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THE EFFECT OF APPRAISAL STANDARDS SETTING ON EMPLOYEE PERFORMANCE IN PRIVATE UNIVERSITIES IN UGANDA

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ABSTRACT

The study aimed at establishing the relationship between the appraisal standards and performance of employees in selected private universities in Uganda. It was carried out in two universities which were Kampala International University Bushenyi Campus and University of St. Joseph Mbarara. The study was carried out using a self-administered questionnaire and interview guide. It involved the administrative staff of the universities. The study was hence carried out amongst 60 staff members. The results were analysed using the descriptive statistics including frequencies and percentages, the mean distribution and regression analysis was used to analyse the relationship amongst the variable. The study generally revealed that there was a significant relationship between appraisal standards and employee performance. The standards the appraisal focused on were mainly the employee behaviours, competences and achievements. The

Ankunda Emily*

results indicated that the main behavioural targets were the employees' relations with colleagues, relations with clients, relations with supervisors and the extent to which employees observed the code of conduct including the disciple. The competences assessed related to relevance of the staff qualifications are assessed, staff members ability to counsel students, the ability to communicate with clients, he staff skills to do the work is assessed and the staff skills to do the work is assessed. On achievement, the study examined the application of appraisal on determining participation and ability to contribute in meetings, the staff performance, the research output, the clients attracted to the organization, the level of attendance to duties and participation in training activities. On the whole the study recommended the need to enhance appraisal standards and ensure that all staff members are aware of the standards that are usually assessed so that they work towards achieving them.

Keywords: *Employee Appraisal, Employee Performance, Appraisal Standards*

Ankunda Emily*

Introduction

This paper is about management of performance appraisal process and employee performance in private Universities in Uganda. It focuses particularly on appraisal standards that are usually captured by the appraisal including behaviours, competences and achievements. It has been acknowledged that most initiatives and increasing presence of strategic human resource management programs in Institutions of Higher Education in different countries is to generate organizational capability to ensure that organizations have skilled, engaged, committed and well-motivated employees (Namutebi, 2012). This would in turn help in stimulating new forms of innovation and change in many institutions. It therefore, calls for an effective performance appraisal in these institutions to see sustainable competitive advantage achieved. The recognition of performance appraisal (PA) as a performance enhancement tool became widespread in organizations between 1998 and 2004 when there was a steady increase in the number of organizations that were using PA system to the extent that it climbed from 69 percent to 87 percent. Nowadays, it is estimated from 80-90 percent of organizations in the USA and UK use the system to assess employee performance and the level of commitment. The development and extension of PA to a large proportion of the workforce and the coverage of non-managerial occupations has extended the use of the system in both private and public sector (Prowse and Prowse, 2009). In the 1970s in the USA and around 1980s in the UK, government legislations regarding to employee rights introduced, which forced companies to implement some

sort of PA (Furnham, 2004). It should be noted however that the use of appraisal has now come out as a common measure used by organizations to measure performance.

In a study by Memoria and Gankar (2000) staff appraisal was reported as important enhancing employee performance. They highlight that many organizations were using staff appraisal as a disciplinary and motivational tool and this had made employee committed to their tasks whenever an appraisal is undertaken. This was supplemented by Mullins (1999) who indicated that employee appraisal is supposed to identify a number of aspects including performance weaknesses and discipline issues which when resolved can yield employee performance. Armstrong (1998) described the concept of employee appraisal as the means to provide feedback to the employees on their performance and relationship management within the organization. He emphasized that the feedback received eventually becomes a motivation that leads to employee commitment as response that makes appraisal as a continuous process.

In view of the above Maund (2001) had a different view of the relationship between employee appraisal and performance. He explained that there is a likelihood of appraisal affecting performance especially if management uses it as a disciplinary tool that will make employees develop a feeling of fear whenever the appraisal is on schedule. This was also reflected by Namutebi (2011) when she explained that although the Ministry of education emphasizes appraisals and head teachers are obliged to do it every year, there was poor feedback. She reports of how teachers had complained that the appraisals are only referred to during promotions and disciplinary actions.

