



ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

**MANAGING PERFORMANCE OF ACADEMIC STAFF IN PRIVATE HIGHER
EDUCATION INSTITUTIONS: THE CASES OF UNITY AND ST. MARY'S
UNIVERSITIES**

BY

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DECEMBER, 2021

ADDIS ABABA, ETHIOPIA

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**A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
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MANAGEMENT.**

DECEMBER, 2021

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DECLARATION

I, the undersigned, declare that the thesis entitled “Managing Performance of Academic Staff in Private Higher Education Institutions: the Case of Unity and St. Mary’s Universities” is the result of my own effort and has not been presented to any university in the same or different form to merit a Master’s Degree other than that for which I am now a candidate, and that all sources used for the thesis have been duly acknowledged.

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STATEMENT OF CERTIFICATION

This thesis entitled “Managing Performance of Academic Staff in Private Higher Education Institutions: the Cases of Unity and St. Mary’s Universities” is done by Yemisrach Nigatu and has been submitted to College of Education and Behavioral Studies, Addis Ababa University for examination with my approval as a university advisor.

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LIST OF ACRONYMS AND ABBREVIATIONS

EU: European Union

EVP: Executive Vice president

HEIs: Higher Education Institutions

HRM: Human Resource Management

ODL: Open and Distance Learning

PAs: Performance Appraisals

PFP: Pay-For-Performance

PM: Performance Management

ABSTRACT

This research assesses the performance management of academic staff in Unity and St. Mary's Universities. In doing so, data were collected through questionnaire from 163 total academic staff (58 from Unity University, 105 from the St. Mary's University). Also deep-interview was conducted with randomly selected individuals from the selected universities. Besides, secondary data were collected from both Higher education and quality assurance offices. Descriptive design was in this study. The findings of this study indicated that the lived experience of the universities in performance management of academic staff is found to be poor and needs to be matured. The academicians have been found almost concentrated on teaching activity. The involvement of the academicians in research, publication, symposium, community service and grant project is insignificant. From the total number of 163 teachers who were participants of the study only 7 teachers have the experience of less than 2 years. Accordingly, 88 teachers have 3- 5 years of work experience. The 53 teachers have 3-5 years of work experiences. 23.9% of the academicians agreed on the necessity of annual performance appraisal. The overall performance evaluation of the instructor's was 75.5% out of 100%. With minimum of 65% and maximum 86%. 60.8% of the academicians agreed that they inform consultation hour and solves students' academic problems on time. Core competency and professional competency are statistically significant in correlation ($p < 0.05$). Performance management for academic staff needs more attention for the overall qualification of academy industry. This study was conducted under two private universities. From this study it has been drawn that performance management is going to be a complex and difficult reality. Therefore, from this study the following conclusions have been made. The Universities need to implement performance management (PM) procedures to improve the performance of academicians and align individual goals setting and objectives with the university strategic goals. The universities also need to apply the encouragement strategies and capacity building package for academicians. This can improve the overall performance of the universities to achieve its intended end.

Keywords: Performance Management, Academic Staff, Unity and St. Mary's Universities

CHAPTER ONE

INTRODUCTION

In this chapter, which is introductory in nature, background, statement of the problem, objectives, research questions, significance, scope and limitations of the study are set out.

1.1 Background of the Study

During the last three decades the Ethiopian higher education system has been changed. Access and expansion has been made to both private and public higher learning institutions particular since the 1990s (Zelalem, 2015). The expansion and access has brought transformation intended to reverse inequities born by the practices of the previous governments. The system has been going through progressive national education policies and legislative initiatives to which it must respond. The government has given due attention to expansion of higher education to ensure equity and access to all region of the country.

Higher learning institutions must discern options for dealing with, among other issues, the escalating costs of institutional operation and maintaining sustainability amidst dwindling government subsidies; increasing inter institutional competition for the best academics and students; and the ever-changing demands of the various higher education stakeholders (Fadeeva and Moczuki, 2010; Deem et al., 2008; Olssen and Peters, 2005; Bleiklie, 2001).

In the wake of democracy many human resources management and development inefficiencies surfaced, both for Ethiopia and the African continent as a whole. The fact that Ethiopia cannot generate sustainable socio-economic development without investing in human development became evident. In an attempt to respond to this need, Ethiopian government has been exerting insurmountable pressure on public services sectors to be more productive.

Higher education institutions in a country are expected to play a critical role in the development of human resources and in the overall social development and transformation of the country by, among other things, reducing poverty, promoting peace and stability and economic growth and most importantly with innovation and research development (Smeenk, Teelken, Eisinga and Doorewaard, 2008; Bleiklie, 2001).

HEIs set norms, standards, benchmarks, and quality controls to measure their performance as they are increasingly market-led and customer-driven (Jauhiainen, Jauhiainen, Laiho and Lehto, 2015; Billing, 2004; Etzkowitz, et al., 2000). Specifically, the universities' performance is having a positive effect on the economic development of societies through the provision of inclusive, democratized access to quality education and high impact research (Arnesen & Lundahl, 2006). Moreover, such institutions are also expected to forge strong relationships with marketplace stakeholders, including business and industry (Waring, 2013).

As a result, many universities have adopted, or are trying to adapt to the changing environment as they re-structure their organizations and put more emphasis on improving their organizational performance. These developments have inevitably led to the emergence of bureaucratic procedures and processes (Jauhiainen et al., 2015). They have even started using the corporate language as they formulate plans, set objectives, and use performance management criteria to control their resources (Smeenk et al., 2008; Ball, 2003).

Academic commentators frequently suggest that the managerial strategies, structures, and values that belong to the 'private sector' are leading to significant improvements in the HEIs' performance (Waring, 2013; Teelken, 2012; Deem and Brehony, 2005; Deem, 1998). On the other hand, critics argue that the 'managerial' universities are focusing on human resource management (HRM) practices that affect the quality of their employees' job performance (Smeenk et al., 2008). Besides, HEIs are employing bureaucratic procedures involving time-consuming activities that could otherwise have been invested in research activities and/ or to enhance teaching programs. The management agenda is actually imposed on the academics' norms of conduct and on their professional behaviors. Therefore, universities' leadership can affect the employees' autonomies as they are expected to comply with their employers' requirements (Deem and Brehony, 2005). Smeenk et al. (2008) posited that this contentious issue may lead to perennial conflicts between the employees' values and their university leaders' managerial values; resulting in lower organizational commitment and reduced productivities.

HEIs' managerial model has led to a shift in the balance of power from the academics to their leaders as universities have developed quality assurance systems to monitor and control their academic employees' performance (Camilleri, 2018; Cardoso, Tavares and Sin, 2015). This trend towards Managerialism can be perceived as a lack of trust in the academic community.

However, the rationale behind managerialism is to foster a performative culture among members of staff, as universities need to respond to increased competitive pressures for resources, competences and capabilities (Decramer et al., 2013; Marginson, 2006; 2001; Enders, 2004). These issues have changed the HEIs' academic cultures and norms in an unprecedented way (Chou and Chan, 2016; Marginson, 2013).

HEIs have resorted to the utilization of measures and key performance indicators to improve their global visibility. Their intention is to raise their institutions' profile by using metrics that measure productivity. Many universities have developed their own performance measures or followed frameworks that monitor productivity of academic members of staff (Taylor and Baines, 2012). Their objective is also set to audit their academic employees' work. However, their work cannot always be quantified and measured in objective performance evaluations. For instance, Waring (2013) argued that academic employees are expected to comply with their employers' performance appraisals (PAs) and their form-filling exercises. The rationale behind the use of PAs is to measure the employees' productivity in the form of quantifiable performance criteria. Hence, the PA is deemed as a vital element for the evaluation of the employees' performance (Kivistö et al., 2017; Dilts et al., 1994). The PA can be used as part of a holistic performance management approach that measures the academics' teaching, research and outreach. This performance management tool can possibly determine the employees' retention, promotion, tenure as well as salary increments (Subbaye, 2018; Ramsden, 1991).

Even though higher learning institutions is expanding and accessing in Ethiopia, there has been grappling with multifaceted challenges which, among others, include the issue of quality, autonomy, lack of adequate resource and facilities, teachers working conditions, salary and incentives and overall management (forum for Social studies 2007). This can affect not only the performance of their employees but also against the three pillars of higher education: teaching, research and community service set by Ministry of Education in Ethiopia. Looking into the ways that how and to what extent private higher learning institutions manage and evaluate their Academic performance can be triggering issue to study.

Unity University was established in 1991. It started with not more than 50 students, a few part-time teachers and administration personnel. Progressively, the institute launched diploma programs in accounting, marketing, business, personnel administration, secretarial science and office management from 1997 to 1999. In March 1998 the institute was upgraded to a college

level, following its achievements in education, becoming the first privately owned college in Ethiopia. Later named Unity College, the institute has promoted innovative approaches and launched degree programs in various disciplines. Unity was promoted to university level in 2008, becoming the first privately owned university. Similarly, St. Mary's University was established in 1998 under St. Mary's general education development plc. with its head office in Hawassa branch in Addis Ababa. It commenced its operations in the same year with 70 students studying in three departments: accounting, marketing and law. Envisaging the trend of development of the conventional mode of learning, it moved its head office to Addis Ababa. In 1999 it opened the department of secretarial science and office management with a view to broaden its programs to department of computer science and other departments. Since September 2000 it has launched the degree program in law. Starting from their establishment up to now this private university distributes their education system through formal and non-formal learning. Through the years, both universities have played a pioneering role in providing quality education and setting a fine record.

1.2 Statement of the Problem

Nowadays performance management is an important issue of organizational/institutional effectiveness. The effectiveness and sustainability of an institution depends on its well management and evaluation of the human resource (Granero2020). This practice is a significant tool in especially higher learning institutions. Performance management plays a vital role in motivating the employees to bring efficiency in the higher learning institutions as they are incubators of the human capital who determine the country's overall developmental aspirations.

Managing performance of academic staffs is a focal role in higher education institutions (Solank, 2017). Although institutions and the management are aware of its relevance and the positive outcomes, yet it remains more of a concept which is actually not implemented correctly in higher learning institutions (Getu, 2020). According to Solanki (2017), performance management of academic staffs still has a long way to go in fulfilling its roles and objectives. This is particularly the case in higher education institutions in Ethiopia (Getu 2020) .Getu's research work focused on public universities in Ethiopia while the current study is on private higher learning institutions.

Solanki (2017) argues that numerous shortcomings still exist in the performance management of academic staffs of higher education institutions in Africa. Some of the findings point to the fact that performance management in African higher education institutions is not only a poorly conceptualized issue, but it also remains a poorly executed process which is thus failing to achieve its intended purpose. Solanki's remark triggers to look into investigating the issue further.

Public higher education as a sector plays greater role in enhancing human capital and endeavors to poverty alleviation, promoting good governance, realizing political stability and economic well-being of a country (Zelalem, 2015). They are incubators of scientific research, innovation and technology transfer and most importantly centers of quality and excellence. This can be materialized if higher education institutions develop a culture of properly managing their employees' performance as it is significant tool for bringing quality and innovation.

Ethiopia has provided immense expansion to both public and private higher education since the 1990s. The expansion of private higher learning institutions also play an important role in knowledge production, employment opportunities and filling education access gaps. However, private higher learning institutions are being under scandal by their service quality (Tirussew, 2018). In this regard, graduates from private academic institutions are curtailed by their poor performance and scalability skills. Bozeman and Gaughan (2011) argue that higher learning institutions in Ethiopia face with brain drain, and producing incompetent graduates. They also highlight Ethiopian higher educations' poor publication and research incentives compared to some African countries. Based on this perspective this study is developed to look in to how private higher education manage their academic staff as significant element to change the institution.

Moreover, performance management is an important tool for brining positive outcomes to an organization. This is also true for higher learning institutions. There are many implications as performance management allows institutions in creating job satisfaction for academician and facilitating a desirable environment for students to study and enhance their abilities to increase their understandings (Kowsuvon, 2016). Therefore, this study, in an attempt to initiation, tries to assess the performance management of the academic staffs in Unity and St. Mary's Universities.

1.3 Research Questions

This study answers the following research questions.

1. How is the performance assessment of academic staff is managed in private higher education institutions?
2. What the job satisfaction and career path of the academicians private higher education institutions look like?
3. How can the performance of the academic staff assessment be organized and systematized in private higher education institutions?
4. What action is taken by the institutions in both good and poor performance of the academicians?

1.4 Objectives of the Study

1.4.1 General Objective of the Study

The general objective of this research is to assess the performance management of the academic staffs in Unity and St. Mary's Universities.

1.4.2 Specific Objectives of the Study

This study is also designed to answer the following specific objectives:

1. To assess job performance of the academic staff in Unity and St. Mary's Universities.
2. To evaluate the job satisfaction and career path of the academicians in the selected universities,
3. To indicate the tools that help to manage and assess the job performance of academicians and how it looks like based in the universities.
4. To identify the mode of reward and penalties for a good and poor performance of the academicians in the universities.

1.5 Significance of the study

This research is significant to give feedback to academic staffs, directors of the colleges and department heads, Ministry of Science and Higher education and particularly for researchers in the area. The result of this performance management of academicians may also help for the academic staffs to improve their limitation or gaps, identify training needs topics/ issue, promotion and identify their strengths and weaknesses. Moreover, it helps to improve the job performance of academic staffs. It encourages them to reanalyze their views; its insight the method of selection criteria for reward and promotion of the best qualified academic staffs in future. These, in turn, help the government universities to benefit from the improved performance of academic staffs. If the level of motivation among academic staffs is high, the quality of education, training, consultancy service, and research will be to the standards. Moreover, the study can help researchers in the provision of information as secondary data for future use in the academic area and research. This study would provide clues for academic staffs and researchers about performance appraisal system in place and pave the way for further investigation.

1.6 Scope of the Study

The study was delimited conceptually, geographically and in terms of participants. Conceptually, it is focused on trying to elaborate private higher learning institution in the aspects of the contribution for the productivity of the organization, the promotions, transfers and rewards of the employee. It also tries to assess good performance, lack of employee performance assessment aspects and its consequence. Geographically it is delimited to St. Mary's and Unity Universities only at their Addis Ababa main campuses.

1.7 Limitation of the Study

Performance management depends on different factors but for the purpose of this study researcher focused on the performance management of the academicians in Unity and St. Mary's universities. Lack of relaxed time for data collection as it was during Covid-19 pandemic is one factor for limitation of this study. The situation does not allow gathering condensed information on the topic. The research concepts also limited to give more emphasis for the investigation of the relationship between performance management and motivation of employees.

This is because motivation is not the only factor that can be affected by performance management processes. Therefore other researchers can investigate on this area of concern employing alternative methods and resources of data.

1.8 Operational Definitions of terms

Academic staff includes personnel whose primary assignment is instruction, research, or public service. This includes staff personnel who hold an academic rank with titles such as professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of these academic ranks. The category includes personnel with other titles, (e.g., dean, director, associate dean, assistant dean, chair or head of department), if their principal activity is instruction or research. It does not include student teachers or teacher aides.

