

Chapter One

Introduction

Background

Performance management involves establishment of a shared understanding about what is to be achieved, how it is to be achieved; and an approach to managing people that increases the probability of achieving success within an agreed framework of planned goals, standards and individual and team competence requirements (Armstrong & Baron, 1998). Performance management is achieved by each individual being accountable for his/her own actions regardless of the results since both the organisation and individual contribute to the definition of objectives, tasks, standards, and performance measures, monitoring progress and developing performance (Armstrong, 2000), which could be best achieved with use of information and communication technology. Unfortunately, performance management perspectives have inherent limitations as exemplified in the agency (Jensen & Meckling, 1976), resource-based view (Penrose, 1959), dynamic capability (Teece, Pisano, & Shuen, 1997), and goal-setting (Locke, 1968) theories. This study reviewed those theories and borrowed metaphors from them for the understanding, explanation and implementation of performance management practices.

These performance management practices are explained by agency, resource-based, dynamic capability and goal setting theories from which the practices were derived. In this study, these practices are from: agency relations focusing on building a strong bond between the employer and employees; relevant resources depicting identification and utilisation of available resources; dynamic capability for organisations to adapt, absorb and innovate for survival; and goal setting for employees to set difficult but achievable goals.

The agency theory (Jensen & Meckling, 1976) underscores the important role of formal contracts and financial incentives in creating a strong bond between the employer and employees. With this assertion, both the agents and principals are viewed as being self-interested and opportunistically seeking individuals (Ghoshal & Moran, 1996; Granovetter, 1985; Martin, 1993). In so doing, employees seek to avoid risk (Gerhart & Trevor, 1996). However, the agency theory overlooks the psychological aspects such as employee attitudes with regard to employee organisational relationship (Child & Rodrigues, 1996; Shapiro, Shore, Taylor, & Tetrick, 2004). This theory also downplays the positive aspects of the executive leadership and culture (Albert & Martin, 1997) that drive performance in organisations (Hendry, 1995), which the resource-based view theory attempts to explain.

The resource-based view perspective (RBV) holds that a firm's resources drive its performance in a dynamic competitive environment (Collis & Montgomery, 1995; Lockett, Thompson, & Morgenstern, 2009). Barney (1991) argued that this is attainable if the bundle of resources possessed by the organisation meet the valuable, rare, inimitable and non substitutable (VRIN) conditions and not from the resources' supplies that are external to the organisation. There has been considerable conflict and lack of consensus in use of terminology and attributes of this theory (Grant, 1991; Paladino, Widing, & Whitwell, 1998) for empirical assertions (Barney, 2002). In addition, that the theory lacks market dynamism (Eisenhardt & Martin, 2000; Priem & Butler, 2001a). The dynamic capability view as an evolutionary version of RBV intervenes to focus on rapidly changing environment (Bowman & Ambrossini, 2003) as this study explored its importance to performance management practices in public universities in Uganda.

The dynamic capability theory provides an insight into how dynamic capabilities facilitate achievement of managed performance (e.g. quality services, service delivery and cost reduction). According to Schoemaker (1992), Barney (1991), Prahalad and Hamel (1990) and Teece *et al.* (1997), the dynamic capability perspective is about developing distinctive capabilities such as use of information and communication technology (ICT) and organisational culture in delivering quality services, service delivery and cutting costs. According to Schoemaker (1992), Barney (1991), Prahalad & Hamel (1990) and Teece *et al.* (1997) these capabilities should facilitate firm performance for competitive advantage in today's turbulent environment. However, Volberda (2004) observed that the development of tools to explain concepts like core competence, resources and capabilities are still in the infancy stage. The tools for analyzing them are more complex and strategic capabilities are sparse (Marino, 1996). Also, how managers can use dynamic capabilities has not been adequately explained, because dynamic capabilities tend to be confused with their outcomes (Priem & Butler 2001) and studies have been conducted on piecemeal basis with research findings remaining fragmented (Wang & Ahmed, 2007). Consequently, managers have turned to goal-setting in a bid to achieve managed performance in organisations (Locke, Shaw, Saari, & Latham, 1981).

Basing on goal-setting theory, specific difficult goals (Baum, Locke, & Smith, 2001; Punnett, Corbin, & Greenidge, 2007) at micro and macro levels (Locke, 2000) have been shown to increase organisational performance. Locke and Latham (1990) argued that among the biggest impediments to the usual benefits of goal setting is environmental uncertainty. The argument is that due to rapid changes in the environment the information required to set the goals may be unavailable or obsolete.

Also, limited studies have been conducted on complex task settings (Locke & Latham, 1990), content of goals, actual process of setting goals and the political process involved in setting the goals (Golembiewski, 2001). This study sought to review these theories and use them for the explanation and implementation of performance management practices in public universities in Uganda.

Problem

There are many theories that have been advanced and used (Armstrong & Baron, 2007; Shapiro *et al.*, 2004) in explaining performance management practices. Such theories include; agency, resource-based, dynamic capability, and goal-setting drawn mainly from economic and psychological traditions (Houldsworth & Jirasinghe, 2007). As such, managers and employees face difficulties in making choices and taking actions in organizations due to their inability to conceptualise and derive appropriate practices from those theories that would enable them implement performance management (Argyris, 2004; Houldsworth & Jirasinghe, 2007). Moreover, existing studies indicate that the developed theories have not adequately addressed the influence of organisational culture, organisational climate, information and communication technology adoption (Fletcher, 2001), and employee attitudes (Kirkman & Den Hartog, 2004) on performance management particularly in the achievement of managed performance. Schuler and Jackson (1989) argued that managed performance is manifested in the attainment of quality services, service delivery and cost reduction as targets.

There is lack of a common understanding, explanation and adequate implementation of performance management practices in order to achieve quality services, service delivery and cost reduction in public universities in Uganda. This could be attributed to poor empirical reality (Claus & Briscoe, 2009), lack of clarity (Andersen, Henriksen, & Aarseth, 2006) and relevance, the existing theories that attempt to explain performance management practices.

Purpose

This study attempts to examine the relationship between performance management practices, employee attitudes; organisational culture, information and communication technology adoption, organisational climate and managed performance (see Figure 2 on page 24). The study also aims at designing a model that would explain how quality services, service delivery and cost reduction are attained in public universities in the process of implementing performance management practices. This was achieved through testing the set hypotheses and answering the research questions.

Objectives

The study was guided by the following specific objectives:

1. To examine the relationship between employee attitudes and managed performance.
2. To explore the relationship between performance management practices and employee attitudes
3. To examine the relationship between organisational culture and managed performance
4. To establish the relationship between performance management practices and organisational culture
5. To examine the relationship between information and communication technology adoption and managed performance.
6. To investigate the relationship between performance management practices and information and communication technology adoption.

7. To establish the relationship between organisational climate and managed performance.
8. To establish the relationship between performance management practices and organisational climate.
9. To examine the relationship between performance management practices and managed performance
10. To examine the moderating influence of the global construct of organisational culture and climate on performance management practices and managed performance.

Research Questions

In order for the study to come up with a clearer and deeper understanding of how the objectives this study would be achieved, the following research questions were formulated:

1. What are the performance management practices that facilitate attainment of managed performance that is vested in quality services, service delivery and cost reduction?
2. Why and (How) are employee attitudes, organisational culture, information and communication technology adoption, and organisational climate necessary in the understanding, explaining and implementation of performance management practices in order to achieve managed performance in public universities?
3. Does the effect of performance management practices on managed performance depend on the prevailing organisational culture and climate?

Hypotheses

- H1: There is a positive relationship between employee attitudes and managed performance.
- H2: Performance management practices have a positive relationship with employee attitudes.
- H3: Organisational culture has a positive relationship with managed performance.
- H4: Performance management practices have a positive relationship with organisational culture.

H5: Information and communication technology adoption has a positive relationship with managed performance

H6: Performance management practices have a positive relationship with information and communication technology adoption.

H7: Organisational climate has a positive relationship with managed performance.

H8: Performance management practices have a positive relationship with organisational climate.

H9: There is a relationship between performance management practices and managed performance.

H10: There is a moderating effect of the global construct organisational culture and climate on performance management practices and managed performance.

Scope

The study was carried out in all public universities in Uganda except Busitema University. The universities included Kyambogo, Makerere, Mbarara and Gulu. Busitema University was excluded because it was only one year old by the time of undertaking this study. These institutions of higher learning are facing challenges such as reduced funding from the government, restructuring, downsizing and reengineering. Public universities in Uganda today, have to operate as of for-profit organisations for sustainability. This makes them appear both public and private institutions at the same time (Mamdani, 2007).

The study targeted top-, middle-, and low- level management groups excluding group employees. The study focused on performance management practices; employee attitudes, organisational culture, information and communication technology adoption, organisational climate and managed performance (Figure 2 on page 24) for relevancy to industrial psychology in particular. The study was conducted between the period 2005 and 2009.

Significance

The information that was obtained from this study will advance the body of knowledge and stimulate further discussions on performance management practices and also help in formulation of policies in public universities and other organisations. This will be to the benefit of researchers and managers of organisations, scholars of management, and to change agents for gaining deeper insight, appreciate and understand the problems facing implementation, assessment, quality and outcome of implementing performance management practices in general and in public universities in Uganda in particular.

Study Variables

Independent Variable(s). The independent variable involves performance management practices.

Moderating Variables. Moderating variables include: employee attitudes, organisational culture, information and communication technology adoption, and organisational climate.

Dependent Variable. Managed performance is the dependent variable.

Unit of Analysis. The individual employee was the unit of analysis, partly because performance management is largely to the individual focusing on individual performance (Winstanley & Stuart-Smith, 1996).

Theoretical Reviews

Theoretical model

In today's culture of partnership, pure performance appraisal is giving way to more 'holistic' performance management (Andersen *et al.*, 2006; Management today, 2001, as cited in Holbeche, 2005). Performance management is being seen as an integrated process not a system, in which managers work with their employees to set expectations, measure and review results and reward performance in order to improve employee performance (e.g. Andersen *et al.*, 2006; Mondy, Noe, & Premeaux, 2002). The theoretical model (Figure 2 on page 24) that this study adopted shows that performance management practices are vested in building a strong bond between the employer and employees, identifying and utilising available resources, adapting, absorbing and innovating for survival in a changing environment and also ensuring that employees set difficult but achievable goals.

In terms of models, Santos (1999) argued that an explicit "theoretical framework" is the logic and necessary step used in making sense of integrating and rearranging ideas (see Figure 1 on page 11). According to Amaratunga and Baldry (2000), without such a framework it is virtually impossible to codify existing knowledge in the organisation in a coherent manner. Litchfield (1956) cited in Santos (1999) further suggested that a theoretical model can help the researcher discern the gaps between existing knowledge and ongoing research or their own individual needs. However, Amaratunga and Baldry (2000) argued that designing a theoretical model to guide investigations based on existing literature and knowledge is a challenging task.

Yet, discussions about the amount of conceptual content or structure used to guide the initial stages of investigation in question have been conducted (Eisendart, 1989; Strauss & Corbin, 1990; Glasser, 1992; Miles & Huberman, 1994). According to Strauss and Corbin (1990), the effectiveness and efficient approaches in identifying and developing a theoretical model are very crucial. Strauss and Corbin (1990) and Glaser (1992) suggested that pre-conceived ideas should be minimized and a researcher be guided by and sensitive to concepts derived from the huge amounts of data being collected resulting from prolonged stay in the field. This implies that the researcher needs a little pre-determined structure for qualitative research. To the contrary, Amaratunga and Baldry (2003) asserted that an efficient theoretical model requires preconceived ideas that are focused on the research for maximum benefit from the limited research resources meaning that a pre-defined structure is a prerequisite, that is, quantitative research. However, de Vaus (2001) contended that this approach limits the researcher's ability to respond flexibly to themes and insights that emerge from data.

Marshall and Rossman (1995) recommended a balance between an effective and efficient approach in identifying a theoretical model, which this study followed. In order to apply those theories, the study examined the existing frameworks; study practices; looked for theoretical explanations; and identified potentially useful theories and derived from them performance management practices in Figure 1 on page 11 and 2 on page 24.

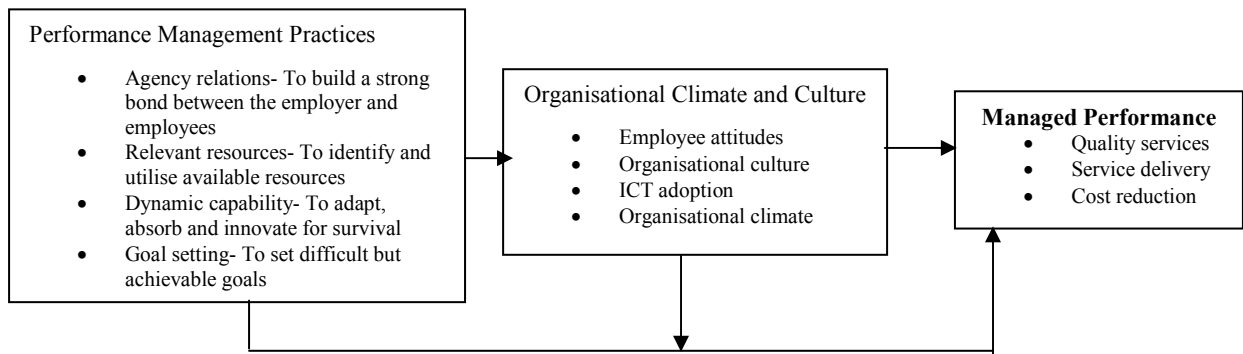


Figure 1. Global Constructs of the Theoretical Model

Referring to Figure 1, Bititci, Turner, & Begemann (2000) argued that in this rapid hyper environment, performance management practices in organisations should be in terms of being sensitive to changes in the internal and external environment of the organisation, reviewing and reprioritising internal objectives when the changes are significant enough. Also, deploying changes to internal objectives and priorities to critical parts of the organisation to ensure alignment at all times, and confirming that gains achieved through improvement programmes are maintained.

Cameron cited in Smith and Hitt (2005 p.307) argued that complex and changing environments give rise to different appropriate effectiveness criteria than do stable and undemanding environments. Mintzberg, Ahlstrand, & Lampel (1998) provided four groups of environment that include; stability, complexity, market diversity and hostility. First, the organisation's environment could range from stable to dynamic, with the case of universities coping with the dynamism of rapidly changing technology. Second, organisation's environment could range from simple to complex, for instance universities having to deal with the acquisition and utilisation of ICT. Third, the markets of an organisation could range from integrated to diversify, for instance, universities having to run a wide range of academic programmes that meet the needs of the stakeholders.

Fourth, an organisation's environment could run from munificent to hostile, where public universities have to operate as private institutions with bare minimal government funding yet with increased student population. Literature on environmental changes has mainly been based on the ecological theory (Hannan & Freeman, 1977, 1984), which argues that, in attempt to adapt to changes in the environment, organisations face challenges of having to overcome: political factions supportive of vested interests, organisational history that might prevent consideration of alternative strategies, investment in plant, equipment and specialized personnel, and limits on information received by decision-makers. In addition, change might involve diverting resources from operations to restructuring and thus adversely impacting short-term efficiency of operations (Haveman, 1992). This is one of the major challenges public universities in Uganda are facing in an attempt to achieve managed performance in terms of quality services, service delivery and cost reduction.

Basing on the agency theory (Jensen & Meckling, 1976), Hendry (2005) argued that administrators or managers operate under confused, uncertain and unpredictable complex situations with limited knowledge and foresight in making decisions. Yet, the world is large and complex compared to human brains and their information-processing capacities are highly limited (Simon, 1957). However, Barney cited in Smith and Hitt (2005 p.574) basing on the resource-based view theory argued uncertain environment is satisfying because it brings about inequality. The resource-based theory's core message upholds that heterogeneity in society is common and natural, good and bad for us both the advantaged and disadvantaged. The argument being that once a firm has competent employees who address customer needs then the inequality outcomes will perfectly and consistently maximize social welfare in society.

In addition, the notion of the dynamic capability theory compliments the resource based view with the drive that organisations must constantly adapt, renew, reconfigure and re-create their resources and capabilities in a competitive environment (Wang & Ahmed, 2007). However, under uncertain environment the outcome effects of employee setting of goals and targets on performance may not be reliable, and that the information necessary to set a specific difficult outcome goal may quickly become obsolete due to rapid changes in the environment (Latham & Brown, 2006; Locke & Latham, 1990).

In view of the previous discussion, the proceeding section on agency theory attempts to review the theoretical underpinning of the theories of: agency, resource-based view, dynamic capability and goal setting to deduce the practices of performance management. Those practices involve agency relations that would ensure building a strong bond between the employer and employees; relevant resources focusing on identifying and utilising available resources; dynamic capability for adapting, absorbing and innovating in order to survive in a changing environment and goal setting for ensuring that employees set difficult but achievable goals.

Agency Theory. Agency relations as aspects of performance management practices (see Figure 2 on page 24) in most organisations are viewed as simply legal fictions which serve as a nexus for a set of contracting relationships among individuals, that is, the principal (employer) and agent (employee) (Jensen & Meckling, 1976). According to Jensen and Meckling (1976), Jensen and Smith (1985), the agency theory is concerned with exchanges in which one party (the principal) delegates responsibility for a specific set of actions to another party (the agent).

The agency theory main assumption being that a human being by nature is self-interested and so the agents and principals will most probably have differences in interests and attitudes toward risk and consequently have divergent decision-making preferences (Boxall & Gilbert, 2007; Eisenhardt, 1989a).

According to Punnett, Corbin and Greenidge (2007), self-interest can be described in a utility function that contains two arguments: wealth (monetary and non-monetary incentives) and leisure. Bonner *at al.* (2000) argued that incentives as extrinsic motivators such as pay; bonuses and career perspectives are linked to performance. With individuals presumed to have preference to increased wealth and increased leisure (Punnett, Corbin, & Greenidge, 2007), the agency theory posits that people will diminish or exert no effort on a task unless it contributes to their wellbeing. Those incentives play a fundamental role in motivation and the control of performance because individuals have utility for increases in wealth (Bonner & Sprinkler, 2002). The previous discussion reveal how agency theory has attempted to bring to light the importance of putting in place proper performance management practices in public universities in Uganda to achieve managed performance. However, Alchian and Woodward (1988) argued that there is lack of proper and accurate information flow from the agents (employees) that is often intended for the principals (employers) in organisations. This makes it difficult for the principals to design and implement contracts that spell out how the agents should behave under all circumstances. Also, that the agents find it difficult to make decisions in the best interests of the principals. This imbalance in the distribution of information between principals and agents is referred to as information asymmetry (Rutherford & Buchholtz, 2007).

Jensen and Meckling (1976) asserted that this discrepancy in information availability to the principal and incomprehensive contracts leads to agency threats of adverse selection and moral hazard. Hendry (2002) referred to adverse selection as the risk of selecting incompetent employees.

According to Lubatkin, Schulze, Ling and Dino (2005), the moral hazard is the risk of contracting individuals who withhold effort or misappropriate firm resources. Eisenhardt (1989a) advocated for monitoring the actions of agents; and/or deploy incentive mechanisms often in the form of performance - based compensation in order to overcome those problems. However, Norton (1988) suggested that the principals lack the entrepreneurial capacity, in otherwords, they have limited time for monitoring and creating systems for monitoring, which is observed as incompetence on the principal's side. According to Fama and Jensen (1983), the costs of acquiring information in order to monitor agents, and the costs of negotiating and implementing incentive mechanisms, constitute the agency costs in a given employer-employee relationship. Such costs could be minimized with the employee know-how in the resource based view theory (Barney, 1991). The theory could be used to evaluate the contributions any current study would add to the existing knowledge on performance management practices (Bergh (2003) cited in Carpenter and Reilly, 2006). The resource-based view approach to performance management practices is discussed in the next section.

Resource-Based View Theory (RBV). The resource-based view theory is a statement about how organisations actually operate (Lockett *et al.*, 2009). The theory was proponented by Penrose (1959) put forward by Wernerfelt (1984), subsequently popularised by Barney (1991) and well debated (Priem & Butler, 2001; Barney, 2001).

According to the resource based view theory, resources could be tangible and intangible (Wernerfelt, 1984). Tangible resources refer to fixed and current assets of an organisation which has a fixed long-run capacity (Wernerfelt, 1984) such examples being physical and financial resources. Intangible resources include: intellectual property such as trade marks, copy rights and patents as well as brand and company reputation, company networks and data bases (Hall, 1999).

Barney (1991) argued that an organisation possesses a bundle of resources, which are valuable, rare, inimitable and non substitutable (VRIN). According to Barney (1991), these are conditions (VRIN) that lead to an organisation's sustainable (above-average profitability) competitive advantage. Amit and Schoemaker (1993), Barney (1991), and Wernerfelt (1984) suggested that resources that a firm controls have significant impact on the strategies and the business objectives. Newbert (2007) found positive support for the link between resources (broadly defined) and performance. Also, there is evidence that resource combinations, and/or capabilities/competences, are more likely to explain performance differences rather than single resources in isolation (Newbert, 2007).

The resource based view perspective builds on the premise that superior profitability stems from inside the organisation. This follows Combs and Ketchen (1999) argument that the crucial requirements of the RBV are that the relevant resources, whatever their nature (i.e. resources, capabilities or dynamic capabilities), are specific to the firm and not capable of easy imitation by rivals (Barney 1991). As such, resources are a source of rents that are realised from the bundle of resources possessed by the organisation.

These resources must meet the valuable, rare, inimitable and non substitutable (VRIN) conditions and not from the resources' supplies that are external to the organisation (Barney, 1991; Dierickx & Cool, 1989; Rumelt, 1984; Wernfelt, 1984). According to Bowman and Ambrossini (2003) a resource is valuable if it generates rent that can be captured by the organisation. This is possible with consideration of factors such as shifts in demand of products and services, competitor imitation or substitution to ensure continuous flow of revenue (Peteraf, 1993). A rare resource that is possessed by an organisation that generates superior profits must not be common to competitors otherwise it becomes an entry asset and non-rent generating asset (Bowman & Ambrossini, 2000).

The longevity of rent accruing to a resource depends on how difficult it is for other organisations to replicate it (Bowman & Ambrossini, 2003). A resource that cannot be replaced by another resource that could deliver the same effect is said to be non-substitutable (Bowman & Ambrossini, 2000). Thereafter, it is possible to establish how a resource could easily be imitated and come up with mitigation strategies. Bowman and Ambrosini (2003) asserted that resources, which prove to be valuable, rare, inimitable and non-substitutable contribute to competitive advantage of the organisation by delivering products and/services perceived good quality by customers or use processes that lower unit costs. If managers of public universities do not realise the importance of understanding and applying the resource based view theory in order to mobilise and deploy available resources, performance management practices will remain unappropriately implemented. The next section reviews the dynamic capability theory and its possible contributions to performance management practices.

Dynamic Capability Theory. According to Mintzberg *et al.* (1998), Bowman and Ambrosini (2003), the RBV theory is related to the dynamic capability theory with the focus on the sustainance and development of the internal capabilities of the firm that are source of superior profitability. Ambrossini and Bowman (2009) also argued that dynamic capability is attracting increasing attention because it is the only perspective that focuses on how firms change, sustain and develop competitive advantage and capture value. These are critical concerns to both practitioners and academics alike. Many organisations address change-related issues such as organisation learning, cognition and innovation.

Wang and Ahmed (2007) suggested that there are three main component factors of dynamic capabilities that together explain firms' mechanisms of linking internal resource advantage to external marketplace-based competitive advantage. First, with adaptative capability a firm should be able to identify and capitalise on emerging opportunities (Chkravaarthy, 1982; Hooley, Lynch, & Jobber (1992); Miles & Snow, 1978). In other words, the firm should adapt its product-market scope to respond to external opportunities; to scan the market; monitor customers and competitors and allocate resources to marketing activities; and to respond to changing market conditions in a speedy manner (Oktemgil & Gordon, 1997). Second, with absorptive capability (Cohen & Levinthal, 1990) a firm should recognise, the value of new, external information, assimilate it, and apply it to commercial ends. Thirdly, with innovative capability (Wang & Ahmed, 2004) a firm should develop new products and/or markets, through aligning strategic innovative orientation with innovative behaviours and processes. All these factors require a deeper understanding of the kind of performance management practices that should be in place for public universities to achieve successful managed performance.

Wang and Ahmed (2007) identified the major issues necessary for the conceptualisation of the dynamic capability and its relevancy to performance management practices. Dynamic capabilities are defined as the organisation's behavioural orientation that constantly integrate, reconfigure, renew and recreate its resources and capabilities and most importantly, upgrade and reconstruct its core capabilities in response to the changing environment to attain and sustain competitive advantage (Wang & Ahmed, 2007).

According to Wang and Ahmed (2007), dynamic capabilities are in processes not simply processes meaning that they are explicit or a combination of resources that are more easily transferred within the organisation or across other organisations. Capabilities are firm-specific and are developed over time through complex interactions between the firm's resources (Amit & Shoemaker, 1993). Capabilities are the organisation's ability to deploy resources, usually in combination with both explicit processes and tacit elements such as knowledge and leadership (Wang & Ahmed, 2007). According to Newbert (2005), dynamic capabilities are transferable to the individual level. Barnard cited in Felin and Foss (2005) also argued that 'the individual is always the basic strategic factor of organisation' (1968: 139). Thus, with individuals at centre stage, the questions for capabilities-based work should shift to explicating how routines are created and emerge (and change) from individual action, and how they evolve with the subsequent interaction between individual and collective. Overall, the challenge is completely behavioral, organic and structurally-oriented approaches, which have not clearly delineated the origins and micro-foundations of routines and capabilities.

According to Bowman and Ambrosini (2009), the dynamic capability concerns itself with the organisation's ability to renew its resources in line with changes in the environment.

Makadok (2001) cited in Bowman and Ambrosini (2003) asserted that these dynamic capabilities are built rather than bought in the market, likely to be path dependent routines (Eisenhardt & Martin, 2000) and so could resist imitation by competitors. Accordingly, managers and others should make use of these dynamic capabilities to make continuous adjustments in resource allocation and build new thinking (Eisenhardt & Martin, 2000). This is a process that public universities achieve through planning by involving employees in setting goals and targets. The previous discussion provides performance management practices attributable to the dynamic capabilities and the proceeding section will cover the goal setting theory.

Goal Setting Theory. According to Perry, Mesch, and Paarlberg (2006), goal-setting theory posits that conscious and well-specified goals that are defined as the object or aim of an action to attain a particular standard of performance positively affect employee behaviours. Locke and Latham (1990, 2002) argued that when one perceives one's actions as effective, that is, having attained the set goal, then one experiences satisfaction. However, if the action is perceived ineffective, that is, having failed to attain the goal, then one, experiences dissatisfaction. Bolles (1975) argued that people do not simply respond to stimuli but also act on beliefs, express attitudes and strive towards goals. The social cognitive theory (Bandura, 1986) states that a high degree of dissatisfaction occurs when people lack the confidence that a valued goal can be attained, it could lead to self-belittlement and even depression. A goal could be defined as the object or aim of an action, for example, to attain a specific standard of proficiency, usually within a specified time limit (Locke & Latham, 2002).

Research on goal-setting theory has established that when confronted with task goals, people automatically use the knowledge and skills they have already acquired that are relevant to goal attainment.

If the path to the goal is not a matter of using automatic skills, people draw from a repertoire of skills that they have used previously in related contexts and apply them to the present situation. If the task for which a goal is assigned is new to people, they will engage in deliberate planning to develop strategies that will enable them to attain their goals (Smith, Locke, & Barry, 1990).

Furthermore, that when people are confronted with a task that is complex for them, urging them to do their best sometimes leads to better strategies (Earley, Connolly, & Ekegren, 1989). Finally, when people are trained in the proper and appropriate strategies, those given specific high-performance goals are more likely to use those appropriate strategies than people given other types of goals. Hence performance improves for those given specific high-performance goals (Earley & Perry, 1987). Verbeeten's (2008) study on performance management practices in public organisations established that the definition of clear and measurable goals is positively associated with both quantity performance (efficiency, production targets) as well as quality performance (accuracy, innovation, employee morale). The previous discussion has clarified the need for goal setting as a performance management practice. In addition, there is need to espouse and implement goal setting to achieve managed performance in organisations, particularly public universities in Uganda. However, successful managed performance will depend on the influence of organisational culture and climate.

Organisational Culture and Climate. According to Hemmelgam, Glisson and James (2006), culture and climate mold the work attitudes and behaviour of the members of the organisation and, as a result, affect the organisation's performance and success. Culture and climate shape the nature, tone and focus of the relationships and interactions between the service provider and service recipient (Blau, 1960; Hoy, 1990; Hemmelgarn, Glisson, & Dukes, 2001); Johnson & McIntye, 1998; Rentsch, 1990). Culture is described as the "way things are done around here", referring to the shared norms, beliefs, and behavioural expectations that drive behaviour and communicate what is valued in organisations (Cooke & Szumal, 1993; Verbeke, Volgering, & Hessels, 1998).

The behavioural norms and expectations that exist within an organisation (organisational culture) explain, in part, differences in the quality of care across organisations and the extent to which service providers report high levels of commitment and satisfaction with their work (Glisson & James, 2002; Mallak, Lyth, Olson, Ulshafer, 2003). According to Schneider (1990), organisational culture is viewed as a shared perception of what the organisation is like in terms of practices, policies, procedures, routines, and rewards, that is, what is important and what behaviours are expected and rewarded and also based on shared perceptions among employees within formal organisational units. To distinguish organisational culture from organisational climate, Schneider (1990) has defined organisational climate as employees' perceptions of the events, practices, and procedures and the kinds of behaviours that are rewarded, supported, and expected in a setting. Organisational climate concerns the perceptions of employees regarding important work-related aspects of the organisation's values (Lippitt *et al.*, 1985; Ott, 1989).

Studies show that organisational climate has a strong influence on individual and group behaviour within an organisation (Abbey & Dickson, 1983; Lawler *et al.*, 1974; Moos, 1987; Pritchard & Karasick, 1973). According to Hemmelgam, Glisson and James (2006), organisational culture and climate affect decisions about whether or not innovative technologies such as information and communication technology (ICT) are adopted, and the quality and fidelity with which they are implemented. In addition, that new technologies introduced into organisations can elicit resistance via organisational norms. However, Jaskyte and Dressler (2005) found out that across a sample of human service organisations, less innovative and aggressive organisational cultures were related to fewer innovations within these organisations. The diffusion of innovation literature (Rogers, 1995) and the socio-technical models of technologic implementation (Nadler & Tushman, 1977; Rousseau, 1977) expressed that successful adoption and implementation of any technology is both a social and a technical process. According to Nadler and Tushman (1977), the inextricable tie between an organisation's core technology and the social context within an organisation is the basis for the effects of culture and climate, as well as other organisational context variables, such as worker attitudes. For instance, Glisson and James (2002) argued that positive climates describe higher levels of job satisfaction and commitment to the goals of their organisation. For those reasons, effective employee relationships are more likely to occur in organisations where employees report lower depersonalisation, emotional exhaustion, role conflict, and role overload, all of which are key indicators of organisational climate (Hemmelgam, Glisson, & James, 2006).

The previous discussion provides a deeper understanding of the importance of organisational culture and climate, its interaction with other organisational factors (e.g. top management tenure, top management succession, past performance and top management homogeneity) and how it impacts on performance management practices in public universities in Uganda.

The next section discusses a theoretical model (Figure 2 below).

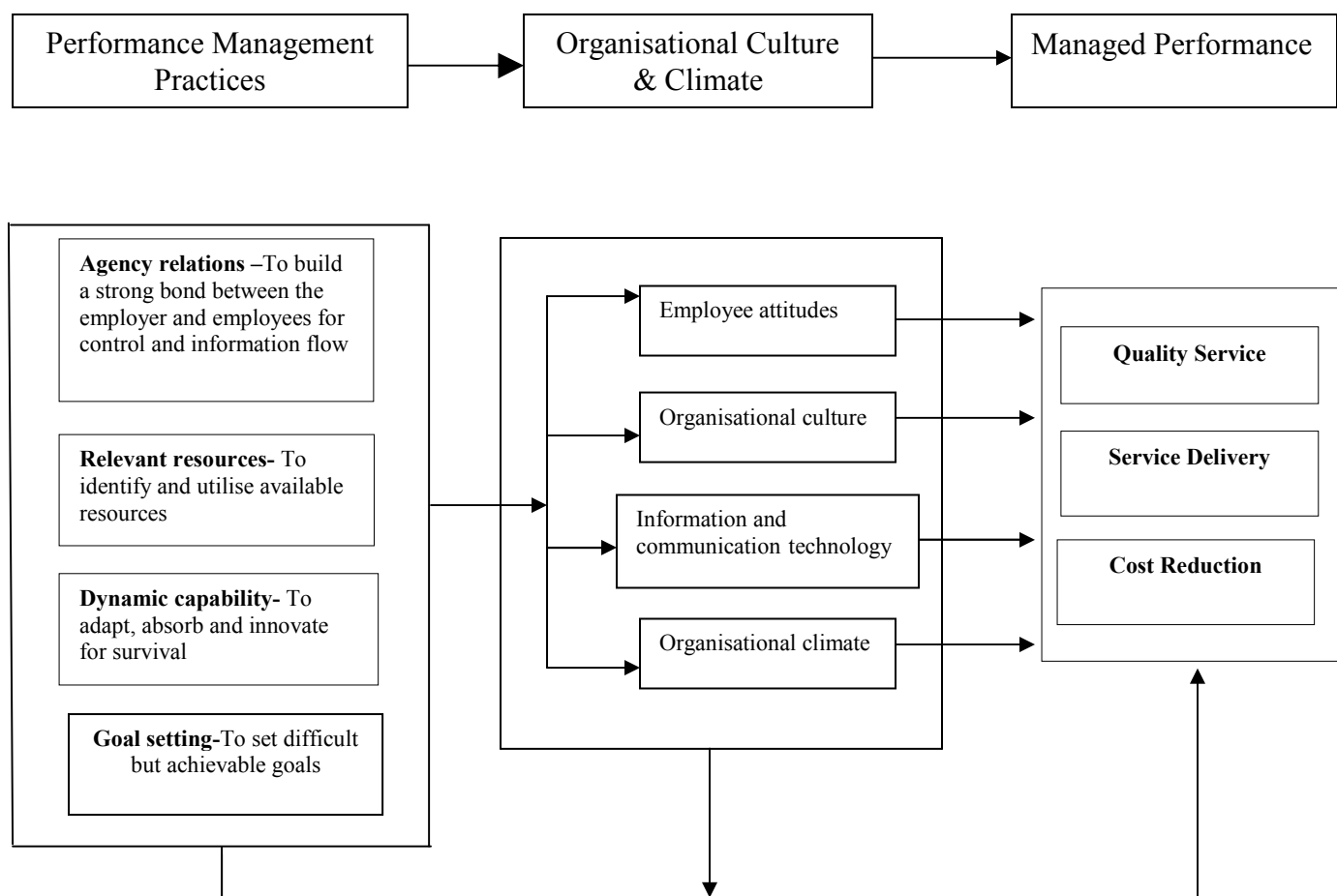


Figure 2. A Theoretical Model of Interrelationships among the Constructs

Referring to Figure 2 on page 24, performance management practices are derived and discussed using the agency (Jensen & Meckling, 1976), resource-based view (Amit & Schoemaker 1992; Barney 1986; Barney & Zajac 1994; Lei, Hitt, & Bettis 1996; Penrose, 1959; Schoemaker 1992), dynamic capability (Teece *et al.*, 1997; Shore, Porter, & Zahra, 2004) and goal-setting (Locke, 1968; Locke & Latham, 1990) theories. Those theories have different constructive and theoretical underpinnings that help advance the body of knowledge (Meredith, 2002). For instance, the agency theory advocates for organisations to ensure proper information flow and recruitment of competent employees that will run the organisations efficiently and effectively on behalf of the owners. From the resource-based view perspective, managers of organisations have to identify and utilise available resources in order to manage performance and cut an edge over the competitors. The dynamic capability theory reminds the managers of the organisations of the need to adapt, absorb and innovate to the external environmental changes for survival. Then the goal setting theory for planning purposes drives the employees to set difficult but achievable goals.

According to Argyris (2005) cited in Smith and Hitt (2005 p.272), scholars should take the initiatives in building theories and in conducting empirical research that question the status quo for purposes of advancing the body of knowledge. So, with organisations attaching greater emphasis to knowledge workers (Armstrong & Baron, 1998), it is necessary to understand how the organisational climate (Cameron, 2004; Litwin & Stringer, 1968; Munene & Nansubuga, 2005; Schein, 1980, 1985) and culture (Jaeger & Kanungo, 1990; O'Donnell, 2000; Van den Berg & Wilderom, 2004) moderate performance management practices in achieving managed performance.

Managed performance is vested in quality services/products, cost reduction and service delivery in public universities in Uganda. There is also need to pay attention to employees' attitudes by focusing on employee involvement, commitment and satisfaction to work-related activities while taking care of the changes and core characteristics of the organisation (Schneider, 1990). In addition, better understanding and implementation of performance management practices also requires examining the influence of information and communication technology (Hallier & James, 1997; De waal, 2003; Delery & Doty, 1996), particularly on availability and utilisation of ICT technology such as computers, intranet, fax, and telephones to achieve managed performance. To explore and explain this study, mixed-method of research process by blending both quantitative and qualitative approaches was adopted.

Justification for Mixed-Method Approach

Social research comprises two broad methods of logical reasoning; deductive (quantitative) and inductive (qualitative) (Kerlinger, 1973). Echambadi, Campbell and Argarwal (2006) argued that the process of management theory building benefits from both quantitative and qualitative approaches. Christensen (2006) also highlighted the importance of both methods in the development of unique theory of disruptive innovations. According to Sarantakos (2005), methodology occupies a central position in the research process that strategically translates the ontological (reality) and epistemological (knowledge) principles into guidelines that show how research will be conducted.

Although there is a dichotomy between the philosophical approaches, a respectable objective for academic research is the development of knowledge for knowledge's sake (Huff, 2000). Pfeffer (1993) observed that the existence of competing pre-paradigmatic approaches is characterised by disagreements over basic epistemological assumptions and interpretation of the same areas of interest in divergent ways which influence how researchers engage. Researchers do understand mutual contradictions, mutual understandings in the continuous search for knowledge (Glick, Miller, & Cardinal, 2007). A search for knowledge that is possible and desirable in the social and human sciences has preoccupied a number of social scientists for a protracted period of time (Schwandt, 2000). The key quality criterion for such knowledge is validity, that is, knowledge is deemed valid by an informed audience-the relevant scientific community-on the basis of the arguments and empirical proof presented (Pierce, 1960) as was undertaken in this study. According to Miles and Huberman (1994) both quantitative and qualitative methodological approaches are necessary for the sake of pulling a mass of facts and findings into a wide ranging, coherent set of generalisations. This was particularly important for this study in Africa and public universities in Uganda in particular where implementation of performance management practices are still limited (Sousa, de Nijs, & Hendriks, 2010).

Contributing to research methodology, Kuhn (1970) suggested that post-positivism (qualitative) research paradigm gives insights and illuminates the finest details in the social inquiry and is the best way to bring up the data. Within the qualitative field the inquirer's belief system or world view is recognised as an important influence upon the research intrinsically linked to ontological, epistemological and methodological assumptions.

However, Wanson (1995) cited in Kim (2003) argued that positivistic (quantitative) knowledge facilitates how to get more output for one's input, which is the essence of performance management practices. Kim (2003) recommended positivistic approaches to correlational designs where several variables are related to a particular pattern of behaviour. Some researchers contend that a mixed-methods approach can be useful for: corroborating data and obtaining convergent validity, or what is termed as triangulation; complementarity, or more fully explaining the results of analyses; and guiding further data collection, sampling and analysis, or what is also termed development (Greene, Caracelli, and Graham, 1989).

This study adopted a combined triangulation mixed-method approach. Lindsay (2002) acknowledged that a triangulation approach, combining quantitative and qualitative research methods to study the same problem, provides a powerful means for analysis and interpretation of data in that both common and unique variances can be explained. The mixed methods and/or triangulation are tautological for this study and so will be used interchangeably despite the on-going debates on those concepts. Information generated from multiple approaches (triangulation) guarantees diversity of findings and perspectives. Howe (1985) cited in Ntayi (2005) stated that quantitative and qualitative methods are inextricably intertwined not only at the levels of data sets but also at the levels of study design and analysis. For the reasons explained, this study blended both quantitative and qualitative approach that is synergistic (Denzin & Lincoln, 2005; Einsenhardt, 1989).

Chapter Two

Review of the Related Literature

Introduction

This study advocated for a multi-theoretical approach (Daily, Dalton, & Cannella, 2003) to explain performance management practices and predict managed performance in organisations with the moderating influence of organisational culture and climate (Figure 2 on page 24). The study approaches are mainly vested in behavioural and economic theories (Verbeeten, 2008) that include agency, resource-based view, dynamic capability and goal setting. From those theories performance management practices were derived, focusing on building a strong bond between the employer and employees, identifying and utilising available resources, adapting, absorbing and innovating for survival in a changing environment and also ensuring that employees set difficult but achievable goals.

This chapter reviews the literature on those study variables as presented by the theoretical model. The first section covers the performance management practices, employee attitudes and managed performance. The second section presents the performance management practices, organisational culture and managed performance. The third section covers performance management practices, information and communication technology adoption and managed performance. The fourth section presents the performance management practices, organisational climate and managed performance. The fifth section covers the moderating influence of organisational culture and climate on performance management practices and managed performance. The sixth section discusses performance management practices and managed performance. Then the chapter ends with a summary.

Performance Management Practices, Employee Attitudes and Managed Performance

Pfeffer and Veiga (1999) suggested that performance management practices provide important sources for enhanced organisational performance by focusing on employee attitudes (e.g. job involvement, satisfaction and commitment) (Figure 2 on page 24). Basing on the agency theory (Jensen & Meckling, 1976), agency relations are grounded in the premise that agents (employees) do not act in the best interest of the principals (employers). However, the agency theorists' view upholds that the boards of directors in organisations function to monitor and control the behaviour of the firm's executives (Albert & Martin, 1997) although this affects their (executives) attitudes towards the organisation.

For instance, Mamdani (2007) provided information that at Makerere University the forces of self-interest amplified by commercialisation of academic programmes eroded the institutional integrity from within. An example being the private students' enrolment in the Faculty of Arts at Makerere University that increased from 33 in 1993/1994 to 2046 in 2002/2003 (Makerere University Office of the academic Registrar, 2005 cited in Mamdani, 2007). The funds generated from that enrolment created turf wars at Makerere University due to disparities in top up allowance payments, with some people getting nothing and some others earning as high as five million Uganda shillings a month. With this situation of inequitable pay of allowances, this study seeks to explore and explain the need for good and strong employer-employee relationship to better shape the employee attitudes (Guest, 2004) for successful management of performance.

According to Fox and Staw (1979), when administrators are trapped in such a situation of uncertainty that might precipitate into job insecurity and resistance to their decision making by board of directors, often those administrators increase their commitment to a losing course of action (escalating commitment theory, Staw, 1976). Such action is not because they want to rationalise or justify a decision to themselves but because their credibility is being threatened by other organisational factors. These factors include top management tenure, top management succession and past performance. The escalation of commitment takes place to save the losing courses of action so as to avoid being criticised, demoted, or even fired (Staw cited in Smith & Hitt, 2005), in some instances could lead to employee unrest. To support this theory, Bateman (1986) established that past failures resulted in increased future investments compared to past successes. However, this was in laboratory studies where Bateman (1986) found out that manipulation of input information (like financial history and past successes and/or failures) affected decision making in significant ways.

Roberts, McNulty and Stiles (2005) argued that over-emphasis on control may be counter-productive. For instance, Munene *et al.* (2003) found out that in extreme counterproductive climate, employees develop coping strategies by doing the minimum or default whenever they have an opportunity and others either quit the job or stay but sacrifice quality for quantity. Yet, March and Simon's work (1958) and Steers's study (1977) established that people with high attitudinal commitment generally exhibit specific behaviours including higher attendance, lower job change rates, high job involvement and increased job-related effort. This was better achieved when employees received adequate facilitation from the organisation.

Patterson, West, Lawthorn and Nickell, (1997) established that there was significant relationship between employee attitudes (job satisfaction, involvement and commitment) and performance with a recommendation that organisations should focus more on human resources than focusing on competitor strategy, quality and research and development investment. Employees' attitude and their level of satisfaction with their job influenced how customers perceived their treatment and the quality of the service they received from the organisation (Tomow & Wiley, 1991; Schneider & Bowen, 1985). Baptiste's (2008) study revealed that commitment, job satisfaction and work-life balance satisfaction have important effects on levels of engagement, performance and intention to quit. This study seeks set to establish whether such performance practices exist in public universities in Uganda.

However, an empirical study by Lee (2000) had earlier established that three dimensions of employee commitment (commitment to supervisor, commitment to managerial-level group, and commitment to organisation) were not automatically connected to employees' willingness to support productivity improvement strategies. Iaffaldano and Muchinsky (1985), Mathieu and Zajac (1990) found out that there were positive but weak relationships between employees' job-related attitudes and performance. In addition, Adsit, London, Crom, and Jones (1996) established a positive significant relationship between employee attitudes and performance. Also, Fletcher and Williams (1996a) confirmed that employee attitudes (job satisfaction and commitment) make significant and positive contributions to firm performance. This study seeks to explore and to confirm the existence of performance management practices in public universities in Uganda. In view of the literature analysed, it is hypothesised that (H1): *Employee attitudes have a positive relationship with managed performance.*

However, Peccei (2004) established that the wellbeing at work certainly contributes to people's overall sense of happiness that is displayed through attitudes and behaviour. For instance, Denison (1990) and West *et al.* (1998) established that when perception by employees of greater involvement in decision making, information sharing and management support was favourable, greater corporate effectiveness was observed. Empirical studies have also demonstrated that participative decision making improves job satisfaction (Bluestone & Bluestone, 1992; Kim, 2002). Brewer *et al.* (2000) also agreed with his finding particularly in services where first-line personnel can have significant contribution in fine-tuning customer-related policies because they actively interact with customers on a daily basis. This motivates employees because they appreciate and understand the firm's business and problems (Pitt & Foremann, 1999) as articulated by the resource-based view theory discussed below. In essence, employers recruit the kind of persons who have the capacity and motivation to be productive in doing the work that needs to be done.

Contributing to the resource-based view theory, Barney (1991) and Colbert (2004) argued that firms with abundant resources that arise from technical and/or social complexity appear to be the most successful. For example, Eddleston, Kellermanns and Ravi (2008) established that innovative capacity and family ties (kinship) are valuable intangible resources that have performance implications. However, family involvement may, indeed, decrease overall employer-employee relationship problems (Fama & Jensen, 1983; Jensen & Meckling, 1976).

In addition, studies have confirmed that those organisations that possess resources that are valuable, rare, unique, inimitable and organisationally embedded (VRINO) beat their competitors in various performance indicators. Resources are considered the basis of firms' capability (Fazli *et al.*, 2003). Furthermore, Quinn *et al.* (1996b) established that the productivity of most modern corporations or nations lies more in their intellectual and systems capabilities than in their hard assets such as raw materials, land, and equipment. Citing the example of United States of America, Quinn *et al.*'s (1996b) study revealed that the backbone infrastructure of intellectual and information processes creates more of the value-added for firms in the large service industries such as software, communications, and education. These intellectual and systems capabilities provided 79 per cent of all jobs and 76 per cent of all United States Gross National Product.

However, Smith and Rupp (2002) established that the human capital and preserving the human moment are the essential elements for sustainable competitive advantage, and how it is managed within the organisation is extremely important. The intellect and management of systems capabilities that facilitated achievement of managed performance is vested in the human capital as provided in the resource-based model of the employment relationship which incorporates a development for the individual employee (Woodruffe, 2000). Shapiro *et al.* (2004) observed with concern that the implications of resource-based view and employer-employee relationship in achievement of firm performance be further studied systematically. This study seeks to explore and to explain performance management practice implications in public universities in Uganda.

Augier and Teece (2006) and Mosakowski (1993) argued that the resource-based view theory while accurate is incomplete for understanding environments that are experiencing substantial change, which the dynamic capability theory seeks to address.

According to the dynamic capability perspective, a firm's dynamic capabilities that are embedded in the organisation (Bowman & Ambrosini, 2003) are crucial determinants of its ability to achieve firm performance (Shore, Porter, & Zahra, 2004) particularly in a confused, turbulent and unpredictable environment. Zott (2003) cited in Ambrossini and Bowman (2009) argued that dynamic capabilities are indirectly linked with firm performance by aiming at changing a firm's bundle of resources, operational routines, and competencies. Shapiro *et al.* (2004) suggested that these capabilities are grounded in the firm's knowledge base that is formed over time depending on experiences and the composition of the labour force. Grant (2002) added that capabilities (organisational routines) are the foundation of competitive advantage, and organisational capability requires the expertise of various individuals to be integrated with tangible and intangible resources.

For instance, Jugdev and Mathur (2006) also established that intangible resources are important because unlike codified practices they are not readily transferable or copied, and therefore, can be a source of a competitive advantage. Mathur and Jugdev (2006) also found out that intangible project management assets are based on tacit knowledge, based on know-how and knowledge. This kind of tacit knowledge is not readily transferable or copied, is also under valued unlike tangible project management assets such as project management tools and techniques, methodologies, and project management offices that companies are increasingly investing in funds.

Furthermore, dynamic capabilities represent the ability of managers and others to make ongoing adjustments in resource allocation and build new thinking (Eisenhardt & Martin, 2000). For instance, Mamdani (2007) studied the way Makerere University attempted to reform its education system, in view of how higher education was being driven towards commercial competition imposed by economic forces resulting from the development of global education markets and the reduction of government funding. The global trend of privatisation of education has forced educational institutions to seek other financial sources (Firdaus, 2006). Mamdani (2007) provided information that Makerere University generated over US \$1 million that year from private students compensating for the per capita decline in its government subvention and amounting to nearly 40 per cent of total revenue.

Other studies also showed that there is a shift in governments' policies pushing universities towards an increasingly mass and vocationally oriented model of education. This model was characterised by the management of predetermined outcomes, that is, a shift towards profit and mass university system away from traditional models as seen in new organisational forms emerging in higher education (Lewis, Marginson, & Snyder, 2005). Managers of organisations, those of public universities in Uganda in particular have to continuously scan the environment, become innovative, set and implement their goals appropriately to survive. This study seeks to make a contribution on dynamic capabilities in public Universities in Uganda.

The goal-setting idea that underlies much of motivation theory (Locke, 1978) pervades the recent practice in performance management (Punnett, Corbin, & Greenidge, 2007).

The recent evaluation based on assessment of organisational behaviour (OB) scholars rated goal setting theory first in importance among seventy-three management theories (Miner, 2003) despite its longevity. According to Locke (2002), goals are both outcomes to attain standards for judging one's accomplishments. For instance, Locke and Latham (2005) cited in Smith and Hitt (2005 p.128-147) found out that people are more satisfied when they attain their goals or make meaningful progress towards them than when they fail, make little or no progress. Frese (2005) cited in Smith and Hitt (2005 p.102) also found out that proactive goal setting better focuses on maximizing the positive effect of goals by developing specific, time-bound, and challenging goals to which participants feel committed. This is supported by Munene *et al.* (2005) having established that goal attainment and peoples' reasons for joining a developmental project were crucial for its success. Also, goal clarity and participation have been shown to contribute to higher levels of motivation to achieve managed performance (quality services/products, cost reduction and service delivery) provided managers accept those targets (Hoefstede, 1968). In addition, Adsit, London, Crom, and Jones (1996) found out that those managers who encouraged participation had higher levels of performance in their departments.

Recent empirical studies have also established that by participative setting of goals, there is better accomplishment of complex tasks and well-learned tasks because ambiguities are minimized and there is development of effective task strategies (Latham, 2001). However, other studies (Chang & Lorenzi, 1983; Dossett, Latham, & Mitchell, 1979; Latham & Yukl, 1976; Latham & Saari, 1982; Vanderslice, Rice, & Julian, 1987) established that there was no significant difference in the effect of participative set goals and assigned goals on performance.

According to Latham (2005) cited in Smith and Hitt (2005), when tasks are new and difficult for people, the best idea is not to set performance goals but rather to set learning goals. Frese and Zapf (1994), Latham and Saari (1979b) established that high performance is not always the result of greater effort, but rather, of greater understanding. In addition, Locke and Latham (2002) suggested that goal setting is moderated by feedback because people need to know whether their work progress is on target in order to adjust the level of effort or modify their task strategy. Then for effective goals, people must be committed (Seijts & Latham, 2000a) to make performance more manageable.

Den Hartog et al. (2004) suggested that achieving individual performance without considering organisational-level variables undermines performance management practices and further suggested the moderating effect of employee attitudes between practices and performance. Furthermore, Manz (1992) established that setting goals too high or too low can have adverse effects on employee satisfaction. Seijts and Latham (2000a) established that goal–performance relationship is strongest when people have confidence in being able to reach their goals and believe that their goals are important or appropriate. If people know what they are aiming for, they are motivated to exert more effort, which increases performance (Latham, 2001; Locke & Latham, 2002, 1990).

However, Latham and Saari (1979b) argued that goal commitment could be generated by assignment and supportiveness of the leader. For instance, Adsit, London, and Crom (1996) found out that employee perceptions of managerial communication in form of goals and organisational strategies are important to customer satisfaction and departmental performance.

Verbeteen (2008) also established that the definition of clear and measurable goals is positively associated with quantity performance as well as quality performance and that the use of incentives is positively associated with quantity performance yet not related to quality performance.

An empirical finding (De Lancer Julnes, & Holzer, 2001; Kloot & Martin, 2000; Pollit, 2006; 1995) further showed that quantitative performance measures tend to ignore the quality aspect of service delivery since qualitative performance is much more difficult to measure. Moreso, Verbeteen (2008) argued that the effects of performance management practices in public sector organisations are affected by institutional factors (organisational politics and cynicism) with the results suggesting that the behavioural effects of performance management practices are as important as the economic effects in public sector organisations. In the same study, Verbeteen (2008) further argued that large organisations appear to have more difficulty in defining clear and measurable goals, are less likely to use incentives and have lower quality performance (Dewatripont, Jewitt, & Tirole, 1999).

According to Latham (2001), there is need to investigate goal setting procedures and generalization, in the achievement of managed performance (Mitchell, 1997) and that empirical evidence on performance management practices in the public sector is inconclusive (Verbeteen, 2008). This study seeks to explore and to explain the existence and implementation of performance management practices in public universities in Uganda. From the literature discussed a hypothesis was predicted that: H2: *Performance management practices have a positive relationship with employee attitudes.*

Performance Management Practices, Organisational Culture and Managed performance

According to Armstrong and Baron (2007), performance management is influenced by the prevailing organisational culture where culture is described as the glue that holds the organisation together. Gomez, Wiseman and Dykkes (2005) established a linkage between culture and agency perspective and Kulik (2005) defined culture as one rooted in agency theory. Agency theory suggests that the management of an organisation is undertaken on behalf of the owners of that organisation. Consequently, the management of value created by the organisation is only pertinent in so far as that value accrues to the owners of the firm. According to Rappaport (1986) and Stewart (1991) employees and owners of the organisation, will also benefit as a result of managing the performance of the organisation in that manner. From this perspective therefore the concerns are focused upon how to manage performance for the owners and how to report upon that performance (Myners 1998).

Basing on an agency theory perspective, Young and Buchholtz (2002) argued that even when boards of directors are in place and viewed as devices by which shareholders or owners (i.e., principals) monitor and reward the actions of CEOs (i.e., agents) as a means of control to minimize agency problems, CEOs may place their own interests over shareholder or owners interests in a variety of ways. The example, being the scandal at Volkswagen (Edmondson, 2005) where the agents (senior executives) are alleged to have colluded with certain principals (labour representatives) in the diversion of company funds towards private consumption.

Kulik's (2005) study also attributed Enron's collapse to: a strong agency culture with collectively non-compliant norms, a munificent rare-failure environment, and new hires with little business ethics training. Despite the agency problems, Van der Post, de Coning, & Smit (1998) found out that there is a significant relationship between organisational culture and performance. Denison and Mishra (1995) utilising a rigorous methodology, discovered that organisational culture was significantly correlated with short-term financial performance. Also, Schneider (1990), Kotter and Heskett (1992) found out that those organisations which focus clearly on organisational culture are successful. Moreso, Quan Xiao-yan (2007) and Ramlall (2008) established that organisational culture has a positive effect on firm performance.

Peters and Waterman (1982) further suggested that organisational culture is a key variable in achieving high performance. This is supported by other studies, for example, O'Regan and Ghobadian (2004) confirmed the close association between strategic planning, organisational culture, leadership, and performance and depicted the attributes of each concept to be associated with performance. Earlier, the findings by Denison and Mishra (1995) gave weight to the premise that organisational culture has the potential to enhance organisational performance, individual satisfaction, the sense of certainty about how problems are handled, and other aspects of work life. In addition, de Chernatony and Cottam (2008) established that the organisation's culture is a powerful driver of employee behaviour and particularly for understanding development success in Africa (Munene *et al.*, 2005). However, Lim (1995) did not find a strong relationship between culture and performance but found a causal relationship between culture and performance.

Lado, Boyd, and Hanlon (1997) argued that the beliefs and values of top management that are reflected by the strategic decisions are instrumental in creating organisational culture, which guides and directs employee behaviour. For instance, Ramlall (2008) found out that enhancing positive organisational behaviour increases employee performance, in turn fosters attainment of managed performance. Also, Mallak *et al.* (2003) established that organisational culture explained the differences in the quality of care across organisations and satisfaction with their work. Institute of Personnel Management (1993) established that the success or failure of strategies to manage performance or the quality of service is largely determined by the culture that prevails in the organisation. Within healthcare settings, for example, Berlowitz *et al.* (2003) cited in Hemmelgarn *et al.* (2006), demonstrated that quality improvement efforts were more successfully implemented within organisational cultures that emphasized innovation and teamwork.

Shortell *et al.* (1998) demonstrated across 61 hospitals that participative, flexible, risk-taking cultures were associated with successful implementation of quality improvement efforts and perceived positive patient outcomes. Similar employee assumptions, values and practices have sustained performance in public universities. Organisational culture as a resource is crucial for achievement of managed performance in public universities in Uganda that this study seeks to explore and to explain. From the reviewed literature, it is hypothesised that (H3): *Organisational culture has a positive relationship with managed performance.*

The resource-based view (Penrose, 1959) posited that firms are comprised of unique bundles of tangible and intangible resources (Collis & Montgomery, 1995; Peteraf, 1993) which are a source of competitive advantage in the market place.

One of the top four most significant intangible resources, constituting a kind of "capital" that is a source of competitive advantage is organisational culture (Hall, 1993). Baker, Hunt and Hawes (1999) established that managers should create organisational cultures that enable free flow of information within the organisation. Also, employees provided with some degree of autonomy, and in which creativity and entrepreneurship are rewarded in order to achieve managed performance. In addition, Mathew's (2007) study showed that the various aspects of organisational culture such as concern for employees, trust, empowerment and professional freedom have a significant influence on productivity quality initiatives. Blending the quality requirements into the aspects of organisational life lived by the organisational members; organisational culture facilitates and enhances productivity and quality. Furthermore, Bowman and Ambrossini (2003) established and argued that culture as a resource should be leveraged through the socialization of employees, which they then disseminate as they move across the organisation.

However, Lewis (1998) suggested that culture must not only be extensively shared, but it must also have unique qualities, which cannot be imitated. For instance, in a network of entrepreneurs, Munene *et al.* (2005) found out those entrepreneurial individuals not only seek to combine various resources, but also combine various social relationships in order to create and generate value in the community. The study revealed the importance of the entrepreneurial individual's role in a changing community practices and social values through unpaid self-motivated social functions, as well as through the exchange of information on the villager behaviour and through financial incentives. Eddleston, Kellermanns and Ravi (2008) also established that family firms which possess cultural orientations that promote stewardship also exhibit reciprocal altruistic behaviours.

Such cultural orientations and behaviours match the requirements of their environments and contribute to firm performance (Lloyd, Steier, Chrisman & Chua, 2004). So, within the resource-based view perspectives, culture is a basis for high performance management strategies (Armstrong, 2000). However, Van Dam and Van den Berg (2004) noted that to date very few empirical resource-based studies focusing on organisational culture have been carried out. This study seeks to make a contribution in this area of study focusing on public universities in Uganda.

The dynamic capabilities school considers the resource-based view theory an evolutionary paradigm, subject to development and enhancements (Levitas & Ndofor, 2006; Colbert, 2004). So, Zahra, Sapienza and Davidson (2006) argued that firms possess many dynamic capabilities that drive them to successful performance (see Figure 2 on page 24) at the discretion of managers to decide on how many (and which) of those capabilities they can afford to develop. However, Lewis (2003) established that firm competence is linked to the acquisition and deployment of its resources and that this type of organisational competency is less frequent and harder to imitate (Arash Azadegan, Bush, & Dooley, 2008). Arash *et al.* (2008) also established that there is a linkage between firm resources and firm capabilities that provide the enhanced performance benefits gained from creativity training. In addition, Stamper and Liu (1994) found out that the success of the organisation is dependent on human behaviour governed by the norms, beliefs and values that are developed through the practical experience in a culture (Liu, Dix, & Narasipuram, 1998). Mohr (1991) also found out that organisational culture facilitates continuous improvement in performance by reducing cost, reducing cycle time, reducing wastage, attaining quality improvement and increasing levels of service delivery.

This depicts what would be expected of public universities in Uganda today. According to Mendonca and Kanungo (1996), employee job performance in any culture improves through the practices of goal setting, performance feedback and valued rewards. For instance, Hofstede's (1985) study on national cultures on the cultural dimensions of individualism and collectivism established that where goals were assigned individually, participants who scored higher on individualism performed better than participants who were more collective. This suggests an important link between the cultural dimension and the effectiveness of goals and also has implications for managers in terms of whether individual or group goals are more effective in performance in the real world. Also, Brewer and Selden (2000) proved that organisational culture was a determinant of performance in public organisations, with a strong emphasis on goal achievement and on customer satisfaction, and quality (Naschold, 1989; Osborne & Gaebler 1993; Pollitt, 1995).

Basing on goal-theoretic terms, performance is a positive function of goal-difficulty (Latham & Lee, 1986; Mento, Steel, & Karren, 1987; Tubbs, 1986). For instance, Mento *et al.* (1987) in their meta-analyses found out that specific, difficult goals led to higher performance than vague do your best goals or no goals. Also, difficult goals led to higher performance than easy goals, but little is known about how employees set work goals for themselves, and how these goals are translated into actions on a daily basis (Claessens, Eerde, Rutte, & Roe, 2009). However, Van den Berg and Wilderom (2004) argued that culture is not fully studied and understood, this study seeks to close this gap.

In addition, Den Hartog, Boselie and Paauwe (2004) advocated for further study on how and why culture integration makes performance management work. Following the reviewed literature, it is hypothesised that, H4: *Performance management practices have a positive relationship with organisational culture.*

Performance Management Practices, Information and Communication Technology (ICT) adoption and Managed Performance.

Performance management is about directing and supporting employees to work as effectively and efficiently as possible in line with the needs of the organisation (Walters, 1995). Lewis et al. (2005) established that while the introduction of networked ICT into the organisational setting is meant to empower employees, it also increases the ability for organisations to exercise centralised control and surveillance (DiMaggio, Hargitaai, Neuman, & Robinson, 2001). Karake (1995) also established and confirmed that large companies with a larger number of outside directors on the board, use the advantage of information technology as a mechanism of monitoring managers thereby reducing agency costs that arise from the problem of separation of ownership (risk bearing) and control (management) in a corporation.

Furthermore, Brynjolfsson and Mendelson, (1993) established that ICT utilisation has had a significant impact on changes occurring in society, the economy and organisations in particular. However, Chowdhury and Wolf (2003) found out that investment in ICT has a negative impact on labour productivity and a positive impact on general market expansion in Uganda, Kenya and Tanzania, particularly for small- and medium- scale enterprises.

Yet, the empirical evidence is mixed, with firm-level studies reporting a positive or no productivity effect, while some industry-level studies even find a negative impact (Aickelin *et al.*, 2008). Wolf (1999)'s study of the service sector established that higher levels of computerisation, that is, the office, computing and accounting equipment made available to employees have lead to lower productivity. This unconventional result could be explained by the high reliance of the service sector on the quality of the labour input. Aickelin *et al.* (2008) observed that quality is hard to measure whereas it is relatively easier to measure the quantitative work improvements using computers.

Rheingold (1993) argued that ICT adoption in performance management is used to facilitate human systems to form webs of personal relationships in cyberspace as well as increase information circulation to enable employees achieve managed performance. Studies on marketing and innovation (Vilaseca-Requena, Torrent-Sellens Torrent-Sellens, & Jiménez-Zarco, 2007) showed that ICT use not only enables the development of co-operative relationships with agents of the environment, but also allows their full integration in the processes of innovation by the formation of flexible working groups with a high degree of communication between its members.

For example, Dell computer successfully capitalises ICT to support its global operations. With the help of IT, Dell virtually integrated their complete value chain with their customers, distributors and suppliers. Dell is therefore in a position to reap a lot of production efficiency such as improving speed and flexibility in the global IT industry (Joan, 1998).

This underlies the European Commission report (2008) on ICT that our innovation performance is crucially dependent on strengthening investment in and the use of new technology, particularly ICT, by both the private and public sectors with information and communication technology providing the backbone for the knowledge economy. This study seeks to explore and explain the role of ICT adoption in public universities in Uganda. From the reviewed literature, it was hypothesised that (H5): *Information and communication technology adoption has a positive relationship with managed performance.*

Karake (1995) established that using information technology; managers should be able to obtain appropriate information at the right time and to raise the process of managing in terms of decision making and problem solving. In addition, Brynjolfsson and Mendelson (1993) also established that using ICT makes the dissemination and utilisation of such information a lot easier, allowing line workers to take into account information that goes well beyond the formally narrow definitions of their job. This makes critical information very accessible and transparent thereby increasing both the probability and importance of problem solving by individuals (Grey & Antonacopolou, 2004). Bentel and Jackson (1989) found out that older managers are more conservative and less willing to pursue new strategies, and were resistant to any strategy of over investing in information technology.

Basing on the resource based view strategy, Dyer and Kochan (1995) argued that the successful firms are those which develop an approach that is closely matched to their own circumstances and which take advantage of their particular strengths, sometimes referred to as idiosyncratic contingency.

So, Grant and Liebenau (2002) suggested that ICT as an idiosyncratic contingency has been introduced to harness and leverage complementary those organisation's resources, improve productivity resulting into lower unit cost and improve employee quality of life (Bowman & Ambrossini, 2003; Kraut, Root, & Halfonte, 1993). In addition, Boudreau, Loch, Robey, & Straud, (1998) asserted that in today's management of organisations, ICT is a critical resource that allows easy flow of information in the organisation thereby facilitating managed performance. For instance, Arnal and Torres (2001) established that the improved flow of information between managers and workers, as a consequence of ICT adoption, has enabled innovative practices such as decentralisation of decision making and teamwork adoption. This study seeks to examine whether such practices exist in public universities in Uganda.

According to Hunter (2002), the development of knowledge and knowledge workers as the basis for increased competitive capability on the part of firms and economies, owes its existence in no small measure to the development of new technologies, especially in the information and communication technology (ICT) fields. Clarke and Clegg (2000) established that information and communication technology has facilitated the globalisation of production and are transforming concepts of time and space, a dynamic capability well-targeted and deployed in order to achieve strategic goals (Zahra *et al.*, 2006). For instance, Busi and Bititci (2006) established that ICT has increased the amount of information available to individuals and their ability to share such information far beyond everybody's expectations (Corsi & Boyson, 2003; Papazoglou, Ribbers, Tsalgatidou, 2000). In addition, Rheingold (1993) established that increased use of ICT in organisations has lead to improved efficiency and effectiveness.

In view of the goal setting theory, Vecchio and Appelbaum (1995) established that improved performance is achieved where managers and employees have agreed on performance goals and expectations (Crom, 1994; Heskett et al., & Schlesinger, 1994) coupled with good information flow facilitated by ICT. Boonstra and Vink (1996) established that information and communication technology (ICT) is in many different ways ranges from improving the flexibility, service, quality and innovation capacity of an organisation to controlled regulation of the workflow and limiting the freedom of employees. In addition, Gonzalez (2008) found out that ICT offers the means for improving effectiveness and efficiency in goal setting for coordinating business networks. Furthermore, London et al., (1997) found out that 360-degree feedback with clear information and communication in setting goals facilitated efficiency and effectiveness for development. Thomas (1998) had also earlier established that 360-degree feedback coupled with the validity of goal setting as a management approach improved performance. This study seeks to establish whether ICT adoption has facilitated attainment of managed performance in public universities in Uganda. From the reviewed literature, it is hypothesised that (H6): *Performance management practices have a positive relationship with information and communication technology adoption.*

Performance Management Practices, Organisational Climate and Managed Performance.

An agency relationship exists when one party (the principal) depends on the actions of another (the agent) to achieve the aims of the firm (Jensen & Meckling, 1976). This has particular implications for managing performance in organisations (Myners, 1998).

For instance, Kangis and Kareklis (2001) established that managers in private rather than in public banks showed greater alignment of interests with those of the bank, their pay related to performance outcomes and they were more mobile in their jobs. Better than public banks, private banks used more control mechanisms such as information systems to align interests of their managers with those of the bank and displayed a different working climate. Schneider (1990) found out that it was the atmosphere in a bank, whether it was warm or friendly that best predicted customer-switching intentions. This was supported by Davidson's (2001) study. According to Schneider and Bowen (1985), a good organisational climate has a positive effect on service outcomes. For instance, Kangis, Gordon and Williams's (2000) study indicated that the link established between organisational climate and performance were statistically supportable but not prudent to conclude either on causality or on a single direction of influence. If there is some causal connection between climate and performance, then, intuitively, higher scores on organisational climate might represent a working environment which could nurture, foster, or possibly lead to higher firm performance.

Furthermore, that increased organisational commitment of employees was associated with a supportive organisational climate. Also, Day and Bedeian (1991) showed that employees performed better (as rated by their supervisors) in organisational climates they perceived as structured (unambiguous) and supportive of risk. As such, Von Treuer and McMurray (2007) found out that employees were more likely to be comfortable in engaging in the kinds of risk taking that have been linked with successful quality and innovation when they perceived they were supported by management.

If the employees (human resource) are not treated as the most valuable asset in the organisation then public universities will not meet stakeholder needs. From the reviewed literature, it is hypothesised that, H7: *Organisational climate has a positive relationship with managed performance.*

Basing on the resource-based view of the firm, Ackoff (1999) suggested that the more unpredictable and uncertain the global environment, the more organisations must rely upon their employees as a vital resource with the intellectual capital to create the desired future. According to Swain (1999), this requires an organisational climate in which there is strong leadership from chief executives where structures and processes are compatible with the continuous development of employees, a continuous flow of ideas and continuous adaptability to change. For instance, Pfeffer (1994) found out that one of the fundamental reasons for long term success in the most successful US firm taken over a 20 year time period (1972-1992) was a management approach which saw the workforce as a source of strategic advantage, not primarily as a cost to be minimised.

According to Swain (1999), if people are regarded as an investment rather than a cost item then leaders must be prepared to accept long term frameworks for estimation of returns on an investment predicated on the potential for growth. Hamel and Prahalad (1994) and Pfeffer (1994) established that the mindset that equates effective management of change with a narrow focus on continual cost reduction has been found to be counterproductive and harmful to the medium and long-term competitiveness of a company. According to McGuinness & Morgan (2005), organisational climate facilitates competition among organisations (incessant change) using dynamic capabilities for as long as the structures, systems and processes that consistently support such resource changes.

For instance, Brown and Eisenhardt (1997), after an inductive study of multiple- product innovation in six firms in the computer industry, found out that fundamental organisational characteristics were related positively to the success of continuous change. This study seeks to investigate the climate under which employees operate in public universities in Uganda for attainment of managed performance.

Researchers have found out that managers do emphasize efficiency goals and productivity targets (Singh, 2000), and that they frequently subject employees to high levels of monitoring and stressful working environments (Wallace, Hunt, & Richards, 1999). However, Pelz and Andrews (1966) cited in Roy and Dhawan (2003) found out that the ratings of the respondents on dedication to their work showed significant positive relationships to both ratings of performance and actual output of the products. Also, that the performance of those respondents increased when tasks like decision-making and goal-setting were carried out in a participative fashion, which is an intrinsic motivation

This signifies the importance of the organisational climate in managing performance, a situation that should prevail in public universities. In addition, Denison (1990), using behavioural data measured aspects of climate and structural variables such as communication flow, decision-making practices, relationships with colleagues, organisation of work, team building and supervisory support and found out that several dimensions of climate were significantly and positively correlated with subsequent financial performance (Houldsworth & Jirasinghe, 2007). From the reviewed literature, it is hypothesized that (H8): *There is a positive relationship between performance management practices and organisational climate.*

Performance Management Practices and Managed Performance

Compton (2005) established that organisations which manage the performance of their people effectively are more likely to outperform their competitors than those which do not (McDonald & Smith 1995). According to Mak (2003), 95% of the 79 survey participating organisations in China have structured performance management systems implemented throughout the whole organisation. These organisations have heightened their awareness of using performance management system as a business strategy to drive results and a significant portion of employees is satisfied with their performance management practices. However, Compton (2005) also observed that there has been minimal recognition and understanding of the power of performance management practices in organisations, particularly public universities in Uganda. From the reviewed literature, it is hypothesised that H9: *There is a relationship between performance management practices and managed performance.*

The Moderating Influence of Organisational Culture and Climate as a Global Construct on Performance Management Practices and Managed Performance

According to Hemmelgarn *et al.* (2006), inclusion of organisational culture and climate and other factors such as employee attitudes in a research study helps in planning for interventions in an organisation and also establishing the moderating and mediating effects of those variables. For instance, current researches suggest that worker attitudes, such as job satisfaction, job involvement, and commitment, serve as mediating mechanisms between climate perceptions and more distal outcomes, such as employee motivation and performance (Parker *et al.*, 2003).

This is because people behave in accordance with their attitudes, expectations, and beliefs about their jobs (Hemmelgarn *et al*, 2006) in order to achieve managed performance. For the same reasons, this study incorporated ICT adoption as a component of the global variable organisational culture and climate. Studies by Meso, Datta and Mbarika (2006) indicated a moderating influence of ICT on socio-economic development and good governance. Burca, Fynes, and Brannick (2006) also found a moderating influence of information technology sophistication on the service practices and service performance relationship. So, from the reviewed literature a hypothesis is suggested that (H10): *There is moderating effect of the global construct organisational culture and climate between performance management practices and managed performance.*

Summary

This chapter reviewed theories and empirical studies that have been conducted in the identified relevant areas of this study. These have been conceptualised and hypotheses derived for further study and testing. The literature review revealed the apparent need to come up with a coherent and understandable explanation of performance management practices for successful achievement of managed performance, particularly in public universities. The theories provided a basis for an understanding and explanation of how performance management practices that focus on building a strong bond between the employer and employees, identifying and utilising available resources, adapting, absorbing and innovating for survival. Also, the theories explained the need for employees to be involved in setting difficult but achievable goals that could be a vehicle for steering organisations particularly public universities in attaining managed performance in terms of providing quality services, improving service delivery and cost reduction.

The reviewed literature also revealed the need for managers of organisations to understand and deal with those behaviours exhibited by employees that are of paramount importance to achievement of job commitment, satisfaction and minimize turnover. Furthermore, the literature explained how organisations could survive in a competitive environment with particular attention to the way things should be done by: acquiring and utilising information and communication technology, increasing employee participation and autonomy, cutting costs and increasing service delivery. Also, by improving quality of services, accommodating stakeholder needs, equipping universities with training resources and employees with skills required to meet the dynamic changes of universities. The next, chapter three discusses the methodology followed in undertaking the study.

Chapter Three

Methodology

Introduction

This chapter describes the methodology that was used in addressing the set objectives. The chapter is organised under the subsections: research design, target population, sampling strategy, instruments and measures, questionnaire development and pre-testing, procedure of data collection, analysis of data, ethical issues and a summary.

Research Design

This was a cross-sectional survey design that combined quantitative and qualitative approaches in the study. The research involved systematic and objective processes of gathering, recording and analysis of data that required careful planning of inter-related activities for orderly investigation of contemporary events.

Target Population

A total of 4,790 employees in four Public Universities in Uganda that included: Kyambogo, Makerere, Mbarara and Gulu universities formed the target population of this study. Each employee had an equal chance of being represented on the target sample. The support staff was excluded from the study because their tenure is temporary and may not be knowledgeable of the university major issues. The researcher is an employee of Kyambogo University, which made this study cost-effective because of the minimal call backs.

Sampling Strategy

The study is based on survey data collected from employees in public universities in Uganda.

According to Cooper and Schindler (2003), surveys allow contact with otherwise inaccessible respondents at relatively low costs. A disproportionate stratified purposive sampling approach was adopted.

In selecting employees for participation, effort was made to include people from different hierarchical levels. The selected participants largely consisted of non-technical, administrative employees (including middle, and top management) and academic staff.

Table 1

Study Population and Sample Size

Name of University	Age of University	Number of employees	Proposed Sample	Returned questionnaires
Kyambogo University	06	1027	300	253
Makerere University	87	2,911	400	134
Mbarara University	20	686	100	40
Gulu University	07	166	100	50
Total	-	4,790	900	477

To minimize sampling errors, Krejcie and Morgan (1970) produced a table for determining sample size for any population of a defined (finite) size based on the confidence level that does not necessitate any computations to be carried out. Krejcie and Morgan (1970) stated that, using this table, as the population increases the sample size increases at a diminishing rate (plateau) and remains, eventually constant at slightly more than 380 cases. The argument being that there is little to be gained to warrant the expense and the time limit to sample beyond 380 cases. Alreck and Settle (1995) provided similar evidence. However, Ntoumanis (2001) recommended a ratio of participants to independent variables for a multiple regression to be at least 5:1. Field (2006) recommended a sample size of at least 200 participants for up to 20 predictors in order to obtain a medium effect.

This study met all the conditions with a total sample size of 900 respondents drawn using Krejcie and Morgan (1990). This was also supported by the Kaiser-Meyer-Olkin measure of sampling adequacy (KMO), which yielded a pattern of correlations above .7 that is good (Field, 2006). A response rate of 53 per cent was achieved with 477 questionnaires having been scored and returned. However, for interviews, purposive selection was used to obtain at least four members of top management team from each of the four universities to form the qualitative sample. Top management team composition of public universities that was adopted for this study comprised of Vice Chancellor, Deputy Vice Chancellor, University Secretary, Academic Registrar, University Librarian, University Bursar and the Dean of Students was guided by the University and other tertiary institutions Act (2001). According to Leedy (1997), purposive selection is very useful when there is need to construct the historical reality, describe a phenomenon or develop understanding about something of which little or nothing is known.

Instruments and Measures

Two instruments were used for the study were mainly; an interview guide and a self-administered structured questionnaire. Frese (2005) cited in Smith and Hitt (2005) acknowledged the importance of the combination of both qualitative and quantitative approaches by indicating that structured interviews are useful because in any questionnaire differential anchor points are particularly problematic.

Structured interviews are useful not only because they show excellent validity in meta-analytic research (Hunter & Schmitt, 1996) but also because structured interviews give chance to probe owners' answers and to understand what they precisely mean.

The interview involved informal conversational interview, interview guide and standardised open ended interviews (Dechawatanapaisal, 2005). However, quantitative data is necessary in order to test the hypotheses and confirm or falsify them, which necessitates use of coding procedures and these were satisfied by this study.

Independent Variable(s):

Performance management practices based on agency relations, relevant resources, dynamic capability and goal setting were measured with already established instruments measuring identified factors of the construct but with modifications to suit the study. A four-point Likert scale (1 = Strongly disagree; 2 = Disagree; 3 = Agree; 4 = Strongly agree) was used for all items in the instrument.

Agency relations were measured using seven items adopted from an instrument developed by Martinez and Kennerley (2005). Each respondent was asked to indicate his/her opinions on the items provided on the questionnaire. For example, “Managers focus their attention on key objectives set by shareholders”.

Relevant resources were assessed using eighteen items adopted from an instrument developed by Isobe, Makino and Montgomery (2003). The respondents were asked to report their responses on an item such as: “This institution has provisions for developing its employees”.

Dynamic capability was measured using nineteen items adopted from an instrument developed by Choo and Johnson (2004). Respondents were asked to indicate their opinions on items such as: “In this institution, there is sharing of new knowledge in decision making”.

Goal-setting was measured using eleven items adopted from an instrument developed by VandeWalle (1997). Respondents were asked to indicate their opinions on an item such as: “I often prepare a work plan for effective performance”.

Moderating Variable(s):

Organisational culture and climate that comprised of employee attitudes, organisational culture, information and communication technology, and organisational climate was measured with already established instruments measuring identified factors of the construct but with modifications to suit the study as indicated below.

Employee attitudes were measured using eleven items adopted from an instrument developed by Armstrong and Baron (2007). For instance, respondents were asked to indicate their opinions on items such as: “I receive adequate recognition for my contribution”.

Organisational culture was measured using ten items adopted from an instrument developed by Cameron (2004). For instance, a respondent was asked to indicate: “People in other organisations speak well of this institution”.

Information, communication and technology (ICT) adoption characteristics were measured using twenty items adopted from an instrument developed by Worral (2005). For instance, a respondent was asked to indicate whether “The ICT support staff has a high level of technical competence”.

Organisational climate was measured using twenty four items adopted from an instrument developed by Kangis and Williams (2000). For instance, a respondent was asked to indicate whether “There is satisfactory level of comfort (noise, lighting, cleanliness and temperature) at my workplace”.

Dependent Variable:

Managed performance vested in quality services, service delivery and cost reduction was measured with already established instruments measuring identified factors of the construct but with modifications to suit the study as shown below.

Service quality was measured using ten items adopted from an instrument developed by Hui, Cheng and Gan (2003). For instance, a respondent was asked to indicate whether: “Employees in this institution have the knowledge to answer the stakeholders’ questions”.

Cost-reduction was measured using three items adopted from an instrument developed by Huang (2001). For instance, a respondent was asked to indicate whether: “Performance is monitored by a control system”.

Service delivery was measured using seven items adopted from an instrument (Parasuraman *et al.*, 1988). For instance a respondent was asked to indicate: “I perform the service right the first time”.

Interview Guide

The developed interview guide had questions on performance management practices, organisational culture, and managed performance. In-depth information was sought from the respondent by posing question such as “How do you keep subordinates informed about decisions important to their performance?” There were informal conversational interviews and formal interviews that were conducted with the use of an interview guide. Interviewing is a very useful approach to data collection because it allows the researcher have control over the construction of the data and has the flexibility to allow issues that emerge during dialogue and discussion to be pursued (Charmaz, 2002).

Also, interviewing was very appropriate in providing the high quality engagement and feedback expected (McQuade, Sjoer, Fabian, & Schroeder, 2007). For this study, top management team members were selected for interviewing because they were considered to be in privileged positions as far as knowledge is concerned (Gilham, 2000), particularly about performance management practices in public universities.

Operationalisation of the Variables

Performance management practices were the independent variable (Figure 2 on page 24). This variable is a function of: agency relations, relevant resources, dynamic capability and goal setting.

Organisational culture and climate as a moderating variable comprises of employee attitudes, organisational culture, organisational climate, and information and communication technology adoption.

Managed performance as a dependent variable has quality service, service delivery and cost reduction as the indicators in Table 2 on page 64.

Control Variables/Demographics

To understand the general relationship between performance management practices and their managed performance, the following control measures were used: job level, gender, prior work experience, tenure, and educational level, age of respondent and age of university.

Table 2

Operationalisation of the Variables

Variable	Literature	Issues to examine
Agency relations	Jensen and Meckling (1976)	Building a strong bond between the employer and employees
Relevant resources	Penrose (1959), Wernfelt (1985), Barney (1991), Priem and Butler (2001)	Use of firm resources to drive performance and consequently competitive advantage
Dynamic capability	Teece, Pisano, & Schuen (1992), Eisenhardt and Martin (2000), Zahra and George (2002), Wang and Ahmed (2007)	Integrate, renew and reconfigure resources to drive performance
Goal setting	Locke (2001)	Set difficult but achievable goals in order to attain performance.
Employee attitudes	Baron and Armstrong (2007), Den Hartog, Boselie and Paauwe (2004), Guest (2004) Houldsworth and Jirasinghe (2007).	Employees' job involvement, commitment and satisfaction
Organisational culture	Cameron (2004), Hofstede (1994), Schein (1985)	Employee's beliefs, values, norms and practices.
ICT adoption	Rheingold (1993), Karake (1995)	Availability and utilisation of technologies such as computers, intranet, fax, telephones etc.
Organisational climate	Schneider (1990)	Employees' perceptions of the events, practices, and procedures that are rewarded, supported and expected in a workplace
Service quality	Parasuraman., Zeithmal, & Berry (1988), Tornow and Wiley (1991), Hui <i>et al.</i> (2003)	Adherence to standards
Service delivery	Hui <i>et al.</i> (2003), Parasuraman <i>et al.</i> (1988)	Ability to accept responsibility
Cost reduction	Hui <i>et al.</i> (2003)	Act or process of reducing charges in a competitive environment

Questionnaire Development and Pre-test

The items used to measure the constructs under study were derived from literature review and others were adapted from the known existing developed instruments but modified to suit this study. To ensure reliability and validity of the instrument, a pre-test was carried out.

During the pre-test, respondents identified and recommended for improvement on clarity of some concepts and items that appeared ambiguous. After effectual of the observed errors in the instruments, same respondents and research supervisors were consulted to confirm appropriateness. This is in line with the functions of a pilot study (Borg & Gall, 1971; Schippers, Den Hartog, & Koopman, 2007). The reliability Cronbach alpha results are reported in Table 3 below.

Table 3

Reliability Cronbach Alpha Coefficients

Construct	Scholar	Alpha from pre-test	Alpha from the study	Number of Items in Final Test	Items deleted
Agency relations	Liberatore and Wenhong Luo (2007), $\alpha = .80$	.81	.77	06	01
Relevant resources	Paladino <i>et al.</i> (1998), $\alpha = .80$	.74	.83	19	05
Dynamic capability	Liao <i>et al.</i> (2003), $\alpha = .80$	.93	.91	18	05
Goal setting	Latham and Brown (2006), $\alpha = .72$	.85	.73	09	02
PERFORMANCE MANAGEMENT PRACTICES			.71		
Employee attitudes	Ramamoorthy <i>et al.</i> (2007), $\alpha = .85$	.92	.86	11	00
Organisational culture	Maull, Brown and Cliffe (2001), $\alpha = .79$	.53	.73	08	06
ICT adoption	Khoja <i>et al.</i> (2006), $\alpha = .86$	.92	.92	15	05
Organisational climate	Kangis & Williams (2000), $\alpha = .88$	.92	.88	17	07
ORGANISATIONAL CULTURE & CLIMATE			.87		
Service quality	Hui <i>et al.</i> (2003), $\alpha = .90$	.98	.92	11	00
Service delivery	Subramony, Beehr and Johnson (2004), $\alpha = .83$	.94	.86	07	04
Cost reduction	Huang (2001), $\alpha = .57$	.71	.60	03	00
MANAGED PERFORMANCE			.93		

Cronbach's alpha increases as the number of items in the scale increases, for the same level of average inter-correlation of items. Increasing the number of items can be a way to push alpha to an acceptable level. This reflects the assumption that scales and instruments with a greater number of items are more reliable. The higher the alpha, the more reliable the assessment in a scale is. The item analysis was conducted from which any item that had "Corrected Item-Total Correlation" of less than 0.2 was not included in the analysis (See Appendix 1 on page 227 and Appendix 6 on page 352).

Usually 0.7 and above is acceptable (Nunnally, 1978) because when alpha is .70, the standard error of measurement will be over half (0.55) a standard deviation (Garson, 2005), which was used to establish the convergent validity (Straub, 1989).

Table 4

Mean Values, Standard Deviation and Item Scales of the Constructs

Construct	Mean	Standard deviation	Scale endpoints
Agency relations	2.29	.55	1-4
Relevant resources	2.41	.41	1-4
Dynamic capability	2.51	.47	1-4
Goal setting	2.81	.37	1-4
Performance management practices	2.51	.52	1-4
Employee attitudes	2.56	.51	1-4
Organisational culture	2.36	.47	1-4
ICT adoption	2.45	.51	1-4
Organisational climate	2.42	.46	1-4
Managed performance	2.72	.49	1-4

Table 4 on page 66 shows the mean values and standard deviations of the constructs. The Likert scale anchors used were minimum 1 to maximum 4.

Procedure of Data Collection

Data collection involved qualitative and quantitative data.

Qualitative data collection involved unstructured open-ended face-to-face interviews. Each interview lasted at least an hour, tape recorded and subsequently transcribed. Each open-ended question focused on the major variables of the study. Twelve interviews were successfully conducted and transcribed (see Appendix 8 on page 466).

Quantitative data was generated using questionnaires that were distributed and collected by the researcher. Nine hundred questionnaires were distributed and four hundred seventy seven were retrieved (Table 1 on page 58).

Questionnaires were distributed to a purposively selected group of employees identified with the help of administrative officers from the senior-, middle-, and lower levels of management in administration and academic staff. A number of call backs to the respondents were made to ensure maximum retrieval of the questionnaires. However, Georgiades and Macdonell (1998) observed that questionnaires tend to ask for responses to one-off statements of opinion that give no real clue as to underlying attitudes. This problem was addressed by triangulation of data collection method.

Documentary evidence particularly from strategic plans, newspaper articles and educational journals was obtained and utilised to support evidence from the interviews and questionnaires. Each university provided a copy of the strategic plan and a list of council members. The parameters of the research, as well as a number of guiding principles, were that:

- the period of research, would be approximately 20 to 60 weeks.
- the primary data-gathering tool was mainly by structured interviews.
- the data collected was considered to be personal, private and confidential.

The researcher had to explain the purpose of the study to the respondents that participation would be voluntary and the respondent was free to withdraw from the study at any time he/she wished to do so. Each respondent was assured of confidentiality of the information collected and their identity kept anonymous. This was done with the help of an introductory letter from the Institute of Psychology (See Appendix 6 on page 352). Names of respondents have not been used in this study. All data collected is kept under safe custody of the researcher.

Data Management

For quantitative data, analysis began with coding of the instruments. Then data was checked, cleaned, recorded and labeled using an SPSS (statistical package for social scientists) adopted for Windows version 17. The rating scale was a four-point Likert scale. All values had to be discrete values of 1, 2, 3, or 4 and decimal points corrected to nearest unit. This scale is practical and interesting, does not have a midpoint and in that sense forces a choice (Worthen, White, Fan, & Sudweeks, 1999). The four point Likert scale was adopted in anticipation of respondents' likelihood to score the midpoint. J.C. Munene (Personal communication, July 30, 2008) claimed that this was a common problem in Uganda.

To take care of missing values in the data set, a series mean value replacement was run using the SPSS programme. A number of missing data techniques are in use such as series mean value replacement, pair wise deletion, list wise deletion, similar response pattern imputation, and maximum likelihood estimation. In this study, missing values (maximum 2.5%) were replaced using the series means. With the Variance Inflation Factor (VIF) at less than 2 and tolerance statistics all well above .90, indicated that there was no collinearity within the data showing that the items were distinct for the constructs under measurement (Field, 2006).

Analysis of Quantitative Data

The tests were conducted in two stages: Stage one involved descriptive statistics, reliability and factor analysis. Descriptive statistics included computations of; means, standard deviations, scale end points (Table 4 on page 66) and cross tabulations to better the understanding of the categorical/nominal data by indicating the relationships between the variables using the chi-square statistic and degrees of freedom.

The reliability test measures include; Cronbach's alpha, split-half reliability, test-retest reliability, and inter-rater reliability, representing different meanings of reliability. Cronbach's alpha is the most common form of reliability coefficient (Garson, 2005), which was used in this study (See Table 3 on page 65 and appendix 1 on page 227).

For factor analysis: factor loading was conducted to indicate the extent to which items measure the distinct variables to establish the discriminant validity (Straub, 1989). Field (2005) citing Tabachnick and Fidell (2001) suggested that it is comforting to have at least 300 cases for factor analysis, which this study satisfied. All items that were cross loading on other components with values exceeding 0.5 and items that had loadings below 0.5 were not included in the analysis. Yamnill and McLean (2005) pointed out the lack of convention regarding acceptable cut-off points and recommended use of a cut off point of 0.40. This study adopted a cut-off of 0.5.

Then the factored components were given labels according to the literature regarding the construct under study (see Appendix 1 on page 227). McCarthy and Garavan (2007) argued that factor analysis is recognized as "a powerful and indispensable method of construct validation" that "is at the heart of the measurement of psychological constructs".

Stage two involved computing the zero-order correlations, regressions and path analysis. Using the SPSS version 17 adopted for windows, the Pearson zero-order correlations between the study variables were automatically obtained with either one or five per cent level of significance. The multiple regressions were also computed to establish the predictive powers of the independent variables on dependent variables under study.

The hierarchical regressions established the presence of the mediation, moderating effects and also the extent to which independent variables predicted the dependent variable.

The path analysis established the total effect of the mediation variables on predictor variable. Essentially, the research went beyond testing for the hypothesised main effects of the explanatory variables in order to explain conditions of moderating and mediating effects (Echambadi, Campbell, & Agarwal, 2006).

Table 5

Summary of Statistical Analyses

Phase	Analysis	Purpose
One	Descriptives- Mean, standard deviations, frequency, cross tabulations	To provide characteristics of the sample
	Reliability Test	Reliability tests conducted to establish the internal consistency of those variables.
	FA	Factor analysis conducted to validate the properties of the measures.
Two	Zero-Order Correlations	To examine the relationships between those variables.
	Multiple regression	Used to establish the predictive power of the independent variable on the dependent variable.
	HRA	Hierarchical regression analysis was used to examine the mediation, moderation and prediction power of those factors.
	Path Analysis	Path analysis conducted to examine total effect of the mediation variables on predictor variable.
	ANOVA	ANOVA used to examine statistical differences across groups.

Analysis of qualitative data

After each interview, the notes and recordings were checked and completed to ensure their completeness and understandability. Scratch notes, field notes, head notes, timed writings and analytical notes (Sanjek, 1990 cited in Kikooma, 2010) were typed on the computer and data files created using QSR Nvivo programme.

The transcription of the recorded interviews was made by two members (See Appendix 7 on page 357). Then the researcher did the final editing of the transcriptions line by line to confirm that what was heard is what was understood and interpreted (Gibbs, 2002; Kikooma, 2010). The process helped the researcher catch ‘the spirit of the text’ with data ‘speaking’. This was done before coding the texts. However, one interview was recorded under noisy thunderstorms rendering it unclear and so was discarded. There was no chance of holding another interview for this respondent.

QSR*NVIVO qualitative data software programme as a data management and analysis programme was used. The word processed interviews were saved as Rich Text Format and imported into Nvivo programme. Using Nvivo, open coding was carried out by reading reflectively to identify the relevant categories with coding stripes. Next was axial coding where categories were continuously refined, developed and related or interconnected to form tree families. The coding and recoding went-on and on until saturation, that is, when no more new categories could be established. According to Denscombe (1998), saturation is vital if a theory of substance is to be developed. Miles and Huberman (1994) pointed out that this stage of data analysis is for exploring and describing data, a research process for bringing out order, structure and meaning to the mass of data collected and that the quality of the findings is undeniable. Then, the core categories or central categories using the thematic approach based on the concepts pre-determined in the semi-structured interview and Nvivo software to create nodes, trees and siblings facilitated the analysis. From Nvivo analysis using Miles and Huberman approach (1994), an Interactive Model of Qualitative Data Analysis, a conceptually-ordered matrix (Table 6 on page 85) and a dynamic-event –causal network (Figure 3 on page 87) were generated.

Interactive Model of Qualitative Data Analysis is an interactive, cyclical process, which involves a mutual interaction between all activities of the research (data collection, data reduction, data display, data reading and data verification and interpretation) as described. This approach to qualitative data analysis was first developed by Strauss and Corbin (1990). According to Ntayi (2005), qualitative data outlives at “telling the story” from the participant’s view point, providing the “thick descriptions” that set quantitative results into their human context. Data obtained from qualitative findings were triangulated with quantitative analysis findings (see chapter six on page 125) to increase the external validity, provide more in-depth data, increase capacity to cross-check one data set against another, and provide other ‘takes’ on own data (Grbich, 2007; Rocco, Bliss, Gallagher, & Perez-Prado, 2003). Qualitative data generated ideas rather than evaluate those ideas (Crimmons, 1988 cited in Beng, 2006). The researcher was able to psychologically get closer to the complex phenomenon under study using face-to-face interviews. The closer the researcher was to the phenomenon, the clearer it was understood (Carson & Caviello, 1996).

Nvivo also facilitated document preparation, dynamic links to memos, documents, nodes and retrieval (e.g. of documents, matrix attributes, and nodes), linking and organizing data from different sources of information into nodes. The rigour found in the qualitative study (Lincoln & Guba, 1985) follows the “trustworthy” interpretive approach vested in the attributes of credibility, transferability, dependability and confirmability that this study followed.

Credibility was achieved through triangulation of data that was in two forms. One form was where interviews, collected documents were used in combination with data from questionnaires.

Then another form of data was collected from the top-, middle-, and low level management groups including academic staff in public universities. Peer debriefing went on throughout the data analysis period because the researcher was in constant interaction with peers, particularly at Kyambogo University and Makerere University. Preliminary findings were also presented in faculty seminars and international conferences where feedback was provided that enriched understanding and explanations of the study subject matter. In addition, member checks and negative case analysis were achieved by the use of two respondents and research supervisors. For instance, two respondents provided input on the proper interpretations of constructs for appropriate data collection and analysis. Supervisors constantly checked for inconsistencies to ensure refinement of findings so that all cases were accounted for and modifications effected immediately. With triangulation, peer debriefing, collection of same data from different sources, member checks, feedback from participants in seminars and supervisors credibility of the qualitative data was ensured.

Transferability that is equivalent to external validity or generalisability from positivistic studies was addressed through cited cases. The citations made in this study were provided for one to uncover intentions of a given act, event, or process (Guba & Lincoln, 1981 cited in Kearney, 2002). Also, the citations helped to emphasise the voices and actions of the respondents from which the readers have to make their own interpretations (Kearney, 2002).

The dependability, commonly known as reliability or stability of data overtime was achieved in this study by making sure that all stages of data analysis were clearly shown. The processes and interpretations made are traceable by leaving an audit trail (Lincoln & Guba, 1985).

Confirmability, the equivalent of objectivity was achieved through audit trail, making all stages of data analysis clear and explicit. This was naturalistic study dealing with human beings where neutral, free from bias, value judgments or prejudices were not possible.

Ethical Issues

This study was approved by Makerere University Institute of Psychology Higher Degrees Committee, Makerere University School of Graduate Studies Doctoral Committee and Kyambogo University Research, Grants and Publications Committee. A letter of introduction to Vice Chancellors of public universities was provided by the Institute of Psychology. Then Vice Chancellors of public universities endorsed the study and introduced the researcher to their respective faculty deans and heads of departments (see Appendix 6 on page 352).

The Vice Chancellors were particularly informed of the nature of the study, the title, purpose of the study and reasons for the study, the names, telephone number and email address of the researcher and names of the supervisors. Respondents were clearly informed about time and length of interview and questionnaire as well as the confidentiality of information obtained, anonymity of their identity and their freedom to participate or withdraw from the study any time they wished to do so. Names of respondents, data collected are securely under the custody of the researcher. The names of the universities were also kept anonymous.

Summary

This chapter employed a combined triangulation mixed - method approach to establish findings on performance management practices, the global construct of organisational culture and climate, and managed performance in public universities in Uganda. This methodology was used in data collection, analysis and interpretation of results. From a target population of 4790 employees, a sample of 900 employees was purposively obtained yielding a 53% response rate. The next chapter is a presentation and interpretation of qualitative data results.

Chapter Four

Presentation and Interpretation of Qualitative Results

Introduction

This chapter presents results and interpretations of qualitative data. The results and their interpretations are ordered according to the propositions stated below and references are made to Table 6 on page 85, Figure 3 on page 87 and Appendix 4 on page 326.

- ✚ Employee attitudes are associated with managed performance;
- ✚ Performance management practices are associated with employee attitudes;
- ✚ Organisational culture is associated with managed performance;
- ✚ Performance management practices are associated with organisational culture;
- ✚ Information and communication technology adoption is associated with managed performance;
- ✚ Performance management practices are associated with information and communication technology (ICT) adoption;
- ✚ Organisational climate is associated with managed performance;
- ✚ Performance management practices are associated with organisational climate;
- ✚ Performance management practices are associated with managed performance;
- ✚ The global construct of organisational culture is associated with organisational climate and managed performance; and
- ✚ Performance management practices are associated with global construct of organisational culture and climate.

Qualitative data analysis results in Table 6 on page 85, Figure 3 on page 87 and Appendix 4 on page 326 reflect performance management practices in public universities in Uganda.

Performance management practices were vested in agency relations that would ensure building a strong bond between employer and employees; relevant resources focusing on identifying and utilising available resources; dynamic capability for adapting, absorbing and innovating in order to survive in a changing environment; and goal setting to ensure that employees set difficult but achievable goals.

The results were obtained using the core categories or central categories noted from the themes and patterns of the data after coding during analysis using Nvivo software. Logically teasing metaphors from the agency, resource-based view, dynamic capability, goal setting theories and the reviewed literature, constructs were drawn to compose the conceptually-ordered matrix in Table 6 on page 85. Focusing and funneling through the data an event-dynamic causal network was also composed (Miles & Huberman, 1994) in Figure 3 on page 87.

Proposition 1: Employee Attitudes are associated with Managed Performance

Qualitative data results reveal that employee commitment and satisfaction were not only derived from the pay and benefits received but also from the support offered by the managers of public universities (Table 6 on page 85, Figure 3 on page 87 and Appendix 4 on page 326). Managers of public universities constantly interacted with their subordinates, shared information, listened to employee grievances and supported them when in problems. Managers also appraised performance and rewarded achievers. This created a good working environment, promoted a sense of belonging and happiness amongst employees for successful delivery of fast and quality services. For example, a respondent said:

Our belief by now here is that money does not give motivation per say, money simply acts, augments, to the satisfaction of an employee at the place of work....

The first thing we did when starting this university, was to create a conducive environment or a family environment so that when somebody is in problems, we write to support him....(University Secretary, University X).