This indicates that the relationship between appraisals and staff performance may not be as obvious as one may just think and this raises the need for a study to assess the situation within the private universities in Uganda. This means also that organizations must tackle head on the challenge of how to assess the performance of employees since it affects their level of performance. This is supplemented by Anderson, (1993) who argued that it is important for organizations to exploit the appropriate appraisal mechanisms to enhance commitment to performance by developing its human resource to make sure that organizational aims are fulfilled, and also to make sure that employees attain much satisfaction as possible from their work.

According to Darden &Babin (1994), many organisations base on employee performance to decide on the abilities and output of their employees. It is from such a position that good employee performance is always linked with increased consumer perception of service quality, while poor employee performance is linked to increased customer complaints and brand switching. Using these interpretations, employee performance will be used to refer to effectiveness (in terms of productivity and quality), efficiency on the job and a continuous search for improvement and development exhibited by the employee while executing his roles (Bika, 2018).

Performance appraisal therefore involves those activities aimed at developing a systematic evaluation process of a particular function on the basis of prescribed performance indicators and highlighting the areas for further development and growth of an individual employee. It can also be defined as a set of integrated

Ankunda Emily*

management practices designed to maximize employees' potential and increase employee satisfaction (Dooren, Bouckaert, G. & Halligan, J., (2010).). Bach (2000) claims that there is a relationship between performance appraisal and employee performance in organisations. This is because performance appraisal provides information that is useful in making decisions regarding various personnel aspects such as promotion and merit increase (Khan, 2013) which all influence employee performance and productivity. In many countries (especially the developing ones like Uganda), unsystematic appraisal has long flourished (covertly and unfairly) based on impulse, prejudice and incorrect or inadequate data (Owiye, 2013) and this has had tremendous effect on organisations in such countries.

The main call for this paper is because most of the studies on management of appraisal process and performance have been carried out on other organizations other than universities. It should be noted however that the systems, contexts and settings are different and this calls for a study in universities focusing on private universities. Evidence also indicates that despite the enabling policies and efforts, by both the Government and private sector actors in the promotion Higher Education through liberalization of the sector, student sponsorship and a tax support environment, performance has remained low and there is no independent study that has been undertaken which calls for the current study.

Materials and methods

In order to explore and have a deeper understanding of the phenomenon of management of appraisal and

*Ankunda Emily**

employee performance in private universities, a cross sectional case study was applied. The cross sectional survey design is a method that involves asking a large group of questions about a particular issue at one point in time and according to Shuttleworth (2008) the cross sectional survey research design is a very valuable tool for assessing opinions and trends. Cohen &Manion (1994) also states that surveys gather data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared or determining the relationships that exist between specific events. The approach utilized both qualitative and quantitative research approaches because of the variability of the required information. This research had two study sites, which were St. Joseph University and Kampala International University. The study sites were purposively selected, with intention of ensuring that the different categories had been represented as supported by Gentles et al, 2015, Pattron 2015 and Maree 2015). St. Joseph University is a private University that is faith based. It was therefore purposively selected in order to assess the aspects of management of appraisal in faith based Universities which are the majority in Uganda. While Kampala International University was selected to represent the private Universities that are corporate founded and assess their management of appraisal and its effect on performance. The study population included both lecturers and administrative staff of the Universities. These were included in this study because of their probable understanding of the problem at hand. Simple random sampling techniques were used to select respondents as they belonged to different categories.

This approach is supported by Amin (2005) who argues that when the population is big, it is important to use simple random sampling because of a number of reasons including; it gives each member of the population an opportunity to participate and helps the researcher to avoid any biases.

The study employed both quantitative and qualitative data collection techniques. These techniques were triangulated as Gay (1996) indicated that it is important to triangulate the data collection instruments. The study hence employed questionnaires with semi-structured, un-structured, closed and open ended questions. Questionnaires are supported by Lewis (2003) that they reduce bias and give respondents adequate time to give well thought out answers and reach out to respondents who may not be readily available like the chiefs. Interviews comprised of personal interviews with the identified stakeholders and sometimes as a means of following up of some interesting information (Silverman, 2001). In the analysis of data, both qualitative and quantitative data was analyzed differently. After the data collection, the researcher checked the raw data for errors, missing entries and comprehensiveness. It was coded and analyzed using a statistical package called Statistical Package for Social Scientists (SPSS) which helped in generating tables and figures, frequencies and percentages as well as regression for analysis of relationships. Careful analysis of qualitative information is supported by Gay (1996) as the best way to generate information that can easily be understood. The data was analyzed for accuracy, consistency and completeness of the information. Content analysis was done manually and consisted of reading and re-reading the

scripts looking for similarities and differences in order to identify themes and patterns and trends which were identified and interpreted according to the study aim.