Employee is a person who is paid to work for someone else.

Performance Appraisal is the process of identifying, evaluating and developing the work performance of employees to help achieve the goals and objectives of the organization.

Performance Assessment, also known as alternative or authentic assessment is a form of testing that requires students to perform a task rather than select an answer from a ready-made list.

Performance Management is an ongoing process of communication between a supervisor and an employee that occurs throughout the year, in support of accomplishing the strategic objectives of the organization.

Private Higher Education/ University: A private college is an independent school that sets its own policies and goals, and is privately funded. Private colleges are generally smaller than public or private universities.

1.9 Organization of the Thesis

This thesis has five chapters. The first chapter is an introduction part which covers background, statement of the problem, research questions and objectives, significance, scope and limitations of the study. The second chapter presents review of literature. The research design and methodology were presented in chapter three. Presentation, analysis and interpretation of the analysis were presented in chapter four, and the last chapter, chapter five, presents summary, conclusions and recommendations of the study.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. The Performance Management Frameworks in Higher Education Institutions

HEIs evaluative systems may include an analysis of the respective universities' stated intentions, peer opinions, government norms and comparisons, primary procedures from 'self-evaluation' through external peer review. These metrics can be drawn from published indicators and ratings, among other frameworks (Billing, 2004). Their performance evaluations can be both internally or externally driven (Cappiello and Pedrini, 2017). The internally driven appraisal systems put more emphasis on self-evaluation and self-regulatory activities (Baxter, 2017; Bednall, Sanders and Runhaar, 2014; Dilts et al., 1994). Alternatively, the externally driven evaluative frameworks may involve appraisal interviews that assess the quality of the employees' performance in relation to pre-established criteria (DeNisi and Pritchard, 2006; Cederblom, 1982).

Many countries, including the European Union (EU) states have passed relevant legislation, regulatory standards and guidelines for the HEIs' quality assurance (Baxter, 2017), and for the performance evaluations of their members of staff (Kohoutek et al., 2018; Cardoso et al., 2015; Bleiklie, 2001). Of course, the academic employees' performance is usually evaluated against their employers' priorities, commitments, and aims; by using relevant international benchmarks and targets (Lo, 2009). The academics are usually appraised on their research impact, teaching activities and outreach (QS Ranking, 2019; THE, 2019). Their academic services, including their teaching resources, administrative support, and research output all serve as performance indicators that can contribute to the reputation and standing of the HEI that employs them (Geuna and Martin, 2003).

Notwithstanding, several universities have restructured their faculties and departments to enhance their research capabilities. Their intention is to improve their institutional performance in global rankings (Lo, 2014). Therefore, HEIs recruit academics who are prolific authors that publish high-impact research with numerous citations in peer reviewed journals (Wood and Salt, 2018; Author, 2018). They may prefer researchers with scientific or quantitative backgrounds,

regardless of their teaching experience (Chou and Chan, 2016). These universities are prioritizing research and promoting their academics' publications to the detriment of university teaching. Thus, the academics' contribution in key international journals is the predominant criterion that is used to judge the quality of academia (Billing, 2004). For this reason, the vast majority of scholars are using the English language as a vehicle to publish their research in reputable, high impact journals (Chou and Chan, 2016). Hence, the quantity and quality of their research ought to be evaluated through a number of criteria (Lo, 2014; 2011; Dill and Soo, 2005).

University ranks sites, including (THE) and the QS Rankings, among others, use performance indicators to classify and measure the quality and status of HEIs. This would involve the gathering and analysis of survey data from academic stakeholders. THE and QS, among others clearly define the measures, their relative weight, and the processes by which the quantitative data are collected (Dill and Soo, 2005). The Academic Ranking of World Universities (ARWU) relies on publication-focused indicators as 60 percent of its weighting is assigned to the respective university's research output. Therefore, these university ranking exercises are surely affecting the policies, cultures and behaviors of HEIs and of their academics (Wood and Salt, 2018; De Cramer et al., 2013; Lo, 2013). For instance, the performance indicators directly encourage the recruitment of international faculty and students. Other examples of quantitative metrics include the student enrolment ratios, graduation rates, student drop-out rates, the students' continuation of studies at the next academic level, and the employability index of graduates, among others. Moreover, qualitative indicators can also provide insightful data on the students' opinions and perceptions about their learning environment. The HEIs could evaluate the students' satisfaction with teaching; satisfaction with research opportunities and training; perceptions of international and public engagement opportunities; ease of taking courses across boundaries, and may also determine whether there are administrative / bureaucratic barriers for them (Kivistö et al., 2017; Jauhiainen et al., 2015; Ramsden, 1991). Hence, HEIs ought to continuously re-examine their strategic priorities and initiatives. It is in their interest to regularly analyze their performance management frameworks through financial and non-financial indicators, in order to assess the productivity of their human resources. Therefore, they should regularly review educational programs and course curricula (Kohoutek et al., 2018; Brewer and Brewer, 2010). On a faculty level, the university leaders ought to keep a track record of changes in the size of departments; age and distribution of academic employees; diversity of students and

staff, in terms of gender, race and ethnicity, et cetera. In addition, faculties could examine discipline-specific rankings; and determine the expenditures per academic member of staff, among other options (Abachi K., 2018).

According to Longenecker (1999), an organization for many reasons require a performance management system for captivating sharp decisions regarding promotions, salary increases, depose, dissolution, honorarium, compensation and rewards.

The aim of performance management system prompts the relevant endowment concerning service delivery and inscribing “Batho Pele” (people first) principle in conducting transactions with community challenges smartly in transforming Educational Institutions.

In higher education institutions (Further Higher Education Institution would read as HEI), performance management is contemplated as a tool for managing performance of the individual which is growing notoriety (Kamel Mellahi, 2016). For various convictions and distinct formats, institutions are using the system for discovering and describing the role of each employee, fixing objectives for enlightening the growth of the employees as well as the institution entirely, monitoring and assessing the performance and framing the path for appraisal.

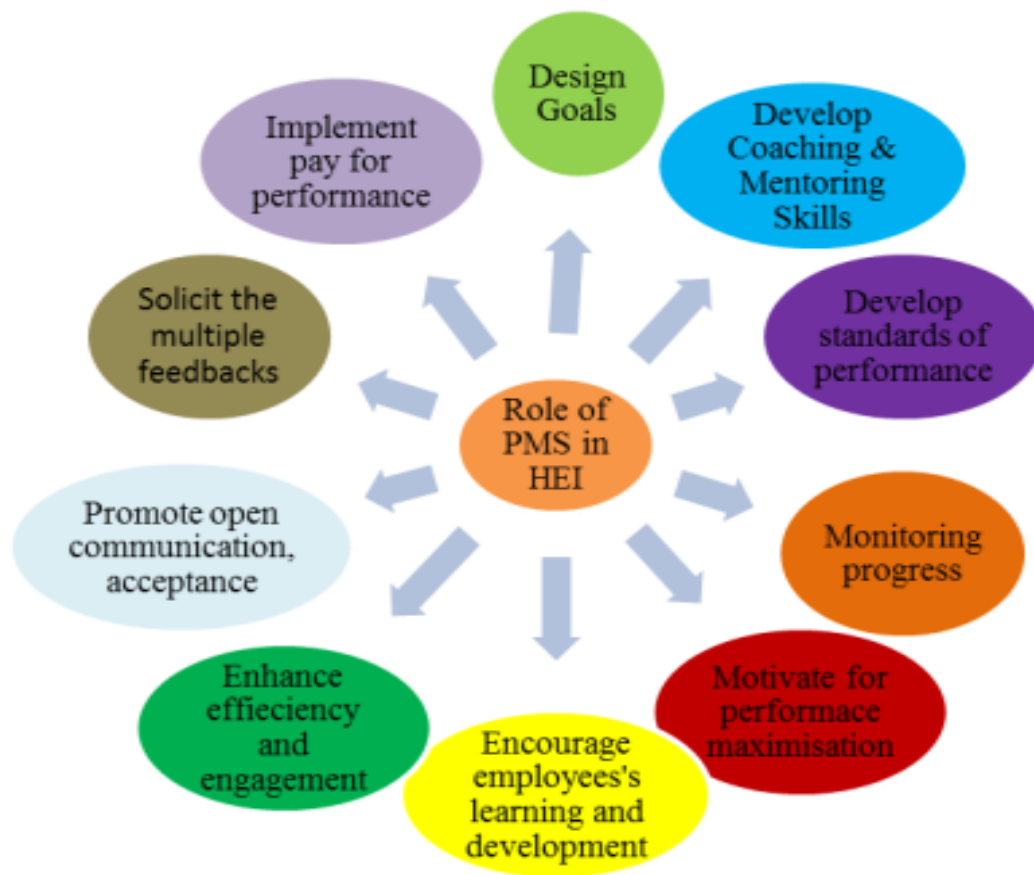


Figure 2. 1: The role of Performance Management System in HEI (Self)

Locke (1976) defining job satisfaction as an enjoyable and a positive emotional state that is a result of the evaluation of one's job experience. It refers to employees' satisfaction with the general aspects of the work situation, such as pay, supervision, the organization as a whole, the job itself, fellow employees and prospects of advancement. It can be measured through employee attitudes, turnover, absenteeism and grievances (Noordine, 2009). Satisfied employees will always endeavor to be loyal to their organization, willingly align their tasks with organizational goals, and put more effort into achieving these goals. According to Nel, Van Dyk, Haasbroek, Schultz, Sono and Werner (2004), factors affecting job satisfaction can be either personal or organizational. Personal factors include race, gender, educational level, tenure, age and marital status, while organizational factors include work itself, remuneration/pay, supervision, promotion opportunities, coworkers, job status and job level.

Schulze (2006), Flaniken (2009) and Noordine (2009) found in their studies that academic staffs are generally satisfied with their jobs. The study conducted by Schulze (2006) identified one main satisfying aspect in academic work to be flexibility of working hours, as this grants academics enough time to do their research; as well as the freedom to do outside work for an additional income. However, while this is true at the residential HEIs, it is not the case with the ODL institutions. Academics at ODL institutions are office-bound and their full-time availability in offices is emphasized in their job descriptions. Their performance review emphasizes their full-time availability in the office, at the same time emphasizing research outputs. According to Turk (2008) and Pienaar and Bester (2007), this is a serious dilemma that frustrates these academics, as it deprives them of opportunities for promotion.

Analyze of researches done on performance appraisal in academia revealed that increased competition between universities served as the driver for implementing improved performance management systems and resulted in a greater focus on appraising the performance of both faculty and staff. As a result, the level of professionalism in managing faculties and academics has increased. Also, the measures on how the performance is evaluated have become more diverse.

Similar to the private sector and public sector, the research on the effectiveness of the use of PFP systems (and linking appraisals with pay level) in academia have not reached consensus. For example Bogt, Scapens (2012) argue that performance appraisal inhibits the creativeness of both teaching and research. And as the pressure on funding on university level is increasing, so does the focus on individual performance evaluations and associated level of stress of academic staff. Another observable trend is increasing in authority and power of non-academic staff (managers) in decision making and decline of academic voice and freedom (Melo, Sarrico, Radnor 2010).

Performance management measures, including appraisal and remuneration, associated with several problems. Some problems can be attributed to the inappropriateness of the tool to the environment of academia, but there are also certain proportion of problems that can be traced back to incorrect or incomplete utilization of those tools. Research has established several dilemmas in the implementation of performance management - uncertainty of science (lack of clear "activity - result" link), verification of performance measures, transparency in public the provision of information and actions taken to meet those goals (Zia, Koliba 2011). Those potential problems are magnified, if performance appraisals are conducted unilaterally, are hierarchical -based and as a result foster fear. In that case the appraisal becomes distorted and instead of motivating effect, it results in demotivation and loss of job satisfaction (Pascal, Marschke 2008). A Second set of issues can be attributed to multitude of goals that a university faces - it needs to balance its resources and efforts between high-level international research, development of national scientific and higher-education systems, educating specialists in the job market, cooperation with local companies and community etc.

Performance management has led to increased number of publications, especially in journals ranked as "high tier" by university performing appraisals. To generalize the results of implementing those tools in academia - what gets appraised, gets improved. The problem, however, is that increase in quantity of publications have led to lower quality of those publications (Gil-Anton 2011). As a result, in order to decrease the negative aspects of quantitative measures, British universities have started to combine measurement of performance with a greater degree of academic freedom and development. And in order to further decrease the dominance of quantitative productivity measures and impact of financial performance indicator, other systems have been introduced, that are based on qualitative-measures, including for example EFQM (Bogt, Scapens 2012). Performance management systems of academic staff must serve to foster development and should be focused towards constantly improving the quality. Quantitative measures widely established as a base for an appraisal in academia have failed to serve its purpose; therefore the systems should be balanced with qualitative measures.

2.2. Rewards for Good Performance

Institutions can reward employees in a variety of ways, some of which may be specified in contracts of employment.

Pay acceleration: One of the most common methods of reward is the accelerated pay increment. The reasons for awarding pay acceleration need to be specifically laid down in the reward policy and in the employee's terms and conditions in an objective and measurable way. Without such clarity in the policy, individuals who are not awarded an accelerated increment could have grounds for pursuing a claim for unlawful discrimination or an equal pay claim.

Promotion: Promotion is an obvious form of reward, but opportunities to do this can be constrained. The two principal constraints are a lack of availability.

- Roles to which the individual could be promoted
- Money to pay the increase in salary.

Promotional procedures differ between institutions and need to be transparent and carefully monitored from an equal opportunities perspective. Many discrimination cases arise from complaints about the promotion procedures.

Many higher education institutions surveyed have introduced contribution-related pay into their local agreements. Some institutions have introduced a professorial review of salaries and a contribution-based reward scheme; others have policies which have not been implemented uniformly across the institution. Much appears to depend upon resources available as well as the organization's culture and strategic intentions.

In some institutions, a contractual probationary period is introduced on promotion to protect against a failure of the promoted individual to perform.

Market supplements: Market supplements have been in use for some time in many of the larger institutions. Rather than a form of reward for good performance, market supplements are used to retain academic staff—particularly those who could obtain much better salaries in the private sector.

2.3. Penalties for Poor Performance

Penalties for poor performance fall into two main areas.

- Changes in terms and conditions that are already contractually already allowed.
- Those subject to a formal disciplinary or capability procedure.

HR professionals should be aware of the need for due process in determining any change to an employee's terms and conditions.

A number of institutions (notably those in the post-1992 sector) have contractual terms that allow the withholding of increments in circumstances where performance is not adequate. However, if this is not already a contractual term, it will represent a breach of contract unless it is done by agreement with the individual, possibly as an alternative to a formal warning

Barring incremental progression: Introducing bars and barriers to incremental progression in the salary scales is one means of restricting salary progression. These can be used as periodic checks in relation to measured performance, with the non-performer being held without progress on the incremental scale until improvements are made.

