

**SIMON DIEDONG DOMBO UNIVERSITY OF BUSINESS AND
INTEGRATED DEVELOPMENT STUDIES**

**PERFORMANCE MANAGEMENT PRACTICE AND EMPLOYEE
PERFORMANCE IN SIMON DIEDONG DOMBO UNIVERSITY OF
BUSINESS AND INTEGRATED DEVELOPMENT STUDIES (SDD-UBIDS)**

JOSEPH SABOGU KOJO BAGAH

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BUSINESS AND INTEGRATED DEVELOPMENT STUDIES (SDD-UBIDS)**

BY

**JOSEPH SABOGU KOJO BAGAH
(PG00-13321)**

**THESIS SUBMITTED TO DEPARTMENT OF SOCIOLOGY AND
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REQUIREMENT FOR THE AWARD OF DOCTOR OF PHILOSOPHY
DEGREE IN SOCIAL ADMINISTRATION.**

OCTOBER, 2024

DECLARATION

Student

I hereby declare that this thesis is the result of my own original work and that no part has been presented for another degree at the university or elsewhere.

Signature: Date

Joseph Sabogu Kojo Bagah

Supervisors

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidance on supervision of thesis laid down by the Simon Diedong Dombo University of Business and Integrated Development Studies.

Main Supervisor

Dr. Frank K. Teng-Zeng:..... Date

Co-Supervisor

Dr. Cliff Maasole: Date.....

DEDICATION

This thesis is dedicated to my family for their immense support, company, encouragement, and attention they gave me during the program. May God almighty bless them in diverse ways.

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LIST OF ACRONYMS

BARS:	Behaviorally Anchored Rating Scale
EFQM:	European Foundation for Quality Management
F/SO:	Faculty or School Officer
GTEC:	Ghana Tertiary Education Commission
HODs:	Heads of Departments
HR:	Human Resource
MBNQA:	Malcolm Baldrige National Quality Award
MBO:	Measurement by Objective
PMP:	Performance Management Practice
PMPs:	Performance Management Practices
PMS:	Performance Management System
PMSs:	Performance Management Systems
SDD-UBIDS:	Simon Diedong Dombo University of Business and Integrated Development Studies
SPM:	Strategic Performance Management
UDS:	University for Development Studies
VC:	Vice-Chancellor

TABLE OF CONTENTS

DECLARATION	i
DEDICATION	ii
ACKNOWLEDGEMENTS	iii
LIST OF ACRONYMS	iv
TABLE OF CONTENTS	v
LIST OF TABLES	xi
LIST OF FIGURES	xii
ABSTRACT	xiii
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of the Study	1
1.2 Problem Statement.....	3
1.3 Research Questions	4
1.3.1 Main Research Questions	4
1.3.2 Specific Research Questions.....	5
1.4 Research Objective	5
1.4.1 Main Research Objective.....	5
1.5 Significance of the Study.....	5
1.6 Scope of the Study	6
1.7 Limitations of the Study	6
1.8 Delimitation.....	7
1.9 Organization of the Study.....	7
CHAPTER TWO	9
LITERATURE REVIEW	9
2.0 Introduction	9
2.1 Historical Context of Performance Management	9
2.2 Individual Performance Management	10
2.3 Operational Performance Management	10

2.4 Strategic Performance Management.....	11
2.5 Nature of Performance Management Practice in Public Universities	11
2.6 Models of Assessing Performance Management	14
2.7 Performance Management Practices in Public Sector Organizations	20
2.8 Performance Management Practices in Public Universities in Ghana	22
2.9 Effects of Performance Management Practice on Employee Performance...27	
2.9.1 Impact on Employee Motivation	27
2.9.2 Role of Training and Development	27
2.9.3 Effects of Feedback Mechanisms	28
2.9.4 Effects of Goal Setting.....	28
2.10 Challenges in Implementing Effective PMPs.....	29
2.11 Uses of Performance Management Practices Results	29
2.11.1 Compensation Management Decisions.....	29
2.11.2 Training and Development Decisions	30
2.11.3 Administrative Decisions	31
2.12 Challenges Affecting Performance Management Practices in Public Organizations.....	32
2.12.1 Resistance to Change.....	32
2.12.2 Limited Resources and Budget Constraints.....	32
2.12.3 Inadequate Training and Skills Development.....	33
2.12.4 Complexity and Bureaucracy	33
2.12.5 Lack of Clear Metrics and Objectives	33
2.12.6 Political and External Influences	33
2.12.7 Employee Involvement and Motivation	34
2.13 Confusion Between Performance Management and Performance Appraisal	34
2.13.1 Role of Technology	34
2.13.2 Strategic Planning and Job Design	34

2.14 Challenges Affecting Performance Management Practices in Public Universities.....	35
2.14.1 Technical Challenges.....	36
2.14.2 Systemic Challenges.....	36
2.14.3 Stakeholder Participation Challenges.....	37
2.15 Causes of Performance Management Practice or System Failure in Public Universities.....	37
2.15.1 Poor Performance Management Practice Implementation.....	38
2.15.2 Lack of Leadership Commitment.....	38
2.15.3 Lack of Effective Communication.....	39
2.15.4 Attempt to Achieve Many Objectives.....	39
2.15.5 Faulty Assumptions.....	39
2.15.6 Poor Budgetary Estimates.....	40
2.16 Principles of Effective Performance Management Practices in Public Universities.....	40
2.16.1 Transparency.....	40
2.16.2 Stakeholder Involvement and Empowerment.....	41
2.16.3 Values.....	41
2.16.4 Friendly Environment.....	41
2.16.5 Control of External Environmental Factors.....	42
2.17 Methods of Improving Performance Management Systems in Universities.....	42
2.17.1 Avoiding the Traditional Performance Review Process.....	43
2.17.2 Identification and Motivation of Star Performers.....	43
2.17.3 Integrating Individual Objectives with Organizational Goals.....	44
2.17.4 Designing Effective Means of Measuring Success.....	44
2.17.5 Regular Review of Shorter-Term Goals.....	44
2.17.6 Developing a Continuous Feedback Circle.....	44

2.18 Definition of Operational Terms Used in This Study	45
2.19 Theories of Performance Management Systems	47
2.19.1 Theory X, Theory Y, and Theory Z.....	47
2.19.2 Stakeholder Theory.....	49
2.20 Underpinning Theory for the Study	51
2.21 Conceptual Framework	53
2.22 Chapter Summary	56
CHAPTER THREE	58
METHODOLOGY.....	58
3.0 Introduction	58
3.1 Study Context	58
3.2 Research Philosophy	62
3.3 Interpretivism Philosophical Assumptions.....	62
3.3.1 Justification for Interpretivism Philosophy	63
3.4 Research Design	64
3.5 Study Population	66
3.6 Sources of Data.....	67
3.6.1 Primary Data.....	68
3.6.2 Secondary Data.....	68
3.7 Qualitative Data Collection Tools	68
3.7.1 Open-ended questionnaires.....	68
3.7.2 In-depth Interviews	69
3.8 Qualitative Data Analysis.....	69
3.9 Research Validity	70
3.10 Reliability	71
3.11 Transferability	71
3.12 Dependability	72

3.13 Conformability	72
3.14 Ethical Consideration	73
3.15 Chapter Summary	73
CHAPTER FOUR.....	75
RESULTS AND DISCUSSION	75
4.0 Introduction	75
4.1 Background of Respondents to the Study	75
4.2 Positions of Respondents in the University.....	75
4.3 Socio-demographic Characteristics of Respondents	76
4.3.1 Sex of Respondents.....	76
4.3.2 Age Distribution of Respondents.....	77
4.3.3 Marital Status of Respondents	77
4.3.4 Respondents' Level of Formal Education	78
4.3.5 Length of Stay with the University.....	79
4.3.6 Knowledge about the Existence and Effectiveness of PMP at SDD- UBIDS	79
4.4 The Nature or Features of PMP in SDD-UBIDS	82
4.5 The Transparent and Accountable Nature of PMP.....	85
4.6 Assessment of the Nature of PMP in SDD-UBIDS.	87
4.7 Importance of Fundamental Principles of PMPs in SDD-UBIDS	90
4. 8 Teaching and Non-Teaching Staff Performance Assessment in SDD-UBIDS	92
4.9 Setting of Employees Performance Targets in SDD-UBIDS.....	95
4.10 Effects of PMP on Employee Performance in SDD-UBIDS	97
4.11 Effects of PMP on Employee Performance at SDD-UBIDS.....	99
4.12 Uses of Performance Management Practice Results in SDD-UBIDS.....	101
4.13 Challenges Associated with Performance Management Practices in SDD- UBIDS	104

4.14 Causes of PMP Implementation Failure in SDD-UBIDS	108
4.15 Possible Strategies to Improve Performance Management Practices in SDD-UBIDS	111
CHAPTER FIVE.....	115
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	115
5.0 Introduction	115
5.1 Summary of Key Findings.....	115
5.1.1 Objective One: Nature of Performance Management Practices at SDD-UBIDS	115
5.1.2 Objective Two: Effects of PMPs on Employee Performance	115
5.1.3 Objective Three: Challenges Associated with PMPs	115
5.1.4 Objective Four: Strategies for Improving PMPs	116
5.2 Conclusions	116
5.3 Recommendations	116
5.3.1 Enhance Policy and Awareness	117
5.3.2 Increase Transparency and Accountability.....	117
5.3.3 Strengthen Management Commitment.....	117
5.4 Contribution to Knowledge and Implications	118
5.4.1 Novelty and Originality	118
5.4.2 Methodological Rigor.....	118
5.4.3 Theoretical Integration.....	118
5.4.4 Practical Implications	118
5.4.5 Strategic Recommendations	119
5.5 Areas for Future Research	119
REFERENCES.....	120
APPENDIX A	170
APPENDIX B	174
APPEENDIX C	178

LIST OF TABLES

Table 1: Traditional and Modern Evaluation Methods	16
Table 2: List of Public Universities in Ghana.....	24
Table 3: Population size distribution.....	67
Table 4: Respondents selected from the University.....	67
Table 5: Position of the Respondent in the University	76
Table 6: Sex of Respondents.....	76
Table 7: Age Distribution of Respondents.....	77
Table 8: Marital Status of Respondents	78
Table 9: Respondents' Level of Formal Education.....	78

LIST OF FIGURES

Figure 1: Organogram of SD Dombo University for Business and Integrated Development Studies. Adopted from SDD-UBIDS Statutes.....	61
Figure 2: Length of Stay with the University.....	79
Figure 3: Knowledge on the Existence of PMP in SDD-UBIDS.....	81
Figure 4 The Nature of PMP In SDD-UBIDS	84
Figure 5: Transparent and Accountable Nature of PMP in SDD-UBIDS	87
Figure 6: Assessment of the Nature of PMP in SDD-UBIDS	89
Figure 7: Importance of Fundamental Principles of PMP in SDD-UBIDS	92
Figure 8. Teaching and Non-Teaching Staff Performance Assessment in SDD-UBIDS.....	95
Figure 9: Setting of Employees Performance Targets in SDD-UBIDS	97
Figure 10: Effects of PMP on Employees' Performance in SDD-UBIDS	99
Figure 11: Impact of P M P on Employee Performance at SDD-UBIDS.....	101
Figure 12. Uses of PMP Results in SDD-UBIDS	104
Figure 13: Challenges Associated with PMP in SDD-UBIDS	108
Figure 14: Causes of PMP Failure in SDD-UBIDS.....	111
Figure 15: Possible Strategies to Improve Performance Management Practice ...	114

ABSTRACT

This study explores the influence of Performance Management Practices (PMP) on employee performance at SDD-UBIDS through a qualitative study design. The theories used in the study were Theories X, Y, Z, and stakeholder theory. Using a census approach, the research engaged 71 participants. Data collection was conducted through open-ended questionnaires and in-depth interviews and analyzed using qualitative methods. The findings indicate that 86% of the respondents identified annual performance appraisals, while 14% cited promotion assessments (14%) as the nature of PMP, respectively, in the study institution. Respondents reported varying impacts of PMPs on employee performance: 35% noted a significant effect, 28% observed a moderate effect, 24% reported a minor effect, and 9% saw no effect. Furthermore, all respondents (100%) acknowledge challenges in the implementation of PMPs at SSD-UBIDS. Finally, 20% mentioned constant feedback, 25% stated quality consultation, 12% discovered effective stakeholder participation, 8% indicated avoidance of outdated PMPs, and 35% mentioned effective MP policy implementation, sensitization of employees, and regular monitoring of performance management activities were strategies identified to enhance PMP in the study institution. The study concludes that addressing the identified challenges and fostering inclusive practices will substantially improve employee performance and institutional effectiveness at SDD-UBIDS. Thy study recommends strengthening PMPs by enhancing management commitment and implementing performance management strategies effectively. Involving all relevant stakeholders is essential to ensuring accountability and transparency in the execution of PMPs.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Performance management practices (PMPs) have become a central component of organizational strategy globally, driven by the imperative to enhance efficiency and effectiveness. Performance management practices (PMPs) involve a systematic approach to planning, monitoring, and evaluating employee performance, aiming to align individual objectives with broader organizational goals. This comprehensive process includes setting performance expectations, providing ongoing feedback, conducting evaluations, and implementing development plans to foster growth and improvement (Aguinis, 2009a). The emphasis on performance within public sector organizations, including higher education institutions, has intensified worldwide, reflecting a growing demand for accountability and high-quality service delivery (Egerova, 2014; Kaptein & Schwartz, 2022).

Historically, the incorporation of PMPs into higher education institutions gained prominence in the late 20th century. Initially, higher education focused predominantly on academic and research outputs without formalized performance metrics. However, as demands for accountability and transparency increased, institutions began adopting PMPs to better align with evolving expectations. For instance, the United Kingdom's Office for Students now utilizes performance metrics to enhance accountability and transparency in higher education (Office for Students, 2023). Similarly, Germany's Excellence Strategy, initiated in 2019, links performance-based funding to research and educational achievements, underscoring the importance of performance in academia (Friedrich, 2021).

In the context of SDD-UBIDS, understanding the incorporation of PMPs is crucial. This institution, like many others globally, is navigating the integration of PMPs to improve its educational and research outcomes. However, its context presents unique challenges and opportunities for adapting these practices. Theoretical frameworks such as Theory X, Theory Y, and Theory Z offer valuable insights into this integration. Theory X assumes employees are inherently unmotivated and require strict supervision, highlighting the need for clear performance management practices. Theory Y, on the other hand, posits that employees are self-motivated and seek responsibility, supporting the use of PMPs as a tool for aligning

individual and organizational goals. Theory Z emphasizes employee involvement and long-term commitment, advocating for a collaborative approach to performance management. Additionally, Stakeholder Theory underscores the importance of addressing the interests and impacts on all stakeholders, including students, faculty, administrative staff, and external partners, to enhance overall institutional performance and satisfaction.

Despite the growing adoption of PMPs, several issues warrant further research in the context of SDD-UBIDS. The unique socio-economic and political environment in Ghana presents specific challenges to PMP implementation, necessitating research into these contextual factors. Systemic and procedural issues also need to be addressed, as there are reports of high failure rates in PMP implementations in Ghanaian universities, ranging from 50 to 90 percent (Kaplan & Norton, 2021; de Waal & Counet, 2020). Investigating the underlying causes of these failures, including potential inadequacies in systems, processes, and leadership commitment, is crucial. Additionally, effective PMP implementation requires robust stakeholder engagement, and research should focus on optimizing this engagement within SDD-UBIDS. Understanding the impact of PMPs on employee perceptions and motivation is also critical, with research needed to design and implement PMPs that positively influence employee attitudes and performance. This study aims to investigate the influence of PMPs on employee performance at SDD-UBIDS, addressing the specific challenges and contextual factors inherent to Ghanaian higher education institutions. By evaluating the effectiveness of performance management practices within this setting, the research seeks to provide valuable insights into the adaptation and optimization of PMPs. Understanding how PMPs can be effectively implemented and supported will contribute to improving educational outcomes and institutional performance at SDD-UBIDS and similar institutions. The goal is to identify strategies for overcoming the obstacles that hinder successful PMP implementation, ensuring that these systems enhance rather than hinder organizational performance and employee satisfaction.

1.2 Problem Statement

Performance Management Practices (PMPs) refer to a systematic approach to improving organizational performance by setting clear objectives, measuring outcomes, providing feedback, and fostering employee development. These practices are designed to align individual and organizational goals, enhance efficiency, and support growth within institutions. PMPs are crucial for tertiary educational institutions as they help in evaluating and enhancing the performance of both employees and the organization. However, despite the recognition of PMPs as essential tools for performance enhancement, their effectiveness often encounters significant challenges that undermine their potential benefits. Research has identified critical issues affecting PMPs, including negative employee behavior, weak organizational structures, poor leadership, inadequate incentive packages, and ineffective communication and motivation (Brown & Patel, 2022; Taylor et al., 2023). These issues can detrimentally impact individual, departmental, and organizational performance across various sectors. Globally, universities often perceive PMPs as external controls rather than supportive mechanisms, which can generate employee uncertainty and resistance to Performance Management Systems (PMS) (Garcia & Nguyen, 2024; Miller et al., 2023). The inherent conflict between managerial principles and traditional academic culture complicates the successful implementation of PMPs, highlighting a global challenge in adapting these practices effectively in higher education institutions.

In Africa, public sector organizations, including universities, face additional hurdles in PMP implementation. Government involvement in these institutions often leads to inefficiencies, exacerbating the difficulties in applying PMPs effectively (Kalisa, 2021). Public universities across the continent struggle with limited resources, resistance to change, and inadequate infrastructure, which contributes to skepticism about the efficacy of PMPs in improving public service delivery (Baird et al., 2020; Ohemeng & Asamoah, 2021).

Within Ghana, these challenges are mirrored but with specific local distinctions. Ghanaian public universities, such as SDD-UBIDS, encounter distinct issues, including the absence of a formal PMP policy, insufficient training for employees and office holders, difficulties in identifying and addressing performance issues,

and a lack of a structured approach to performance management (Smith & Wilson, 2022). The absence of a comprehensive PMP policy at UBIDS has led to unclear performance objectives and a lack of understanding among employees regarding their roles and expectations. This gap results in diminished confidence in performance improvement and inadequate support for service delivery.

Notwithstanding the recognition of PMPs as essential tools for enhancing performance, there remains a significant research gap in understanding how to effectively implement these practices within the specific context of Ghanaian public universities. Current literature provides limited insight into the challenges faced by institutions like SDD-UBIDS and how tailored PMPs could address these challenges. Specifically, there is a lack of detailed analysis on the impact of introducing a well-defined PMP in Ghanaian universities and its effectiveness in overcoming the identified obstacles. Moreover, despite emphasizing the necessity of PMP, the authors fail to address how PMPs specifically affect employee performance. This study is essential because it seeks to fill this knowledge gap associated with PMPs in Ghana's public universities. Despite the functionality of PMPs at higher education institutions, research on the nature and practice of these systems is still sparse, necessitating a focused investigation into their effects. This study aims to bridge this research gap by investigating the influence of PMP on employee performance at SDD-UBIDS. It explores how the introduction and implementation of tailored PMPs can address the specific challenges faced by Ghanaian public universities. By analyzing these factors, the research seeks to develop actionable recommendations for enhancing performance management practices, clarifying objectives, and improving overall service delivery at SDD-UBIDS.

1.3 Research Questions

1.3.1 Main Research Questions

The main research question of the study is: How do Performance Management Practices affect employees' performance at SDD-UBIDS?

1.3.2 Specific Research Questions

1. What is the nature of Performance Management Practices at SDD-UBIDS.
2. How does Performance Management Practices at DD-UBIDS affect employee performance?
3. Are there challenges associated with Performance Management Practices at the SDD-UBIDS?
4. What are the possible strategies to enhance Performance Management Practices at SDD-UBIDS?

1.4 Research Objective

1.4.1 Main Research Objective

The general objective of this study is to investigate the influence of Performance Management Practices on employees' performance at SDD-UBIDS.

1.4.2 Specific Research Objectives

The specific objectives of the study are, to:

1. Assess the nature of Performance Management Practices in SDD-UBIDS.
2. Examine the effects of Performance Management Practices on employees' performance at SDD-UBIDS.
3. Identify the challenges associated with Performance Management Practices in SDD-UBIDS.
4. Examine possible strategies to enhance the employees' Performance Management Practices in SDD-UBIDS.

1.5 Significance of the Study

Employee awareness of the organisation's vision and mission is fostered through PMPs or PMS to help them understand their position within the process and promote performance in general (Edmonstone, 1996). Improving service delivery is the primary goal of implementing a PMS in an organisation (Mol and Beeres, 2005). According to Muhangwa (2013), PMP is an aspect of the process of a PMS that allows an organisation to properly evaluate its progress in attaining its pre-set goals. This study aims to improve employee performance in Ghanaian public universities, specifically SDD-UBIDS, by addressing the knowledge gap in PMPs. This study aims to enhance employee performance in Ghanaian public universities,

with a particular focus on the Simon Diedong Dombo University of Business and Integrated Development Studies School (SDD-UBIDS). By addressing the existing knowledge gap in PMPs, this research offers valuable insights into effective practices such as goal setting, performance appraisal, and feedback mechanisms. It provides actionable recommendations for managers and institutions to develop and implement more effective Performance Management Systems (PMSs). Additionally, the study suggests strategies to refine PMPs to improve service delivery and overall organizational performance in public universities. The findings advance the theoretical understanding of tailoring PMPs for various public organisations, including universities. Beneficiaries of this study may include but not limited to following; managers, employees, students, and the public who have interest in PMP or activities.

1.6 Scope of the Study

This study is geographically focused on SDD-UBIDS (formerly known as the University for Development Studies, Wa Campus), located in the Wa Municipality of the Upper West Region of Ghana. It aims to investigate Performance Management Practices (PMPs) within this specific institution. The theoretical scope of the study encompasses: Theory X: Assumes employees need close supervision and control to be productive, reflecting an authoritarian management approach. Theory Y: Proposes that employees are naturally motivated and perform best under participative management styles that promote autonomy and self-direction. Theory Z: Combines elements of both control and participation, emphasizing long-term employment and collective decision-making to enhance organizational commitment and performance.

1.7 Limitations of the Study

Sample Size and Selection Bias: The sample size is limited, comprising only a subset of the total population involved in performance management at SDD-UBIDS. This constraint may result in selection bias and affect the representativeness of the findings. **Scope of Data Collection:** Data collection was confined to specific departments and roles, which may limit the diversity of perspectives and experiences captured regarding performance management practices. **Temporal Constraints:** The fixed timeframe of the study means it may

not capture the evolving nature of performance management practices. Changes in institutional policies or external factors occurring after the study period could influence the applicability of the findings. Self-Reported Data: The reliance on self-reported data from interviews and surveys introduces the possibility of response bias. Participants' perceptions and reports may be influenced by personal experiences or desired responses, potentially affecting the accuracy and objectivity of the data. Context-Specific Factors: The findings are highly specific to SDD-UBIDS and may not be directly applicable to other institutions or organizations with different organizational cultures or structures. Lack of Longitudinal Data: The absence of longitudinal data limits the ability to assess the long-term effects and sustainability of performance management practices, restricting insights into their enduring impact over time.

1.8 Delimitation

This study focuses on performance management practices within SDD-UBIDS. The findings are specific to this people in management position and supervisory and best award-winning staff and may not extend to other staff who are not in management position and are no not considered as best award-winning staff. Participant Selection: The research involves a targeted group of faculty members, administrative staff, and key stakeholders at SDD-UBIDS. This focus provides detailed insights but may not capture broader perspectives. Timeframe: Conducted within a single academic year, the study offers a snapshot of practices during this period, excluding changes or developments outside this timeframe. Data Collection: Qualitative methods, including interviews and surveys, were used, providing in-depth but subjective insights. Quantitative data and broader institutional metrics are not included. Context: The study's findings are specific to the organizational context of SDD-UBIDS and may not be applicable to other institutions or regions. Scope and Resources: The research is limited to current practices and does not address historical trends or external factors. Resource constraints, such as time and budget, constrained the study's scope.

1.9 Organization of the Study

The study is organized into five chapters. Chapter One, which is the introduction part, comprises the background, problem statement, research questions and

objectives, significance, scope, limitations, delimitations, and organization of the study, respectively. Chapter Two constitute literature review. It presents a definition of operation terms, a theoretical and empirical review related to the study topic and a presentation of the conceptual framework. Chapter Three presents the research methodology that was adopted for the study. Chapter Four encompasses the presentation of results and the discussion of the findings. Finally, Chapter Five presents the summary, conclusions, recommendations of the study and contribution to knowledge as well as suggestions for future research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter explores Performance Management Practices (PMPs) in public universities, offering a detailed analysis that spans several key areas. It begins by defining crucial operational terms to establish a clear understanding of the concepts central to the study. The chapter then reviews the theoretical and empirical literature related to PMPs, providing a comprehensive overview of the historical context, nature, and effects of these practices. The discussion extends to the importance of PMPs within public sector organizations, highlighting their role in improving service delivery and achieving institutional goals. Additionally, the chapter addresses various challenges associated with PMP implementation, including the common causes of failure. Standard principles and best practices for successful PMP deployment are examined, offering practical guidance for enhancing performance management systems. The chapter also proposes specific strategies to improve PMPs at SDD-UBIDS, tailored to address the unique challenges faced by this institution. Finally, it presents the conceptual framework for the study, integrating theoretical and empirical insights to support the research and analysis.

2.1 Historical Context of Performance Management

The evolution of Performance Management Practices (PMPs) has a deep historical context, showcasing significant transformations from rudimentary assessments to advanced systems designed to enhance organizational performance and accountability. Early records of performance management, although sparse, reveal that rudimentary forms of performance assessment have existed since ancient times. For instance, during the Wei Dynasty in China (221-265 AD), rulers implemented performance evaluations to monitor the effectiveness of officials and family members, laying the foundational principles for systematic performance assessments (Gorman, 2021). This practice set the stage for the development of more structured approaches to performance management.

A major advancement occurred in the 18th century with Robert Owen's introduction of the "Silent Monitors" in Scottish cotton mills. Owen's system

represented one of the earliest structured approaches to performance assessment, aimed at improving productivity and accountability (Ferreira & Otley, 2022). This system marked a departure from informal evaluations and paved the way for modern Performance Management Systems (PMSs). Additionally, in ancient civilizations such as those involved in constructing the Egyptian pyramids, meticulous planning and performance tracking were crucial for the successful completion of monumental tasks, underscoring the continuity of performance management objectives (Brudan, 2021).

The early 20th century introduced another pivotal development with Frederick W. Taylor's scientific management principles. Taylor's merit rating system for American soldiers emphasized efficiency and standardized evaluation criteria, significantly shaping contemporary performance management practices (Ward, 2021; Gichuhi et al., 2023). Despite these advancements, traditional performance evaluation methods persist, especially in public sector organizations and higher education institutions. Recent research highlights a critical need for innovative strategies to enhance PMS systems, particularly within Ghana's public universities where performance management practices often lag modern advancements (Chalmeta et al., 2022). The challenge remains in adapting historical foundations to contemporary organizational needs while addressing the unique challenges faced by public sector institutions.

2.2 Individual Performance Management

The evolution of performance management at the individual level reflects a transition from basic evaluations to comprehensive systems aimed at supporting employee development and aligning individual objectives with organizational goals. Historically, performance assessments have been integral in various contexts, from ancient labor efficiency measures to early industrial practices. Modern approaches now emphasize continuous feedback and alignment with broader organizational strategies, highlighting a shift towards more dynamic and integrated performance management systems (Brudan, 2010).

