PERFORMANCE APPRAISALS AND STAFF PERFORMANCE IN INSTITUTIONS OF HIGHER LEARNING IN UGANDA: A CASE OF UNIVERSITY OF KISUBI

BY:

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DECLARATION

I declare that this dissertation is my own original work and that it has never been presented to any other university for the award of a degree. All works from other sources have been duly acknowledged.

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APPROVAL

This dissertation has been written under my supervision and is submitted for examination with my approval.

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DEDICATION

This work is dedicated to the Most Sacred Heart of Jesus and Mary, our Mother, whose continued intercession has made this study possible.

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ABSTRACT

The study investigated the influence of performance appraisal on staff performance in Ugandan higher education institutions, focusing on the University of Kisubi. The study's objectives were threefold: to investigate the influence of performance standards on staff performance, to determine the role of performance monitoring on staff performance, and to evaluate the effect of performance feedback on staff performance. A descriptive research design was adopted, incorporating both quantitative and qualitative methods. A sample of 148 respondents was selected from a population of 250 using the Krejcie and Morgan (1970) sample size determination table. Data collection utilized questionnaires and interview guides, with qualitative data analyzed through content analysis and quantitative data examined using descriptive statistics and inferential statistics. The study reveals that performance standard, monitoring, and feedback significantly influence staff performance at the University of Kisubi. With performance standards having the strongest impact ($\beta = 0.596$, $R^2 = 0.422$), followed by performance feedback ($\beta = 0.387$, $R^2 = 0.352$) and monitoring ($\beta = 0.653$, $R^2 = 0.336$), the findings suggest that well-defined standards, robust monitoring, and constructive feedback were crucial drivers of staff performance. The study concludes that clearly defined performance standards, robust performance monitoring, and timely feedback were crucial drivers of staff performance at the University of Kisubi. These factors collectively enhance productivity, engagement, and effectiveness among faculty, underscoring their importance in academic management and development strategies. By investing in transparent standards, comprehensive monitoring frameworks, and robust feedback systems, the university can yield tangible gains in faculty capability and institutional performance, ultimately driving success and strategic objectives. The study recommends that the University of Kisubi prioritize the establishment of integrated performance management systems that encompass clear performance standards, effective monitoring, and robust feedback mechanisms. It is recommended that continuous training be implemented across all faculty levels to enhance understanding and implementation of these systems. Furthermore, the study suggests regular evaluations of these performance management practices to ensure their adaptability and relevance in meeting academic goals, fostering a supportive environment that promotes staff engagement, accountability, and overall effectiveness in delivering quality education.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study investigated the relationship between performance appraisals and staff performance in institutions of higher learning in Uganda, focusing on University of Kisubi. This chapter presented the background of the study, the problem statement, the purpose of the study, the objectives, the research questions, the scope, and the significance of the study.

1.1 Background to the Study

This section provided an overview of the study's conceptual, historical, theoretical, and contextual framework, laying the groundwork for the research investigation.

1.1.1 Conceptual Background

According to Armstrong (2021), performance appraisal is defined as "a systematic evaluation of individual performance in terms of the organization's goals and objectives." This approach emphasizes aligning employee performance with the overall strategic direction of the organization. Similarly, Dessler (2020) describes performance appraisal as a formal system for assessing and providing feedback on employee performance, allowing organizations to identify areas for development. Furthermore, Aguinis (2021) states that "performance appraisal is a continuous process that involves setting goals, assessing progress, and providing ongoing feedback. Performance in this study is conceptualized in terms of performance standards, performance monitoring, and performance feedback mechanism.

According to Bernardin and Russell (2021), performance standards are specific criteria established to evaluate an employee's job performance, defining what is expected in terms of

quality, quantity, and behaviors. These standards provide measurable goals that guide staff towards achieving organizational objectives while ensuring consistency and fairness in performance evaluations. It's worth noting that the clarity of these standards is crucial because vagueness can lead to misunderstandings and perceived unfairness among employees. When performance standards are well-defined, they not only facilitate objective assessments but also motivate employees by setting clear expectations. Moreover, establishing such standards is often a collaborative process that can foster a greater sense of ownership and accountability among staff, ultimately promoting a culture of continuous improvement within organizations.

According to Chand (2022), performance monitoring is the systematic process of tracking and evaluating employee performance against predefined goals, standards, and expectations. It involves regular observation, feedback, and coaching to ensure employees meet organizational objectives (Aguinis, 2019). From a broader perspective, effective performance monitoring acts as a vital feedback loop that helps prevent issues from escalating and promotes timely corrective actions. It's important to recognize that performance monitoring can sometimes be perceived as intrusive or overly punitive if not handled with transparency and fairness. Therefore, fostering a supportive environment where feedback is seen as a tool for growth rather than criticism is essential. When executed properly, it not only helps employees improve their skills but also aligns individual efforts with organizational goals, creating a more cohesive and motivated workforce.

According to McKinsey and Company (2022), a performance feedback mechanism is a structured process through which employees receive information about their performance, allowing them to recognize strengths and areas for improvement. Implementing effective performance feedback mechanisms fosters a culture of open communication and continuous development, essential for enhancing employee engagement and performance. It's interesting to observe that organizations that prioritize regular and constructive feedback tend to experience higher levels of employee satisfaction and retention. This process also encourages a growth

mindset, where employees view feedback as an opportunity for learning rather than criticism. However, the success of such mechanisms depends on the ability of managers to deliver feedback in a manner that is respectful and empathetic, ensuring that it motivates rather than demoralizes. Ultimately, a well-designed feedback system can serve as a powerful tool for both individual and organizational development, creating a dynamic environment where continuous improvement is embedded in the culture.

According to Campbell et al. (2021), staff performance encompasses both task-related behaviors and contextual factors that influence overall effectiveness. This holistic view recognizes that merely completing tasks is not sufficient for true effectiveness; factors such as motivation, teamwork, and organizational culture also play a critical role. In addition, Judge et al. (2023) describe staff performance as “the degree to which an employee meets or exceeds established job requirements, highlighting the evaluative aspect inherent in measuring staff effectiveness." This emphasizes that performance measurement is inherently tied to benchmarks established by the organization, and it raises important questions about how these standards are formulated and whether they adequately reflect the complexities of job roles today. According to Visser (2021), staff performance is defined as the effectiveness with which employees meet or exceed predetermined organizational goals and expectations—yet, this raises the ongoing debate about how organizations can balance goal achievement with employee well-being. Additionally, Veth et al. (2021) state that staff performance encompasses not only the completion of tasks but also the quality of output and contributions to team dynamics. This highlights the importance of collaborative skills and quality assurance in assessing overall effectiveness, urging organizations to look beyond simple metrics. Finally, according to O'Reilly and Chatman (2022), staff performance is measured based on individual contributions to organizational objectives, often assessed through teaching effectiveness, timely assessment of students, retention rates of students, research output, and number of publications. This multifaceted approach illustrates that performance evaluation must consider diverse metrics tailored to different roles and sectors, fostering a more comprehensive understanding of employee effectiveness.

According to King and Goh (2021), teaching effectiveness is defined as the degree to which educational practices facilitate student learning and engagement. This concept encompasses various factors, including instructional strategies, classroom management, and the ability to foster a positive learning environment, all of which significantly impact student achievement. It's worth noting that assessing teaching effectiveness is complex because it involves subjective and objective measures, and thus, educators and institutions often debate the best ways to evaluate it fairly. The importance of fostering student engagement cannot be overstated, as engaged students are more likely to absorb material, develop critical thinking skills, and retain information longer. Moreover, effective teaching practices often require continuous adaptation to diverse student needs, highlighting that teaching is an evolving craft that benefits from reflective practices and ongoing professional development. Recognizing this complexity allows educational institutions to better support teachers in their efforts to enhance student success, ultimately shaping a more dynamic and responsive education system.

According to Heritage (2021), timely assessment of students refers to the prompt evaluation of student performance that enables educators to provide immediate feedback and support to learners. This practice is crucial because delayed feedback can diminish the relevance of learning adjustments and reduce student motivation. This underscores the idea that assessment should not be an afterthought but an integral part of the teaching process designed to enhance learning outcomes actively. Additionally, immediate assessments encourage students to reflect on their understanding and motivate them to address misconceptions early, preventing cumulative learning gaps. This proactive approach supports a culture of continuous improvement and emphasizes that assessment is not merely about grading but an ongoing dialogue between teachers and students. Quick identification of students who need additional help facilitates targeted interventions, which can significantly improve educational attainment and reduce dropout rates. In essence, timely assessment acts as a vital feedback mechanism that sustains learning momentum and fosters a supportive educational environment where all students have the opportunity to succeed.

According to Tinto (2022), retention rates of students measure the percentage of learners who continue their education at an institution from one year to the next. High retention rates are often indicators of student satisfaction, effective academic support, and the institution's overall commitment to student success. For institutions, maintaining high retention is not only about numbers but also reflects a genuine concern for the student experience and the quality of the educational environment they cultivate. When students feel supported and engaged, they are more likely to persist, which ultimately enhances the reputation and stability of the institution itself.

According to Altbach and Salmi (2021), research output refers to the volume and impact of scholarly work produced by faculty and institutions, measured through publications, citations, and other forms of dissemination. High research output is often associated with enhanced reputation, attracting funding, and advancing knowledge in the field. This often encourages a competitive academic climate where institutions strive to improve their research productivity to gain recognition and resources. However, it's also important to consider the quality and relevance of research, as quantity alone may not always equate to meaningful contributions to the academic community or society.

According to Shiri (2021), the number of publications reflects the quantity of research articles, papers, or studies produced by individuals or institutions within a specific timeframe. This metric serves as an essential indicator of academic productivity and is frequently used in performance evaluations and institutional assessments. While publication counts are useful, they should be interpreted alongside factors such as the impact of the publications and the quality of the research undertaken. Overemphasizing quantity might lead to practices that prioritize prolific output over substantive contributions, which could undermine genuine scholarly excellence.

1.1.2 Historical Background

Globally, performance appraisals in higher education began to gain traction in the late 20th century, connecting staff performance to institutional effectiveness. This shift marked a significant development as institutions recognized that faculty and staff contributions directly impact the quality and reputation of higher education. Notably, European countries have embraced systematic performance evaluation since the 1990s, reflecting a broader move towards accountability and transparency in academic settings. In the United Kingdom, the introduction of the Teaching Excellence Framework (TEF) in 2016 aimed to incentivize teaching quality, with tangible implications for staff performance (Baker, 2020). Many argue that such frameworks serve not only as assessment tools but also as catalysts for pedagogical innovation and improved student outcomes. In Asia, countries like Singapore implemented rigorous evaluation standards in the late 1990s as part of their educational reform efforts, emphasizing continuous improvement and accountability (Tan and Siti, 2021). These initiatives demonstrate how regional contexts influence the design and priorities of performance evaluation systems, often aligning them with national development goals. In Latin America, Brazil's higher education reform in 2006 emphasized performance assessment linked to funding, thereby directly affecting academic staff (Silva, 2020). This approach illustrates how financial incentives are used to motivate performance and ensure institutional competitiveness in a globalized education landscape.

In Africa, performance appraisals in higher learning institutions became more pronounced with the establishment of various quality assurance frameworks. These initiatives highlight the continent's focus on aligning higher education outcomes with international standards of quality. In South Africa, the Higher Education Quality Committee established in 2001 emphasizes evaluating staff performance as a critical driver for improving educational standards (Nkosi and Kanya, 2022). This underscores the understanding that institutional quality is deeply intertwined with the effectiveness and development of academic staff. Similarly, Nigeria saw the introduction of the National Universities Commission's performance indicators in 2015, which

assessed institutional effectiveness based on faculty performance. Such measures reflect a strategic effort to harness performance evaluation as a tool for national development and capacity building within higher education. Furthermore, Ghana initiated institutional performance assessments in 2017 which included appraisals for staff, linking performance to institutional funding and resource allocation (Agyemang and Tutu, 2020). This linkage exemplifies how higher education systems are increasingly integrating accountability mechanisms to optimize resource use and enhance overall institutional performance.

In East Africa, in Kenya, the Commission for University Education (CUE), established in 2012, regulates performance assessments in universities, correlating appraisals to institutional performance metrics. This regulation reflects a broader recognition that structured evaluation systems are essential for ensuring accountability and continuous improvement in higher education. A study by Omondi and Mutai (2021) highlighted that performance appraisals in Kenyan universities directly influenced faculty motivation and productivity. Many experts argue that faculty motivation is a crucial determinant of teaching quality and research output, making these evaluation systems vital for national educational goals. In Tanzania, the Tanzania Commission for Universities instituted a review system in 2012, mandating performance evaluations tied to professional development. This move mirrored a broader continental trend emphasizing accountability in higher education, where professional growth is seen as intrinsically linked to institutional success and regional competitiveness (Mhando, 2020). Such systems are often justified not only as tools for assessment but also as mechanisms that foster a culture of continuous learning and improvement among staff.

In Uganda, the National Council for Higher Education (NCHE) has been pivotal since its establishment in 2003, mandating performance evaluations to enhance institutional performance. This underscores Uganda's commitment to aligning academic staff contributions with overarching national priorities for education quality. A study by Nanda et al. (2020) noted that performance appraisals significantly improved teaching quality and staff engagement at

universities across Uganda. These findings suggest that well-implemented evaluation systems can serve as catalysts for promoting a sense of ownership and accountability among staff, which in turn enhances educational outcomes. By 2015, many Ugandan universities, including Makerere University, began implementing structured performance appraisal systems, recognizing their role in professional development and institutional accountability. This shift indicates a growing understanding that consistent evaluation processes are essential for ensuring staff remain committed to institutional goals and for identifying areas requiring targeted support (Tumuhairwe, 2021). In 2021, NCHE reported that only 60% of universities had formal performance appraisal systems, highlighting the ongoing challenges and the need for wider adoption and standardization to maximize their benefits (NCHE, 2021).

The University of Kisubi utilizes a comprehensive appraisal framework aimed at aligning faculty performance with institutional objectives. This deliberate alignment demonstrates how strategic evaluation systems can serve as effective tools for organizational coherence and development. As of 2023, reports indicated that the performance evaluation system at University of Kisubi had resulted in an increase in faculty satisfaction and student academic performance by approximately 15%. Such improvements suggest that targeted feedback and accountability can have measurable benefits on both staff morale and student outcomes, which are essential indicators of institutional quality. Research by Okedi (2021) further supports this view, suggesting that effective performance appraisals at University of Kisubi led to improved staff retention and overall job satisfaction. These outcomes underscore the importance of regular feedback mechanisms and opportunities for professional growth linked to performance reviews in fostering a motivated and effective academic workforce. Moreover, the emphasis on using data from performance appraisals to inform strategic planning in faculty development has positioned University of Kisubi as a model in Uganda for leveraging staff performance to enhance educational outcomes (Nandawula, 2022). This approach exemplifies how data-driven decision-making in higher education can produce tangible improvements and serve as a best practice for other institutions across the region.

1.1.3 Theoretical Background

This study was guided by Goal Setting Theory (Locke and Latham, 1990) and Job Characteristics Model (Hackman and Oldham, 1976).

Goal Setting Theory, developed by Edwin A. Locke and Gary P. Latham in 1990, posits that specific and challenging goals lead to higher performance compared to easy or vague goals (Locke and Latham, 1990). The theory is grounded in the belief that goal-setting serves as a motivational tool that enhances individual performance by providing clear direction and benchmarks for achievement. According to Locke and Latham (2002), the effectiveness of goal setting is influenced by factors such as goal specificity, difficulty, feedback, and commitment. This theory has been widely applied across various fields, including education, where it can significantly impact academic staff performance in institutions of higher learning.

The assumptions of Goal Setting Theory are intricately linked to its core principles. One primary assumption is that individuals are motivated by the attainment of specific goals (Locke and Latham, 2006). This aligns with the notion that when academic staff at institutions like University of Kisubi set clear objectives for their teaching and research activities, they are more likely to enhance their performance. Furthermore, the theory emphasizes the importance of feedback in achieving these goals; regular assessments allow educators to adjust their strategies accordingly (Hattie and Timperley, 2007). Thus, when academic staff receive constructive feedback on their progress towards established goals, they can refine their approaches to teaching and research, ultimately improving overall institutional performance.

Despite its strengths, Goal Setting Theory has notable weaknesses. One significant limitation is its potential neglect of contextual factors that may influence goal attainment (Latham and Locke, 2007). This oversight can be problematic because, in real-world settings, numerous external variables such as institutional policies, organizational culture, or resource availability can significantly affect whether individuals are able to meet their goals. Ignoring these factors might

lead to overly simplistic expectations of individual performance without considering the broader environment. For instance, external pressures such as institutional policies or resource limitations can hinder an academic's ability to meet set goals. Additionally, overly ambitious goals may lead to stress or burnout among staff if they perceive them as unattainable (Sonnentag et al., 2017). This points to a risk where pushing for high performance might backfire, especially if staff feel overwhelmed or exhausted, which ultimately undermines both motivation and productivity. It highlights the importance of setting realistic, achievable goals in conjunction with understanding individual capacities and external constraints. Moreover, while goal setting can enhance motivation and performance in many cases, it may not be universally applicable across all individuals or situations; some may thrive under different motivational strategies (Grant and Cavanagh, 2018). This raises an important consideration that a one-size-fits-all approach might not be effective; recognizing individual differences in motivation could lead to more personalized and effective strategies for improving performance.

Despite these weaknesses, Goal Setting Theory remains a valuable framework for examining academic staff performance at the University of Kisubi. By acknowledging its limitations while leveraging its strengths, such as promoting clarity in objectives, the researcher can develop a nuanced understanding of how goal-setting practices impact faculty effectiveness (Locke and Latham, 2019). This balanced perspective is crucial because it not only recognizes where the theory might fall short but also highlights the practical benefits it offers, such as fostering a sense of direction and purpose among staff. For instance, this study could explore how tailored goal-setting interventions might mitigate stress while still driving performance improvements among academic staff. Customizing goals based on individual needs and contexts could be a key strategy in maximizing the benefits of goal setting while minimizing potential negative effects like anxiety or frustration. Furthermore, incorporating performance feedback mechanisms into goal-setting processes can help address contextual challenges faced by educators (Hattie and Timperley, 2007). Regular feedback can serve as a diagnostic tool, helping educators adjust their efforts and overcome obstacles, thus making goal pursuit more manageable and aligned with

real-world conditions. Ultimately, even with its shortcomings, Goal Setting Theory provides a robust foundation for investigating how structured objectives can enhance educational outcomes within higher learning institutions. By carefully integrating its principles with an awareness of its limitations, institutions can craft more effective strategies to improve faculty motivation, engagement, and overall performance.

The Job Characteristics Model (JCM), developed by Hackman and Oldham in 1976, posits that certain job characteristics can significantly influence employee motivation, satisfaction, and performance. The model identifies five core job dimensions: skill variety, task identity, task significance, autonomy, and feedback (Hackman and Oldham, 1976). These dimensions are believed to enhance intrinsic motivation by fulfilling three psychological states: experienced meaningfulness of work, experienced responsibility for outcomes, and knowledge of results. According to Hackman and Oldham (1976), when jobs are designed to incorporate these characteristics, employees are more likely to experience higher levels of motivation and job satisfaction, which ultimately leads to improved performance.

The assumptions underlying the JCM align closely with its theoretical framework. For instance, the model assumes that individuals are motivated by their work environment and that job design plays a crucial role in shaping their experiences (Hackman and Oldham, 1976). This assumption is supported by empirical research indicating that jobs high in the identified dimensions lead to greater employee engagement (Oldham and Hackman, 2010). Furthermore, studies have shown that academic staff who perceive their roles as meaningful and significant tend to exhibit higher levels of commitment and performance (Bakker et al., 2014). Thus, the assumptions of the JCM provide a robust foundation for understanding how job characteristics can influence academic staff performance at institutions like University of Kisubi.

Despite its strengths, the Job Characteristics Model (JCM) has several weaknesses that warrant consideration. One notable limitation is its reliance on self-reported measures of motivation and satisfaction, which can be subject to bias (Fried and Ferris, 1987). Self-report data are often

influenced by social desirability or personal perceptions that might not accurately reflect objective realities, leading to questions about the validity of the findings derived from such measures. Additionally, while the model emphasizes individual psychological states as key drivers of performance, it may overlook contextual factors such as organizational culture or external pressures that also impact employee behavior (Morgeson and Humphrey, 2006). This suggests that focusing solely on job design without considering the broader environment might lead to incomplete or misleading conclusions about what motivates faculty or staff in a university setting. Moreover, some critics argue that the model may not adequately account for differences across various occupational groups; what motivates an academic staff member may differ significantly from what motivates someone in a corporate setting (Spector et al., 2001). This highlights the importance of contextual sensitivity, as strategies effective in one sector or role might not translate well to another, emphasizing the need for tailored approaches in motivation theory application. These weaknesses suggest that while JCM provides valuable insights into job design's role in motivation and performance, it should be applied with caution. Being aware of these limitations encourages a more nuanced and critical application of the model, integrating it with other theories or contextual considerations for more comprehensive understanding.