Demotion: Demotion is an option in relation to poor performance, as is withholding pay for a period of time, but these must only be applied after the appropriate disciplinary or capability procedure has been completed. Some institutions have such sanctions written into their procedures, though often they can be negotiated with the individual. HR professionals may prefer to leave such sanctions unspecified, as it allows other options to be explored in the event of a proven case of poor performance.

Teaching-only contracts: Many institutions have adopted the practice of offering teaching-only contracts with poor or non-active researchers. This may be preferable to the individual as it takes the pressure off them to perform in the research area. It can also solve departmental workload issues by reducing the teaching load of more active researchers. However, HR professionals need to be aware that the academic unions take issue with teaching-only contracts, which they see as a watered-down version of an academic contract.

2.4. Goal Setting

	Unity University	St. Marry University
Goal setting	<p>Vision</p> <p>Unity University is also very active in community service programs. It is involved in activities related to environmental protection, and has participated in the "Clean and Green Addis Ababa" initiative, and in other programs sponsored by the city council and chamber of commerce of Addis Ababa, such as HIV and AIDS awareness and prevention.</p> <p>Goals</p> <p>The university offers scholarships to students with financial difficulties, including a girls' project, which extends assistance to deserving female students who lack financial resources. It also gives scholarships to its own staff who wish to upgrade their academic status, and to students with outstanding records in sports and other cultural activities. Now</p>	<p>Vision</p> <p>The Vision of St. Mary's University is to become among the leading higher education centers of academic excellence in teaching-learning, research, publications and community services in East-Africa and contribute to the development of Ethiopia.</p> <p>Mission</p> <p>The Mission of St. Mary's University is to offer conventional and distance education that is accessible to the larger society through reasonable tuition focusing on quality and standards in teaching, research and outreach services.</p> <p>Goals</p> <p>In order to meet and exceed the quality and standard requirements of students and stakeholders, the goals of SMU are to:</p> <ul style="list-style-type: none"> offer relevant, diverse, learner-centered, and research-led programs of study; prepare graduates with the requisite knowledge, skills and attitudes embodied in the graduate profile of academic programs;

Source www.smuc/uu.edu.et

2.5. Monitoring the Work of Academic Staff

Public organizations have been exposed to market pressures that require organizational innovations similar to the changes implemented in private organizations and universities (Hill, 2010; Parsons & Slabbert, 2001; Türk, 2007). This means that ensuring efficiency in higher education has become crucial, which calls for the measuring and monitoring of the academic staff. For centuries, academic work was self-defining under the rubric of autonomy and academic freedom (Pityana, 2004). Now, with the introduction of performance management systems, academics are seeing their missions being defined by others and having to respond appropriately to visions set for a variety of purposes, including the pressures of the market economy and the speed of the information society (Pityana, 2004). This is referred to as new public management, which is oriented towards outcomes and efficiency through better management of public budget (Shishkina, 2008; Zeleza, 2012). According to Shishkina (2008), a managerial approach to running a university means substitution of norms of management and governance associated with the public sector. This may pose a challenge for the public sector, which may require serious adjustments to accommodate this managerial approach.

One major pressure on higher education is the demand for greater productivity in the wake of budget constraints, increased enrolments and more explicit social demands placed upon institutions (Parsons & Slabbert, 2001; Montez, 2004). As a result of the demand for greater productivity (such as more research outputs and increased student through put/graduations), it became inevitable to bring the work of academics under scrutiny. This led to the introduction of performance management systems to higher education. However, the research revealed that performance management in HEIs is problematic and frustrating, and poses a major challenge both internationally and in South Africa (Mapesela & Strydom, 2004; Osei-Owusu, 2013; Tam, 2008). This view is also supported by Shishkina (2008), who argues that it is useless to try to make a knowledge-producing organization work as a company, as it would appear as subordination of the university to private interest, which ultimately does not care about the production of knowledge.

Academics find performance management systems to be lacking validity, that is, they do not measure all they are supposed to measure (Pienaar & Bester, 2007). These authors conducted a study involving academics in the early years of their careers. The respondents emphasized the overemphasis of research over teaching to be one of the dilemmas for academics. They therefore find performance management systems to be barriers for them to get a promotion. Therefore, for performance management systems to be well accepted and trusted by academics, they should accurately and comprehensively embrace a full range of activities or tasks that academic staff members might be required to perform as well as the complex interrelationship between these tasks, as they affect the time to perform them. This was confirmed by the study conducted by Molefe (2010) among 'top' universities in the United States of America (USA), the UK, Nigeria, Australia and South Africa, which revealed that performance management systems are likely to be resisted by academic staff if their performance assessment criteria do not take into account the following broad issues:

- The teaching workload or distribution of the workload between members of departments
- The results of student evaluation based on an acceptable format used by faculties
- Student numbers per course research output with emphasis on accredited output
- Corporate citizenship, which encompasses service to the community without compensation. (Parsons & Slabbert, 2001; Mukamusoni, 2006; Schulze, 2006; Pienaar & Bester, 2007; Türk, 2008; Molefe, 2010).

2.6. Career Paths in Higher Education

In the various countries of the world, there are various career paths in higher education. Some of them are similar to each other, but some are organized according to different models. The academic career structure is characterized by different principles for organizing academic careers, which show distinct national variation. While traditional academic career structures remain strong, they differ between types of institution and between countries.

Academic careers take place within a complex web of formal and informal rules and regulations, norms, and expectations, as well as cultural features of international, national, societal, institutional, professional, and disciplinary character (Afonso, A. (2016), Boer, H.; et al., (2017), Kwiek, M.; Antonowicz, D. (2015), Kyvik, S. (2009), and Kyvik, S.; Lepori, B. (2010)). Academic career systems are important means to achieve national policy goals for education,

research, and innovation based on a diverse range of achievement criteria and pay scales. Academic career systems are also vital to attract talented students and PhDs for research and teaching positions through entailing a predictable future permanent staff member. Academic career systems are commonly designed to select the most promising young academics from a pool of national and international applicants for permanent employment. In addition, academic career systems should contribute to retaining excellent staff members and motivating them to enhance their performance in teaching, supervision, research in the academic disciplines and professions, and other duties through promising opportunities for career advancement and progressive pay (Frølich, N.; (2018)).

Academic staff may be fragmented and segmented along lines like employment status, rank, type of main activity (research, teaching, and management), age, and gender (Locke, W., (2011)). Indeed, as society and knowledge production become more complex and specialized, demands on higher education institutions diversify and increase, and so too do the forms of academic staff and the tasks that they are required to perform (Locke, W., (2011)).

Two main functions of the academic staff categories are teaching and research. Within universities, the combination of teaching and research is often understood as an essential and complementary characteristic of the institution. Academic staffs are equally likely to be engaged in transmitting knowledge through teaching as in producing new knowledge through research. Through being taught by people active in research in their subjects, students are taught in an environment where they are learning from the current practical research experience of their tutors. Research may equally well be stimulated through the process of discussing aspects with students and considering their questions and ideas (European Commission, (2017)).

Another very important term used in many academic career systems is habilitation (Poland, Germany, Austria, France, etc.). Habilitation defines the qualification to conduct self-contained university teaching and is the key for access to a professorship in many European countries. Despite all changes implemented in the European higher education systems during the Bologna Process, it is the highest qualification level issued through the process of a university examination, and remains a core concept of scientific careers in these countries (Olsen, T.B., et al., (2005)).

The degree is conferred for a habilitation thesis based on independent scholarship, which was reviewed by and successfully defended before an academic committee in a process similar to that of a doctoral dissertation. In some countries, a habilitation degree is a required formal qualification to independently teach and examine a designated subject at the university level. The term “habilitation” is derived from the Medieval Latin “habilitate”—to make suitable or to fit. The degree developed in Germany in the seventeenth century (Fleck, C., (2015)).

Academic staff also differs according to teaching workload. In Table 2.1, there is a comparison of minimum time that academics should allocate to teaching. In particular, teaching workload is commonly defined according to academic staff categories, with a tendency to impose less teaching senior academics, compared to junior and middle-rank staff or staff outside the main academic career path. In most countries, rather higher-ranked staff has fewer teaching working hours. Only Germany and Croatia show a different profile, with regulations imposing a higher number of teaching hours to staff in higher ranks than to staff in the lower ranks (European Commission, (2017)).

Table 2. 1: The Minimum time that academics should allocate to teaching and/ or teaching and related activities

Country	Characteristic
Belgium	Staff with the civil servant status: 16 h per week
Germany	Between four and eight "units" per week, depending on the staff category (a teaching unit = at least 45 min)
Estonia	6 h per week (all full-time academic staff)
Spain	Career civil servants: Teaching activity corresponding to 24 ECTS (European Credit Transfer and Accumulation System) per year (approximately 8 h per week) + 6 tutoring hours per week (variations possible, depending on both professional status and research activity)
France	Between 128 and 384 h per year, depending on the staff category
Croatia	Between 150 and 300 normative hours per year, depending on the staff category
Italia	Professors: At least 350 h per year; research staff: Up to 350 h per year
Hungary	Between 8 and 12 h per week, depending on the staff category
Poland	Between 120 and 540 h per year, depending on the staff category
Portugal	Staff at universities: 6 h per week (maximum set at 9 h per week); staff at polytechnics: 6 h per week (maximum set at 12 h per week)
Romania	Between 7 and 11 h per week, depending on the staff category
Slovenia	Staff at universities: Between 5 and 10 h per week, depending on the staff category; staff at vocational colleges: Between 16 and 20 h per week, depending on the staff category.

Source: (Commission, 2017)

2.7. Job Satisfaction of Academic Staff

Job satisfaction is a term widely used in management science in the field of human resource management. There are many different definitions of job satisfaction. The selection of the most used definitions is shown in Table 2.2.

Table 2. 2: Selected job satisfaction definitions

Author	Definition
Hoppock (Hoppock, R. (1935))	Job satisfaction is any combination of psychological, physiological, and environmental circumstances that cause a person truthfully to say "I am satisfied with my job". According to this approach, although job satisfaction is under the influence of many external factors, it remains something internal that has to do with the way the employee feels. That is, job satisfaction presents a set of factors that cause a feeling of satisfaction.
Vroom (Vroom, V.H. (1964))	Job satisfaction focuses on the role of the employee in the workplace. Thus, he defines job satisfaction as affective orientations on the part of individuals toward work roles which

Research conducted by R. Abouserie in 1996 (Tsai, Y. (2011)) confirmed a statistically significant negative correlation between stress and job satisfaction among scientists. This means that the satisfaction with scientific work decreases with the increase of the stress factor. The organizational culture has an equally significant impact on employee satisfaction, which has a positive impact on leadership behavior, which is one of the sources of professional satisfaction (Guan, X. et al; (2014))

The research carried out in 2014 among Chinese researchers has also shown that the following factors have influenced academic work satisfaction (Fiabane, E.; (2012)): (1) Level of remuneration, (2) promotion at work, and (3) organizational order.

Other studies (Nojani, M.I.; et al., (2012), Sharp, T.P., (2008), Shen, Y.; (2012), Oshagbemi, T. (2000)) revealed that job satisfaction (or lack thereof) was significantly related to job performance, quality of life, and occupational burnout. Research has shown that long-term effectiveness in scientific work is associated with the presence of a well-organized workplace. Some of the research results showed that the satisfaction of academic staff was dependent only the conditions in the current employee's institution and the internship spent there, but no relation

was found between the level of satisfaction and the total time spent by the employee's didactic work in higher education (Bellamy, S.; (2003)).

The results of research conducted by T. Oshagbemi (Oshagbemi, T. (2000)) at the end of the twentieth century in Great Britain also allowed the identification of the relationship between the scientific position occupied by the employee and the level of their satisfaction. Based on these results, it can be assumed that professional promotion outweighed the stressful impact associated with increasing responsibility and responsibilities. This indicated that the level of satisfaction of scientists increased along with the rank of the position held. Other studies by the same author (Pfeer, J.; (1993)) also revealed that the age of the researcher also influenced the level of their satisfaction (the older the employee, the greater their satisfaction).

In many countries, the authors conduct research about job satisfaction as viewed by academic staff. There can be many factors influencing job satisfaction among academic staff. Some of them are selected in the Table 2.3.

Table 2. 3: Selected job satisfaction factors

Factors	
• Scholarship	• The availability of competent graduate research assistants
• Available computer hardware/software to meet research needs	• The availability of a graduate program in the university
• Availability of time to pursue scholarship	• Support provided by the university for continuing studies
• Institutional support for research	• Collegiality
• Opportunities for collaboration with scholars outside department	• Opportunities for collaboration within department
• Department's reputation for excellence in scholarship	• Mutual respect for others' scholarly endeavors within department
• Institutional assistance with seeking funding for research	• The social interactions among faculty within the department outside of work
• Supportive climate	• Teaching environment
• General support from department/division chair	• The freedom to design courses as someone sees fit
• General support for dean	• The quality of students admitted into program
• Institutional efforts in support of the career development of their faculty	• Teaching workload
• Salary is competitive with other schools	• The courses someone is assigned to teach
• Distribution of rewards (i.e., salary) based on merit	• Resources available (research assistants, travel funds, etc.)
• Promotion and tenure	• Award nominations
• Clear understanding of the teaching requirements needed for tenure/promotion	• Professional recognition (editorial board member or professional association committee service)

-
- The procedures used to evaluate a faculty member's teaching effectiveness
 - Release from teaching
-
- Clear understanding of the research requirements needed for tenure/promotion
 - Mentoring activity
-
- Availability of a graduate program
 - Tolerance
-
- The opportunity to mentor graduate students
 - Discrimination experience
-
- The availability of competent graduate
-

Source: Bozeman, B.; Gaughan, M.(2011), Hesli, V.L.; Lee, J.M. (2013), Collie, R.J.; et al (2012)

Extensive research has shown that teachers are generally satisfied with the aspects of their work that relate to didactic work. However, it should be added that they can be dissatisfied with other factors that accompany the teacher's work, such as: Working conditions, interpersonal relations, and remuneration (Ahammed, S. (2011), Lancy, F.J.; Sheehan, B.A. (1997), Ethington, C.A.; et al., (1989)).

Attending more conferences likewise leads to increase job satisfaction in academia. Publishing also leads to greater level professional satisfaction (or higher professional satisfaction leads to greater productivity in terms of publications). Clearly, professional satisfaction increases with increased participation in the discipline through publications and conference attendance. This relationship is robust. Publications represent achievement, which is a motivator that leads to increased satisfaction. If we turn the causal arrow the other way, the finding ties in with the established notion that increased satisfaction improves productivity (Bozeman, B.; Gaughan, M. (2011)).

There are also many researches work from non-European perspectives. For example, Bataineh has done research about job satisfaction among faculty members in Jordanian universities.

According to his research, the satisfaction with jobs of Jordanian academics is on the following levels (five-point scale was used) (Nosike, A.N.; Oguzor, N.S. (2011)):

- Relationship with the work colleagues—3.52;
- Work conditions and nature—3.46;
- Relationship with the direct executive—3.18;
- Social status and work security—2.98;
- Salary and promotion—2.46.