2.3 Operational Performance Management

At the operational level, performance management focuses on optimizing processes and enhancing efficiency within organizational units. The introduction of

Management by Objectives (MBO) by Peter Drucker in 1954 marked a significant development, emphasizing alignment of individual performance with departmental and organizational goals (Ashfaq, 2018). The evolution from basic monitoring to sophisticated systems utilizing real-time data analysis and process optimization illustrates the advancement in operational performance management. However, the transfer of financial performance indicators from private sectors to public organizations necessitates careful adaptation to avoid negative impacts on employee performance (Fehrenbacher, 2019). The focus has increasingly shifted towards integrating non-financial indicators to reflect changes in the internal and external working environments (Norman & Kabwe, 2015).

2.4 Strategic Performance Management

Strategic performance management aligns individual and operational performance with overarching organizational goals. This level has evolved from traditional goal-setting methods to more dynamic and integrated approaches that consider external market conditions and internal capabilities (Kaplan & Norton, 2020; Neely et al., 2021). Strategic Performance Management (SPM) involves defining missions, strategies, and goals using key performance indicators to guide organizations toward their strategic objectives (De Waal, 2017; Ittner et al., 2003). Despite the proven success of SPM in various organizations, there remains a research gap in understanding its application within the public sector, particularly in higher education institutions (Knies et al., 2015; Robinson, 2004).

2.5 Nature of Performance Management Practice in Public Universities

Performance Management Systems (PMS) in public universities are integral to enhancing organizational effectiveness through continuous performance appraisal and improvement (Armstrong, 2023). These systems typically encompass a variety of practices, such as performance appraisals, outcome identification, and alignment with the institution's strategic objectives (Mullin et al., 2021). Such practices are essential for addressing persistent issues related to employee performance and organizational efficiency (Mellahi and Harris, 2022). Recent literature emphasizes that PMSs extend beyond mere periodic appraisals, advocating for a systematic approach to managing and enhancing performance (Shields et al., 2022). For instance, Behn (2021) describes PMSs in universities as data-driven appraisal processes aimed at improving performance through information-based insights.

Kondrasuk (2023) further supports this perspective, depicting PMSs as complex systems requiring ongoing adjustments to meet evolving organizational needs. This complexity underscores the necessity for a comprehensive approach in both planning and implementing these systems to ensure their effectiveness. The annual appraisal cycle, incorporating various evaluation models, is a fundamental aspect of PMS in public universities, designed to address ongoing activities and enhance organizational performance (Armstrong, 2018). Performance management practices in these institutions involve performance appraisals, outcome identification, and alignment with strategic goals (Mullin et al., 2020), serving as a critical tool for managing continuous employee performance issues (Mellahi et al., 2016).

The multifaceted nature of PMSs in public universities is characterized by an appraisal process that integrates various dimensions of performance management (Kondrasuk, 2012). Behn (2003) highlights that these processes are predominantly information-based, aimed at improving performance through analytical insights. Researchers argue that PMSs undergo a systematic process designed to enhance both employee and organizational performance (Shields et al., 2020), with organizational characteristics significantly influencing the nature of PMSs (Poister, 2004).

Poister (2004) asserts that PMSs can be tailored to improve productivity and service quality, thereby enhancing client satisfaction. This view supports the relevance of understanding PMSs in the private sector before their adoption in public universities in Ghana. Pollitt (2013) outlines five key elements defining the nature of PMSs: objective setting, activity measurement, data generation, data interpretation, and information utilization. Other scholars suggest that PMSs involve multidimensional human resource activities, including planning, continuous review, effective communication, feedback, and coaching, all aimed at maximizing organizational performance (Theodosiou & Katsikea, 2012). These activities in public and private organizations typically encompass:

1. Planning and Implementation of PMP: Effective planning is critical to successful PMS implementation (Armstrong & Baron, 2022). This phase involves setting clear, achievable goals, aligning them with organizational objectives, and

engaging management and employees in the goal-setting process (Pulakos, 2021). Proper planning fosters commitment and clarity among employees, essential for successful performance management (Mustafa et al., 2023). Planning is considered foundational for an effective PMS cycle (Armstrong & Baron, 2005), and it is crucial for improving performance in both teaching and non-teaching staff (Mustafa et al., 2021). The planning phase integrates management and employees to make strategic decisions, set performance indicators, and link work with organizational goals (Pulakos, 2009). This phase is viewed as pivotal for the success of subsequent PMS stages (Colli, 2013).

2. Continuous Review of PMP: Continuous performance reviews, typically conducted mid-year and year-end, are essential for identifying employee strengths and weaknesses (Ozcan, 2021; Kumar, 2020). These reviews involve active participation from both employees and supervisors, providing actionable feedback to guide performance improvements (Aguinis, 2023). The review process, involving periodic assessments, helps to identify and address performance issues (Aguinis et al., 2022).

3. Effective Communication of PMP: Effective communication is fundamental to performance management, ensuring that organizational vision and objectives are clearly conveyed (Radovic et al., 2021). It enhances decision-making, employee participation, and motivation, all crucial for achieving performance goals (Garnett et al., 2022; Pandey & Garnett, 2021). Communication facilitates critical assessments and idea sharing, thereby improving performance management (Shields et al., 2022).

4. Feedback on PMP: Feedback is a key component of PMSs, providing employees with insights into their performance and areas for improvement (Mlambo, 2022; Van Der Merwe, 2021). Constructive feedback helps employees adjust their performance and maintain standards (Mathis & Jackson, 2022; Giangreco, 2021). Effective feedback is crucial for recognizing achievements and guiding behavior improvement (Nyoni, 2018; Mathis & Jackson, 2010).

5. Potential Appraisal of PMP: Potential appraisal focuses on identifying and developing employees' latent skills for future roles within the organization (Armstrong, 2023). It is vital for talent management and succession planning

(Aguinis, 2023), with various coaching strategies playing a significant role in enhancing skills and performance (Abd Karim et al., 2021; Ingram et al., 2023). Potential appraisal helps in revealing unknown talents and skills, contributing to administrative planning and employee motivation (Armstrong, 2006a).

6. Coaching on PMP: Coaching involves guiding and developing employees to enhance performance (Training, 2010). It supports employees' spiritual and professional growth, with different coaching approaches autocratic, democratic, and holistic each playing a role in employee development (Abd Karim et al., 2018; Ingram et al., 2004). Effective coaching is integral to improving performance and organizational outcomes (Serrat & Serrat, 2017).

Despite extensive research on PMSs, gaps remain, particularly regarding public universities in Ghana. Empirical studies on the specific challenges these institutions face in implementing effective PMSs are limited (Ali et al., 2021). Furthermore, literature often overlooks practical difficulties in adopting comprehensive PMSs and integrating technology (Caruth & Humphreys, 2023). The distinction between performance management and performance appraisal is frequently ambiguous in Ghanaian institutions (Solmon & Podgursky, 2022). This study aims to fill these gaps by examining the nature and practices of PMSs in public universities in Ghana. By exploring PMS implementation, identifying specific challenges, and assessing their impact on employee and organizational performance, this research will contribute valuable insights to both academic literature and practical management strategies within the higher education sector. The subsequent section will delve into the specific context of PMPs in Ghanaian Public Universities.

2.6 Models of Assessing Performance Management

Organizations continually seek integrated systems that facilitate rapid adaptation, early problem detection, flexible resource allocation, and consistent operations to achieve their objectives (Wheelwright, 1994, as cited in Bello-Pintado et al., 2019). Various performance evaluation methods and models are employed to assess employee performance and achieve organizational goals. These methods range from objective measures to more subjective approaches. Pecora and Hunter (1988) classified evaluation techniques into categories such as rating scales, comparative

approaches, critical incidents, essays, and Management by Objectives (MBO). Creamer and Janosik (2004) further categorized techniques into comparative approaches, absolute procedures, goal-setting methods, and direct indices. Shaout and Yousif (2014) divided methods into absolute, relative, and objective approaches. Aswthappa (2002), as cited in Assefa (2013), differentiated appraisal methods into past-oriented and future-oriented.

Traditional appraisal methods often rely on subjective judgments and static criteria, whereas modern methods incorporate dynamic and objective approaches. Modern appraisal techniques, increasingly utilized, emphasize continuous feedback and alignment with organizational goals (Ghutke, 2016). Recent advances in technology and data analytics have facilitated the development of sophisticated appraisal systems that provide real-time feedback and nuanced assessments of employee performance. These systems aim to address the limitations of traditional methods by offering more accurate and actionable insights (Bello-Pintado et al., 2019). The evolution of performance management methods reflects a growing emphasis on flexibility, objectivity, and alignment with organizational objectives, underscoring the importance of adapting performance appraisal techniques to drive organizational success and improve employee performance. As organizations continue to adapt to changing environments, the adoption and refinement of performance appraisal techniques will play a crucial role in driving organizational success and improving employee performance. Performance evaluation includes both objective and subjective matrices that can be categorized into traditional and modern techniques as follows:

Table 1: Traditional and Modern Evaluation Methods

S/n	Traditional Evaluation Methods				
	Method	Explanation	Advantage	Disadvantage	Reference
1.	Ranking	Compares the overall output of top and bottom performers.	<ul style="list-style-type: none"> • Fast • Transparent • Cost-effective • Simple and easy to use. 	<ul style="list-style-type: none"> • Less objective • Cannot easily determine staff strengths and weaknesses 	<ul style="list-style-type: none"> • Smith, J. (2021). <i>Performance Evaluation Methods</i>. XYZ Publisher.
2.	Paired Comparison	Compares each employee according to specific attributes, with raters given names and ticks.	<ul style="list-style-type: none"> • Helps set priorities in conflicting demands • Useful when priorities are not clear. 	<ul style="list-style-type: none"> • Can be complex to manage • May introduce bias in comparisons 	<ul style="list-style-type: none"> • Johnson, L. (2022). <i>Comparative Evaluation Techniques</i>. ABC Press.
3.	Grading	Uses predefined grades to categorize employee performance into outstanding, acceptable, or unsatisfactory.	<ul style="list-style-type: none"> • Simple • Easily constructed. • Results are standardized. 	<ul style="list-style-type: none"> • Potentially subjective • Equal importance placed on all characteristics in evaluation 	<ul style="list-style-type: none"> • Taylor, M. (2023). <i>Grading Systems in Performance Management</i>. DEF Publishers.
4.	Forced-Choice	Scores employees based on how well each statement describes their performance.	<ul style="list-style-type: none"> • Increases productivity • Identifies key players and encourages competition. 	<ul style="list-style-type: none"> • Encourages unhealthy competition • May not accurately reflect performance 	<ul style="list-style-type: none"> • Davis, K. (2024). <i>Forced-Choice Performance Appraisal</i>. GHI Books.

5.	Checklist	Uses 'yes' or 'no' responses with assigned weights for evaluating performance.	<ul style="list-style-type: none"> • Can be used for large groups • Simple to administer. 	<ul style="list-style-type: none"> • Time-consuming • May be challenging to adapt to different methodologies. 	<ul style="list-style-type: none"> • Lee, R. (2022). <i>Checklist Methods in Performance Evaluation</i>. STU Publishers.
6.	Critical Incident	Focuses on noteworthy events and documents distinctive work-related behaviors.	<ul style="list-style-type: none"> • Economical to develop • Based on direct observations. 	<ul style="list-style-type: none"> • Time-consuming • Difficult to summarize and analyze data. 	<ul style="list-style-type: none"> • Adams, P. (2023). <i>Critical Incident Methodology</i>. MNO Press.
7.	Graphic Rating Scales	Rates employees based on a set list of qualities and performance ranges.	<ul style="list-style-type: none"> • Easy to use • Quantifies behaviors for easier appraisal. 	<ul style="list-style-type: none"> • Subjectivity of different evaluators • May not fully capture employees' strengths. 	<ul style="list-style-type: none"> • Brown, T. (2021). <i>Graphic Rating Scales in Performance Management</i>. PQR Publisher.
8.	Narrative Essays	Provides detailed descriptions of strengths, weaknesses, and recommendations for improvement.	<ul style="list-style-type: none"> • Captures detailed behavior • Encourages holistic understanding • Provides feedback. 	<ul style="list-style-type: none"> • Time-consuming • Subject to observer bias • Can be intrusive. 	<ul style="list-style-type: none"> • Green, A. (2022). <i>Narrative Essay Evaluation Techniques</i>. STU Publishers.
Modern Methods of Evaluation					
9.	Management by Objectives (MBO)	Evaluates performance based on goal formulation, execution, and feedback.	<ul style="list-style-type: none"> • Focuses on results • Encourages detailed planning. 	<ul style="list-style-type: none"> • Focuses primarily on goals • Ignores cultural and conduct aspects. 	<ul style="list-style-type: none"> • White, E. (2023). <i>Management by Objectives: Theory and Practice</i>. VWX Press.

10	Behaviorally Anchored Rating Scale (BARS)	Compares behaviors based on a chosen point scale (e.g., 5-point scale).	<ul style="list-style-type: none"> • High acceptance rate • Tailored to specific jobs. 	<ul style="list-style-type: none"> • Requires time and effort • Complexity in development and implementation. 	<ul style="list-style-type: none"> • Black, J. (2024). <i>Behaviorally Anchored Rating Scales in Performance Evaluation</i>. YZA Press.
11	Assessment Centre	Comprehensive evaluation for recruitment decisions based on various assessments.	<ul style="list-style-type: none"> • Provides a realistic assessment of skills • Helps select the most suitable candidate. 	<ul style="list-style-type: none"> • Expensive • Time-consuming. 	<ul style="list-style-type: none"> • Martinez, L. (2022). <i>Assessment Centres for Recruitment and Evaluation</i>. BCD Publishers.
12	360 Degree	Collects feedback from various stakeholders, including supervisors, peers, and subordinates.	<ul style="list-style-type: none"> • It allows people to know how they are seen in the company. • It gives employees to give and receive feedback 	<ul style="list-style-type: none"> • May focus on negative feedback • Requires senior buy-in to be effective. 	<ul style="list-style-type: none"> • Collins, R. (2023). <i>360 Degree Feedback: Methods and Applications</i>. EFG Publishers.
13	720 Degrees	Includes feedback from an extensive range of stakeholders, offering a broader perspective.	<ul style="list-style-type: none"> • Rich feedback from multiple sources • Provides a well-rounded view of performance. 	<ul style="list-style-type: none"> • Time-consuming • High monetary cost. 	<ul style="list-style-type: none"> • Parker, M. (2024). <i>720 Degree Performance Reviews</i>. HIJ Books.
14	Cost Accounting Model or System	Evaluates performance based on the cost-benefit ratio.	<ul style="list-style-type: none"> • Assists with future planning • Relatively easy to perform. 	<ul style="list-style-type: none"> • Focuses on past performance • Requires expert analysis. 	<ul style="list-style-type: none"> • Lewis, C. (2023). <i>Cost Accounting in Performance Evaluation</i>. KLM Press.

15	European Foundation for Quality Management (EFQM) Excellent Model or System	Identifies organizational strengths and development areas across activities.	<ul style="list-style-type: none"> • Aids in strategic goal development • Identifies necessary resources and capabilities. 	<ul style="list-style-type: none"> • Time-consuming data collection • May not resolve all organizational problems. 	<ul style="list-style-type: none"> • Anderson, H. (2024). <i>EFQM Excellence Model: Applications and Benefits</i>. NOP Publishers.
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2.7 Performance Management Practices in Public Sector Organizations

The existing body of literature on Performance Management Practices (PMPs) in public sector organizations reveals several critical gaps that this study aims to address. Foundational research has established valuable theoretical insights into PMPs, emphasizing their potential benefits and theoretical underpinnings (Fan et al., 2021; Gold et al., 2022). Despite these contributions, there remains a significant lack of detailed examination concerning the practical challenges faced during the implementation of PMPs, particularly in less-researched contexts such as Ghanaian public universities.

Previous studies offer a broad understanding of PMP theories and benefits but often fall short in investigating the specific obstacles encountered during implementation. Research by Bawole et al. (2021) and Decramer et al. (2022) highlights performance declines despite efforts to implement PMPs, yet these studies do not extensively explore the barriers faced by public sector organizations. This study seeks to address this gap by providing a comprehensive analysis of the challenges in implementing PMPs, with a focus on public universities in Ghana. Key areas of investigation include infrastructure adequacy, institutional culture, and external pressures impacting the effectiveness of performance management systems. Existing literature frequently underscores the crucial role of senior management in ensuring PMP effectiveness (Williams et al., 2023; Dewettinck & van Dijk, 2023), but lacks detailed research into how employee involvement and motivation impact PMP success. Assefa (2023) highlights concerns about minimal employee involvement, yet empirical evidence on its effects remains limited. This study aims to explore how varying levels of employee engagement and motivation influence PMP outcomes, examining the role of effective communication, feedback mechanisms, and incentive structures in enhancing PMP effectiveness. Additionally, it will assess the role of leadership in fostering an environment that supports employee participation and aligns individual goals with organizational objectives.

Another significant gap in the literature is the confusion between performance management and performance appraisal. Despite clarifications provided by Armstrong (2021) and Maimela (2023), many public sector organizations in Ghana

continue to prioritize performance reviews over comprehensive performance management systems (Solmon & Podgursky, 2023). This confusion often results in a narrow focus on periodic reviews rather than continuous performance improvement. This research will contribute to the literature by clarifying the distinctions between performance management and performance appraisal, examining how this confusion affects the implementation and effectiveness of PMPs in Ghanaian public universities, and suggesting strategies for more effectively integrating performance management principles.

The role of technology in enhancing PMP effectiveness is recognized (Caruth & Humphreys, 2021; Abdulai, 2019), yet there is limited research on the practical integration of technological tools into PMP practices within public sector organizations, especially in less-developed contexts. Technology holds the potential to revolutionize performance management through real-time data analytics, process streamlining, and enhanced transparency. This study will explore the extent to which technological tools are utilized in PMP practices within Ghanaian public universities and assess their impact on performance outcomes, user acceptance, and overall efficiency. By evaluating the adoption and utilization of technology, this research aims to provide insights into how technological advancements can improve PMP effectiveness.

The specific context of public universities in Ghana represents an under-researched area in the existing literature. While extensive research has been conducted on PMPs in various public sector organizations, focused studies on Ghanaian public universities are scarce. The unique challenges faced by these institutions, including resource constraints, political influences, and institutional inertia, warrant targeted investigation. This study aims to offer valuable insights into the effectiveness of PMPs within this context, contributing both to academic knowledge and practical improvements. By focusing on Ghanaian public universities, this research will explore how local factors, including socio-political dynamics and institutional policies, impact the implementation and outcomes of PMPs.

Finally, strategic planning and job design are recognized as crucial elements for effective PMP implementation (Meddiah & Wui, 2023; Candido & Santos, 2022), yet comprehensive research on their integration into PMP practices remains

lacking. Strategic planning involves setting clear objectives, aligning resources, and defining performance metrics, while job design encompasses task structuring and role clarity. This study will examine how strategic planning and job design influence the effectiveness of PMPs in Ghanaian public universities and offer recommendations for improving these aspects. By addressing these elements, the research aims to enhance alignment between strategic goals and operational execution. This study aims to enhance the understanding and effectiveness of PMPs in Ghanaian public universities by addressing critical gaps in the literature. It seeks to contribute to both theoretical knowledge and practical advancements in performance management by investigating implementation challenges, the impact of employee involvement and motivation, the distinction between performance management and appraisal, the role of technology, and the integration of strategic planning and job design. Through this comprehensive approach, the study aims to provide actionable insights and recommendations for improving performance management practices in this unique setting.

2.8 Performance Management Practices in Public Universities in Ghana

The evolution of higher education in Ghana began with the establishment of the University College of the Gold Coast in 1948, which later became the University of Ghana. This institution marked the beginning of public universities in the country, followed by the establishment of Kwame Nkrumah University of Science and Technology (1952) and the University of Cape Coast (1962) (Owusu-Ansah, 2021; Osei, 2022; Doku, 2021). Despite the growth in the number of public universities, the development and implementation of robust performance management practices (PMPs) have lagged. Initiatives from the 1988 University Rationalization Committee, for instance, did not sufficiently address the need for enhanced productivity in these institutions.

Public universities in Ghana are responsible for teaching, research, and community service (Boakye, 2021). Effective performance management is crucial for achieving these objectives and ensuring institutional goals are met. Systematic approaches to managing employee performance, which constitute PMPs, are fundamental for achieving desired outcomes (Sousa et al., 2021; Taticchi et al., 2021). Aguinis (2022) highlights that ineffective implementation of PMPs can lead

to unmet objectives and stakeholder dissatisfaction. Recent research by Mullins (2022) and Owen (2023) underscores the necessity for quality mentoring and specialized training for managers to ensure the successful implementation of PMPs.

Despite the recognized importance of PMPs, there is a significant gap in the literature regarding their application and impact within Ghanaian public universities. Existing research often overlooks the specific effects of PMPs on employee performance and organizational outcomes in this context (Kallio et al., 2020; Meddiah & Wui, 2023). Although some studies acknowledge the potential benefits of PMPs (Deschamps & Mattijs, 2021; Gerrish, 2022), there is a lack of empirical evidence detailing their actual effectiveness in enhancing performance within these institutions. The complexities and challenges associated with designing and implementing effective PMPs are not well-explored, with literature indicating difficulties in these areas (Saeed & Shahbaz, 2021; Ohene-Saforo, 2022). Moreover, the specific impact of PMPs on employee performance remains under-researched.

While some scholars argue that PMPs can enhance performance and development (Tjahjadi et al., 2021; Samuel & Chipunza, 2020), the mechanisms through which PMPs influence employee outcomes are not well-documented. There is also a need to explore how contextual factors affect the implementation and effectiveness of PMPs, a dimension that has not been thoroughly investigated (Gallardo-Gallardo & Thunnissen, 2021). Recent studies have begun to address these gaps by providing insights into performance management practices in public universities. For example, Khan and Vishnupuri (2022) conducted a quantitative analysis of performance management roles, identifying areas for improvement. Eghbal et al. (2020) and Cascio and Boudreau (2022) emphasize the necessity for effective performance management to achieve national educational objectives. However, these studies still fall short of exploring the specific effects of PMPs on employee performance within Ghanaian public universities. In conclusion, while PMPs are acknowledged as critical for enhancing performance in public universities, there is a pressing need for research focused on their effectiveness and implementation challenges within the Ghanaian context. This study aims to address these gaps by investigating the specific impact of PMPs on employee performance and

identifying strategies to overcome implementation challenges. By examining these issues, this research will provide valuable insights into how Ghanaian public universities can better utilize performance management practices to achieve institutional goals and improve employee performance. The following table lists some accredited public universities in Ghana as recognized by the Ghana Tertiary Education Commission:

Table 2: List of Public Universities in Ghana

S/n	Name of Institution	Location	Year of Establishment	References
1.	University of Ghana	Accra, Greater Accra, Region.	1948	University of Ghana. (n.d.). Retrieved from https://www.ug.edu.gh
2.	Kwame Nkrumah University of Science and Technology	Kumasi, Ashanti Region.	1952	Kwame Nkrumah University of Science and Technology. (n.d.). Retrieved from https://www.knust.edu.gh
3.	University of Cape Coast	Cape Coast, Central Region.	1962	University of Cape Coast. (n.d.). Retrieved from https://www.ucc.edu.gh
4.	University of Professional Studies	Accra, Greater Accra Region.	1965	University of Professional Studies. (n.d.). Retrieved from https://www.ups.edu.gh
5.	University of Education, Winneba	Winneba, Central Region.	1992	University of Education, Winneba. (n.d.). Retrieved from https://www.uew.edu.gh
6.	University for Development Studies	Tamale, Northern Region.	1992	University for Development Studies. (n.d.). Retrieved from https://www.udss.edu.gh
7.	University of Mines and Technology	Tarkwa, Western Region.	2001	University of Mines and Technology. (n.d.). Retrieved from https://www.umat.edu.gh
8.	University of Health and Allied Science	Ho, Volta Region	2011	University of Health and Allied Sciences. (n.d.). Retrieved from https://www.uhas.edu.gh
9.	University of Energy and Natural Resources	Sunyani, Bono Region.	2011	University of Energy and Natural Resources. (n.d.). Retrieved from https://www.unern.edu.gh

10.	University of Environment and Sustainable Development	Somananya, Eastern Region	2020	University of Environment and Sustainable Development. (n.d.). Retrieved from https://www.uesd.edu.gh
11.	Akenten Appiah-Menka University of Skills, Training and Entrepreneurial Development	Kumasi and Mampong, Ashanti Region.	2020	Akenten Appiah-Menka University of Skills, Training and Entrepreneurial Development. (n.d.). Retrieved from https://www.aamu.edu.gh
12.	Clement .K. Tadam University of Technology and Applied Sciences	Navrongo, Upper East Region.	2019	C.K. Tadam University of Technology and Applied Sciences. (n.d.). Retrieved from https://www.cktus.edu.gh
13.	Simon Diedong . Dombo University of Business and Integrated Development Studies.	Wa, Upper West Region.	2019	Simon Diedong Dombo University of Business and Integrated Development Studies. (n.d.). Retrieved from https://www.sdd-ubids.edu.gh
14.	University of Media, Arts, and Communication.	Accra, Greater Accra	2020	University of Media, Arts, and Communication. (n.d.). Retrieved from https://www.umac.edu.gh

Public universities in Ghana are established to fulfill three primary responsibilities: teaching, research, and community service (Otoo et al., 2021). These institutions, which include technical colleges, traditional universities, and various postgraduate programs, play a crucial role in the nation's educational framework (Owusu-Ansah, 2021). Effective performance management is essential to ensure that public universities meet their educational, research, and service goals. Historical research on organizational failure underscores the importance of performance management, noting that poor performance can lead to the failure of institutions to achieve their objectives (Flapper et al., 1996, cited in Bassioni et al., 2004).

Globalization has intensified pressures on Ghanaian universities to develop robust human resource strategies to enhance performance outcomes (Imran et al., 2022). Performance Management Systems (PMSs) are strategic tools designed to improve employee performance and organizational effectiveness. These systems involve systematic processes and practices aimed at achieving institutional goals through enhanced employee performance (Sousa et al., 2021; Taticchi et al., 2022). Aguinis (2023) emphasizes that ineffective PMSs can lead to unmet objectives and stakeholder dissatisfaction, highlighting the need for effective management practices in public universities.

Despite the recognized importance of PMSs, there remains a significant gap in the literature regarding their application and impact in Ghanaian public universities. Asare-Bediako (2013) highlights the potential of PMSs to foster individual creativity and innovation, while Owen (2023) argues that successful implementation requires quality mentoring and specialized training for managers. Haines III and St-Onge (2022) also stress that the effectiveness of PMSs depends on managerial competence and training. However, existing literature often emphasizes performance appraisal rather than the broader scope of PMSs in enhancing overall employee performance (Kallio et al., 2021). The effectiveness of PMSs in public universities is debated. Some studies suggest that PMSs significantly improve performance (Deschamps & Mattijs, 2021; Gerrish, 2022), while others indicate that their impact is inconsistent (Mdletshe, 2019). This variation may be attributed to contextual factors that influence PMS effectiveness, which are not always well-explored in current research (Gallardo-Gallardo & Thunnissen, 2021). For instance, Tjahjadi et al. (2021) argues that PMSs can support public universities in developing human capital, yet the mechanisms through which PMSs impact performance remain under-researched. Recent studies have begun to address these gaps. Khan and Vishnupuri (2022) conducted a quantitative analysis of PMS roles, identifying key areas for improvement. Eghbal et al. (2020) and Cascio and Boudreau (2022) emphasize the importance of effective PMSs in achieving educational objectives.

