

Makerere University

Research Title: A performance management model for public universities in Uganda

Researcher: Bernadette Nambi Karuhanga
                     DBA student Dip. Ed (Business), B.Ed (Business studies), MBA, DBA (Doctoral student at NMMU- South Africa).

For purposes of this study performance management refers to:

 "the process of steering the organisation through a systematic definition of mission, strategy and objectives of the organisation, making these measurable through critical success factors and key performance indicators in order to be able to take corrective actions for keeping the organisation on track" (De Waal, 2004).

Please supply the following information by making an "X" in the appropriate block

1. At which university are you employed?

Makerere University	
Kyambogo University	
Mbarara University of Science and Technology	
Gulu University	

2. In what Faculty/School are you employed?
_____

3. What is your level of responsibility?

Senior management	
Middle management	
Non - Supervisory staff	

4. What is your gender?

Female	
Male	

5. What is your age bracket?

Less than 25 years	26-30 years	31-35 years	36-40 years	41-45 years	46 and above

6. What is the nature of your appointment?

Full time	Part time

7. What is your highest education level?

Bachelor's Degree	Master's Degree	PhD	Other (please specify)

8. How many years have you been employed at your university?

Less than 3 years	3-5 yrs	6-10 yrs	11-15 yrs	16-20 yrs	More than 20 years

<div style="text-align:center">

SECTION B: INSTITUTIONAL PERFORMANCE MANAGEMENT STRATEGIES

</div>

Indicate the extent to which you agree that the following performance management practices are performed at your university by making an "X" in the appropriate block.

	PERFORMANCE MANAGEMENT PRACTICES	Strongly	Agree	Uncertain	Disagree	Strongly Disagree
1	The university's vision, mission, objectives and strategic direction are communicated throughout the organisation					
2	Strategic objectives are linked to the university's mandate, vision and mission					
3	Agreed-upon performance goals are set collectively with the involvement of all staff					
4	Processes are continuously aligned to the strategy					
5	Performance measures are linked to the strategy					
6	Key performance indicators are generated from the objectives					
7	The university has an effective performance management system					
8	Strategic priorities are cascaded down to each					

	faculty/school					
9	My unit has a its own strategic planning meeting where the priorities identified by the university are addressed					
10	The university strategic plan is implemented at academic /departmental level					
11	The university strategic activities are aimed at achieving academic quality					
12	The extent to which strategic goals are achieved is usually determined					
13	Performance management training is continuously available to managers and staff					
14	Performance management information is readily available to internal stakeholders					
15	A formal process exists for units to give feedback on the attainment of strategic goals					
16	A forum exists for reviewing performance measures and agreeing on action steps					
17	The university has a performance improvement plan					
18	The performance improvement plan specifies specific actions					
19	The performance improvement plan indicate specific timelines					
20	I receive feedback on my performance					
21	The performance improvement efforts of staff are evaluated					
22	I know how I contribute to the university's vision					
23	University staff understand the university's performance management system					
24	University staff support the university's performance management system					

SECTION C: CHALLENGES FACED BY UNIVERSITIES IN UGANDA

Indicate the extent to which you agree that the following are challenges impacting universities in Uganda by making an "X" in the appropriate block.

	CHALLENGES RELATED TO PERFORMANCE MANAGEMENT	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1	Inability to formulate a performance management framework					
2	Failure to implement the strategic plan					
3	Absence of a performance driven culture					
4	Absence of a performance management framework					
5	Lack of training on performance management implementation					
6	Limited time to implement a PMS					
7	Lack of appreciation of the virtues of performance management					
8	Human resource constraints in terms of numbers					
9	Limited employee commitment					
10	Limited motivation and staff morale					
11	Limited teamwork					
12	Resistance to changes in the university					
13	Limited commitment from senior leadership					
14	Inappropriate leadership style					
15	Limited transparency					
16	A rigid/ strict organisational system/process					
17	Complexity of institution (in terms of size and culture)					
18	Restrictive government regulations					
19	Limited and uneven cash flows					
20	Poor physical infrastructure					
21	Ineffective communication system					
22	Inadequate ICT system					

23. Are there any other challenges faced by universities in Uganda that you would feel should be added? Please use the space provided below to record your answer.

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SECTION D: FACTORS REQUIRED FOR SUCCESSFUL IMPLEMENTATION OF INSTITUTIONAL PERFORMANCE MANAGEMENT AT

Indicate the extent to which you agree that the following factors are required for successful performance management implementation at a public university.

	FACTORS REQUIRED FOR SUCCESSFUL PERFORMANCE MANAGEMENT IMPLEMENTATION	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree
1	Focus on a limited number of key objectives					
2	Formulation of SMART objectives					
3	Mainly focusing on customer expectations					
4	A reward system linked to performance					
5	Availability of Collectively set performance standards					
6	Leadership commitment					
7	Supportive management style					
8	Aligning individual activities with organisation objectives					
9	Aligning all organisational functions to strategic goals					
10	Tangible and intangible measures					
11	Key performance indicators					
12	Clear roles and responsibilities					

13	Teamwork					
14	Mutual respect					
15	An adequate ICT system					
16	A framework to manage the implementation process					
17	Shared understanding of mission, vision and strategies					
18	continuous training and learning					
19	A performance oriented culture					
20	Employee support					

21. Are there any other factors required for successful performance management at public universities in Uganda that you would feel should be included? Please use the space provided below to record your answer:

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SECTION E: PERFORMANCE MEASURES FOR PUBLIC UNIVERSITIES IN UGANDA

Indicate to what extent you agree that the following performance measures are applicable to public universities.

	PERFORMANCE MEASURES FOR PUBLIC UNIVERSITIES IN UGANDA	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree
1.	Budget performance (debt, surplus)					

2.	Human resources measures (qualifications, retention)					
3.	Student feedback on teaching and learning					
4.	Research outputs					
5.	Management/Leadership practices					
6.	ICT infrastructure					
7.	Physical infrastructure					
8.	Service to community					
9.	Local and international partnerships					
10	Strategic implementation					
11	Stakeholder feedback/Institutional image					
12	Participation in local and international events					
13	Good governance (accountability and transparency)					
14	Acceptable student throughput					
15	Health and environmental accountability					
16	Variety of knowledge provision in terms of programs offered					

17. Are there any other performance measures for public universities in Uganda that you feel should be included? Please use the space provided below to record you answer:

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SECTION F: A PERFORMANCE MANAGEMENT MODEL

Indicate the extent to which you agree that the following are important components of a performance management model for public universities in Uganda.

COMPONENTS OF A PERFORMANCE MANAGEMENT MODEL FOR PUBLIC UNIVERSITIES IN UGANDA	Strongly agree	Agree	Uncertain	Disagree	Strongly Disagree

1.	Establish the university role and mandate					
2.	Identify key shareholders and their expectations					
3.	Scan the environment					
4.	Formulate mission					
5.	Determine the strategic direction					
6.	Identify the institutional strategic priorities					
7.	Cascade strategic priorities to schools/department/individuals					
8.	Define faculty/departmental/individual objectives					
9.	Identify the key performance indicators					
10	Prioritise, identify and allocate resources in line with the strategy					
11	Align resources, processes, activities and objectives with the strategy					
12	Continuously measure performance					
13	Evaluate and communicate outcomes					
14	Recognise and reward good performance					
15	Take corrective action for continuous improvement					

16. Is there any other aspect that you feel should be included in an institutional performance management model for public universities in Uganda? Please use the space provided below to record your answer.

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Thank you for your cooperation and time.