He also found that the higher-ranked academic staff has a better job satisfaction level (for example, 3.62 for full professors, 3.25 for lecturers, and 2.86 for research assistants) (Nosike, A.N.; Oguzor, N.S. (2011)).

2.8. Ethiopian higher education academic staff performance management

Regarding the working conditions and salary payments in many higher public universities in Ethiopia, the situation is abysmal, where the physical setting is often uncomfortable, and the mental setting is unpleasant. Insufficient facilities, low (or no) web association, and inadequate number of offices and classrooms, as well as heavy workload of instructing, expansive lesson estimates, insufficiency of research facilities and hardware, necessity to lock in other non-remunerated college errands, ineffectively prepared and frequently swarmed workplaces, and need for individual working computers or tablets are among the major issues identified (E. T. Woldegiorgis and M. Doevenspeck, 2013). Many of the Ethiopian higher education institutions have been plagued by multifaceted challenges, which, among others, incorporate the issue of value, quality, independence, responsibility, brain drain, scholarly freedom, need of satisfactory assets and offices, instructors working conditions, compensation and motivations, and by and large administration of individual assets (T. Semela, 2007; S. Chattopadhyay, 2020). No matter how quick the expansion of higher education within the nation is and being paralleled with great policy systems and strategies, the mission of higher education institutions may be realized as being securing, improving, supporting, and doing maintenance of qualified and experienced human capital (C. M. O. Granero, 2020)

The new road map of Ethiopia education policy discloses poor budgetary benefits of academic staff and their isolated societal status (T. Tirussew et al, 2018). Be that as it may, the government does not seem to be serious about improving the living conditions of academic staff within the institutions of higher learning. In this way, subsequently, the display compensation, motivation, and remunerate framework of academic staff are not as such alluring sufficient to attract those experienced instructors from higher education (T. Tirussew et al, 2018). The assumption is, from a financial viewpoint, that if the living standards of instructors and civil servants are improved and moved forward, the benefits for country building could be immense. Consequently, many African scholars opt for quitting their jobs in the higher institutions of learning and taking up positions in far better paying institutions before their retirement (N. V. Varghese, 2013).

As a result, the alarmingly mass migration of qualified academic staff may legitimize poor retention of unfit and mediocre staff within higher education institutions in Ethiopia. Brain drain has been, and still is, one of the foremost genuine issues of African the higher instruction system. Nigeria, Republic of Congo, Sierra Leone, Zambia, Sudan, and Ethiopia are among the genuinely hit countries in Sub-Saharan Africa. It has been claimed that more African born scientists and engineers are working within the USA than in Africa (E. T. Woldegiorgis and M. Doevenspeck, 2013).

2.9 Conceptual Framework

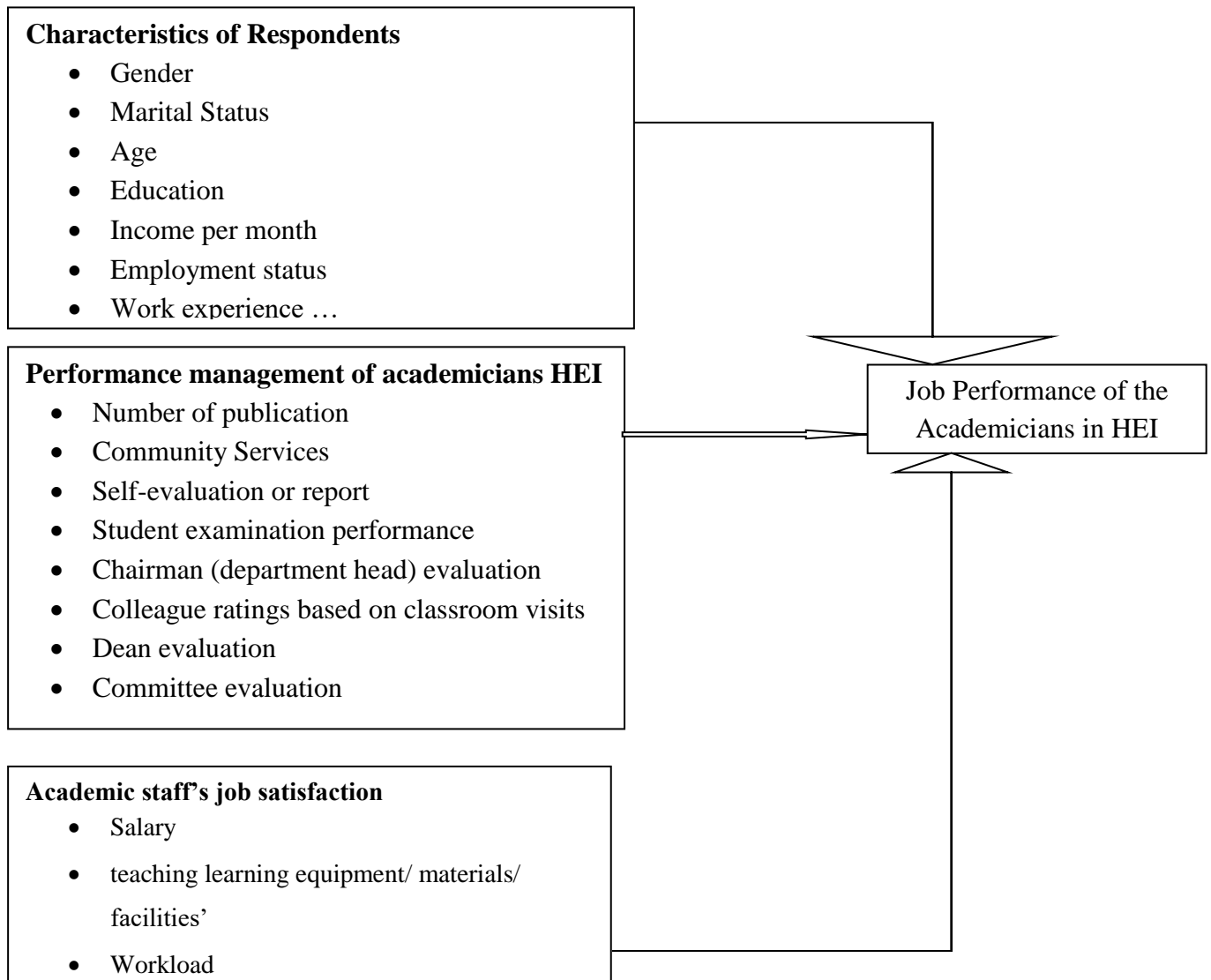


Figure 2. 2: Conceptual Frameworks on the Performance Management of Academicians in HEI,

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This section of the paper presents the research design and methodology of the study. The study assesses the performance management of academic staff in in Unity and St. Mary's universities. Research design, target population, sampling procedure and sampling size, and data collection procedure, instrumentation, pilot study, validity and reliability, data collection procedures, data analysis, and ethical consideration are dealt with in this chapter.

3.2 Research Design

This study employed descriptive research design. This is because in the existed literature, this type of study is more appropriate for accessing related to performance management, academic/ career performance, job satisfaction etc. Data was collected cross section ally from its source. Descriptive statistics were used to process and analyze the biographic data collected from respondents. Descriptive statistics describes the general characteristics of a set or distribution scores to allow getting an accurate first impression of “what the data look like” (Salkind, 2012). The main purpose of the statistical analyses in this study was to analyze the experiences and perceptions of academic staff and academic institutions in terms of the managing the performance of academic staff in Unity and St. Mary's Universities

The descriptive survey was chosen considering the purpose of the study, the research questions and the magnitude of the target population. Descriptive survey, according to Saunders et al. (2007) is a research for which the purpose is to produce an accurate representation of persons, events or situations. It has an advantage of producing a good amount of responses from a wide range of people, and it can also be used with greater confidence with regards to particular questions of special interest or values to a researcher. However, the method has some weaknesses such as time consuming to ensure that the sample is representative, designing and piloting data collection instrument and trying to ensure a good response rate. Also, there is a limit to the number of questions that any questionnaire can contain for respondents. In spite of these weaknesses, the descriptive survey design was considered the most appropriate for the study.

3.3 Data Source

According to the data taken from their own human resource (HR) office in the selected universities, there are 99 and 117 academic staff members in Unity and St. Mary's universities respectively. Therefore, sources of data for this study were 276 total academic staff. The detail of the academicians was also gained from the HR office of the Universities. The previous semester performance evaluation of the academicians is also documented in the department/ HR office. Furthermore, the researcher has scheduled for a deep interview with the student union, top managers of the institutions, quality assurance team, department head, HR office and ministry of education. The university's history of establishment, documents of evaluation, desk review was considered as secondary sources.

3.4 Sampling

3.4.1 Target Population

The population of this study consisted of 13 deans, 24 Department Heads and 276 academic staff in both Universities (6 dean, 18 department staff and 99 academic staff in Unity University; and 7 deans, 6 department head and 177 academic staff in St. Marry University). The sample of this study was comprised (163) respondents to fill questionnaire, and 2 academic deans, 6 Heads for Focus Group Discussion (FGD) interview.

Table 3. 1: Academic Rank in Study Population

Name	Academic Rank in Study Population																		Totale
	Assistant Lecturer, Graduate Ass. Lecturer Senior Lecturer												p-graduate						
	Degree						Graduate						Assistance prof. Associate						
	Assistant Lecturer, Lecturer Senior						Lecturer						prof. Professor						
	Permanent			Contract			Permanent			Contract			Permanent			contract			
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
St.Marry University	13	1	14	5	1	6	92	17	109	13	1	14	27	2	29	5	0	5	177
Unity University	3	0	3	0	0	0	53	17	70	6	2	8	14	0	14	3	1	4	99
TOTAL	16	1	17	5	1	6	145	34	179	19	3	22	41	2	43	8	1	9	276

3.4.2 Sampling Design

The participant from each university and department was selected using a systematic random sampling method. The study did not focus on all branches of Unity and St. Mary's University but it focused only the main campus of the two higher institutions using purposive sampling. The two universities' campuses are located in Addis Ababa. The researcher uses purposive sampling method to select the institutions. These academic institutions are selected on the basis of their long history of establishment and teaching experience. The list of all academic staff with their department, position, rank, monthly salary and other details were taken from their respective human resource (HR) office. By using systematic random sampling the researcher selected the academic staff from each university. The study used descriptive research survey design as the study describes the situation. Multistage sampling procedure which involves simple random sampling, and stratified random sampling technique was used to select the universities and individuals to be used for the study.

3.4.3 Sample Size Determination

The sampling design used is stratified random sampling using the target population (frame). This is because stratified random sampling is more accurate for samples from different populations. To use this method of sampling design, first the researcher stratified the population in universities. Under this she selected the samples from each stratum by using simple random sampling and the sample was allocated by proportional allocation.

$$n = \frac{N}{1 + N(e)^2}$$

Where n= Sample size = 163

N= population size (academicians) = 276

e=level of accuracy = 5%

The sample size of each stratum is calculated as follows

$$n_h = \frac{N_h * n}{N}$$

Where: n_h is sample from each stratum/ or university and N_h is population of each university.

Table 3. 2: Summary of population and sample size in each University

University	Population (Academician's) Summary					Total	Number of Sample
	Male	Female	BSc	MSc	PhD		
Unity University	80	19	3	78	18	99	58
St. Mary's University	157	20	20	123	34	177	105
Total	237	39	23	201	52	276	163

Source: HR Office in both Unity and St. Mary's Universities (2021)

3.5 Data-Collection Process and Tools

3.5.1 Data collection Tools

Primary data were collected using a structured self-administered printed questionnaire. Leedy and Ormrod (2010) stress that one advantage of using a questionnaire to collect data is that respondents can respond to questions with the assurance that their responses was anonymous, and so they may be more truthful than they would be in a personal interview, particularly when they are talking about sensitive or controversial issues. According to Aguinis (2013), performance management was always being a subjective activity because raters' memories are generally fallible and their ratings are done according to their own sets of preferences, expectations and relationships with employees and personal objectives. Consequently, in order to collect data that are trustworthy and reliable, the researcher found a paper printed self-structured questionnaire to be the best instrument to use. In addition, interview and observation were the main sources primary data collection.

3.5.2 Questionnaire Design

The questionnaire used to collect data comprised questions that were measured on a five-point Likert scale. The Likert scale is a variation of the summated rating scale and consists of statements that indicate either a favorable or an unfavorable attitude to the research subject (Cooper & Schindler, 2001:234; Tustin, Lighelm, Martins & Van Wyk, 2005:408). Each response is given a numerical score reflecting its degree of attitudinal favorableness (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree). The scores of the respondents from a well-defined sample or population can be compared.

The questionnaire comprised five sections (A–F) as follows:

- Section A collected data on the socio demographic characteristics
- Section B collected data on the performance management
- Section C collected data on the respondents' job satisfaction with performance goals and standard setting.

- Section D collected data on the respondents' satisfaction with performance rating and bonuses.
- Section E collected data on the perceptions of academic staff regarding performance appraisal.
- Section F collected data on the evaluation of competency of academic staff.

3.5.3 Questionnaire Pretesting

No matter how careful researchers design a data-collection instrument such as a questionnaire; there is always the possibility of errors (Babbie, 2007). Therefore, in order to determine the feasibility of this study as well as the reliability and validity of the measuring instrument, the questionnaire was pre-tested (pilot survey). Reliability coefficients were obtained using test and re-test method. This was done to ensure that quality data are collected. According to Leedy and Ormrod (2010), although a pre-test takes some time initially, it ultimately saves time by letting a researcher know which items or approaches was or wasn't being effective in helping to solve the research problem. A valid questionnaire helps to collect better-quality data with high comparability, which reduces the effort and increases the credibility of the data (Kazi & Khalid, 2012). Accordingly, the validity of the questionnaire used to collect data in this study was also tested. Finally, the researcher was sent out a questionnaire to 20 academic staff members known by the researcher. The researchers were delivering the questionnaires by hand and collect them after a few days. The respondents in the pilot study were select purposefully in order to make it easy to exclude them when sending the final questionnaire to the respondents in the main study. According to the pilot survey, the Cronbach's alpha was calculated and being 0.848 which is above 0.6.

In regards, we conduct the pilot survey in both institutions on randomly selected respondents through face to face. We observe that contract agreement of the employees may not be available during data collection. Therefore, we are forced to build Google (online) survey and the link is sent via their email after calling. In pilot survey, a lot of errors are diagnosed (spelling, vocabulary/ unknown words, sequence, an available parameter, institution characteristics of recruitment agreement). Afterwards, all are corrected one by one.

