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The Contribution of Leadership of Public Universities in Improving Employee Performance

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Abstract:

Leadership is key to employee performance, and leadership in the universities is responsible for the performance of employees in their institutions. This article seeks to find out the contribution of university leadership in improving employee performance. The researcher adopted both the survey and purposive sampling technique with a 5-point Likert Scale questionnaire to solicit data. The article relied on Hicks's (2015) key indicators for improving employee performance. The findings reveal that the employee of the universities has the requisite skills to match their task, and also understand the goals of the institutions, however, the leadership of the universities need to attend to the challenges of incentives for staff, feedback on performance, and the processes of accessing scholarship for training.

Keywords: Leadership, employee, performance, universities, public

1. Introduction

Employees of public universities perform their duties in line with the mission and vision of the institutions. Invariably, the public university employees work to project the image of the institution and produce high level manpower needs of the country. However, a recent study by Martin (2016) suggested that, employees of higher education, especially the administrative staff need to be proactive in their day-to-day activities. The delays in service delivery and apathy towards work in the higher educational institutions have been some of the finding of Martin (2016). The ineptitude of employees of higher education can be attributed to several factors, and one of such factors could be leadership failure or inactivity.

Employee performance embraces all activities executed that are related directly or indirectly to the work schedules. It also includes service delivery, work competencies, effectiveness, and efficiency in executing work. Public universities need appropriate organizational structure and strong leadership styles that can enhance employee performance. The public universities in Ghana are higher educational institutions. Hence, the study seeks to find out the contribution of leadership of public universities in improving employee performance.

The argument in this study is based on the human relation theory, which postulates that, positive management actions can lead to employee motivation and improved performance. These management actions include and not limited to empowering employees to be innovative, training and developing employee capabilities, providing employees with appropriate recognition and reward, and creating the sense of ownership in employees.

The dynamic nature of the world and the technological advancement in education, has made it necessary for all actors in higher education to be at par with current happenings. Prudent management is significant to any educational institution because it involves strategic planning and goal setting, with motivation of workers in order to execute institutional plans. Effective leadership creates a direction for the institutions and communicates the vision internally and externally.

The public universities in Ghana can achieve its purpose and aspiration through the contributions of the employees. The employees of public universities include teaching and non-teaching staff. The teaching staff are made up of lecturers while the non-teaching staff are the administrators, casual workers, and other auxiliary staff. Workers of the public universities need to have the requisite knowledge and expertise to be able to execute their duties in other that, the institutions can achieve its goals. Do public universities in Ghana have laid down policies and strategies on how to enhance employee performance? Has there been any attempt by leadership of public universities to enhance employee performance? These questions require answers. This article seeks to find out the involvement of leadership of public universities in improving employee performance

When leadership show concern about the performance of employees and thereby influence their professional development, it goes a long way to give employees the mental, and psychological satisfaction and invariably increase employee involvement in the affairs of the organization (Wang, & Hsieh, 2013).

Apart from adding to existing knowledge, this article would bring out the challenges of employees of public universities in Ghana in contributing to the development and achievement of institutional goals. The article further

exposes and raises questions on issues of policy implementation and monitoring of employee performance in public universities.

2. Literature review

2.1. Organisational Structure of Public Universities in Ghana

According to Lunenburg (2012), an organizational structure is a system that outlines how certain activities are directed in order to achieve the goals of an organization. These activities can include rules, roles, and responsibilities. The organizational structure also determines how information flows between levels within the institutions. The organizational structure of a university refers to the hierarchy through which delegation of responsibility is accomplished (Zziwa, 2014). This gives employees and students a sense of direction. The manner in which public universities organize its employees depends on several factors, but the goal of the organizational structure is to enable employees to do their jobs effectively so the university can meet its objectives. Irrespective of the size of employees, it is important to understand that the organogram should aligns with the values, goals, and mission of the university.

The public universities in Ghana operate on somewhat diverse organizational structures. Each public university design its organogram based on the features of the university. However, there are commonalities in certain features within all the organograms of public universities in Ghana. Despite these varieties of governance structures, the public university competes in almost identical ways. According to Robinson-García, & Calero-Medina (2014) no organizational structure adequately captures public higher education governance without a parallel understanding of how the formal structure relates to the actual distribution of authority of the state. Public universities live in complex contexts, and compete in many different marketplaces, and perform an array of services for many diverse constituencies (Lombardi, J., V., et al, 2002). Although research universities focus their efforts primarily on the key dimensions of teaching and research, they engage in a wide range of additional activities derived from the expertise and resources accumulated in support of teaching and research.