Results

This chapter presents analysis of the study findings which has been done in relation with the expectations of the chapter. The results provide descriptive statistics on the variables, a qualitative view of respondents' opinions and a regression of the relationships. On the demographic characteristics, the study analysed the distribution of respondents by gender, marital status, and level of education, religious background and longevity of service. It was important to collect information about the age groups of respondents as age determines a person's capacity to understand and perceive issues that influence his or her job to be able to plan well their performance standards as individuals. In most cases, adults are considered to have experience and knowledge about organizational challenges and are able to control how they behave. On the other hand the young people are believed to be up and down, expect a lot from their jobs and are always on the move. During the study, it was noted by respondents that managers' believe young people are on transit in organizations and there is nothing much one can do to retain them. Even one an organization does a lot for them; they still believe they can get the best elsewhere. In another view, a respondent explained that when people have grown up and they have been in organizations, they even fear going to other organizations because of the worry that they may find the responsibility is too much for them. At this level, money is not the driving factor of the employee but the desire to satisfy relations.

In this study, the study results revealed that majority of the respondents (34%) were age range of 21-30, years, followed by those who were aged in 20 to 26 to 30 who were 25%. The other category that fetured was 31 to 35 which was 36 to 40 which 18% and 16% respectively. The results indicate that majority of the employees were young people which means that the organizations needed to employee appraisal in order to provide direction to the employees.

The study also analysed the respondents by gender to understand the category of gender that featured most. This data was important since factors that affect the males and females in their work places are different and hence they may perceive the importance of the appraisal differently from each other. It was revealed by respondents for example that while females are challenged by family responsibilities, have marital obligations that men may not have the appraisal standards may not be different from those applied on the males. Men have more control on the time spent at their work while the females may even be challenged by nature especially due to responsibilities of giving birth, attending to sick children among others which reduces the time they may have to allocate to the job. In this study therefore, females were found to 54% as compared to the males who 46%. It is unusual to find females more than males in working environments in Uganda because of the disadvantages females have experienced over time. However this period the female administrators were the majority as compared to the males. May be the situation could have been different if all the lecturers could have been accessed to assess how the

situation was but the study was carried out during the COVID-19 pandemic period and the staff could not be easily accessed at the same time.

In an appraisal study, it was also important to assess the distribution of respondents by marital status. This is because; the way the married people may perceive the appraisal standards may be different from that of single people. This is because while the married may be challenged especially in regards to attending to duties, the single workers may not. It was revealed by one of the respondents that those who are still single may find flexibility in dealing with their job duties and the expectations of the married people may be different from the expectations of the single. Those who are still single will find training activities important whether they are on the job or off the job while the married ones would have preferred those on the job.

It was also revealed by one of the respondents that people who are married are more stable and will tend to settle in organizations as they do not want to move from place. The study findings indicated that the majority of respondents were married 76% followed by those who were single 20% and lastly those who were separated 4%. The majority of people being married is mainly due the fact that the study targeted administrators and most of these are mature and responsible people who mind much about stable sources of income for their homesteads to provide for basic needs in their homes.

It was important to collect data about the highest level of education for the respondents as determines a lot how

people conceptualize issues that affect their daily routines of doing work. The level of education determines employee expectations, challenges and interpretation of situations around themselves. In addition, people with high levels of education are empowered to have bargaining power when it comes to performance expectations. It is also easy for an educated person to move from one job to the other because they are more competitive. This eventually influences the way they perceive appraisal standards as harsh or appropriate. The study findings revealed that majority of the respondents 60% had attained University level of education, followed by those who had Masters level of education who were 33% and 7% had attained PhD. It is hoped however that if the study was not carried out during COVID-19 period, more PhDs holders could have been accessed but the lecturers were out of stations.

The study also examined the period the staff had worked for the organisation. The study revealead that majority of the respondents had stayed in universities for more than 5 years 46%, followed by those who had stayed for 1-5 years with 34% and lastly those who had worked with the organisations for less than 1 year with 20%. This implies that majority of respondents had worked with the organisations for long time, hence had necessary experince and knowledge about the appraisal standards and performance.