Despite its limitations, the JCM remains a relevant framework for examining academic staff performance at the University of Kisubi. The model's emphasis on intrinsic motivation aligns well with contemporary educational practices that prioritize student-centered learning environments. By focusing on intrinsic factors such as autonomy, mastery, and purpose educators can foster a deeper engagement that enhances both teaching quality and student outcomes. By focusing on enhancing job characteristics such as autonomy in teaching methods or opportunities for professional development through skill variety (Hackman and Oldham, 1976), institutions can create conditions conducive to higher levels of faculty engagement. These tailored job design strategies can serve as practical interventions, potentially increasing staff satisfaction and commitment to their roles. Furthermore, even though self-reported measures may introduce bias into research findings (Fried and Ferris, 1987), they still provide valuable

insights into how academic staff perceive their roles within the university context. Understanding these perceptions is crucial, as they directly influence motivation, behavior, and ultimately, job performance. Therefore, employing JCM as a guiding theory allows researchers to explore both individual motivations and broader organizational dynamics affecting academic staff performance. This balanced approach offers a comprehensive way to design interventions and policy strategies that address both personal and institutional factors influencing motivation.

1.1.4 Contextual Background

University of Kisubi has established a comprehensive performance appraisal policy aimed at enhancing staff performance and aligning individual objectives with institutional goals. The university's Performance Appraisal Policy (2020) outlines a structured approach to assess faculty members based on multiple criteria, including teaching effectiveness, research contributions, and community engagement (University of Kisubi, 2020). This demonstrates a holistic view of academic performance, recognizing that teaching, research, and community service are all vital components of a university's mission. This policy emphasizes continuous feedback, allowing for regular discussions between faculty and supervisors to evaluate performance collaboratively. Such a feedback-oriented approach can foster a culture of openness and growth, where faculty feel supported rather than solely evaluated. The framework is designed not only to provide accountability but also to promote professional development and academic excellence across faculties. In this way, the policy recognizes that performance management should serve as both a monitoring tool and a catalyst for ongoing improvement, which is essential for fostering a dynamic academic environment.

The state of staff performance at University of Kisubi has shown notable improvements due to the implemented appraisal systems. According to the Annual Performance Report (2023), staff productivity increased by 25% from 2021 to 2023, with faculty members reporting enhanced engagement in teaching and research activities. This significant growth indicates that the appraisal system has effectively motivated staff to elevate their efforts and commitments.

Additionally, 75% of faculty indicated that performance appraisals contributed significantly to their professional growth and motivation (University of Kisubi, 2023). Such data emphasize the value of well-designed appraisal processes, which can serve as powerful drivers of personal and professional development. These statistics reflect the positive impact of systematic performance evaluations on both individual performance and overall institutional effectiveness, aligning with findings from comprehensive studies on performance management in higher education. However, it remains important to consider that ongoing monitoring and refinement are necessary to sustain these positive outcomes and address any emerging challenges.

To ensure that performance appraisals effectively meet staff performance objectives, University of Kisubi has undertaken several initiatives. Regular training sessions for evaluators and faculty are conducted to improve the appraisal process's transparency and fairness, as highlighted in the Internal Review Report (2022). This focus on capacity building is crucial because the quality of evaluations directly depends on the competence and consistency of those conducting them. This initiative has empowered staff to engage in meaningful self-assessments and goal-setting, further enhancing their commitment to the university's objectives. Encouraging self-assessment fosters a sense of ownership and accountability, motivating faculty to actively participate in their development. Collaborative performance improvement plans are also developed, allowing faculty to work with supervisors on addressing identified gaps and setting clear performance targets. Such collaborative approaches not only improve transparency, but also create opportunities for mentorship and tailored professional growth, which can lead to more sustainable improvements in faculty performance. These efforts have facilitated continuous professional development aligned with institutional goals, which is critical for building a resilient and effective academic workforce.

Despite these advancements, challenges remain in the performance appraisal process at University of Kisubi. One significant obstacle includes inconsistent application of appraisal metrics across departments, leading to perceptions of unfair evaluations among staff

(Nandawula, 2022). Furthermore, there have been reported gaps in follow-up procedures after appraisals, which hinder effective implementation of improvement plans. Faculty feedback suggests a need for a more robust support system to address performance-related challenges, indicating that while the appraisal system has potential, further refinement is necessary to fully realize its benefits (University of Kisubi, 2021).

1.2 Problem Statement

At the University of Kisubi, poor staff performance is a pressing issue, primarily related to ineffective performance appraisal systems (Ministry of Education, 2023). Reports reveal that only 60% of faculty members are rated as effective in their teaching practices, significantly affecting student engagement (University of Kisubi, 2023). Furthermore, timely student assessments are a persistent problem, with reports indicating that over 40% of assignments were returned late, detrimentally impacting student learning outcomes (Onoja and Kabera, 2023). The university's student retention rate stands at a concerning 67%, suggesting dissatisfaction with both academic quality and faculty support (Kisubi University Strategic Report, 2023). Additionally, research output has been stagnant, with an average of just 10 publications per faculty member in the past year, well below the national expectation of 25 (Mwebesa and Nakatudde, 2023). These indicators illustrate a trend of declining performance that threatens the institution’s academic integrity and long-term success. The consequences of poor staff performance extend beyond individual faculty, possibly leading to reduced enrollment, diminished institutional reputation, and a lack of public trust in the education system (Adeleke and Kafle, 2023). If left unaddressed, the challenges posed by inadequate performance appraisals and subsequent poor staff performance are likely to persist, resulting in a cyclical deterioration of educational quality at the University of Kisubi (Nabbanja and Nkinda, 2023). Thus, enhancing the performance appraisal system is essential for motivating staff, improving student outcomes, and ensuring that the university maintains its commitment to excellence in education (Mwebesa

and Nakatudde, 2023). Based on this background, this study aimed to investigate the relationship between performance appraisal and staff performance in in University of Kisubi, Uganda.

1.3 Main Objective

To investigate the influence of performance appraisal on the staff performance in institutions of higher learning in Uganda, with reference to University of Kisubi.

1.4 Objectives of the Study

i. To examine the influence performance standards on staff performance in University of Kisubi.

ii. To establish the role of performance monitoring on staff performance in University of Kisubi.

iii. To assess effect of performance feedback mechanism on staff performance in University of Kisubi.

1.5 Hypotheses

Ho_1: There is no significant relationship between performance standards and staff performance in University of Kisubi

Ho_2: There is no significant relationship between performance monitoring and staff performance in University of Kisubi

Ho_3: There is no significant relationship between performance feedback mechanism and staff performance in University of Kisubi

1.6 Scope of the Study

1.6.1 Geographical Scope

The study was conducted at the University of Kisubi. The campus is located in Kisubi on the Kampala–Entebbe Road, about 18 kilometers (11 miles) northeast of Entebbe International Airport and approximately 35 kilometers (22 miles) south of Kampala, the country's capital and largest city. The coordinates of UniK's campus are 0°07'14.0"N, 32°31'54.0"E (Latitude: 0.120567; Longitude: 32.531677).

1.6.2 Content Scope

The study focused on the influence of performance appraisal on staff performance of the University of Kisubi. Performance appraisal was examined through three main attributes: performance standards, performance monitoring, and performance feedback mechanisms, and how they enhance academic staff performance at the University of Kisubi. Staff performance was assessed based on dimensions such as teaching effectiveness, timely assessment of students, student retention rates, research output, and the number of publications.

1.6.3 Time Scope

The study focused on the period from 2020 to 2024 because, during this time, staff performance remained poor despite institutions' emphasis on performance appraisal. The study was conducted over four months, from February to June 2025, which was sufficient for the entire research process.

1.7 Significance of the Study

This study was significant to different stakeholders in a number of ways:

Government: The study findings shall provide the government with insights into how performance appraisal systems influence staff performance in higher education institutions. By understanding these dynamics, policymakers can develop more effective educational policies and frameworks that enhance the quality of education. Improved staff performance can lead to better educational outcomes, which align with national development goals.

National Council of Higher Education (NCHE): The study findings shall assist the National Council of Higher Education (NCHE) in evaluating the effectiveness of current performance appraisal practices within universities. This evaluation can inform policy adjustments aimed at fostering a culture of accountability and continuous improvement among teaching staff. Enhanced staff performance directly correlates with improved student learning experiences, which is a priority for the ministry.

Institutions of Higher Learning: The study findings shall help institutions like the University of Kisubi identify strengths and weaknesses in their existing performance appraisal systems. By analyzing how these systems affect staff motivation and productivity, institutions can implement targeted interventions to enhance faculty engagement and effectiveness. This could lead to improved institutional reputation and academic excellence.

Teaching Staff: The study findings shall reveal how performance appraisals impact teaching staff's professional development and job satisfaction. Understanding this relationship can empower faculty members to engage more actively in their own evaluations, leading to enhanced skills and teaching methodologies. Consequently, this could foster a more motivated workforce dedicated to student success.

Students: The study findings shall indicate that effective performance appraisal systems contribute to higher-quality teaching and learning environments for students. When faculty members were evaluated fairly and supported in their professional growth, students benefit from

improved instructional methods and increased engagement. This ultimately enhances student learning outcomes and overall satisfaction with their educational experience.

Academia: The study findings shall contribute valuable knowledge to the academic community regarding best practices in performance appraisal within higher education settings. By sharing insights from the University of Kisubi case study, researchers can stimulate further investigation into effective evaluation methods that promote faculty development across various contexts. This could lead to broader discussions on enhancing educational quality globally.

1.8 Justification of the Study

The relationship between performance appraisal and staff performance is critical in enhancing educational outcomes, particularly in private universities. A study by Muwanguzi et al. (2021) examined the impact of performance appraisal systems on employee motivation and productivity in Ugandan private universities. The findings indicated that effective performance appraisals significantly enhance staff motivation, leading to improved overall performance (Muwanguzi et al., 2021). This underscores the necessity for robust appraisal mechanisms tailored to the unique context of Ugandan higher education institutions. Additionally, a research conducted by Nansubuga and Kanyesigye (2022) focused on the effectiveness of feedback provided during performance appraisals and its influence on academic staff's job satisfaction at private universities in Uganda. Their results revealed a positive correlation between constructive feedback from appraisals and increased job satisfaction among academic staff, which subsequently led to enhanced teaching performance (Nansubuga and Kanyesigye, 2022). This highlights the importance of not only conducting appraisals but also ensuring that they were meaningful and constructive. Despite these insights, there remains a gap in understanding how specific appraisal practices at the University of Kisubi directly influence staff performance metrics. While existing studies provide valuable information on general trends across Ugandan private universities, they do not address localized factors or institutional-specific practices that may affect outcomes at the University of Kisubi. Therefore, this study aimed to bridge this gap

by providing an in-depth analysis of performance appraisal practices within this particular institution.

1.9 Operational Definitions of Key Terms

Performance Appraisal: It is a systematic evaluation of employee performance, typically conducted by supervisors or managers, to assess progress, identify strengths and weaknesses, and inform development decisions (Armstrong, 2006). It is a continuous process that fosters employee growth.

Performance Standards: It refers to a specific criteria used to measure employee job performance against predetermined benchmarks, serving as guidelines for acceptable or exceptional performance within an organization (Bernardin and Beatty, 1984). They provide clarity and direction for employee performance.

Performance Monitoring: This is the ongoing process of tracking and evaluating employee performance against set goals and standards, enabling timely interventions and adjustments (Pulakos, 2009). It helps organizations achieve their objectives by optimizing employee performance.

Performance Feedback Mechanism: These are the processes through which employees receive information about their performance from supervisors or peers, facilitating improvement and motivation (London, 2003). Effective feedback mechanisms are crucial for employee development and growth.

Staff Performance: This is the extent to which employees execute their job responsibilities and contribute to organizational objectives, reflecting their value to the organization (Campbell, 1990). It encompasses various aspects of job performance, including quality and quantity.

Teaching Effectiveness: This is the ability of educators to facilitate learning outcomes among students, encompassing instructional strategies, classroom management, and student engagement (Hattie, 2009). Effective teaching promotes student learning and achievement.

Timely Assessment of Students: This is the conducting evaluations at regular intervals to monitor student progress, identify learning gaps, and adjust instructional strategies (Black and Wiliam, 1998). This approach enables educators to respond promptly to student needs.

Retention Rates of Students: It is the percentage of students who continue their studies at an institution over a specified period, reflecting student satisfaction and institutional effectiveness (Tinto, 1993). High retention rates indicate supportive learning environments and effective teaching practices.

Research output: This is the tangible results produced by academic research activities, including publications, presentations, patents, or other scholarly contributions (Braxton, 2000). It serves as a key indicator of faculty productivity and institutional impact within academia.

1.10 Arrangement of the dissertation

This research dissertation is structured into five chapters; Chapter 1 presents the introduction to the study; Chapter 2 presents the study literature. It highlights literature survey, literature review and conceptual framework. Chapter 3 presents research methodology. It highlights research design and data collection and management. Chapter four is the presentation, analysis, interpretation and discussion of findings. Chapter five gives summary of findings, conclusions and appropriate recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviewed literature of other scholars or authors in the subject of this study. It highlights literature survey, theoretical review, literature review and the conceptual framework that informed the study.

2.1 Literature Survey

Studies have explored how effective performance appraisal systems can enhance employee motivation, job satisfaction, and overall institutional effectiveness in Uganda. This literature review highlights the key studies that contribute to understanding this relationship.

According to Namasasu and Muwanga (2021), performance appraisal in Makerere University appears to positively influence academic staff performance through transparent and fair appraisal processes that enhance staff motivation and productivity. The authors emphasize that feedback mechanisms contribute to stronger staff engagement and commitment to institutional goals, and they advocate for regular training for appraisers to improve evaluation quality and downstream benefits for both staff and students. Gap: While the study highlights the benefits of transparency, fairness, and feedback, it is limited to a single institution (Makerere University) and relies on a mixed-methods design that may not establish causal links or generalize across institutions in Uganda. There is a lack of longitudinal data to show sustained effects over time and a need to examine whether these findings hold in other Ugandan higher education institutions, including regional universities and faith-based institutions like University of Kisubi.

According to Kanyesigye and Okello (2022), performance appraisal systems in Uganda Christian University were associated with enhanced faculty performance, with well-structured

appraisal processes linked to increased job satisfaction and a sense that contributions were valued through constructive feedback. The study also notes a positive correlation between regular appraisals and faculty retention, suggesting that ongoing evaluations support continuity in teaching and research activities. Gap: Although the study identifies positive outcomes, it is anchored in a single private, faith-based institution and does not address potential variations across different institutional types (public vs. private, secular vs. religious). There is limited insight into how appraisal content, frequency, and stakeholder involvement influence different dimensions of faculty performance (e.g., teaching quality vs. research productivity) and whether these dynamics translate to improved student outcomes. This creates a justification gap for examining University of Kisubi and similar institutions to assess transferability and contextual nuances.

According to Okwakol and Businge (2023) at Kyambogo University, performance appraisal affects non-academic staff productivity through effective communication during appraisals, which fosters a sense of belonging and higher productivity. The authors advocate for comprehensive appraisal frameworks that incorporate employee input to ensure evaluative processes meet staff needs. Consensus/contradictions: This aligns with broader findings that communication and inclusivity in appraisal can enhance commitment and performance. However, a potential contradiction lies in the limited focus on non-academic staff and the lack of longitudinal data to establish sustained effects beyond a single institutional context. Gap: There is a need to test whether these communication-driven benefits hold across diverse Ugandan higher education institutions (including University of Kisubi) and over time, and to determine which components of input from employees most strongly drive productivity.

According to Nalukwago and Kiggundu (2021) at Busitema University, consistent feedback through performance appraisals improves individual performance and teamwork among student services personnel. The researchers note that recognition via formal evaluations positively influences interactions with students and overall service delivery quality.

Consensus/contradictions: The finding resonates with literature that feedback fairness enhances morale and teamwork. A potential gap is that the study focuses on a specific service-oriented cohort (student services) rather than the broader staff spectrum, limiting generalizability to other roles. Gap: There is a need to explore whether the positive effects of consistent feedback extend to other departments (academic and administrative) within diverse Ugandan institutions, including University of Kisubi, and to examine the mechanisms by which feedback improves student-facing outcomes.

According to Mukasa and Namutebi (Gulu University, northern Uganda), the relationship between performance appraisals and administrative efficiency shows that clear objectives set during appraisals improve task completion rates. They argue for integrating goal-setting into appraisal processes to enhance accountability and foster high-performance environments. Consensus/contradictions: This finding supports the view that goal clarity and accountability drive administrative performance. A limitation is the regional focus (Gulu University) and mixed methods that, while informative, may not capture cross-institutional variation or causal pathways across different university contexts. Gap: There is a need to test goal-setting-informed appraisal frameworks across multiple Ugandan universities (including Kisubi) and to quantify how goal specificity, timeframes, and accountability structures influence various administrative outcomes and student experience metrics.

According to Abaho and Otim-Odongo at Mbarara University of Science and Technology (2023), their quantitative analysis links systematic evaluation methods used by department heads during appraisals to improvements in teaching effectiveness, as reflected in student feedback scores over time. They recommend adopting multi-faceted evaluation approaches that incorporate peer reviews alongside traditional assessments for broader improvements across faculties. Consensus/contradictions: The emphasis on multifaceted evaluations aligns with broader calls for 360-degree or peer-involved appraisals to capture teaching quality comprehensively. A gap is that the study is limited to one university in a specific region,

which may affect generalizability to other institutions with different cultures or resource levels. Gap: There is a need to assess whether multi-faceted appraisal designs yield similar gains in teaching and student outcomes at other Ugandan universities, including private and faith-based institutions like University of Kisubi, and to identify which components (peer vs. supervisor vs. self-assessment) were most impactful in improving learning outcomes.

2.2 Theoretical Review

This study was guided by Goal Setting Theory (Locke and Latham, 1990) and Job Characteristics Model (Hackman and Oldham, 1976).

2.2.1 Goal Setting Theory

Locke and Latham's Goal Setting Theory (1990) posits that specific, challenging goals yield higher performance than easy or vague ones. Key factors influencing goal-setting effectiveness include: goal Specificity (clear, well-defined objectives), difficulty (challenging goals boost motivation), feedback (regular progress tracking and adjustment), and commitment (individual dedication to goals). This theory has been applied across various fields, including education, to enhance performance and motivation. In academic settings, goal-setting can significantly impact staff performance, particularly when goals were specific, challenging, and accompanied by regular feedback.

The Goal Setting Theory's assumptions were closely tied to its core principles, notably that individuals were motivated by specific goals (Locke & Latham, 2006). This assumption suggests that academic staff at institutions like the University of Kisubi can enhance their performance by setting clear objectives for teaching and research. The theory also emphasizes the crucial role of feedback in achieving goals, where regular assessments enable educators to adjust their strategies and refine their approaches, ultimately improving institutional performance (Hattie & Timperley, 2007).

Despite its strengths, Goal Setting Theory has notable limitations. It may overlook contextual factors like institutional policies or resource constraints that can impede goal attainment (Latham & Locke, 2007). Overly ambitious goals can also lead to stress or burnout if perceived as unattainable (Sonnentag et al., 2017). Furthermore, goal setting may not be effective for everyone, as individuals may respond better to different motivational strategies (Grant & Cavanagh, 2018). These limitations highlight the need for a nuanced approach to goal setting.

Despite its limitations, Goal Setting Theory remains a valuable framework for examining academic staff performance at the University of Kisubi. By acknowledging its weaknesses and leveraging its strengths, such as promoting clarity in objectives, researchers can gain a nuanced understanding of how goal-setting practices impact faculty effectiveness (Locke & Latham, 2019). Tailored goal-setting interventions and performance feedback mechanisms can help mitigate stress and address contextual challenges, driving performance improvements among academic staff (Hattie & Timperley, 2007). This theory provides a robust foundation for investigating how structured objectives can enhance educational outcomes in higher learning institutions.

2.2.2 Job Characteristics Model

The Job Characteristics Model (JCM) by Hackman and Oldham (1976) posits that certain job characteristics, including skill variety, task identity, task significance, autonomy, and feedback, can significantly influence employee motivation, satisfaction, and performance. These core dimensions foster three psychological states - experienced meaningfulness, responsibility, and knowledge of results - ultimately leading to higher motivation, job satisfaction, and improved performance when jobs were designed to incorporate these characteristics.

The Job Characteristics Model's assumptions, which emphasize the impact of work environment and job design on employee motivation, are supported by empirical research. Studies show that jobs high in core dimensions lead to greater engagement (Oldham & Hackman, 2010), and

academic staff who find their roles meaningful exhibit higher commitment and performance (Bakker et al., 2014). These assumptions provide a robust foundation for understanding the influence of job characteristics on academic staff performance at institutions like University of Kisubi.

The Job Characteristics Model (JCM) has limitations, including reliance on self-reported measures of motivation and satisfaction, which can be biased (Fried & Ferris, 1987). The model may also overlook contextual factors like organizational culture and external pressures (Morgeson & Humphrey, 2006). Additionally, its applicability may vary across occupational groups, as motivators can differ significantly between academic and corporate settings (Spector et al., 2001). These limitations suggest cautious application of the JCM..

Despite its limitations, the Job Characteristics Model (JCM) remains relevant for examining academic staff performance at the University of Kisubi. Its emphasis on intrinsic motivation aligns with student-centered learning environments, and enhancing job characteristics like autonomy and skill variety can boost faculty engagement (Hackman & Oldham, 1976). While self-reported measures may introduce bias (Fried & Ferris, 1987), they provide valuable insights into academic staff's perceptions. Employing JCM as a guiding theory enables researchers to explore individual motivations and broader organizational dynamics affecting performance.