Given the liberal environment that promotes the doctrines of academic freedom and institutional autonomy within public Universities in Ghana, the institutional structure is designed to encourage effective service delivery. The Organizational Structure of the Universities comprise of the University's Governing Council, which is constituted by Government, the Academic Board linking to other Statutory Committees including Deans of Schools/ Faculties, Directors of Institutes and Heads of Departments. Senior Members and the Unionized Staff are also involved in the governance by serving on various committees in the Universities.

The public universities in Ghana are guided by Act of parliament, which spells out the governance structure and operations. The Act empowers the University Governing Council to ensure the implementation and achievement of the objectives of the Universities. As a result, the Council is at the apex of the governance structure. The Council ensures the effectiveness and efficiency of the University's operations; reliability of financial reporting; compliance with laws and regulations; and safeguarding its assets. The Act gives power to the Council to appoint lecturers and other officials to academic and administrative positions and to oversee the internal organization of the University, including the establishment, variation and supervision of academic departments and faculties/ schools and Institutes.

Appointment of Senior Members of the Universities by the Council is done in accordance with the various Statutes. However, in the case of the Vice-Chancellor, Pro-Vice-Chancellor and the Registrar, appointments are made upon the recommendation of a Search Committee set up by the Council.

Figure 1: Depicts the organizational structure (organogram) of public universities in Ghana

Figure 1: Organogram of Public Universities in Ghana

When universities are established, their overall functioning is supposed to be controlled by the established structure. The university organizational structure is an important guide such that it gives all the important information about the activities that take place at the institution along with details of the management plans. The organizational structure encourages efficient communication, teamwork, and overall institution's goal attainment. Weihrich and Kootnz (1993) pointed out that the organizational structure of any institution is established to achieve set goals. Therefore, the organizational structure of the public universities in Ghana is designed to facilitate employee performance in order to achieve its goals. According to Schermerhorn (2002) the structure of a successful organization contributes to her long-term performance. It is therefore obvious that, an organizational structure that leads an organization to flourish encourages practices such as participatory decision making, teamwork and cohesion, creativity, commitment, and flexibility (Erhemjamts, Li, & Venkateswaran, 2013).

2.2. Leadership in Public Institutions

Leadership is considered a factor that has a major influence on the performance of organizations, managers, and employees (Wang et al., 2005). Early theories tried to define effective leadership styles (democratic or autocratic, socially oriented or target oriented etc.) and to relate them with various aspects of organizational outcomes.

Leadership is an important and crucial variable that leads to enhanced management capacity, as well as organizational performance. A leadership focus also plays an integrating role among various Human Resource Management components including recruitment and selection, training and development, performance management, public service ethics, and succession planning (Broussine, 2003).

Leadership is often seen as a key factor in coordinating and aligning organisational processes (Lewis, Packard, & Lewis, 2007). As with any aspect of organisational functioning, it should focus on organisational performance, and most important, effectiveness in achieving desired out-comes. Leadership can, to a large extent, affect management capacity through the design of organisational systems. A leader must assess contingency factors in the environment and in staff and the situation, considering staff characteristics and using leader-member processes to shape organisational climate and culture.

Leadership produces change and includes establishing direction through visioning, aligning people with the vision and strategies, and motivating and inspiring staff. One conceptualization for human services organisations defines administration as a combination of leadership and management (Roberts-DeGennaro & Packard, 2002). Leadership includes visioning, change management, strategy development, organization design, culture management, and community collaboration.

Leadership in the public sector is especially important; it not only influences the job performance and satisfaction of employees, but also how government and public agencies perform. Leadership is critical to good public governance, including good planning, efficiency, transparency, and accountability. The most important role of public sector leaders has been to solve the problems and challenges faced in a specific environment. The reason for the quest for more public sector

leaders is the search for people who will promote institutional adaptations in the public interest. Leadership in this sense is not value neutral. It is a positive espousal of the need to promote certain fundamental values that can be called public spiritedness.

The role of the public sector leader is to work for government organizations and institutions including the public universities, and to carry out activities according to the laws of the country and policies and regulations established by elected politicians.