3.6 Procedure for Data Collection

This study is focused on private higher institutions. It is a good opportunity to follow easy procedures of data collection because most participants have experience in investigations. Special care was given to data collection. The questionnaires sent for each participant and inform, not to communicate each other when they fill the questioners and immediately the researcher collect the questioners after they filled. To collect the data by interview the researcher was sound recorder and repeatedly observes on the idea of the participants. To get additional information the researcher repeatedly goes to the sampled higher institution and observes carefully different activities related to the study and registered carefully what the researcher visit and use it as a valuable data for the study.

3.7 Method of Data Analysis

This research uses both qualitative and quantitative approaches. Qualitative data was collected through interview and observation and analyzed and interpreted through word and description. Data of qualitative information is coded within the framework and included in the analysis. Quantitative data were analyzed using SPSS software package version 24 and analyzed frequency counts, percentage, mean, standard deviation and Pearson Moment Correlation Coefficient. All the estimation was done by at 0.05 level of significance.

3.8 Reliability and Validity of the Study

According to Carmines & Zeller (1988) there are two basic properties of empirical measurements. First, one can examine the reliability of an indicator. The tendency toward consistency found in repeated measurements of the same phenomenon is referred to as reliability. The more consistent the results given by repeated measurements, the higher the reliability of the measuring procedure and conversely, the less consistent the result, the lower the reliability. The reliability test is carried out by using Alpha-Cronbach. The limit values for the reliability test is 0.70, which means if the result has Alpha-Cronbach's coefficient > 0.70 , then the questionnaire is reliable, and vice versa. The items are reliable if the Cronbach's alpha is > 0.70 .

Table 3. 3: Reliability Statistics

Cronbach's Alpha	N of Items
0.848	22

Therefore, as seen in the previous sub-sections, the result Cronbach's Alpha is 0.848 which means that the items in question are reliable.

Second, an indicator must also be valid. In a very general sense, any measuring device is valid if it does what it is intended to do. An indicator of some abstract concept is valid to the extent that it measures what it purports to measure. Thus, while reliability focuses on a particular property of empirical indicators the extent to which they provide consistent results across repeated measurements. Validity concerns the crucial relationship between concept and indicator, and also to measure how accurate is the instruments used. The higher the instrument validity, the more precise the accuracy to achieve the goal.

3.9 Ethical Consideration

The ethical clearance letter was obtained from the ethical review board of the Institute of Addis Ababa University. The letter was submitted to both Unity and St. Marry Universities for permission. Respondents were interviewed after getting respondent's verbal consent. The respondents were informed that, they have the right to withdraw from participating at any time. The respondent's privacy was respected and the information provided by each respondent was kept confidential.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the analysis, presentation and discussion of the study. The quantitative data were analyzed using frequency distributions, correlational analysis.

As stated in the research methodology, 163 questionnaires were distributed to the sampled academicians of Unity and St. Mary's University. And all of 163 were returned; thus making the response rate 100%. This is because the researcher served to collect data from Google survey, office to office data collection, giving the print out questioner, for office secretary and department heads. The response rate of respondents from those two academic institutions is 100%, which is considered as a very good response rate as suggested by (Skuladottir, A., 2010). The data collected from the employees through questionnaire are presented by using tables and were analyzed and interpreted using descriptive and inferential statistics. Then, the major findings have been summarized and presented as follows.

4.1 Socio-demographic Characteristics of the Respondents

The demographic variable of the respondents such as gender, age, marital status, level of education, income, their work experience, name of university, working position and terms of employment were collected and the results presented as follows. The sex distribution of the respondents' Table 4.1: shows that men respondents constitute the majority of the study that counts 136 (83.4%).

The remaining 27 (16.6%) were female. Similarly, most of the respondents were in the age category of 26 – 35 constituting 54.6 percent of the study participants, followed by the age category of 36 – 45 (33.1%) 46 - 55 (6.7%), below 25 years (3.7%) and above 55 years (1.8%). In the next, from the total number of 163 respondents (academicians) majority were from St. Mary's University 105 (64.4%). The remaining 58 (35.6%) were from Unity University.

Table 4. 1: Demographic Characteristics of the Respondents for Managing Performance of Academic Staff in Higher Education Institutions: the Cases of Unity and St. Mary’s Universities, 2021 N= 163

Variables	Category	Frequency	Per cent
Gender	Male	136	83.4
	Female	27	16.6
Age in completed years	Below 25 years	6	3.7
	26 – 35 years	89	54.6
	36 - 45 years	54	33.1
	46 - 55 years	11	6.7
	Over 55 Years	3	1.8
Name of University	Unity University	58	35.6
	St. Marry University	105	64.4
Monthly salary	below 8000	13	8.0
	8001 – 12000	122	74.8
	12001 – 16000	25	15.3
	Above 16001	3	1.8
Marital Status	Married	117	71.8
	Single	36	22.1
	Divorced	6	3.7
	Widowed	4	2.5

Sources: Own survey (2021)

According to the marital status of the academicians, the majority of the respondents 117 (71.8%) were married followed by single (22.1%), divorced (3.7%) and widowed (2.5%). We also ask their monthly salary gain from their university only. Therefore, the majority of the respondents were 122 (74.8%) paid between 8001 – 12000 ETB per month, followed by 25 (15.3%) gain 12001 – 16000 ETB, below 8000 ETB (8%) and above 16000 ETB (1.8%).

Table 4. 2: Academic Competency of the Respondents for Managing Performance of Academic Staff in Higher Education Institutions: the Cases of Unity and St. Mary’s Universities, 2021 N= 163

Variables	Category	Frequency	Per cent
Work experience	Below 2 years	7	4.3
	3-5 years	88	54.0
	5-10 years	53	32.5
	10 -15 years	12	7.4
	Over 15 years	3	1.8
Level of education	Degree	13	8.0
	Master’s degree	131	80.4
	PhD degree	19	11.7
Work position	Professor	1	.6
	Associate professor	2	1.2
	Assistant professor	25	15.3
	Senior lecturer	80	49.1
	Lecturer	42	25.8
	Assistant lecturer	13	8.0
Employment status	Permanent	141	86.5
	Contract	22	13.5
	Total	163	100.0

Sources: Own survey (2021)

According to the level of education distribution, 8% of the respondents have done bachelor degree, 80.4% have done a master's degree and 11.7% have done PhD degree. Similarly, the majority of the academicians 49.1% were working as senior lecturer followed by, 25.8% as lecturer, 15.3% assistant professor, 8% assistant lecturer, 1.2% associate professor and the remaining one (0.6%) were professors. Finally, the majority of the respondents, 86.5% were permanents and the remaining 13.5% were contract employees.

4.2 Composition of Academic Staff in both Academic Institutions

One of the 136 men of the male teachers included in this study, and the remaining 86 teachers are working in the St. Marry University. Like this, 8 female teachers work in Unity University, and the remaining 19 teachers are working in the St. Marry University. The St. Marry University has several teachers, as we have seen above. Similarly, 43 of 117 married teachers are working in Unity University, and the remaining 74 married teachers are working in the St. Marry University. As they continue, the 36 teachers who are single were working in Unity University, and the remaining 25 teachers who were single are working in the St. Marry University.

It is known that the number of years of work experience in the academics of teachers' is the main measure of work experience. So we asked the teachers how many years of work experience they have. Of course, the 163 teachers who attended in the study only 7 teachers have experience less than 2 years. Accordingly, 88 teachers have 3-5 years of work experience. The 53 teachers have 3-5 years of work experiences. Meanwhile, the 12 teachers have been 10-15 years of work experience, and only 3 teachers who have more than 15 years of experience. However, 5 teachers of the 7 teachers who have less than 2 years are working in Unity University; the remaining 2 teachers are working in St. Marry University. In the same way, from the 88 teachers who have 3-5 years of work experience 32 teachers have been working in Unity University the remaining 56 teachers are working in St. Marry University. In addition, off the total 53 teachers who have 5-10 years of experience 16 teachers are working in Unity University, the rest of the 37 teachers are working in St. Marry University. Similarly, off the total 12 teachers who have 10-15 years of experience 4 teachers are working in Unity University and the remaining 8 teachers are working in St. Marry University. Finally, of the 3 teachers who have above 15 years of work experience 1 is working in Unity University, and the other 2 teachers are working in St. Marry University.

Table 4. 3: Composition of the Socio-demographic Characteristic of Respondents by University for Managing Performance of Academic Staff in Higher Education Institutions: the Cases of Unity and St. Mary’s Universities, 2021 N = 163

Variable	Category		Name of your University		Total	
			Unity University	St. Marry University		
Gender	Male	Count	50	86	136	
		%	86.2%	81.9%	83.4%	
	Female	Count	8	19	27	
		%	13.8%	18.1%	16.6%	
Marital Status	Married	Count	43	74	117	
		%	74.1%	70.5%	71.8%	
	Single	Count	11	25	36	
		%	19.0%	23.8%	22.1%	
	Divorced	Count	3	3	6	
		%	5.2%	2.9%	3.7%	
	Widowed	Count	1	3	4	
		%	1.7%	2.9%	2.5%	
	Work Experience	Below 2 years	Count	5	2	7
			%	8.6%	1.9%	4.3%
3-5 years		Count	32	56	88	
		%	55.2%	53.3%	54.0%	
5-10 years		Count	16	37	53	
		%	27.6%	35.2%	32.5%	
10 -15 years		Count	4	8	12	
		%	6.9%	7.6%	7.4%	
Over 15 years		Count	1	2	3	
		%	1.7%	1.9%	1.8%	

Sources: Own survey (2021)

Table 4. 4: Composition of the Academic characteristics of Respondents by University for Managing Performance of Academic Staff in Higher Education Institutions: the Cases of Unity University and St. Mary's Universities, 2021 N = 163

Variable	Category		Name of your University		Totale
			Unity University	St. Marry University	
Level of education	Degree	Count	7	6	13
		%	12.1%	5.7%	8.0%
	Master's degree	Count	45	86	131
		%	77.6%	81.9%	80.4%
	PhD degree	Count	6	13	19
		%	10.3%	12.4%	11.7%
Work Position	Professor	Count	0	1	1
		%	0.0%	1.0%	0.6%
	Associate Professor	Count	1	1	2
		%	1.7%	1.0%	1.2%
	Assistant professor	Count	8	17	25
		%	13.8%	16.2%	15.3%
	Senior lecturer	Count	30	50	80
		%	51.7%	47.6%	49.1%
	Lecturer	Count	12	30	42
		%	20.7%	28.6%	25.8%
	Assistant lecturer	Count	7	6	13
		%	12.1%	5.7%	8.0%

Of the first degrees involved in this study, seven teachers work in Unity University, the remaining 6 teachers work in St. Mary's university. The 45 teachers are employed by the St. Mary's University of 131 teachers who has done master degree, and the remaining 86 teachers are St. Mary's University. Finally, 19 teachers who have a PHD degree 6 teachers are working in Unity University and the rest of the 13 teachers are working in St. Mary's University.

Only St. Mary's University has one professor. Both Unity and St. Mary's Universities have one associate professor. In related, from the total of 25 assistant professors 8 are working in Unity University and the remaining 17 are working in St. Mary's University. Similarly, from the total of 80 senior lecturers 30 are working in Unity University, the rest 50 are working in St. Mary's University. Meanwhile, off the total 42 lecturers 12 are working in Unity University, the rest 30 lecturers are working in St. Mary's University. Finally, from the total 13 assistant lecture 7 are working in Unity University and the remaining 6 are working in St. Mary's University.

Table 4. 5: Composition of the Socio-demographic characteristics of Respondents by University for Managing Performance of Academic Staff in Higher Education Institutions: the Cases of Unity University and St. Marry University, 2021 N = 163

Age group	Below 20 years	Count	4	2	6	
		%	6.9%	1.9%	3.7%	
	20- 29 years	Count	33	56	89	
		%	56.9%	53.3%	54.6%	
	30 - 39 years	Count	17	37	54	
		%	29.3%	35.2%	33.1%	
	40 - 49 years	Count	3	8	11	
		%	5.2%	7.6%	6.7%	
	Over 50 Years	Count	1	2	3	
		%	1.7%	1.9%	1.8%	
	Monthly Salary	below 8000	Count	7	6	13
			%	12.1%	5.7%	8.0%
8001 – 12000		Count	42	80	122	
		%	72.4%	76.2%	74.8%	
12001 – 16000		Count	8	17	25	
		%	13.8%	16.2%	15.3%	
Above 16001		Count	1	2	3	
		%	1.7%	1.9%	1.8%	
Employment status		Permanent	Count	47	94	141
			%	81.0%	89.5%	86.5%
	Contract	Count	11	11	22	
		%	19.0%	10.5%	13.5%	
	Total	Count	58	105	163	
		%	100.0%	100.0%	100.0%	

Sources: Own survey (2021)

In the same time, 7 teachers are working in the Unity University of 13 teachers who are paying below 8000 ETB, the remaining 6 teachers are working in St. Mary's University. Similarly, from the total 122 teachers who have paid 8001 -12000 ETB per month 42 are working in Unity University, the remaining 80 teachers work in St. Mary's University. When it goes on 12001 - 16,000 ETB, 8 teachers are working in Unity University, and the remaining 17 teachers are working in St. Mary's University. Finally, 1 Doctor get above 16,000 ETB are working on the Unity University, the remaining 2 teachers working in St. Mary's University.

Finally, 47 teachers of 141 teachers are working in Unity University permanently, and the remaining 94 teachers are working in St. Mary's University also in permanently agreement. In contrast, half of 22 teachers who are recruited with contract are working on the Unity University of the contract work on St. Mary's University. As we have seen here, few are working in both universities in contract agreement.

4.3 Performance Assessment of Academic Staff in Publication, Workshop, Community Services and Grant Project

Among the total 135 (82.8%) who haven't published article 13 was bachelor degree and the remaining 122 were master's degree. Similarly, all degree holders haven't any published article, and all PhD holders have published articles. In the same way, among 9 academicians 4 are Master holder and the remaining 5 were PhD holder. In line with this from the total of 7 academicians 3 are master degree and 4 are PhD holder. Likewise, among the academicians who published 5 and 6 article 1 have master degree; 4 have PhD degree and 1 have master degree; 3 have PhD degree. All the academicians who have 13, 16 and 27 published article are PhD holder.

Table 4. 6: Cross tabulation of Number of Publication of the Teachers with their Level of Education for Managing Performance of Academic Staff in Higher Education Institutions: the Cases of Unity University and St. Marry University, 2021 N = 163

	Numbers		Level of education			Total
			Degree	Master's degree	PhD degree	
Number of publications do you have	0	Count	13	122	0	135
		%	100.0%	93.1%	0.0%	82.8%
	3	Count	0	4	5	9
		%	0.0%	3.1%	26.3%	5.5%
	4	Count	0	3	4	7
		%	0.0%	2.3%	21.1%	4.3%
	5	Count	0	1	4	5
		%	0.0%	0.8%	21.1%	3.1%
	6	Count	0	1	3	4
		%	0.0%	0.8%	15.8%	2.5%
	13	Count	0	0	1	1
		%	0.0%	0.0%	5.3%	0.6%
	16	Count	0	0	1	1
		%	0.0%	0.0%	5.3%	0.6%
	27	Count	0	0	1	1
		%	0.0%	0.0%	5.3%	0.6%
Total		Count	13	131	19	163
		%	100.0%	100.0%	100.0%	100.0%

Sources: Own survey (2021)

Next, the researcher asked the teachers about the amount of unpublished research on hand. As a result, out of the 59 teachers who have no published research, 11 have a bachelor's degree, 45 have a master's degree, and the remaining 3 have a PhD. Similarly, out of 27 teachers with 3 unpublished research papers, 1 has a bachelor's degree, 21 have a master's degree, and the remaining 5 have a PhD. Finally, he has a PhD degree with 5 unpublished research papers.