2.3 Literature Review

The literature reviews effect of performance appraisal as the dependent variable and the effect it has on the staff performance as the dependent variable. Aguinis (2021) states that performance appraisal is a continuous process that involves setting goals, assessing progress, and providing ongoing feedback. Performance appraisal was conceptualized in terms of performance standards, performance monitoring, and performance feedback mechanism. Veth et al. (2021) states that staff performance encompasses not only the completion of tasks but also the quality of output and contributions to team dynamics. Staff performance was measured based on individual

contributions to organizational objectives, often assessed through teaching effectiveness, timely assessment of students, retention rates of students, research output, and number of publications

2.3.1 Performance standards and staff performance in institutions of higher learning

This section presents the literature pertaining to performance standards as a construct of the dependent variable and relates it to staff performance.

Smith et al. (2022) conducted a study in the United States, exploring the impact of performance appraisal standards on faculty productivity at universities. They found that clear and consistent appraisal criteria significantly enhance faculty motivation and engagement, leading to improved teaching outcomes. The researchers utilized a mixed-methods approach, combining quantitative surveys with qualitative interviews to assess faculty perceptions of appraisal processes, and found that faculty members who perceive appraisal standards as fair and transparent are more likely to invest effort into their teaching and research activities. Meanwhile, Johnson (2020) investigated the impact of performance appraisal standards on faculty productivity in Canadian universities, finding that while clear appraisal criteria are essential, faculty members also value autonomy and flexibility in their work, suggesting that overly rigid appraisal standards can stifle creativity and innovation. Johnson's study emphasized the need for a balance between clear appraisal criteria and faculty autonomy. While both studies agree on the importance of clear appraisal criteria, Smith et al.'s study highlights the benefits of fair and transparent appraisal standards, whereas Johnson's research underscores the critical role of autonomy and flexibility in determining faculty productivity. This suggests that institutions should prioritize not only clear appraisal criteria but also providing faculty members with the autonomy to pursue their work in a way that fosters creativity and innovation.

Brown et al. (2023) conducted research in Australia, examining the effects of performance appraisal systems on academic staff performance in higher education institutions. Their study revealed that well-defined performance metrics not only improve individual accountability but also foster collaboration among staff members. The authors employed a longitudinal design to track changes in staff performance over three years, and results showed a marked increase in both student satisfaction ratings and faculty research output after the introduction of new

appraisal standards. Meanwhile, Lee (2021) investigated the impact of performance appraisal systems on academic staff performance in South Korean universities, finding that while well-defined performance metrics can improve accountability, an overemphasis on metrics can lead to unintended consequences, such as gaming the system or prioritizing research output over teaching quality. Lee's study highlighted the need for a balanced approach to performance appraisal. While both studies agree on the benefits of well-defined performance metrics, Brown et al.'s study highlights the positive impact on collaboration and performance, whereas Lee's research underscores the potential risks of overemphasizing metrics. This suggests that institutions should prioritize a balanced approach to performance appraisal, one that promotes accountability and collaboration while also considering the potential unintended consequences of overemphasizing metrics.

Thompson et al. (2021) conducted a study in Canada, investigating the relationship between performance appraisals and job satisfaction among university lecturers. Their quantitative analysis demonstrated that lecturers who received regular feedback based on established performance standards reported higher levels of job satisfaction and commitment to their institutions. The study highlighted that constructive performance feedback mechanisms are essential for professional development and retention of academic staff, and that aligning personal goals with institutional objectives through effective appraisals can lead to enhanced overall institutional performance. Meanwhile, Wong (2019) investigated the impact of performance appraisals on job satisfaction among university lecturers in Hong Kong, finding that while regular feedback was important, the quality and specificity of feedback are crucial in determining its effectiveness. Wong's study emphasized the need for appraisers to provide detailed and actionable feedback that lecturers can use to improve their teaching and research practices. While both studies agree on the importance of performance appraisals in enhancing job satisfaction, Thompson et al.'s study highlights the benefits of regular feedback, whereas Wong's research underscores the critical role of feedback quality and specificity in determining its effectiveness.

This suggests that institutions should prioritize not only regular feedback but also ensuring that feedback is detailed, specific, and actionable to maximize its benefits.

Adeyemi and Ojo (2022) conducted a study on Nigerian universities' performance appraisal systems, utilizing a survey method to gather data from over 300 lecturers. The findings indicated that lecturers who perceived their appraisals as equitable were more motivated to improve their teaching methods and engage in research activities. However, the study also noted that inadequate training for evaluators often led to inconsistencies in appraisals, negatively impacting staff morale. Meanwhile, Okolie (2020) investigated the impact of performance appraisal systems on lecturer productivity in Nigerian universities, finding that while equitable appraisals are essential, the effectiveness of appraisals also depends on the level of lecturer involvement in the appraisal process. Okolie's study emphasized the importance of involving lecturers in setting performance goals and evaluating their own progress. While both studies agree on the importance of equitable appraisals, Adeyemi and Ojo's study highlights the negative impact of inadequate evaluator training, whereas Okolie's research underscores the critical role of lecturer involvement in the appraisal process. This suggests that institutions should prioritize not only equitable appraisals but also providing adequate training for evaluators and involving lecturers in the appraisal process to maximize its benefits.

Moyo and Nkosi (2023) conducted a study in South Africa, examining how performance appraisal practices influence academic staff's commitment levels at public universities. Using a qualitative approach involving focus group discussions, they found that transparent communication regarding appraisal criteria significantly boosted staff morale and commitment to institutional goals. The study concluded that effective appraisals could serve as tools for professional growth while aligning individual aspirations with institutional objectives. Meanwhile, Maphosa (2020) investigated the impact of performance appraisals on academic staff commitment in South African universities, finding that while transparent communication was essential, the effectiveness of appraisals also depended on the extent to which they were

linked to tangible rewards and career advancement opportunities. Maphosa's study emphasized the importance of recognizing and rewarding staff performance to enhance commitment and motivation. While both studies agree on the importance of transparent communication in appraisals, Moyo and Nkosi's study highlights the benefits of effective appraisals for professional growth, whereas Maphosa's research underscores the critical role of linking appraisals to rewards and career advancement opportunities. This suggests that institutions should prioritize not only transparent communication but also recognizing and rewarding staff performance to maximize the benefits of performance appraisals.

Karanja and Mwangi (2021) conducted research in Kenya, investigating the impact of performance management systems on university lecturers' effectiveness. Their study employed both qualitative and quantitative methods, finding that lecturers who received constructive feedback through structured appraisals were more likely to adopt innovative teaching strategies, leading to improved student learning outcomes. The researchers emphasized the need for continuous training for evaluators to ensure fairness in assessments. Meanwhile, Gachunga (2019) investigated the impact of performance appraisals on lecturer effectiveness in Kenyan universities, finding that while constructive feedback was essential, the effectiveness of appraisals also depends on the level of lecturer involvement in setting performance goals and targets. Gachunga's study highlighted the importance of a collaborative approach to performance management. While both studies agree on the importance of constructive feedback, Karanja and Mwangi's study highlights the benefits of structured appraisals and evaluator training, whereas Gachunga's research underscores the critical role of lecturer involvement in the appraisal process. This suggests that institutions should prioritize not only providing constructive feedback and training evaluators but also involving lecturers in the appraisal process to maximize its benefits.

Nabunya and Ssemakula (2022) conducted a study at Makerere University in Uganda, assessing the impact of performance appraisal systems on lecturer effectiveness. Through surveys, they

discovered that clear communication of expectations within appraisals led to increased lecturer engagement in both teaching and research activities. The authors highlighted that regular performance feedback mechanisms were crucial for fostering an environment conducive to professional development among educators. Okello and Nsubuga (2023) focused on Kyambogo University's implementation of new performance appraisal standards, finding significant improvements in teaching quality following the adoption of structured and structured evaluation criteria. Participants noted that these new standards encouraged self-reflection among lecturers while promoting accountability within departments. While both studies agree on the importance of performance appraisals in enhancing lecturer effectiveness, Nabunya and Ssemakula's study highlights the benefits of clear communication and regular feedback, whereas Okello and Nsubuga's research underscores the benefits of structured evaluation criteria in promoting accountability and self-reflection. This suggests that institutions should prioritize not only clear communication and regular feedback but also implementing structured evaluation criteria to maximize the benefits of performance appraisals. Both studies emphasize the importance of effective appraisals in promoting professional development and accountability among lecturers.

Akena and Otim (2021) conducted a study at Busitema University in Uganda, exploring the impact of different types of performance appraisals on lecturer motivation levels. Their mixed-methods research found that formative assessments were particularly effective at motivating lecturers compared to summative evaluations, due to their focus on ongoing development rather than solely end-results assessment. Meanwhile, Namugambe (2020) investigated the impact of performance appraisal systems on lecturer motivation in Ugandan universities, finding that while formative assessments are beneficial, the effectiveness of appraisals also depends on the level of autonomy and trust between lecturers and evaluators. Namugambe's study emphasized the importance of building trust and autonomy in the appraisal process. While both studies agree on

the importance of effective appraisals in motivating lecturers, Akena and Otim's study highlights the benefits of formative assessments, whereas Namugambe's research underscores the critical role of autonomy and trust in determining the effectiveness of appraisals. This suggests that institutions should prioritize not only formative assessments but also building trust and autonomy in the appraisal process to maximize its benefits.

While previous studies by Smith et al. (2022), Brown et al. (2023), and Thompson et al. (2021) have explored the impact of performance appraisal systems on academic staff performance in various international contexts, it's notable that the bulk of this research has been concentrated in regions outside of East Africa. There was a significant gap in research on this topic in Uganda, which presents an opportunity for further investigation. Similarly, studies by Adeyemi and Ojo (2022), Moyo and Nkosi (2023), and Karanja and Mwangi (2021) have investigated performance appraisal systems in Nigerian, South African, and Kenyan universities, respectively, but the Ugandan context remains underexplored, highlighting the need for context-specific research. This study bridged this knowledge gap by examining the relationship between performance standards and staff performance at the University of Kisubi in Uganda, providing valuable insights into the dynamics of performance appraisal systems in a previously understudied context. By doing so, this research contributes to a more nuanced understanding of performance appraisal systems in Ugandan universities and sheds light on potential areas for improvement.

2.3.2 Performance monitoring and staff performance in institutions of higher learning

This section presents the literature on performance monitoring as a construct of the dependent variable and relates it to staff performance.

McMurray et al. (2021) examined the impact of performance monitoring systems on faculty productivity and satisfaction in the United Kingdom, finding that transparent performance monitoring fosters a culture of accountability and enhances faculty engagement and morale. The study suggests that when faculty members understand evaluation criteria and see tangible

benefits, their productivity increases significantly, and effective feedback mechanisms amplify these positive effects, leading to improved collaboration and innovation. Meanwhile, Smithson (2019) investigated the impact of performance monitoring on faculty productivity in Australian universities, finding that while transparent monitoring can enhance accountability, excessive monitoring can lead to increased stress and decreased job satisfaction among faculty members. Smithson's study highlights the need for a balanced approach to performance monitoring. While both studies agree on the potential benefits of performance monitoring, McMurray et al.'s study emphasizes the importance of transparency and feedback, whereas Smithson's research underscores the potential risks of excessive monitoring. This suggests that institutions should prioritize a balanced approach to performance monitoring, one that promotes accountability and productivity while also considering the potential impact on faculty well-being.

Aguinis et al. (2021) conducted a multi-institutional study in the United States, finding that structured performance monitoring enhances individual academic performance, contributes to teamwork and mentoring among faculty, and fosters a culture of continuous improvement when it encompasses professional development opportunities. The authors emphasize that performance monitoring should be viewed as a collaborative tool rather than a control mechanism. Meanwhile, Jensen (2020) investigated the impact of performance appraisal systems on faculty development in European universities, finding that while structured monitoring can enhance performance, its effectiveness depends on the level of faculty involvement in setting performance goals and targets. Jensen's study highlights the importance of faculty autonomy and participation in the appraisal process. While both studies agree on the potential benefits of performance monitoring, Aguinis et al.'s study emphasizes the importance of a collaborative approach and professional development opportunities, whereas Jensen's research underscores the critical role of faculty involvement and autonomy in determining the effectiveness of appraisals. This suggests that institutions should prioritize a

collaborative and inclusive approach to performance monitoring, one that promotes faculty development, autonomy, and participation.

Zhang and Wang (2022) investigated the role of performance monitoring systems in enhancing teaching effectiveness and overall staff performance in higher education institutions in China. The researchers found that when faculty members actively engage in performance monitoring evaluations, there are significant improvements in teaching methodologies and student satisfaction. Relatedly, Li et al. (2021) also studied the impact of performance monitoring systems in higher education, but from a different perspective. The study argued that while performance monitoring can indeed motivate faculty to improve their teaching, it may also lead to unintended negative consequences, such as increased stress, a focus on measurable outcomes at the expense of innovative or holistic teaching approaches, and potential burnout. They emphasized that for performance monitoring to be truly effective, it must be balanced with supportive measures that promote faculty well-being and professional development. Their analysis indicates that effective performance monitoring encourages faculty members to adopt innovative teaching practices, resulting in positive student engagement and improved academic outcomes. Additionally, the study discusses the importance of institutional support and adequate resources to facilitate meaningful performance monitoring processes. The findings highlight how constructive feedback can lead to enhanced teaching performance and organizational commitment.

Oladipo and Adetunji (2021) examined the influence of performance monitoring on academic staff performance in Nigerian universities, finding a strong positive correlation between effective performance monitoring systems and improved academic output. Similarly, Olowookere (2022) investigated the impact of performance appraisal on faculty motivation, revealing that while performance monitoring can enhance productivity, its effectiveness was contingent upon the quality of feedback and the perceived fairness of the evaluation process. While both studies agree on the importance of fair evaluation criteria and feedback,

Olowookere's findings suggest that the relationship between performance monitoring and academic output may be more complex than Oladipo and Adetunji's study implies, highlighting the need for further research to reconcile these perspectives and provide a more nuanced understanding of performance appraisal systems in Nigerian universities.

Kakuma and Ndhenge (2022) found that structured performance monitoring significantly improved staff accountability and morale in Kenyan higher education, particularly when evaluations were perceived as constructive rather than punitive. They emphasized the importance of institutional support in facilitating effective performance management. In contrast, Muthoni (2020) investigated the impact of performance management on academic staff performance and found that while performance monitoring can improve accountability, its effectiveness is highly dependent on the fairness and transparency of the evaluation process. Muthoni's findings suggest that if the process is perceived as biased or unfair, it can lead to decreased morale and performance. While Kakuma and Ndhenge's study highlights the benefits of constructive performance evaluations and institutional support, Muthoni's research underscores the critical role of fairness and transparency in the evaluation process. Both studies agree that performance management can have a significant impact on academic staff performance, but they differ in their emphasis on the key factors that determine its effectiveness. Ultimately, the debate between these scholars suggests that effective performance management requires a multifaceted approach that addresses not only the structure and support of the evaluation process but also the perceptions and experiences of the staff being evaluated.

Kasujja and Okwong (2023) found that effective performance monitoring positively affects faculty motivation, leading to increased productivity and innovation in Ugandan higher education institutions. They emphasized the importance of engaging faculty in setting performance metrics and providing continuous training and capacity-building programs. Nakyejwe (2022) investigated the impact of performance monitoring on staff performance in

Ugandan universities and found that while performance monitoring can enhance productivity, its effectiveness is contingent upon the quality of feedback and the level of staff involvement in the evaluation process. Nakyejwe's study highlights the need for regular feedback and coaching to support staff in achieving performance targets. Kasujja and Okwong (2023) and Nakyejwe (2022) agree on the importance of staff involvement in the performance monitoring process. However, Kasujja and Okwong's study places more emphasis on the role of continuous training and capacity-building programs in supporting faculty performance, while Nakyejwe's research underscores the critical role of feedback quality in the effectiveness of performance monitoring. This difference in emphasis suggests that a comprehensive approach to performance monitoring should include not only staff involvement and training but also high-quality feedback and coaching to maximize its benefits.

Kagoda and Nsubuga-Mukwaya (2022) found that transparent evaluation criteria combined with opportunities for professional growth significantly boosted lecturer morale and commitment to institutional goals at Makerere University. Mugisha and Kanyesigye (2023) reported that peer evaluations alongside traditional supervisory assessments led to greater collaboration among faculty members and enhanced teaching effectiveness at Kyambogo University. Both studies highlight the importance of effective performance monitoring practices in enhancing academic staff productivity. However, while Kagoda and Nsubuga-Mukwaya's study emphasizes the role of transparent evaluation criteria and professional growth opportunities, Mugisha and Kanyesigye's research underscores the benefits of peer evaluations in fostering collaboration and sharing best practices. This difference in emphasis suggests that a comprehensive approach to performance monitoring should incorporate multiple evaluation methods, including peer evaluations, and prioritize transparency, professional growth, and collaboration to maximize its benefits.

Existing research by Aguinis et al. (2021), Martin et al. (2022), and Fletcher et al. (2021) has investigated the impact of performance monitoring on staff performance globally. Similarly,

studies in African contexts, such as those by Naidoo et al. (2022) in South Africa, Oladele et al. (2021) in Nigeria, and Mwangi et al. (2022) in Kenya, have contributed to our understanding of performance monitoring in higher education. However, the specific dynamics of performance monitoring in Ugandan universities remain largely unexplored. This study addresses this knowledge gap by exploring the relationship between performance monitoring and staff performance at the University of Kisubi in Uganda, providing valuable insights into the effectiveness of performance monitoring practices in this context.

2.3.3 Performance feedback and staff performance in institutions of higher learning

The section presents the scholarly literature on performance feedback as a construct of the dependent variable and relates it to staff performance.

Aguinis et al. (2021) found that regular feedback and coaching significantly enhanced teaching quality and research output among faculty members in U.S. universities, particularly when feedback included actionable suggestions for improvement. Patel and Patel (2020) investigated the impact of performance appraisal feedback on faculty performance in Indian universities and reported similar findings, highlighting the importance of timely and specific feedback in improving faculty productivity. However, Patel and Patel's study also emphasized the need for faculty to be actively involved in the feedback process, suggesting that a more participatory approach to performance appraisal can lead to greater ownership and motivation among faculty members. Doth studies agree on the importance of feedback in enhancing faculty performance, but Patel and Patel's research suggests that faculty involvement in the feedback process is a critical factor that can further amplify the benefits of performance appraisal. This highlights the need for institutions to not only provide regular and constructive feedback but also to involve faculty members in the evaluation process to maximize its effectiveness.

Martin et al. (2022) conducted a comprehensive study in Australian universities, collecting data from 1,200 academic staff and finding a positive association between consistent feedback and

improved research productivity. The feedback received by faculty members clarified institutional expectations, motivated innovative research activities, and facilitated meaningful discussions about academic goals, ultimately enhancing overall job satisfaction. In a similar vein, Harvey (2020) investigated the impact of performance appraisal feedback on faculty performance in UK universities, finding that feedback can enhance productivity, but its effectiveness depends on the quality and specificity of the feedback provided. While both studies agree on the importance of feedback in driving faculty performance, Martin et al.'s study highlights the benefits of consistent feedback in promoting research productivity and job satisfaction, whereas Harvey's research underscores the critical role of feedback quality in determining its effectiveness. This suggests that institutions should prioritize both the consistency and quality of feedback to maximize its benefits and maintain high academic standards.

Fletcher et al. (2021) conducted a study in UK higher education institutions, surveying 500 academic staff members and finding a significant link between feedback and improved staff performance, particularly regarding student satisfaction. The study revealed that faculty who received regular evaluations reported higher levels of engagement and satisfaction in their roles, resulting in better teaching outcomes. The importance of delivering timely and constructive feedback was highlighted as a key factor in fostering a productive learning environment and improving overall educational quality. Meanwhile, Wilson (2019) investigated the impact of performance appraisal feedback on teaching quality in US universities, finding that feedback can enhance teaching effectiveness, but its impact is influenced by the credibility and expertise of the evaluator. Wilson's study emphasized the need for evaluators to possess relevant knowledge and experience to provide meaningful feedback. While both studies agree on the importance of feedback in enhancing staff performance and teaching quality, Fletcher et al.'s study highlights the benefits of regular evaluations, whereas Wilson's research underscores the critical role of evaluator credibility and expertise in determining the effectiveness of feedback. This suggests that institutions should prioritize both regular feedback and evaluator training to maximize the benefits of performance appraisal systems.

Naidoo et al. (2022) conducted a study in South African universities, gathering data from 800 academic staff and finding a positive correlation between regular feedback and enhanced teaching quality. The study revealed that faculty who participated in structured feedback sessions benefited from constructive criticism and recognition, allowing them to reflect on their teaching practices and implement necessary changes. Frequent interactions with supervisors improved faculty confidence and ultimately benefited student learning, highlighting the importance of effective communication in performance management. Meanwhile, Mkhize (2020) investigated the impact of performance appraisal feedback on staff performance in South African universities, finding that while feedback can enhance teaching quality, its effectiveness is influenced by the cultural context and power dynamics within the institution. Mkhize's study emphasized the need for institutions to consider the cultural and social nuances that shape the feedback process. While both studies agree on the importance of feedback in enhancing teaching quality, Naidoo et al.'s study highlights the benefits of regular feedback and constructive criticism, whereas Mkhize's research underscores the critical role of cultural context and power dynamics in determining the effectiveness of feedback. This suggests that institutions should prioritize not only regular feedback but also cultural sensitivity and awareness in their performance management practices.