Furthermore, a good working environment in public universities was explained by a respondent thus:

... In terms of office, we have office space we have tried as much as possible to give each person some good place to sit, something acceptable. Although, you know, it is not as good as one would expect but chairs are there, sitting arrangement is good. Break tea and what we have you are provided, such small things....(University Secretary, University X).

In addition to a good physical working environment, managers of public universities created friendly, trustworthy and reliable interactive approaches among employees and supervisors without relying on pay for motivation from universities. Results showed that pay was a major source of grievances among employees in public universities. Public universities had established procedures for dealing with complaints. Managers in some of the public universities practiced open door policies in order to easily register and attend to grievances.

For instance, one respondent said:

...When you want anything you call....we keep an open door policy. A colleague will never stand there to say I want to see the registrar (Academic Registrar, University Y).

Furthermore:

...We have been proactive in giving people whatever information....We operate an open door policy, the Vice Chancellor (VC) is free for everybody including the sweepers, who ever wants to see him, any time as long as he is not busy you do not even need to write something down....(Deputy University Secretary, University Y).

With such a good working environment, employees were able to avoid compromising quality education in public universities.

However, public universities faced the challenge of staff mobility from within and outside.

There were many other private and public universities coming up in Uganda that attracted

competent and experienced serving university staff on the grounds of better pay. Internally in the university, it was normal for staffs to move from administrative to teaching posts and particularly to-day with teaching staff moving to top university administrative positions. This is because people want to find a purpose in their work, they want a chance to learn, grow and advance, and become better at what they do. People primarily go to work because they need money, also work so that they see the impact of what they do.

To highlight, the challenge of pay differentials a respondent commented thus:

...concern is for administrative staff...the pay differential is too much, between administrative and academic staff. For example, I am the academic registrar, but a teaching assistant in the faculty gets twice the money I get. It is really a concern because the enhancement (top up) of salaries has been going to academic staff and ignoring totally the administrative staff (Academic Registrar, University Y).

This problem of pay differential prevailed among different levels of university staff. Yet, managers of public universities had to maintain employee commitment and satisfaction in order to achieve managed performance vested in quality services, service delivery and cost reduction.

Proposition 2: Performance Management Practices are associated with Employee Attitudes

Qualitative data analysis results show that result-oriented relationships were crucial for realisation of performance management practices in public universities (See Table 6 on page 85, Figure 3 on page 87 and Appendix 4 on page 326). To achieve these results, employees prioritised work in order to establish urgency and identify persons responsible. In so doing, each individual was clear of what is expected of him or her and how it was to be achieved (Armstrong, 2006) through job descriptions and discussions during meetings.

During meetings, discussions on progress of work or in achieving set objectives was reviewed and if there were any necessary changes to be made they had to be agreed upon.

Under performance management each individual is accountable for his/her actions (Armstrong, 2000). Public universities had administrative structures with set rules and regulations that govern how work is co-coordinated and controlled. For instance, a respondent said:

...We have a planning department and we carry out joint planning.... We do our own planning here, and these are strategies that we think are very good. In other words, every department does its own planning and then we organise a meeting to look at the plans. Then we do the evaluation of successes and failures. jointly at the end of the academic year and mid year We have liked that spirit, so to me, I would say, the strategy of team spirit is good(Registrar, University X).

The narrative indicates that planning at unit level all through to the organisational level was by collective effort with each individual's obligations openly declared. Whatever decision that was agreed upon by consensus was communicated to all stakeholders formally or informally. Team spirit was exemplified during planning meetings, which indicates individual and team values and respect exhibited for each other.

According to Ulrich's research cited in Risher and Fay (2007), people feel better when they are part of a team and work with people they know and feel connected to. This is so when they know what's going on around them and are in control of the work they are involved in. Using a system's thinking approach; teams in public universities evaluated each individual's and team successes and failures. By appraising performance, teams were able to maintain continuous performance improvement. With respect and trust, involvement in decision making processes embedded in teamwork, employees felt valued and this improved their working relationships.

In addition, cooperation and feelings of togetherness between employees, and welfare benefits received such as medical treatment and housing allowance made employees more committed to their activities (see Appendix 4 on page 326). However, successes of teams depended on the discipline of the members because conflicts undermine team performance. Results further revealed that public universities in Uganda collaborated and partnered with other universities. Due to this collaborative relationship, foreign professors, lecturers and students were attracted to Uganda. For instance, a respondent revealed that:

....in the university here, we have people from outside, we have professors from Italy who are teaching. In fact, the Italian government is building the whole faculty of medicine for us. We have professors from Cuba, we have professors from USA. They come to teach science. We even have visiting lecturers from Kenya, they are all here. So, that has helped us. We do have students from outside this country. We have students from DRC, Kenya so on...we are kind of international.... and even nationally we are doing a lot of things (Registrar, University X).

With this mix of foreign professors, lecturers and students with the Ugandan population, new ideas were generated and investment in development-oriented research projects initiated. Consequently, there was information sharing, knowledge and skills improvement of both staff and students. In addition, foreign students brought money that was needed for university development programmes.

Proposition 3: Organisational Culture is associated with Managed Performance

Qualitative data results reveal that public universities rewarded performance; encouraged teamwork, endeavoured to train and develop employees (Table 6 on page 85, Figure 3 on page 87 and Appendix 4 on page 326). As a result, employees became committed and encouraged to design and implement fundable development-oriented projects. To this effect, one respondent reported that:

....You must show initiative and that you are not duplicating what others have already done and that is what we have tried. You now need to show that you can do something new which is development oriented and that is what we have done. We even started a small radio station. We are trying to build it to a large scale. If you had a chance you would go to science, we now transmit and receive messages. Very soon, we shall have the communication's commission to give us a license. We have been building this radio station from scratch. If you stand up, you can see a mast out there.

...We have already put up another project and the council has approved it. We are looking for money; we want to build an underground water tank. This will harvest all the water from all these roofs. Then we shall pump the water from the underground water tank to various distribution points. The project has already been set; we just need a little more money. So we are having this type of little innovations, and that is how you can show sense of commitment (Registrar, University X).

A successfully undertaken project is gratifying and motivating. A radio station designed, built and operated by the university community was a great achievement in terms of knowledge and skills obtained by employees and students. This effectively prepared students for employability. In addition, with radio communication, the university would reach out easily and cheaply to the neighbouring community. The radio would also be used for commercial purposes. The water tank project was to save money for the university from the continuously raising water bills. With such projects, the university would be able to provide fast and quality services. This is a culture that should develop in all public universities in Uganda.

Proposition 4: Performance Management Practices are associated with Organisational Culture

Qualitative data results show that one of the issues related to performance management practices was the identification and utilisation of available resources in order to deliver quality services (Table 6 on page 85, Figure 3 on page 87 and Appendix 4 on page 326).

The study results show that employee' beliefs, values and practices in a work place are shaped by the way performance is managed at the work place and supported by Wood (2010). So, employees in public universities were engaged in designing and implementing market-oriented academic programmes.

The process always began with conducting needs assessment involving all stakeholders. Then stakeholders would be called upon to contribute in curriculum design, implementation and evaluation. Results also show that there was need for universities to improve on their financial, infrastructure and human resource management. Universities were involved in lobbying and outsourcing funds. The alumni were identified as a vital resource and involved in university development activities.

In addition, public universities realised the need to optimally utilise available competent staff and infrastructure. In the process, public universities ran private day and evening classes to generate funds and also to cope with the ever increasing demand for university education. Often generated funds helped off set budget deficits due to reduction in government funding to public universities (Mamdani, 2007). However, the current student mass enrollment needs to be regulated in order to maintain the quality of education being offered. Accordingly, National Council for Higher Education rules and regulations guide public universities in quality assurance, particularly for regular evaluation of academic programmes and avoidance of duplication of courses. Further, quality assurance implementation requires that employed competent university staff be paid market rate salaries and wages with funds generated from private programmes.

However, findings show that there are frequent complaints of low pay. Livy (1975) cited in Armstrong and Baron (1995) argues that organisations should pay what the market says, which is not done in this case. To ensure managed performance by delivering quality services, public universities are engaged in training staff, particularly in application of information and communication technology (ICT). ICT would increase information flow, innovation and also minimize knowledge obsolescence in public universities that is problematic.

In addition, managers of public universities need to pay attention to the paradox of balancing university education access, cost and quality. A situation that was to be fused by public universities coming up with an agreeable unit cost per student that obeys the market dynamics. Results show that a unit cost was yet to be agreed upon by the stakeholders.

Table 6

Performance management Practices in Public Universities in Uganda: A Conceptually-Ordered Meta-Event Matrix

Event	Relationships	Identification of Resources	Adaptation to the external environment	Setting goals & targets
Planning	Prioritise work, ... to establish urgency and person that is directly responsible.	<ul style="list-style-type: none"> Develop market-oriented programmes, we have got good social relationships with the community, ... we organise tailor made courses to help the community. Institute long service awards, which is given to deserving individuals who have served for long Regulate student enrollment, ... hoping that they are being taught properly, we do systematic admission together in public university joint admission board. 	<ul style="list-style-type: none"> Promote innovation of market-oriented research projects; ... we would like to venture into different ways of surviving. Initiate alternative ways of revenue generation, we should explore ways of increasing our financial revenue, and other sources of revenue earning, try and get alternative financing avenue for the university rather than always hoping that government will solve them and make investments in what we have. Develop relevant academic programmes; ... trainees are going to serve the community. 	<ul style="list-style-type: none"> Formulate vision and mission, ... then we come up with strategies, which we break down to the grass root level. Integrate new policies in strategic planning, ... integrating ICT into planning has been very systematic
Collaboration and partnering	Collaborate with team members, ... we work as a team because we discuss issues and take positions.	<ul style="list-style-type: none"> Involve stakeholders such as Alumni, ... are the people who are running universities in the developed countries. Outsource resources, .. we depend on government to pay salaries, for the past four year there has been no recruitments of new members of staff Recruit competent staff, ... people who do their job well, people who always meet deadlines we actually have our own people who we are blooming. Conduct training needs assessment, ... lecturers; numbers are few in relation to the students and apart from that. Our establishment is not filled up. 	<ul style="list-style-type: none"> Partner with stakeholders, ... collaborate with many universities, other organisations, we think can motivate staff, bring in more resources especially to support the teaching and research function 	<ul style="list-style-type: none"> Involve committed staff in strategic planning, in order to move in that direction, all the different units must move collectively and together. When it comes to implementation, again it is not a one person show. The implementation is, starts from the unit or departmental level.
Problem Solving	Hold consultative meetings,.... there is a lot of consultation of course between me and the others, look at others' problems and if you have a big problem in your office given that you cannot solve it, put it before others and they	<ul style="list-style-type: none"> Pay market rate salaries, ... we have a number of gaps within the establishment unfilled there is no money, the wage bill is given a sealing, that is why we actually continue to loose some of them because they are frustrated, budget sealing that is dictated by the centre both as a sector and the Ministry of Finance Apply NCHE rules and regulations, ... we have stringent rules and regulations on 	<ul style="list-style-type: none"> Motivate staff, ... whenever there is an opportunity people are encouraged to go for further studies, either from within or from without Apprehend and discipline deviants, ... when we identify those, we deal with them ruthlessly. It is a question of having mechanisms in place to regulate the system, staff lost the jobs. 	<ul style="list-style-type: none"> Coordinate strategic planning meetings, ... So nearly this participatory approach has enabled us to assemble the strategic plan and also implement it collectively.

Event	Relationships	Identification of Resources	Adaptation to the external environment	Setting goals & targets
	<p>may help.</p> <p>Follow administrative structures,...how things are handled in the University.</p> <p>Apply rules and regulations</p> <p>Enforce discipline... because sometimes you find they have by-passed the Deans, we send them back and we discuss with them.</p>	<p>how to admit and for us we follow it very strictly you cannot bend the rules.</p>		
Service Delivery	<p>Respect each other, ...people need respect and when you respect them they will respond very well.</p>	<ul style="list-style-type: none"> Establish quality controls, ...programmes have been accredited by the National Council 	<ul style="list-style-type: none"> Implement development-oriented research fundable projects,...we got 1.26 million dollars for project from the National Council of Science and Technology, given to us because of the commitment. Adhere to rules and regulations....if you go outside what the rules and regulations, financial regulations state say, then of course you will be queried. 	<ul style="list-style-type: none"> Encourage staff participation in community activities,...we have got a level of community engagement through our activities, which in a way keeps our members of staff in touch with the communities and appreciate the challenges that are on ground
Performance Evaluation	<p>Conduct open appraisals... that are interactive those with positive results could be promoted also write letters of encouragement.</p>	<ul style="list-style-type: none"> Avoid duplication of programmes...I am told there is a similar programme in (other universities).... the old ones (academic programmes) should be strengthened. 	<ul style="list-style-type: none"> Assessment of performance...National Council for Higher Education; we are always in constant contact with them. We give them our programmes, the measures we have put in place. This is to ensure that lecturers teach and workers also do their part and so on. 	<ul style="list-style-type: none"> Present strategic plans for approval, ....If you want to know the relevant committee, it is goes to income sub-committee; it goes to income committee and then is approved and implemented.

From the matrix in Table 6 on page 85, themes and patterns were observed by comparison and contrasting the data displayed from which interconnections and interrelatedness led to generation of an event causal network in Figure 3 on page 87.

Proposition 5: Information and Communication Technology (ICT) Adoption is associated with Managed Performance

From Table 6 on page 85, Figure 3 on page 87 and Appendix 4 on page 326, qualitative data results reveal that the speed of the internet installed in public universities was very low and therefore there was need for high speed internet. Results also show that universities are training personnel in ICT usage, outsourcing funds to expand ICT systems and upgrade equipment to continuously improve performance. This was intended to meet the growing demand for ICT. The findings revealed a high user to computer ratio. When asked about ICT coverage at the university, a respondent said:

....Okay, the coverage I would say, is not yet optimal. There are reasons for that. It is expensive. The good thing, now, we have laid the optic fibre cables. This was an expensive project we train people, and they appreciate it. Now, ICT is here.... which we must use. The internet system is being overwhelmed by the users. We don't have a broad bandwidth, which is expensive. At one time when the internet was shut downthere were outcries. If that had happened in 1995, nobody would even bother you. Nobody was aware of ICT.... would like people to put their lectures on the web sites for students. We are only coming up with the e-learning project with a few faculties. It will take time to spread to other faculties (Vice Chancellor, University Z).

The narrative shows that when internet was first introduced at that university, the demand was low but the demand has tremendously increased. This university has laid optic cables for local area network and has also trained its personnel on ICT systems to meet the demand. Of particular concern for the respondent was with e-learning. E-learning is a good strategy for providing mass education with outreach programmes saving on cost of having large populations of students especially when concentrated in one place.

However, the respondent indicated that broadband internet connectivity is expensive. This is one of the challenges that public universities are facing. In a competitive hyper changing environment, public universities learned to adapt, absorb and use ICT to innovate in a fast way for the delivery of quality education. Information and communication technology is driving global economy, a realisation that managers of public universities ably captured by integrating ICT policy in the strategic planning. Then, progressively public universities implemented ICT systems.

Proposition 6: Performance Management Practices are associated with Information and Communication Technology (ICT) Adoption

Qualitative data results indicate that public universities in Uganda have adopted and utilised information and communication technology (ICT) in order to manage performance that is vested in quality services, service delivery and cost reduction (See Table 6 on page 85, Figure 3 on page 87 and Appendix 4 on page 326). Results also show that acquisition and development of ICT was being achieved by enacting ICT policies, designing and implementing ICT systems. However, the limited budgets of public universities prohibited successful achievement of those objectives. Also, ICT adoption required total commitment of top management of public universities because it is a high investment project and very difficult to sustain. Universities were left with no choice but embrace information and communication technology for fast, efficient and effective delivery of quality education. In appreciation of the marvels of ICT technologies, a respondent said:

...Ah! Honestly, we are still at the very elementary stages of adopting the ICT. We are determined to embrace it wholly. Yeah! For example, like in our department, we have a system that the university bought called ARIS (Academic Record Information System).

We want this system to do everything for us; right from admission up to the production of transcripts and certificates. There are still a lot of loopholes. At the moment, we can only use it for registration. We are not yet using it for production of certificates and transcripts (Registrar, University Z).

With ICT, public universities were able to deliver cost effective services both to internal and external customers. The continuous high demand for ICT utilisation puts a lot of pressure on public universities for continuous improvement of ICT systems.

Consequently, public universities were making efforts to network offices for information and data processing, storage and retrieval. Such networks were not only necessary for teaching, learning and research but were also being used in areas of human resource management and students' information services. With internet connectivity, public universities were able to access e-journals and related materials for research. To achieve these activities required recruiting and developing competent ICT personnel, having regular equipment maintenance and a high speed broad band internet connection, challenges that were yet to be overcome by public universities.

Proposition 7: Organisational Climate is associated with Managed Performance

Qualitative data analysis results show how managers of public universities created an environment where employees worked as colleagues and members of a family. In so doing, managers were managing employee performance (See Table 6 on page 85, Figure 3 on page 87 and Appendix 4 on page 326). One respondent expressed:

...we work as colleagues, each one in a different role. Of course, we have a hierarchy. We have our supervisors and bossesour working relationship is really collegial amongst colleagues and across the university with other employees. Really, I personally believe in mutual respect (Dean of students, University).

Furthermore,

...In my department, specifically, I think it is information sharing and the sense of belonging that we all get as a department and appreciating the challenges as a unit (Dean of students, University Y).

This narrative reveals that information sharing was best achieved when there was good working relationship between employees and between managers and subordinates. Another respondent explained:

...once you know the facts about the job; facts about what guards you, then you can easily build relationship with other people. By being knowledgeable about what is supposed to be done (University secretary, University Y).

The narrative reveals that each employee has a job description that spells out expectations attainable in a given good working environment. Also, the narrative shows that both behavioral and technical competences are important for work performance.

Proposition 8: Performance Management Practices are associated with Organisational Climate.

Qualitative data findings in Table 6 on page 85, Figure 3 on page 87 and Appendix 4 on page 326 indicate that public universities did initiate, re-organised and utilised available resources with due consideration of the external environment to successfully achieve results. This means re-designing existing academic programmes and innovating new ones that were relevant and met stakeholder needs. This would be accomplished by having a motivated competent work force in a good working environment. Kurt Lewin's Field theory suggested that:

Individuals' behaviours are influenced most immediately by how they react to the environment as they perceive it and in turn, affective reactions are products of both how they perceive the environment and individual characteristics (Kohler & Mathieu, 1993 p.513 cited in Rodwell, Kienzle, & Shadur, 1998).

In support of this theory, the qualitative data results obtained and earlier expressed in the narratives show that those employees' perceptions of management support and concern for their welfare promotes performance. According to Houldsworth and Jirasinghe (2006), adopting appropriate management behaviour improves a poor organisational climate.

To address these challenges, qualitative data analysis shows that public universities had vibrant staff development schemes and career paths for employees. With that motivating environment, public universities were focusing on initiating development-oriented fundable research projects, particularly those that promoted community development. Staff had to interact and participate in community activities.

Results also showed that new ways of generating revenue were being established through partnership and collaboration with members of the community and other stakeholders. National Council for Science and Technology promotes innovations, multi-disciplinary research teams and funded development-oriented projects in public universities. Aware of the criticality of providing quality education (Wood, 2010), public universities enforced adherence to rules and regulations and also punished deviants according to the findings.

Proposition 9: Performance Management Practices are associated with Managed Performance

Qualitative data results show that public universities developed and implemented strategic plans in order to achieve managed performance (quality services, service delivery and cost reduction) (See Table 6 on page 85, Figure 3 on page 87 and Appendix 4 on page 326).

Through strategic planning, public universities formulated the vision, mission statements and stated their goals. Public universities also enacted and incorporated new policies such as information and communication technology (ICT) in the planning strategy. This was best achieved when the process involved committed and competent staffs that were able to coordinate the activities. Such planning was an institutional-wide process set to identify strategic direction of the university based on the vision, mission, and core values. From the findings, one of the public universities was founded with an aim to transform the rural Uganda. The staff were encouraged to actively participate in community activities for the programmes in order to succeed. The knowledge, skills and experiences obtained by lecturers through the community of practice (Vigotsky, 1978 cited in Munene *et al.*, 2005) helped them prepare graduates for rural penetration. According to Vygotsky (1978) cited in Munene *et al.* (2005), learning and learning how to develop can be obtained by an individual in co-operation with others in his or her community and not necessarily what he or she can do alone.

From a cognitive-developmental perspective, Vygotsky (1978) argued that learning and development are activities embedded in the social context, a belief that community development could be achieved through social interaction. Munene *et al.* (2005) found out that collaboration and working with the rural peasants increases their plight and addresses specific changes necessary for them to understand the situation for development. This university developed appropriate and relevant curricula that met the needs of the rural poor and was being implemented by the graduates. The graduates were trained to penetrate rural areas to improve the peoples' well-being in Uganda's rural population. For instance, one of the respondents confirmed that:

...When we came on board to start this university, we coined a vision and mission of the university to reflect penetration of the rural area. So our mission is rural transformation. All the academic programmes written have a connection with the rural penetration. If you look at this picture here (was hanging on the wall), that is the Dean of Faculty of Agriculture and Environment, giving out bicycles to our students. The bicycles are meant to be utilised by the students when they are going to the farms in the rural communities. Students ride to the farms about 5 or 8 kms around. The medical students are the pioneers and are now in rural areas. You might have heard me, say, I was going to supervise students.... I could not go. I was told the road was bad. Yesterday, I went to another health centre about 30 km from here. I talked to those students they are doing well. So our programme is to bring students with a difference that can be employable (Dean of students, University X).

This narrative indicates that universities have a social responsibility to the community since universities draw their resources from these communities and the products and services are ploughed back to the same community. Hence, there is need to inculcate the spirit of community practices in employees and students. Further, strategic planning is a collective effort that involved input from employees and managers, as one respondent said:

...It was a bottom up approach, where the building started from the faculties. Okay, from departments, providing their inputs, their objectives as they wanted. Then, this was synthesized at the faculty level. Subsequently, the inputs were synthesized at the university level. All the echo-centres, that is, all the departments of the university were involved in the strategic planning (Registrar, University Q).

The above narrative reveals how strategic planning was conducted in public universities. In this study, heads of departments in public universities in Uganda were at the echo-centres for managing strategic planning.

Heads of departments as line managers coordinated, monitored and implemented the set goals, provided feedback, evaluated employee performance and recommended for rewarding performance (e.g. with promotion or transfer, demotion or firing of the employee).

In support of these findings, Pulakos (2004) showed that employee commitment to goals is critically important for goal attainment and that employees must feel that they are able to achieve their goals. Employees' participation in the goal setting process, acceptance of their goals and motivation to work towards those goals is a crucial performance management practice. Performance management practices as the essence of this study; are embedded in building a strong bond between the employer and employees, identifying and utilising available resources, adapting, absorbing and innovating for survival in a changing environment. Also, performance management practices involve employees' setting difficult but achievable goals. Results show that to maintain a motivated work force, public universities paid allowances from internally generated funds in an attempt to close the existing gap between open market rate salary pay and ensure quality education.

Quality of education in universities involved the whole process of strategic planning and implementation, from the time when the individual sets his/her goals up to when the plans are approved by the university council. The process was guided by the rules and regulations set by the National Council for Higher Education. The National Council for Higher Education (NCHE) was mandated with enforcement of quality assurance in public universities. Consequently, public universities had to enact quality assurance policies, and institute quality assurance management committees. Asked about quality assurance, a respondent said:

.... quality, we go according to regulations set by the National Council for Higher Education... We have a senate sub-committee on quality and we always go by that. The standards are set high, for example, our pass mark is 50%. If the student scores less than 50%, that means retaking the paper. We are on semester system, where we have a retake of the semester or retake of a paper. If the student does not meet the requirements, then he/she is disqualified from the programme (Dean of Students, University Q).

The findings show that following the National Council for Higher Education guidelines, quality control was an imperative. For instance, students who did not obtain a pass mark of 50 per cent had to re-take the course unit when it was next offered in another semester. A student was only allowed to fail the same course unit two times during the programme duration. Students that abused the system when apprehended were severely punished. The results also reveal that there were instances when public universities had to outsource expertise on quality assurance to ensure quality education.

Managed performance that is vested in quality services, service delivery and cost reduction was through the concerted efforts of both the employees and employers that require a good working relationship.

Proposition 10: The Global Construct of Organisational Culture and Climate is associated with Managed Performance.

Qualitative data analysis findings in Table 6 on page 85, Figure 3 on page 87 and Appendix 4 on page 326 reveal that employees worked as teams and teams promoted performance. For example, a respondent said:

... we have learned to build consensus in team work. We believe in team work and communication at the right time. We believe communication is power and that communication which is to the point has helped us build consensus among the top management and across faculties and other related organs of the institution (University Secretary, University Q).

Another respondent added:

...almost every two weeks we have a meeting here and in that meeting my communication from the chair is usually what has transpired in many of the previous meetings that I have participated in. What has been said, where we need to improve, what has been said either about us or in terms of the university generally and how do our clients look at the work that we are doing. Are they appreciative than this or is there anything that we should have done that we have not done (Librarian, University Q).

These narratives show the importance of teamwork, the need to hold meetings communicate and measure performance basing on set targets and objectives using a tool such as a balanced score card (Kaplan & Norton, 1996 cited in Armstrong, 2006). Kaplan and Norton (1996) put strategy and vision at the fore front for employees to exhibit whatever behaviours to achieve the set goals. The score card requires managers to answer questions:

1. How do customers see us? (Customer perspectives)
2. What must we excel at? (Internal perspective)
3. Can we continue to improve and create value? (Innovation and learning perspective)
4. How do we look at shareholders? (Financial perspective)

These study results are in support of Armstrong's (2006) assertion that performance management is a matter of developing plans to achieve objectives, putting them into action, measuring and obtaining feedback on results and reviewing achievements in order to modify plans or take corrective action as necessary.

Proposition 11: Performance Management Practices are associated with the global construct of Organisational Culture and Climate

Qualitative data results reveal that upholding the core values and practices promoted the good university image. Results show that public universities upheld core values such as teamwork, collective responsibility, transparency, accountability and autonomy through which reputation was built and maintained (Table 6 on page 85, Figure 3 on page 87 and Appendix 4 on page 326).

These values and practices shaped employee behaviours from top management members down to the shop floor employees. A respondent argued that:

...The moment they read transparency and accountability in the system, they will listen and you talk....have the autonomy to take the decisions....The institution has its own culture. I would like to look at the core values, in particular, teamwork, collective responsibility, time management, transparency and accountability. We try to fit within that (Dean of Students, University Y).

The values, practices and internal working conditions in an organisation created feelings of togetherness and promoted result-oriented employee-employer relationship. Espousing and cherishing of the core values of these institutions is important for successful implementation of performance management practices.

However, results show instances when divergent behaviours were observed that required counseling services, which were provided as remedial measures. In extreme cases of deviant behaviours, punishments were administered.

Qualitative data results further reveal that students in public universities were at the fore front of promoting university image through participation in games and sports both locally and internationally. In this way students acted as university ambassadors. The students' guild offices contributed a lot in bringing about harmony among students, and also between students and university staff. One of the strategies used in maintaining harmony was by organising bazaars. A respondent revealed that:

...We have what we call a Bazaar. A bazaar is where student leaders every time they are elected, come up with issues, ideals that should be discussed with top management. We have always encouraged them to write them down, so that top management organises an occasion when it meets the students. So, each of students' points is discussed at the bazaar (University secretary, University Y).

This narrative is indicative of regular planned meetings after the swearing in of the new student guild officials between students, students' leadership and management staff to openly dialogue on matters of common interest. In such an atmosphere of mutual understanding, harmony is created and built. Consequently, students' strikes were minimised and the good image of the university portrayed.

Public universities have administrative structures, rules and regulations to guide employees and students on acceptable behaviours and how deviant behaviours are dealt with. For instance, a respondent talking about university image development and maintainance, said:

...adhere to laws and regulations and policies set...admission requirements, you have to be admitted according to the regulations. I just feel it has to be like that (Academic Registrar, University Q).

In this way, stability and harmony is maintained at public universities.

Summary

This chapter provides an analytical synthesis of results from qualitative data summarized below:

- ❖ Managing performance through provision of quality services, service delivery, and cost reduction in public universities required implementation of appropriate performance management practices. Such practices involved building a strong bond between the employer and employees, identifying and utilising available resources, adapting, absorbing and innovating for survival in a changing environment and also ensuring that employees set difficult but achievable goals.

- ❖ Performance management practices yielded results when employee attitudes (e.g. employee involvement, commitment and satisfaction) were positive and well addressed. This required having committed and competent staff who were involved and participated in problem solving.
- ❖ Successful implementation of performance management practices depended on culture, that is, how well the core values were upheld by the employees. Values held and practices of employees that shaped the behaviours they engaged in.
- ❖ Performance management practices in public universities depended on organisational climate, the state of internal environment such as feelings of togetherness at work, managers' appreciation of employee problems, saying thank you for a good job done or other non monetary rewards, payment of incentives and benefits.
- ❖ Performance management practices are very relevant to the adoption and utilisation of information and communication technology (ICT). ICT have revolutionised whatever is being done in organisations.
- ❖ Positive employee attitudes in terms of commitment and involvement facilitate attainment of managed performance, particularly with client-oriented services demanded today.
- ❖ Organisational culture, the way things are done here, greatly contribute to employee's perceptions and understanding of work and peers. This is important for delivery of quality cost effective services. However, managers of public universities in Uganda are yet to come up with a unit cost per student.
- ❖ Information and communication technology (ICT) adoption if fully developed and utilised will enhance managed performance immensely.

- ❖ Organisational climate greatly impacts managed performance. In other words, with less strikes, less abuse of systems that could be due to built trust, autonomy, gained support, involvement in research projects, and good physical environment influenced fast, cost effective delivery of quality services/products.

This study is in line with Armstrong and Baron (1998, 2004) who viewed employee performance management systems as integrated processes in which managers work with their employees to set expectations, develop goals, plan the competency development, monitor, measure and review results, and reward performance. The performance management system integrates all of the individual elements, that is, the performance management practices (Decramer, Christiaen, & Vanderstraeten, 2008). Lastly, the study recognises and accepts Reeves, Forde, O'Brien, Smith and Tomlinson's (2002) argument that 'continuous improvement' advocated for in performance management practices should not only focus on monitoring of goals and purposes as well as results but should also have the capacity to respond appropriately to change (see Figure 4 on page 101).

According to Bouckaert and Halligan (2008), this could be viewed as a framework with system properties of a public university. The model reflects on how public universities should build result-oriented relationships by setting goals and targets, utilising available resources as they adapt to the environment in order to deliver efficiently cost - effective quality services. The process should involve appraising and rewarding performance, training and developing employees. In that way, a public university will manage talent; build capacity of competent, committed and satisfied work force capable of adapting, absorbing and adopting information and communication technology (ICT).

To survive in a hyper changing environment, public universities have to use ICT and uphold established core values to deliver quality services to the stakeholders.

Theoretical framework

Metaphors

Outputs/outcome

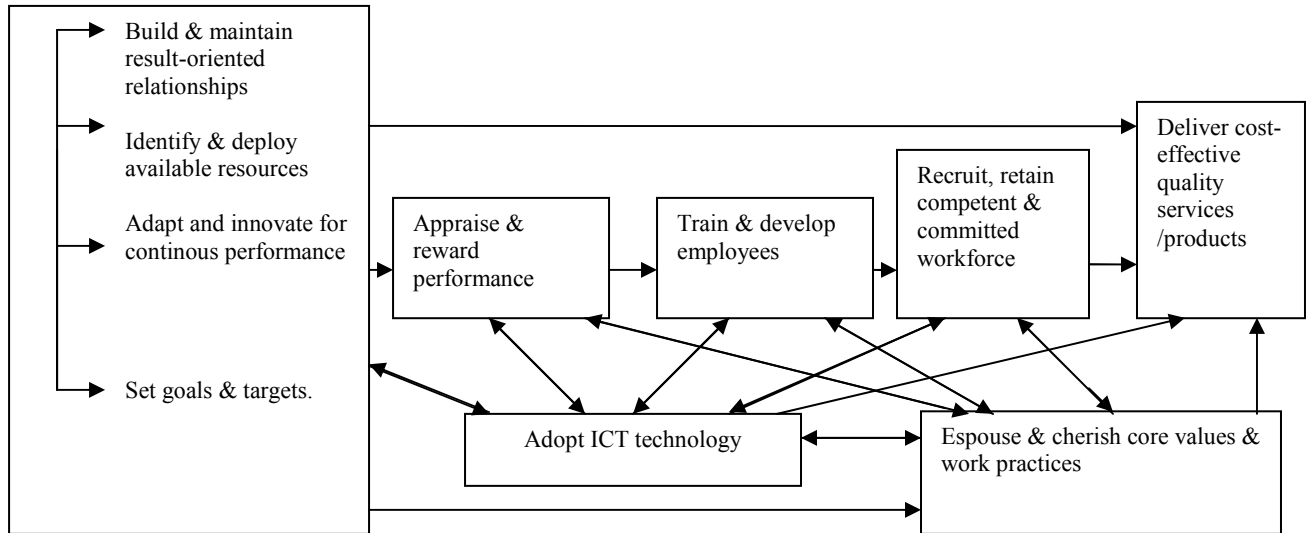


Figure 4. A Model of Performance Management Practices.

The next chapter presents results and interpretation of quantitative study.

Chapter Five

Presentation and Interpretation of Quantitative Results

Introduction

This chapter presents empirical findings of numerical measures of the relationships between constructs that could not be established by qualitative data analyses. The findings also covered the characteristics of the sample. The findings reported below are arranged under hypotheses: employee attitudes have a positive relationship with managed performance (H1); Performance managed practices have a positive relationship with employee attitudes (H2); organisational culture has a positive relationship with managed performance (H3); performance management practices have a positive relationship with organisational culture (H4); information and communication technology adoption has a positive relationship with managed performance (H5); performance management practices have a positive relationship with information and communication technology adoption (H6); organisational climate has a positive relationship with managed performance (H7); performance management practices have a positive relationship with organisational climate (H8); there is a relationship between performance management practices and managed performance (H9); and there is a moderating effect of the global construct organisational culture and climate on performance management practices and managed performance (H10). The mediation influence of organisational culture and climate components on performance management practices and managed performance was tested and confirmed (see Appendix 3 on page 283) but was not the prime interest of this study.

Sample Characteristics

In this study, there was need for first establishing the nature and characteristics of the sample before embarking on the relationships of the variables. The sample characteristics being presented in this chapter include; age, educational background, marital status, working experience, gender and age of university. Of the four public universities studied; two universities were less than 10 years old, one university was between 11 years and 25 years old, and one university was over 26 years old.

Table 7

Respondents' Qualifications and Previous Working Experience

Qualifications		Prior Work experience		
		No	Yes	Total
Certificate	Count	9	16	25
	Row %	36.0	65.0	100.0
	Column%	7.8	5.8	5.6
	% of Total	2.0	3.6	5.6
Diploma	Count	12	48	60
	Row %	20.0	80.0	100.0
	Column %	10.4	15.5	13.4
	% of Total	2.7	10.7	13.4
Bachelor's degree	Count	61	98	159
	Row %	38.4	61.6	100.0
	Column %	53.0	29.5	35.6
	% of Total	13.6	21.9	35.6
Postgraduate degree	Count	33	170	203
	Row %	16.3	83.7	100.0
	Column %	28.7	51.2	45.4
	% of Total	7.4	38.0	45.4
Total	Count	115	332	447
	Row %	25.7	75.3	100.0
	Column %	100.0	100.0	100.0
	% of Total	25.7	75.3	100.0

$$\chi^2 = 25.23 \text{ df} = 3 \text{ } \rho = .00$$

Table 7 shows frequency counts for qualifications in rows and frequency counts for experience of the respondents before joining university employment in columns.

The results reveal that 75 per cent of the respondents had prior experience before joining university service. Of these respondents, 22 percent had undergraduate degrees, 38 per cent had postgraduate degrees, 11 per cent had diplomas and four per cent were certificate holders. Postgraduate degree holders formed the majority. The results indicate a significant difference between groups on qualifications of the respondents and their work experience before joining the university ($\chi^2 = 25.23$ df = 3 $\rho = .00$).

All top management team members interviewed had served in different capacities within the universities or elsewhere before occupying the positions they held at the time of the interview (Appendix 7 on page 357).

Table 8

Qualifications and Ages of Respondents

Age of Respondent			30 years and below	31-35 years	36-40 years	41 and above	Total
Qualifications	Certificate	Count	7	5	7	6	25
		Row %	28.0	20.0	28.0	25.0	100.0
		Column %	6.3	6.3	7.4	3.7	5.6
		% of Total	1.6	1.1	1.6	1.3	5.6
	Diploma	Count	15	13	14	18	60
		Row %	25.0	21.7	23.3	30.0	100.0
		Column %	13.4	16.5	15.7	11.2	13.4
		% of Total	3.4	2.9	3.1	5.0	13.4
	Bachelor's degree	Count	72	32	29	26	159
		Row %	45.3	20.1	18.2	16.3	100.0
		Column %	65.3	40.5	30.5	16.1	35.6
		% of Total	16.1	7.2	6.5	5.8	35.6
	Postgraduate Degree	Count	18	29	45	111	203
		Row %	8.9	15.3	22.2	55.7	100.0
		Column %	16.1	36.7	47.4	68.9	45.4
		% of Total	5.0	6.5	10.1	25.8	45.4

Total	Count	112	79	95	161	447
	Row %	25.1	17.7	21.3	36.0	100.0
	Column %	100.0	100.0	100.0	100.0	100.0
	% of Total	25.1	17.7	21.3	36.0	100.0

$$\chi^2 = 105.8 \quad df = 15 \quad \rho = .00$$

In Table 8 on page 104, results show the frequency counts for qualifications in rows and frequency counts for ages of respondents in columns. The results indicate that the age category of 30 years and below had the highest number of respondents with a bachelor's degree whereas those aged, 41 years and above had the highest number of respondents with a postgraduate degree, accounting for 16 per cent and 26 per cent respectively. Only 36 per cent of the respondents had postgraduate degrees. The results further reveal that there is a significant difference between groups on age of the respondents and their qualifications ($\chi^2 = 105.8$ df = 15 $p = .00$).

Table 9

Qualifications of Respondents and Sex

Qualifications			Sex		Total
			Male	Female	
Qualifications	Certificate	Count	11	14	25
		Row %	45.0	56.0	100.0
		Column %	3.9	8.3	5.6
		% of Total	2.5	3.1	5.6
	Diploma	Count	32	28	60
		Row %	53.3	46.7	100.0
		Column %	11.5	16.7	13.4
		% of Total	7.2	6.3	13.4
	Bachelor's degree	Count	92	67	159
		Row %	57.9	42.1	100.0
		Column %	33.0	39.9	35.6
		% of Total	20.6	15.0	35.6
	Postgraduate Degree	Count	144	59	203
		Row %	70.9	29.1	100.0
		Column %	51.6	35.1	45.4
		% of Total	32.2	13.2	45.4
Total		Count	279	168	447
		Row %	62.4	37.6	100.0
		Column %	100.0	100.0	100.0
		% of Total	62.4	37.6	100.0

$$\chi^2 = 13.41 \quad df = 3 \quad p = .00$$

Table 9 shows frequency counts for qualifications in rows and frequency counts for sex in columns.

Results indicate that 45 per cent of the respondents that held a postgraduate degree, 32 percent were males and 13 per cent females. The results also indicate a significant difference between groups of respondents on qualifications and sex ($\chi^2 = 13.41$ df = 3 $\rho = .004$). The results also reveal that there is a low composition of women in university employment and they are less qualified than men.

Table 10

Age of Respondents and Previous Work Experience

<u>Age of respondent</u>		<u>Prior Work experience</u>		Total
		No	Yes	
30 years and below	Count	42	70	112
	Row %	37.5	2.5	100.0
	Column %	36.5	21.1	25.1
	% of Total	9.4	15.7	25.1
31-35 years	Count	23	56	79
	Row %	29.1	70.9	100.0
	Column %	20.0	16.9	17.7
	% of Total	5.1	12.5	17.7
36-40 years	Count	27	68	95
	Row %	28.4	71.6	100.0
	Column %	23.5	20.5	21.3
	% of Total	6.0	15.2	21.3
41 years and above	Count	23	138	161
	Row %	15.3	85.7	100.0
	Column %	20.0	41.6	36.0
	% of Total	5.1	30.9	36.0
Total	Count	115	332	447
	Row %	25.7	75.3	100.0
	Column %	100.0	100.0	100.0
	% of Total	25.7	75.3	100.0

$$\chi^2 = 19.99 \quad df = 3 \quad \rho = .00$$

Table 10 shows frequency counts age of respondents in rows and frequency counts for prior work experience in columns.

The results indicate that 75 per cent of the respondents who worked before joining university service, 16 per cent were aged 30 years and below, 13 per cent were aged 31-45 years, 15 per cent were aged 36-40 years, and 31 per cent for those aged 41 years and above. The results also reveal a significant difference between groups on age of the respondents and their prior work experience before joining the university employment ($\chi^2 = 19.99$ df = 3 $\rho = .00$). Results show that identifying and developing young talented personnel was still low.

Table 11

Sex and Prior Working Experience of Respondents

Sex		Prior Work experience		
		No	Yes	Total
Male	Count	67	212	279
	Row %	25.0	76.0	100.0
	Column %	58.3	63.9	62.4
	% of Total	15.0	47.4	62.4
Female	Count	48	120	168
	Row %	28.6	71.4	100.0
	Column %	41.7	36.1	37.6
	% of Total	10.7	26.8	37.6
Total	Count	115	332	447
	Row %	25.7	75.3	100.0
	Column %	100.0	100.0	100.0
	% of Total	25.7	75.3	100.0

$$\chi^2 = 1.14 \quad df = 1 \quad \rho = .29$$

Table 11 shows frequency counts for respondents' sex in rows and frequency counts for prior work experience in columns. The results reveal that respondents who joined university service without prior working experience accounted for 26 per cent comprising of 15 per cent male and 11 per cent female.

Otherwise, 75 per cent of the respondents had prior working experience before joining university service, 47 per cent being male and 27 per cent being female. Employment in public universities is still dominated by males; and males switch jobs more often than females. This is also evidenced from interviews held with top management members of four public universities, which also indicate male domination (see Appendix 7 on page 357).

Table 12

Respondents' Marital Status and Tenure

Marital status		Tenure				Total
		5 years and below	6-10 years	11-15 years	16 years and above	
Married	Count	91	80	69	56	296
	Row %	30.7	27.0	23.3	18.9	100.0
	Column %	51.1	79.2	85.1	83.6	69.2
	% Total	21.3	18.7	16.1	13.1	69.2
Single	Count	87	21	13	11	132
	Row %	65.9	15.9	9.8	8.3	100.0
	Column %	48.9	20.8	15.9	16.4	30.8
	% Total	20.3	5.9	3.0	2.6	30.8
Total	Count	178	101	82	67	428
	Row %	41.6	23.6	19.2	15.7	100.0
	Column %	100.0	100.0	100.0	100.0	100.0
	% Total	41.6	23.6	19.2	15.7	100.0

$$\chi^2 = 49.10 \quad df = 3 \quad p = .00$$

Table 12 shows frequency counts for respondents' marital status in rows and frequency counts for tenure in columns. The results indicate that of the 42 per cent respondents who had worked for five years or less, 21 per cent were married and 20 per cent single. Otherwise, 69 per cent of the respondents were married and 31 per cent single. The results also indicate a significant difference between groups on marital status and tenure of the respondents ($\chi^2 = 49.10$ $df = 3$ $p = .00$).

In summary, the sample characteristics presented in the section above provide background information about the respondents. The proceeding section presents the results of the tested hypotheses in line with stated objectives of the study.

Hypothesis (H1): Employee Attitudes are related with Managed Performance

Zero-order correlation results in Table 13 on page 111 reveals that managed performance has a significant positive relationship with employee attitudes ($r = .22$, $p < .001$). Also, the multiple regression analysis in Table 85 Appendix 3 on page 323 indicates that five per cent of variance in managed performance could be explained by employee attitudes ($R^2 = .05$, $F = 22.00$, $p < .001$). Hypothesis H1 is accepted. This is supported by Rodwell *et al.* (1998) studies.

Hypothesis (H2): Performance Management Practices are related with Employee Attitudes

The Pearson correlation results from Table 13 on page 111 show that performance management practices have a significant positive relationship with employee attitudes ($r = .58$, $p < .001$). The multiple regression analysis in Table 80 Appendix 3 on page 320 reveals that 34 per cent of variance in employee attitudes could be explained by performance management practices ($R^2 = .34$, $F = 226.87$, $p < .001$). Hypothesis H2 is accepted. This study is supported by Richardson and Thompson (1999) who found that employee satisfaction and work commitment would be achieved if there were appropriate employer-employee working relationships.

Hypothesis (H3): Organisational Culture is related with Managed Performance

Zero-order correlation results in Table 13 on page 111 reveal that managed performance has a significant positive relationship with organisational culture ($r = .21$, $p < .001$).

Also, the multiple regression analysis in Table 86 Appendix 3 on page 323 indicates that four per cent of variance in managed performance could be explained by organisational culture ($R^2 = .04$, $F = 20.44$, $p < .001$). Hypothesis H3 is accepted.

Table 13

Zero-Order Correlations of the Major Constructs.

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
1. Agency rel.	1										
2. Rel. res.	.45**	1									
3. Dynam. Cap.	.57**	.64**	1								
4. Goal set.	.19**	.25**	.29**	1							
5. PMPR	.80**	.78**	.85**	.53**	1						
6. Empatt.	.51**	.36**	.58**	.23**	.58**	1					
7. Orgcult.	.49**	.42**	.58**	.24**	.59**	.69**	1				
8. ICT adopt.	.35**	.38**	.53**	.10*	.47**	.52**	.54**	1			
9. Org clim.	.50**	.45**	.64**	.23**	.62**	.65**	.66**	.65**	1		
10. Org.cult.clim.	.55**	.48**	.69**	.24**	.67**	.85**	.85**	.81**	.87**	1	
11. MANPERF.	.10*	.24**	.23**	.20**	.25**	.22**	.21**	.28**	.24**	.28**	1

** . Correlation is significant at the 0.01 level (1-tailed).

* . Correlation is significant at the 0.05 level (1-tailed).

N = 447

Hypothesis (H4): Performance Management Practices are related with Organisational Culture

The Pearson correlation results in Table 13 on page 111 show that performance management practices have a significant positive relationship with organisational culture ($r = .59, \rho < .001$). The multiple regression analysis in Table 81 Appendix 3 on page 321 indicates that thirty five per cent of variation in organisational culture is attributable to performance management practices ($R^2 = .35, F = 232.36, \rho < .001$). Hypothesis (H4) is accepted.

Table 14

Zero-Order Correlations

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1. Sex	1																				
2. Marital status	.21**	1																			
3. Age of resp.	-.11**	-.50**	1																		
4. Qual.	-.17**	-.18**	.28**	1																	
5. Tenure	-.05	-.29**	.66**	.11*	1																
6. Work experience	-.05	-.23**	.23**	.12**	-.05	1															
7. Univ. age	-.05	.12**	-.06	.03	-.02	-.16**	1														
8. Agency rel.	.09*	.12**	-.16**	-.20**	-.16**	.02	.14**	1													
9. Rel. res.	.05	.09*	-.17**	-.14**	-.15**	.08*	.06	.45**	1												
10. Dynam. Cap.	.03	.15**	-.22**	-.10*	-.18**	.01	.22**	.57**	.64**	1											
11. Goal set.	-.13**	-.07	-.02	-.06	-.11*	.10*	.06	.19**	.25**	.29**	1										
12. PMPR	.02	.11*	-.20**	-.14**	-.21**	.06	.17**	.80**	.78**	.85**	.53**	1									
13. Empatt	.05	.12**	-.15**	-.08	-.19**	.03	.27**	.51**	.36**	.58**	.23**	.58**	1								
14. Orgcult.	.10*	.13**	-.12**	-.14**	-.16**	.02	.19**	.49**	.42**	.58**	.24**	.59**	.69**	1							
15. ICT adopt.	-.02	.15**	-.11**	-.13**	-.05	-.08*	.26**	.35**	.38**	.53**	.10*	.47**	.52**	.54**	1						
16. Org. clim.	.05	.19**	-.19**	-.13**	-.19**	-.03	.27**	.50**	.45**	.64**	.23**	.62**	.65**	.66**	.65**	1					
17. Org. cult. clim.	.05	.17**	-.17**	-.14**	-.17**	-.02	.30**	.55**	.48**	.69**	.24**	.67**	.85**	.85**	.81**	.87**	1				
18. Serv. del.	-.02	-.04	.07	.08*	.04	.04	-.19**	.06	.16**	.15**	.18**	.17**	.16**	.14**	.23**	.17**	.21**	1			
19. Serv. qual.	-.03	-.06	.05	.04	.03	.00	-.13**	.07	.23**	.25**	.20**	.24**	.22**	.23**	.25**	.23**	.27**	.77**	1		
20. Cost red.	-.02	.09*	-.15**	.01	-.08	.03	-.01	.28**	.32**	.30**	.10*	.34**	.22**	.22**	.26**	.32**	.30**	.24**	.21**	1	
21. MANPERF.	-.02	-.03	.04	.07	.02	.03	-.17**	.10*	.24**	.23**	.20**	.25**	.22**	.21**	.28**	.24**	.28**	.96**	.89**	.39**	1

** . Correlation is significant at the 0.01 level (1-tailed).

* . Correlation is significant at the 0.05 level (1-tailed).

N = 447

Performance management practices (12) are vested in agency relations (8), relevant resources (9), dynamic capability (10)

and goal setting (11). Managed performance comprises of quality services (18), service delivery (19) and cost reduction (20).

Table 15

Partial Correlations (Four-Order Correlations)

		Partial Correlations					
Control Variables		1.	2.	3.	4.	5.	6.
Employee attitudes & Organisational Culture & ICT adoption & Organisational Climate	1. Agency rel.	1.00					
	2. Relevant res.	.27**	1.000				
	3. Dynamic cap.	.31**	.49**	1.000			
	4. Goal setting	.05	.17**	.18**	1.000		
	5. PmPRact.	.68**	.71**	.72**	.50**	1.000	
	6. Man.performance	-.05	.13**	.06	.16**	.10*	1.000

** Correlation is significant at the 0.001 (1-tailed) or better

* Correlation is significant at the 0.01 (1- tailed) or better

N = 447

Hypothesis (H5): Information and Communication Technology (ICT) Adoption and Managed Performance

According to the zero-order correlation results in Table 13 on page 111, ICT adoption has a significant positive relationship with managed performance ($r = .21$, $\rho < .001$). The multiple regression analysis results in Table 87 Appendix 3 on page 324 also reveal that eight per cent of variance in managed performance could be explained by ICT adoption ($R^2 = .08$, $F = 36.87$, $\rho < .001$). Hypothesis H6 is accepted.

Hypothesis (H6): Performance Management Practices related with Information and Communication Technology (ICT) Adoption

The Pearson correlation results in Table 13 on page 111 show that performance management practices have a significant positive relationship with information and communication technology (ICT) adoption ($r = .25$, $\rho < .001$). The multiple regression analysis in Table 82 Appendix 3 on page 321 also indicates that twenty two per cent of variance in ICT adoption is attributed to performance management practices ($R^2 = .22$, $F = 125.75$, $\rho < .001$). Hypothesis H6 accepted.

Hypothesis (H7): Organisational Climate is related with Managed Performance

According to the zero-order correlation results in Table 13 on page 111, organisational climate has a significant positive relationship with managed performance ($r = .28, p < .001$). The multiple regression analysis results in Table 88 Appendix 3 on page 324 also reveal that sixt per cent of variance in managed performance could be attributed to organisational climate ($R^2 = .06, F = 27.6, p < .001$). Hypothesis H7 is accepted. Watkin and Hubbard (2003) established that organisational climate accounted for up to thirty per cent of the variance in key business performance. The results corroborate Houldsworth and Jirasinghe (2007) findings.

Hypothesis (H8): Performance Management Practices are related with Organisational Climate.

The correlation results in Table 13 on page 111 show that performance management practices have a significant positive relationship with organisational climate ($r = .62, p < .001$). Also, the multiple regression analysis in Table 83 Appendix 3 on page 322 indicates that thirty nine per cent of variance in organisational climate could be attributed to performance management practices ($R^2 = .39, F = 283.98, p < .001$). Hypothesis H8 is supported. This means that adopting appropriate management behaviour could directly improve a poor organisational climate (Houldsworth & Jirasinghe, 2006).

Hypothesis (H9): Performance Management Practices are related with Managed Performance

The zero-order correlation results in Table 13 on page 111 reveal that there is a significant positive relationship between performance management practices and managed performance ($r = .25, p < .001$).

The multiple regression analysis results in Table 79 Appendix 3 on page 320 also indicate that 6 per cent of the variance in managed performance is attributable to performance management practices ($R^2 = .06$, $F = 26.44$, $p < .001$). Hypothesis H9 is supported. The findings indicate that to achieve managed performance (e.g. quality services, delivery and cost reduction) in public universities, requires establishment of results-oriented relationships by developing appropriate performance management processes and structures in public universities such as communication system and team work.

Hypothesis (H10): There is a Moderating Influence (Interaction) of Organisational Culture and Climate Global Construct on Performance Management Practices and Managed Performance.

The moderating effect of organisational culture and climate components were tested using a moderated regression analysis (Cohen, Cohen, West, & Aiken, 2003) in Table 16 on page 117. An interaction term (performance management practices X organisational culture and climate global construct) as a product term was created. Moderation occurs when the effect of one variable on another (X on Y) varies as a function of a third variable (Z). The component variables (X & Z) are said to interact with one another as they affect Y. Baron and Kenny (1986) defined a moderator [Z] as that which affects the direction and/or strength of the relationship between an independent or predictor variable [X] and a dependent or criterion variable [Y]. Where the dependent variable Y is regressed on the independent variable X , the moderator variable Z , and their product XZ , in the equation: $Y = b_0 + b_1X + b_2Z + b_3XZ + e$. The test of the coefficient on XZ (i.e., b_3) is used to infer moderation.

This study found organisational culture and climate as a moderator of performance management practice and managed performance. According to Table 16 on page 117 results, model 1 show that constituent factors of performance management practices and organisational culture and climate were entered as independents. The results indicate significant beta coefficient, performance management practices ($\beta = .17, p < .001$); organisational culture and climate ($\beta = .19, p < .001$) with a predictive power [R^2 (adj.) = .08; $F = 9.10, p < .001$].

Then overall model 2 in Table 16 on page 117 shows that when the multiplicative items (performance management practices X organisational culture and climate were entered in the model, the beta coefficients of the constituent terms had a predictive power ($\Delta R^2 = .012$) significantly above zero ($p = .015$) and interaction effect coefficient differing significantly from zero ($\beta = .14, p = .015$) inferring an interaction effect that was also confirmed graphically in Figure 5 on Page 118. This supported the hypotheses H9 and H10.

In this type of analysis the interaction effects are found to be significant only if they explain a significantly greater portion of the variance in the dependent variable. Thus, moderated regression analysis helps test the significance of interaction effects by regressing the dependent variable onto two or more main variables (one independent and one moderator) and the cross product of those main variables (Sharma, Durand, & Gur-Arie, 1981 cited in Wood & Michalisin, 2010). If the addition of the interaction term significantly increases the power of the regression equation to explain the variance in the dependent variable, then the contingency relationship can be said to exist (Wood & Michalisin, 2010).

Table 16

Moderation (Interaction Effect) test on Performance Management Practices and Global Construct of Organisational Culture and Climate (Dependent Variable: Managed Performance)

Predictor variable (Constant)	Model 1 β	Model 2 β
Performance management practice	2.12**	2.31**
Organisational culture and climate	.17**	-.20
Performance management practice X Organisational culture & climate	.19**	-.14
R ²	.076	.088
R ² (adj.)	.071	.082
ΔR^2	.076	.012
F	18.14**	14.20**
ΔF	18.14**	5.91**

Notes: * $p < .05$; ** $p < .01$; N = 447

To minimize multi-collinearity that is a problem in multiplicative approaches when testing for interactions, data was centred and standardised (as z-scores) before entering it in the model. The moderator effect is demonstrated by either crossover interaction for complete moderation (Baron & Kenny, 1986) or non-parallel graphs demonstrating partial moderation in Figure 5 on Page 118 (Bryman & Cramer, 2002; Field, 2005). The graph plots in Figure 5 on Page 118 show that the interactions of performance management practices and organizational culture and climate scored high on each construct by employees resulted in decrease of managed performance. Similarly, the interaction of performance management practices and organizational culture and climate scored low on each construct by employees resulted in decrease of managed performance. The results supported hypothesis (H10).

Variable names:		
Name of independent variable:	Performance management practices	
Name of moderator:	Organisational culture and climate	
Unstandardised Regression Coefficients:		
Independent variable:	-0.2	
Moderator:	-0.14	
Interaction:	0.136	
Intercept / Constant:	2.31	
Means / SDs of variables:		
Mean of independent variable:	0	
SD of independent variable:	0.5	
Mean of moderator:	0	
SD of moderator:	0.485	

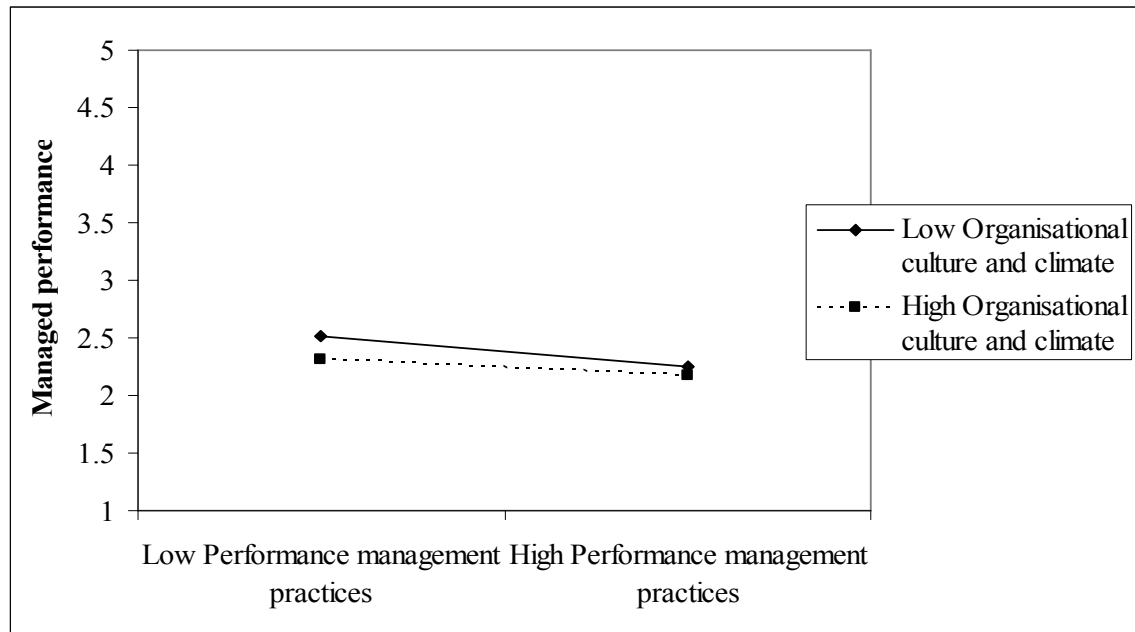


Figure 5. Interaction between Performance Management Practices and Organisational Culture and Climate on Managed Performance.

Moderators were plotted with organisational culture and climate values chosen ± 1 deviation from the mean as a requirement (Cohen *et al.*, 2003).

The Global Construct of Organisational Culture and Climate and Managed Performance.

The zero-order correlation results in Table 13 on page 111 reveal that the global construct of organisational culture and climate has a significant positive relationship with managed performance ($r = .24$, $p < .001$). The multiple regression analysis results in Table 89 Appendix 3 on page 325 also reveal that eight per cent of variance in managed performance could be explained by organisational culture and climate ($R^2 = .08$, $F = 37.98$, $p < .001$). Hypothesis H10 was supported.

Hierarchical Regression of the Study constructs

Whereas correlations attempts to determine the extent to which two variables are related, regression examines how well one variable predicts a second variable or how well one variable explains observed differences in a second variable. For testing theoretical assumptions and examining the influence of several predictor variables in a sequential way, such that the relative importance of a predictor may be judged on the basis of how much it adds to the prediction of a criterion, over and above that which can be accounted for by other important predictors, hierarchical regression analyses were conducted (Petrocelli, 2003). Hair, Anderson, Tatham, and Black (2006) suggested that the prediction of a dependent variable with a set of independent variables is one of the fundamental purposes of hierarchical regressions. The hierarchical regression analysis was carried out using enter method in SPSS programme. The obtained results are reported in Table 17 on page 121. Managed performance was the dependent variable; performance management practices the independent variable and demographic factors as control variables.

The results in Table 17 on page 121 reveal that:

Model 1, university age accounted for three per cent of variance in managed

performance [R^2 (adj.) = .03, $F = 13.55^{**}$].

Model 2, performance management practices accounted for eight per cent of variance in

managed performance [R^2 (adj.) = .11, $F = 27.24$, $\rho \leq .001$]. This supports the hypothesis H9.

Model 3, employee attitudes accounted for two per cent of variance in managed

performance [R^2 (adj.) = .12, $F = 21.78$, $\rho \leq .001$], supporting the suggested hypothesis (H1).

Model 4, organisational culture did not variance in managed performance [R^2 (adj.) = .12,

$F = 16.48$, $\rho \leq .001$].

Model 5, information and communication technology adoption accounted for four per

cent of variance in managed performance [R^2 (adj.) = .16, $F = 17.80$, $\rho \leq .001$].

This supports the suggested hypothesis (H5).

Model 6, organisational climate did not accounted for variance in managed

performance [R^2 (adj.) = .16, $F = 14.93$, $\rho \leq .001$]. Overall model indicates that

power prediction of the variables is 16 per cent on dependent variable managed

performance [R^2 (adj.) = .16, $F = 14.93$, $\rho < .001$].

Table 17

Hierarchical Regression (Dependent: Managed Performance) of the Major Constructs.

Predictor variable	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6
	β	β	β	β	β	β
Constant	2.84**	1.83**	1.77**	1.77**	1.65**	1.65**
University age	-.07**	-.08**	-.10**	-.10**	-.11**	-.11**
Performance management practices		.42**	.28**	.25**	.19*	.18*
Employee attitudes			.17**	.14*	.10	.08
Organisational culture				.05	-.02	-.03
ICT adoption					.24**	.22**
Organisational climate						.06
R ²	.03	.11	.13	.13	.17	.17
R ² adj.	.03	.11	.12	.12	.16	.16
ΔR^2	.03	.08	.02	.00	.04	.00
ΔF	13.55**	39.76**	9.77**	.65	20.21*	.66
F	13.55**	27.24**	21.78**	16.48**	17.80**	14.93**

Notes: * $p < .05$; ** $p < .01$; N = 447

Summary

This chapter covered the quantitative analysis of the study. The zero-order correlations, four-order correlations and the regressions analyses results supported the study hypotheses H1, H2, H3, H4, H5, H6, H7, H8, H9, and H10. The moderating effect of employee attitudes, organisational culture, information and communication technology adoption, and organisational climate was revealed by the regression, supporting hypothesis H10. The next chapter discusses the qualitative and quantitative results of the study.

Chapter Six

Discussions of Results (Quantitative and Qualitative)

Introduction

This chapter presents the discussion of the findings of the study as established by the quantitative and qualitative analyses guided by the objectives of the study. The chapter ends with a summary. The discussions fall under the following subheadings (Fig. 2):

1. Performance Management Practices, Employee Attitudes and Managed Performance
2. Performance Management Practices, Organisational Culture and Managed Performance
3. Performance Management Practices, Information and Communication Technology (ICT) Adoption and Managed Performance
4. Performance Management Practices, Organisational climate and Managed Performance
5. Performance Management Practices and Managed Performance
6. The Moderating Influence of Organisational Culture and Climate Global Construct between Performance Management Practices and Managed Performance

Section One

Performance Management Practices, Employee Attitudes and Managed Performance

The section discusses the findings guided by the first and second objectives of this study.

Employee Attitudes and Managed Performance

The results of the study confirmed a significant relationship between employee attitudes and managed performance indicating that positive employee attitudes were necessary for work performance. Managed performance is vested in quality services, service delivery and cost reduction. The study further found out that employee motivation was more from intrinsic satisfaction than extrinsic satisfaction. Intrinsic motivation comes from inside an individual rather than from any external or outside rewards, such as money or grades.

This is supported by Reeves, Forde, O'Brien, Smith and Tomlinson (2002) who argued that while money is an important factor, other benefits comprise performance management systems such as attending professional development training as well as the impact the system has on job satisfaction. Also, Claus and Briscoe (2009) established that elements of performance management concerning the individual's training and career development are substantial predictors of job satisfaction. Van Dyne and Pierce (2004) found similar results. Public universities are involved in training and developing employees to provide quality education.

According to Simon (2000), employees want to contribute to an organisation of which they can be proud of; that people know the difference between what is right and wrong and generally choose to do what is right; that people strive to achieve and set their own goals even in the absence of external inducements like money; People like to innovate; people want to do competent work because a job well done allows them to exercise their skills and receive satisfaction from their competence, and conclusively that people like to have and show good performance. According to Kagaari and Munene (2007), competent employees exhibit discretionary behaviours at work. Suliman (2007) argued that job satisfaction is one of the most important attitudes that influence employees' behaviour and work outcomes, a situation this study affirms.

In order to obtain better clarification on employee attitudes on performance, when asked how the institution maintained employee satisfaction, a respondent said:

...the employees who are here, are here literary by conviction. When you talk of facilitation, we do not have... (Dean of students, University Q).

Another respondent said:

...A few things are done. We refund their medical bills. In form of welfare, we have some good leave. Our leave is so long. Someone takes about one and a half months. One is entitled 30 working days unlike the civil service where they are calendar days. So, one can rest for over one and half months. There is training of employees. Somehow, these activities keep us moving (University Secretary, University Y).

By conviction employees were intrinsically satisfied. This is supported by Munene, *et al.* (2005) who claimed that African cultures are guided by the faculty of conviction rather than the faculty of reason. Munene *et al.* (2005) further argued that conviction arises out of African cultures that emphasise embeddedness values (e.g. social order, forgiving, reciprocation of favours), solidarity with others, trust and tolerance of in-group members. Such ambience of feelings of togetherness and identification motivate voluntary helpful acts

(Schwartz, 2004 cited in Munene *et al.*, 2005). In the Uganda public service, material gains are limited and difficult to obtain.

The results show that public universities in Uganda employed persons who had the capacity and motivation to be productive in doing the work that needed to be done. Such people usually were interested in the products or services being produced and shared the institutional values (Fine & Cronshaw, 1999). Verbeteen (2008) observed that employees in the public sector could be motivated by the idealistic or ethical purpose served by the agency (“intrinsic motivation”), which could result in a match of workers and public sector organisations. This match of workers and public sector organisations could have also been a result of the more risk-averse employees opting for public sector organisations. Professionalism could motivate employees in public sector organisations. Findings further indicated that university employees were able to manage performance because of the established relationships with their managers, and particularly with the managers’ listening, understanding and addressing employees’ concerns. This relationship between the leader and followers is a motivation for performance. For instance, one of the respondents said:

...the best tool is listening. First of all, creating an atmosphere where somebody doesn’t feel intimidated. Then, I listen to them. Then, I put my case also to them. Then, at the end I ask, ‘Is the decision we have arrived at not the best under the circumstances?’ So, that seems to be my way of handling issues (Academic Registrar, University X).

This was a tool used for conflict resolution and counseling grieved employees. Once employees were counseled they developed a sense of belonging.

According to Baumeister and Leary (1995), belongingness as a fundamental human motive, besides autonomy and competence, has to be fulfilled for healthy well-being and adaptive functioning. The self-determination theory posits that belongingness is realised through one's positive interactions with others (Deci & Ryan, 2000). When not satisfied fully, individuals may suffer from various negative outcomes, ranging from simple anxiety and loneliness to severe depression (Wright, 2005). Ryan and Stiller (1994) also asserted that individuals function better in contexts that fulfill their needs for relatedness. Hence, having a greater sense of belonging in work places has an influence on employee commitment to work and satisfaction. Qualitative data results in chapter four (Table 6 on page 85) reveal that the trust and cooperation that existed among the employees and support provided by the supervisors using open and honest communication procedure motivated the employees and this is supported by Ulrich, Brockbank, Johnson, Sandholtz, and Younger (2008). A respondent clarified that:

...Information flow is a two way process. There is information that you pass on, and there is information that is sought. So, for information that is sought, it is given. For information that is passed on as feedback, there are various channels used. We have got departmental meeting, section meetings and then we have got also feedback arising out of appraisals....there is some level of feedback. It is a question of whether it is found satisfactory to the subordinate staff. As management, we feel there is information flow (Dean of Students, University X).

According to these narratives, with proper information flow, feedback provided at departmental and unit meetings, appraisal meetings and through formal or informal communication employees were able to do their work. This view was supported by Hemmelgarn *et al.* (2006) who found out that if workers perceive that their organisation stands behind them and can be counted on when the going gets tough, they are more likely to put the extra effort into the work that is required for success.

Research has also shown that employee's perception of support at work such as that from coworker, supervisor, and organisation has an influence on employee attitudes and work behaviour (Ulrich *et al.*, 2008). This is particularly so through reciprocity process (Thompson, Jahn, Kopelman, & Prottas, 2004) including effort put forth (Chelte & Tausky, 1986).

Hui *et al.* (2003) argued that in collective cultures such as that in Uganda, being in a group is essential to successful work performance and employee well-being. Furthermore, at workplace, collectivists strive to maintain harmony by ensuring congenial relationship between employees and between employees and their superiors, as explained by a respondent:

...with aspiration... what is expected and respect of course for one another. In my office here, I have a lot of respect for even the lowest level of workers with a very cordial relationship. Here we work, sometimes, with top officers, everybody is jolly. So, we try to maintain this relationship all through to council (Registrar, University Q).

This narrative shows that cordial relationships boosted employee morale. From a person-environment perspective, employees will do their best to achieve the objectives of the university. Not only by following the prescriptive procedures but also using discretion and take risks that include adaptation and innovativeness that occur after becoming familiar with the situation (Hui *et al.*, 2003). Public universities were able to create such an environment through teams and teamwork (see Table 6 on page 85). Communication was crucial for the success of research teams, enforcing discipline and ensuring information flow for successful delivery of services in public universities.

According to Fine and Cronshaw (1999), employees are sensitive to the values of the organisation, so they need honesty and objective communication to be able to evaluate what is going on and ruthlessly take action without the fear of reprisals. Communication systems are essential to such success because they work as part of the infrastructure of the organisation to support performance (Rodwell *et al.*, 1998).

Regarding research at public universities, findings revealed that university staff particularly lecturers were accorded opportunities to improve academically through research and publications. Studies show that research contributes to knowledge and wisdom acquisition. The National Council for Higher Education (2008) to which academic programmes are accredited for quality assurance required institutions of higher learning to keep a record of the research and publications of their staff. McMillan and Hamilton (2004) argued that quality research is best conducted by somebody with PhD training. This motivates the PhD holders since it meets their earlier expectations as PhD candidates of finding meaningful employment. In view of the discussion above, De Waal (2003) suggested that managers of organisations need a clear view of human nature and behaviour in organisations, not only to create a good working environment but also to ensure continuous performance improvement. According to Cemalcilar (2009), it is unreasonable to expect belongingness and performance at public universities when they cannot even meet the bare minimum in terms of providing an efficient learning environment. Mohrman and Mohrman (1995) noted that managing performance is running the business, which requires application of performance management practices that managers of public universities in Uganda should be clear of for adoption and implementation.

Performance Management Practices and Employee Attitudes

Findings established and confirmed that performance management practices vested in building a strong bond between the employer and employees, identifying and utilising available resources, adapting, absorbing and innovating for survival in a changing environment and also ensuring that employees set difficult but achievable goals had a relationship with employee attitudes. This was in line with objective two, which sought to explore the relationship between performance management practices and employee attitudes. This implies that the relationship between the managers and employees, the processes and structures of the universities enhanced employee attitudes (e.g. employee involvement, commitment and satisfaction).

The study found out that these public universities involved employees in strategic planning processes. Planning involves making decisions about which goals to perform, how to prioritise them, and how to cope with distractions when carrying them out under time constraints (Claessens *et al.*, 2009). Further, prioritisation of work provides guidance in the fulfillment of goals because it involves decisions on when action plans have to be initiated. The employees formulated policies, set goals and targets and planned using teams. Participation in setting, achievable but difficult goals (Locke & Latham, 2002) that focused on their jobs and in line with the university goals and objectives enabled employees gain intrinsic satisfaction. Robertson (1994) argued that when goals focus on the aspects of the job, they are effective and help generate commitment to both the goals and to the organisation.

When asked about collaboration behaviour amongst team members, a respondent said:

...we work as a team, because we discuss issues and take positions. What ever decisions, of course, that are taken, they affect the entire university. We always communicate whatever we decide on....I mean we are working as a team, we are working for the good of the institution....members are open (University secretary, University Y).

This narrative shows that teamwork and communication facilitated employee commitment to work. Committed behaviour is a course of action that contributes to attaining core organisational goals (Lawler, Thye, & Yoon, 2006). The study established that managers of public universities constantly interacted with their subordinates, shared information, listened to their grievances, supported them when in problems and appraised them where they succeeded. According to Baptiste (2008), employee voice has been viewed as an aspect of high commitment, and it is considered essential that workers should have the opportunity to express their grievances openly and independently. Gould-Williams (2004) noted that employees should be able to contribute to management decision making on task-related issues. This created a motivating working environment in which employees in public universities in Uganda got a feeling of togetherness and happiness. Wiley (1997) suggested that ensuring the success of an organisation requires employers who understand what motivates their employees. Managers of public universities only needed to apply those appropriate management styles to manage employee performance. Research has demonstrated a tendency for employees to model their behaviour after that of their manager (Cooper, 1998).

Also, the Pygmalion effect or self-fulfilling prophecy, in which employees' performance levels are affected by their managers' expectations of them, is mediated by differences in the style of leadership exhibited by the managers (Eden, 1992).

These study findings were also in line with Macaulay and Cook's (1994) outlined pointers that make performance management work in practice as: management commitment being key in following performance management process all through involving employees; listening, supporting and meeting employees' needs; promoting employees' identity and sense of belonging; delegating responsibility; providing feedback; recognising and valuing employee success; and coaching on a day-to-day basis.

Den Hartog, Boselie and Paauwe (2004) suggested that performance management is an integrated process in which managers' work with their employees to set expectations, measure and review results, and reward performance in order to improve employee performance. The findings placed performance management practices at the centre of the process for controlling the labour process in the public universities. However, Winstanley & Stuart-Smith (1996) argued that performance management is a new form of "Taylorism", using the individual as a "means to an end". Consequently, as a way of asserting control strategy over universities, top management held the 'publish or perish model' extending the Prisoners' Dilemma (Game Theory) of punishing those that could not publish. Kibanja (2006) cited Raiffa's (1957) defining game theory as "neither how people behave nor how they should behave is absolute sense, but how they should behave if they wish to achieve certain ends". Universities use research and publications as a control for quality education and an absolute necessity for lecturers to be promoted. So, control is the process that helps align the actions of the individuals with the interests of their employing firm (McMillan & Hamilton, 2004), which is the essence of goal setting theory (Locke & Latham, 2002).

For instance, according to the findings, the university interests were to have publications in order to promote the image of the university while the individual's interests was to benefit intellectually and be rewarded for the efforts. In this respect a respondent said:

...you have done your publications. Okay, this means you have done a lot of research. We then do not hold you waiting to accumulate five years of working experience. No, you have already met the criteria for promotion. You get promoted straight away (Academic registrar, University X).

In this case the individual action of doing research would be recognised and rewarded with accelerated promotion. The reward system was part of management policy. This is in line with the agency theory (Jensen & Meckling, 1976) that advocates for monitoring and rewarding individual effort.

Heinrich (2002), Katz (2002), Pritchard and Diazgranados (2008) cited in Ohemeng (2009) argued that providing incentives and rewards to good performers as well as sanctions to non performers are important elements of performance management. Further more, documentary evidence showed that research and publications was a key issue in strategic plans of the four public universities (e.g. Gulu University Strategic Plan, 2004-2009). McMillan and Hamilton (2004) established that research-intensive firms that are more 'cooperative' or open in publishing their scientific findings had higher research and development (R & D) productivity than more secretive companies. Top management team (TMT) members who have research backgrounds, particularly with PhD training are more likely to encourage research than those who do not. This study established that most of the top management team members were not necessarily PhD holders but had previous job experience in higher institutions where research and publications were essential for development.

Hicks (1995) in McMillan and Hamilton (2004) found out that the policy of encouraging research and publication helped in recruiting and retaining best staff; stimulated creativity; improved the image of the institution; and assisted research networking. According to the dynamic capability theory (Teece *et al.*, 1997), such environmental networks, and researchers absorb and develop new competences.

Research and publications reveal skills and knowledge as key intangible resources that are endowed with the university, which are in turn a source of competitive advantage (Barney, 2002). Rodwell *et al.* (1998) advocated for management practices that improve employee attitudes under global competitive demands placed on organisations. Williams (1999) argued that since performance management is top management driven, for it to be successful those receiving it (employees) must be committed and involved in the design and development process in order not to be seen as imposed. According to Radnor and MacGuire (2004), performance management involves practices such as management style, teamwork, training, dialogue, employee involvement, shared vision and attitude. Jarvis, Curran, Kitching and Lightfoot (2000) added that top management team members set the pace, quality, control while mindful of the cost of input materials and quality of products, and for any deviation from the norm then feedback be provided to the transformation process. In this case, performance management practices involve: building a strong bond between the employer and employees, identifying and utilising available resources, adapting, absorbing and innovating for survival in a changing environment. Performance management practices also ensure that employees are involved in setting difficult but achievable goals.

Section Two

Performance Management Practices, Organisational Culture and Managed Performance

This section discusses findings in line with the third and fourth objectives of this study.

Organisational Culture and Managed Performance

The third objective of the study sought to examine the relationship between organisational culture and managed performance. The findings established that the widely shared practices and strongly held values among employees driven by top management of public universities led to managed performance. Managed performance is vested in quality services, service delivery and processes of reducing costs in these universities. In support of the study, the model of Brewer and Selden (2000) cited in Meyers, Verhoest and Verschuere (2008) proved that organisational culture is a determinant of performance in public organisations such as public universities in Uganda. A strong emphasis was put on goal achievement and customer satisfaction. Anumba, Dainty and Ison (2006) showed that a strong organisational culture facilitates goal alignment since all the employees shared the same basic assumptions and so were able to agree on what goals to pursue and how to pursue them. Such goal-oriented behaviours were essential for public universities in Uganda to tap and utilise the full potential of employees so as to ensure quality services/products.

According to Armstrong and Baron (2007), values expressed as beliefs and practices are good for the organisation because they direct and guide employee behaviours, particularly those desirable for providing services to clients such as students in an institution of higher learning.

Values play an important role in influencing the goals that people set for themselves and the evaluations they have of their experiences at work (Hattrup, Mueller, & Joens, 2007). Lewis (1989) argued that the quality of service delivered cannot be separated from the quality of the service provider because service delivery occurs through human interaction. There is also an assumption that the quality of interaction between the customer and the service employees determines customer loyalty to the organisation (Bove & Johnson, 2000). Arguably, customer satisfaction depends on the characteristics of the service provider (Martinez-Tur, Peiro, & Ramos, 2005). This is on the basis that during the service encounter, all kinds of behaviours and actions take place, which cannot be directed and controlled by management (Malhotra & Mukherjee, 2004).

Lau's (2000) model suggested that high quality services within organisations increase employees' satisfaction, which then increases performance. Accordingly, public universities strived to uphold those practices and values. However, the dynamic nature of the public universities required flexibility and adaptability to meet the quality demands of customers (Scarnati, 1999). As such, public universities provided appropriate coaching, guidance and counseling services to both employees and students to minimise social constraints. Employees at public universities faced social constraints when interacting with the student community or amongst themselves, which impacted on service delivery according to the results. Social constraints (e.g. training problems) refer to interpersonal obstacles in the work environment that have the capacity to restrict performance (Bove & Johnson, 2000).

However, from similar work environment, information is drawn that influences peoples' conscious choices about their behaviours (Bandura, 1986). Such information could be from top management targeting the required behaviours and actions wished to be inculcated in employees for performance. Lewis, Marginson and Snyder (2005) contributing to a similar study established that university culture has been dominated in recent years by the discourses and practices of managerialism, a respondent cited thus:

The corporate management stuff . . . is embedded absolutely into our management system and into our budget systems. So, you divide management work into jobs, you put accountabilities on them, and you reward, and penalise, on the basis of performance against those (Vice Chancellor, Australia).

The citation provides some of the values and practices upheld in Australian Universities. Similarly, results in this study reveal that each individual employee had a role, key result areas with agreed expectations spelt out in job descriptions. Managers of public universities monitored and provided feedback on employee performance. Also, employees espoused and cherished university values such as accountability, transparency, teamwork, time management and collective responsibility. With employees' belief in such values driven from the top management of public universities, universities were able to provide quality education. To support those findings, Ramlall (2008) established that the values, beliefs, and practices that comprise an organisation's culture must be fully enacted, championed by senior leaders of the organisations, and supported throughout the organisation. Other empirical evidence also exists to support the relationship between organisational culture and firm performance (O'Regan & Ghobadian, 2004).

Performance Management Practices and Organisational Culture

As expected from the findings, performance management practices were significantly related to organisational culture and were in line with the study's objective four that sought to establish the relationship between performance management practices and organisational culture. These findings were supported by Armstrong and Baron's (2007) argument that performance management processes should fit the culture of the organisation; the context in which it operates and the characteristics of its people and work practices; that there was commitment and support from top management; that there was shared ownership with line managers (Heads of departments) and employees. The study established that top management had to demonstrate, communicate and reinforce the organisation-wide commitment to service for clients.

Beng (2006) argued that articulating the vision and living it through personal example are the roles management is to perform. Maull *et al.* (2001) suggested that firms, which had cultures supportive of strategy were likely to be successful otherwise managers should create cultures that dovetail with effective firm strategy necessitating employee commitment to change to new ways of doing things. Kanter (1999) suggested that in order to build commitment to change, managers should; allow employees to participate, provide a clear picture or vision of the future, share information, tell people exactly what is expected of them, and offer positive reinforcement. This would avoid role ambiguity and set the pace for the institutions by implementing performance management practices vested in building a strong bond between the employer and employees, identifying and utilising available resources, adapting, absorbing and innovating for survival in a changing environment and also ensuring that employees set difficult but achievable goals.

In so doing, responsibilities were clarified, support provided as training was being conducted to acquire new skills and knowledge to perform better (Table 6 page 85) (Armstrong & Baron, 1998; Bach, 2000).

According to Alavi and Leidner (2001), education obtained from training improves an individual's professional opportunities and knowledge, which can increase not only an individual's capability but also lead to better performance and competitive advantage in organisations. Shepherd (2001) argued that training helps in understanding performance targets expected to be met, work flexibly, also obtain knowledge and skills needed to deal with the unexpected. Bramley (2003) suggested that having recruited outstanding talent; employers need to ensure that these people remain at the forefront of their field in terms of professional expertise and product knowledge gained through training which facilitates learning. This is to acquire knowledge so that people can become more effective in carrying out their work. According to Boyne (2003) resources such as knowledge and culture are a quite consistent determinant for organisational performance in the public sector. Moreover, within agency theory, it is acknowledged that the principal (employer) must have the resources to use in order to manage in an effective way (Meyers *et al.*, 2008). However, the agent needs some capacity for autonomous decision making concerning the use of resources, that is, managerial autonomy in order to fulfil the principals' goals in the most optimal way (Meyers *et al.*, 2008). In this case, public universities in Uganda need to have sufficient flexibility or managerial autonomy that is still lacking (Kasozi, 2005).

In a continuous development of individuals' professional opportunities and knowledge, Levenson (2003) established that workplace training increases employee performance, particularly if the employee is more engaged after training.

According to Bartel (2000), the return on investment in workplace training/education was estimated to be 7–50 per cent, though it could reach 200 per cent. However, Markey and Shulruf (2008) argued that the training should be specifically targeted rather than available to all employees. The goal of higher education is to improve the abilities and skills of learners as related to professional applications (Ju *et al.*, 2008). Fryer (2004) using positive organisational scholarship established how social constructs, values and processes make organisations great by shaping employee behaviours.

Houldsworth and Jirasinghe (2007) suggested linking performance management practices with organisational culture. Dennison (1990) believed that management practices are usually rooted in the beliefs and values of the organisation, so that the beliefs and values held by the managers directly impact on their actions and decisions. This study established that through strategic planning public university employees were involved in planning by setting goals at individual, departmental, faculty and university levels. Employee involvement in strategic planning led to a shared understanding of the vision and strategic directions of the public universities. This also increased synergies at all levels in the institutions and brought a focus on outcome expectations. This corroborated the finding of Kopelman, Brief and Guzzo (1990) cited in Mathew (2007) that goal emphasis leads to productivity by making positive self-evaluation possible.

Furthermore, the study revealed that clarity of university operational goals and objectives facilitated the coordination of projects and minimised waste of effort and resources. Also, clearly set goals and objectives and their proper communication helped better coordination of projects and ensured lower “bench” time and higher utilisation of resources. According to Chemers (2007), goals draw attention to and reflect the organisation’s commitment and expectations. Such performance-driven behaviours stimulate and increase own responsibility (De Waal, 2003). However, efficient and effective steering and control is needed so that organisational members (managers and employees) display performance-driven behaviours, which are defined as goal-oriented behaviours (Martins, 2000 cited in De Waal, 2003). Such behaviours were demonstrated by university employees, for example, during innovation of development-oriented projects. This was possible with the support and trust from top management and each individual being accountable for what he/she did.

The study found out that monitoring was done all through university activities; feedback and transparency of results were also encouraged by management. According to De Waal (2003), organisational members should discuss which values work to make performance management a success because risks can be taken and any deviations be reported to management by employees for performance and continuous improvement.

Section Three

Performance Management Practices, Information and Communication Technology (ICT) Adoption and Managed Performance

The section discusses the findings in line with the fifth and sixth objectives of this study.

Information and Communication Technology (ICT) adoption and Managed Performance

The findings established that information and communication technology (ICT) adoption was related to managed performance. To this effect, Pedro (2001) argued that the parameters of investment in ICT must be gradually changed because teachers' computers are now both research and teaching tools, and, as essential tools to be financed. The study also found out that public universities had integrated ICT policies in strategic plans and were developing and implementing ICT systems. Public university employees and students were inevitably embroiled in ICT applications. One of the respondents said:

...we have put in place a policy to give loans or advances to staff to procure individually either desktops or laptops. Institutionally, we have a whole computing department with a computer lab. Furnished with over over 40 computers. We also have developed ICT facilities in our library. Students, staff can access internet information in the library....(University Secretary, University X).

In appreciation and the move to adopt ICT at Universities, a respondent said:

...It is a tool which we must use. So, the system is being overwhelmed by the users (Vice Chancellor, University Z).

ICT at universities had improved on service delivery, particularly with e-learning the quality of teaching and learning had tremendously improved. E-learning commonly understood as 'learning facilitated online through network technologies' (Garrison & Anderson, 2003) is one of the many ICT-enhanced practices in universities such as provision of e-mail, online journals, and networked libraries.

This is necessary in the development of creative software solutions for information management tasks in teaching, research and all sorts of institutional administrative systems. Administrative systems include online registration, finance, human resources, student performance data, and course evaluations (Ravjee, 2007). Public universities were not merely running distance learning programmes but also cautious of the budgetary implications as indicated by one respondent:

...We have got programmes on e-learning at Master's Level and we have Master's of Public Health on e-learning. Of course more packages come up and pick what we can afford (Dean, University Y).

The study found out that e-learning had increased higher education access, for example through Virtual Universities at Kyambogo and Makerere public universities. With ICT technology, innovation, quality and velocity to generate competition capability could be evident (Han, 2001). This was observed in some public universities in Uganda where the clients expected improved quality services, service delivery and cost reduction in services at university campuses. One respondent indicated how people were yarning and flocking the University for ICT services:

...it is like all the schools, all the internet cafes, all the other institutions that cannot afford to hire competent technicians come to us. We would wish to render services in one way or the other from what we have (Dean of students, University Y).

The study findings were in agreement with the existing study findings, which showed that durable productivity gains had been greatest in organisations where information and communication technology (ICT) was greatest (Bresnahan, Brynjolfsson, & Hitt, 1999). Schroeder, Congden, and Gopinath (1995) also established the linkages between strategy, technology and performance in small manufacturing firms.

Similarly, Hitt, Ireland and Hoskisson (2003), David (2001), Price (1996) emphasised the important relationships that exist between technology, strategy, structure and organisational performance. Cheng Jen Huang and Chun Ju Liu (2005) found out that an interaction effect between innovation and information technology had a profound impact on firm performance. The findings of this study were further supported by Lewis, Marginson and Snyder (2005) who established the importance of information and communication technology (ICT) on both organisational and teaching and learning issues in five Australian Universities.

In Uganda, the National Council for Higher Education (NCHE) is a body that is mandated to regulate higher education. NCHE (2008) recognised the importance of ICT in service delivery with today's massification of access to higher education. NCHE reported how ICT was being useful in meeting the demands of 80 million students worldwide taught by 3.5 million professionals in various categories of higher education institutions (Altbach, 2000 cited in NHCE, 2008; World Bank, 2000).

Performance Management Practices and Information and Communication Technology (ICT) Adoption

The study findings revealed that performance management practices were related with information and communication technology adoption. These practices are vested in building a strong bond between the employer and employees, identifying and utilising available resources, adapting, absorbing and innovating for survival in a changing environment and also ensuring that employees set difficult but achievable goals. The study established that ICT adoption had total support and commitment from top management of public universities. This was well expressed by a respondent who said that:

...We also have developed ICT facilities in our library. Students and staff can access information through internet in the library.

This is an area which of course requires a lot of money but is funded by NUFFIC. NUFFIC is a Netherlands project, it is centred in Makerere but that project has extended its assistance to all public universities in Uganda. They are now training lecturers at PGDE and second degree levels. NUFFIC has also provided equipment to the universities (University Secretary, University X).

Makerere University lobbied, negotiated and won an ICT project for fast delivery of quality services and reducing costs. This project was extended to all public universities. Staff benefited through training and universities equipped with ICT systems. The whole process of ICT adoption was through dialogue and interaction within and outside the organisation (Jones & Williams, 2005) and with clear information flow. This was because effective communication was crucial to the successful implementation of an ICT system (Dawe, 1996 cited in Anumba *et al.*, 2006).

The study also found out that ICT adoption was no longer an implementation issue but a critical institutional design issue, embedded in the strategic planning. With ICT, Pedro (2001) argued that strategic planning should be now every after three months not five or ten years middle- or long range planning respectively because today strategies demand dynamic planning. In support of this study, Anumba *et al.* (2006) argued that computing infrastructures should not be considered in isolation but as part of organisational planning. The reason being that performance management practices involve visioning for the future which takes care of the ICT paradoxes, that is, being part of wider policy thinking (Jones & Williams, 2005). Technology is believed to have more effective outcomes when it is integrated systematically within an organisation's strategy process (Ulhoi, 1996).

The study further established that with use of ICT technology, public universities were capable of information retrieval and utilisation; communication and data transmission, distribution of services, and other institutional transactions (Attaran & Attaran, 2002). The study also found out that managers of public universities were eagerly working to have all their computers fully networked with a high speed internet. Such high speed internet would facilitate fast service delivery and reduce costs in areas such as examination results' processing and dissemination, admission and registration of students. For instance, one respondent said:

...We also are looking forward to lectures being delivered on the internet. We also look forward to examinations being graded, even exam results obtained online. Registration of students should be done online. We are not yet there. We know where to go and we have started (Dean of students, University Z).

This respondent's revelation was also an indication of how implementation of ICT systems required careful planning and management (Anumba *et al.*, 2006). This was particularly so because of high ICT investment and running costs, and fast depreciation rate of ICT technology. The problem was coupled with crone machines on the market as revealed here by a respondent that:

...you know the tragedy within this computer world. We are getting high prices on crone machines. Even when they say that they are new, they are not actually new. We are getting crone machines, when we are supposedly buying brand new computers (Academic Registrar, University X).

This narrative shows the care that public universities should exercise in the procurement process. Also, there was need to employ competent staff that would be re-trained and developed further to keep in trend with technological changes.

Section Four

Performance Management Practices, Organisational climate and Managed Performance

This section discusses findings according to the seventh and eighth objectives of this study.

Organisational Climate and Managed Performance

The findings established a relationship between organisational climate and managed performance in line with objective seven of this study. In support of these findings, Kangis, Gordon and Williams (2000), Goleman (2000), Watkin and Hubbard (2003) also established a relationship between organisational climate and performance. Denison (1990) argued and supported the influence of organisational climate on performance.

According to Cannon (2003), the three primary effects of organisational climate are on employee motivation, employee development and retention, and employee performance. Holbeche (2005) argued that climate creates a specific psychological state that predisposes an individual to behave in certain ways. Then, Auden (1940) cited in Kangis, Gordon and Williams (2000) suggested that an organisation is not so much a place of work, but a whole climate of perceptions and opinions.

The study found out that public universities provided managerial support for initiation of development-oriented projects, training of employees. These projects were managed through teamwork. Munene *et al.* (2005) established that projects contributed to development to the extent that individuals were able to identify problems, facilitate learning through individual participation and utilisation of skills.

Studies show that in order to transfer learning into practice, good working conditions have to prevail and that the employees' perceptions of their supervisors will impact on their performance. This was supported by this study. Managers of public universities maintained a friendly and motivating environment with their subordinates. One respondent suggested that:

...it is encouraging just to say 'thank you' whenever you see something good about an employee; just a thank you will encourage that person. People feel very good after that....(University Secretary, University X).

Bandura (1986) cited in Smith and Hitt (2005, p.20) suggested that human motivation is not derived from material incentives but also from social and self-evaluative incentives linked to personal standards. To ensure quality performance, public universities monitored and recognised good performance. Such a climate created by top management motivated employees to behave in a particular way.

Stajkovic and Luthans's (2003) meta-analysis of 72 field studies showed that an organisational behaviour modification intervention using monetary incentives improved task performance by 23 percent, whereas an intervention with social recognition did so by only 17 percent and feedback by only 10 percent. According to Wright and Hobfoll (2004) cited in Li-Yun Sun and Wen Pan (2008), if organisations were perceived as fostering the work environment necessary for employees to use their abilities and satisfy their needs, and if they had the necessary resources available, employees could initiate and maintain emotional attachment. Otherwise, according to the Conservation-of-Resources Theory COR of stress (Hobfoll, 1989; Hobfoll & Freedy, 1993), employees will resort to conserving their remaining resources by lowering their morale, reducing their commitment to the organisation, and decreasing their performance efforts.

Public universities in Uganda managed performance that involved quality services, service delivery and cost reduction by adopting management styles that were open, supportive and considerate. These study findings were also in agreement with Litwin and Stringer (1968) cited in Houldsworth and Machin (2007) who argued that climate has an impact on performance, saying that if all other things were equal (in terms of competition, staff, service or product), then climate (i.e. what it feels like to work here) would impact on motivation to such an extent that discretionary effort would be leveraged (or would not under a negative climate). This meant that performance management practices would be best implemented when the employee perceived climate as being healthy. Those practices are vested in building a strong bond between the employer and employees, identifying and utilising available resources, adapting, absorbing and innovating for survival in a changing environment and also ensuring that employees set difficult but achievable goals.

Performance Management Practices and Organisational Climate

This study revealed and confirmed a relationship between performance management practices and organisational climate. This was in line with objective eight of this study. In support of those findings, Houldsworth and Jirasinghe (2007) linked performance management practices of goal setting and rewards to organisational climate. Holbeche (2005) explained climate of the organisation as the psychological atmosphere that surrounds the way the organisation's structure works. Climate was evident in the state of the staff morale, the degree of urgency that people brought to their tasks, and the levels of trust that existed between people. Trust creation among employees is vital.

Smith and Sinclair (2003) cited in Holbeche (2005) proposed trust as a function of the employees' perceived ability, integrity, and benevolence, as well as the employees' own propensity to trust. Benevolence is described as the extent to which employees show interpersonal care and concern and help others out without being transactional. Integrity is being related to behaving in line with clear principles, being reliable and dependable.

The study findings revealed that such a climate was best perceived among employees if performance management practices promoted employee involvement in the development of the mission statement and business plan and the enhancement of communication; the clarification of individual responsibilities and accountabilities through job descriptions, role definitions; and the implementation of appropriate reward strategies. This corroborated Houldsworth and Jirasinghe's (2007) findings. Cave (2005) also argued that those performance management practices come from setting broad, inspirational goals and then giving people space and support to use their ingenuity to innovate and learn. Also, having the opportunity to use their knowledge entails employees having decision making authority and influence within the organisation (Black & Lynch, 2001). Further, that workplace practices and systems are more likely to be effective if they are mutually agreed to by employer and employees (Markey & Shulruf, 2008) within the organization, a practice that should be cherished in public universities in Uganda. The study established that managers of public universities encouraged teamwork. Teams succeeded when there was cooperation, collaboration and trust among members and stakeholders, supported by Ulrich *et al.* (2008). One of the respondents attested to this thus:

...We are teaming up to do research, projects... and I think there is training of a PhD programme for the National Water and Sewerage Corporation. We have already signed a memorandum....(Vice Chancellor, University Z).

This was a another necessary strategy taken by public universities to partner with the private sector in research project cooperation, consulting projects and practical training of students. Through interactions, participants were able to go beyond the level of understanding with critical awareness (Munene *et al.* 2005).

Another responded added:

...Collaborative arrangements, we collaborate with many universities. We Partner with other universities and other organisations where our members of staff participate. These are some of the strategies that we think can motivate staff. Moreso, can bring in more resources especially to support the teaching and research function. We also have got a level of community engagement through our activities which in the way also keep our members of staff in touch with the communities. In that way, staff appreciate the challenges that are on ground (Dean of Students, University X).

Such university-industry cooperation as depicted in this narrative, allowed cultural differences, gained collaboration experience, and more importantly built trust among the working individuals, teams and the institutions. This was supported by Worinchai, Ribiere, and Arntzen (2008) findings. According to Munene *et al.* (2005) citing Gilbert (1989), working in collaboration with others provides an opportunity for people to reveal their capabilities and also acquire knowledge from others.

This collaboration and partnering portrayed good image of the universities. Also, these were indicators of how well the university was doing, a dynamic capability (Teece *et al.*, 1997) development in a changing environment. Egan, Yang, and Bartlett (2004) studied how organisations can create and improve the workplace environment and they argued for recognition of the potential impact of the workplace environment has on employees.

In an intellectually and aesthetically pleasing situation, employees release their full potential when they feel they are in control of the work they are performing, when goals and feedback are clear and unambiguous, and when there is an organized set of opportunities for action (Csikszentmihalyi, 1975 cited in Fine & Cronshaw, 1999).

This study revealed that public universities in Uganda, provided job descriptions for action from which outputs were established. A respondent had this to say when asked about individual performance evaluation:

...what happens, for performance measures... we have job descriptions. There are outputs of how I have been doing.... We have results-oriented outputs showing what we have been doing here (Registrar, University X).

This narrative shows that there is job clarity in public universities. According to den Hartog, Boselie and Paauwe (2004), having results-oriented outputs is an indicator of managing employee efforts and a process of performance management, which constitutes determination of good performance. Decramer *et al.* (2008) also observed that higher education institutions have introduced various performance management practices in their organisation for various motivations. To be able to cope with societal developments and demands, higher education institutions were re- evaluating their management practices; making them more result-oriented, in an attempt to improve university performance.

In this study, performance management practices are vested in building a strong bond between the employer and employees, identifying and utilising available resources, adapting, absorbing and innovating for survival in a changing environment and also ensuring that employees set difficult but achievable goals.

Mak (2003) argued that performance is characterized by understanding the linkage between business success and individual's performance plan, mutual ownership, setting specific and concrete objectives that contribute to organisational success, continuous feedback and coaching, comprehensive performance data and effective interactions.

Basing on those performance management practices in an environment of interactions full of trust between employees and their supervisors, it was possible for individuals to see how one's contribution linked to university success. The public university managers while interacting with the employees had to apply the human need for acknowledgement, recognition and acceptance. According to Fine and Cronshaw (1999), such interactions should be real and ongoing although obscured by traditional adversarial relationships and competition for recognition and power. The success and effectiveness of universities meeting their objectives depended to a large extent on the social relations that existed between managers and employees in pursuit of the institution's goals (Risher & Fay, 2007), particularly quality education. In such a situation, managers had to take decisions that were inextricably linked to their perceptions about the internal characteristics of the universities and also of the external environment in which they operated (Penrose 1959 cited in Lockett *et al.*, 2009).

Section Five

Performance Management Practices and Managed Performance

This section discusses the findings guided by the ninth objective that sought to examine the relationship between performance management practices and managed performance. The findings revealed that performance management practices were related to managed performance. The implications of the findings are that quality services, delivery and cost reduction in public universities were being achieved through the establishment of results-oriented relationships. These relationships were achieved through development of appropriate performance management processes and structures, setting performance goals and targets, and utilising available resources.

In support of these findings, Thornhill and Saunders (1996) argued that high quality provisions and the need to reduce costs yet improve productivity in higher education were problematic. According to Varcoe (1995) cited in Amaratunga and Baldry (2000), operating costs keep going up and the user expectations increasing in educational settings. Kasozi (2005) presented the fear of a mismatch between students and educational facilities that could lead to the lowering of the quality of education in Uganda. According to Kasozi (2005), since the 1970's, higher education enrolments have been growing at an annual average of 10-20% with limited improvement on facilities. To meet such demands universities should employ competent and committed workforce using a number of human resource and quality initiatives (Thornhill & Saunders, 1996). Thornhill and Saunders (1996) established a relationship between employee commitment and realisation of high quality. The study findings revealed quality services, service delivery and cost reduction with university employees' commitment.

Patterson *et al.* (1998) established that managing performance is achieved through people management practices. Patterson *et al.*'s (1998) findings were obtained by comparing different types of managerial practices upon performance with emphasis on quality strategies such as quality of training and development; extent of feedback on quality to employees; quality emphasis with customers and suppliers; and involvement of employees in quality control. Such strong beliefs that quality is crucial should be part of top management level strategy (Mills, Platts, Bourne, & Richards, 2002).