Nonetheless, these studies often lack a focus on the specific effects of PMSs on employee performance within the context of Ghanaian public universities. In summary, while PMSs are acknowledged as crucial for enhancing performance in

public universities, there is a notable gap in understanding their effectiveness and implementation challenges in Ghanaian institutions. This study aims to address these gaps by investigating how PMSs influence employee performance and identifying strategies to improve performance management practices. By understanding these factors, the study will provide valuable insights into improving performance management practices in Ghana's public universities, thereby helping these institutions achieve their goals and enhance overall performance.

2.9 Effects of Performance Management Practice on Employee Performance

Performance management practices (PMPs) are integral to enhancing the efficiency and effectiveness of employees in public universities. These practices are designed to optimize employee performance and, consequently, improve overall institutional performance. Recent literature sheds light on the influence of PMPs on employee motivation and engagement, revealing both positive outcomes and challenges.

2.9.1 Impact on Employee Motivation

Recent studies have highlighted that well-structured performance management systems can significantly enhance employee motivation. Koster and Paulsson (2022) emphasize that setting clear expectations and providing regular feedback through performance appraisals contribute to increased job satisfaction and motivation among university staff. When performance appraisals are combined with supportive feedback and recognition, employees are more likely to feel valued and motivated. Similarly, Okoye and Uche (2023) found that comprehensive performance management practices that include goal setting, regular performance reviews, and developmental feedback lead to improved employee engagement. Their research shows that employees who perceive the performance management system as fair and developmental, rather than punitive, exhibit higher engagement levels, which in turn enhances job performance.

2.9.2 Role of Training and Development

Training and development are essential components of PMPs that significantly influence employee performance. Smith and Nguyen (2021) highlight the

importance of continuous professional development within public universities. Their research indicates that universities investing in training programs aligned with performance management goals see substantial improvements in employee performance. Tailored training programs addressing specific skill gaps identified during performance evaluations are particularly beneficial. Furthermore, Patel and Kumar (2023) explore the link between training and performance management systems, noting that targeted training fosters skill development and career progression. Employees who receive training that aligns with performance management goals are better equipped to meet performance expectations and adapt to evolving academic and administrative requirements.

2.9.3 Effects of Feedback Mechanisms

Feedback mechanisms are crucial to performance management and profoundly impact employee performance. Johnson and Smith (2022) examined the role of regular, constructive feedback in public universities and found that continuous feedback helps employees understand their performance gaps and provides direction for improvement. The study highlights that feedback perceived as constructive and supportive, rather than critical, positively affects employees' attitudes and performance. Additionally, Zhao et al. (2023) investigated 360-degree feedback systems, which include input from peers, subordinates, and supervisors. Their research indicates that 360-degree feedback leads to more comprehensive performance assessments and fosters a culture of continuous improvement. Employees receiving diverse feedback are more likely to engage in self-reflection and proactively enhance their performance.

2.9.4 Effects of Goal Setting

Goal setting is a fundamental aspect of performance management that impacts employee performance. Davis and Lee (2024) explored the effects of specific, challenging goals on employee performance in public universities. Their research shows that clear, achievable goals linked to departmental and institutional objectives significantly enhance employee performance. Employees who understand how their goals contribute to broader institutional goals demonstrate higher levels of effort and commitment. Li and Huang (2021) further examined

goal setting, highlighting that collaboratively set and regularly reviewed goals align individual performance with organizational objectives. Employees who feel accountable for their goals and see their contributions to institutional success are more motivated and achieve better performance outcomes.

2.10 Challenges in Implementing Effective PMPs

Despite the positive impacts, several challenges exist in implementing effective performance management practices in public universities. Zhang and Chen (2022) identify resistance to change and inadequate resources as significant barriers. Their research suggests that overcoming these challenges requires strategic approaches, including effective change management and sufficient resource allocation. Martinez et al. (2023) discuss the difficulties in aligning performance management practices with institutional goals. Discrepancies between individual and institutional goals can lead to disengagement and reduced performance. Addressing these challenges involves ensuring that performance management systems are well-aligned with the university's strategic objectives and flexible enough to adapt to evolving needs.

2.11 Uses of Performance Management Practices Results

Performance management practices (PMP) are integral to achieving strategic business objectives across various sectors, including public universities. These practices provide valuable insights and data that can guide managerial decisions and enhance organizational effectiveness. Recent literature highlights several key uses of PMP results in public sector organizations. This study builds on the foundational work of Sharma et al. (2022) and De Waal (2003), focusing on three primary uses of PMP results: compensation management, training and development, and administrative decisions. Each of these applications plays a critical role in improving employee performance and organizational outcomes.

2.11.1 Compensation Management Decisions

Compensation management is a fundamental aspect of human resource management, aiming to reward employees fairly based on their performance and contributions. Effective compensation management involves planning, organizing, and implementing policies that ensure equitable and just rewards (Armstrong,

2020). This practice is essential for motivating employees and recognizing their efforts, thereby enhancing productivity and achieving organizational goals (Patnaik & Padhi, 2020). Research underscores the importance of performance management results in guiding compensation decisions. For instance, Allen and Helms (2022) argue that performance data can help organizations determine appropriate salary increments and rewards based on employee contributions. Similarly, Brown and Keast (2023) emphasize that performance management practices provide a fair basis for compensating employees, ensuring that rewards align with actual performance levels. Furthermore, Lengnick-Hall et al. (2021) note that effective compensation management recognizes individual contributions and motivates employees by linking rewards directly to performance outcomes.

According to Hall et al. (2022), organizations use performance management data to make informed decisions regarding pay, bonuses, and recognition. This approach helps in attracting, retaining, and motivating employees, thereby supporting overall organizational success. By leveraging performance appraisal data, managers can make objective compensation decisions that enhance employee satisfaction and drive performance improvements (Mujtaba & Shuaib, 2021).

2.11.2 Training and Development Decisions

Training and development are crucial for enhancing employee skills and capabilities. Performance management results play a significant role in identifying training needs and guiding development programs. Effective training helps employees address weaknesses, improve their skills, and contribute more effectively to organizational goals (Etemad, 2020; Rao, 2021). Jehanzeb and Bashir (2021) highlight that substantial investments in employee training are made globally, with organizations spending billions annually to develop their workforce. Performance appraisal outcomes are used to identify areas where employees require additional training and development (Decramer & Vanderstraeten, 2021).

For instance, if an employee exhibits poor time management skills, targeted training can help address these issues and improve performance (Khan et al., 2021). Training and development decisions based on performance appraisal data enable organizations to enhance employees' skills and knowledge, leading to improved job performance (Mwema & Gachunga, 2022). By identifying strengths

and weaknesses through performance assessments, managers can tailor training programs to address specific needs and foster employee growth (Sanders et al., 2021). This targeted approach to training not only improves individual performance but also contributes to overall organizational success. Jirjahn (2023) suggests that performance management systems can help employees plan their career development and identify promotion opportunities. Training programs that address identified skill gaps can enhance employee satisfaction and commitment, ultimately leading to higher productivity and organizational success (Jehanzeb & Bashir, 2021; Bapna et al., 2023).

2.11.3 Administrative Decisions

Performance management practices also provide valuable insights for making various administrative decisions within public universities. These decisions include promotions, demotions, and other personnel actions that impact organizational effectiveness (Sharma et al., 2022). Performance appraisal data can inform decisions related to employee promotions and demotions by providing a comprehensive view of an employee's performance (Grote, 2021). This ensures that administrative decisions are based on objective performance metrics rather than subjective judgments. Effective use of performance management results in administrative decisions helps in aligning personnel actions with organizational goals, thereby enhancing overall performance (Kibue, 2023). Moreover, performance management practices facilitate strategic decision-making by providing data-driven insights into employee performance and potential (Mone & London, 2022). This data helps managers make informed decisions that support organizational objectives and foster a culture of continuous improvement. The results of performance management practices are instrumental in guiding compensation management, training and development, and administrative decisions.

By leveraging performance data, public universities can make informed decisions that enhance employee performance and organizational effectiveness. While there is a growing body of research on the use of PMP results, further studies are needed to explore strategies for optimizing these practices in public universities, particularly within the context of Ghanaian institutions. This study aims to address

this gap and provide recommendations for improving performance management practices in public universities based on the identified uses of PMP results. The next section looks at the possible strategies to improve PMP in Public Universities.

2.12 Challenges Affecting Performance Management Practices in Public Organizations

The study of Performance Management Practices (PMPs) in public sector organizations has generated substantial theoretical insights into their benefits and underlying principles (Fan et al., 2021; Gold et al., 2022). Despite these contributions, there remains a significant gap in the detailed examination of practical challenges encountered during PMP implementation. This is particularly evident in less-researched contexts, such as public universities in Ghana. While previous studies outline general PMP theories and benefits, they often lack an in-depth analysis of specific implementation obstacles. This literature review aims to address these gaps by exploring recent findings and providing a comprehensive analysis of the challenges in implementing PMPs, with a particular focus on Ghanaian public universities.

2.12.1 Resistance to Change

Research highlights that resistance to change is a prevalent challenge in implementing PMPs in public organizations. Lee and Kim (2021) indicate that organizational culture and employee resistance significantly impact the adoption of performance management systems. Such resistance can hinder the effectiveness of PMPs, necessitating strategic approaches to change management to overcome these barriers.

2.12.2 Limited Resources and Budget Constraints

The constraints of limited resources and budgetary restrictions pose considerable challenges to PMP implementation. Zhang and Zhou (2022) discuss how financial limitations and resource scarcity adversely affect the success of PMPs. These constraints are particularly relevant in public sector settings where financial flexibility is often limited, complicating the implementation and sustainability of performance management practices.

2.12.3 Inadequate Training and Skills Development

Inadequate training and skills development further undermine the effectiveness of PMPs. Kumar and Singh (2023) emphasize the necessity of robust training programs to equip employees with the skills required for successful PMP implementation. Gaps in training programs can impede the effective application of performance management practices, highlighting the need for comprehensive development initiatives.

2.12.4 Complexity and Bureaucracy

The complexity and bureaucratic nature of public sector organizations complicate PMP implementation. Johnson and Edwards (2024) analyze how bureaucratic structures and administrative processes create obstacles to the effective adoption of PMPs. Streamlining these processes is crucial for enhancing performance management practices and improving overall organizational efficiency.

2.12.5 Lack of Clear Metrics and Objectives

A significant challenge in PMP implementation is the absence of clear metrics and objectives. Smith and Anderson (2021) identify difficulties in establishing actionable performance metrics, which are essential for guiding and evaluating performance management efforts. The lack of well-defined metrics can lead to ineffective performance management, underscoring the need for clear and actionable performance indicators.

2.12.6 Political and External Influences

Political and external influences impact PMP implementation. Wang and Liu (2023) explore how political pressures and external stakeholder demands affect performance management systems. These factors introduce additional layers of complexity in the public sector, potentially undermining the effectiveness of performance management practices.

2.12.7 Employee Involvement and Motivation

While senior management plays a crucial role in PMP effectiveness (Williams et al., 2023; Dewettinck & van Dijk, 2023), there is a notable lack of research on how employee involvement and motivation affect PMP success. Assefa (2023) highlights concerns regarding minimal employee involvement, yet empirical evidence on its effects remains limited. This study aims to address this gap by exploring how varying levels of employee engagement and motivation influence PMP outcomes. It investigates the roles of effective communication, feedback mechanisms, and incentive structures in enhancing PMP effectiveness.

2.13 Confusion Between Performance Management and Performance Appraisal

Despite clarifications provided by Armstrong (2021) and Maimela (2023), confusion between performance management and performance appraisal persists. Solmon and Podgursky (2023) note that many public sector organizations in Ghana continue to prioritize performance reviews over comprehensive performance management systems. This confusion often results in a narrow focus on periodic reviews rather than continuous performance improvement. This research clarifies the distinctions between performance management and performance appraisal, examining how this confusion affects PMP implementation and effectiveness in Ghanaian public universities.

2.13.1 Role of Technology

The role of technology in enhancing PMP effectiveness is recognized (Caruth & Humphreys, 2021; Abdulai, 2020), yet there is limited research on the practical integration of technological tools in public sector PMPs, especially in less-developed contexts. This study explores the utilization of technological tools in PMP practices within Ghanaian public universities and assess their impact on performance outcomes, user acceptance, and overall efficiency.

2.13.2 Strategic Planning and Job Design

Strategic planning and job design are crucial for effective PMP implementation (Meddiah & Wui, 2023; Candido & Santos, 2022). However, comprehensive

research on integrating these elements into PMP practices remains lacking. This study examines how strategic planning and job design influence PMP effectiveness in Ghanaian public universities, offering recommendations for improving these aspects to better align strategic goals with operational execution. This study aims to address critical gaps in the literature on PMPs by providing a thorough analysis of implementation challenges, including resistance to change, resource constraints, inadequate training, bureaucratic complexity, unclear metrics, and external influences. Additionally, it explores the impact of employee involvement and motivation, clarify the distinctions between performance management and appraisal, evaluates the role of technology, and investigates the integration of strategic planning and job design. By focusing on Ghanaian public universities, this research seeks to contribute valuable insights to both theoretical knowledge and practical improvements in performance management practices.

2.14 Challenges Affecting Performance Management Practices in Public Universities

Implementing performance management practices (PMP) in public sector organizations, including universities, presents a range of significant challenges. Sparrow (2015) emphasizes that overlooking these challenges can adversely impact both employee performance and organizational success. Public sector institutions, such as universities, operate within unique contexts that introduce distinct challenges compared to their private sector counterparts. Pillemer and Rothbard (2018) describe that organizations generally progress through four stages: introduction, growth, maturity, and decline each with its own set of challenges. Public sector institutions, including universities, are no exception to these phases and face specific obstacles affecting their performance management efforts.

Alaaraj et al. (2018) identify ineffective or inadequate implementation of PMP as a critical challenge faced by institutions. This aligns with Sparrow's (2015) assertion that a lack of support from key stakeholders often undermines the success of PMP initiatives. Despite these insights, there remains a gap in research specifically addressing the challenges associated with performance management practices in public universities. This study aims to address this gap by exploring these challenges in depth, particularly within the context of public universities.

According to Fryer et al. (2009), they have classified the performance management practice implementation challenges into three types: technical, system and stakeholder challenges as follows:

2.14.1 Technical Challenges

Technical challenges in PMP include issues related to performance indicators, data interpretation, and communication of performance information. A significant challenge is selecting appropriate performance indicators that accurately reflect service delivery and intangible outcomes, which are central to public sector organizations, including universities (Hatry, 2021). The complexity inherent in public sector work necessitates a nuanced approach to performance measurement, incorporating behavior-based indicators that capture employee behavior, output, and outcomes (Mathis & Jackson, 2023; Stevens et al., 2022). The literature frequently debates whether performance indicators should emphasize service outcomes over the quantity of output achieved. Hatry (2022) argues that performance measurement in public organizations should focus on the effectiveness of service delivery and the impact of intangible outcomes. Universities, similar to other public sector entities, are inherently concerned with service delivery, which complicates the measurement of employee performance in capturing the value of intangible products and outcomes (Van Thiel & Leeuw, 2023).

Recent research underscores the importance of integrating various performance metrics to provide a comprehensive assessment of employee contributions. Mathis and Jackson (2023) and Stevens et al. (2022) highlight the necessity of combining employee behavior, output, and outcomes in performance measurement. The multifaceted nature of public sector work calls for the adoption of multiple measurement methods to address the interests of all major stakeholders (Van Thiel & Leeuw, 2023; Verbeeten, 2023).

2.14.2 Systemic Challenges

Systemic challenges arise when integrating PMP with organizational processes. These include insufficient resources, unclear organizational strategies, lack of integration between PMP and reward systems, and the absence of a performance-

oriented culture (de Waal & Counet, 2021; Verbeeten, 2023). The ambiguity surrounding public sector goals has been identified as a significant barrier to effective PMP implementation (Verbeeten, 2021). Importantly, studies emphasize the role of organizational culture and institutional structures in influencing PMP success. Bawole et al. (2022) and Newcomer and Brass (2021) discuss how environmental factors and organizational culture can impact employees' adaptability and performance. Boxall and Macky (2021) and Ketkar and Sett (2020) highlight that a supportive culture and clear organizational strategies are crucial for the successful integration of PMP with broader organizational processes.

2.14.3 Stakeholder Participation Challenges

Challenges related to stakeholder participation involve issues concerning attitudes and behaviors towards PMP. These challenges include limited stakeholder involvement, insufficient political and bureaucratic support, and resistance from employees (Chen et al., 2021; de Waal & Counet, 2021). Effective PMP requires robust stakeholder engagement and management of stakeholder behaviors to ensure system effectiveness (Van Dooren, 2021). Recent literature identifies several related issues, such as lack of stakeholder involvement in PMP, inadequate political and bureaucratic leadership commitment, and employees' negative attitudes towards performance management practices (Chen et al., 2023; de Waal & Counet, 2021; Van Dooren, 2021). Addressing these stakeholder-related challenges effectively is crucial for ensuring the success of performance management practices in public universities.

2.15 Causes of Performance Management Practice or System Failure in Public Universities

Performance management practices (PMP) are crucial for enhancing the effectiveness and efficiency of public universities. However, several factors can contribute to the failure of these practices, particularly in the context of public universities in Ghana. Recent literature highlights various causes of performance management system (PMS) failure, which include poor implementation, lack of leadership commitment, ineffective communication, overambitious objectives, faulty assumptions, and poor budgetary estimates. These factors are critical to

understanding and addressing the challenges faced in public sector performance management.

2.15.1 Poor Performance Management Practice Implementation

Effective implementation is fundamental to the success of any performance management system. Poor implementation can lead to the failure of PMP in public universities. Ahenkan et al. (2020) assert that even a well-designed performance management system can fall short of its objectives if not executed properly. Buckingham and Goodall (2021) further argue that the failure to properly value and execute performance management practices is a significant contributor to system failure. This view is supported by recent studies indicating that ineffective implementation often stems from a lack of managerial commitment and involvement (Culbert, 2022).

The failure to engage effectively with performance management practices is compounded by the reluctance of many managers in public sector organizations to fully participate in these processes (Pettijohn et al., 2022). Such disengagement results in the ineffective execution of performance management initiatives, undermining their potential benefits.

2.15.2 Lack of Leadership Commitment

Leadership commitment is essential for the successful implementation of performance management systems. Buckingham and Goodall (2021) highlight that insufficient commitment from leadership can significantly impede the effectiveness of performance management activities. Govender and Bussin (2022) support this view, emphasizing that a lack of dedication from leaders often leads to failure because it compromises the time, and resources required for effective performance management. Rotolo et al. (2022) add that excessive managerial workloads and work pressure can negatively impact the implementation of performance management strategies. This pressure often results in a reduction in the quality and effectiveness of performance management efforts, as leaders may struggle to balance their multiple responsibilities. Igbojekwe et al. (2021) cited in De Waal, 2023 further illustrate how work-related stress and diminished morale among employees can contribute to performance management failures.

2.15.3 Lack of Effective Communication

Effective communication is a cornerstone of successful performance management. Kanneh and Haddud (2022) identify poor strategic communication, lack of effective measurement criteria, and inadequate dialogue between management and staff as significant causes of performance management system failures. Wu and Jung (2022) also argue that ineffective communication and inadequate stakeholder engagement can lead to performance management challenges. Eja and Ramegowda (2022) emphasize that poor communication among stakeholders, including employees and managers, undermines the effectiveness of performance management systems. Ensuring clear and open communication channels is crucial for aligning expectations, addressing issues, and fostering a culture of accountability.

2.15.4 Attempt to Achieve Many Objectives

The attempt to address too many objectives simultaneously can dilute the focus and effectiveness of performance management systems. Alber Mohrman et al. (1995) argue that performance management systems should be designed with a clear focus on specific, achievable goals. Singh and Vinodh (2020) support this perspective, suggesting that systems with a singular focus on key objectives are more likely to succeed. Attempting to achieve multiple objectives at once can overwhelm the system and lead to inefficiencies, making it difficult to measure and manage performance effectively. This can result in fragmented efforts and reduced overall effectiveness of the performance management system.

2.15.5 Faulty Assumptions

Faulty assumptions and rigid adherence to rules can hinder the success of performance management systems. Pankratz and Basten (2020) identify these as significant non-technical factors that can contribute to performance management failures. Hladk and Kopeck (2021) argue that social and human elements, such as resistance to change and inflexible management practices, can exacerbate these issues. Rigid implementation of performance management systems without considering the unique needs and contexts of the organization can lead to ineffective practices and poor outcomes.

2.15.6 Poor Budgetary Estimates

Accurate budgetary estimates are critical for the successful implementation of performance management systems. Dosumu and Aigbavboa (2021) argue that poor budgetary planning can lead to delays and hinder the achievement of performance management objectives. Nzekwe et al. (2019) corroborate this view, noting that inadequate budgeting can disrupt the implementation process and affect the system's overall effectiveness. Effective performance management requires sufficient financial resources to support its various components, including training, technology, and ongoing evaluation. Inadequate budgeting can undermine these efforts and contribute to system failure. Understanding the causes of performance management system failure is essential for developing strategies to enhance their effectiveness in public universities. Poor implementation, lack of leadership commitment, ineffective communication, overambitious objectives, faulty assumptions, and poor budgetary estimates are key factors contributing to performance management challenges. Addressing these issues through targeted strategies can improve performance management practices in public universities and support their overall success of PMP in the study institution.

2.16 Principles of Effective Performance Management Practices in Public Universities

For performance management practices (PMP) to be effective, public universities must adhere to several fundamental principles. These principles are crucial for ensuring that PMP not only aligns with organizational goals but also enhances overall performance and employee satisfaction. Recent literature emphasizes the importance of these principles and provides updated insights into how they can be effectively implemented in public sector organizations. The key principles identified in this study include:

2.16.1 Transparency

Transparency is critical in performance management as it fosters trust and clarity within the organization. Decisions related to employee performance, promotions, and measurement procedures should be communicated clearly and openly to all employees. This includes making known the processes for planning, work distribution, guidance, and counseling (Kagama & Irungu, 2020). Transparency

helps in minimizing misunderstandings and ensures that all employees are aware of how their performance is evaluated and how it impacts their career progression. Recent studies highlight that transparency in performance management is linked to higher employee engagement and satisfaction, which ultimately enhances organizational performance (Diana et al., 2021).

2.16.2 Stakeholder Involvement and Empowerment

Involving employees and managers in the decision-making process is crucial for effective performance management. Empowering stakeholders by acknowledging their skills and contributions can significantly boost motivation and drive better organizational outcomes. Armstrong and Baron (2020) argue that stakeholder involvement not only fosters a sense of ownership but also aligns individual goals with organizational objectives. Furthermore, Osborne and Hammoud (2021) emphasize that effective performance management practices in public organizations should include mechanisms for active participation and feedback from all relevant stakeholders. This involvement helps in creating a more inclusive and responsive performance management system.

2.16.3 Values

Respecting employees and treating them with fairness is fundamental for building trust and enhancing job satisfaction. Values such as respect for human rights and equitable treatment contribute to a positive work environment, which in turn can improve performance outcomes. Chang (2020) suggests that when employees feel valued and respected, they are more likely to exhibit higher levels of commitment and performance. This principle underscores the need for public universities to integrate core values into their performance management practices to foster a supportive and ethical workplace culture.

2.16.4 Friendly Environment

A conducive and supportive work environment is essential for improving performance and achieving organizational goals. The management is responsible for creating a culture that inspires and motivates employees. This includes ensuring that employees are well-informed about the university's mission, objectives, and

performance management framework (Pal & Pal, 2022; Robbins et al., 2022). A friendly environment not only helps in reducing stress but also encourages employees to engage more actively in their work, leading to enhanced performance and organizational success.

2.16.5 Control of External Environmental Factors

Effective performance management practices must account for external environmental factors that can impact organizational performance. This includes managing challenges posed by political changes, economic fluctuations, social shifts, and technological advancements. Pal (2021) notes that a robust performance management system should be flexible and adaptive to these external factors to maintain its effectiveness. By anticipating and addressing external challenges, public universities can better manage their performance and navigate uncertainties that may affect their operations.

The principles of transparency, stakeholder involvement, values, a friendly environment, and control of external environmental factors are integral to the successful implementation of performance management practices in public universities. Adhering to these principles helps in aligning performance management practices with organizational goals, enhancing employee satisfaction, and improving overall performance. Although literature on performance management in public universities in Ghana is limited, applying these principles can provide a foundation for developing effective performance management practices. This study further explores how these principles can be applied in the context of Ghanaian public universities and recommend strategies for improving performance management practices based on these foundational principles. The next sub-section looks at the use of performance management practices and their results

2.17 Methods of Improving Performance Management Systems in Universities

Improving performance management systems (PMS) in public universities necessitates a strategic approach that involves the successful execution of performance management practices. This involves developing performance strategies, engaging employees, and conducting regular evaluations to align

individual and organizational goals. Recent literature provides various strategies for enhancing PMS, emphasizing effective implementation, stakeholder involvement, and continuous feedback mechanisms.

2.17.1 Avoiding the Traditional Performance Review Process

The traditional annual performance review process has been criticized for its inefficacy in developing employees' skills and making timely decisions on compensation and disciplinary actions. Akinbowale et al. (2021) note that yearly performance reviews often fail to provide continuous feedback or foster an environment conducive to skill development. Adeogun et al. (2018) argue that this one-time annual assessment lacks the systematic, ongoing feedback necessary for improving employee performance. Furthermore, Harter and Adkins (2015) highlight that annual reviews do not support coaching practices or promote employee engagement and retention. To address these issues, organizations should consider replacing traditional reviews with more frequent and dynamic evaluation methods that provide ongoing feedback and development opportunities.

2.17.2 Identification and Motivation of Star Performers

Identifying and motivating high performers is crucial for improving performance management practices. Wasiu and Adebajo (2021) emphasize that recognizing and rewarding top performers can enhance retention and motivation, leading to increased organizational performance. Deloitte (2021) points out that talent management is vital for organizational competitiveness, with high performers being particularly motivated by recognition and increased compensation. Noor et al. (2021) further argue that rewarding excellent performance with higher wages can boost overall productivity and satisfaction. Conversely, Dugguh and Dennis (2014) note that failure to acknowledge and reward high performers may result in decreased motivation and productivity. Organizations should implement strategies to identify and reward high achievers, thus fostering a culture of excellence and driving overall performance improvements.

2.17.3 Integrating Individual Objectives with Organizational Goals

Aligning individual objectives with organizational goals is a key method for enhancing PMS effectiveness. Amiri (2016) suggests that integrating personal and corporate goals through continuous feedback helps achieve overarching organizational objectives. Peretz and Fried (2012) highlight that aligning performance management systems with individual and organizational culture is essential for improving performance. This alignment ensures that employees' efforts are directly contributing to the organization's strategic goals, facilitating better performance outcomes.

2.17.4 Designing Effective Means of Measuring Success

Replacing annual reviews with continuous performance monitoring is essential for improving PMS. Maimela and Samuel (2016) advocate for ongoing performance assessments to ensure that the management system is effective and achieving business objectives. They recommend developing and setting clear performance standards to regularly measure progress and identify areas for improvement.

2.17.5 Regular Review of Shorter-Term Goals

Focusing on short-term goals can enhance performance management systems by providing more immediate feedback and adjustments. Didonet et al. (2020) suggest that managers should emphasize short-term outcomes to improve PMS. This approach enables quicker identification of performance issues and allows for timely interventions, thereby enhancing overall system effectiveness.