Table 4. 7: Cross tabulation of Number of Unpublished work of the Teachers with their Level of Education for Managing Performance of Academic Staff in Higher Education Institutions: the Cases of Unity University and St. Mary’s University, 2021 N = 163

	Numbers		Level of education			Total
			Degree	Master’s degree	PhD degree	
How many unpublished papers or reports do you have	0	Count	11	45	3	59
		%	84.6%	34.4%	15.8%	36.2%
	1	Count	1	27	4	32
		%	7.7%	20.6%	21.1%	19.6%
	2	Count	0	38	5	43
		%	0.0%	29.0%	26.3%	26.4%
	3	Count	1	21	5	27
		%	7.7%	16.0%	26.3%	16.6%
	4	Count	0	0	1	1
		%	0.0%	0.0%	5.3%	0.6%
	5	Count	0	0	1	1
		%	0.0%	0.0%	5.3%	0.6%

Sources: Own survey (2021)

Furthermore, scholars have been expected of providing community services in higher learning institutions. As a result of this about 13 academicians out of 30 teachers who do not have participation in free community service have a bachelor's degree and the remaining 17 have a master's degree. On this occasion, all PhD teachers participate in community services. On the contrary, all undergraduate teachers have no community service experience. Meanwhile, 25 out of 31 teachers who have had participation in community service 4 have a master's degree and the remaining 6 have a PhD. Finally, all 12 teachers who have had Sudafed in community service 5 have a master's degree.

Table 4. 8: Cross tabulation of Number of community Service of the Teachers where they are attended with their Level of Education for Managing Performance of Academic Staff in Higher Education Institutions: the Cases of Unity and St. Mary's Universities, 2021 N = 163

		Level of education			Total	
		Degree	Master's degree	PhD degree		
Number of community service you attended	0	Count	13	17	0	30
		%	100.0%	13.0%	0.0%	18.4%
	1	Count	0	13	4	17
		%	0.0%	9.9%	21.1%	10.4%
	2	Count	0	28	5	33
		%	0.0%	21.4%	26.3%	20.2%
	3	Count	0	36	4	40
		%	0.0%	27.5%	21.1%	24.5%
	4	Count	0	25	6	31
		%	0.0%	19.1%	31.6%	19.0%
	5	Count	0	12	0	12
		%	0.0%	9.2%	0.0%	7.4%

Sources: Own survey (2021)

It is believed that scholars who teach in higher education institutions conduct various studies and share their experiences in various forums. However, out of the 163 teachers who participated in the study, 71 had never participated in various seminars and workshops. Of these, 13 have a bachelor's degree, 51 have a master's degree, and the remaining 7 have a PhD. Similarly, 6 out of 7 teachers who have participated in such forums 6 have a master's degree and 1 has a Ph.D.

Table 4. 9: Cross tabulation of Number of Seminar, Workshop and Symposium of the Teachers where they are attended with their Level of Education for Managing Performance of Academic Staff in Higher Education Institutions: the Cases of Unity University and St. Mary’s University, 2021 N = 163

			Level of education			Total
			Degree	Master’s degree	PhD degree	
Number of seminar, workshop and symposium attended	0	Count	13	51	7	71
		%	100.0%	38.9%	36.8%	43.6%
	1	Count	0	5	0	5
		%	0.0%	3.8%	0.0%	3.1%
	2	Count	0	28	6	34
		%	0.0%	21.4%	31.6%	20.9%
	3	Count	0	8	5	13
		%	0.0%	6.1%	26.3%	8.0%
	4	Count	0	14	0	14
		%	0.0%	10.7%	0.0%	8.6%
	5	Count	0	19	0	19
		%	0.0%	14.5%	0.0%	11.7%
	6	Count	0	6	1	7
		%	0.0%	4.6%	5.3%	4.3%

Sources: Own survey (2021)

The researcher asked the academicians whether they work in committee in campus or not. Accordingly, half of the respondents (82 or 50.3%) were work in different committee in campus. Out of these 63 have a master degree and the remaining 19 have PhD degree. All bachelor degree holder participants do not work in committee.

Table 4. 10: Cross tabulation of Status of the Teachers on Membership in Committee with their Level of Education for Managing Performance of Academic Staff in Higher Education Institutions: the Cases of Unity University and St. Mary’s University,

2021 N = 163

			Level of education			Total
			Degree	Master’s degree	PhD degree	
Have you ever worked as a member/ leading committee in campus	Yes	Count	0	63	19	82
		%	0.0%	48.1%	100.0%	50.3%
	No	Count	13	68	0	81
		%	100.0%	51.9%	0.0%	49.7%

Sources: Own survey (2021)

Majority of the respondents (144 or 88.3%) were supervising student research, proposal/ project in campus. Of these, 1 was bachelor degree, 124 were master degree and 19 were PhD degree holder.

Table 4. 11: Cross tabulation of Status of the Teachers on Supervising Student’s Research, Proposal and Project with their Level of Education for Managing Performance of Academic Staff in Higher Education Institutions: the Cases of Unity University and St. Mary’s Universities, 2021 N = 163

			Level of education			Total
			Degree	Master’s degree	PhD degree	
Have you ever supervised student research, proposal/ project in campus	Yes	Count	1	124	19	144
		%	7.7%	94.7%	100.0%	88.3%
	No	Count	12	7	0	19
		%	92.3%	5.3%	0.0%	11.7%

Sources: Own survey (2021)

Likewise, majority of the respondents (132 or 81%) were independent in teaching learning and research activity. Of these, 3 have done degree, 110 have done master degree and the remaining 19 have done PhD degree. In this regard, majority of the bachelor degree (10) were not independent in teaching learning and research activity.

Table 4. 12: Cross tabulation of Status of the Teachers on Independent Teaching Learning and Research Activity with their Level of Education for Managing Performance of Academic Staff in Higher Education Institutions: The Cases of Unity University and St. Mary’s Universities, 2021 N = 163

			Level of education			Total
			Degree	Master’s degree	PhD degree	
Are you independent in conducting teaching learning and research activity	Yes	Count	3	110	19	132
		%	23.1%	84.0%	100.0%	81.0%
	No	Count	10	21	0	31
		%	76.9%	16.0%	0.0%	19.0%

Sources: Own survey (2021)

In last, except 2 PhD holder all other (161) academicians weren't awarded the grants or funding in project in the campus. This may because the privet universities have low concentration for research grant.

Table 4. 13: Cross tabulation of Status of the Teachers on Awarding the Grants Projects in Campus with their Level of Education for Managing Performance of Academic Staff in Higher Education Institutions: the Cases of Unity University and St. Mary's Universities, 2021 N = 163

			Level of education			Total
			Degree	Master's degree	PhD degree	
Have you ever awarded the grants or funding in project in the campus	Yes	Count	0	0	2	2
		%	0.0%	0.0%	10.5%	1.2%
	No	Count	13	131	17	161
		%	100.0%	100.0%	89.5%	98.8%

Sources: Own survey (2021)

4.4 Performance Assessment of Academic Staff

Research Question 1

The first question to be addressed by this research was “How performance assessment of academic staff is managed in your university”? Academicians in selected universities were evaluated in each semester. Therefore, we take the instructor’s evaluation of the last semester from the respective department where they are working. The average of self-evaluation of the instructors was 7.5% out of 10% with a minimum of 6 and maximum of 9. In related, the average of the instructors evaluated by their students was 18.9% out of 25% with a minimum of 16 and maximum of 22. Likewise, the average of the instructors evaluated by their department head was 15.8% out of 20% with a minimum of 14 and maximum of 18. Similarly, the average of the instructors evaluated by their colleague based on their classroom visits was 17.1% out of 20% with a minimum of 15 and maximum of 19. In the same way, the average of the instructors evaluated by their college dean was 11.3% out of 15% with a minimum of 9 and maximum of 14. Finally, the average of the instructors evaluated by their committee leaders based on committee participation visits was 4.9% out of 10% with a minimum of 3 and maximum of 7. We have seen in above half of the respondents weren’t participate in committee. Generally, the overall performance evaluation of the instructor’s was 75.5% out of 100% and with a minimum of 65% and maximum 86%. In field interview we observe the organizational trend on planning, organizing managing and evaluating of performance management of the universities. “We always evaluate the teachers in every semester. That assessment was seen in detail and results entered in SPSS. The EVP looks for the final score EVP and offers to a department. The student evaluation was reached through the department of the teachers.” said the top management of the St. Mary’s University. In related, the Unity University top management said, “The dean approves the department head evaluation. Teachers under head department are evaluated by students and department heads. Department heads are evaluated yearly by teachers and dean. In related, deans are evaluated by students and EVP. In last, EVP is evaluated by Senior Deputy President. At the end their result is explained to the staff via letters.” In connected to this, the organization trend in monitoring and evaluation of the academic staff was kept under observation in deep-interview. Therefore, “teachers are reviewed through our students regularly in semester. In the quarter, the academic staff is physically monitored by department heads through attending classes. Finally, the work done was reported to the EVP through the educational enrichment center.” said the top management of the St. Marry University. Similarly, in Unity University both regular and part time academic staffs are evaluated regularly by students.

Table 4. 14: Summary of the Overall Performance of the Academic Staff for Managing Employee Performance of Academic Staff in Higher Education Institutions: the Cases of Unity University and St. Mary’s Universities, 2021 N = 163

Indicators of teaching performance in last semester	Load	Minimum	Maximum	Mean	Std. Deviation
Self-evaluation or report	10%	6.00	9.00	7.4908	1.12419
Student examination performance	25%	16.00	22.00	18.9264	1.98313
Chairman (department head) evaluation	20%	14.00	18.00	15.8221	1.44410
Colleague ratings based on classroom visits	20%	15.00	19.00	17.0613	1.39529
Dean evaluation	15%	9.00	14.00	11.2761	1.77182
Committee evaluation	10%	3.00	7.00	4.8589	1.38277
Your overall performance (total) in the last semester	100%	65.00	86.00	75.4847	4.05115

Sources: Own survey (2021)

4.5 Job Satisfaction and Career Path of the Academic Staff

Research Question 2

The second research question to be addressed by this thesis is “ How seems is the job satisfaction and career path of the academicians private higher education institutions”? This section elaborates the job satisfaction of the academic staff in study areas. Therefore some parameters which determine the job satisfaction of the academic staff are evaluated in detail. This are: health and safety working conditions, discussion with department head when teaching learning problem face, results of working activity, working hours, intensity of the assigned work, daily workload, professional payment, and availability of teaching learning equipment/ materials/ facilities. For the purpose of reporting the findings of each value were counted and put in percentage. Moreover, for some tables mean scores and Std. Deviation were calculated. In this case, for the purpose of interpretation, the mean of the values of the scale was used as a reference point and the values below the reference point represent negative response and the values above the point show positive response.

The lived experience of performance management of the academicians was one part of deep-interview with top management of the universities. So all the head departments provide teachers scores, and said you have are good strength on this matter, and you are poor on this matter. They also provide the necessary feedback on the back of the score based on the student's review. The feedback will be immunized. The document is properly organized by the Hard Copy and Soft Copy. These coverters can also change every five years. He said they follow another review of evaluation of evaluation next year.” said the top management of the St. Mary’s University. Similarly, top management in Unity University said “teachers will be scattered through human resource management and received on their own score by signed on the document. Good things are expressed to increase more than work. And also replayed as in contrast this is what you need to improve this problem, so you have weakness. When he reviews it, the teacher sits down according to the instructions, so that the teacher has found this because of this reason why he did not do this. It provides an article that I have agreed. If there is they aren't agreed they call human resource management officer and discussed the issue.”

Table 4. 15: Summary of Response about Job Satisfaction of the Academic Staff's for Managing Employee Performance of Academic Staff in Higher Education Institutions: the Cases of Unity University and St. Mary's Universities, 2021 N = 163

No.	Evaluation points	Very low		Low		Medium		High		Very high		Mean	Std. Deviation
		C	%	C	%	C	%	C	%	C	%		
1.	Health and safety working conditions are observed in your unit.	8	4.9	16	9.8	49	30.1	61	37.4	29	17.8	3.53	1.05
2.	When there is a problem/ negligence related to the teaching learning activity of the academicians, it is discussed directly in close co-operation with the superior/ department head.	14	8.6	11	6.7	36	22.1	64	39.3	38	23.3	3.62	1.166
3.	You receive feedback on the results of your working activity when you finish a certain task (course) or a project.	6	3.7	11	6.7	44	27	70	42.9	32	19.6	3.68	0.986
4.	You are satisfied with the hours for the beginning and end of the working day.	6	3.7	7	4.3	55	33.7	66	40.5	29	17.8	3.64	0.947
5.	You are satisfied with the intensity of the assigned work.	25	15.3	50	30.7	59	36.2	25	15.3	4	2.5	2.59	1.004
6.	You are satisfied with the number of staff to cope with the daily workload.	19	11.7	46	28.2	60	36.8	35	21.5	3	1.8	2.74	0.987
7.	You are satisfied with professional payment (salary).	18	11	49	30.1	65	39.9	28	17.2	3	1.8	2.69	0.946
8.	You are satisfied with availability of teaching learning equipment/ materials/ facilities.	21	12.9	60	36.8	50	30.7	30	18.4	2	1.2	2.57	1.006

Sources: Own survey (2021)

NB: R=Respondents, NR=No of Respondents, F=Frequency, %= percent, SD=Standard Deviation Scales; ≤ 1.49 = strongly disagree, 1.5 – 2.49 =Disagree, 2.5 – 3.49 = Neutral, 3.5 – 4.49 = Agree, ≥ 4.5 = strongly agree.

To distinguish how the academic staffs are satisfied on the health and safety working environment, respondents were asked to indicate their level of agreement. Therefore, 55.2% of the respondents agreed on the health and safety working conditions are observed in the unit. In next, 62.6% of the academicians were agreed on that the supervisor/ department head were discussed with academicians and try to find solid solution where teaching learning problem face. Additionally, 62.5% of the academicians were agreed on results of your working activity; and 58.3% of the respondents were also agreed in working hours. Almost above half of the respondents were agreed on the first four items. In contrast, in the last four items only quarter of the academicians were agreed. In words, 17.8% of the academicians were agreed intensity of the assigned work, 23.3% on daily workload, 19.0% on professional payment (salary), and 19.6% were on availability of teaching learning equipment/ materials/ facilities.