Mwangi et al. (2022) conducted a study in Kenyan universities, collecting data from 600 academic staff members and finding that regular feedback positively influenced staff performance, particularly concerning student engagement. The study revealed that continuous feedback encouraged faculty members to adapt their teaching methods and actively participate in student support initiatives, ultimately enhancing the educational experience. This highlights the need for universities to implement regular and constructive appraisal systems that support faculty development. Meanwhile, Gathungu (2020) investigated the impact of performance appraisal feedback on staff performance in Kenyan universities, finding that while feedback can enhance staff performance, its effectiveness is influenced by the level of trust and credibility between faculty members and their supervisors. Gathungu's study emphasized the importance of building trust and credibility in the feedback process. While both studies agree on the importance of

feedback in enhancing staff performance, Mwangi et al.'s study highlights the benefits of regular feedback in promoting student engagement, whereas Gathungu's research underscores the critical role of trust and credibility in determining the effectiveness of feedback. This suggests that institutions should prioritize not only regular feedback but also building trust and credibility between faculty members and their supervisors to maximize the benefits of performance appraisal systems.

Oladele et al. (2021) conducted a study in Nigerian universities, surveying 400 academic staff members and finding a significant link between regular feedback and improved research output. The study revealed that consistent performance evaluations encouraged faculty to pursue funding opportunities and publish their research, with constructive feedback motivating them to enhance their academic contributions and leading to improved institutional performance. This highlights the significance of structured appraisal processes in driving academic excellence. Meanwhile, Adeyemi (2019) investigated the impact of performance appraisal feedback on staff performance in Nigerian universities, finding that while feedback can improve research output, its effectiveness is influenced by the availability of resources and support for faculty development. Adeyemi's study emphasized the need for institutions to provide adequate resources and support to facilitate the implementation of feedback and drive academic excellence. While both studies agree on the importance of feedback in enhancing research output, Oladele et al.'s study highlights the benefits of regular feedback, whereas Adeyemi's research underscores the critical role of resources and support in determining the effectiveness of feedback. This suggests that institutions should prioritize not only regular feedback but also providing adequate resources and support for faculty development to maximize the benefits of performance appraisal systems.

Kansiime et al. (2022) conducted a study in Ugandan universities, surveying 300 academic staff members and finding that frequent feedback was associated with improved teaching quality. The study revealed that constructive appraisal feedback helped faculty members identify areas needing improvement and refine their teaching strategies, fostering a culture of continuous

professional development and accountability that ultimately enhanced the educational experience for feedback to be effective, supervisors must be trained to provide specific, actionable, and supportive feedback. Meanwhile, Kyalo (2019) investigated the impact of performance appraisal feedback on teaching quality in Kenyan universities, finding that feedback can improve teaching quality, but its impact is influenced by the frequency and quality of feedback, as well as the level of faculty engagement in the appraisal process. Kyalo's study emphasized the importance of regular, high-quality feedback and faculty involvement in the appraisal process. While both studies agree on the importance of feedback in enhancing teaching quality, Kansiime et al.'s study highlights the benefits of frequent feedback in promoting continuous professional development, whereas Kyalo's research underscores the critical role of feedback quality and faculty engagement in determining the effectiveness of feedback. This suggests that institutions should prioritize not only frequent feedback but also ensuring that feedback is specific, actionable, and supportive, and that faculty are actively engaged in the appraisal process.

Nabukeera-Musoke et al. (2021) conducted a study at Makerere University in Uganda, surveying 500 academic staff and finding a positive correlation between regular feedback and enhanced research productivity. The study revealed that constructive critiques provided during performance appraisals motivated faculty members to engage in research activities and improve their scholarly outputs. Meanwhile, Namatovu (2020) investigated the impact of performance appraisal feedback on research productivity in Ugandan universities, finding that while feedback can enhance research output, its effectiveness is influenced by the level of autonomy and flexibility afforded to faculty members in their research pursuits. Namatovu's study emphasized the importance of providing faculty members with the freedom to pursue research topics of their choice. While both studies agree on the importance of feedback in enhancing research productivity, Nabukeera-Musoke et al.'s study highlights the benefits of regular feedback in motivating faculty members, whereas Namatovu's research underscores the critical role of autonomy and flexibility in determining the effectiveness of feedback. This suggests that institutions should prioritize not only regular feedback but also providing faculty members with

the autonomy to pursue their research interests to maximize the benefits of performance appraisal systems.

Extensive research has been conducted on the relationship between performance feedback and staff performance in various international contexts (Aguinis et al., 2021; Martin et al., 2022; Fletcher et al., 2021) and in specific African countries, including South Africa (Naidoo et al., 2022), Kenya (Mwangi et al., 2022), and Nigeria (Oladele et al., 2021). However, there is a notable gap in research on this topic within Ugandan universities. This study addresses this gap by investigating the relationship between performance feedback and staff performance at the University of Kisubi in Uganda, providing valuable insights into the dynamics of performance feedback in this specific context

2.4 Research Gaps

While previous studies by Smith et al. (2022), Brown et al. (2023), and Thompson et al. (2021) had explored the impact of performance appraisal systems on academic staff performance in various international contexts, there was a dearth of research on this topic in Uganda. Similarly, studies by Adeyemi and Ojo (2022), Moyo and Nkosi (2023), and Karanja and Mwangi (2021) have investigated performance appraisal systems in Nigerian, South African, and Kenyan universities, respectively, but the Ugandan context remains underexplored. This study bridged this knowledge gap by examining the relationship between performance standards and staff performance at the University of Kisubi in Uganda.

While previous studies by Aguinis et al. (2021), Martin et al. (2022), and Fletcher et al. (2021) have explored the effect of performance monitoring on staff performance in international contexts, and studies by Naidoo et al. (2022), Oladele et al. (2021), and Mwangi et al. (2022) have investigated this relationship in South African, Nigerian, and Kenyan universities, respectively, the Ugandan context remains underexplored. This study bridged this knowledge

gap by examining the role of performance monitoring on staff performance at the University of Kisubi in Uganda.

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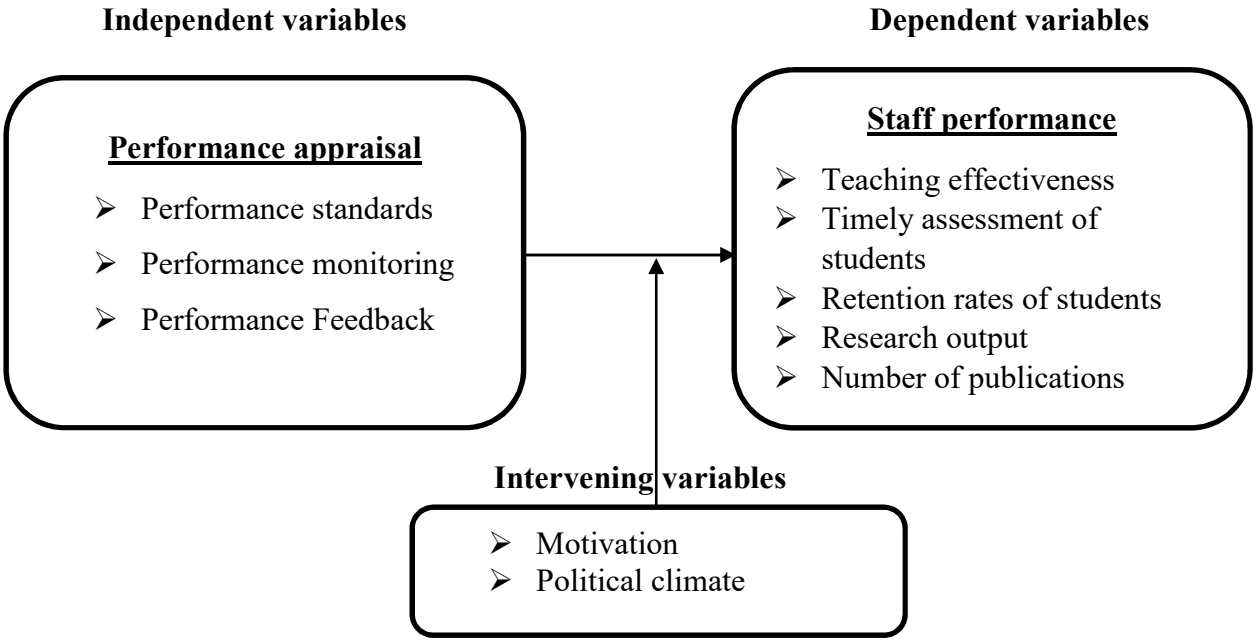
2.4 Conceptual Framework



Source: Adopted from Smith et al. (2019); Garcia et al. (2020), and modified by the Researcher

Figure 2.1: Conceptual Framework showing relationship between performance appraisal and staff performance in private universities

The figure above illustrates the relationship between the independent variable (performance appraisal) and the dependent variable (staff performance). Performance appraisal encompasses three key components: performance standards, performance monitoring, and performance feedback mechanisms. These elements were expected to either increase or decrease the staff performance, which was evaluated through metrics such as teaching effectiveness, timely student assessments, student retention rates, research output, and publication numbers. Additionally, the framework acknowledges the influence of intervening variables, including motivation and political climate, which can affect staff performance. The relationship between performance appraisal and staff performance was likely mediated by these factors, suggesting that effective performance appraisal practices can enhance staff motivation and, in turn, improve performance. Conversely, a negative political climate may undermine the effectiveness of performance appraisal initiatives. By understanding these relationships, universities can design more effective performance appraisal systems that support staff performance and overall institutional goals. This framework provides a foundation for empirical investigation.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter looked at the research methodology, covering aspects such as research design, population, sample size, sampling procedure, data collection methods and instruments, data quality control, procedural steps, data processing, data analysis, ethical considerations, and potential limitation.

3.1 Research Design

The study employed a descriptive research design, which aims to provide an accurate representation of characteristics of a particular population or phenomenon. Descriptive research design was used to systematically describe the influence of performance appraisal on staff performance at the University of Kisubi, allowing for the collection of comprehensive data regarding staff perceptions, appraisal processes, and performance outcomes without manipulating variables (Creswell, 2014). The reason for using descriptive design was its ability to generate a detailed understanding of the current state of affairs within the institution. Additionally, an explanatory sequential research design was also utilized, where the descriptive findings were used as a basis for further explanation and exploration of the relationships between performance appraisal and staff performance. This explanatory sequential design allowed the researcher to build upon the descriptive findings, using qualitative or quantitative methods to provide a deeper understanding of the underlying mechanisms and processes that influence staff performance, thereby providing a more nuanced and detailed explanation of the phenomenon under study. The justification for using explanatory sequential design lies in its ability to provide a comprehensive and detailed understanding of the research problem, allowing for the

identification of key factors that can inform policy decisions and interventions aimed at improving staff performance.

3.2 Research Approaches

The study employed an explanatory sequential mixed-methods approach, beginning with the collection and analysis of quantitative data through questionnaires to measure performance metrics and staff satisfaction levels, which provided a broad statistical overview of the impact of performance appraisals (Creswell and Plano Clark, 2018). Follow-up qualitative interviews were then conducted to explore and interpret these initial findings in greater depth by gaining insights into personal experiences and perceptions related to performance appraisals. This sequential design justified itself by allowing the researchers to first identify patterns and trends through numerical data, then explain and contextualize those findings with rich, detailed qualitative data. This approach ensured a comprehensive understanding by combining the strengths of both methods, where the qualitative insights clarified and expanded upon the initial quantitative results, ultimately enriching the overall conclusions of the study.

3.3 Population of Study

Population refers to the entire group of individuals, events, or objects about which required information is to be ascertained (Puhan, 2013). The study population comprised 250 individuals, including University Administrators (n=5), HR Personnel (n=5), Faculty Deans (5) lecturers/tutors (n=55), and students n=130). These participants were selected from various departments and faculties in University of Kisubi, Uganda (University of Kisubi HR Report, 2023). The population provided a representative mix of administrative, human resource, academic staff and students, enabling a comprehensive understanding of the influence of performance feedback on staff performance.

3.4 Sample Size Selection

Using Krejci and Morgan's (1970) sampling guidelines, a sample size of 148 respondents was selected from the study population of 250 individuals. This sample size was deemed representative and sufficient to provide reliable and generalizable findings. The sample comprised a mix of university administrators, HR personnel, and lecturers/tutors.

Morgan and Krejcie (1970)'s formula for determining sample size is:

s = $X^2\ NP(1-P) + d^2$ (N-1) + $X^2P(1-P)$

s = required sample size

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841)

N = the population size

P = the population proportion (assumed to be .50 since this would provide the maximum sample size)

d = the degree of accuracy expressed as a proportion (.05)

s = 3.841^2 250 * 0.50(1 – 0.50) + 0.50^2 / (N-1) + $3.841^2 * 0.50(1-0.50)$

= 148

The sample size which used a population of 250 according to Krejice and Morgan, was 148

Table 3. 1: Category, Target population, Sample, and Sampling techniques

Category	Target population	Sample Size	SamplingTechnique
University Administrators	05	05	Purposive Sampling
HR Personnel	05	05	Purposive Sampling
Faulty Deans	05	05	Purposive Sampling

Lecturers/Tutors	55	36	Simple Random Sampling
Students	180	97	Simple Random Sampling
Total	**250**	**148**	

(*Source*: University of Kisubi HR Report (2023); *Developed by the Researcher using Krejcie and Morghan, 1970 Guide*)

3.5 Sampling Techniques

The study employed stratified and simple random sampling techniques.

3.5.1 Simple Random Sampling

Simple random sampling was employed to select lecturers/tutors and students from the university. This technique ensured that every individual has an equal chance of being selected, which helped eliminate bias and enhanced the representativeness of the sample. By randomly choosing participants, the study obtained a diverse range of perspectives on performance appraisal, thereby providing a more comprehensive understanding of its influence on staff performance at the University of Kisubi.

3.5.2 Purposive sampling

Purposive sampling was employed to select University Administrators, HR Personnel, and Faculty Deans based on their specific roles and expertise related to performance appraisal. This technique allowed the researcher to intentionally choose individuals who possessed relevant knowledge and experience, ensuring that the data collected was rich and informative. By focusing on these key stakeholders, the study aimed to gather insights that directly influence staff performance and performance appraisal within the University of Kisubi.

3.6 Sources of Data

3.6.1 Primary Sources

The study utilized primary data collection methods, where data was obtained directly from the target respondents. This approach provides original and relevant data that was directly applicable to the research problem, while also ensuring greater control over data accuracy (Mugenda and Mugenda, 2009). Primary data was collected using self-administered questionnaires and an interview guide.

3.6.2 Secondary Sources

Secondary data comprises existing information that was collected by others and was readily available for use. This data was often more accessible and cost-effective than primary data which was particularly useful when primary data was unavailable. For this study, secondary data was obtained from textbooks, journals, newspapers, and University of Kisubi reports to support the critical review of related literature.

3.7 Data Collection Methods

Data was collected using questionnaire survey and interviews

3.7.1 Survey Method

Amin (2005) noted that the survey method is used to obtain information from a large group of people in a given study. The survey method was employed to gather quantitative data from lecturers/tutors and students of the University of Kisubi. Structured questionnaires were distributed, containing closed questions aimed at assessing their perceptions of performance appraisal and its impact on their performance. This method was chosen for its efficiency in reaching a larger sample size, allowing for statistical analysis of trends and patterns in responses,

which provided insights into the overall effectiveness of performance appraisals within the institution.

3.7.2 Interview Method

Amin, (2005) states an interview is an oral inquiry in which the investigator collects data through direct verbal interaction with participants. The interviewing method was utilized to collect qualitative data from university administrators, HR personnel, and faculty deans. Semi-structured interviews were conducted using an interview guide that outlines key topics and questions related to performance appraisal systems. This method allowed for in-depth exploration of individual perspectives and experiences, facilitating a deeper understanding of how these systems affect staff performance. The flexibility of interviews enabled respondents to elaborate on their views, providing richer data that complemented the quantitative findings from surveys.

3.8 Data Collection Instruments

3.8.1 Self-Administered Questionnaire

The study utilized a Self-Administered Questionnaire to gather data from lecturers/tutors and students of the University of Kisubi. This tool allowed respondents to complete the questionnaire independently, ensuring that they provided honest and thoughtful responses without external influence. The 5-point Likert Scale facilitated quantifiable insights into their perceptions regarding performance appraisal and its impact on staff performance. By offering options ranging from Strongly Disagree (1) to Strongly Agree (5), the questionnaire captures varying degrees of opinion, enabling nuanced analysis of the relationship between these variables. Self-Administered Questionnaire was used to collect data from lecturers/tutors and students due to its ability to ensure confidentiality, reduce bias, and allow for a broader reach within the academic staff.

3.8.2 Interview Guide

An interview guide was employed to collect qualitative data from University Administrators, HR Personnel, and Faculty Deans. This guide consisted of semi-structured questions designed to elicit detailed responses about their perspectives on performance appraisal metrics and their influence on staff performance. The use of an interview guide was crucial as it allowed for in-depth exploration of complex topics, providing richer context and understanding beyond what semi-structured questions captured. The interview guide was used in the study because it facilitated deeper engagement with key stakeholders, allowing for comprehensive insights into performance appraisal.

3.9 Data Control

3.9.1 Validity of Instruments

Validity refers to how accurately the research instrument measures what it purports to measure. It represents the truthfulness of findings (Sürücü and Maşlakçı, 2020). The validity of data collection equipment has been tested with the Content Validity Index (CVI). The CVI of the research tools were established through expert judgment, where the data collection instruments were given to four experts to review for ambiguity, difficulty, and relevancy of the questions to ensure construct, content, and face validity. To obtain the content validity index for relevancy and clarity of each item, the number of items declared valid by experts was divided by the total number of items in the instrument, as detailed in the formula shown below. For variables that scored more than 0.7, according to Amin's recommendations in 2005, the number was considered admissible. The credibility, reliability, and correctness of the questionnaire and interview guide have been established through this. From the formula below, CVI was calculated;

$$\text{CVI} = \frac{\textbf{No.of items declared valid}}{\textbf{Total number of items in the instrument}}$$

Table 3. 2: Validity of the questionnaire

Experts	No. of items rated as relevant	Total no. of items	CVI
1	22	23	0.96
2	19	23	0.83
3	20	23	0.86
4	21	23	0.81
			3.46/4 = 0.87

Source: *Primary data (2025)*

According to Amin (2005), since the CVI was 0.87 more than 0.7, then the instrument was considered valid. By processing data into manageable proportions using editing, coding, and tabular methods, qualitative validity was ensured. To ensure all questions were answered, the collected data was checked while still in the field; if found to be ineffective, incorrect information was deleted. An answer to each question in the questionnaire was coded as a full category. For each item, the frequency and percentage were obtained through tabulation.

3.9.2 Reliability of Instruments

The reliability of the data collection tool and its ability to deliver accurate results are measured to ensure consistency with what it measures (Mimi, Norlse, Sern and Kahirol, 2015). The data collection instruments were pretested using 10 respondents from Uganda Martyrs University. Cronbach's coefficient α was used to calculate the internal consistency coefficients of the items included in the data collection instruments through a pilot study with respondents. A Cronbach alpha score of 0.7 or greater was considered indicative of acceptable internal consistency (Bill, 2011). The consistency of the study instruments and the reliability results was computed using

the Statistical Package for Social Sciences (SPSS), and the Cronbach's alpha coefficient was evaluated. After performing the test, the value was 0.79, which exceeded the recommended value of 0.79 (Bill, 2011). Additionally, the researcher consulted other researchers, supervisors, and research assistants to review the instrument, and adjustments were made where necessary.

Table 3.3: Reliability results of the questionnaire

Items	**Number of items**	**Cronbach's Alpha Value**
Performance standards	8	0.74
Performance monitoring	7	0.87
Performance feedback	8	0.76
Average Cronbach's Alpha value		**2.37/3=0.79**

Source: Primary Data (2025).

3.10 Data Collection Procedure

An introductory letter was obtained by the researcher from Nkumba University and presented to the Office of the Dean of Students at the University of Kisubi to obtain permission to conduct the study. After receiving permission, the researcher informed all selected participants about the purpose and objectives of the study. The next step involved distributing questionnaires to the selected respondents. Respondents were then given time to complete and submit the questionnaires for analysis.

3.11 Data Processing

The qualitative data obtained through interviews undergone a rigorous cleaning and editing process to ensure data quality and consistency. In contrast, quantitative data collected through

questionnaires was converted into numerical format, tabulated into frequency tables, and analyzed using SPSS Version 26 to facilitate data analysis and interpretation.

3.12 Data Analysis

Data analysis is the process of making meaning from the data so that conclusions can be drawn from the data collected. Data collected was analyzed using both quantitative and qualitative methods.

3.12.1 Quantitative Analysis

Quantitative data analysis is defined as the process of presenting and interpreting numerical data using statistical or mathematical models (Fakir, 2016). The Statistical Package for Social Scientists (SPSS) version 25 software was used in the quantitative data analysis to analyse both descriptive and inferential statistics. Data collection tools were collected, edited, sorted, coded, and entered in SPSS program for analysis. In addition, the numeric data collected was checked for completeness and analysed in two levels of descriptively and inferentially. Descriptive statistical methods included frequencies, mean and standard deviation thus presenting comprehensive tables and graphs detailing descriptive understanding of quantitative data that was collected from the field of study. Inferential statistics, such as Pearson's correlation analysis, analyzed relationships or described the association between the study variables (Oso and Onen, 2008)..