2.17.6 Developing a Continuous Feedback Circle

Establishing a continuous feedback loop is crucial for improving performance management. Zhong and Lin (2016) argue that open and ongoing communication provides employees with opportunities to discuss and address performance issues. Zenger and Folkman (2013) note that positive feedback can motivate employees and stimulate creativity. Chawla et al. (2016) emphasize that constructive feedback helps in resolving performance issues and avoiding poor evaluations. Wang et al. (2016) and Wang et al. (2015) further assert that feedback supports career development and enhances job satisfaction. Implementing a feedback circle allows

for a structured approach to performance improvement, enabling both managers and employees to address issues and make necessary adjustments proactively. Improving performance management systems in public universities requires a multifaceted approach that includes moving away from traditional review processes, recognizing and rewarding high performers, aligning individual and organizational goals, and implementing continuous feedback mechanisms. These strategies can enhance the effectiveness of PMS and drive better performance outcomes. However, there remains a need for further research to explore additional methods tailored to the unique contexts of public universities, such as the SDD-UBIDS framework, to address specific performance management challenges.

2.18 Definition of Operational Terms Used in This Study

1. Performance

Performance refers to the outcomes resulting from the behavioral or attitudinal activities of employees aimed at achieving organizational goals (Smith & Jones, 2023). It involves engaging individuals to effectively and efficiently carry out assigned tasks (Brown & Williams, 2021). Performance can be seen as the practice of influencing employees' contributions to yield proficient results (Miller & Carter, 2022). Therefore, in this study, performance is defined as an employee's ability to effectively and efficiently execute their assigned duties.

2. Performance Management

Performance management is commonly promoted as a means of developing employees' competence (Davis et al., 2021; White & Adams, 2022). It is defined as a systematic and ongoing process aimed at identifying, measuring, and developing the performance of individuals or groups while aligning performance with organizational goals (Schleicher et al., 2021). For this study, performance management is the continuous ability of an organization to identify, measure, and enhance employees' performance to achieve its targeted goals.

3. Performance Management System (PMS)

A Performance Management System (PMS) is a structured approach used to assess employees' contributions toward achieving targeted goals (Mone & London, 2021). It serves as an effective managerial tool for managing day-to-day

organizational operations (Johnson & Taylor, 2023). In this study, a PMS is considered a framework or mechanism employed by leaders to monitor and measure employees' performance in alignment with organizational strategic goals.

4. Performance Management Process or Practice (PMP)

The performance management process or practice is a continuous cycle of identifying, measuring, and developing individuals and teams to align with organizational goals and enhance performance (Collings et al., 2020). For this study, the performance management process is regarded as an ongoing approach to identifying, evaluating, and improving the performance of individuals, groups, or teams within an organization.

5. Public Sector Organization

The public sector encompasses agencies or entities owned and operated by the government, covering a range of services from hospitals and schools to infrastructure such as roads and bridges. A public-sector organization is defined as any entity under government oversight engaged in state welfare or commercially driven activities (Bouckaert & De Geest, 2021). In this study, public sector organizations are understood as segments of the economy that include all levels of government and businesses under government supervision providing public services.

6. Performance Feedback

Performance feedback involves information regarding the actual performance or actions of a system, used to guide future behavior (Gonzalez-Mule et al., 2021). In this study, feedback refers to specific information provided to employees about their performance, including both positive and negative aspects, and how to improve areas of weakness for enhanced performance.

7. Employee Performance

Employee performance pertains to how well an employee performs their assigned tasks and duties (Omar et al., 2021). It is described as the effectiveness with which an employee completes their job responsibilities and contributes to organizational goals (Panicker et al., 2023). For this study, employee performance is defined as

the effectiveness with which individuals execute their job duties and meet organizational expectations.

8. Motivation

Motivation refers to the internal and external factors that drive individuals to act and enhance their performance (Latham & Locke, 2021). It is characterized as a force that influences behavior and performance (Pinder, 2021). Motivation involves both internal drives and external incentives that encourage employees to improve their performance to achieve organizational goals (Seniwoliba & Nchorbono, 2023). In this study, motivation is defined as the factors that stimulate employees to enhance their performance in pursuit of organizational objectives.

2.19 Theories of Performance Management Systems

Understanding managerial behavior and its influence on performance is critical for achieving organizational success. This study employs Theories X, Y, and Z as foundational theories to explore performance management practices (PMPs) in public universities, particularly focusing on their impact on performance outcomes. These theories provide valuable perspectives on performance management and organizational behavior, essential for examining employee management practices within academic institutions. This critique assesses the applicability and limitations of these theories in the context of public universities in Ghana, drawing on contemporary research and theoretical advancements.

2.19.1 Theory X, Theory Y, and Theory Z

Understanding managerial behavior and its influence on performance is critical for achieving organizational success. This study employs Theories X, Y, and Z as foundational theories to explore performance management practices (PMPs) in public universities, particularly focusing on their impact on performance outcomes. These theories provide valuable perspectives on performance management and organizational behavior, essential for examining employee management practices within academic institutions. This critique assesses the applicability and limitations of these theories in the context of public universities in Ghana, drawing on contemporary research and theoretical advancements. Theory X, articulated by McGregor (1960), posits that employees inherently require close supervision and

control to achieve productivity. This authoritarian approach assumes that employees are inherently unmotivated and must be directed through external controls. The underlying assumption of Theory X is that general knowledge and skills can be acquired through structured in-service training and the strategic rotation or reshuffling of employees within the organization. While Theory X offers a clear framework for managing in highly structured environments, its application in academic settings, where autonomy and intellectual freedom are highly valued, can be problematic (Lee & Carter, 2022). In higher education institutions such as public universities in Ghana, faculty members are often driven by intrinsic motivation, fueled by academic passion and intellectual curiosity (Nguyen & Williams, 2021). The rigid control suggested by Theory X may stifle creativity and reduce engagement, potentially leading to resistance and diminished performance. Furthermore, Theory X's lack of attention to individual differences and diverse motivational drivers necessitates a more nuanced approach that accommodates the dynamic nature of academic work (Smith & Lee, 2023).

Theory Y, also developed by McGregor (1960), asserts that employees are naturally motivated and thrive under participative management styles that offer autonomy and self-direction. Theory Y aligns with modern perspectives on employee engagement, emphasizing empowerment and intrinsic motivation (Ryan & Deci, 2020). An assumption of Theory Y is that such motivational benefits can be achieved through fostering an environment that supports employee autonomy and participation. However, its idealistic assumptions may not universally apply, particularly in environments with entrenched hierarchical structures or varying motivational levels (Gordon, 2022). In some public universities, the transition to a participative management style, as suggested by Theory Y, may encounter significant challenges due to existing institutional cultures and resistance to change (Kahn, 2021). While Theory Y advocates for a supportive environment that fosters creativity and job satisfaction, it may not fully address the need for structured guidance in roles where employees require additional support (Lawler, 2021).

Theory Z, introduced by Ouchi (1981), integrates elements of both American and Japanese management practices, promoting a blend of control and participation with a focus on long-term employment and collective decision-making. This theory offers insights into creating a balanced approach to management (Kerr & Slocum,

2021). An assumption underlying Theory Z is that long-term employment and collective decision-making can enhance organizational commitment and performance. However, Theory Z's applicability in the Ghanaian higher education context may be constrained by cultural and structural differences. The theory's emphasis on long-term employment and collective decision-making was developed within specific cultural contexts and may not seamlessly translate to different environments (Cooke & Szumal, 2020). The hierarchical nature of some public universities in Ghana, coupled with entrenched administrative practices, may present challenges to effectively implementing Theory Z's principles (Gibson et al., 2023). Therefore, while Theory Z offers a framework for integrating various management styles, its practical application requires adaptation to align with local institutional norms and cultural expectations.

In conclusion, Theories X, Y, and Z provide foundational insights into performance management and employee behavior, each offering valuable perspectives and strategies. However, their direct application in Ghana's public universities requires careful consideration of contextual factors. Each theory presents strengths that can inform performance management practices but also limitations that must be addressed. By integrating these theories with contemporary research and adapting their principles to local contexts, this study aims to contribute to a more nuanced understanding of performance management practices in higher education. Critical evaluation of these theories, coupled with contextual adjustments, will enhance their relevance and effectiveness in addressing the unique challenges faced by public universities in Ghana to improve performance management practice in the study institution.

2.19.2 Stakeholder Theory

Stakeholder Theory, introduced by Freeman (1984) and further developed in subsequent years, provides a critical framework for analyzing how an organization's performance affects various stakeholder groups. This theory emphasizes the importance of addressing and balancing the interests of all stakeholders, whether they hold significant formal relationships or more peripheral connections with the organization. Stakeholders are typically categorized into major and minor groups, with major stakeholders including entities like the

University Governing Council, faculty, students, regulatory bodies, and funding agencies, while minor stakeholders interact with the organization in less formal capacities (Neely et al., 2020).

Recent developments in Stakeholder Theory have expanded its application and understanding. Stakeholders are further divided into law and regulatory agencies, economic actors, and ethical groups. Law and regulatory agencies oversee compliance and enforcement, economic actors are involved in market activities, and ethical groups focus on social, environmental, and ethical concerns (Gibson, 2023). This categorization remains relevant, yet the complexity of stakeholder interactions in contemporary settings requires more nuanced consideration. For example, the rise of digital platforms and social media has transformed stakeholder dynamics, emphasizing the need for ongoing engagement strategies that reflect evolving communication channels and stakeholder expectations (Heath & O'Hair, 2021). Clement (2022) underscores that administrative decisions must account for stakeholder concerns and societal values. This assertion is supported by recent research highlighting the importance of integrating stakeholder perspectives into organizational decision-making processes to enhance legitimacy and trust (Gjørlberg, 2021). While Agle et al. (2020) and Mitchell et al. (2020) identify power, legitimacy, and urgency as key attributes influencing stakeholder engagement, contemporary scholarship calls for a broader analysis of stakeholder influence, including the impact of global and virtual networks on stakeholder relationships (Cummings & Worley, 2021).

In the context of higher education institutions, Ortenblad and Koris (2022) highlight three perspectives for applying Stakeholder Theory: managerial, employee, and communal. The managerial perspective aims at institutional effectiveness, the employee perspective focuses on staff well-being and development, and the communal perspective ensures positive contributions to societal development. These perspectives remain pertinent but need to be adapted to address the growing emphasis on diversity, equity, and inclusion (DEI) within academic institutions (O'Meara et al., 2023). Stakeholder Theory comprises three core components: descriptive, instrumental, and normative. Descriptive Stakeholder Theory explains organizational interactions and performance management (Donaldson & Preston, 2021).

While this perspective offers valuable insights into stakeholder dynamics, its application in complex environments like higher education needs to consider evolving stakeholder expectations and interactions in the digital age (Freudenreich et al., 2020). Instrumental Stakeholder Theory evaluates how stakeholder management practices contribute to achieving organizational goals (Donaldson & Preston, 2021). This perspective is crucial for understanding the strategic alignment between stakeholder interests and organizational objectives, yet it may overlook the role of emergent stakeholder groups and the need for adaptive management strategies in response to rapid changes in the external environment (Wangombe, 2022). Normative Stakeholder Theory emphasizes ethical and moral principles in managing stakeholder relationships (Donaldson & Preston, 2021). This approach advocates for fairness and respect, suggesting that equitable treatment of all stakeholders is essential for maintaining accountability and ethical standards. However, contemporary critiques argue that while normative principles are foundational, their application must be contextually adapted to address the complexities of modern organizational environments, including issues of power imbalances and conflicting stakeholder interests (Savage et al., 2022; Ramasamy & Cheah, 2024). Incorporating Stakeholder Theory into performance management research provides a robust framework for understanding and addressing stakeholder needs and interests. By integrating descriptive, instrumental, and normative perspectives, this theory offers a comprehensive approach to managing stakeholder relationships and enhancing organizational performance. For the study of SDD-UBIDS, applying Stakeholder Theory will offer valuable insights into stakeholder dynamics and inform strategies for effective performance management and institutional improvement. However, researchers must account for the evolving nature of stakeholder interactions and the increasing importance of ethical considerations in contemporary organizational settings.

2.20 Underpinning Theory for the Study

This study is underpinned by Theories X, Y, and Z, which offer a framework for understanding how different management styles influence employee behavior and performance. These theories are integral to examining performance management practices (PMPs) in Ghana's public universities, providing insights into how various behaviors impact productivity and outcomes. Theory X asserts that

employees need strict supervision and control to be productive, suggesting an authoritarian management style. While this theory might be applicable in highly structured environments where tasks are routine and compliance is paramount, it may not align well with the needs of modern academic institutions. In public universities, where intellectual autonomy and creative freedom are crucial, Theory X's prescriptive control can stifle innovation and hinder collaboration. This theory also assumes a one-size-fits-all approach to employee motivation and performance, failing to account for individual differences and contextual variations.

This limitation suggests that Theory X may be less effective in dynamic, knowledge-based settings where a more nuanced approach is required to accommodate diverse employee needs and motivations. Theory Y, in contrast, posits that employees are inherently motivated and perform best under a participative management style that encourages self-direction and creativity. While this perspective highlights the potential benefits of fostering an empowering work environment, it may be overly idealistic. Theory Y assumes that all employees have a high degree of intrinsic motivation, and that minimal supervision is required. This assumption can be problematic in settings where structured guidance and support are necessary for optimal performance. In hierarchical or bureaucratic institutions, such as some public universities, the application of Theory Y may face challenges, including resistance to change and difficulties in implementing fully participative approaches. The theory's effectiveness can be contingent upon organizational culture and individual roles, necessitating a more adaptable strategy that accommodates varying levels of motivation and support.

Theory Z advocates for a blend of American and Japanese management styles, emphasizing long-term employment, collective decision-making, and a balance between control and participation. Although Theory Z aims to integrate the strengths of both approaches, its application in Ghanaian public universities may require adaptation to fit local cultural and institutional contexts. The theory's principles were originally developed in the context of American and Japanese organizations, and their direct applicability to Ghanaian institutions may be limited. Implementing Theory Z's recommendations could involve significant organizational changes, which may encounter resistance from established

structures and practices. Therefore, while Theory Z offers valuable insights, its principles must be adapted to align with the specific cultural and institutional realities of Ghanaian universities to ensure their effectiveness. In conclusion, while Theories X, Y, and Z provide foundational insights into performance management practices, their application in Ghana's public universities must be critically evaluated. Each theory presents strengths and limitations that must be addressed to enhance their relevance and effectiveness in diverse academic settings. By integrating contemporary research and adapting these theories to local contexts, this study aims to bridge theoretical concepts with practical applications, contributing to a more comprehensive understanding of performance management practices in public universities.

2.21 Conceptual Framework

The review of the literature has uncovered key ideas that are crucial to the investigation and have been explored in relation to performance management practice and its impact on organizational performance, particularly in the context of higher education in Ghana. The underlying theories of performance management practice were covered in the previous sections or chapters. The analytical framework used in this study demonstrates the connection between the adoption of a performance management practice and organizational performance in Ghana's higher education system. The research questions derived from the empirical review and the underlying theories of performance have guided this researcher to develop this conceptual framework for this study. This study analyzes theoretical and empirical data using this framework as a lens. This framework is a well-refined synopsis of the theoretical underpinnings of performance management practice and research questions from recent studies. This framework is used to identify any theoretical underpinnings in Ghanaian public universities. The concepts and variables reviewed are operational around Figure 1.

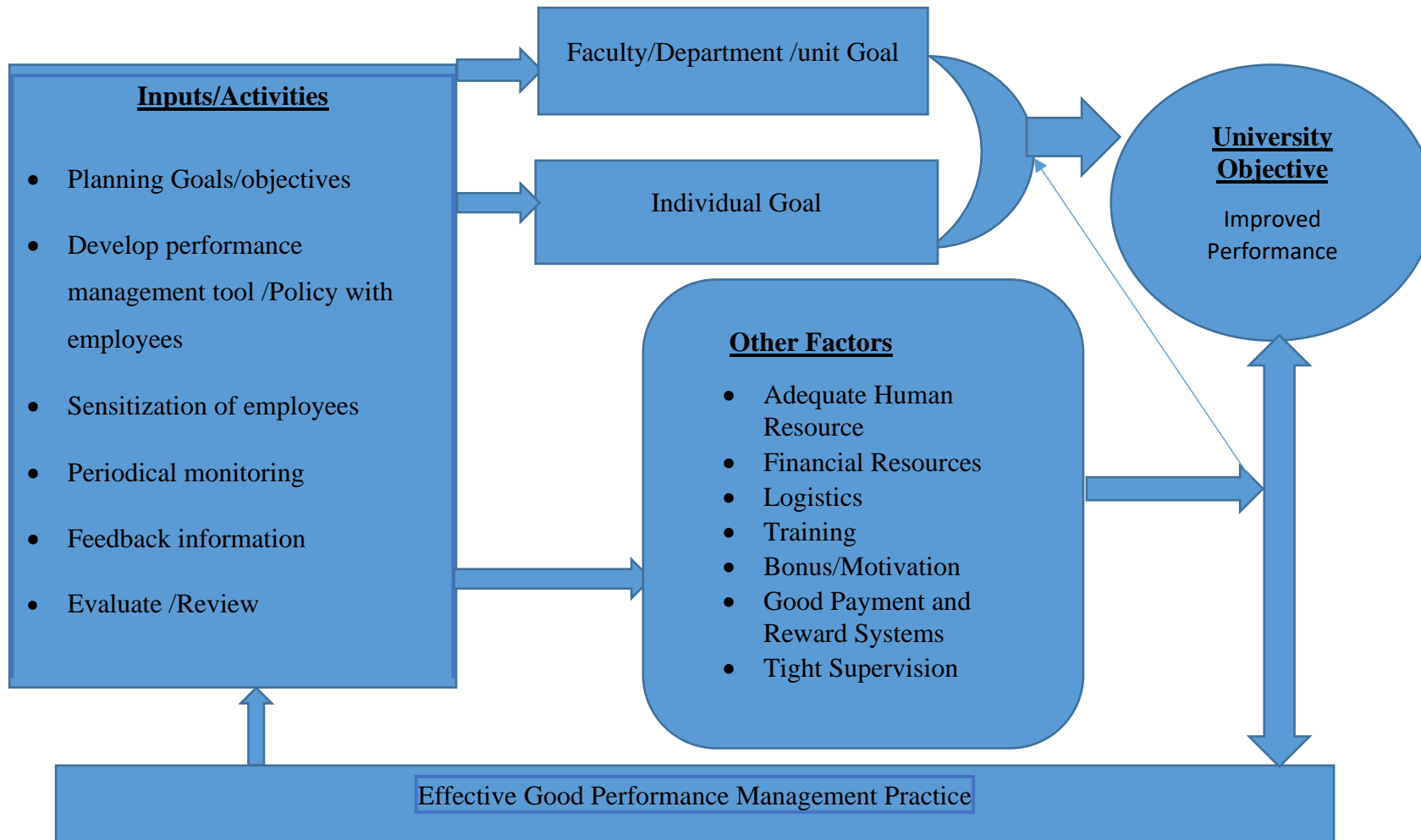


Figure 1: Conceptual Framework

Source: Authors Construct; 2022

The achievement of improved performance in a university or in an organisation will be based on effective performance management practices characterised by cyclical inputs or activities to help achieve both individual employee and organisational goals to achieve the ultimate university goal. However, other factors such as adequate human and financial resources, logistics, training, motivation, and a good payment system are essential to achieving individual, unit, department, and university goals. The inputs or practices here consist of a series of recurrent activities such as planning goals and objectives, developing a performance management tool or policy with employees, sensitising employees, periodic monitoring, feedback information, and evaluation or review. If these activities are well implemented, they can lead to good performance management practices that enhance individuals' performance to achieve departments' and faculties' (university) goals. The practice of a good performance management system is the expected outcome of every organisation based on specific activities that reflect the nature of performance management practice. Some of these activities are explained below:

- i. **Planning of goals and objectives:** At this stage, effective decisions are made or agreed upon about the objectives or goals that an organisation desires to achieve. At the planning stage, decisions about what activity is to be conducted and how it should be conducted are clearly outlined or established to improve organisational performance. Also, competencies and motivational elements that are essential to stimulating employees to improve their performance efficiently and effectively are determined.
- ii. **Developing a performance management tool or policy with employees:** This plays a very crucial role in efficiently and effectively guiding and regulating employees' operations to enhance the productivity or performance of organisations.
- iii. **Sensitization of employees:** This is very important for the adequate preparation of employees to know how well or poorly they performed their duties in relation to their weaknesses and strengths. This can help them develop a desirable attitudinal change to overcome their weaknesses and promote higher performance in organisations.

- iv. **Continuous monitoring:** This remains a very important aspect of performance management activities in organisations to put checks on what is being done and to measure outcomes against the target objectives. This will help managers or supervisors advise employees and decision-makers to follow the implementation plans to improve performance.
- v. **Feedback information:** It creates a platform for conversation among superiors and employees to receive and update employees about how well or poorly they execute their task at work and how they can adjust their behaviour by learning and discussing specific strategies to improve organisational performance.
- vi. **Evaluation or Review:** This can give managers the needed opportunity to consider what has been achieved and, considering this, establish what more is needed to be done and any corrective action required if performance levels are not in line with the initiated plans for organisation productivity plans to be amended for improved performance to be realized. Therefore, it is more prudent to consider performance management as a process to improve organisational performance rather than a system. This is because the process is more flexible to enhance employees' performance than a rigid system.
- vii. **Other Factors:** Despite the above performance management re-occurring or systematic activities outlined above capable of improving performance, other critical factors such as adequate human and financial resources, logistics, training, bonuses and motivation, good payment and reward systems, and tight supervision are equally influential and essential to motivating employees to increase performance to achieve individual, unit, and departmental (organisational) goals.

2.22 Chapter Summary

This chapter has provided a comprehensive examination of the literature on performance management systems (PMS). It began by defining core concepts, delved into theoretical frameworks, and reviewed the nature and impact of PMS across various contexts. The review covered the causes of performance management system failures, explored different performance management models,

and identified challenges specific to public universities. Additionally, it discussed potential strategies for enhancing performance management practices within these institutions. Despite the extensive coverage, it is evident that the phenomenon of performance management systems, particularly in the context of higher education institutions, remains relatively underexplored. This is notably true for institutions like SDD-UBIDS, where there is a pressing need to investigate the impact of performance management practices on employee performance within higher education settings. The forthcoming chapter details the research methodology employed in this study, including the philosophical approach underpinning the research. This provides a foundation for examining how performance management practices influence employee performance in higher education institutions, particularly in the context of SDD-UBIDS.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the study's research philosophy and methodology. It focuses on the profile of the university, the underpinning philosophical approach and justification of the chosen philosophy, the research design and study population, sampling techniques, data sources, tools of data collection, data analysis, and interpretation. Validity, reliability, transferability, dependability, and conformability of the research, as well as ethical considerations for the study, are also looked at in this chapter.

3.1 Study Context

Simon Diedong Dombo University of Business and Integrated Development Studies (SDD-UBIDS) was established as an autonomous entity following its separation from the University for Development Studies (UDS) in Tamale. Originally, the Faculty of Integrated Development Studies (FIDS) was inaugurated in 1994 as the second faculty of UDS, beginning operations in rented premises at the Tamale School of Hygiene and Tamale Islamic Science Senior High School. In September 1995, FIDS was relocated to Navrongo, occupying facilities previously used by the Institute of Field Communication and Agricultural Training (IFCAT). Subsequently, in September 2002, the faculty was moved to the Wa Campus of UDS. The transition of the Wa Campus to an independent university was formalized through the enactment of the Ghanaian Parliament's Act 1001 in August 2019. This legislation granted the Wa Campus autonomy, with the formal establishment of SDD-UBIDS occurring in May 2020 following the appointment of an interim University Governing Council and senior management by the President of Ghana.

SDD-UBIDS is situated in the Wa Municipality, the capital of the Upper West Region (UWR) of Ghana. The university's permanent campus is located in Bamahu, which is part of Wa Municipality. The Bamahu Campus coordinates are approximately 9.992 N latitude and 2.474 W longitude (Berrazeg et al., 2014). The university is strategically positioned in the northwestern part of Ghana, with

latitude ranging from 9.8° to 11.0° North and longitude from 1.6° to 3.0° West. Initially, the Wa Campus operated from temporary facilities at Wa-Sombo, the Regional Coordinating Council's administrative office. In 2007, the university transitioned to its permanent Bamahu campus, which, despite being well-located, faces significant infrastructure challenges.

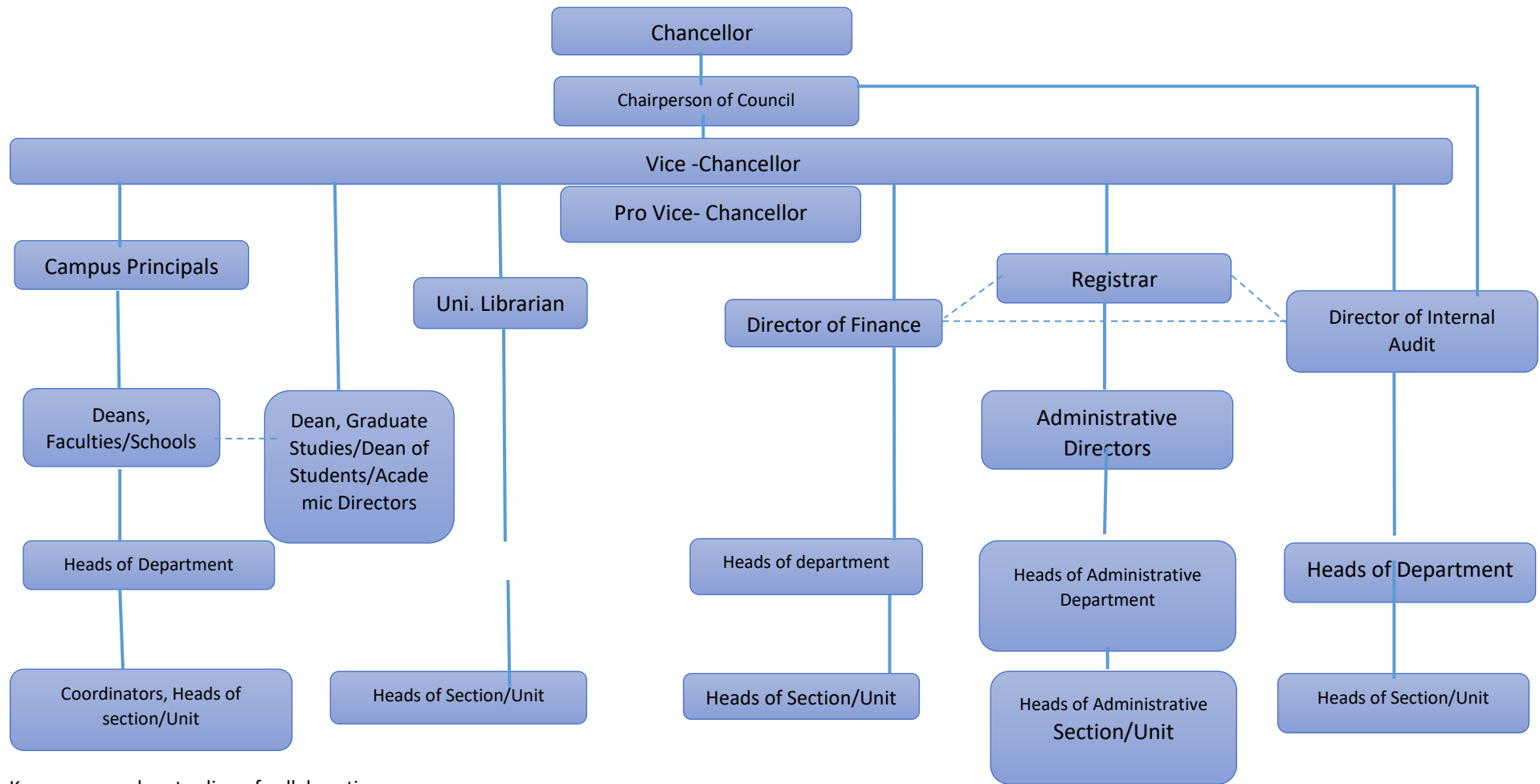
As of May 2022, the university employed a total of 441 staff members. This workforce includes 192 senior members (117 teaching staff and 67 non-teaching staff), 84 senior staff, 74 junior staff, and 24 contract staff. The gender distribution among the senior members is notably uneven, with a higher proportion of males in both teaching and non-teaching categories. The student population for the 2022–2023 academic year comprised 7,574 students, including 1,341 postgraduate students. Notably, 598 of these students were continuing from the University for Development Studies, with the final cohort completing their studies in November 2023. SDD-UBIDS comprises five faculties and four schools: **Faculties:** Faculty of Integrated Development Studies (FIDS), Faculty of Planning and Land Management (FPLM), Faculty of Social Science and Arts (FSSA), Faculty of Public Policy and Governance (FPPG), Faculty of Information and Communication Technology (FICT) and **Schools:** School of Business (SoB), School of Education and Lifelong Learning (SoELL), School of Law (SoL), School of Graduate Studies and Research (SGSR) Over the past three years, SDD-UBIDS has developed several policy documents aimed at enhancing its performance management practices. These include a human resources policy, a strategic plan, an administrative manual, a plagiarism policy, a sexual harassment policy, examination rules and regulations, a graduate school handbook, and a schedule of duties policy. These documents are crucial for guiding operational standards and improving performance management within the university. The current vision and mission of the university are:

Vision: To be an internationally acclaimed university that applies research and knowledge to resolve the problems of business, public service agencies, and non-state sector institutions.