Public managers and professionals often have delegated authority to carry out activities on behalf of the government or head of state. Unlike private organizations, public service organizations cannot change their fundamental purposes, but must serve all within a particular locality or jurisdiction without bias or favour (Hart, & Tummers, 2019). Today's public sector leaders are being asked to function with fewer resources and continually find new ways to tackle challenges. Leadership in the public sector is especially important; it not only influences the job performance and satisfaction of employees, but also how government and public agencies perform. Leadership is critical to good public governance, including good planning, efficiency, transparency, and accountability.

According to Hudson (2006) public sector leaders are confronted with the challenge to deliver public services efficiently in accordance with the authorized procedures, processes, and rules. Consequently, public sector senior leaders are typically prone to follow and monitor rules and procedures and give clear directions about the way things need to be done. Public sector leaders are more focused on long-term strategy and the creative process involved in building a vision. These are important aspects of mindful behavior, which is considered effective leadership behavior. Public sector leaders are more oriented toward strategic leadership, one of the important aspects of leadership behavior. And because the public sector presents unique conditions and challenges, it is crucial to identify employees who possess these important traits (Brookes, & Grint, 2010).

Leadership behavior has been found to promote employee attitudes and behaviors and increase task significance, resulting in improved employee performance (Piccolo et al., 2010). A strong organisational culture inspires, motivate, and enable employees to perform at a high level and work towards a common objective. Leaders play an important role in transmitting (Schein, 2004) the culture that they believe will most enhance organisational functioning. Leaders give staff important clues based on the aspects of the organisation they pay attention to (Kouzes, & Posner, 2006). For example, if leaders allocate resources for diversity initiatives and allocate rewards based on improved client outcomes through evidence-based practices and collaboration, employees will get clues regarding what is important. Employees know how to look beyond merely what a leader says in meetings or newsletters to see what behaviors the leader models on a daily basis.

2.3. Performance and Personnel Management of Public Universities

In organisational context, performance is usually defined as the extent to which an organisational member contributes to achieving the goals of the organisation. From expert point of view, employees' performance depends on the methods organizations employed in managing its work force (Delaney, & Godard, 2001). Performance and personnel management play an important role in employee performance, which invariably contributes to organisational performance.

Performance management has been popular in practice within the public universities of Ghana. It can be defined as deploying and managing the components of the causal model that lead to the timely attainment of stated objectives within constraints specific to the firm and to the situation (Yadav, & Sagar, 2013).

The challenges of Public universities to meet the ever-increasing demand of the public, requires effective leadership prowess to improve employee's performance, in order to achieve the desired institutional goals. Buchner (2007) indicated that modern economic challenges have led public institutions and leadership to try to improve results by increasing their attention on performance management.

According to Nudurupati et al (2011), the focus of performance management is on elements such as recognition, constructive feedback, personnel development, and career opportunities. According to Fletcher (2001), performance management is an approach of creating a shared vision of the purpose and aims of the organisation, and helping each individual employee to understand and recognise their part in contributing to them, and in so doing manage and enhance the performance of both the individual and the organisation. Similarly, performance management is a management process for ensuring employees are focusing on their work efforts in ways that contribute to achieving the organisation's mission. Armstrong (2009) defined performance management as a means of getting better results from the whole organisation by understanding and managing within an agreed framework, performance of planned goals, standards, and competence requirements. However, Gruman, & Saks (2011) argue that, to achieve the desired outcome of enhanced performance through the performance management process, leadership and organizations must set targets in order to measure the outcome of employee engagement.

Personnel Management on the other hand is an essential part of the entire management of an organization which deals with the most vibrant asset of the institution. The key aspect of Personnel Management in any organization, especially the university system is to retain, attract, reward and develop a team of highly motivated workforce, capable and willingly ready to contribute meaningfully to the attainment of institutional and national educational objectives (Odiagbo, 2000). Personnel management is a feature of management mostly concerned about the collectivity in the achievement of both the individual and organizational objectives (Klingner, D., Llorens, J. J., & Nalbandian, J., 2015). Personnel management in educational institutions could be classified into two, staff personnel management and student's personnel management.