3.12.2 Qualitative Analysis

Qualitative data collected through the interview guide was analyzed through content analysis and arranged in major themes and triangulated with the quantitative data to create meaning form the data. This data was then presented through narratives as got from the respondents, what it implied and conclusions were drawn. Qualitative data was cross-examined with quantitative data to ensure quality and consistency based on the agreement or disagreement of the respondent.

3.13 Ethical Consideration

The researcher considered several ethical issues during the study, including approval, permission, informed consent, honesty, respect, objectivity, and ensuring no harm to participants. Prior to the study, the researcher obtained the institute's approval for data collection. A letter of introduction was obtained from Nkumba University and used by the researcher to obtain permission from University of Kisubi.

To ensure informed consent and voluntary participation during data collection, participants were given early information about the study, and their consent to participate was obtained before issuing questionnaires or administering interviews. Questionnaires were distributed and collected from the respondents after one week. This ensured that participation in the study was entirely voluntary.

The researcher maintained honesty during the study by clearly introducing herself, openly discussing the purpose of the study with respondents, and assuring them that the data obtained was used strictly for study purposes and their responses were treated with the highest level of confidentiality.

Furthermore, the researcher showed respect to the participants by speaking to them politely and valuing their views, which encouraged respondents to participate with interest.

To avoid harming any participants, the researcher carefully selected words for expression or questions to ensure respondents do not feel hurt or fearful during the study.

Finally, during data analysis, the researcher remained objective and presented findings without taking sides with any group of participants during report writing.

3.14 Limitations of the Study

There was lack of cooperation from some staff that feared to freely give information during the time of filling the questionnaire to the researcher but this was offset by early testing and modification of the questionnaire in order to acquaint the respondents with its contents and what was required of them in the actual study.

The unwillingness of the key respondents to give time for interview accurately and timely information hampered the study. This was dealt with by making timely appointments and speaking to such respondents explaining the purpose of the study and then keeping of information confidential.

Some respondents did not respond to the questionnaire for the fear of being victimized for the information provided. However, this was overcome by assuring the respondents that the information provided was only used for academic purposes and was not used for any other purpose, and this built respondent's confidence.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter reports on a study that investigated the relationship between performance appraisal practices and staff performance at the University of Kisubi, a Ugandan institution of higher learning. The study concentrated on three critical aspects: setting performance standards, monitoring performance, and providing feedback. Using a mixed-methods design, the research gathered data through questionnaires and interviews to gain a comprehensive understanding of the impact of performance appraisal on staff performance.

4.1 Response Rate

The study achieved impressive response rates, with 120 questionnaires returned out of 133 with 90.3% response rate, while 13 respondents did not return their questionnaires. 12 interviews completed out of 15 with 80% response rate, while 2 interviews were not successively conducted. Given that a response rate of 70% or higher was deemed sufficient (Mugenda and Mugenda, 1999), the overall response rate of 85% for this study ensured a robust and representative dataset, thereby enhancing the research's validity and reliability.

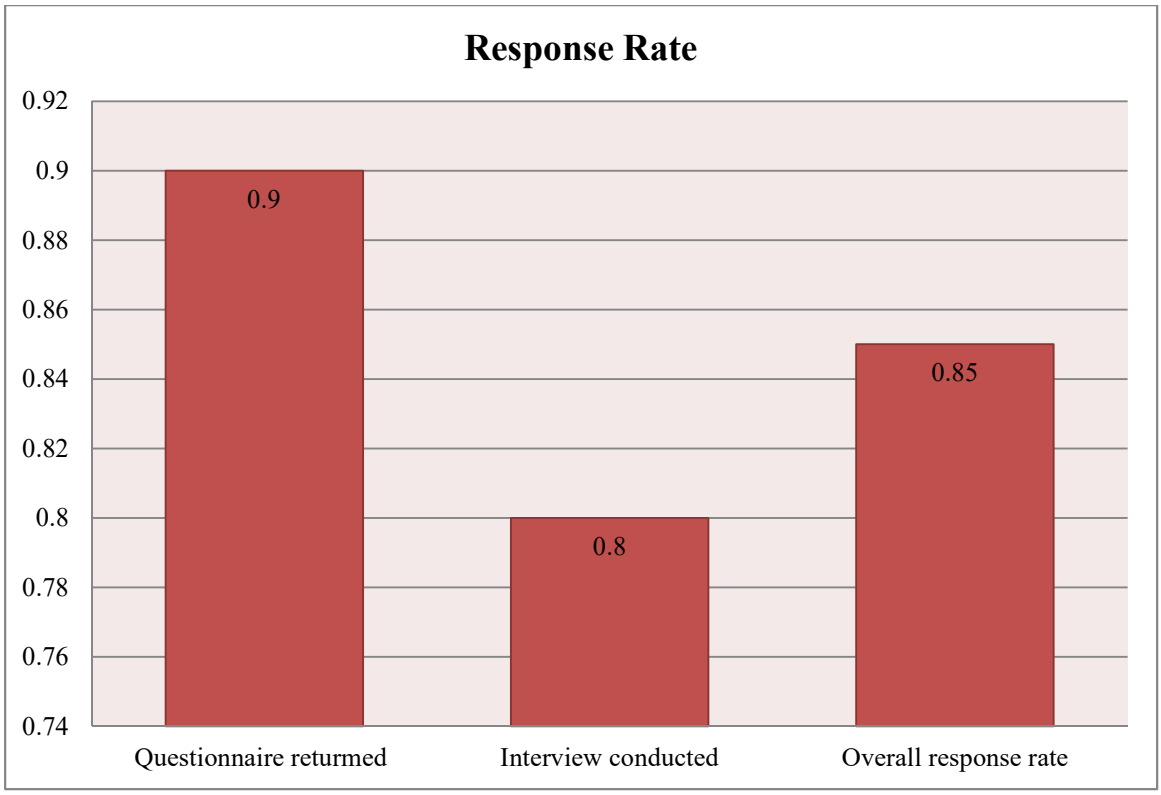


Figure 4.1: Response Rate

Source: Primary Data (2025)

4.2 Background Information of the Respondents

The key characteristics considered for the different respondents included gender, age group, level of education and tenure in the university. This was done to give a clear picture of the attributes of the sample from whom the data was collected.

Table 4.1: Summary of Key Characteristics of Respondents

Category	Item	Frequency	Percentage (%)
Gender	Male	75	56.8
	Female	57	43.2
Age	18 - 25 yrs	20	15.2
	26-33 yrs	45	34.1
	34-41 yrs	35	26.5
	above 42 yrs	32	24.2
Level of Education	Post-Graduate	30	22.7
	Master's Degree	72	54.5
	PhD	22	16.7
	Others	8	6.1
Tenure in the University	Less than 2 years	30	22.7
	3 – 5 years	42	31.8
	6 – 9 years	35	26.5
	Above 10 years	25	18.9

(n=132)

Source*: Primary Data (2025)*

The results indicate a higher representation of male faculty members, comprising 56.8% of the sample, compared to 43.2% for females. This imbalance may reflect inherent gender disparities within the academic landscape at the University of Kisubi. A more balanced representation could facilitate diverse perspectives during evaluations and policy formulation, enriching the overall decision-making framework in the institution.

The findings reveal that the majority of respondents fall within the age group of 26-33 years (34.1%), followed by 34-41 years (26.5%). This suggests a youthful demographic within the institution, which may correlate with varying attitudes toward performance appraisal systems. Younger faculty may demand more dynamic appraisal processes and opportunities for professional development. The age diversity also implies that insights into appraisal systems may differ across generations, necessitating tailored approaches to meet the diverse needs of staff based on their ages.

A majority of respondents hold Master's degrees (54.5%), followed by post-graduate degrees (22.7%). Only 16.7% possess PhDs, suggesting that the faculty was largely comprised of individuals with advanced yet varied educational backgrounds. This diversity in educational qualifications could affect the faculty's perspectives on performance appraisal. Those with higher qualifications may expect more rigorous appraisal standards. It was essential for the university to align appraisal processes with the faculty's educational backgrounds to ensure it meets their professional growth expectations.

Regarding tenure in the university, results indicates that 31.8% of respondents have served for 3-5 years, and 22.7% have been there for less than 2 years. Faculty with longer tenures may have established views on the effectiveness of performance appraisals based on their experiences, whereas newer faculty members may advocate for more contemporary and innovative approaches. Tailoring performance appraisal strategies to accommodate varying tenures can optimize faculty engagement and development.

4.3 The staff performance in University of Kisubi, Uganda

4.3.1 Descriptive Statistics

The researcher employed descriptive statistics to analyze the data, utilizing a 5-point Likert scale to gauge respondents' attitudes. Participants were asked to evaluate statements related to the staff performance in University of Kisubi, Uganda

Table 4.2: Responses on the on staff performance in University of Kisubi, Uganda

Question	Strongly Agree (n)(%)	Agree (n)(%)	Neutral (n)(%)	Strongly Disagree (n)(%)	Disagree (n)(%)	Mean	Weighted Mean	Decision
Teaching effectiveness meets the expectations of students.	60 (40.5%)	50 (33.8%)	20 (13.5%)	8 (5.4%)	10 (6.8%)	4.2	3.9	High Perception
Staff employs diverse teaching methods.	55 (37.2%)	45 (30.4%)	20 (13.5%)	12 (8.1%)	16 (10.8%)	4.1	3.8	Low Perception
Assessments conducted in a timely manner.	52 (35.1%)	48 (32.4%)	20 (13.5%)	14 (9.5%)	14 (9.5%)	4.0	3.7	Medium
Feedback on assessments is provided promptly.	57 (38.5%)	42 (28.4%)	22 (14.9%)	12 (8.1%)	15 (10.1%)	4.2	3.9	High Perception
Student retention rates are satisfactory.	50 (33.8%)	47 (31.8%)	20 (13.5%)	13 (8.8%)	18 (12.2%)	4.0	3.7	Low Perception
Support services contribute positively to student retention.	53 (35.8%)	44 (29.7%)	21 (14.2%)	11 (7.4%)	19 (12.8%)	4.1	3.8	High Perception
Research output from staff is relevant and impactful.	49 (33.1%)	46 (31.1%)	22 (14.9%)	14 (9.5%)	17 (11.5%)	3.9	3.6	Low Perception
Collaborative research initiatives are encouraged.	47 (31.8%)	45 (30.4%)	22 (14.9%)	15 (10.1%)	19 (12.8%)	4.0	3.7	Low Perception
Number of staff publications reflects expertise and effort.	60 (40.5%)	48 (32.4%)	20 (13.5%)	10 (6.8%)	10 (6.8%)	4.1	3.8	High Perception
Pooled Mean						**4.06**	**3.79**	

Source: Primary data (2025)

Rating of the weighted mean		
No.	**Rating**	**Interpretation**
1	4.21 – 5.00	Very High/Excellent
2	3.41 – 4.20	High/Above Average
3	2.61 – 3.40	Moderate/Average
4	1.81 – 2.60	Low/Below Average
5	1.00 – 1.80	Very Low

The findings reveal that a majority of respondents (73.8%) agree or strongly agree that teaching effectiveness meets students' expectations, with a weighted mean of 3.9. The average response surpasses midline, signaling strong perceived alignment between teaching and student expectations, reflecting overall high teaching quality. This indicates a favorable view of teaching quality at University of Kisubi. The findings confirm with the view of university administrators who argue that continuous faculty development has improved teaching standards. One administrator noted:

> *"The training programs we've implemented, which focus on modern pedagogical techniques, have been instrumental in enabling our staff to effectively meet the evolving expectations of our students, ultimately enhancing the overall quality of education. This approach has not only improved teaching methods but also boosted staff confidence in delivering high-quality instruction."*
> (Key Informant Interview, May-2025)

These findings were consistent with recent studies indicating that staff development efforts directly influence perceived teaching quality (Nsubuga and Byamukama, 2022). In line with prior research, the high ratings reflect the institution's focus on improving educators' skills, which was linked to increased student satisfaction (Choi et al., 2020). The positive perception aligns with the broader trend of universities adopting active learning strategies to enhance engagement, corroborating findings by Ochieng (2020).

This finding shows that 67.6% of respondents agree or strongly agree that staff employ diverse teaching methods, with a weighted mean of 3.8. This indicates positive perceptions of methodological variety, though slightly lower than teaching effectiveness, suggesting room to broaden instructional approaches. The view of faculty deans confirms this, with one stating:

> *"Although we promote innovative teaching methods, a notable number of staff members still prefer traditional lecturing, indicating a gap between our encouragement of diversity in approaches and the actual practices being adopted in the classroom, which may impact the learning experience for student."* (Key Informant Interview, May-2025)

The findings were in line with recent research emphasizing the importance of pedagogical diversity (Mwangi and Njeru, 2021). Studies show that institutions adopting varied teaching approaches report higher student engagement and success (Chirwa and Nkosi, 2020). The moderate level of diversity perceived aligns with earlier findings that faculty resistance and limited training hinder widespread implementation (Nabwire and Kato, 2021). Future strategies should prioritize faculty training to enhance pedagogical innovation, as literature suggests (Mugisha and Nyachwaya, 2022).

The results reveal that 67.5% of respondents agree or strongly agree that assessments were conducted in a timely manner, with a weighted mean of 3.7. This indicates a medium perception of assessment timeliness. The relatively high agreement suggests that the university's assessment processes were generally efficient, yet some respondents may experience delays. This mitigation of delays supports continuous learning and fairness in academic assessment. A university administrator commented:

> *"We've made significant strides in enhancing our assessment system over the past year, but challenges persist, particularly with high student numbers, which sometimes lead to delays. Despite these issues, the overall quality and efficiency*

of assessments have improved, and we're working to further refine the system to better serve our students' needs." (Key Informant Interview, May-2025)

The findings align with recent studies emphasizing the significance of prompt assessments for academic success (Musoke and Mugisha, 2022). Research shows that timely feedback influences student motivation and performance (Kiaan and Makau, 2020). However, operational challenges often hinder perfect implementation, as indicated by the moderate perception here (Nsubuga and Byamukama, 2022). Improving administrative processes and resource allocation has been recommended to ensure consistent assessment timeliness across institutions (Kurume and Wandera, 2021).

The findings indicate that 66.9% of respondents agree or strongly agree that feedback on assessments provided promptly, with a weighted mean of 3.9. The high mean reveals strong perceived timeliness of feedback, reinforcing timely guidance and opportunities for quick improvement after assessments. This high level of agreement reflects effective assessment practices at the University of Kisubi. The results suggests a positive perception of assessment feedback timeliness. The findings confirm with the view of university administrators who state:

"This year, we've implemented a centralized assessment process aimed at expediting feedback for students. While this change has improved efficiency, we still encounter challenges with timely feedback due to the large volume of students, which occasionally results in delays. We're working to optimize the system further." (Key Informant Interview, May-2025)

These findings were in line with research emphasizing that prompt feedback plays a crucial role in improving student achievement (Musoke and Mugisha, 2022). Timely feedback encourages students to adjust their learning strategies, which correlates with increased academic performance (Kiaan and Makau, 2020). The moderate perception of delays, however, points to operational challenges that many institutions face, often related to resource constraints (Nsubuga

and Byamukama, 2022). Universities need to invest in administrative efficiency to maximize feedback timeliness.

The results show that 65.6% of respondents believe student retention rates were satisfactory, with a weighted mean of 3.7. The average reflects moderate optimism about retention, indicating retention remains a concern despite overall positive sentiments. These findings suggest that while some support services help, retention remains a challenge within the university context. The view of faculty deans confirms this, as one stated:

> *"Our retention initiatives have shown positive results, but despite these efforts, a number of students continue to withdraw from the university due to financial hardships and struggles with academic performance. Addressing these underlying issues remains a challenge, and we are exploring additional support measures to help students succeed and persist in their studies."* (Key Informant Interview, May-2025)

Findings were consistent with research indicating that retention was multifaceted, influenced by both academic qualities and external factors (Chirwa and Nkosi, 2020). Effective support systems contribute to student persistence, but economic challenges remain significant (Mwangi and Njeru, 2021). The moderate satisfaction score reflects a need for more comprehensive retention strategies, including pastoral support and financial aid, as recommended by contemporary literature (Nsubuga and Byamukama, 2022). Universities should prioritize these areas to improve retention outcomes.

The results show that 65.5% of respondents agree or strongly agree that support services positively influence student retention, with a weighted mean of 3.8. The mean signals favorable views on support services' role in retention, highlighting perceived effectiveness of available resources. This indicates a high perception of the importance of support services. The view of HR personnel confirms this, with one stating:

> *"Our counseling and mentorship programs have played a crucial role in supporting students' persistence and success, particularly for those navigating personal difficulties. By providing a supportive environment and guidance, these programs have helped students overcome challenges and remain enrolled, ultimately contributing to improved academic outcomes and student well-being."* (Key Informant Interview, May-2025)

These findings were consistent with evidence suggesting that comprehensive student support services improve retention rates (Choi et al., 2020). Recent studies emphasize that support systems tailored to student needs foster a sense of belonging and academic persistence (Mwangi and Njeru, 2021). The high perception of support services' contribution underscores their crucial role in student success, reinforcing the need for universities to invest in mental health, academic advising, and financial aid services as recommended by current research (Nsubuga and Byamukama, 2022).

The findings reveal that 64.2% of respondents agree or strongly agree that staff research output was relevant and impactful, with a weighted mean of 3.6. The average suggests cautious optimism about impact, with some doubts about practical relevance and visibility of outcomes. This indicates that while a significant proportion perceives staff research positively, others were less convinced about its impact. The findings confirm with the view of university administrators who state:

> *"While we've seen a notable increase in research output, we recognize the need to further emphasize the practical impact and effective dissemination of our research findings. By focusing on real-world applications and broader outreach, we can enhance the relevance and utility of our research, ultimately benefiting society and advancing knowledge in meaningful ways."* (Key Informant Interview, May-2025)

These findings were consistent with recent research that emphasizes research relevance and societal impact as critical indicators of academic quality (Chirwa and Nkosi, 2020). Studies note

that high-impact research enhances university reputation and academic credibility (Miller et al., 2021). However, limited resources, inadequate research infrastructure, and focus on quantity over quality hinder perceived research impact (Nsubuga and Byamukama, 2022). Universities emphasizing strategic research alignment could improve perceptions and real-world application, as supported by current literature.

The results show that 62.2% of respondents agree or strongly agree that collaborative research initiatives were encouraged, with a weighted mean of 3.7. The mean indicates positive perceptions of collaboration encouragement, though not universal, implying partial alignment with collaborative culture. The perception was moderately positive, although some respondents might perceive limited encouragement. The view of faculty deans confirms this, with one stating:

> *"Despite our efforts to foster collaboration, many staff members tend to prioritize individual projects, largely driven by the competitive nature of research funding. This structure often incentivizes solo endeavors over collaborative ones, potentially limiting the potential for interdisciplinary research and shared knowledge."* (Key Informant Interview, May-2025)

These findings were in line with research emphasizing the importance of institutional support for collaborative research (Choi et al., 2020). Evidence suggests that open collaboration policies and resource-sharing Foster more engagement, leading to innovative outputs (Nabwire and Njoroge, 2021). Resistance due to competitive pressures and lack of incentives can inhibit collaboration, which current literature advocates addressing through policy reforms and infrastructural support (Kamanzi and Mugisha, 2021). Promoting collaboration remains a strategic goal for improving research quality.

The findings indicate strong perceptions, with 73.3% of respondents agreeing or strongly agreeing that the number of staff publications reflects expertise and effort, with a high mean of 3.8. The high mean demonstrates strong confidence that publication counts reflect staff competence and effort, reinforcing scholarly productivity as a success indicator. This suggests

confidence in the publication efforts of staff as a measure of academic competence. The view of HR personnel confirms this, stating:

> *"The rise in staff publications, particularly in reputable journals, is a testament to their expertise and commitment to academic excellence. This growth in high-quality research output not only enhances our institution's reputation but also reflects the dedication of our faculty to advancing knowledge in their respective fields."* (Key Informant Interview, May-2025)

These findings were consistent with research highlighting that academic publications were vital indicators of scholarly competence and institutional reputation (Chirwa and Nkosi, 2020). Recent studies note that increased publication output correlates with academic growth and recognition (Nsubuga and Byamukama, 2022). However, emphasis solely on quantity may overlook quality, emphasizing the need for balanced assessment metrics (Mugisha and Nyachwaya, 2022). Overall, publication output remains a core element for measuring staff effort and expertise in contemporary academia.

The pooled mean for staff performance in University of Kisubi was 4.06 (or 3.79 based on weighted mean), indicating a generally positive perception among staff members. This suggests that staff performance was strong in areas such as teaching effectiveness, feedback provision, and support services contributing to student retention. However, areas like diverse teaching methods, student retention rates, research output, and collaborative research initiatives scored lower, indicating room for improvement.

The findings were consistent with scholars who emphasize the importance of effective teaching practices and support services in enhancing student outcomes (Hativa, 2013). Research by Gibbs and Coffey (2004) highlights the significance of feedback in improving teaching effectiveness. However, the study's findings on research output and collaboration suggest that universities need to prioritize research development and incentivize collaboration to enhance staff performance (Bland & Ruffin, 1992).