This paper also presents the findings obtained from questionnaire designed in form of a five (5) point likert scale format where a mean score above 3 implies low agreement, a mean score that equals to 3 shows neutral

(average) and a mean score that is below 3 indicates very strong agreement. In addition, Standard Deviation (SD) which can be corrected to nearest one (1) for instance (.9954) and above shows very strong level of agreement and score that cannot be corrected to one (1) like (.3785), indicates disagreement. The results on the different appraisal standards that were investigated are presented in Table 1.

Table 1: The behavioral standards of staff appraisal

	N	Minimum	Maximum	Mean	Std. Deviation
The relationship of staff with colleagues is assessed	80	1.00	5.00	2.2375	1.28520
Staff relations with clients is assessed	80	1.00	5.00	2.3500	1.23350
The staff relations with community is always assessed	80	1.00	5.00	3.4000	1.17570
The appraisal assesses whether the staff is disciplined	80	1.00	5.00	1.8250	.99078

The staff members respect to supervisors is assessed	80	1.00	5.00	2.1250	1.08354
The management of organization communication is important in appraisal	80	1.00	5.00	2.3625	1.05835
The appraisal evaluates staff member's attitude to work	80	1.00	5.00	2.2500	1.11945

The study findings in Table 1 revealed that majority of respondents agreed with statement that the relationship of staff with colleagues is assessed, while. This is reflected by a mean of 2.2375 and StD of 1.2852 which shows very high level of agreement. When the researcher interacted with the respondents in interviews, some of the respondents revealed that the extent to which employees interact with colleagues is very important. An employee with behaviours of abusing colleagues, stealing from them, non-cooperative behavior and fighting is considered not a good employee and such behaviours must be assessed to see whether they existed in the work place.

The study also assessed whether the appraisal also considered Staff relations with clients and this revealed a mean distribution of 2.3500 at a standard deviation of 1.233 which was also strong. The participants of the standard explained that clients are the reason the universities exist and must be respected. In one of the interactions with an

administrative staff, she revealed that students come for consultations of different kinds. She explained that some of the issues students ask may appear to be trivial but it is important to respond to them in affirmative. It was also revealed that it is always good to give students the information they need whether they are in class or outside class because the students are a measure of the universities' output and hence must be taken seriously. On the statement that The staff relations with community is always assessed, the results indicated a mean distribution of 3.400 and this indicated that the respondents were neutral to this inquiry. It was revealed that though it is true that the role of universities is to research, teach and does community work, community work is not always mandatory. However one of the administrators explained that at higher levels of academic progression it is considered. She noted for example that it is a requirement when one is to be promoted from Associate Professor to the position of Professor. However at the lower levels, it is not considered for promotions and less considered even during appraisal.

The study also examined whether the appraisal assesses whether the staff is disciplined and this attracted mean value of 1.825 which was indicated that most of the respondents were in agreement. During interviews, one of the respondents noted that the appraisal seems to be 90% discipline oriented. In view of the above aspects, one can note that the appraisal is basically a discipline management issues and the organizations take it serious because of this particular aspect.

The study also analysed whether the appraisal assessed whether the staff members respect to supervisors which attracted a mean value of 2.125 at a standard deviation of

Ankunda Emily*

1.085 which was strong. It was revealed during interviews that any staff member who does not cooperate with the supervisor may not perform accordingly. It was also revealed that even when the issue of the relationship is not indicated in the appraisal document, it seems obvious because it is the supervisor who carries out the assessment. It was reported by one respondent however that at times the appraisal is abused by supervisors who provide low rating to staff because they do not agree with them in a number of ways even when they are not related to the jobs. One of the respondents revealed that most people who have lost their jobs is because of challenges with supervisors which at times is not genuine.

It was also important to assess whether the appraisal also focuses on the management of organization communication in which a mean of 2.3625 at a standard deviation of 1.058 was generated. It was revealed in one of the universities that employees are even supposed to make an oath that they will never communicate important information to other organizations or people except when they are authorized to do so. It was found out that all the universities visited had public relations officers and they were the ones mandated to communicate on behalf of the university. If any other person does it and it is discovered, they are penalized accordingly. This therefore is one of the appraisal standard to assess how well the employees observe such a standard.