The staff personnel management has seven sequential stages that could be described as employment life cycle' (Riccucci, 2017). These stages are, (i) recruitment and selection, (i) appointment and placement, (iii) salaries and wages, (iv) training and development, (v) job evaluation and merit rating, (vi) motivation and discipline, and (vii) separation and compensation. The student's personnel management is an important segment of Personnel management just like that of staff personnel management, especially at the university level because students are dynamic human beings who must react to their equally dynamic environment (Ferndale, E., & Brewster, C., 2005).

The students' personnel management has quantitative dimension and qualitative dimension. The former focuses on issues such as admission, enrolment, graduation, classification of students, among others, while the latter focusing on guidance and counseling, health services, accommodation, transportation, information services, sporting activities and a host of others to cater for the psychological, physiological and sociological needs of the students.

The effectiveness of performance management or personnel management of the public universities is in its organizational culture which is critical in ensuring its success (Walker, Damanpour, & Devece, 2011). Schein (2010) presented culture as the sum total of the beliefs, values, ideologies, and behaviors practice or exhibited in an organization, which has tendencies to affect organizational power relationships and the way its response to issues of change. Meaning leadership is crucial in shaping the culture that allows effective performance of employees in the public universities to bring about overall achievement of institutional goals

3. Research Methodology

The focus of this article is to find out the effort university leadership has made or is making in enhancing or improving the performance of employees. The study relied on mixed research method in the process and analysis of the data. The researcher used a 5-point Likert Scale questionnaire to solicit data. A pilot study was conducted to test the quality of the questionnaires before it is administered for the research work. The essence of the pilot study is in two folds, firstly to correct unclear and ambiguous questions and secondly to observe non-verbal behaviour signifying discomfort in responding to a question.

The researcher adopted both the survey and purposive sampling technique. The survey sample technique ensured that each member of the targeted population has equal chance of being selected. The purposive technique was employed in the case of the senior management of the universities due to their work schedules and availability.

The population of the study are ten (10) selected public universities out of eighteen (18) in Ghana. These universities are Kumasi Technical University, University of Education, University for Development Studies, Accra Technical University, Takoradi Technical University, Sunyani Technical University, Tamale Technical University, University of Ghana, University of Professional Studies and University of Cape Coast. The selection of the universities is purely based on accessibility to data collection. It is estimated that the ten selected public universities in Ghana have a staff population of 20,000.

The researcher relied on Guilford and Fruchter (1973) formula to determine the sample size. This is represented as

$$n = \frac{N}{1 + \mu^2 N}$$

Where: n is the sample size, N is the size of the population, μ is alpha = 0.05.

Therefore, Sample size (n) for the study is

$$\text{Sample size} = \frac{20,000}{1 + 0.05^2 \times 20,000}$$

$$\text{Sample size} = 389.6$$

A total sample of 390 university staff were used to gather data for this research. This study focusses on the daily work schedules activities of staff and the opportunities available to improve their working skills in the university. The questions in the questionnaire were based on Hicks (2015) key indicators for improving employee performance. These indicators are, delegation, match tasks to skills, effective communication, clear goals, incentivize employees, training and development employee, and feedback.

3.1. Data Presentation and Analysis

The data of this article is presented and analyzed under the main headings: delegation, match tasks to skills, effective communication, clear goals, incentivize employees training and development, and feedback.

		Very Often	Often	Rarely	Very Rarely	Never	Percentage
Delegation	1.Work is delegated from superior to the subordinate.	20	33.6	30.5	13.1	2.8	100
Match Tasks to Skills	1. Work is based on skills and expertise	57.2	33.1	8.2	1.5		100
Effective communication	1.There is easy flow of communication	16	51	22.8	10.2		100
	2.The communication channel of is adhered to.	16.1	46.4	26.2	11.3		100
	3.Staff can express themselves freely	11.5	21.3	48.5	18.7		100
Clear goals	1.Goals of the institution are clear stated	31	63.6	5.4			100
	2.Goals of institution are well understood	32.6	61	6.4			100
Incentivize Employees	1.Staff members are motivated to work	8.7	22.3	56	13		100
	2.Staff members receive tangible rewards for work done	5.4	12	54.1	28.5		100
	1. Staff needs are met	2.3	8.7	61.8	27.2		100
Training and development	1.There is a policy for training and development	45.4	54.6				100
	2.Scholarship is available to those who want to upgrade themselves	27	39	34			100
	3.The process of accessing the scholarship is transparent and fair	17.2	8	53.6	21.2		100
	4.Institution organizes in-service training	21.5	27	31	20.5		100
Feedback	1. There is a culture of open dialogue on performance.	5.4	11.5	18.1	65		100
	2.Feedback among staff	3.8	8.7	32.5	55		100