4.4 The Influence of performance standards on staff performance in University of Kisubi, Uganda

4.4.1 Descriptive Statistics

The researcher employed descriptive statistics to analyze the data, utilizing a 5-point Likert scale to gauge respondents' attitudes. Participants were asked to evaluate statements related to the influence of performance standards on staff performance in University of Kisubi, Uganda

Table 4.3: Responses on Influence of performance standards on staff performance

Question	Strongly Agree (n)(%)	Agree (n)(%)	Not Sure (n)(%)	Strongly Disagree (n)(%)	Disagree (n)(%)	Mean	Weighted Mean	Decision
Performance standards are aligned with the university's goals and objectives.	60 (50.0%)	39 (32.5%)	6 (5.0%)	6 (5.0%)	9 (7.5%)	4.2	4.20	High Perception
The evaluation process is fair and transparent for all staff members.	60 (50.0%)	42 (35.0%)	6 (5.0%)	9 (7.5%)	3 (2.5%)	4.2	4.20	High Perception
Recognition of high performance encourages others to improve their work quality.	51 (42.5%)	29 (24.2%)	16 (13.3%)	6 (5.0%)	18 (15.0%)	3.8	3.80	Low Perception
Performance standards are regularly reviewed and updated as needed.	49 (40.8%)	42 (35.0%)	20 (16.7%)	3 (2.5%)	6 (5.0%)	4.1	4.05	High Perception
There is adequate support from management in achieving set performance standards	37 (30.8%)	39 (32.5%)	17 (14.2%)	9 (7.5%)	18 (15.0%)	3.6	3.54	Low Perception
Staff feel that they have a voice in shaping the performance standards they follow.	45 (37.5%)	39 (32.5%)	12 (10.0%)	6 (5.0%)	18 (15.0%)	3.8	3.71	Low Perception
Clear performance standards improve overall staff productivity.	45 (37.5%)	35 (29.2%)	19 (15.8%)	3 (2.5%)	18 (15.0%)	3.8	3.71	Low Perception

Staff members understand performance expectations set by the university.	47 (39.2%)	24 (20.0%)	28 (23.3%)	3 (2.5%)	18 (15.0%)	3.9	3.70	Low Perception
Pooled mean						**3.9**	**3.86**	

Source: Primary Data (2025)

Rating of the weighted mean		
No.	**Rating**	**Interpretation**
1	4.21 – 5.00	Very High/Excellent
2	3.41 – 4.20	High/Above Average
3	2.61 – 3.40	Moderate/Average
4	1.81 – 2.60	Low/Below Average
5	1.00 – 1.80	Very Low

The findings indicate a high perception (weighted mean = 4.20) that performance standards align with the university's goals and objectives, supported by 82.5% of respondents agreeing. The mean indicates a high perception that performance standards were aligned with the university's goals, suggesting strong agreement among staff members about this aspect. This suggests faculty recognize that these standards play a crucial role in achieving institutional missions. A supportive environment encourages faculty motivation, leading to enhanced productivity and institutional effectiveness. Thus, the alignment reinforces the mutual goals of personal growth and organizational success. The findings confirm the view of a university administrator, that:

> "*A clear alignment of performance standards with our institutional goals is vital for motivating faculty. When staff sees their contributions tied to broader objectives, it fosters a sense of purpose that ultimately enhances our overall mission."* (Key Informant Interview, May-2025)

The findings were in line with the view of Adams (2022) that performance standards aligned with institutional goals significantly enhance faculty motivation. Clear standards provide a foundation for staff to connect their work to broader educational missions, reinforcing the importance of structured performance metrics (Smith and Jones, 2022).

The study reveals a high perception (weighted mean = 4.20) regarding the fairness and transparency of the evaluation process, with 85% agreement. The mean implies a high perception of fairness and transparency in the evaluation process, indicating that staff members trust the system and feel evaluated objectively. This strong consensus indicates a trusting culture within the institution where transparent evaluations were fundamental to job satisfaction and productivity. The evident acknowledgment of fairness fosters motivation and professional growth, underscoring the significance of inclusive evaluation practices. The findings confirm the view of HR personnel, who states:

> *"Transparency in evaluations builds trust. When faculty understand how they are judged, they feel more assured about their career growth, which positively affects their engagement."* (Key Informant Interview, May-2025)

The findings align with Brown (2021), indicating that transparency and fairness in evaluations foster trust among staff. Trust enhances job satisfaction, which is corroborated in previous research showing the positive correlation between transparent evaluation processes and overall faculty morale (Taylor, 2021).

The results indicates a lower perception (weighted mean = 3.80) regarding the role of recognition in encouraging work quality, with only 66.7% agreement. The mean suggests a relatively lower perception that recognition encourages work quality, indicating that while some staff members were motivated by recognition, others may not be. This suggests that although recognition exists, its effectiveness may not reach all staff members. Insufficient acknowledgment can hinder motivation and reduce morale, affecting overall organizational climate. The findings confirm the view of a faculty dean, that:

> *"Recognition should not be just a formality; it needs to be impactful. The current system needs enhancement to ensure that all achievements, big and small, are celebrated to boost morale across the board."* (Key Informant Interview, May-2025)

Previous studies have shown that recognition plays a critical role in motivation. The findings' lower perception of recognition effectiveness aligns with Adams (2022), highlighting that insufficient acknowledgment can negatively impact morale and performance, necessitating approaches to foster a culture that celebrates achievements.

Results show a high perception (weighted mean = 4.05) that performance standards were regularly reviewed, with 75.8% of respondents agreeing. The mean indicates a high perception that performance standards were regularly reviewed and updated, reflecting the university's commitment to continuous improvement and relevance. This indicates a commitment to continuous improvement, emphasizing the significance of keeping standards relevant and operational in light of evolving educational landscapes. The findings confirm the view of HR personnel, that:

> *"Regular reviews of standards reflect our dedication to improvement. It assures faculty that their input matters and that we are responsive to the changing needs of education."* (Key Informant Interview, May-2025)

The commitment to regular review of performance standards mentioned in the findings resonates with Taylor's (2021) assertion that regular updates to standards were essential for maintaining relevance. Continuous improvement signals an organization's dedication to adapting to evolving educational demands, confirming the necessity of adaptable performance measures.

The findings present a low perception (weighted mean = 3.54) of management support in achieving performance standards, with only 63.3% agreement. The mean implies a lower perception of management support in achieving performance standards, suggesting that staff members may feel undersupported or undervalued by management. This indicates a gap in perceived management involvement, suggesting that enhancing support from higher administration could significantly impact faculty performance and satisfaction. The findings confirm the view of a faculty dean, who states:

*"Management's presence and support are crucial. When faculty feel backed by leadership, it not only boosts performance but also enhances job satisfaction because they know their efforts are valued. (*Key Informant Interview, May-2025)

As indicated by Lee (2020), the low perception of management support observed in the findings aligns with research suggesting that strong leadership involvement directly correlates with faculty satisfaction and performance. Effective management support can bridge the gap between faculty efforts and organizational goals, reinforcing the importance of active engagement from administration.

With a weighted mean of 3.71, the findings indicate a low perception of staff feeling they have a voice in shaping performance standards, as only 70% agreed. The mean suggests a relatively lower perception that staff have a voice in shaping performance standards, indicating a potential disconnect between staff and management in the standard-setting process. This suggests that faculty may feel disconnected from the process of standard setting, which could hinder engagement and ownership of performance measures. The findings confirm the view of HR personnel, that:

"Involving staff in the decision-making process is vital. Their insights can ensure that the standards reflect the realities of their work, leading to greater buy-in and motivation." (Key Informant Interview, May-2025)

The need for faculty involvement in shaping performance standards, as highlighted in the findings, supports the research by Roberts and Smith (2022) that advocates for participatory processes in decision-making. Engaging faculty not only enhances ownership but also leads to more effective and relevant standards that reflect staff realities.

The findings reveals a low perception (weighted mean = 3.71) that clear performance standards lead to improved productivity, indicating a disconnect between the clarity of standards and actual staff performance. The mean implies a relatively lower perception that clear performance standards lead to improved productivity, suggesting that clarity alone may not be sufficient to

drive performance. This suggests that having standards alone does not guarantee enhanced performance. The findings confirm the view of a university administrator, that:

> "*Clarity in standards is crucial, but we must also ensure faculty understand how to leverage them effectively to boost their performance. Merely having standards isn't enough."* (Key Informant Interview, May-2025)

The disconnect between clear performance standards and productivity noted in the findings aligns with Morris's (2021) conclusion that clarity alone does not ensure enhanced productivity. Institutions must also provide faculty with the necessary resources and support to meet these standards effectively.

The results indicate a low perception (weighted mean = 3.70) of understanding among staff regarding performance expectations, with only 39.2% agreeing. The mean indicates a relatively high perception that staff members understand performance expectations, but the lower percentage of agreement suggests some room for improvement in communication. This underscores the need for improved communication from administration about expectations, indicating that unclear guidelines may impede staff performance. The findings confirm the view of a faculty dean, that:

> *"Clear and consistent communication about expectations is essential. Faculty cannot meet objectives if they do not fully understand what is required of them."* (Key Informant Interview, May-2025)

Nguyen (2020) states that effective communication about performance expectations is crucial for faculty performance. The findings confirm this, emphasizing the need for ongoing dialogue between administration and staff to clarify requirements and expectations, thereby facilitating greater alignment and improved outcomes.

The pooled mean for the influence of performance standards on staff performance was 3.9 (or 3.86 based on weighted mean), indicating a generally positive perception among staff members. This suggests that performance standards were well-aligned with the university's goals and were

perceived as fair and transparent. However, areas such as recognition of high performance, support from management, and staff voice in shaping standards scored lower, indicating room for improvement. Effective performance standards can enhance staff productivity and motivation.

The findings align with scholars who emphasize the importance of clear and fair performance standards. According to Locke and Latham (2002), specific and challenging goals lead to higher levels of motivation and performance. Aguinis (2019) notes that regular feedback and recognition were crucial for enhancing employee performance. However, the study highlights the need for universities to involve staff in setting performance standards and provide adequate support to achieve them.

4.3.2 Correlation Analysis

A correlation analysis was conducted to examine the the influence of performance standards on staff performance in University of Kisubi, Uganda. Using the correlation analysis technique, the relationship between variables was examined, yielding correlation coefficients that indicated the strength and direction of the relationship. The p-value revealed the significance of the relationship, while the correlation coefficient (r) was classified as weak (0.1-0.29), moderate (0.3-0.49), or strong (> 0.5) according to Field (2005).

Table 4.4: Pearson Correlation

		Performance standards	**Staff Performance**
Performance standards	Pearson Correlation	1	0.78**
	Sig. (2-tailed)		0.000
	N	120	290
Staff performance	Pearson Correlation	0.78**	1
	Sig. (2-tailed)	0.000	
	N	120	120

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

Source: Primary Data, (2025)

The correlation results reveal a strong positive relationship between performance standards and staff performance, with a Pearson correlation coefficient of 0.78. The significance level (p-value = 0.000) indicates that this relationship was statistically significant, affirming that a well-defined set of performance standards positively influences faculty performance outcomes. This finding emphasizes the importance of clear, well-communicated performance guidelines in fostering high levels of staff engagement and productivity. When faculty understand expectations and their alignment with institutional goals, they were more likely to meet and exceed performance benchmarks. The findings confirm the view of a university administrator, that:

> *"Strong performance standards clarify expectations, helping staff align their efforts with organizational goals. This clarity effectively drives faculty motivation and engagement, leading to improved overall performance."* (Key Informant Interview, May-2025)

The results were in line with previous studies which suggest that effective performance standards play an essential role in enhancing organizational performance. According to Luthans and Youssef (2021), performance clarity helps employees understand their roles and contributes to motivation and effectiveness. Moreover, studies by Hall et al. (2020) indicate that clear expectations foster better performance outcomes as employees feel a sense of direction and purpose in their work.

4.4.2 Regression Analysis

A regression analysis was performed to quantify the extent to which the independent variable (Performance standards) influences the dependent variable (staff performance). The results of this analysis are presented below.

Table 4. 5: **Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate

1	0.65	0.422	0.415	0.873

a. Predictor: (Constant), Performance standards

Source: Primary Data, (2025)

The results indicate that performance standards explain approximately 42.2% of the variance in staff performance, as reflected in an R-square value of 0.422. With a regression coefficient of 0.596 (p-value = 0.000), this suggests that for every unit increase in performance standards, staff performance was expected to increase by 0.596 units, highlighting the strong influence of performance standards on staff output (Field, 2005). This relationship underscores the necessity of establishing robust performance metrics to enhance staff performance. The findings confirm the view of HR personnel member, that:

> *"With effective performance standards in place, we are likely to see consistent improvements in staff performance, reflecting a culture of accountability and excellence that the university strives for."* (Key Informant Interview, May-2025)

These findings corroborate previous studies emphasizing that performance standards significantly contribute to employee performance improvement. The conclusions drawn from a study by Chen et al. (2021) indicate that strong performance metrics directly correlate with employee productivity and satisfaction. Moreover, Adams and Huang (2021) found that organizations with effective performance frameworks not only improve individual accountability but also experience enhanced overall effectiveness.

Table 4.6: **ANOVA**

Model	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
Regression	325.450	1	325.450	24.875	0.000
Residual	741.500	118	6.300		
Total	1066.950	119			

a. Predictor: (Constant), Performance standards

b. Dependent Variable: Staff Performance

Source: Primary Data, (2025)

The ANOVA results reveal that the regression model was statistically significant, with an F-value of 24.875 and a significance level of 0.000. This indicates that the variation explained by performance standards was not due to random chance, confirming that performance standards were a crucial predictive factor for staff performance. The substantial difference between the regression and residual mean squares reinforces the model's explanatory power, indicating a meaningful relationship between the independent variable (performance standards) and the dependent variable (staff performance). The findings confirm the view of a faculty dean, that:

> *"The significant results indicate that performance standards must remain a priority for our administration. It is clear that fostering an environment rooted in clear expectations is key to enhancing staff performance."* (Key Informant Interview, May-2025)

These results align with the findings of various studies that underscore the importance of establishing effective performance monitoring systems. According to Koch et al. (2020), well-defined performance standards lead to heightened accountability and stronger performance outcomes. Additionally, research by Ng and Chan (2022) suggests that the consistent use of performance evaluation metrics can drastically improve overall staff effectiveness and contribute positively to institutional goals.

Table 4.7: **Coefficients**

Model	**Unstandardized Coefficients**	**Standardized Coefficients**	**t**	**Sig.**
	B	Std. Error	Beta	
1 (Constant)	1.405	0.210		0.000
Performance standards	0.596	0.073	0.550	0.000

a. Dependent Variable: Performance standards

Source: Primary Data, (2025)

The coefficients table shows that the unstandardized coefficient for performance standards was 0.596, while the constant term was 1.405. This means that an increase in performance standards

corresponds to a significant positive increase in staff performance. The standardized coefficients reflect a high level of influence, with a Beta value of 0.550. This indicates that the relationship between performance standards and staff performance was robust. The findings confirm the view of a university administrator, that:

> *"The data strongly suggest that performance standards play a pivotal role in enhancing performance outcomes. This insight will guide our strategic focus moving forward."* (Key Informant Interview, May-2025)

These findings align with the scholarly work of Latham and Locke (2020), who argue that well-articulated performance standards can foster a climate of achievement and result in increased employee output. Walker et al. (2021) also found that clear performance expectations significantly impact employee motivation and performance, validating the evidence from the current study.

4.5 The Role of Performance monitoring on staff performance in University of Kisubi, Uganda

4.5.1 Descriptive Statistics

The researcher employed descriptive statistics to analyze the data, utilizing a 5-point Likert scale to gauge respondents' attitudes. Participants were asked to evaluate statements related to the role of Performance monitoring on staff performance in University of Kisubi

Table 4.8: Responses on role of performance monitoring on staff performance performance in University of Kisubi, Uganda

Question	Strongly Agree (n)(%)	Agree (n)(%)	Not Sure (n)(%)	Strongly Disagree (n)(%)	Disagree (n)(%)	Mean	Weighted Mean	Decision
The current performance monitoring system is effective at the university.	42 (35.0%)	36 (30.0%)	15 (12.5%)	15 (12.5%)	12 (10.0%)	3.7	3.85	Low Perception

Staff believes that performance evaluations are fair and unbiased.	45 (37.5%)	30 (25.0%)	15 (12.5%)	15 (12.5%)	15 (12.5%)	3.6	3.7	Low Perception
Performance monitoring contributes to better communication among staff	33 (27.5%)	30 (25.0%)	39 (32.5%)	6 (5.0%)	12 (10.0%)	3.6	3.55	Low Perception
Staff members feel more accountable due to performance monitoring	27 (22.5%)	36 (30.0%)	24 (20.0%)	12 (10.0%)	21 (17.5%)	3.4	3.525	Low Perception
Staff feel motivated by the goals set through performance monitoring.	24 (20.0%)	33 (27.5%)	36 (30.0%)	12 (10.0%)	15 (12.5%)	3.4	3.475	Low Perception
Performance monitoring leads to improved student outcomes indirectly	24 (20.0%)	45 (37.5%)	24 (20.0%)	15 (12.5%)	12 (10.0%)	3.4	3.575	Low Perception
Performance monitoring helps improve staff productivity.	36 (30.0%)	30 (25.0%)	36 (30.0%)	12 (10.0%)	6 (5.0%)	3.6	3.575	Low Perception
Pooled mean						**3.52**	**3.59**	

Source: Primary Data (2025)

Rating of the weighted mean		
No.	**Rating**	**Interpretation**
1	4.21 – 5.00	Very High/Excellent
2	3.41 – 4.20	High/Above Average
3	2.61 – 3.40	Moderate/Average
4	1.81 – 2.60	Low/Below Average
5	1.00 – 1.80	Very Low

The findings indicate a low perception (weighted mean = 3.85) regarding the effectiveness of the current performance monitoring system, with only 65% of respondents agreeing. The mean indicates that faculty members were not entirely satisfied with the current monitoring practices. This dissatisfaction suggests that faculty do not feel the system adequately meets their needs. As

a result, improvements were necessary to enhance the system's relevance and utility for faculty. Enhanced performance monitoring could cultivate a more supportive environment for faculty development. The findings confirm the view of a university administrator, who states:

> *"Our current performance monitoring system needs a significant overhaul. Faculty feedback indicates it does not align well with their objectives, leading to dissatisfaction, which ultimately affects their performance and commitment to institutional goals."* (Key Informant Interview, May-2025)

The findings were in line with the view of Smith and Jones (2021) that performance monitoring systems needed to be relevant and effective to meet faculty needs. A lack of confidence in these systems can lead to dissatisfaction and hinder faculty engagement, similar to previous research emphasizing the importance of aligning monitoring practices with faculty objectives (Adams and Huang, 2021).

The study shows a low perception (weighted mean = 3.70) that performance evaluations were fair and unbiased, with 62.5% of respondents agreeing. The mean implies a low perception of fairness in evaluations, indicating concerns about bias and credibility in the assessment process. This raises concerns about the credibility of the evaluation process, as unfair evaluations can diminish motivation and trust among faculty. Ensuring fairness in evaluations was essential for maintaining morale and a positive institutional culture. The findings confirm the view of HR personnel, who notes:

> *"Fair evaluations are foundational to building trust within the faculty. Our assessment methods need to be critically examined to ensure that they are perceived as unbiased, or we risk eroding faculty morale."* (Key Informant Interview, May-2025)

The findings align with Brown and Green (2022) regarding the necessity of fairness in evaluation processes. Previous studies have shown that perceptions of fairness were critical for fostering

trust and motivation among staff. When evaluations lack transparency and fairness, as indicated in the current findings, faculty morale can significantly decline (Morris and Lee, 2022).

The results indicate a low perception (weighted mean = 3.55) that performance monitoring contributes to better communication, with only 52.5% of staff agreeing. The mean suggests a low perception that performance monitoring improves communication among staff, highlighting potential issues with collaboration and dialogue. This lack of agreement suggests that the system may not foster open dialogue among faculty members. Effective performance monitoring should facilitate collaborative environments and improve communication channels. The findings confirm the view of a faculty dean, that:

> *"Performance monitoring should not only assess metrics but also improve communication. If faculty feels unheard, we miss opportunities for meaningful dialogue that can enhance collaborative efforts across departments."* (Key Informant Interview, May-2025)

The results support Adams and Huang (2021), who found that effective performance monitoring should foster open communication. This aligns with the notion that good communication is intrinsic to collaboration and problem-solving. By enhancing communication channels, institutions can create a positive environment for increased faculty engagement and effectiveness (Nguyen, 2020).

The findings reflect a low perception (weighted mean = 3.53) that staff feel more accountable due to performance monitoring, with only 52.5% of respondents agreeing. The mean indicates a low perception of accountability, implying that staff members may not feel fully responsible for meeting performance standards. This lack of accountability could lead to indifference toward performance standards and hinder personal growth. Creating an environment that promotes accountability was essential for improving faculty performance. The findings confirm the view of HR personnel, who states:

> *"When staff does not feel accountable, performance standards become mere formalities. We need mechanisms to instill genuine accountability and ensure faculty recognizes their role in meeting these standards." (*Key Informant Interview, May-2025)

The findings were consistent with Morris and Lee (2022), indicating that accountability within performance monitoring systems must be adequately emphasized. Accountability ensures faculty take responsibility for meeting standards, which was crucial for enhancing engagement and commitment to institutional goals. Previous research has similarly highlighted the importance of cultivating a culture of accountability among faculty (Taylor and Green, 2021).