It was also examined whether the appraisal evaluates staff member's attitude to work and this attracted a mean distribution of 2.2500 at a standard deviation of 1.119 which was generally strong. It was not surprising that one respondent explained that supervisors have always tried to

*Ankunda Emily**

investigate whether staff members were working with other organizations at the same time. Another respondent noted that many times, attitude is difficult to assess but supervisors always ensure they focus on it. Sometimes however it is easy to take wrong judgment of the attitude of staff and think they do not like the organization when actually they do.

In view of the above results however, it can be observed that appraisal standards are very important ingredients in a staff appraisal. Behavior determines all the other performance related aspects and hence it must be appraised to know where a staff member is standing.

In order to ascertain the relationship between behavioral aspects and performance, a regression analysis was used and the results are presented in Table 2.

Table 2: relationship between behavioural standards and performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.334[a]	.111	.100	4.46616		
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.

		B	Std. Error	Beta		
1	(Constant)	9.049	1.988		4.552	.000
	behaviours	.363	.116	.334	3.125	.002
a. Predictors: (Constant), behaviours						
b. Dependent Variable: performance						

Table 2 above indicates that there is a significant relationship between behavioural standas and performance. This is indicated at 0.000 level of significance. The results indicate an R-SQUARE of 0.111 which means that behavioural standards influence performance by 11% and a Beta value that is positive indicating that if the appraisal of behavioural standards is carried out well, there will be an increase in performance.

The study also analysed the relationship between appraisal competence stards and performance as indicated in the following presentation;

Table 3: appraisal competence standards

	N	Minimum	Maximum	Mean	Std. Deviation
Relevance of the staff qualifications are assessed	80	1.00	5.00	3.2000	1.38162
The staff members ability to counsel students is important	80	1.00	5.00	2.8750	1.37219
The appraisal assesses the ability to communicate with clients	80	1.00	5.00	2.7750	1.39597
The staff skills to do the work is assessed	80	1.00	5.00	1.8000	.91955
The ability to do research is important	80	1.00	5.00	3.3500	1.35104
The staff ability to innovate is assessed	80	1.00	5.00	2.4000	1.22836
Participation and ability to contribute in meetings is assessed	80	1.00	5.00	2.9375	1.39023

As can be observed from Table 3, a number of variable were studied. The study findings revealed that respondents did not agree with statement that Relevance of the staff qualifications are assessed which indicated a mean value of 3.2000 which shows that respondents were more neutral to the statement. When the researcher interacted with

respondents, they revealed that usually qualifications are the main entry point and for you to get a particular position it is considered. However for subsequent performance related aspects, it is not assessed because it is already known for that particular position. The study also investigated whether the appraisal considers the staff members ability to counsel students is important which attracted a mean vale of 2.8750 at a standard deviation of 1.37219 which was strong. When the researcher interacted with the respondents in interviews, some of the respondents revealed that counseling is what everybody should be ready to do when you are dealing with students. Some students and actually most of them come to school with particular challenges. These include lack of school fees, academic challenges, relationships, lack of study materials among others. Hence they are highly stressed. It is hence the responsibility of staff whether academic or administrative to ensure that students are provided with counseling hence the appraisal must assess this ability.

The study further explored whether the appraisal assesses the ability to communicate with clients and this attracted a mean of 2.8750 at a standard deviation of 1.37219 which was strong enough. The results in interviews indicated that administration and teaching are communication responsibilities. An administrator is always communicating either verbally or with other means. In this hence an effective administrator is one who can communicate effectively. This means the ability to communicate must be assessed. The same situation is with teachers. There is no way one can teach if there is a communication problem. The study also assessed whether the appraisal also considered the staff skills to do the work

and this revealed a mean distribution of 1.8000 at a standard deviation of 0.919 which was also strong. The participants explained that skills is what one transacts within the organization. If the skills are lacking, performance cannot be expected. One respondent called it "gabbage in gabbage out". This meant that if you deploy a staff member who lacks, skills, you do not expect good results. Hence the appraisal must be used to assess the presence of skills in a staff member.

On the statement that the ability to do research is important, the results indicated a mean distribution of 3.3500 which indicated that the responses were neutral. During interviews, they revealed that though research was important, it was not a main requirement for the administrators. It mainly the academic staff where research is important to be able to teach and also for promotion. It was revealed that though it is true that the role of universities is to research, teach and does community work, research is not mandatory for administrators. However it is important in academic work and that ability must be assessed.