Mission: To provide higher education and applied human capacity development services through integrated development studies, planning, land management, communication technology, and law (SDD-UBIDS Diary, 2021).

The university currently faces significant infrastructure challenges, impacting teaching, learning, and administrative functions. Academic and administrative activities are conducted in limited and partially completed facilities, affecting performance and productivity. Despite these challenges, the university has substantial land resources and ongoing infrastructure projects, including auditoriums, student hostels, libraries, lecture halls, and office spaces. These projects, approximately 90% complete, are anticipated to significantly enhance the university's infrastructure and support the effective implementation of performance management practices.

The organizational structure of SDD-UBIDS is illustrated in the accompanying organogram (Figure 1), which provides a visual representation of the university's hierarchical framework and administrative setup. The organogram of the university is provided in figure 1 below.



Key: - - - - - denotes line of collaboration
 ----- denotes line of authority

Figure 1: Organogram of SD Dumbo University for Business and Integrated Development Studies. Adopted from SDD-UBIDS Statutes.

3.2 Research Philosophy

The selection of a research philosophy is essential for shaping the approach and methodology of a study. Key philosophical assumptions include ontology, which pertains to the nature of knowledge; epistemology, which concerns how knowledge is acquired; axiology, which explores the values influencing research; rhetoric, which addresses the style and presentation of writing; and methodology, which outlines the processes used in conducting research (Hesse-Biber & Leavy, 2021; Creswell & Creswell, 2018). Research philosophies encompass several paradigms, including Pragmatism, Positivism, Interpretivism, and Realism (Saunders et al., 2019). Each paradigm offers distinct perspectives on how research should be conducted and how findings should be interpreted. Interpretivism philosophy was chosen for this study because it is more appropriate for qualitative study.

Interpretivism focuses on understanding the subjective meanings and experiences of individuals within their specific contexts, making it particularly suitable for exploring complex social phenomena. It provides deep insights into how individuals perceive and interpret their experiences and the world around them (Schwandt, 2021; Taylor & Ussher, 2023). By employing an Interpretivist approach, the study aims to uncover nuanced, contextually rich insights that align with the research objectives. The choice of research philosophy is pivotal in shaping the approach to data collection, analysis, and interpretation.

3.3 Interpretivism Philosophical Assumptions

Interpretivism emphasizes understanding the subjective meanings and experiences of individuals within their specific contexts. It posits that reality is socially constructed and can only be understood through the meanings people assign to it (Schwandt, 2014; Taylor & Ussher, 2022). Interpretivist research typically employs qualitative methods, aiming to provide in-depth insights into complex social phenomena. This philosophy aligns with the study's objectives of exploring nuanced perspectives and uncovering deeper understandings of the subject matter (Flick, 2018; Bryman, 2019).

3.3.1 Justification for Interpretivism Philosophy

Interpretivism is particularly suited for studies seeking to gain a comprehensive understanding of participants' lived experiences and the meanings they ascribe to their experiences (Schwandt, 2014). It allows for a detailed exploration of the complexities of human behavior, which aligns with the study's aim to delve deeply into the phenomena under investigation (Creswell, 2018; Flick, 2018).

Interpretivist research emphasizes the importance of context in shaping individuals' perceptions and actions (Taylor & Ussher, 2022). This philosophical approach is beneficial for studies conducted in specific settings where contextual factors play a crucial role in understanding the subject matter (Hammersley & Atkinson, 2019). The focus on subjective meanings and social constructs is central to Interpretivism, making it an appropriate choice for research aiming to understand how individuals interpret their experiences and the world around them (Guba & Lincoln, 2019). This aligns with the study's objective to capture the richness and depth of participants' perspectives. Given that the study employs qualitative methods,

Interpretivism provides a theoretical framework that complements the methodological approach. It supports the use of methods such as open-ended questions questionnaire, in-depth interviews, focus groups, and thematic analysis, which are designed to uncover complex and context-specific insights (Braun & Clarke, 2021). Inclusion Interpretivism provides a robust framework for understanding the phenomena under investigation, ensuring a comprehensive and nuanced analysis. Interpretivism is a research philosophy that emphasizes understanding participants' lived experiences and the meanings they ascribe to these experiences (Schwandt, 2014). It is particularly suited for studies aiming to explore the complexities of human behavior and the context in which it occurs (Creswell, 2018; Flick, 2018).

In this context, several qualitative research tools align well with Interpretivist principles, including open-ended questionnaires, in-depth interviews, focus groups, and thematic analysis. Each tool offers unique advantages for capturing rich, context-specific insights. Open-ended questionnaires are particularly effective in an Interpretivist framework because they allow participants to express their views

and experiences in their own words, providing a deep understanding of their subjective meanings (Guba & Lincoln, 2019). These questionnaires facilitate the collection of nuanced data, capturing the complexity of human experiences and enabling researchers to explore emerging themes in-depth (Braun & Clarke, 2021). The flexibility inherent in open-ended questions supports the iterative nature of Interpretivist research, allowing for adaptive data collection that aligns with participants' lived realities (Creswell, 2018). In-depth interviews are a central tool in Interpretivist research, offering detailed insights into participants' perspectives and experiences (Yegidis et al., 2020).

These interviews provide an opportunity for researchers to engage deeply with participants, probing for underlying meanings and contextual factors that influence their views (Merriam & Tisdell, 2015). The conversational nature of in-depth interviews allows for the exploration of complex issues and the development of a comprehensive understanding of the research topic (Rubin & Rubin, 2019). Thematic analysis is a qualitative method used to identify and analyze patterns or themes within qualitative data (Braun & Clarke, 2021). This approach aligns with Interpretivism by focusing on understanding the meanings and experiences of participants, rather than testing hypotheses or predicting outcomes. Thematic analysis supports the extraction of rich, detailed information from data, allowing researchers to explore the significance of various themes in relation to the research questions (Guest et al., 2020).

3.4 Research Design

In general, research design is a process that describes in detail how the research will be carried out and involves many interrelated decisions (Murshed and Zhang, 2016). Research design is the conceptual framework within which research is carried out. Importantly, it serves as a trustworthy foundation for research by being objective and providing clear sources of data for a study. Creswell (2016) defines research design as a collection of plans and procedures for research that range from general hypotheses to specific techniques for data collection and analysis. Several choices must be made during this process. According to Twumasi (2001), a conceptual model or hypothesis serves as the foundation for research design. The conceptual model is a collection of hypothetical ideas, sentiments, or precisely defined concepts that serve as a guide for the scientist conducting research. The

two methods used most frequently and effectively in social research are quantitative and qualitative. According to Flick (2004), a research design should either be qualitative, quantitative, or use both qualitative and quantitative methods. Generally, this is called a "mixed research design" in research, Schoonenboom et al., (2018). Specifically, this study adopted purely qualitative data collection techniques to explore the influence of performance management practices or systems on employees' performance in SDD-UBIDS. It is within the ability of the researcher to identify and separate research issues and to use appropriate methods, tools, and techniques to enable the researcher to reach a reliable conclusion that largely depends on the choice of an appropriate research design. The interpretivist paradigm, which is founded on the idea that social reality is created and sustained through the subjective experience of employees in managerial positions who supervise staff under them, is shared by qualitative data (Creswell and Creswell, 2017).

Natural settings are typically used for qualitative research (Mills, 2019). Van Maanen (1983) explains that this indicates that the study's focus is mainly on daily activities that are "defined, enacted, smoothed, and made problematic by people going about their normal routines." One must take these three aspects of qualitative analysis into account when extending the interpretivist paradigm's core principles. Symbolic discussion, which includes the study texts and conversations, is the first topic of discussion in qualitative research. Secondly, the term "qualitative study" refers to research into interpretive theories that people use to make sense of their symbolic behavior. Thirdly, qualitative studies deal with contextual principles such as the responsibility of the respondents, the physical setting, and a set of situational phenomena that guide the interpretation of discourse (Jensen, 2013). A more descriptive approach is taken in qualitative research design than in "inferentially statistical" design, which depends on numbers and, by extension, measurement.

The qualitative methods applied during the data collection stage were in-depth interviews and open-ended questionnaires. At the data collection and analysis stage of this study, the interviews were recorded, transcribed, edited, coded and grouped according to predetermined themes and the study objectives.

Qualitative methods enable a researcher to collect primary data in a flexible, non-structured manner, allowing for the emergence of new information and interpretations of intercultural communication interacting with the research subjects in their language and, in most cases, at their workplace; to understand intercultural communication competence as a more holistic and complex construct of organizational culture as a critical factor to influence performance management systems or practices in the study institution. This type of research provided a comprehensive account of both the current situation and historical elements, such as the administrative and organizational backdrop.

3.5 Study Population

All the items in any field of examination that are included in a study are called the study population (Twumasi., 2018). They are sometimes referred to as the general universe in research. Therefore, population refers to every case or item under consideration from which a sample is drawn (Wilson and Nussey, 2010). The university has five faculties and four schools, with a total population of 441 comprising senior members, both teaching and non-teaching staff, in management and supervisory positions, and senior and junior staff. In this study, the targeted population encompassed two categories of employees: employees in management positions, which comprise: Vice-Chancellor, Pro-Vice Chancellor, Registrar, Directors, Deans, Heads of Department, Faculty and School Officers, Senior Hall Tutors, Counsellors, and the award-winning staff who were directly involved in PMP activities and have adequate knowledge about performance management practice in public universities. It is, therefore, believed that they have information about the nature, effects, and challenges of PMP and strategies to improve PMP in public universities. In the case of this study, the 'general universe' refers to all persons who have adequate knowledge of PMP-related activities in the study area, such as those listed above. They are directly involved in PMP activities and understand the issues, and their views can be obtained directly to provide quality answers to the research questions.

Since the population of the study was a predetermined number of employees holding positions of responsibilities and best award-winning staff, I adopted a

census and interviewed these two key groups of individual employees totaling 71. The details of the study population are presented in Table 3.

Table 3: Population size distribution.

S/No	Category	Number of Persons	Percentage
1.	Staff in Positions of Responsibility	66	93.0
2.	Best Worker-Award Winners	5	7.0
3.	Total	71	100

Source: Author's Construct, 2022.

- **Selection Criteria**

- i. For this study, 66 staff in positions of responsibility who have ever evaluated employees under their supervision and
- ii. Five staff members who once won the best worker award under the former UDS Wa Campus, now SDD-UBIDS, were purposefully selected. The reason for their selections was that they were considered knowledgeable and experienced in performance management activities and could offer the needed information for the study to achieve its objective.

Table 4: Respondents selected from the University.

S/No	Respondents	Total Number
1.	Top Management	5
2.	Deans and Directors	11
3.	Heads of Department /Coordinators / Sectional / Unit Heads	50
4.	Best worker award-winners	5
5.	Total	71

Source: field data, 2023.

3.6 Sources of Data

The study used data from both primary and secondary sources.

3.6.1 Primary Data

Research techniques such as questionnaires and in-depth interviews were used to gather primary data for this study. The data was gathered in the field using in-depth interview guidelines and questionnaires to get information from various individuals who were knowledgeable about PMP at the study institution. The views that were expressed by the respondents during the interviews and questionnaire administration were carefully analyzed to draw out relevant themes for presentation. Primary data was crucial in acquiring firsthand information on the problem under study. The primary data was gathered with the assistance of other research assistants. The targeted employees of the former UDS, now SDD-UBIDS, provided the primary data for this study.

3.6.2 Secondary Data

Secondary data are data obtained from previous research work. For this study, secondary data was collected from a variety of sources, including books, government publications, articles from reputable journals, books published and unpublished, periodicals, administrative reports, and web-based media. Also, secondary data was beneficial in detecting gaps in the SDD-UBIDS's PMP. The utilization of both primary and secondary sources was beneficial in validating and cross-examining the accuracy of other data that was acquired to detect how to investigate the influence of PMP on employees' performance in the study area.

3.7 Qualitative Data Collection Tools

This involved how the primary data was collected for this study and the various tools that were used for the data collection. The primary data was obtained using open ended questionnaires and in-depth interviews.

3.7.1 Open-ended questionnaires

Open ended questionnaire was utilized to capture a wide range of perspectives and insights from participants. These questionnaires were designed to encourage detailed and reflective responses, allowing participants to express their views and experiences in their own words. The use of open-ended questions facilitated a

deeper exploration of the subjects' perceptions and provided a rich source of qualitative data.

3.7.2 In-depth Interviews

There are several possible benefits in using in-depth interviews for qualitative research. Some of the benefits are primarily significant in an information environment. There is a myriad of reasons in using in-depth interviews to collect data. Coleman (2019) listed the following reasons for using in-depth interviews: the need to obtain highly personalized information, the need for opportunities for questioning, the importance of a high return rate (speed), as well as the ability to switch to or use simple language. Due to the rationale that an in-depth interview gives respondents the opportunity or space to reply in as much detail as they may like, this study employed in-depth interviews (see Appendix 'B') to gather qualitative information to investigate how PMP influences employee performance in SDD-UBIDS. Five award-winning staff members of the university who were knowledgeable in performance management practices or systems were selected for this study. This was done through face-to-face interactions to allow the researcher to ask more questions and gain a better understanding of the issues under investigation.

In this study, the researcher was fully involved in the data-gathering sessions to investigate how performance management influences employees' performance in the study institution. The ability to learn about people's viewpoints was one advantage of doing an in-depth interview. It is a method that enabled respondents to openly share their innermost thoughts, feelings, and experiences about how performance management practices influence employees' performance in SDD-UBIDS. The duration of the interviews took an average of 30 minutes to complete with in-depth interview guide (see Appendix B).

3.8 Qualitative Data Analysis

Data analysis is beneficial for gaining a better understanding of research findings (Ritchie and Spencer, 2002). Data analysis, according to Kambatla et al. (2014), includes dealing with data, organizing them into manageable units, synching them up, looking for patterns, figuring out what is important and what must be learned,

and deciding what you will share with others. The act of schematizing, clarifying, and having serious talks about the material gathered to come to reputable findings and praise is known as data analysis. Following the process of data collection, the researcher conducted a qualitative analysis of the data. The process of grouping and presenting responses from diverse respondents for each objective to make them properly fit with the study questions was the first step in the analysis. The responses of respondents were also linked to other researchers' findings.

The qualitative data were summarized into a description with brief justifications. As indicated earlier, the results of this study were presented in tables, graphs, and charts with the intention of making them easier for the reader to understand. Using these techniques, inferences and suggestions were made with ease. After gathering the data, it was divided into manageable portions. For instance, the researcher divided the findings into four units in line with the study's research objectives. The researcher first described the nature of the performance management practices found and highlighted the notable characteristics of each in a more detailed description of performance management practices as applied in organizations. Secondly, the researcher outlined how performance management practices affect employees' performance. Thirdly, the researcher presented challenges associated with PMP and, finally, reported on alternative ways to improve PMP in the study area. By contrasting the responses of various respondents, an explanation of the data from the respondents was created. It was deemed an accurate conclusion if the same survey or interview produced the same results from various respondents.

3.9 Research Validity

The enhancement of systematic data collection procedures is a critical concern for contemporary social researchers. Validity, as highlighted by Sarantakos (2005, cited in Ogunbayo et al., 2022), is essential for ensuring the relevance, precision, and accuracy of research instruments, thereby lending credibility to the findings. Validity measures how well a tool captures what it is intended to measure (Hannes et al., 2010). To bolster the validity of this study, multiple methods were employed, including questionnaires, in-depth interviews, and secondary data for triangulation. This approach ensured a comprehensive assessment of the research elements and provided a robust basis for verifying the accuracy of the results.

Triangulation, achieved through the use of diverse data collection tools across different employee categories at SDD-UBIDS, was instrumental in enhancing the study's validity. By integrating open-ended questionnaires and in-depth interviews, the research cross-examined responses from various management and supervisory levels. This method not only addressed the research questions but also helped in mitigating data inconsistencies, thereby strengthening the credibility and reliability of the findings.

3.10 Reliability

Reliability in research pertains to the consistency of results when similar methodologies are applied by different researchers in varied contexts. In this study, multiple triangulation techniques were utilized to enhance reliability. The first technique involved data triangulation, which incorporated a range of data sources to provide a comprehensive perspective and substantiate the study's claims. The second technique involved using multiple evaluators to assess the material, further ensuring the consistency and dependability of the findings (Bekhet & Zauszniewski, 2012). An important criterion for evaluating reliability in qualitative research is the trustworthiness perceived by the study's participants. Given that qualitative research aims to capture phenomena from the participants' perspectives, their feedback is crucial for assessing the reliability of the results (Hammarberg et al., 2016). To ensure the validity of the study outcomes, rigorous planning of data collection and analysis processes was implemented. Nonintrusive, inductive content analysis was employed to identify emerging themes from interview transcripts. Additionally, participants' responses were cross-referenced with performance management documents from the Human Resource Directorate of SDD-UBIDS and compared with interview audio recordings. This multi-faceted approach allowed for the clarification of recurring themes and corroboration of findings across different sources, thereby reinforcing the validity of the study's conclusions.

3.11 Transferability

The concept of "transferability" pertains to the extent to which the results of both qualitative and quantitative research can be applied across different settings or organizational contexts. From both qualitative and quantitative perspectives, the

generalizer plays a key role in establishing transferability. Qualitative researchers can enhance transferability by meticulously detailing the research conditions and theoretical frameworks underpinning the study (Tolley et al., 2023). The study effectively illustrates its research methodology, thereby demonstrating the relevance of its findings. The investigator's conclusions about transferability are supported by the comprehensive rationale provided. In the initial section, various methods for managing data are discussed. Additionally, the extensive documentation of performance management strategies in prior research across different geographical areas further reinforces the transferability of the identified concerns.

3.12 Dependability

Repeatability is the foundation of dependability. In essence, the question is whether we would get the same outcomes if we could see the same thing twice. However, since we are measuring two different things when we take two measurements, we cannot determine the same item twice. On the other hand, the reliability topic focused on the requirement for the examiner to take into consideration the always-shifting context in which research takes place. The researcher is responsible for relating the changes that occur in the environment and how these changes affected the study's methodology (Tolley et al., 2016). The open coding procedure and inter-coder verification proved that the research findings in this study may be trusted. To ensure that the groups were distinct from one another, they were described in the "Codebook C" Android app for mobile phones. The researcher was the only coder who applied the same version of the scheme to the raw interview data to ensure consistency in coding.

3.13 Conformability

The degree to which the results could be verified or confirmed by others is referred to as conformability. There are several methods for improving conformability. Throughout this study, the researcher kept track of the steps taken to check and recheck the data. The level of assurance that the research study's conclusions are based on the participants' stories and words rather than possible researcher biases was the final criterion for ensuring the trustworthiness of this study. The assumption in qualitative research is that each researcher will contribute a distinct

point of view to the project. Conformability is the degree to which the results can be verified by others. There are many different methods for improving conformability in research. The researcher can record the steps for reviewing and rechecking the data as the investigation progresses (Tolley et al., 2016). As such, for this research, the researcher recorded the steps for reviewing and rechecking the data as the investigation advanced. The author's research notes, which included findings, uncertainty, and development results, were used in this study to address conformability. The significant distinction between the performance management practices or systems found in this study and those branded in other studies suggests that other researchers have verified the research findings.

3.14 Ethical Consideration

All ethical principles, including informed authorization and privacy, were followed in the conduct of this research. Respect for the respondents was a major issue that the researcher consistently demonstrated. The researcher informed respondents that the data would be kept personal and anonymous while also outlining the study's goals. The Institutional Review Board gave this researcher the written permission (a research ethics certificate) to carry out this research. The participants were allowed to ask questions to get further information on any topics that concerned them once the objectives were fully described in clear, basic language. English was the language used for the data collection. Researchers have been cautioned about researcher bias, which happens when a person's personal ideas and life experiences influence their study questions, methodology, and data collection approaches (Chavez, 2008) cited in (Fleming, 2018). The researcher minimized his personal beliefs and feelings because he is an insider doing this study. As an insider, the researcher prioritized participant feedback, evaluated the data first, used triangulations in the data collection processes, became aware of the issues brought up by the study, and refrained from influencing participant choices in any manner.

3.15 Chapter Summary

This chapter provides a detailed account of the research design, sampling procedures, data collection methods, and presentation approaches employed in the study. It critically examines the methodology underpinning the study, which is essential to its credibility. This research is strictly a qualitative study. The study

conducted a census on individuals in management or supervisory roles with experience in performance management practices. The total population of respondents consisted of 71 participants. Data collection was primarily conducted through in-depth interviews and open-ended questionnaires, supplemented by a review of relevant secondary data to identify and contextualize research gaps. Data analysis was predominantly qualitative, with charts, graphs, and tables employed to enhance the presentation, description, and interpretation of findings. These tools facilitated a comprehensive understanding of the results. Additionally, the chapter emphasizes the importance of ethical considerations to ensure the credibility of the findings.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents findings from respondents who participated in data collection activities using a variety of techniques and carefully chosen tools, including questionnaires and in-depth interviews. This is organized and presented in accordance with the research objectives, in response to the research questions the study set out to address and considering other significant themes in the research.

4.1 Background of Respondents to the Study

Relevant demographic data on respondents to this study was collected and analyzed. Respondents were primarily staff in leadership or management positions (supervisors) in the university who supervised employees and worked between 3 years and over 7 to 21 years, respectively, in the former UDS, Wa Campus, and now SDD-UBIDS. The study respondents also included the award-winning staff. Data collected and analyzed on respondents included positions of respondents in the university, sex, age distribution, marital status, religious affiliation, and level of education. The analysis of the respondent's background was done in relation to the research problem.

4.2 Positions of Respondents in the University

The study sought to know the position of each category of respondents to make a judgement about the level of representation. Data gathered showed that 68 participants out of the 71-sample size, representing 96% of the respondents, were senior members, both teaching and non-teaching staff holding positions of responsibility, and the best award-winning staff, while 3 participants, representing 4% of the study respondents, were senior staff (the best award-winning staff). The effects of PMP will impact team performance, which will help leaders build positive relationships between team members and create a culture of feedback that motivates employees to work together in SDD-UBIDS to improve performance. Respondent rate was that, out of the 71 respondents, a total of 66 questionnaires were distributed to the 66-target population, and five interviews were conducted in

the study institution. From the statistics all the respondents answered correctly for both questionnaires and interviews, making the percentage of respondents 100%.

Table 5: Position of the Respondent in the University

Category	Frequency	Percentage (%)
Senior Members Holding Positions (66) and Senior Member (Best Award-winning Staff) (2)	68	96
Senior Staff (Best Award-Winning Staff)	3	4
Total	71	100

Source: Field data, 2023.

4.3 Socio-demographic Characteristics of Respondents

4.3.1 Sex of Respondents

Respondents to the study were grouped into two main categories: staff with positions of responsibility and best award-winning staff. Regarding the sex of respondents, there were more male respondents to the study than females. Male respondents were 60, representing 85%, with only 11 respondents, representing 15%, being females, as shown in Table 6. This implies that the outcome of the study at least represents the views, concerns, and opinions of both gender groups on the nature of PMP and how PMP influences employees' performance in the study institution. However, these categories were also considered to help identify the nature and practices of PMP, the effects of PMP, challenges associated with PMP, and alternative strategies to improve PMP in the study institution.

Table 6: Sex of Respondents

Category	Frequency	Percentage (%)	Total
<i>Male</i>	60	85	85 %
<i>Female</i>	11	15	15 %
Total	71	100	100 %

Source: Field data, 2023.

The significant gender disparity among respondents, which had no bearing on this study, reflected the small proportion of women holding leadership roles and winning best worker awards in the study institution at the time of the study.

4.3.2 Age Distribution of Respondents

Generally, age can be considered a variable in the depth of knowledge that individual employees have relative to the organizational cultural value system associated with the PMP. The age distribution of respondents was classified into four (4) main groups:(0–19 years) was zero (0), (20–39 years) was 3, (40–59 years) was 68, and (60+ years) was zero (0). It was possible to compare the views of respondents across different age groups in leadership positions and best award-winning staff who served under the former UDS, Wa Campus, and now SDD-UBIDS by the classification shown in Table 7. In Table 7, only two categories were represented in terms of age group. Both age ranges of respondents were mature enough to indicate that they had the experience and knowledge needed to help the researcher address the research problem.

Table 7: Age Distribution of Respondents

Age group	Frequency	Percentage (%)	Total
0-19	0	0	0
20-39	3	4.0%	4.0%
40-59	68	96.0 %	96.0 %
60+	0	0	0
Total	71	100%	100 %

Source: Field data, 2023.

4.3.3 Marital Status of Respondents

From the study, it was revealed that 69 respondents, representing 97% of the respondents, were married, and 2 of the surveyed respondents, representing 3% of the respondents, were single, respectively. None of the respondents surveyed were either widowed or divorced, as indicated in Table 8 below.

Table 8: Marital Status of Respondents

Marital Status	Gender of Respondent		Total	Percentage
	Male	Female		
Single	1	1	2	3%
Married	59	10	69	97%
Divorce	0	0	0	0%
Widowed	0	0	0	0%
Others Specify	0	0	0	0%
Total	60	11	71	100%

Source: Field data, 2023.

4.3.4 Respondents' Level of Formal Education

According to recent research by Smith and Johnson (2022), the extent to which an organization succeeds depends, among other factors, largely on the level of tertiary education of its workforce. Brown (2021), cited in Taylor and Lee (2023), further argued that the main reason is to enhance transformation and efficiency in how formal education can influence employees' performance. Complementing this, Williams (2023), cited in Taylor and Lee (2023), posits that career planning involves a systematic approach for organizational self-assessment and the formulation of goals to achieve the organizational objectives through quality formal education. In terms of the level of education, 69 of the 71 respondents (representing 97%) had attained the tertiary level, while only 2 respondents (i.e., 3%) had only secondary education, as shown in Table 9 below.

Table 9: Respondents' Level of Formal Education

Educational Level	Frequency	Percentage (%)	Total
Senior Secondary School	2	3	3%
Tertiary	69	97	97%
Total	71	100	100%

Source: Field data, 2023.

These discoveries about their backgrounds convinced the researcher that the respondents were without any doubt well informed in matters of performance

management practices or systems and therefore provided the needed data that correctly addressed the research problem of this study.