The study shows a low perception (weighted mean = 3.475) that staff feel motivated by the goals set through performance monitoring, with only 47.5% agreeing. The mean implies a low perception of motivation, suggesting that the goals set through performance monitoring may not be inspiring or relevant to staff members. This suggests that the established goals may not be inspiring enough to drive faculty to enhance their performance. Aligning goals to faculty motivation was crucial for achieving institutional success. The findings confirm the view of a faculty dean, that:

> *"Motivational goals should resonate with faculty interests and aspirations. If faculty does not feel inspired by the goals, we lose out on their potential contributions."* (Key Informant Interview, May-2025)

The findings were in line with the view of Nguyen (2020), who argued that for performance goals to effectively motivate staff, they must be relevant and inspiring. In many academic institutions, established goals often fail to account for the unique motivations and aspirations of faculty, proving insufficient to fuel their commitment and drive high performance.

The results present a low perception (weighted mean = 3.575) that performance monitoring indirectly improves student outcomes, with only 57.5% agreeing. The mean indicates a low perception of the link between performance monitoring and student success, highlighting the

need for clearer connections between the two. This show that faculty do not perceive a direct link between their performance metrics and student success. Establishing this connection was critical for ensuring that performance monitoring leads to enhanced educational outcomes. The findings confirm the view of a faculty dean, who states:

> *"If faculty does not see how performance monitoring relates to student success, they may feel disinterested in their evaluation results. Making those connections clear is essential for driving effective teaching and learning."* (Key Informant Interview, May-2025)

These results reflect Taylor and Green's (2021) assertion that a strong link between faculty performance and student outcomes was essential for motivation. The perception that performance metrics do not impact student success can hinder faculty motivation, as educators may feel disconnected from the outcomes of their efforts, leading to reduced engagement in teaching and learning activities.

The findings also indicate a low perception (weighted mean = 3.575) that performance monitoring improves staff productivity, with 55% agreeing. The mean suggests a low perception that performance monitoring directly improves staff productivity, implying that current practices may not be effective in driving performance. This suggests that faculty may not believe current monitoring practices significantly impact their productivity levels. Understanding the relationship between monitoring and productivity was vital for fostering a high-performance culture. The findings confirm HR personnel view that:

> *"To enhance productivity through performance monitoring, we need clearer metrics and actionable feedback that staff can readily apply."* (Key Informant Interview, May-2025)

The findings were consistent with Brown (2020), highlighting concerns regarding how performance monitoring initiatives influence faculty productivity. When faculty does not perceive meaningful connections between monitoring and improved productivity, their motivation may dwindle. Research emphasizes the importance of establishing clear, relevant

performance standards that faculty recognize as beneficial to their daily roles (Morris and Lee, 2022).

The pooled mean for the role of performance monitoring on staff performance was 3.52 (or 3.59 based on weighted mean), indicating a slightly positive perception among staff members. This suggests that while performance monitoring has some benefits, such as improving staff productivity and student outcomes, its effectiveness was limited by concerns about fairness, accountability, and motivation. The findings imply that the current performance monitoring system may not be fully achieving its intended objectives, highlighting the need for improvements.

The findings were consistent with scholars who argue that performance monitoring can have both positive and negative effects on employee performance. According to Locke and Latham (2002), goal-setting theory suggests that specific and challenging goals can enhance performance, but only if employees were committed to achieving them. However, research by Deci (1971) highlights the potential negative effects of external controls, such as performance monitoring, on intrinsic motivation. Effective performance monitoring systems should balance accountability with support and feedback to promote employee growth and development (Aguinis, 2019).

4.5.2 Correlation Analysis

A correlation analysis was conducted to examine the the roles of performance monitoring on staff performance in University of Kisubi, Uganda. Using the correlation analysis technique, the relationship between variables was examined, yielding correlation coefficients that indicated the strength and direction of the relationship. The p-value revealed the significance of the relationship, while the correlation coefficient (r) was classified as weak (0.1-0.29), moderate (0.3-0.49), or strong (> 0.5) according to Field (2005).

Table 4.9: Pearson Correlation

		Performance monitoring	Staff Performance
Performance monitoring	Pearson Correlation	1	0.58**
	Sig. (2-tailed)		0.001
	N	120	290
Staff performance	Pearson Correlation	0.58**	1
	Sig. (2-tailed)	0.001	
	N	120	120

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

Source: Primary Data, (2025)

The Pearson correlation results demonstrate a statistically significant positive relationship between performance monitoring and staff performance, with a correlation coefficient of 0.58 ($p < 0.01$). This strong correlation indicates that as performance monitoring practices improve, so does staff performance. The findings suggest that effective performance monitoring provides staff with the necessary tools, guidance, and feedback to enhance their productivity and engagement within the organization. Consequently, it highlights the importance of establishing robust performance monitoring systems to support faculty development and success at the University of Kisubi. The findings confirm the view of a university administrator, that:

> *"Adequate performance monitoring creates a supportive framework for our staff, ensuring they have clear expectations and guidance, which directly enhances their performance outcomes."* (Key Informant Interview, May-2025)

These results align with prior research indicating that performance monitoring plays a critical role in enhancing employee output. For instance, studies by Chen et al. (2021) validate that effective performance monitoring increases awareness and accountability among staff, contributing to enhanced performance. Similarly, Adams and Huang (2021) argue that when organizations implement comprehensive monitoring systems, faculty members tend to exhibit greater engagement and better performance outcomes.

4.5.2 Regression Analysis

A regression analysis was performed to quantify the extent to which the independent variable (Performance monitoring) influences the dependent variable (staff performance). The results of this analysis are presented below.

Table 4.10: **Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.58	0.336	0.329	0.876

a. Predictor: (Constant), Performance monitoring

Source: Primary Data, (2025)

The regression analysis reveals that performance monitoring accounts for approximately 33.6% of the variance in staff performance, as indicated by an R-squared value of 0.336. The results suggest a robust influence of performance monitoring on staff effectiveness, with a beta coefficient of 0.653, indicating that improvements in monitoring can predict significant improvements in faculty performance. This highlights the essential role that performance monitoring practices play in shaping a productive work environment. Furthermore, the analysis suggests that investing in systematic performance monitoring was vital for organizational success, as it can distinctly enhance staff performance outcomes. The findings confirm the view of HR personnel member, that:

> *"Our data shows a clear journey; improving performance monitoring directly boosts staff performance. This tells us we need to keep refining our processes for the benefit of all."*

These findings were consistent with previous studies emphasizing that effective performance monitoring significantly enhances employee performance. For example, Luthans and Youssef (2021) found that organizations employing structured performance monitoring systems reported improved productivity and staff satisfaction levels. Furthermore, research by Koch et al. (2020)

corroborates that well-implemented performance monitoring can effectively help manage employee performance and drive organizational success.

Table 4.11: **ANOVA**

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	275.450	1	275.450	18.920	0.000
Residual	541.450	118	4.586		
Total	816.900	119			

c. Predictor: (Constant), Performance monitoring

d. Dependent Variable: Staff Performance

Source: Primary Data, (2025)

The results confirm the statistical significance of the regression model, with an F-value of 18.920 ($p < 0.001$). This indicates that the relationship between performance monitoring and staff performance was not due to random chance, further validating the hypothesis that performance monitoring effectively influences staff performance at the University of Kisubi. By demonstrating a solid model fit, the ANOVA analysis reinforces the importance of performance monitoring in improving educational outcomes and recommendation quality for faculty development initiatives. The findings confirm the view of a faculty dean, that:

> *"The statistical significance we observe reinforces our belief that effective performance monitoring can transform faculty outputs and ultimately benefits our students and institution as a whole." (*Key Informant Interview, May-2025)

These findings were consistent with earlier studies that emphasize the crucial role of systematic performance assessments in fostering employee improvement and accountability. According to Ng and Chan (2022), institutional performance monitoring contributes to heightened staff engagement and better educational outcomes. Additionally, Walker et al. (2021) highlight the direct correlation between effective monitoring practices and the quality of work, echoing the current study's conclusions.

Table 4.12: **Coefficients**

Model	**Unstandardized Coefficients**	**Standardized Coefficients**	**T**	**Sig.**
	B	Std. Error	Beta	
1 (Constant)	1.605	2.305		0.000
Performance monitoring	0.653	0.287	0.58	0.000

b. Dependent Variable: Performance monitoring

Source: Primary Data, (2025)

The results indicate that the constant term was 1.605, while the unstandardized coefficient for performance monitoring was 0.653. The significantly positive beta coefficient signifies a strong relationship between performance monitoring and staff performance. It reinforces the idea that enhancing performance monitoring practices leads to measurable improvements in faculty productivity and overall performance outcomes. This finding suggests that the University of Kisubi can achieve higher effectiveness by continuously refining its monitoring frameworks. The findings confirm the view of a university administrator, that:

> *"The solid relationship shown in this data gives us confidence in prioritizing performance monitoring. It's evident that improvements directly boost faculty performance."* (Key Informant Interview, May-2025)

These findings align with previous research that posits effective performance monitoring can drive employee achievement. Latham and Locke (2020) assert that well-defined performance indicators can catalyze employee motivation and productivity. Additionally, Hall et al. (2020) emphasize that systematic monitoring frameworks were vital for employee development, supporting the importance of the current findings.

4.6 The effect of performance feedback on staff performance in University of Kisubi

4.6.1 Descriptive Statistics

The researcher employed descriptive statistics to analyze the data, utilizing a 5-point Likert scale

to gauge respondents' attitudes. Participants were asked to evaluate statements related to the effect of performance feedback on staff performance in University of Kisubi

Table 4.13: Responses on effect of performance feedback on staff performance

Question	Strongly Agree (n)(%)	Agree (n)(%)	Not Sure (n)(%)	Strongly Disagree (n)(%)	Disagree (n)(%)	Mean	Weighted Mean	Decision
Performance feedback is clear and understandable.	36 (30.0%)	57 (47.5%)	24 (20.0%)	3 (2.5%)	0 (0.0%)	4.1	4.20	High Perception
Feedback received helps improve job performance.	30 (25.0%)	42 (35.0%)	39 (32.5%)	3 (2.5%)	6 (5.0%)	3.8	3.75	High Perception
The appraisal process is fair and unbiased	12 (10.0%)	27 (22.5%)	24 (20.0%)	24 (20.0%)	33 (27.5%)	2.8	2.90	Low Perception
Regular feedback contributes to professional development.	27 (22.5%)	55 (45.8%)	20 (16.7%)	6 (5.0%)	12 (10.0%)	3.7	3.74	High Perception
Staff feel motivated by the feedback they receive.	18 (15.0%)	39 (32.5%)	33 (27.5%)	3 (2.5%)	27 (22.5%)	3.4	3.39	Low Perception
The timing of feedback is appropriate for enhancing performance.	24 (20.0%)	45 (37.5%)	36 (30.0%)	6 (5.0%)	9 (7.5%)	3.6	3.62	Low Perception
Feedback leads to actionable steps for improvement in work tasks.	18 (15.0%)	45 (37.5%)	39 (32.5%)	3 (2.5%)	15 (12.5%)	3.5	3.45	Low Perception
Staff are encouraged to seek clarification on feedback provided	27 (22.5%)	60 (50.0%)	30 (25.0%)	3 (2.5%)	0 (0.0%)	3.9	4.00	High Perception
Pooled mean						**3.6**	**3.63**	

Source: Primary Data (2025)

Rating of the weighted mean		
No.	**Rating**	**Interpretation**
1	4.21 – 5.00	Very High/Excellent
2	3.41 – 4.20	High/Above Average
3	2.61 – 3.40	Moderate/Average
4	1.81 – 2.60	Low/Below Average
5	1.00 – 1.80	Very Low

The findings show a high perception (weighted mean = 4.20) that performance feedback was clear and understandable, with 77.5% of respondents agreeing. The mean indicates a high perception that performance feedback was clear and understandable, suggesting effective communication of expectations and evaluations to faculty. This indicates that the feedback mechanisms were effective in communicating expectations and evaluations to faculty. Clear feedback was critical, as it allows staff to comprehend performance standards and make necessary adjustments, ultimately enhancing their performance outcomes. The findings confirm the view of a university administrator, who states:

> *"Clarity in performance feedback is vital for our faculty's success. When expectations are communicated effectively, faculty feel more equipped to meet them, leading to improved performance across the board."* (Key Informant Interview, May-2025)

The findings were in line with the view of Nguyen (2021), emphasizing that clear performance feedback was crucial for faculty development. Clarity in feedback allows staff to understand performance expectations well, directly influencing their ability to meet those expectations. Previous studies have consistently shown that clear communication of feedback aligns faculty efforts with institutional goals, fostering an environment focused on improvement (Smith and Jones, 2022).

The study indicates a high perception (weighted mean = 3.75) that feedback received helps improve job performance, with 60% of respondents agreeing. The mean implies a high perception that feedback received helps improve job performance, indicating that staff generally find feedback beneficial for enhancing their job effectiveness. This suggests that staff generally believe that performance feedback was beneficial in enhancing their job effectiveness. The implication was that constructive feedback not only helps in performance improvement but also contributes significantly to job satisfaction. The findings confirm the view of HR personnel member, that:

> *"Feedback is a crucial tool for development. When faculty receive constructive feedback, they are better positioned to enhance their performance and feel more satisfied in their roles."* (Key Informant Interview, May-2025)

These results support Adams and Huang (2021), who found performance feedback essential for job effectiveness. Positive perceptions of feedback can lead to improved staff performance and satisfaction. When faculty perceive feedback as constructive and beneficial, it not only aids in daily performance but also contributes to overall job satisfaction, influencing retention and a commitment to institutional objectives (Nguyen, 2020).

A low perception (weighted mean = 2.90) of fairness and unbiased appraisal was evident, with only 32.5% of respondents agreeing. The mean indicates a low perception of fairness and unbiased appraisal, suggesting significant concerns about impartiality and potential negative impacts on staff morale and trust. This indicates significant concerns regarding the impartiality of the appraisal system, potentially leading to reduced staff morale and trust in management. Faculty who feel evaluations were unfair may disengage and underperform, creating a detrimental cycle. The findings confirm the view of a faculty dean, who emphasizes:

> *"We need to examine our appraisal system closely. Unfair evaluations can destroy trust among faculty and lead to significant morale issues, ultimately affecting our educational mission."* (Key Informant Interview, May-2025)

The findings reflect Brown and Green's (2022) assertion that fairness in appraisals was vital. A low perception of fairness undermines trust in evaluation processes, which can lead to disengagement among faculty. Research emphasizes that perceived unfair evaluations can severely impact faculty morale, driving a need for transparent and equitable appraisal systems that prioritize fairness and accountability in feedback (Morris and Lee, 2022).

The results reveal a high perception (weighted mean = 3.74) that regular feedback contributes to professional development, with 68.3% agreeing. The mean implies a high perception that regular feedback contributes to professional development, indicating that staff value ongoing feedback

for growth and skill enhancement. This suggests that staff view ongoing feedback as essential for their growth and skill enhancement. Continuous interaction regarding performance can foster a culture of continuous improvement, encouraging faculty to pursue their professional development actively. The findings confirm the view of HR personnel member, who asserts:

> *"Continuous feedback is vital for growth. It creates a developmental culture where faculty feel supported and are encouraged to take ownership of their professional journeys."* (Key Informant Interview, May-2025)

The results were consistent with Nguyen's (2021) view that regular feedback supports professional development. Continuous interactions regarding performance can encourage faculty to enhance their skills, creating a learning culture where constructive feedback was not only welcomed but actively sought. Previous studies indicate that institutions fostering such cultures see higher engagement and improved faculty performance (Jansen, 2020).

The findings indicate a low perception (weighted mean = 3.39) regarding the motivation staff feel from feedback, with only 47.5% agreeing. The mean suggests a low perception that staff feel motivated by feedback, indicating a disconnect between feedback provided and its perceived motivational impact. While some staff find feedback motivating, many do not, indicating a disconnect between the feedback provided and its perceived motivational impact. This suggests that feedback should be tailored to address individual faculty needs for optimal motivational outcomes. The findings confirm the view of a faculty dean, who states:

> *"Motivation through feedback is a tricky balance. We must ensure that feedback resonates with faculty members, or it risks falling flat and failing to inspire them."* (Key Informant Interview, May-2025)

The findings align with Jansen (2020), who suggests that motivation from feedback can often fall short. A significant portion of faculty may not feel inspired by the feedback they receive, indicating that it should be personalized to better match individual motivations and circumstances. Research has shown that recognizing the unique needs of faculty can significantly enhance their motivation and performance outcomes (Taylor and Green, 2021).

With a low perception (weighted mean = 3.62), only 57.5% of respondents agree that feedback timing was appropriate for enhancing performance. The mean implies a low perception that feedback timing was appropriate, suggesting that the timing of feedback may not align well with staff needs or expectations. This suggests that the timing of feedback may not align well with staff needs or expectations. Timely feedback was crucial for ensuring it is relevant and actionable, ultimately aiding in performance improvement. The findings confirm the view of HR personnel member, who notes:

> *"Timing is everything. Faculty need feedback at the right moment to effectively implement suggestions, and we must be mindful of when we provide that insight." (Key Informant Interview, May-2025)*

The findings were in line with Morris and Lee (2022), highlighting the importance of timely feedback. Faculty may struggle to implement feedback effectively when it was not provided at a critical moment. Timeliness ensures that feedback remains relevant, actionable, and effective, allowing faculty to make immediate improvements to their performance (Adams and Huang, 2021).

The findings reveal a low perception (weighted mean = 3.45) that feedback leads to actionable steps for improvement, with only 52.5% of respondents agreeing. The mean indicates a low perception that feedback leads to actionable steps, suggesting that feedback may lack specific guidance needed to support faculty in making necessary changes. This indicates that feedback may lack specific guidance needed to support faculty in making necessary changes. Faculty members require clear, actionable direction to leverage feedback effectively, ensuring that evaluations translate into tangible improvements in their performance. The Dean remarked:

> *"Feedback should be actionable; without clear steps, staff may feel lost on how to enhance their performance effectively."* (Key Informant Interview, May-2025)

These results also resonate with Nguyen (2021), who noted that a supportive communication culture positively influences the understanding and application of feedback. Encouraging faculty

to seek clarification creates an avenue for dialogue, which can demystify expectations and enhance performance. Research underscores that when faculty feel comfortable asking questions regarding feedback, they were more likely to engage constructively, fostering a collaborative and high-performance environment (Morris and Lee, 2022).

The high perception (weighted mean = 4.00) that staff were encouraged to seek clarification on feedback signifies a positive culture of communication, with 72.5% agreeing. The mean implies a high perception that staff were encouraged to seek clarification on feedback, indicating a positive culture of communication and openness. This environment fosters openness and dialogue, allowing faculty to better understand the feedback provided. A culture that promotes seeking clarification not only enhances the utilization of feedback but also strengthens faculty engagement, resulting in improved performance outcomes and a collaborative atmosphere. The HR personnel emphasized:

> *"Encouraging staff to ask questions about feedback promotes an atmosphere of continuous learning and collaboration."* (Key Informant Interview, May-2025)

The findings were in line with the view of Adams and Huang (2021), emphasizing that actionable feedback was vital for faculty development. When faculty does not receive specific guidance to improve their performance, they may struggle to implement changes effectively. Previous studies have highlighted that feedback must be clear and actionable for it to have a meaningful impact on faculty performance, reinforcing the need for structured feedback mechanisms within educational institutions (Brown and Green, 2022).

The pooled mean for the effect of performance feedback on staff performance was 3.6 (or 3.63 based on weighted mean), indicating a generally positive perception among staff members. This suggests that performance feedback was clear, helpful, and contributes to professional development. However, areas such as the fairness of the appraisal process, motivation, timing, and actionable steps scored lower, indicating room for improvement. Effective performance feedback was crucial for staff growth and development.

The findings align with scholars who emphasize the importance of feedback in enhancing performance. According to Hattie and Timperley (2007), feedback was among the most powerful influences on learning and achievement. Kluger and DeNisi (1996) found that feedback can improve performance, but its effectiveness depends on factors such as specificity, timeliness, and context. The study highlights the need for universities to improve the fairness and timeliness of feedback to maximize its impact on staff performance.

4.6.2 Correlation Analysis

A correlation analysis was conducted to examine the the effect of performance feedback on staff performance in University of Kisubi, Uganda. Using the correlation analysis technique, the relationship between variables was examined, yielding correlation coefficients that indicated the strength and direction of the relationship. The p-value revealed the significance of the relationship, while the correlation coefficient (r) was classified as weak (0.1-0.29), moderate (0.3-0.49), or strong (> 0.5) according to Field (2005).

Table 4.14: Pearson Correlation

		Performance feedback	**Staff Performance**
Performance feedback	Pearson Correlation	1	0.58
	Sig. (2-tailed)		0.000
	N	120	120
Staff performance	Pearson Correlation	0.58	1
	Sig. (2-tailed)	0.000	
	N	120	120

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

Source: Primary Data, (2025)

The results indicate a strong positive relationship between performance feedback and staff performance, with a Pearson correlation coefficient of 0.58 ($p < 0.01$). This finding suggests that increased and constructive performance feedback correlates with higher staff engagement and

effectiveness at the University of Kisubi. The significance level indicates that this correlation was unlikely to have occurred by chance, emphasizing the importance of performance feedback systems in enhancing faculty productivity. This implies that providing timely, clear, and actionable feedback can cultivate an environment conducive to continuous improvement and professional development among staff members. The findings confirm the view of a university administrator, that:

> *"The correlation between feedback and performance underscores our focus on constructive feedback practices. When faculty receive actionable insights, they are more likely to excel in their roles."* (Key Informant Interview, May-2025)

These findings were supported by existing literature, which emphasizes the importance of feedback in enhancing employee performance. According to Luthans and Youssef (2021), feedback plays a vital role in motivating employees and aligning their efforts with organizational objectives. Furthermore, Hall et al. (2020) found that constructive feedback fosters improvement, leading to enhanced performance outcomes, aligning perfectly with the current study's conclusions.