The study also examined whether the staff ability to innovate is assessed and this attracted mean value of 2.400 which indicated that most of the respondents were in agreement. It was understood that innovation in this case meant generation of new ideas through which work can be done easily. Some of the respondents revealed that every day new ideas are generated at individual, departmental or even at faculty level. It was observed that innovativeness of the individual need to be assessed.

Finally, the study also analysed whether Participation and ability to contribute in meetings is assessed which

attracted a mean value of 2.9375 at a standard deviation of 1.39023 which was strong. It was revealed during interviews that meetings are the main management channel and any staff member who does not cooperate means has a particular problem. The abaility attend hence must be assessed during appraisal.

The results on appraisal competence standards that competence standards are very important in a staff appraisal. It contributes significantly to performance and should be taken seriously. In order to ascertain the relationship between competence aspects and performance, a regression analysis was used and the results are presented in Table 3.

Table 3: relationship between competence standards and performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.801ᵃ	.642	.637	2.83509		

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.846	1.000		3.845	.000
	competences	.580	.049	.801	11.824	.000

a. Predictors: (Constant), competences

b. Dependent Variable: performance

Table 3 above indicates that there is a significant relationship between competence standards and performance. This is indicated at 0.000 level of significance. The results indicate an R-square of 0.0.642 which means that competence standards influence performance by 64% and a Beta value that is positive indicating that if the appraisal of competence standards is carried out well, there will be an increase in performance.

In the final analysis, the study also analysed the relationship between appraisal achievement standards and performance as indicated in the following presentation;

Table 4: appraisal achievement standards					
	N	Minim um	Maxi mum	Mean	Std. Deviation
The staff performance is assessed	80	1.00	5.00	2.237 5	1.18261
The research output is assessed	80	1.00	5.00	2.012 5	1.06133
The clients attracted to the organization	80	1.00	5.00	2.787 5	1.46429
The level of attendance to duties is assessed	80	1.00	5.00	2.125 0	1.30602
Participation in training activities is usually evaluated	80	1.00	5.00	1.687 5	1.01375
Contribution to community service is assessed	80	1.00	5.00	3.537 5	1.25228
Performed additional duties and responsibilities are assessed	80	1.00	5.00	1.987 5	.98718

As can be observed in Table 4, the findings revealed that respondents agreed with statement that the staff

performance is assessed, 1.9875, which revealed a mean of 2.2375 and StD of 1.18261 which shows very high level of agreement. During interviews, respondents indicated that performance is the reason one is employed and it must be assessed. The study also assessed whether the research output is assessed and this revealed a mean distribution of 2.0125 at a standard deviation of 1.06133which was also strong. The participants of the study however explained that research is mainly assessed for academic staff and not administrators. It was noted however that for administrators of academic units like heads of department, deans and others, research is still a very important component and must be assessed. On the statement that clients attracted to the organization, the results indicated a mean distribution of 2.7875 and this indicated that the respondents were in agreement that clients attracted to the university is important. One respondent explained that "this is a private university and any payment to staff or an administrator will depend on the number of students. Hence staff members are always encouraged to attract students and this achievement is always assessed.

The study also examined whether the level of attendance to duties is assessed and this attracted mean value of 2.1250 which indicated that most of the respondents were in agreement. During interviews, one of the respondents noted that the appraisal rates high attendance to duties. It was noted for example that it is not easy to measure the output of an administrator other than attendance to duties. This is the same as lecturers because if they do not attend to students, this can even result in strikes. Hence need to take it serious actions through the appraisal process.

The other aspects that were analyzed were whether participation in training activities is usually assessed and this attracted a mean value of 1.6875, and a standard deviation of 1.01375 which showed that it was considered. It also assessed contribution to community service and generated a mean value of 3.5375 at a standard deviation of 1.25228 and finally whether the staff member performed additional duties and responsibilities which generated a mean value of 1.9875 at a standard deviation of 98718.

The above results indicate that the appraisal is achievement oriented. The main focus of the organization is to generate results through people and assessing well the results are being generated is very important.

In order to ascertain the relationship between achievement aspects and performance, a regression analysis was used and the results are presented in Table 5.