In the first four item, the total number of 163 respondents had high agreement on the statement “health and safety working conditions are observed in your unit” with a mean 3.53; “when there is a problem/ negligence related to the teaching learning activity of the academicians, it is discussed directly in close co-operation with the superior” with a mean 3.62; “you receive feedback on the results of your working activity when you finish a certain task (course) or a project” with a mean 3.62; “you are satisfied with the hours for the beginning and end of the working day” with a mean 3.64. In contrast in the last four items, the total number of 163 respondents had medium agreement on the statement “you are satisfied with the intensity of the assigned work” with a mean 2.59; “you are satisfied with the number of staff to cope with the daily workload.” with a mean 2.74; “you are satisfied with professional payment (salary)” with a mean 2.69; and “you are satisfied with availability of teaching learning equipment/ materials/ facilities” with a mean 2.57.

4.6 Perceptions Assessment of Academic Staff towards Performance Appraisal System (PAS)

In this section we try to assess the perceptions of academic staff towards performance appraisal system (PAS) for managing employee performance.

Research question 3

The third research question to be addressed through this research was “How the performance of the academic staff assessment can be organized and systematized in private higher education institutions”?

Table 4. 16: Summary of Response about the Perceptions of Academic Staff towards Performance Appraisal System for Managing Employee Performance of Academic Staff in Higher Education Institutions: the Cases of Unity University and St. Mary's Universities, 2021 N = 163

No	Evaluation points	Very low		Low		Medium		High		Very high		Mean	Std. Dev
		C	%	C	%	C	%	C	%	C	%		
1.	Annual performance appraisal of academic staff is necessary	12	7.4	51	31.3	61	37.4	33	20.2	6	3.7	2.82	0.964
2.	Appraisal results should be directly reflected in salary decisions	19	11.7	47	28.8	54	33.1	33	20.2	10	6.1	2.8	1.082
3.	The significance of qualitative measures of teaching should be increased in pay-for-performance systems	18	11	39	23.9	79	48.5	21	12.9	6	3.7	2.74	0.947
4.	System for evaluating publications should be simplified	18	11	43	26.4	60	36.8	37	22.7	5	3.1	2.8	1.011
5.	The system of pay-for-performance should be based on significantly simplified performance appraisal system	14	8.6	47	28.8	72	44.2	22	13.5	8	4.9	2.77	0.958

Sources: Own survey (2021)

NB: R=Respondents, NR=No of Respondents, F=Frequency, %= percent, SD=Standard Deviation Scales; ≤ 1.49 = strongly disagree, $1.5 - 2.49$ =Disagree, $2.5 - 3.49$ = Neutral, $3.5 - 4.49$ = Agree, ≥ 4.5 = strongly agree.

A bit respondent 23.9% of the academicians were agreed on the necessity of annual performance appraisal. Similarly, 26.3% appraisal results should be directly reflected in salary decisions. In last but not the least 18.4% of the academicians were agreed on the system of pay-for-performance should be based on significantly simplified performance appraisal system. Surprisingly, in all items only a few academicians are agreed.

4.7 Assessing Competency of the Academic Staff

For the individual, the critical responsibility in this phase is getting the job done, achieving the agreed objective. For the appraiser, there are two major responsibilities: creating the conditions that motivate, give feedback, confronting and correcting any performance problems. In view of this, this section evaluates the major variables which determine its effectiveness. These are coaching and updating, feedback ,motivation, documentation and them measuring its practice against the guideline. In related to this, we were asked the top management of the universities about the action that they take on the good and poor performance of the academicians during the interview. “The academic staffs are spliced in that way using the rate in the review paper. All the departments have to recognize best performing instructors according to their yearly plan. For good performing teachers we gave recognition letter, and scholarship for Master and PhD degree. However, good performance teachers are told to update their weakness. If they didn't show any improvement we were forced to cancel the agreement.” said the top management of the St. Marry University. Likewise, in Unity University said “teachers are evaluated by students on a regular basis. The assessment was applied to the students to use their ideas on the guideline, making the assessment of the teacher. The result was provided to the department when the student's review is completed. The department would be able to perform narration and send a human resource management. Teachers view the average results of their students. This problem will be reviewed again and then we take action. But most of the teachers show improvement for the next evaluation period.

Table 4. 17: Summary of Response about the Competency of Academic Staff for Managing Employee Performance of Academic Staff in Higher Education Institutions: the Cases of Unity University and St. Mary's Universities, 2021 N = 163

No.	Evaluation points	Very low		Low		Medium		High		Very high		Mean	Std. Deviation
		C	%	C	%	C	%	C	%	C	%		
	A. Core Competency												
1.	Explains course overall objectives, prepares course outline on time and explains the contents of the course outline	12	7.4	9	5.5	41	25.2	70	42.9	31	19	3.61	1.085
2.	Prepares well for course delivery	13	8	13	8	35	21.5	63	38.7	39	23.9	3.63	1.166
3.	Gives course reading materials and lecture notes	11	6.7	16	9.8	35	21.5	68	41.7	33	20.2	3.59	1.121
4.	Notify list of references and textbooks available in the library	12	7.4	6	3.7	49	30.1	60	36.8	36	22.1	3.63	1.095
5.	Depending on course nature teaches practical sessions	7	4.3	5	3.1	50	30.7	68	41.7	33	20.2	3.71	0.968
	B. Professional Competency												
6.	Delivers the course in a such a way that students understand	14	8.6	40	24.5	57	35	44	27	8	4.9	2.95	1.029
7.	Use of additional teaching aids	15	9.2	48	29.4	61	37.4	34	20.9	5	3.1	2.79	0.978
8.	Answers questions raised in the class room	13	8	44	27	57	35	39	23.9	10	6.1	2.93	1.037
9.	Gives class work, quiz, homework etc....along with the feedback	12	7.4	48	29.4	60	36.8	37	22.7	6	3.7	2.86	0.974
10.	Uses student centred approach such as cooperative army, group work/presentations etc...	14	8.6	35	21.5	66	40.5	40	24.5	8	4.9	2.96	1.002
11.	Follows continuous assessment approach and gives feedback on continuous assessments on time	11	6.7	44	27	67	41.1	30	18.4	11	6.7	2.91	0.996

12.	Gives supplementary exam to low performing students on the basis of continuous assessment result	15	9.2	46	28.2	66	40.5	30	18.4	6	3.7	2.79	0.972
13.	Gives tutorial for women, special needs students and low performing students	10	6.1	42	25.8	62	38	38	23.3	11	6.7	2.99	1.006
14.	Explains assessment modes	10	6.1	46	28.2	59	36.2	35	21.5	13	8	2.97	1.033
15.	Prepares exams as per the course content, exams covers across the course contents, exam includes various assessment modes and allocates appropriate marks for exam questions	9	5.5	44	27	83	50.9	24	14.7	3	1.8	2.8	0.823
	C. Ethical Competence												
16.	Gives respect to students	11	6.7	6	3.7	46	28.2	59	36.2	41	25.2	3.69	1.096
17.	Listens to students questions and gives feedback and allows students to interact during class room	11	6.7	11	6.7	38	23.3	57	35	46	28.2	3.71	1.148
18.	Ethics, behavior and commitment for knowledge transfer	12	7.4	11	6.7	28	17.2	63	38.7	49	30.1	3.77	1.167
19.	Partiality based on ethnic, religion or gender	14	8.6	6	3.7	38	23.3	64	39.3	41	25.2	3.69	1.147
	D. Time Management												
20.	Appears on time during class timetable and use class time appropriately	10	6.1	6	3.7	31	19	74	45.4	42	25.8	3.81	1.057
21.	Informs consultation hour and solves students' academic problems on time	11	6.7	9	5.5	44	27	56	34.4	43	26.4	3.68	1.126

Sources: Own survey (2021)

NB: R=Respondents, NR=No of Respondents, F=Frequency, %= percent, SD=Standard Deviation Scales; ≤ 1.49 = strongly disagree, 1.5 – 2.49 =Disagree, 2.5 – 3.49 = Neutral, 3.5 – 4.49 = Agree, ≥ 4.5 = strongly agree.

Competency management is the other phase of performance management process. Core competency, professional competency, ethical competency, and time management are the top four management tools of the academic staff. These tools are fulfilled by the department head and the respondents. The Majority of the respondents (61.9%, 62.6%, 61.9%, 58.9, and 61.9%) agreed on the core competency items. Only a few academicians agreed in all 10 statements of professional competency. This is a straight forward and expected qualification/ requirement.

Similarly 61.4% of the academicians agreed that academicians give respect to students, 63.2% academicians listen to students' questions and give feedback and allow students to interact during class room discussions , 68.8% on the statement of ethics, behavior and commitment for knowledge transfer, and 64.5% on the statement of partiality based on ethnic, religion or gender. About 71.2% of the academicians responded that they appear on time during class timetable and use class time appropriately. 60.8% of the academicians agreed that they inform consultation hour and solves students' academic problems on time.

In relation to these findings the researcher raise question on implementation of the universities that they will take in future in managing the performance of the academicians during our interview schedule. Therefore, "For good achievers of the academic staff, we are going to design a training and pedagogical training package to build their capacity. The St. Mary's University offers pedagogical training for teachers before the teachers are hired. Because teachers come from different business area should continue to provide this training and pedagogy. Also, teachers who have been in the university is made to others the problems they experienced in learning. Teachers are also made regularly by speaking from the registrar and classes at the time of the test of teachers. Academic and Resource Unit is working primarily. However, we have a lack of reserving training. Government must pay attention to private institutions. We too are afraid of the creation. In 2014 Peer Evaluation are preparing to start taking the experience of different universities." said the top management of the St. Mary's University. Similarly, in Unity University they said "We continue as much more teachers as possible. Much of the problems are in solved in a meeting and training. Our University has made good packages that are good packages to qualify for newly mixed teachers, but on different reasons. The following year we are in preparation for the teachers to work for a better prepared mental competition."

Table 4. 18: Person Correlation Table for socio-demographic variables.

		Your overall performance	Gender	Age	University	Monthly salary	Marital Status	Work experience	Level of education	Position	Current employment status	Number of publications
Your overall performance	Pearson Correlation	1	.032	.018	-.003	.174	-.070	.039	.172	-.213	-.030	.141
	Sig. (2-tailed)		.682	.824	.971	.026	.374	.622	.028	.006	.707	.073
	N	163	163	163	163	163	163	163	163	163	163	163
Gender	Pearson Correlation		1	.633*	.055	.700**	.761**	.619**	.598**	-.577**	-.176*	.687**
	Sig. (2-tailed)			.000	.482	.000	.000	.000	.000	.000	.025	.000
	N		163	163	163	163	163	163	163	163	163	163
Age	Pearson Correlation			1	.104	.679**	.724**	.990**	.665**	-.353**	-.397**	.439**
	Sig. (2-tailed)				.187	.000	.000	.000	.000	.000	.000	.000
	N			163	163	163	163	163	163	163	163	163
University	Pearson Correlation				1	.080	.026	.102	.091	-.046	-.119	.034
	Sig. (2-tailed)					.308	.745	.197	.248	.559	.130	.667
	N				163	163	163	163	163	163	163	163
Monthly salary	Pearson Correlation					1	.510**	.708**	.879**	-.880**	-.444**	.749**
	Sig. (2-tailed)						.000	.000	.000	.000	.000	.000
	N					163	163	163	163	163	163	163
Marital Status	Pearson Correlation						1	.697**	.408**	-.311**	-.216**	.466**
	Sig. (2-tailed)							.000	.000	.000	.006	.000
	N						163	163	163	163	163	163

Work experience	Pearson Correlation							1	.687**	-.381**	-.388**	.472**
	Sig. (2-tailed)								.000	.000	.000	.000
	N							163	163	163	163	163
Level of education	Pearson Correlation								1	-.789**	-.480**	.553**
	Sig. (2-tailed)									.000	.000	.000
	N								163	163	163	163
Position	Pearson Correlation									1	.347**	-.644**
	Sig. (2-tailed)										.000	.000
	N									163	163	163
Current employment status	Pearson Correlation										1	-.130
	Sig. (2-tailed)											.099
	N										163	163
Number of publications	Pearson Correlation											1
	Sig. (2-tailed)											
	N											163

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

**. Correlation is significant at the 0.05 level (2-tailed).*

4.8 Pearson Correlation

Based on the result as shown in table 15, core competency and professional competency are statistically significant and its correlation is ($p < 0.05$). The other variables were not statistically significant pairwise correlation.

Table 4. 18: Pearson’s Correlation Coefficient of Job Performance of Academic Staff

		Your overall performance (in per cent) in the last semester	Average Time Management	Average Core Competency	Average Professional Competency	Average Ethical Competence
Your overall performance (in per cent) in the last semester	Pearson Correlation	1	-.064	.035	-.077	.103
	Sig. (2-tailed)		.419	.662	.330	.191
	N	163	163	163	163	163
Average Time Management	Pearson Correlation	-.064	1	-.026	.022	.015
	Sig. (2-tailed)	.419		.746	.784	.848
	N	163	163	163	163	163
Average Core Competency	Pearson Correlation	.035	-.026	1	.194*	.011
	Sig. (2-tailed)	.662	.746		.013	.887
	N	163	163	163	163	163
Average Professional Competency	Pearson Correlation	-.077	.022	.194*	1	.148
	Sig. (2-tailed)	.330	.784	.013		.059
	N	163	163	163	163	163
Average Ethical Competence	Pearson Correlation	.103	.015	.011	.148	1
	Sig. (2-tailed)	.191	.848	.887	.059	
	N	163	163	163	163	163

4.9.4 Actions taken by the Institution

Research Question 4

For the research question “What actions are taken by the institutions to improve both good and poor performance of the academicians?” certain responses are obtained. In St. Mary’s university, the academic staffs are first spliced in the way that using the rate in the review paper. All the departments carry out their works and recognize best performing instructors according to their yearly plan. For good performing teachers they give recognition letter, and scholarship for Master and PhD degree. However, poor performance teachers are told to update their weakness. If they do not show any improvement the respective departments can force them to cancel the agreement. In Unity University, teachers are evaluated by their students on a regular basis. The assessment allows them to use their ideas on the guideline, making the assessment of the teacher. The students’ evaluation will finally be submitted to the department for further checkouts and signature. Then the department sends it to the human resource management office. Finally the teacher receives his or her evaluation result by his/her student. If there is complain over the evaluation result and assessment procedure, they try to solve with convincing reason. Actions are promptly taken and every instructor is committed to improve his/her performance in the upcoming classes.