In addition, Kamoche (1998) asserted that there can never be effective public quality service delivery without skilled personnel. To meet this need, results in the previous chapter reveal that public universities endeavoured to train employees in order to provide fast and cost effective quality services. Training does not only improve skills and abilities relevant to employees' tasks and development, but also increases employees' satisfaction with their job (Harel & Tzafrir, 1999). This in turn improves the quality of service being offered. Apparently, continued top management commitment and quality is of paramount importance to ensure that quality is fully integrated into the strategic planning and adequately deployed throughout the organisation (Kaye & Anderson, 1998).

In this study, quality monitoring was found to be embedded in all areas of university activities (total quality management) such as in curriculum development, prioritising pedagogical areas, and staff competences. The processes were guided by adherence to standards, rules and regulations set by individual universities in conformity with the National Council for Higher Education guidelines. For example, a respondent explained quality assurance in a public university:

...or quality, of course we have our own system of maintaining quality. We have what we call the quality assurance system in the university.

We put it in place. We have a committee of senate known as Quality Assurance Committee..... Time Table Examinations Committee. They handle all aspects of quality assurance. Our quality assurance here makes sure that we have quality educationdoes not just occur, it starts right from management. Top management makes sure that what ever we are doing is according to the vision and mission of the university. Then, there is quality assurance at the recruitment level for all the staff whether they are academic or non academic to make sure that only those who are properly qualified are selected. Then, we have quality assurance at the programme development level where we start from the departments going through to the committee of Deans and Directors, Senate and then to council. Then, we have the implementation stage where the other quality assurance comes in. Then, we have the planning stage. So, we have a comprehensive quality assurance integrated in the whole system of the university management (Academic Registrar, University X).

From this narrative, managers of public universities enacted and implemented performance management practices such as visioning and planning. These managers were ready to take tough but honest decisions about the performance of the employees. Managers of universities as leaders articulated the university vision and persuaded employees that they had to be part of it, so that they willingly, even enthusiastically, accepted the distress that accompanies its realisation (Hammer & Champy, 1993 cited in Fine & Cronshaw, 1999). This testified to how the demand for quality performance from the employees was matched with the quality performance demanded from the university management. This required listening on part of management and accommodation of employee concerns and needs.

This kind of equanimity if achieved by managers and employees improves work processes leads to quality improvement efforts, consequently managing performance. Quality had to be embedded in every aspect of university operation. According to Armstrong (2006), performance management is future-oriented and begins with the planning stage, focusing on planned performance with the goal of improvement overtime. There should be sharing of information, understanding each other's expectations, and setting performance goals for the future.

Section Six

The Moderating Influence of Organisational Culture and Climate Global Construct between Performance Management Practices and Managed Performance

This section discusses the findings of the study guided by the tenth objective that sought to examine the moderating influence of organisational culture and climate on performance management practices and managed performance. The results confirmed that organisational culture and climate moderated performance management practices and managed performance. Emerson, Hastings, & McGill (1994) cited in Parsons, Daniels, Porter and Robertson (2008) argued that the role of employee attitudes (e.g. commitment and satisfaction) and beliefs is not confined only to the implementation of technology (ICT) but is expected to influence employee performance as well as service quality because of the complex interaction of prevailing societal, service and personal values.

In this study, the quality services, service delivery and the efforts that are taken to reduce or maintain costs as expected from the result-oriented employer-employee relationships at public universities depended on the interplay between employee values, beliefs and perceptions of the prevailing work activities and performance management practices on the ground. For instance, a respondent said:

...must admit immediately that this university is still a teaching university. It started from scratch. What I mean by scratch, is that, all decisions had no historical background, they had to be built upright. Of course, that meant new culture, new feelings and new directions and so on. What we have learned to do in order to build consensus is team work. Team work and communication have occurred at the right time. We believe communication is power. Communication which is to the point has helped us build consensus among the top management and across faculties and other related organs of the institution....(University Secretary, University X).

The respondent clearly stated in the narrative that leaders had to set the direction (vision) from scratch and involved employees in all faculties to create a good foundation for the university. Baptiste (2008) argued that employee involvement is an essential component of the high commitment paradigm. The narrative above also shows that managers had to set the pace highlighting the importance of communication. Muchinsky (1994) provided the following quotes to illustrate the esteem of communication: that the first executive function is to develop and maintain a system of communication (Barnard, 1938 cited in Muchinsky, 1994) that when communication stops, organized activity ceases to exist and individual uncoordinated activity returns (Hicks, 1967 cited in Muchinsky, 1994); and that the communication system serves as the vehicle by which organisations are embedded in their environments (Guetzkow, 1965 cited in Muchinsky, 1994).

Marchington and Wilkinson (2005) argued that open communication about business matters ensures that workers are informed about organisational issues and conveys a symbolic and substantive message that they are to be trusted in an open and positive manner. Those study findings revealed that communication systems, teamwork and employee feelings had to be taken care of to achieve the institutional goals. Also, quality assurance in education was found to be a pre-requisite embedded in the vision and mission statements of the universities. According to Glisson and James (2002) and Mallak *et al.* (2003), the behavioural norms and expectations, values and beliefs that exist within an organisation (organisational culture) explain, in part, differences in the quality of care across organisations and the extent to which service providers report high levels of commitment and satisfaction (employee attitudes) with their work.

Summary

Chapter six discussed both quantitative and qualitative results that were presented in chapters four and five. The study established that performance management practices have been found to be crucial in driving employee performance. There is growing institutional autonomy and so higher education institutions are gradually being given responsibility for managing their employees.

The study found out that employee attitudes predicted managed performance but employee satisfaction at work was merely by conviction, issues of pay according to market rates and existence of pay disparities were sources of conflict in public universities. Findings indicated that performance management practices that, for example, involved formulation of policies, setting goals and targets in the planning process by involving employees in the whole process of planning using teamwork required competent, committed and satisfied employees. Regarding organisational culture and managed performance, the study found out that successful achievement of cost-effective, quality and efficient services that are client-oriented depend on the practices and values cherished and upheld by the public universities. The study found out that performance management practices must fit in that culture of the universities. The study also established that successful achievement of managed performance, that is, quality, service delivery and reduced costs would be fast realised with use of information and communication technology (ICT). However, ICT technology was still rudimental on the ground. Further, the study established that performance management practices were related to information and communication technology adoption with the realisation that ICT drove performance and so its incorporation in strategic plans of public universities.

The study found out that organisational climate was related to managed performance, in other words, employees' feelings about the workplace, in public universities had a lot of effect on the nature and quality of services they offered to the clients. Also, performance management practices were established to be related to organisational climate meaning that how well public universities succeeded for instance in planning, problem solving and service delivery depended on the work environment that existed in public universities. Performance management practices were found to be predictors of managed performance. The development of appropriate performance management processes and structures, setting performance goals and targets, and utilising available resources were necessary for realisation of quality, delivery and cost-effective services. The next chapter provides conclusions, implications and recommendations of this study.

Chapter Seven

Conclusions, Implications and Recommendations

Introduction

The findings from the previous chapters indicate that performance management practices implemented in public universities include planning, identification and utilisation of resources, problem solving, service delivery and evaluation of performance. These practices facilitate achievement of managed performance that is vested in quality, delivery and cost reduction of services at all levels and sectors of the university. The results revealed that universities were still striving to come up with a unit cost per student agreeable to all stakeholders without endangering university education access and delivery of quality services. Public universities have had to establish and implement quality assurance, and render client-focused services to achieve managed performance. The conclusions drawn, implications, recommendations, limitations and suggested future research areas are presented in this section. The conclusions are discussed in terms of tenets identified as important things that this thesis has achieved.

Tenet One: The relationship existing between the employers and employees determines the kind of service the clients receive.

Basing on agency theory (economic and psychology perspectives), agency relations are important for decisions made in establishing reward systems, rules and regulations that help govern the operations in public universities in order to provide quality services, service delivery and reduction in costs. This means that information sharing and flow must be unimpeded. In essence, these public universities employ committed and competent employees who have a clear professional development path.

The study findings indicate that agency relations in explaining performance management practices have a significant positive relationship with managed performance. One per cent of variance in managed performance could be attributed to agency relations (Table 62 in Appendix 3 on page 303). Public universities to manage employee performance monitor and strive to reward performance.

Tenet Two: Public universities have to innovate and mount relevant and unique academic programmes that meet the desired goals.

The study implication based on relevant resources derived from the resource-based view theory (strategic management perspective) established that in order for public universities in Uganda to survive in a competitive educational environment, have mounted market-driven academic programmes that meet the stakeholder needs. This is possible and successful when managers continuously reposition the institutions as stakeholder needs change and resources evolve. Public universities in Uganda have different historical founding characteristics and strategically sited in their locations. This requires attracting, developing and maintaining competent staff to be able to meet these challenges. Public universities must have a strong top management teams for efficient and effective delivery of quality education. This is particularly important because government departments are experiencing resource erosion, leading to a loss of capability to deliver services over the longer-term, which ultimately contributes to a loss of morale and difficulties in attracting and retaining staff.

This study established that relevant resources have significant positive relationship with managed performance and six per cent of variance in managed performance could be attributed to relevant resources (Table 66 in Appendix 3 on page 307). Efficient mobilisation and deployment of available institutional resources is crucial for realisation of managed performance.

Tenet Three: For universities to achieve continuous improvement managers have to make visionary choices responsive of the dynamic changes in the external environment.

From the dynamic capability perspective, the implication of the study is that managers of public universities are continuously scanning the hyper changing competitive environment to maintain the delivery of cost effective quality services in education. This is achieved as they recreate, renew and reconfigure the existing institutional resources such as periodic review and innovatively developing new academic programmes. The study findings show that public universities are avoiding duplication of programmes. This means that managers need to be able to accomplish two tasks that include: being able to accurately sense changes in their competitive environment, including potential shifts in technology, competition, customers, and regulation and be able to act on these opportunities and threats; be able to seize those opportunities by reconfiguring both tangible and intangible assets to meet new challenges. Capability to do so depends on employees' motivation, skills and experiences. It is also critical that job clarity and performance measures are understood by employees. In addition, rewards and development opportunities should be provided through fair and accurate performance evaluation methods that universities are doing.

The study findings also established that dynamic capability had a significant relationship with managed performance and five per cent of variance in managed performance was attributable to dynamic capability (Table 70 in Appendix 3 on page 311). Empirical studies show that dynamic capability plays a big role in the firm's survival and success.

Dynamic capabilities are practical tools and techniques for managers to use for the purpose of improving performance. However, today public universities are facing economic challenges due to government withdrawal of funding and other institutional challenges such as massified education. Managers of public universities have to be visionary and dynamic in dealing with stakeholder demands in a hyper changing, turbulent and violent environment.

Tenet Four: Goal setting is a tool for strategic planning in public universities

The study findings indicate that all public universities employ strategic planning as a form of planning. Prioritising and planning, and how to stay on track in pursuing actions and to overcome the temptation of giving in to distractions is a prerequisite for achieving managed performance. Employees in public universities in Uganda are involved in setting individual goals and targets, departmental and faculty goals that finally aggregate to the university goals and targets. At all levels of planning, the set goals and targets are in line with university missions and objectives. The study findings also established that goal setting has a significant relationship with managed performance and four per cent of variance in managed performance could be attributed to goal setting (Table 74 in Appendix 3 on page 315).

Tenet Five: Employee commitment and satisfaction is crucial for quality services, service delivery and cutting of costs in public universities in Uganda

The study established that competent employees are involved in decision making processes that affect them at work, have good working relationship with their supervisors, individual commitment and satisfaction that increases their work performance. Work performance in this study is conceptualised as managed performance vested in quality services, service delivery and cost reduction. Commitment and satisfaction of competent employees to work is crucial for quality services, service delivery and cost-effective services. Clients demand value for money that can only be delivered by committed and satisfied employees. This study found out that predictive potential of five per cent of managed performance was due to employee attitudes (e.g. commitment and satisfaction) (Table 85 in Appendix 3 on page 323). This further explains the impact of employee attitudes on quality services, service delivery and cost implications of the services the clients receive from employees of public universities in Uganda.

Tenet Six: Managed performance is achieved if employees are client focused, uphold institutional core values and practices, and are involved in innovative fundable research projects

The study established that management of public universities strived to achieve harmony between employees and minimise students' strikes. This is achieved by providing support to employees who are in problems and listening to those with grievances. Employees are also encouraged to uphold core values such as time management, teamwork, accountability, collective responsibility and transparency.

Results from this study, indicate that four per cent of variance in managed performance is due to organisational culture (Table 86 in Appendix 3 on page 323). This indicates how much the way things are being done in public universities influences the quality of services, delivery of services and the costs involved. The findings are particularly important and unique because of the changing nature of the work setting and demands from stakeholders in public universities in Uganda.

Tenet Seven: Public universities in Uganda are striving to promote and uphold their good image both locally and internationally

The study established that staff and students are for instance, good ambassadors of these institutions through participation in sports and games locally and internationally. Also, there is partnering of universities and other organisations through which dialogue takes place on matters that concern the development of universities. These linkages promote the university image. The findings indicate that six per cent of prediction of managed performance is attributable to organisational climate (Table 88 in Appendix 3 on page 324). Findings also show a positive significant relationship between organisational climate and managed performance. The way universities operate and are perceived is very important for their longevity.

Tenet Eight: Integration of ICT systems in strategic planning, maintaining and upgrading ICT systems and broad band internet is very important for managing performance

Information and communication technology is new in developing countries and there is a lot of enthusiasm for these technologies in higher institutions of learning in Uganda.

However, investment and operating costs are beyond institutions' affordability resorting to outsourcing of funds. Public universities make substantial efforts to provide staff training and technical support as well as purchase modern equipment (computers, digital cameras, scanners, printers and internet connections) and software. The use of ICT remains patchy with some departments of public universities making regular and enthusiastic use of the facilities and others barely using them at all. However, the study reveals that there is a significant positive relationship between information and communication technology adoption and managed performance. Hence, eight per cent prediction of managed performance is attributable to information and communication technology adoption (Table 87 in Appendix 3 on page 324).

Tenet Nine: Employees' perceptions and understanding of support and trust created by management is very important for successful implementation of performance management practices in public universities in Uganda

The study found out that the culture and work environment in public universities in Uganda shapes the employee behaviour. This has a cross fertilisation effect on workers' wellbeing given that people who are high in well-being are likely to have stronger experience of positive events and outcomes such as delivery of cost effective quality services. Employees respond flexibly to increasing and fast-changing customer needs that has become the primary criterion for economic survival. There is need for public universities to continuously improve staff well being at work if managed performance is to be achieved.

Policy Implications

The discussion of the findings of the study led to a number of policy implications presented in this section.

1. Need for publishing and circulating research policy in public universities in Uganda.
2. Managers of public universities in Uganda have to create awareness that quality services, service delivery and cutting of costs do not only depend on employee motivation and behaviours, but also on organisational factors related to work systems. These problems should be anticipated and controlled in order to maintain a desired level of customer satisfaction in public universities in Uganda.
3. The contribution of ICT adoption to the transformation of university education, and the nature of that transformation, will depend on the extent to which current ICT practices actively support, undermine or ignore several competing perspectives on university education change in Uganda.
4. Managers of public universities in Uganda have to continuously re-evaluate and try different new methods of managing employees to manage performance better.

These performance management practices require time to succeed and the institutions need to continually re-examine the system alignment, employee's satisfaction, tracking and monitoring effectiveness and modifying the system to accommodate the changing needs and demands.

Recommendations

Performance management practices are based on the premise that all managers will play a prominent role in attracting the best people (talent) to the universities who will deliver cost effective quality services. Also, that these managers should clearly communicate the aims, priorities and values of the university to potential employees at the recruitment and selection stages.

This should lead to appointment of people who readily identify with the aims and objectives, and who feel able to commit themselves to helping these public universities in Uganda achieve managed performance. Thereafter, it should be regarded as a participative process between the employee and line manager (Heads departments) jointly setting goals and reviewing progress towards their achievement. The process would help to prioritise work and provide on-going feedback on progress made. This would also enable staff to see how their work has contributed to the achievement of clear outcomes and to university success. The link between performance and reward is an important issue. Therefore, the recommendations for effective and efficient implementation of performance management practices require realisation of information and communication technology, quick fixture of a unit cost and client-oriented services well-aware of the hyper changes in the education environment in Uganda. Only then would managers of public universities in Uganda ensure that:

- ❖ Time is allotted for teaching, research and community services within a dynamic university environment. This will promote research so that lecturers are not left to mere teaching.
- ❖ With information and communication technology adopted, performance appraisals are conducted quarterly or even less so that employees appreciate and understand 360 degrees feedback for continuous performance improvement.
- ❖ Training and development of staff for life long learning is properly planned and implemented.

This would help staff to renew their skills, knowledge and only then will public universities have committed and competent employees that will facilitate information sharing between individuals and teams as they perform different roles for the achievement of university goals.

- ❖ Stakeholders are partnered with and involved in university activities such as curriculum design, implementation and evaluation in order to meet their demands, particularly in terms of service delivery, quality and cost reduction.
- ❖ Policies that encourage innovation are developed and achievers rewarded. This will promote new idea generation in a competitive university education environment.
- ❖ Rules and regulations that govern expected appropriate behaviours are enacted and well communicated. Then, staff and students will most effectively manage their own behaviour and results when given appropriate information with which to make a judgment, the skills to organise themselves and honest, descriptive feedback.

Research Limitations

Like any other studies, this study had limitations that are methodological and conceptual.

The limitations included:

- ❖ Some key participants withdrew from participation for various reasons but this did not affect the results because of the large sample size.
- ❖ Video-recording could have facilitated a better picture of tangibles on the ground in public universities but due to budgetary constraints it was not possible to procure a camera.

- ❖ Common method biases that arise from cross sectional survey studies are inevitable but were minimised, for instance by having; self-administered questionnaire with the dependent variable following the independent variable, triangulation of data collection, selecting knowledgeable respondents, ensuring respondent anonymity and confidentiality of information and carrying out factor analysis.
- ❖ Data was collected from the different strata of university structures, data was also collected at different times and universities have different geographical locations.
- ❖ Also, the instrument could be further refined for replication of the study.

Future research work

The research found several interesting findings but still there is need for its replication. This was a cross-sectional study that even if common method variance was taken care of a longitudinal study is worth undertaking to better unearth all salient issues that could have remained untouched. Also, the semi-structured interviews may not have told the teller's story adequately. So, there is need for more in-depth interviews and/or case studies in order to find better causal and interrelated mechanisms of performance management practices in public universities. These practices according to this study include setting goals using competent staff, sharing of information, identifying and deploying resources as the institution adapts and innovates for survival in a hyper changing environment.

Most studies indicate that explanations of performance management practices in institutions organisations are based on goal setting theory. Surprisingly, quantitative study findings on goal setting theory neither explained performance management practices nor predicted managed performance satisfactorily. In addition, qualitative data obtained from the interviews on goal setting was scanty.

Previous studies show that goal setting theory underlies performance management explanations. So, there is need of replicating this study using goal setting theory and further refinement of the instrument of this study.

References

- Abbey, A., & Dickson, J. W. (1983). R & D Work Climate and Innovation in Semi-Conductors. *Academy of Management Journal*, 26, 362–368.
- Ackoff, R.L. (1999). *Re-creating the Organisation*. New York: Oxford University Press.
- Adsit, D., London, M., Crom, S., & Jones, D. (1996). Relationships between employee attitudes, customer satisfaction and departmental performance. *Journal of Management Development*, 15(1), 62-75.
- Aggarwal, S. (1997). Re-engineering: A breakthrough or little new. *International Journal of Technology Management*, 13, 326–344.
- Aickelin, P., Battisti, G., Celia, H., Clegg, C., Fu, X., De Hoyos, R., Iona, A., Petrescu, A., & Peixoto, A. (2008). Enhancing Productivity: The Role of Management Practices. Nottingham: The University of Nottingham. AIM Working Paper Series - 062 - February 2008 - ISSN 1744-00092.
- Ajzen, I. (2001). Nature and operation of attitudes. *Annual Review of Psychology*, 52, 27–58.
- Ajzen, I., & Fishbein, M. (1980). *Understanding attitudes and predicting social behaviour*. Englewood Cliffs, NJ: Prentice Hall.
- Alavi, M., & Leidner, D.E. (2001). Review knowledge management and knowledge management systems : Conceptual foundations and research issues. *MIS Quarterly*, 25(1), 107-136.
- Alavi, M., & Leidner, D.E. (2001). Review Knowledge Management and Knowledge Management Systems: Conceptual Foundations and Research Issues. *MIS Quarterly*, 25(1), 107-136.

- Albert, C., & Martin, M. (1997). Contrasting perspectives on strategic leaders: toward a more realistic view of top managers. *Journal of Management*, 23 (3), 213-37.
- Alchian, A., & Woodward, S. (1988). The firm is dead; long live the firm: A review of Oliver Williamson's the economic institutions of capitalism. *Journal of Economic Literature*, 26, 65-79.
- Alreck, P. L., & Settle, R.B. (1995). *The Survey Research Handbook* (2nd ed.). Chicago: Irwin.
- Alwin, D. F., & Hauser, R. M. (1975). The decomposition of effects in path analysis. *American Sociological Review*, 40, 35-47.
- Amaratunga, D., & Baldry, D. (2000). Assessment of facilities management performance in higher education properties. *Facilities*, 18(7/8), 293-301.
- Amaratunga, D., & Baldry, D. (2003). A conceptual framework to measure facilities in management. *Property Management*, 21(2), 11-189.
- Ambrossini, V., & Bowman, C. (2009). What are dynamic capabilities and are they a useful construct in strategic management? *International Journal of Management Review*, 11(1), 29- 49.
- American Psychological Association (1994). *Publication manual of the American Psychological Association*. Washington, D.C: American Psychological Association.
- Amit, R., & Schoemaker, P.J. (1993). Strategic Assets and organisational rent. *Strategic Management Journal*, 14, 33- 46.
- Andersen, B., Henriksen, B., & Aarseth, W. (2006). Holistic Performance Management: an Integrated Framework. *International Journal of Productivity and Performance Management*, 55(1), 61-78.

- Anumba, C.E., Dainty, A., & Ison, S. (2006). Understanding structural and cultural impediments to ICTsystem integration A GIS-based case study. *Engineering, Construction and Architectural Management*, 13(6), 616-633.
- Arash Azadegan, A., Bush, D., & Dooley, K. (2008). *International Journal of Operations & Production Management*, 28 (7), 636-662.
- Argyris, C. (2004). *Reasons and Rationalisations: The limits to Organisational Knowledge*. Oxford: oxford University Press.
- Armstrong, M. (2000, 2006). *Performance Management: Key Strategies and Practical Guidlines*. London: Kogan Page.
- Armstrong, M., & Baron, A. (1995). *The Job Evaluation Handbook*. London: IPD House.
- Armstrong, M., & Baron, A. (1998). *Performance Management - the new realities*. , London: The Institute for Personnel Development.
- Armstrong, M., & Baron, A. (2007). *Performance Management: A Strategic and Intergrated Approach to Achieve Success*. Mumbai: Jaico Publishing House.
- Arnal, E., Ok, W., & Torres, R. (2001), Knowledge, Work Organisations and Economic Growth, Occasional Papers No 50, OECD, Paris.
- Attaran, M. & Attaran, S. (2002). Collaborative computing technology: the hot new managing tool. *Team Performance Management: An International Journal*, 8, (1/2), 13-20.
- Auden, W., Shackman, J., & Onken, M. (2006). Top management team, international risk management factor and firm performance. *Team Performance Management*, 12(7/8), 209-224.

- Augier, M., & Teece, D. J. (2006). Understanding complex organisation: The role of know-how, internal structure and human behaviour in the evolutions of capabilities. *Industrial and Corporate Change*, 15 (2), 395-416.
- Bach, S.D. (2000). From performance appraisal to performance management. In S. Bach and K. Sisson (Eds.), *Personnel Management* (3rd Eds.). Oxford: Blackwell.
- Baker, T.L., Hunt, T.G., & Hawes, J.M. (1999). Marketing strategy and organisational culture: a conceptual and empirical integration. *Journal of Marketing Management*, 9 (2), 32-46.
- Ball, M.K. (2002). Knowledge Management: Intelligence for today's business world. *KM World*, 11(3), S14-S15.
- Bandura, A. (1986). *Social Foundations of thought and Action: A Social Cognitive Theory*. Engle Wood Cliffs: Prentice-Hall.
- Baptiste, N.R. (2008). Tightening the link between employee wellbeing at work and performance. *Management Decision*, 46 (2), 289-304.
- Barnard, C.I. (1938). *The Functions of the Executive*. Cambridge Mass: Harvard University Press.
- Barnard, C.I. (1968). *The Functions of the Executive* (18th printing). Oxford: Oxford University Press.
- Barney, J. (1991). Firm Resources and Competitive Advantage, *Journal of Management*, 17 (1), 99-120.
- Barney, J. (1991). Firms resources and sustained competitive advantage. *Journal of Management*, 17(1), 99-120.

- Barney, J. B., & Zajac, E. (1994). 'Competitive organisational behaviour: Toward an organisationally-based theory of competitive advantage.' *Strategic Management Journal*, 15 (Winter): 5-9.
- Barney, J.B. (1986). Organisational culture: can it be a source of sustainable competitive advantage? *AMR* 11, 791-800.
- Barney, J.B. (2002). *Gaining and sustaining competitive advantage* (2nd Ed.). Upper saddle river, NJ: Prentice-Hall, Inc.
- Barney, J.B., (2001). Is the Resource-Based Theory a Useful Perspective for Strategic Management Research? Yes. *Academy of Management Review*; 26, (1), 41–56.
- Baron, R.M., & Kenny, D.A. (1986). The Moderator-Mediator Variable Distinction in Social Psychological Research: Conceptual, Strategic, and Statistical Considerations. *Journal of Personality and Social Psychology*, 51(6), 1173-1182.
- Bartel, A. P. (2000). Measuring the Employer's Return on Investments in Training: Evidence from the Literature. *Industrial Relations*, 39(3), 502-524.
- Bateman, F.S. (1986).The Escalation of Commitment in Sequential Decision Making: Situational and Personal Moderators and Limiting Conditions, *Decision Sciences*, 17(1), 33-49.
- Baum, J., Locke, E., & Smith, K. (2001). A Multidimensional model of venture growth. *Academy of Management journal*, 44, 292-303.
- Baumeister, R.F., & Leary, M.R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117(3), 497–529.

- Beng, A. (2006). Emotional intelligence (eq), customer service and sustainable competitive advantage. Unpublished material, A Research Thesis, Southern Cross University Australia
- Bentel, K., & Jackson, S. (1989). Top management and innovation in banking: does the composition of the top team make a difference? *Strategic Management Journal*
- Bergh, D. (2003). Thinking strategically about contribution. *Academy of Management Journal*, 24 (11), 135- 136.
- Berlowitz, D. R., Young, G. J., Hickey, E. D., Saliba, D., Mittman, B. S., Czarnowski, E., et al. (2003). Quality improvement implementation in the nursing home. *Health Services Research*, 38, 65–83.
- Bititci, U.S., Turner, T., & Begemann, C. (2000). Dynamics of performance measurement systems. *International Journal of Operations and Production Management*, 20 (6), 692–704.
- Black, S. E., & Lynch, L. M. (2001). How to compete: The impact of workplace practices and information technology on productivity. *The Review of Economics and Statistics*, 83(3), 434-445.
- Blau, P. M. (1960). Structural effects. *American Sociological Review*, 25, 178–193.
- Bluestone, B., & Bluestone, I. (1992). *Negotiating the Future: A Labor Perspective on American Business*. New York, NY: Basic Books.
- Bolles, R.C. (1975). *Learning Theory*. New York: Rinehart Winston.
- Bonner, S.E., & Sprinkle, G.B. (2002). The effects of monetary incentives on effort and task performance: theories, evidence, and a framework for research. *Accounting, Organisations and Society*, 27, 303- 45.

- Bonner, S.E., Hastie, R., Sprinkle, G.B., & Young, S.M. (2000). A review of the effects of financial incentives on performance in laboratory tasks: implications for management accounting. *Journal of Management Accounting Research*, 12, 19-64.
- Boonstra, J., & Vink, M. (1996). Technological and organisational innovation: A dilemma for fundamental change and participation. *European Journal of Work and Organisational Psychology*, 6, 84-112.
- Borg, W., & Gall, M. (1971). *Educational Research: An Introduction*. New York: Mckay Co. Inc.
- Bouckaert, G., & Halligan, J. (2008). *Managing performance: International comparisons*. London: Routledge
- Boudreau, M.C., Loch, K. D., Robey, D., & Straud, D. (1998). Going global: Using information technology to advance the competitiveness of the virtual transnational organisation. *Academy of Management Executive*, 12(4), 120–128.
- Bove, L.L., & Johnson, L.W. (2000). A customer-service worker relationship model. *International Journal of Service Industry Management*, 11, 491-511.
- Bowman, C., & Ambrossini, V. (2000). Value creation versus value capture: towards a coherent definition of value in strategy. *British Journal of management*, 11, 1-15.
- Bowman, C., & Ambrossini, V. (2003). How the resource-based and the dynamic capability views of the firm inform corporate-level strategy. *British Journal of Management*, 14, 289-303.
- Boxall, P., & Gilbert, M. (2007). Management of Managers. *International Journal of Management Review*, 9(2), 100-110.

- Boyne, G. (2003). Sources of public service improvement: a critical review and research agenda, *Journal of Public Administration Research and Theory*, 13(3), 367-394.
- Brambor, T., Clark, W., & Golder, M. (2006). Understanding Interaction models: Improving Empirical Analyses. *Political Analysis*, 14(1):63-82.
- Bramley, P. (2003). *Evaluating Training*. London: Chartered Institute of Personnel Development.
- Bresnahan, T., Brynjolfsson, E., & Hitt, L. (1999). Information technology, workplace organisation, and the demand for skilled labour: firm-level evidence. Working paper no. 7136, National Bureau of Economic Research, Cambridge, MA.
- Brewer, G.A., & Selden, C. (2000). Why elephants gallop: assessing and predicting organisational performance in federal agencies. *Journal of Public Administration Research and Theory*, 10 (4), 685-711.
- Brewer, G.A., Selden, S.C., & Facer, R.L. (2000). Individual conceptions of public services motivation. *Public Administration Review*, 60(3), 254-63.
- Brown, J. S., & Duguid, P. (2000). Balancing act: How to capture knowledge without killing it. *Havard Business Review*, 73-80.
- Brown, S.L., & Eisenhardt, K. (1997). The Art of Continuous Change: Linking Complexity Theory and Time-paced Evolution in Relentlessly Shifting Organisations. *Administrative Science Quarterly*, 42, 1-34.
- Bryman, A., & Cramer, D. (2002). *Quantitative Data Analysis*. London : Routledge.
- Brynjolfsson, E. (1993). The productivity paradox of information technology, association for computing machinery. *Communications of the ACM*, 36(12), 66-7.

- Brynjolfsson, E., & Mendelson, H. (1993). Information Systems and the Organisation of Modern Enterprise. *Journal of Organisational Computing*.
- Burca, D., Fynes, B., & Brannick, T., (2006). The moderating effect of IT sophistication on services, Practice and performance. *International of operation and production management*, 26(11).
- Busi, M., & Bititci, U. (2006). Collaborative performance management: present gaps and future research. *International Journal of Productivity and Performance Management*, 55 (1), 7-25.
- Cameron, K. (2004). A Process for Changing Organisational Culture. In M. Driver (Ed.) *The Handbook of Organisational Development*. Michigan: University of Michigan Business School.
- Cannon, F. (2003). Organisational climate: A proven tool for improving business performance. *Human Resources and Employment Review*. Croner.
- Carpenter, M.A. & G. Reilly. (2006). Construct and construct measurement in upper echelons research. In D. Ketchen, & D. Bergh (Eds.), *Research Methodology in Strategy and Management* (17-36). NY: Elsevier.
- Carson, D., & Coviello, N. (1996). Qualitative research issues at the marketing/entrepreneurship interface, *Marketing Intelligence and Planning*, 14, 55.
- Cave, A. (2005). Beyond Gershon. *The Working Future*, 1(3), 8-14.
- Cemalcilar, Z. (2009). Schools as Socialisation Contexts: Understanding the Impact of School Climate Factors on Students' Sense of School Belonging. *Applied Psychology: an International Review*.

- Chakravorthy, B.S. (1982). Adaptation: a promising metaphor for strategic management. *Academy of Management Review*, 7(1), 35–44.
- Chang, G., & Lorenzi, P. (1983). The effects of participative versus assigned goal setting on intrinsic motivation. *Journal of Management*, 9(1), 55-64.
- Charmaz, K. (2002). Qualitative interviewing and grounded theory analysis. In J. F. Gubrium & J. A. Holstein (Eds.). *Handbook of interview research: Context and Method* (pp. 675-693). Thousand Oaks: Sage.
- Chelte, A. E., & Tausky, C. (1986). A note on organisational commitment: Antecedents and consequences among managers, professionals, and blue-collar workers. *Work and Occupations*, 13(4), 553-561.
- Chemers, M. (2007). Commentary comments on the justice model from a leadership perspective. *Applied Psychology: An International Review*, 56(4), 663-666.
- Cheng Jen Huang., & Chun Ju Liu. (2005). Exploration of the relationship between innovation, IT and performance. *Journal of Intellectual capital*, 6(2), 237-252.
- Child, J., & Rodrigues, S. (1996). The role of social identity in the international transfer of knowledge through joint ventures. In S.R. Clegg, & G. Palmer (Eds.), *The Politics of Management Knowledge*. London: Sage Publications.
- Choo, C., & Johnson, R. (2004). Innovation in the Knowing Organisation: a case study of an e-commerce initiative. *Journal of Knowledge Management*, 8, 6, 77-92.
- Chowdhury, S., & Wolf, S. (2003). Use of ICTs and the Economic Performance of SMEs in East Africa. UNU/WIDER: Helsinki.
- Christensen, C.M. (2006). The ongoing process of building a theory of disruption. *The Journal of Product Innovation management*, 23, 39-55.

- Claessens, B., Eerde, W., Rutte, C., & Roe, R. (2009). Things to Do Today . . . : A Daily Diary Study on Task Completion at Work. *Applied Psychology: An International Review*.
- Clarke, T., & Clegg, S. (2000). Management paradigms for the new millennium. *International Journal of management Reviews*, 2(2), 45-64.
- Claus, L., & Briscoe, D. (2009). Employee performance management across borders: A review of relevant academic literature. *International Journal of Management Reviews*.
- Cohen, J., Cohen, P., West, S.G., & Aiken, L.S. (2003). *Applied Multiple Regression/Correlation Analysis for the Behavioural Sciences* (3rd edn.). Hillsdale, NJ: Lawrence Elbaum Associates.
- Cohen, M., & Levinthal, A. (1990). Absorptive Capacity: A New Perspective on Learning and Innovation. *ASQ*, 35, 128-152.
- Cohen, M.D., & March, J.G. (1974). *Leadership and Ambiguity: The American college president*. Boston: Harvard Business School Press
- Colbert, B.A. (2004). The complex resource-based view: implications for theory and practice in strategic human resource management. *Academy of Management Review*, 29 (3), 341-58.
- Collis, D., & Montgomery, C. (1995). Competing on resources ... 1990s. *Harvard Business Review*, 118-128.
- Combs, J., & Ketchen, D.J. (1999). Explaining interfirm cooperation and performance: toward a reconciliation of predictions from the resource-based view and organisational economics. *Strategic Management Journal*, 20, 867-888.

- Compton, R. (2005). Performance Management: Panacea or Corporate Outcast?, *Research and Practice in Human Resource Management*, 13(1), 46-54.
- Cooke, R. A., & Szumal, J. L. (1993). Measuring normative beliefs and shared behavioural Organisational culture expectations in organisations: The reliability and validity of the Inventory. *Psychological Reports*, 72, 1299–1330.
- Cooper, H.M. (1998). *Synthesizing Research: A guide for Literature Reviews*. London: Sage.
- Cooper, D.R., & Schindler, P.S. (2003). *Business Research Methods* (8th,Eds). New York, NY: McGraw-Hill.
- Corsi, T.M., Boyson, S. (2003). Real-time e-supply chain management: diffusion of new technologies and business practices. *Transportation Research Part E*, 39, 79-82.
- Coyne, K.P. (1986). *Sustainable competitive advantage-What it is and what it isn't*. *Business Horizon*, 29, 54-61. CrossRef, ISL.
- Crom, S. (1994). Creating value for customers: integrating processes and learning new behaviours. Rath & Strong, Lexington, MA, unpublished paper.
- Cronbach, L. J. (1987). Statistical tests for moderator variables: flaws in analyses recently proposed. *Psychological Bulletin*, 102, 414–17.
- Daily, C., Dalton, d., & Cannella, A. (2003). Corporate Governance: decades of Dialogue and data. *Academy of Management review*, 28, 231-292.
- David, F.R. (2001). *Concepts of Strategic Management* (8th edn.). New York: Macmillan Publishing Company.
- Day, D.V., & Bedeian, A.G. (1991). Predicting job performance across organisations: the interaction of work orientation and psychological climate. *Journal of Management*, 17, 589–600.

- de Chernatony, L., & Cottam, S. (2008). Interactions between organisational cultures and corporate brands. *Journal of Product & Brand Management*, 17(1), 13-24.
- De Lancer Julnes, P., & Holzer, M. (2001). Promoting the utilisation of performance measures in public organisations: an empirical study of factors affecting adoption and implementation. *Public Administration Review*, 61 (6), 693-708.
- De Vaus, D. (2001). *Research Design in Social Research*. London: Sage Publications.
- De waal, A. (2003). Behavioural factors important for the successful implementation and use of performance management systems. *Management Decision*, 8, 688-697.
- Dechawatanapaisal, D. (2005). HRM as Enablers of Learning Work Behaviour: perspectives from Thai ICT Professionals. *Research and Practice in Human Resource Management*, 13(1), 30-45.
- Deci, E.L., & Ryan, R.M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behaviour. *Psychological Inquiry*, 11(4), 227–269.
- Decramer, A., Christiaens, J., & Vanderstraen (2008). Implementation Dynamics of Performance Management in Higher Education. Working Paper. An earlier version of this paper was presented at the 21st EIASM Workshop on Strategic Human Resource Management 2006 (Aston, Birmingham, U.K) and at the 29th ANNUAL EAIR FORUM 2007 (Innsbruck, Austria).
- Delery, J., & Dotty, D. (1996). Modes of theorising in strategic human resource management: Tests of universalistic, contingency, and configurational performance predictions. *Academy of Management Journal*, 39, 802-35.

- Den Hartog, D., Boselie, P., & Paauwe, J. (2004). Performance Management: A model and Research Agenda. *Applied Psychology: an international Review*, 53 (4), 556-569.
- Denison, D.R. (1990). *Corporate Culture and Organisational Effectiveness*. New York, NY : John Wiley & Sons.
- Denison, D.R., & Mishra, A.K. (1995). Toward a theory of organisational culture and effectiveness. *Organisation Science*, 6(2), 204-23.
- Denscombe, M. (1998). *The Good Research Guide for Small-scale Social Research Projects*. Buckingham: Open University Press.
- Denzin, N.K., & Lincoln, Y.S. (2005). *Qualitative Research*. London: SAGE Publications.
- Dewatripont, M., Jewitt, I., & Tirole, J. (1999). The economics of career concerns, Part 1: Comparing Information Structures. *Review of Economic studies*, 66, 183-198.
- Dierickx, I., & Cool, K. (1989). Asset stock accumulation and sustainability of competitive advantage. *Management Science*, 35, 1504–1511.
- DiMaggio, P., Hargitaai, E., Neuman, W. R., & Robinson, J. P. (2001). Social Implications of the Internet. *Annual Review of Sociology*, 27, 307–336.
- Dossett, D.L., Latham, G.P., & Mitchell, T.R. (1979). Effects of assigned vs. participatively set goals, knowledge of results, and individual differences on employee behaviour when goal difficulty is held constant. *Journal of Applied Psychology*, 64, 291-8.
- Dyer, L., & Kochan, T.A (1995). Is there a New HRM? Contemporary Evidence and Future Directions. In B. Downie, P. Kumar, & M.L.Coates (Eds.), *Managing HRM in the 1990s and Beyond: Is the Workforce Being Transformed?* Kingston: Industrial Relations Centre Press, Queens University.

- Earley, P. C., & Perry, B. (1987). Work plan availability and performance: An assessment of task strategy priming on subsequent task completion. *Organisational Behaviour and Human Decision Processes*, 39, 279–302.
- Earley, P. C., Connolly, T., & Ekegren, G. (1989). Goals, strategy development and task performance: Some limits on the efficacy of goal setting. *Journal of Applied Psychology*, 74, 24–33.
- Earley, P. C., Connolly, T., & Lee, C. (1989). Task strategy interventions in goal setting: The importance of search in strategy development. *Journal of Management*, 15, 589–602.
- Echambadi, R., Campbell, B., & Agarwal, R. (2006). Encouraging best practice in quantitative management research: An incomplete list of opportunities. *Journal of Management Studies*, 43(8).
- Eddleston, K., & Kellermanns, F., & Ravi, S. (2008). Resource Configuration in Family Firms: Linking Resources, Strategic Planning and Technological Opportunities to Performance. *Journal of management Studies*, 45(1), 26–50.
- Eden, D. (1992). Leadership and expectations. Pygmalion effects and other self-fulfilling prophecies in organisations. *Leadership Quarterly*, 3, 271–305.
- Edmondson, G. (July 18, 2005). The real scandal at Volkswagen. *Business Week*, 52.
- Edwards, J. (2008). To prosper, organisational psychology should.....overcome methodological barriers to progress. *Journal of Organisational Behaviour*, 29, 469–491.
- Egan, T. M., Yang, B. Y., & Bartlett, K. R. (2004). The effects of organisational learning culture and job satisfaction on motivation to transfer learning and turnover intention. *Human Resource Development Quarterly*, 15(3), 279–301.

- Eisenhardt, K. (1989). Agency theory: An assessment and review. *Academy of Management Review*, 14: 57-74.
- Eisenhardt, K.M., & Martin, J.A. (2000). Dynamic capabilities: what are they? *Strategic Management Journal*, 21, 1105–1121.
- Emerson, E., Hastings, R., & McGill, P. (1994). Values, attitudes and service ideology. In E. Emerson, P. McGill & J. Mansell (Eds.), *Severe Learning Disabilities and Challenging Behaviours: Designing High Quality Services* (pp. 209–231). London: Chapman & Hall.
- Emmons, R.A. (1991). Personal strivings, daily life events, and psychological and physical well-being. *Journal of Personality*, 59, 453–472.
- European Commission Report (2008). E-inclusion. Ministerial Conference held 30 November-2 December, 2008, Vienna.
- Fama, E.F., & Jensen, M.C. (1983). Separation of ownership and control. *Journal of Law and economics*, 26, 301-325.
- Fazli, Idris, Mokhtar Abdullah, Mohd Ashari Idris, Nooreha Hussain (2003). Integrating Resource based view and Stakeholder theory in developing the Malaysian Excellence Model: A conceptual framework. *Singapore Management Review*, 25(2), 91-109.
- Felin, T., & Foss, N. (2005). Strategic organization: a field in search of micro-foundations. *Strategic Organisation*, 3(4), 441-455.
- Field, A. (2005). *Discovering Statistics Using SPSS*. London: Sage Publications.
- Fine, S.A. & Cronshaw, S.F. (1999). *Functional Job Analysis: A Foundation for Human Resource Management*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc

- Firdaus, A. (2006). Measuring service quality in higher education: HEDPERF versus SERVPERF. *Marketing Intelligence & Planning*, 24(1), 31-47.
- Fletcher, C. (2001). Performance appraisal and management: The developing research agenda. *Journal of Occupational and Organisational Psychology*, 53, 855-872.
- Fletcher, C., & Williams, R. (1996). Performance management, job satisfaction and organisational commitment. *British Journal of Management*, 7, 169-79.
- Fox, F., & Staw, B. (1979). The trapped administrator: Effects of job insecurity and policy resistance upon commitment to a course of action. *Administrative Quarterly*, 24, 449-471.
- Forner, C., & Larcker, D.F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, 18, 39-50.
- Frese, M. (2005). Grand theories and mid-range theories. Cultural effects on theorizing and the attempt to understand active approaches to work. In K. G. Smith & M. Hitt (Eds.), *Great Minds in Management: The Process of Theory Development* (pp.84-108). Oxford, UK: Oxford University Press.
- Frese, M., & Zapf, D. (1994). Action as the core work psychology: A german approach. In H.C.Triandis, & M.D. Dunnette (Eds.), *Handbook of Industrial and Organisational Psychology* (pp. 271-340). Palo Alto, Calif.: Consulting Psychologists Press.
- Friedrich, R.J. (1982). In defense of multiplicative terms in multiple regression equations. *American journal of political Science*, 26, 797- 833.
- Fryer, B. (2004). Accentuate the positive. *Harvard Business Review*, 82(2), 22-23.
- Garrison, D.R., & Anderson, T. (2003). *e-Learning in the 21st Century: A framework for research and practice*. London and New York: Routledge Falmer.

- Garson, G. D. (2005). *Structural Equation Modeling*. Retrieved 25 June, 2008, from <http://www2.chass.ncsu.edu/garson/pa765/structur.htm>.
- Garvin, D. (1993). Building a Learning Organisation. *Harvard Business Review*, 78-91.
- Georgiades, N. & Macdonell, R.(1998). *Leadership for Competitive Advantage*. London: John Wiley & Sons Ltd.
- Gerhart, B., & Trevor, C.O. (1996). Employment variability under different managerial compensation systems. *Academy of management Journal*, 39: 1692-712.
- Ghoshal, S., & Moran, P. (1996). Bad for Practice: a Critique of transaction Cost theory. *Academy of Management review*, 21, 13-47.
- Gibbs, G.R. (2002). *Qualitative Data Analysis: Explorations with Nvivo*.Buckingham: open University Press.
- Gilham, B. (2000). *The Research Interview*. New York: Continuum.
- Glaser, B. (1992). Basics of Grounded Theory Analysis: Emergence Vs Forcing? Mill Valley, Ca: Sociology Press.
- Glick, W., Miller, C., & Cardinal, L. (2007). Making a life in the field of organization Science. *Journal of Organizational Behavior*, 28, 817–835.
- Glisson, C., & James, L. R. (2002). The cross-level effects of culture and climate in human service teams. *Journal of Organisational Behaviour*, 23, 767–794.
- Goleman, D. (2000). Leadership that gets results. *Harvard Business Review*, 78(2), 78-90.
- Golembiewski, R., (2001). *A Handbook of Human Behaviour*. New York: Marcel Dekker.
- Gomez-mejia, L., Wiseman, R., & Dykes, B. (2005). Agency problems in diverse contexts: A globalperspective. *Journal of management*, 42(7), 1507.

- Gonzalez, R. (2008) Coordination and its ICT support in Crisis Response: confronting the information-processing view of coordination with a case study. Proceedings of the 41st Hawaii International Conference on System Sciences - © 2008 IEEE 1
- Gould-Williams, J. (2004). The effects of high commitment HRM practices on employee attitude: the views of public sector workers. *Public Administration*, 82(1), 63-81.
- Granoverter, M. (1985). Economic Action and Social structure: the problem of embeddedness. *American Journal of Sociology*, 91, 481-510.
- Grant, G., & Liebenau, J. (2002). *The strategic dimensions of information systems capability: an evolutionary and resource-based view*. London: London School of Economics and Political Science.
- Grant, R.M. (1991). The resource-based theory of competitive advantage: Implications for strategy formulation. *California Management Review*. 33, 114-135.
- Grant, R.M. (2002). *Contemporary Strategy Analysis*. London: Blackwell.
- Gray, D.E. (2004). *Doing Research in the Real World*. London: Sage Publications.
- Grbich, C. (2007). *Qualitative Data Analysis: An Introduction*. London: SAGE Publications.
- Greene, J. C., Caracelli, V. J., & Graham, W. F. (1989). Toward a conceptual framework for mixed-method evaluation designs. *Educational Evaluation and Policy Analysis*, 11, 255-274.
- Grey, C., & Antonacopolou, E. (2004). *Essential Readings in Management Learning*. London: Sage Publications.
- Guest, D. (2004). The psychology of the employment relationship: an analysis based on the psychological contract. *Applied Psychology: An International Review*, 53(4), 541-555.

- Guest, D., & Conway, N. (2004). *Employee Well-being and the Psychological Contract*. London: The Chartered institute of Personnel Development.
- Gulu university Strategic Plan (2004-2009). Gulu university Strategic Plan. Gulu University Printing Press.
- Hair, F., Anderson, R., Tatham, R., & Black, W., (2006). *Multivariate Data Analysis with Readings*. 5 th Eds. Englewood Cliffs, NJ: Prentice.
- Hall, P. (1992). The strategic analysis of intangible resources. *Strategic management Journal*, 13, 135-144.
- Hall, P. (1993). A Framework linking intangible resources and capability to sustainable competitive advantage. *Strategic Management Journal*, 14, 607- 618.
- Hall, P. (1999). Software Internationalization Architectures. In G. E. Kersten, Z. Mikolajuk, & A. Yeh, (Eds.), *Decision Support Systems for Sustainable Development in Developing Countries* (pp. 291-304). Kluwer: Boston.
- Hallier, J., & James, P. (1997). Middle managers and the employee psychological contract: An agency, protection, and advancement. *Journal of Management Studies*, 34, 703-28.
- Hamel, G., & Prahalad, C. (1994). *Competing for the Future*. Boston, MA: Harvard Business School Press.
- Han, X. (2001). Intellectual capital and organisation performance: interplay of knowledge management and human resources. *Research Project Report Conference of National Science Council*, I-Shou University, Kaosiung, 203-23.
- Hannan, M. T. & Freeman, J. (1984). Structural inertia and organisational change. *American Sociological Review*, 49, 149–164.

- Hannan, M. T., & Freeman, J. (1977). The population ecology of organisations. *American Journal of Sociology*, 8, 929–964.
- Harel, H.G., & Tzafrir, S. (1999). The effect of human resource management practices on the perceptions of organisational and market performance of the firm. *Human Resource Management*, 38, 185–200.
- Harreld, J.B., O'Reilly, C.A. III & Tushman, M.L. (2007). Dynamic capabilities at IBM: driving strategy into action. *California Management Review*, 49, 21–43.
- Hattrup, K., Mueller, K., & Joens, I. (2007). The Effects of Nations and Organisations on Work Value Importance: A Cross-Cultural Investigation. *Applied Psychology: An International Review*, 56(3), 479–499.
- Haveman, H. A. (1992). Between a rock and a hard place: Organisational change and performance under conditions of fundamental environmental transformation. *Administrative Science Quarterly*, 37(1), 48–75.
- Hayes, A., Glynn, C., & Huge, M. (2008). Cautions in the Interpretation of Coefficients and Hypothesis Tests from Linear Models with Interactions. Paper presented at the annual meeting of the International Communication Association, Montreal, Canada, May 2008.
- Heinrich, C. (2002). Outcomes-based performance management in the public sector: implications for government accountability and effectiveness. *Public Administration Review*, 62(6), 712–25.
- Hemmelgam, A., Glisson, C., & James L. (2006). Organisational culture and climate: Implications for services and interventions research. *Clinical Psychology: Science and Practice*, 13(1), 73–89.

- Hemmelgarn, A. L., Glisson, C., & Dukes, D. (2001). Emergency room culture and the emotional support component of family-centered care. *Children's Health Care, 30*(2), 93–110.
- Hendry, J. (2002). The principal's other problems: Honest incompetence and the specification of objectives. *Academy of Management Review, 27*, 98–113.
- Hendry, J. (1995). Corporate Culture Change - Is It Relevant For The Organisations Of The 1990s? *Human Resource Management Journal, 5*(4), 61-73.
- Hendry, J. (2005). Beyond self-interest: Agency Theory and Board in a satisfying World. *British Journal of Management, 16*, S55-S63.
- Hill, S. (1995). The Social Organisation of Boards of Directors. *British Journal of Sociology, 46*, 245-278.
- Heskett, J.L., Jones, T.O., Loveman, G.W., Sasser, W.E., & Schlesinger, L.A. (1994). Putting the service-profit chain to work. *Harvard Business Review, 72*(2), 164-74.
- Hitt, M. A.; Ireland, R. D., & Hoskisson, R. E. (2003). *Strategic Management: Competitiveness and Globalisation* (5th edn.). Ohio: Thomson South-
- Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American Psychologist, 44*, 513–524.
- Hobfoll, S. E., & Freedy, J. (1993). Conservation of resources: A general stress theory applied to burnout. In W. B. Schaufeli, C. Maslach, & T. Marek (Eds.), *Professional burnout: Recent developments in theory and research* (pp. 115–129). Washington, DC: Taylor & Francis.
- Hoefstede, G. (1968). Motivation, leadership, and Organisation: do American theories apply abroad. *Organisational Dynamics, 9* (1), 42-62.

- Hoefstede, G. (1994). *Cultures and Organisations: Intercultural Cooperation and its Importance for Survival*. London: HarperCollins.
- Hoefstede, G. 1985. The interaction between national and organisational value system, *J. of Management Studies*, 22, 347-357.
- Hoefstede, G., Neuijen, B., Ohayv, D. D., & Sanders, G. (1990). Measuring organisational cultures: A qualitative and quantitative study across twenty cases. *Administrative Science Quarterly*, 35: 286– 316.
- Holbeche, L. (1999). *Aligning Human Resources and Business Strategy*. Oxford: Butterworth-Heinemann.
- Holbeche, L. (2005). *The High Performance Organisation: Creating Dynamic Stability and sustainable Success*. London: Elsevier Butterworth Heinemann. Durban: University-Westville.
- Hooley, G.J., Lynch, J.E. & Jobber, D. (1992). Generic marketing strategies. *International Journal of Research in Marketing*, 9, 75–89.
- Houldsworth, E., & Jirasinghe, D. (2007). *Managing and Measuring Employee performance*. London: HayGroup.
- Houldsworth, E., & Machin, S. (2007). Leadership team performance management: the case of BELRON. *Team Performance Management*, 14(3/4), 118-133.
- Howe, K.R. (1985). Two dogmas of educational research. *Educational Researcher*, 14(80, 14-18.
- Hoy, W. K. (1990). Organisational culture and climate: A conceptual analysis of the school workplace. *Journal of Educational and Psychological Consultation*, 1, 149–168.

- Huang, T. (2001). The effects of linkage between business and human resource management strategies. *Personnel Review*, 30 (2), 132-45.
- Huff, A. (2000). Changes in organisational knowledge production: Presidential address. *Academy of Management Review*, 25, 288-293.
- Hui, H., Cheng, K., & Gan, Y. (2003). Psychological collectivism as a moderator of the impact of supervisor-subordinate personality similarity on employees' service quality. *Applied Psychology: An International Review*, 52 (2), 175-192.
- Hunter, J.E., & Schmidt, F.L. (1996). Cumulative research knowledge and social policy formulation: the critical role of meta-analysis. *Psychology, Public Policy and Law*, 2, 324-347.
- Hunter, L. (2002). *Intellectual Capital: Accumulation and Appropriation*. University of Glasgow Business School: Melbourne Institute of Applied Economic and Social Research.
- Iaffaldano, M., & Muchinsky, P. (1985). Job satisfaction and job performance: a meta-analysis. *Psychological Bulletin*, 97, 251-273.
- Institute of Personnel Management (1993). *Quality: People Management Matters*. Short Run Press: Exeter.
- Isobe, T., Makino, S., & Montgomery, D. (2002). Performance Impact of Technological Assets and Reconfiguration Capabilities: The case of small manufacturing firms in Japan. Research Paper No. 1768. Available at SSRN: <http://ssrn.com/abstract=354860> or doi:10.2139/ssrn.354860.
- Jaeger, A., & Kanungo, R. (1990). *Management in developing Countries*. London: Routledge.

- Jarvis, R., Curran, J., Kitching, J., & Lightfoot, G. (2000). The use of qualitative and quantitative criteria in the measurement of performance in small firms. *Journal of Small Business and Enterprise Development*, 7(2).
- Jaskyte, K., & Dressler, W. W. (2005). Organisational culture and innovation in nonprofit human service organisations. *Administration in Social Work*, 29, 23–41.
- Jensen, M., & Meckling, W. (1976). Theory of the firm: managerial behaviour, agency costs, and ownership structure. *Journal of Financial Economics*, 3, 305-360.
- Jensen, M.C. & Smith, C.W. (1985). Stockholder, manager, and creditor interests: Applications of agency theory. In E.I. Altman, & M.G. Subrahmanyam (Eds.), *Recent advances in corporate finance* (95–131). Homewood, IL: Irwin.
- Joan, M. (1998). The power of virtual integration: an interview with Dell Computer's Michael Dell. *Harvard Business Review*, 76 (2), 72-84.
- Johnson, J. J., & McIntye, C. L. (1998). Organisational culture and climate correlates of job satisfaction. *Psychological Reports*, 82, 843–850.
- Jones, A., & Williams, L. (2005). *How ICT?* London: The Work Foundation.
- Ju, Teresa, Ju, Patricia H., Tran, Hoang-Ha., & Wang, David (2008). Antecedents to Knowledge Transfer in Higher Education: Effective Teaching (June 27, 2008).
- Jugdev, K., & Mathur, G. (2006). Project management as strategic elements: Preliminary findings. *Management Research News*, 29(10), 604-617.
- Kagaari, J., & Munene, J.C. (2007). Engineering Lecturers' Competencies and Organisational Citizenship Behaviour (OCB) at Kyambogo University. *Journal of European Industrial Training*, 31(9), 706-726.

- Kahneman, D. (2003). Experiences of collaborative research. *American Psychologist*, 58, 723–730.
- Kamoche, K. Competence-creation in the African public sector. *International Journal of Public Sector Management*, 10(4), 268-278.
- Kangis, P., Gordon, D., & Williams, S. (2000). Organisational climate and corporate performance: an empirical investigation. *Management Decision*, 38(8), 531-540.
- Kangis, P., Gordon, D., & Williams, S. (2000). Organisational climate and corporate performance: an empirical investigation. *Management Decision*, 18(1), 15- 22.
- Kanter, R. 1999. *Managing Change - The Human Dimension.*, Boston, MA: Goodmeasure.
- Kaplan, R.S., & Norton, D.P. (1996). *The Balanced scorecard: Translating strategy into action*. London: Harvard Business School Press.
- Karake, Z. (1995). Information technology performance: agency and upper echelon theories. *Management Decision*, 33 (9), 30-37.
- Kasozi, A. (2005). The development of a strategic plan for higher education in Uganda 2001-5: the interplay of internal and external forces in higher education policy formation in a southern country. Nuffic Conference ‘A Changing Landscape’, The Hague, 23-25 May 2005.
- Kaye, M., & Anderson, R. (1998). Continous Improvement: the ten essential criteria. *International Journal of Quality and Reliability management*, 16(5), 485-506.
- Kearney, D. (2002). Classroom use of Multimedia-supported predict-observe-explain tasks to elicit and promote discussion about students’ Physics conceptions. Thesis, Curtin University of Technology.

- Kerlinger, F.N. (1973). *Foundations of Behavioural Research* (2nd). New York: Holt, Rinehardt and Winston.
- Kersley, B., Alpin, C., Forth, J., Bryson, A., Bewley, H., Dix, G., & Oxenbridge, S. (2005). *inside the Workplace Employment Relations Survey (WERS,2004)*. London: Department of trade and Industry.
- Khoja, S., Scott, R., Casebeer, A., Mohsin, M., Ishaq, A., & Gilani.S. (2007). e-Health Readiness Assessment Tools for Healthcare Institutions in Developing Countries.*Telemedicine and e-Health*, 13(4), 425-432.
- Kibanja, G. (2006). Cultural, Psychological and Gender Dimensions in Traditional and Business Negotiations. Un published PhD Thesis, Makerere University.
- Kikooma, J.F. (2010). Using Qualitative Data Analysis Software in a Social Constructionist Study of Entrepreneurship. *Qualitative Research Journal*, 10(1), 39-50. DOI 10.3316/QRJ1001039.
- Kim, S. (2002). Participative management and job satisfaction: lessons for management leadership. *Public Administration Review*, 62, 231-41.
- Kim, S. (2003). Research paradigms in organisational learning, and performance: competing modes of inquiry. *Information technology, learning and Performance Journal*, 21(1).
- Kirkman, B.L., & Den Hartog, D.N. (2004). Team performance management. In H.W. Lane, M.L Maznevski, M. Mendenhall, and J. McNett (Eds.), *The Blackwell handbook of global management* (251-272). Malden: Blackwell.

- Kloot, L., & Martin, J. (2000). Strategic Performance Management: A Balanced Approach to Performance Management Issues in Local Government. *Management Accounting Research, 11* (2).
- Kopelman, R.E., Brief, A.P., & Guzzo, R.A. (1990). The role of climate and culture in productivity. In S.Benjamin (Eds.), *Organisational Climate and Culture* (282-318). San Francisco, CA: Jossey-Bass.
- Kotter, J.P., & Heskett, J.L. (1992). *Corporate Culture and Performance*. New York, NY: The Free Press.
- Kraut, R.E., Fish, R.S., Root, R.W. & Chalfonte, B.L. (1993): Informal Communication in Organisations: Form, function and technology. In: Baecker, R.M., ed. *Readings in Groupware and Computer-Supported Cooperative Work: Assisting human-human collaboration*. San Mateo: Morgan Kaufmann, 287–314.
- Krejcie, R., & Morgan, D. (1970). Determining sample size for research activities. *Educational and Psychological Measurement, 30*, 607-610.
- Kuhn, T. (1970). *The structure of scientific revolutions*. Chicago: University of Chicago Press.
- Kulik, B.W. (2005). Agency Theory, Reasoning and Culture at Enron: In Search of a Solution. *Journal of Business Ethics, 59*.
- Lado, A., Boyd, N., & Hanlon, S. (1997). Competititon, cooperation, and the research for economic rents: A syncretic model. *Academy of Management review, 22* (1), 110-141.

- Latham, G., & Brown, T. (2006). The Effect of Learning vs. Outcome Goals on Self-efficacy, Satisfaction and Performance in an MBA Programme. *Applied Psychology: An International Review*, 55(4), 606–623.
- Latham, G. P., Erez, M., & Locke, E. A. (1988). Resolving scientific disputes by the joint design of crucial experiments by the antagonists: Application to the Erez-Latham dispute regarding participation in goal setting. *Journal of Applied Psychology*, 73, 753–772.
- Latham, G.P. & Lee T.W. (1986) Goal setting. In E.A. Locke (Ed.), *Generalizing from laboratory to field settings*. Lexington, MA: Lexington Books.
- Latham, G.P. & Lee T.W. (1986). Goal setting. In E.A. Locke (Ed.), *Generalizing from laboratory to field settings*. Lexington, MA: Lexington Books.
- Latham, G.P. (2001). The importance of understanding and changing employee outcome expectancies for gaining commitment to an organisational goal. *Personnel Psychology*, 54, 707-716.
- Latham, G.P., & Saari, L.M. (1979b). The effects of holding goal difficulty constant on assigned and participatively set goals. *Academy of Management Journal*, 22, 163-168.
- Latham, G.P., & Saari, L.M. (1982). The importance of union acceptance for productivity improvement through goal setting. *Personnel Psychology*, 35, 781-7.
- Latham, G.P., & Yukl, G.A. (1976). The effects of assigned and participative goal setting on performance and job satisfaction. *Journal of Applied Psychology*, 61, 166-71.
- Lau, R. (2000). Quality of work life and performance An ad hoc investigation of two key elements in the service profit chain model. *International Journal of Service*, 11(5), 422-437.

- Lawler, E.E., Hall, D.T., & Oldham, G.R. (1974). Organisational Climate: Relationship to Organisational Structure, Process, and Performance. *Organisational Behaviour and Human Performance*, 11(1), 139–155.
- Lawler, E.J., Thye, S.R., & Yoon, J. (2006). Commitment in structurally enabled and induced exchange relations. *Social Psychology Quarterly*, 69(2), 183–200.
- Lee, S.H. (2000). A multidimensional view of public sector employee commitment and willingness to support productivity improvement strategies: A comparative study of public employees at the managerial level between the United States and South Korea. Unpublished doctoral dissertation. Newark, NJ: Rutgers University.
- Leedy, P.D. (1997). *Planning and designin*. Merill: Upper Saddle River.
- Lei, D., Hitt, M., & Bettis, R. (1996). ‘Dynamic core competences through meta-learning and strategic context.’ *Journal of Management Academy*, 22, 549-569.
- Levenson, A. (2003). Why Do Companies Provide Workplace Education Programmes? *Review of Adult Learning and Literacy*, 4, 71-108.
- Levitas, E., & Ndofor, H.A. (2006). What to do with the resource-based view: a few suggestions for what ails the RBV that supporters and opponents might accept. *Journal of Management Inquiry*, 15 (2), 135-44.
- Lewis, B.P. (1989). Customer care in service organisations. *Marketing Intelligence and Planning*, 7(5/6), 53-70.
- Lewis, M. (2003). Analysing organisational competence: Implications for the management of operations. *International Journal of Operations and Production Management*. 23 (7): 731-756.
- Lewis, O. (1998). The culture of poverty. *Society*, 35 (2), 7.

- Lewis, T. Marginson, S., & Snyder (2005). The Network University? Technology, Culture and Organisational Complexity in Contemporary Higher Education. *Higher education Quarterly*, 59 (1), 56-75.
- Liberatore, M.J., & Wenhong Luo (2007). The Effect of Client - Consultant Coordination on is Project Performance: An Agency Theory Perspective. *Management of Engineering and Technology, Portland International Center*, 2064-2073.
- Likert, R. (1932). *A Technique for the measurement of Attitudes*. New York: Archives of Psychology.
- Lim, B. (1995). Examining the organisational culture and organisational performance link, *Leadership & Organisation Development Journal*, 16(5), 16-25.
- Lincoln, Y. & Guba, E. (1985). *Naturalistic Inquiry*. Newbury Park, CA: Sage Publications.
- Lindsay, A.c. (2002). Intergarative quantitative and qualitative methods to assess the impact of child survival programmes in developing countries: The case of a programme evaluation in Ceara, Northeast Brazil. *Health Education and Behaviour*, 29(5), 570-584.
- Lippitt, G.L., Langseth, P., & Mossop, J. (1985). *Implementing Organisational Change: A Practical Guide to Managing Change Efforts*. San Francisco, CA: Jossey-Bass.
- Litwin, G.H., & Stringer, R.A. (1968). *Motivation and organisatioal climate*. Boston, MA: Harvard Business School Press.
- Liu, K., Dix, A., & Narasipuram, M. (1998). *Norm Based Agency for Designing CSCW*. Stafford: Staffordshire University.

- Li-Yun Sun., & Wen Pan (2008). Hr practices, emotional exhaustion, and work outcomes: A conservation-of – resources theory in Chinese context. *Human Resources Development Quarterly*, 19(1).
- Llewellyn, S., & Tappin, E. (2003). Strategy in the public sector: management in the wilderness. *Journal of Management Studies*, 40, 200-210.
- Lloyd P., Steier, J., Chrisman, J., & Chua, H. (2004). Entrepreneurial Management and Governance in Family Firms: An Introduction. *Entrepreneurship Theory and Practice*, 28 (4), 295–303.
- Locke, E. A. (1968). Toward a theory of task motivation and incentives. *Organisational Behaviour and Human Performance*, 3(15): 157-189.
- Locke, E. A. (1978). The ubiquity of the technique of goal-setting in theories of and approaches to employee motivation. *Academy of Management Review*, 3(3): 594-601.
- Locke, E. A., & Latham, G. P. (1990). *A Theory of Goal Setting and Task Performance*. Englewood Cliffs, NJ: Prentice-Hall.
- Locke, E.A. (2000). Motivation, cognition, and action: An analysis of studies of task goals and knowledge. *Applied Psychology: An International Review*, 49, 408 – 429.
- Locke, E.A. (2001). Self-set goals and self-efficacy as mediators of incentives and personality. In M. Erez, H.U. Klein Beck, & H. Thierry (Eds.), *Work Motivation in the context of globalizing economy* (13-26). Mahwah, NJ: Erlbaum.
- Locke, E.A., & Bryan, J. (1967). Performance goals as determinants of level of performance and boredom. *Journal of Applied Psychology*, 51, 120–130.
- Locke, E.A., & Latham, G.P. (1990). *A theory of goal setting and task performance*. Englewood Cliffs, NJ: Prentice Hall.

- Locke, E.A., & Latham, G.P. (2002). Building a practically a useful theory of goal setting and task motivation. *American Psychologist*, 57, 705-717.
- Locke, E.A., & Latham, G.P. (2005). Goal setting theory: Theory building by induction. In K.G. Smith & M. Hitt (Eds.), *Great Minds in Management: The Process of Theory Development* (pp.128-150). Oxford, UK: Oxford University Press.
- Locke, E.A., Shaw, K.N., Saari, L.M., & Latham, G.P. (1981). Goal setting and task performance. *Psychological Bulletin*, 90, 125-152.
- Lockett, A. & Thompson, S. (2001). The resource based view and economics. *Journal of Management*, 27, 723–754.
- Lockett, A., Thompson, S., & Morgenstern, U. (2009). The development of the resource-based view of the firm: A critical appraisal. *International Journal of Management Review*, 11(1), 9-28.
- London, M., Smither, J.W., & Adsit, D.J. (1997). Accountability: the Achilles' heel of multi-source feedback. *Group and Organisational Management*, 22, 162-84.
- Lubatkin, M.H., Schulze, W.S., Ling, Y., & Dino, R. (2005). The effects of parental altruism on the governance of family-managed firms. *Journal of Organisational Behaviour*, 26, 313–330.
- Macaulay, S., & Cook, S. (1994). Performance management as the key to customer service. *Industrial and Commercial Training*, 26(11), 3-8.
- MacKinnon, D. P., Lockwood, C. M., Hoffman, J. M., West, S. G., & Sheets, V. (2002). A comparison of methods to test the significance of the mediated effect. *Psychological Methods*, 7, 83-104.

- McQuade, E., Sjoer, E., Fabian, P., & Schroeder, S. (2007). Will you miss me when I'm gone? A study of the company and expertise as employees retire. *Journal of European Industrial Training*, 31(9), 758-768.
- Mak, A. (2003). Performance Management Practices Survey in China. <http://www.ddiworld.com/01/02/2009>.
- Makadok, R. (2001). Toward a synthesis of the resource-based and dynamic-capability views of rent creation. *Strategic Management Journal*, 22, 387-401.
- Makerere University (2001). Makerere University Information and Communication Technology: Policy and Master Plan.
- Malhotra, N. K., & Mukherjee, A. (2004). The relative influence of organisational commitment and job satisfaction on service quality of customer-contact employees in banking call centres. *Journal of Service Marketing*, 18(3), 162-174.
- Malhotra, Y. (2004). Integrating Knowledge Management Technologies in Organisational Business Processes: Getting Real time Enterprises to Deliver Real business performance. *Journal of Knowledge Management*.
- Mallak, L. A., Lyth, D. M., Olson, S. D., Ulshafer, S. M., & Sardone, F. J. (2003). Culture, the built environment, and healthcare organisational performance. *Managing Service Quality*, 13, 27-38.
- Mamdani, M. (2007). *Scholars in the Marketplace*. Kampala: Fountain Publishers.
- Manz, C. (1992). Self-leading work teams: moving beyond self-management themes. *Human Relations*, 45 (11), 1119-40.
- March, J.G., & Simon, H.A. (1958). *Organisations*. New York, NY: John Wiley & Sons.

- Marchington, M., & Wilkinson, A. (2005). *Human Resource Management at Work: People Management and Development*. London: The Chartered Institute of Personnel and Development.
- Marino, K. (1996). Developing consensus on firm competencies and capabilities. *Academy of Management Executive*, 10 (3), 40-52.
- Markey, R., & Shulruf, B. (2008). *Effects of workplace practices on profitability: evidence from New Zealand*. Paper presented at 6th Regional Congress for the Americas of the International Industrial Relations Association, Buenos Aires.
- Marshall, C., & Rossman, G. (1995). *Designing qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.
- Martin, R. (1993). The new Behaviourism: a Critique of Economic and Organisation. *Human Relations*, 46, 1085-1101.
- Martinez, V., & Kennerley, M. (2005). Impact of performance management reviews: Evidence from an energy supplier. EurOMA 12th Annual Conference, Budapest, 19-22.
- Martinez-Tur, V., Peiro, J., & Ramos, J. (2005). Linking situational constraints to customer satisfaction in a service environment. *Applied Psychology: An International Review*, 54(1), 25-36.
- Mathew, J. (2007). The relationship of organisational culture with productivity and quality: A study of Indian software organisations. *Employee Relations*, 29(6), 77- 695.

- Mathieu, J.E., & Zajac, D.M. (1990). A review and meta-analysis of the antecedents, correlates and consequence of organisational commitment. *Psychological Bulletin*, 108, 171-194.
- Mathur, G., & Jugdev, K. (2007). Intangible project management projects as determinants of competitive advantage. *Management Research News*, 30(7), 460-475.
- Mauill, R., Brown, P., & Cliffe, R. (2001). Organisational culture and quality improvement. *International Journal of Operations & Production Management*, 21 (30), 302-326.
- McCarthy, A., & Garavan, T. (2007). Understanding acceptance of multiscore feedback for management development. *Personnel Review*, 36(6), 903-917.
- McDonald, D., & Smith, A. (1995). A proven connection: Performance management and business results. *Compensation and Benefits Review*, 27(1), 59-62.
- McGuinness, T., & Morgan, R. (2005). The effect of market and learning orientation on strategy dynamics: The contributing effect of organisational change capability. *European Journal of Marketing*, 39, 11/12, 1306-1326.
- McMillan, G.S., & Hamilton, III, R.D. (2004). Implementing effective control strategies for firm management of scientific information. *Int. J. Technology Intelligence and Planning*, 1(1).
- McQuade, E., Sjoer, E., Fabian, P., & Schroeder, S. (2007). Will you miss me when I'm gone? A study of the company and expertise as employees retire. *Journal of European Industrial Training*, 31(9), 758-768.
- Mendonca, M., & Kanungo, R. (1996). Impact of Culture on Performance. *International Journal of Manpower*, 17, (4/5), 65.

- Mento, A.J., Steel, R.P. & Karren, R.J. (1987). A meta-analytic study of the effects of goal setting on task performance: 1966-1984. *Organisational Behaviour and Human Decision Processes*, 39, 52-83.
- Meredith, J.R. (2002). Developing project management theory for managerial application: the view of a research journal's editor. Paper presented at the frontiers of project management research and application, Seattle, MA.
- Meso, P., Datta,P., & Mbarika, V. (2006). Moderating information and communication technologies' influences on socioeconomic development with good governance: A study of the developing countries. *Journal of the American Society for Information Science and Technology*, 57(2), 186-197.
- Meyers, F., Verhoest, K., & Verschuere, B. (2008). *Performance of public sector organisations: do management techniques matter?* Leuven: Katholieke Universiteit.
- Miles, M.B., & Huberman, A.M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. Thousand Oaks, CA: Sage Publications.
- Miles, R., & Snow, C. (1978). *Organisational strategy, structure, and process*. San Francisco:McGraw-Hill.
- Mills, J., Platts, K., Bourne, M., & Richards, H. (2002). *Strategy and Performance: Competing through Competences*. Cambridge: Cambridge University Press.
- Miner, J.B. (2003). The rated importance, scientific validity, and practical usefulness of organisational behaviour theories. *Academy of management Learning and Education*, 77, 250-268.
- Mintzberg, H., Ahlastrand, B., & Lampel, J. (1998). *Strategy Safari: The Complete Guide Through The Wilds of StrategicManagement*. London: FT Prentice Hall.

- Mitchell, T.R. (1997). Matching motivational strategies with organisational contexts. *Research in Organisational Behaviour*, 19, 57-149.
- Mohr, L.A (1991). Social episodes and consumer behaviour: the role of employee effort in satisfaction with services, Arizona State University, unpublished doctoral dissertation.
- Mohrman, A.M., & Mohrman, S.A. (1995). Performance management is 'running the business'. *Compensation@benefits Review*, 69-75.
- Mondy, R.W., Noe, R.M., & Premeaux, S.R. (2002). *Human resource management* (8th edn). Upper Saddle River, NJ: Prentice Hall.
- Moos, R. H. (1987). *The Social Climate Scales: A User's Guide*. Palo Alto, CA: Consulting Psychologists Press.
- Morrison, E.W., Chen, Y., & Salgado, S.R. (2004). Cultural differences in newcomer feedback seeking: A comparison of the United States and Hong Kong. *Applied Psychology: An International Review*, 53(1), 1-22.
- Mosakowski, E. (1993). A resource-based perspective on the dynamic strategy-performance relationship: An empirical examination of the focus and differentiation strategies in entrepreneurial firms. *Journal of Management*, 19, 819-839.
- Muchinsky, P. (1994). *Psychology Applied to Work: An introduction to Industrial and Organisational Psychology*. Pacific Grove: Brooks/Cole Publishing Company.
- Munene, J., Nansubuga, F., Kamuhanda, R., Matovu, V., Bakwega, A., & Muchinsky, M. (2003). A process centred three-factor framework for Analysing, Predicting and Prescribing Organisational climates in NNGo in Africa. Kampala: Makerere University.

- Munene, J.C., & Nansubuga, F. (2005). *The Management of Universal Primary Education in Uganda*. Kampala: Makerere University.
- Munene, J.C., Schwartz, S.h. & Kibanja, G. (2005). *Escaping from Behavioural Poverty in Uganda: The Role of Culture and Social capital*. Kampala: Fountain Publishers.
- Myners, P. (1998). Improving performance reporting to the market. In A. Carey, & J. Sancto (Eds.), *Performance Measurement in the Digital Age* (27-33). London; ICAEW.
- Nadler, D. A., & Tushman, M. L. (1977). A diagnostic model for Organisational behaviour. In J. R. Hackman, E. E. Lawler III, & L. W. Porter (Eds.), *Perspectives on behaviour in organisations* (85–98). New York: McGraw-Hill.
- Nandakumar, M.K., Ghobadian, A., & O'Regan, N. (2010). Business-level strategy and performance: The moderating effects of environment and structure. *Management Decision*, 48(6), 907-939.
- Naschold, F. (1989). *New Frontiers in Public Sector Management*. Berlin: De Gruyter.
- National Council for Higher education (2008). *National council Of Higher education Quality assurance Framework for uganda Universities*. Kampala: National Council of Higher Education.
- Newberry, S., & Pallot, J. (2004). Freedom or coercion? NPM incentives in New Zealand central government departments. *Management Accounting Research*, 15, 247-66.
- Newbert, S.L. (2005). New firm formation: A dynamic capability perspective. *Journal of Small Business Management*, 43(1), 55-77.
- Newbert, S.L. (2007). Empirical research on the resource-based view of the firm: an assessment and suggestions for future research. *Strategic Management Journal*, 28, 121–146.

- Norton, S. (1988). Franchising, brand name capital, and the entrepreneurial capacity problem. *Strategic Management Journal*, 9, 105–114.
- Ntayi, J. (2005). Career Resilience and Salesforce Performance, A PhD Thesis, Makerere University, Kampala-Uganda.
- Ntoumanis, N. (2001). *A Step by Step Guide to SPSS for Sport and Exercise Studies*. London: Routledge.
- Nunnally, J.C. (1978). *Psychometric Theory*. New York: McGraw-Hill Book Company.
- Nvivo (Software for Qualitative Data Analysis). Forum Qualitative Sozialforschung / Forum: *Qualitative Social Research*, 3 (2).
- Namutebi, J. (July 23, 2008). Makerere Univetrity has 12 bank accounts. *New Vision*, 5.
- O'Donnell, S. (2000). Managing foreign subsidiaries: Agents of headquarters, or an inter-dependent network? *Strategic Management Journal*, 21, 525- 48.
- O'Regan, N., & Ghobadian, A. (2004). Drivers of performance in small- and medium-sized firms: An empirical study. *International Journal of Business Performance Management*, 6, 153–170.
- Ohemeng, F. (2009). Constraints in the implementation of performance management systems in developing countries: the Ghanaian case. *International Journal of Cross Cultural Management*, 9, 109.
- Oktemgil, M., & Gordon, G. (1997). Consequences of high and low adaptive capability in UK companies. *Eur J Mark*, 31(7), 445–466
- Osborne, D., & Gaebler, T. (1992). *Reinventing government: how the entrepreneurial spirit is transforming the public sector*. Reading, MA: Addison-Wesley.

- Osborne, D., & Gaebler, T. (1993). *Reinventing Government: How the Entrepreneurial Spirit is Transforming the Public Sector*. New York: Plume.
- Ott, J. S. (1989). *The Organisational Culture Perspective*. Chicago, IL: Irwin.
- Paladino, A. Widing, R.E., & Whitwell G. (1998). Synthesising the Resource Based View and Market Orientation to Understand Organisational Performance. In B. Gray, & K. Deans, (Eds.), *Marketing Connections Proceedings of the Australia New Zealand Marketing Academy (1779-1784)*. Dunedin: ANZMAC.
- Papazoglou, M.P., Ribbers, P., & Tsalgaidou, A. (2000). Integrated value chains and their implications from a business and technology standpoint. *Decision Support Systems*, 29, 323-42.
- Parasuraman, A., Zeithmal, V.A., & Berry, L.L. (1988). SERVQUAL: a multiple-item scale for measuring consumer perceptions of service quality. *Journal of Retailing*, 64(1), 12-40.
- Parker, C. P., Baltes, B. B., Young, S. A., Huff, J. W., Altmann, R. A., Lacost, H. A., *et al.* (2003). Relationships between psychological climate perceptions and work outcomes: A meta-analytic review. *Journal of Organisational Behaviour*, 24, 389–416.
- Parsons, S., Daniels, H., Porter, J., & Robertson, C. (2008). Resources, staff beliefs and organisational culture: Factors in the use of information and communication technology for adults with intellectual disabilities. *Journal of Applied Research in Intellectual Disabilities*, 21, 19–33.
- Pascale, R. (1990). *Managing on the Edge*. London: Viking.
- Patterson, M., West, M., Lawthorn, R., & Nickell, S. (1998). *The Impact of People Management Practices on Business Performance*. London: IPD.

- Peccei, R. (2004). *Human Resource Management and the Search for the Happy Workplace*. Rotterdam: Erasmus Research Institute of Management, Rotterdam School of Management, Rotterdam School of Economics.
- Pedro, F. (2001). Transforming on-campus education: Promise and peril of information technology in traditional universities. *European Journal of Education*, 36(2).
- Pelz, D. C., & Andrews, F. M. (1966). *Scientists in Organisations*, Wiley, New York, 1966.
- Penrose, E. (1959). *The Theory of Growth of the Firm*. Oxford: Blackwell.
- Perry, J., Mesch, D., & Paarlberg, L. (2006). Motivating Employees in a New Governance Era: The Performance Paradigm Revisited. *Public Administration Review*.
- Peteraf, M. (1993). The cornerstones of competitive advantage: A resource-based view. In N. Foss (Eds.), *Resources, Firms, and Strategies: A Reader in the Resource-Based Perspective* (187-203). Oxford, UK: Oxford University Press.
- Peters, T.J., & Waterman, R. (1982). *In Search of Excellence*. Harper: Row.
- Petrocelli, J.V. (2003). Hierarchical Multiple Regression in Counseling Research: Common Problems and Possible Remedies. *Measurement and Evaluation in Counseling and Development*, 36, 9-22.
- Pfeffer, J. (1994). Barriers to the advance of organisational science; paradigm development as a dependent variable. *The Academy of Management Review*, 18(4), 599.
- Pfeffer, J. (1994). *Competitive Advantage through People*. Boston, MA: Harvard Business School Press.
- Pfeffer, J., & Veiga, J.F. (1999). Putting people first for organisational success. *Academy of Management Executive*, 13(2), 37 - 48.

- Pierce, C.S. (1960). The Rules of Philosophy. In M. Konvitz, & G. Kennedy (Eds.), *The American Pragmatists*. New York: New American Library.
- Pitt, L.F., & Foreman, S.K. (1999). Internal marketing role in organisations: a transaction cost perspective. *Journal of Business Research*, 44, 25-36.
- Pollit, C. (2006). Performance Management in Practice: A Comparative Study of Executive Agencies. *Journal of Public Administration Research and Theory*, 16, 25-44.
- Pollitt, C. (1995). Managing techniques for the public sector: pulpit and practice. In B.G. Peters & D.J. Savoie (Eds.), *Governance in a changing environment*. Montreal and Kingston: Canadian centre for Management Development and McGill- Queen's University Press.
- Prahalad, C.K., & Hamel, G. (1990). The core competence of the corporation. *Harvard Business Review*, 68, (3), 79-91.
- Price, R. M. (1996). Technology and Strategic Advantage. *California Management Review*, 38(3), 38-56.
- Priem, R., & Butler, J. (2001a). Is the Resource-based view a Useful Perspective for Strategic Management? *Academy of Management Review*, 26 (1), 22- 40.
- Priem, R.L., & Butler, J.E. (2001b). Tautology in the resource-based view and the implications of externally determined resource value: further comments. *Academy of Management Review*, 26(1), 57-66.
- Pritchard, R. D., & Karasick, B.W. (1973). The Effects of Organisational Climate on Managerial Job Performance and Job Satisfaction. *Organisational Behaviour and Human Performance*, 9(1), 26-146.

- Pulakos, E.D. (2004). *Performance management: A Road Map for Developing, Implementing and Evaluating Performance Management*. New York: SHRM Foundations.
- Punnett, B.J., Corbin, E., & Greenidge, D. (2007). Assigned goals and task performance in a Caribbean context: Extending management research to an emerging economy. *International Journal of Emerging Markets*, 2(3), 215-235.
- Quan Xiao-yan (2007). Exploring Sustained Advantage: The effect of organisational culture on firm performance. *Management Science and Engineering*, 4(3), 1372-1377.
- Quick, J.C. (1979). Dyadic goal setting within organisations: role-making and motivational considerations. *Academy of Management Review*, 4 (3), 369-80.
- Quinn, J.B., Anderson, P., Finkelstein, S. (1996b). *The Academy of Management Executive*, 10 (3), 7-27.
- Radnor, Z., & MacGuire, M. (2004). Performance management in public sector: fact or fiction? *International Journal of Productivity and Performance management*, 53(3), 245-260.
- Ramamoorthy, N., Kulkarni, S., Gupta, A., & Flood, P. (2007). Individualism–collectivism orientation and employee attitudes: A comparison of employees from the high-technology sector in India and Ireland. *Journal of International Management*, 13(2), 187-203.
- Ramlall, S. (2008). Enhancing Employee Performance Through Positive Organisational Behaviour. *Journal of Applied Social Psychology*, 38(6), 1580-1600.
- Rappaport, A. (1986). *Creating Shareholder Value*. New York: The Free Press.
- Ravjee, N. (2007). The politics of e-learning in South African higher education. *International Journal of Education and development using ICT*, 3(4).

- Reeves, J., Forde, C., O'Brien, J., Smith, P., & Tomlinson, H. (2002). *Performance Management in Education: Improving Practice*. London: SAGE Publications.
- Rentsch, J. R. (1990). Climate and culture: Interaction and qualitative differences in organisational meanings. *Journal of Applied Psychology*, 75, 661–668.
- Rheingold, H. (1993). *The virtual community: Homesteading on the electronic frontier*. Reading, MA: Addison-Wesley.
- Richardson, R., & Thompson, M. (1999). *The Impact of People Management Practices on Business Performance*. London: The Institute of Personnel and Development.
- Risher, H., & Fay, C. (2007). *Managing for Better Performance: Enhancing Federal Performance Management Practices*.
- Roberts, J., McNulty, T., & Stiles, P. (2005). Beyond Agency Conceptions of the Work of the Non-Executive Director: Creating Accountability in the Boardroom. *British Journal Of Management*, 16, 5-26.
- Robertson, P.J. (1994). The relationship between work setting and employee behaviour. *Journal of Organisational Change Management*, 7(3), 22-43.
- Rocco, T., Bliss, L., Gallagher, S., & Perez-Prado, A. (2003). Taking the next step: mixed methods research in organisational systems. *Information Technology, Learning, and Performance Journal*, 21 (1), 19.
- Rodgers, R., & Hunter, J.E. (1991). Impact of management by objectives on organisational productivity. *Journal of Applied Psychology*, 76(2), 322-36.
- Rodwell, J., Kienzle, R., & Shadur, M. (1998). The relationship among work-related perceptions, employee attitudes, and employee performance: The intergral role of communication. *Human Resource Management*, 37(3), 277-293.

- Rogers, E. M. (1995). *Diffusion of innovations* (4th ed.). New York: Free Press.
- Rousseau, D. M. (1977). Technological differences in job characteristics, employee satisfaction and motivation: A synthesis of job design research and socio-technical systems theory. *Organisational Behaviour and Human Performance*, 19, 18–42.
- Rumelt, R. (1984). Toward a strategic theory of the firm. In R. Lamb (Eds), *Competitive Strategic Management* (556-570). New York: Prentice Hall.
- Rutherford, M. A., & Buchholtz, A. K. (2007). Investigating the Relationship between Board Characteristics and Board Information. *Corporate Governance*, 15 (4), 576-583.
- Ryan, R.M., & Stiller, J.D. (1994). Representations of relationships to teachers, parents, and friends as predictors of academic motivation and self-esteem. *Journal of Early Adolescence*, 14(2), 226–249.
- Sanjek, R. (1990). A Vocabulary for Fieldnotes and Examples of Fieldnotes. In R. Sanjek (Eds.), *Fieldnotes: The Makings of Anthropology* (92-135). Ithaca and London: Cornell University Press.
- Santos, E. (1999). On Lower Bounds on Running Time for General Numerical Computation Problems, *Proceedings of the Ninth SIAM Conference on Parallel Processing and Scientific Computing*.
- Sarantakos, S. (2005). *Social Research* (3rd Eds.). London: Palgrave Macmillan.
- Scarnati, J. (1999). Beyond technical competence: the fundamentals of flexibility. *Participation and Empowerment: International Journal*, 7(7), 194-200.
- Schein, E. (1980), *Organisational Psychology*, 3rd ed., Prentice-Hall, Englewood Cliffs, NJ.
- Schein, E.H. (1985). *Organisational Culture and Leadership*. San Francisco, CA: Jossey-Bass.

- Schippers, M., Den Hartog, D., & Koopman, p. (2007). Reflexivity in Teams: A Measure and Correlates. *Applied Psychology*, 56 (2), 189–211.
- Schneider, B. (1990). Climate and culture: An evolution of constructs. In B. Schneider (Eds.), *Organisational climate and culture* (pp.5-39). San Francisco: Jossey-Bass.
- Schneider, B., & Bowen, D.E. (1985). Employee and customer perceptions of service in banks: Replication and extensions. *Journal of Applied Psychology*, 70, 423-433.
- Schoemaker, P. J. (1992). How to link strategic vision to core capabilities. *Sloan Management Review*. 34 (Fall), 67-81.
- Schoemaker, P.J. (1992). How to link strategic vision to core capabilities. *Sloan Management Review*, 34, 67- 81.
- Schroeder, Dean M., Congden, Steven W., & Gopinath, C. (1995). Linking Competitive Strategy and Manufacturing Process Technology. *Journal of Management Studies*, 32(29), 163-189.
- Schuler, R.S., & Jackson, S.E. (1989). Determinants of human resource management priorities and implications for industrial relations. *Journal of Management*, 15, 89-99.
- Schwandt, T.A. (2000). Three epistemological stances for qualitative inquiry: Interpretivism, hermeneutics, and social constructionism. In Y.S. Lincoln, & E. Guba (Eds.), *Handbook of qualitative Research* (pp.189-213). Thousands oaks CA: Sage Publications.
- Seijts, G. H., & Latham, G. P. (2000a). The construct of goal commitment: Measurement and relationships with task performance. In R.Goffin, & E. Helmes (Eds.), *Problems and solutions in human assessment* (pp.315–332). Dordrecht, the Netherlands: Kluwer Academic.

- Seijts, G. H., & Latham, G. P. (2000a). The construct of goal commitment: Measurement and relationships with task performance. In R. Goffin, & E. Helmes (Eds.), *Problems and solutions in human assessment* (pp. 315–332). Dordrecht, the Netherlands: Kluwer Academic.
- Shapiro, J., Shore, L.M., Taylor, S., & Tetrick, L.E. (2004). *The Employment Relationship: Examining Psychological and Contextual Perspectives*. Oxford: Oxford University Press.
- Shapiro, J.A., Kessler, I., & Purcell, J. (2004). Exploring organisationally directed citizenship behaviours: Reciprocity or ‘It’s my Job? *Journal of Management Studies*, 41(1), 85-106.
- Sharma, S., Durand, R. & Gur-Arie, O. (1981). Identification and analysis of moderator variables. *Journal of Marketing Research*, 18(3), 291-300.
- Shepherd, A. (2001). *Hierarchical Task Analysis*. London: Taylor and Francis.
- Shore, L.M., Porter, L.W., & Zahra, S.A. (2004). Employer-oriented strategic approaches to the employee-organisation relationship (EOR). In J. Shapiro, L.M. Shore, S. Taylor, & L. E. Tetrick, L.E. (Eds.), *The Employment Relationship: Examining Psychological and Contextual Perspectives* (pp.136-160). Oxford: Oxford University Press.
- Shortell, S. M., Bennett, C. L., & Byck, G. R. (1998). Assessing the impact of continuous quality improvement on clinical practice: What it will take to accelerate progress. *The Milbank Quarterly*, 76, 593–624.
- Shrout, P. E., & Bolger, N. (2002). Mediation in experimental and nonexperimental studies: New procedures and recommendations. *Psychological Methods*, 7, 422–445.

- Simon, H.A. (1957). *Models of Man*. New York: Wiley.
- Simons, R. (2000). *Performance Measurement and Control Systems for Implementation Strategy: Text and Cases*. Prentice-hall: Uppere River, NJ.
- Singh, K. (2000). Effect of human resource management practices on firm performance in India. *Indian Journal of Industrial Relations*, 36 (1), 1–23.
- Smith, A., & Rupp, W. (2002). Communication and loyalty among knowledge workers: a resource of the firm theory view. *Journal of Knowledge management*, 6(3), 250-261.
- Smith, K., & Hitt, M. (2005). *Great Minds in Management: The Process of Theory Development*. London: Oxford University press.
- Smith, K., Collins, C., & Clark, K. (2005). Existing knowledge, knowledge creation capability, and the rate of new product introduction in high-technology firms. *Academy of Management Journal*, 45, 346-57.
- Smith, K., Locke, E., & Barry, D. (1990). Goal setting, planning and organisational performance: An experimental simulation. *Organisational Behaviour and Human Decision Processes*, 46, 118–134.
- Snell, S.A., & Youndt, M.A. (1995). Human Resources Management and firm performance: testing a contingency model of executive controls. *Journal of Management*, 21 (4), 711-37.
- Sobel, S.E. (1982). Asymptotic intervals for indirect effects in structural equation models. In S. Leinhardt (Eds.), *Sociological Methodology* (pp. 290-312). San Francisco: California.
- SPSS Inc. (2008). *SPSS 17.0 for Windows*. Chicago: SPSS Inc.

- Stajkovic, A., & Luthans F. (2003). Behavioural Management and Task Performance in Organisations: Conceptual Background, Meta-Analysis, and Test of Alternative Models . *Personnel Psychology*, 56 (1): 155 – 94.
- Stamper, R., & Liu, K. (1994) Organisational Dynamics, Social Norms and Information Systems, in *Proceedings of the Twenty Seventh Hawaii International Conference on System Sciences*, Hawaii, IV, 645-654.
- Staw, B.M. (1976). Knee deep in the Big Muddy, a Study of Escalating Commitment to a Chosen Course of Action. *Organisational Behaviour and human performance*, 16, 27- 44.
- Steers, R. M. (1977). Antecedents and outcomes of organisational commitment. *Administrative Science Quarterly*, 22, 46-56.
- Stewart, G. B. III (1991). *The Quest for Value*. New York; Harper Collins.
- Stigler, G.J. (1961). The economics of information. *Journal of Political Economy*, 69, 213-225.
- Straub, D.W. (1989). Validating Instruments in MIS Research. *MIS Quarterly*, 13(2): 147-166.
- Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Sage Publications.
- Styhre, A. (2004). Rethinking Knowledge: A Bergsonian Critique of the Notion of Tacit Knowledge. *British Journal of Management*, 15 (2), 177.
- Subramony, M., Beehr, T., & Johnson, C. M. (2004). Employee and Customer Perceptions of Service Quality in an Indian Firm. *Applied psychology: An International Review*, 53(2), 311–327.

- Suliman, A. (2007). Links between justice, satisfaction and performance in the workplace: A survey in the UAE and Arabic context. *Journal of Management Development*, 26(4), 294-311.
- Swain, P. (1999). Organisational learning: developing leaders to deal with continuous change - a strategic human resource perspective. *The Learning Organisation*, 6(1), 30-37.
- Tabachnick, B., & Fidell, L. (2001). *Using Multivariate Statistics*. Needham Heights, MA: Allyn & Bacon. ISBN 0-321-05677-9.
- Teece, D.J. (2000). Strategies for Managing Knowledge Assets: The Role of Firm Structure and Industrial Context. *Long Range Planning*, 33, 1, 35-54.
- Teece, D.J., Pisano, G. & Shuen, A. (1997). Dynamic capabilities and strategic theoretical sophistication? *Human Resource Management Journal*, 2, 60-79.
- Teece, D.J., Pisano, G., & Schuen, A. (1992). *Dynamic capabilities and strategic management*. Mimeo, Haas School of Business, University of California, Berkeley, CA.
- The University and Other Tertiary Institutions Act (2001). The University and Other Tertiary Institutions Act (2001, UPPC, Entebbe.
- Thomas, A. (1996). A call for research in forgotten locations. In B.J.Punnett, & O. Shenkar (Eds.), *Handbook for International Management Research* (pp.485-506). Cambridge, MA: Blackwell.
- Thomas, D.C. (1998). The expatriate experience: a critical review and synthesis. In J.L. Cheng, & R.B.Peterson (Eds.), *Advances in International Comparative Management* (pp.237-73). Greenwich: JAI Press.

- Thomas, M., Bloor, M., & Frankland, J. (2007). The process of sample recruitment: an ethnostatistical perspective. *Qualitative Research*, 7, 429.
- Thompson, C. A., Jahn, E. W., Kopelman, R. E., & Prottas, D. J. (2004). Perceived organisational family support: A longitudinal and multilevel analysis. *Journal of Managerial Issues*, 16(4), 545-565.
- Thornhill, A., & Saunders, M. (1996). The role of employee communications in achieving commitment and quality in higher education. *Quality Assurance in Education*, 4(1), 12-20.
- Ticehurst, G.W., & Veal, A.J. (2000). *Business Research Methods: A Managerial Approach*. Frenchs Forest: Pearson Education Pty Ltd.
- Tornow, W.W., & Wiley, J.W (1991). Service quality and management practices: a look at employee attitudes, customer satisfaction, and bottom-line consequences. *Human Resource Planning*, 14 (2), 105-11.
- Tubbs, M.E. (1986). Goal-setting: A meta-analytic examination of the empirical evidence. *Journal of Applied Psychology*, 71, 474-83.
- Ulhoi, J. (1996). Towards a theoretical and methodological corporate technology management framework: The strategic perspective. *International Journal of Technology Management*, 12, (2), 44-59.
- Ulrich, D. (1997). *Human Resource champions*. Boston: Harvard Business School Press.
- Van Dam, K., & Van den Berg, P. (2004). Challenges for Research and Organisational Psychology: Introduction to a Special Issue. *Applied Psychology: An International Review*, 53 (4), 481- 486.

- Van de Walle, D. (1997). Development and validation of a work domain goal orientation instrument. *Educational and Psychological measurement*, 57, 297-301.
- Van den Berg, P., & Wilderom, C. (2004). Defining, Measuring and Comparing Organisational Cultures. *Applied Psychology: An International Review*, 53 (4), 570-582.
- Van der Post, W.Z., de Coning, T.J., & Smit, E.V. (1998). The relationship between organisational culture and financial performance: some South African evidence. *South African Journal of Business Management*, 29 (1), 30-41.
- Van Dick, R., Grojean, M, Christ, O., & Wieseke, J. (2006). Identity and the Extra Mile: Relationships between Organisational Identification and Organisational Citizenship Behaviour. *British Journal of Management*, 17, 283–301.
- Van Dyne, L., & Pierce, J. L. (2004). Psychological ownership and feelings of possession: Three field studies predicting employee attitudes and organisational citizenship behaviour. *Journal of Organisational Behaviour*, 25, 439–459.
- Vanderslice, V. J., Rice, R. W. & Julian, J. W. (1987). The effects of participation in decision-making on worker satisfaction and productivity: An organisational *iimxAMion*. *Journal of Applied Social Psychology*, 17, 158—170.
- Varcoe, B. (1995). A financial perspective of facilities management, unpublished report, University of Salford, Salford.
- Vecchio, R. P., & Appelbaum, S. H. (1995). *Managing organisational behaviour: A Canadian Perspective*. Toronto: Dryden-Harcourt Brae & Co.

- Verbeeten, F. (2008). Performance management practices in public sector organisations Impact on performance. *Accounting, Auditing & Accountability Journal*, 21 (3), 427-454.
- Verbeke, W., Volgering, M., & Hessels, M. (1998). Exploring the conceptual expansion within the field of Organisational behaviour: Organisational climate and Organisational culture. *Journal of Management Studies*, 35, 303–329.
- Vilaseca-Requena, J., Torrent-Sellens, J., & Jiménez-Zarco, I. (2007). ICT use in marketing as innovation success factor: Enhancing cooperation in new product development processes. *European Journal of Innovation Management*, 10(2), 268-288.
- Volberda, H.W., (2004). Crisis in strategy: fragmentation, integration or synthesis. *European Management Review*, 1, 35- 42.
- von Treuer, K.M. & McMurray, A.J. (2007) Organisational climate factors as predictors of innovation. 4th AGSE International Entrepreneurship Research Exchange, Queensland University, Australia.
- Vygotsky, L.S. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.
- Wallace, J., Hunt, J., & Richards, C. (1999). The relationship between organisational culture, organisational climate and managerial values. *Human Resource management*, 12(7), 548-564.
- Walters, M. (1995). *The Performance Management Handbook*. London: Institute of Personnel and Development.
- Wang, C., & Ahmed, P. (2007). Dynamic capabilities: A Review and Research agenda. *International Journal of Management Reviews*, 9(1), 31-51.