Ankunda Emily*

Table 5: relationship between achievement standards and performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate			
1	.657[a]	.432	.424	3.57194			

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta			
1	(Constant)	6.033	1.239			4.867	.000
	achievement	.551	.072	.657		7.695	.000

a. Dependent Variable: performance
b. Independent variable: achievement

Table 5 above indicates that there is a significant relationship between achievement standards and performance. This is indicated at 0.000 level of significance. The results indicate an R-SQUARE of 0.432 which means that achievement standards influence performance by 43% and a Beta value that is positive indicating that if the appraisal of achievement standards is carried out well, there will be an increase in performance.

Discussion and conclusions

In Uganda, private universities are still young and experience peculiar challenges. The first private University

Ankunda Emily*

in Uganda was started in 1988 following neo-liberal policies and economic crisis of the 1980s (UNESCO, 2001). Since the start of the first University in Uganda, the performance of these institutions has been below standard (Atwebembeire, Musaazi, Namubiru&Malunda, 2018). This affected the quality of teaching and research amidst declining students' welfare (Tibarimbasa, 2010). While many issues can lead to poor performance in private Universities, employee performance appraisal could have led to the observed poor performance in these Universities (Kasule, 2015). This is an undesirable situation in which all stakeholders need to stage a combined effort to ensure that these institutions improve on their performance so as to provide quality education that can contribute to the national development goals and the overall public good. However, performance of any organisation highly depends on the performance of its employees (Gavrea, Ilies&Stegerean, 2011). This suggests that any interventions for purposes of improving employee performance should be focused on employee performance. It is for such a reason that this study is being proposed. This study adopted the goal setting theory (GST) to diagnose the relationship between management of appraisal and employee performance in private Universities. The theory was proposed by Edwin Locke in the 1960s and it states that goal setting is essentially linked to task performance; specific and challenging goals along with appropriate feedback contribute to higher and better task performance (Locke, 2001). This implies that, if the set goals are easy then the performance of an individual or organisation decreases (Locke & Latham 2006). This is because, goals indicate and give direction to an employee

about what needs to be done and how many efforts are required to be put in and this translates into better performance. The theory consists of several constructs which interact together to bring about improved performance. They include; willingness to work towards attainment of goal as the main source of job motivation; specific and clear goals leading to greater output and better performance; setting realistic and challenging goals and giving appropriate feedback to employees (Locke & Latham, 2006).

This theory has been chosen for this study because it leads to better performance by increasing motivation and efforts, but also through increasing and improving the feedback quality (Locke & Latham 2006). Therefore, using this theory, this researcher found out the management failures at universities as far as motivating employees through appropriate performance appraisal systems. The above notwithstanding, GST is applicable in all place where effective results are desired through effective goal setting (Locke & Latham 2013). It is thus adopted in this study; it was used to assess employee performance at selected universities against the performance appraisal standards. The theory has already had a wider application in the area of performance management in different contexts and it will be used to assess performance in a private universities' context. The current study found that the appraisal is applied to assess whether the staff is disciplined and one can note that the appraisal is basically a discipline management issue and the organizations must take it serious because of this particular aspect. The study also found that the appraisal is used to assess whether staff members respect supervisors and that any staff member

who does not cooperate with the supervisor may not perform accordingly. It was also revealed that even when the issue of the relationship is not indicated in the appraisal document, it seems obvious because it is the supervisor who carries out the assessment. Important also was that the appraisal also focuses on the management of organization communication and that employees are even supposed to make an oath that they will never communicate important information to other organizations or people except when they are authorized to do so. The study also investigated whether the appraisal considers the staff members ability to counsel students in which the employees said that counseling is what everybody should be ready to do when you are dealing with students. Some students and actually most of them come to school with particular challenges. These include lack of school fees, academic challenges, relationships, lack of study materials among others which must be addressed. Hence the ability to communicate with clients remained an important issue and that administration and teaching are communication responsibilities because for example an administrator is always communicating either verbally or with other means and this means the ability to communicate must be assessed. The same situation is with teachers because there is no way one can teach if there is a communication problem. On the ability to do research the study found that though research was important, it was not a main requirement for the administrators. It is mainly the academic staff where research is important to be able to teach and also for promotion. Though it is true that the role of universities is to research, teach and does community work, research is not mandatory for administrators. Finally the results

indicated that the appraisal is achievement oriented. The main focus of the organization is to generate results through people and assessing well the results are being generated is very important.

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