St. Mary’s University, for good achievers of the academic staff, they prepare pedagogical training to promote their skills of teaching. St. Mary’s University offers pedagogical induction training for teachers before they are hired. This is because teacher joining the University for teachings come from different business backgrounds. The training is also always given to teachers who are formerly employed but exhibit poor teaching and training performance during the given teaching seasons. The university’s academic and resource unity is responsible office for this. However, they say that they have lack of reserved training rooms and ask government to pay attention to private higher learning institutions. In Unity University, problems are solved with discussions and convincing reasons. Issues arise during teachings are solved with meeting and training. Their universities have made good preparations and make utmost efforts to evaluate their employees’ performances at the end of the class course. They prepare regular assessment packages and academic staffs are aware.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Based on the finding of the research the following summary, conclusions and recommendations are formulated.

5.1 Summary

Private higher learning institutions are intermingled with various challenges in providing quality services. They exhibit poor academic staff management compared to public universities (Tirussew, 2018). Graduates from such academic institutions are curtailed by their poor performance and scalability skills.

This study aims to assess the performance management of academic staffs in Unity and St. Mary's universities. In doing so the study tries to answer the flowing questions as follows:.

- ✓ How performance assessment of academic staff is managed in private higher education institutions?
- ✓ How seems is the job satisfaction and career path of the academicians private higher education institutions?
- ✓ What action is taken by the institutions in both good and poor performance of the academicians?
- ✓ How the performance of the academic staff assessment can be organized and systematized in private higher education institutions?

Specifically the study seeks to achieve the following objectives.

- To assess job performance of the academic staff in Unity and St. Mary's Universities.
- To evaluate the job satisfaction and career path of the academicians in the selected universities.
- To identify the mode of reward and penalties for a good and poor performance of the academicians in the universities; and
- To indicate the tools that help to manage and assess the job performance of academicians and how it looks like based in the universities.

Descriptive research design was employed and both qualitative (interview) and quantitative (questionnaire survey) data was collected to answer the research questions. Using descriptive and inferential statistics for quantitative data and word description for qualitative data, analysis and interpretation was made. Based on the analysis and interpretation the following findings were obtained.

5.1.1 Profiles of the Respondents

There are 163 academic staff participated in this research. Out of these 58 are from Unity University, and 105 from the St. Mary's University. Also deep-interview was conducted with randomly selected individuals from the selected universities. 64.4% of the study participants were from St. Mary's university. 27 were female academicians, 8 are working in the Unity University, and the remaining 19 females are working in St. Mary's university. 45 teachers are employed by the St. Mary University of 131 teachers who have done Master degree, and the remaining 86 teachers are St. Mary University. Only St. Mary University has 1 professor. Both universities have 1 associate professor. From the total of 25 assistant professors, 8 are in Unity University and 17 in St. Mary University. Similarly, from the total 122 teachers who have paid 8001 -12000 ETB per month 42 are working in Unity University, and 80 teachers work in St. Mary University. 47 teachers out of 141 teachers are working in Unity University permanently, and the remaining 94 teachers are working in St. Mary University also in permanently agreement. All bachelor academicians do not have any publication, community services, attending in seminar, workshop and symposium. Additionally, they didn't participate in committee in department and college.

5.1.2 Major findings of the Study

The major findings of this study indicated that the lived experience of the universities in performance management of academic staff is found to be poor and needs to be nurtured.

- The academicians have been found almost concentrated on teaching activity. The involvement of the academicians in research, publication, symposium, community service and grant project was found to be insignificant. From the total number of 163 teachers who were participants of the study only 7 teachers have the experience of less than 2 years. Accordingly, 88 teachers have 3- 5 years of work experience. The 53 teachers have 3-5 years of work experiences. 23.9% of the academicians agreed on the necessity of annual performance appraisal.
- The overall performance evaluation of the instructors was 75.5% out of 100%. With minimum of 65% and maximum 86% and 60.8% of the academicians agreed that they inform consultation hour and solves students' academic problems on time. Core competency and professional competency are statistically significant in correlation ($p < 0.05$). The other variables were not statistically significant pairwise correlation. In addition, the overall

performance evaluation of the instructor's was 75.5% out of 100%. With a minimum of 65% and maximum 86%. About 71.2% of the academicians were agreed on that they appear on time during class timetable and use class time appropriately. 60.8% of the academicians were agreed on that they inform consultation hour and solves students' academic problems on time.

- Majority of the respondents, 61.9%, 62.6%, 61.9%, 58.9, and 61.9% were agreed on the core competency items. Likewise, only a few academicians are agreed in all 10 statements of professional competency. This is a straight forward and expected qualification/ requirement.

5.2 Conclusions

Performance management is versatile and implemented in different organizations for different reason. It is a continuous process in identifying, measuring, and developing the capacity of employees and leaders. It helps to qualify them to the strategic goals/ plan of the organization where they are working. Performance management for academic staff needs more attention for the overall qualification of academy industry. This study was conducted under two private universities. From this study it has been drawn that performance management is going to be a complex and difficult reality. Therefore, from this study the following conclusions have been made.

- As observed practically in the study area, monthly salary of the academic staff is depending on working hour/ workload. The more the time they have, the best the payment they get. Salary is not depended on their academic level, work experience, performance (number of publications, community services). Therefore, to gain more payment the academic staff is forced to hold more loads. That means they have no enough time to prepare academic materials, working on researches and publications and community services rather they are engaged in load. This is not good setting to increase the performance of academicians.
- Academicians in public universities have an opportunity of getting learning master and PhD in cost zero with work agreement. But these privet universities didn't give academic learning for their employees. Additionally, all academic staff in public universities is permanently recruited (with a renewal agreement within 2 years). In contrast, in these privet institutions some academicians are work as in contract agreement. The bachelor

academicians can teach the course for undergraduate students. Private institutions are highly focused in part time employment.

- On the other hand, the competency of academicians is depending on the number and quality of the research they publish. They share their experience with others; and adding new science from elsewhere. Teachers who are working in these learning institutions participate with limited number of research publications and have engaged in a few community services. They are believed to give services though knowledge share and profession.

5.3 Recommendations

Based on the findings of this study, the following recommendations are forwarded.

- Ministry of Education and other concerned bodies should evaluate the effectiveness of private educational institutions not only for the development and knowledge sharing but also performance management of employees. Implementing proclamations, rules and regulations set by Ministry of Science and Higher Education (MOSHE) towards salary scale/ strategy, level of education of academicians, work load; performance evaluation etc. should be made clearly. It is good to take action if one cannot apply the regulation.
- Teachers who work in private institutions are good if it can take a plan for study and research. The consistent procedure of the teachers will also be expanded. It is also good that the capacity of the teachers is ready and implemented.
- Moreover, private education institutions take a counter part of doing for evaluating their academicians frequently and support to fill the gap they have. The computerization of a performance management system provides a way of getting around the debates since formats and procedures can be manipulated more easily. Lack of management capacity appeared to complicate the functioning of the systems as indicated by one of the participants
- Effective performance in these universities is beneficial in various ways. The first recommendation for the universities is to have a clear and participatory performance management policy in which academic staffs know the purpose of performance management. Secondly, there should be fair and regular performance management feedback so that employees know their strengths and weaknesses and keep up with strength and improve weaknesses, high performance should be recognized and rewarded in order to increase its perceived fairness otherwise it would be meaningless to show

commitment and high performance by academic staffs unless there is performance based discrimination.

- Thirdly, awareness about the benefit of performance to appraiser especially students would be better to increase awareness regarding the use and importance of performance evaluation in the universities in sustaining the quality of education.
- Supports from top management must be there for the successful implementation of performance appraisal as Watkins and Leight (2010) argued that the best time to apply a performance management system in an organization is when the organizational leaders are ready to fully integrate it into the management functions of the organization. Everyone in the universities should be committed to provide supports and all the information needed. This is because a poorly implemented appraisal system can do more harm than good one. It would be important to identify the needs and gaps that need to be changed for the effective implementation of appraisal system. It is also better to allocate their courses with due prior notice, appropriately allocate resources, promote feedback and peer-based academic coordination, provide (and value) their space and time by the academic organization, and giving permanent training like Higher Diploma Program (HDP). Above all, further study should be conducted to understand why academic staffs were dissatisfied with performance appraisal system of the University.

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COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
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ANNEXES A: Consent form

First of all, I would like to thank you in advance for your willingness to devote your valuable time to this MA research in responding to this research questionnaire. My name is Yemisrach Nigatu. I am EDPM MA student at Addis Ababa University. I am going to conduct a research on managing employee performance of academic staff in higher education institutions: the cases of Unity and St. Mary's Universities. The detail information is given below:

Title of the study: Assessing management performance of academic staff in higher education institutions: the cases of Unity and St. Mary's Universities.

Background of the study: The performance of higher education institutions (HEIs) is having a positive effect on the economic development of societies; through the provision of inclusive, democratized access to quality education and high impact research. Academic commentators frequently suggest that the managerial strategies, structures, and values that belong to the 'private sector' are leading to significant improvements in the HEIs' performance.

Objective of the study: to indicate the tools in managing the employee performance of the academic staff on the higher education institutions: the cases of Unity University and St. Marry University.

Benefit of the study: the findings do not provide short term direct benefit for the study participants but it may aid the responsible bodies to improve and manage the performance of academic staff in higher education.

Confidentiality: name or other sensitive information will not be written in the form and all information obtained will be strictly kept confidential. If at any time during the interview you want to stop answering questions, you are free to do so. If you are willing to participate, you will be requested to provide written informed consent before the interview. If you have any questioner if something is not clear please feel free to ask. You can contact the investigator and ask any query you have at any time.

Are you willing to participate in the interview? [] Yes, Go to the next page 091201072

ANNEX B: Questionnaire

Part I: Socio-demographic Characteristics

Instruction: I request you kindly to go through each question and give your responses by placing a tick mark (√) against the box provided. Tick only one answer only for each question.

No.	Questions	Code	Answer
1.	Gender	1. Male 2. Female	<input type="checkbox"/> <input type="checkbox"/>
2.	Age in complete years	1. Below 20 years 2. 20-29 years 3. 30-39 years 4. 40-49 years 5. Over 50 years	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.	What is your job rank?		
4.	Name of your University	1. Unity University 2. St. Marry University	<input type="checkbox"/> <input type="checkbox"/>
5.	Monthly salary (paid from this university only) in ETB		
6.	Marital Status	1. Married 2. Single 3. Divorced 4. Other specify	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7.	How long have you worked in this University? (in year)	1. Below 2 years 2. 3-5 years 3. 5-10 years 4. 10 -15 years 5. Over 15 years	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8.	What is your highest level of education attained?	1. Diploma 2. Degree 3. Masters degree 4. Doctorate	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9.	What is your position?	1. Professor 2. Associate professor 3. Senior lecturer 4. Lecturer 5. Junior lecturer 6. Research assistant 7. Manager	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10.	What is your current employment status	1. Permanent 2. Contract 3. Others (Specify)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Part II: Performance Management

Instruction: Dear respondent (selected academic staff) please kindly go through the questions given below and tick (√) against appropriate answer. Tick only one answer only for each question.

No.	Questions	Code	Remark
1.	Number of publications do you have		
2.	How many unpublished papers or reports do you have		
3.	Number of community service you attended		
4.	Number of seminar, workshop and symposium attended		
5.	Had you ever work as a member/ leading committee in campus	1. Yes 2. No	<input type="checkbox"/> <input type="checkbox"/>
6.	Had you ever supervise student research, proposal/ project in campus	1. Yes 2. No	<input type="checkbox"/> <input type="checkbox"/>
7.	Are you independent teaching learning and research activity	1. Yes 2. No	<input type="checkbox"/> <input type="checkbox"/>
8.	Have you ever awarded the grants or funding in project in the campus	1. Yes 2. No	<input type="checkbox"/> <input type="checkbox"/>

Part III. Assessment of academic staff's job satisfaction

Instruction: Dear respondent (selected academic staff) please kindly go through the questions given below and tick (√) against appropriate answer. Tick only one answer only for each question.

No.	Evaluation points	Very low	Low	Medium	High	Very high	Not applicable
1	Health and safety working conditions are observed in your unit.						
2	When there is a problem/negligence related to the teaching learning activity of the academicians, it is discussed directly in close co-operation with the superior.						
3	You receive feedback on the results of your working activity when you finish a certain task (course) or a project.						
4	You are satisfied with the hours for the beginning and end of the working day.						
5	You are satisfied with the intensity of the assigned work.						
6	You are satisfied with the number of staff to cope with the daily workload.						
7	You are satisfied with professional payment (salary).						
8	You are satisfied with availability of teaching learning equipment/ materials/ facilities.						

Part V: Peer Evaluation (filled by Colleagues)

Instruction: Dear esteemed colleagues. Your colleague _____ is selected to this study which is going on evaluating performance management of the academic staff. In regards you are randomly selected to evaluate him competency that way that you know him well. Kindly go through the questions given below and tick (√) against appropriate answer. Tick only one answer only for each question.

No.	Evaluation points	Very low	Low	Medium	High	Very high	Not applicable
I	A. Core Competency						
1	Explains course overall objectives, prepares course outline on time and explains the contents of the course outline						
2	Prepares well for course delivery						
3	Gives course reading materials and lecture notes						
4	Notify list of references and textbooks available in the library						
5	Depending on course nature teaches practical sessions						
II	B. Professional Competency						
1	Delivers the course in a such a way that students understand						
2	Use of additional teaching aids						
3	Answers questions raised in the class room						
4	Gives class work, quiz, homework etc...along with the feedback						
5	Uses student centered approach such as cooperative army, group work/presentations etc...						
6	Follows continuous assessment approach and gives feedback on continuous assessments on time						

7	Gives supplementary exam to low performing students on the basis of continuous assessment result						
8	Gives tutorial for women, special needs students and low performing students						
9	Explains assessment modes						
10	Prepares exams as per the course content, exams covers across the course contents, exam includes various assessment modes and allocates appropriate marks for exam questions						
III	C. Ethical Competence						
1	Gives respect to students						
2	Listens to students questions and gives feedback and allows students to interact during class room						
3	Ethics, behavior and commitment for knowledge transfer						
4	Partiality based on ethnic, religion or gender						
IV	D. Time Management						
1	Appears on time during class timetable and use class time appropriately						
2	Informs consultation hour and solves students' academic problems on time						

Semi-structured interview schedules

These questions were used to provide structure to the interviews with different types of staff within the institution. The participants could raise any other issues about the performance management system if there was any time left. The development of semi-structured interview schedules was guided by the following assumptions:

- Not all staff would be able to provide information on all questions posed by the case study.
- Specific question would be asked of staff members at different levels of the institution.
- Some generic questions would be asked of all staff to obtain perspectives of the performance management system at different levels.
- A maximum of six questions could be asked within the space of an hour interview.

Overall interview with Top management (University dean, Quality Assurance Head, Academic Dean, Student Union, Human Resource) level interview Human Resources management staff

1. Current practice with top management level interview and Human Resources Management.
2. How is the performance management of academic staff regularly reviewed?
3. How is academic staff consulted and communicated with in connection with performance management?
4. What are the strong (good) and the weak (poor) points identified in the context of performance management systems for academic staff?
5. What activities are planned to correct the weak (poor) points in the performance management system for academic staff?
6. What would the ideal performance management system look like?