- Wang, C.L., & Ahmed, P.K. (2004). The development and validation of the organisational innovativeness construct using confirmatory factor analysis. *European Journal of Innovation Management*, 7(4), 303–313.
- Watkins, C. & Hubbard, B. (2003). Leadership motivation and the drivers of share price: the business case for measuring organisational climate. *Leadership and Organisation development Journal*, 24(7), 380-386.
- Weick, K. (1979). *The social psychology of organizing*. Reading, MA: Addison-Wesley.
- Weiner, Y. (1988). Forms of value systems: a focus on organisational effectiveness and cultural change and maintenance. *Academy of Management Review*, 13(4), 534-545.
- Welsh, J., & Dey, S. (2002). Quality measurement and quality assurance in higher education. *Quality Assurance in Education*, 10(1), 17-25.
- Wernerfelt, B. (1984). A resource-based view of the firm. *Strategic Management Journal*, 5, 171- 80.
- West, M.A., Smith, H., Lu Feng, W., & Lawthom, R. (1998). Research excellence and departmental climate in British universities. *Journal of Occupational and Organisational Psychology*, 71, 261-81.
- Wickham, M., & Parker, M. (2007). Reconceptualising organizational role theory for contemporary organisational contexts. *Journal of Managerial Psychology*, 22(5), 440-464.
- Wiley, C. (1997). What Motivates Employees According to Over 40 Years of Motivation Surveys? *International Journal of Manpower*, 18(3), 263-281.
- Williams, R. (1999). *Performance Management: Perspective on Employee Performance*. London: International Thomson Business Press.

- Winstanley, D., & Stuart-Smith, K. (1996). Policing performance: the ethics of performance management. *Personnel Review*, 25(6), 66 - 84.
- Wolf, E. N. (1999). The productivity paradox: evidence from indirect indicators of service sector productivity growth. *The Canadian Journal of Economics*, 32 (2), 281-308.
- Wood, F. (2010). Occult Innovations in Higher Education: corporate magic and the mysteries of managerialism (Unpublished paper).
- Wood, M.S., & Michalisin, M.D. (2010). Entrepreneurial Drive in the Top Management Team: Effects on Strategic Choice and Firm Performance. *Journal of Leadership & Organizational Studies*, 17(3) 222–239. DOI: 10.1177/1548051810368548
- Woodruffe, C. (2000). *Development and Assessment Centres: identifying and Assessing competences*. London: CIPD.
- Worinchai, I., Ribiere, V., & Artzen, A. (2008). Working knowledge, the university- industry linkage in Thailand: Concepts and issues. *The Journal of Information and Knowledge Management Systems*, 38(4), 507-524.
- World Bank (2000). Higher Education in Developing Countries: Peril and Promise, World Bank Task Force on Higher Education and Society. Washington DC
- Worral, L. (2005). *Bench marking the performance of ICT in local government*. London: SOCITM.
- Worthen, B. L., White, K.R., Fan, X., & Sudweeks, R.R. (1999). Measurement and assessment in schools. New York: Addison Wesley Longman, Inc.

- Wright, S. (2005). Organizational Climate, Social Support and Loneliness in the Workplace. In N. Ashkanasy, Zerbe, W., & Hartel, J. (Edn), *Effect of Affect in Organizational Settings Research on Emotion in Organizations, 1*, 123–142. ISSN: 1746-9791/doi:10.1016/S1746-9791(05)01106-5
- Wright, T. A., & Hobfoll, S. E. (2004). Commitment, psychological well-being and job performance: An examination of conservation of resources (COR) theory and job burnout. *Journal of Business and Management, 9*, 389–406.
- Yamhill, S., & McLean, G.N. (2005). Factors affecting transfer of training in Thailand. *Human Resource Development Quarterly, 16* (3), 323-44.
- Young, M., & Buchholtz, A. (2002). Firm performance and CEO pay: relational demography as a moderator. *Journal of managerial Issues*.
- Yukl, G.A. (1989). *Leadership in Organisations*. Prentice-Hall: Englewood Cliffs, NJ.
- Zahra, S., Sapienza, H., & Davidson, P. (2006). Entrepreneurship and Dynamic Capabilities: A Review, and Research Agenda. *Journal of Research Studies, 43*, 4.
- Zahra, S.A., & George, G. (2002). Absorptive capacity: a review, reconceptualization, and extension. *Academy of Management Review, 27*(2), 185–203.

Appendix 1

Reliability and Factor Analysis

Reliability Analysis

For reliability analysis, all data items with “item-total correlation” below 0.2 were dropped.

Table 18

Agency Relations

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.77	.77	6

Table 19

Inter-Item Correlation Matrix

	1.	2	4	5	6.	
The performance of university top leaders is regularly monitored	1.00	.				
The compensation of university top leaders is according to their performance	.42	1.00				
Policies and procedures of the institution are clearly defined	.31	.27	1.00			
The review of the of decisions taken by the university top leaders s done formal	.32	.30	.44	1.00		
University top leaders' performance is regularly reported to all stakeholders	.37	.31	.34	.35	1.00	
The reviews of the decisions taken by the university top leaders is comprehensiv	.39	.29	.42	.42	.48	1.00

Table 20

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
The performance of university top leaders is regularly monitored	11.56	8.13	.52	.29	.74
The compensation of university top leaders is according to their performance	11.68	8.64	.44	.22	.76
Policies and procedures of the institution are clearly defined	11.07	7.85	.51	.28	.74
The review of the of decisions taken by the university top leaders s done formal	11.04	8.06	.52	.29	.74
University top leaders' performance is regularly reported to all stakeholders	11.80	8.10	.53	.30	.74
The reviews of the decisions taken by the university top leaders is comprehensiv	11.54	8.13	.59	.37	.72

Table 21

Relevant Resources

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.83	.83	17

Table 22

Inter-Item Correlation Matrix

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.
This institution's relevant resources are not available in other institutions	1.00																
This institution's relevant resources are not copied by other institutions	.40	1.00															
It is difficult for another institution to acquire the same relevant resources a	.40	.45	1.00														
It is almost impossible to use the same combination of relevant resources in ano	.21	.33	.50	1.00													
In this institution key resources are monitored in order to determine whether ot	.17	.34	.38	.36	1.00												
This institution is geared towards ensuring that other institutions would find i	.19	.28	.31	.33	.46	1.00											
This institution tries to make certain that other institutions find it difficult	.14	.34	.29	.38	.48	.70	1.00										
In this institution relevant resources across departments are shared such that t	.13	.13	.14	.09	.16	.16	.24	1.00									
In this institution relevant resources are developed such that they can be used t	.10	.18	.14	.11	.28	.15	.23	.17	1.00								
A number of relevant resources are integrated to increase our efficiency	.06	.05	.10	.12	.30	.23	.19	.10	.41	1.00							
A number of relevant resources are integrated to increase our effectiveness	.04	.05	.14	.13	.30	.25	.28	.16	.43	.68	1.00						
In this institution relevant resources are act as triggers for innovation	.07	.01	.17	.12	.23	.19	.14	.08	.34	.45	.52	1.00					
in this institution resources act as triggers for collaborative problem solving	.08	-.05	.12	.06	.22	.13	.18	.27	.25	.38	.47	.55	1.00				
Our relevant resources are the principle drivers used to develop strategies that	.10	.09	.07	.20	.30	.25	.23	.15	.26	.39	.35	.30	.32	1.00			
Our relevant resources are the principle drivers used to develop strategies that	.06	.09	.14	.14	.33	.20	.27	.18	.34	.40	.46	.37	.44	.42	1.00		
This institution trains its employees	.11	.07	.13	.10	.13	.19	.15	-.01	.16	.12	.17	.29	.17	.14	.29	1.00	
his institution has provisions for developing its employees	.05	-.00	.14	.15	.10	.08	.06	.03	.17	.17	.21	.29	.21	.09	.26	.64	1.00

Table 23

<i>Item-Total Statistics</i>	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
This institution's relevant resources are not available in other institutions	38.06	38.41	.28	.24	.83
This institution's relevant resources are not copied by other institutions	38.21	38.13	.34	.36	.82
It is difficult for another institution to acquire the same relevant resources a	38.19	36.96	.44	.43	.82
It is almost impossible to use the same combination of relevant resources in ano	38.19	37.87	.41	.35	.82
In this institution key resources are monitored in order to determine whether ot	38.30	36.32	.55	.39	.81
This institution is geared towards ensuring that other institutions would find i	38.29	36.79	.49	.55	.82
This institution tries to make certain that other institutions find it difficult	38.24	36.70	.52	.59	.81
In this institution relevant resources across departments are shared such that t	38.04	38.69	.258	.15	.829
In this institution relevant resources are developed such that they can be used t	37.66	37.27	.44	.29	.82
A number of relevant resources are integrated to increase our efficiency	37.55	37.56	.49	.52	.82
A number of relevant resources are integrated to increase our effectiveness	37.60	36.89	.55	.57	.81
In this institution relevant resources are act as triggers for innovation	37.53	37.28	.49	.45	.82
In this institution resources act as triggers for collaborative problem solving	37.74	37.12	.45	.44	.82
Our relevant resources are the principle drivers used to develop strategies that	37.88	37.36	.43	.30	.82
Our relevant resources are the principle drivers used to develop strategies that	37.66	36.72	.52	.39	.81
This institution trains its employees	37.44	38.32	.33	.46	.82
This institution has provisions for developing its employees	37.36	38.51	.31	.45	.83

Table 24

Dynamic capability

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.91	.91	18

Table 25

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
This institution has a framework for applying employees' information, experience	42.87	63.88	.58	.42	.91
This institution uses behavioural competencies for employee selection	43.00	66.24	.40	.28	.91
In this institution there is there is identification of knowledge so that it is	42.59	64.60	.59	.47	.91
In this institution there is mapping of knowledge in order to make it available	42.65	63.71	.66	.56	.91
In this institution there is sharing of new knowledge in decision making	42.70	62.40	.73	.66	.90
In this institution there is documentation of new knowledge in decision making	42.79	63.26	.64	.59	.91
In this institution there is sharing of new knowledge in problem solving situati	42.75	63.19	.64	.55	.91
This institution focuses on information utilisation through technology	42.68	63.04	.65	.47	.91
In this institution acquisition, eneration, distribution and utilisation of know	42.68	64.05	.54	.38	.91
There is information management system that identifies the strategic use of info	42.99	63.96	.56	.40	.91
At this institution there is expansion of knowledge to improve performance	42.42	64.04	.60	.43	.91
At this institution staff is involved in identifying valuable knowledge for busi	42.63	64.11	.61	.48	.91
At this institution there are mechanisms that facilitate knowledge acquisition fr	42.57	64.57	.58	.46	.91
This institution equips with information tools to serve our stakeholders	42.63	64.13	.58	.42	.91
Communication channels across this institution's levels make the whole institut	42.71	63.84	.55	.35	.908
At this institution heads of departments, sections, units seek for new knowledge	42.44	65.60	.47	.32	.91
At this institution there is regular development of new academic programmes	42.38	65.43	.46	.34	.91
At this institution there is development of new teaching methods	42.64	64.08	.57	.41	.91

Table 26

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
This institution has a framework for applying employees' information, experience	1.000																
This institution uses behavioural competencies for employee selection	.48	1.000															
In this institution there is identification of knowledge so that it is	.33	.26	1.00														
In this institution there is mapping of knowledge in order to make it available	.38	.24	.64	1.00													
In this institution there is sharing of new knowledge in decision making	.48	.30	.49	.60	1.00												
In this institution there is documentation of new knowledge in decision making	.438	.230	.416	.496	.710	1.00											
In this institution there is sharing of new knowledge in problem solving situation	.43	.28	.45	.52	.66	.65	1.00										
This institution focuses on information utilisation through technology	.44	.32	.45	.52	.55	.47	.50	1.00									
In this institution acquisition, generation, distribution and utilisation of know	.28	.20	.40	.42	.41	.36	.42	.47	1.00								
There is information management system that identifies the strategic use of information	.36	.27	.32	.40	.44	.42	.38	.46	.47	1.00							
At this institution there is expansion of knowledge to improve performance	.36	.27	.37	.40	.42	.35	.38	.47	.37	.31	1.00						
At this institution staff is involved in identifying valuable knowledge for busi	.35	.27	.35	.43	.41	.35	.30	.37	.27	.40	.53	1.00					
At this institution there are mechanisms that facilitate knowledge acquisition	.32	.17	.39	.39	.42	.33	.34	.33	.33	.30	.47	.52	1.00				
This institution equips with information tools to serve our stakeholders	.38	.28	.29	.39	.42	.40	.38	.37	.26	.38	.38	.46	.51	1.00			
Communication channels across this institution's levels make the whole institution	.39	.28	.30	.35	.44	.32	.34	.37	.31	.38	.34	.39	.43	.44	1.00		
At this institution heads of departments, sections, units seek for new knowledge	.25	.13	.28	.32	.29	.31	.23	.28	.23	.20	.37	.39	.42	.40	.29	1.00	
At this institution there is regular development of new academic programmes	.27	.23	.312	.30	.29	.25	.27	.25	.27	.20	.40	.38	.27	.25	.25	.33	1.00
At this institution there is development of new teaching methods	.30	.208	.37	.35	.42	.39	.358	.36	.33	.31	.40	.38	.39	.33	.36	.40	.50

Table 27

Goal setting

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.729	.731	9

Table 28

<i>Inter-Item Correlation Matrix</i>	1.	2.	3.	4.	5.	6.	7.	8.	9.
In this institution employees believe in their own ability	1.00								
In this institution employees set themselves challenging but achievable goals	.43	1.00							
In this institution employees are committed to their goals	.33	.55	1.00						
I prefer to work under conditions that require a high level of ability and talent	.17	.13	.20	.00					
I enjoy work when others are aware of how well iam doing	.08	-.02	.08	.481	1.00				
I prefer to work on projects where i can prove my ability to others	.05	.05	.10	.490	.61	1.00			
I am willing to select a challenging work assignment	.15	.14	.17	.422	.44	.56	1.00		
In this institution employees are encouraged to set their own task goals	.21	.31	.36	.377	.06	.05	.09	1.00	
In this institution employees define goals for their own teams	.26	.28	.29	.06	.06	.03	.13	.49	1.00

Table 29

<i>Item-Total Statistics</i>	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
In this institution employees believe in their own ability	22.82	11.03	.3657	.228	.71
In this institution employees set themselves challenging but achievable goals	23.01	10.81	.41	.39	.70
In this institution employees are committed to their goals	22.90	10.49	.46	.36	.69
I prefer to work under conditions that require a high level of ability and talent	22.32	10.70	.44	.34	.70
I enjoy work when others are aware of how well iam doing	22.34	10.92	.38	.43	.71
I prefer to work on projects where i can prove my ability to others	22.33	10.77	.41	.50	.70
I am willing to select a challenging work assignment	22.39	10.76	.46	.37	.70
In this institution employees are encouraged to set their own task goals	23.23	10.68	.36	.30	.71
In this institution employees define goals for their own teams	23.17	10.81	.35	.28	.71

Table 30

Employee Attitude

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.86	.86	11

Table 31

Inter-Item Correlation Matrix

	1.	2.	3.	4.	5.	6.	7	8.	9.	10.	11.
I would proudly recommend this organisation as a good place to work to a friend	1.00										
My job makes good of my skills and abilities	.50	1.00									
I am paid fairly for the work i do	.43	.35	1.00								
Compared to other institutions in this country i am satisfied with my benefits package	.43	.28	.60	1.00							
Job promotions in this institution are fair	.34	.29	.40	.49	1.00						
My head of department is helpful	.24	.36	.25	.24	.29	1.00					
My head of department encourages my work group to work as a team	.28	.36	.26	.24	.34	.75	1.00				
There is good cooperation among my workgroup	.19	.33	.15	.12	.18	.46	.55	1.00			
My head of department has good work knowledge to make decisions about my work	.25	.34	.25	.19	.29	.65	.67	.46	1.00		
This institution's policies are well communicated	.42	.38	.37	.47	.43	.33	.37	.33	.38	1.00	
I feel I have job security	.44	.28	.26	.30	.28	.27	.30	.26	.26	.41	1.00

Table 32
Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
I would proudly recommend this organisation as a good place to work	25.55	26.2	.55	.42	.84
My friend o					
My job makes good of my skills and abilities	25.45	26.52	.54	.35	.84
I am paid fairly for the work i do	25.98	26.81	.52	.42	.85
Compared to other institutions in this country i am satisfied with my benefits	26.23	26.93	.53	.49	.85
Job promotions in this institution are fair	26.19	26.65	.51	.33	.85
My head of department is helpful	25.29	26.33	.59	.61	.84
My head of department encourages my work group to work as a team	25.34	25.98	.64	.67	.84
There is good cooperation among my workgroup	25.33	27.88	.46	.36	.85
My head of department has good work knowledge to make decisions about my work	25.31	26.73	.58	.53	.84
This institution's policies are well communicated	25.86	26.18	.61	.41	.84
I feel i have job security	25.57	27.07	.47	.28	.85

Table 33

Organisational Culture

Reliability Statistics	
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
.73	.73
	N of Items
	8

Table 34

Inter-Item Correlation Matrix

	1.	2.	3.	4	5	6	7	8.
Compared to other institutions in the country i am satisfied with my benefits package	1.00							
Job promotions in this institution are objective	.43	1.00						
People in other institutions speak well of this institution	.22	.09	1.00					
The support and encouragement people get in this institution outweigh the criticism	.33	.316	.38	1.00				
Staff morale has been negatively affected since the establishment of this insti	.23	.24	.19	.22	1.00			
Staff have a renewed commitment to their work	.20	.23	.30	.36	.1859	1.00		
I believe this institution does not put much emphasis on improving work performance	.24	.25	.20	.26	.39	.20	1.00	
In this institution there is a friendly atmosphere among employees	.11	.24	.34	.26	.23	.31	.26	1.00

Table 35

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Compared to other institutions in the country i am satisfied withmy benefits pac	16.91	11.57	.42	.26	.71
Job promotions in this institution are objective	16.69	11.63	.42	.27	.71
People in other institutions speak well of this institution	16.27	11.65	.40	.25	.71
The support and encouragement people get inthis institution outweigh the criticism	16.46	11.22	.51	.30	.69
Staff morale has been negatively affected since the establishment of this insti	16.67	11.14	.40	.20	.71
Staff have a renewed commitment to their work	16.56	11.69	.42	.21	.71
I believe this institution does not put much emphasis on improving work performa	16.41	11.10	.43	.22	.70
In this institution there is a friendly atmosphere among employees	16.19	11.74	.41	.22	.71

Table 36

ICT Adoption

Reliability Statistics		
Cronbach's Alpha Based on Standardized Items		
Cronbach's Alpha	.92	N of Items
		16

Table 38
Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
In this institution users of ict have a good working relationship with other employees	36.42	60.20	.52	.33	.92
There is strong management commitment to ICT	36.59	58.11	.64	.47	.92
Those who provide ict services are highly responsive to changing user needs	36.32	61.68	.41	.20	.92
Proper training is provided to increase the ICT knowledge and skills base of the employees	36.44	59.06	.59	.40	.916
ICT staff respond quickly to remedy users' problems	36.67	58.55	.66	.55	.91
There is high level participation in the planning of new systems and development	36.83	58.44	.67	.53	.91
ICT support staff are easy to contact when they are needed by the user	36.62	58.02	.67	.59	.91
ICT support staff understand the users' business	36.46	59.24	.63	.51	.92
Good communication exists between those who support and those who use ICT	36.53	58.39	.71	.58	.91
ICT staff process for changes to existing systems promptly	36.74	59.91	.57	.39	.92
ICT staff is able to diagnose problems accurately	36.47	58.82	.65	.45	.91
The hardware is up to date	36.74	58.67	.63	.68	.92
The software is up to date	36.72	58.89	.62	.69	.92
Senior it management has visionary leadership in the exploitation of technology	36.47	58.39	.65	.55	.91
ICT professionals upgrade themselves continuously to avoid decay	36.47	58.17	.65	.52	.91

Table 39

Organisational Climate

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.88	.88	17

Table 40

Inter-Item Correlation Matrix

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.
In this institution management supports use of teams when work processes need them	1.00																
In this institution technology is making an impact on overall performance	.39	1.00															
In this institution management is held accountable for achieving performance target	.38	.45	1.00														
In this institution employees are committed to doing quality work	.32	.32	.36	1.00													
In this institution values guide the decisions of our senior leaders	.39	.19	.23	.36	1.00												
In this institution employees are prepared for major changes in work processes	.33	.21	.33	.50	.44	1.00											
In this institution recognition of employees helps drive performance	.32	.28	.27	.33	.32	.26	1.00										
I have the computer hardware necessary for me to do my job	.33	.29	.23	.30	.27	.28	.51	1.00									
I have the computer software necessary for me to do my job	.43	.39	.43	.33	.30	.21	.33	.33	1.00								
I have information necessary to do my job	.40	.30	.27	.30	.29	.25	.19	.27	.40	1.00							
I have the equipment necessary for me to do my job	.50	.35	.36	.32	.31	.29	.29	.29	.49	.49	1.00						
My supervisor's performance has improved as a result of the recent 360 degrees f	.40	.25	.23	.40	.29	.25	.24	.26	.36	.38	.49	1.00					
In this institution promotion is given to the most qualified	.28	.18	.13	.19	.24	.14	.25	.20	.24	.21	.26	.23	1.00				
The employees evaluation process helps me identify opportunities for improvement	.25	.10	.14	.16	.22	.13	.20	.18	.20	.19	.25	.19	.74	1.00			
In this institution there is improvements in my workplace as a result of perform	.30	.26	.22	.22	.31	.19	.27	.31	.37	.31	.33	.28	.59	.59	1.00		
In this institution there is satisfactory level of security	.27	.19	.25	.25	.20	.23	.20	.18	.29	.31	.32	.19	.48	.51	.50	1.00	
In this institution there is satisfactory level of physical safety	.40	.25	.31	.37	.36	.39	.27	.28	.30	.34	.41	.38	.35	.34	.41	.41	1.00

Table 41

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
In this institution management supports use of teams when work processes need them	38.92	54.76	.60	.42	.87
In this institution technology is making an impact on overall performance	38.60	56.98	.45	.32	.88
In this institution management is held accountable for achieving performance target	38.89	56.68	.47	.35	.88
In this institution employees are committed to doing quality work	38.88	55.60	.52	.40	.88
In this institution values guide the decisions of our senior leaders	38.99	55.08	.49	.32	.88
In this institution employees are prepared for major changes in work processes	39.12	56.93	.46	.38	.88
In this institution recognition of employees helps drive performance	38.92	55.78	.47	.35	.88
I have the computer hardware necessary for me to do my job	38.81	56.18	.47	.34	.88
I have the computer software necessary for me to do my job	38.65	55.27	.57	.41	.87
I have information necessary to do my job	38.58	55.98	.51	.34	.88
I have the equipment necessary for me to do my job	38.66	55.15	.61	.46	.87
My supervisor's performance has improved as a result of the recent 360 degrees f	38.79	55.83	.50	.35	.88
In this institution promotion is given to the most qualified	38.91	54.70	.51	.60	.88
The employees evaluation process helps me identify opportunities for improvement	38.94	55.08	.48	.61	.88
In this institution there is improvements in my workplace as a result of perform	38.77	54.60	.59	.51	.87
In this institution there is satisfactory level of security	39.02	55.28	.51	.40	.88
In this institution there is satisfactory level of physical safety	39.13	54.60	.60	.39	.87

Table 42

Managed Performance

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.94	.94	23

Table 43

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	2	23
This institution has modern looking equipment	1.00																					
The physical facilities at this institution are visually appealing	.75	1.00																				
Employees at this institution appear professionally dressed	.52	.51	1.00																			
When this institution's staff promises to do something by a certain time, they d	.56	.53	.48	1.00																		
When a stakeholder has a problem this institution's staff show a sincere interest	.52	.48	.52	.60	1.00																	
This institution's departments perform the service right first time	.55	.52	.45	.57	.59	1.00																
This institution's departments provide their services at the time they promise	.56	.52	.50	.65	.64	.74	1.00															
This institution's departments insist on error-free records	.50	.54	.49	.53	.50	.67	.63	1.00														
Employees at this institution tell stakeholders exactly when services will be pe	.51	.52	.48	.55	.61	.63	.69	.60	1.00													
Employees in this institution's departments give prompt services to stakeholders	.50	.52	.51	.61	.58	.61	.70	.60	.70	1.00												
Employees in this institution's departments are always willing to help stakehold	.42	.45	.50	.49	.55	.52	.57	.60	.64	.72	1.00											
Employees in this institution's departments are never too busy to respond to sta	.47	.45	.44	.47	.51	.53	.53	.52	.55	.60	.61	1.00										
The behaviour of employees in this institution's departments instill confidence	.53	.52	.55	.56	.60	.56	.60	.53	.58	.64	.65	.66	1.00									
Stakeholders of this institution feel safe in their transactions	.53	.53	.49	.55	.55	.56	.60	.55	.55	.60	.59	.60	.66	1.00								
Employees in this institution's departments are consistently courteous to stakeh	.49	.4879	.50	.51	.53	.47	.53	.51	.56	.55	.61	.58	.66	.65	1.00							
Employees in this institution's departments have the knowledge to answer the sta	.46	.45	.43	.51	.53	.47	.48	.46	.48	.53	.56	.51	.59	.61	.59	1.00						

	.32	.30	.38	.3374	.44	.41	.44	.39	.47	.46	.49	.49	.49	.48	.50	.50	1.00
This institution gives stakeholders individual attention																	
This institution has operating hours convenient to all their stakeholders	.33	.31	.34	.40	.50	.45	.47	.39	.44	.45	.41	.44	.46	.45	.42	.45	.47 1.00
This institution's departments have the stakeholders' best interests at heart	.27	.21	.22	.22	.31	.27	.27	.22	.29	.30	.31	.33	.28	.29	.36	.32	.34 .30 1.00
Employees in this institution's departments understand the needs of their stakeholder	.38	.42	.3879	.41	.45	.42	.44	.39	.40	.51	.54	.49	.52	.51	.51	.50	.47 .46 .42 1.00
At this institution performance is monitored by a cost control system	.14	.15	.21	.21	.21	.18	.21	.15	.18	.20	.16	.0879	.16	.16	.22	.15	.13 .10 .28 .19 1.00
At this institution changes are set lower than those of our competitors	.13	.15	.15	.16	.21	.17	.16	.13	.16	.13	.11	.08	.10	.17	.14	.09	.10 .12 .13 .20 .19 1.00
At this institution competitive power is maintained by cutting costs	.05	.01	.09	.08	.12	.11	.11	.00	.10	.10	.01	.00	.02	.02	.03	-.02	.01 .09 .13 .04 .41 .39 1.00

Table 44

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
This institution has modern looking equipment	59.92	120.90	.66	.64	.94
The physical facilities at this institution are visually appealing	59.87	122.43	.65	.63	.94
Employees at this institution appear professionally dressed	59.66	124.06	.64	.45	.94
When this institution's staff promises to do something by a certain time, they do	59.90	121.96	.70	.55	.94
When a stakeholder has a problem this institution's staff show a sincere interest	59.72	121.63	.73	.57	.94
This institution's departments perform the service right first time	59.87	122.63	.73	.65	.94
This institution's departments provide their services at the time they promise to	59.85	121.39	.78	.71	.94
This institution's departments insist on error-free records	59.77	123.22	.69	.58	.94
Employees at this institution tell stakeholders exactly when services will be provided	59.85	121.32	.75	.64	.94
Employees in this institution's departments give prompt services to stakeholders	59.84	121.40	.78	.70	.94
Employees in this institution's departments are always willing to help stakeholders	59.61	123.67	.73	.66	.94
Employees in this institution's departments are never too busy to respond to stakeholders	59.76	122.58	.69	.56	.94
The behaviour of employees in this institution's departments instill confidence	59.70	121.91	.76	.66	.94
Stakeholders of this institution feel safe in their transactions	59.70	122.12	.75	.61	.94
Employees in this institution's departments are consistently courteous to stakeholders	59.73	122.90	.72	.59	.94
Employees in this institution's departments have the knowledge to answer the stakeholders' questions	59.58	125.07	.67	.53	.94
This institution gives stakeholders individual attention	59.72	126.00	.58	.43	.94
This institution has operating hours convenient to all their stakeholders	59.63	125.73	.56	.38	.94
This institution's departments have the stakeholders' best interests at heart	59.91	128.02	.41	.28	.94
Employees in this institution's departments understand the needs of their stakeholders	59.60	125.20	.62	.49	.94
At this institution performance is monitored by a cost control system	60.40	130.81	.27	.27	.94
At this institution changes are set lower than those of our competitors	59.99	130.83	.22	.22	.94
At this institution competitive power is maintained by cutting costs	60.27	132.86	.13	.32	.944

Factor Analysis

All items that were cross loading on other components with values exceeding, equal to or less than 0.5 were not included in the analysis. Then the factored components were given labels according to the literature regarding the construct under study.

Table 45

Rotated component matrix: Agency relations

Dimensions	Agency Relations
The reviews of the decisions taken by the university top leaders is comprehensiv	.79
University top leaders' performance is regularly reported to all stakeholders	.70
The review of the of decisions taken by the university top leaders s done formal	.69
The performance of university top leaders is regularly monitored	.68
policies and procedures of the institution are clearly defined	.68
The compensation of university top leaders is according to their performance	.61
Eigen values	2.82
Percent total variance	46.95
Cumulative percentage	40.95

One component had a loading less than .5 and was extracted.

The results in Table 18 reveal that the dimensions that tested the agency relations in the model account for 41 percent.

Table 46

Rotated component matrix: Relevant resources

	Res. Util.	Inimit.	Non susst.	Compet.
A number of relevant resources are integrated to increase our effectiveness	.80			
A number of relevant resources are integrated to increase our efficiency	.76			
In this institution resources act as triggers for collaborative problem solving	.72			
In this institution relevant resources are act as triggers for innovation	.70			
Our relevant resources are the principle drivers used to develop strategies that	.63			
In this institution relevant resources are developed such that they can be used t	.58			
Our relevant resources are the principle drivers used to develop strategies that	.55			
In this institution relevant resources across departments are shared such that t	.31			
This institution tries to make certain that other institutions find it difficult		.85		
This institution is geared towards ensuring that other institutions would find i		.83		
In this institution key resources are monitored in order to determine whether ot		.61		
This institution's relevant resources are not available in other institutions			.78	
It is difficult for another institution to acquire the same relevant resources a			.75	
This institution's relevant resources are not copied by other institutions			.71	
This institution trains its employees				.87
This institution has provisions for developing its employees				.86
Eigen values	4.79	2.33	1.50	1.14
Percent total variance	27.99	13.68	8.84	6.691
Cumulative percentage	27.99	41.67	50.51	57.20

The results in Table 19 reveal that 59.1 per cent of variance in relevant resources is attributable to resource utilisation, inimitability, non substitutability, competence and firm specificity, of which 18.7 per cent is due to resource utilisation, 12 per cent is due to inimitability, 11.2 per cent is due to non substitutability, 9.1 per cent is due to firm specificity.

Table 47

Rotated component matrix: Dynamic capability

Rotated Component Matrix^a				
	Indices			
	1 Util.	2 Acquis.	3 Develop.	4 Config.
In this institution there is sharing of new knowledge in decision making	.78			
In this institution there is sharing of new knowledge in problem solving situati	.77			
In this institutiton there is documentantion of new knowledge in decision making	.75			
In thisinstitution there is mapping of knowledge in order to make it available				
This institution focuses on information utilisation through technology	.65			
In this institution there is there is identification of knowledge so that it is	.64			
In this institution acquisition, eneration, distribution and utilisation of know	.59			
There is information management system that identifies the strategic use of info	.53			
At this institutionthere are mechanisms that facilitate knowledge acquisition fr		.72		
At this institution heads of departments, sections, units seek for new knowledge		.72		
At this institution staff is involved in identifying valuable knowledge for busi		.70		
This institutiton equips with information tools to serve our stakeholders		.60		
At this institution there is expansion of knowledge to improve performance		.59		
At this institution there is development of new teaching methods		.52		
Communication channels across this institution's levels make the whole institutt		.46		
This institution uses behavioural competencies for employee selection			.86	
This institution has a framework for applying employees' information, experience			.68	
In this institution there is no direct collaboration with stakeholders to produc				.81
At this institution there is regular development of new academic programm				.53
Eigen values	7.34	1.41	1.14	1.03
Percentage total of variance	38.62	7.42	6.00	5.42
Cumulative percentage	38.624	46.05	52.05	57.47

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

The results in Table 20 indicate that 60.6 percent of variance in dynamic capability is due to utilisation, acquisition, development, configuration, innovation and technology, of which 20.2 per cent is due to utilisation, 12.6 per cent is due to acquisition, 8.4 per cent is due to development, 6.9 is due to configuration, 6.6 per cent is due to innovation and 5.9 per cent is due to technology.

Table 48

Rotated component matrix: Goal setting

Rotated Component Matrix ^a			
	Indices		
	1 Attain.	2 Commit.	3 Satisf.
I prefer to work on projects where I can prove my ability to others	.85		
I enjoy work when others are aware of how well I am doing	.81		
I am willing to select a challenging work assignment	.74		
I prefer to work under conditions that require a high level of ability and talent	.73		
In this institution employees set themselves challenging but achievable goals		.83	
In this institution employees are committed to their goals		.74	
In this institution employees believe in their own ability		.72	
In this institution employees define goals for their own teams			.76
In this institution employees are encouraged to set their own task goals			.75
In this institution employees praise themselves when they do well			.66
Eigen values	2.51	1.93	1.69
Percentage total variance	25.12	25.12	16.87
Cumulative percentage	25.12	44.39	61.26

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 4 iterations.

The results in Table 21 reveal that 58 per cent of variance in goal setting is due to performance attainment, empowerment and participation of which 23 per cent is due to performance attainment, 19 per cent is due to empowerment, and 15 per cent is due to participation.

Table 49

Rotated component matrix: Employee attitudes

	Indices	
	1 Work satisfaction	2 Employee relations (commitment)
Compared to other institutions in this country i am satisfied with my benefits package	.81	
I am paid fairly for the work I do	.75	
I would proudly recommend this organisation as a good place to work to a friend	.72	
Job promotions in this institution are fair	.65	
This institution's policies are well communicated	.64	
I feel i have job security	.52	
My job makes good of my skills and abilities	.51	
My head of department encourages my work group to work as a team		.86
My head of department is helpful		.83
My head of department has good work knowledge to make decisions about my work		.81
There is good cooperation among my workgroup		.73
Eigen values	3.24	2.99
Percentage total variance	29.41	27.21
Cumulative percentage	29.41	56.61

The results in Table 22 show that 56.6 percent of variance in employee attitudes was due to work satisfaction and employee relations, of which 29.4 per cent was due to work satisfaction and 27.2 per cent due to employee commitment.

Table 50

Rotated component matrix: Organisational culture

Rotated Component Matrix^a		
	Indices	
	1 Support	2 Reward
People in other institutions speak well of this institution	.74	
In this institution there is a friendly atmosphere among employees	.70	
Staff have a renewed commitment to their work	.63	
The support and encouragement people get in this institution outweigh the criticism	.58	
Job promotions in this institution are objective		.75
Compared to other institutions in the country I am satisfied with my benefits package		.74
I believe this institution does not put much emphasis on improving work performance		.57
Staff morale has been negatively affected since the establishment of this institution		.57
Eigen values	2.05	1.98
Percentage total variance	22.74	21.96
Cumulative percentage	22.74	44.71

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

The results in Table 23 reveal that 54.4 per cent of variance in organisational culture were due to support, trust, rewards, and responsibility, of which 15.2 per cent was due to support, 14.4 per cent due to trust, 14.0 per cent due to rewards, and 10.8 per cent due to responsibility.

Table 51

Rotated Component Matrix: Information and Communication Technology

Rotated Component Matrix^a		
	Indices	
	1 Util.	2 Compet.
In this institution users of ict have a good working relationship with other employees	.77	
There is strong management commitment to ICT	.75	
Those who provide ICT services are highly responsive to changing user needs	.73	
Proper training is provided to increase the ICT knowledge and skills base of the employees	.67	
ICT staff respond quickly to remedy users' problems	.67	
There is high level participation in the planning of new systems and development	.65	
ICT support staff are easy to contact when they are needed by the user	.55	
ICT support staff understand the users' business	.54	
Good communication exists between those who support and those who use ICT	.51	
ICT staff process for for changes to existing systems promptly		.87
ICT staff is able to diagnose problems accurately		.82
The hardware is up to date		.68
The software is up to date		.61
Senior it management has visionary leadership in the exploitation of technology		.52
ICT professionals upgrade themselves continuously to avoid decay		.50
Eigen values	4.93	3.55
Percentage total variance	30.81	22.18
Cumulative percentage	30.81	52.99

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

The results in Table 24 reveal that 58 per cent of variance in information and communication technology is due to collaboration, capacity building, information and communication technology (ICT) utilisation and technical competence, of which 25 per cent is due to collaboration, 18 percent is due to technological accumulation, 8 per cent is due to ICT utilisation and 7 per cent is due to technical competence.

Table 52

Rotated component matrix for Managed Performance

Rotated Component Matrix^a			
	Indices		
	1 Qual.	2 Deliv.	3 Cost
The physical facilities at this institution are visually appealing	.78		
This institution has modern looking equipment	.77		
This institution's departments provide their services at the time they promise t	.76		
This institution's departments perform the service right first time	.74		
When this institution's staff promises to do something by a certain time, they d	.73		
This institution's departments insist on error-free records	.73		
Employees at this institution tell stakeholders exactly when services will be pe	.70		
Employees in this institution's departments give prompt services to stakeholders	.68		
When a stakeholder has a problem this institution's staff show a sincere interst	.65		
Employees at this institution appear professionally dressed	.62		
This institutiton gives stakeholders individual attention		.71	
Employees in this institution's departments understand the needs of their stakeh		.69	
This institution's departments have the stakeholders' best interests at heart		.64	
Employees in this institution's departments have the knowledge to answer the sta		.61	
This institutiton has operating hours convinient to all their stakholders		.58	
At this institution competitive power is maintained by cutting costs			.84
At this institution performance is monitored by a cost control system			.69
At this institution changes are set lower than those of our competitors			.65
Eigen values	7.19	4.61	1.83
Percentage total variance	31.26	20.04	7.94
Cumulative percentage	31.26	51.29	59.23

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 4 iterations.

The results in Table 25 reveal that 57 per cent of variance in managed performance is due to service quality, service delivery and cost reduction, of which 30 per cent is due to service quality, 20 due to service delivery, and 7 per cent due to cost reduction.

Table 53

Organisational climate

Rotated Component Matrix ^a				
	I			
	1 Trust	2 Support	3 Reward	4 Safe
In this institution management supports use of teams when work processes need them	.73			
In this institution technology is making an impact on overall performance	.68			
In this institution management is held accountable for achieving performance target	.67			
In this institution employees are committed to doing quality work	.60			
In this institution values guide the decisions of our senior leaders	.59			
In this institution employees are prepared for major changes in work processes	.57			
In this institution recognition of employees helps drive performance	.56			
I have the computer hardware necessary for me to do my job		.88		
I have the computer software necessary for me to do my job		.85		
I have information necessary to do my job		.75		
I have the equipment necessary for me to do my job		.68		
My supervisor's performance has improved as a result of the recent 360 degrees feedback			.81	
In this institution promotion is given to the most qualified			.661	
The employees evaluation process helps me identify opportunities for improvement			.65	
In this institution there is improvements in my workplace as a result of perform			.51	
In this institution there is satisfactory level of security				.78
In this institution there is satisfactory level of physical safety				.73
Eigen values	3.20	2.92	2.26	1.68
Percentage total variance	18.84	17.09	13.28	6.28
Cumulative percentage	18.84	35.92	49.20	59.09

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

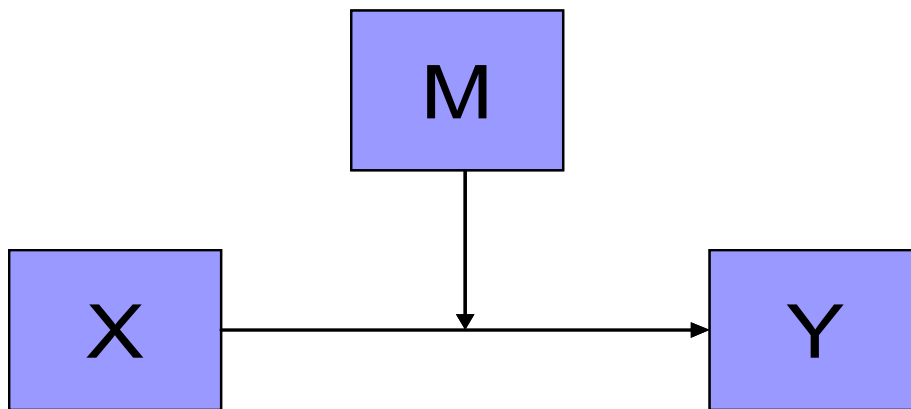
These six items that were either blurred and/or had loadings less than .5 were extracted.

The results in Table 26 reveal that the dimensions that tested organisational climate in account for 59.5 per cent. Dimensions of organisational climate (Moran & Volkwein, 1992) include: autonomy, trust, cohesiveness, support, recognition, innovation and fairness.

Appendix 2

MODERATION EFFECT OF ORGANISATIONAL CULTURE AND CLIMATE ON PERFORMANCE MANAGEMENT PRACTICES

- Effect of a predictor variable (X) on a criterion (Z) depends on a third variable (M), the moderator
- Synonymous term: interaction effect



Estimating the unstandardized solution

- Unstandardized = original metrics of variables are preserved
- Recipe
 - ☐ Center both X and M around the respective sample means
 - ☐ Compute crossproduct of cX and cM
 - ☐ Regress Y on cX, cM, and cX*cM

Model Summary^c

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.275 ^a	.076	.071	.505	.076	18.141	2	444	.000
2	.296 ^b	.088	.082	.502	.012	5.907	1	443	.015

a. Predictors: (Constant), ORGCULTCLIMATEHILO, PERFMANPRAHILO

b. Predictors: (Constant), ORGCULTCLIMATEHILO, PERFMANPRAHILO, INTERACTION

c. Dependent Variable: mngdpfmc

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.120	.097		21.905	.000		
	PERFMANPRAHILO	.173	.051	.165	3.415	.001	.894	1.119
	ORGCULTCLIMATEHILO	.186	.052	.173	3.576	.000	.894	1.119
2	(Constant)	2.310	.124		18.652	.000		
	PERFMANPRAHILO	-.199	.161	-.190	-1.236	.217	.087	11.466
	ORGCULTCLIMATEHILO	-.142	.145	-.132	-.982	.326	.114	8.734
	INTERACTION	.136	.056	.549	2.430	.015	.040	24.752

ANOVA^c

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.108	2	6.054	24.343	.000 ^a
	Residual	110.416	444	.249		
	Total	122.523	446			
2	Regression	13.629	3	4.543	18.482	.000 ^b
	Residual	108.894	443	.246		
	Total	122.523	446			

a. Predictors: (Constant), ORGCLIMATEHILO, PERFMANPRAHILO

b. Predictors: (Constant), ORGCLIMATEHILO, PERFMANPRAHILO, iNT_ERAC_TION

c. Dependent Variable: mngdpfmc

a. Dependent Variable: mngdpfmc

$$\hat{Y} = b_0 + b_1X + b_2M + b_3X \cdot M$$

Managed performance = 2.31 - .199perf.man.pract - .142org.cult.climte + .136
pmmanpract*orgcultclimte

Plotting the interaction

- SPSS does not provide a straightforward module for plotting interactions...
- There is an infinite number of slopes we could compute for different combinations of X and M
- Minimum: We need to calculate values for high (+1 SD) and low (-1 SD) X as a function of high (+1 SD) and low (-1 SD) values on the moderator M

Effect of Performance Management Practices on Managed Performance

COMPUTE VALUES BY HAND.....

$$\hat{Y} = 2.31 + (-.199) \cdot X + (-.142) \cdot M + (.136) \cdot X \cdot M$$

SD (Performance management practices) = .500

SD (Organisational culture and climate) = .485

1SD below the mean of organisational culture and climate

❖ -1SD of organisational culture and climate:

$$\hat{Y} = 2.31 + (-.199 \cdot (-.500)) - (.142 \cdot (-.485)) + (.136 \cdot (-.500) \cdot (-.485)) = 2.51$$

❖ +1SD of organisational culture and climate:

$$\hat{Y} = 2.31 - (.199 \cdot (.500)) - (.142 \cdot (-.485)) + (.136 \cdot (.500) \cdot (-.485)) = 2.246$$

➤ 1SD above the mean of organisational culture and climate

1SD above the mean of organisational culture and climate

❖ -1SD of organisational culture and climate:

$$\hat{Y} = 2.31 - (.199 \cdot (-.500)) - (.142 \cdot (.485)) + (.136 \cdot (-.500) \cdot (.485)) = 2.31$$

❖ +1SD of organisational culture and climate:

$$\hat{Y} = 2.31 - (.199 \cdot (.500)) - (.142 \cdot (.485)) + (.136 \cdot (.500) \cdot (.485)) = 2.175$$

Effect size calculation

Again, f^2 should be used:

$$f^2 = \frac{r_{Y.AI}^2 - r_{Y.A}^2}{1 - r_{Y.AI}^2}$$

$r_{Y.AI}^2$: Squared multiple correlation resulting from combined prediction of Y by the additive set of predictors (A) and their interaction (I) (= full model)

$r_{Y.A}^2$: Squared multiple correlation resulting from prediction by set A only (= model without interaction term)

$$f^2 = \frac{.088 - .076}{1 - .088} = .13$$

In words: f^2 gives you the proportion of systematic variance accounted for by the interaction relative to the unexplained variance in the criterion

Conventions by Cohen (1988)

$f^2 = .02$: small effect

$f^2 = .15$: medium effect

$f^2 = .26$: large effect

Descriptive Statistics

	Mean	Std. Deviation	N
mngdpfmc	2.68	.524	447
PERFMANPRAHILO	1.5168	.50028	447
ORGCULTCLIMATEHILO	1.6219	.48545	447
INTERACTION	6.6801	2.11722	447

ANOVA^c

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.256	2	4.628	18.141	.000 ^a
	Residual	113.268	444	.255		
	Total	122.523	446			
2	Regression	10.746	3	3.582	14.196	.000 ^b
	Residual	111.777	443	.252		
	Total	122.523	446			

a. Predictors: (Constant), ORGCULTCLIMATEHILO, PERFMANPRAHILO

b. Predictors: (Constant), ORGCULTCLIMATEHILO, PERFMANPRAHILO, INTERACTION

c. Dependent Variable: mngdpfmc

Model Summary^c

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.275 ^a	.076	.071	.505	.076	18.141	2	444	.000
2	.296 ^b	.088	.082	.502	.012	5.907	1	443	.015

a. Predictors: (Constant), ORGCULTCLIMATEHILO, PERFMANPRAHILO

b. Predictors: (Constant), ORGCULTCLIMATEHILO, PERFMANPRAHILO, INTERACTION

c. Dependent Variable: mngdpfmc

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	2.12	.097		21.905	.000	1.930	2.311					
PERFMANPRAHILO	.17	.051	.165	3.415	.001	.073	.272	.221	.160	.156	.894	1.119
ORGCULTCLIMATEHILO	.19	.052	.173	3.576	.000	.084	.289	.226	.167	.163	.894	1.119
2 (Constant)	2.31	.124		18.652	.000	2.066	2.553					
PERFMANPRAHILO	-.2	.161	-.190	-1.236	.217	-.515	.117	.221	-.059	-.056	.087	11.466
ORGCULTCLIMATEHILO	-.14	.145	-.132	-.982	.326	-.427	.142	.226	-.047	-.045	.114	8.734
INTERACTION	.136	.056	.549	2.430	.015	.026	.246	.291	.115	.110	.040	24.752

a. Dependent Variable: mngdpfmc

INCLUSION OF CONTROL VARIABLE(S) (e.g. Age of University)

Model Summary^c

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.277 ^a	.077	.068	.505	.077	9.096	3	329	.000
2	.299 ^b	.089	.078	.502	.013	4.520	1	328	.034

a. Predictors: (Constant), AGEUVERHILO, PERFMANPRAHILO, ORGCULTCLIMATEHILO

b. Predictors: (Constant), AGEUVERHILO, PERFMANPRAHILO, ORGCULTCLIMATEHILO, INTERACTION

c. Dependent Variable: mngdpfmc

ANOVA^c

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.950	3	2.317	9.096	.000 ^a
	Residual	83.795	329	.255		
	Total	90.745	332			
2	Regression	8.089	4	2.022	8.025	.000 ^b
	Residual	82.655	328	.252		
	Total	90.745	332			

a. Predictors: (Constant), AGEUVERHILO, PERFMANPRAHILO, ORGCULTCLIMATEHILO

b. Predictors: (Constant), AGEUVERHILO, PERFMANPRAHILO, ORGCULTCLIMATEHILO, INTERACTION

c. Dependent Variable: mngdpfmc

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1 (Constant)	2.266	.136		16.674	.000	1.999	2.534		
PERFMANPRAHILO	.150	.059	.144	2.543	.011	.034	.266	.878	1.139
ORGCULTCLIMATEHILO	.206	.060	.195	3.434	.001	.088	.324	.870	1.149
AGEUVERHILO	-.097	.088	-.059	-1.101	.272	-.270	.076	.977	1.024
2 (Constant)	2.473	.166		14.856	.000	2.145	2.800		
PERFMANPRAHILO	-.264	.203	-.253	-1.297	.196	-.664	.136	.073	13.658
ORGCULTCLIMATEHILO	-.176	.189	-.167	-.930	.353	-.548	.196	.086	11.585
AGEUVERHILO	-.097	.088	-.059	-1.105	.270	-.269	.075	.977	1.024
INTERACTION	.156	.073	.632	2.126	.034	.012	.300	.031	31.841

a. Dependent Variable: mngdpfmc

Using Excel Calculator

Variable names:

Name of independent variable:	Performance management practices
Name of moderator:	Organisational culture and climate

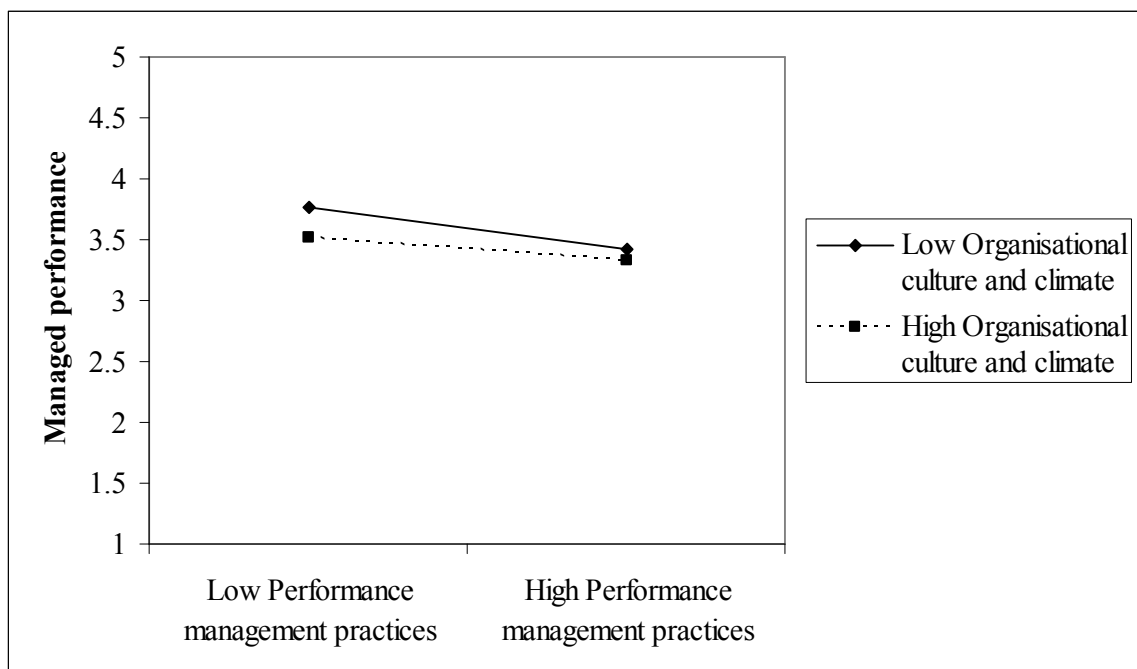
Unstandardised Regression Coefficients:

Independent variable:	-0.264
Moderator:	-0.176
Interaction:	0.156

Intercept / Constant:	3.51
-----------------------	------

Means / SDs of variables:

Mean of independent variable:	0
SD of independent variable:	0.5
Mean of moderator:	0
SD of moderator:	0.496



Using Excel Calculator

Variable names:

Name of independent variable:

Performance
management
practices
Organisational
culture and
climate

Name of moderator:

Unstandardised Regression Coefficients:

Independent variable: -0.264

Moderator: -0.176

Interaction: 0.156

Intercept / Constant: 2.473

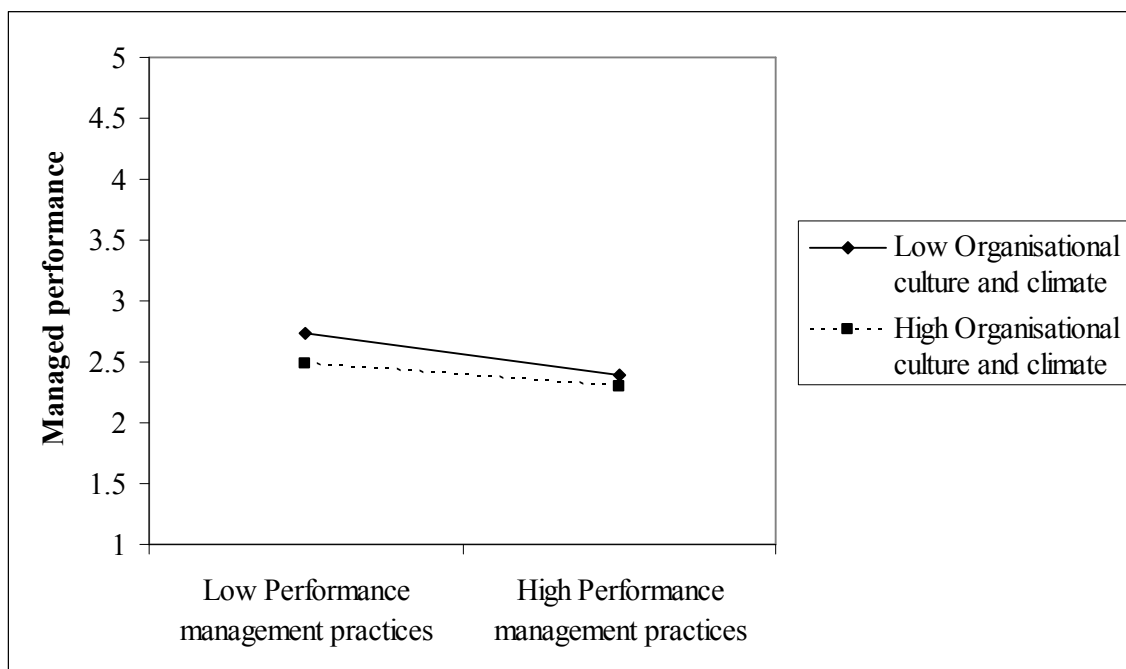
Means / SDs of variables:

Mean of independent variable: 0

SD of independent variable: 0.5

Mean of moderator: 0

SD of moderator: 0.485



Appendix 3

Regression and Mediation

Hierarchical Regression

Whereas correlations attempts to determine the extent to which two variables are related, regression examines how well one variable predicts a second variable or how well one variable explains observed differences in a second variable. For testing theoretical assumptions and examining the influence of several predictor variables in a sequential way, such that the relative importance of a predictor may be judged on the basis of how much it adds to the prediction of a criterion, over and above that which can be accounted for by other important predictors, hierarchical regression analyses were conducted (Petrocelli, 2003). Hair, Anderson, Tatham, and Black (2006) suggested that the prediction of a dependent variable with a set of independent variables is one of the fundamental purposes of multiple regressions. The hierarchical regression analysis was carried out using enter method in SPSS programme. The obtained results were reported in Table 27. Managed performance was the dependent variable; performance management practices the independent variable and demographic factors as control variables.

The results in Table 27 revealed that:

Model 1, university age accounted for three per cent of variance in managed performance [R^2 (adj.) = .03, $F = 13.55^{**}$].

Model 2, performance management practices accounted for eight per cent of variance in managed performance [R^2 (adj.) = .11, $F = 27.24$, $p \leq .001$]. This supports the hypothesis H9.

Model 3, employee attitudes accounted for two per cent of variance in managed performance [R^2 (adj.) = .12, $F = 21.78$, $p \leq .001$], supporting the suggested hypothesis (H1).

Model 4, organisational culture did not variance in managed performance [R^2 (adj.) = .12, $F = 16.48$, $p \leq .001$].

Model 5, information and communication technology adoption accounted for four per cent of variance in managed performance [R^2 (adj.) = .16, $F = 17.80$, $p \leq .001$]. This supports the suggested hypothesis (H5).

Model 6, organisational climate did not accounted for variance in managed performance [R^2 (adj.) = .16, $F = 14.93$, $p \leq .001$]. Overall model indicates that power prediction of the variables is 16 per cent on dependent variable managed performance [R^2 (adj.) = .16, $F = 14.93$, $p < .001$].

Table 54

Hierarchical Regression (Dependent: Managed Performance) of the Major Constructs

	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6
Predictor variable	β	β	β	β	β	β
Constant	2.84**	1.83**	1.77**	1.77**	1.65**	1.65**
University age	-.07**	-.08**	-.10**	-.10**	-.11**	-.11**
Performance management practices		.42**	.28**	.25**	.19*	.18*
Employee attitudes			.17**	.14*	.10	.08
Organisational culture				.05	-.02	-.03
ICT adoption					.24**	.22**
Organisational climate						.06
R ²	.03	.11	.13	.13	.17	.17
R ² adj.	.03	.11	.12	.12	.16	.16
ΔR^2	.03	.08	.02	.00	.04	.00
ΔF	13.55**	39.76**	9.77**	.65	20.21*	.66
F	13.55**	27.24**	21.78**	16.48**	17.80**	14.93**

Notes: * $p < .05$; ** $p < .01$; N = 447

The Mediation Effect of the Global Construct of Organisational Culture and Climate using Hierarchical Regression Analysis (Table 28)

- Model 1, university age accounted for three per cent of variance in managed performance [R^2 (adj.) = .03, $F = 13.55$, $p < .001$].
- Model 2, performance management practices accounted for eight per cent of variance in managed performance [R^2 (adj.) = .11, $F = 27.24$, $p < .001$]. This supported the hypothesis (H10).
- Model 3, the global construct of organisational culture and climate accounted for five per cent of variance in managed performance [R^2 (adj.) = .15, $F = 16.66$, $p < .001$], supporting the suggested hypothesis (H10).

This demonstrated the mediation effect (Baron & Kenny, 1986) of the global construct organisational culture and climate on performance management practices and managed performance.

Table 55

Hierarchical Regression (Dependent: Managed Performance) for organisational culture and climate global construct

Model	1	2	3
Predictor variable	β	β	β
Constant	2.84**	1.83**	1.70**
University age	-.07**	-.08**	-.11**
Performance management practices		.42**	.14*
Organisational Culture and climate global construct			.35**
R²	.03	.11	.16
ΔR^2	.03	.08	.05
R² (adj.)	.03	.11	.15
F	13.55**	27.24**	27.09**
ΔF	13.55**	39.76**	23.96**

Notes: * $p < .05$; ** $p < .01$; N = 447

However, the variance that the mediators shared with the independent and the outcome variable may be due to another variable that causes the predictor, the mediator, and the outcome, but that was not included in this study. This necessitated carrying out path analysis for further examination of causal relationships.

Establishing Mediation Paths among the Study Constructs

Mediation indicates that the effect of an independent variable on a dependent variable is transmitted through a third variable, called a mediator variable. In the language of path analysis (Alwin & Hauser, 1975), mediation refers to an indirect effect of an independent variable on a dependent variable that passes through a mediator variable (Shrout & Bolger, 2002). Mediation is illustrated by research on the theory of reasoned action (Ajzen, 2001; Ajzen & Fishbein, 1980), which stipulates that the effects of attitudes on behaviour are mediated by intentions.

Before carrying out the mediation test, a comparison of the zero-order and four-order (Partial) correlations was carried out. This was to establish whether the correlations were due to spuriousness, intervening variable, or multiple causal relationships (Bryman & Crammer, 2002). The four order correlation results Table 16 revealed that even when there was control for organisational culture and climate dimensions of employee attitudes, organisational culture, information and communication technology adoption, and organisational climate, there is a positive significant relationship between performance management practices and managed performance ($r = .10, p < .01$), which was far less than the zero-order correlation ($r = .25, p < .001$). This is an indication of partial correlation. Tests for mediation were also carried out and results reported below. The path analyses were established tested and confirmed using Sobel's model for significance. From the zero-order correlations, performance management practices, employee attitudes, organisational culture, information and communication technology adoption, organisational climate and managed performance were all significant (Table 14). Results in Table 28 indicated that after controlling for the mediating variable of organisational culture and climate global constructs, the direct effect

decreased in significance from $\beta = .42, \rho < .001$ to $\beta = .14, \rho < .01$. This suggests partial mediation and supporting hypothesis H10. This prompted examining the paths for the variables under study using Bryman and Crammer (2001) as suggested by Baron and Kenny (1986). A series of regression analyses were conducted following paths as shown in Figure 10, 11, 12, 13 and 14. The results of the regression analyses are shown in Table 29, 31, 32, 33, and 34. In each path, partial mediation was revealed. Baron and Kenny's (1986) conditions that for mediation to occur: (a) the independent variable must affect the mediator (b) the independent variable must be shown to affect the dependent variable; (c) the mediator must affect the dependent variable with the mediator accounting for the significant variance in the dependent variable, over and above accounted for by the independent variable. Perfect mediation takes place when the addition of the mediator in the regression model results in previously significant relationship between the independent and dependent variable disappearing, as the mediator mops up the variance accounted for by the independent variable. To find out whether the pattern of results reflected a significant change in beta following the introduction of the mediator, Sobel's z-test was performed (Sobel, 1982). The sobel's test provides an approximate significance test for the indirect effects of the independent variable on the dependent variable via a mediator (s) (Morrison, Che, & Salvado, 2004). In order to perform Sobel's test the indirect and direct effects of mediation had to be computed for each path (Figure 10, 11, 12, 13 & 14 in Appendix 2) and results of sobel's test tabulated (Table 34). All conditions set by Baron and Kenny (1986) was met t-values of the indirect effects were significant ($\rho < .001$) level for each path.

Sobel test equation: $z\text{-value} = a*b/\text{SQRT}(b^2*s_a^2 + a^2*s_b^2)$

To obtain the numbers the regression analyses were run for: the independent variable predicting the mediator to give a and s_a ; the independent variable and mediator predicting the dependent variable to give b and s_b observing that there were no negative values. Where: a = raw (unstandardised) regression coefficient for the association between independent variable IV and mediator.

s_a = standard error of a .

b = raw coefficient for the association between the mediator and the dependent variable DV (when the IV is also a predictor of the DV).

s_b = standard error of b . Details of the computations and tabulation of results are shown below.

Table 56

Performance Management Practices => Employee Attitudes=> Managed Performance Path

Eq.	Variables	M	SD	Const.	β -stand.	B-unstand.	p-val.	T	Stand. Error	R ²	ΔR^2	F	Tol.	VIF
1.	Dependent = employee attitudes Independent variable = Performance Management practices	2.56 2.51	.51 .34	.36	.58**	.88**	.00	15.76*	.42	.34	.34	226.87**	1.00	1.00
2.	Dependent variable = Managed performance	2.72	.49	1.81			.00							
	Independent variable = Performance management practices	2.51	.34		.25**	.36**		5.43**	.48	.06	.06	26.44**	1.00	1.00
3.	Dependent variable = Managed performance	2.72	.49	1.08										
	Independent variable = Employee attitudes	2.56	.51		.19**	.17**	.00	3.83**	.04				.88	1.13
	Independent variable = Performance management practices	2.51	.34		.18**	.18**	.00	3.58**	.05	.09	.09	20.96**	.88	1.13
4.	Dependent = Managed Performance	2.72	.49	2.10										
	Independent variable = Employee Attitudes	2.56	.51		.22**	.25**	.00	5.32	.04	.06	.06	28.34**	1.00	1.00

Notes: *p< .05; **p < .01; N = 447

Table 57

Performance Management Practices => Organisational Culture=> Managed Performance

Eq.	Variable	M	SD	Const.	β -stand.	B-stand.	p-Val.	T	Stand. Error	R ²	ΔR^2	F	Tol.	VIF
1.	Dependent = orga. Culture	2.52	.56											
	Independent variable = Perf. Man. Practices	2.51	.52	2.01	.19**	.20**	.00	4.10**	.05	.04	.04	16.78**	1.00	1.00
2.	Dependent variable = Managed perf.	2.69	.52	2.09										
	Independent variable = Perf. man. Practices	2.51	.52		.24**	.24**	.00	5.14**	.05	.06	.06	49.52**	1.00	1.00
3.	Dependent variable = Man. Perf.	2.69	.52	1.77										
	Independent variable = organ. Culture													
4.	Dependent = Managed Performance	2.52	.56		.17**	.16**	.00	3.68**	.04				.96	1.04
	Independent variable = Org. cult.	2.51	.52		.20**	.21**	.00	4.42**	.05	.08	.08	20.38**	.96	1.04
	Dependent = Managed Performance	2.69	.52	2.19										
	Independent variable = Org. cult.				.21**	.20**	.00	4.52**	.04	.04	.04	20.40**	1.00	1.00
		2.52	.56											

Notes: *p<.05; **p<.01; N = 447

Table 58

Performance Management Practices => ICT Adoption => Managed Performance

Eq.	Variable	M	SD	constant	β -stand.	B-unstand.	p-val.	T	Stand. Error.	R ²	ΔR^2	F	Tol.	VIF
1.	Dependent = ICT adoption Independent variable = Performance	2.73 2.51	.56 .52	2.25	.21**	.19**	.00	4.10**	.04	.04	.04	16.77**	1.00	1.00
2.	Dependent variable = Managed performance Independent variable = Performance	2.69 2.51	.52 .52	2.09	.24**	.24**	.00	5.14**	.05	.06	.06	49.52**	1.00	1.00
3.	Dependent variable = Managed performance Independent variable = ICT adoption	2.69 2.52	.52 .56	1.70	.16**	.17**	.00	3.48**	.05	.08			.96	1.04
	Independent variable = Perf. man. Pract.				.20**	.20**	.00	4.38**	.05	.08	.08	19.60**	.96	1.04
4.	Dependent = Managed Performance Independent variable = ICT adoption	2.69 2.73	.52 .49	2.09	.20**	.22**	.00	4.38	.05	.04	.04	19.19	1.00	1.00

Notes: *p< .05; **p < .01; N = 447

Table 59

Performance Management Practices => Organisational Climate=> Managed Performance

Equat.	Variable	M	SD	Const.	β -stand.	B-unstand.	p-val.	T	Stand. Error	R ²	ΔR^2	F	Tol	VIF
1.	Dependent = organ. Climate Independent variable = Perfor. Man. Practices	2.48 2.51	.56 .52	1.46	.38**	.41**	.00	8.70**	.05	.15	.15	75.68**	1.00	1.00
2.	Dependent variable = Managed performance Independent variable = Perf. man. Practices	2.69 2.51	.52 .52	2.09	.24**	.24**	.00	5.14**	.05	.06	.06	49.52**	1.00	1.00
3.	Dependent variable = Managed performance Independent variable = organ. Climate management practices	2.69 2.48	.52 .56	1.75	.24**	.23**	.00	5.03**	.05					
		2.51	.52		.14**	.14**	.00	2.96**	.05	.11	.12	26.61**	.86	1.17
4.	Dependent = Managed Performance Independent variable = Org. climate	2.69 2.48	.52 .56	1.99	.30**	.28**	.00	6.61	.043	.09	.09	43.68**	1.00	1.00

Notes: *p< .05; **p < .01; N = 447

Table 60

Performance Management Practices => Organisational Culture and Climate => Managed Performance

Eq.	Variable	M	SD	Const.	B-stand.	B-unstand.	T	p-val.	Stand Error	R ²	ΔR ²	F	Tol.	VIF
1.	Dependent = organ. Cult. & climate Independent variable = Performance Man. Practices	2.63 2.51	.51 .52	1.87	.32**	.30**	7.04**	.00	.04	.10	.10	49.52**	1.00	1.00
2.	Dependent variable = Managed performance Independent variable = Perf. management practices	2.69 2.51	.52 .52	2.09	.24**	.24**	5.14**	.00	.05	.06	.06	49.52**	1.00	1.00
3.	Dependent variable = Managed performance Independent variable = organ. Cult. & climate	2.69 2.63	.52 .51	1.73	.18**	.19**	3.78**	.00	.05				.90	1.11
	Independent variable = Perf. man. Pract.	2.51	.52		.18**	.18**	3.75**	.00	.05	.09	.09	20.76**	.90	1.11
4.	Dependent = Managed Perf. Independent variable = Org. cult. & clim.	2.69 2.63	.52 .50	2.03	.24**	.25**	5.16**	.00	.05	.06	.06	26.65**	1.00	1.00

Notes: *p< .05; **p < .01; N = 447

Test for significance of the paths following Baron and Kenny (1986) model using Sobel's test (1982)

Table 61

Path Analysis

Path	Direct effect	Indirect effect	Total effect	Sobel test	
				t	P – value
Performance management practices => employee attitudes=> managed performance (Fig.	.24	.09	.32	4.40	.00
Performance management practices => organisational culture=> managed performance	.24	.04	.28	3.05	.00
Performance management practices => ICT adoption=> managed performance	.24	.04	.28	3.12	.00
Performance management practices => organisational climate=> managed performance	.24	.11	.35	5.22	.00
Performance management practices => organisational culture and climate=> managed performance	.24	.08	.31	4.12	.00

Sobel's Test

Mediation Analysis Paths

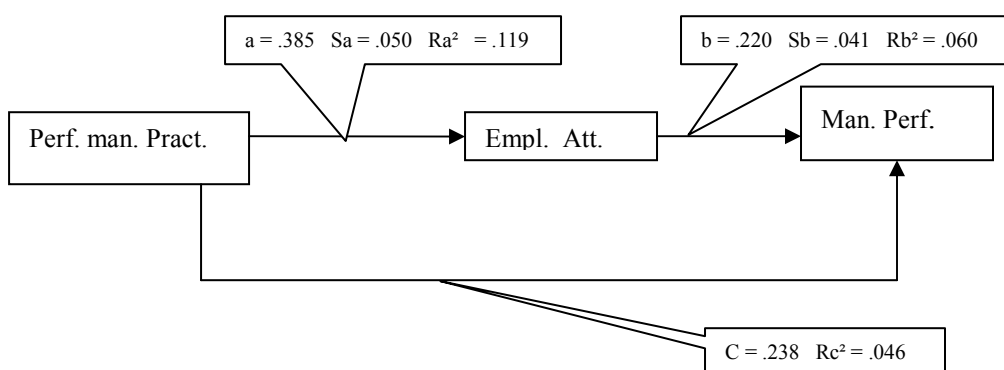


Figure 10. Performance management, employee attitude and managed performance path

Indirect effect = $.385 * .220 = .085$

Direct effect = $.238$

Total effect = Indirect effect + direct effect = $.085 + .238 = .32$

SOBEL CALCULATOR VALUES

Input	Test statistic	p-value
A = .39 B = .22 Sa = .05 Sb = .06 Indirect effect = .08	Sobel test = 3.31	.00

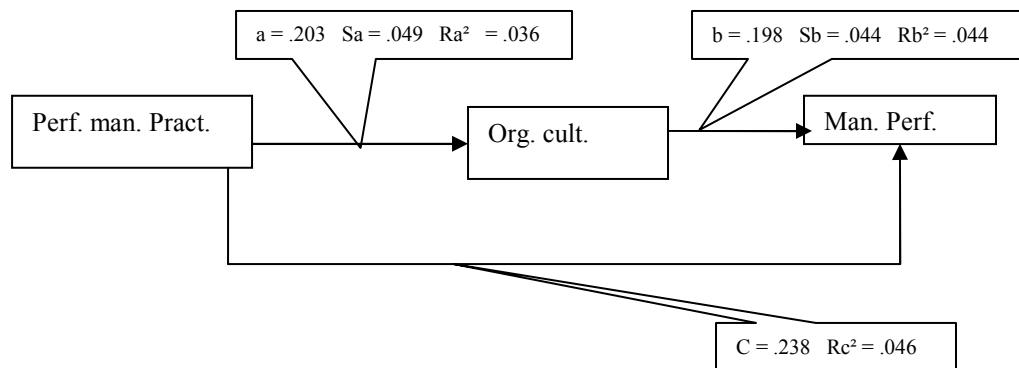


Figure 11. Performance management, organisational culture and managed performance path

Indirect effect = $.203 * .198 = .040$

Direct effect = $.238$

Total effect = Indirect effect + direct effect = $.040 + .238 = .28$

SOBEL CALCULATOR VALUES

Input	Test statistic	p-value
a = .20 b = .20 Sa = .05 Sb = .04 Indirect effect = .04	Sobel test = 3.05	.00

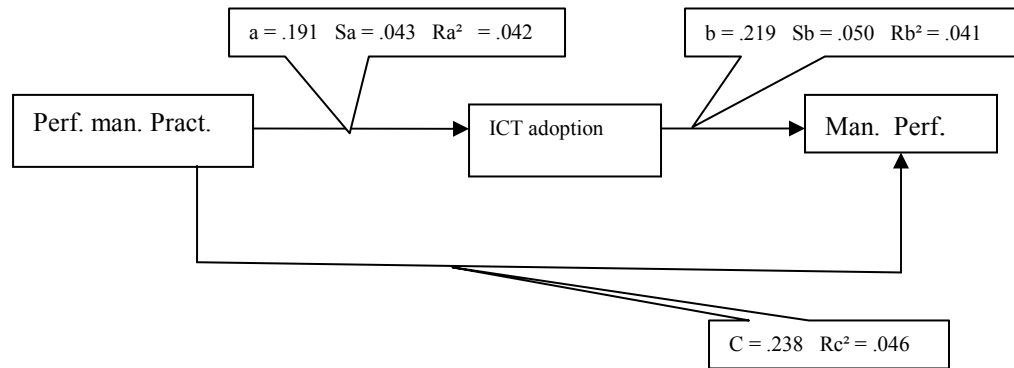


Figure 12. Performance management practices, information and communication technology adoption and managed performance path

Indirect effect = $.191 * .219 = .042$

Direct effect = $.238$

Total effect = Indirect effect + direct effect = $.042 + .238 = .28$

SOBEL CALCULATOR VALUES

Input	Test statistic	p-value
a = .19	Sobel test = 3.12	.00
b = .22		
Sa = .04		
Sb = .05		
Indirect effect = .04		

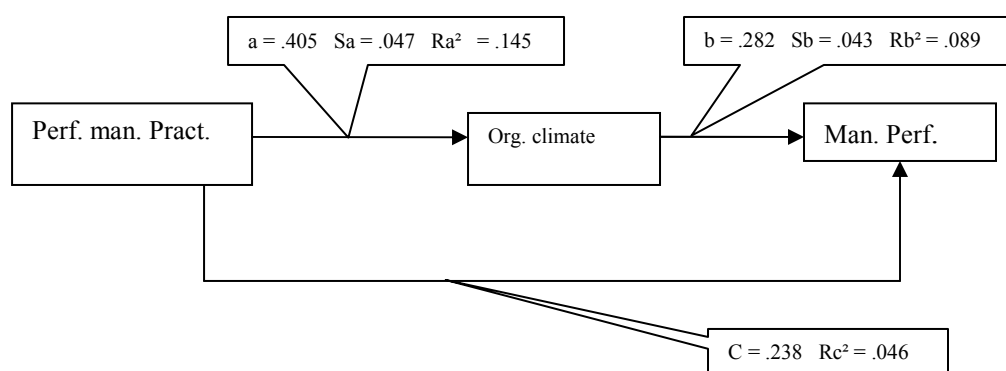


Figure 13. Performance management practices, organisational climate and managed performance path

Indirect effect = $.405 * .282 = .114$

Direct effect = $.238$

Total effect = Indirect effect + direct effect = $.114 + .238 = .35$

SOBEL CALCULATOR VALUES

Input	Test statistic	p-value
a = .41	Sobel test = 2.97	.00
b = .28		
Sa = .05		
Sb = .09		
Indirect effect = .11		

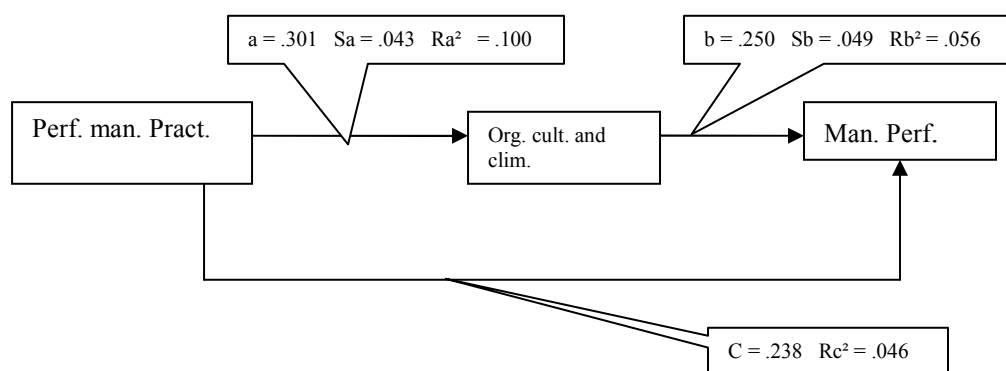


Figure 14. Performance management, organisational culture and climate global construct

Indirect effect = $.301 * .250 = .075$

Direct effect = $.238$

Total effect = Indirect effect + direct effect = $.075 + .238 = .31$

SOBEL CALCULATOR VALUES

Input	Test statistic	p-value
a = .30	Sobel test = 4.12	.00
b = .25		
Sa = .04		
Sb = .05		
Indirect effect = .08		

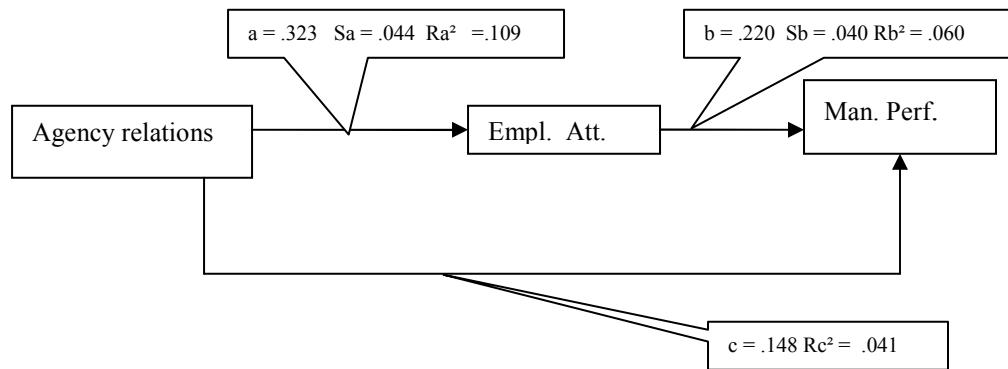


Figure 15. Agency relations, employee attitude and managed performance path

Indirect effect = $.323 * .220 = .071$

Direct effect = $.148$

Total effect = Indirect effect + direct effect = $.148 + .071 = .22$

SOBEL CALCULATOR VALUES

Input	Test statistic	p-value
A = .32	Sobel test = 4.40	.00
B = .22		
Sa = .04		
Sb = .04		
Indirect effect = .07		

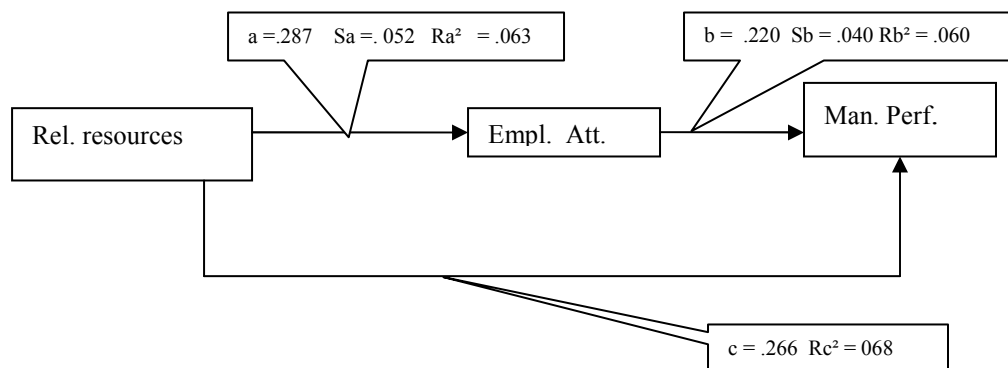


Figure 16. Relevant resources, employee attitude and managed performance path

Indirect effect = $.287 * .220 = .063$

Direct effect = $.266$

Total effect = Indirect effect + direct effect = $.266 + .063 = .33$

SOBEL CALCULATOR VALUES

Input	Test statistic	p-value
A = .29	Sobel test = 3.90	0.00
B = .22		
Sa = .05		
Sb = .04		
Indirect effect = .06		

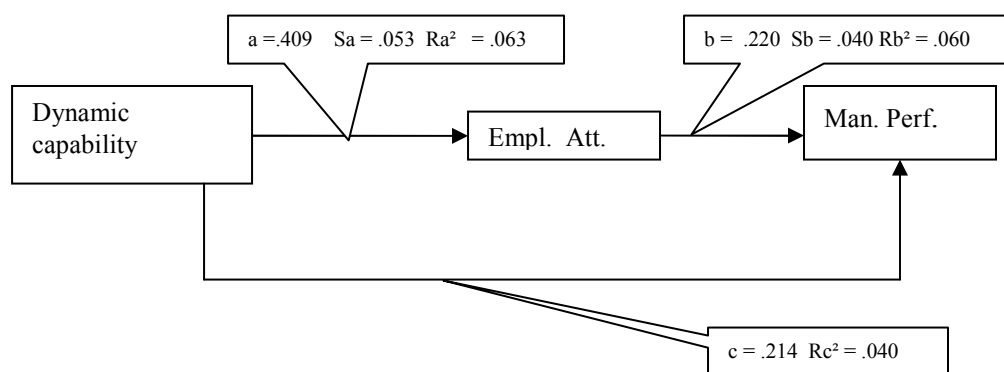


Figure 17. Dynamic capability, employee attitude and managed performance path

Indirect effect = $.409 \times .220 = .090$

Direct effect = .214

Total effect = Indirect effect + direct effect = $.214 + .090 = .30$

SOBEL CALCULATOR VALUES

Input	Test statistic	p-value
A = .41	Sobel test = 4.48	0.00
B = .22		
Sa = .05		
Sb = .04		
Indirect effect = .09		

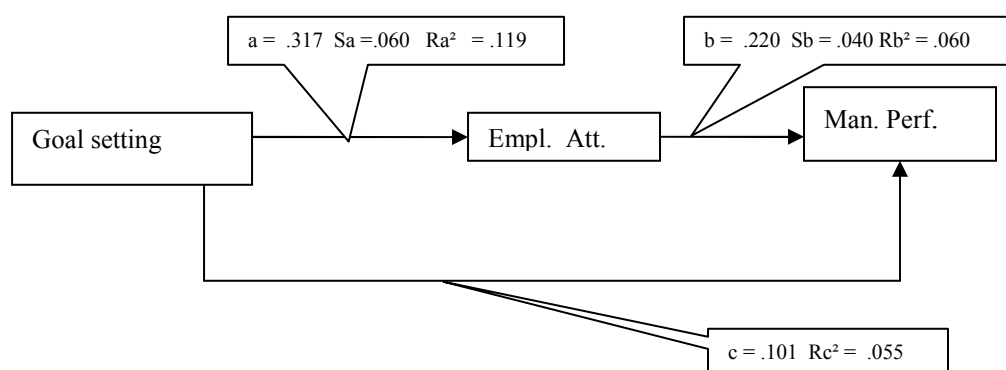


Figure 18. Goal setting, employee attitude and managed performance path

$$\text{Indirect effect} = .317 * .220 = .070$$

$$\text{Direct effect} = .101$$

$$\text{Total effect} = \text{Indirect effect} + \text{direct effect} = .101 + .070 = .17$$

SOBEL CALCULATOR VALUES

Input	Test statistic	p-value
A = .32	Sobel test = 3.81	.00
B = .22		
Sa = .06		
Sb = .04		
Indirect effect = .07		

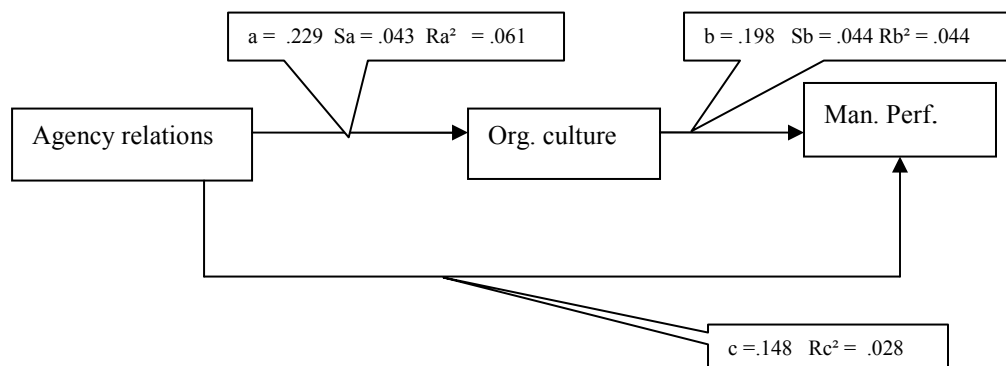


Figure 19. Agency relations, organisational culture and managed performance path

Indirect effect = $.229 \times .198 = .045$

Direct effect = $.148$

Total effect = Indirect effect + direct effect = $.148 + .045 = .19$

SOBEL CALCULATOR VALUES

Input	Test statistic	p-value
A = .23	Sobel test = 4.50	.00
B = .20		
Sa = .04		
Sb = .04		
Indirect effect = .05		

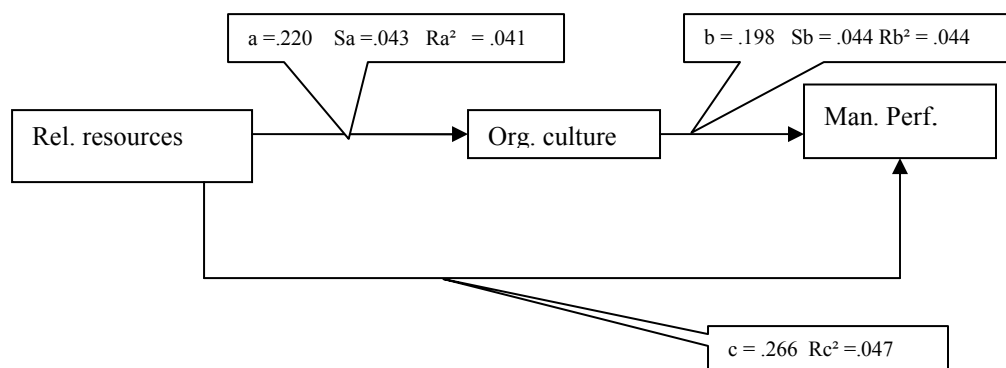


Figure 20. Relevant resources, organisational culture and managed performance path

Indirect effect = $.220 * .198 = .044$

Direct effect = $.266$

Total effect = Indirect effect + direct effect = $.266 + .044 = .31$

SOBEL CALCULATOR VALUES

Input	Test statistic	p-value
A = .22	Sobel test = 3.38	.00
B = .20		
Sa = .04		
Sb = .04		
Indirect effect = .05		

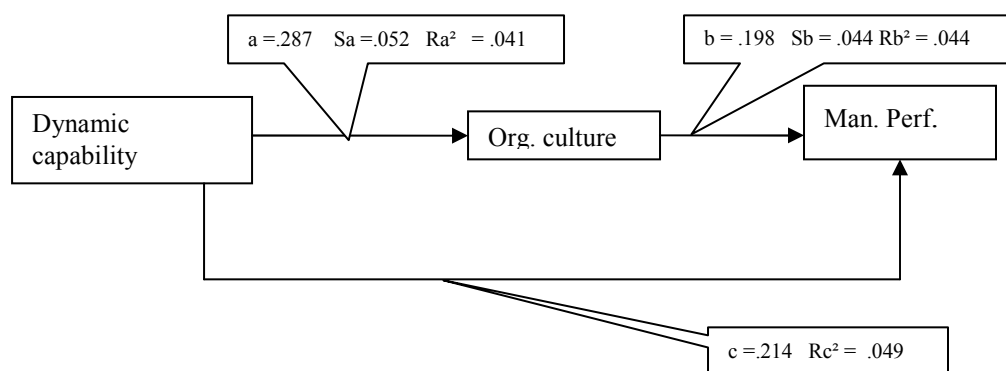


Figure 21. Dynamic capability, organisational culture and managed performance path

Indirect effect = $.287 * .198 = .057$

Direct effect = $.214$

Total effect = Indirect effect + direct effect = $.214 + .057 = .27$

SOBEL CALCULATOR VALUES

Input	Test statistic	p-value
A = .29	Sobel test = 3.49	.00
B = .20		
Sa = .05		
Sb = .04		
Indirect effect =		

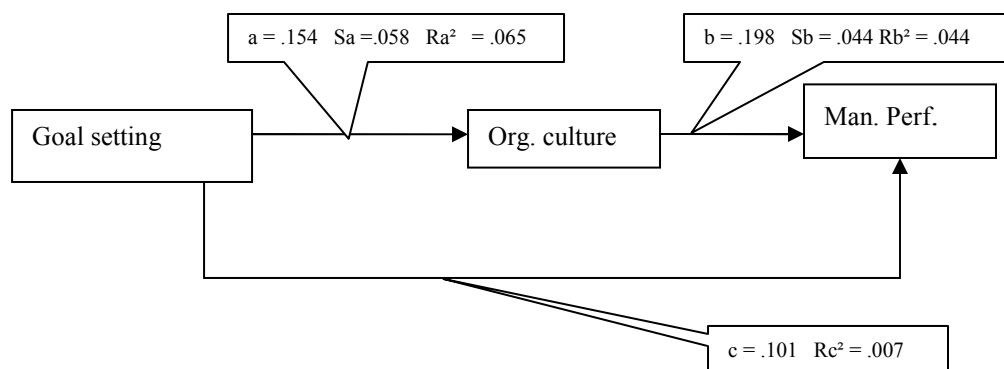


Figure 22. Goal setting, organisational culture and managed performance path

Indirect effect = $.154 * .198 = .030$

Direct effect = $.101$

Total effect = Indirect effect + direct effect = $.101 + .030 = .13$

SOBEL CALCULATOR VALUES

Input	Test statistic	p-value
A = .15	Sobel test = 2.29	.02
B = .20		
Sa = .06		
Sb = .04		
Indirect effect = 0.03		

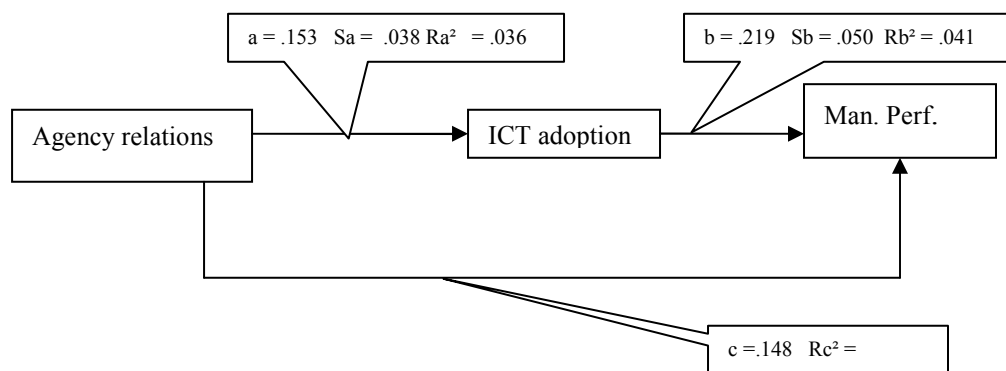


Figure 23. Agency relations, ICT adoption and managed performance path

Indirect effect = $.153 \times .219 = .034$

Direct effect = $.148$

Total effect = Indirect effect + direct effect = $.148 + .034 = .18$

SOBEL CALCULATOR VALUES

Input	Test statistic	p-value
A = .15	Sobel test = 3.05	.00
B = .22		
Sa = .04		
Sb = .05		
Indirect effect = .03		

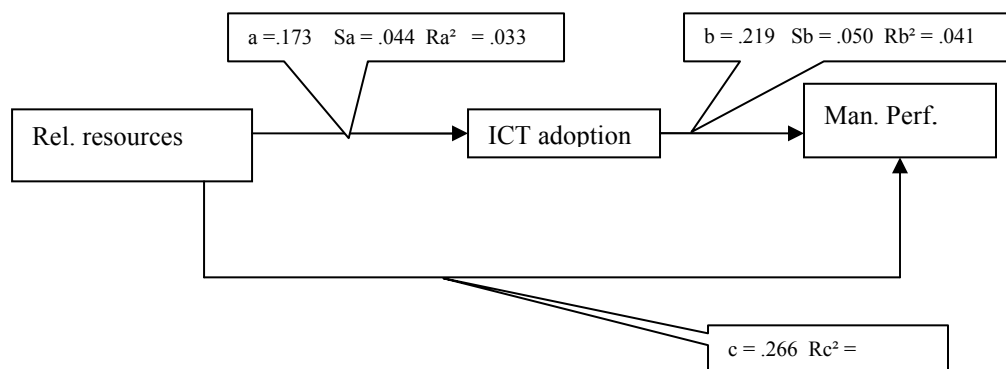


Figure 24. Relevant resources, ICT adoption and managed performance path

Indirect effect = $.173 * .219 = .038$

Direct effect = $.266$

Total effect = Indirect effect + direct effect = $.266 + .038 = .30$

SOBEL CALCULATOR VALUES

Input	Test statistic	p-value
A = .17	Sobel test = 2.93	.00
B = .22		
Sa = .04		
Sb = .05		
Indirect effect = .04		

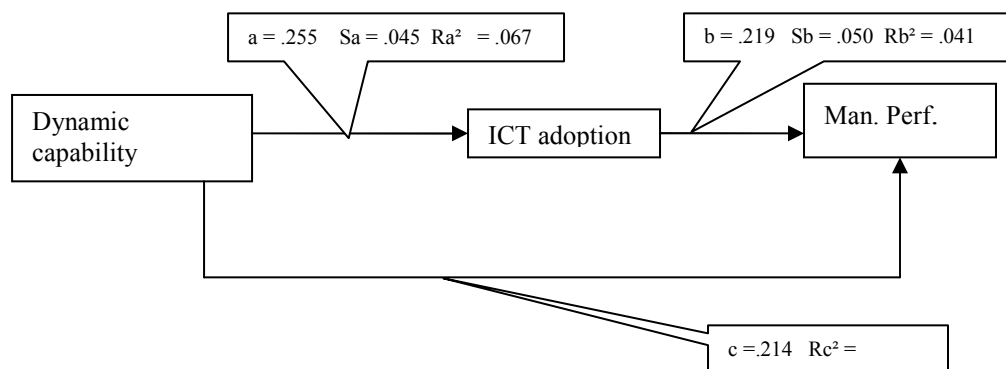


Figure 25. Dynamic capability, ICT adoption and managed performance path

Indirect effect = $.255 \times .219 = .056$

Direct effect = $.214$

Total effect = Indirect effect + direct effect = $.214 + .056 = .27$

SOBEL CALCULATOR VALUES

Input	Test statistic	p-value
A = .26	Sobel test = 3.47	.00
B = .22		
Sa = .05		
Sb = .05		
Indirect effect = .056		

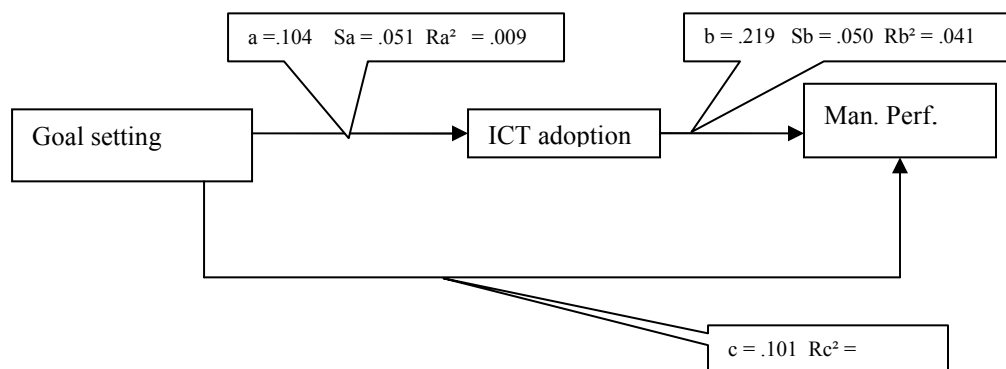


Figure 26. Goal setting, ICT adoption and managed performance path

Indirect effect = $.104 \times .219 = .023$

Direct effect = $.101$

Total effect = Indirect effect + direct effect = $.101 + .023 = .12$

SOBEL CALCULATOR VALUES

Input	Test statistic	p-value
A = .10	Sobel test = 1.85	.07
B = .22		
Sa = .05		
Sb = .05		
Indirect effect = .02		

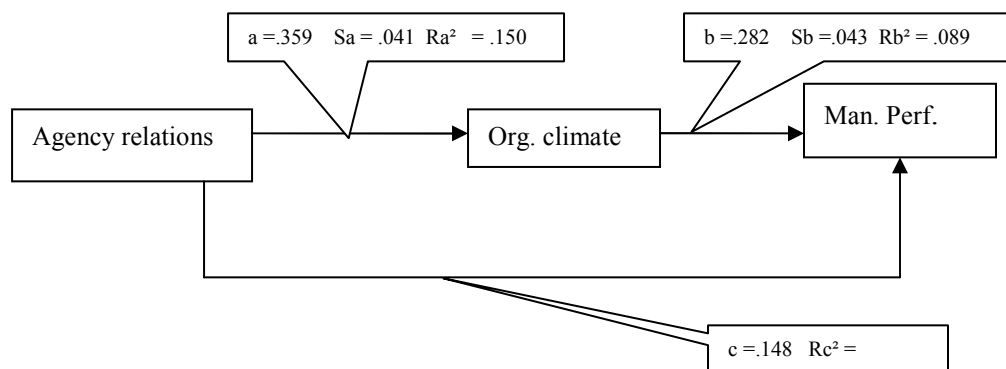


Figure 27. Agency relations, organisational climate and managed performance path

Indirect effect = $.359 * .282 = .101$

Direct effect = $.148$

Total effect = Indirect effect + direct effect = $.148 + .101 = .25$

SOBEL CALCULATOR VALUES

Input	Test statistic	p-value
A = .36	Sobel test = 5.25	.00
B = .28		
Sa = .04		
Sb = .04		
Indirect effect =		

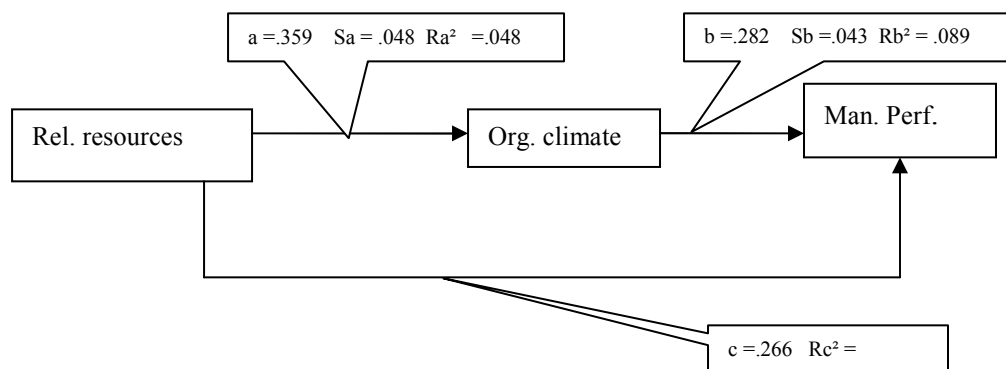


Figure 28: Relevant resources, organisational climate and managed performance path

Indirect effect = $.359 * .282 = .101$

Direct effect = $.266$

Total effect = Indirect effect + direct effect = $.266 + .101 = .37$

SOBEL CALCULATOR VALUES

Input	Test statistic	p-value
A = .36	Sobel test = 4.93	.00
B = .28		
Sa = .05		
Sb = .04		
Indirect effect = .10		

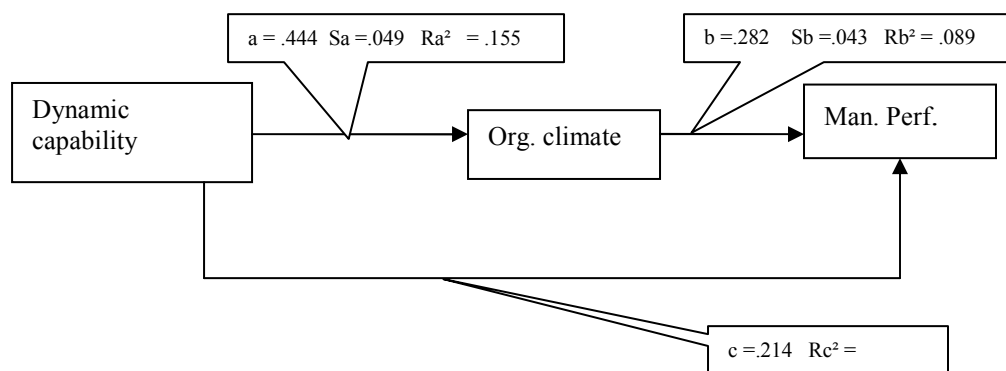


Figure 29. Dynamic capability, organisational climate and managed performance path