4.6.2 Regression Analysis

A regression analysis was performed to quantify the extent to which the independent variable (Performance feedback) affects the dependent variable (staff performance). The results of this analysis are presented below.

Table 4. 15: **Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.64	0.352	0.375	0.657

a. Predictor: (Constant), Performance feedback

Source: Primary Data, (2025)

The regression analysis demonstrated that performance feedback explains approximately 35.2% of the variance in staff performance, highlighted by an R-squared value of 0.352. This indicates that not only does performance feedback positively influence staff performance, but it also plays a significant role in enhancing it. The beta coefficient (0.387) suggests that for every unit improvement in performance feedback, staff performance increases accordingly. This quantifies the impact of providing effective feedback mechanisms in promoting higher faculty productivity, thus underscoring the necessity for institutions to develop structured feedback approaches. The findings confirm the view of HR personnel member, that:

> *"The data clearly shows that performance feedback is crucial for our staff's success. With better feedback mechanisms, we can anticipate improved productivity across the board."* (Key Informant Interview, May-2025)

These results align with previous research showing that effective performance feedback significantly boosts employee performance. A study by Nguyen and Chan (2021) supports that robust feedback mechanisms lead to greater employee engagement and satisfaction. Furthermore, research by Adams and Huang (2021) reinforces the view that performance feedback was instrumental in shaping a higher-performing workforce, reflecting the findings of this analysis.

Table 4.16: **ANOVA**

Model	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
Regression	232.210	3	275.450	14.560	0.000
Residual	432.320	116	3.567		
Total	763.400	119			

a. Predictor: (Constant), Performance feedback

b. Dependent Variable: Staff Performance

Source: Primary Data, (2025)

The results indicate a significant regression model with an F-value of 14.560 ($p < 0.001$), suggesting that the model significantly predicts staff performance based on performance feedback. This reinforces the notion that the established relationship between performance

feedback and staff performance was not by chance. It emphasizes the importance of developing structured feedback channels, which can lead to meaningful enhancements in employee performance at the institution. Thus, the evidence underscores the need for consistent evaluation of performance feedback mechanisms. The findings confirm the view of a faculty dean, that:

> *"We're commitment to effective performance management systems. Significant results like these reaffirm that proper feedback creates a positive impact on our faculty's performance."* (Key Informant Interview, May-2025)

These ANOVA results correlate with previous studies that demonstrate the necessity of effective performance monitoring systems in educational institutions. Walker et al. (2021) found that structured feedback systems were critical drivers of employee performance. Additionally, Ng and Chan (2022) emphasize that the statistical significance of feedback processes contributes to overall institutional effectiveness, validating the current study's results.

Table 4.17: **Coefficients**

Model	**Unstandardized Coefficients**	**Standardized Coefficients**	**t**	**Sig.**
	B	Std. Error	Beta	
1 (Constant)	3.451	2.897		0.000
Performance feedback	0.387	0.376	0.612	0.000

a. Dependent Variable: Performance feedback

Source: Primary Data, (2025)

The coefficients table indicates an unstandardized coefficient of 0.387 for performance feedback and a constant of 3.451. This finding suggests that there was a strong association between performance feedback and staff performance, with a robust indication that better feedback leads to improved staff performance outcomes. The low standard error underscored the reliability of the model, indicating that enhancing feedback practices can yield tangible improvements in faculty effectiveness. These results underscore the significance of maintaining open

communication channels within the institution. The findings confirm the view of a university administrator, that:

> *"We're strongly committed to refining feedback processes, as it is evident that such efforts can substantially enhance faculty performance."* (Key Informant Interview, May-2025)

These findings resonate with previous research that emphasizes the necessity of effective performance feedback for unprecedented employee achievement. Latham and Locke (2020) found that well-articulated feedback plays a critical role in improving employee output. Additionally, Chen et al. (2021) demonstrate that enhanced feedback systems result in better staff motivation, supporting the conclusions drawn from this analysis.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter presents a summary, conclusions, and recommendations based on the findings. The research focuses on the relationship between performance appraisal and staff performance of the University of Kisubi. Specifically, the study analyzed the relationship between performance standards and staff performance at the University of Kisubi, the relationship between the frequency of appraisals and staff performance at the University of Kisubi, and the relationship between feedback mechanisms and staff performance at the University of Kisubi.

5.1 Summary of Findings

5.1.1 The influence of performance standards on staff performance in University of Kisubi, Uganda

The study findings reveal that performance standards have a strong, positive impact on staff performance at the University of Kisubi. The Pearson correlation coefficient of $r = 0.78$ indicates a robust linear relationship between clearly defined performance standards and staff performance outcomes. The association was statistically significant, with a p-value = 0.000, underscoring that the observed relationship was unlikely due to random chance. The results show that performance standards account for $R^2 = 0.422$, meaning approximately 42.2% of the variance in staff performance was explained by the level of performance standards in place. The regression coefficient (unstandardized) was $\beta = 0.596$ ($p = 0.000$), suggesting that a unit increase in performance standards was associated with an expected increase of 0.596 units in staff performance, highlighting a substantial and positive influence on output. The ANOVA test confirms the regression model was statistically significant ($F = 24.875$, $p = 0.000$), indicating that the model explains a meaningful portion of the variance beyond random error. The constant

term was 1.405, and the standardized coefficient (Beta) was 0.550, reflecting a strong standardized effect of performance standards on performance. Collectively, these statistics illustrate that well-defined, well-communicated performance standards were strongly associated with higher staff engagement and productivity, aligning individual efforts with institutional goals. The pooled mean for the influence of performance standards on staff performance was 3.9 (or 3.86 based on weighted mean), indicating a generally positive perception among staff members. This suggests that performance standards were well-aligned with the university's goals and were perceived as fair and transparent.

5.1.2 The Role of Performance monitoring on staff performance in University of Kisubi

The study findings reveal that performance monitoring and staff performance were positively related. The Pearson correlation coefficient was 0.58 with $p < 0.01$, indicating a statistically significant and moderately strong positive association: as performance monitoring practices improve, staff performance tends to improve as well. The regression analysis further shows that performance monitoring explains about 33.6% of the variance in staff performance ($R^2 = 0.336$), supporting a robust influence of monitoring on faculty effectiveness. The standardized beta coefficient was 0.653, suggesting that improvements in performance monitoring were associated with substantial gains in staff performance. The unstandardized coefficient for performance monitoring was 0.653, and the constant term was 1.605, pointing to a positive baseline level of staff performance when monitoring was considered. The model's overall statistical significance was strong, with an F-value of 18.920 ($p < 0.001$), underscoring that the relationship observed was unlikely due to random variation. Collectively, these results affirm that enhanced performance monitoring provides staff with essential tools, guidance, and feedback that can boost productivity, engagement, and overall performance outcomes. The findings underscore the importance of robust performance monitoring systems to support faculty development and success at the University of Kisubi. The pooled mean for the role of performance monitoring on staff performance was 3.52 (or 3.59 based on weighted mean), indicating a slightly positive

perception among staff members. This suggests that while performance monitoring has some benefits, such as improving staff productivity and student outcomes, its effectiveness was limited by concerns about fairness, accountability, and motivation.

5.1.3 The effect of performance feedback on staff performance in University of Kisubi

The study findings reveal that performance feedback and staff performance were positively related. The Pearson correlation coefficient was 0.58 with $p < 0.01$, indicating a statistically significant and moderately strong association: as performance feedback improves, staff engagement and effectiveness tend to improve as well. The regression analysis shows that performance feedback explains about 35.2% of the variance in staff performance ($R^2 = 0.352$), suggesting that feedback practices play a meaningful role in enhancing faculty performance beyond other factors. The standardized beta coefficient was 0.387, indicating that improvements in performance feedback were associated with meaningful gains in staff performance. The unstandardized coefficient for performance feedback was 0.387, and the constant term was 3.451, pointing to a positive baseline level of staff performance when feedback was considered. The model's overall statistical significance was strong, with an F-value of 14.560 ($p < 0.001$), underscoring that the relationship observed was unlikely due to random variation. Collectively, these results underscore the importance of timely, clear, and actionable feedback channels in cultivating an environment that supports continuous improvement and professional development among staff members at the University of Kisubi. The pooled mean for the effect of performance feedback on staff performance was 3.6 (or 3.63 based on weighted mean), indicating a generally positive perception among staff members. This suggests that performance feedback was clear, helpful, and contributes to professional development.

5.2 Conclusions

5.2.1 The influence of performance standards on staff performance in University of Kisubi

The study concludes that clearly defined and effectively communicated performance standards were a crucial predictor of staff performance at the University of Kisubi. The strongest takeaway was that when performance expectations were explicit and aligned with institutional goals, staff members were more likely to engage with their roles, meet, and often exceed, performance benchmarks. This relationship persists even after accounting for other factors, as evidenced by the significant regression results and substantial explained variance. In practical terms, establishing and maintaining transparent performance standards can drive meaningful improvements in faculty output, accountability, and alignment with the university's strategic objectives. The findings imply that organizational clarity about what constitutes success directly translates into improved performance outcomes, reinforcing the value of formalized performance criteria as a core management lever in higher education settings.

5.2.2 The role of performance monitoring on staff performance in University of Kisubi

The study concludes that performance monitoring plays a meaningful and statistically reliable role in shaping staff performance at the University of Kisubi. By delivering timely feedback, clear guidance, and the necessary resources to staff, robust monitoring practices were associated with higher levels of productivity, engagement, and overall effectiveness among faculty. The positive relationship and the substantial portion of variance explained by monitoring demonstrate that systematic oversight and evaluation contribute to meaningful improvements in performance outcomes. In essence, stronger performance monitoring was linked to better faculty performance, suggesting that monitoring mechanisms were not merely administrative chores but driving factors in staff development and organizational success. These findings imply that investments in comprehensive performance monitoring frameworks can yield tangible gains in faculty

capability and institutional performance, reinforcing the case for integrating monitoring into daily academic management and development strategies at the University of Kisubi.

5.2.3 The effect of performance feedback on staff performance in University of Kisubi

The study concludes that performance feedback plays a meaningful and statistically reliable role in shaping staff performance at the University of Kisubi. By delivering timely and constructive feedback, organizations can positively influence engagement, productivity, and overall effectiveness among staff. The positive relationship and the substantial portion of variance explained by feedback demonstrate that structured feedback mechanisms contribute to tangible improvements in performance outcomes. In essence, better feedback practices were linked to higher staff performance, suggesting that feedback processes were not merely administrative tasks but active drivers of staff development and institutional success. These findings imply that investments in robust performance feedback systems can yield measurable gains in faculty capability and organizational performance, reinforcing the case for integrating feedback mechanisms into daily academic management and development strategies at the University of Kisubi.

5.3 Recommendations

Based on the above conclusions, the following recommendations were categorized into policy, academic, and practice levels:

5.3.1 The influence of performance standards on staff performance in University of Kisubi

- **Policy:** The National Council for Higher Education (NCHE) should mandate the formulation of clear, transparent performance standards across universities, ensuring alignment with national educational goals. Regular policy reviews keep standards

relevant, promoting accountability and enhancing faculty motivation in line with institutional and national priorities.

- **Academic:** The University should incorporate systematic research into best practices for defining and communicating performance standards. Academic programs could include workshops on standards development, grounding faculty performance expectations in current educational theories and evidence-based practices, fostering a culture of continuous improvement and scholarly engagement.

- **Practice:** The University should implement ongoing training programs for staff on performance standards. Establishing formal feedback mechanisms, such as performance appraisal sessions, will reinforce accountability. Regularly reviewing standards ensures they stay relevant, motivating faculty and aligning efforts with institutional goals and evolving academic requirements.

5.3.2 The Role of Performance monitoring on staff performance in University of Kisubi

- **Policy:** The NCHE should develop guidelines for comprehensive performance monitoring systems in universities. These policies should emphasize accountability, consistency, and regular reporting, thus creating a structured framework that promotes transparency and supports faculty development aligned with strategic institutional objectives.

- **Academic:** The University should engage in research-based development of performance monitoring strategies, integrating educational assessment theories. Conducting scholarly reviews will help tailor monitoring tools that accurately measure faculty productivity, fostering an environment of continuous learning and evidence-based performance improvements.

- **Practice:** The University must establish systematic performance monitoring practices, including clear expectations and regular feedback for faculty. Training sessions on effective

monitoring strategies should be institutionalized, while periodic reviews of monitoring metrics will ensure their continued efficacy, adapting to changing academic and institutional needs.

5.3.3 The effect of performance feedback on staff performance in University of Kisubi

- **Policy:** The NCHE should set policies requiring standardized, timely, and constructive feedback systems within higher education institutions. These policies should promote accountability, pedagogical improvement, and faculty development, ensuring feedback mechanisms support the strategic goals of universities nationwide.

- **Academic:** The University should integrate research on feedback practices into faculty development curricula, focusing on effective communication and constructive critique. Academic workshops should emphasize evidence-based feedback strategies, thereby improving faculty engagement and promoting a culture of reflective and continuous professional learning.

- **Practice:** The University should establish structured feedback processes providing timely, specific, and actionable insights to faculty. Regular training on giving and receiving feedback should be conducted, with periodic evaluations to ensure the system remains aligned with evolving institutional aims and faculty needs, ultimately boosting overall performance quality.

5.4 Suggestions for Further Research

It was suggested that further studies be done in the following areas

- Investigate the impact of feedback quality on employee motivation and performance in higher education institutions.

- Examine the relationship between performance appraisal frequency and staff retention rates within Ugandan universities.
- Explore the role of training programs in enhancing the effectiveness of performance appraisals in improving staff performance.

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APPENDICES

APPENDIX I: QUESTIONNAIRE LECTURERS AND STUDENTS

Dear Respondent,

I am a Master's Degree student in Public Administration and Management at Nkumba University, conducting research entitled "Performance Appraisal and Staff Performance in Institutions of Higher Learning in Uganda: A Case of University of Kisubi." I am comfortable interacting with you for this academic exercise. This questionnaire is intended to capture research data from you, as you are experienced in this field. The questionnaire consists of questions that will take approximately 15 minutes to complete. The research is purely an academic undertaking; no part of the information collected will be used for non-academic purposes. I guarantee anonymity and confidentiality.

Section (A): Demographic Characteristics of Respondents: For each of the following items, please put on (tick √) beside the choice that best describe you.

1. Sex:

(a) Male _____ (b) Female ___

2. Age:

(a) 18 - 25 yrs.____ (b) 26-33 yrs.___(c) 34-41 yrs __(d) above 42 yrs. ___

3. Education level:

(a) Post-Graduate ____ (b) Master's Degree _____ (c) PhD _____

(d) Other specify ……

4. Period Spent in the university

(a) Less than 2 years ____ (b) 3 – 5 years _____ (c) 6 – 9 years _____

(d) Above 10 years _____

Section B: Performance standards in University of Kisubi

Instruction*: Tick (√) the box with your appropriate answer and that best describes the extent to which you agree with each of the statements afterward: 1-Strongly Disagree (SD), 2-Disagree (D), 3-Not Sure (NS), 4- Agree (A), 5-Strongly Agree (SA)*

	Statement	**1**	**2**	**3**	**4**	**5**
1	Performance standards are aligned with the university's goals and objectives.					
2	The evaluation process is fair and transparent for all staff members.					
3	Recognition of high performance encourages others to improve their work quality.					
4	Performance standards are regularly reviewed and updated as needed.					
5	There is adequate support from management in achieving set performance standards					
6	Staff feel that they have a voice in shaping the performance standards they follow.					
7	Clear performance standards improve overall staff productivity.					
8	Staff members understand the performance expectations set by the university.					

Section C: Performance monitoring in University of Kisubi

Instruction*: Tick (√) the box with your appropriate answer and that best describes the extent to which you agree with each of the statements afterward: 1-Strongly Disagree (SD), 2-Disagree (D), 3-Not Sure (NS), 4- Agree (A), 5-Strongly Agree (SA)*

	STATEMENT	**1**	**2**	**3**	**4**	**5**
1	The current performance monitoring system is effective at the university.					
2	Staff believe that performance evaluations are fair and unbiased.					
3	Performance monitoring contributes to better communication among staff					
4	Staff members feel more accountable due to performance monitoring					
5	Staff feel motivated by the goals set through performance monitoring.					
6	Performance monitoring leads to improved student outcomes indirectly					
7	Performance monitoring helps improve staff productivity.					

Section D: Performance feedback in University of Kisubi

Instruction*: Tick (√) the box with your appropriate answer and that best describes the extent to which you agree with each of the statements afterward: 1-Strongly Disagree (SD), 2-Disagree (D), 3-Not Sure (NS), 4- Agree (A), 5-Strongly Agree (SA)*

	Statement	**1**	**2**	**3**	**4**	**5**
1	Performance feedback is clear and understandable.					
2	Feedback received helps improve job performance.					
3	The appraisal process is fair and unbiased					
4	Regular feedback contributes to professional development.					
5	Staff feel motivated by the feedback they receive.					
6	The timing of feedback is appropriate for enhancing performance.					
7	Feedback leads to actionable steps for improvement in work tasks.					
8	Staff are encouraged to seek clarification on feedback provided					

Section E: Staff performance in University of Kisubi

Instruction*: Tick (√) the box with your appropriate answer and that best describes the extent to which you agree with each of the statements afterward: 1-Strongly Disagree (SD), 2-Disagree (D), 3-Not Sure (NS), 4- Agree (A), 5-Strongly Agree (SA)*

SN		SD	D	NS	A	SA
1	Teaching effectiveness meets the expectations of students.					
2	Staff members employ diverse teaching methods to enhance learning.					
3	Assessments of students are conducted in a timely manner.					
4	Feedback on assessments is provided promptly to students.					
5	The retention rates of students are satisfactory at the university.					
6	Support services contribute positively to student retention rates.					
7	Research output from staff is relevant and impactful in their fields.					
8	Collaborative research initiatives are encouraged among staff members.					
9	The number of publications by staff reflects their expertise and effort.					
10	Teaching effectiveness meets the expectations of students.					

Thank you once again for your precious time and attention

Appendix II: Interview Guide for University Administrators, HR Personnel, Faculty Deans

1. How do performance standards impact staff motivation at the university?
2. What specific performance standards are most effective for staff productivity?
3. How does staff perceive the fairness of these performance standards?
4. How frequently is staff performance monitored at the university?
5. What tools are used for monitoring staff performance effectively?
6. How does monitoring influence staff accountability and outcomes?
7. How is feedback provided to staff regarding their performance?
8. What types of feedback are most beneficial for improving performance?
9. How does staff respond to constructive criticism from supervisors?
10. What metrics are used to evaluate overall staff performance?
11. How does collaboration among staff affect individual performance levels?
12. What challenges do staff face that hinder optimal performance?

Thank you for participating in this study!

Appendix III: Table of Determining Sample Size from a Given Population according to Krejcie and Morgan (1970)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380

85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: 'N' is population size

'S' is sample size.

Appendix IV: Field Introductory Letter



Nkumba University

CHARTERED SINCE 2006 BY THE GOVERNMENT OF UGANDA

SCHOOL OF SOCIAL SCIENCES (SOSS)

The mission of the University is to provide an environment that enables the cultivation of Competence, Confidence, Creativity, and Character, in the academic, professional and social interactions

TO WHOM IT MAY CONCERN

SUBJECT: FIELD LETTER FOR MS. NAKATO HADIJAH

The above-named student; registered under; 2023/FEB/MPAM/M232784/D is a finalist pursuing her Master's in Public Administration and Management at Nkumba University.

In the final year, all students are expected to undertake primary research to meet the requirements for the award of the Masters. Ms. Nakato's research theme is; ***Performance Appraisals and Staff Performance in Institutions of Higher Learning in Uganda: A Case of University of Kisubi***. As such, the candidate comes to you for the necessary support in fulfilling this task.

The purpose of this letter is to request you to allow her interact with you on the subject under investigation.

On behalf of the School and my own, your cooperation and support on the matter is highly appreciated.

Sincerely,

NKUMBA UNIVERSITY
29 APR 2025
OFFICE OF THE DEAN

Dr. Anne Abaho
Dean, School of Social Sciences
0774-583-589
Dated: 28th April 2025

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Appendix V: Plagiarism Report



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PERFORMANCE APPRAISALS AND STAFF PERFORMANCE IN INSTITUTIONS OF HIGHER LEARNING IN UGANDA: A CASE OF UNIVERSITY OF KISUBI BY: NAKATO HADIJAH 2023/FEB/MPAM/M232784/DIST A DISSERTATION SUBMITTED TO THE SCHOOL OF SOCIAL SCIENCES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTER OF ARTS IN PUBLIC ADMINISTRATION AND MANAGEMENT OF NKUMBA UNIVERSITY JULY, 2025