Table 1: Response on Employee Performance

3.2. Delegation

Delegation helps in rationalizing the functioning of an organization. According to Somek (2015) the skills of subordinates in managing a task increase when work or routine is delegated to them. Subordinates become confident of doing the work and accept more responsibility in future. The data indicate that, as much as it is a practice in most public universities in Ghana to delegate responsibilities to subordinates, there are challenges in some universities when it comes to delegation of responsibilities. The data shows a total of 53.6% of the respondents indicating that, work in the universities is always delegated from superior to the subordinate. And 43.6% of the respondents indicated that, work in the universities is hardly delegated. Delegation maintains healthy relationship between management and its employees, as delegation increases interaction and understanding among managers and subordinates.

3.2.1. Match Tasks to Skills

Knowing your employees' skills and behavioural styles is essential for maximizing efficiency (Dasgupta, Suar, & Singh, 2013). The data show that, the skills and expertise of staff in the universities in Ghana are matched to the job schedules. However, there are rare instances in the universities where staff's job schedules do not match their skills. A total of 90.3% of the respondents indicated that, the skills and expertise of staff are always matched to their jobs, while a total of 9.7% of the respondents said the skills and expertise of staff are hardly matched to their job schedules. Sgobbi, & Suleman (2013) state that, employees perform better, and are more productive and engaged when they focus on using their skills rather than improving their weakness. People work harder and excel at what they do when they are confident and passionate about their work.

3.2.2. Effective Communication

Communication is the key to a productive workforce (Vogelgesang, Leroy, & Avolio, 2013). For organizations to achieve their goals, the staff need to be communicated to on the policies, goals, and the day-to-day activities of the organization. The data stipulate that, the channels of communication in the universities in Ghana are adhered to, and this might have contributed to the easy flow of communication. However, there are rare instances where the channels of communication have not been adhered to, hence communication had not been easy. Irrespective of the adherence to the channel of communication and the flow of communication, the data shows that, most staff of the university cannot express themselves freely. While a total of 67% of the respondents indicated that, there is always easy flow of communication in the universities, a total of 33% specified that, there is hardly easy flow of communication in the university.

Again, a total of 62.5% of the respondents indicated that, the channel of communication in the universities is always adhered to, while a total of 37.5% show that, the channel of communication is hardly adhered to. Again, a total of 32.8% of the respondents indicated that, staff can always express themselves freely. While a total of 67.2% indicated that, staff can hardly express themselves freely.

3.2.3. Clear Goals

According to Lunenburg (2011) employees can not to be efficient enough if they have no focused goal to aim for. Productivity is enhanced when goals of an organization are clearly defined and understood by the workers. The data shows that, the goals universities are clearly stated and well understood by the staff. However, there rare instances where few staff do not understand the goals of the university. A total of 94.6% of the respondents indicated that, the goals of the universities are always clearly stated, while a 5.4% of the respondents said the goals of the universities are hardly stated clearly. Clear goals and objectives allow employees to monitor their own progress all year round and correct their efforts as necessary. If employees know what they need to accomplish, they can look at their results as they go and identify barriers to achieving those goals.

3.2.4. Incentivize Employees

One of the best ways to encourage employees to be more efficient is to give them a reason to work hard. According to Atambo, Munene, & Mayogi (2013) incentives motivate employees to push and challenge themselves to achieve higher degrees of productivity. This ultimately translates to increase in productivity. The data show that, the universities in Ghana do not generally motivate their staff members to work, and also the needs of staff members are hardly met. The data further shows that, university staff members do not generally receive tangible rewards for work done. A total of 31% of the respondents specified that, staff members of the universities in Ghana are very always motivated to work. While a total of 69% of the respondents stated that, staff of the universities are hardly motivated to work.

Also, a total of 17.4% of the respondents indicated that, staff members always receive tangible rewards for work done. While a total of 82.6% of the respondents specified that, staff members hardly receive tangible rewards for work done. Again, a total of 11% of the respondents stated that, staff needs are always met. While a total of 89% of the respondents specified that, staff needs are hardly met.