Indirect effect = $.444 * .282 = .125$

Direct effect = $.214$

Total effect = Indirect effect + direct effect = $.214 + .125 = .34$

SOBEL CALCULATOR VALUES

Input	Test statistic	p-value
A = .44	Sobel test = 5.31	.00
B = .28		
Sa = .05		
Sb = .04		
Indirect effect =		

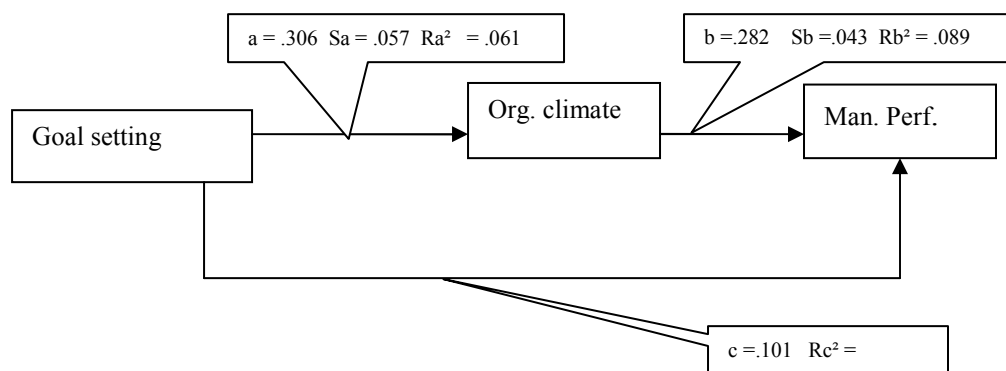


Figure 30. Goal setting, organisational climate and managed performance path

Indirect effect = .09

Direct effect = .10

Total effect = Indirect effect + direct effect = .10 + .09 = .19

SOBEL CALCULATOR VALUES

Input	Test statistic	p-value
A = .31	Sobel test = 4.15	.00
B = .28		
Sa = .06		
Sb = .04		
Indirect effect = .09		

Table 62

Agency relations => employee attitudes => managed performance

Equat.	Variable	M	SD	Const.	β -stand.	β unstand.	t	p-val.	Stand. Error	R ²	ΔR^2	F	Tol	VIF
1.	Dependent = emp. attt. Independent variable = Agency relations	2.56 2.29	.51 .56	1.50**	.51**	.46**	12.36*	.00	.04	.26	.26	152.80**	1.00	1.00
2.	Dependent variable = Managed performance Independent variable = Agency relations	2.71 2.29	.49 .56	2.51**	.10**	.09*	2.19**	.03	.04	.01	.01	4.80*	1.00	1.00
3.	Dependent variable = Managed performance Independent variable = emp. attt. Independent variable = Agency relations	2.71 2.56 2.29	.49 .51 .56	2.19**	.22** -.01	.21** -.01	4.12** -1.16	.00 .04	.04 .04	.05 .04	.04	10.99**	.74 .74	1.34 1.34
4.	Dependent = Managed Performance Independent variable = Employee attitudes.	2.72 2.56	.49 .51	2.18**	.22**	.21**	4.69**	.00	.04	.05	.05	22.00**	1.00	1.00

Notes: *p< .05; **p < .01; N = 447

Table 63

Agency relations => organisational culture => managed performance

Eq.	Variable	M	SD	Const.	β -stand.	β —unstand.	t	p-value	Stand. Error	R ²	ΔR^2	F	Tol	VIF
1.	Dependent = orga. Cult., Independent variable = Agency relations	2.52 2.34	.56 .60	1.98	.25**	.23**	5.37**	.00	.04	.06	.06	28.9**	1.00	1.00
2.	Dependent variable = Managed performance Independent variable = Agency relations	2.69 2.34	.52 .60	2.34	.17**	.19**	3.61**	.00	.04	.03	.03	13.05**	1.00	1.00
3.	Dependent variable = Managed performance Independent variable = org. cult. Independent variable = Agency relations	2.69 2.52 2.34	.52 .56 .60	2.01	.18** .13*	.17** .11*	3.76** 2.62*	.00 .04	.05 .04	.06	.06	13.78**	.94 .94	1.07 1.07
4.	Dependent = Managed Performance Independent variable = org. cult.	2.69 2.52	.52 .56	2.19	.21	.20	4.52**	.00	.04	.04	.04	20.40	1.00	1.00

Notes: *p<.05; **p<.01; N = 447

Table 64

Agency relations => ICT adoption => managed performance

Eq.	Variable	M	SD	Const.	β -stand.	β —unstand.	t	p-value	Stand. Error	R ²	ΔR^2	F	Tol	VIF
1	Dependent = ICT adoption Independent variable = Agency relations	2.73 2.34	.49 .60	2.37	.19	.15	4.05	.00	.04	.04	.04	16.41*	1.00	1.00
2	Dependent variable = Managed performance Independent variable = Agency relations	2.69 2.34	.52 .60	2.34	.169**	.19**	3.61**	.00	.041	.03	.03	13.05*	1.00	1.00
3	Dependent variable = Managed performance Independent variable = ICT adop. Independent variable = Agency relations	2.69 2.73 2.34	.52 .49 .60	1.90	.18** .14**	.19** .12**	3.79** 2.89**	.00 .00	.05 .04	.06	.06	13.9**	1.00	1.00
4	Dependent = Managed Performance Independent variable = ICT.	2.69 2.73	.52 .49	2.09	.20	.22	4.38	.00	.05	.04	.04	19.19*	1.00	1.00

Notes: *p<.05; **p<.01; N = 447

Table 65

Agency relations => organisational climate => managed performance

Eq.	Variable	M	SD	Const.	β -stand.	β —unstand.	T	p-value	Stand. Error	R ²	ΔR^2	F	Tol	VIF
1.	Dependent = orga. Climate. Independent variable = Agency relations	2.48 2.34	.56 .60	1.64	.39**	.36**	8.85**	.00	.04	.15	.15	78.24	1.00	1.00
2.	Dependent variable = Managed performance Independent variable = Agency relations	2.69 2.34	.52 .60	2.34	.17**	.15**	3.61**	.00	.041	.03	.03	13.05**	1.00	1.00
3.	Dependent variable = Managed performance Independent variable = org. clim. Independent variable = Agency relations	2.69 2.48 2.34	.52 .56 .60	1.91	.28** .06	.26** .06	5.61** 1.28	.00 .20	.05 .04	.09	.09	22.69**	.85 .85	1.18 1.18
4.	Dependent = Managed Performance Independent variable = org. clim.	2.69	.52	1.99	.30**	.28**	6.61**	.00	.04	.09	.09	48.68	1.00	1.00
		2.48	.56											

Notes: *p< .05; **p < .01; N = 447

Table 66

Relevant resources => employee attitudes => managed performance

Eq.	Variable	M	SD	Const.	β -stand.	β -unstand.	t	p-value	Stand. Error	R ²	ΔR^2	F	Tol	VIF
1.	Dependent = employee attitudes Independent variable = Relevant resources	2.56	.51	1.46**	.36**	.46	8.24**	.00	.06	.13	.13	67.88**	1.00	1.00
2.	Dependent variable = Managed performance Independent variable = Relevant resources	2.41 2.72	.41 .49	2.02	.24**	.29**	5.17**	.00	.06	.06	.06	26.72**	1.00	1.00
3.	Dependent variable = Managed performance Independent variable = employee attitudes.	2.72 2.56	.49 .51	1.70	.15** .18**	.14** .22**	3.07** 3.74**	.00 .00	.05 .06	.08	.08	18.33**	.87 .87	1.15 1.15
4.	Dependent = Managed Performance Independent variable = employee attitudes	2.72 2.56	.49 .51	2.18	.22**	.21**	4.69**	.00	.04	.05	.05	22.00**	1.00	1.00

Notes: *p< .05; **p< .01; N = 447

Table 67

Relevant resources => organisational culture => managed performance

Eq.	Variable	M	SD	Const.	β -stand.	β —unstand.	t	p-value	Stand. Error	R ²	ΔR^2	F	Tol	VIF
1.	Dependent = orga. Cult. Independent variable = Relevant resources	2.52	.56	1.98	.20**	.22**	4.39**	.00	.05	.04	.04	19.23**	1.00	1.00
2.	Dependent variable = Managed performance Independent variable = Relevant resources	2.43 2.69	.51 .52	2.04	.26**	.27**	5.69**	.00	.05	.07	.07	32.41**	1.00	1.00
3.	Dependent variable = Managed performance Independent variable = org. cult. Independent variable = Relevant resources	2.69 2.52 2.43	.52 .56 .51	1.73	.16** .23**	.15** .23**	3.53** 4.93**	.00 .00	.04 .05	.09	.09	22.87**	.96 .96	1.04 1.04
4.	Dependent = Managed Performance Independent variable = org. cult.	2.69 2.52	.52 .56	2.19	.21**	.20**	4.52**	.00	.04	.04	.04	20.40	1.00	1.00

Notes: *p<.05; **p<.01; N = 447

Table 68

Relevant resources => ICT adoption => managed performance

Eq.	Variable	M	SD	Const.	β -stand.	β —unstand.	t	p-value	Stand. Error	R ²	ΔR^2	F	Tol	VIF
1.	Dependent = ICT adoption	2.73	.49	2.31										
	Independent variable = Relevant resources	2.43	.51		.18**	.17**	3.90	.00	.04	.03	.03	15.24**	1.00	1.00
2.	Dependent variable = Managed performance	2.69	.52	2.04										
	Independent variable = Relevant resources	2.43	.51		.26**	.27**	5.69**	.00	.05	.07	.07	32.41**	1.00	1.00
3.	Dependent variable = Managed performance	2.69	.52	1.64										
	Independent variable = ICT adop.	2.73	.49		.16**	.17**	3.51**	.00	.05				.97	1.03
	Independent variable = Relevant resources	2.43	.51		.23**	.24**	5.03**	.00	.05	.09	.09	22.77**	.97	1.03
4.	Dependent = Managed Performance	2.69	.52	2.09										
	Independent variable = ICT adoption	2.52	.56		.20	.22	4.38	.00	.05	.04	.04	19.19**	1.00	1.00

Notes: *p< .05; **p < .01; N = 447

Table 69

Relevant resources => organisational climate => managed performance

Eq.	Variable	M	SD	Const.	β -stand.	β -unstand.	t	p-value	Stand. Error	R ²	ΔR^2	F	Tol	VIF
1.	Dependent = orga. Climate. Independent variable = relevant resources	2.48 2.43	.56 .51	1.61	.33**	.36**	7.41**	.00	.05	.11	.11	54.95**	1.00	1.00
2.	Dependent variable = Managed performance Independent variable = Relevant resources	2.69 2.43	.52 .51	2.04	.26**	.27**	5.69**	.00	.05	.07	.07	32.41**	1.00	1.00
3.	Dependent variable = Managed performance Independent variable = org. climate	2.69 2.48	.52 .56	1.68	.24**	.23**	5.06**	.00	.05	.12	.12	29.89**	.89	1.12
	Independent variable = relevant resources	2.43	.51		.18**	.19**	3.84**	.00	.05				.89	1.12
4.	Dependent = Managed Performance Independent variable = org. clim.	2.69 2.48	.52 .56	1.99	.30**	.28**	6.61**	.00	.04	.09	.09	48.68	1.00	1.00

Notes: *p< .05; **p < .01; N = 447

Table 70

Dynamic capability => employee attitudes => managed performance

Eq.	Variable	M	SD	Const.	β -stand.	β -unstand.	t	p-value	Stand. Error	R ²	ΔR^2	F	Tol	VIF
1.	Dependent = employ. attitudes Independent variable = Dynamic capability	2.56 2.51	.51 .47	.98	.58**	.63**	14.99**	.00	.04	.34	.34	224.66**	1.00	1.00
2.	Dependent variable = Managed performance Independent variable = Dynamic capability	2.71 2.51	.49 .47	2.11	.23**	.24**	5.00**	.00	.05	.05	.05	25.04**	1.00	1.00
3.	Dependent variable = Managed performance Independent variable = Employ. attitudes	2.71 2.56	.49 .51	1.99	.13*	.12*	2.23**	.03	.05	.06	.06	15.11**	.67	1.5
4.	Dependent = Managed Performance Independent variable = Emp. att.	2.51 2.72 2.56	.47 .49 .51	2.18**	.16**	.17**	2.81**	.01	.06	.06	.05	22.00**	1.00	1.00

Notes: *p<.05; **p<.01; N = 447

Table 71

Dynamic capability => organisational culture => managed performance

Eq.	Variable	M	SD	Const.	β -stand.	β —unstand.	T	p-value	Stand. Error	R ²	ΔR^2	F	Tol	VIF
1.	Dependent = orga. Cult.	2.52	.56	1.76										
	Independent variable = dynamic capability	2.65	.49		.25**	.29**	5.54**	.00	.05	.06	.06	30.73**	1.00	1.00
2.	Dependent variable = Managed performance	2.69	.52	2.08										
	Independent variable = dynamic capability	2.65	.49		.25**	.23**	5.54**	.00	.04	.07	.07	30.73**	1.00	1.00
3.	Dependent variable = Managed performance	2.69	.52	1.84										
	Independent variable = org. cult.	2.52	.56		.17**	.16**	3.56**	.00	.05	.07	.07	16.00**	.94	1.07
	Independent variable = dynamic capability	2.65	.49		.16**	.17**	3.34**	.00	.05	.07	.07		.94	1.07
	Dependent = Managed Performance	2.69	.52	2.09										
4.	Independent variable = org. cult.	2.52	.56		.25**	.22**	5.32**	.00	.04	.06	.06	28.34**	1.00	1.00

Notes: *p<.05; **p<.01; N = 447

Table 72

Dynamic capability => ICT adoption => managed performance

Eq.	Variable	M	SD	Const.	β-stand.	β—unstand.	T	p-value	Stand. Error	R ²	ΔR ²	F	Tol	VIF
1.	Dependent = .ICT adoption	2.73	.49	2.06										
	Independent variable = dynamic capability	2.65	.49		.26**	.26**	5.63**	.00	.05	.07	.07	31.70**	1.00	1.00
2.	Dependent variable = Managed performance	2.69	.52	2.12										
	Independent variable = dynamic capability	2.65	.49		.20**	.21**	4.33**	.00	.05	.04	.04	18.78**	1.00	1.00
3.	Dependent variable = Managed performance	2.69	.52	1.76										
	Independent variable = ICT adopt	2.73	.49		.16**	.18**	3.42**	.00	.05				.93	1.07
	Independent variable = dynamic capability	2.65	.49		.16**	.17**	3.36**	.00	.05	.07	.07	15.45**	.93	1.07
4.	Dependent = Managed Performance	2.69	.52	2.09										
	Independent variable = ICT.	2.73	.49		.20	.22	4.38	.00	.05	.04	.04	19.19**	1.00	1.00

Notes: *p< .05; **p < .01; N = 447

Table 73

Dynamic capability => organisational climate => managed performance

Variable	M	SD	Const.	β -stand.	β —unstand.	T	p-value	Stand. Error	R ²	ΔR^2	F	Tol	VIF
1. Dependent = organ. climate Independent variable = dynamic capability	2.48 2.65	.56 .49	1.31	.39**	.44**	9.03**	.00	.05	.16	.16	81.51**	1.00	1.00
2. Dependent variable = Managed performance Independent variable = dynamic capability	2.69 2.65	.52 .49	2.12	.20**	.21**	4.33**	.00	.05	.04	.04	18.78**	1.00	1.00
3. Dependent variable = Managed performance Independent variable = organ. climate	2.69 2.48	.52 .56	1.80	.26**	.25**	5.30**	.00	.05	.10	.10	24.03**	.85	1.18
Independent variable = dynamic capability	2.65	.49	1.99	.10	.11	2.02	.04	.05				.85	1.18
4. Dependent = Managed Performance Independent variable = org. clim.	2.69 2.48	.52 .56		.30**	.28**	6.61**	.00	.04	.09	.09	48.68	1.00	1.00

Notes: *p<.05; **p<.01; N = 447

Table 74

Goal setting => employee attitudes => managed performance

Eq.	Variable	M	SD	Const.	β - stand.	β — unstand	T	p- value	Stand. Error	R ²	ΔR^2	F	Tol	VIF
1	Dependent = Empl. Attit. Independent variable = Goal setting	2.56 2.81	.51 .37	1.97	.23**	.32**	5.00**	.00	.06	.05	.05	24.95**	1.00	1.00
2	Dependent variable = Managed performance Independent variable = Goal setting	2.72 2.81	.49 .37	2.40	.20	.27	4.34**	.00	.04	.04	.04	18.84**	1.00	1.00
3	Dependent variable = Managed performance Independent variable = Empl. Attit. Independent variable = Goal setting	2.72 2.56 2.81	.49 .51 .37	2.02	.18** .16**	.17** .21**	3.83** 3.41**	.00 .00	.05 .06	.07	.07	17.06**	.95 .95	1.06 1.06
4	Dependent = Managed Performance Independent variable = Emp. attit.	2.72 2.56	.49 .51	2.09	2.18**	.22**	.21**	4.69**	.00	.04	.05	.05	22.00	1.00

Notes: *p< .05; **p < .01; N = 447

Table 75

Goal setting => organisational culture => managed performance

Eq.	Variable	M	SD	Const.	β -stand.	β —unstand.	t	p-value	Stand. Error	R ²	ΔR^2	F	Tol	VIF
1.	Dependent = orga. Cult. Independent variable = Goal setting	2.52 2.79	.56 .45	2.09	.12**	.15**	2.64**	.00	.06	.01	.01	6.97**	1.00	1.00
2.	Dependent variable = Managed performance Independent variable = Goal setting	2.69 2.34	.52 .60	2.40	.09	.10	1.82	.07	.06	.01	.01	3.31	1.00	1.00
3.	Dependent variable = Managed performance Independent variable = org. cult. Independent variable = Goal setting	2.69 2.52 2.34	.52 .56 .60	2.01	.20** .06	.19** .07	4.32** 1.31	.00 .19	.04 .06	.05	.05	11.07**	.99 .99	1.02 1.02
4.	Dependent = Managed Performance Independent variable = org. cult.	2.69 2.70	.52 .58	2.092	.25**	.22**	5.32**	.00	.04	.06	.06	28.34**	1.00	1.00

Notes: *p<.05; **p<.01; N = 447

Table 76

Goal setting => ICT adoption => managed performance

Eq.	Variable	M	S	Const.	β -stand.	β -unstand.	t	p-value	Stand. Error	R ²	ΔR^2	F	Tol	VIF
1	Dependent = ICT adoption	2.73	.49	2.44										
	Independent variable = Goal sett.	2.34	.60		.10*	.10*	4.13*	.04	.05	.01	.01	4.13*	1.00	1.00
2	Dependent variable = Managed performance	2.69	.52	2.40										
	Independent variable = Goal setting	2.34	.60		.09	.10	1.82	.07	.06	.01	.01	3.31	1.00	1.00
3	Dependent variable = Managed performance	2.69	.52	1.89										
	Independent variable = ICT adopt	2.73	.49		.20**	.21**	4.23**	.00	.05	.05	.05	10.66*	.99	1.01
	Independent variable = Goal sett.	2.34	.60		.07	.08	1.44	.15	.06				.99	1.01
4	Dependent = Managed Performance	2.69	.52	2.09										
	Independent variable = ICT.	2.73	.49		.20	.22	4.38	.00	.05	.04	.04	19.19**	1.00	1.00

Notes: *p< .05; **p < .01; N = 447

Table 77

Goal setting => organisation climate => managed performance

Eq.	Variable	M	SD	Const.	β -stand.	β —unstand.	t	p-value	Stand. Error	R ²	ΔR^2	F	Tol	VIF
1.	Dependent = organ. climate Independent variable = Goal sett.	2.48	.56											
2.	Dependent variable = Managed performance Independent variable = Goal setting	2.34 2.69	.60 .52	2.40	.09	.10	1.82	.07	.06	.01	.01	3.31	1.00	1.00
3.	Dependent variable = Managed performance Independent variable = organ. Climate	2.69 2.48	.52 .56	1.95	.30**	.28**	6.33**	.00	.04	.09	.09	21.84**	.94	1.07
	Independent variable = Goal sett.	2.34	.60		.01	.02	.28	.78	.05				.94	1.07
4.	Dependent = Managed Performance Independent variable = org. clim.	2.69 2.48	.52 .56	1.99	.30**	.28**	6.61**	.00	.04	.09	.09	48.68	1.00	1.00

Notes: *p<.05; **p<.01; N = 447

Table 78

Sobel Test Results

Path	Direct effect	Indirect Effect	Total effect	Sobel test	
				Statistic	P- value One-tailed
Performance management practices => employee attitudes=> managed performance	.24	.09	.32	4.40	.00
Performance management practices => organisational culture=> managed performance	.24	.04	.28	3.05	.00
Performance management practices => ICT adoption=> managed performance	.24	.04	.28	3.12	.00
Performance management practices => organisational climate=> managed performance	.24	.11	.35	5.22	.00
Performance management practices => organisational culture and climate=> managed performance	.24	.08	.31	4.12	.00
Agency relations => employee attitudes=> managed performance	.15	.22	.07	4.33	.00
Relevant resources => employee attitudes=> managed performance	.27	.06	.33	3.85	.00
Dynamic capability => employee attitudes=> managed performance	.21	.09	.30	4.41	.00
Goal setting => employee attitudes=> managed performance	.10	.07	.17	3.77	.00
Agency relations => organisational culture=> managed performance	.15	.05	.19	3.44	.00
Relevant resources => organisational culture=> managed performance	.27	.04	.31	3.15	.00
Dynamic capability => organisational culture=> managed performance	.21	.06	.27	3.49	.00
Goal setting => organisational culture=> managed performance	.10	.03	.13	2.33	.01
Agency relations => ICT adoption=> managed performance	.15	.03	.18	2.96	.00
Relevant resources => ICT adoption=> managed performance	.27	.04	.30	2.93	.00
Dynamic capability => ICT adoption=> managed performance	.21	.06	.27	3.47	.00
Goal setting => ICT adoption=> managed performance	.10	.02	.12	1.85	.03
Agency relations => organisational climate=> managed performance	.15	.10	.25	5.25	.00
Relevant resources => organisational climate=> managed performance	.27	.10	.37	4.93	.00
Dynamic capability => organisational climate=> managed performance	.21	.13	.34	5.31	.00
Goal setting => organisational climate=> managed performance	.10	.09	.19	4.15	.00

Multiple Regression Tables

Table 79

Multiple regression results (Dependent construct: managed performance)

Construct	Variance inflation factor (VIF)	Standardised beta coefficients	P-values	t-value
Performance management practices	1.00	.25	.00	5.43
R ²	.06			
R ² adj.	.06			
Δ R ²	.06			
F(1,445)	26.44			
ΔF	29.44			
Standard error of estimate	.48			
Constant	1.81			

The results indicate that 6 per cent of variance in managed performance is attributable to performance management practices.

Table 80

Multiple regression results (Dependent construct: employee attitudes)

Construct	Variance inflation factor (VIF)	Standardised beta coefficients	P-values	t-value
Performance management practices	1.00	.58	.00	15.06
R ²	.34			
R ² adj.	.34			
Δ R ²	.34			
F(1,445)	226.87			
ΔF	226.87			
Standard error of estimate	.42			
Constant	.36			

The results indicate that thirty four per cent of variance in employee attitudes could be explained by performance management practices.

Table 81

Multiple regression results (Dependent construct: organisational culture)

Construct	Variance inflation factor (VIF)	Standardised beta coefficients	P-values	t-value
Performance management practices	1.00	.59	.00	15.57
R ²	.35			
R ² adj.	.35			
Δ R ²	.35			
F(1,445)	242.36			
ΔF	242.36			
Standard error of estimate	.38			
Constant	.28			

The results indicate that thirty five per cent of variance in organisational culture is attributable to performance management practices.

Table 82

Multiple regression results (Dependent construct: ICT adoption)

Construct	Variance inflation factor (VIF)	Standardised beta coefficients	P-values	t-value
Performance management practices	1.00	.47	.00	11.21
R ²	.22			
R ² adj.	.22			
Δ R ²	.06			
F(1,445)	125.75			
ΔF	125.75			
Standard error of estimate	.45			
Constant	.62			

The results also indicate that twenty two per cent of variance in information and communication technology adoption could be attributed to performance management practices.

Table 83

Multiple regression results (Dependent construct: organisational climate)

Construct	Variance inflation factor (VIF)	Standardised beta coefficients	P-values	t-value
Performance management practices	1.00	.62	.00	16.85
R ²	.39			
R ² adj.	.39			
Δ R ²	.39			
F(1,445)	283.98			
ΔF	283.98			
Standard error of estimate	.36			
Constant	.29			

The results reveal that thirty nine per cent of variance in organisational climate could be attributed to performance management practices

Table 84

Multiple regression results (Dependent construct: organisational culture and climate)

Construct	Variance inflation factor (VIF)	Standardised beta coefficients	P-values	t-value
Performance management practices	1.00	.67	.00	19.03
R ²	.45			
R ² adj.	.45			
Δ R ²	.45			
F(1,445)	362.17			
ΔF	362.17			
Standard error of estimate	.31			
Constant	.40			

The results indicated that forty five per cent of variance in organisational culture and climate construct could be attributed to performance management practices.

Table 85

Multiple regression results (Dependent construct: managed performance)

Construct	Variance inflation factor (VIF)	Standardised beta coefficients	P-values	t-value
Employee attitudes	1.00	.22	.00	4.69
R ²	.05			
R ² adj.	.05			
Δ R ²	.05			
F(1,445)	22.00			
ΔF	22.00			
Standard error of estimate	.48			
Constant	2.81			

The results indicate that five per cent variance of managed performance is attributable to employee attitudes

Table 86

Multiple regression results (Dependent construct: managed performance)

Construct	Variance inflation factor (VIF)	Standardised beta coefficients	P-values	t-value
Organisational culture	1.00	.21	.00	4.52
R ²	.04			
R ² adj.	.04			
Δ R ²	.04			
F(1,445)	20.44			
ΔF	20.44			
Standard error of estimate	.48			
Constant	2.20			

The results reveal that four per cent variance of managed performance attributable is to organisational culture.

Table 87

Multiple regression results (Dependent construct: managed performance)

Construct	Variance inflation factor (VIF)	Standardised beta coefficients	P-values	t-value
ICT adoption	1.00	.28	.00	6.07
R ²	.08			
R ² adj.	.07			
Δ R ²	.08			
F(1,445)	36.87			
ΔF	36.87			
Standard error of estimate	.47			
Constant	2.07			

The results show that eight per cent variance in managed performance could be attributed to ICT adoption.

Table 88

Multiple regression results (Dependent construct: managed performance)

Construct	Variance inflation factor (VIF)	Standardised beta coefficients	P-values	t-value
Organisational climate	1.00	.28	.00	5.25
R ²	.06			
R ² adj.	.07			
Δ R ²	.06			
F(1,445)	36.87			
ΔF	36.87			
Standard error of estimate	.44			
Constant	2.07			

The results reveal that eight per cent of variance in managed performance is attributable to organisational climate.

Table 89

Multiple regression results (Dependent construct: managed performance)

Construct	Variance inflation factor (VIF)	Standardised beta coefficients	P-values	t-value
Organisational culture and climate	1.00	.28	.00	14.16
R ²	.08			
R ² adj.	.08			
Δ R ²	.08			
F(1,445)	37.98			
ΔF	37.98			
Standard error of estimate	.47			
Constant	1.90			

The results indicated that eight per cent of variance in managed performance could be attributed to the global construct of organisational culture and climate.

Table 90

Multiple regression results (Dependent construct: managed performance)

Global Construct	Independent Construct	Variance inflation factor (VIF)	Standardised beta coefficients	P-values	t-value
Organisational culture and climate	Employee attitudes		.22	.00	4.69
		1.00			
	Organisational culture	1.37	.22	.00	4.22
	ICT adoption	2.09	.04	.53	.62
	Organisational climate	2.44	.6	.37	.89
R ²	.09				
R ² adj.	.08				
Constant	1.90				
Δ R ²	.00				
F(1,442)	10.44				
ΔF	.79				
Standard error of estimate	.47				

The results show that global construct organisational culture and climate explains nine per cent of variance in managed performance with each constituent term entered separately.

Appendix 4

Categories and Themes under each Major Variable of the Study

Table 91

Thematic Conceptual Matrix: Agency relations and Performance Management Practices in public Universities in Uganda

Construct	Context	Underlying issues	Actions	Output/outcomes
Agency relations	Need for result-oriented relationship	<p><u>Planning</u></p> <ul style="list-style-type: none"> ➤ Employees not doing what they are supposed to do <p><u>Problem solving</u></p> <ul style="list-style-type: none"> ➤ Lack of adherence to rules and regulations ➤ Frequent unpredictable university challenges <p><u>Evaluation</u></p> <ul style="list-style-type: none"> ➤ Performance appraisals not conducted <p><u>Service delivery</u></p> <ul style="list-style-type: none"> ➤ Indiscipline among staff and students ➤ Disrespect and untrustworthiness among staff and students 	<p><u>Planning</u></p> <ul style="list-style-type: none"> • Prioritise work • Set goals and targets <p><u>Problem solving</u></p> <ul style="list-style-type: none"> • Adhere to rules and regulations • Utilise administrative structures • Hold consultative meetings • Collaborate with team members • Discipline students <p><u>Service delivery</u></p> <ul style="list-style-type: none"> • Respect each other <p><u>Evaluation</u></p> <ul style="list-style-type: none"> • Conduct open appraisals • Provide performance ratings • Recommend for performance improvement or reward. 	<ul style="list-style-type: none"> ✓ Evaluation reports provided ✓ Feedback communicated ✓ Rules and regulations adhered to ✓ Administrative structures followed ✓ Work prioritised ✓ Meetings held ✓ Students disciplined ✓ Policies applied ✓ Respect for each other upheld

In Table 77 qualitative data analysis, shows that result-oriented relationships are crucial for realization of performance management practices in organisations. The relationships underlie employee involvement in planning to prioritise work, set goals and targets.

Collaboration between employees as team members regularly hold meetings to solve problems that may stem from students and amongst themselves following administrative structures and rules and regulations in place. Employees are expected to respect each other and client-oriented in delivery of services. To maintain proper delivery of services, employee performance is regularly evaluated using open appraisals.

Table 92

*Thematic Conceptual Matrix: Resource-based view of the firm and Performance**Management Practices in public Universities in Uganda*

Construct	Context	Underlying issues	Actions	Output/outcomes
Relevant resources	Inability to identify and deploy Available resources	<p><u>Planning</u></p> <ul style="list-style-type: none"> Poor planning and implementation of academic programmes Lack training needs assessment Not involving stakeholders in curriculum design and implementation Poor financial, infrastructure and human resource planning and management. Lack of ICT adoption <p><u>Resources identification</u></p> <ul style="list-style-type: none"> Limited donor funding Uninvolvement of alumni in university activities. Under utilisation of available staff and infrastructure <p><u>Service delivery</u></p> <ul style="list-style-type: none"> Poor quality control Inadequate staff development Irregular evaluation of academic programmes Massive student enrollment Employees not client-oriented Lack of long service awards Poor remuneration of staff Poor fees collection methods Inequality in fees payments –Government and private students 	<p><u>Planning</u></p> <ul style="list-style-type: none"> Design and implement market-oriented academic programmes Develop staff following needs assessment Involve stakeholders in curriculum design and implementation Improve on financial, infrastructure and human resource management Incorporate ICT in strategic planning <p><u>Identify available of resources</u></p> <ul style="list-style-type: none"> Outsource funding Involve alumni in fundraising Optimally utilize available competent staff and infrastructure <p><u>Delivery of quality services</u></p> <ul style="list-style-type: none"> Establish quality controls Evaluate academic programmes Regulate student enrollment Employ competent staff Utilise information and communication technology Adhere to National council of Higher Education rules and regulations Pay market rate wages and salaries Enforce discipline Establish unit cost Reward staff (e.g. long service awards) 	<ul style="list-style-type: none"> Funding outsourced Alumni involved in fundraising Staff developed Infrastructure improved on Training needs established National Council of Higher Education rules and regulations adhered to Information and communication technology applied Competent staff employed Market-driven academic programmes implemented Long service awards offered Student enrollment regulated Academic programmes evaluated Stakeholders involved in curriculum design and implementation Infrastructure developed Agree on unit cost

Table 78 analysis results show that one of the issues related to performance management practices is the identification and utilisation of available resources in order to deliver quality services.

Qualitative data regarding resource-based view of the firm indicate that are targeting designing and implementing market-oriented academic programmes. This is possible with

staff first conducting needs assessment and also involving stakeholders in curriculum design and implementation. Results show the need for universities to improve on their financial, infrastructure and human resource management. Universities are attempting to address these challenges according to results through outsourcing of funds, involving alumni in university activities and optimally utilizing available competent staff and infrastructure. Public universities indicate that information and communication technology should be adopted beginning with incorporation in strategic planning and then utilised in service delivery. Results show that delivery of services is being established by putting in place quality controls and employing competent staff that have to be paid market rate salaries and wages and long service staff rewarded accordingly. Also, results reveal the need for evaluating academic programmes, regulating student enrollment and enforce discipline following National council of Higher Education rules and regulations. Public universities are yet to establish a unit cost per student.

Table 93

*Thematic Conceptual Matrix: Dynamic capability and Performance Management Practices
in public Universities in Uganda*

Construct	Context	Underlying issues	Actions	Output/outcomes
Dynamic capability	Need to initiate, reorganize and utilize available resources in a changing environment.	<p><u>Planning</u></p> <ul style="list-style-type: none"> ➤ Need to Initiate development-oriented fundable research projects ➤ Lack of market-driven projects ➤ Lack of community-focused vision ➤ Need to initiate alternative ways of generating revenue <p><u>Resource identification</u></p> <ul style="list-style-type: none"> ➤ Lack of partnering with stakeholders ➤ Need to collaborate with the National Council of Science and Technology ➤ Need to identify and establish relevant academic programmes <p><u>Problem solving</u></p> <ul style="list-style-type: none"> ➤ Demotivated staff ➤ Forgery of pay banks slips, Uganda National examinations Board results slips ➤ Delay in issuing academic transcripts ➤ Lack of adherence to rules and regulations <p><u>Service delivery</u></p> <ul style="list-style-type: none"> ➤ Staff not client-oriented ➤ Irregular review of academic programmes ➤ Inadequate management support for research teaching functions ➤ Decline in teaching standards ➤ Lack of staff participation in community activities ➤ Poor work ethics <p><u>Evaluation</u></p> <ul style="list-style-type: none"> ➤ Poor assessment of students' work ➤ Poor lecture attendance by lecturers and students 	<p><u>Planning</u></p> <ul style="list-style-type: none"> • Formulate community-focused vision • Initiate new ways of generating revenue • Promote innovation of market-driven research projects <p><u>Resource identification</u></p> <ul style="list-style-type: none"> • Partner and collaborate with stakeholders such as National Council of Science and Technology for research promotions and development <p><u>Problem solving</u></p> <ul style="list-style-type: none"> • Motivate staff • Apprehend and discipline law-breakers <p><u>Service delivery</u></p> <ul style="list-style-type: none"> • Adhere to rules and regulations such as for admissions of students and recruitment of staff • Encourage staff participation in community activities • Implement development-oriented fundable projects <p><u>Evaluation</u></p> <ul style="list-style-type: none"> Assess staff and student performance 	<ul style="list-style-type: none"> ❖ Community-focused visions formulated ❖ Stakeholders partnered with ❖ New ways of generating revenue initiated ❖ Population increase planned for Market-driven projects initiated ❖ National council of Science and technology collaborated with ❖ Development – oriented projects developed ❖ Rules and regulations adhered ❖ Staff motivated ❖ Law-breakers disciplined

Table 79 qualitative data analysis results indicate that there is need to initiate, reorganize and utilize available resources with due consideration of the external environment to successfully achieve results with implementation of performance management practices.

The study identified general weaknesses in planning such as inability to initiate development-oriented fundable research projects, particularly those that focus on community development. The results show that universities need to initiate new ways of generating revenue, partner and collaborate with stakeholders such as National Council of Science and Technology for research promotions and development following government withdrawal. Further, there is lack of identifying crucial resources including establishment of relevant academic programmes. Public universities do not have adequate mechanisms for handling and solving problems that occur on a regular basis. Results show high mobility and demotivated staff with consequent poor quality service delivery. Most public universities have not fully established quality assurance yet there is need for evaluation of staff and student performance according to the results.

Table 94

Thematic Conceptual Matrix: Goal setting and Performance Management Practices in public Universities in Uganda

Construct	Context	Underlying issues	Actions	Output/outcomes
Goal setting	Need to develop and implement strategic plans	<p><u>Planning</u></p> <ul style="list-style-type: none"> ➤ Poorly formulated vision and mission statements ➤ Poor prioritization of work activities ➤ Need to enact and integrate new policies in strategic plans (e.g. ICT) ➤ Overdependence on Government funding <p><u>Resource identification</u></p> <ul style="list-style-type: none"> ➤ Need for increased donor funding ➤ Understaffing and poor utilisation of competent lecturers <p><u>Collaboration</u></p> <ul style="list-style-type: none"> ➤ Lack of university-private sector linkages <p><u>Problem solving</u></p> <ul style="list-style-type: none"> ➤ Need for collective participation of committed staff in strategic planning meetings <p><u>Service delivery</u></p> <ul style="list-style-type: none"> ➤ Inadequate staff participation in community activities ➤ Interference of Government in administrative matters <p><u>Evaluation</u></p> <ul style="list-style-type: none"> ➤ Need for Council to support and evaluate strategic plans 	<p><u>Planning</u></p> <ul style="list-style-type: none"> • Formulate vision and mission statements • Prioritise work activities • Enact and integrate new policies in strategic plans • Initiate alternative ways of generating revenue <p><u>Resource identification</u></p> <ul style="list-style-type: none"> • Solicit for donor funding • Recruit, develop and train competent personnel <p><u>Collaboration</u></p> <ul style="list-style-type: none"> • Partner with other organisations and universities <p><u>Problem solving</u></p> <ul style="list-style-type: none"> • coordinate of strategic planning meetings <p><u>Service delivery</u></p> <ul style="list-style-type: none"> • Involve staff in community activities • Adhere to gov't policies <p><u>Evaluation</u></p> <ul style="list-style-type: none"> • Present for approval of strategic plans by university council 	<p>✚ Vision and mission statements formulated</p> <p>✚ Committed staff involved in strategic planning</p> <p>✚ New policies integrated in strategic plans</p> <p>✚ Strategic planning meetings coordinated</p> <p>✚ Strategic plans presented to Council for approval</p> <p>✚ Work activities prioritized</p> <p>✚ Alternative ways of generating revenue initiated</p> <p>✚ Donor funding solicited for</p> <p>✚ Other organisations and universities partnered with</p>

Table 80 qualitative data results indicate that goal setting as an aspect of performance management practices necessitates development and implementation of strategic plans.

There are notable problems hindering achievements of strategic plan objectives that include poor or lack of formulation of proper vision and mission statements of the institutions. Further, there is inability to identify the strengths and weaknesses of the institution in terms of available resources, partnering and collaboration with other organisations and universities. More challenges include poor service delivery particularly in failure to recognize the need for active staff involvement in community activities. The results also revealed need for university council to evaluate and approve strategic plans.

Table 95

Thematic Conceptual Matrix: Attention to Employee Attitudes in Public Universities in Uganda

Construct	Context	Underlying issues	Actions	Output/outcomes
Employee attitudes	Need for employee involvement and commitment to university growth and development	<ul style="list-style-type: none"> • Inequitable pay grades • Lack of clear promotion criteria • Poor staff morale • Unavailability of staff to clients • Existing staff mobility • Poaching of staff by up coming universities • Poor working environment • Budget constraints 	<p><u><i>Involvement</i></u></p> <ul style="list-style-type: none"> ➤ Establish promotion criteria ➤ Conduct job evaluation ➤ Involve competent staff in a budgeting process and research ➤ Partner with clients <p><u><i>Commitment</i></u></p> <ul style="list-style-type: none"> ➤ Provide staff opportunities for self-development ➤ Encourage and fund research and publications ➤ Train and develop staff ➤ Encourage teamwork ➤ Appreciate and recognize performers ➤ Inspire staff ➤ Encourage information sharing ➤ Listen to staff grievances ➤ Establish communication channels ➤ Support staff when in problems <p><u><i>Satisfaction</i></u></p> <ul style="list-style-type: none"> ➤ Establish and pay fringe benefits (e.g. medical & housing allowances) ➤ Operate a savings scheme (e.g. NSSF) 	<ul style="list-style-type: none"> ➤ Promotion criteria established ➤ Job evaluation conducted ➤ Staff self-development facilitated ➤ Staff trained and developed ➤ Performers rewarded ➤ Staff inspired ➤ Fringe benefits paid ➤ Information sharing encouraged ➤ Graduates from within recruited ➤ Research funded ➤ Communication channels established ➤ Competent staff involved in budgeting ➤ Clients partnered with

Table 81 qualitative data results indicate need for involvement of committed and satisfied employees in university activities. Results indicate need for establishment of promotion criteria and job evaluation. Also results reveal that competent staff should be involved in budgeting processes, research and publications. Results show that need for inspiring staff, teamwork, training and development and also reward performers.

According to results, there is need for establishing communication channels, support staff when in problems and listening to staff grievances. The results revealed universities subscribing to National Social security fund and paying allowances such as medical refunds and housing allowances to employees.

Table 96

Thematic Conceptual Matrix: Essence of Organisational Culture and Organisational

Climate in public Universities in Uganda

Construct	Context	Underlying issues	Actions	Output/outcomes
Organisational culture and climate	Upholding the practices and values that promote good university image	<ul style="list-style-type: none"> •Grievances and complaints raised by staff and students •Presence HIV/AIDS scourge •Lack of client-oriented services •Absence of alumni involvement in university developmental activities •Frequent strikes at campuses •Poor information flow •Untrustworthy behaviours exhibited by staff 	<p><u>Values</u></p> <ul style="list-style-type: none"> ✚ Promote and uphold core values such as teamwork, collective responsibility, transparency, accountability and autonomy ✚ Maintain and build reputation <p><u>Practices</u></p> <ul style="list-style-type: none"> ✚ Innovate and market-oriented projects ✚ Establish client-oriented services ✚ Partner with other organizations ✚ Promote open-door policy ✚ Involve Alumni in developmental activities ✚ Promote university-community linkages ✚ Encourage student guild interaction with their counterparts ✚ Provide guidance and counseling services ✚ Develop research teams ✚ Participate in National and International sports and games competition ✚ Dialogue with grieved parties ✚ Counsel deviants 	<ul style="list-style-type: none"> ➤ Conflict resolved ➤ Deviants counseled ➤ Core values upheld ➤ Innovation encouraged ➤ Increased participation in National and international sports and games ➤ Client-oriented services established ➤ Partnering with other organizations achieved ➤ University-community linkages established ➤ Guild interaction with counterparts encouraged ➤ Guidance and counseling services provided

In Table 82, qualitative data results reveal that upholding the core values and practices promotes the good university image. Results show that public universities promote and uphold core values such as teamwork, collective responsibility, transparency, accountability and autonomy facilitates such build and maintain their reputation.

Further, managers of public universities practice an open-door policy and also promote university - community linkages. In addition, students' interactions and participation in national and international sports and games promotes university image. In case of grieved parties dialogue is encouraged and in case of deviant behaviours counseling services are available at universities.

Table 97

Thematic Conceptual Matrix: Information and Communication Technology Adoption in public Universities in Uganda

Construct	Context	Underlying issues	Actions	Output/outcomes
ICT adoption	The imperative need for Information and communication technology acquisition and utilisation	<p><u>ICT system development</u></p> <ul style="list-style-type: none"> • Lack of comprehensive ICT policy • Unsustainable ICT system • Lack of local area networks (LAN) • Low Computer-User ratio • Poor ICT infrastructure • Poor internet connectivity • Small internet bandwidth • High growth rate for ICT usage <p><u>ICT system utilisation and maintenance</u></p> <ul style="list-style-type: none"> • Under developed E-learning • Poor maintenance • Lack of trained and competent ICT staff • High priced crone ICT equipment • Operating between computerization and manual systems • Misuse of ICT systems • Lack of electronic resources (e.g. Journals) • Undeveloped websites • Computer breakdowns due to viruses 	<p><u>ICT acquisition and development</u></p> <ul style="list-style-type: none"> • Establish an all encompassing ICT policy • Design and implement sustainable ICT systems • Solicit and initiate ways of ICT funding • Acquire broadband internet connectivity • Detect and reject crone machines <p><u>ICT utilisation and maintenance</u></p> <ul style="list-style-type: none"> • Train and develop ICT personnel • Promote E-learning • Network all internet users • Establish regular maintenance • Increase computer-user ratio • Apprehend and penalize ICT system abusers • Subscribe for ICT journals and electronic resources 	<ul style="list-style-type: none"> • Comprehensive ICT policy designed and implemented • Sustainable ICT systems established • ICT funding solicited for • Broadband internet acquired • Crone machines avoided • ICT personnel trained and developed • Local Area Network established and all users connected • Maintenance schedules drawn and implemented • Computer-User ratio increased • Institutional systems computerized • ICT system abusers apprehended and punished • Anti-viruses software installed • Websites developed

In Table 83, qualitative data results indicate the need for information and communication technology in managing performance in public universities in Uganda. Results show that acquisition and development of ICTs is being achieved by establishing ICT policies, designing and implementing ICT systems. But there is need for outsourcing funds for broad band internet connectivity and training of ICT personnel. According to results, internet networking, high user-computer ratio and purchase of crone machines remain a problem to public universities. Also, maintainance and lack of ICT journals and electronic resources undermine e-learning.

Table 98

Thematic Conceptual Matrix: Managed performance in Public Universities in Uganda

Construct	Context	Underlying issues	Actions	Output/outcomes
Managed performance	A paradox of balancing access, quality and cost of university education	<p><u>Access</u></p> <ul style="list-style-type: none"> • Mismatch between increased student enrollment and available facilities • Limited use of information and communication technology • Expensive academic programmes • Over burdened science-based programmes • Reduced Government funding • More applicants for education than can be absorbed • Mismanagement of budgets <p><u>Quality services</u></p> <ul style="list-style-type: none"> • Lack of quality controls • In adherence to National council of higher education rules and regulations • Lack of monitoring system in university teaching and conduct of examinations • Lack of management support of quality assurance • Poor funding for quality assurance • Over burdened science-based programmes • Reduced Government funding • Inadequate staffing • Lack of client-oriented services • Limited use of information and communication technology • Mismanagement of budgets <p><u>Cost reduction</u></p> <ul style="list-style-type: none"> • Lack of a uniform cost of education at universities-unit cost • Inequality in cost of government sponsored and private students • Reduced Government funding • Mismanagement of budgets 	<p><u>Access</u></p> <ul style="list-style-type: none"> • Regulate student enrollment • Provide client-oriented services • Charge affordable fees <p><u>Quality services</u></p> <ul style="list-style-type: none"> • Establish quality assurance-framework • Adhere to National Council of Higher Education (NCHE)rules and regulations • Fund quality assurance establishment • Regulate lecturer-student ratio • Monitor teaching and examination conduct • Utilise information and communication technology <p><u>Cost</u></p> <ul style="list-style-type: none"> • Design and implement cost effective academic programmes • Establish and implement realistic a unit cost • Make each student pay equally (Private and government sponsored) 	<ul style="list-style-type: none"> • Student enrollment regulated • Client-oriented services established • Affordable fees charged • Lecturer-student ratio standardised • Quality assurance framework established • National council of higher Education rules and regulations adhered to • Quality assurance establishment funded • Teaching and examinations conduct monitored • Information and communication technology utilized • Affordable academic programmes designed and implemented • Unit cost established • Each to pay his/her way

Table 84 qualitative data analysis results show that managed performance achievement in public universities is dependent on regulating student enrollment and student-lecturer ratio. Further, results show that designing and implementing relevant academic programmes, and establishing a unit cost per student improve the quality of education in public universities. This requires adherence to National Council of Higher Education (NCHE) rules and regulations, which expect establishment of quality assurance and monitoring of teaching and examinations' conduct. According to results, information and communication technology adoption facilitate the process.

Appendix 5

Instruments

QUESTIONNAIRE FOR A PUBLIC UNIVERSITY STAFF

This questionnaire seeks to measure the relationship between **performance management practices (agency relations, relevant resources, dynamic capability and goal setting), organisational climate and culture, information and communication technology, employee attitudes and managed performance**. You are being selected to participate in this study because your contribution to this institution is key to the kind of information required in this study. The information you provide will be treated with all the confidentiality it deserves and will be used and only for academic research purposes. Your responses will be kept confidential.

Thank you for your time and cooperation.

SECTION A: BACKGROUND INFORMATION:

1. Name of the Organisation -----

2. Role Title/ Job title:-----

Please tick, what is most appropriate to you?

3. Job Level

Top Management staff	Middle management/academic staff	Lower staff
1	2	3

4. Sex:

Male	Female
1	2

5. Marital status

Married	Separated	Divorced	Widowed	Single
1	2	3	4	5

6. Your age:

25 years and below	26-30 years	27-35 years	36-40 years	41-45years	46 years and above
1	2	3	4	5	6

7. Highest qualification attained.

Certificate	Diploma	Bachelor's Degree	Master's degree and above
1	2	3	4

8. Time Spent with this University

2 years and below	3-5 years	6-10 years	11-15 years	16-20 years	Over 20 years
1	2	3	4	5	6

9. Work experience with other organisations before joining this University

No	Yes
1	2

10. Number of persons in your section team/group (If applicable)

1-10	11-25	26-50	51-75	76-100	Over 100
1	2	3	4	5	6

11. Age of this University

1-10 years	11-25 years	26-40 years	41 and above
1	2	3	4

Please tick, what is most appropriate to you?

I strongly disagree	disagree	agree	I strongly agree
1	2	3	4

SECTION A: AGENCY RELATIONS (Relations with top leaders of the University)

1	The performance of University top leaders (Members of management committee) is regularly monitored	1	2	3	4
2	The pay of University top leaders (Members of management committee) is according to their performance	1	2	3	4
3	University top leaders (Members of management committee) are required to evaluate risks in their day-to-day Activities (deleted)	1	2	3	4
4	Policies of the institution are clearly defined	1	2	3	4
5	The review of decisions taken by the University top leaders (Members of management committee) is done formally by committees or top management	1	2	3	4
6	University top leaders' (Members of management committee) performance is regularly reported to all stakeholders (e.g students)	1	2	3	4
7	The reviews of decisions taken by University top leaders (Members of management committee) is comprehensively conducted	1	2	3	4

Please tick, what is most appropriate to you?

I strongly disagree	disagree	agree	I strongly agree
1	2	3	4

**SECTION C: RELEVANT RESOURCES (that are highly valuable, rare and inimitable
e.g certain academic programmes)**

1	This institution's relevant resources (e.g academic programmes) are not available in other institutions(deleted)	1	2	3	4
2	This institution's relevant resources (e.g academic programmes) are not copied by other institutions(deleted)	1	2	3	4
3	It is difficult for another institution to acquire the same relevant resources (e.g academic programmes) available in this University	1	2	3	4
4	It is almost impossible to use our combination of relevant resources (e.g academic programmes) in another institution	1	2	3	4
5	In this institution, key relevant resources (e.g academic programmes) are monitored in order to determine whether other institutions copy them	1	2	3	4
6	This institution's strategy is geared towards ensuring that other institutions would find it difficult to copy our resource base	1	2	3	4
7	This institution tries to make certain that other institutions find it difficult to determine the relevant resources(e.g academic programmes) that may lead to our success	1	2	3	4
8	This institutions' relevant resources (e.g evening and day academic programmes) are mixed such that they generate profits. (deleted)	1	2	3	4
9	In this institution, key relevant resources (e.g academic programmes) across departments are shared such that they lack a clearly identified owner(deleted)	1	2	3	4
10	In this institution, relevant resources (e.g academic programmes) span (provide benefits) to different administrative levels within the institution(deleted)	1	2	3	4
11	In this institution, relevant resources(e.g academic programmes) are developed such that they can be used throughout this University	1	2	3	4
12	A number of relevant resources (e.g academic programmes) are integrated in different activities to increase our efficiency	1	2	3	4
13	A number of relevant resources(e.g academic programmes) are integrated in different to increase our effectiveness	1	2	3	4
14	In this institution, relevant resources(e.g academic programmes) act as triggers for innovation	1	2	3	4
15	In this institution, resources act as triggers for collaborative problem solving with stakeholders such as students	1	2	3	4
16	Our relevant resources are the principle drivers used to develop strategies that enable us achieve more by putting in less	1	2	3	4
17	Our relevant resources are the principle drivers used to develop strategies that enable us achieve much in time	1	2	3	4
18	This institution trains its employees	1	2	3	4
19	This institution has provisions for developing its employees	1	2	3	4

Please tick, what is most appropriate to you?

I strongly disagree	disagree	agree	I strongly agree
1	2	3	4

SECTION D: DYNAMIC CAPABILITY (ability to cope with changes in the environment)

1	This institution has a framework for applying employees' information.	1	2	3	4
2	This institution uses behavioural competencies for employee selection	1	2	3	4
3	In this institution, there is no direct collaboration with stakeholders such as students to produce knowledge through technology. (deleted)	1	2	3	4
4	In this institution, there is identification of knowledge so that it is made available	1	2	3	4
5	In this institution, there is mapping of knowledge to make it available.	1	2	3	4
6	In this institution, there is sharing of new knowledge in decision making	1	2	3	4
7	In this institution, there is documentation of new knowledge in decision making.	1	2	3	4
8	In this institution, there is sharing of new knowledge in problem-solving situations.	1	2	3	4
9	This institution focuses on information utilisation through technology	1	2	3	4
10	In this institution utilisation of knowledge have become our main source of survival.	1	2	3	4
11	There is an information management system that identifies the strategic use of information to cut an edge over our competitors	1	2	3	4
12	Without innovation, it is difficult to transfer knowledge to support key business processes such as imparting knowledge to students. (deleted)	1	2	3	4
13	At this institution, knowledge is crucial in increased responsiveness in a constantly changing business environment. (deleted)	1	2	3	4
14	At this institution, there is expansion of knowledge to improve performance.	1	2	3	4
15	This institution's staff is involved in identifying valuable knowledge for business opportunities.	1	2	3	4
16	At this institution, there are mechanisms that facilitate knowledge acquisition from outside this institution.	1	2	3	4
17	This institution equips employees with information tools to serve our stakeholders such as students.	1	2	3	4
18	At this institution, there are no mechanisms for transforming information into usable knowledge. (deleted)	1	2	3	4
19	Communication channels across this institution's levels make the entire institution work together.	1	2	3	4
20	At this institution, heads of departments are risk-takers (deleted)	1	2	3	4
21	At this institution, heads of departments seek for new knowledge	1	2	3	4
22	At this institution, there is regular development of new academic programmes	1	2	3	4
23	At this institution, there is development of new teaching methods	1	2	3	4

Please tick, what is most appropriate to you

I strongly disagree	disagree	agree	I strongly agree
1	2	3	4

SECTION E: GOAL SETTING

1	In this institution, employees always receive feedback/ comments on their work progress	1	2	3	4
2	In this institution, employees believe in their own ability (self-efficacy)	1	2	3	4
3	In this Institution, employees set themselves challenging but achievable goals	1	2	3	4
4	In this institution, employees are committed to their goals	1	2	3	4
5	In this institution, employees praise themselves when they do their job well(deleted)	1	2	3	4
6	I prefer to work under conditions that require a high level of ability	1	2	3	4
7	I enjoy work when others are aware of how well I am doing	1	2	3	4
8	I prefer to work on a projects where I can prove my ability to others	1	2	3	4
9	I am willing to select a challenging work assignment	1	2	3	4
10	In this institution, employees are encouraged to set their own task goals	1	2	3	4
11	In this institution, employees define goals for their own teams	1	2	3	4

SECTION F: EMPLOYEE ATTITUDES

1	I would proudly recommend this organisation as a good place to work to a friend or relative	1	2	3	4
2	My job makes good use of my skills.	1	2	3	4
3	I am paid fairly for the work I do.	1	2	3	4
4	Compared to similar institutions in the country, I am satisfied with my benefits package	1	2	3	4
5	Job promotions in this institution are fair.	1	2	3	4
6	My head of department is helpful.	1	2	3	4
7	My head of department encourages my work group to work as a team	1	2	3	4
8	There is good cooperation among the members of my work group.	1	2	3	4
9	My head of department has enough job knowledge to make decisions about my work.	1	2	3	4
10	This institution's policies are clearly communicated.	1	2	3	4
11	I feel I have job security	1	2	3	4

SECTION G: ORGANISATIONAL CULTURE

1	Compared to similar institutions in the country, I am satisfied with my benefits package	1	2	3	4
2	Job promotions in this institution are objective	1	2	3	4
3	My immediate supervisor is friendly (deleted)	1	2	3	4
4	In this institution, there is a lot of gossip ®(deleted)	1	2	3	4
5	In this institution, there is no cooperation amongst employees®(deleted)	1	2	3	4
6	People in other organisations speak well of this institution	1	2	3	4
7	The support people get in this institution outweigh the criticisms	1	2	3	4
8	The lines of authority are not clear to me®(deleted)	1	2	3	4
9	I have always been concerned about the future of this institution(deleted)	1	2	3	4
10	Staff morale has been negatively affected since the establishment of this institution ®	1	2	3	4
11	Staff have a renewed commitment to their work	1	2	3	4
12	I do not see the value of this institution ®(deleted)	1	2	3	4
13	I believe this institution does not put much emphasis on improving work performance ®	1	2	3	4
14	In this institution, there is a friendly atmosphere among employees	1	2	3	4

Please tick, what is most appropriate to you?

I strongly disagree	disagree	agree	I strongly agree
1	2	3	4

SECTION H: INFORMATION AND COMMUNICATION TECHNOLOGY

1	In this institution, users of ICT have a good working relationship with other employees	1	2	3	4
2	There is strong senior management commitment to ICT in this institution	1	2	3	4
3	There is a low percentage of downtime/no work time in this institution(deleted)	1	2	3	4
4	ICT support staff should have a high level of technical competence (deleted)	1	2	3	4
5	Those who provide the ICT service are responsive to changing user needs	1	2	3	4
6	Proper training is provided to increase the ICT knowledge base of users	1	2	3	4
7	ICT support staff respond quickly to remedy users' problems	1	2	3	4
8	There is a high level of user participation in the planning of new systems & developments	1	2	3	4
9	ICT support staff are easy to contact when they are needed by the user	1	2	3	4
10	ICT support staff understand the users' business	1	2	3	4
11	Good communication channels exist for those who use ICT	1	2	3	4
12	Clear resource plans exist for new systems development(deleted)	1	2	3	4
13	ICT staff process requests for changes to existing systems promptly	1	2	3	4
14	There is short lead times for the development of new information systems (deleted)	1	2	3	4
15	The ICT unit's performance in delivering services to users is effectively monitored(deleted)	1	2	3	4
16	ICT staff is able to diagnose problems accurately	1	2	3	4
17	The hardware is up to date	1	2	3	4
18	The software is update	1	2	3	4
19	Senior IT management has visionary leadership in the exploitation of technology	1	2	3	4
20	ICT professionals upgrade themselves continuously to avoid decay	1	2	3	4

SECTION J: ORGANISATIONAL CLIMATE

1	In this institution, values guide the decisions of our senior leaders	1	2	3	4
2	In this institution, employees are committed to doing quality work	1	2	3	4
3	I receive feedback on how I'm meeting the needs of stakeholders (e.g students) (deleted)	1	2	3	4
4	In this institution, employees are prepared for major changes in work processes	1	2	3	4
5	I am allowed to make decisions to solve stakeholder problems (e.g students) (deleted)	1	2	3	4
6	There is satisfactory level of comfort (noise, lighting, cleanliness and temperature) at my workplace(deleted)	1	2	3	4
7	The employee evaluation process helps me identify opportunities for improvement	1	2	3	4
8	In this institution, promotions are given to most qualified	1	2	3	4
9	My supervisor's performance has improved as a result of the most recent 360 degree feedback (feedback from all those that work with and for him in the performance process)	1	2	3	4
10	In this institution, there is satisfactory level of security (concerning assault or theft)	1	2	3	4
11	I have confidence in the top management team(deleted)	1	2	3	4
12	In this institution, there is satisfactory level of physical safety (accidents or unsafe work conditions)	1	2	3	4
13	I am held accountable for my performance on critical job tasks(deleted)	1	2	3	4
14	In this institution, technology is making an impact on overall performance	1	2	3	4
15	In this institution, management team is held accountable for achieving performance targets	1	2	3	4
16	In this institution, management supports use of teams when work processes need improvement	1	2	3	4
17	Technology is making an impact on my ability to do my job(deleted)	1	2	3	4
18	In this institution, recognition of employees helps drive performance	1	2	3	4
19	My competences are a good fit for my job. (deleted)	1	2	3	4
20	I have the computer software (e.g. programmes, database access, updates) necessary for me to do my job	1	2	3	4
21	I have the computer hardware (enough memory, fast machine) necessary for me to do my job	1	2	3	4
22	I have information (data, reference materials, etc) necessary to do my job	1	2	3	4
23	I have the equipment (fax machines, staples, office equipment etc) necessary to do my job	1	2	3	4
24	In this institution, there are improvements in my workplace as a result of performance appraisals	1	2	3	4

Please tick, what is most appropriate to you

I strongly disagree	disagree	agree	I strongly agree
1	2	3	4

SECTION I: MANAGED PERFORMANCE

SERVICE DELIVERY				
1	This institution has modern looking equipment.	1	2	3 4
2	The physical facilities at this institution are visually appealing	1	2	3 4
3	Employees at this institution appear professionally dressed.	1	2	3 4
4	Materials associated with the services (promotional brochures, claims' tracking documents, invoices etc) should be visually appealing at this institution. (deleted)	1	2	3 4
5	When this institution's staff promises to do something by a certain time, they do so.	1	2	3 4
6	When a stakeholder (e.g students) has a problem, this institution's staff show a sincere interest in solving it.	1	2	3 4
7	This institution's departments perform the service right first time	1	2	3 4
8	This institution's departments provide their services at the time they promise to do so	1	2	3 4
9	This institution's departments insist on error-free records	1	2	3 4
10	Employees at this institution tell stakeholders (e.g students) exactly when services will be Performed	1	2	3 4
11	Employees in this institution's departments give prompt services to stakeholders (e.g students)	1	2	3 4
SERVICE QUALITY				
12	Employees in this institution's departments are always willing to help stakeholders (e.g students) (deleted)	1	2	3 4
13	Employees in this institution's departments are never too busy to respond to stakeholders' (e.g students) requests (deleted)	1	2	3 4
14	The behaviour of employees in this institution's departments instill confidence in stakeholders (e.g students)	1	2	3 4
15	Stakeholders such as suppliers of this institution feel safe in their transactions	1	2	3 4
16	Employees in this institution's departments are consistently courteous to stakeholders (e.g students) (deleted)	1	2	3 4
17	Employees in this institution's departments have the knowledge to answer stakeholders' (e.g students) questions	1	2	3 4
18	This institution gives stakeholders' (e.g students) individual attention	1	2	3 4
19	This institution has operating hours convenient to all their stakeholders (e.g students)	1	2	3 4
20	This institution's rewards employees who give stakeholders (e.g students) personal attention (deleted)	1	2	3 4
21	This institution's departments have the stakeholders' (e.g students) best interests at heart	1	2	3 4
22	Employees in this institution's departments understand the needs of their stakeholders (e.g students)	1	2	3 4
COST REDUCTION				
23	In this institution, performance is monitored by a cost control system	1	2	3 4
24	In this institution, charges are set lower than those of our competitors	1	2	3 4
25	In this institution, competitive power is maintained by cutting costs	1	2	3 4

Thank you once again!

INTERVIEW GUIDE

What jobs have you had before?

What would you consider to be the most three important decisions of your life?

What was difficult about this situation?

What books have you read in the past three months?

Describe your academic preparation-college-University and continuing education?

How does your continuing education relate to University needs?

What is your age?

1. AGENCY RELATIONS		
Describe your relationship with council members and top management team.		
CRITERIA	GENERAL QUESTIONS	PROBES
Monitoring and risk-taking	How would your present university council evaluate your performance?	Is there a time when you disagreed with council?
	How does TMT power affect the control relationship between TMT members and council?	Is there a time when you ever thought of leaving this university?
	What has been your experience in dealing with, risks in your day-to-day activities?	
2. RELEVANT RESOURCES		
Describe the strengths and weaknesses of this public university		
Competencies	What do you think are the challenges facing this university?	How do you value the contribution to this university by the individuals with specialised skills to a team of personnel who work together?
(Identification, mobilization, deployment and protection of resources)	What makes this university unique?	Is there any career development path for employees?
		Do you view staff mobility to be a problem within this University?
		Do you have any recommendations on how to retain skilled staff?
		Is there an academic programme that is only run
		in this University and not anywhere else?
		How would you explain the elements of superior training process in this University?
		Do you think a highly reputable University will necessarily be a high performing University?

3. DYNAMIC CAPABILITY		
<i>Describe your experience in a competitive University education environment, specifically in developing strategies and activities that succeed?</i>		
Reconfiguring of resources	What changes have you made in your operations in the recent past to ensure continuous academic excellence?	Is there any area of University education abuse critical to access of University services?
4. GOAL SETTING		
<i>Describe how the development and/or implementation of the strategic plan has facilitated management of this university?</i>		
Processes and feedback	Describe how you keep subordinates informed about decisions important to their performance?	Is the setting of goals and objectives and their attainment in your management practice
5. EMPLOYEE ATTITUDES		
<i>Describe how you maintain employee morale and satisfaction</i>		
Well-being	Describe how employees are rewarded for the services they render to the university.	What fringe benefits are in place for employees? Is there a time when employees voiced concern for poor pay or promotion?
6. ORGANISATIONAL CULTURE AND CLIMATE		
<i>Describe how you have helped develop a strong image of this University in this country?</i>		
Conducive working environment	What steps that have you taken to facilitate a work environment of open communication?	What do you consider as your strong points in negotiating tactics and strategies when dealing with your clients as individuals or groups?
7. INFORMATION AND COMMUNICATION TECHNOLOGY ADOPTION		
<i>Describe how ICT has been adopted and adapted at this university</i>		
Availability and use of ICT	What is your explanation of the competence and training on the use of computer technology at this university? What is your comment on computer maintenance and upgrading?	What is the coverage of computer availability and usage at this university?

8. MANAGED PERFORMANCE	
<i>What do you do to balance university education access, quality and cost?</i>	
Quality, cost and delivery	<div data-bbox="342 863 480 1465"> <p>What is your view on the quality, cost and speed of delivery of the services rendered to clients by this university?</p> <p>To what is the costing of academic programmes in this University?</p> </div> <div data-bbox="342 195 480 863"> <p>Is there a system for monitoring how services are rendered to clients in various departments/sections?</p> </div>

Appendix 6

Letters of Introduction

MAKERERE

P.O. Box 7062 Kampala Uganda



UNIVERSITY

Telephone: (256-41) 540739

INSTITUTE OF PSYCHOLOGY

28th June 2007

The VC,
Kyambogo University

Dear Prof. Lutalo Bbosa,


RE: MR. JAMES KAGAARI NO. 2005/HD12/4500U

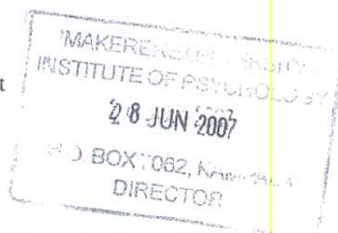
This is to introduce to you Mr. James Kagaari a student on a PhD Programme at Makerere University.

He is carrying out a study investigating **Performance Management Practices, Managed Performance and Moderating Influence of Organisational Climate and Culture**, of public universities.

The purpose of this letter is to request you to grant him permission to get access to a selected number of individuals at this University for purposes of data collection.

Thank you for your cooperation.


Dr. Nambi Janet
Director



MAKERERE

P.O. Box 7062 Kampala Uganda



UNIVERSITY

Telephone: (256-41) 540739

INSTITUTE OF PSYCHOLOGY

28th June 2007

The VC,
Mbarara University.

Dear Prof. Frederick Kayanja,


RE: MR. JAMES KAGAARI NO. 2005/HD12/4500U

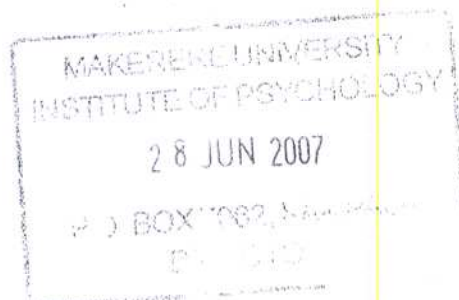
This is to introduce to you Mr. James Kagaari a student on a PhD Programme at Makerere University.

He is carrying out a study investigating **Performance Management Practices, Managed Performance and Moderating Influence of Organisational Climate and Culture**, of public universities.

The purpose of this letter is to request you to grant him permission to get access to a selected number of individuals at this University for purposes of data collection.

Thank you for your cooperation.


Dr. Nambi Janet
Director



*This above is permitted to
admission by the Registrar's Office*



MAKERERE

P. O. Box 7062 Kampala, Uganda



UNIVERSITY

Telephone: +256 - 41 - 531908

INSTITUTE OF PSYCHOLOGY

10th January 2008

The Vice Chancellor
Makerere University

Dear Prof. Luboobi

RE: MR. JAMES KAGAARI NO. 2005/HD12/4500U

This is to introduce to you the above mentioned person **Mr. James Kagaari** a student on a PhD Programme at Makerere University.

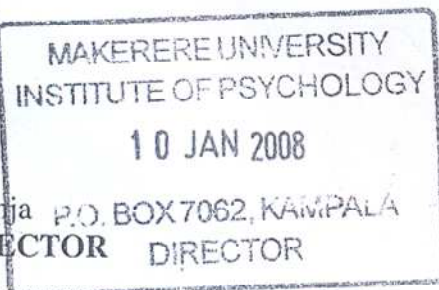
He is carrying out a research on the topic "**Performance Management Practices, Managed Performance and Moderating Influence of Organizational Climate and Culture in Public Universities**".

The purpose of this letter is to request you to grant him permission to get access to a selected number of individuals at this University for purposes of data collection.

Any assistance rendered to him shall be highly appreciated.

Yours faithfully

Dr. Grace Kibanja
DEPUTY DIRECTOR DIRECTOR



MAKERERE

P.O. Box 7062 Kampala Uganda

**UNIVERSITY**

Telephone: (256-41) 540739

INSTITUTE OF PSYCHOLOGY10th November, 2007

The Vice Chancellor
Gulu University

Dear Prof. Dr. Nyeko Pen-Mogi

Re: MR. JAMES KAGAARI No. 2005/HD12/4500U

This is to introduce to you Mr. James Kagaari a student on a Ph.D Programme at Makerere University.

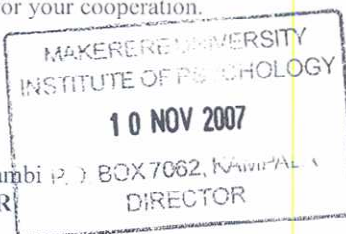
He is carrying out a study investigating **Performance Management Practices, Managed Performance and Moderating Influence of Organizational Climate and Culture**, of public universities.

The purpose of this letter is to request you to grant him permission to get access to a selected number of individuals at this University for purposes of data collection.

Thank you for your cooperation.

Yours truly,

Dr. Janet Nambizi P.O. BOX 7062, KAMPALA
DIRECTOR



KYAMBOGO**UNIVERSITY**

P. O. BOX 1 KYAMBOGO

Tel: 041 - 286237/8/285001, Fax: 041 - 220464

Email: vckyu@kyambogo.ac.ug, www.kyambogo.ac.ug

Office of the Vice Chancellor

12 July 2007

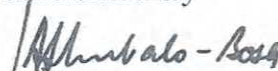
TO WHOM IT MAY CONCERN**MR. JAMES KAGAARI**

Mr. Kagaari is a full-time teaching staff of this University registered for Ph.D studies with Makerere University.

His research is on "Performance Management Practices, Managed Performance and Moderating Influence of Organizational Climate and Culture".

Please assist him in his data collection.

Yours sincerely


Prof. A. J. Lutalo-Bosa
VICE CHANCELLOR

Appendix 7

Interviews

RESPONDENT NO.1

Interviewer

What jobs have you had before this one?

Respondent

Well the jobs that I have had are as follows; I am a graduate trainee teacher, and was employed by the Ministry of Education. Secondly, I had a job of the Ag. Headmaster A' level Boarding School. I also had a job of Deputy Director, National teachers College, and became a Lecturer at Makerere University for sixteen years. Then, I was appointed an Academic Registrar of this university with effect from July 2005. I am still in this job.

Interviewer

What would you consider to be the three most important decisions you have made in your life?

Respondent

I would say the three important decisions I ever made was a decision to go for further studies. When I became the Deputy Headmaster A' level Boarding School, I had to leave that job to go for further studies. It was an important decision, which I did. Now when I came back I was asked whether I should leave that post. I joined National Teachers College I think that was another important decision because I decided that I would not go back to secondary school in my post. Rather, good to start another thing as an acting director substantively until I was disappointed. Then, another important decision that I made was to leave the National Teachers College to go and become a lecturer at Makerere University. Many people were saying now, what's wrong with this young man, you are already a Deputy Director subsequently appointed on a salary scale of U1 and fixed. Why are you going back as a Lecturer? I had an aspiration to read further so I left and I went to Makerere University. And now for leaving Makerere University, again, this post was advertised. People were saying now you are working for so long, about to be 55, now you are going to lose all the retirement benefits from Makerere? Why do you want to go? And I said; well I want to grow and serve in my area. I made another important decision I think. But all this was really to enable me go through my career, but I have not changed my career I am still in the field of education.

Interviewer

Any continuing education now?

Respondent

Yes, when I was at Makerere I had registered for a PhD. I had a provisional registration and I am reactivating it. I have already started collecting data. So I hope to finish.

Interviewer

If I may ask; what is your age Mr. Academic Registrar?

Respondent

54 years now.

Interviewer

How would you describe your relationship with council members and top management team?

Respondent

The relationship with council members and top management team, in this university is very cordial, for the two years of stay here. And I think every decision that is being made, goes with consultation with management. Management understands, they are always ready to consult council. Council understands there has not been any tension between council and management, at least with my experience. I attend most of management meetings. I also attend council. I think it is good.

Interviewer

If you were to be evaluated by council, how would you want council to evaluate your performance?

Respondent

Of course, every one of us has to be evaluated. Okay, and indeed it is council. What happens in this university is that, from the departments you are evaluated and a report of your evaluation goes to council. What happens with performance, of course, job descriptions are there. And there are outputs of how I have been doing. We have outputs, results-oriented outputs of what we have been doing here. That is what council looks at and that is what I would like council to look at. And of course, I mean they would look at performance in various fields because we have described activities under the department of the Academic Registrar.

Interviewer

How would you explain how you deal with risks on a day- to -day basis in this office?

Respondent

Yes, students go on strike. I have gone through that many times. Not just big strikes but every now and then. You know, I find students storming in my office here. Because there are problems in the Faculties, Ooohhh, they come here and say the Deans have failed to solve this. So what I do is to meet them. I talk to them. Okay, and if I discover they have not gone through their Deans, normally I send them first of all back. I say go and see your Dean. Go and see your Head of Department. Then I talk to the Deans. Normally, I do not talk to the Deans in their presence. I talk to the Deans and to find out the truth. Sometimes, you find they have by-passed the Deans. Then we send them back and we discuss with them. And we have not had problems. In fact I have cooled down a lot of those kinds of issues.

Interviewer

Are there any risks that you face on daily basis and if you do, how do you handle them?

Respondent

I have not faced any serious ones yet. None that I would call risks here in this particular office. Things are normally working according to our plans. Of course, there are emergency issues here and there sometimes. You find my staff has fallen sick. Okay. We take immediate action. We have not had any risks what I would call risks, really in this place.

Interviewer

Is there a time within these two years when you have thought of leaving this university?

Respondent

I have not thought of it and I do not know I do not think I would think of it unless otherwise. My aim is now to finish off my career here in this university. You know, this is a young university it needs a lot of commitment. The conditions here are not like in what you would do when you are outside. But somehow we have to stay around. I have no plans to leave.

Interviewer

Would you describe how you have built your working relationship with top management members and council members?

Respondent

Yes, when I came here you know with a bit of my experience of working, what I did as most important thing was first to understand how the system works. You understand divisions. You understand weaknesses even within top management. You know what a particular officer wants and then you understand clearly what the policy is like. What are the rules and regulations? What each office is expected to do. Once you understand that then you shape your behaviour. You know, to be consistent with rules and regulation, with aspiration and what is expected. And respect of course, for one another and in my office. Here I have a lot of respect for even the lowest level of workers, we have very cordial relationships. Here, we work. Sometimes, you find us here even with top officers. Everybody is jolly. And so, we try to maintain this all through to council. Of course, the most important thing is to be committed. And you do the work. That is what I have tried to do to be committed and do my work to the best of my ability to minimize any complaints and any failures.

Interviewer

How do you explain in your view, the historical background, age, gender, beliefs and perceptions of top management members?

Respondent

Okay, I will start with gender. Incidentally, we do not have a female in the top management now. Simply because you know this place has been a bit difficult. You know by past history. Very many females have actually applied for jobs here. We only had one female who was a Deputy Vice Chancellor. Okay, who was appointed to go and head a university. That was the only one who was in the top management. Otherwise, in terms of employment, we have not had a female. And historically, when the University started the ministry of education set up what we call a Taskforce, consisting of the Vice Chancellor, and then there was someone to act as University Secretary, and act as a Deputy Vice Chancellor and another to act as an Academic Registrar. They started as four people. Eventually, when the university opened then a council was put in place. And that is when they now started advertising for posts. Those who were interested applied. We have not had many females applying here. So, really in terms of gender, it is not balanced. We do not have any.

In terms of age, you know the positions in top management are based on the post which somebody one is holding. You start from the Vice Chancellor, the Deans, Okay, they range from the mid 50s like us. Vice Chancellor is about 58 years, coming down up to the Deans. Most of them are in the 40s. So, there is a range of experienced people in top management positions. But there are young ones who are also there who have managed to become Deans early enough.

Interviewer

So in terms of beliefs and perceptions, what do you comment?

Respondent

I think the top management here, as far as I know, has good perception. And they have vision. The vision of top management really is good. It is this vision that has steered this university. Within five years only, you can see all this development that we have managed. Within five years. Okay and I think the vision is very good led by a Vice Chancellor who is very good public relations person. He moves around and for us the technocrats, we are committed and we try to link up.

Interviewer

Is there any challenge you have met or anticipate in managing this institution?

Respondent

Yes, as a new institution we have many challenges really. One of them, of course is financial. Okay, yes, as a growing institution, government tries very hard to give us money but you know government has also limited funds because it has several programmes. All the same, much as a government tries very hard the funds are still inadequate.

Then, we have another challenge of course, which is infrastructure. We are building infrastructure from the scratch. We have a few buildings like this one here, which was a District Farm Institute.

Then the staffing, we still have a lot of problems with staffing. Our staffing is not yet adequate, and at the moment we have eight professors. Okay, say academic staff they are inadequate and that's a very big challenge. Attracting people to come to this university has been a very big problem. Right now, it's okay, but at the beginning you would advertise and you would not get anybody because of the war. Of course, right now the situation has completely changed. When we advertise for two or three places, we can get over a hundred applicants.

Yeah. And of course even getting the students was difficult but now students come all over the districts in Uganda. We have their representatives.

Interviewer

How do you ensure information exchange, joint decision making and collaboration behaviours in the TMT membership?

Respondent

Now, top management meets regularly. We have one every month or less. We have top management meetings. And we are charged with implementing all this. I have not seen any deviation from top management meeting decisions. Once we meet and make a decision every body tries to implement it. And if there is going to be any change normally top management is called again for meeting. So, really the top management here works very closely with the Vice Chancellor.

Of course, top management team (TMT) is headed by the Vice Chancellor and then TMT has the Academic Registrar, University Secretary, Dean of Students and the University Bursar. Then we have the Deans of Faculties, the University Librarian and Directors. These are the members of the top management team. So, they call for a meeting whenever there is something to discuss. We converge because these are the ones who will implement the decisions when they go back to their roles. And they hear it live, we do not just communicate to them.

Interviewer

How do you ensure that these decisions made within this institution trickle down to the people who need that information?

Respondent

Yes, for us here once the decision has been made, immediately, I communicate to the Deans, okay. And I make sure that the Deans communicate down. We have the channel of communication and those which are affect the students I link straight away. I call the Guild we have meetings here regularly to discuss issues which have been raised by the students. Any thing to do with the library I contact the University Librarian. And also I get the feedback because top management expects us to provide information in the next meeting. Normally, I meet the Vice Chancellor very regularly almost on daily basis to brief him on what goes on. So, the implementation explained each time I meet the Vice Chancellor. I actually mean Deputy Vice Chancellor. I immediately report to the Vice Chancellor. When it is necessary I meet the Vice Chancellor as the secretary to Senate. There are certain decisions which have to go through certainly before I meet the Vice Chancellor directly. And the Vice Chancellor calls us almost on the daily basis whenever he wants to make a decision if it concerns academics. He always calls the Academic Registrar, and the Deputy Vice Chancellor and we sit down.

Interviewer

What other methods do you use in ensuring that what ever is decided on trickles down to the subordinates?

Respondent

The meetings, I talked about, were at that level. When it comes here, I communicate in writing and that is one. I also meet the Deans that is another one. And we have a number of committees of council. You know when top management meets, and then the decisions of this top management sometimes have got to go to senate and to the relevant committees.

If it is on quality, we have the quality assurance committee. So, from top management instead of starting implementing, they bring the decision again. And we go to the quality assurance committee. Again, talk about it and see whether it is feasible then advise top management. So, there are a number of committees. We have the Library committee and Post graduate committee. When there is any query on programmes, we have the Deans and Directors Committee.

We have all these committees of Senate because most of these are on Senate. They can be initiated because the top management initiates what we call the policy. Really, apart from this policy again will have and have got to go back and be passed by Senate. Top management will normally not just implement anything it decides there. We would like it to go through the right channel. If it is academics it has to be ratified by Senate before it can be implemented. So, we have these series of committees. And we send them through those channels. Apart from that, there are many regular meetings with staff of faculties. Through their Deans, issues are brought up. They are taken to management and bring them back. And we also have a joint meeting for staff, where the Vice Chancellor interacts with the members of staff and picks up a lot of issues freely.

Interviewer

Could you explain the strengths and weakness of this university?

Respondent

The strengths and weaknesses, I think for this university, it is in terms of academics. For example, there is commitment to work and it is a good spirit. It is highly out of commitment of the staff that we have good students. That is good strength. We have good programmes. We have developed the programmes and we have very close contact with the National Council for Higher Education. Our programmes have been accredited by the National Council for Higher Education and I think that it is strength. And we have got good social relations with the community. We have what we call the outreach programme because our vision is community transformation. I think that is strength because we work very closely with the community. We organise tailor-made courses to help the community within here. I think that is a good strength for us really.

And of course I thought about weaknesses, this is a young University. You have staff who have not yet got used to university teaching. Yes, very young staff, as I told you we only have 8 professors that is a weakness. I told you how difficult it is to get them here systematically. Those young staff, we still have to get them to get used to university way of behaviour. Some of them think that if you teach then you have finished your work and you can go away. We say no.

In a university it is not only teaching, there is research. You must be around to offer tutorials and other guidance to students. So that is the problem we have. And another weakness I have seen here, we have not started publishing as a university. We have tried hard to get our staff to start, to do a lot of publication but it's still a problem. As I said they are young, and we are still bringing them into research. So the senior ones are trying to guide them but it is still a weakness because until we go further into really publications, this may still be a problem. Then I think those are essentially some of the problems we have.

Interviewer

Do you have a career path for staff?

Respondent

Yes, we have staff development. We have an institute of post graduate and staff development here. And one way of solving our problem as a weakness is low staffing. So we have to develop staff. Currently, we have more staff who are studying on Masters and PhD programmes. Many of them are at Makerere University for their Masters. A few of them have already started studying here. Many of them are outside in Europe doing PhDs. So, we have a very strong staff development scheme. And we look for funds. For example, last semester we identified fourteen people and we are paying for some of them. Actually, we are looking for money to pay for more of our staff. We pay tuition fees for those doing masters including people who are doing PhDs. We are grateful to those who have a lot of interest in this university internationally. I tell you it's so much and so great.

Interviewer

How do you describe the experience in this university education environment especially in developing strategies and activities that make this University succeed?

Respondent

Yes, I also said the strategies that we try to build in this young university, is through effective planning. Okay. We have a planning department and we carry out joint planning, and we carry out job evaluation. We have our own planning here, and these are strategies that we

think are very good. In other words, every department does its planning and then we organise a meeting to look at the plans.

Then we do the evaluation of successes and failures. Okay, for each department, and then it is done jointly at the end of the academic year, mid year and at the end of the financial year. Every Faculty does this one. Okay. And we do it jointly. We find this useful so that we guide ourselves so that we do not go astray. And we have liked that spirit. So, to me I would say, really, a strategy is team spirit. It is one way I have tried to build and to make sure that things succeed here.

Interviewer

Any activity that you recently put in place to steer this institution to academic excellence?

Respondent

Oooh yes, I think, as far as my department is concerned. For example, we are responsible for academic policies. So we had a plan to put in place series of policies that would guide development in academics. For example, I came and found that they wanted to do a PhD. So, they needed a guideline. For example, we put it in place, a comprehensive guideline. I found here they were running a semester system but there were no comprehensive documents that you could refer to. This is a semester system. We put in place the guidelines and then the admissions. So, we have tried to steer all this. We have a lot of things that we have really tried to do to make sure that our plans succeed. Like, you know increasing the number of students. But we cannot increase the numbers for money.

I said no. I have an experience that if you blow up the total number of students we shall run into problems. So, we have to go systematically to balance the number of students, the intake we are going to get. We must look at the facilities. We must look at the staffing and that is why we have gone very systematically. Our number of students is what we can manage. Even, we have put a hold on developing more programmes. We said, we have to go slowly so that we make sure everything is available, that is, finance, human resource and facilities. All this we have put in our plan and it is working.

Interviewer

How has the development and implementation of the strategic plan facilitated management of this university?

Respondent

Yes, we have a strategic plan for this university, which was developed in 2004 for five years. And each year we meet to look at how far we are following the strategic plan. Okay, we even do it. We are now in the process of revising and putting up a new strategic plan against what has been happening.

Interviewer

So can you site areas, which you think the strategic plan has helped in managing this institution effectively?

Respondent

Ohh yes. The strategic plan, it is quite helpful and it is comprehensive. For example, the development of ICT, integrating ICT into planning has been very systematic. We put in place an ICT policy.

We are one of the first public universities to put in place ICT policy and plan. And this has helped us to secure support from the Dutch Government. For example, they are training our ICT staff.

Then, we had a strategic plan for, say, of how we should increase the enrollments. We have been very systematic and we are within the strategic plan. For example, the strategic plan says by this time the enrollment should be about 3,000. Okay. And right now we have an enrollment of 3,100. Last year, the strategic plan was talking of about 3600, yet we had 2600 so we have been moving very systematically.

Interviewer

How do you involve employees in the development of the strategic plan?

Respondent

First of all the strategic plan was billed before I came here. It was put in place in 2004. I came here in 2005. It was a bottom up approach, where the building started from the faculties. Okay, from departments putting in what they want, their objectives as they wanted to see them. And then this was synthesized at the faculty levels and then subsequently synthesized at university level. Now for all the echo centres or all the departments of the university were involved in the strategic plan. And I think this is very useful because I was a member of the strategic plan at Makerere University. So, when I found it here being done I was excited and I said this is very good.

Interviewer

How do you maintain employee morale and satisfaction at this University?

Respondent

First of all, what we have done we pay them salary, the government salary and we pay them housing allowance. Okay, and we pay them all other small allowances that keep them around. You know motivation, even at their faculties there is some motivation. We do give them some pay for the work they have done. We try to address their problems in humane way. We try even to encourage them. And I think they are happy. Of course, we give them opportunity to go and study. That is the biggest motivation. We pay them. We have given them like if you are employed as a teaching assistant, for example, to complete within 2 years. We say you look for where to study. We also help if there is a scholarship. We keep the scholarship to ours if we do not have we actually pay their fees. And I think the staff are happy over this type of opportunities. You now in order to keep these staff we give them opportunities.

Interviewer

Is there a time when employees have voiced their concerns over low pay or lack of promotions?

Respondent

Of course, for promotion, in academics the criteria are very clear. Okay, and we tell them let us fulfill this criteria. Do your publication, okay, like this and you get promoted. So, that one no one can complain because it is very clear. For the other employees it is also very clear. You have got to work hard. Your evaluation report has to be good and they have been promoted. Okay, the promotion here is quite okay and is not biased. And there has been no complaining why so and so is promoted. I have not had about that. But as I said promotion within academics is a bit very slow because it is more stringent, by the way. Even every where else, promotion within academics is stringent. But they understand so they are working hard to get that one.

Those who have worked very hard we have even given them accelerated promotion to professorship. Yes, that one has been done. So every body now knows in this university when you work very hard you do not have to wait for long. Once you meet the criteria you get promoted. Now, what I am saying is that if somebody works here or you have done your publications, okay, you have done a lot of research in this place we are not going to say you wait for about five years. No, you have already met the criteria. You get promoted straight away. This business of you have to work for five, ten years for us really we think it's not fair.

Interviewer

How have you helped this university in the building of a strong image both locally and internationally?

Respondent

This university I can assure you has a very strong image because of what we have been doing here as a young university internationally, and nationally. It has a very strong image internationally because we are really moved out. Okay, I have travelled with the Vice Chancellor, for example up to Khartoum, visited Universities there. He has moved to Kenya you know, everywhere. So, we are getting a lot of people. And by the way, we are having people from outside teaching here. We have professors from Italy who are teaching. In fact, the Italian government is building the whole faculty of medicine for us. And they have their professors, we have professors from Cuba who come here. We have professors from USA, they come to teach science. And even, we have visiting lecturers from Kenya, they are all here. So, that has helped us.

We have students from outside, we have students from DRC. We have students from Kenya, so we are kind of international. We are okay and even nationally, we are doing a lot of small things. If you had a chance to move and look at the Faculty of Agriculture, the innovation we have made within this short time. We set up a solar drier and now we even pack dry foods. These are on the market and took them to the African Union Trade Fair in Addis Abbaba. The Vice Chancellor went, he was very excited. We have special breeds, trying to improve breeds of local chicken.

Now communities have placed orders for the solar drier to promote their own agriculture development. So, these are small little things we are doing here. We are growing certain plants here that are to cure malaria. So, we are doing bit little of things. So, recently we launched a project as a young university in the Faculty of Agriculture. We got 1.26 million dollars for project from the National Council of Science and Technology because of the commitment. We are going to have Bio-medical engineering put in the Faculty of Agriculture. So less we are trying.

Interviewer

So what do you consider as your strong points when you are negotiating with your clients as individuals or as a group?

Respondent

You must show initiative and that you are not duplicating what others have already done. And that is what we have tried. You now you need to show that you can do something new which is development-oriented and that is what we have done. We started even a small radio station, we are trying to build. If you had a chance you would go to science, we can now transmit and receive very soon we shall have the communications commission to give us a license.

We have been building it from the scratch so that we can have a radio station and research going on in the laboratory. If you stand up you can see a mast out there. So, we are doing this type of things. We are trying to have this so that they know what is going on in our rooms here. We have already put up another project. Council has approved and looking for money, we shall build an underground water tank. That will harvest all the water from all these roofs and then we shall pump the water from underground tank come here and we distribute. That project has already been set, we just need a little of more money and we welcome that. So, we have this type of little innovations. That is how you can get these people and of course show sense of commitment.

Interviewer

Describe how ICT has been adopted and adapted in this university?

Respondent

We are systematically acquiring them. We have set our computer laboratories. Okay. And we completed a fairly strong department of computer science. The library is networked. We have the internet in the library, internet in computer science. We are trying to install the internet systems here. We have got the academic registrar's information systems. We contracted a firm and they have now come and established one which they call the stand alone. It is good to be networked to all the other areas. So, we are trying to get all these systems together. And the teaching of computer is mandatory in all the programmes. Every student must whether you are doing medicine or whatever it is, everybody must learn that one. Now, we think that that is the best strategy and it is in our curriculum.

Interviewer

What is the computer availability and usage at this university?

Respondent

The coverage is okay, we are still few so our ratio is still okay. But we is systematically rising. And as I said, because of good social relations there is a project called NUFFIC by Netherlands. NUFFIC is the one helping us to train our staff and equip our laboratories. They gave us computers and they have set up a laboratory. And we are soon getting another 50 or so computers and also the Markather Foundation has given us computers. They are setting up a project and have given us 45 computers to strengthen our laboratories. We had donations of computers from the U.S. They brought a complete set, which we are using. They stocked our library even book shelves came from there. And books are being donated to us apart from what we are buying. Yes, we have a good computer laboratory networked in the faculty of medicine. Our students, they come out fairly okay. But of course we are increasing the number of computers to match the increasing number of students.

Interviewer

What are your comments on computer maintenance and upgrading at this University?

Respondent

That is a problem we have here, to be honest. Computer maintenance has been our problem because we do not have the technicians really to maintaining them very well. So, we had a series of breakdowns in our computer systems, and physically break down that are mechanical problems. Okay, we had one very good person but he died in a motor accident recently. He was very well trained actually from UPK even.

He had trained there so we managed to get him and then we had to send one other staff to the Netherlands to go and do training in computer maintenance. But again she was a lecturer and she got a scholarship. We said we cannot hold you here, you go and do your masters. You will come back. Now we have got to get another person especially to address the issue of viruses in these computers.

Computers viruses are just normal. For viruses, we have our computer department. We also have a system analyst here. We employed systems' analyst right from the training. He is the one in charge. We have a problem of maintenance I totally agree with you. But we are trying to address it.

Interviewer

So, what is your comment on the education abuse that is critical to one's access to university education?

Respondent

Yes, that one is normal. We have forgeries. We have just expelled some students who had actually forged results and we are continuing to search. You see these UNEB results, we continue going through them and whenever we discover any forgery, we just send you away. So it is a continuing process. Some people forged and ended up doing Medicine. Two people were discovered and they left. In Agriculture, we discovered some and they left. In Business, we discovered them and they left. So, this is a problem of moral decay in Uganda. I can assure. It is not restricted to here only but it is there. We do not tolerate it.

We have stringent rules and regulations on how to admit. For us, we follow it very strictly you cannot bend the rules. We do systematic admission together in Public University Joint Admissions Board for government students. Then for the private students, we use the same criteria. And once you find any forgery even forging results like cheating, we are very strict with examinations. We even found someone, a student who even attempted to forge the signature of the Senior Assistant registrar who issues examination cards. That one, we have handled the case and our lecturers are very dynamic but it is a problem which is there.

Interviewer

What do you do to balance education access, quality and cost?

Respondent

For quality, of course we have our own system of maintaining quality. We have what we call the "Quality Assurance System" in this university. We put it in place. It is a committee of senate. Quality Assurance and Time Table Examinations Committee are part of quality system. They handle all aspects of quality assurance but our quality assurance. This makes sure we have quality education, just does not occur, it starts right from management. Top management makes sure that what ever we are doing is according to the vision and mission. Okay. And then there is quality assurance at the recruitment level for all the staff whether there academic or non academic to make sure that only those who are properly qualified are selected for the jobs. Then, we have quality assurance and programme development level. We start from the departments going through to the committee of Deans and Directors, Senate and then to council. Then we have the implementation that is where the other quality assurance comes in. Then we have the planning. So we have a comprehensive quality assurance integrated in the whole system of this University and management.

Now, as far as the cost is concerned. Yes, now the cost. We have a problem because you know the students we get to universities have problems of paying. So, we have to balance in this, we cannot charge very high for the private. Government has its fixed cost and the government gives money. Now the question is this private. Our fees are slightly lower compared to other universities. It is not affecting the quality of our education yet because we have to balance.

We have to offer services. And you know generally, Ugandans are not very rich. So you somehow... and even this region is worse than other places. Okay, it has been traumatized for the last 20 years or so. We put things which are reasonable, enough, okay, to make us go through and the same time affordable by the students. So, when you look at our costs you find on some programmes about 455,000/=, 550,000/=, 600,000/= per semester. And by the way, they are cheaper than secondary schools. Because when you look at a secondary school like Kisubi, even primary schools, those pay around 500,000/=, 600,000/= per term and there are three terms. So, you are talking of 1.8M/=, so if we pay 600,000= for two semesters you are talking of 1.2M/=.

So, you see, we are still fairly okay. But of course, it is giving us a lot of strain. But we cannot inflate the cost so much because we are going to deny a large number of our community education. So, we have got to manage within the limited budget. But eventually as costs rise, we will also increase. We go at a lower rate of 10% or increase but we do not go very high. I am grateful thank you very much for the information.

RESPONDENT NO.2

Interviewer

What jobs have you held before this one?

Respondent

Well, I was a Secondary school teacher and later a headmaster of a secondary school. Then, I joined the ministry of education as a higher education officer. I worked for five years and then I went to the Teacher Training College, that is, National Teachers college- Nkozi. Then from there, I went to Kyambogo university where I worked as a warden for about seven years, before I moved here as Academic Registrar. I worked for 4 years then close to one and half years working as Dean of Students.

Interviewer

What would you consider to be the three most important decisions of your working career?

Respondent

In the secondary school system, when I took over, I found teachers brewing local beer in the school compound. In the evening they would enjoy and dance normally. So, when I came in, I got them in the afternoon system teaching. Because they used to teach in that school from 7.00 am in the morning to 1.30 pm in the afternoon. Thereafter everybody would be free, students, teachers, except of course support staff. So, students would take off, go to town, do anything in the suburb and the rest of staff will also be totally free. They would loiter and also resort to drinking. So, I took a decision to stop them from loitering by introducing the afternoon classes to discipline both students and members of staff.

Secondly, when I looked through the files of the workers both support and administrative staff, I found many of them were on temporary appointment more so without appointment letters.

So, I decided to call the board of governors and have these people interviewed and have them appointed. This was in 1997. And they were very lucky, just after two months the then NRM government came in to count the workers. Any body not employed would be laid off. And definitely when the government came, these people were very happy because they were not laid off because they were already regularised.

When I moved into tertiary institutions be it Kyambogo, Nkozi or Gulu, my major method of work was to follow the regulations and rules of governing the institution. In other words, if you are a student or member of staff and you do not follow the rules governing us, I will not be kind enough to you. For example, one time in Kyambogo I sent a messenger with a file, a confidential file enclosed in an envelope from my office down to the office of the University Secretary, he opened it, and read it. And the file was saying one of the students was going to be tried the following day. Those people were to make arrangements to call the disciplinary committee. He leaked the information. So, when I got it, he became a member of the group to be tried and he was dismissed summarily for leaking confidential secrets.

Interviewer

What books have you read in the past three months?

Respondent

Do I remember the titles? Yes, I have read books to do with management, financial administration, books to do with guidance and counseling because this department also handles guidance and counseling.

Interviewer

What is your academic preparation?

Respondent

The university I went to is Makerere. I went after senior six. I did a Bachelor of Arts in History. This was 1969-1972. Then 1972 September to 1973 March, I did Postgraduate Diploma in Education. Then I went to teach, later became a head of department, and became a headmaster in 1987. I applied to go for my Masters degree in Makerere. So I did a masters degree in Education planning and Management. I did that in 1991 and shortly thereafter, I was taken to Kitgum where I taught for sometime. And then went into administration purely. From 1992 to date, I have been working in administration.

Interviewer

What's your age?

Respondent

I am 60 years now.

Interviewer

How would do you describe your relationship with top management members and council members?

Respondent

Let me start with top management, when we met with my senior colleagues, they could not handle University administration. But they have been in university system except one who was an associate dean in Makerere. So, most of the time, we spent a lot of time explaining how things are handled in the University. And it took time, when we came to purely profession educational matters, I was alone. My other colleagues were scientists and they were not teachers. So, I usually had a lot of time trying to explain this and that in education terms.

But after one year, we were all at par and then we worked very smoothly. We started many programmes. By the time I left the office of the Academic Registrar; I had succeeded in producing twenty three academic programmes. My successor, then took over from there. With the council, I have never had any problem because we on the technical side. We provide the papers to them to turn them into policy. Those for pure academic, those for student discipline and so forth. And they have always given me good audience and I have been very happy.

Interviewer

How do you deal with the day- to -day risks that you face in this office as a dean of students?

Respondent

Yes, here, one other thing I did when I was occasional acting as University Secretary was to put in place the idea of scheduling duties. We did not have that. So, I made every office to have its schedule of duties. When I come down to work, each of us has got his or her schedule of duties. Besides being overall supervisor, I also have my own duties. For example, if we have a crisis, we establish where it originates, belonging to a section for college sports or a section of warden or a section for the guidance and counselor. Then we clear that one. And then after, we fall back to our normal schedules. We have scheduled duties put down. In addition to my schedules here, I am also a signatory to university accounts. This gives me a lot more work. But good enough I always tell them I am free between this and that time. Then cheques can be brought and documents can be brought for signing.

Interviewer

So how do you handle some of these unexpected eventualities?

Respondent

Normally, I tell them the time. The free time I would have then, they bring those papers. Like these ones were supposed to be brought before 4 pm. But it is not yet 4pm.

Interviewer

Is there any time you have thought of leaving this University?

Respondent

No, I will leave at the normal time. When my time for leaving comes, otherwise, when the minister approached me way back in 2001 to come and help in opening this university he told me there are challenges you will meet them. Please, do not leave us on the way; he sad.

Interviewer

How would you describe the way you have built your relationship with top management members and other members of the university?

Respondent

We can say one method is on naturally laid down. The other one, would be, borrowed from my late father who was a teacher. And I used to see how he was handling people, and later on became polygamous (laughs). So I could see how he would manage his small but a huge family. Then here, we are generally in a war zone up to now the war is there. One has got to adjust ones' behaviour and approach to colleagues. Because if you are on the violent side, we are in the war zone; you would naturally be disciplined in the wrong way.

So, you have to approach the people with care because generally people here are traumatized. The members of the staff who are here most of them do not have their families here, they are a way out. I came here with my family.

Interviewer

How do you ensure information exchange, joint decision making and collaborating behaviour within the top management members?