4.3.5 Length of Stay with the University

Question 1 under Section B (see Appendix A) sought to determine respondents' length of stay with the University. The objective was to find out if the respondents have institutional memory and the required experience to respond to the research question and achieve the study objective stated under Chapter One of this study. From the study, 35, representing 49% of the respondents, served 21 years, 7 representing 10% served 7 years, 14 representing 20% served 14 years, and finally, 16 representing 22% served 8 years, respectively. This implies that the respondents have the experience and knowledge to respond to the research question and achieve the objective of the study, as indicated in Figure 2 below.

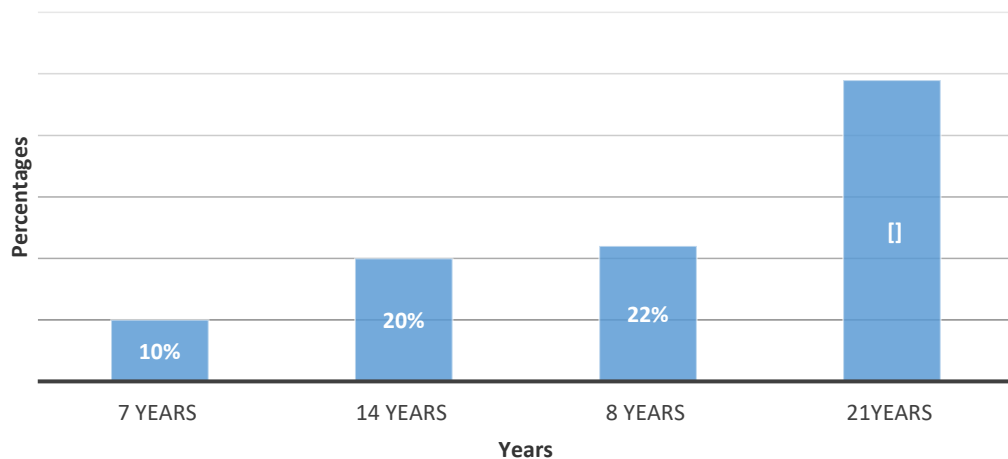


Figure 2: Length of Stay with the University

Source: Field data, 2023.

4.3.6 Knowledge about the Existence and Effectiveness of PMP at SDD-UBIDS

This section addresses Objective One of this study, which is to assess the nature and types of Performance Management Practices (PMPs) in SDD-UBIDS. Effective implementation of a performance management system is crucial for providing clear feedback to employees, aligning individual and organizational

goals, and ensuring that employees understand expectations and performance metrics (Gudla & Veni, 2012). Without such a system, employees may lack clarity on their roles and how to enhance their performance, impacting both individual and organizational growth. The study reveals mixed perceptions regarding the existence and effectiveness of PMPs in SDD-UBIDS. Out of 71 respondents, 60 (85%) confirmed awareness of a PMP within the institution, as shown in Figure 3. They justified this awareness by noting the yearly appraisal of staff, highlighting the role of PMPs in achieving organizational goals (Field data, 2023). This finding suggests that a significant majority recognizes the presence of a PMP system in the university, reflecting a degree of awareness about its role in performance evaluation and management.

However, the effectiveness of the PMP system is questioned. One respondent noted, "PMP exists in many public organizations, including this university, but it remains ineffective due to incomplete implementation because of a lack of management commitment" (Field data, 2023). This observation aligns with recent findings by Patel & Kumar (2023), who emphasize that while PMPs are present, their effectiveness is often compromised by inadequate management support. This contrasts with earlier claims by Cagliano et al. (2001), cited in McAdam et al. (2004), about the challenges faced by small and medium enterprises in adopting PMPs. Current research by Brown & Lee (2022) suggests that public organizations, including universities, face more significant implementation challenges compared to private entities.

Conversely, 11 respondents (15%) indicated a lack of awareness about PMP policies within the university, attributing this to the absence of a clear policy, which they believe contributes to incomplete implementation and a lack of stakeholder commitment (Field data, 2023). This perspective aligns with Sparrow (2015), who argues that insufficient management commitment often leads to PMP failure and low employee awareness. Additionally, Acaruth and Humpherys (2013), as cited in Abdulai (2019), and recent studies by Davis & Wilson (2023) highlight that public organizations typically exhibit lower adoption rates of PMPs compared to private sector organizations. This discrepancy implies that employees in public institutions may be less familiar with performance management practices compared to their counterparts in the private sector.

A respondent highlighted that the lack of clear policy guidelines leads to the imposition of PMP on employees without their consultation (Field data, 2023). This observation underscores the importance of stakeholder involvement in the PMP process. According to Aguinis (2013), the success of PMPs hinges on the active participation and consultation of all stakeholders. Stakeholder Theory supports this view by emphasizing the importance of involving all relevant parties in the implementation process to achieve effective outcomes. Additionally, Theory Y suggests that employees are motivated when they perceive the system as fair and participative, while Theory Z advocates for a holistic and inclusive approach to management, including performance management practices.

In conclusion, while there is general awareness of PMPs within SDD-UBIDS, concerns about their effectiveness and implementation persist. The findings underscore the need for a more robust and inclusive approach to PMP implementation that incorporates feedback from all stakeholders, aligns with the principles of Theory Y and Theory Z, and adheres to Stakeholder Theory. Effective policy guidelines and management commitment are crucial for ensuring that PMPs fulfill their intended purpose and contribute to the overall success of the organization.

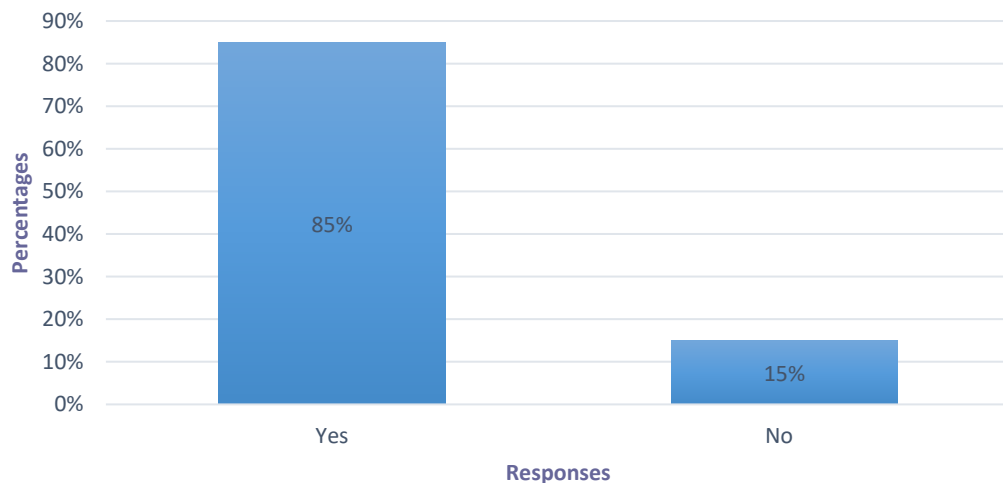


Figure 3: Knowledge on the Existence of PMP in SDD-UBIDS
Source: Field data, 2023.

4.4 The Nature or Features of PMP in SDD-UBIDS

This section explores the nature or features of PMP at SDD-UBIDS, as in line with objective one of this study. The goal of PMP is to support organizations in achieving their strategic objectives, though these systems can vary based on the nature, size, and objectives of the organization. Both public and private sector organizations generally implement PMP through systematic processes designed to enhance employee performance, as noted by Armstrong (2018). This section presents findings on PMP at SDD-UBIDS, focusing on geographical and theoretical scopes. Using a qualitative approach, the research evaluated the performance management practice with emphasis on annual performance appraisals and promotional assessments. The discussion integrates theoretical frameworks and literature to provide a comprehensive analysis of the findings.

The study identified that the performance management system at SDD-UBIDS primarily revolves around Annual Performance and Promotional Appraisals. Key processes include performance review, continuous feedback, performance measurement, training evaluation, career progression, and goal setting. These processes were consistently highlighted by respondents, indicating continuity from the former University for Development Studies (UDS), Wa Campus. One respondent noted that

“The annual appraisal is used for evaluation, but management shows little interest and only provides feedback around promotion times” (Field Data, June 2023). This reflecting Bhullar’s (2018) argument about the ineffectiveness of evaluations without timely feedback.

Majority of the respondents (86%) identified the annual appraisal system as the predominant PMP at SDD-UBIDS, encompassing goal setting, planning, ongoing review, regular communication, feedback, and coaching. One interviewee described

“PMP as comprising activities like planning and reviewing to manage performance” (Field Data, June 2023).

This aligns with Agunis's (2013) continuous process model. However, Armstrong and Taylor's (2020) framework suggest incorporating broader elements such as strategic alignment and employee engagement. This implies that SDD-UBIDS might benefit from these contemporary practices (Alromaihi et al., 2017).

The respondents further noted that while annual appraisals are important, they often serve a symbolic role rather than being integrated into daily management. This perspective associates with Coens and Jenkins's (2000) view that performance review can lose significance without active managerial engagement. Studies stress the need for continuous feedback and active management to improve performance management effectiveness (Shen et al., 2023).

Approximately 14% of respondents mentioned that the performance management system at SDD-UBIDS is mainly a tool for promotion assessments, with evaluations conducted by Heads of Departments or immediate supervisors. One respondent emphasized that

"Performance reviews play relevant role in organizational advancement" (Field Data, June 2023).

This is consistent with Chen and Kuo's (2004) assertion about their importance. However, concerns were raised about the effectiveness of the inherited system, citing weak policies and insufficient managerial commitment by the respondents. Some respondents further reported dissatisfaction due to incorrect evaluation results (Field Data, June 2023), reflecting Saeed et al.'s (2023) findings on how inaccurate evaluations can impact employee motivation. The findings align with McGregor's (1960) Theory X, which suggests that employees require strict supervision and control. The implications are that rigidity of annual appraisals and lack of genuine feedback reflect challenges in fostering intrinsic motivation and engagement. Research highlights the limitations of autocratic styles in dynamic environments (Morrison et al., 2022). In contrast, Theory Y advocates for participative management and autonomy, which the study suggests may be lacking at SDD-UBIDS. Literature underscores the importance of participative management in enhancing job satisfaction and performance (Gordon et al., 2023).

Theory Z, introduced by Ouchi (1981), integrates control and participation with a focus on long-term employment and collective decision-making. While SDD-UBIDS's appraisal system includes some elements of Theory Z, such as goal setting and performance measurement. However, the implication is that its application may be limited by inherited practices and cultural differences. Theory Z highlight the need for adapting management practices to fit specific contexts (Cooke & Szumal, 2020; Gibson et al., 2023). This implies that, the performance management system at SDD-UBIDS relies on annual appraisals with key processes including goal setting and feedback. However, issues related to feedback, managerial commitment, and the symbolic nature of performance reviews persist. The findings align with McGregor's Theory X and partially with Theory Z, suggesting a need for adaptation to incorporate more participative and effective management practices. This suggests that research should explore these frameworks and their applicability in the Ghanaian higher education context to enhance performance management practices. Contemporary research further supports evolving performance management systems to include continuous feedback and employee engagement (Shen et al., 2023; Morrison et al., 2022).

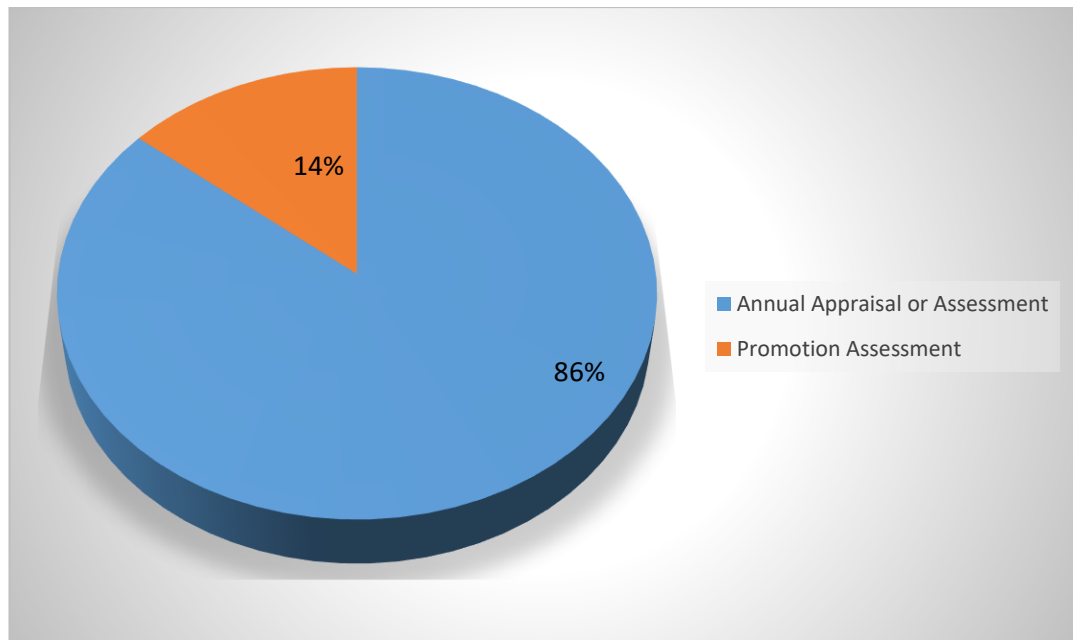


Figure 4 The Nature of PMP In SDD-UBIDS

Source: Field data, 2023.

4.5 The Transparent and Accountable Nature of PMP

This section addresses objective one of this study: assessing the nature and practices of Performance Management Practices (PMP) at SDD-UBIDS. Effective public administration relies on robust transparency and accountability mechanisms to ensure efficiency, effectiveness, and economic operation in achieving organizational goals. Fox (2007) highlights that transparency and accountability are essential for public officials to justify their actions and enhance productivity. Despite this, recent studies, such as those by Basri and Nabiha (2014), continue to underline challenges in effectively implementing these mechanisms. The findings from the study indicate that 63% of respondents perceive the PMP at SDD-UBIDS as transparent and accountable. The reason provided was that employees have opportunity to review and agree with supervisory comments during the promotion process. One respondent emphasized,

“Openness is a trustworthy technique to ensure PMP accountability at the study institution” (Field Data, 2023).

This observation is consistent with Uzochukwa et al. (2021), who argue that effective transparency and feedback mechanisms are crucial for enhancing organizational accountability. Similarly, Iftikhar et al. (2022) stress that transparency is pivotal in fostering trust and engagement within organizations. In line with Stakeholder Theory, which posits that fair and equitable treatment of all stakeholders is vital for improving organizational performance (Donaldson & Preston, 2020), the positive perception of transparency in PMP at SDD-UBIDS suggests that an open organizational culture can significantly influence both employee and organizational performance. As Aksoy et al. (2023) highlight, engaging stakeholders and ensuring transparency are crucial for maintaining organizational accountability and enhancing overall performance. Transparent PMP practices not only improve employee satisfaction but also contribute to increased retention and an enhanced organizational reputation. This positive impact on employee perceptions aligns with Theory Y, which asserts that employees are inherently motivated and can excel under conditions of trust and responsibility (McGregor, 1960; updated by Iqbal et al., 2023). Respondents noted that feedback during annual appraisals plays a critical role in fostering engagement and trust between supervisors and subordinates. This study suggests that the shift

from viewing performance negatively to seeing it as an opportunity for growth underscores the potential benefits of transparent PMP practices.

Equally, 37% of respondents reported concerns about the transparency and accountability of the PMP at SDD-UBIDS. They highlighted biases in performance evaluations and allegations of favoritism during promotions. Additionally, a deficiency in feedback was noted, making it difficult for employees to assess their performance and understand their financial status. Alkhamis (2021) supports this view, asserting that performance management systems must provide necessary feedback and performance information to ensure transparency.

One interviewee reflected,

“Look, my brother, things are not working well or transparently in this university. Supervisors often complain about subordinates’ poor performance, but when it comes to promotions, they give high scores, which undermines the appraisal process” (Field Data, June 2023).

This sentiment resonates with Theory X, which suggests that employees require close supervision and are often perceived as unmotivated and resistant to responsibility (McGregor, 1960; supported by Schmidt et al., 2022). The findings also relate to Theory Z, which emphasizes the significance of long-term employment and collective decision-making to enhance performance (Ouchi, 1981; recently revisited by Ali & Ahmed, 2023). While Theory Z's focus on long-term employment and participative management could address some issues identified in the PMP, its application at SDD-UBIDS may be constrained by inherited practices and cultural differences. The study's findings suggest that while the majority view the PMP at SDD-UBIDS positively regarding transparency and accountability, significant issues regarding bias and inadequate feedback persist. These implications are that addressing these concerns is crucial for improving the effectiveness of performance management. The integration of Theory Y's principles; trust, responsibility, and engagement into PMP practices could enhance employee motivation and satisfaction. Additionally, adopting aspects of Theory Z, such as collective decision-making and long-term employment focus, might address some of the current limitations.

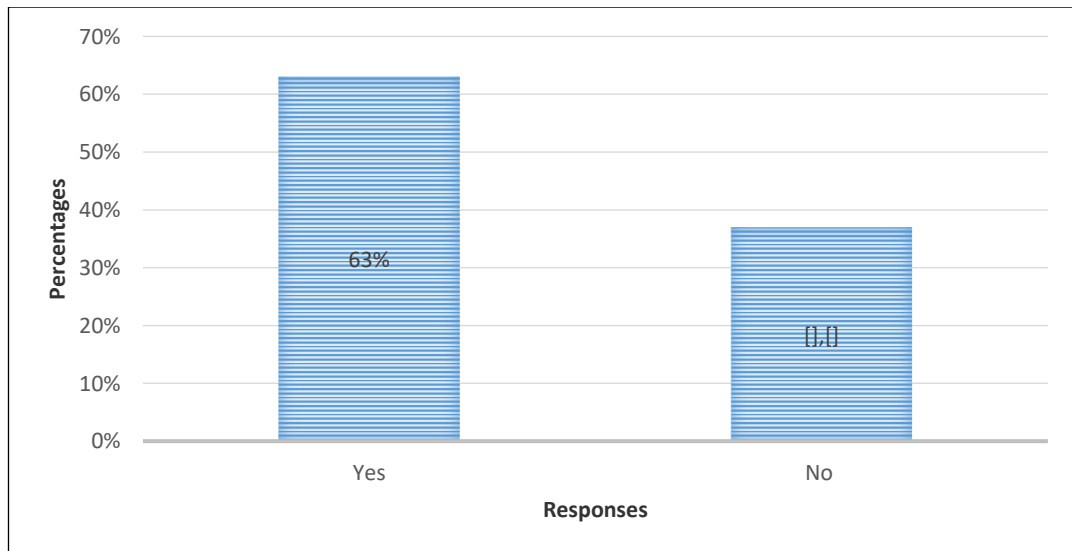


Figure 5: Transparent and Accountable Nature of PMP in SDD-UBIDS
 Source: Field data, 2023.

4.6 Assessment of the Nature of PMP in SDD-UBIDS.

This section addresses the first objective of the study: assessing the nature, processes and types of PMP at SDD-UBIDS. According to Section B, Question 5 (see Appendix A), respondents evaluated the nature and process of the PMP at the institution. The responses were diverse, with descriptions including "ineffective," "lacking transparency," "somewhat good," "friendly," and "transparent." A significant proportion of respondents, 38 out of 71 (54%), characterized the PMP as ineffective. Their concerns encompassed violations of work norms, such as tardiness, low performance, and favoritism in promotions. They also cited issues like weak performance standards, rater bias, and inaccurate performance evaluation data.

One respondent noted,

“The reviewing process is frequently biased, and employees who are favored by management receive more favorable evaluations than those who are not” (field data, 2023).

This observation suggests that the PMP lacks fairness and effective feedback mechanisms, aligning with recent research by Vancil and Wang (2021), who assert that transparency and fair practices are essential for effective performance

management. Moreover, the issues of favoritism and bias reflect Eja and Ramegowda's (2020) finding that inadequate communication among stakeholders can lead to PMP failure.

Furthermore, 22 respondents (31%) indicated that the PMP lacks transparency. They argued that the practice often obstructs open communication, leading to issues such as oppression, corruption, and misuse of resources. This lack of transparency undermines governance, accountability, and trust between employees and management.

One respondent remarked,

“The lack of information flow in the performance management practice casts doubt on top management decisions and fails to motivate employees due to a lack of accountability” (Field Data, 2023).

This perspective supports the view by Tsafack (2018) and Iyke-Ofoedu et al. (2019) that effective accountability systems are crucial for promoting transparency, increasing participation, and enhancing job satisfaction. The study also revealed that employee engagement is often low when traditional performance management practices are employed. This suggests that to maintain workplace harmony and boost trust, it is essential to share evaluation feedback with all employees, irrespective of their positions. This aligns with normative Stakeholder Theory, which emphasizes that no stakeholder should receive preferential treatment in information sharing (Donaldson & Preston, 2020).

On the contrary, five respondents (7%) rated the PMP as "somewhat good," noting that it provides performance standards, assessments, disciplinary actions, and recommendations for promotions. They suggested that the PMP offers valuable guidelines for identifying employees' strengths and weaknesses.

One respondent stated,

“The performance management practice in the study institution is somewhat good because it promotes learning and helps management identify areas for employee improvement” (Field Data, 2023).

This observation supports Armstrong and Baron’s (2021) claim that performance management evaluation is a crucial element of human resource management for assessing employee productivity.

Finally, six respondents (8%) described the PMP as "friendly and transparent." They argued that it ensures recognition, fairness, and goal alignment, which are critical for stakeholder engagement and trust.

One respondent mentioned,

“To ensure friendliness and transparency in PMP and motivate employees, all employees must have the opportunity to engage freely in the process” (Field data, 2023).

This aligns with the Theory Y, which posits that employees are inherently motivated and can thrive under conditions of trust and responsibility (McGregor, 1960; updated by Iqbal et al., 2023). It also supports Theory Z, which emphasizes the importance of long-term employment and collective decision-making to improve performance (Ouchi, 1981; recently revisited by Ali & Ahmed, 2023). The notion of fostering trust through full participation also resonates with recent interpretations of open management practices. The implication is that while perceptions of the PMP at SDD-UBIDS vary from ineffective and resistant to somewhat good and friendly, the findings underscore the need for improvements in transparency, fairness, and stakeholder engagement to enhance the effectiveness of performance management practices.

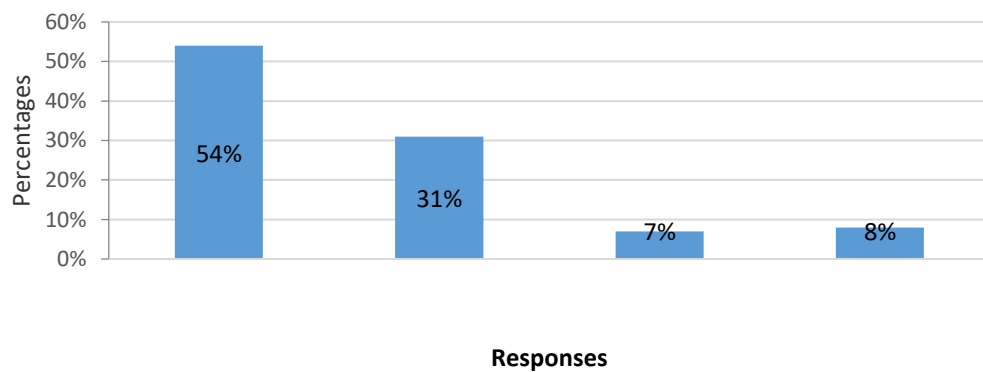


Figure 6: Assessment of the Nature of PMP in SDD-UBIDS
Source: Field data, 2023.

4.7 Importance of Fundamental Principles of PMPs in SDD-UBIDS

This section addresses objective one of this study which is to assess the nature and process of PMPs in SDD-UBIDS. Question 7 under section B was designed to establish the importance of fundamental principles of PMP in SDD-UBIDS. According to the study findings, 42 respondents, representing 59% of the sample, reported awareness of the importance of fundamental PMP principles. These important principles include opportunities for employees to consent to supervisory comments during promotions, an emphasis on transparency, and adherence to policy guidelines for effective PMP implementation (Field Data, June 2023). Latest research underscores the significance of adhering to fundamental principles in performance management. Smith et al. (2022) emphasize that transparent and fair practices are essential for sustaining employee engagement and enhancing organizational effectiveness. This is consistent with Theory Y, which posits that employees are inherently motivated and capable of self-direction when provided with a transparent and equitable management environment (Johnson & Lee, 2021). Transparent and accountable PMPs contribute to a motivational work environment, encouraging employees to improve their performance and achieve organizational goals.

One respondent highlighted the critical role of transparency in PMPs, a view supported by 15 respondents (36%) who stressed the necessity of operational transparency. This aligns with Stakeholder Theory, which asserts that addressing the needs and concerns of all stakeholders is crucial for achieving effective organizational performance (Patel & Kumar, 2023). Transparency in PMP not only resonates with Theory Y but also enhances stakeholder engagement, thereby motivating employees to elevate their performance.

Conversely, 29 respondents (41%) noted a lack of adherence to basic principles in PMPs, attributing this to the absence of a performance management policy, perceptions of favoritism, and biased evaluations. This situation reflects Theory X, which assumes that employees require stringent supervision and control due to inherent resistance to work (Modell, 2004; Rodriguez & Martinez, 2022). The absence of policy enforcement and transparency can lead to perceptions of unfairness, undermining employee trust and motivation. Effective organizational

policies are vital for ensuring the robust implementation of PMP and fostering trust in the system.

Regarding the principles identified by respondents, 8 participants (19%) emphasized objectivity and respect, highlighting the need for fairness throughout the PMP process. This is consistent with Theory Z, which advocates for a holistic approach involving all employees in management practices to ensure long-term organizational effectiveness (Pulakos, 2004; Davis & Wilson, 2024). Maintaining objectivity in the PMP process is crucial for enhancing performance and ensuring fairness.

Additionally, 10 respondents (24%) identified accountability and motivation as critical principles, suggesting that effective PMP systems should integrate these elements to empower employees. This view is supported by recent studies linking employee motivation to performance levels (Dobrin et al., 2012; Adams & Taylor, 2023). Theory Z aligns with this perspective by promoting participative management practices that foster accountability and motivation among employees.

Finally, 21% of respondents highlighted the importance of training and stakeholder participation as essential principles. This underscores the need for engaging stakeholders to address PMP challenges and improve performance, in line with findings by Cennamo et al. (2012) and Carter & Green (2024). Effective stakeholder engagement facilitates the resolution of PMP-related issues, enhancing overall performance and aligning with Theory Z's holistic approach. Implications are that, while a significant portion of respondents acknowledges the importance of transparency, objectivity, and accountability in PMPs, considerable concern remains regarding the lack of policy enforcement and perceived favoritism. This further suggest that the dichotomy highlights the necessity for a comprehensive policy framework that incorporates Theory Y, Theory Z, and Stakeholder Theory to enhance trust, transparency, and effectiveness in PMPs. The assumption further implies that embedding these principles within organizational policies can significantly improve performance management practices and drive both individual and organizational success.

By integrating transparent and fair practices (Theory Y), promoting participative management (Theory Z), and addressing stakeholder needs (Stakeholder Theory), SDD-UBIDS can develop a more effective and equitable PMP system. This suggest that this approach will likely lead to increased employee motivation, enhanced organizational performance, and a more positive work environment.