3.2.5. Training and Development

Creating the opportunity for workers to expand their skillsets will build a much more advanced workforce, which will benefit an organization in the long run. The data indicate that, all the universities have policies for training and development, yet in-service training has not been encouraging. Again, not all the universities have scholarship for training and development of staff. However, universities that offer scholarship for training and development of staff are challenged with issues of fairness and transparency. All respondents affirm to the statement that, there are policies for training and development in the universities.

A total of 66% of the respondents stated that, the universities offer scholarship to those who want to upgrade themselves. And a total of 34% of the respondents also indicated that, scholarship in the universities is hardly available to those who want to upgrade themselves. Again, a total of 25.2% of the respondents specified that, the process of accessing scholarship in the universities is transparent and fair. However, a total of 74.8% of the respondent indicated that, the process of accessing scholarship in the universities is hardly transparent and fair. A total of 48.5% of the respondents stated that, the universities organizes in-service training, while a total of 51.5% stated that, there are hardly in-service training in the universities.

3.2.6. Feedback

Performance reviews are essential in measuring employees' performance. According to Farooq, & Khan (2011) a feedback culture at workplace is essential to creating an atmosphere of employee engagement. Engaged employees are more effective workers and are more likely to be loyal to your company. The data shows that, there is less feedback among staff, and the culture of open dialogue on performance in the universities is not encouraging. A total of 16.9% of the respondent stated that, there is a culture of open dialogue on performance in the universities, while a total of 83.1% stated that, there are hardly culture of open dialogue on performance in the universities. Again, a total of 12.5% of the respondents specified that, there is feedback among staff on performance. While 87.5% indicated that, there is hardly feedback among staff on performance.

4. Conclusion

The outcome of the study revealed key issues relating to employee performance in public universities in Ghana. The findings suggest that, the goals of the universities are clearly stated and well understood by the staff. Even though, most public universities in Ghana practice delegation of responsibilities to subordinates, there are instances of non-delegation of responsibilities. The study further shows that, as much as the skills and expertise of staff in the universities in Ghana are generally matched to the job schedules, staff members of the universities are not generally motivated.

The data stipulate that, the channels of communication in the public universities in Ghana are obeyed, and this might have influenced the easy flow of communication. However, there are few instances where the channels of communication have not been followed. Regardless of the obedience to the channel of communication and the easy flow of communication, most staff of the university hardly express themselves freely.

The findings indicate that, there are policies on training and development in the universities however, in-service training has not been encouraging. Again, scholarship for training and development of staff is not available in all the universities. Nevertheless, universities that offered scholarship for training and development for staff, are confronted with issues of fairness and transparency. The study indicated that, there is less feedback among staff, and there is hardly culture of open dialogue on performance in the universities is not.

The findings of this article reveal the extent to which leadership of the public universities have exercise their roles in enhancing employee performance. Hence, the need for leadership of public universities to attend to the challenges of incentives for staff, feedback on performance, and the processes of accessing scholarship for training.

5. Recommendation

According to Gonaim (2017), when responsibilities are given to qualified and trusted employees to perform a task, it gives them the opportunity to gain skills and leadership experience that will ultimately benefit the organization. Universities should enhance their structures to encourage delegation of responsibilities from all levels so as to encourage staff performance.

Again, communication is vital to employee effectiveness. The communication structures of the universities in Ghana need to be restructured to make it more accessible to all staff, without vindictiveness. This would allow staff of the university to contribute to the goals of the institution without fear or intimidation.

Recognizing your workers for a job well done will make them feel appreciated and encourage them to continue increasing their productivity. Leadership in universities in Ghana, should devise a strategy of appreciating the efforts of staff members who perform well. Variety of tangible and intangible rewards can be used. Due diligence should be made to identify and satisfy the needs of staff members.

According to Niazi (2011), employee development such as individual coaching, workshops, courses, seminars, and mentoring, give employees additional skills that allow them to improve their efficiency and productivity. Universities should implement their training and development policies to the later and make the selection process for scholarships transparent and fair to include all qualified staff members. This would invariably contribute to employee performance. Feedbacks from employees help in performance review which invariably promotes efficiency and productivity. The leadership of the universities should encourage open dialogue on performance and allow staff members to share opinions on issues pertaining to performance and goals of the institution. Apart from adding to existing knowledge, the findings of this article have provoked issues of policy implementation, and monitoring of employee performance in public universities, which needs further research.

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