Respondent

We put up a policy when we were opening the university that top management should always copy their correspondence to each other. That is, the Vice Chancellor, Deputy Vice Chancellor, the University Secretary, the Academic Registrar, the Bursar, always what ever you are writing must have a copy even if it has no direct bearing on any of them. We are always informed of what is happening in the next office. Then, when we have our management meetings we normally prepare for those meetings. And sometimes we send out items for discussion in advance. Sometimes, items are sent to us early and you see how we can assist each other, in approach to a particular topic. For example, one time I grilled the University secretary, he wanted to introduce what we call departmental – accountability system. He made one error. He said; the signatories will be those of the major university accounting officers. And I told him, please hurry up and put the dean of each faculty on the account (laughs). Remove one of these three and put the dean. Otherwise, it will not be decentralisation any more and never. I think it was good idea. When he presented it to management, one dean goes up to ask ‘where is decentralisation? Because the paper he had sent earlier did not have the any dean on. So, he said; no. It has been revised and now the dean is in (laughs). So, it was passed otherwise they were going to say no.

Interviewer

What are the strengths and weaknesses of this University?

Respondent

The major strength is people are putting in place a new system so that the pioneers will not have their names painted. They want to make sure that they are counted so that they are known as historical members. But here they are, they are task force members. So that has really put us together because one day we will be mentioned that we were part of the team, which made the kick start.

The other bit is the students, and the workers who are here. Generally, these are from this side and these are the ones who could not be absorbed down in the south. In most cases, the academic standards are much lower than those of those in south. So the students, who come here, know that if they are dismissed from here they will not go any where. Because comparably, you cannot be dismissed from medicine in this university and you go to medicine in Makerere to compete. So, one must fight hard and maintain self here. Let us see the workers, or the lecturers who are very young people. So, if you lose your job from here you cannot fit anywhere down there may be possibly in private universities.

The other weakness is the financial restrictions are very heavy. We are given a sealing as if the university is an old one. Right now, we have a problem of staffing of faculties, which are having not reached their cycle. Because there is supposed to be recruiting every year but you find the wage bill is given a sealing.

As we talk, we have a big short fall in terms of two billion shillings. It has more less crippled our normal running but anyhow we are managing.

Interviewer

What is your view of staff mobility within and outside this University?

Respondent

As I said, the initial members of staff who were recruited are still here. And in the last two years war has been going down. People are now coming in here to join us. We have received more new members of staff. We have now about three, six or eight are now here. We are also developing our own academic staff. Those we brought in as teaching assistants have been sent out to do their masters degrees. The first lot has come back, the second lot is almost all here and the third lot is still in Makerere and Kyambogo. So, we actually have our own people, who we are blooming. And where we are not lucky, we hire. There is a system of having visiting lecturers and professors. Even supervisors for our PhD people, are from outside.

Interviewer

How would you describe university education in this environment in terms of strategies and activities that make this university succeed?

Respondent

When we came on board we coined a vision and mission of the university to reflect penetration of the rural area. So our mission is rural transformation. So, all the programmes written have a connection with the rural penetration. If you look at this picture here, that is the dean of faculty of Agriculture and Environment. He is giving out bicycles to our students. Those bicycles are meant to be utilised by the students when they are going to the farms. Right now, they ride them to the farms about five or eight kms around. The medical students pioneering are now in rural areas. You might have heard me say, I was going to Aruu. I could not go I was told the road was bad. I stopped but yesterday I went to another health centre about 30 km from here. And I talked to them they are doing well. Our programme is to bring students with a difference that can be employable.

Interviewer

In the recent past, what operations have you put in place either to revolutionise, develop, or dynamise those activities at this university?

Respondent

We have the Senate, within the senate there is the committee of Quality Assurance. That one is always on our neck to make sure the numbers we recruit, the students we admit are of quality. And secondly, of late in order to maintain that high standard, we have been bringing outsiders to come and help us in assessment and establish how we are fairing. In one week or two weeks' time, on the 6th of December the National Council for Medical and Dental practitioner are coming to advise us again as we did when we were starting medicine. They are to see how far we have performed in the last three years since they left. We always make sure that whatever we are doing is within the standards. And the other body is National Council for Higher Education. We are always in constant contact with them. We give them our programmes and performance measures we have put in place. That is to ensure that lecturers teach and workers also do their part and so on.

Interviewer

Is there any university education abuse that is critical to one's access to this University?

Respondent

Towards the end of last academic year, we had strikes by the members of the academic staff. They were agitating for the NSSF contribution by the university. Granted, we had posted the money because as I said earlier, we did not have the money. Money that was given by government was short, the shortage amounting to one billion shillings. So for three weeks, no teaching took place. But my office made sure that the students did not join them. We were always in constant touch with student leaders. We even addressed students' assemblies twice. They understood the problem. I went as far as telling them how much money we were short of. And that money could have been sent to URA or could have been sent to NSSF.

The other problem, which bothers us is insecurity. But we talked with management of the security agencies. We have here a paratoon of armed men. We also have a police post within here. And in the evening they send foot patrols. Students have never been harassed by the rebels at all because they are protected. We have had nearly two cases of examinational practices. One was a lady student who was caught with illegal material in the examination room. But when we took the materials to the expert we discovered that none of those answers ever helped her to do the examination. And then there was also another who was alleged to have obtained aid from a lecturer, a lady student, in fact, the same student. We took her examination papers, which were already marked and took to the independent marker. There was no deviation so that one was also exonerated. Then, a student was caught forging the paying slip – bank slip that one we even found her with an examination card after the forgery. But we worked on that and the student was disqualified. Generally, I have not heard much about exam leakage because the system is such that the subject lecturer types, keeps the examination until when it is the time for doing that examination. Then he releases it to the invigilator to go and invigilate. So, they fear because if any leakage takes place your number one suspect.

Interviewer

How has the development and implementation of the strategic plan facilitated management of this university?

Respondent

The strategic plans, twice was interfered with. The first instance, we did not get the land we were supposed to have got. The local district took so long to release the land to us. It is only one month ago that they have released the land to us. Surely, when you walk around here you find out that the place is crowded. Most of the activities were confined here. The expansion of the university should have gone out, has been delayed. And therefore, the recruitment of staff has not been very effective because of that. But now that we have got the land, we are going to start to expand.

Secondly, our plan was interfered with when the government cut our budget because our position was by now we should have had six faculties but we still have only five. Engineering has not come on board yet because we do not have money. It was cut and we are still pleading if it comes then we shall expand the university further according to our strategic plan. We are procuring funds from outside government confers. We have succeeded here and there. The Faculty of medicine is jointly run by Uganda government and the Italian corporation. They want it to grow now.

There, we are doing very well. Recently, we have also been given grants by scientific bodies to start expanding in the field of research and so forth. So we are better off, now moving up.

Interviewer

How do you keep your subordinates informed of decisions taken by management that concern their performance?

Respondent

Yes, there is what we call staff meeting. And then there is Staff briefing. Every semester we have two to three staff meetings but briefings are always there any time when major decisions are taken up there. And more so, when I am responding to some important mails, which have received and normally I brief who ever is concerned. For example, we have a sensitization programme, we have arrange with the Bar Society in Uganda we call the Guidance and Counselor to help with that one. When it comes to sports, we call somebody to help. When it comes to hostel requisition and bursaries, there is somebody to handle.

Interviewer

How do you maintain employee moral and satisfaction?

Respondent

These employees, who are here, are literary here by conviction. When you talk of facilitation we do not have. But at the beginning and we have just disposed off that assistance, we used to provide transport for those members of staff who commute from town to university and back. We have tried as a system to get land so that they can have opportunity to put up their own structures.

Interviewer

Could you describe how you have helped develop the strong image of this university both nationally and internationally as dean of students?

Respondent

There are many aspects of public relations of this office. We have the University Guild – students' guild also falls under this office. Every now and then, we send them out to interact with fellow guild members, and to represent students in international forum. Then, we also have sports and games. The games tutor is also part of this office. He occasionally organises trips for his players to other places and he interacts with students because we are selling. The Guidance and Counseling office is very active it connects us to all these new bodies who are handling traumatised children in the North, or HIV/AIDS, or cross generation sex, and so on. So, that is the way we normally advertise the university. In sports, we do very well, considerably. Last year we were tenth in the whole of East Africa, when we held the University Games for East Africa in Kampala.

Interviewer

What are your strong negotiating points or tactics when you are handling your clients either as individuals or as a group?

Respondent

It depends on the clients. When they are the ones to work on the social support because wars have traumatised us we get support to that effect. We have been talking to people outside this region. We get support from outside. And they have also been coming here. When it comes to games because we are also far, we normally persuade the well- to- do well wishers, colleagues or the established institutions to travel here.

It is only within two weeks time that we are going to get our own bus. This will allow us to pay back (laughs) the visits people have been making here.

Interviewer

Describe how ICT has been adapted and adopted at this university?

Respondent

The policy here is to give computer science course in ICT, computer science that kind of thing across the board. Every student here is given that opportunity to study the usefulness of computer. And then vertically, we have those two programmes computer science and Information Technology. That is also for those who have been admitted directly for those programmes and we concentrate on that. We have two laboratories of computers numbering three. One in the library is for members of staff, and few students. Then there two laboratories, one laboratory which is just near as you come into the university compound. Then there is one behind, which is used for teaching students. Then we have a special arrangement with NUFFIC where members of academic staff are taken for training. Some staff are taken to Makerere. NUFFIC also gave us computers for training our own people. So each time we negotiate for technical assistance we bring in computers but the ratio is still bad. It is from one-to eight or ten.

Interviewer

What is your comment on computer maintenance and upgrading at this University?

Respondent

The maintenance, so far, is not very good. We do not have an expert as such to maintain the computers. We have advertised three times so far we have not got any applicant. We got somebody who did a diploma in Computer Science from within We are using that one more or less as a computer attendant but more are coming. But we have somebody we employed as system analyst. This is the one who has been assisting in detecting viruses then we hire some to come and liaise with him. He is also the one who has been working on our website or internet. Now we have the internet and website. But we do not have enough money yet to wire all the buildings. This building is not connected just the front buildings are and the library.

Interviewer

What do you do to balance university education access, quality and cost?

Respondent

We start with the cost. This area is not economically sound, northern region for that matter. So, our programmes are affordable. For example, agriculture programme is valued at 750,000/=, down in south is valued at 950,000/= per semester. Our masters degree, the most expensive is 850,000/= otherwise students are paying 750,000/= per semester. The quality, we go according to regulations set by the National Council for Higher Education, as I said before. We have a senate sub-committee on quality and we always go by that. The standards are set high, for example, our pass mark is 50%. If your score is lower then you have not passed. We are on semester system, where we have retake of the semester or retake of a paper. That kind of thing but of course if you do not measure up we disqualify you.

Interviewer

How do you strike a balance?

Respondent

One method was to raise the number students over and above for intake. For example, the classrooms which we have are meant for a large class of eighty students but we have added

twenty more so that they rise to one hundred. And one hundred twenty three times can help us to break even. And also we have sacrificed the Assembly Hall which is meant for entertainment, we are now using it as a class for large classes. There are two programmes which are large, one is Development Studies, and normally we have about 120,000 so that can only fit in the library (laughs).

Interviewer

What are your comments on service delivery at this university?

Respondent

At the beginning, as I said, we were learning, so the service delivery was not that high. But now that we have picked, we have brought in more personnel, and we are not doing badly. The graduates we have trained have been welcomed in the work force. Local government is very appreciative. We also have NGOs here who employ our students in large numbers. In fact, our students who do weekend programmes are absorbed in the NGOs. NGOs seem to like our programmes. Students, who are in the field now, particularly medical students, are doing well. They have been telling us they were well prepared for rural transformation. Our students are out now, to teach. During school practice, they teach A' level classes because their material is good enough. Most of them remain where they have been doing their school practice. We are actually attracting many service providers in this place. The procurement department now has about eighty per cent of the service providers coming from outside. They work within, is now getting reduced.

RESPONDENT NO.3

Interviewer

Can you tell me which jobs you have had before this one?

Respondent

Well, I started as a secondary school teacher. Then from secondary school, I joined the Institution of Teacher Education as an Assistant Administrator. From there, I moved over to Uganda Polytechnic Kyambogo as Polytechnic Secretary. This took me up to the merger time of Kyambogo University where I continued in the same position up to the time I was appointed to this office in this university.

Interviewer

Could you please let me know the most three most important decisions you have taken in your working career?

Respondent

The first decision, which I consider very important was in relation to re-organising the personnel of the Institute of Teacher Education, transforming them from the tutors to lecturers of the university. At that time, the argument was, is it really possible to shift these tutors from their status to that of lecturer. And it was not very obvious to them. It was obvious changing from that stage to the other. But the administrator who was on my side, I said no, if we are to transform all the tutors to lecturers we must go for academic training. We must go and train for higher levels, higher degrees in the field or field of work. I think that was the work. The staff in the former Institute of Education were given five years within which to acquire a masters degree in the area for which they work.

Before then, for example, somebody was having an M.Ed in Physics, and for him he thought that having an M.Ed in physics was enough to enable him teach physics. Therefore should be in faculty of science at this stage. But the issue was no, M.Ed. physics, is merely education physics. If you want to teach physics you want to become a physics lecturer go for masters in physics. That was one thing.

The second decision was when I moved over to the Polytechnic. When I move over to the polytechnic, the status of the institution was like a department of the Ministry of Education. The decisions for development or the direction the polytechnic would take was to wait sanctioning by the Ministry of Education. But when I moved over, we said much as the law putting the polytechnic less as a department of education, practically, the polytechnic is functioning as semi-autonomous institution. A semi-autonomous institution and therefore administratively, financially and otherwise, we must operate as autonomous. That was the second and I think a very vital decision we took.

Interviewer

And what was difficult about that decision?

Respondent

What was difficult here was that the mother ministry was shy to relinquish that overall overseeing role. And yet at the same time, they were not on the ground overseeing what was happening. That was the difficulty. In that way, what ever decision would be taken we would not be very sure. We would not be very sure whether it will be fatal or would be agreeable. One such decision, for example, was should we charge, should we have privately sponsored students in the polytechnic? Because the Ministry was saying for colleges the government pays, students should not pay privately. But we said, now how do you run the institution? So when we said we should operate as semi-autonomous, we introduced private courses or programmes. The fear was, will Ministry veto this? So, you find the decisions you are taking you take it but without the firm final conclusiveness, fearing that I think the big brother will veto this decision.

The third one, which I think I feel I can sight. I will not talk about the merger, but when I moved over to university, I had to ensure that the strategic plan is in place and this strategic plan is adapted up to government level. These are three areas to be satisfied.

Interviewer

And what was difficult about the strategic plan for this university?

Respondent

The difficulty here lies in what we may call the funding of the strategic plan. It would be easy when you put a strategic plan in place but are the resources are available to implement the strategic plan? When the resources are controlled elsewhere, you rely on the will. And the win of that power, you will find it very difficult to implement the strategic plan.

Interviewer

Can you describe your academic preparation?

Respondent

I am fortunate that I went through all the systems which are in the country. Directly from the Primary and then I did my secondary, I went to university, got a first degree in political science and public administration. And then went back to the university and I did a postgraduate diploma in education. And then went back and did master of art in educational management.

Interviewer

What is your age?

Respondent

I am 52 years now

Interviewer

Can you describe your relationship with council members and top management team?

Respondent

I think council operates through committees if committees did business from management. So far, our council is in its first term. They have had a first council meeting. It was put in place in 2004, and council runs for a four year term. Therefore, there first term is ending in 2008. What I can say, so far, is that the cordial relationship between management and council has made this young institution come up or achieve what it has achieved in this very short time. Without it, it would not be possible to have achieved what we have in this short period. So the relationship is that good.

Interviewer

Is there anytime when you have had disagreement between council members and top management members?

Respondent

Well, there have not been any major issue, per say. The only worry at one time was when we were getting students going on strike, staff going on strike. Council was a little bit concerned. Is it management that is a weak somewhere causing this? I think the only disagreement at that time was the approach to some issues. I want to tell you that this region is coming out of a war situation. The management approached the certain policy which is the humane nature of approach. For example, in the area of payment of tuition, the argument was that let us not implement the resolutions of council of saying students must pay before sitting exams. That their economic background is very poor, and therefore, if we push them hard, then they will not complete the programmes. These are some of the areas where we differed from council. Council said, no. You cannot run the institution without money. But for us on the ground we were saying these people's living is poor. They have no income. So let us go slow. We found out that our approach of giving what we call affirmative action was crucial to this institution because we would not get the funds at the right time when we needed it. So, it was leading us into friction, strike and so on. We had now to leave it to council. And said, you must now implement as council said. So, but we have not had any major difference with council.

Interviewer

What is your experience in having to deal with risks on a day -to -day basis?

Respondent

The risks are normal. The risks range from peak to.... When you are working in a situation of a position of the University Secretary, you are as an Accounting officer. You partial out funds, you distribute funds, and money or financial resources will never be abundant, be enough. Secondly, it may also not be readily available at the time you need it. Somebody or some other forces may need it. So in the process, you might find yourself clashing. For example, students can be very restless when the money to pay their leaving out allowance delays. And they need the money there and then. So, as a Secretary, you explain that the funds have not arrived. Students will not listen to that. They are saying our money has been eaten. They think that government just releases their money all at ago and you keep it in a granary somewhere and you must pay them.

Interviewer

So how have you been dealing with such issues?

Respondent

So what we have promoted down here is dialogue. We believe with adequate information, this restlessness is reduced. So we hold their leadership responsible.

Interviewer

Could you describe how you have built working relationship with the top management team members and staff across this university?

Respondent

I must admit immediately that this university is still a teaching university. And it started from scratch. What I mean by scratch is that all decisions had no historical background and had to be built up right. Of course, that is why that meant new culture would come in, new feelings and new directions and so on. But what we have to learn in order to build consensus is team work. Team work, communication at the right time, because we believe communication is power. And that communication which is to the point has helped us build consensus among the top management and across faculties and other related organs of the institution.

Interviewer

What is your view of top management team composition in terms of historical background, age, gender, beliefs and perceptions?

Respondent

Top management is definitely gender skewed. Nearly, all the members per now are male. Secondly, the age in indicates a person who has served for a long time. They have a background of experience in work but that is not to mean they have experience in management. They have come to management by virtue of the positions they hold. And this is where the difficulty is. When you have people who are ordinarily not grounded in management but they find themselves in positions of management, they tend to drag decision making. They ask; if we take this decision, you know how is it going to hurt may be my constituency or may be my faculty? Sometimes, they shy to take a decision. Yet, in management you must take a decision however, hard, however harsh, however difficulty that decision may be. But you find at some portion they hesitate because the decision they are about to make is very difficult. Let me give you another example. We have problems of discipline in teaching, where reports were coming in that lecturers are not teaching. The lecturers tend to re-organise the time table so that they put the teaching over week-ends and forcing the day students to come over week-ends and so on. But when management sits and says look, can we have the list of these staff who are not teaching through the faculty deans who are members of management. The deans will shy away because they think if they provide the lists the staff will know and therefore follow them up. So, these are the difficulties I am pointing out. That as much as you could have these people in management, but because of lack of administrative experience, they tend to shy away from these difficulties.

Interviewer

Any other challenges you have met or anticipate in managing these institutions?

Respondent

I think that is the major problem we have faced, which up to now is still on board.

Interviewer

Can you tell me the strengths and weaknesses of this Public University?

Respondent

The first there are more weaknesses than strengths. But these weaknesses tend to be more of challenges really than weaknesses, per say. For example, the university insecurity, the place is still in a state of war. We are situated in what we call a remote region. Remote in a sense that the support services are in their or at the rudimental stage. I give you one example. Look at electricity transmission; it was brought to this region merely for lighting. What does that mean? There isn't enough power even to run laboratories, so we have many interruptions all the time. Okay. So the remoteness of the region limits us from other services, not being there creates a kind of disappointment.

The houses to which we live, for example, the region was not prepared for this university. All of a sudden you have a three thousand people all at ago. Three thousand more people, which is more than the population of the town. If it was not for the war which brought people to run to seek refuge and making the population of the town may be bigger if it was not for the war. These three thousand people at ago due to the university who are in town have brought challenges in terms of housing. And you can go on and go on. So these are what have brought or eaten up into the strength of management. Where you want to house your staff but you cannot even if you get a room, the room is in Peece. Peece is where they drink Malwa, a local brew. So these tend to appear to fit into management efficiency and the reflection could be may be a management weakness.

When you fall back, other than the remoteness of the region, the distance between here and where the centre of power is, makes it very difficult for us to get the support required at least from government in time. If we are talking of funding, for example our colleagues in Kampala can simply peak a phone or in ten minutes drive to the Ministry of Finance or Education and meet in person. Their issues are sorted out quickly. But for us, we might take ages. We might take a week to travel to Kampala make an appointment to meet the Prime Ministry and so on. These are issues which come and which ultimately are arising from the challenges and it reflects as if it is a weakness from management.

Interviewer

What are the strengths?

Respondent

First and for most again the strength lies in the area where the institution is placed. First of all, there is a lot of yearning for education. Then, there is that you know the demand for services from the institution, not only from this region, but also from the Sudan, and from the Eastern Congo. Now, that gives strength and motivation to management to think of strategies of taking advantage this situation. Therefore strengthening the management options we normally take.

The second one lies in the management team, the commitment and the dedication. I said, it would not be very easy for this team to remain working in here when they could easily work in Kampala. But the mere fact that they have given themselves to building the institution, I think to me that is a strength They have come to promote and improve the institution.

Interviewer

How do you value the contribution of these individuals who have specialised skills and working as a team?

Respondent

We try to as much as possible to tame the circumstances under which we find our selves. For example, all the deans of faculties are availed personal vehicle to ease their movement. All the deans of faculties and directors are given free houses. We have put in place a retirement benefit. And also a scheme for staff to secure loans from which they can use to purchase land and build houses. We are trying to make sure that the harsh environment is tamed to enable the staff have a minimum conducive environment within which to work.

Interviewer

Are there academic programmes that are running here and not anywhere else in Uganda?

Respondent

Yes, we have a centre for Conflict Management and Peace Study. I am told there is a similar programme in Makerere, but from the researchers, foreign researchers who have come to this centre, they seem to have given an impression that the programme in Makerere is very theoretical. The module in this university is an exception. That is one programme, which I think is not anywhere else in this country.

Interviewer

Can you describe your experience in this university education environment especially thinking in terms of developing strategies and activities that make this university succeed?

Respondent

One of the strategies we have brought on board is to look at the relevance of the programmes of the institution. When we talk of relevance, we ask our selves for whom are these trainees going to serve. And our answer is, they are going to serve the community. If they are going to serve the community, then our programme must be relevant to enable these people serve the community. And that is why in each and every programme, we have integrated that community element in them. And we think this is going to make this institution tick.

Second area is to broaden and venture into areas which our colleagues or traditional or similar institutions have not ventured into. For example, we are looking at this world and we are saying this world is being divided into different parts. Where we have come from, we have been leaning to England, France and so on. But we are forgetting that there is a very huge potential in Latin America. There is a very few huge potential in the Far East. What is it that they are lacking? We need to ask the truth. These otherwise are virgin areas and we think it is in language.

Language we are now saying we must start teaching Spanish in this university. Which Spanish our candidates, then our graduates will begin to penetrate Latin America where they are also looking for skilled manpower but because of language our graduates cannot penetrate there. You cannot get now a job in Britain but you can get a job in Brazil. You can get a job even in Bolivia. You can get a job in Peru, but you cannot do that unless you have the language. So, these are some of the things we should pursue to enable this university continue.

Interviewer

Could you explain how the development and implementation of the strategic plan has facilitated management of this university?

Respondent

Well, the development of this strategic plan was participatory in that it involved all the units at the time. All these units contributing to the development of putting in place this strategic

plan. In that way, it meant that the units formed the strategic plan. And this strategic plan is a vision, to say, in five years where are we going? And in order to move in that direction, all the different units must move collectively and together. When it comes to implementation, again it is not a one person show. The implementation is, starts from the unit or departmental level. If you want to know the relevant committee, it is goes to income sub-committee. It goes to income committee and then it is approved and implemented. So, nearly this participatory approach has enabled us to assemble the strategic plan and also implement it collectively.

Interviewer

How do you keep your subordinates informed about issues that are important to their performance, in view of what you have explained?

Respondent

Well, here are three channels. First of all, they have representatives in all these committees, and other organs of the institution, they have representatives. The second channel is of course through communication. That after a decision has been finally reached; the circulars are sent and so on. The third one, if we have been holding meetings with various interest groups, the staff, the teaching staff, the students, so the decisions taken are directly communicated.

Interviewer

And how do you maintain employee moral and satisfaction?

Respondent

First of all, this is the area, which is not very easy. To give 100% satisfaction, you can only try to motivate within the limits of what you have. Our belief by now here is that money does not give motivation per say, money simple acts, augments, to the satisfaction of an employee at the place of work. What does the employee really need to have motivation? First, is the working environment being conducive. Is the working environment conducive? If it is not conducive however much money you promise the individual, the individual will not be satisfied. The first thing we did was to create a conducive environment or a family environment. When somebody is in problems, we write to support him and if somebody succeeds, we write to congratulate him. That is because of a conducive environment we have created.

Interviewer

Could you describe how you have managed to develop a strong image of this university in this country?

Respondent

Well, I cannot say we have done a lot in this area. But what we have seen now happening is we are judging from the student applications. The first two years, applicants to this university were confined strictly to the Northern region. In the third year, the applications began to move away from northern region to the surrounding area. By the fourth year, this thing had covered the whole country. That gave us the impression that the university has made a good image.

Initially, we tried to sell ourselves through newspapers through the media, but we found that in some of these areas you need to be sophisticated in order to penetrate them. What do I mean? This university is not known, but it sends students to compete in the national competition. The media will not highlight the students who have excelled in a race but coming from this university, but it is there. So, it gives me the impression that if you do not belong to a certain club even if you speak with the club members you will not be known.

Interviewer

Describe how ICT has been adopted and adapted at this University?

We have tried with the little resource we have to acquire these PCs and so on. In fact, we have given each and every office a computer piece. We have put in place a policy to give loans or advances to staff to procure individual desktops or laptops. Institutionally, we have a whole department, of computer lab. With over I think now, over 40 computers. We also have developed ICT facilities in our library. And students, staff can access internet information in the library. This is an area which of course requires a lot of money but we have succeeded through what we call NUFFIC. NUFFIC is a Norwegian project, it is centred in Makerere but that project has extended its assistance to public universities. They are now training lecturers at PGDE and Masters Levels and they have also extended equipment to the university. The only area where we are trying and where we have not overcome the problem is the bandwidth for the internet. That is one area where we are having a great difficulty. So our internet is on and off because of funding you cannot really have enough money to have a bigger bandwidth. We have sometimes been cut off because non payment. But otherwise, in as far as the equipment and usage is concerned, we are trying to create that environment so that most of the students and staff are given the opportunity to become computer literate.

Interview

How do you balance university education access, quality and cost?

Respondent

I just said earlier, the region is very thirsty for university education. And if we were to take advantage of that it would mean having so many students coming in under private programmes, giving us the money to balance off. But we said no, that part of education must still be regulated. It must be regulated within the faculties, on the ground. Therefore, we control it intentionally or we regulate the access. And by regulating this access, much is needed to improve the existing facilities. We believe that this quality should not compromise. Much as education is very costly, but we lay emphasis on channeling the little funds that come to the pedagogical area. That is our emphasis and that is why as I told you we have managed for example to put in place a policy that can lend to staff money to acquire desktops, to acquire computer. You know other than thinking of a non pedagogical feeling. So, in this way we have managed to reasonably have adequate access, have quality and balance the costs.

Interviewer

Do you have a monitoring system in the university to ensure that everything runs well in departments/sections in terms of quality?

Respondent

This will be what I say is taking shape.

As the departments grow, but right now we have quality committees at faculty level and this goes to an independent Quality Assurance Committee of senate. We have not yet done it at departmental level because some departments are still very thin on the ground. It has already shaped up at council level, senate level and now faculty level. I think the next stage will be departmentally. Right thank you very much Mr. Secretary.

RESPONDENT NO.4

Interviewer

What jobs have you held before this one?

Respondent

I was a warden, then senior warden and then this.

Interviewer

What do you consider to be the most three important decisions of your working career?

Respondent

Whereas I said I was warden, senior warden and dean, it came actually as a post graduate student, so I was teaching. So, one of the first decisions I made in my career was to change from academics to administration. That was one. Yes, I liked administration. They put me --. I was resident tutor in Northcote. At the same time I was teaching. Now, the Nortcoters chose me to be their warden. As a resident tutor, I was asked to act as warden while doing the teaching. And I found that administration and looking after students appealed to me much more than teaching. And I had to make that decision to move from academics. You know academics have a lot of prestige with it and what have you. You deal with friends. That's where my heart was. Second was when I decided to come from Kabanyolo where I was warden to University Hall because I was a student in University Hall when I was an undergraduate and University Hall had deteriorated. And I was a warden in kabanyolo, and I moved there and when I got there it was Number 10 in cleanliness. So it became clean for four years; Number 1. And I just felt I need to come back to my former hall and bring it also to the level of the others one. And so I asked for transfer to University Hall, so that I could clean it up.

Interviewer

Third one?

Respondent

The third one was to discipline Northcote Hall.

Interviewer

What books have you read in the past three months?

Respondent (laughter)

They are mainly Christian books, and books on -- institutional books like -- the last one I am reading two books now, but the last one I was reading was about -- "Leaving as a confidential".

Interviewer

Can you describe your academic preparation to before you came to University?

Respondent

I went to Sebei Secondary School. It was a new school. And we were pioneers in that school. And I was the only one who got first grade when we did the exams. And---but while in that school, I participated in leadership of ---

I became a house prefect and during my term of office my house again we used to have competitions. And when I became the house prefect, my house became the cleanest during the period that I was there. But I was also in football team and the volleyball team. I was participating in games for Tororo district. Then I moved to Sir Samuel Baker; a school in Gulu. Unfortunately, in Sir Samuel Baker I fell sick. I did not participate in many activities. I lay low just to come to University. And when I came to university I got involved in Christian Union.

Interviewer

This university?

Respondent

Yes.

Interviewer

Which year was that?

Respondent

I did Botany, Zoology and geography in my first year. But I decided to add on Education. I wasn't admitted as an education student but I decided to add on education because I thought teaching is teaching whether at university or secondary school I would touch many lives. And I realized that as a teacher you have students passing through your hands every year. So if you want to touch peoples' lives you have the students. And when I finished that first degree I came back for my second degree which was in botany and zoology.

Interviewer

Describe your academic preparation?

Respondent

Yeah; that one was not easy. I came and I was doing Botany and doing genetics. But that was a time when Amin, it was very difficult for me to do that Masters. I had a supervisor after a supervisor. Supervisors kept leaving the country. You start working with a supervisor and before you have got somewhere then he has left. And we got to a point when we felt – or the department felt that I should go outside. I was admitted in the University of Birmingham, but then Amin said no one was supposed to go to Britain. Then I thought I should go to an African country. I got admitted in Ife in Nigeria. That's when the UNLF government had just come in. Muwanga said 'No one is going to take foreign exchange /foreign currency out of the country.' So after 8 years--I just felt: That's it. So I branched to another masters in leadership. So that is the one I did in Social Sciences. That is what I have - a masters in leadership.

Interviewer

How do you describe your relationship with council members and top management?

Respondent

It's good.

Interviewer

Can you say more/elaborate ----?

Respondent

I think I have the confidence of everybody management and council. Well mainly because there are only two of us who are oldest in management; me and the bursar. The others are young. They are new in administration. So they tend to listen to us.

I think all because of my faith. I have the confidence of everybody that I mean what I say and say what I mean.

Interviewer

Is there any time when you've had disagreement in council?

Respondent

Ah! I wouldn't say -- having been a council member—I can't say they disagree.

Interviewer

But at least -- Have you witnessed any argument or a disagreement?

Respondent

In argument -- they normally argue and you'll have one situation where but I wouldn't call it disagreeing so openly and walking away saying 'No!' But somehow they come to agree in the end -- leaving some line of action.

Interviewer

How would you want them to evaluate your performance?

Respondent

Unfortunately, there are targets are not there. I set my own targets. But they don't have to because in my letter of appointment they say 'you are responsible for welfare and discipline. So I think they judge me according to how well the students are and how well disciplined are they.

Interviewer

Is there a situation where the members and council disagreed in terms of power relations?

Respondent

No! I think -- All the time I've been in council, the council -- the council has been -- I sit in council but -- the council doesn't get involved in my core management. They have remained on mainly on policy levels.

Interviewer

What has been your experience in dealing with day-to-day risks your office?

Respondent

Risks?

Interviewer

Yes.

Respondent

(Laughter) yeah, very difficult like dealing with them things you make decisions which are not palatable as far as they are concerned.

Some of the decisions, they do not like and you have to discipline them and they do not want to be disciplined. Then you run some risk.

Interviewer

So how do you overcome all those challenges?

Respondent

I think in leadership or in -- When I was in school during my graduate studies. I was told, I was taught that people have got basic career anchors and they are 8 of them, and they are I think one of them is 'Pure Challenge'. These are people who take on jobs because the job has a lot of challenges. If a job has no challenge, they don't take it. I think I am one of those. I like a job that is more challenging. I like my job because it is challenging. I don't like being there doing routine all the time.

I would not do a job in the post office where probably you are stamping, you know, something very mechanical. This one you have to --. There is not formula for dealing with students. And I like that.

Interviewer

How have you built your relationship with members of top management team, council members and staff across the University?

Respondent

I think it is over time. Because I think the most people have watched my performance from the time I became may be a postgraduate in botany and then came to be a warden and then senior warden -- and it is that performance that kept me going. Yeah, and when I came to being dean, it was almost unanimous; that's what I felt. Yes, there is no other factor.

Interviewer

What is your view of top management team composition in terms of age, gender, educational background, beliefs and perceptions?

Respondent

Yes, the Vice Chancellor is old. He's been in the university for a long time. Moreover he came in earlier than me as an undergraduate. But he was a lecturer, and then he became dean of the faculty. Now he is Vice Chancellor. So he is a very old man, you know and he knows what goes on in this university. And I think he is also a man of integrity in my opinion; a man of integrity and in that aspect he has -- the other deputy Vice Chancellor was a bit younger because he competed for this position; even the other -- but even for VC they competed. But these ones are a bit younger and not really experienced in administration. Ah well! There are deputies so the Vice Chancellor covers them. The bursar is an old fellow. He's been there for a long time. The Academic Registrar is also not so old in administration. The University secretary-U.S is also young. So we have young people and they have a -- some of them have not yet built their credibility.

Interviewer

How far in terms of gender?

Respondent

Well! We want we wanted to introduce gender. That is how they brought in Deputy Vice Chancellor. One of the deputy Vice Chancellors must be a lady. But then in other areas the top administration we think has many ladies.

Interviewer

How do you ensure information exchange and collaboration behaviour?

Respondent

We meet every Tuesday. Every Tuesday is our management day. So then each department gives a report of whatever is happening there for everybody. And if there is a problem in your department you raise it on that Tuesday and you are helped how to go about it. But normally you write your report and you communicate to the others before you go for the meeting. The challenges are financial. Well! One is financial; two is the political. Makerere, unlike other universities, -- there is a lot of pressure from very many forces. Makerere being the oldest university, you find all political groups want to have a say here. And they also want support here. So they want the students to support them. All of them keep coming here. So we have a lot of problems.

Even with the guild; their elections are not straightforward. There are many forces that are interfering in their elections. We have to preside over all those forces.

Interviewer

What would you describe as strengths and weaknesses of this University?

Respondent

The university operates by committee system. No decisions are made by individuals you go to -- Whatever you have, you have to go to a committee. There are committees of council and what have you. But that is also a weakness, because any decision is not as quick. Yes, they are delayed because they are waiting for council or committee and what have you. Now because there are committees any there is no particular person who is to make this decision. It is a committee decision. There is no particular councilor who will say make -- no one can say this decision was made by so and so; some will tell you it is so and so but all the decisions are made in the committee. I don't know what happens in other institutions as far decision making but I believe they also have committees like we do. But I think that's what makes us unique as far as decision making is concerned.

Interviewer

In terms of strengths and weaknesses---

Respondent

We have a history which other people do not have. We are eighty years old. Some of these universities are ten or less-- so we have that history. Not only that history, we have and I think we still one of the best universities. So that is one of the strengths that we have. Because if you look at the number of students coming in --. You know the other universities have foreign students; the Kenyans, and Tanzanians; but we have even Europeans; ours is broader than others because of our reputation.

Interviewer

How do you value the contribution of individuals?

Respondent

As an institution there is what they call Long Service Award which is given to deserving individuals. Everybody who has served for long at the university, but it doesn't mean that you have been performing very well. There is no other institutional way to recognize one's performance apart from people saying 'Ah! You've done well!' you know, like that. You know that they appreciate.

Interviewer

Are there any career development paths?

Respondent

Yes. Every department has got a career development path. Of course they all end up at what we call M3 like that's where I am. After M3 that you have to now go for interview. For any job. For example, the position of the Dean, Vice chancellor, all those, you now compete for those posts.

Interviewer

How mobile are your employees? Within and outside the university?

Respondent

I think there isn't much mobility within the department; but there is mobility in the administration, apart from the academic. They are moving out of the university to greener pastures or something like that. But we don't have a lot of mobility within.

Interviewer

What is your view to recommendations on how to retain people/employees?

Respondent

One of the things that we have done to retain competent staff or academic is to increase the retirement age because that is where we were looking most of the time. They were retiring at 60 and at 60 a man who has become a consultant then he retires. And he is still strong. So those other universities were taking them. Now we are okay, they can still stay on.

Interviewer

How would you describe your experience of a competitive education environment in terms of developing strategies and activities that make this University succeed?

Respondent

Yeah, we have strategic plans. We've just ended a 5 years strategic plan. We are in the process of developing a 10 year strategic plan which is still in draft. And it involves so many levels, several people involved including outsiders scanning the environment hearing what people saying about one billion spent , two billion involved that kind of thing. And then we come up with strategies, which we break down to the level again of grassroots. We begin with the vision and mission. If you can have your own strategy, what else? So I think that's a good way to go. I like it.

Interviewer

What other operations within the university apart from the strategic plan that employees on the ground?

Respondent

True; planning is one. Two: promotion of administrative staff. It used to be by interview from one level to the other. That was reviewed and so now we can promote super-numerary so you can move from one level to the other if you qualify. And also they used to be restricted. For example, you can say, like in my department, you have five positions of senior warden, but now they are saying, 'No'. If a person qualifies to be a senior warden, he should not be restricted because of the number of positions. So you can have ten senior wardens which is a renewal of what it was; so that it will encourage people to stay instead of thinking 'we already have 5 senior wardens and that is it. So where can I go! Maybe I should go outside and I try my luck elsewhere'.

Interviewer

Now, in view of university education, there are abuses that are critical to one's access to education here, what is your view?

Respondent

Of course we have heard that the forgeries are many at all levels. We have people coming in from HSC or from diplomas and what have you! And there are cases where they are forged and when you set district quotas and the districts are sending to you people who are from the district and they have the qualifications. There are also forgeries there. Then there is mature age entry which has also its own problems. Yeah but I think all of them wherever they are discovered they are dealt with even after 10 years of qualification the degree can still be withdrawn.

Interviewer

How far within the university itself?

Respondent

Yeah we have a – like at mature age we found there were staff who were involved in malpractices to aid. Those staff has appeared before the university disciplinary committee. I think they are being dismissed. Correct measures have been taken.

Interviewer

Again you've told me you've had a strategic plan, how would you describe its development and implementation having facilitated management of this university?

Respondent

You know when you have a vision, and then you know where you are going. When you don't have a vision then everybody tends to do whatever they want. I think the strategic plan has kept us going in one direction because we keep looking at that strategic plan, asking ourselves. What is our vision, what do we want to do in this next 5 years or whatever. So it keeps us in focus. I think it has contributed to direction. The management is then focused. Because you can easily get side-tracked, especially in a university like this when other people will begin to come and offer you various schemes. And because of hind sight and what have you, you don't know where you are going. You can begin to accept whatever assistance you are being given. You can get side-tracked but I think there it has kept us focused.

Interviewer

How do you do you keep your subordinates informed of whatever decisions you have taken that concern them?

Respondent

Ah! Before the coming of ICT and what have you, it was primarily, for example in my department, I have regular meetings with wardens, and people in my. I also have circulars. Each time there is a decision made I write circulars. We also send information on the intranet not to the halls because the halls are not yet connected.

Interviewer:

How do you maintain employee morale and satisfaction?

Respondent

There are two ways in which you can motivate people. There is extrinsic. That's one we normally we go we want more money; more of that; more of the other. But there is intrinsic which is inside. This comes by inspiring them by -- so that they feel they are doing something. I find people criticising more of work which comes from within. The other one however, much people keep paying salaries – some level, they will always ask for more. And our low level staff is always asking for more salary increments all the time. It's very difficult because even when you give it to them, they'll want more.

Interviewer

Have you had instances when employees have voiced their concerns over poor pay or promotions?

Respondent

Yes, they do. They have.

Interviewer

What fringe benefits do you have in place for your employees?

Respondent

Some of them get top up where they are able. The way it is running is that in order to motivate people it was decided that you try and make money in your department;

and if you make money some of that money should top up the salaries. So the departments that make money top up your staff.

Interviewer

How have you helped this university build a strong image across locally and internationally?

Respondent

You know the work with students; the students are one of our image builders or image destroyers. They have either built or destroyed the image. And of late failed they have been very bad because of our students being what they are being destructive, so our image has suffered. We are in the process of building that image. We've talked. This year, for example we have not had any strike. Yeah there used to be strikes almost two times a semester and what have you. So now we are building our image. It is taking a bit of time but it's our students. And then of course the other groups are the academic performance. That also builds our own image. How do students who leave here perform elsewhere? In their careers or in the post work in the other universities? And I think us doing very well. I know that I was in South Africa and we had a batch of our students, in South Africa and the people were praising them because they were doing well in class, my son was one of them. When he went to America he got a very good job after his masters. He just excelled. So I feel proud that we are turning out students of quality.

Interviewer

What strategies do you have for improving the networking environment for open communication?

Respondent

We have; I have an open door policy, that is, the students come here and they don't have to make an appointment to see me. Like you made an appointment, they do not have to make an appointment. They just come that they want to see me. If I am here and there is nobody inside they come and see me and they will tell. Two; almost all the students have my telephone number. So they call me. Whenever they pick up something they'll call any time even mid night. They will call me. Then on the internet, they write to me. And so for that I have a phone which is paying the highest bill I was allowed. I have to correspond with my students all the time. I cannot beep them; I must be able to answer them.

Interviewer

So what are your strong points when you are negotiating with clients as individuals or groups?

Respondent

I think my strong point is confidence. I think the students have the confidence in me by the time they come to see me. That their cases will be heard; and I think that's a strong point. That's why they come and that's why they call because they know once you call, the dean will take it up. There is security. I am available. And I think the students know that I love them, have no doubt that I like them. I love my students. I'm here for them. If they are not helped then I am not worth being here.

Interviewer

Describe how ICT has been adopted and adapted at this University?

Respondent

It is being used on but not yet fully operational. The halls of residence are not yet connected. They want to connect the halls of residence. We also are looking forward to lectures being

delivered on the Internet. We also look forward to examinations being graded, even exam results getting online. Registration of students should be done online. So we are not yet there. We know where to go but we have started. The training is being done not every body but they doing it. As I told you every department makes money, then every department depending on the money they make, can upgrade their equipment. Mine you can see how they are flat screen, mine are more recent ones but we started with other type. Even here we have upgraded ourselves.

Interviewer

What have you done at this university to make ensure balance of education access, quality and cost?

Respondent

The introduction of the evening programme. We used to have about 7000 people coming to Makerere University. Now we have 30,000. So we have more people that are coming. Of course it is equally low compared to other universities. Though we feel that we are not having a realistic it is too low but for the moment that is all.

Interviewer

Quality?

Respondent

This quality to some extent -- you might say we caused the suffering, because when we solicit funds we expanded very rapidly and without taking into account facilities and whatever. But two years ago, we stopped expanding and started reducing to consolidate on our gain. On our student ratio for laboratory and you know these are the things which are important.

Interviewer

Do you have a monitoring system for tracking the kind of services being rendered down in departments/sections?

Respondent

I think, like I said, every department has a head. And we each of us monitors. Each one monitors what happens. The planning and development department is the one charged with the overall monitoring.

Interviewer

So, thank you very much Bwana Dean.

RESPONDENT NO.5

Interviewer

What jobs have held before being a Vice Chancellor?

Respondent

Jobs?

Interviewer

Yes!

Respondent

By jobs you mean----?

Interviewer

Yes, the jobs you have held in your career.

What were you doing before you became a Vice Chancellor?

Respondent

Oh! I'll start with my final year when I was a student. At that time, I was a Mathematics tutor in the department. I became a lecturer. I became a head of department and became a dean. Those are the jobs I've had before.

Interviewer

What do you consider to be the three most important decisions of your life?

Respondent

When I decided to go back to do my PhD. aaaaaah! This was during Amin's time. I came back after doing my masters from the University of Toronto. I came back to do field work. Then I was not allowed to go back to continue with my PhD. So each time I would come to the Vice Chancellor, he would say 'no we don't have staff'. I decided quietly to apply for sponsorship. And I got sponsorship in Australia. I had not told the head of department. So in a week's time I took off. I think that may be, changed my life.

Interviewer

Second one?

Respondent

The second one was when I decided to start postgraduate training in the department of mathematics. All the years I had been in the department were difficult times. There was no research. In 1987, when I became head of department, I decided that the only way to build capacity in that department was to take on masters' degree training programme. We started with masters degrees. And I am happy to report that those who are running the department now came from those programmes, starting from the head of department downwards. And I think I have done my part as far as the university is concerned. I have produced capacity in the department.

Interviewer

Third one?

Respondent

The third one I would say when I decided to apply for being Vice Chancellor. By the way people didn't know I had applied until I was called for an interview and when we were short-listed. So this talking that I had campaigners; that people campaigned for me; People were totally surprised that I was in the race.

Interviewer

Was there anything difficult about the decision to apply for that Vice Chancellorship?

Respondent

Actually me I had wanted to continue to be a researcher, but my colleagues; some of my colleagues; not only here, even overseas. They prevailed on me. So, quietly I put in my application.

Interviewer

Bwana VC can you take me back to your academic preparation? Let's go back to primary and up to the university education.

Respondent

Oh Oh! I have had a very interesting humble very humble life. I am the first born in my family. I am told when I was about 2 years; I was taken to my maternal grandmother. Actually, I grew up there and by then I had many great grand grandmother.

I recall the environment and the tradition. Ah! And I can remember that I used to cultivate before I went to school. Even grow crops. And one vivid example was: one season; we had an uncle who was lazy so I grew a maize crop. It grew up but when it was ready he went to harvest. So, I was very annoyed with him. And this was an uncle of mine. I went to our grandfather to report him saying no this is very unfair. That is how I started being independent and also planning to do my own things. Now, when I started school I moved about three Kms from my grandmother to my maternal aunt. That is where I did my primary from one to primary four. Now my aunt liked me so much. I was, by that time the old child. I used to prepare meals, look after the young ones and even though there was an uncle in the neighbourhood. I would stay home. I am bringing this because in my life I think I have been independent. If there was a problem and I had to be left behind, my aunt would say, 'Go and stay with your uncle'. Eat from your uncle's. But I said 'No! I am used to staying home and preparing my meals.

Interviewer

Which year was this and which primary school was this P1 to P4?

Respondent

This was Kakoma Primary School. This is in Rakai District. If you know near Lwanda town, trading centre. That is where I did my Primary 1 to 4. Then after that I went nearer to home. This is in Kalisizo which is my home town, Matala Primary School, Church of Uganda. That is where I completed primary school.

Interviewer

So that is P5 and P6?

Respondent

I think I did well. I went to Kako. That was 59. I was at Kako for junior secondary one and okay J1 and J2. From Kako I went to Ntare School for my O'level. After Ntare School I came to Makerere College School. That was 1965 when I came to college school and since then I have been on this hill.

Interviewer

So now the university preparation, first degree?

Respondent

First degree, I did it at Makerere. But I had been admitted to do engineering in Nairobi. But I was intending to do Mathematics. So I didn't go for engineering.

Interviewer

First degree at Makerere University, which years?

Respondent

1967 to 1970.

Interviewer

Then second degree?

Respondent

1971 to 1972 University of Toronto, Canada. I came back and worked for 4 years as I told you before I went back for my PhD in Australia and completed in 1980 mid 80. I remember the time I came back, Binaisa had just been-- he had been removed. That day I landed in Nairobi.

Interviewer

What is your age?

Respondent

I am just over 63 years.

Interviewer

How would you describe your relationship between council members and the top management team members of this university?

Respondent

Now, that one depends on the individuals. Because you cannot generalize, each council, each management comes with different characteristics.

Interviewer

How is your team which you have now, how do you relate as a team with council which is in place?

Respondent

Now, council is a policy making body. Management is to implement what has been decided by council. Ah! But of course council can check on how they are doing. Chairman can talk to the chief executive officer, the Vice Chancellor or can communicate. The channel of communication is through the University Secretary, who is secretary to council. He is the one who communicates on council matters. So, really I would say we would be the people to implement. Ah oh we say to manage the affairs of the university, after council has guided us. I'll give you an example. The other time when council approved increase of tuition fees, it said, 'Management, go and implement'. We tried. It didn't work. So sometimes, as I have mentioned too many for, there are implementable policies; there are those which are difficult to implement. Yeah I think that is; we relate with council and normally it is management, which relates more with the chairperson of council not each individual. It is the chairperson. And if indeed we also want something to be discussed by council or if it is urgent, we request him or whoever it may be, to act on behalf of council. So that is how we operate, we relate

Interviewer

How have you built relationship between top management team members and staff across the university?

Respondent

Now, we have a management committee. And we meet once actually every Tuesday to deliberate on many affairs of the university. And in such meetings we agree on what each of us will do in that following week. This is how we have been managing. We try you see I am saying 'Me am in for this you don't concern me with that'. But you need to know what the others are doing because all what we do are related. So our meetings are very useful. Though management committee is not in the statutes of the Act, but this is advisory to the Vice Chancellor and I find it very helpful.

Interviewer

How do you get down to the grassroot persons in this university?

Respondent

Now, this is according to our offices. Once we agree we assign responsibilities. For example, if there is a problem with our administrative staff, we say University Secretary or Deputy Vice Chancellor, Finance and administration handle. Ah! Security matters are handled by Deputy Vice Chancellor finance and administration. If it is programmes in faculties, results in faculties, then the Deputy Vice Chancellor Academic Affairs handles.

Interviewer

What do you describe as the strengths and weaknesses of this university?

Respondent

Now the strengths of this university, I say are the human capacity we have. And I don't think any university in Uganda has the human capacity we have. In fact, I would not just say human capacity but expertise. That one I will challenge anybody – perhaps in the region. Two, the infrastructure, we have though now it is not enough but that is the strength of this university. Ah! The research carried out at this university is our strength. I don't think there is any other university which is carrying out all that. Now, the weaknesses: now I don't know whether I'll call this a weakness on part of the university –really it isn't a weakness because finance is not a weakness. It is a challenge. That is a challenge not a weakness.

Ah! I think the weakness of late; has been. I don't know whether we have over-decentralized. This is where people are now creating territories. And they don't want even to be questioned on how they run the business. Ah! And some are so defensive that this is the right because when for instance, you go to the extent of the dean saying 'We are the biggest faculty.' 'We are the richest faculty.' 'We contribute the biggest amount of money to the appropriation in aid.' So you can see people are looking at their territories rather than the university as a whole. So we are divided. Actually that has made the university weak rather than being together they are looking at their own.

Interviewer

With the experience you have at this university, how would you describe the development of strategies and activities that have made this university succeed?

Respondent

Okay. Strategy one: to try and get alternative financing avenue for the university rather than always hoping that government will solve them. I may be here tomorrow or I may be here today and tomorrow I may not be here. But I feel that the way to go, we must look for alternative ways of financing this university. This could be through partnering with other organisations, making investments in what we have. Ah! I think investment. That is how we shall be able to raise more money. Unfortunately, that is not an over-night thing, where people are demanding that you are not doing ABC. But you need to plan and this is what is going to appear in our strategic plan for the investment policy of the university.

Interviewer

Would you describe to me how the strategic plan has facilitated management of this university?

Respondent

I would just give one example. And this is not aaah I will give it. When I started as a researcher, you write a project, you take it to someone, they look at it, but the question they put across to you 'Is this area the priority of your institution?' 'Is it a priority of your government?' Now, if you don't have a strategic plan, and you cannot highlight that from that strategic plan, people will doubt whether what you are saying is right. And I went through all this before we developed the strategic plan. This was with the Norwegian support to the university. They were very concerned that we didn't have a strategic plan. Or what we had was not focused. So, they put in money to help us to develop a strategic plan.

And our priority is this, ICT was among the priorities. Yes, we went to USAID; we went to CIDA; we went to Carnegie; and they looked at it. Yes, this is an area which you have put down. Outreach programme was among those priority areas. That is how the Rockefeller foundation I@Mak came in. Because we put down the mission, objectives and what have you. Without that I don't see any institution really even starting planning, and on what basis.

When you come up with the activity plan for a year; that is the basis for a strategic plan, which is a must for any institution.

Interviewer

How do you describe the adaptation and adoption of ICT at this University?

Respondent

Okay, the coverage is I would say, it is not yet optimal it is still below. There are reasons for that. It is expensive. The good thing now we have laid the optic cables and so on. That was an expensive project but we have to build on that. Now, we brought in people, we train people, and they appreciate it. Now ICT is here. It is a tool which we must use. The system is being overwhelmed by the users. We don't have enough band width. And the band width is expensive. You remember one time when it was shut down, there were outcries? And if that had happened in 1995, nobody would even bother you. Nobody was aware of that. So ICT is here. We would like people to put their lectures on the web so that students can access them. We are only coming up with the e-learning project, in a few faculties. But it will take time to spread to other faculties.

Interviewer

How do you maintain employee morale and satisfaction at this university?

Respondent

That is difficult. Ah! You know, our salaries were enhanced. But before we had administrative staff, even the support staff that were not happy not until their salaries were also enhanced. The pay is low and that makes retention of staff difficult. I personally, I do not advocate for losing any of our academic staff. It takes time to train a person. The university puts in a lot, which is an investment. So I would like them to be happy. But, it is funds that limit us.

Interviewer

Bwana VC, how have you contributed in the building of a strong image of this university?

Respondent

I would say, locally through the I@mak. We have taken the university to the community. You go to Rakai; you go to Yumbe; Arua and you go to Mbale, people talk about Makerere. They know Makerere. And we have also been able to tap their knowledge into our curriculum. That is experience. I remember when we went to Yumbe and Arua, we found there a technician who had served in the UN in Sudan. When he returned back home he started digging wells and so on. So, we brought him to the Faculty of Technology to demonstrate that skill to our students. He did practical and experimenting patterns. So, I think that is how we have been able to market. It is not just to hear about the name makerere but experience and work. We teamed up with the local government. We have trained many of their people. The most recent one is the Makerere University Agro sector forum whereby we have gone out to the private sector. We have signed a memorandum of understanding. We are teaming up to do research and projects.

And I think we are having a training PhD programme for the National Water and Sewerage Corporation. We have already signed a memorandum. Makerere is going to be involved in running that programme.

Now internationally, I will say me I started quite a long time ago even before I became a VC. By the way, I may say, I am not blowing my own trumpet. People outside may appreciate my work more than people here in this country through the people I have trained. My students are recognised worldwide. I have coordinated projects here. In fact, one time we had the largest NUFFIC research programme. We are four in the department and we managed to coordinate it. The UNIDO initial project proposal for the NORAD support to makerere, I was the chairperson. That is how we got these buildings: Gender; Computer; food science; plus the researches, the ICT administrative support, ICT came through that. So, I think internationally that is what I have so far been able to contribute. And it is still going on. I have gone as far as Japan. We have exchange students here, even from Japan, and from Canada. They come and soon you'll hear that people there have even honoured me. For example, like in Norway, for what I have done but here they don't.

Interviewer

How do you balance education access, quality and cost at this University?

Respondent

Let me start with access. Of course we cannot let in everybody. We have limited capacity. So, we take the cream, cream in quotes. Ah! Now that brings me to quality. Now, where does quality start? Does it start at the university or does it start elsewhere? Can we do miracles at the university? If we get, the brains which are good but when I compare those who get four As' with those who used to get 2 principals D and C in our time. You find that these don't measure up with those in early days. Actually, I can echo the Chancellor's comment if you listened to him. He said; 'these first classes, it is good they passed, but is it quality education?' If one leaves Makerere and goes to another institution, will he be able to measure up to his grade compared to their grade? So quality is really emphasized at Makerere. And that is why we have set up a quality assurance unit in the university. We have a quality assurance committee. There is a joint committee of council and senate to address the quality education. So, we have realised that. I would say, we have not really deteriorated that much to be written off from the world map. Still, our students, our products still do perform well. In fact, wherever they go, they have promoted the international stand of this university. Wherever, they go they perform. And of recent as you may have realised the other countries, where they don't have many of their own students, they look to our students to be taken on their programmes. Yes.. so if we were all that bad they wouldn't. And wherever our brothers have gone, they have performed. But that doesn't mean that we should be complacent. We should even become aggressive on the issue of quality in education. I am one of those who do not want – if you have ever met my student they will tell you quality- performance.

Interviewer

Good. What about the cost?

Respondent

Oh! The cost? That is a big question. Can you offer quality education when what is charged does not measure up? You know, I have had the opportunity to sit on various committees; not only when I have been the Vice Chancellor, but even before.

I was on that committee which did the cost unit analysis of our programme. We analysed the cost of each of these programmes. We recommended that if we want this place, we want chemicals, you have equipment, you have to do field work, and this is the cost for that student. Now, if only a third of that unit cost is being paid, so what do you expect? A lot of what you want to be, what you wanted the student to achieve will not be done. So, quality and cost must match. Otherwise, in fact it is the quality which will suffer. That is what I will contribute.

Interviewer

Thank you Mr. Vice chancellor. I think I'll benefit a lot from this.

RESPONDENT NO.6

Interviewer

What jobs have you held before this one?

Respondent

I have been teaching since 1978 when I graduated from here. And I have taught in quite a number of places. My first appointment as a teacher was Teso College Aloet from 1978 up to 86. But crossing from about before '86 I was posted to one of the UCC's which had then been established in the country as one of the colleges of commerce. And that was Uganda College of Commerce, Soroti. So I taught there until 2000, that is when I left there. But before I left, in 1991, I was promoted to a deputy Principal of the College. Somewhere in 1999 an advert was put in the papers for a University Secretary, one who was to go to Makerere University Business School (MUBS). And I having been associated with commercial colleges before, I applied. I applied, of course, hoping that probably I would be taken to MUBS. So when I applied in '99, I went through the interview. Of course, those were the university interviews. And the university can post you anywhere. So, when I became one of the successful applicants I was retained here. I did not go (laughter!!) I was retained here. Ah! So I have been here since year 2000. And towards the end of the year or rather middle of 2004 there was an advertisement for a University Secretary, for which I applied. And interviews went on and I went through. On the first of November, 2004 I took charge as University Secretary and secretary to council up to now. And it is a contractual job.

Interviewer

For how long?

Respondent

For five years.

Interviewer

How long have you served now?

Respondent

There is only one 'kisanja'. There is only one 'kisanja' if I so wish. Yeah and I am left with I think 2 years. Yeah!

Interviewer

Could you explain the three most important decisions you've taken during your working life?

Respondent

One was to try as much as possible....I became a University Secretary I had a lot financial problems in the university. The university runs out of money and therefore we could not operate. So, I took it head-on and convinced the government to give us a ---

or rather to give us some money – a supplementary budget to take us to the end of the year. It was such a big struggle but somehow I succeeded and they gave us 4.5 bn/= to complete the year. I thought that is one of the key things that have happened --.

Ah! The other one is that immediately I came into office also that was a time when the Procurement Act came in force, the Public procurement and Disposal Act. And at that time we didn't have a procurement unit of the university. So, I had to work extremely hard. This was a new law – a new law and it had to be implemented at the university. So I had to find a way of getting some people in, in order to establish a procurement unit of the university. That unit was established in august. I think it was put in place in August 2004. Up to now, it is functioning although there are hiccups here and there. Ah! The unit, people have not mastered the Act and how to implement it. The unit is there and I think we are moving on fairly, fairly well.

Interviewer

Third one?

Respondent

The third one is the business of council. Ah! That is business of council of course. That could be another one. Ah! The other one is the budget. Ah! The budget submissions are by the units to the centre. Those unit budgets can be submitted to the finance committee of the University for Approval. When I came in I think it had been a big disease. The units were not submitting their budgets in time. You know the budget cycle is in such away that you have to start budgeting in December, so that by April you have finished your work. In fact, the university has finished her budget cycle and ready to submit her budget to the Ministry of education and Sports (MOES). The ministry then compiles it together with other departments' or sections' of the Ministry of Education for onward transmission to Finance Ministry. Finance also compiles the country wide-National Budget to be submitted to Parliament. So it was such a big disease. But in the last two years, the units have been able to budget very fast and submit their budgets to the centre.

However, this year the units did submit their budgets in time. We have not approved those budgets because of these problems of salary enhancement. We cannot operate within the budgets of the units. Not at all! And this year we have already summoned them that they should start budgeting this December so that by about April, everybody is ready. Unit budgets are ready for the finance committee of the council. I don't know whether we shall beat the deadline especially with these financial hardships of the university. But that is our intention.

Interviewer

Could you describe your academic preparation?

Respondent

Oh! Well... Well, I, of course – during our time of education, Ah! We had to go to the nearest primary school of the day. And these were called sub-grade schools. Some schools operated under trees or a grass thatched hut or even a church. That is where I went for my Primary one because it was the nearest. But I didn't last there. That was around 1962. I didn't last there. I joined a formal primary school. I was there up '68 where I gained Grade A. That was the first Grade in Primary Leaving Examination of '68. From there I went to Makobore High School in Kinyasano.

Interviewer

I wish I had switched off---- (Interruption by in coming telephone call)

Respondent

So from there -- I was there from 1969 to 1972. And even there I got a Grade 1 certificate with how many distinctions? Can I remember? I think it was 1 distinction or 2 distinctions with so many other credits. And from there I went to St. Peters college, Tororo for my A' level. Yeah 1973 yeah 1973 to 1974 and I studied Economics, Geography and History. And I got all the 3 principals: CCE; a C in Economics, a C in History and an E in Geography, and a pass subsidiary in General Paper. Then I came here in 1975 for my Bachelor of Arts degree concurrently with Education which I got in 1978. Then I went to the field. Ah! From the field, I came back 1996 for my masters and finished it. In fact 1996 and 1997 I finished it in record time. I finished it I think in 10 or 12 months. I came in 1996 and 1997 I had concluded my masters programme. And I went back to the field.

Interviewer

What is your age?

Respondent

I am 54 now. Yeah I am 54 having been born 20th December 1954. This is 2007, 53. That is 53 years of age.

Interviewer

How is your relationship with council and top management team members?

Respondent

Ah! I think with relationship; First of all with management I think we are doing fine. We are consultative. We look at others' problems and if you have a big problem in your office given that you cannot solve it. You put it before others and they may help you. But in most cases having been in this office for quite a time now, can I even count how many years now from 2000 up to now? Most of the issues, I am really, I am handling. And there is a lot of consultation, of course, between me and the others-DVC, the Vice chancellor and with council. Also, having been in council for quite a number of years, I think council is satisfied with my performance. Yeah, I think we are doing well.

Interviewer

With that background, have you ever thought of leaving this university or this job?

Respondent

Definitely, this is a contractual job, after 5 years. I must assure you that it is a taxing job. It is so taxing that I don't know whether I would want another 5 years after this one. I think it is better to change and find another thing to do. Also, you don't have to wait until I am 60 years. You say 'I want to retire' you must find other ways of living. After job-leaving and you shouldn't get that kind of job you can't get to know what you would like to do when you are still in the job. No, you should leave when you are fairly strong to do other things for yourself.

Interviewer

How do you deal with the day-to-day risks?

Respondent

In the first place I am governed by quite a number of documents that enable me to carry on with my work. As regards anything to do with my administration of the university what guides me are the council policies. If there is any problem at all that I find a hiccup or bottleneck I quickly refer to the policy. How, what does the policy say about this? How do I go about this? The other thing, I should have told you is that this job of a university secretary is one in two. You are a secretary to council and according to the Act you are the

one who organises council business and gives people policies which council has passed, give effects to those policies etc. The other bit is that I got another appointment from Ministry of Finance as an accounting officer of the university. So, in terms of accounting, I have a lot of books that guide me in the day-to-day running of the finances of the university. If there was time I would update you on some of them. So, I am guided by what is established. The law, I am guided by the Act. I am guided by the laws of the university. I am guided by the financial regulations that are issued from time to time by the Ministry of Finance apart from the rules that already exist. This includes, of course, the constitution of this country. So, that is what guides me. Ah! I am – on other things—before this office was given a status different from the office of human resource we were already developing a manual. It has already been developed. A Human Resource manual, which anybody new or old or whatever can easily go through by sit in his/her office and do some things using that guide.

Interviewer

How have you managed to build a working relationship with top management team members and staff across the university?

Respondent

Well I think—I would not really know. But I think may be that is self-assessment as it was self-assessment. I think what has enabled me to do that, is first to know the job. What exactly are you supposed to do in the job that you have been given? Is there anything that guides and guards you in that job? And once you know the facts about the job; facts about what guards you, then you can easily build relationship with other people. By being knowledgeable about what is supposed to be done. Once you have developed that trust in them. First of all, you are supposed to.... and when you are referred to; when somebody consults you and you give something valid to him/her. It builds that relationship in working. Of course, you must to some extent; you must have trust. You must have trust in your colleagues as you work together. And I think what has guided me most apart from what I have mentioned is that I think I am totally frank. I just say something to the best of my knowledge without any fear or favour. I say it as a fact because when you have said something as a fact you don't have to bother to protect it. Nothing the fact can talk for itself. And in so by doing that I think we have cultivated a lot of trust in one another.

Interviewer

What challenges have you met or anticipate in running this university?

Respondent

There are quite a number of challenges definitely in this office. I call it a university as a whole. There are obvious ones, definitely, such as the surging numbers in this university. I think we are, at the time in 1992, we called it a quiet revolution in terms of having two universities in one. That is a public university and a private university. So, as soon as those changes of 1992 came in, where private programmes were introduced. I think our many problems also started originating from there. Large numbers against very poor facilities or few facilities. Lecturers-the numbers are few in relation to the students. Apart from that, our establishment is very clear. But when you look at it, it is not actually true the establishment is not filled up. We have made advertisements from professors to what, to what and what!! Nothing is forth coming. So, that is the biggest problem.

Apart from that being big alone in itself; you know people; the idea of this 1992 quiet revolution was basically to enhance what the lecturers were taking away. But of course, now it has been mixed up. It is now also being used for so many other things. It is used for capital

development, used for staff development. It is also used for retirement, used to pay for electricity and what have you and used to top up salary. So, the whole exercise has been entirely mixed up. I was saying in terms of surging numbers, I think we are not really ready as such. We had not scientifically calculated as to how many we could take against the kind of facilities and staff that we had. But we just simply went into the programme or revolution without that scientific move. And it has given us a lot of a problems and that is quite a big thing. Then, one other big one is that from, for sometime now, in fact as far as 1992, government is slowly reducing her input in terms of finances in the universities. And by 1990, 1990 about, this university used to get 60% of its budget from government. But from then, it has continued dwindling and as we talk now, government support to the total budget of the university is about 45%. So, the rest has to be looked for by the university. And that is not a small problem. And as I talk about problems, it is not about to end.

So, there are quite a number of challenges in this office. Of course, that goes along with the remuneration of all the staff. There is no remuneration as such which can satisfy a person. But it should be in such a way that he/she is enabled to do his/her work. He/she is enabled to live above some level. I don't think we any where near that level. Because every year, every other time things are not getting any better. And of course -- although staff -- although there have been increments here and there, there have also been increments in those other factors, the weight or the strength of the increased salary. That is inevitable.

Interviewer

How do you make ensure information exchange, joint decision making, and collaborative behaviours among your team members?

Respondent

Yes. One of the things that we do in order to streamline our decisions, in top management is that every Tuesday of a week we sit in management. We look at the problems of the university. Apart from the problems that come for our resolving, each one of the heads of sections or departments makes a report about his/her constituency. For example, the Academic Registrar (AR) has to report. Okay, let's say the DVC/AR has to report about academia, the academic world. Then, the DVC/FA reports about finance and administration. I report about finances, including the bursar. The librarian reports about issues surrounding library service provision and the human resource gives information about the status of employment and what have you in the university. By so doing, we share information and take appropriate decisions that help us run this university.

Interviewer

What would you describe as the strengths and weaknesses of this university?

Respondent

Ah! One of the greatest strengths of the university this university, it is the name. The name has been built for years. As a great university, in terms of academics, in terms of all that it is engaged in as it should be, in terms of research and what have you. That is what is greatest; its' greatest assets.

Of course, these days the university is also somewhat running into some problems because we are no longer the *only one* university in the country as it was. Ah! That draws me into other challenge of the university.

That is to say, that there are of course, other emerging universities. These other emerging universities now have brought in competition. And I think that is not even bad because competition is good. It gives you a challenge. You weigh yourself so that you improve your performance. However, these universities have a problem in that they are given us a hardship because they are poaching on our human resource and the human resource which we develop using our own money. It is not even government money. Ah, well other people say it is government money but it is that money which the university collects. It uses the money for staff development, which staff is not using only for our benefit but we are now using it for all other universities. You can see they are all around here, surrounding us. And there is no way you can monitor, see and control them. There is no way you can monitor and say no, you cannot go there. It is very difficult.

Interviewer

With that competitive university education environment now, what strategies or activities are you developing to make sure that this university remains as strong as it is or even better?

Respondent

Well! Ah! I think you are asking about a strategic plan. Ah! In this strategic plan, from 2007 up to 2017 is a ten-year-plan; a strategic plan for the university. We have strategised in such a way that we want to gear the university into innovativeness. That could start and could cut an edge over the other competitors. We also want to concentrate our resources; we want to put our resources into a lot of research, which I think cannot be afforded by these other universities. We would also like to venture into other ways of survival. You know, now that government is withdrawing funding slowly, we have gone into finding other ways of raising funds for the university. And by so doing, if we raise those funds I think we will compete favourably. Once those funds are raised, and once we have sharpened our research and we have our human resource properly trained all the teaching and administrative staff, we shall survive better.

Interviewer

Could you highlight on a few cases you have that could hinder one's access to university education?

Respondent

Yeah! For sure, and I think; I wish you were there the other day when we were discussing the Mamdani book. There are definitely issues that we must accept have gone wrong which are now make people not to admire this university. And obviously talk about our teaching? Our teaching is not the type of teaching that we received in the '70s and '80s. We used to have tutorials. We used to have the professors you go there for one hour or two. Then you go back to a tutorial person who really now sharpens you in the area that you were talking about with the professor. That no longer exists. Now look at the attendance in the class—300 people attending to one person. Others are hanging on the windows, others are – those numbers cannot really make us be admired. Look at the way people have lined up looking for transcripts; those who have managed to finish. It's not anything we must hide. It takes a lot of time. Some of our people have lost the ethics of work; they are rude; they are not helpful; they are not client oriented.

So such things cannot make us to be admired. They are not client-oriented. So, such things cannot make the world admire what we are doing anymore.

Interviewer

How has the strategic plan facilitated management of this University?

Respondent

Ah! In the first instance I think that plan was; at least I can make reference to a strategic plan of the office of the Vice Chancellor and the University Secretary. But we can make reference to the other one. That strategic plan actually opened our minds. It is just like teaching. Once you have prepared a lesson and you adhere to it. At the end of the day when you sit down to assess the lesson via the students, you will find that the students have performed. So, even here that strategic plan worked. We followed it and we have gained a lot from that strategic plan. The last strategic plan, we have followed it and we have found that we gained a lot out of that strategic plan. All these buildings you see coming up were in that plan: The library, CIT, Food science, Gender, and what have you all those. And Nyapea, there is a hostel coming up near Nyapea in Kabanyolo. All those structures were in the plan. And we had - As the years were passing, we had to ensure that what was planned to be done, was actually, had been done. In terms of staff training; I wish I had- we have trained a number of people at all levels; degree level; master's level; PhD. We have done a lot of training. And so we followed that- because in the plan, we had vowed, we estimated to train a certain number of our staff. And somewhere I think we achieved that one 50 or 60%, which was quite encouraging. In terms of the library, I think we our library has improved greatly. ICT was one of the issues that were in the plan. You can see now, we are fairly advanced in terms of ICT. And many years that plan, which has expired, I can assure you, I think we fulfilled 60% more than 60%.

Interviewer

How do you keep your subordinates informed about decisions taken that concern them?

Respondent

Oooooh! We have – in the past; we used to have what I called confidential records where a head of section would quietly feed in somebody's performance and so on. At the end of the year he/she assesses him/ her without even involving him/her. But we have moved away from that and the human resource is working on that programme where we are no longer going into confidential reports. I forget the correct term but we assess somebody in his/her presence.

Interviewer

Is that a kind of appraisal?

Respondent

Yes. Appraisal. We now appraise people. We no longer do the confidential reporting. So, that is it. So, that we are able to know; the person is able to know his/her weaknesses. Between two of you and him/her we can determine what kind of training one should undertake so that he/she improves on performance. That is how we can – in terms of making people know what decisions have been taken and vice versa.

After we have for example met in top management, I have to bring that information back to my department by having a meeting. I inform them of what has happened in top management. But actually, the origin of the agenda of top management comes from the departmental meeting.

So, we discuss some issues and I think this issue needs attention of top management or attention of this committee, attention of the other one. So, by that way we bring what is from top management down and take what is from down to the other side. That also applies to council. The decisions of council are carried downwards to employees and all constituencies of council. And then they also bring the things of those constituencies to council by the same channels and different committees.

Interviewer

Could tell me more on how you maintain employee morale and satisfaction?

Respondent

Ah! One of the things, we have encouraged them. At every level to identify; they themselves to make a self assessment and identify areas where they think they have weaknesses. Once they have done that we encourage them to look for a place where he or she can go for improvement or sharpen them. That is one. That is through training.

The other one is that very often we have workshops within the departments and what have you to look at various issues, like the production of the manual. For example, we had to go through a number of workshops. In terms of office, we have office space we have tried as much as possible to give each person some good place to sit, something acceptable. Although you know it is not as good as one would expect. Chairs are there, sitting arrangement, including the break tea and what have you; such small things. And of course, what is important here, I must say it is encouraging employees. Just to say 'thank you' whenever you see something good about an employee, just thanking will encourage that person and people feel very good.

Interviewer

How have you helped the university build a strong image across locally and internationally?

Respondent

Image! Of course you know building an image is not possible for one person. It is some collective effort. I couldn't really pick one instance or one thing that I have made to portray the image of the university. I think there is a lot of change towards clientele awareness. The reception that we give in this office, I think has been commendable by quite a number of people. And they compare it with the past. So, probably that could be the smallest bit that we have managed to achieve. Our reception at least is not bad. We get good encouraging comments about this office.

Interviewer

What do you consider to be your strong points when negotiating with clients as individuals or groups?

Respondent

Ah! In most cases, you must know the subject matter of your negotiation. You must know how much you can offer so that once you know the facts about what you are negotiating about. And you know your strength in terms of what you can offer. Then you can break even. You do not just go into negotiation and blindly. You do not even know the other person's strength. You do not even know your own strength. So, very often before we go for any negotiations, we must look at what we want to achieve. What is our strength? And what can we offer? That is how we manage.

Interviewer

Describe how ICT has been adapted and adopted at this university?

Respondent

One of the issues that we have had with the ICT is that; first of all when we started it, it was mainly; can I say it was mainly 100% donor supported. Now that the donors are withdrawing, it is becoming a great problem indeed. It is costing us a lot of money. Ah! For example, at the time when the donors were still supporting it, I think the amount with that they were supporting it was about 2.3 to 2.5bn shillings. Of course, now with the costs of maintenance and the costs of band width has all increased. Now that they have withdrawn, we have to look for something like 3bn shillings for the sustenance of these systems, which we have put in place. And it is not easy. It is not easy. Somewhere we could get some money for sustenance is one, from government, then b, from the consumers of this Internet, of this service. Now we haven't got any, anything from government. Now from the consumers, direct consumers; we and the students? We hope, may be, and could levy some fee from the students. That has not been possible. However, I think, may be in the next years eight and nine, probably. We'll levy some fee. So the problem that we have in it is first of all that of maintenance. It is very costly.

Of course, the other problem, I think we are still in a transition. We are changing from the manual system to the computerized system, for all our services. There are still some services, which are not computerised. A few are computerised. So, we are working in between computerisation and manual system. And changing is not something, which you can do in a day. It is a transition and is supposed to take us a bit of some time before completion. Otherwise, I think we are going to adopt – adapt ICT in all our aspects of our operations in the university. We have no chance, no way!

Interviewer

How do you manage to balance the university education access, the quality and the cost at this University?

Respondent

Access, quality and cost? Now the issue of access of university education is really an issue of both the university and government. You remember in 1992, government actually opened up access to university education by allowing these private programmes to mix up with – and so it has to continue that way. However, this access has now to be equated with the quality. That means, as government and university agree on the private programmes to be mounted in the university, there must be a provision by the university of quality education. This means that quality to improve the private students have to pay as much as for example the government pays for her government sponsored students. Because the rate now of private against government is government is contributing about 4m/= to education of her government sponsored students while the private student on average pays 1.2m for any programme. So we cannot, there is no way. If we are to provide quality, which includes the staff, which includes the facilities, and we have to get the facilities from the money that these privates are paying, then this money has to go up. Government has to accept somehow. If it cannot accept for the private programmes to increase their charges then government should provide the money. If it cannot provide the money, open it up and provide loans. That is how we can equate access to quality and cost. Otherwise, there are quite a number of people now who can access. But once you access this education it must be of quality nature. And there are costs towards the quality education, which must be borne.

Interviewer

So what's on the ground?

Respondent

So what is on the ground now, is that we are trying as much as possible to convince government to increase the charges, so that we can buy all the facilities and provide for all the teachers for quality education. If the costs cannot be increased and if the money cannot be increased in terms of charges it can be very difficult to improve the quality of this education. There is no way. Alternatively, we can reduce access so that those who come are matched with the facilities which are there. So you cannot increase access and hope that quality will be maintained. So, these three have to be negotiated: access, quality and cost. There is nothing, which is of a qualitative nature which does not cost.

Interviewer

Thank you very much Bwana University Secretary.

RESPONDENT NO.7**Interviewer**

What jobs did you have before this one?

Respondent

Well, I must say I studied here for my first degree. I did B.A. with concurrent diploma in Education. I went to teach as a graduate teacher and rose to the level of a Deputy Headmaster. This was an A' level boarding secondary school. I came back for my master's degree and did master of education in administration. And completed in 1988 and 1989 I got this job as Assistant Registrar. I rose through Senior Assistant Registrar, Deputy Registrar and now Academic Registrar.

Interviewer

What would do you consider to be the three most important decisions you've taken in your working life?

Respondent

The most important ones are on disciplinary grounds for students and for staff; for students who went against rules and regulations. I participated in committees where they were suspended or dismissed. And for staff, I have participated in disciplinary cases where staff was cautioned. Others, were transferred to other departments. And a few were dismissed from service. I have also participated in taking decisions on financial matters, where we had up with finances, particularly when I was in school, where we used money from one account to settle problems in another area. And we would replace that money later.

Interviewer

What was difficult in the disciplinary action against students?

Respondent

I think the most difficult thing is the accused. Normally, the accused are not willing to tell you the truth. You take a lot of time to get to the roots of what happened.

Interviewer

What books have you read in the recent past months?

Respondent

I've read the – real not books but the visitation reports on Makerere University. These include Mamdani's book on Makerere and the laws in Uganda, this is the Constitution.

Interviewer

Could you tell me about your educational preparation for this job?

Respondent

Yes, I went to Paraa for primary school. I went to Aloet secondary school for my junior secondary education. I went to Kabalega Secondary School from Senior 1 to Senior 6. I joined Makerere University for my first degree, from 1975 and completed in 1978. As I told you I went teaching from 1978 up to 1987 when I came here for my master's degree.

Interviewer

What's your age?

Respondent

I am now 56 I must say. I was born in 1952.

Interviewer

Yeah! Let's look at the management of the university. I presume you sit on council?

Respondent

Yes, I am in attendance in council.

Interviewer

So, how would you describe your relationship with council members and top management team of this university?

Respondent

The relationship is good. It's conducive, that is, between council and management.

Interviewer

How is your performance evaluated?

Respondent

I do not think we have a performance schedule for top management—I do not think we have it yet.

Interviewer

In your deliberations at council, have you noticed a situation where there has been a disagreement in those meetings?

Respondent

Yes, there are disagreements. Definitely there are disagreements. But eventually, at the end, the disagreements are followed by agreements. This is particularly, when it comes to staff matters. You know we have academic staff representatives on council. So, normally things on staff, the academic representatives normally take their own firm stand. And it takes time for council to convince them to really see the rationale of the decision being taken.

Interviewer

How do you describe your relationship with top management team members?

Respondent

Within top management only?

Interviewer

Yes.

Respondent

I think so far our relationships have worked well; although a few times I have noticed a problem between Vice Chancellor and Deputy Vice Chancellor Academic Affairs.

Interviewer

How do you explain the relationship between top management team members and council in terms of power relations?

Respondent

For top management and council members, the relationship as I said is good. Yeah, the only thing I have noted of late is that there is concern among some members of council, that the Vice Chancellor is traveling a lot. In fact, it featured in our last meeting and even by the former chairperson of council who is not with us now. She was also concerned that the VC and DVCs travel a lot. That seems to be the only thing I've seen as the problem between council and top management. Otherwise, on other things there is no problem.

Interviewer

Is there time when you have thought of leaving this university?

Respondent

The thought I now entertain, is when I clock sixty years. I want to leave the university and do business. (Laughter)

Interviewer

How have you built your relationship with top management team members and staff across the University?

Respondent

I think I attribute that to my personality. I am generally a very sociable and approachable person. Ah! It makes me penetrate everybody's personality. Secondly, my wide experience in administration. As a teacher, as a deputy headmaster gained experience in administering people, both people below me and above me. So, whenever taking decisions, actually, I normally gauge before the decision is taken. I say, if they take the decision like this then we are going to be, okay. If they don't; then of course the training in administration has helped. And the sheer fact that—once you have done education as a profession your ability to interact with people is enhanced

Interviewer

What's your view of top management team composition in terms of gender, background education or even other historical education background of members?

Respondent

Yes, I think in terms of gender there is still a big imbalance because currently we have only two female members of staff on management. There is the librarian, and DVC academic affairs. We are ten so that is two out of ten, 20%. In such big area, that is a big imbalance. In terms of age, I think it is, okay, because we have the VC who is about sixty three years old. Then we have a Planning Department officer who I think is in his 40s; Mr. ..., and I think the good thing is that all of them are people who have been in academia. They really understand how the university works. Yeah, unlike if for example, you had a VC who may be, was a former District Commissioner. He would find it difficult to adjust.

Interviewer

Yeah! Now, are there any challenges you have met or anticipate in managing this institution?

Respondent

Yeah! Definitely as you would expect in any institution, there are challenges. I think in our case as Makerere University, the biggest challenge we have is lack of resources; particularly financial resources and academic human resources. This is critical. This is a situation where you find the university, which became a national university in 1970 and there is no professor in whole Faculty of Technology. That is the case in very many faculties. This is a very huge institution.

The thirty five billion shillings (35bn/=), which government gives us is nothing. Because out of that money, I think thirty three (33bn/=) goes to salaries and wages only. So you can imagine running the rest of the University with 3billion/ 2billion plus the internally generated funds. And as you know this money, the students pay late. They pay at the exam time. Yet, the real teaching should take place at the beginning of the semester. So, those are the main challenges. What I now see is a – the academic staff association – they are really becoming a big body, to really listen to. They have so many concerns they keep raising. They have gone beyond their mere welfare. They challenge administration on such as shortage of staff, lack of living wage, and for infrastructure.

Interviewer

Yeah! Now, in your top management deliberations, how do you ensure that there is information exchange and joint decision making, generally collaboration behaviour?

Respondent

Before we hold meetings normally, members of top management are requested to generate items for inclusion on the agenda and send it to the secretary. Then the agenda papers are sent to us before the meeting day. Each item the chairperson introduces, he requests people to give their views and contributions. The final decision is arrived at as a group. What I have noted is that our chairperson doesn't dictate decisions.

Interviewer

How would do you describe the strengths and weaknesses of the university?

Respondent

Well, on the strengths; I think one of the big pillars of our strength is our solid academic history as a great university in East and Central Africa. That history is still very strong in people's minds, particularly, outside the country. If you leave this country and go outside and mention you are from Makerere University, you are a darling of everybody.

Secondly, Makerere University adheres to rules and regulations in all its endeavours. Right from admission of students up to firing a student; firing an employee, rules and regulations are adhered to. This is an institution where you have rules and regulations and policies laid down. We now have a policy on anti-sexual harassment. We now have a policy on AIDS/HIV. We now have a policy on research. We now even have a policy on copy writes and patents. And all these other institutions come to us to get this from us.

Thirdly, Makerere University has all along emphasised training of its staff. In fact, from our internally generated funds we set aside between 700m/= to 900m/= every year for staff development.

The only problem is that some of the staff we train, even before they complete or immediately they complete their work, they leave us. Sadly, government and private sector poach on our staff that we have trained. You can see right from Vice President. (Laughter).

Fourthly, the stake holders particularly, applicants, have a lot of hope in what we do. We are the first point of reference when it comes to application.

Fifthly, we are in the good books of the development partners. In fact when it comes to infrastructural development, training of staff, particularly in the sciences, it is our developmental partners doing it.

Interviewer

Are there some academic programmes that are running here and not elsewhere?

Respondent

Within the country? Well, I think we have them. I do not know whether there is any other university running a bachelor's degree in civil engineering purely or electro-engineering. I know Kyambogo is doing something but it is more of a vocational degree than academic. There could be a few others like Pharmacy I don't know whether Mbarara has now started Pharmacy. Architecture? I don't know. I do not think what they are doing in Nkozi is really Architecture. But they have something similar to it.

Interviewer

Yeah! What is your experience in this competitive University education, especially when it comes to developing strategies and activities that succeed?

Respondent

In spite of the fact that there are many other educational institutions coming up, this should not dilute any of its rules, regulations and policies. I want to elaborate on this. You find now there are institutions who admit students who have got one principal pass. There are now institutions, which are admitting Kenyans who have completed Senior four to do degree programmes, most of these are in Kampala International University (KIU). Makerere University maintains that to do a diploma course you must have two principal passes. Even our young affiliated Makerere University business School (MUBS) is admitting students with one principal pass to do diploma courses. But Makerere has not yet reduced to one principal pass. So, my hope is that we maintain the standards of our rules, regulations and policies as they are. Not to reduce them because other institutions are doing it.

Secondly, we should explore ways of increasing our financial revenue. That is the heart, that is, the engine of having good infrastructure. Also, attracting competent staff and retaining them. So, I think reasonable fees increments should be made. And other sources of revenue earning; there is a source which we have not really yet exploited. The alumni like you. They are giving nothing when we have given them everything. And these are the people who are running universities in the developed countries. Unfortunately, Makerere we have nothing. People do not yet appreciate the university that has put bread on their tables and rooftops on their heads.

Interviewer

In your operations at campus, have you done any changes in programmes to meet the stakeholder demands?

Respondent

Yeah! In the past, departments would initiate programmes send them to senate. But now, we emphasise that before you bring your programme to senate, do two things. One, you should find out the needs of the people for that programme. Secondly, make sure the apex organisation, people who normally absorb the products will absorb the products of that programme, then have look at the programme given input. We are now emphasising that one. And we hope through that we shall meet the needs of the stake holders.

Interviewer

Is there any area of university education abuse that is critical to one's access or that could hinder someone from coming to study at this university?

Respondent

Currently, I don't see any abuses that would hinder somebody to come here. This is because, as I said, we adhere to our policies. But having said that, we sometimes had cases where we discovered that some students have been admitted when they have not reached the required minimum standards. And I think the person I replaced, the former academic registrar fell in

that trap, where somebody who had not passed chemistry and biology at principal level in order to do Medicine. A person who was admitted had not passed Chemistry. And there was another lady who had not passed mature age entry examinations but was found admitted. And that is what brought him down. And as we talk now, we have discovered big problems with mature age entry examinations. That is between a certain periods, actually between 2001 and 2006. There is a person who was in charge of mature age exams who was receiving money illegally. And this affected admissions. He was changing marks after the admissions board had met. He was changing marks, including people who had not passed, giving them more marks. Those things we discovered them afterwards. But when we discover them we take action. We take action.

Interviewer

How do you describe development/implementation of the strategic plan having facilitated the management of this university?

Respondent

Yes, the university has a strategic plan. First of all, it is participatory. We develop our plans by allowing the whole community to participate in coming up with the plans. That is, from units and departments. In fact, we have done that from, you know, 2007 to 2017. Now we are reaching the final stages. All our development partners want that document first before they give us any assistance. They normally want you to present to them your strategic plan. And I think the fact that they have come in means that we have been doing a good job with our plans.

Interviewer

Could you describe how you keep your subordinates informed about the decisions taken about their performance?

Respondent

Individuals' performance? What we have is annually. Each division like in my case in my department has five divisions, headed by the Deputy Registrar. Annually, they look at the performance of each person in their divisions. Then, I look at their recommendations and then I call those individuals and we talk together.

Interviewer

How do you keep these people's morale and job satisfaction high? How do you maintain it?

Respondent

When I entered this office in November, 2004 in my first address, official address, I told them that we were going to be the most servants of all the people in the department. And I think that is the best way I think. That is why we are called public servants. So, I always avail myself. In fact, one time one of my colleagues, Mr....said that please; Can you introduce me to the academic registrar? You don't need introduction to that man. The man is so simple. You just go. You know avail yourself at that level.

Secondly, I have noticed that, since we don't have a living wage in this country, we normally include this in our budget.

For example, during registration it is very hectic. So, we give those who have participated, an allowance apart from their salary. We also give top up. We pay the cost of living allowance every month. So, I am lucky that the university council has allowed us to run our own budget from the functional fees we collect. So, out of that money we give allowances to staff. And I think, actually we are much better off than all the other departments, I should say.

Interviewer

Have you had a situation where employees have raised their concerns over poor pay or promotion?

Respondent

Yes, I have had a situation where my colleagues have complained about delays in these allowances. You know right now (people are) council is debating whether they should not centralise some of these financial transactions. Since the financial year started in July, I delayed to pay these allowances I was talking to you about. I have just paid recently because they wanted to review the whole business of budgeting on money collected internally. So, definitely there have been complaints from my colleagues about no payment of allowances. What is happening to our allowances for this period? But, as I told you within the last two weeks after talking to members of management, I have now decided that even as we wait for that review, we should continue as we used to do.

Interviewer

Okay.

Respondent

Then, on the issue of promotion, we have departmental promotions' advisory committee, which looks at all cases of people who want promotion and appointment. There are one or two cases. We recently promoted some of our staff. There were two or three people who were dissatisfied, actually three. One was an administrative assistant who wanted to become senior administrative officer. We made a mistake. We did not look at her records very well. So, we reported that she was on probation while she had actually completed her probation. But when she brought the matter to us I have taken up the matter with the appointments board and they have corrected it. She has been promoted. Then there are two others. A lady who wanted to be promoted to senior assistant registrar and another who wanted to be promoted to a deputy registrar. Their complaints are still being looked at. But generally there is a committee, which handles it.

Interviewer

Now can you explain or describe to me how you have been able to develop an image; a strong image of this university in this country even across the entire university?

Respondent

I adhere to laws and regulations and policies set. And you cannot make me change that. Admission requirements, you have to be admitted according to the regulations. So, I uphold the rules and regulations and policies of this university. And I just feel it has to be like that.

Interviewer

What do you consider as your strong points when negotiating with these individuals or groups; what are your tactics?

Respondent

I think the best tool is listening. First of all, creating an atmosphere where somebody does not feel intimidated. Then I listen to them. Then I put my case also to them. Then at the end I ask; 'Is the decision we have arrived at not the best in the circumstances?' So that seems to be my way of handling issues.

Interviewer

Describe ICT adoption at this University?

Respondent

Ah! Honestly, we are still at the very elementary stages of adopting the ICT. But we are determined to embrace it wholly. Yeah! For example like in our department we have a system that the university bought called ARIS, Academic Record Information System. We want this system to do everything for us; right from admission right up to the production of transcripts and certificates. But there are still a lot of loopholes. At the moment we can only use it for registration. We are not really, yet, using it for production of certificates and transcripts.

Interviewer

When you look at the whole university now, broadly, how is the ICT being used on the average?

Respondent

I think, generally as I told you we are very determined to embrace ICT. So, I think, one thing is, all units are encouraged to acquire the hardware, although it has not quite reached every student and member of staff. But many people have now the PCs on their tables. We are now also doing a lot of communication through the Internet. Departments are now entering marks on the system. The rest I said we have not yet reached. We are still at the appreciable stage.

Interviewer

What have you done to ensure the balance of education in terms of access, quality and cost?

Respondent

May be it is useful to give you a brief history. In the early 90s we had to decide whether to wait for infrastructure first and then admit more or admit more and then go on and build infrastructure. We went for the latter. We admitted as we developed infrastructure.

Ah! What we have done is to make sure that the big numbers of students are not in units where you need a lot of costs. For example, our increase in numbers is mainly in Humanities. But when you go to the Sciences, the increments are very minimal. Because we note that they need more equipment, closer teacher-student contact. But we know when you are doing History, one lecturer can teach 500 – 1000 students. So we are very conscious of the fact that in sciences the increments should be very carefully studied before they are made.

Thirdly, we have noted that we have to enhance quality assurance. We now have a quality assurance project supported by Carnegie where we are piloting the Faculty of Science and the Faculty of Law. We have the quality assurance manager for them. Not only that we now have a joint Senate/council quality assurance committee, which is chaired by a member of council who was once a senior lecturer in the faculty of technology. We now have a quality assurance policy frame-work which council approved about four or five months ago. This committee is doing a commendable job.

For the last two months, before any new programme is taken to council, this committee must look at it. In fact, of late, members of the committee have gone to faculties, schools and institutes who were proposing programmes, physically to check on their infrastructure before they can allow them or recommend them to council. Then, they report to council. We are emphasizing quality assurance mechanisms to ensure that we have quality in our teaching and learning. It is still young but we are in that direction and we are really determined.

Interviewer

Thank you.

RESPONDENT NO.8

Interviewer

Could you tell me about your self in terms of what jobs you have had before this one?

Respondent

Oh, I worked in Mbarara Municipal Council, as an Assistant Town Clerk. I also worked with Uganda YMCA, as an assistant Secretary General. Those are the two. Besides teaching, after university I taught in secondary schools.

Interviewer

What do you consider to be the three most important decisions of your life, in your working career?

Because like, when I was in YMCA, it is an NGO, the job security was not here. When I went to council, I now joined the main stream civil service. I left council because of the politics there. Local politics, which do not really make one, do what is supposed to be officially done. That is when I decided to come here. This institution is better organised.

Interviewer

What books have you read in the present past?

Respondent

Do I remember the titles? Because you know, I was recently a student of Uganda Management institute (UMI) doing Master's Degree Programme, which I completed in 2006.

Interviewer

What books have you read in the last three months?

Respondent

Besides newspapers, I am not a good reader.

Interviewer

What is your education background?

Respondent

I did a Bachelor of Arts, Makerere University, which I completed in 1984, political, I did Social Administration and Philosophy. I went for a Postgraduate Diploma in Public Administration at UMI. Then the recent achievement was a Master's degree in Management studies still at UMI.

Interviewer

Does it have any relationship with what you are doing here in this university?

Respondent

Management, because I am a manager, I think.

Interviewer

What is your age?

48 years old.

Interviewer

Can you describe your relationship with council members?

Respondent

Cordial. We have not had any problems with our council members.

Interviewer

Now, when I look at council and its roles and functions, how would you want them to evaluate your performance?

Respondent

You know council's evaluation really is done, when it is conducting its business – meetings. Of course, as management we prepare for council. Council approves our budget. It has different specialised committees, like estates and finance. Now, the way we present our ideas. I think, that is how mainly council really monitors and evaluates us. Because if you present something today and tomorrow you are doing something differently, of course, council will not be impressed. Besides that, they also actually visit, for instance, some of the development sites we are implementing. Like recently, our chairman of council came and was interested in knowing what they passed in budget. We have a structure ongoing and it has taken some time without being completed. So, he got interested and said; what are these people doing? He physically came. Besides that what other role does council do? The other thing, of course, like I said, council works through committees. There is appointments board, for instance, for which I am the secretary. Now when the appointments board promotes, and demotes, it is doing that. It is evaluating and monitoring the performance of management.

Interviewer

Is there any time when you have ever disagreed with council on certain issues?

Respondent

Not in the recent past. I am not aware of the disagreement we have had.

Interviewer

In the first instance, you are sighting on the structures and the chairman had to come in. Was it only just monitoring?

Respondent

Yaah, because you see the contract period elapsed. And this is the problem of contractors not us really. Of course, when we started the structure we knew what we wanted. Every time, we have been going to meetings, telling members, we have been let down. So, the chairman actually came to confirm what we had been saying. And you cannot call that a conflict. we gave our reasons for the delay. When he actually visited the site, he wanted to confirm whether what we were saying was correct. He even talked to the contractors.

Interviewer

How are the power relations between top management team and council?

Respondent

You know like I said, council is on top. It is in charge of policy. Management presents to council business, you know. The council, of course, has an input not every thing you put must be accepted the way you present it. You know but together you come out with an agreed position.

Interviewer

What has been the experience in dealing with risks in this office in your day- to- day activities?

Respondent

Risks? Yes. But what risk? You know civil servants work under set guidelines. I mean you do not create yours or else you will be doing a wrong thing. For instance, if it is something to do with finances, if you go outside the rules and regulations or what financial regulations state, then of course, you will be queried. But that is why sometimes we actually appear before Public Accounts Committee in parliament. This is because mainly you have gone outside what the regulations provide for. So, really risk taking in most of government institutions is to really not something you can attempt.

Interviewer

Is there a time when you have thought of leaving this university?

Respondent

Yeah, of course like now, I do not know whether you are aware that the payment in public universities is done differently. The lecturers get more than the administrators and non-teaching staff. I mean under those circumstances, you think supposing there was another opening elsewhere. That kind of discrimination is odd. You see, you are here you are the one who is implementing, you pay. You recruit these Ugandans some have recently come out of school. Then they earn more than you. You have those feelings naturally.

Interviewer

How would you describe your working relationship with the top management team members and staff across the university?

Respondent

Apparently, I am the secretary of top management. So, I would think we work as a team. We discuss issues and take positions. And what ever decisions, of course, that are taken affect the entire university. We always communicate what we decide. I do not think there has been any problem as far as the relationship among us and between others and the community at large.

Interviewer

What is your view of the historical background, age, gender, beliefs and perceptions of the top management team members?

Respondent

The Vice Chancellor chairs top management. We have one Deputy Vice Chancellor, Academic Registrar, University Secretary, Bursar, Dean of Students, and because we are also associated with the Main hospital so the executive director, sits on it also. Now, gender of course, we do not discriminate. But as I talk, members are really all males. We do not have females in those positions mentioned. But it is not deliberate. For age, you occupy offices by qualification not by age. Most of the members are really adults. Well, I think the youngest should be about 46 /45 years. And I am sure the Vice Chancellor is about 62/63 years. The Vice Chancellor has been a Vice Chancellor since this institution started, Academic Registrar the same, University Secretary the same, Bursar almost the same. Except when they were coming here, the Vice Chancellor was coming from Makerere University. He was a Deputy Vice Chancellor there. The Registrar was also in Makerere University.

The Dean of Students came from a Co operative School, Kigumba, and Wobulenzi. The Bursar was coming from a Private organisation, Coca Cola. Some of us came from the other service sectors and of course the university secretary was also a medical superintendent.

Interviewer

So, when you are interacting, as top management team, what is your view of the beliefs and perceptions of issues that govern this institution when you are there?

Respondent

Well, well. Because like I said, institutions like these ones have generally, beliefs, goals, and we have a mission which is accepted by all of us. You cannot deviate from that.

Interviewer

Any challenges you have met or anticipate in managing this university?

Respondent

Of course, the challenges are mainly financial. We do not implement a lot of things because of lack of funds. I think it is mainly that.

The other challenge of course is retaining highly qualified people, it is not easy, and you know this is a rural university. Most people would want to be in Kampala where there are other opportunities. So, we have had cases where you train for instance, someone, like PhD level and Master's Level but after they have acquired those qualifications they go away. So, retention of staff is very low. Even the attraction by the way, to get a PhD qualified person and bring him here, some of these specialised cases is not easy.

Interviewer

Okay, now the top management team, how do you ensure information exchange, joint decision making and collaborative behaviours?

Respondent

I mean at that level, I mean you are working as a team. You are working for the good of the institution, all of you. People, members are open. First of all, before we go for discussions, many times when there are issues, they are written down. They are circulated among members before time. They will say I want to talk about this. So, you circulate copies to members. By the time they come for the meeting, they have read what they are going to discuss. Each one comes with ideas. Of course, a decision is taken with everybody's contribution.

And what process do you engage in before coming to the final decision?

Respondent

By consensus! We do not vote. We rarely vote here. We have not seen an institution where we go for voting.

Interviewer

What do you think are the strengths and weaknesses of this University?

Respondent

The strengths, one of them for which we have been praised, is the community approach in teaching. I think we have earned a name. We have had feedback from the community where we place our students. Most of the programmes have that component of going to the community. That is one of the biggest achievements, so far.

Two, we have not had scandals in management, finance, we have not. We have not had any problems, the reputation is high. Okay, a few things normally come out but they are always answered.

Interviewer

What are the challenges facing this university?

Respondent

Challenges, space, we cannot expand. You know, we have learned. The main campus is supposed to be located a few kilometers from here. We are not able to develop that land because we do not have the funds.

Two, like I said retention of staff, retention! Retention, keeping your qualified people and retaining them is a problem. Of course, we have a problem, it is related to finances, and our ICT capacity is not developed yet. We are still in infant stage, because of course, with globalisation now we need all those things to be in place. That is why I do not have any computer here I would....(laughs).