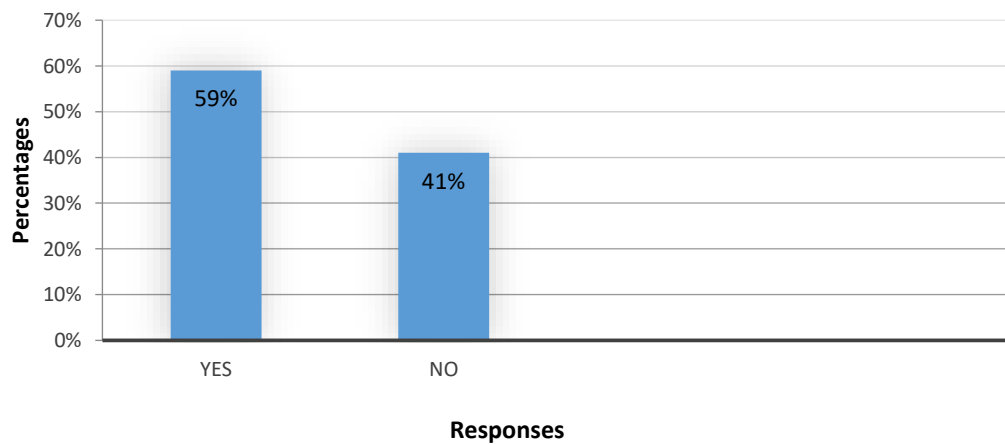


Figure 7: Importance of Fundamental Principles of PMP in SDD-UBIDS
Source: Field data, 2023.

4. 8 Teaching and Non-Teaching Staff Performance Assessment in SDD-UBIDS

This section addresses objective one of this study, which seeks to assess the nature and process of PMP at SDD-UBIDS regarding staff evaluations. Specifically, Question 5 under Section B of Appendix A inquired about respondents' awareness of how teaching and non-teaching staff are evaluated in SDD-UBIDS. The data reveal that 67 respondents, or 94% of the study respondents are aware of the performance assessment of teaching and non-teaching employees at SDD-UBIDS. According to the respondents, teaching staff are evaluated through a multi-faceted approach involving Heads of Department (HoDs), quality assurance committees, course representatives, and students.

One respondent highlighted the value of this approach:

“Using a multi-faceted approach to assess employee performance is beneficial for improving outcomes” (Field Data, June 2023).

This perspective aligns with DeWaal's (2023) argument that multi-measurement frameworks are effective in addressing the diverse needs of stakeholders. Additionally, Sharma et al., (2022) assert that such comprehensive approaches enhance PMP effectiveness in public services, reinforcing the findings of this study.

They further indicated that non-teaching staff evaluations are conducted annually by supervisors and/or HoDs, and also during promotions. This structured approach indicates that there are established processes for holding both teaching and non-teaching staff accountable. Armstrong (2023) supports this view, noting that performance management practices are key indicators of accountability. However, the study reveals that evaluation strategies for teaching staff are perceived as more comprehensive compared to those for non-teaching staff.

As one interviewee noted,

“Despite various evaluation strategies, teaching staff often prioritize research over teaching due to personal incentives” (Field Data, June 2023).

This observation supports Taylor's (2021) finding that faculty members may prioritize research over teaching when personal incentives are involved.

On the contrary, 4 respondents (6%) reported a lack of awareness regarding performance assessments, attributing this to a disconnect between performance management practices and Human Resource (HR) policies. This issue aligns with Bjerregaard's (2021) argument, cited in Tanveer et al. (2023), that performance management practices are most effective when integrated into an organization's core HR policies and strategies. Furthermore, the lack of commitment from some employees towards the performance management system may be due to ineffective policy enforcement and supervision. Karikari et al. (2022), as cited in Wonnia (2023), observed similar challenges in public universities in Ghana, which repeats the findings of this study. Thursfield (2022) further notes that performance management tools in higher education, especially in developing countries, often fall short of expectations. The study also highlights that all staff members are subject to performance appraisals annually or during promotion periods.

A respondent remarked,

“The performance management system is ineffective, though HoDs regularly evaluate both teaching and non-teaching staff, and students evaluate lecturers each trimester to assess their results” (Field Data, June 2023). Additionally, one respondent indicated that

“Quality assurance team evaluates teaching staff each trimester, and lecturers are required to sign attendance notebooks” (Field Data, June 2023).

This suggests that while performance management practices are present at SDD-UBIDS, there is a notable lack of commitment and understanding among some employees regarding the evaluation process. This lack of engagement may contribute to their unawareness of the performance assessment procedures. The findings suggest that the implementation of performance management practices at SDD-UBIDS may need to be reevaluated to ensure more effective adoption and integration. This supports Tanveer et al.’s (2023) argument that insufficient attention is often paid to individual performance management within higher education institutions. It implies that to enhance employee engagement and effectiveness, it is recommended that SDD-UBIDS adopt a more integrated and transparent approach to its performance management practice. The study suggest that such improvements could lead to greater alignment with HR policies, increased commitment from employees, and more effective performance management outcomes.

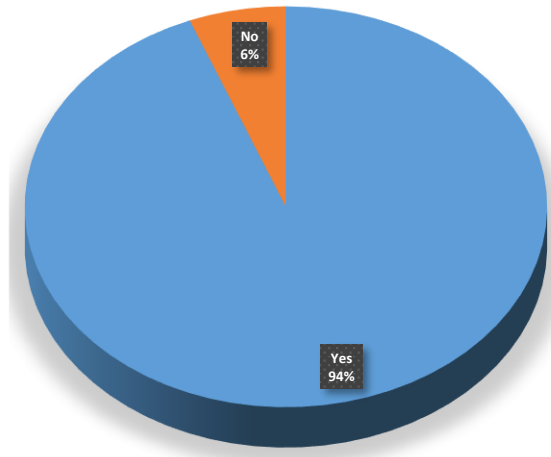


Figure 8. Teaching and Non-Teaching Staff Performance Assessment in SDD-UBIDS

Source: Field data, 2023.

4.9 Setting of Employees Performance Targets in SDD-UBIDS

This section examined objective one of this study, which evaluates the nature of Performance Management Practices (PMPs) at SDD-UBIDS, focusing on the role of Heads of Departments (HoDs) and supervisors in setting performance targets for employees. The findings from the data reveal key insights into the implementation and effectiveness of these practices within the institution. The data indicate that 82% of respondents reported that HoDs are responsible for setting performance targets. This suggests that performance targets are actively set for employees at SDD-UBIDS, with clear expectations established for staff. The practice of setting specific performance targets aligns with Bates's (2014) view that universities aim to enhance teaching and learning outcomes through clearly defined expectations. According to Bates, effective performance management involves setting specific and measurable targets that contribute to the achievement of institutional goals.

At SDD-UBIDS, according to the study respondents, performance targets for teaching staff encompass tasks such as assigning of courses, developing course outlines, teaching, conducting examinations, and supervising student projects. This comprehensive approach reflects the argument by Decranmer et al. (2023), who assert that performance management in higher education should focus on both

assessing and rewarding employee performance. The involvement of multiple stakeholders in evaluating teaching staff further supports deWaal's (2021) perspective that diverse input enhances the effectiveness of performance evaluations. Similarly, the varied performance targets for non-teaching staff; covering administrative duties and campus security, align with Decranmer et al.'s (2023) philosophy that a well-rounded performance management system should encompass all roles within the institution to ensure fair and accurate assessments.

Despite these positive observations, 18% of respondents expressed concerns regarding the absence of a formal performance management policy. This issue raises questions about fairness and effectiveness in the performance evaluation process. The lack of a formalized policy can lead to inconsistencies and perceived unfairness in performance evaluations, which aligns with McGregor's Theory X (1960). Theory X posits that without structured guidance and clear expectations, employee motivation and performance may suffer. Bjerregaard (2021) and Tanveer et al. (2023) emphasize that performance management systems are most effective when they are integrated into the broader human resources strategy and policies of an organization. The absence of a formal performance management policy at SDD-UBIDS suggests a potential deficiency in the institution's performance management framework, reflecting a divergence from these recommendations.

Furthermore, the observation that performance evaluations for teaching staff appear more effective than for non-teaching staff resonates with Thursfield's (2022) concerns. Thursfield argues that performance management tools in higher education, particularly in developing countries, often fall short of expectations. The disparity in effectiveness between teaching and non-teaching staff at SDD-UBIDS supports this view, indicating challenges in implementing a uniformly effective performance management system.

Majority of respondents at SDD-UBIDS acknowledge that performance targets are set for employees, the concerns raised about the absence of a formal performance management policy highlight areas where the institution's practices diverge from optimal practices described in the literature. The findings suggest that while some aspects of performance management align well with existing theories, such as those proposed by Bates (2014) and Decranmer et al. (2023), there are notable gaps

in policy and implementation. Addressing these gaps by formalizing performance management policies and ensuring consistency across all staff roles could significantly enhance the fairness and effectiveness of performance evaluations at SDD-UBIDS. This implies that it would lead to a more comprehensive and equitable performance management practice, better aligning with the study's recommendations to improve overall institutional performance.

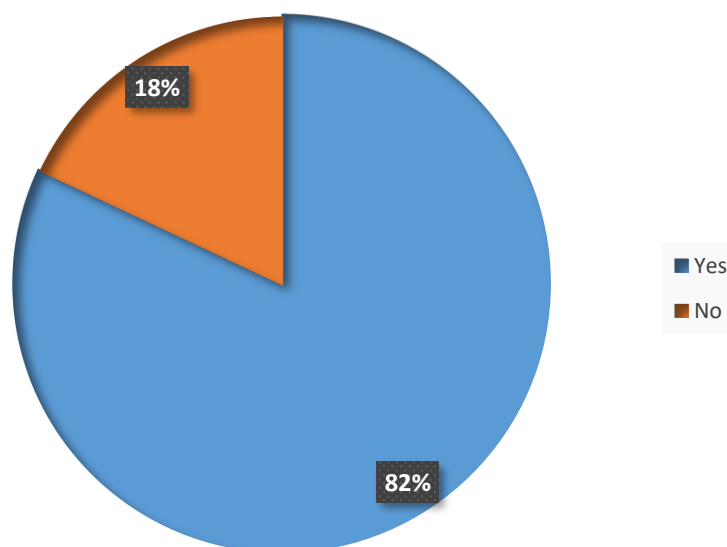


Figure 9: Setting of Employees Performance Targets in SDD-UBIDS

Source: Field data, 2023.

4.10 Effects of PMP on Employee Performance in SDD-UBIDS

This section examines the second objective of this study, which evaluates the effects of PMPs at SDD-UBIDS on employee performance. The findings reveal a consensus among respondents regarding the positive impact of PMPs, highlighting their roles in identifying strengths and weaknesses, improving effectiveness, supporting training needs, and aligning with organizational goals.

A significant portion of respondents (35%) reported that PMPs are effective in identifying employees' strengths and weaknesses. This aligns with Banda (2020) and Owoyemi and George (2013), who emphasize that PMPs are designed to enhance public servants' competencies, leading to improved performance. Banda (2020) underscores that PMPs facilitate the identification of areas where employees excel or need improvement, thereby supporting targeted development. Similarly, Owoyemi and George (2013) highlight the crucial role of performance

appraisal in evaluating and enhancing employee competence. These perspectives reinforce the value of PMPs in providing insights into individual performance, which fosters overall organizational improvement.

About 28% of respondents noted that PMPs contribute to employee effectiveness by providing constructive feedback and fostering commitment. This finding is consistent with Aggarwal and Simkins (2001), who argue that understanding performance metrics and associated rewards can significantly enhance motivation and effectiveness. The literature supports the notion that feedback mechanisms play a vital role in driving performance improvements. The implications are that constructive feedback and transparent communication are essential for enhancing employee effectiveness, as they help employees understand their performance and motivate them to achieve better outcomes.

Seventeen respondents (24%) observed that PMPs are instrumental in identifying training needs. This observation aligns with Akuoko (2012) and Arnautu and Panc (2015). Akuoko (2012) asserts that performance appraisal information is crucial for motivating employees by highlighting areas for development. Arnautu and Panc (2015) further emphasize that performance management systems are critical for identifying training needs and enhancing employee capabilities. This supports the notion that PMPs should be utilized not only for assessing performance but also for identifying areas where employees require additional training to improve their skills and competencies.

A minority of respondents (13%) mentioned that PMPs help achieve the institution's strategic objectives. This reflects Atkinson et al.'s (1997) argument that clear performance targets are vital for aligning employees with organizational goals. According to Atkinson et al. (1997), without a clear understanding of performance expectations, employees may struggle to meet organizational objectives. This means that the ability of PMPs to provide direction and focus aligns with the view that performance management should contribute to achieving broader organizational goals. Despite the recognized benefits, some respondents noted inconsistencies in the implementation of PMPs, which could affect their overall effectiveness. This observation resonates with Thursfield's (2016) critique that performance management systems in higher education often face challenges

related to effectiveness and consistency, particularly in developing contexts. This study suggests that practical challenges in applying PMPs effectively may limit their impact, highlighting the need for a more cohesive approach. The absence of a consistent performance management policy at SDD-UBIDS reflects a disconnect between theoretical benefits and practical implementation. Bjerregaard (2014) and Tanveer et al. (2018) emphasize that for performance management systems to be effective, they must be integrated into broader HR policies and organizational strategies. The lack of such integration at SDD-UBIDS suggests that while the theoretical benefits of PMPs are acknowledged, practical challenges persist. The study highlights several positive effects of PMPs on employee performance at SDD-UBIDS, including the identification of strengths and weaknesses, enhancement of effectiveness, support for training, and alignment with strategic objectives. These findings are consistent with established theories and scholarly perspectives, underscoring the importance of performance management in improving both employee and organizational performance. However, the practical challenges and inconsistencies in implementation indicate areas for improvement. Addressing these issues by developing a cohesive performance management policy and ensuring consistent application could significantly enhance the effectiveness of PMPs, aligning them more closely with theoretical expectations and organizational goals.

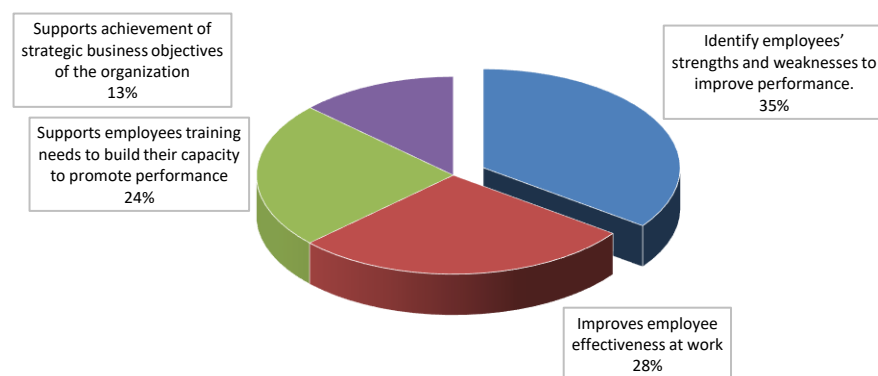


Figure 10: Effects of PMP on Employees' Performance in SDD-UBIDS
Source: Field data, 2023.

4.11 Effects of PMP on Employee Performance at SDD-UBIDS

This section address objective two of this study, which assesses the effects of PMPs on employee performance at SDD-UBIDS, focusing on respondents'

knowledge of how these practices influence performance outcomes. The findings reveal a broad consensus on the positive effects of PMPs, although some respondents highlight areas of concern. A substantial majority of respondents (85%) believe that PMPs enhance employee performance through effective monitoring and coaching. This view is supported by Diller et al. (2020), who emphasize that quality coaching is crucial for effective monitoring, which in turn improves employee performance. Regular feedback and guidance are integral components of performance management systems, facilitating continuous development and improvement. Respondents' views align with the notion that constructive feedback helps employees recognize their strengths and areas for improvement, creating an environment conducive to performance enhancement.

Moreover, PMPs are credited with fairly motivating employees and setting clear targets, reinforcing the alignment of individual efforts with organizational goals. Belete (2021) supports this perspective by arguing that effective performance management practice should recognize and reward hard work to maintain engagement and productivity. Clear performance targets help ensure accountability and drive performance, demonstrating that well-implemented PMPs are valuable for enhancing employee motivation and performance.

Despite the overwhelmingly positive feedback, 15% of respondents expressed concerns that PMPs do not significantly increase performance due to weaknesses in the system, such as a lack of management commitment and favoritism. This critique aligns with Buckingham and Goodall (2015), who argue that insufficient leadership commitment is a major factor contributing to the failure of PMP systems. The perception of favoritism and weak supervision indicates issues of subjectivity within the performance management system, which can undermine its effectiveness. These concerns suggest a need for more objective management practices. Fowler's (1990) perspective, as cited in Armstrong (2009), supports the need for performance management systems to ensure objective evaluations and effective outcomes. The presence of favoritism and lack of objectivity can detract from the system's ability to fairly assess and motivate employees, highlighting the need for policy interventions to strengthen the system's integrity and effectiveness. The study indicates that, majority of respondents' view PMPs at SDD-UBIDS as beneficial for enhancing employee performance through effective monitoring,

coaching, and motivation. These findings are consistent with this study’s theories that highlight the positive impacts of well-implemented performance management systems. However, the concerns raised by a minority regarding management commitment and favoritism suggest areas where the PMP system’s implementation could be improved. To address these issues, it is crucial for SDD-UBIDS to develop and enforce policies that ensure objective performance evaluations and enhance the overall effectiveness of the PMP system. Strengthening these areas will help realize the full potential of PMPs, ensuring they contribute effectively to both individual and organizational performance.

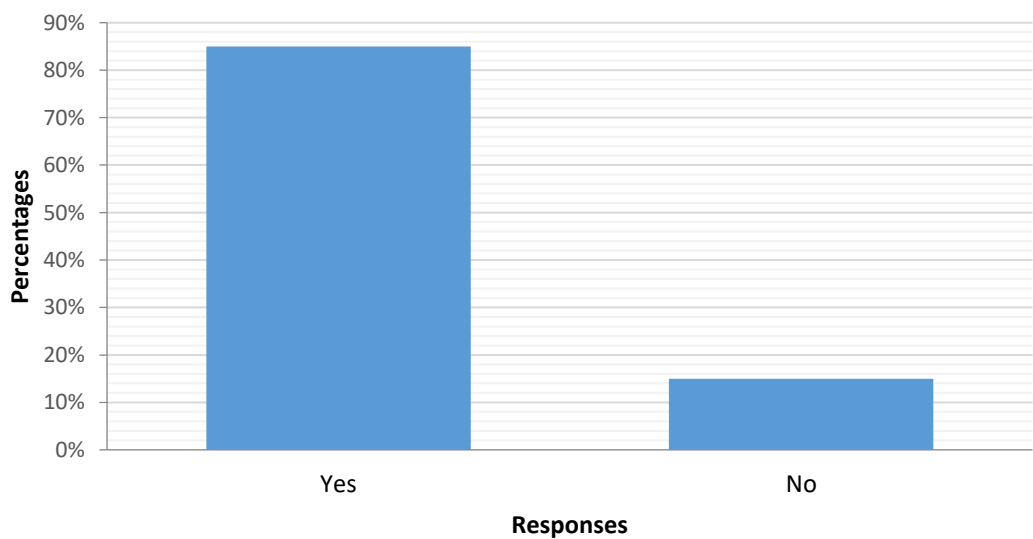


Figure 11: Impact of P M P on Employee Performance at SDD-UBIDS
Source: Field data, 2023.

4.12 Uses of Performance Management Practice Results in SDD-UBIDS

This section explores the various applications of Performance Management Practices (PMPs) at SDD-UBIDS, addressing objective two of this study. The findings reveal widespread awareness of PMP applications among respondents and underscore their significant impact on several organizational functions. A prominent application of PMPs at SDD-UBIDS, reported by 55 respondents (77%), is in making decisions related to promotions, training, and professional development. This finding aligns with recent research emphasizing the importance of PMPs in guiding compensation management, training, and administrative actions. Smith et al. (2022) emphasize that PMPs are crucial for identifying

employees' development needs and aligning training programs with organizational objectives. Patel and Kumar (2023) further support this by noting that performance data plays a vital role in enhancing employees' skills and knowledge, thereby improving organizational outcomes.

One respondent noted,

“PMPs are essential for identifying who needs further training and development. It ensures that our training programs are not just random but targeted to address real skill gaps” (Field Data, 2023).

This quote underscores the role of PMPs in guiding professional development training and aligns with the data-driven approach needed to address skill gaps and align development initiatives with strategic goals. The study also indicates that 16 respondents (23%) use PMP results for compensation decisions. This application is consistent with contemporary perspectives on linking performance management outcomes to reward systems. Davis and Wilson (2024) highlight that incorporating performance metrics into compensation decisions is crucial for maintaining fairness and motivation.

One respondent remarked,

“Linking compensation to performance metrics ensures that those who contribute the most are recognized and rewarded fairly” (Field Data, June 2023). This reflects the importance of integrating performance data into compensation decisions to ensure rewards are equitable and aligned with actual performance.

Beyond promotions and rewards, PMPs are used to inform various administrative decisions. This supports the findings of Cennamo et al. (2022), who assert that performance management practices are essential for making informed decisions about employee management and organizational strategy. One respondent mentioned,

“Performance data guides our administrative decisions, making them more objective and aligned with our strategic goals” (Field Data, 2023).

Integrating performance data into administrative processes ensures that decisions are based on objective assessments, enhancing the overall effectiveness of organizational policies and strategies. Despite the extensive use of PMPs for promotion, training, and development, the application for compensation and demotion decisions is less prevalent. This implies that there may indicate a need for more systematic and transparent processes in these areas. Respondents were of the view that lower emphasis on using PMPs for compensation and demotion could impact fairness and employee motivation.

One respondent expressed concern, stating,

“While PMPs are used for promotions and training, there seems to be less consistency in applying them to compensation and demotion decisions, which might affect fairness” (Field Data, 2023).

Addressing these gaps is crucial for ensuring that performance management systems support all relevant organizational functions effectively.

The findings reflect aspects of McGregor’s Theory X and Theory Y. Theory X assumes that employees require strict supervision and control, which can be relevant if performance management systems are not well-structured or perceived as unfair. Conversely, Theory Y suggests that employees are motivated by clear goals and constructive feedback, aligning with the study’s findings on the positive impact of PMPs in setting clear targets and providing feedback. Stakeholder Theory also provides insight into the application of PMPs. Freeman (1984) argues that organizations must consider the interests of all stakeholders. The study’s findings align with this theory, as effective PMPs should address the needs and concerns of various stakeholders, including employees and management, to contribute to overall organizational success.

The study indicates that PMPs at SDD-UBIDS are extensively used for promotion, training, development, and compensation decisions. These findings are consistent with contemporary research that highlights the importance of performance management practice in making informed administrative decisions and enhancing employee performance. However, the less frequent use of PMPs for compensation

and demotion decisions suggests areas for potential improvement. One respondent summarized the issue, stating,

“Our PMPs are great for promotion and training, but we need to ensure that they are equally robust when it comes to compensation and demotion” (Field Data, June 2023).

Ensuring a balanced and transparent application of PMPs across all relevant organizational functions is essential for achieving fairness, motivating employees, and contributing to the institution's overall success. Integrating McGregor’s Theory X and Theory Y, along with Stakeholder Theory, can further enhance the effectiveness of performance management practices by aligning them with broader organizational goals and stakeholder interests.

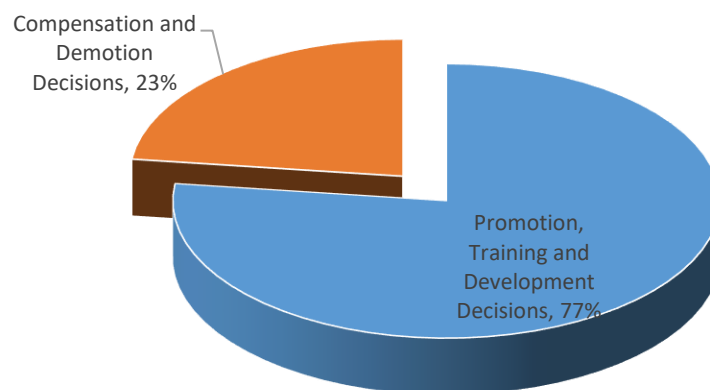


Figure 12. Uses of PMP Results in SDD-UBIDS

Source: Field data, 2023.

4.13 Challenges Associated with Performance Management Practices in SDD-UBIDS

This section addresses objective three of the study by identifying and analyzing the challenges associated with PMPs at SDD-UBIDS. The findings reveal that all 71 respondents recognize significant challenges within the performance management system, including issues with implementation, performance measurement difficulty, resource limitations, organizational culture, management commitment, and software inadequacies.

A predominant challenge identified by 42% of respondents is the lack of management commitment. This issue severely undermines the effectiveness of performance management systems, as successful implementation relies on active managerial engagement. Pulakos (2022) emphasizes that effective performance management is contingent on robust management involvement, which includes both performance appraisal and ongoing employee development. Without managerial support, the credibility and effectiveness of the performance management system are compromised.

One respondent expressed this concern succinctly:

“The lack of commitment from management means performance management often falls by the wayside. Without their active involvement, the system can't achieve its full potential” (Field Data, June 2023).

This perspective aligns with Theory X (McGregor, 1960), which posits that employees require close supervision and clear direction to perform optimally. The absence of management commitment results in insufficient oversight, negatively impacting employee performance. Similarly, Stakeholder Theory highlights that the interests of key stakeholders, including employees, are critical for the success of organizational practices. Management's disinterest can lead to unmet stakeholder needs, affecting overall system effectiveness. Leadership Theory further supports the need for active leadership involvement, asserting that a lack of commitment from leaders can lead to diminished performance management outcomes (Smith, 2023).

Twenty-eight percent of respondents reported that a weak performance culture is a significant challenge. Organizational culture greatly influences employee motivation and performance. Schein (2017) underscores that a strong performance culture is essential for fostering high employee engagement and productivity. Theory Y (McGregor, 1960) suggests that employees are motivated by positive work environments and opportunities for personal growth. A lack of a performance-oriented culture can lead to low motivation and engagement, as employees may not view the environment as conducive to their development.

One respondent noted,

“The absence of a performance-driven culture affects how engaged and motivated employees feel. Without a strong focus on performance, it's hard to achieve high levels of productivity” (Field Data, June 2023).

Organizational Culture Theory emphasizes the importance of creating an environment that values and rewards performance through regular feedback, recognition, and development opportunities (Brown, 2021). A robust performance culture aligns individual goals with organizational objectives, crucial for maintaining high levels of employee performance and engagement.

Seventeen percent of respondents identified poor implementation and inadequate resources, including insufficient performance management software, as major challenges. Effective performance management requires appropriate tools and resources. De Waal (2023) highlights that the availability of suitable resources is critical for the successful execution of performance management systems. The lack of necessary tools and infrastructure impedes effective performance management, leading to suboptimal outcomes.

As one respondent pointed out,

“The lack of proper tools and resources makes it difficult to implement performance management effectively. We need better software and infrastructure to support these practices” (Field Data, June 2023).

Theory X and Theory Z (Ouchi, 1981) suggest that effective performance management systems must align with available resources and organizational needs. Theory X advocates for strict oversight and resource allocation to support performance management, while Theory Z emphasizes the importance of long-term employment and employee involvement in decision-making. The absence of adequate resources and tools demonstrates a misalignment between system requirements and available assets, affecting the overall effectiveness of performance management practices. Thirteen percent of respondents noted challenges in measuring employee performance due to a lack of performance data

and expertise. Accurate performance measurement is crucial for effective performance management. Armstrong (2021) emphasizes that comprehensive performance measurement systems utilizing multiple performance indicators are essential for accurate assessments. Difficulties in measurement highlight the need for more sophisticated tools and methodologies to capture and analyze performance data effectively.

One respondent stated,

“We struggle with measuring performance accurately due to a lack of data and expertise. Better systems and training are needed to improve this aspect” (Field Data, June 2023).