Interviewer

Now, so how do you value the contribution of those university employees who have specialised skills?

Respondent

Staff development is emphasized here. Staff development, so whenever there is an opportunity people are encouraged to go for further studies. This is either from within or from without. We have really supported staff, no body is blocked. That is one of the good things we do here for staff.

Interviewer

Do you have a career development path for employees at this university?

Respondent

Yes, the path is there but like I said, you know we have spent about five year without promoting people. Reason, there is no money. Even the little money, now that we are receiving, is for enhancement of the academic staff saaries. Inputs at the same levels, where are they? In fact it should be one of the challenges, like we were saying. People are qualified. I have a long list of people who were to be promoted but they cannot. Because there is no money and where they are supposed to move the gap is there. That is why we actually continue to loose some of them because they are frustrated. And you know in academics the title you hold, if you are a lecturer, a senior lecturer is better than you in terms of the way you interact with you colleagues. The opportunities are available so that is one big problem. We have had it for the last five years.

Interviewer

Now what is your view of staff mobility internally and externally in this university?

Respondent

We talked to them recently. There was an idea floated that supposing you promote us, but we do not necessarily give us salary increments. We hold the titles. Of course, we are now seeking the advice of our own. That one is also dangerous, someone will get the thing and take you to court. These people are corroborated immediately. Because our terms really, they do not have that provision. We are right now seeking, the views of our lawyer about that. Council has discussed the thing but it is difficult.

Interviewer

So, any recommendations you give about retention of such people?

Respondent

Government should give us money that is the biggest recommendation.

Interviewer

What developing strategies and activities are you putting in place to make sure that this university succeeds?

Respondent

Well, we have a strategic plan which is currently under review. But just last week, we were looking at the strategic plan for central administration. The reason behind, is that you must keep changing with the changing environment. So, a number of issues came up. One big thing that we talked about was maintaining what we already have. There is a lot of competition now. But as I said, those challenges but we want to try as much as possible to keep the name. We are looking at our strategic plan and discussing it and seeing whether we can address some of the issues.

Interviewer

Could you describe abuses that are critical to one's access to this university education?

Respondent

Well, there should be, just about two weeks ago, we dismissed two members of staff. One failed to mark the examination scripts in time, without giving an explanation. So, he lost the job. The other one was the same thing. Since the semester began sometime in September up to now, has not reported. He had gone with scripts for students and he never submitted some marks. So that staff lost the job. Those things come in. Then in admissions, of course, I think the Academic Registrar is conversant with those things. Many times he arrests the situations before they come up. I have not had any thing to do with forged scripts. The reason being we are not many yet. The numbers are still manageable. Otherwise, I do not think they are any big scandals.

Interviewer

How has the development and implementation of the strategic plan facilitated management of this University?

Respondent

Implementation is difficult, major reason being resources. It is mainly resources. Because you submit plans talking about expanding programmes. You know, this is a University of Science and Technology. One of the courses we should run is Applied Technology. We cannot do that. We do not have the facilities in terms of funds. So, we cannot increase enrolment because that one has an impact on infrastructure. If you have been passing around, there is a structure we are putting up. There is another new one of Development Studies. The other one is the one we started, which was meant to be built in phases. Phase one is what they are using now but there is another phase. We cannot complete them because there is no money. Before we could complete the other one then we embarked on science because this one is meant for science students. But even this one, we are failing. We also are made to develop it in phases, phase one and two. But phase one itself has been sub-divided in the other phases. Some of phase one A, phase one B, so those things, infrastructure development, it affects a lot other things.

Interviewer

How do you keep your subordinates informed about decisions important to their performance?

Respondent

We have an appraisal system, obsolete as it is because it is not an interactive. It is wanted nowadays that appraisals are interactive. But whenever there is something that affects staff, we communicate to them especially those negative and positive issues. Positive could be promotion, but as like, I said that one is on hold. Recommendations are there on people's files. There is another method we use to encourage people. We write letters of encouragement. Now, when there is a problem we also tell the people that there is a weakness here, which has been identified. Could you please address it? So, we communicate. Although the ideal one would be interaction, we have not started yet.

Interviewer

So in that respect, do you have the setting of goals and targets by employees as your management practice?

Respondent

We do not discuss. You know in modern management style, which is that, you discuss and agree. But we have not reached that level. But each one of us has what you call a job description. So, you are in this office, you are expected to do this or that. So, it is along those lines that you are appraised.

Interviewer

How do you maintain employee moral and satisfaction at this University?

Respondent

A few things, we refund their medical bills, in form of welfare. We have some good leave. Our leave is so long, someone takes about one and a half months. One is entitled to thirty (30) working days unlike the civil service where they are calendar days. So, one can rest for over one and a half months. There is that training. People also train because they get that one. Somehow, really, they keep us moving.

Interviewer

Any other fridge benefits?

Respondent

Well, we have death benefits scheme. When somebody dies, the biological spouses, and biological children, we assist by way of some money and coffin, and whatever.

Interviewer

Are there instances when employees have voiced their concerns about poor pay or lack of promotions?

Respondent

Very many times, very many times, they come. But of course, we explain to them. The advantage we have is that we are open. The law also allows the employees to be represented on council. I mean if you are a union representative on council, you hear what council really is discussing. So, that has helped us.

Interviewer

How have you helped this university develop a good image countrywide and internationally in your role?

Respondent

We have been proactive in giving people whatever information they like. When you came in every body was welcoming you. I do not think, you had any road block anywhere (laughs). Open door policy!

The VC is free for everybody including the sweepers. Who ever wants to see him, any time as long as he is not busy, you do not even need to write something. So, that one has helped. We really avoided scandals. Like you hear, elsewhere, this is an open way, really of managing issues. This has really helped to maintain our academic standard like I said.

Interviewer

What negotiating tactics do you use in dealing with your clients such as individuals or groups?

We have what we call a Bazaar. A bazaar, you know student leaders, every time they are elected they always come up with issues and ideas. So, we have always encouraged them to write them down. Top management organises an occasion when it meets them. Each of their points is discussed with them. You want this but the situation is like this. Besides, also the guild is also represented on council, which is also an advantage. But that bazaar helps us. Management goes to them. The Vice Chancellor under his leadership, in an open place issues are discussed and at the end of the day students are satisfied.

Interviewer

Describe how ICT has been adopted and adapted at this university?

Respondent

An attempt is already made. We are proactive. But like I said, I hear every time we meet we are told that our capacity, they call it like the band width, is really very low, that is, 128 megabyte. And yet our aim is to move to one Gigabyte. But you know in order for you to move to that, you actually need resources/funds. MTN has already moved. It has its outlet waiting. Just money and they connect. And a number of us by the way are literate and connected but there is a lot to be done. Online teaching is not really done yet. That is a big problem. We have not subscribed to some of those journals yet because of resources. Right now, we have an Institute of Computer Science. It runs two programmes. One is Bachelors Degree in Computer Science and another one is Bachelors of Information Technology. But really, they are squeeze in one small place. I am told we have a consignment of a number of computers but we have no where to place them. That is why we are fighting. We still have those short comings.

Interviewer

What coverage would you give in terms of percentages?

Respondent

Uuuuuuuuh, 50% may be someone else could be better qualified to give a better figure.

Interviewer

Can you give me more information on competence and training of employees on ICT?

Respondent

There is an ICT policy being developed and one of its components is to ensure that all of us are really trained. So, if you are at 50% like I am imagining so. It means that a number of us must go for training. I mean if I train now and I have no where to practice, I say, it eventually loses meaning. Some people are now computer literate.

Interviewer

What percentage of ICT coverage at the university would you give now?

Respondent

Computers in offices, this semester in most offices computers are there except some functions may not be there.

Interviewer

What is your comment on computer maintenance and upgrading at this university?

Respondent

That is one of the challenges. We actually discussed it in our last strategic plan. We have a problem. Like you are saying, we are not able to move at the speed that you are talking about. We are limping, we are limping, and we are limping.

Interviewer

How do you balance university access, quality and cost of education?

Respondent

Right now, we are being asked to work out a unit cost. The government also has a problem. It has never had what we call a uniform unit cost for all these public institutions. It does not have any according to me. But as a university we are working out a unit cost. We are actually at the advanced stages. Very soon, we are going to present this to council. But when you look at the current figures, the ones that we are coming up with, there is a very big difference between what is ideal and what is real. I mean you are talking about infrastructure, which is not there. So, it has a direct bearing on what a unit cost should be. You are talking about staff. Do you know that we have some departments with one man? Eeeeeeh, these things happen.

Interviewer

How many programmes?

Respondent

Laughs... A few of them, of course departments.

Interviewer

Once, there is a department at least there must be an academic programme running, is it not?

Respondent

Not necessarily. The faculty of medicine, it has many different departments such as internal medicine, ophthalmology, and pediatrics. There are situations where you have one person. There is a structure in the establishment you need a professor, you need a senior but you do not have those. You get me. So, of course, we are really being helped by our numbers not really being very big. But you know very soon these numbers are bound to go up. So, really we have tried to maintain the quality but under severe conditions.

Interviewer

Is there a system of monitoring on how services are being rendered in departments/sections?

Respondent

All I know is that there is an argument for universities to have in place quality assurance departments. And I think one of the rules for those departments is to monitor what is going on. I do not know how far we have gone in having it in place. It is missing but is being emphasized.

RESPONDENT NO.9**What jobs have you had before this one?**

When I left university, of course my background really is the Bachelor of sciences. When I left the university my first work station was in Forest Conservation Project in Bwindi. Then I was a conservation education officer. I worked there for a short stint, six months. I joined public service, the Ministry of Animal Industry and fisheries. I was recruited as the Pasture Scientist. I was posted to the then Veterinary Institute (VI) in Entebbe, which eventually merged with then the Bukalasa Agriculture College in Luwero, then under the Ministry of Agriculture. I trained in Range and land Science at the University of Nairobi. I did a Master's degree. I was appointed as Range land economist, but all along, my background has been working in tertiary institutions. And my other responsible functions in tertiary institutions has been to do with students' welfare right from the time I started working, in VTI in 1987. So for that 20 year I have actually been handling students in sciences.

Interviewer**What would you consider to be the three most important decisions of your life or career?****Respondent**

My three important decisions! I think was to accept in the training wing of the Ministry of Animal and Fisheries. By then no body wanted to go into training because there was no money. If you wanted to go into extension services, there were inputs that people in the field were benefiting from. And people wanted to go into research then mainly because they were very few people. Those were the rare opportunities to travel abroad. When you chose to go into the training institution, and I remember the commissioner then the late Karitasi, called me twice asking if I was sure that I wanted to go into training? I said, yes. He asked me whether I wanted to go to the training institute. And I said yes. I think that was one area that I have not regretted. There was no money alright but there was satisfaction.

Interviewer**That's one, any other?****Respondent**

The other one was my choice of doing Range Management course at the University of Nairobi. I had wanted to do a Master's degree in Pasture agronomy at Makerere University. But I realised Livestock production then, that I was interested in, was more dependant on the matter of education than improve education. And I also had a stint of getting into an area of research. And of course, thirdly, was my decision to leave the Ministry of Education and come to this University.

Interviewer**What books have you read in past three months?****Respondent**

Basically, I still read literature in Range management. I read literature in the Resource- based conflicts management. I do read especially on Drought Cycle Management as an intervention in the management of the impact of drought.

Interviewer**Could you explain your academic preparation?****Respondent**

Well, I was at Makerere, I did Bachelor of Science, I did Chemistry, I did Botany, and I did Zoology but my main big interest was in Ecology. My interest in ecology is far as back when

I was in O' level. I was one of the pioneer members of the then "Wild life clubs in Uganda". That candles and put a lot of interest in me in nature and natural resource management.

Interviewer

And then further on, after the first degree?

Respondent

After the first degree,, like I said my main interest was in conservation sciences. I worked in the bit of forests, National Park in Bwindi. We were mainly doing clinical surveys and participated in habituating the very first group of mountain gorillas in 1988. He laughs.... That time I was still a young man. So, I was interested in adventure as well.

Interviewer

Any continuing education?

Respondent

Continuing education after completing my master's degree, I was actually enrolling for my PhD but my PhD was still in the area of Biological Sciences. Now, when I got into administration I stalled in progress but I had already an approved proposal.

Interviewer

What's your age?

Respondent

I am 46.

Interviewer

Could you describe your relationship with council members and top management team members?

Respondent

Yes, I sit on council. It is really amicable. I think top management and university council have not got any where in collision path.

Interviewer

How would you want council to evaluate your performance?

Respondent

Well, along the continuum of establishment, we have got annual appraisal of systems. Our system of appraisal is mainly done by the supervisors. So, every worker is appraised by a supervisor up to the top most post. And I think each member of top management is appraised by the Vice Chancellor. The University Vice Chancellor through the University Secretary does the appraisal.

Interviewer

Now, in your interaction with council members and when deliberating on issues, have you had any disagreement with council members or with council as a whole?

Respondent

No, and mainly because of the approach of work. But the agenda to the university council is drawn by management. So, we go to council for guidance. Then we look at that as policy. Then what we agree on together with the university council is what we implement. So, we have not had really council rejecting proposals for management because really they are well thought out.

Interviewer

What is your view of power relations between top management and council?

Respondent

Well, council is the top authority of the university. They have also of course their own ideas. When they are put to council, we get to get what their thoughts are, and then we see what can be implemented along side with them.

Interviewer

How do you handle risks on a day- to- day basis?

Respondent

Yes, risks, on a day-to-day basis, one is that really when you come to office during the day you have of course already a plan for the day. But you also plan for incidentals and the unexpected. And therefore one thing is kind of look at how do you prioritise what you look at as urgent. Then who would be the contact person that would be directly in touch with that responsibility. What is the feedback mechanism? So, really the preparedness for risk is just on the feedback mechanism.

Interviewer

Have you ever thought of leaving this university?

Respondent

Not of now.

Interviewer

Could you describe how you have built your working relationship with top management members and other employees in the university?

Respondent

I really think that top management, we work as colleagues. Each one in a different role, of course, we have a hierarchy. We have our supervisors and bosses. But our working relationship is really collegial amongst colleagues.

Interviewer

And across the university with other employees?

Respondent

Across the university with other employees, really, I personally believe in mutual respect. I have got a department that has staff in all the ranks, from cleaners to cooks to peelers. I believe in mutual respect.

Interviewer

Now when we look at composition of top management members, what is your view on historical background, age, gender, beliefs and perceptions?

Respondent

The composition of top management is really made of heads of departments within the central administration. I am talking of Finance, Bursar and the University Secretary. I am talking of Academic, that is, Academic Registrar. We are talking of students' welfare, that is, the Dean of students. We are talking of the Vice Chancellor and Deputy Vice Chancellor as the senior managers. We have got the hospital that regularly works with and the Director of hospital is also a member. So membership of top management is really by office and not by gender consideration or anything else.

Interviewer

So when you are looking at the composition itself, what is your comment about gender sensitivity and balance?

Respondent

If you are talking of gender sensitivity and balance in terms of male and female representation, we still have got very few females at senior levels of management. We tend to have the number of females increasing in the lower ranks in this institution.

Interviewer

What about the age gaps in top management members?

Respondent

By virtue of the requirement of getting into the senior management positions, I think these are the people who are senior both largely in age, because I think almost everybody of top management is 40 years and above.

Interviewer

What do you think of the other members apart from may be the Guild President.

Respondent

As a member of top management? Yes, I think they are veteran educationists. I see all of them having that spirit of more than twenty years in higher education.

Interviewer

What is your view of commonalties or differences of beliefs and perceptions?

Respondent

The institution has its own culture. Here, really I would like to look at the core values. The core values in particular, teamwork and collective responsibility. Actually, the core value is time management. Other core values to a large extent are transparency and accountability. We try to fit within that.

Interviewer

Any challenges you have met or anticipate facing in managing this institution?

Respondent

Yes, the challenges are definitely there. The common rhetoric and yet realistic is funding. We never have definitely enough. There is overdependence on government funding because of our mandate. We are in science technology and therefore we tend to largely lie on government funding and that is quite a big challenge.

Two, we have rapid changes in ICT. Of course through globalization, it is difficult to learn what you expect in five years time from now, in terms of, ICT services. Because software is changing every day and new hardware is on the market everyday. That becomes a very big challenge when you are running an institution of this nature.

And then of course, other challenges have to do with levels of competition in quality assurance. You must also make sure that you fit within the quality assurance for all the programmes. You must be prepared for rigorous controls along the way. Of course many more.

Interviewer

Could you explain how you ensure information exchange, collaboration behaviour and joint decision making in your team there.

Respondent

Yes, communication exchange, yes, I think, every section makes briefs. We first of all, as top management meet regularly, ideally once a week. Sometimes, we can skip the week or two depending upon on the internal circumstances, either presence or absence of honourable members or the other qualities at play. So, we have formal meetings with records of minutes. Usually, meetings are in the afternoon.

But in terms of information flow, from that forum, and then true, we are supposed to open files. Communication goes on open files and then circulated to top management.

Interviewer

So, when you engage in deliberations, how do you come to the final decisions?

Respondent

One thing at this moment we do not vote, but we come to the consensus. A lot of time is spent deliberating because many of the issues are really management issues. We look at the feasibility of implementing some of these decisions and the long term implications. You know the short term, mid term, and long term implications on institutional costs.

Interviewer

How do you ensure that decisions taken trickle down to those who need the information?

Respondent

One thing I do realise because here we largely deal with students' welfare, students' discipline, and therefore a number of times the decisions must be taken without hesitation there and then. Sometimes people want to go back with an answer. And therefore that is one big challenge. Most of the time issues to do with students' welfare are really emergencies. So, some times you do not have much flexibility. Say, lets wait until tomorrow or next week. And that is the biggest challenge. But we have a structure we have a Warden, the Custodians, we have the staff who work in the Kitchen and Dining. We have got the staff who work in Sports section. We have got counselors, and therefore most of the issues that are raised, relate to some of those functions of the departments. Therefore, it is not difficult to identify who should have intervened at various stages. And then of course, we have the student Guild, which we relate with. And over the years it is part of our culture.

Interviewer

What would you describe as the strengths and weaknesses of this University?

Respondent

Yes, the strengths of this university really have been how the programmes have been designed and managed. Academic programmes, especially, the community based programmes.

The other strength of this university is the approach to solving the problems looking at the field of lobbying and advocacy, before anything else.

The other strength has been this sometimes is debatable the relative good levels of accountability. And I am saying debatable depending upon who is looking at that.

And of course, having working as a team at most levels of management has been very satisfying.

Interviewer

What do you think are the weaknesses?

Respondent

The main weaknesses we still have is insufficient infrastructure especially, physical infrastructure.

Comparatively, poor remuneration of staff leads to low levels of staff retention to the large extent in a number of areas.

And probably, another weakness that is still related to funding and infrastructure especially, is to do with the filling the necessary resource gaps within the establishment. You

see we have a number of gaps within the establishment unfilled and especially arising out of funds and also out of some of the programmes not yet been fully operational.

ICT still possess challenges because we are growing a little faster than our capacity to have sufficient bandwidth all the time because you know the rate of growth is soon overtaking us. It is to do with our funding also.

Interviewer

How do you value the contribution of all these specialised staff that you have at this university?

Respondent

Their contribution is definitely greatly valued and cherished. A number of factors limit our building high levels of motivation, which are really external to management. External to management in the sense that you are talking about national budget allocations, you are talking about the budget sealing that are dictated by the centre both as a sector and the Ministry of Finance. Therefore, that is an externality that top management does not have immediate control over.

But of course, we also intend to have ways and means of appreciating our own services. Ideally, this should be done through promotions. It should be done through recognising excellent performance. It should be done through capacity building and we attempt all that at various levels.

Interviewer

So do you have any career development paths at this University?

Respondent

The career development path do exist in both fronts the teaching area and the administrative and support staff. Of course, the career path in the teaching area is clear. Somebody starts as a Teaching Assistant, to Assistant Lecturer and when you increase the qualification and you have got the requirements then you can get to the level of a Professor if you can persist all the way. Within central administration, yes, the career path does exist, but possibly not stretched out like in the levels of the academic staff.

This is mainly because within the administrative staff, you recruit somebody already with the requisite qualifications. Therefore, capacity building has not been looked at as urgently as in the teaching field. We assume that we have already recruited somebody with the requisite qualifications. But the path in terms of promotion in terms of growth is there but also largely influenced by the level of training. To move from custodian to become a dean of students' affairs means that you must have also improved on your qualification and experience along the way.

Interviewer

What are your views on staff mobility both internally and externally to this University?

Respondent

I may not have the facts and figures, but yes, overall we have had some members of staff who had been in administration and then have gone into teaching. For those who pick interest and qualify. We have also had a few members of staff who have come from teaching to administration.

Interviewer

Do you view that as a problem?

Respondent

I would not say it is a problem, because it is a placement that is arrived at within the institution and with the approval of the institutional procedures. So, the internal mobility is not a problem. The external mobility, yes, can be a problem in the sense that you tend to lose people who are qualified and who have picked the experience. These go to look for other employment else where. Yes, it has happened especially in the faculty of medicine to some extent and in the faculty of science to some extent as well.

Interviewer

Do you have any recommendations on how to retain such skilled staff?

Respondent

Yes, the recommendations, really we have put them across all the time. You know motivation can be through remuneration but motivation can be through funding for research. Consequently, after that research motivation can be in form of publication. It can be through promotion. It can be through retirement benefits. Of course, having a working environment in itself is motivating when you have got all those things in the same place. So, we have these recommendations laid down in black and white but the question is how do you afford them?

Interviewer

Could you describe your experience in this competitive university education environment, specifically in developing strategies and activities that make this University succeed?

Respondent

Yes, we definitely work to a large extent to retain our staff. Like, as I said, one of the approaches is remuneration. This includes some limited top up from internal revenue, toping up on what we already have as ...salaries. I said, the capacity building, some people came with first degree, second degree and got PhDs. That is really motivating.

Some of them survive on research grants. We do encourage members to apply for research grants.

Collaborative arrangements, we collaborate with many universities. There is partnership in other universities and other organisations where our members of staff participate. Those are some of the strategies that we think can motivate staff. These can bring in more resources especially to support the teaching and research functions.

We also have got a level of community engagement through our activities, which in a way also keep our members of staff in touch with the communities and appreciate the challenges that are on the ground.

Interviewer

Are there areas of education abuse critical to one's access to this university?

Respondent

Interviewer

Critical to access?

Respondent

Yes, both from admissions, even when programmes are running, and within offices. I am looking at cases of malpractices and what ever kind of abuse that they have. I broadly say, no. But I will also be specific to add that individual disciplinary cases are isolated and are handled as individual disciplinary cases. We hardly had very many but no doubt we have had a few ones.

Yes, we also have a little bit of abuse especially in certain students in terms of examination malpractices. But when we identify those as well, we deal with them ruthlessly. You cannot really claim to have a perfect set up. It is questionable having mechanisms in place to regulate the system. We have not had any problems with admissions. We have not had any problems with awards. But we may have received a few complaints of some students concerning may be offering a wrong subject/course and we handle those internally through disciplinary measures.

Interviewer

Could you describe how the development and implementation of the strategic plan has facilitated management of this university?

Respondent

We have a strategic plan, planning 2004 to 2014. That is the one we are currently running. This is a ten year strategic plan. A number of areas have been implemented reasonably well especially in the areas of designing academic programmes, especially in areas of policy.

This is in the key areas, in terms of ICT policies. Policy areas like teaching, strategies like recruitment those were up-to-date. The biggest challenge that I said is in areas that need some times more funding that we cannot afford on the budget. But our strategic plan, I would not say we are doing well but I know it is being implemented. The planner will tell us how far we have gone but I know we are following one and we have one in place.

Interviewer

Could you describe how you keep subordinates informed about decisions important to their performance?

Respondent

Information flow is in two ways. There is information that you pass on and there is information that is sought. So, for information that is sought, it is given. For information that is passed on as feedback there are various channels. We have got departmental and section meetings.

Then we have got also feedback arising out of appraisals. When an appraisal is made, the human resource department or the personnel office communicates to the subordinate staff any advance comments that we have been made. So, ideally, there is some level of feedback. It is a question of whether it is found satisfactory to the subordinate staff or not. But as management we feel there is information flow.

Interviewer

Do you involve employees in setting goals and targets?

Respondent

At some level, yes, because like the areas are identified by the users. And you know when you involve people in identifying the needs, then they are able to find out what they may need those things for and what they hope to achieve in identifying their needs. Through the sections and this feeds into both the budget system and possibly the procurement requirements. So, yes there is some involvement but involvement increases as it approaches the top.

Interviewer

How do you maintain employee moral and satisfaction with all these challenges around?

Respondent

In my department specifically I think its information sharing and the sense of belonging that we all get as a department and appreciating the challenges as a unit, without necessarily going through transparency and accountability.

Also, without necessarily having some groups feeling they are left out. They are in the know as far as they are getting the little they are getting or why they are not getting all they are getting. And I think that sense of belonging that keeps us together as a team.

Interviewer

Could you elaborate more on that?

Respondent

Here, the way we use our internally generated funds is that management proposes to council a formula for that kind of additional support. The formula is discussed at the university council and the university council approves. The accounting officer communicates by a circular to all members of staff. That if you are in this category, the top up is this much, this category is this much. But even at that level, we should have informed them. We involve Deans' committees because the faculties generate revenue. We involve the workers' union because the workers' union has got a negotiating body. We involve the senior administrators' forum that what ever little comes out is known by everybody and anticipated by everybody.

Interviewer

Are there any other fringe benefits in place for employees?

Respondent

Not any fringe benefits that are not accessed by others.

Interviewer

Have you had a situation where employees have voiced there concerns for either promotion or poor pay?

Respondent

They do.

Interviewer

Could do you describe how you have helped this university develop a strong image both locally and internationally?

Respondent

Being in charge of students, our students come from the same catchments of the country all over. I do realise that students among other things, they cherish two things, transparency and accountability. The moment students read transparency and accountability in the system, they will listen and you talk.

Another area is to have the sections, let them have the autonomy to take the decisions. For instance, the sports section, they have got their own calendar. How are they facilitated to run their activities? The warden is running the hostels and the cafeteria. How does the warden appreciate the level of support and what is the level of control? The students' guild is independent but we work jointly with them. How are they facilitated to run their activities and how much do they understand of the financial in-flows and other resource in-flows? Then, the support staff, how much information do they have about running of the department and about the decisions taken at the university? Therefore, giving the various sections level of autonomy to take some decisions saves backlog of the indecisiveness.

This may be, sometimes, lead to some emergency situations attended to. That is one aspect I regard necessary.

The other one is as much as possible finding what the position of the university as an organisation is as a matter of policy. This is to enable you differentiate the individual institutions by the policies being implemented. So, where there is a guiding policy, then it will guide you from the day to day running of the institution.

Interviewer

What do you consider as your strong points when negotiating with clients as individuals or groups?

Respondent

As groups, they must be aware of the common platform where they give their view as a common platform and predictable. Can I give an example? We have what we call our annual bazaar, each time when we have a new Guild coming in, a new GRC coming in we ask them to raise their issues as the group of leaders in consultation with all their members. And then we say fine, the Vice Chancellor, Deputy Vice Chancellor, the Academic Registrar, the University Secretary, the Bursar, all Faculty Deans, all Faculty Administrators, Institute Directors and administrators, and any other Head of Section that deals directly with students attend. We have got annual meetings.

The students will raise their issues and they are answered directly by the person in charge of the section. If the issues are to do with the library, let the library handle. If it is to do with transcript, let the Academic Registrar handle. In that way, we build a consensus on certain issues that can be implemented and those that cannot be implemented. I was giving that as an example of follow up.

Individual students we have to understand individual characteristics and group characteristics. Every body will defer. But when we have got situations of divergent behaviour or situations or general challenges, social economic and otherwise, we have got a counseling section. But to avoid students looking at us as holding the wheel, the Students' Guild has its own disciplinary committee.

Interviewer

Could you describe ICT utilisation in this university?

Respondent

Well, I think, we are well on a right track. I indicated I think for adopting and acquisition I think we are quite on track. But like I indicated, there are still a number of challenges especially, when it comes to the various networking some of the system. The systems that we would wish to have are not really fully in place. Of course, this is largely due to financial implications. Like for instance, the Library Information systems, like our academic records system and even our financial information systems are not yet networked. Our Local area network, we have a few interruptions here and there. By and large, especially having the command of computer science and also having programmes leading to the awards in ICT, has enabled us due to local capacity to utilise what we have both from our students who are almost completing and our recent graduates. Most members of staff are so eager to access some of these services. We have got programmes on E-learning at Master's Degree Level. We have Master's Degree course in Public Health on e-learning. Of course, more packages come up and we pick what we can afford.

Interviewer

What do you think is the coverage of computer availability and usage at this university?

Respondent

I may not give you the figure. But our target was probably, I cannot give you an actual figure but it is may be possibly everyone in about seven or something like that.

Interviewer

What is your comment on computer maintenance and upgrading at this university?

Respondent

Maintenance, that is a bit of a problem. I think mainly because of inadequate technical staff. You must appreciate that in our catchments in town. It is like all the schools, all the internet cafes, all the other institutions who cannot afford to hire competent technicians would wish to get some services in one way or the other from what we have. No challenge? Because we seem to be the ones that have got a nucleus from which a lot of service providers can get some assistance.

Interviewer

How do you balance university education access, quality and then cost?

Respondent

For access, it is a challenge, in the sense that we always have more. The demand is higher than you can take on. We always have very many applicants but we have limited capacity. And that is a real challenge because then we know some people have been locked out. In all programmes be it, in Medical school, be it in sciences. We always have more applications than we consider at one time.

In terms of quality, we have really and vigorously kept firm on entry requirements. At admission, we have kept our numbers to within manageable levels. Given the kind of staffing we have and other infrastructure.

In terms of costs, arriving at student unit cost has remained a big challenge for us and I think even countrywide. It is still a problem we are grappling with. What should be the unit cost of educating a student at the university? We have been working through and through but we do not think we are coming up with an actual unit cost. However, we still think that we need more money than we are currently receiving. So, the cost of education here, I think really now, managing at a lower cost and breaking even may not be guaranteed.

Interviewer

Do you have a system of monitoring how services are being rendered to all your clients particularly in various departments and sections?

Respondent

Yes, we do. I mean at faculty level, there is an Administrative structure. We link with administrative assistants. Every faculty has a faculty administrator. Of course, in my section, it is a lot easier for the students who reside on campus. The biggest challenge is the students who are non-residents who leave out there in the hostels. We have problems of having standards. Of course, there many factors at play, it all depends upon what the student can afford to pay for. So, some of those areas, we find it difficult still to moderate on what we think our students deserve. But there is a frame work in place that ensures monitoring what is there.

Okay thank you, Dean.

RESPONDENT NO.10

Interviewer

What jobs have you had before this one?

Respondent

I have basically been in the University. I worked briefly as an Assistant District Commissioner, for one month. I joined the University of East Africa as an Administrative Assistant. Then, I joined Makerere University as Assistant Registrar. After several years, I worked as secretary for Appointments Board, Makerere University. Then I came here as Academic Registrar since 1990, and I have held that job since then.

Interviewer

What would you consider to be the three most important decisions of your working life?

Respondent

Concerning administration or concerning any situation? One, to decide to come to this university was a major decision. The other one, you will learn after wards, the failure to stay in civil service because by leaving Uganda Government Administration was I think in retrospect a wrong decision. Third one is having stayed too long in University Administration.

Interviewer

What was difficult about that decision?

Respondent

You know that decision, we were pioneers and joining a new institution with problems, and with all its challenges that was a major decision.

Interviewer

What books have you read in the last three months?

Respondent

I read very many novels. I have been reading books by Arthur. It is about two sons who were separated at birth. They were twins born in the same hospital but because one couple did not have a child. Someone in the hospital decided to give one child to the other couple which did not have.

Interviewer

Any continuing education?

Respondent

Well, the continuing education has not been very much apart from study tours.

Interviewer

What is your education background?

Respondent

I did Geography, as a student for first degree. Then I went into Internship in America for a whole year. Then I went for study tours in countries such as Arab countries, India, and UK.

Interviewer

Where did you do as your second degree?

Respondent

That is all I studied.

Interviewer

What is your age?

Respondent

I am 65 years, old age.

Interviewer

Could you explain your relationship with council members and top management team members?

Respondent

I think it's very cordial, partly because I have been in this administration for very long time. I am able to answer many of the questions they raise. I am part of top management but for council, I am really there if they ask me questions. If they need information on academic affairs, students' problems, if we have introduced new courses, then I am there. That is my area to brief council. Otherwise, I am not really, ex-official member of council. I am there in attendance.

Interviewer

How would you want your performance evaluated at this University?

Respondent

I do not think council in our systems is there to evaluate unless something has gone absolutely wrong. The council usually after making policies, it expects top management to perform. They only see it through performance reports. They see it through the budgets we are making. Of course, they get feedback from the Auditor general, every year, to indicate the performance. I think the financial performance of the university.

Interviewer

Is there any time when top management has disagreed with council members?

Respondent

Sometimes, but not recently. But in the past, we had problems with the council. Council wanted to chuck the managers of the university. And that one, is dangerous, the chairperson wanted to takeover the management of the university. They wanted to make appointments, award tenders, so that was the cause of contention. The good thing or the bad thing their term ended and was never renewed.

Interviewer

How about the one which came in?

Respondent

Ever since then, we have not had problems with council issues.

Interviewer

How do you deal with the risks that you meet on day to day basis?

Respondent

I do not think they are risks. You know risks in the academic registrar's office are minimal. They are minimal because of the nature of the work we do. Basically, we deal with admission of students and that is done centrally once. Then when they are here we hope that they are being taught properly.

The challenges are there when students do not pay. You have to enforce the regulation that you cannot do examinations if you have not paid. Others come when they have failed examination but those who fail are very few but then cause problems. They expect to pass even when they have not done well in the examinations. Those mind you are minor but when we discontinue students it is very sad but then it happens. When we catch people who are cheating in examinations, for us our policy is to discontinue. Then that is a problem.

Interviewer

Is there a time when you have thought of leaving this university?

Respondent

Sure, I have thought about it many times especially at my age because it is about time I should retire.

Interviewer

How have you managed to keep good working relationship with top management team members and staff across the University?

Respondent

Well, the relationship I have, the good thing with me and I have been working with my Vice Chancellor since 1971. He was the Dean of Veterinary medicine. He was the DVC in Makerere and working with me. So, it is not a new thing to work with my boss. When we came here, because of that experience others ask us how to handle administrative issues. That is how we have really built the team work. We work together with top management.

Interviewer

Could you describe the composition of top management team in terms of age, background, gender, beliefs and perceptions?

Respondent

Well, in terms of age, others say, the majority is middle age but somehow the VC and I have passed that bracket. Then gender issues, unfortunately there is no lady on top management at the moment which is a very bad thing.

Interviewer

And in terms of beliefs, perceptions when you are discussing issues what do you think as members of top management team?

Respondent

Well, I think as an institution we have one problem in this University about top management. I do not think we look very much in financial aspect of management. We only cause and submit reports to council. We always assume that this thing should not be discussed by top management once council has approved. The university secretary and the bursar handle the issues of finances. But for the others, I think we handle them rarely. Those of personnel, about the appointments, through the appointments board those are cleared. About the new courses being introduced, they must be cleared by top management then council through senate. But finances we are not handling it well.

Interviewer

What other major challenges have you faced or anticipate in managing this institution?

Respondent

The major ones of course, it hinges on finances. We get inadequate finances from the government. We have got very few private students who can improve income. We have extremely very few donors.

Yet the challenge is that we must admit more students and introduce new courses. And we have no infrastructure to match the numbers of people who we should admit. That is a very big challenge. You know our buildings now take ages before we can even finish them. We do it in piece meal. We converted old structures but even converting a structure is very expensive. So getting adequate funding is a big challenge for us.

Interviewer

How do you ensure information exchange, decision making and collaborating behaviour in order to work as a team?

Respondent

Well, of course, there are hitches, but we are small. I think that is what has enabled us move on. We are a small institution. The top management, most of them are small offices and we have a student population of 2,500. And it is not very easy. We meet weekly as top management every Wednesday. So, it is not that we are really far apart. And I think that is what helps, we are still very small. You can easily know the problems around us. We meet in the corridor almost every minute.

Interviewer

How do you make decisions in your department?

Respondent

Well, the decisions in the department, there are few decisions, which are not routine in the department. Whenever there is need, may be budgeting, that is when we meet. We make budgets for the year, which is done once a year. The other one is walking to the office and talk to the colleague. We are very few in this department. We are only four people. When you want anything you call. They come to you and we keep an open door policy. A colleague will never stand there to say I want to see the registrar. Instead you walk down there to the next building and talk to them. The consultations are about fees defaulters or somebody has cheated or transcripts have not been made. There are no major policy issues from this department.

Interviewer

So how do you come to the final decision?

Respondent

No body handles decisions. Decisions will be on individual basis. Somebody has been in your books for ten years, as master's student. Say No, that that has been overtaken by events. Then, what do we include on the agenda for senate? Have we written and circulated minutes? These are the kind of things we deal with.

Interviewer

Could you describe what you think are strengths and weaknesses of this university?

Respondent

The strengths of this university at the moment depend on this small numbers. I think is a major strength. And then because teachers, can know the students quite well. Of course, also many of the students, the majority spend here long period. Sometimes four years and five years so they tend to be known.

But our weakest point I think is the inability to recruit young people. That is the worst, because actually we are dying off. We depend on government to pay salaries. For the past four years there has been no recruitment of new members of staff. This is because the wage bill has been spent on enhancing the academic staff. We cannot now even solicit for scholarships. That is government weakest point. We are facing this at the moment but it should not be there if government is doing its work by giving us money to recruit people. With good performance, our students can be recruited as members of staff.

Interviewer

How do you make sure that the specialised skilled personnel whatever they are doing is highly valued at this University and for the benefit of the country at large?

Respondent

We would promote but we cannot promote anybody unless there is money to give them. So, it is not only in recruitment but also in promotion. No determined package because there is no money.

Motivation, if somebody wants to do research we cannot give him money even when he is doing very well. If you want to go to any conference we do not have money to send them.

Interviewer

Do you have career paths for employees?

Respondent

That is the biggest problem. But it is unfortunate to see this public university, not getting money from government. And at the moment, for the past four year we have been having no money for promotion, for recruitment and for retirement benefits. Everything has gone to the famous that professor must get 2.8M/= but you cannot get 2.8 unless you are promoted. But then they are not there yet. So, that now you cannot dream of saying my lecturer let me make him a senior lecturer. Because the money required for paying him is no more. You cannot promote somebody from a senior lecturer to a professor. You must have the money. So, it is a very big problem, big problem for this country.

Interviewer

What do you think in your view makes this university unique?

Respondent

No, it's just like any other. What makes it unique? All the programmes we have are duplicated somewhere else. May be the uniqueness is our location. Our location in this part of the world is the only one, which is unique. One time we were pretending we had community-based education. Right now, it has been duplicated. It is no longer the uniqueness of the institution. At one time that was the catch word. And I think also we have tried to put up courses which are needed by this country. Science teachers, we cannot produce enough of them. The doctors are respectful, 60 or about 70 are produced every year, a small number. In this country we produce 10 pharmacists in the year, which is nothing. There are 300 pharmacists in the whole country at the moment. So there is no uniqueness really, we should be expanding to offer more places unfortunately we are limited.

Interviewer

In your view what do you think are developing strategies and activities that should be put in place so that the university succeeds?

Respondent

You must have well qualified staff, and so you need a vibrant staff development programme. Of course, you need the infrastructure, and that infrastructure is essential especially for these science things where you need laboratories. You need money to effectively carry out the teaching well.

We are not short of students because that is another aspect because they are there. Because the numbers we admit compared to those who apply is insignificant.

Interviewer

What changes have you made in your operation in the recent past to ensure proper academic running of the university?

Respondent

Well, it is really, not changes. What we have put in place we make use of these privately generated funds, and recruit staff that we cannot get through government sponsorship. You know government salary. So we have been recruiting people who are paid salary solely using the students' money. That is the only thing that at least we have.

Then what we have also done in the recent past is really to get some donor funding to run our programmes.

For example, every body now in the faculty of computer science that comes in has a PhD sponsorship under NUFFIC. People in Development Studies are doing the same. And then the other things, we of course, which we began long time ago are in Medicine is to begin a Master's degree programme. This is about ten years ago. We admit few students but every year we must admit about 3 – 4 students in every department to do a Master's degree. And those help in the teaching and also in the running of the clinics in the hospital.

Interviewer

Have you had issues of abuse that are critical to one's access to the university education here?

Respondent

Yes, abuses, there are some departments, for example where you expect a teacher in the class room but the teacher is not there. Where you expect somebody for example grade a script properly and you get evidence that the marking was bad. Where you get a teacher setting an examination paper for example in a course like Development Studies is so broad but you give these kids one question that is compulsory. And if somebody does not read that kind of question, he will fail. That one is a big problem. That one is especially in Development Studies. I think we have a problem there because somehow the numbers are large but not by any standards. Here if they say the students are hundred, are they many, no. They are not. But they say these are large numbers. And we also see these problems in our systems. For us also "Development Studies" is a common course. It is common to every body in first and second year in this university. Therefore, there the numbers are big. And when we go to Examiners' Board to discuss results then you find Development Studies marks missing. That is not a good thing.

Interviewer

What about the students' side?

Respondent

Yes, I told you at the beginning for us we have one golden rule. Any body caught cheating the punishment is an expulsion. We have even caught third year medicine students and we sacked them.

Interviewer

Could you describe how the development and implementation of the strategic plan has facilitated management of this university?

Respondent

I doubt whether it has. I do not think strategic planning has. It is implementation that is problematic, strategic planning was very idealistic. It has not substantially changed the running and management of the university except when you are looking for the donor funding. They want it. Do you have strategic plan, I say yes, where is it? Here it is, but to say that we are looking at it, no way. And in fact now, it is under review but we are reviewing what we have not done. But perhaps, it helps for donor funding, government planning, Yes, you give it to them.

Interviewer

Can you tell me how you develop that and whether employees were involved?

Respondent

Not all employees but some from the faculties, there was representation. We had workshops, with members of council, we had consultants to discuss, what should be and what should not be in. And that is it. But then, the implementation hinges on money.

Really, we were supposed to move in the next 5 years to Kihumuro, you know our site. But Kihumuro, what have we done now? We are implementing the master plan and we should get the master plan for Kihumuro, which master plan was also a donation from the Ministry of Housing. We charged a little bit of money. But now we have plans for kihumuro but we cannot move to kihumuro because we have no money.

Interviewer

How do you keep your subordinates informed of the decisions taken at top management and council meetings concerning their welfare, well-being and performance?

Respondent

Basically, if there is any information being done I write. We write letters telling them what has been decided on. Some other major decisions taken in senate and if that affects my department, then we are the secretariat. So when we meet, they write all the minutes. I read through them. So and when I say follow up action, that is the only thing we train them.

Once there is a decision taken, we must communicate that decision to whoever is concerned. We must generate reports to go to council because it is the requirement of the Act. For instance, if there is any thing, if any need or say to begin a new programme. We must first go to council and get a formal approval. Then you tell the department we must now write a syllabus, which must go to National Council for Higher Education before you start implementing it. Then, they know that these are the kind of programmes so that they can tell people. Otherwise, there is fighting for fees collection, students' registration and the transcripts.

Interviewer

How do you keep employee moral and satisfaction high?

Respondent

There are fringe benefits but very few. Actually minimal, at least once in a year we give a bonus. That bonus is because when we do not have enough money. It is a portion of the privately generated funds. That is what we have done. Once we got a formula, which was approved by council that simplified issues, say 20 – 30 per cent now but before it was 30%. It goes to Capital Development because that is how we put up our structures. Then we get 30% for enhancement of wages but it is minimal. These things are changing now depending on the money coming in. 10% is going to even insurance, which would be government thing. Work men's compensation because we make the money and yet we are compelled to have it. That is money gone. So, there is little bonus but given once in a year.

Interviewer

So is there time when employees voiced their concerns on poor pay or lack of promotions?

Respondent

Especially now, yes, they have. Teachers have, there two concerns in our system. The first one is the academic staff. The academic staff want promotion. And indeed they have even gone ahead to say, give us promotion, give us titles, without money since you do not have money. Very dangerous! Of course we have refused it. That shows how concerned they are, they want promotion and some are due for promotion. We cannot give promotion because we do not have money. That is a concern.

Now, second concern is for administrative staff. The pay differential is too much, between administrative and academic staff.

For example, I am the academic registrar, but a teaching assistant in the faculty gets twice the money I get. And it is really a concern because the enhancement is been going to academic staff and ignoring totally the administrative staff. And yet, like these technicians you know, that is one of the tragedies. Someone teaching bio-chemistry may run practicals without a technician. And yet, they are totally ignored. That is another area which is a problem.

Interviewer

How do you view staff mobility in this University?

Respondent

Yes, they have already started to move. For example, within this time we have lost three people to Busitema University. Probably, there, they are may be promoted. Probably, it is nearer to their homes. So, they are going to different areas.

Of course, the other specifically is moon lighting, because they cannot tell you, they are supplementing... Now because you see when you go to Kampala International University (KIU) website, you find our members of staff listed as heads of departments. And of course that is one what you see now. I am sure the science teachers must be teaching in some places. People in Development Studies may be somewhere. So, we have got that problem. The problem is there because of no promotions and poor remuneration. They go moonlighting in some place.

Internal mobility, it is difficult for us because where do you move? For example, somebody who is in medicine cannot obviously go to development studies. If you are in science – physics, mathematics you cannot move to development studies but they can go to administration, at least not leaving the place. So, the mobility may be there for those who are in mathematics and computer science. There could be some mobility there but others may be very difficult. Even within medicine you cannot move because if you are doing surgery, at worst you could go to anatomy and may be probably not.

Interviewer

How have you contributed to the development of a strong image of this university locally and internationally?

Respondent

Nothing direct, but it is known the image of the University especially depends on the alumni. If the alumina goes out there and performs then your image is enhanced. But then, you must put in place infrastructure to make sure that people get quality education. In spite of the problems, someone leaving this university as a diploma holder in science technology has actually been taught, has gone to the field and has been supervised. So the graduate can go out there and always handle work on their own and do some work. That is somebody you do not for example get people passing where they have not passed. At least, some body should have minimum education requirements so that when they are being pushed out you know they can perform.

And that is what we have tried to do. We have tried to limit our admission requirements. The admission numbers have actually been very small. In that way, we hope they can also be taught nicely. But as I will still tell you, we have problems in Development Studies. In science and medicine, we do not have that kind of problem.

Interviewer

Could you describe your negotiating strategies when dealing with clients as individuals or groups?

Respondent

Sometimes, you have to be lenient. Sometimes, we have to be harsh because these kids have got more problems. Some parents give them money and they do not actually pay it. They go into business and they fail. But we always encourage them to pay in advance. If they cannot, we would not send anybody out until probably the end of the year. Then we say you have failed to complete fees payment. Like this morning, I was given chits to let them do examinations because I know and I was telling those people that the end of the semester is coming and you will not do examination unless you are paid up. But you have to be little flexible about the way these students have paid. And say, you have not paid therefore you cannot sit examinations. You cannot say do not attend classes but at the end of the year they must have paid.

Interviewer

Describe how ICT has been adopted and adapted in this university?

Respondent

There is a problem. Our big problem here is the bandwidth. I think the kids would be using the computers more. Like now you cannot open the internet. It takes so long. Computer skills are taught to every body. When they are here and of course the others it is part of the training. Computer skills are for such as management, BBA people and DS people. DDS people are taught financial information systems, human Resource Information Systems and those in Community Health must train in some of those computer packages- Biostatistics. So, they are taught but our ICT coverage is inadequate.

Interviewer

What rating would you give it if you are to score the coverage?

Respondent

No, ratings like my self, just to go, open and get my e-mail usage. But then they are those who used computers by vital of what they do. Among the students there may be a problem that one. They have the skills to open and do what they want but not to use the computers effectively. But if I am in computer science and there are projects, these use them. If you are in medicine, they do not use them very much. And we do not have enough of them but we have had many of late. Our computer ratio is very high. I think we have got one computer to every four students. But these are the donated computers, which are used for teaching but not for any research.

Interviewer

What is your comment on computer maintenance and upgrading at this university?

Respondent

Well, number one we should have technicians, whom we do not have. We have very few technicians. We have two or three technicians. The upgrading, you know the tragedy within this computer world. They are giving high prices on crone machines.

Even when they say that they are new, they are not actually new. We are getting crone machines, when we are supposedly buying brand new computers.

But for us again in our system, at least, for the registration fees of 50,000= for students 60% goes to ICT. And of course there is also for the library, we charge the students 84,000= that goes to the book bank. Now electronic journals are important so we can use this money for subscription or for upgrading the system in the library. At least we have made an attempt and we have rejected the "Socket Works". We have rejected it straight away because they were cheating us we thought we would do better than them.

Interviewer

How do you balance university education access, quality and cost at this University?

Respondent

It is where somewhere something must suffer. But the balancing actually, the best balancing would be not to balance first. To get numbers and get money and start addressing other issues because our problem is money.

We have chosen the other way, which is a big problem to limit the numbers, that is, a limitation itself. Because you limit the numbers you limit your money. Once you limit your money you know you have very few things you can do. The others mind you have been telling us that you should go morning and evening classes. So that you can make money but I think the decision now with this university at the moment is that we were commended by this "Visitation committee" that limits your numbers.

But once you limit your numbers you have very few options and the *unit costs go high*. Because you know if you have got one student and one lecturer then that becomes probably not cost effective. And the number of computers to the students should be reasonable. Some times, we cannot have the reasonable things. I give you an examples, in medicine, considerably we could take 80 students in the first year, but when it comes to numbers supposing if they continue to perform well, they could perform well and at the current hospital it would mean that you have got 240 students in the hospital. And you divide these people into four groups major because Pediatrics, internal medicine, surgery, and gynecology that is where they go to practice. It comes to 60 per group. Now that 60 in a ward of fourty beds is a crowd. That is a crowd of medical students. That means that you cannot effectively teach these people. You cannot ask clerking for students who has never clerked patients who has not been clerked because they must do the same things and therefore copy each other. So and then of course these 60, if they are in surgery and they have to go to a theatre, you will never have enough time.

Interviewer

What is the costing of academic programmes in this University?

Respondent

Well, we have tried costing. This unit cost is appalling. We have been grappling with these things. What do you put in what do you put out? How do you bring in this? More programmes into the equation? What we have been doing is trying to compute a realistic cost unit. There is a statistician who is trying.

Socket Works- Private firm contracting for 'Local Area Networks'.

.Because we have had a problem with government, saying that our unit cost is very high. But the government unit cost, the way they costed, is also wrong. Because they got the total number of government sponsored students divided by the money you get in government as an institution and that is the unit cost, which is totally wrong. First, even when we have a hospital which was under our control, they forgot. There are in-patients and out-patients. These people are using the same money we get from government. But we never factored that thing into our unit cost.

Interviewer

Is there a system for monitoring how services are rendered to clients in all the departments and sections of the University?

Respondent

Well, the system assumes reality, that is, for example that the Deans, Heads of Department are doing what they are supposed to be doing. So, we do not go again to interfere until when there is some problem that is not solved. But the Dean, the Head are supposed to be the ones now to be our eyes and ears and when they get the problems. That is why we meet as Senate to discuss their problems, the syllabuses, then the rules and regulations which govern these courses. But certainly we have got faculty administrators. We have got the Dean. We have got the Heads of Departments and those assume the responsibility for us. They do things for us. Thank you.

RESPONDENT NO. 11

Interviewer

What jobs have you held before this one?

Respondent

First as classroom teacher, I was a head of Department, History, in Secondary Schools. Then I was Ag. Headmaster in Sir Samuel Baker School and then I was Headmaster Ggaba Secondary School. Then I came down to Kampala to Makerere University as Assistant Registrar from 1983-1988 but in between I was doing my Master's degree in Education. After that one, I was promoted to the rank of Senior Assistant Registrar. Towards the end of 1988, I was Senior Assistant Registrar in charge of Academic Transcript for eight years in Makerere University and in between I was doing my doctorate Degree which took me six years. I was doing it while working. And so I continued doing it but was transferred to other places like Senior Assistant Registrar, department of Statistics and applied economies in Makerere. That took me up to almost the end of 1999. Year 2000, I graduated and I was promoted to the rank of Deputy Registrar in charge of Staff Development. Then, I remained there up to June, 2001, when I was asked to be one of the members of the Task force to start this university. I then remained a member of the Task force until 2005. In April 2005, I was appointed the Academic Registrar in this university for a period of five years, which will take me up to about 2010.

Interviewer

What would you consider to be the three most important decisions of your working life?

Respondent

Actually it is difficult because my working life has been really so much related to rules and regulations. And so while I am making decisions I make decisions which are in line with rules and regulations.

Of course, I know that some people would like to invent and in case of our country, now the difficulty comes when you have narrated all the rules and regulations to somebody. They end up questioning; is there a way which makes it difficult to decide because the question is there a way, means that you must break the rules and regulations? Yet, you have already mentioned them to the person. That is one of the most difficult problems I have had in my life especially in the last ten years and here in the last seven years in particular.

Interviewer

What is your age.

Respondent

I am now coming to 55.

Interviewer

How would you describe your relationship with top management members and council members?

Respondent

I think the relationship between me and top management is good. Is good because what ever I do the members understand. The members have all the information, which leads to problems of administration, problems for example of getting to know the number of students in this University. For instance, the department has an establishment of 67 but we have on ground 33. And this is a new University without modern technology we are operating manually. And so, when I tell my colleagues in top management that I cannot do this because of this and that, they really understand and they support me. My relationship with top management members has been cordial.

I have liked them but I think one of the things which have caused me problems is that there have been a lot of problems in this University. So much so that as somebody who wants to work, I think that I have had little impact on this society. Because whenever I want to do something which would be beneficial to the University to some stakeholders especially the students I cannot because of the problems that we have had.

With council members, yes, the relationship is I could say is moderate. Council members consist of members who are not always here. What I have done is to make the relationship moderate. I do not talk much because here is a situation where a council member will lament because of the situation in which we are. The same council member may now say, why ask this thing cannot it be done. All the time, we ask for this and that and he knows all the reasons and he can see. You can only make a relationship continue being moderate and move towards being good. My keeping quite and wondering why somebody who knows what is happening here will have a tendency to blame me. When you take for instance, the Institute of Statistics in this University, in my Department there should have been somebody who is in charge of statistics knowing how many students there are everyday. Now if you come and say now, you must get to know all these things every day and the registration is problem and we have few people in the department. If a council member gets to know that and then turns around and says no, no, no, you people are not working. This is not good, this is not good.

We must put out sit down to make sure that we put out the court case. We are not supposed to recruit people, if we happen, I think everything will be okay.

So that is a major problem which people who believe in prayers we pray that council members get to know. Is it that what we should talk even when one knows things which are happening? I think I stop there.

Interviewer

How do you handle risks on day - to - day basis?

Respondent

Day-to - day decisions is mostly simple decisions in taking to decisions that I make in this office. Yes, as Academic Registrar, as you come to work, there are certain risks you face on daily basis. I do not know whether I have dealt with risks but in my work every day in the morning is to clear students' problems. Students come that for example that I did not meet the deadline for application for retakes. Then I, for example, I know I wrote last week, we had two holidays. The deadline was Friday, which is a public holiday. So I would say no, let us get your file and then I write to the Head of Department who would clear you so that you do the retakes. You know most day to day decision that is taken is, I take these decisions while taking care of human being that has come for assistance and I have to make good explanation. Even when I am saying no that person must leave this office when he or she is satisfied. It is mainly signing for example correspondences and writing. That is how I run this office. And some of the people feel that if you go to Registrar is the best person to tell you the truth about what is happening. When you send them to colleagues like Deputy Registrar they do not want. They want to hear from the horse's mouth.

Interviewer

Have you ever thought of living this University?

Respondent

Yes, this unit..., aaaauuuummmm! (Hesitation)

Yes, I have thought, in fact I think of leaving this University every day. I do that every day because of my health. I have a heart problem. And I feel that when I keep on having lot of forces. These people who do not appreciate the progress of this University will have nothing to blame. I feel that every day if there were opportunities I could leave. This is not to leave the University completely but leave to teach in the university and have my quiet life with the students. You know when you teach students you get your reward immediately. When the student is being taught and things are simple. The student notes and that is your reward. And I think they can also get my notes out and learn a few things. I think that I should verbalise to the students and put in black and white, write for international journals and all this. So that is how I think of getting out of this place everyday.

Interviewer

How have you managed to build your relationship with members of top management and staff in the University?

Respondent

In fact, what I have done every where that I worked is to work very hard and talk little. And talk when it is absolutely necessary because you see if you keep on talking any how you are wasting a lot of time. That is why I have been able to work with everyone and also respect officers. Respect is a very important thing whether you do not like a colleague or you like a colleague you must respect that colleague. Whether the colleague is bad or not, you must show respect.

I am not saying that you only respect members of top management in this case. Respect should go across to every body. People need respect and when you respect them they will respond very well, so hard work and respect. I am not talking against them anywhere, even when I know a lot about them. I do not talk about them. So, there some people who go around finding out what is so and so saying about me you will never get that one with me.

Interviewer

What challenges have you faced or anticipate in managing this University?

Respondent

One of the challenges is, I will say emanates from lack of personnel in the Department. I do not know whether we shall get to that time when I will have the entire establishment in the Department filled to be able to work. That is to be able to be free, to talk to my colleagues, and to be able to tell them that please do these do that. But now the challenges are that it is that same person who should really think and at the same time run around doing this and that.

The other challenge is sometimes when you have a situation where people think that, in order to gain recognition or to gain something, for example to gain allowances or you know payment. You need to be some kind of aggressive. You act aggressively and you write a letter as if you are confronting somebody. So, such people who write confrontational documents or letters as if discussion cannot solve these problems. And we have been able to discuss issues and solve them. And I have been telling them that you know, one of the things you should do, is come and discuss before you write these confrontational letters. We have a lot of work to do because we are few. And there is little time to give out even the simplest information because all the time you are engaged. There is lack of personnel in the department.

Interviewer

What are the strengths what are the weaknesses of this University?

Respondent

One of the strengths of this university is that, you know it is old and new, because of age it is known to very many people. For example, in the part which was called, Uganda Polytechnic Kyambogo that part produced very many Diploma holders who are actually building this country. And so when that part became part of the University, the university has gained from what it did in the past. So, we acknowledge this university as a university which has produced people with hands on.

Then you have the other part producing teachers. That was the former ITEK, that one also given the University prominence in teacher training.

There was another part which was involved with the work of disability, special needs that has put the university on the map. So all those issues make up for the strength of this university, which is an academic institution.

When you talk about special education in this country and even in East Africa they will tell you about this university.

The other strength is that, many students in the secondary schools and even those who have got diplomas and would like to upgrade would like to come to this university. I think that is a very good strength of this University.

Interviewer

Any weaknesses?

Respondent

Aaaaaaa weaknesses. We have one of the weaknesses which have brought other weaknesses, the money, finances, funding of this university. Funding is a main one, a major one which has caused all the weaknesses. I would say that it has caused one of the other weaknesses which are laxity. You know people want reciprocity, give and take. If you want me to do this, give me the money. So you can see.

Interviewer

What do you think are development strategies and activities that you have put in place that have made this university succeed?

Respondent

I what to tell you one thing that, every day every year, we administer this university, we are thinking of what you have asked. The management of this university has never had time to settle. Management has been on tension since 2001. Many things have impinged on management. Management cannot sit and say now, this is the direction.

You are aware that we have lost some of our colleagues and colleagues who are in the acting capacity. We are now trying to find out what should be done in future. One of the things that must be done quickly is to deal with attitude.

People's attitudes, lecturers, students, once attitudes are correct I think all other things will come. But we have things in pipe line for example, we have now got a land title, we are moving towards land title position of the university. We are moving towards a master plan so that this university, this campus is actually demarcated in such a way that you take into account the development of faculties, development of programmes and what I think we have done which I like in the academic life of this university is to embark on staff development.

We now have over 25 members of staff doing their various PhDs in Kenyatta University. I went there recently and Kenyatta University is willing to help us. And I think once we have these people come out with their doctorates this university will change. You with a PhD you do not just rumour monger and so on. You are focused, we have less than 10 PhDs but we should have many. I think life would be okay. And we shall start our own PhD programmes.

The other thing that we have done is to encourage departments and faculties to develop Master's programmes. Many of them have now developed them. They are in the pipeline going towards approval by council. So, those are the few but we have the ideas. We hope now with this kind of situation that people have gained something. We shall be left to plan and to implement.

Interviewer

How has the development and implementation of the strategic plan facilitated management of this university?

Respondent

You see the strategic plan, we have very many things which have been documented but the whole thing hinges on funding with billions of monies. Another thing, if we could impress on government through the ministry of education, that this university was started as project of the government. And that funding is needed and funding comes, I think we shall be okay. It will help management to do a lot of things. Mind you, because of the funding that has not been coming. If you move on the campus, you will not find any new building that this administration has put in place.

Everything we have made, the strategic plan approved by council but the problem is money. The problem is money, if you think that students are going to bring money, yes, they find it difficult. We have the lowest fees in this country but students do not want to pay. We are doing everything to make them pay. But if they pay, the money is little. We recently tried to revise fees, and we said you see, let us be careful, Makerere University burned its fingers. So, I want to say that a strategic plan can only be implemented if it is supported by funding adequately. And I am not saying that we are waiting for funding but we are trying to start to implement the parts that we can we can implement without funding.

Interviewer

How do you keep your subordinates informed about decisions taken that concern them?

Respondent

What I do is to write to them to inform them. The pressure of this University, the Registrar has to be in all the meetings almost. So, what we decided to do in the past is to make sure that all the divisions in the Department of the Academic Registrar hold meetings. So, when I write to the heads of those divisions who are Deputy Registrars then they inform other people. The other way of doing it, is occasionaly hold meetings with them. For instance, we are going to have a departmental meeting on Monday. Then disseminate the information for the meetings like council and senate. And of course, some of them attend Senate, so dissemination of information is a bit easy.

Interviewer

How you maintain employee moral and satisfaction?

Respondent

Aaaaaaaah (hesitation). In the department of the Academic Registrar, it has been difficult and I think I would just say that I like the few people I am are working with. They know what to do. Then, they know that at one time if this is not done, the blames will come on them. So, despite the fact that moral may be low, they are working. I see from their faces that they are strained. They have a lot of work to do and to the extent that even if you give them more money that one will not solve the problem.

The moral is down but how we keep it, is one. The regulations, in fact the regulations are there for them. Then, there is demarcation of functions. Somebody has to be in charge. And there is this time element, by certain date, by certain day this thing should be out. So, whether the moral is low or up they have to do that. Keeping the moral up is a very difficult thing.

Interviewer

Any Fringe benefits for them?

Respondent

Yes, there is overload. But overload, you know, I feel as if when you work and even when you work extra time you must enjoy your work. When you do these things when you are tired, you are overloaded. There is something there. They may not be happy even if incentives are given.

Interviewer

Is there time when employees have complained about poor pay or promotion?

Respondent

They have.

Interviewer

How have you contributed to the development of the strong image of this university both national and international?

Respondent

One thing is, I can tell you, to be here as an Academic Registrar can be the easiest thing. It can be very an easy thing, you need to work very hard. You need to be pro-people. You need to tell the truth. You need to avoid corrupt practices even when they knock at your door. Some Academic Registrars in Uganda may not tell you that corruption knocks at their jobs. I want to tell you that corruption knocks at these doors. These doors, you can see and I have told my colleagues that these days, knocking at my doors I will leave them to enter and I get out of the university. But they say, No. You shut them out. But the doors must be opened. But anybody can be an academic registrar but you must be hard working. You must be pro-people. You must use all the democratic means you have to satisfy people. Even when you are saying no. People must go out when they are satisfied because you are using rules. The regulations, may be that is one of the things that I have been able to do.

For example, you do not hear that the Academic Registrar of this University is corrupt. That the man wants money all the time or he is doing this and that. Another thing is that you must always be approachable. People must come to you and you respect them. You talk to them as fellow human beings. Once there is mutual understanding between you and who has come to the office then I think a lot can be done. The Academic Registrar's department is almost a democracy of the people. Once there is a fault there, then the university looses sincerely.

Interviewer

Describe how ICT has been adopted and adapted in the university?

Respondent

I think up to now we have reasonable number of computers but the connectivity is the problem. And all these problems hinge on money. Like all, this main building should be networked but we are looking for money to network it. We think that now that we have ICT policy, we may be able to sale this policy and get some person who can write proposals. Then we may get funding from donors and then we have this networked like Makerere university. We have had in the past to try to talk about this connectivity, involving groups like "SOCKETWORKS" that worked at MUBS.

We are yet to pursue that line so that the connectivity is done. The problem is that we have students who need to acquire this scheme so that when they leave this University they can use this. And so that is why when you move in the university we have pockets of computer centres. Students have been taught there. But I think we need to have a big building which can house so many computers and we can train our students. So, ICT is not yet so much here. Most of the work is being manually done. But of course, when you go to some places people are printing all these things. All this is expectation of improvement.

How do you balance access, quality and the cost of education in this university?

Respondent

That is a very difficult question. And in fact with the help of National Council for Higher Education, we are trying to balance those. There is now a move to try to make sure that all the cost of university education is the same through out public universities.

For us here we are moving towards establishing some kind of fix the enrollment in this university. And we want to be very careful and make sure that even the development of staff members is geared towards that number. We what to talk about full time students equivalent to how many staff members one should be able to handle in particular courses and so on. There is a lot of talk about quality in Uganda universities and even in these universities.

We want now to make sure that students get involved in evaluating these programmes and in evaluating their lecturers. Lecturers do a lot of evaluation of students. So, we want the students also to do the same. In fact, it is this month that we had thought the instruments would be now ready. The instruments have been sent to faculties they are not yet returned with their comments. So, you can see what we are doing. We are talking about enrolment. We are talking about staff upgrading. We are talking about the uniform cost so that the fees payable to this university is not as low as it is now. It should be the same throughout the country. So that if you go to Makerere, you would not worry that oooohhh I should have gone to Kyambogo university because it pays less, or Mbarara, or Busitema or Gulu. We say that this one will balance these things.

Quality assurance, we have a committee already. The National Council for Higher Education says that we should have a unit like one at Makerere University. This will enable us to send out people who have quality, who can work, who can work until you say, that one where did you come from? Where did you have your studies, Kyambogo University? We want to be very careful about the numbers. When you have numbers and you do not have enough staffing, you do not have staff upgraded and money is small, you know you hearing for a lot of confusion. You may not have the quality that you want but we are trying to balance this. But I think with time we shall succeed.

Interviewer

Do you have a system of monitoring of what is going on to your clients in various departments and sections in the university?

Respondent

You mean whether they are teaching or not? Yes, it is the division of examinations, monitoring the teaching, and I do monitor teaching, especially in evening classes. That is why sometimes I participate in teaching itself in the evening. This is to make sure people are being taught. During day, when I drive around I see people teaching during the evening. When I go to teach, we go to teach and meet fellow staff members going to teach. My colleagues in the department, division of examinations do the same although they do not teach.

Thank you Academic Registrar, I am grateful

RESPONDENT NO. 12

Interviewer

What jobs have you had before this one?

Respondent

When I finished Makerere I was posted to what used to be called Institute of Public Administration, which is currently Uganda Management Institute. My first Degree was in Political Science and Public Administration so I was posted there to teach, Public officers who were coming to that Institution.

But when I got there, the Institute of Public Administration is by Law a Depository Library and Documentation Centre. What that means, is that, what is published in this country, or by Residents of this country who are not necessarily citizens in Uganda or Ugandans or non Ugandans who publish anything about Uganda but outside, that institution is supposed to collect all those materials. It has been a Depository library since 1969. So when I got there early 1974, UNDP had given the Institution an expert to assist in the setting up of that documentation centre. When I got the job, first of all, I could not take it immediately because I was on a research project with my former lecturer who was doing research in North Busoga. The research was about the Relationship between Policy and Administration in Agricultural Development. So, I deferred taking up my appointment so that I could finish that research. When I took up my assignment my Principal then realized that I was interested in research and since the documentation centre was made to collect materials, for people who were doing research, policy formulation and decision making. They thought some body who is interested in research may be useful in that documentation centre. My Principal asked me whether I would like to divert, understudy this lady, the UNDP expert from Philippines who had come to set up the centre. So that when she leaves then I shall continue. When I got there I got interested in the work. Eventually, just before the lady left, a year before the lady left, she had got a UNDP scholarship. They sent me to the United States to study Library and Information Science. So that is where I was from 1976 to 1977 aaaah doing Library and Information science. So from 1976 I was in United states, for all those years then came back late 1977. I came back to IPA.

Now in late 1982, there was an assignment in Kagera Basin Organisation. This was a regional organisation with Uganda, Rwanda, Tanzania and Burundi. Originally, the organisation was set up by three countries namely Burundi, Rwanda and Tanzania but Uganda joined later. They wanted somebody to assist in setting up a Research Library for people who were working on the project of this organisation. Already they had collect quite a lot of material because it started as a UNPD Project in Bukoba in Tanzania. They had done a lot of work. There were those documents which were to be organized. All the materials were to be collected, put in order and then organised. We also got UNDP gain, this was a UNESCO expert from Canada to work with. Then I was also joined by a colleague from Burundi. Then I was in Rwanda from October 1982 up to 1994 when the war of genocide broke out. We had set up a really good documentation centre. It was quite a good centre. At that time Rwanda, apart from the university library, they did not have any other library to talk about. We had set up that and were helping a lot of people who were doing research. Of course, when war came all that was there was destroyed. The war found me there my survival was very narrow that is another story. I was indoors from April to mid June almost like somebody who was sentenced to death, just waiting for his sentence to be carried out. I was eventually eventuated by UN forces brought through Nairobi back to here. I got here in 1995. There was a job advertised for a Librarian, an Institute librarian, for the Institute of Teacher Education, Kyambogo. I applied. I was short-listed. I came for the interview and passed. I was then appointed. So that is how I entered here.

Interviewer

What would you consider to be the three most important decisions of your working life?

Respondent

Are you talking in terms of work, well “then he laughs” they would first of all to move from what I had started to another profession was quite an important decision.*That was one.....interjects the interviewer*

The other one of course was to move from Uganda to Rwanda. That was my first time to go to Rwanda, which was a French speaking country. I did not know any French although when I got there I was again given some fellowships to learn a bit of French. So, again that was sort of moving to some kind of unknown. I did not know the organisation was bilingual that helped me a lot.

I should mention that what was very crucial in my life was very quite recent. I set up a community resource centre in the memory of our late daughter. This resource centre is being set up in a rural area. When somebody asked me but Mr.... how do you set up something like that? It is a research thing applying how to do with reading and others and you know that people in the rural area. I told the person that those who are well do not need a doctor. So, I am setting up a service for my community so that they will know even when I am not there that I used my profession to set up something to help them.

Interviewer

Any continuing education?

Respondent

After the Master’s degree, what I have been doing is really short courses. First all, I went for a three months course in in Wales. I also went for three months french course in France. Then I have attended numerous workshops and conferences but these have been mainly in my profession. This is to improve on the skills, to get the latest in the profession and also to interact with the colleagues. From there you know that you are giving people what should be the current state of art.

Interviewer

What is your age?

Respondent

My age currently is 62 years.

Interviewer

Could you describe your relationship with council members and top management team members?

Respondent

Aaaaa well my relationship with both is cordial. In council I am ex-official that is by virtue of my position. When council decides otherwise then I am available. But also I am a member of top management, normally a quite a number of things that are discussing in council go through top management. So I am on council to be able to supplement on certain things that are being discussed, to answer questions relating to some management issues. And also, more especially the management and development of the library and information services of the University. Because as you know the library is a very crucial facility in as far as University education is concerned. In fact, some people have described it as the hub of the University.

And because of that, I sit on council to able to guide in the development in that area. As far as management is concerned my relationship with all members of management really has been cordial, very friendly. I do not have anything that I can say you know. I think I have enjoyed and I still enjoy the confidence of members of top management.

Interviewer

Is there an instance when there was a disagreement between top management members and council memebbers?

Respondent

Well, aaaaah sometimes, you cannot avoid that when you are in a community whether here in the library or in the university or in management. You cannot avoid all the time I mean you know you sometimes have different ways of looking at certain things. aaaam and so sometimes you disagree but eventually you come up with a common position. That is why sometimes we have what they call collective responsibility in that not everything that is decided is in everybody's favour but by mere fact that you have been together.

Interviewer

How would you want your performance evaluated at this University?

Respondent

What I would like to see is that if the council first of all appointed me, they appointed me to do a job, and the question is I am doing what they appointed me to do. Eeeeeehthe interviewee laughs. So, I want them to look at it in that way. We appointed this man to manage this Library. Is he, developing it? Has he given the institution the service to the best of his ability? Is he doing that? If am not doing that then I should be told that there are some short comings here and there. Again if am also doing the job, I was given to do, I need also to be told that I am performing. Yayayayayaya I think sometimes this does not happen. Aaaaahh.....laughs the interviewee. What does happen in life is that people are able to see the bad things one is doing, may be criticising them. They can see the good things somebody is doing but may not say anything that happens always.

Interviewer

How do you deal with risks in your day- to- day activities?

Respondent

Well, we have not had something that really I would really call risk as such. Of course, there have been sometimes situations where people threaten to lay down their tools and that the institution is closing. For instance, this latest sit down strike, may be if we had not opened the library perhaps the situation would have gotten worse. Sooner than later because students pay for library services, those who care, many of them were coming to read. If you had all them entirely redundant, may be that would have caused problems. You find sometimes people saying that we have decided to withdraw work, why is this place being opened? Those are risks, some times you see them. There is nothing I can specifically say, besides taking a risky business especially having gone through risky business as I have told you.

Interviewer

Is there a time when you ever thought of leaving this University?

Respondent

Not really, the Library is an academic Department and therefore as an academic department my retirement age is slightly more than the normal 60 years. And therefore then I said if I leave this place now what is the worry when I am nearing retirement.

I got to start on another venture may be that other venture I shall start I shall get into problems when I should have finished this one. So, really I have hardly considered that.

Interviewer

How would you describe your relationship with top management team members and council?

Respondent

Aaaaaaaaahhh!...laughs the interviewee. I have one principle and this comes from christianity. I am a Christian in a way. There is that statement "Do to others what you would like other people to do to you". When I am treating others, for instance, when somebody comes here for a service I imagine myself how I would have liked to be treated.

For instance I tell Mr. ... that I should be in the office by 8.00. We talk about these things Mr. gets here at 8.00You are no where to be seen. He/she waits up to 9.00 may be 10 a.m. When you call he says but didn't you see the rain. Eeeeeeeeeeh.....laughs the interviewee. You know because there is that brand.

I would say suppose there was no rain this man may be has car may be doesn't stay very far. You know ... there so...I that is...that has been my principle that when I am dealing with others I would like to treat them the way I would like to be treated. Sometimes when I am not treated that way I know that people, not every body is like me so I again take it that way.

Interviewer

What are your views on top management team composition in terms of historical background, age, gender, beliefs and perceptions?

Respondent
Well, oooooohm, all of them have been first of all in terms of profession have been working in the same areas. These are people who have been in Institutional Management. They have taught, they have this kind of experience dealing with both old and young, educated not so educated. They have had a balanced kind of career. Therefore, they have built quite a lot of experience in their different areas. For instance, one has taught in a secondary school for a long time and then headmaster. Later on worked in the ministry and then came to UNISE, is that good experience? When you see people like Mr has been in the university teaching, and for course in the administration. Mr ... was an Academic Registrar handling Academic issues. So, you find that all these people have had good background experience.

Interviewer

What do you think of gender composition?

Respondent

Or the gender, well the gender composition and my top management is not gender sensitive. You know it was only the university secretary who was a lady and the rest of us were men. She has since left. So there was that gender insensitivity.

The majority of the people, when you take people like the dean of students, the bursar and even university secretary then, they are really not old. You know, some of us were little more advanced in age than themselves. So we, again with age, there was a balance.

Interviewer

What about beliefs and perceptions of top management team members?

Respondent

One thing I have appreciated was the fact that each individual, almost all of them, wanted to build a strong University.

There could have been some short comings here and there like you know all of us. But there was that focus, you find somebody who sort of devotes his/her time and energy to the development of the institution.

Interviewer

Any challenges you have meant in managing this institution?

Respondent

Well, let me first of all begin with the library. Libraries in developing countries, people move around they are not necessarily librarians. There is that slogan that “information is power”. People should be given information where they are when they need it and the form in which they need it. You know you always hear those words but when it comes to putting it in action you meet challenges, the resources to develop the services are a problem.

When the people are talking about a budget, it is the library that is considered to be given the smallest amount. If there is any catch to be made anywhere in terms of development, library is not included. What has helped me develop this library, particularly, in area of reading is this organisation called “Book reading International”. They have helped us a lot because they have given their materials. They get them from publishers, book sellers, from individuals and to a very small extent from libraries. So, because the books are from book sellers they are new and up-to date. That has help us to build the collection.

However, my major challenge has been the resources to build the kind of library that I would have liked to see. For instance, right now if we are talking about 21st century University library you are not talking of the library that we see here. Eeeeeeeeh!.....Laughs the interviewee. For instance, since last Academic year, I have been trying to develop that computer laboratory for this library. We have struggled to get the hardware and to get the furniture.

Now, the hardware has been installed but I cannot get it networked. If I cannot make that, then I cannot think about the wider University. My wider University as I said is a hub of the University. If I got this one move, really well, to be managed well, to provide the services, then I know that even the rest of the University will be okay.

Interviewer

How are information exchange, decision making, and collaborative behaviours among members of top management?

Respondent

Well, first of all of course, there is a Library committee but more importantly is that I am a member of top management. I normally bring up issues relating to library management. And I think being on top management has helped. It would have been very different if I was not sitting there. I come there I go from here. Then sometimes, once in a while I am able to meet the staff. I police the other side to talk about the library. I am always given an opportunity whenever there is something to talk about the library. Eventually, certain things are done.

Interviewer

And what is difficult about this situation?

Respondent

What has been the difficult of course is just like us parents. Your son or your daughter comes to you and says that I want this I want this. Then you say; I do not have the money for that or I can afford this. So, you are there you discuss but you are told that you can see what will you have?

You will have to meet this one and there this one so when you look at that, then you also sort of sometimes tries to trim your priorities. Because you cannot get everything you want but at least you be able and should be able to get something.

Interviewer

What do you consider as the strengths and weaknesses of this University?

Respondent

Well, I should say first of all, when you are talking about any place you begin with the people. The people that the institution has, you have those who are really committed but again like any other society, there are those who may not necessarily be so committed. You have really committed people and people who would like to develop the University. There are people who would like to manage the University properly and people who want to do their job well. You know there are people who always meet deadlines.

Other strength is of course the fact that we are not very far from the capital, the centre of power, particularly when you want to get to the Ministry of Education. You are not like somebody who is making any appointment in this university. You know you should be able to move there and even the people who want to come to this institution and the accessibility is so easy.

We have the space. You have seen institutions which are just squeezed on a few acres of land.

And also, we have a good reputation. We have been having a good reputation by our people who have been graduating from both ITEK and UPK. They were known to have been hands on and people who can do a good job. Since human power is trained for society once society appreciates then what you are doing in itself is a very big strength.

Interviewer

Weaknesses?

Respondent

The weakness is that we have may be when we have not spoken with one voice. There have been cases probably when we have tended to wash our linen, our dirty linen in public and then eventually to end our own state. For instance, if you listen to some of the radio discussions about this university, some of the things that are coming out to prove what we are ourselves here.

The other weakness, of course, is lack of resources to develop the kind of things that we would like to develop. We are not able to develop what we want. To develop this library, you cannot develop it in the way you would like to develop it. And this is more of a disadvantage than a weakness. We already have our elder brother, Makerere University. The outsiders tend to know the only University in Uganda as Makerere University. Therefore whenever there is some development for universities that is why you find a lot of things have been going that way. But this is not so much of our weakness it is more of a disadvantage.

Interviewer

Is a reputable University a performing University?

Respondent

Yes, I mean, otherwise how do you get the reputation? Because you see, your reputation comes from the fact that you know people, people know you as doing well. You see, it is like building, it takes time. When you are building a house or you are building a reputation, it takes time. But destroying it takes a very short time. So you could be reputable at some stage but then time comes when you are no longer that.

Interviewer

How do you value the contributions of specialized and skilled employees in this University?

Respondent

You know one of the socialists used to say. There was that statement; “to each according to his needs, from each according to his ability”. So for you to say, we know this is what Mr. ... is good at, what do we need, what does Mr. need in order to be able to do that, or even better. They would look into, you know, your well being, your health, and if you have children their education. So, then you have that peace of mind to concentrate.

Interviewer

So what is on the ground?

Respondent

What is on the ground right now is what I am telling you. We are not giving people what they want. People here are not being facilitated according to their needs. This therefore makes people sometimes divert to leave the kind of things one should be doing. Then he/she has to go at this time and to attend something which is not related to this but to do what meets his or her needs.

Interviewer

How do you view staff mobility both internally and externally to the University?

Respondent

Well, I mean right now. We have a staff development budget to help people who can go for further studies, to develop their skills and knowledge. What I can say is that, may be because of limited resources it has not been adequate.

Interviewer

Is staff mobility a problem to this University?

Respondent

I told you that I was not originally trained as a Librarian but I moved from being a researcher, Administrator, to somebody who is in teaching administration. This is something different. That mobility is healthy.

One may want to take your line and say, for instance, if someone has taken a line of teaching a particular subject and so you want to develop that person in that line. Then you want get this person to the level where you say yes he/she trained. And that when it comes to this particular person, that is somebody on whom you can depend. But in most developing countries, we have been having these problems.

For instance, many of the people whom you have seen now, say, in parliament or in various areas of administration should be doing something better if they were facilitated. But they are being frustrated in those positions. If they were facilitated just to do that, they would keep there and therefore they would be a lot more productive. If somebody goes to parliament definitely he would use his/her knowledge.

Probably, his/her contribution will not be much as it would have been if well facilitated. I would have liked to facilitate somebody, get somebody develop in that area and that the person should not regret. I am here but he/she is my friend with whom I was in this University but now see that kind of thing.

Interviewer

Could you describe your experience in the competitive University education environment specifically in developing strategies and activities that make this University succeed?

Respondent

We have in this University now, developed a strategic plan. We developed an Information communication Technology policy. These are very important documents if only they can be strictly followed. An institution is attractive if the products they take out are appreciated out there. In other words, we should endeavour to excel as our mission statement states. If we endeavour to excel and that is following our strategic plan, for instance as what do we plan in terms of teaching, in research, and curriculum development.

For instance, we are known for hands on. We need to get people out of the university with those kinds of skills. They need to be perfected both in knowledge and also in skills. Are we doing that and if we are not then we need to look into those areas. How can you get out people to leave this place knowing that, yes, they are confident in what they can handle.

There is need for staff development and also to be able to identify our own people. The people we train here if you know that you have somebody who are consistent and you got out somebody with a very good first class. You should endeavour to return that person to teach without leaving other people to grab that person and so need for staff development.

And then there are our own programmes that we develop and implement. The new programmes and even the old ones should be strengthened. We should put in more resources. I mean our workshops, for instance, are they very good at this time? Are they still up to the standard that can put out the kind of products that can be competitive in today's world of work?

Interviewer

Are you saying that some of these old programmes are what were making this university unique?

Respondent

Yes, make them stand out. The environment changes and situations change. These programmes can be made to perform according to today's stakeholder needs. You know.....,

Interviewer

Is there any kind of abuse that you have experienced that is critical to one's access to this university services?

Respondent

Abuse, well, I do not know whether one would call it that or may be some kind of short comings. Short comings we experience in our environment, for instance, we have been hearing that in Makerere in Wandegaya ere are bureaus. Somebody writes students' papers. I am told that those ones are also coming in our environment here.

Now, Mr.when you move for the programme like the one you are on there now, the idea is to develop to be able to get into new horizons and therefore perform better. You have a much wider outlook. You are given an assignment and you take it to Mr...to do it for you. How much will you have paid for that programme? We are also experiencing it right now. I am told in Mukono University, immediately you graduate you are able to walk away with you Certificate and your Transcript. How long does it take you to get the transcript in this university? People are literally cursing us. This is very serious short coming. How long does it take us to get our examination results out?

For instance, are last Semesters results out? Some papers are not even marked? How do you look at that? That is a very serious shortcoming. So then those are some of things we need to re-examine. And how can this one be? We are talking of competitiveness. If somebody goes to Mukono University and another goes to Kyambogo University for a similar programme and they go for an interview this fellow has his transcript, he has his certificate for the Kyambogo person says for us we have not got these things. How will your students fair compared to the other one who already has his papers. Okay, you may be doing a very good job but you will see the good job without something to look at? We are in world where people look at the papers before anything else.

Interviewer

And so what are you trying to advance that that the frustration of these students may end up abusing the system?

Respondent

No, not students abusing the system

Interviewer

Or discouraging other people coming?

Respondent

Exactly, it could discourage others from coming to Kyambogo. It could even discourage the prospective employers. You know, if this is the kind of you, people who cannot get out things done in time. How are they performing? How are they passing on knowledge and skills to these people whom they are training? So, this is what I see as possible repercussion.

Interviewer

How do you keep your subordinates informed about decisions that concern them?

Respondent

We have two forms of meetings here. First of all I have what I call management meeting which is made up of people from the four libraries. We have one library in the Faculty of Special Needs, West End Library, Faculty of Education and then this one. And then also have some units within, which offer technical services. We meet regularly almost every two weeks. We have meetings here and in those meetings.

My communication from the chair is usually what has transpired in many of the meetings that I have participated in. What has been said and where we need to improve. In terms of the University, generally, how do our clients look at the work that we are doing? Are they appreciative than this or is there anything that we should have done that we have not done?

Then we also have what we call a general meeting. This general meeting normally takes place twice. We have one at the beginning of the semester and another at the end of the semester. At the beginning of the semester, normally is to map out how we are going to operate. And also to remind many of our colleagues what they have been doing. There have been complaints about this. We talked about this last time but it looks as if...things like that did not work out well.

Then at the end of the semester, we reflect on what we have been doing. How have we performed? Where are we? So, those are the channels through which I normally do the communication. But of course, I also usually move to different sections. I go to, for instance, technical services. There we make jokes but in the process also you pass out certain information. You talk generally about what is happening around. But at the same time you also reflect on the services, you know move around like that.

Interviewer

How do you maintain employee moral and satisfaction in your unit?

Respondent

Well how, we have what we call responsibility allowance, which used to be called facilitation. When that facilitation came, there was the saying that people were informed that only those people who would directly contribute to the generation of income in the unit where you operate would benefit. And for me, I sat here and said, if you have a small number of people, getting responsibility allowance then that small number will be getting quite a big chunk of money. But are those actually the only people who are contributing to that income? I recently, I think about a month ago, I was in the Bursar's office. I said if my people were serving only government sponsored students, they would be serving fewer people and adequately. Even now I can see that they are doing it adequately but with quite a lot of strain. This is because they are serving a lot more people. They do not say when they are serving this one, are you a government sponsored or are you privately sponsored.

So, as far as I am concerned, every body in this service is making a contribution. And therefore the entire service here is entitled to responsibility allowance. The other thing I thought of is that when you serve a cup of tea, it is not only the librarian that deserves it. If I find that we have not received sugar for every body. I will make sure that there is money available to buy sugar for everybody to have a cup of tea. You know those small things can create the kind of welfare needed unless if somebody has a small problem. We often mention this, in the meetings. We normally say that we know that no body in this country who does not have a problem. So, if you have a problem let us know. What we do not want is somebody to build a reputation where they will say who are you making faces for? When we see people who have problems I appreciate, so that they are not saying that this man even if you have a problem he does not care. No because if I have problems why do I assume that Mr. ...does not have problems and all those others.

Interviewer

So is there time when your employees have raised concerns of poor pay and/or lack of promotions?

Respondent

Yes, well, of course pay as you very well know, pay is not adequate for many people. Those concerns are there but they are not the kind of concerns that they raise. They say that so and so gets this and me I get nothing.

It is mainly that one which can be frustrating. But you know that all of you are getting something within the limits. So at least I have not and I have always felt that my people have contributed to the best of their ability, really.

Interviewer

Are you saying there are some cases where inequitable pay has arisen and some body says why is the other person getting more than me?

Respondent

No, what I am saying, we have avoided the situation where somebody would say but so and so is being paid this and I am not being paid this. We have avoided that and it is not there. So, we have in that way managed to put the morale of our colleagues high.

For instance, when they come to me to complain we put in a request for extra-load and if it has not been paid I personally move out from this place to go there to find out what is happening. It is not a question of saying well go and you take care of it. Okay, I do not do it all the time but on a number of occasions I have done it. Even when we are in the meeting, I am able to report that you know through you, you reported this and you reported this. Then I say, these are the steps I have taken.

Interviewer

How have you contributed to the development of a strong image of this University both locally and internationally?

Respondent

I think in the whole country one thing I can be proud of is the fact that you see this Book Aid International which I mentioned to you earlier has assisted this University. But also, it has helped people outside and other institutions to know Kyambogo University. This is because we undertook to re-distribute book Aid reading materials to other institutions right from Nursery to University. In fact, I think, that is where we have played a major role, a major role, in which I have participated. We normally have what we call a book week. And also we have here what is called Reading Association. I participate in those activities. You talk to people and you bring out the ideas of reading and so on. So it is mainly those activities that are outside Kyambogo University that we have participated in where probably we could have made a contribution.

Interviewer

What are negotiating strategies when dealing with clients either as individuals or groups?

Respondent

Well, I do not negotiate but just interact.

Interviewer

So what are your strong points then?

Respondent

Ooh, from the organisation, Book aid International. You know one very important thing is to be able to thank people when they have given you something. And I regularly write and every time I write I praise the contributions they have made in as far as developing the reading culture in this country. I recognize their contribution to the development of education in this country. And as a result in fact right now Uganda, Book Aid International, you know gives out and it's a world wide, has worldwide commitment. They withdraw services from a country because it has not done so well. Right now, we get a lot more consignment than what we used to get at the beginning.

Many of these private universities, quite a number of secondary schools and primary schools have got materials from there. So, what they have also done one time they came to Uganda to see what is on the ground. When they started giving out books, they started with the Ministry of Education under the 'Project Implementation Unit (PIU). One time, they came to monitor and they had no explanation as to where the books they had been sending had gone.

But when they came here, they were able to visit a whole range of institutions in all parts of this country. They could decide the time and where to go. They could say, let us go to the West, East or let us go this way and even then there. It is up to them to say no, we cannot see every place. They were impressed that we have been able to make their name known and also appreciated in this country.

Interviewer

What is your view about costing of academic programmes of this University?

Respondent

You see, we have what is called costing committee for the academic programmes. You know costing goes through different stages up to the time it comes to Senate and then council. One of the things that the committee has done and actually it is good you have raised that.

What one notices is where people come up with what they think is acceptable and that it will be acceptable without bringing out the true picture. For instance, they will say that the cost of this programme is this. People bring out figures so that when you scrub through those figures, my...my..my... Can you run a programme on this budget? So we have not been realistic in most cases when we are costing our programmes. And then when a time comes to implement the programme then we realise we need more money for this but we have not budgeted for it. What was it not when the programme was being costed? All those things were not in envisaged or things were envisaged but under costed.

Interviewer

Do you have a monitoring system that tracks performance in departments/sections?

Respondent

Yes, the monitoring system is there. But you see, this being a public university once you have already set the cost of the programme that is it.

There have been a lot of struggle to raise fees in light of increasing costs of so many things. As I talk, that increase has not been affected. Because there are so many considerations, what would government say?

And then of course you have also heard one time Makerere increased fees to get what they call the unit cost of students. And parliamentarians were up in arms, saying you cannot raise fees. If you do not cost the programmes properly at the beginning even when you monitor you cannot raise the cost at all not even by a shilling.

Interviewer

So how does it impact on quality and delivery of services?

Respondent

It inevitably does, that is why recently people were floating the idea of reducing the period of industrial training. But if originally you stipulated that the period of industrial training is this then reducing it because you cannot afford can cause problems in terms of quality. **Thank you very much!Eeehhhh,laughs the interviewee.**

Appendix 8
Performance management practices, information and communication
technology (ICT) adoption and managed performance

The Authors

James R.K. Kagaari, *Department of Psychology, Kyambogo University, Kampala, Uganda*

John C. Munene, *Makerere University Business School, Nakawa, Uganda*

Joseph Mpeera Ntayi, *Makerere University Business School, Nakawa, Uganda*

Abstract

Purpose – The purpose of this paper is to demonstrate the need for managers of public universities to pay attention to performance management practices and information communication technology (ICT) adoption in order to achieve successful managed performance.

Design/methodology/approach – Using a disproportionate stratified purposive approach, a sample of 900 employees was drawn from four public universities in Uganda.

Findings – The results revealed that performance management practices that are vested in agency relations and goal setting with ICT adoption are necessary in the achievement of managed performance in public universities.

Practical implications – Building a positive employer-employee relationship and involving employees in setting goals and targets is crucial for successful management of organisations. ICT adoption will further facilitate service quality, service delivery and cost reduction.

Originality/value – This paper calls for a new approach to managing employees in public universities in developing countries and Uganda in particular.

Article Type: Research paper

Keyword(s): Performance management; Universities; Uganda.

Journal: Quality Assurance in Education

Volume: 18

Number: 2

Year: 2010

pp: 106-125

Copyright ©

Emerald Group Publishing Limited

ISSN: 0968-4883

Introduction

According to [Armstrong \(2000\)](#), performance management is a means of getting better results from the whole organisation or teams or individuals within it, by understanding and managing performance within an agreed framework of planned goals, standards and competence requirements. Performance management could be validated and tested in an emerging country's context of growth and development for a developing country like Uganda. Uganda's context of growth and development could be more dynamic and completely different from a developed country's context. For this study the context was in terms of public universities in Uganda. Public Universities of Uganda are facing challenges such as reduced funding from the government, restructuring, downsizing and reengineering amidst ever increasing demand for University education and stakeholders demanding for quality services, service delivery and cost reduction.

In such a hyper changing educational environment, there is need for developing countries and public universities of Uganda in particular to adopt information and communication technology (ICT) to meet stakeholder needs. According to [Nomdo \(2004\)](#), the use of ICT in educational settings has become an important area of enquiry. [Tusubira *et al.* \(2009\)](#) asserted that ICT is not merely technology but about people networks at the intellectual, functional and operational level to: support student-centred learning generating twenty-first century human resource; enhance effective and efficient student and staff research both locally and internationally through collaboration; facilitate academic and administrative management processes; and also enable cheap, efficient timely communication.

Consequently, public universities in Uganda have to find money and invest in the use of ICT for learning, teaching and research ([Kasozi, 2005](#)).

However, ICT being completely new in Uganda is posing a serious challenge to users and providers of services in public universities. Most importantly, universities cannot afford the costs of acquiring and updating of software and hardware, developing infrastructure and ensure regular maintenance of ICT equipment. Also, inability to attract and retain competent ICT staff in addition to other institutional factors such as organisational politics hinders human resource development. Human resource is crucial for successful performance of these universities. Public universities still have to outsource for ICT expertise in certain areas of operations. This further undermines the adoption of ICT in public universities of Uganda and impacts on the growth and development of the country. This study was set to establish whether performance management practices vested in agency ([Jensen and Meckling, 1976](#)) and goal-setting ([Locke, 1968](#); [Locke and Latham, 1990](#)) theories with adoption of ICT explained successful attainment of managed performance in public universities of Uganda (see [Figure 1](#)). The conceptual framework (see [Figure 1](#)) proceeds with a review of the literature. This is followed by research methodology, results, discussion and conclusions in this order.

Performance management practices, ICT adoption and managed performance

Performance management is about directing and supporting employees to work as effectively and efficiently as possible in line with the needs of the organisation ([Walters, 1995](#)). This requires adoption of information and communication technology (see [Figure 1](#)). In this study, public universities of Uganda have to recruit competent employees and continually ensure human resource development as new technologies are adopted for delivery of fast and cost effective quality services. According to [Tusubira *et al.* \(2009\)](#) these universities still face challenges of incorporating email and Internet/intranet services. Further, management, control and maintenance of ICT resources owned by the units responsible for the main systems and databases are either lacking or not networked.

Such resources include centrally located servers (for databases and software) for the Academic Records Information System, the Library Information System, the Finance Information System and the Human Resource Information system.

Basing on the agency theory perspective as an aspect of performance management practice, [Karake \(1995\)](#) argued that using information technology as a means of control; managers could protect their own interests as well as those interests of the stockholders to successfully manage performance. Control is the purpose of agency and the basis for agency theory, and organisational control is one of the most fundamental and most important areas of management activities. Control means ensuring that the principal's actions and work are performed by some people, and information and communication technology strengthens managers' ability to control by communicating information rapidly across distances and utilizing computational routines ([Karake, 1995](#)). For instance, [Lewis *et al.* \(2005\)](#) found that while the introduction of networked ICTs into the organisational setting is meant to empower workers, it also increases the ability for organisations to exercise centralised control and surveillance ([DiMaggio *et al.*, 2001](#)).

Karake (1995) also found and confirmed that large companies with a larger number of outside directors on the board use the advantage of information technology as a mechanism of monitoring managers. This reduces agency costs that arise from the problem of separation of ownership (risk bearing) and control (management) in an organisation.

Furthermore, Brynjolfsson and Mendelson (1993) established that ICT utilisation has had a significant impact on changes occurring in society, the economy and organisations in particular. Organisations are social entities that thrive on good working relationship between the employers and employees.

Agency relationships, the focus of this study are derived from the agency theory perspective that exist when one party (the principal) depends on the actions of another (the agent) to achieve the aims of the firm (Jensen and Meckling, 1976). In such a relationship, the doer is known as the agent, whereas the affected party is called the principal. There is reason to believe that the agent will not always act in the best interest of the principal given that the agent is a utility maximizer who is granted decision making authority and that there are asymmetric levels of information between the two parties (Berle and Means, 1932). Also, under the agency perspective, the owners put up the capital necessary to fund the organisation. In return, they receive the residual claims, or profits, that remain after all other claimants are paid. However, in public universities, there are no residual claims to be paid out and no owners expecting to earn a profit. Within these universities, any conceivable agency relationship between employers and employees is clouded (Olson, 2000). Furthermore, without residual claims or stock, there is no need for management to worry about the organisation being bought or sold in the marketplace. These conditions suggest that managers in public universities have increased opportunity to pursue self-interest (Dyl et al., 1996). This opportunity is clearly established in Mamdani (2007) who demonstrated how the central administration in one of the public universities under study lost control of its finances to the deans and directors of faculties.

These deans and directors were able to pay themselves increments in top up allowances without the authorization of the central administration. Such a situation has particular implications for attainment of managed performance in public universities and how to report on that performance (Myners, 1998).

Wolf's (1999) study of the service sector in Uganda, Kenya and Tanzania found that higher levels of computerization, that is, the office, computing and accounting equipment made available to employees have led to lower productivity. This finding could be explained by the high reliance of the service sector on the quality of the labour input (Aickelin et al., 2008). For public universities of Uganda do not pay open market rate salaries and wages to compete with private sector in attracting and retaining competent employees, a problem that remains unresolved.

Rheingold (1993) argued that ICT adoption in performance management is used to facilitate human systems to form webs of personal relationships in cyberspace as well as increase information circulation to enable employees achieve managed performance. For instance, studies on marketing and innovation (Vilaseca-Requena et al., 2007) showed that ICT use not only enables the development of co-operative relationships with agents of the environment, it also allows agents' full integration in the processes of innovation by the formation of flexible working groups with a high degree of communication between its members.

This is crucial for quality, service and cost consideration and attainment of managed performance. For instance, using ICTs, Dell virtually integrated their complete value chain with customers, distributors and suppliers. Dell is therefore in a position to reap a lot of production efficiency such as improving speed and flexibility in the global IT industry (Joan, 1998). This underlies the European Commission Report on ICT (European Commission, 2008) that our innovation performance is crucially dependent on strengthening investment in and the use of new technologies, particularly ICTs, by both the private and public sectors with information and communication technology providing the backbone for the knowledge economy. From the reviewed literature, it was hypothesised that:

H1. Performance management practices have a positive relationship with information and communication technology adoption.

Arnal et al. (2001) found that the improved flow of information between managers and workers, as a consequence of ICT adoption, has enabled innovative practices such as decentralisation of decision making and teamwork adoption.

Clarke and Clegg (2000) added that information and communication technology has facilitated the globalization of production and is transforming concepts of time and space. Furthermore, ICT technology is well targeted and deployed in order to achieve strategic goals (Zahra et al., 2006). For instance, Busi and Bititci (2006) found that ICT has increased the amount of information available to individuals and their ability to share such information far beyond everybody's expectations. Rheingold (1993) established that increased use of ICT in organisations has lead to improved efficiency and effectiveness. This means that ICT adoption is imperative for a nation's growth and development. This study sought to establish that ICT adoption as one of the set goals for public universities of Uganda facilitated performance management practices to achieve managed performance. From the reviewed literature, it was hypothesised that:

H2. Information and communication technology has a positive relationship with managed performance.

Managers of organisations and those of public universities in Uganda in particular have to continuously scan the environment, be innovative, set and implement their goals appropriately in order to successfully manage performance.

The goal-setting idea that underlies much of motivation theory ([Locke, 1978](#)) pervades the recent practice in performance management ([Punnett *et al.*, 2007](#)). [Miner \(2003\)](#) conducted an evaluation basing on assessment of organisational behaviour (OB) scholars and rated goal setting theory first in importance among 73 management theories despite its longevity. According to [Locke and Latham \(2002\)](#), goals are outcomes to attain standards for judging one's accomplishments. [Locke and Latham \(2005\)](#) cited in [Smith and Hitt \(2005, pp. 128-47\)](#) found that people are more satisfied when they attain their goals or make meaningful progress towards them than when they fail, make little or no progress.

Also, [Frese \(2005\)](#) cited in [Smith and Hitt \(2005, p. 102\)](#) found that proactive goal setting maximizes the positive effect of goals by developing specific, time-bound, and challenging goals to which participants feel committed. In view of the goal setting theory, [Vecchio and Appelbaum \(1995\)](#) established that improved performance is achieved where managers and employees have agreed on performance goals and expectations ([Heskett *et al.*, 1994](#)) coupled with good information flow facilitated by ICT. In addition, [Boonstra and Vink \(1996\)](#) found that information and communication technology (ICT) is a useful tool or system for controlling regulation of the workflow, improving flexibility, service, quality and innovation capacity of an organisation. Furthermore, [Gonzalez \(2008\)](#) found that ICT as a support tool offers the means for improving effectiveness and efficiency in goal setting for coordinating business networks.

According to [De Waal \(2003\)](#), better understanding and implementation of performance management practices requires examining the influence of information and communication technology, particularly on availability and utilisation of ICT such as computers, intranet, fax, and telephones in order to manage performance.

Furthermore, [London *et al.* \(1997\)](#) found that 360-degree feedback with clear information and communication in setting goals facilitated efficiency and effectiveness of work performance. [Thomas \(1996\)](#) had also earlier established that 360-degree feedback coupled with the validity of goal setting as a management approach improved performance. [Verbeeten \(2008\)](#) also found that the definition of clear and measurable goals is positively associated with quantity and quality performance and that the use of incentives is positively associated with quantity performance yet not related to quality performance. An empirical finding ([Pollit, 2006](#)) further showed that quantitative performance measures tend to ignore the quality aspect of service delivery since qualitative performance is much more difficult to measure. [Verbeeten \(2008\)](#) further established that the effects of performance management practices in public sector organisations are affected by institutional factors with the results suggesting that the behavioral effects of performance management practices are as important as the economic effects in public sector organisations. According to [Latham \(2001\)](#), there is need to investigate goal setting procedures and generalization, in the achievement of managed performance ([Mitchell, 1997](#)) and that empirical evidence on performance management practices in the public sector is inconclusive ([Verbeeten, 2008](#)). This study was set to investigate and explain the need for performance management practices with ICT adoption in public universities of Uganda.

From the literature discussed a hypothesis was predicted that:

H3. Performance management practices have a positive relationship with managed performance.

Research methodology

Procedure

The study is based on survey data collected from employees in public universities in Uganda. According to Cooper and Schindler (2003), surveys allow contact with otherwise inaccessible respondents at relatively low costs. A disproportionate stratified purposive sampling approach was adopted. The questionnaires were distributed and collected by the researcher (see Table I).

Questionnaires were purposively distributed to a selected group of employees identified with the help of administrative officers from the senior-, middle-, and lower levels of management in administration. In selecting employees for participation, effort was made to include people from different hierarchical levels. The selected participants largely consisted of administrative employees and academic staff. A number of call backs to the respondents were made to ensure maximum retrieval of the questionnaires.

To minimize sampling errors, Krejcie and Morgan (1970) produced a table for determining sample size for any population of a defined (finite) size based on this confidence level that does not necessitate any computations to be carried out. Krejcie and Morgan (1970) stated that, using this table, as the population increases the sample size increases at a diminishing rate (plateau) and remains, eventually constant at slightly more than 380 cases. There is little to be gained to warrant the expense and the time limit to sample beyond 380 cases. Alreck and Settle (1995) provided similar evidence. However, Ntoumanis (2001) recommended a ratio of participants to independent variables for a multiple regression to be at least 5:1 and Field (2005) recommended a sample size of at least 200 participants for up to 20 predictors in order to obtain a medium effect. This study met all the conditions with a total of 474 questionnaires returned of which 447 were usable (50 per cent response rate).

Measures

This was a cross-sectional survey design using a quantitative approach to data collection and analysis. All the constructs were measured using a four-point Likert scale on a scale of (“1=strongly disagree” to “4=strongly agree”). The scale is practical and interesting, does not have a midpoint and in that sense forces a choice (Worthen *et al.*, 1999). The four point Likert scale was adopted in anticipation of respondents' likelihood to score the midpoint. J.C. Munene (Personal communication, July 30, 2008) claimed that this was a common problem in Uganda.

Variable(s) of performance management practices included the agency relations and goal setting. Agency relations were measured using seven items adopted from an instrument developed by Martinez and Kennerley (2005).

For instance, each respondent was asked to indicate his/her opinions for items with an example: “Managers focus their attention on key objectives set by shareholders and regulators”.

Goal setting was measured using 11 items adopted from an instrument developed by Van de Walle (1997). An example of the item being: “I often prepare a work plan for effective performance”.

Information, communication and technology (ICT) adoption characteristics were measured using 20 items adopted from an instrument developed by Worral (2005). For instance, a respondent was asked to indicate whether “ICT support staffs have a high level of technical competence”.

The variable managed performance that includes quality service, service delivery and cost reduction was measured. Quality service was measured using adopted items from an instrument developed by Hui *et al.* (2003) using 11 items. A respondent was asked to indicate his/her opinion on an item such as: “Employees in this institution have the knowledge to answer the stakeholders' questions”.

Cost-reduction was measured using three adopted items from an instrument developed by Huang (2001). For instance, a respondent was asked to indicate whether: “Performance is monitored by a control system”.

Service delivery was measured using 11 adopted items from the instrument developed by Parasuraman *et al.* (1988), such as: “I perform the service right the first time”.

Control variables such as sex, marital status, age of respondent, university age, educational level, tenure and previous work experience were included in the analyses (Herrmann and Datta, 2005). University age showed significant results and so was included in further data analysis.

Data management and analysis

Missing values (maximum 2.5 per cent) were replaced using the series means approach in a statistical software package for social scientists (SPSS version 16). With the variance inflation factor at 1.00 and tolerance statistics all well above 0.90, indicated that there was no collinearity within the data showing that the items were distinct for the constructs under measurement (Field, 2005).

Factor analysis was conducted to indicate the extent to which items measure the distinct variables to establish the discriminant validity (Straub, 1989). Field (2005) citing Tabachnick and Fidell (2001) suggested that it is comforting to have at least 300 cases for factor analysis, which this study satisfied. All items that were cross loading on other components with values exceeding 0.5 were not included in the analysis together with those values had values less than 0.5. McCarthy and Garavan (2007) argued that factor analysis is recognized as “a powerful and indispensable method of construct validation” that “is at the heart of the

measurement of psychological constructs”, a major reason for having conducting a factor loading in this study. The zero-order Pearson correlation coefficient was used to examine the relationships between the study variables. Hierarchical regression analysis (HTA) examined the mediation and prediction power of the study variables.

Multiple regression analysis was used to examine the moderating effect and predictive powers of the study variables. Analysis of variance (ANOVA) was used to examine differences between groups for demographic factors and study variables. Using weighted least squares, mean values, and variances of each university on study variables were obtained. Path analysis was conducted to examine the total effect of the mediation variables on predictor variables and the Sobel's (1982) test was used to confirm mediation. All main variables exceeded the minimum reliability coefficient of 0.70 using the Cronbach Alpha.

Findings

The findings showed that of the respondents: 62 per cent were male; 38 per cent were female; 64 per cent had ages below 40 years and 36 per cent above; 66.2 per cent were married; 29.5 per cent were single; 2.2 per cent separated; 0.7 per cent divorced and 1.3 per cent widowed; 45 per cent had a second degree and above; 5.6 per cent had certificates; 13.4 per cent had diplomas; 35.6 per cent had a first degree; 36 per cent had worked in the universities for more than ten years and 64 per cent less; and 74 per cent had worked elsewhere before joining university service whereas 26 per cent had no working experience on joining university employment. The results revealed that the respondents scored high on goal setting ($M=2.80$, $SD=0.45$), ICT adoption ($M=2.73$, $SD=0.49$) and managed performance ($M=2.69$, $SD=0.52$) and low on agency relations ($M=2.30$, $SD=0.60$).

The results in Table II reveal that the dimensions that tested the agency relations in the model account for 41 percent.

The results in Table III reveal that 58 per cent of variance in goal setting is due to performance, empowerment and participation of which 23 per cent is due to performance attainment, 19 per cent is due to empowerment, and 15 per cent is due to participation.

The results in Table IV reveal that 58 per cent of variance in information and communication technology is due to collaboration, capacity building, information and communication technology (ICT) utilisation and technical competence, of which 25 per cent is due to collaboration, 18 percent is due to technological accumulation, 8 per cent is due to ICT utilisation and 7 per cent is due to technical competence.

The results in Table V reveal that 57 per cent of variance in managed performance is due to service quality, service delivery and cost reduction, of which 30 per cent is due to service quality, 20 due to service delivery, and 7 per cent due to cost reduction.

Results

A number of statistical tests such as zero-order correlations and regression analysis were carried out to establish the nature of relationships that exist among the dependent and independent variables. In the process of doing so, a number of significant relationships were found. Those relationships uncovered the support and shed more light on the antecedents of achieving managed performance at public universities. The correlation analyses unearth and describe the strength and direction of the linear relationship between the study variables.

Zero-order correlations shown in [Table VI](#) to interpret their size, [Cohen *et al.* \(2003\)](#) criteria was used that for small ($r > 0.10$), medium ($r > 0.30$), and large ($r > 0.50$) effect size.

H1. Performance management practices have a positive relationship with information and communication technology adoption.

The Pearson zero-order correlation results in [Table VI](#) showed that performance management practices had a positive significant relationship with ICT adoption ($r=0.21$, $p=0.00$). The regression analysis in [Table VII](#) also indicated that 4 per cent of variance in ICT adoption is attributable to performance management practices, $R^2 = 0.04$, [$F(1, 445)=16.77$, $p=0.00$]. This supports *H1*.

H2. Information and communication technology adoption has a positive relationship with managed performance.

According to the Pearson zero-order correlation results in [Table VI](#), ICT adoption had a positive significant relationship with managed performance ($r=0.20$, $p=0.00$).

The regression analysis results in [Table VII](#) also revealed that 4 per cent of variance in managed performance could be explained by ICT adoption, $R^2 = 0.04$, [$F(1, 445)=19.19$, $p=0.00$]. This supported *H2*.

H3. Performance managed practices have a positive relationship with managed performance.

The Pearson zero-order correlations in [Table VI](#), revealed a positive significant relationship between performance management practices with managed performance ($r=0.24$, $p=0.00$). The regression analysis results in [Table VII](#) also indicated that 6 per cent of the variance in managed performance was attributable to performance management practices, $R^2 = 0.06$, [$F(1, 445)=49.52$, $p=0.00$].

This supported the suggested *H3* that there is a positive relationship between performance management practices and managed performance.

The hierarchical multiple regression analysis (see [Table VIII](#)) was carried to further explore the true nature of the relationships basing on the stated hypotheses.

In so doing, there was hope that better prediction of the factors that influence the achievement of successful managed performance would be obtained. In the first model, the university age that was controlled for accounted for 1.0 per cent of variance in managed performance.

In the second model, adding the second block of performance management practice variables (agency relations and goal setting) resulted in 4.4 per cent of variance in managed performance with 3.8 of variance accounted for by components of performance management practices, $F(3, 443)=6.825, p=0.00$.

The third and overall model indicated that entering information and communication technology adoption, $F(4, 442)=9.657, p=0.00$, provided the best model fit contributing 3.6 per cent to the total predictive power of 8.0 per cent of variance in managed performance. The findings supported the hypothesis (*H1* and *H2*).

Also, information and communication technology (ICT) adoption was found to have predictive qualities ($\beta=0.17, p=0.00$) using Baron and Kenny's (1986) approach in Table VII to establish mediation. This result compared to the zero-order coefficient ($r=0.20, p=0.00$) suggested a partial mediation influence of ICT adoption on performance management practices and managed performance.

The path analysis results showed that for: performance management practices, ICT adoption and managed performance path, the total effect was 0.280, Sobel test confirmed the partial mediation ($t=3.12, p=0.00$); Agency relations, ICT adoption and managed performance path, the total effect was 0.182, Sobel test confirmed the partial mediation ($t=2.964, p=0.00$); and goal setting, ICT adoption and managed performance path, the total effect was 0.131, Sobel test confirmed the partial mediation ($t=2.330, p=0.01$).

Discussions and conclusions

The aim of this study was to demonstrate the need for managers of public universities to pay attention to performance management practices, information and communication technology in order to achieve successful managed performance. Three hypotheses were derived from the literature review, tested and confirmed.

H1 stated that performance management practices that were vested in the agency and goal setting theories have a positive relationship with information and communication technology adoption was tested and confirmed.

In support of the finding, Pedro (2001) argued that the parameters of investment in ICTs must be gradually changed because teachers' computers are now both research and teaching tools, and as such essential tools to be financed.

Also, previous studies show that information and communication technology adoption require concerted efforts of the managers from the strategic decisions they make in aligning the business strategy and human resources by instilling pride in employees and acting as role models in bringing about organisational behaviour (Ullrich et al., 2007). This means that managers of public universities have to ensure result-oriented relationships with employees by investing in ICT technology. Total commitment to ICT development, implementation and sustainability by top management of public universities is an imperative in order to meet the dynamic environmental educational demands. Development partners, alumni, students and other stakeholders could be involved in all activities of university, for instance, in curriculum design through use of ICT.

H2 stated that information and communication technology has a positive relationship with managed performance. This was tested and confirmed. The findings were supported by Lewis et al. (2005) who established the importance of information and communication technology (ICT) on both organisational and teaching and learning issues in five Australian Universities. Tusubira et al. (2009) asserted that e-learning is the entire learning that public universities should undertake. Brennan et al. (1999) argued that any university that teaches using technology has to recreate itself continually. According to Attaran and Attaran (2002) with use of ICT technology public universities should be capable of: information retrieval and utilisation; communication and data transmission; distribution of services, particularly the badly needed outreach programmes in Uganda; and other institutional transactions. However, there is need for an increased bandwidth, which is still problematic in developing countries and Uganda in particular.

H3 stated that performance management practices have a positive relationship with managed performance. In support of these findings, Thornhill and Saunders (1996) argued that high quality provisions and the need to reduce unit costs yet improve productivity in higher education is a must. Yet, public universities were still striving to come up with a unit cost per student agreeable to all stakeholders without endangering university education access and quality of services (Kasozi, 2005). According to Varcoe, 1995 cited in Amaratunga and Baldry (2000), operating costs keep going up and the user expectations increasing in educational settings. Tusubira et al. (2009) cited the case of Makerere University where the ratio of academic and research staff to administrative and support staff highly exceeded that of other countries. This increased staff in an efficient environment reduced productivity and efficiency, calling for even more staff (Tusubira et al., 2009). Such inefficiencies existed in older universities, which were also larger in size. The results support Verbeeten's (2008) findings that large organisations appear to have more difficulty in defining clear and measurable goals and are less likely to use incentives and have lower quality performance. In this study, young universities had better agency relations and generally managed performance better than the older ones.

The knowledge contribution of this study is that the theories agency and goal setting converge into performance management practices to explain and provide information on how to attain managed performance (quality services, service delivery and cost reduction).

However, all public universities involved employees in goal setting as established from the strategic plans but the theory had a weak prediction of performance.

This required universities to have competent, committed and motivated workforce using a number of human resource and quality initiatives ([Thornhill and Saunders, 1996](#)), which most these public universities lacked. Consequently, student demonstrations against poor quality services were common phenomena at public university campuses ([Businge, 2009](#)). Other findings included establishment of a mediation effect of Information and communication technology adoption on performance management practices and managed performance.

Limitations and future research

This was a cross-sectional survey using quantitative approach, by its nature precludes cause-effect relationships being uncovered ([Schauffeli *et al.*, 2008](#)). The study relied on self-report measures, so common method biases could affect the magnitudes of bivariate correlations between the variables. There is need for complementary longitudinal studies as an intervention. Attempts to minimize common method biases included collecting data from the different strata of each public university, which geographically in different parts of Uganda and the questionnaires were distributed and collected at different times. Furthermore, this study dwelled on quantitative approach, failing to tap salient issues from the respondents. Using different methodological approaches ([Kozlowski and Klein, 2000](#)), particularly blending both qualitative and quantitative approaches for more enriching results is necessary.

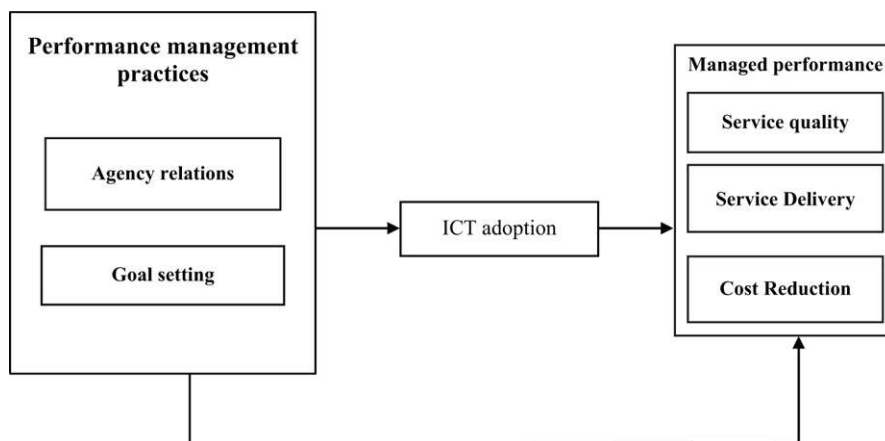


Figure 1

The interrelationships among the study variables

Name of university	Age of university	Number of employees	Sample selected	Returned questionnaires
Kyambogo University	6	1,027	300	250
Makerere University	87	2,911	400	134
Mbarara University	20	686	100	40
Gulu University	7	166	100	50
Total		4,774	900	474

Table I.
Study population and sample size

Table I: Study population and sample size

Dimensions	Agency relations
The performance of university top leaders is regularly monitored	0.68
The compensation of university top leaders is according to their performance	0.60
Policies and procedures of the institution are clearly defined	0.68
The review of the of decisions taken by the university top leaders is done formally by committees or higher management	0.69
University top leaders' performance is regularly reported to all stakeholders	0.69
The reviews of the decisions taken by the university top leaders is comprehensively conducted	0.75
<i>Eigen values</i>	<i>2.87</i>
<i>Percent total variance</i>	<i>40.96</i>
<i>Cumulative percentage</i>	<i>40.96</i>

Note: One component had a loading less than 0.5 and was extracted

Table II.
Rotated component matrix: agency relations

Table II

Rotated component matrix: agency relations

Dimensions	1 Performance attainment	Indices	
		2 Empowerment	3 Participation
I prefer to work on projects where I can prove my ability to others	0.84		
I enjoy work when others are aware of how well I am doing	0.79		
I prefer to work under conditions that require a high level of ability and talent	0.76		
I am willing to select a challenging work assignment	0.74		
In this institution employees set themselves challenging but achievable goals		0.83	
In this institution employees are committed to their goals		0.69	
In this institution employees believe in their own ability		0.67	
In this institution employees always receive feedback		0.57	
In this institution employees define goals for their own teams			0.77
In this institution employees praise themselves when they do well			0.66
In this institution employees are encouraged to set their own task goals			0.75
<i>Eigen values</i>	<i>2.57</i>	<i>2.09</i>	<i>1.69</i>
<i>Percentage total variance</i>	<i>23.35</i>	<i>18.96</i>	<i>15.38</i>
<i>Cumulative percentage</i>	<i>23.35</i>	<i>42.31</i>	<i>57.70</i>

Table III.
Rotated component
matrix: goal setting

Table III

Rotated component matrix: goal setting

Dimensions	Indices			
	1 Collaboration	2 Capacity building	3 ICT utilisation	4 Technical competence
ICT support staff are easy to contact when they are needed by the user	0.78			
ICT staff respond quickly to remedy users' problems	0.75			
Good communication exists between those who support and those who use ICT	0.75			
There is high level participation in the planning of new systems and developments	0.68			
ICT support staff understand the users' business	0.67			
Proper training is provided to increase the ICT knowledge and skills base of the users	0.64			
In this institution users of ICT have a good working relationship with other employees	0.51			
The software is up to date		0.88		
The hardware is up to date		0.82		
Senior it management has visionary leadership in the exploitation of technology		0.63		
ICT professionals upgrade themselves continuously to avoid decay		0.57		
There is short lead time for the development of new information systems			0.78	
There is a low downtime in this institution			0.59	
ICT staff should have high level of technical competence				0.83
<i>Eigen values</i>	<i>5.04</i>	<i>3.55</i>	<i>1.52</i>	<i>1.42</i>
<i>Percentage total variance</i>	<i>25.20</i>	<i>17.77</i>	<i>7.61</i>	<i>7.12</i>
<i>Cumulative percentage</i>	<i>25.20</i>	<i>42.96</i>	<i>50.57</i>	<i>57.69</i>

Table IV.
Rotated component
matrix: information and
communication
technology

Table IV

Rotated component matrix: information and communication technology

Dimensions	Indices		
	1 Service quality	2 Service delivery	3 Cost reduction
The physical facilities at this institution are visually appealing	0.79		
This institution has modern looking equipment	0.77		
This institution's departments provide their services at the time they promise to do so	0.74		
This institution's departments perform the service right first time	0.72		
This institution's departments insist on error-free records	0.72		
When this institution's staff promises to do something by a certain time, they do so	0.71		
Employees at this institution tell stakeholders exactly when services will be performed	0.68		
Employees in this institution's departments give prompt services to stakeholders	0.66		
When a stakeholder has a problem this institution's staff show a sincere interest in having it solved	0.65		
Employees at this institution appear professionally dressed	0.64		
This institution gives stakeholders individual attention		0.71	
Employees in this institution's departments understand the needs of their stakeholders		0.69	
This institution's departments have the stakeholders' best interests at heart		0.65	
Employees in this institution's departments have the knowledge to answer the stake holder's questions		0.60	
This institution has operating hours convenient to all their stakeholders		0.60	
Employees in this institution's departments are never too busy to respond to stakeholders' requests		0.59	
At this institution competitive power is maintained by cutting costs			0.83
At this institution performance is monitored by a cost control system			0.69
At this institution changes are set lower than those of our competitors			0.65
<i>Eigen values</i>	7.48	4.91	1.84
<i>Percentage total variance</i>	29.91	19.64	7.35
<i>Cumulative percentage</i>	29.91	49.54	56.89

Table V.
Rotated component
matrix for managed
performance

Table V

Rotated component matrix for managed performance

	Cronbach		M	SD	(1)	(2)	(3)	(4)	(5)	(6)
	alpha									
University age					1.00					
Agency relations	0.81	2.30	0.60		0.14**	1.00				
Goal setting	0.84	2.80	0.45		0.13**	0.18**	1.00			
Performance management	0.93	2.51	0.52		0.03	0.52**	0.28**	1.00		
ICT adoption.	0.91	2.73	0.49		0.18**	0.19**	0.10*	0.21**	1.00	
Managed performance	0.97	2.69	0.52		-0.08*	0.17**	0.09*	0.24**	0.20**	1.00

Notes: * $p < 0.05$; ** $p < 0.01$; $n = 447$

Table VI

Zero order correlations: demographic factors, agency relations, goal setting and managed performance

Steps	Variable	Constant	B-stand.	β -unstand.	p-val.	t	Stand. error.	R ²	ΔR^2	F	Tol.	VIF
1	Dependent = ICT adoption Independent variable = performance management practices	2.25	0.21 *	0.19 *	0.00	4.10 *	0.04	0.04	0.04	16.77 *	1.00	1.00
2	Dependent variable = managed performance Independent variable = performance management practices	2.09	0.24 *	0.24 *	0.00	5.14 *	0.05	0.06	0.06	49.52 *	1.00	1.00
3	Dependent variable = Managed performance Independent variable = ICT adoption	1.70	0.16 *	0.17 *	0.00	3.48 *	0.05	0.08	0.08	19.60 *	0.96	1.04
	Independent variable = performance management practices		0.20 *	0.20 *	0.00	4.38 *	0.05				0.96	1.04
4	Dependent = managed performance Independent variable = ICT adoption	2.09	0.20 *	0.22 *	0.00	4.38	0.05	0.04	0.04	19.19 *	1.00	1.00

Notes: * $p < 0.01$; $n = 447$

Table VII.
Multiple regression
analysis of the major
constructs

Table VII

Multiple regression analysis of the major constructs

	Predictor variable	Model 1	Model 2	Model 3
		β	β	β
Table VIII. Hierarchical regression analysis (dependent variable: managed performance)	Constant	2.745 **	2.188 **	1.729 **
	University age	-0.03	-0.046 *	-0.058 **
	Agency relations		0.151 **	0.124 **
	Goal setting		0.082	0.070
	ICT adoption			0.211 **
	R ²	0.006	0.044	0.080
	R ² (adj.)	0.004	0.038	0.072
	ΔR^2	0.006	0.036	0.036
	F	F(1,445) = 2.873	F(3, 443) = 6.825 **	F(4,442) = 9.657 **
	ΔF	2.873	8.748 **	17.401 **
	Notes: * $p < 0.05$; ** $p < 0.01$; $n = 447$			

Table VIII

Hierarchical regression analysis (dependent variable: managed performance)

References

Aickelin, P., Battisti, G., Celia, H., Clegg, C., Fu, X., DeHoyos, R., Iona, A., Petrescu, A., Peixoto, A. (2008), "Enhancing productivity: the role of management practices", The University of Nottingham, Nottingham, AIM working paper series 062, February, .

[[Manual request](#)] [[Infotrieve](#)]

Alreck, P.L., Settle, R.B. (1995), *The Survey Research Handbook*, 2nd ed., Irwin, Chicago, IL, .

[[Manual request](#)] [[Infotrieve](#)]

Amaratunga, D., Baldry, D. (2000), "Assessment of facilities management performance in higher education properties", *Facilities*, Vol. 18 No.7/8, pp.293-301.

[[Manual request](#)] [[Infotrieve](#)]

Armstrong, M. (2000), *Performance Management: Key Strategies and Practical Guidances*, Kogan Page, London, .

[[Manual request](#)] [[Infotrieve](#)]

Arnal, E., Ok, W., Torres, R. (2001), "Knowledge, work organisations and economic growth", OECD, Paris, occasional papers no. 50, .

[[Manual request](#)] [[Infotrieve](#)]

Attaran, M., Attaran, S. (2002), "Collaborative computing technology: a hot new managing tool", *Team Performance Management*, Vol. 8 No.1/2, pp.13-20.

[[Manual request](#)] [[Infotrieve](#)]

Baron, R.M., Kenny, D.A. (1986), "The moderator-mediator variable distinction in social psychological research: conceptual, strategic, and statistical considerations", *Journal of Personality and Social Psychology*, Vol. 51 No.6, pp.1173-82.

[[Manual request](#)] [[Infotrieve](#)]

Berle, A.J., Means, C.G. (1932), *The Modern Corporation and Private Property*, Harcourt Brace and World, New York, NY, .

[[Manual request](#)] [[Infotrieve](#)]

Boonstra, J., Vink, M. (1996), "Technological and organisational innovation: a dilemma for fundamental change and participation", *European Journal of Work and Organisational Psychology*, Vol. 6 pp.84-112.

[[Manual request](#)] [[Infotrieve](#)]

Brennan, J., Fedrowitz, J., Huber, M., Shah, T. (1999), *What Kind of University? International Perspectives on Knowledge, Participation and Governance*, SRHE and Open University Press, Buckingham, .

[[Manual request](#)] [[Infotrieve](#)]

Brynjolfsson, E., Mendelson, H. (1993), "Information systems and the organisation of modern enterprise", *Journal of Organisational Computing*, Vol. 3 pp.245-55.

[[Manual request](#)] [[Infotrieve](#)]

Busi, M., Bititci, U. (2006), "Collaborative performance management: present gaps and future research", *International Journal of Productivity and Performance Management*, Vol. 55 No.1, pp.7-25.

[[Manual request](#)] [[Infotrieve](#)]

Businge, C. (2009), "MUBS students' demonstration turns violent", *The New Vision*, No.October 8, pp.1.

[[Manual request](#)] [[Infotrieve](#)]

Clarke, T., Clegg, S. (2000), "Management paradigms for the new millennium", *International Journal of management Reviews*, Vol. 2 No.2, pp.45-64.

[[Manual request](#)] [[Infotrieve](#)]

Cohen, J., Cohen, P., West, S.G., Aiken, L.S. (2003), *Applied Multiple Regression/Correlation Analysis for the Behavioural Sciences*, 3rd ed., Lawrence Elbaum, Hillsdale, NJ, .

[[Manual request](#)] [[Infotrieve](#)]

Cooper, D.R., Schindler, P.S. (2003), *Business Research Methods*, 8th ed., McGraw-Hill, New York, NY, .

[[Manual request](#)] [[Infotrieve](#)]

De Waal, A. (2003), "Behavioural factors important for the successful implementation and use of performance management systems", *Management Decision*, Vol. 8 pp.688-97.

[[Manual request](#)] [[Infotrieve](#)]

DiMaggio, P., Hargitaai, E., Neuman, W.R., Robinson, J.P. (2001), "Social implications of the internet", *Annual Review of Sociology*, Vol. 27 pp.307-36.

[[Manual request](#)] [[Infotrieve](#)]

Dyl, E.A., Frant, H.L., Stephenson, C.A. (1996), "Governance structure and performance of not-for-profit corporations: evidence from medical research charities", paper presented at forum, University of Arizona, Tucson, AZ, January, .

[[Manual request](#)] [[Infotrieve](#)]

European Commission (2008), "E-inclusion", report presented at the Ministerial Conference, Vienna, 30 November-2 December, .

[[Manual request](#)] [[Infotrieve](#)]

Field, A. (2005), *Discovering Statistics Using SPSS*, Sage Publications, London, .

[[Manual request](#)] [[Infotrieve](#)]

Frese, M. (2005), "Grand theories and mid-range theories: cultural effects on theorizing and the attempt to understand active approaches to work", in Smith, K.G., Hitt, M. (Eds), *Great Minds in Management: The Process of Theory Development*, Oxford University Press, Oxford, pp.84-108.

[[Manual request](#)] [[Infotrieve](#)]

Gonzalez, R. (2008), "Coordination and its ICT support in Crisis Response: confronting the information-processing view of coordination with a case study", *Proceedings of the 41st Hawaii International Conference on System Sciences – © 2008 IEEE 1*, .

[[Manual request](#)] [[Infotrieve](#)]

Herrmann, P., Datta, D. (2005), "Relationships between top management team characteristics and international diversification: an empirical investigation", *British Journal of Management*, Vol. 16 No.1, pp.69-78.

[[Manual request](#)] [[Infotrieve](#)]

Heskett, J.L., Jones, T.O., Loveman, G.W., Sasser, W.E., Schlesinger, L.A. (1994), "Putting the service-profit chain to work", *Harvard Business Review*, Vol. 72 No.2, pp.164-74.

[[Manual request](#)] [[Infotrieve](#)]

Huang, T. (2001), "The effects of linkage between business and human resource management strategies", *Personnel Review*, Vol. 30 No.2, pp.132-45.

[[Manual request](#)] [[Infotrieve](#)]

Hui, H., Cheng, K., Gan, Y. (2003), "Psychological collectivism as a moderator of the impact of supervisor-subordinate personality similarity on employees' service quality", *Applied Psychologist: An International Review*, Vol. 52 No.2, pp.175-92.

[[Manual request](#)] [[Infotrieve](#)]

Jensen, M., Meckling, W. (1976), "Theory of the firm: managerial behaviour, agency costs, and ownership structure", *Journal of Financial Economics*, Vol. 3 pp.305-60.

[[Manual request](#)] [[Infotrieve](#)]

Joan, M. (1998), "The power of virtual integration: an interview with Dell Computer's Michael Dell", *Harvard Business Review*, Vol. 76 No.2, pp.72-84.

[[Manual request](#)] [[Infotrieve](#)]

Karake, Z. (1995), "Information technology performance: agency and upper echelon theories", *Management Decision*, Vol. 33 No.9, pp.30-7.

[[Manual request](#)] [[Infotrieve](#)]

Kasozi, A.B. (2005), *The Politics of Fees in Uganda*, available at: www.bc.edu/bc_org/avp/soe/cihe/newsletter/Number43/p23_Kasozi.htm (accessed 2 November 2009), .

[[Manual request](#)] [[Infotrieve](#)]

Kozlowski, S.W.J., Klein, K.J. (2000), "A multi-level approach to theory and research in organisations: Contextual, temporal, and emergent processes", in Klein, K.J., Kozlowski, S.W.J. (Eds), *Multilevel Theory, Research, and Methods in Organisations: Foundations, Extensions, and New Directions*, Jossey-Bass, San Francisco, CA, pp.3-90.

[[Manual request](#)] [[Infotrieve](#)]

Krejcie, R., Morgan, D. (1970), "Determining sample size for research activities", *Educational and Psychological Measurement*, Vol. 30 pp.607-10.

[[Manual request](#)] [[Infotrieve](#)]

Latham, G.P. (2001), "The importance of understanding and changing employee outcome expectancies for gaining commitment to an organisational goal", *Personnel Psychology*, Vol. 54 pp.707-16.

[[Manual request](#)] [[Infotrieve](#)]

Lewis, T., Marginson, S., Snyder, I. (2005), "The network university? Technology, culture, and organisational complexity in contemporary higher education", *Higher Education Quarterly*, Vol. 59 No.1, pp.56-75.

[[Manual request](#)] [[Infotrieve](#)]

Locke, E.A. (1968), "Toward a theory of task motivation and incentives", *Organisational Behaviour and Human Performance*, Vol. 3 No.15, pp.157-89.

[[Manual request](#)] [[Infotrieve](#)]

Locke, E.A. (1978), "The ubiquity of the technique of goal-setting in theories of and approaches to employee motivation", *Academy of Management Review*, Vol. 3 No.3, pp.594-601.

[[Manual request](#)] [[Infotrieve](#)]

Locke, E.A., Latham, G.P. (1990), *A Theory of Goal Setting and Task Performance*, Prentice-Hall, Englewood Cliffs, NJ, .

[[Manual request](#)] [[Infotrieve](#)]

Locke, E.A., Latham, G.P. (2002), "Building a practically a useful theory of goal setting and task motivation", *American Psychologist*, Vol. 57 pp.705-17.

[[Manual request](#)] [[Infotrieve](#)]

Locke, E.A., Latham, G.P. (2005), "Goal setting theory: theory building by induction", in Smith, K.G., Hitt, M. (Eds), *Great Minds in Management: The Process of Theory Development*, Oxford University Press, Oxford, pp.128-50.

[[Manual request](#)] [[Infotrieve](#)]

London, M., Smither, J.W., Adsit, D.J. (1997), "Accountability: the Achilles' heel of multi-source feedback", *Group and Organisational Management*, Vol. 22 pp.162-84.

[[Manual request](#)] [[Infotrieve](#)]

McCarthy, A., Garavan, T. (2007), "Understanding acceptance of multiscore feedback for management development", *Personnel Review*, Vol. 36 No.6, pp.903-17.

[[Manual request](#)] [[Infotrieve](#)]

Mamdani, M. (2007), *Scholars in the Marketplace; The Dilemmas of Neo-Liberal Reform at Makerere University, 1989-2005*, Fountain Publisher, Kampala, .

[[Manual request](#)] [[Infotrieve](#)]

Martinez, V., Kennerley, M. (2005), "Impact of performance management reviews: evidence from an energy supplier", EurOMA 12th Annual Conference, Budapest, pp.19-22.

[[Manual request](#)] [[Infotrieve](#)]

Miner, J.B. (2003), "The rated importance, scientific validity, and practical usefulness of organisational behaviour theories", *Academy of Management Learning and Education*, Vol. 77 pp.250-68.

[[Manual request](#)] [[Infotrieve](#)]

Mitchell, T.R. (1997), "Matching motivational strategies with organisational contexts", *Research in Organisational Behaviour*, Vol. 19 pp.57-149.

[[Manual request](#)] [[Infotrieve](#)]

Myners, P. (1998), "Improving performance reporting to the market", in Carey, A., Sancto, J. (Eds), *Performance Measurement in the Digital Age*, ICAEW, London, pp.27-33.

[[Manual request](#)] [[Infotrieve](#)]

Nomdo, G.J. (2004), "Collaborating within the 'risk zone': a critical reflection", *Active Learning in Higher Education*, Vol. 5 pp.205.

[[Manual request](#)] [[Infotrieve](#)]

Ntoumanis, N. (2001), *A Step by Step Guide to SPSS for Sport and Exercise Studies*, Routledge, London, .

[[Manual request](#)] [[Infotrieve](#)]

Olson, D. (2000), "Agency theory in the not-for-profit sector: it's role at independent colleges", *Nonprofit and Voluntary Sector Quarterly*, Vol. 29 pp.280.

[[Manual request](#)] [[Infotrieve](#)]

Parasuraman, A., Zeithmal, V.A., Berry, L.L. (1988), "SERVQUAL: a multiple-item scale for measuring consumer perceptions of service quality", *Journal of Retailing*, Vol. 64 No.1, pp.12-40.

[[Manual request](#)] [[Infotrieve](#)]

Pedro, F. (2001), "Transforming on-campus education: promise and peril of information technology in traditional universities", *European Journal of Education*, Vol. 36 No.2, December 16, pp.175-87.

[[Manual request](#)] [[Infotrieve](#)]

Pollit, C. (2006), "Performance management in practice: a comparative study of executive agencies", *Journal of Public Administration Research and Theory*, Vol. 16 pp.25-44.

[[Manual request](#)] [[Infotrieve](#)]

Punnett, B.J., Corbin, E., Greenidge, D. (2007), "Assigned goals and task performance in a Caribbean context: extending management research to an emerging economy", *International Journal of Emerging Markets*, Vol. 2 No.3, pp.215-35.

[[Manual request](#)] [[Infotrieve](#)]

Rheingold, H. (1993), *The Virtual Community: Homesteading on the Electronic Frontier*, Addison-Wesley, Reading, MA, .

[[Manual request](#)] [[Infotrieve](#)]

Schauffeli, W., Taris, T., Van Rhenen, W. (2008), "Workaholism, burnout, and work engagement: three of a kind or three different kinds of employee well-being?", *Applied Psychology: An International Review*, Vol. 57 No.2, pp.173-203.

[[Manual request](#)] [[Infotrieve](#)]

Smith, K.G., Hitt, M. (2005), *Great Minds in Management: The Process of Theory Development*, Oxford University Press, Oxford, .

[[Manual request](#)] [[Infotrieve](#)]

Sobel, S.E. (1982), "Asymptotic intervals for indirect effects in structural equation models", in Leinhardt, S. (Eds), *Sociological Methodology*, Jossey-Bass, San Francisco, CA, pp.290-312.

[[Manual request](#)] [[Infotrieve](#)]

Straub, D.W. (1989), "Validating instruments in MIS research", *MIS Quarterly*, Vol. 13 No.2, pp.147-66.

[[Manual request](#)] [[Infotrieve](#)]

Tabachnick, B., Fidell, L. (2001), *Using Multivariate Statistics*, Allyn & Bacon, Needham Heights, MA.

[[Manual request](#)] [[Infotrieve](#)]

Thomas, S. (1996), *Decision Making with Dependence and Feedback: The Analytic Network Process*, RWS, .

[[Manual request](#)] [[Infotrieve](#)]

Thornhill, A., Saunders, M. (1996), "The role of employee communications in achieving commitment and quality in higher education", *Quality Assurance in Education*, Vol. 4 No.1, pp.12-20.

[[Manual request](#)] [[Infotrieve](#)]

Tusubira, F., Mulira, N., Kahiigi, E., Kivunike, F. (2009), *Transforming Institutions through Information and Communication Technology*, Makerere University, Makerere University Printery, Kampala, .

[[Manual request](#)] [[Infotrieve](#)]

Ullrich, J., Wieseke, J., Christ, O., Schulze, J., Van Dick, R. (2007), "The identity-matching principle: corporate and organisational identification in a franchising system", *British Journal of Management*, Vol. 18 pp.S29-S44.

[[Manual request](#)] [[Infotrieve](#)]

Van de Walle, D. (1997), "Development and validation of a work domain goal orientation instrument", *Educational and Psychological measurement*, Vol. 57 pp.297-301.

[[Manual request](#)] [[Infotrieve](#)]

Varcoe, B. (1995), "A financial perspective of facilities management", University of Salford, Salford, unpublished report.

[[Manual request](#)] [[Infotrieve](#)]

Vecchio, R.P., Appelbaum, S.H. (1995), *Managing Organizational Behaviour: A Canadian Perspective*, Dryden-Harcourt Brae, Toronto.

[[Manual request](#)] [[Infotrieve](#)]

Verbeeten, F. (2008), "Performance management practices in public sector organisations Impact on performance", *Accounting, Auditing & Accountability Journal*, Vol. 21 No.3, pp.427-54.

[[Manual request](#)] [[Infotrieve](#)]

Vilaseca-Requena, J., Torrent-Sellens, J., Jiménez-Zarco, I. (2007), "ICT use in marketing as innovation success factor: enhancing cooperation in new product development processes", *European Journal of Innovation Management*, Vol. 10 No.2, pp.268-88.

[[Manual request](#)] [[Infotrieve](#)]

Walters, M. (1995), *The Performance Management Handbook*, Institute of Personnel and Development, London, .

[[Manual request](#)] [[Infotrieve](#)]

Wolf, K. (1999), "Teaching portfolios and portfolios conversations for teacher educators and teachers", *Action in Teacher Education*, Vol. 17 No.1, pp.30-9.

[[Manual request](#)] [[Infotrieve](#)]

Worral, L. (2005), *Benchmarking the Performance of ICT in Local Government*, SOCITM, London, .

[[Manual request](#)] [[Infotrieve](#)]

Worthen, B.L., White, K.R., Fan, X., Sudweeks, R.R. (1999), *Measurement and Assessment in Schools*, Addison Wesley Longman, New York, NY, .

[[Manual request](#)] [[Infotrieve](#)]

Zahra, S., Sapienza, H., Davidson, P. (2006), "Entrepreneurship and dynamic capabilities: a review, and research agenda", *Journal of Research Studies*, Vol. 43 pp.4.

[[Manual request](#)] [[Infotrieve](#)]

Further Reading

Chowdhury, S., Wolf, S. (2004), *Use of ICTs and the Economic Performance of SMEs in East Africa*, UNU/WIDER, Helsinki, .

[[Manual request](#)] [[Infotrieve](#)]

Corsi, T.M., Boyson, S. (2003), "Real-time e-supply chain management: diffusion of new technologies and business practices", *Transportation Research Part E*, Vol. 39 pp.79-82.

[[Manual request](#)] [[Infotrieve](#)]

Cronbach, L.J. (1957), "The two disciplines of scientific psychology", *The American Psychologists*, Vol. 12 pp.671-84.

[[Manual request](#)] [[Infotrieve](#)]

Dewatripont, M., Jewitt, I., Tirole, J. (1999), "The economics of career concerns, part 1: comparing information structures", *Review of Economic studies*, Vol. 66 pp.183-98.

[[Manual request](#)] [[Infotrieve](#)]

Fama, E.F. (1980), "Agency problems and the theory of the firm", *Journal of Political Economy*, Vol. 88 pp.288-307.

[[Manual request](#)] [[Infotrieve](#)]

Fornell, C., Larcker, D.F. (1981), "Evaluating structural equation models with unobservable variables and measurement error", *Journal of Marketing Research*, Vol. 18 pp.39-50.

[[Manual request](#)] [[Infotrieve](#)]

Makerere University (2008/2009), *Makerere University Strategic Plan (2008/2009-2018/2019)*, Makerere University, Makerere University Printery, Kampala, .

[[Manual request](#)] [[Infotrieve](#)]

SPSS (1999), *Statistical Package for the Social Sciences*, SPSS, Chicago, IL, available at: www.spss.com, .

[[Manual request](#)] [[Infotrieve](#)]

Performance management practices, employee attitudes and managed performance

The Authors

James Kagaari, *Kyambogo University, Kampala, Uganda*

John C. Munene, *Makerere University Business School, Kampala, Uganda*

Joseph Mpeera Ntayi, *Makerere University Business School, Kampala, Uganda*

Abstract

Purpose – The purpose of this paper is to establish the relationship between performance management practices, employee attitudes and managed performance.

Design/methodology/approach – Using a disproportionate stratified purposive approach, a sample of 900 employees was drawn from four public universities in Uganda.

Findings – The paper reveals that performance management practices and employee attitudes are crucial for achievement of managed performance in public universities.

Research limitations/implications – This was a cross-sectional study that inherently has common method biases. Such biases could be minimised with replication of the study using a longitudinal study approach that would also unearth all salient issues that could have remained untouched.

Practical implications – The paper emphasises the need for public universities to institutionalise result-oriented relationships and adapt in the external hyper changing environment.

Originality/value – The paper calls for a new approach to managing employees in public universities with increasing demand for university education and stakeholder interests in delivery of cost-effective quality services.

Article Type:

Research paper

Keyword(s):

Performance management systems; Employee attitudes; Universities; Developing countries; Uganda.

Journal:

International Journal of Educational Management

Volume: 24 **Number:** 6 **Year:** 2010 **pp:** 507-530

Copyright ©

Emerald Group Publishing Limited

ISSN: 0951-354X

Introduction

With organisations attaching greater emphasis to knowledge workers ([Armstrong and Baron, 1998](#)), it is necessary to understand how performance management practices facilitate achievement of managed performance (e.g. service delivery, service quality/products and cost reduction).

According to [Armstrong \(2000\)](#), performance management is a means of getting better results from the whole organisation or teams or individuals within it, by understanding and managing performance within an agreed framework of planned goals, standards and competence requirements. Public universities in Uganda are facing challenges such as reduced funding from the government, restructuring, downsizing and reengineering. These universities also have to operate as for profit-organisations for sustainability, making them operate as both public and private institutions at the same time ([Mamdani, 2007](#)). This means commercialisation of academic programs with mass education as opposed to elite education. Consequently, the shift to mass education has eroded the universities' main goal of increasing the institutional flexibility, building productive and adaptive capacity in terms of service delivery, particularly with regard to teaching and research ([Kitamirike, 2008](#)). Despite the recruitment of some senior faculty into administrative roles, public universities of Uganda increasingly are run by managers who often have strongly Tayloristic visions of work organisation and operate at a great distance from the site of value production ([Denzin and Lincoln, 2005](#)).

This compounds performance management that is Tayloristic by nature. As a result, delivery of cost-effective quality services in a dynamic environment becomes unattainable. This study is set to establish how performance management practices that are framed ([Figure 1](#)) as agency ([Jensen and Meckling, 1976](#)), resource-based view (RBV) ([Amit and Schoemaker, 1993](#); [Barney and Zajac, 1994](#); [Lei et al., 1996](#); [Penrose, 1959](#); [Schoemaker, 1992](#)), dynamic capability ([Teece et al., 1997](#); [Shore et al., 2004](#)) and goal-setting ([Locke, 1968](#); [Locke and Latham, 1990](#)) are mediated by employee attitudes to facilitate achievement of managed performance.

Performance management practices, employee attitudes and managed performance

According to [Walters \(1995\)](#), performance management is about directing and supporting employees to work as effectively and efficiently as possible in line with the needs of the organisation. This requires paying attention to employee attitudes that improve the relationship between the employers and employees. These include job satisfaction, commitment and perceived psychological contract and so on. However, agency theory ([Jensen and Meckling, 1976](#)) suggests that if both parties to the relationship are utility maximisers there is good reason to believe that the agent (employee) will not always act in the best interests of the principal (employer). An example was provided by [Mamdani \(2007\)](#), who showed that the forces of self-interest amplified by commercialisation of academic programs eroded the institutional integrity of Makerere University. For instance, the private student enrolment in the Faculty of Arts increased from 33 in 1993/1999 to 2046 in 2002/2003 (Makerere University Office of the Academic Registrar minutes cited in [Mamdani \(2007\)](#)). In addition, [Mamdani \(2007\)](#) cited the Turyagyenda committee report in which top-up allowance pay disparities were a source of turf wars at the university with some people getting nothing and while others earned as much as five million Uganda shillings a month. This situation of inequitable pay of allowances among employees has not only become problematic at Makerere University but has become wide spread in all public universities. So, there is need for implementation of performance management practices in order to achieve managed performance framed as service quality, service delivery and cost reduction in those public universities ([Figure 1](#)).

[Fox and Staw \(1979\)](#) argued that when administrators are trapped in such a situation that might precipitate into job insecurity and resistance to their decision making by board of directors, often they increase their commitment to a losing course of action (escalating commitment theory, [Staw, 1976](#)). This is not because they want to rationalise or justify a decision to themselves, but because their credibility is being threatened by other organisational factors such as top management homogeneity, top management succession, top management tenure and past performance. To support this theory, [Bateman \(1986\)](#) found out that past failures resulted in increased future investments compared to past successes.

[Roberts et al. \(2005\)](#) argued that over-emphasis on control may be counter-productive. For instance, [Munene et al. \(2003\)](#) found out that in extreme counter-productive climate, employees develop coping strategies by doing what is minimal or default whenever they have an opportunity while others either quit the job or stay but sacrifice quality for quantity. However, [March and Simon's \(1958\)](#) work and [Steers's \(1977\)](#) study established that people with high

attitudinal commitment generally exhibit specific behaviours including higher attendance, lower job change rates, high job involvement and increased job-related effort. This was better achieved when employees received adequate facilitation from the organisation. Patterson *et al.* (1997) found out that there was a significant positive relationship between employee attitudes (job satisfaction and commitment) and performance with a recommendation that organisations should focus more on human resources than on competitor strategy, quality and research.

Also, Tornow and Wiley (1991) found out that employee's attitude and their level of satisfaction with their job influenced how customers perceived their treatment and the quality of the service they received from the organisation. Research has shown that employee's perception of support at work such as that from coworker, supervisor and organisation has an influence on employee attitudes and work behaviour particularly through reciprocity process (Thompson *et al.*, 2004) including effort put forth (Chelte and Tausky, 1986). In addition, Adsit *et al.* (1996) found out that there is a significant positive relationship between employee attitudes and performance. A number of studies have also suggested and indicated that employee attitudes (job satisfaction and commitment) make significant and positive contributions to firm performance (Fletcher and Williams, 1996). This study sought to explore and explain the need for performance management practices in public universities of Uganda. In view of the literature analysed, it is hypothesised that:

H1. Employee attitudes have a positive relationship with managed performance.

Smith and Rupp (2002) established that the human capital is an essential element for sustainable competitive advantage, and how it is managed within the organisation is extremely important. This is because the intellect and management of systems capabilities that facilitate achievement of managed performance are vested in the human capital (Smith and Rupp, 2002). Human capital is an intangible resource as provided for in the RBV of the employment relationship (Woodruffe, 2000). However, Augier and Teece (2006) and Mosakowski (1993) argued that the RBV theory while accurate is incomplete for understanding environments that are experiencing substantial change, which the dynamic capability theory seeks to address.

According to the dynamic capability perspective, a firm's dynamic capabilities that are embedded in the organisation (Bowman and Ambrossini, 2003) are crucial determinants of its ability to achieve firm performance (Shore *et al.*, 2004; Figure 1) particularly in a confused, turbulent and unpredictable environment. Shapiro *et al.* (2004) argued that these capabilities are grounded in the firm's knowledge base that is formed over time depending on experiences and the composition of the labour force. Grant (2002) added that capabilities (organisational routines) are the foundation of competitive advantage, and organisational capability requires the expertise of various individuals to be integrated with tangible and intangible resources. For instance, Jugdev and Mathur (2006) established that intangible resources are important because unlike codified practices they are not readily transferable or copied, and therefore, can be a source of a competitive advantage. In addition, intangible project management assets are under valued unlike tangible project management assets such as project management tools and techniques, which those companies are increasingly funding (Mathur and Jugdev, 2007).

Furthermore, dynamic capabilities represent the ability of managers and others to make ongoing adjustments in resource allocation and build new thinking (Eisenhardt and Martin, 2000). For instance, Mamdani (2007) studied the way Makerere University attempted to reform its education system from public to private, in view of how higher education was being driven towards commercial competition imposed by economic forces resulting from the development of global education markets and the reduction of government funds. Mamdani (2007) showed that Makerere University generated over US \$1 million year compensating for the per capita decline in its government subvention amounting to nearly 40 per cent of total revenue.

Other studies have also demonstrated a shift in governments' policies pushing universities towards an increasingly mass and vocationally oriented model of education (Lewis *et al.*, 2005). Managers of universities in Uganda have to continuously scan the environment, become innovative, set and implement their goals appropriately to remain competitive. From the reviewed literature, it was hypothesised that:

H2. There is a positive relationship between performance management practices and employee attitudes.

According to Locke and Latham (2002), goals are both outcomes to attain standards for judging one's accomplishments. For instance, Locke and Latham (2005) cited in Smith and Hitt (2005, pp. 128-47) found out that people are more satisfied when they attain their goals or make meaningful progress towards them than when they fail,

make little or no progress. Frese (2005) cited in Smith and Hitt (2005, p. 102) found out that proactive goal setting better focuses on maximizing the positive effect of goals by developing specific, time-bound and challenging goals to which participants feel committed (Locke and Latham cited in Smith and Hitt (2005, pp. 128-47)). This is supported by Munene et al. (2005) having established that goal attainment and peoples' reasons for joining a developmental project were crucial for its success. Also, goal clarity and participation have been shown to contribute to higher levels of motivation to achieve managed performance provided managers accept those targets (Hofstede, 1968). In addition, Adsit et al. (1996) found out that those managers who encouraged participation had higher levels of performance in their departments. Recent empirical studies have also established that participative setting of goals, leads to better accomplishment of complex tasks and development of effective task strategies (Latham, 2001).

According to Locke and Latham (2005) cited in Smith and Hitt (2005), when tasks are new and difficult for people, the best idea is to set learning rather than performance goals. A possible explanation was provided by Frese and Zapf (1994) who found out that high performance is not always the result of greater effort, but rather, of greater understanding. Locke and Latham (2002) established that goal setting will lead to performance when it is moderated by feedback and commitment (Seijts and Latham, 2000). Den Hartog et al. (2004) provided information that achieving individual performance without considering organisational-level variables undermines performance management practices and further suggested the moderating effect of employee attitudes between practices and performance.

Furthermore, Manz (1992) found out that setting goals too high or too low can have adverse effects on employee satisfaction. In addition, Seijts and Latham (2000) found out that goal-performance relationship is strongest when people have confidence in being able to reach their goals and believe that their goals are important or appropriate. However, Latham and Saari (1979) argued that goal commitment could be generated by assignment and supportiveness of the leader, affirming the goal in public to make it a test such as of integrity, clarifying outcome expectancies and incentives; if people know what they are aiming for, they are motivated to exert more effort, which increases performance (Latham, 2001; Locke and Latham, 1990, 2002).

For instance, Adsit et al. (1996) found out that employee perceptions of managerial communication in the form of goals and organisational strategies are important to customer satisfaction and departmental performance. Verbeeten (2008) also found out that the definition of clear and measurable goals is positively associated with quantity and quality performance but the use of incentives is positively associated with quantity performance only. An empirical finding (Pollit, 2006; De Lancer Julnes and Holzer, 2001; Kloot and Martin, 2000) showed that quantitative performance measures tend to ignore the quality aspect of service delivery since qualitative performance is much more difficult to measure.

The effects of performance management practices in public sector organisations are affected by institutional factors with the results suggesting that the behavioural effects of performance management practices are as important as the economic effects in public sector organisations. In the same study, Verbeeten (2008) found out that large organisations appear to have more difficulty in defining clear and measurable goals, are less likely to use incentives and have lower quality performance (Dewatripont et al., 1999). According to Latham (2001), there is a need to investigate goal-setting procedures and generalisation in the achievement of managed performance. This is more crucial in the public sector where empirical evidence on performance management is inconclusive (Verbeeten, 2008). This study sought to explore and explain the situation in public universities of Uganda. From the literature, it was hypothesised that:

H3. Performance management practices have a positive relationship with managed performance.

Research methodology

Procedure

To ensure reliability and validity of the instrument, a pre-test was carried out. During the pre-test, respondents identified and recommended for improvement on clarity of some concepts and items that appeared ambiguous. After effectual of the observed errors in the instruments, same respondents were consulted to confirm appropriateness.

The main study was undertaken with the research hypotheses being tested at the four public universities in Uganda (Kyambogo, Makerere, Mbarara and Gulu) with a target population of 4,774 employees. Using a disproportionate stratified purposive sampling approach, the questionnaires were distributed and collected by the researcher ($n=900$). Each employee had an equal chance of being selected for the study. Using a probability (or significance) level of 0.05 as a generally acceptable level of confidence in most behavioural sciences ([Hill, 1995](#)), [Krejcie and Morgan \(1970\)](#) have produced a table for determining sample size for any population of a defined (finite) size. Based on this confidence level, a computation for the sample size does not need to be carried out. [Krejcie and Morgan \(1970\)](#) state that, using this table, as the population increases the sample size increases at a diminishing rate (plateau) and remains, eventually constant at slightly more than 380 cases. The obtained result in this study meets these criteria ([Table I](#)).

The questionnaires were distributed to the sample of employees who were identified with the help of administrative officers in each faculty and departments. In selecting employees for participation, effort was made to include people from different hierarchical levels. The sample largely consisted of non-technical, administrative employees (including lower, middle and upper management and support staff) and academic staff. Each questionnaire was accompanied with a cover letter providing explanations and assurances that all individual responses would be treated confidentially. A number of call backs to the respondents were made to ensure maximum retrieval of the questionnaires. A total of 474 employees completed and returned the questionnaires, giving a response rate of 50 per cent.

Measures

This was a cross-sectional survey design using a quantitative approach to data collection and analysis. All the major constructs were measured using a four-point Likert scale on a scale of (“1=strongly disagree” to “4=strongly agree”) without the neutral or mid-point to avoid respondents scoring that point.

This scale is practical and interesting, does not have a midpoint and in that sense forces a choice ([Worthen *et al.*, 1999](#)). This was the reason of changing the existing scales for the variables under study in anticipation of respondents' likelihood to score the midpoint to avoid making a real choice, a problem identified in Uganda ([Munene, 2008](#)).

Variable(s) of performance management practices included the agency relations, relevant resources, dynamic capability and goal setting.

Agency relations were measured using seven items adopted from an instrument developed by [Martinez and Kennerley \(2005\)](#). Each respondent was asked to indicate his/her opinions on the items provided on the questionnaire. For example, “Managers focus their attention on key objectives set by shareholders”.

Relevant resources were assessed using 18 items adopted from an instrument developed by [Isobe *et al.* \(2002\)](#) with modifications to suit this study. The respondents were asked to report their responses on an item such as, “This institution has provisions for developing its employees”.

Dynamic capability was measured using 19 items adopted from an instrument developed by [Choo and Johnson \(2004\)](#) with modifications to suit the study. Respondents were asked to indicate their opinions on items such as, “In this institution, there is sharing of new knowledge in decision making”.

Goal setting was measured using 11 items adopted from an instrument developed by [Van de Walle \(1997\)](#). Respondents were asked to indicate their opinions on an item such as, “I often prepare a work plan for effective performance”.

Employee attitudes were measured using 11 items adopted from an instrument developed by [Armstrong and Baron \(2007\)](#). For instance, respondents were asked to indicate their opinions on items such as, “I receive adequate recognition for my contribution”.

Managed performance vested in quality services, service delivery and cost reduction was measured with already established instruments measuring identified factors of the construct but with modifications to suit the study as shown below.

Service quality was measured using ten items adopted from an instrument developed by Hui *et al.* (2003). For instance, a respondent was asked to indicate whether, “Employees in this institution have the knowledge to answer the stakeholders' questions”.

Cost reduction was measured using three items adopted from an instrument developed by Huang (2001). For instance, a respondent was asked to indicate whether: “Performance is monitored by a control system”.

Service delivery was measured using seven items adopted from an instrument (Parasuraman *et al.*, 1988). For instance, a respondent was asked to indicate: “I perform the service right the first time”.

Herrmann and Datta (2005) and Karake (1995) found a significant relationship between demographic factors (e.g. sex, marital status and age) and firm performance. In this study, age of university was included as a control variable.

Using a Statistical Software Package for Social Scientists (SPSS version 16), the reliability test (Cronbach's alpha) results were obtained. Agency relations alpha is 0.77; relevant resources alpha is 0.83; dynamic capability alpha as 0.89; goal setting alpha as 0.73; employee attitudes as 0.86 and managed performance is 0.97.

The findings show that the reliability Cronbach's alpha coefficients exceeded the recommended minimum of 0.70 (Fornell and Larcker, 1981; Nunnally, 1978).

Using the SPSS software, missing values (maximum 2.5 per cent) were replaced by the series means. With the variance inflation factor (VIF) at >2 and tolerance statistics all well above 0.90, indicating that there was no collinearity within the data showing that the items were distinct for the variables under measurement (Field, 2006; Hair *et al.*, 1998).

Findings

The findings showed that of the respondents: 62 per cent were male; 38 per cent were female. In terms of age: 64 per cent were aged 40 years and below; 36 per cent were aged 41 years and above. For marital status: 66 per cent were married; 30 per cent were single; 2 per cent separated; 1 per cent divorced and 1 per cent widowed. For qualifications: 45 per cent had a postgraduate degree; 6 per cent had certificates; 13 per cent had diplomas; 36 per cent had a first degree. For tenure: 36 per cent had worked in the universities for more than 10 years and 64 per cent had worked for >10 years. In terms of experience before joining university service: 74 per cent of the respondents had worked elsewhere, whereas 26 per cent had no working experience.

The mean values and standard deviations for the variables were: agency relations ($M=2.3$, $SD=0.5$); relevant resources ($M=2.4$, $SD=0.4$); dynamic capability ($M=2.5$, $SD=0.3$); goal setting ($M=2.7$, $SD=0.4$); employee attitudes ($M=2.6$, $SD=0.5$) and managed performance ($M=2.6$, $SD=0.4$).

For factor analysis, factor loading was conducted to determine the extent to which items measured the distinct variables to establish the discriminant validity (Straub, 1989).

Field (2005) citing Tabachnick and Fidell (2001) suggested that it is comforting to have at least 300 cases for factor analysis, which was satisfied by this study. All items that were cross-loading on other components were not included in the subsequent. Yamniil and McLean (2005) pointed out the lack of convention regarding acceptable cut-off points but who use a cut-off point of 0.40 but this study adopted a cut-off of 0.5. Then the factored components were given labels according to the literature regarding the construct under study in tables below. McCarthy and Garavan (2007) argued that factor analysis is recognized as “a powerful and indispensable method of construct validation” that “is at the heart of the measurement of psychological constructs”.

The zero-order correlations and regression analyses were carried out using the SPSS version 16 adopted for windows. Pearson zero-order correlations between the study variables were obtained with either 1 or 5 per cent level of significance. The multiple regressions were also computed to establish the predictive powers of the independent variables on dependent variables under study. The hierarchical regressions established the presence of the mediation, moderating effects and also the extent to which independent variables predicted the independent variable. Essentially,

the research went beyond testing for the hypothesised main effects of the explanatory variables in order to unearth conditions of mediating effects (Echambadi *et al.*, 2006) in Table X. The next section presents factor analysis of the variables studied.

One component had a loading < 0.5 and was extracted.

The results in Table II reveal that the dimensions that tested the agency relations in the model account for 41 per cent.

The results in Table III reveal that 59 per cent of variance in relevant resources is attributable to resource utilisation, inimitability, non-substitutability, competence and firm specificity, of which 19 per cent is due to resource utilisation, 12 per cent is due to inimitability, 11 per cent is due to non-substitutability and 9 per cent is due to firm specificity.

The results in Table IV indicates that 61 per cent of variance in dynamic capability is due to utilisation, acquisition, development, configuration, innovation and technology, of which 20 per cent is due to utilisation, 13 per cent is due to acquisition, 8 per cent is due to development, 7 per cent is due to configuration and 7 per cent is due to innovation and 6 per cent is due to technology.

The results in Table V reveal that 58 per cent of variance in goal setting is due to performance, individual commitment and processes, of which 23 per cent is due to performance, 19 per cent is due to individual commitment and 15 per cent is due to processes.

The results in Table VI show that 57 per cent of variance in employee attitudes was due to job satisfaction and work commitment, of which 29 per cent was due to job satisfaction and 27 per cent due to work commitment.

The results in Table VII reveal that 57 per cent of variance in managed performance is due to service quality, service delivery and cost reduction, of which 30 per cent is due to service quality, 20 per cent due to service delivery and 7 per cent due to cost reduction.

Results

Zero-order correlations are shown in Table VIII, to interpret their size, Cohen *et al.*'s (2003) criteria is used for small ($r > 0.10$), medium ($r > 0.30$) and large ($r > 0.50$) effect size. Previous studies indicate that the organisation's age has an effect on managed performance (Filatotchev, 2006) and that organisations perform better when they are still young agreeing with results ($r = -0.08$, $p < 0.01$) in Table VIII.

From the results in Table VIII, employee attitudes have a significant positive relationship with managed performance ($r = 0.25$, $p < 0.01$). The regression analysis in Table IX shows that 6 per cent of variance in managed performance could be attributed to employee attitudes, supporting hypothesis (H1).

The results show that performance management practices positively correlates with employee attitudes ($r = 0.34$, $p < 0.01$). The regression analysis in Table IX indicates that 12 per cent of variance in employee attitudes is attributable to performance management practices, supporting H2.

Also, performance management practices have a significant positive relationship with managed performance ($r = 0.24$, $p < 0.01$). The regression analysis in Table IX also indicates that 6 per cent of variance in managed performance is due to performance management practices, supporting hypothesis H3.

The hierarchical multiple regression analysis (Table X) was carried to further explore the true nature of the relationships based on the stated hypotheses. In doing so, there was hope that better prediction of the factors that influence the achievement of successful managed performance would be obtained. In the first model, the university age used as a control variable was entered and accounted for 1.0 per cent of variance in managed performance. In the second model, adding the second block of performance management practice variables (agency relations, relevant resources, dynamic capability and goal setting) resulted in 10.0 per cent of variance in managed performance, meaning that 9.0 per cent of variance is accounted for by components of performance management practices ($F = 9.88$, $p < 0.01$). This supports hypothesis H3.

In the third and overall model, 13 per cent of managed performance was explained by the study variables, of which 3.0 per cent of variance is accounted for by employee attitudes ($F=11.08$, $p<0.01$). These findings supported the hypothesis ($H1$).

From [Table X](#), the overall model was established that performance management practices and employee attitudes were good predictors of managed performance ($p<0.01$).

The mediating effect of employee attitudes on performance management practices and managed performance was tested using [Baron and Kenny's \(1986\)](#) multi-step regression. For each step, university age was controlled. University age was in all regression steps. A three-step analysis was conducted by:

1. regressing the mediator (employee attitudes) on the independent variable performance management practices;
2. regressing the dependent variable (managed performance) on the independent variable (performance management practices); and
3. regressing the dependent variable (managed performance) both the independent (performance management practices) and mediator (employee attitudes) variables (see [Table IX](#)).

According to [Baron and Kenny \(1986\)](#), for “perfect” mediation to occur:

- the independent variable must affect the mediator in the first equation;
- the independent variable must be shown to affect the dependent variable in the second equation;
- the mediator must affect the dependent variable in the third equation; and
- the independent variable must no longer be significant in the third equation.

The pattern of results reflected a significant change in β following the introduction of the mediator from ($\beta=0.25^{**}$) to ($\beta=0.17^{**}$) in [Table IX](#). [Sobel's \(1982\)](#) z -test was performed ($t=4.40^{**}$) and confirmed the partial mediation effect.

Discussions and conclusions

The aim of this study is to demonstrate the need for managers of public universities to pay attention to performance management practices, employee attitudes to achieve successful managed performance.

In keeping with the aim and contributions of this study, the process of continuous refinement of the perspectives that attempt to explain performance management practices in achieving managed performance in organisations particularly in public universities will continue to undergo changes based on the empirical evidence. From the study, it was evident that the older the university becomes the more it fails to deliver to its expectations. The study derived three hypotheses from the reviewed literature and tested them.

$H1$ stated that employee attitudes have a positive relationship with managed performance, which was tested and confirmed. In support of the findings, [Baptiste's \(2008\)](#) study revealed that commitment, job satisfaction and work-life balance satisfaction have important effects on levels of engagement, performance and intention to quit. The factored indicators of employee attitudes were satisfaction and commitment to work, which supported the theory. This means that public universities must keep competent, committed and motivated employees to deliver quality services to the clients.

$H2$ stated that there is a positive relationship between performance management practices and employee attitudes. The findings upheld the hypothesis and confirm that agency relations, relevant resources, dynamic capability and goal setting converge into performance management practices to explain and provide information that is vital for motivated competent employees to deliver cost-effective quality services. In support of the findings, [Pfeffer and Veiga \(1999\)](#) argued that performance management practices facilitate organisational performance by focusing on employee attitudes.

$H3$ stated that performance management practices have a positive relationship with managed performance. In support of the findings, [Patterson et al. \(1997\)](#) established that managing performance is achieved through people

management practices. Further, managerial practices upon performance should emphasise quality strategies such as quality of training and development; extent of feedback on quality to employees; quality emphasis with customers and suppliers; and involvement of employees in quality control. The study also established a mediation effect of employee attitudes on performance management practices and managed performance.

Limitations and future research

This was a cross-sectional survey using quantitative approach, by its nature precludes cause-effect relationships being uncovered (Schauffeli *et al.*, 2008). The study relied on self-report measures, so percept-percept bias could have affected the magnitudes of bivariate correlations between the variables. There is a need for complementary longitudinal studies as an intervention. This study dwelled on quantitative approach, failing to tap salient issues from the respondents. Using different methodological approaches (Kozlowski and Klein, 2000), particularly blending both qualitative and quantitative approaches for more enriching results is necessary. Further refinement of this study could also be carried out to establish the mediation effect of employee attitudes between performance management practices and managed performance.

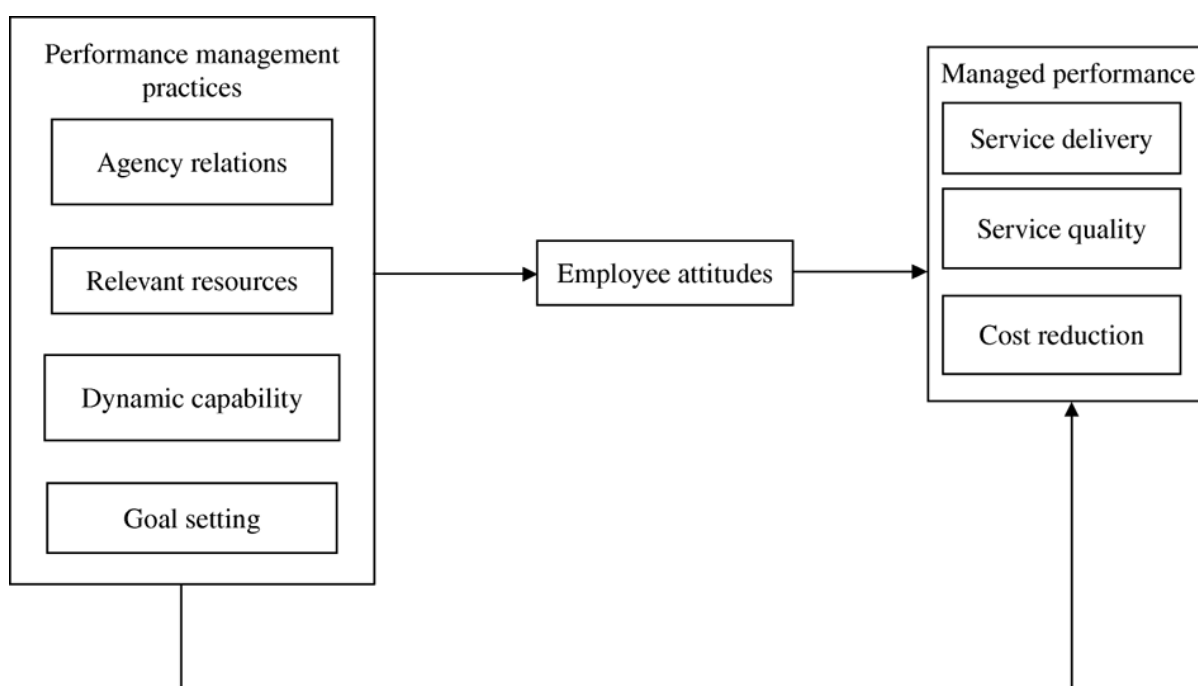


Figure 1A theoretical model of interrelationships among the constructs/variables

	Name of university	Age of university	Number of employees	Sample selected	Returned questionnaires
Table I. Study population and sample size	Kyambogo University	06	1,027	300	250
	Makerere University	87	2,911	400	134
	Mbarara University	20	686	100	40
	Gulu University	07	166	100	50
	Total		4,790	900	474

Table I Study population and sample size

Dimensions	Agency relations (contract form)	
The performance of university top leaders is regularly monitored	0.68	
The compensation of university top leaders is according to their performance	0.60	
Policies and procedures of the institution are clearly defined	0.68	
The review of the of decisions taken by the university top leaders s done formally by committees or higher management	0.69	
University top leaders' performance is regularly reported to all stakeholders	0.69	
The reviews of the decisions taken by the university top leaders is comprehensively conducted	0.75	
<i>Eigen values</i>	2.87	Table II.
<i>Per cent total variance</i>	40.96	Rotated component
<i>Cumulative per cent</i>	40.96	matrix: agency relations

Table II Rotated component matrix: agency relations

Dimensions	1 Resource utilisation	2 Inimitable	Indices 3 Non- substitutable	4 Competence	5 Firm specificity
A number of relevant resources are integrated to increase our effectiveness	0.81				
In this institution relevant resources are act as triggers for innovation	0.69				
In this institution resources act as triggers for collaborative problem solving with stakeholders	0.65				
Our relevant resources are the principle drivers used to develop strategies that enable us achieve much in time	0.60				
In this institution relevant resources are developed such that they can be used throughout this university	0.59				
Our relevant resources are the principle drivers used to develop strategies that enable us achieve more by putting in less	0.55				
This institution tries to make certain that other institutions find it difficult to determine the relevant resources that may lead to our success		0.84			
This institution is geared towards ensuring that other institutions would find it difficult to copy our resource base		0.81			
In this institution key resources are monitored in order to determine whether other institutions copy them		0.58			
This institution's relevant resources are not available in other institutions			0.75		
It is difficult for another institution to acquire the same relevant resources are available in this university			0.76		
This institution's relevant resources are not copied by other institutions			0.73		
It is almost impossible to use the same combination of relevant resources in another university			0.51		
This institution trains its employees				0.88	
This institution has provisions for developing its employees				0.87	
This institution's relevant resources are mixed such that they generate profits					0.72
In this institution relevant resources across departments are shared such that they lack a clearly identified owner					0.66
In this institution relevant resources span to different administrative levels within the institution					0.63
<i>Eigen values</i>	3.55	2.27	2.14	1.73	1.54
<i>Percent total variance</i>	18.69	11.95	11.24	9.10	8.08
<i>Cumulative percentage</i>	18.69	30.64	41.88	50.98	59.06

Table III Rotated component matrix: relevant resources

Dimensions	Indices					
	1 Utilisation	2 Acquisition	3 Development	4 Configuration	5 Innovation	6 Technology
In this institution there is sharing of new knowledge in decision making	0.78					
In this institution there is sharing of new knowledge in problem solving situations	0.78					
In this institution there is documentation of new knowledge in decision making	0.75					
In this institution there is mapping of knowledge in order to make it available	0.73					
This institution focuses on information utilisation through technology	0.67					
In this institution there is identification of knowledge so that it is made available	0.65					
In this institution acquisition, generation, distribution and utilisation of knowledge have become our main source of survival	0.62					
There is information management system that identifies the strategic use of information to cut an edge over competitors	0.55					
This institution equips with information tools to serve our stakeholders		0.72				
At this institution there are mechanisms that facilitate knowledge acquisition from inside and outside this institution		0.68				
At this institution staff is involved in identifying valuable knowledge for business opportunities		0.63				
Communication channels across this institution's levels make the whole institution work together		0.57				
At this institution there is regular development of new academic programs			0.70			
At this institution there is development of new teaching methods			0.63			
At this institution heads of departments, sections, units are risk takers			0.62			
This institution uses behavioural competencies for employee selection				0.83		
This institution has a framework for applying employees' information, experiences and ideas				0.59		
Without innovation it is difficult to transfer to support key business processes					0.77	
At this institution knowledge is crucial in increased responsiveness in a constantly changing business environment					0.71	
In this institution there is no direct collaboration with stakeholders to produce knowledge through technology						0.78
At this institution there are no mechanisms for transforming information into usable knowledge						0.77
<i>Eigen values</i>	4.64	2.89	1.93	1.59	1.53	1.36
<i>Per cent total variance</i>	20.18	12.58	8.37	6.91	6.64	5.93
<i>Cumulative per cent</i>	20.18	32.75	41.12	48.04	54.68	60.60

Table IV.
Rotated component
matrix: dynamic
capability

Table IV Rotated component matrix: dynamic capability

Dimensions	Indices		
	1 Performance (attainment)	2 Individual commitment	3 Processes (satisfaction)
I prefer to work on projects where I can prove my ability to others	0.84		
I enjoy work when others are aware of how well I am doing	0.79		
I prefer to work under conditions that require a high level of ability and talent	0.76		
I am willing to select a challenging work assignment	0.74		
In this institution employees set themselves challenging but achievable goals		0.83	
In this institution employees are committed to their goals		0.69	
In this institution employees believe in their own ability		0.67	
In this institution employees always receive feedback		0.57	
In this institution employees define goals for their own teams			0.77
In this institution employees praise themselves when they do well			0.66
In this institution employees are encouraged to set their own task goals			0.75
<i>Eigen values</i>	2.57	2.09	1.69
<i>Per cent total variance</i>	23.35	18.96	15.38
<i>Cumulative per cent</i>	23.35	42.31	57.70

Table V.
Rotated component
matrix: goal setting

Table V Rotated component matrix: goal setting

Dimensions	Indices	
	1 Job satisfaction	2 Work commitment
Compared to other institutions in this country I am satisfied with my benefits package	0.81	
I am paid fairly for the work I do	0.75	
I would proudly recommend this organisation as a good place to work to a friend or relative	0.72	
Job promotions in this institution are fair	0.65	
This institution's policies are well communicated	0.64	
I feel I have job security	0.52	
My job makes good of my skills and abilities	0.51	
My head of department encourages my work group to work as a team		0.86
My head of department is helpful		0.83
My head of department has good work knowledge to make decisions about my work		0.81
There is good cooperation among my workgroup		0.73
<i>Eigen values</i>	3.24	2.99
<i>Per cent total variance</i>	29.41	27.21
<i>Cumulative per cent</i>	29.41	56.61

Table VI.
Rotated component
matrix: employee
attitudes

Table VI Rotated component matrix: employee attitudes

Dimensions	Indices		
	1 Service quality	2 Service delivery	3 Cost reduction
The physical facilities at this institution are visually appealing	0.79		
This institution has modern looking equipment	0.77		
This institution's departments provide their services at the time they promise to do so	0.74		
This institution's departments perform the service right first time	0.72		
This institution's departments insist on error-free records	0.72		
When this institution's staff promises to do something by a certain time, they do so	0.71		
Employees at this institution tell stakeholders exactly when services will be performed	0.68		
Employees in this institution's departments give prompt services to stakeholders	0.66		
When a stakeholder has a problem this institution's staff show a sincere interest in having it solved	0.65		
Employees at this institution appear professionally dressed	0.64		
This institution gives stakeholders individual attention		0.71	
Employees in this institution's departments understand the needs of their stakeholders		0.69	
This institution's departments have the stakeholders' best interests at heart		0.65	
Employees in this institution's departments have the knowledge to answer the stakeholder's questions		0.60	
This institution has operating hours convenient to all their stakeholders		0.60	
Employees in this institution's departments are never too busy to respond to stakeholders' requests		0.59	
At this institution competitive power is maintained by cutting costs			0.83
At this institution performance is monitored by a cost control system			0.69
At this institution changes are set lower than those of our competitors			0.65
<i>Eigen values</i>	7.48	4.91	1.84
<i>Per cent total variance</i>	29.91	19.64	7.35
<i>Cumulative per cent</i>	29.91	49.54	56.89

Table VII.
Rotated component
matrix for managed
performance

Table VII Rotated component matrix for managed performance

	M	SD	1	2	3	4	5	6	7	8
Table VIII.										
Zero-order correlations:	1.	University age	2.3	0.5	1.00					
agency relations, relevant	2.	Agency relations	2.4	0.4	0.14**	1.00				
resources, dynamic	3.	Relative resources	2.5	0.3	0.06	0.33**	1.00			
capability, goal setting,	4.	Dynamic capability	2.7	0.4	0.13**	0.31**	0.35**	1.00		
employee attitudes,	5.	Goal setting	2.5	0.5	0.13**	0.18**	0.16**	0.20**	1.00	
service quality, service	6.	Performance management	2.6	0.5	0.03	0.52**	0.47**	0.28**	0.34**	1.00
delivery, cost reduction	7.	Employee attitudes	2.6	0.4	0.26**	0.33**	0.25**	0.35**	0.24**	0.25**
and managed	8.	Managed performance	2.6	0.4	-0.08*	0.17**	0.26**	0.20**	0.09*	0.24**
performance										1.00

Notes: Correlation is significance at: *0.05 and **0.01 levels (one-tailed); n = 447

Table VIII Zero-order correlations: agency relations, relevant resources, dynamic capability, goal setting, employee attitudes, service quality, service delivery, cost reduction and managed performance

Equation	Variable	β -standardised	T	R^2	ΔR^2	F	Tolerance	VIF
1.	Dependent variable = employee attitudes Independent variable = performance management practices	0.34	7.74**	0.12	0.12	59.83**	1.00	1.00
2.	Dependent variable = managed performance Independent variable = performance management practices	0.24	5.14**	0.06	0.06	49.52**	1.00	1.00
3.	Dependent variable = managed performance Independent variable = employee attitudes	0.19**	3.83**				0.88	1.13
	Independent variable = performance management practices	0.18**	3.58**	0.09	0.09	20.96**	0.88	1.13
4.	Dependent variable = managed performance Independent variable = employee attitudes	0.22**	5.32	0.06	0.06	28.34**	1.00	1.00

Notes: Correlation is significance at: *0.05 and **0.01 levels (two-tailed); $n = 447$

Table IX. Performance management practices => employee attitudes => managed performance path

Table IX Performance management practices => employee attitudes => managed performance path

	Predictor variable	Model 1 β	Model 2 β	Model 3 β
	(Constant)	2.75**	1.69**	1.56**
	University age	-0.03	-0.05**	-0.07**
	Agency relations		0.07	0.04
	Relevant resources		0.20**	0.18**
	Dynamic capability		0.13*	0.201**
	Goal setting		0.04**	0.08**
	Performance management practices		0.25**	0.17**
	Employee attitudes			0.18**
	R^2	0.01	0.10	0.13
	R^2 (adj.)	0.00	0.09	0.12
	ΔR	0.01	0.09	0.03
	F	2.87	9.88**	11.08**
	ΔF	2.87	11.56**	15.49**

Notes: * $p < 0.05$, ** $p < 0.01$; $n = 447$

Table X. Results of hierarchical regression analyses of managed performance as predicted by agency relations, relevant resources, dynamic capability, goal setting, employee attitudes and control variables

Table X Results of hierarchical regression analyses of managed performance as predicted by agency relations, relevant resources, dynamic capability, goal setting, employee attitudes and control variables

References

Adsit, D., London, M., Crom, S., Jones, D. (1996), "Relationships between employee attitudes, customer satisfaction and departmental performance", *Journal of Management Development*, Vol. 15 No.1, pp.62-75.

[[Manual request](#)] [[Infotrieve](#)]

Amit, R., Schoemaker, P.J. (1993), "Strategic assets and organisational rent", *Strategic Management Journal*, Vol. 14 pp.33-46.

[[Manual request](#)] [[Infotrieve](#)]

Armstrong, M. (2000), *Performance Management: Key Strategies and Practical Guidances*, Kogan Page, London, .

[[Manual request](#)] [[Infotrieve](#)]

Armstrong, M., Baron, A. (1998), *Performance Management – The New Realities*, The Institute for Personnel Development, London, .

[[Manual request](#)] [[Infotrieve](#)]

Armstrong, M., Baron, A. (2007), *Performance Management: A Strategic and Integrated Approach to Achieve Success*, Jaico Publishing House, Mumbai, .

[\[Manual request\]](#) [\[Infotrieve\]](#)

Augier, M., Teece, D.J. (2006), "Understanding complex organisation: the role of know-how, internal structure and human behavior in the evolutions of capabilities", *Industrial and Corporate Change*, Vol. 15 No.2, pp.395-416.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Baptiste, N.R. (2008), "Tightening the link between employee wellbeing at work and performance", *Management Decision*, Vol. 46 No.2, pp.289-304.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Barney, J.B., Zajac, E. (1994), "Competitive organisational behaviour: toward an organisationally-based theory of competitive advantage", *Strategic Management Journal*, Vol. 15 pp.5-9.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Baron, R.M., Kenny, D.A. (1986), "The moderator-mediator variable distinction in social psychological research: conceptual, strategic, and statistical considerations", *Journal of Personality and Social Psychology*, Vol. 51 No.6, pp.1173-82.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Bateman, T. (1986), "The escalation of commitment in sequential decision-making", *Decision Sciences*, Vol. 17 pp.33-49.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Bowman, C., Ambrossini, V. (2003), "How the resource-based and the dynamic capability views of the firm inform corporate-level strategy", *British Journal of Management*, Vol. 14 pp.289-303.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Chelte, A.E., Tausky, C. (1986), "A note on organisational commitment: antecedents and consequences among managers, professionals, and blue-collar workers", *Work and Occupations*, Vol. 13 No.4, pp.553-61.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Choo, C., Johnson, R. (2004), "Innovation in the knowing organisation: a case study of an e-commerce initiative", *Journal of Knowledge Management*, Vol. 8 No.6, pp.77-92.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Cohen, J., Cohen, P., West, S.G., Aiken, L.S. (2003), *Applied Multiple Regression/Correlation Analysis for the Behavioural Sciences*, 3rd ed., Lawrence Elbaum Associates, Hillsdale, NJ, .

[\[Manual request\]](#) [\[Infotrieve\]](#)

De Lancer Julnes, P., Holzer, M. (2001), "Promoting the utilization of performance measures in public organisations: an empirical study of factors affecting adoption and implementation", *Public Administration Review*, Vol. 61 No.6, pp.693-708.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Den Hartog, D., Boselie, P., Paauwe, J. (2004), "Performance management: a model and research agenda", *Applied Psychology: An International Review*, Vol. 53 No.4, pp.556-69.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Denzin, N.K., Lincoln, Y.S. (2005), *Qualitative Research*, Sage, London, .

[\[Manual request\]](#) [\[Infotrieve\]](#)

Dewatripont, M., Jewitt, I., Tirole, J. (1999), "The economics of career concerns, part 1: comparing information structures", *Review of Economic Studies*, Vol. 66 pp.183-98.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Echambadi, R., Campbell, B., Agarwal, R. (2006), "Encouraging best practice in quantitative management research: an incomplete list of opportunities", *Journal of Management Studies*, Vol. 43 No.8, .

[\[Manual request\]](#) [\[Infotrieve\]](#)

Eisenhardt, K.M., Martin, J.A. (2000), "Dynamic capabilities: what are they?", *Strategic Management Journal*, Vol. 21 pp.1105-21.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Field, A. (2005), *Discovering Statistics Using SPSS*, Sage, London, .

[\[Manual request\]](#) [\[Infotrieve\]](#)

Field, A. (2006), *Discovering Statistics Using SPSS*, Sage, London, .

[\[Manual request\]](#) [\[Infotrieve\]](#)

Filatotchev, I. (2006), "Effects of executive characteristics and venture capital involvement on board composition and share ownership in IPO firms", *British Journal of Management*, Vol. 17 pp.75-92.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Fletcher, C., Williams, R. (1996), "Performance management, job satisfaction and organisational commitment", *British Journal of Management*, Vol. 7 pp.169-79.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Fornell, C., Larcker, D.F. (1981), "Evaluating structural equation models with unobservable variables and measurement error", *Journal of Marketing Research*, Vol. 18 pp.39-50.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Fox, F., Staw, B. (1979), "The trapped administrator: effects of job insecurity and policy resistance upon commitment to a course of action", *Administrative Quarterly*, Vol. 24 pp.449-71.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Frese, M. (2005), "Grand theories and mid-range theories: cultural effects on theorizing and the attempt to understand active approaches to work", in Smith, K.G., Hitt, M. (Eds), *Great Minds in Management: The Process of Theory Development*, Oxford University Press, Oxford, pp.84-108.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Frese, M., Zapf, D. (1994), "Action as the core work psychology: a German approach", in Triandis, H.C., Dunnette, M.D. (Eds), *Handbook of Industrial and Organisational Psychology*, Consulting Psychologists Press, Palo Alto, CA, Vol. 4 pp.271-340.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Grant, R.M. (2002), *Contemporary Strategy Analysis*, Blackwell, London, .

[\[Manual request\]](#) [\[Infotrieve\]](#)

Hair, F., Anderson, R., Tatham, R., Black, W. (1998), *Multivariate Data Analysis with Readings*, 5th ed., Prentice-Hall, Englewood Cliffs, NJ, .

[\[Manual request\]](#) [\[Infotrieve\]](#)

Herrmann, P., Datta, D. (2005), "Relationships between top management team characteristics and international diversification: an empirical investigation", *British Journal of Management*, Vol. 16 pp.69-78.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Hill, R. (1995), "What is 'enough' in internet survey research?", *Interpersonal Computing and Technology: An Electronic Journal for the 21st Century*, Vol. 6 pp.3-4.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Hofstede, G. (1968), "Motivation, leadership, and organisation: do American theories apply abroad", *Organisational Dynamics*, Vol. 9 No.1, pp.42-62.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Huang, T. (2001), "The effects of linkage between business and human resource management strategies", *Personnel Review*, Vol. 30 No.2, pp.132-45.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Hui, H., Cheng, K., Gan, Y. (2003), "Psychological collectivism as a moderator of the impact of supervisor-subordinate personality similarity on employees' service quality", *Applied Psychology: An International Review*, Vol. 52 No.2, pp.175-92.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Isobe, T., Makino, S., Montgomery, D. (2002), "Performance impact of technological assets and reconfiguration capabilities: the case of small manufacturing firms in Japan", Research Paper No. 1768, .

[[Manual request](#)] [[Infotrieve](#)]

Jensen, M., Meckling, W. (1976), "Theory of the firm: managerial behaviour, agency costs, and ownership structure", *Journal of Financial Economics*, Vol. 3 pp.305-60.

[[Manual request](#)] [[Infotrieve](#)]

Jugdev, K., Mathur, G. (2006), "Project management as strategic elements: preliminary findings", *Management Research News*, Vol. 29 No.10, pp.604-17.

[[Manual request](#)] [[Infotrieve](#)]

Karake, Z. (1995), "Information technology performance: agency and upper echelon theories", *Management Decision*, Vol. 33 No.9, pp.30-7.

[[Manual request](#)] [[Infotrieve](#)]

Kitamirike, E. (2008), "Uganda: privatise welfare in public universities", *New Vision*, No. April 7, pp.4.

[[Manual request](#)] [[Infotrieve](#)]

Kloot, L., Martin, J. (2000), "Strategic performance management: a balanced approach to performance management issues in local government", *Management Accounting Research*, Vol. 11 No.2, .

[[Manual request](#)] [[Infotrieve](#)]

Kozlowski, S., Klein, K. (2000), "A multi-level approach to theory and research in organizations", in Klein, K., Kozlowski, S. (Eds), *A Multi-level Approach to Theory, Research, Methods in Organisations*, Jossey Bass, San Francisco, CA, .

[[Manual request](#)] [[Infotrieve](#)]

Krejcie, R., Morgan, D. (1970), "Determining sample size for research activities", *Educational and Psychological Measurement*, Vol. 30 pp.607-10.

[[Manual request](#)] [[Infotrieve](#)]

Latham, G.P. (2001), "The importance of understanding and changing employee outcome expectancies for gaining commitment to an organisational goal", *Personnel Psychology*, Vol. 54 pp.707-16.

[[Manual request](#)] [[Infotrieve](#)]

Latham, G.P., Saari, L.M. (1979), "The effects of holding goal difficulty constant on assigned and participatively set goals", *Academy of Management Journal*, Vol. 22 pp.163-8.

[[Manual request](#)] [[Infotrieve](#)]

Lei, D., Hitt, M., Bettis, R. (1996), "Dynamic core competences through meta-learning and strategic context", *Journal of Management Academy*, Vol. 22 pp.549-69.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Lewis, T., Marginson, S., Snyder, I. (2005), "The network university? Technology, culture and organisational complexity in contemporary higher education", *Higher Education Quarterly*, Vol. 59 No.1, pp.56-75.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Locke, E.A. (1968), "Toward a theory of task motivation and incentives", *Organisational Behaviour and Human Performance*, Vol. 3 No.15, pp.157-89.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Locke, E.A., Latham, G.P. (1990), *A Theory of Goal Setting and Task Performance*, Prentice-Hall, Englewood Cliffs, NJ, .

[\[Manual request\]](#) [\[Infotrieve\]](#)

Locke, E.A., Latham, G.P. (2002), "Building a practically a useful theory of goal setting and task motivation", *American Psychologist*, Vol. 57 pp.705-17.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Locke, E.A., Latham, G.P. (2005), "Goal setting theory: theory building by induction", in Smith, K.G., Hitt, M. (Eds), *Great Minds in Management: The Process of Theory Development*, Oxford University Press, Oxford, pp.128-50.

[\[Manual request\]](#) [\[Infotrieve\]](#)

McCarthy, A., Garavan, T. (2007), "Understanding acceptance of multiscore feedback for management development", *Personnel Review*, Vol. 36 No.6, pp.903-17.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Mamdani, M. (2007), *Scholars in the Marketplace*, Fountain Publishers, Kampala, .

[\[Manual request\]](#) [\[Infotrieve\]](#)

Manz, C. (1992), "Self-leading work teams: moving beyond self-management themes", *Human Relations*, Vol. 45 No.11, pp.1119-40.

[\[Manual request\]](#) [\[Infotrieve\]](#)

March, J.G., Simon, H.A. (1958), *Organisations*, Wiley, New York, NY, .

[\[Manual request\]](#) [\[Infotrieve\]](#)

Martinez, V., Kennerley, M. (2005), "Impact of performance management reviews evidence from an energy supplier", *Proceedings from the Annual EurOMA Conference in Budapest*, pp.19-22.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Mathur, G., Jugdev, K. (2007), "Intangible project management projects as determinants of competitive advantage", *Management Research News*, Vol. 30 No.7, pp.460-75.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Mosakowski, E. (1993), "A resource-based perspective on the dynamic strategy-performance relationship: an empirical examination of the focus and differentiation strategies in entrepreneurial firms", *Journal of Management*, Vol. 19 pp.819-39.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Munene, J.C. (2008), "Personal communication", July 30, .

[\[Manual request\]](#) [\[Infotrieve\]](#)

Munene, J.C., Nansubuga, F., Kamuhanda, R., Matovu, V., Bakwega, A., Machunsky, M. (2003), *A Process Centred Three-factor Framework for Analysing, Predicting and Prescribing Organisational Climates in NNGo in Africa*, Makerere University, Kampala, .

[\[Manual request\]](#) [\[Infotrieve\]](#)

Munene, J.C., Schwartz, S.H., Kibanja, G. (2005), *Escaping From Behavioural Poverty in Uganda: The Role of Culture and Social Capital*, Fountain Publishers, Kampala, .

[\[Manual request\]](#) [\[Infotrieve\]](#)

Nunnally, J.C. (1978), *Psychometric Theory*, McGraw-Hill, New York, NY, .

[\[Manual request\]](#) [\[Infotrieve\]](#)

Parasuraman, A., Zeithml, V.A., Berry, L.L. (1988), "SERVQUAL: a multiple-item scale for measuring consumer perceptions of service quality", *Journal of Retailing*, Vol. 64 No.1, pp.12-40.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Patterson, M., West, M., Lawthorn, R., Nickell, S. (1997), *The Impact of People Management Practices on Business Performance*, IPD, London, .

[\[Manual request\]](#) [\[Infotrieve\]](#)

Penrose, E. (1959), *Theory of Growth of the Firm*, Blackwell, Oxford, .

[\[Manual request\]](#) [\[Infotrieve\]](#)

Pfeffer, J., Veiga, J.F. (1999), "Putting people first for organisational success", *Academy of Management Executive*, Vol. 13 No.2, pp.37-48.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Pollit, C. (2006), "Performance management in practice: a comparative study of executive agencies", *Journal of Public Administration Research and Theory*, Vol. 16 pp.25-44.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Roberts, J., McNulty, T., Stiles, P. (2005), "Beyond agency conceptions of the work of the non-executive director: creating accountability in the boardroom", *British Journal of Management*, Vol. 16 pp.5-26.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Schauffeli, W., Taris, T., Van Rhenen, W. (2008), "Workaholism, burnout, and work engagement: three of a kind or three different kinds of employee well-being?", *Applied Psychology: An International Review*, Vol. 57 No.2, pp.173-203.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Schoemaker, P.J. (1992), "How to link strategic vision to core capabilities", *Sloan Management Review*, Vol. 34 pp.67-81.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Seijts, G.H., Latham, G.P. (2000), "The construct of goal commitment: measurement and relationships with task performance", in Goffin, R., Helmes, E. (Eds), *Problems and Solutions in Human Assessment*, Kluwer Academic, Dordrecht, pp.315-32.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Shapiro, J., Shore, L.M., Taylor, S., Tetrick, L.E. (2004), *The Employment Relationship; Examining Psychological and Contextual Perspectives*, Oxford University Press, Oxford, .

[\[Manual request\]](#) [\[Infotrieve\]](#)

Shore, L.M., Porter, L.W., Zahra, S.A. (2004), "Employer-oriented strategic approaches to the employee-organisation relationship (EOR)", in Shapiro, L.M., Shore, S., Taylor, L.E., Tetrick, L.E. (Eds), *The Employment Relationship: Examining Psychological and Contextual Perspectives*, Oxford University Press, Oxford,, pp.136-60.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Smith, A., Rupp, W. (2002), "Communication and loyalty among knowledge workers: a resource of the firm theory view", *Journal of Knowledge Management*, Vol. 6 No.3, pp.250-61.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Smith, K., Hitt, M. (2005), *Great Minds in Management: The Process of Theory Development*, Oxford University Press, Oxford, .

[\[Manual request\]](#) [\[Infotrieve\]](#)

Sobel, S.E. (1982), "Asymptotic intervals for indirect effects in structural equation models", in Leinhardt, S. (Eds), *Sociological Methodology*, Jossey-Bass, San Francisco, CA, pp.290-312.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Staw, B.M. (1976), "Knee deep in the big muddy, a study of escalating commitment to a chosen course of action", *Organisational Behaviour and Human Performance*, Vol. 16 pp.27-44.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Steers, R.M. (1977), "Antecedents and outcomes of organisational commitment", *Administrative Science Quarterly*, Vol. 22 pp.46-56.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Straub, D.W. (1989), "Validating instruments in MIS research", *MIS Quarterly*, Vol. 13 No.2, pp.147-66.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Tabachnick, B., Fidell, L. (2001), *Using Multivariate Statistics*, Allyn & Bacon, Needham Heights, MA, .

[\[Manual request\]](#) [\[Infotrieve\]](#)

Teece, D.J., Pisano, G., Shuen, A. (1997), "Dynamic capabilities and strategic theoretical sophistication?", *Human Resource Management Journal*, Vol. 2 pp.60-79.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Thompson, C.A., Jahn, E.W., Kopelman, R.E., Prottas, D.J. (2004), "Perceived organisational family support: a longitudinal and multilevel analysis", *Journal of Managerial Issues*, Vol. 16 No.4, pp.545-65.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Tornow, W.W., Wiley, J.W. (1991), "Service quality and management practices: a look at employee attitudes, customer satisfaction, and bottom-line consequences", *Human Resource Planning*, Vol. 14 No.2, pp.105-11.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Van de Walle, D. (1997), "Development and validation of a work domain goal orientation instrument", *Educational and Psychological Measurement*, Vol. 57 pp.297-301.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Verbeeten, F. (2008), "Performance management practices in public sector organisations impact on performance", *Accounting, Auditing & Accountability Journal*, Vol. 21 No.3, pp.427-54.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Walters, M. (1995), *Performance Management Handbook*, Institute of Personnel and Development, London, .

[\[Manual request\]](#) [\[Infotrieve\]](#)

Woodruffe, C. (2000), *Development and Assessment Centres: Identifying and Assessing Competences*, CIPD, London, .

[\[Manual request\]](#) [\[Infotrieve\]](#)

Worthen, B.R., White, K.R., Fan, X., Sudweeks, R.R. (1999), *Measurement and Assessment in Schools*, Longman, New York, NY, .

[\[Manual request\]](#) [\[Infotrieve\]](#)

Yamnull, S., McLean, G.N. (2005), "Factors affecting transfer of training in Thailand", *Human Resource Development Quarterly*, Vol. 16 No.3, pp.323-44.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Further Reading

Barney, J.B. (1986), "Organisational culture: can it be a source of sustainable competitive advantage?", *AMR*, Vol. 11 pp.791-800.

[\[Manual request\]](#) [\[Infotrieve\]](#)

Cronbach, L.J. (1987), "Statistical tests for moderator variables: flaws in analyses recently proposed", *Psychological Bulletin*, Vol. 102 pp.414-17.

[\[Manual request\]](#) [\[Infotrieve\]](#)

SPSS (2009), SPSS Base 8.0 Integrated Student Version. SPSS, Chicago, IL, available at: www.spss.com, .

[\[Manual request\]](#) [\[Infotrieve\]](#)

Teece, D.J. (2000), "Strategies for managing knowledge assets: the role of firm structure and industrial context", *Long Range Planning*, Vol. 33 No.1, pp.35-54.

[\[Manual request\]](#) [\[Infotrieve\]](#)

About the authors

James Kagaari is a PhD candidate, holds a Master's degree in Organisational Psychology and a Bachelor of Arts in Social Sciences. He is a Lecturer at Kyambogo University and Makerere University Business School. He is interested in developing and testing models on performance management. James Kagaari is the corresponding author and can be contacted at: kagaari@yahoo.com

John C. Munene holds BA and MA degrees and a PhD. He is a Human Resource Specialist and Consultant with interests in organisational development and human behaviour in the work place. He is currently a Professor of Occupational Psychology with over 20 years of Post Doctorate training experience. He is a Professor at Makerere University and Makerere University Business School and has mentored several staff and students both on masters and doctoral programs.

Joseph Mpeera Ntayi holds a PhD, International Postgraduate Diploma in Marketing (UK), MCIM, International Postgraduate Diploma in Project Management, MBA and BCom from Makerere University. He is a Member of the Chartered Institute of Marketing and Member of the European Union Marketing Association. Ntayi lectures and supervises undergraduates, masters and doctoral students. He has undertaken research in the areas of entrepreneurship, marketing and procurement in Uganda's small scale industries (SME) and public sector.