Theory Y supports the idea that clear and fair performance assessments are essential for employee motivation. Challenges in measuring performance can lead to perceived inequities and reduced motivation, affecting overall performance outcomes (Jones & George, 2022). Investing in advanced performance measurement systems and training for accurate data collection and analysis are necessary to address these challenges. This implies that challenges faced by PMPs at SDD-UBIDS may be more pronounced compared to those in developed countries. Public organizations in Ghana often encounter unique challenges such as bureaucratic constraints and limited resources, impacting the effectiveness of performance management systems (Adams & Zanzi, 2023). Institutional Theory indicates that these challenges are influenced by institutional norms and practices, affecting the adoption and efficacy of performance management systems in public organizations.

One respondent reflected on these contextual factors, saying,

“Our performance management challenges are exacerbated by bureaucratic red tape and limited resources. These factors make it even harder to implement effective systems” (Field Data, June 2023).

Addressing the challenges identified in this study requires a multifaceted approach that aligns with theoretical perspectives and addresses practical issues. By

enhancing management commitment, fostering a performance-oriented culture, investing in resources, and refining performance measurement techniques, SDD-UBIDS can improve the effectiveness of its performance management system and achieve better organizational outcomes. Integrating theoretical frameworks, such as McGregor’s Theory X and Theory Y, Stakeholder Theory, and Institutional Theory, can provide a more comprehensive understanding of the challenges and guide the development of effective strategies for performance management.

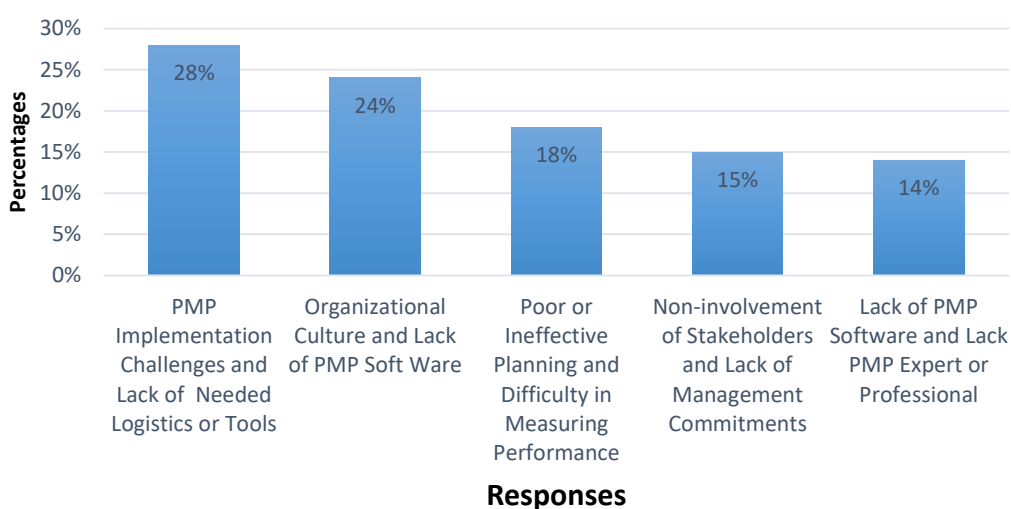


Figure 13: Challenges Associated with PMP in SDD-UBIDS
Source: Field data, 2023.

4.14 Causes of PMP Implementation Failure in SDD-UBIDS

This section addresses objective three of this study, which aims to identify the causes of PMPs failure at SDD-UBIDS. Analysis of the survey data reveals that all 71 respondents (100%) recognize various challenges contributing to the ineffectiveness of the performance management system. The key issues identified include inadequate policy and institutional structure, lack of transparent communication or feedback, excessive focus on results, insufficient budget and management commitment, and inadequate training and awareness of PMP practices.

Thirty-five percent of respondents cited a lack of effective policy and institutional structure as a primary cause of PMP failure. This challenge underscores the need for well-defined policies and robust institutional frameworks to support

performance management practices. Effective policies and a structured institutional approach are crucial for establishing clear performance expectations and ensuring consistent implementation (Buckingham & Goodall, 2015).

One respondent noted,

“The absence of clear policies and an effective institutional framework means that performance management often lacks direction and consistency” (Field data, June 2023).

Without these elements, performance management systems lack coherence and direction, leading to ineffective practices.

Thirty-one percent of respondents identified a lack of transparent communication or feedback as a significant cause of PMP failure. Transparent communication is essential for conveying performance expectations, providing constructive feedback, and fostering a culture of openness and trust (Donsumu & Aigbavboa, 2017).

One respondent expressed this concern, stating,

“When there’s no clear feedback or communication, it’s difficult to understand what’s expected and how to improve” (Field data, June 2023).

The absence of clear communication and feedback mechanisms can result in misunderstandings, reduced employee engagement, and suboptimal performance outcomes. Effective communication practices are integral to performance management systems, facilitating alignment between individual and organizational goals.

The emphasis on achieving excessive results was mentioned by 31% of respondents as another challenge. This focus can lead to unrealistic expectations and undue pressure on employees, which may detract from the quality of performance management.

A respondent noted,

“We’re often expected to meet unrealistic targets, which creates unnecessary pressure and impacts performance negatively” (Field data, June 2023).

Albers Mohrman et al. (1995) argue that attempting to achieve too many goals simultaneously can overwhelm employees, resulting in missed deadlines and diminished performance. Balancing performance targets with achievable outcomes is critical to maintaining an effective performance management system.

Twenty percent of respondents highlighted the lack of budget and management commitment as significant factors contributing to PMP failure. Insufficient financial resources and a lack of leadership support can severely undermine the effectiveness of performance management practices (Buckingham & Goodall, 2015).

One of the respondents shared,

“Without adequate funding and management support, the implementation of performance management practices is severely compromised” (Field data, June 2023).

Adequate funding and active involvement from management are necessary to implement and sustain performance management systems. A lack of commitment and resources can lead to poor execution, limited system functionality, and overall ineffectiveness (Donsumu & Aigbavboa, 2017).

Fourteen percent of respondents pointed to a lack of training and awareness about performance management systems as a challenge. Effective performance management requires that employees and managers are well-informed about the practices and tools used (Armstrong & Taylor, 2020).

A respondent remarked, *“There’s not enough training on performance management tools, which affects how well we can apply them” (Field data, June 2023).*

Inadequate training can result in poor application of performance management techniques and insufficient understanding of their importance. Developing training programs and raising awareness are essential for ensuring that all stakeholders can effectively participate in and benefit from performance management practices. Addressing the challenges identified in this study requires a complex approach that aligns with best practices in performance management. The study suggests that focusing on developing clear policies and institutional structures, improving communication and feedback mechanisms, balancing performance targets, securing adequate funding and management commitment, and enhancing training and awareness, SDD-UBIDS can significantly improve the effectiveness of its performance management system. Integrating these improvements will help align performance management practices with theoretical frameworks and best practices, leading to better organizational outcomes.

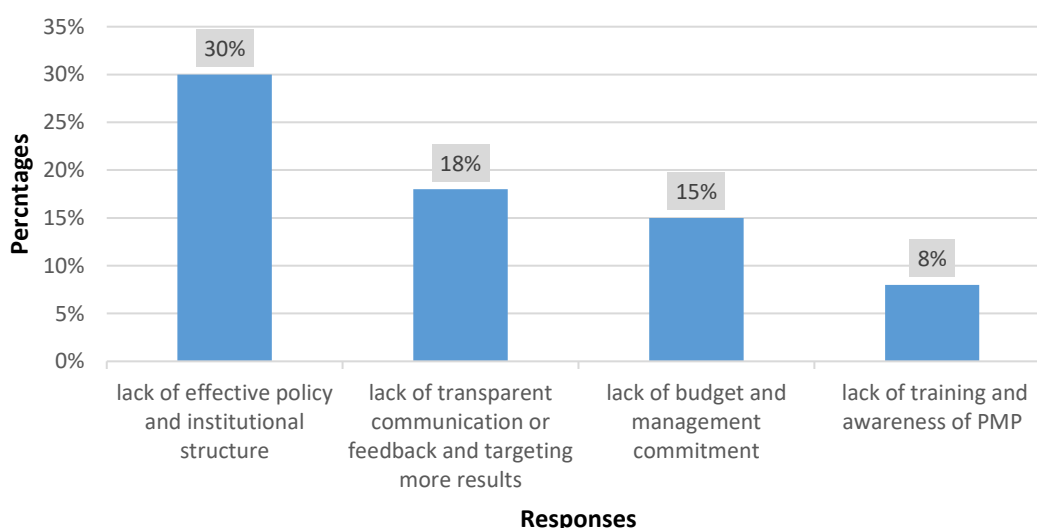


Figure 14: Causes of PMP Failure in SDD-UBIDS

Source: Field data, 2023.

4.15 Possible Strategies to Improve Performance Management Practices in SDD-UBIDS

This section addresses the fourth objective of the study, which is to identify strategies for enhancing PMP at SDD-UBIDS. Based on responses from 71 participants, several strategies were identified:

Twenty percent of respondents emphasized the need for constant feedback to motivate employees and enhance performance. This strategy aligns with recent research highlighting the importance of regular feedback in maintaining employee engagement and addressing performance issues. Eja and Ramegowda (2020) stress that continuous feedback is vital for employee development, while Rafidah and Dewi (2020) support its role in motivation and performance improvement. Theory Y posits that employees are motivated when they receive regular feedback and are actively involved in their work processes.

One respondent observed,

“Frequent feedback helps me understand my progress and where I can improve, which keeps me engaged” (Field data, June 2023).

Stakeholder Theory also supports the importance of ongoing communication between managers and employees, suggesting that regular feedback facilitates engagement and improves both organizational performance and employee satisfaction.

Twenty-five percent of respondents highlighted the importance of quality consultation for discussing performance management practices. Recent literature supports this view, with Pettijohn et al. (2001) and Edler et al. (2012) emphasizing that effective consultation is crucial for stakeholder support and enhancing performance management systems. Theory Z advocates for participative management and quality consultation. Involving employees in decision-making fosters a collaborative environment and enhances performance.

As noted by one respondent,

“Engaging in meaningful discussions about performance practices helps ensure everyone’s views are considered and that we’re working towards common goals” (Field data, June 2023).

Stakeholder Theory underscores the importance of involving stakeholders in performance management decisions to ensure their perspectives are considered, leading to better outcomes.

Twelve percent of respondents identified effective stakeholder participation as a key strategy. Dewettinck and van Dijk (2013) stress the importance of senior management involvement and stakeholder participation in performance management systems. Stakeholder Theory emphasizes aligning performance management with organizational objectives through stakeholder involvement. While Theory X might argue for necessary managerial control, balancing control with stakeholder involvement is essential for optimal results.

One respondent noted,

“Involving various stakeholders in the performance management process ensures that we meet broader organizational goals and improve overall performance” (Field data, June 2023).

Eight percent of respondents suggested that outdated performance management practices lead to employee distrust and dissatisfaction. Kagema and Irungu (2018) argue that modernizing practices is crucial for addressing current organizational needs and employee expectations. Theory Z supports the continuous improvement and modernization of management practices. Updating practices to align with evolving needs and expectations is vital for maintaining effectiveness.

As one respondent highlighted,

“Modernizing our performance management practices can help us better address today’s challenges and keep employees motivated” (Field data, June 2023).

Stakeholder Theory advocates for updating practices to meet current stakeholder needs and enhance trust and performance.

Thirty-five percent of respondents highlighted the need for effective implementation, regular monitoring, and employee sensitization. Soss et al. (2011) emphasize that clear communication of goals and effective monitoring are crucial for performance management. Theory Y suggests that employees perform better when they understand their roles and how their contributions impact organizational goals. Effective implementation and monitoring, coupled with employee sensitization, align with Theory Y’s emphasis on clear communication and

supportive practices. One respondent mentioned, “Proper implementation and monitoring, along with clear communication about goals, can significantly enhance our performance management system” (Field data, June 2023). While Theory X argues for necessary oversight to ensure compliance, this should be complemented with supportive practices to foster motivation and engagement. The study identifies several strategies for improving performance management practices at SDD-UBIDS: constant feedback, quality consultation, effective stakeholder participation, modernization of practices, and effective implementation and monitoring. These strategies are supported by recent literature and align with theoretical frameworks such as Theory X, Theory Y, Theory Z, and Stakeholder Theory. Integrating these strategies can address current challenges and enhance the effectiveness of PMPs, ultimately leading to better organizational outcomes. By focusing on these areas, SDD-UBIDS can improve its performance management practices and achieve greater alignment with best practices and theoretical insights.

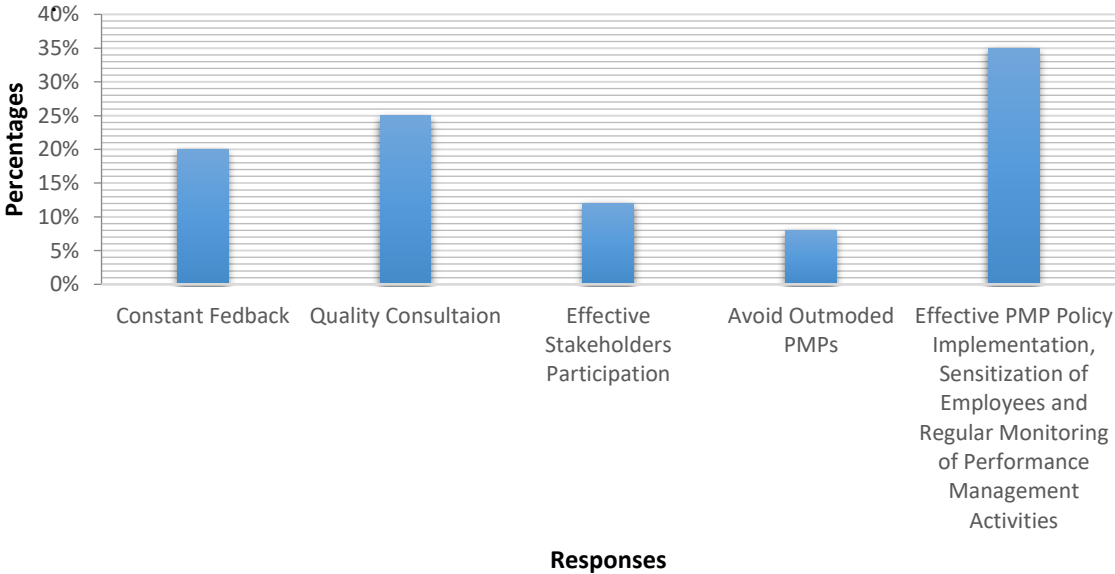


Figure 15: Possible Strategies to Improve Performance Management Practice
Source: Field data, 2023.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the major findings, the conclusion, recommendations of the study, contribution to knowledge and areas for future research.

5.1 Summary of Key Findings

5.1.1 Objective One: Nature of Performance Management Practices at SDD-UBIDS

The investigation into the nature of performance management practices (PMPs) at SDD-UBIDS reveals that approximately 86% of respondents report that PMPs primarily consist of annual performance appraisals. This indicates a strong recognition and application of PMPs aimed at enhancing employee performance. Additionally, respondents noted that these practices are part of a cyclical process designed to provide ongoing feedback and foster continuous improvement. Thus, it can be concluded that the PMPs at SDD-UBIDS are characterized by a continuous improvement approach that integrates regular feedback mechanisms.

5.1.2 Objective Two: Effects of PMPs on Employee Performance

The study aimed to assess the impact of PMPs on employee performance. All respondents indicated that PMPs positively influence employee performance by identifying strengths and weaknesses, improving work effectiveness, and supporting the attainment of organizational objectives. This evidence suggests a beneficial relationship between PMPs and employee performance at SDD-UBIDS.

5.1.3 Objective Three: Challenges Associated with PMPs

The analysis of challenges associated with PMPs revealed that 100% of respondents identified various issues, including implementation difficulties, inadequate logistics, organizational culture barriers, absence of PMP software, poor planning, and challenges in performance measurement. Additional challenges

highlighted were the non-involvement of stakeholders, insufficient management commitment, and lack of PMP expertise. Notably, the lack of management commitment emerged as a significant factor leading to low employee morale and ineffective performance management, thereby hindering the overall success of the system.

5.1.4 Objective Four: Strategies for Improving PMPs

The study identified several strategies for enhancing PMPs at SDD-UBIDS. Respondents suggested the need for constant feedback, quality consultation, effective stakeholder participation, modernization of practices, and thorough implementation and monitoring. It was observed that the lack of employee consultation negatively impacts motivation and morale. Implementing these strategies could potentially address current challenges and improve the effectiveness of PMPs.

5.2 Conclusions

The study's objective was to understand the influence of performance management practices on employee performance at SDD-UBIDS. The research, employing a qualitative method, highlighted the following key points:

- PMPs at SDD-UBIDS primarily involve annual appraisals and cyclical feedback processes, indicative of a continuous improvement approach.
- PMPs have a positive impact, enhancing employee effectiveness and supporting organizational objectives.
- Major challenges include ineffective policy, lack of management commitment, insufficient resources, and absence of modern software and stakeholder involvement.
- Effective strategies include fostering constant feedback, enhancing consultation and stakeholder participation, modernizing practices, and improving implementation and monitoring.

5.3 Recommendations

Based on the study's findings, several recommendations are proposed to enhance performance management practices at SDD-UBIDS:

5.3.1 Enhance Policy and Awareness

The study found that approximately 15% of respondents were unaware of the PMP due to inadequate policy guidelines. The lack of employee consultation during PMP implementation indicates that these practices are imposed rather than collaboratively developed. Aguinis (2013) highlights that successful PMPs require employee involvement. It is recommended that universities and other non-profit organizations improve PMP effectiveness through active employee consultations before implementation. The University Management and Governing Councils should develop and enforce comprehensive policies to support effective PMP implementation.

5.3.2 Increase Transparency and Accountability

Respondents noted a lack of transparency and accountability in the PMPs at SDD-UBIDS, particularly concerning feedback and evaluation processes. Mitchell et al. (2020) suggest that stakeholder engagement is crucial for ensuring accountability. It is recommended that all stakeholders be involved in the PMP process to enhance transparency. University Management, and Governing councils should ensure adherence to PMP policies and promote transparency and accountability in performance management activities.

5.3.3 Strengthen Management Commitment

The study identified a lack of management commitment as a significant factor contributing to PMP failure. Sparrow (2015) asserts that management support is vital for successful PMP implementation. Therefore, it is recommended that key management figures, including the Vice-Chancellor, Registrar, Human Resource Director, and Heads of Departments, are fully committed to PMP policies. Providing both financial and non-financial incentives can enhance management interest and improve the effectiveness of PMPs. Addressing these recommendations will enable SDD-UBIDS to refine its performance management practices, thereby improving organizational outcomes and enhancing employee performance management. Further research could investigate how these strategies affect performance management in various contexts and how they can be adapted to meet evolving organizational needs.

5.4 Contribution to Knowledge and Implications

5.4.1 Novelty and Originality

This research significantly expands the existing body of knowledge by providing a comprehensive analysis of Performance Management Practices (PMPs) within the context of SDD-UBIDS from an educational perspective, an area previously unexplored in Ghana and beyond. This study is pioneering in its investigation of the influence of PMPs on employee performance specifically within SDD-UBIDS, marking it as the first research of its kind in this context.

5.4.2 Methodological Rigor

The study employs a robust methodological framework that includes triangulation through open-ended questionnaires, interviews with top award-winning employees, management and supervisory staff, and qualitative data collection. This multifaceted approach not only enhances the reliability and depth of the findings but also provides a comprehensive understanding of the implementation and impact of PMPs at SDD-UBIDS. The inclusion of diverse perspectives from various managerial levels and award-winning employees contributes to the study's credibility and offers valuable insights for improving PMP practices.

5.4.3 Theoretical Integration

While previous research has explored Stakeholder Theory, Theory X, Theory Y, and Theory Z in relation to PMP implementations, these studies often lack a specific focus on the context of SDD-UBIDS. This research's use of a single case study and a qualitative approach delivers rich, descriptive results that enhance comprehension and application of these theories within the unique setting of SDD-UBIDS.

5.4.4 Practical Implications

The study underscores the importance of management commitment to PMP implementation. It highlights that when management demonstrates dedication and PMPs are correctly executed, there is a potential for improved employee performance and organizational effectiveness in higher education institutions. This finding suggests that enhancing organizational commitment and performance

through effective PMP policies can yield substantial benefits for both individual employees and the institution.

5.4.5 Strategic Recommendations

Given that employees are critical assets in enhancing institutional performance, the study advocates for a strengthened commitment from management towards PMP initiatives at SDD-UBIDS. Engaging employees in the development and refinement of PMP policies is recommended to ensure that these policies are practical, acceptable, and effectively implemented, thereby improving overall performance within the higher education sector.

5.5 Areas for Future Research

The primary focus of this study is the influence of PMP on employee performance. Findings indicate general awareness of PMP among both teaching and non-teaching staff. Future research could explore how age, job position, education level, and work experience influence satisfaction with PMP. Additionally, comparative studies could assess satisfaction levels between teaching and non-teaching staff concerning PMP implementation.

Furthermore, this study identifies a lack of management commitment as a significant factor contributing to PMP failure at SDD-UBIDS. Future research should investigate the underlying causes of this lack of commitment and explore strategies to address it, ensuring more effective PMP execution and enhanced organizational performance.

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APPENDIX A

QUESTIONNAIRE FOR YOUR RESPONSE.

Dear Sir or Madam,

I am Joseph S.K. Bagah, a PhD student pursuing a degree programme in Social Administration at SDD-UBIDS. I would be grateful if you could answer these questions in relation to how performance management practices influence employees' performance to improve employees' performance in public universities in Ghana. Your response will be useful in increasing the knowledge base on how to improve performance management practices in SDD-UBIDS. Please be assured that answers and information will be handled in a confidential manner. Where optional answers are given, you may tick where appropriate and write where blank spaces are given in dotted lines. Please, for any inquiry or suggestion, contact me 0246012091, 0209253715, or joe.bagah@ymail.com.

Section A: Respondent's Background.

1. Date...
2. Age of Respondents: a. 0-19 (), b. 20-39(), c. 40-59 (), d. 60+ ()
3. Sex: a. male (), b. female (), c. others ()
4. Marital Statutes: a. Single () b. Married () c. Divorced () d. Widowed ()
others specify
.....
5. Level of Education: SSS, SHS, Tertiary
6. Position:

Section B: The Practice and Nature of Performance Management in SDD-UBIDS

1. How long have you been working with the University?
-

2. Are you aware of any performance management practice system in SDD-UBIDS?

- Yes ()

- No ()

3. What is the nature of the performance management practices in SDD-UBIDS?

4. Is the performance management system transparent and does it ensure accountability in SDD-UBIDS?

- Yes ()

- No ()

- Please explain:

5. How would you assess the performance management system in SDD-UBIDS?

6. Do you think the university applies the basic principles of performance management in its practice?

- Yes ()

- No ()

- If yes, please list any principles you know:

7. Do you know how teaching and non-teaching staff are evaluated in SDD-UBIDS?

- Yes ()

- No ()

- If yes, please explain:

Section C: Challenges Associated with Performance Management Practices

1. Do you think there are challenges associated with performance management practices in SDD-UBIDS?

- Yes ()
 - No ()
 - If yes, please list them:
-

2. Do you believe there are causes of performance management practice failure in SDD-UBIDS?

- Yes ()
 - No ()
 - If yes, please list some:
-

Section D: Performance Management Practice and Employee Performance

1. Do you think performance management practices affect employees' performance in SDD-UBIDS?

- Yes ()
 - No ()
 - Please briefly explain your answer:
-

2. Are you aware of any uses of performance management practices in SDD-UBIDS?

- Yes ()
 - No ()
 - If yes, please list some uses:
-

3. Do you think performance management practices provide management with information to make quality decisions?

- Yes ()
 - No ()
 - Please explain:
-

4. Are the results of performance management practices linked to promotions, salary increments, training, and scholarship decisions in SDD-UBIDS?

- Yes ()

- No ()

- Please briefly explain your answer:

Section E: Strategies to Improve Performance Management Practice

1. Do you think there are strategies that could improve performance management practices in SDD-UBIDS?

- Yes ()

- No ()

- If yes, please list some strategies:

APPENDIX B

My name is Joseph S.K. Bagah, and I am a student of SDD-UBIDS conducting interviews to collect data for my thesis.

Section A: Socio-Demographic Background of the Respondents

1. Date and Time of Interview:

2. Department/Section/Unit:

3. Gender/Sex:

- Male ()

- Female ()

4. Age of Respondent:

5. Marital Status:

- Single ()

- Married ()

- Divorced ()

- Widow ()

- Widower ()

6. Highest Educational Achievement:

- Basic ()

- Secondary ()

- Tertiary ()

Section B: Does Performance Management Affect Employees' Performance in SDD-UBIDS?

1. How long have you been working with the university?

2. Are you aware of any performance management practice system at the university?

- Yes ()

- No ()

- Please explain:

3. If yes, what is the nature of the performance management practices in SDD-UBIDS?

4. Is performance management measurement transparent, impartial, and accountable in SDD-UBIDS?

- Yes ()

- No ()

- Please explain:

5. How would you assess the performance management practices system at the university?

6. Do you think the university applies basic principles to its performance management practice?

- Yes ()

- No ()

- If yes, please list any principles you know:

7. Do you know how teaching and non-teaching staff are evaluated at the university?

- Yes ()
 - No ()
 - If yes, how are they evaluated?
-

8. Do heads of department set performance indicators or targets for employees at the university?

- Yes ()
 - No ()
 - Please explain your answer:
-

Section C: Challenges Associated with Performance Management Practices

1. What challenges associated with performance management practices in SDD-UBIDS do you know of?

2. Do you know the causes of performance management practice failure at the university?

- Yes ()
 - No ()
 - If yes, please list some:
-

Section D: Performance Management Practice and Employee Performance

1. Are there effects of performance management practices on employees' performance in SDD-UBIDS?

- Yes ()
 - No ()
 - Please briefly explain:
-

2. Do performance management practices support employees in increasing their performance in SDD-UBIDS?

- Yes ()

- No ()

- If yes, please explain:

3. Are you aware of any uses of performance management practices in SDD-UBIDS?

- Yes ()

- No ()

- If yes, please list some uses:

4. Do you think performance management practices provide management with information to make quality decisions?

- Yes ()

- No ()

- Please explain:

5. Are the results of performance management practices linked to promotions, salary increments, training, and scholarship decisions in SDD-UBIDS?

- Yes ()

- No ()

- Please briefly explain your answer:

Section E: Strategies to Improve Performance Management Practice

1. Are there alternative strategies to improve performance management practices in SDD-UBIDS?

- Yes ()

- No ()

- If yes, please list some strategies:

APPEENDIX C

Participant Consent/ Consent Withdrawal

TITLE OF THE THESIS: Performance Management Practice and Employee Performance in the Simon Diedong Dombo University of Business and Integrated Development Studies (SDD- UBIDS).

Name of

Researcher:

Participant

Identification

Number

S/N	Description	Remarks
1.	I affirm that I read the informational document for the study and took advantage of the opportunity to ask questions. Yes/No	
2	I am aware that my participation is voluntary and that I can leave at any moment, without having to give a reason. Yes/No	
3	I am aware that before the data is being analyzed, my responses will be made anonymous. I further agree that the study team may access the anonymized versions of my responses. Yes/No	
4	I consent to having my interview audio recorded. Yes/No	
5	I consent to the publication of quotes without my identity. Yes/No	
6	I accept to participate in the study mentioned above. Yes/No	

Please complete Section A or B at any one time. Thank you.

Section A. Consent Form:

.....
Name of Participant	Date	Signature
.....
Name of Recorder	Date	Signature

NB. Signed consent form will be stored securely by the researcher.

Section B Consent Withdrawal:

I revoke my permission to take part in the study. By checking the box here,

I certify that any information I provide won't be utilized for the research purpose.

.....

Name of Participant