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**Performance Monitoring and Quality of Teaching of Academic staff at Makerere
University underscoring four selected colleges**

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Declaration

I hereby declare that this research titled “**Performance Monitoring and Quality of teaching of Academic staff at Makerere University underscoring for colleges**” is my original work and has not been submitted for the award of master in any university or higher institution of learning.

Signature: _____



Lule Robert Orech Okullo

Date: _____

14/01/2026

2022/HD04/20529X

Approval

This dissertation “**Performance Monitoring and Quality of teaching of Academic staff at Makerere University underscoring four colleges**” has been under my supervision and is ready for submission and is ready for examination.

Signature



Date:

14th/01/2026

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(Supervisor)

Dedication

I dedicate this dissertation to my beloved parents and siblings, who have been my source of inspiration and guidance when I thought of giving up, who continually provide their moral, spiritual, emotional and financial support.

Acknowledgement

I am very thankful to God who has seen me through the whole process of writing this research dissertation and for the strength He has availed me. I am also truly grateful to my supervisor, Dr. Tom Darlington Balojja for his time, academic guidance, encouragement and endurance that made this process a success. I wish to further extend my gratitude to all the academic staff and staff in the Department. Special thanks to my family for their never ceasing support and prayers – thank you! To my amazing friends, I sincerely appreciate your counsel and overall support, God bless you extravagantly.

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List of Acronyms

CAES.....	College of Agricultural Sciences
CEES.....	College of Education and External Studies
CHUSS.....	College of Humanities and Social Sciences
COBAMS.....	College of Business and Management sciences
CTLS.....	Centre for Teaching and Learning Support
CVI.....	Content Validity Index
DQA.....	Directorate of Quality Assurance
ESSP.....	Education Sector Strategic for Education and Sport
GDP.....	Gross Development Product
IMF.....	International Monetary Fund
IQAC.....	Internal Quality Assurance Committee
MBO.....	Management by Objectives
M &E.....	Monitoring and Evaluation
MDG.....	Millennium Development Goal
MoES.....	Ministry of Education and Sports
MUELE.....	Makerere University E-Learning Environment.
NCHE.....	National Council for Higher Education
NRM.....	National Resistance Movement
NSES.....	National Strategic for Education and Sport
PHD.....	Doctorate of Philosophy
PMS.....	Performance Monitory system
PPMCC.....	Pearson Product Moment Correlation Coefficients

SET.....Student Evaluation of Teaching.

SPSS.....Statistical Package for Social Sciences

TQM.....Total Quality Management

Abstract

This study sought to examine the influence of Performance monitoring on the quality of teaching of academic staff at Makerere University underscoring four colleges. The specific objectives of the study were; (i) to examine the influence of planning for monitoring on the quality of teaching among the academic staff, (ii) assess the influence of performance reviews on the quality of teaching among the academic staff and (iii) to examine the influence of monitoring reports on the quality of teaching among the academic staff at Makerere University. This study adopted the cross-sectional survey design and the study employed only quantitative methods to collect the data. The study also adopted Total Quality Management (TQM) theory developed by Deming in (1986). Data were analyzed using Statistical Package for Social Sciences (SPSS). The results of this study concluded that effective planning for monitoring of academic staff activities directly influences the quality of teaching, performance reviews at Makerere University has played a significant role in fostering accountability among academic staff, it has encouraged them to improve their teaching methods and engage more actively with students and monitoring reports on the quality of teaching of academic staff at Makerere University is significant and multifaceted. From the findings well-planned monitoring contributes to institutional coherence, as teaching activities are not only evaluated for individual performance but also for their contribution to the university's overall objectives. The study concluded that effective planning for performance monitoring ensures that academic staff focuses on activities that align with institutional priorities. The consequence of insufficient planning could be fragmented teaching efforts and reduced instructional quality. This study recommends that Correlation results revealed that fair and consistent performance reviews were significantly associated with higher teaching effectiveness. Descriptive showed that staff motivation and satisfaction were higher where reviews were transparent and constructive. The university should standardize performance review procedures across colleges, ensuring equity and linking recognition to measurable teaching outcomes. Training reviewers to give actionable feedback will help staff leverage reviews for professional growth, innovation in teaching, and maintaining high standards.

Chapter One: Introduction

1.0 Introduction

This study aimed at examining the influence of Performance monitoring on quality of teaching of academic staff at Makerere University underscoring four colleges. This research addressed an empirical gap in current literature on performance monitoring. This chapter entails the background to the study, statement of the problem, objectives of the study, research questions. The last part of this chapter focuses on scope and the significance of the study.

1.1 Background to the Study

The background is made up of four perspectives namely: a historical perspective which gives the past overview of the study variables, the theoretical perspective which gives the theory that underpinned the study, the conceptual perspective which gives meaning of key variables and the contextual perspective which shows the problem at hand that prompted this study.

1.1.1 Historical Perspective

Globally, research in the late 1980s and early 1990s saw a focus on lecturer's performance and the provision of quality teacher education programs. The interest in the performance of academic staff was extended to the public sphere in the form of the promotion of quality of teaching in such countries as the United Kingdom, Australia and the United States. This was emphasized as a means to aligning the needs of the organization with the needs of individuals. As a result, for the sake of university effectiveness, for the first time, universities in the UK became subjected to the human resource practices of the private sector. The success of universities was envisioned as the inevitable result of introducing appraisal and the measurement of competence to academic staff (Tibenderana, 2013). By 2007, universities were required to make explicit links between organizational improvement and the performance of individual academic staff via the collection of evidence including up to three hours of teaching observation per year, staff training and the scrutiny of students' work.

In the United States between the 1800s and 1940s, the focus of universities was mainly on teaching and research and promotions (Hattie, 2003). After the Second World War, it shifted to increased research productivity and here the evaluation forms and rating scales were introduced. This led to the appreciation of departmentalization and the collegiate systems. Later in Australia, in the late 1990s and early 2000s, research established that teaching quality was among the most

critical factors in students' achievement (Hattie, 2003). As a result, the past two decades have seen increasing state and federal intervention in teaching in Australia.

In Africa, however, many organizations view performance monitoring as a donor requirement rather than a management tool for reviewing progress and identifying and correcting problems in planning or implementation of organizations (Kerzner, 2018). Before colonialism, many African societies had informal or community-based methods of monitoring and evaluating social, economic, and cultural performance, typically conducted by elders, leaders, or councils. These were not "formal" systems of monitoring but involved oversight of individual and community behaviors, such as agricultural practices, leadership effectiveness, and adherence to social norms (Rashid et al., 2018). During the colonial period, European powers brought new systems of governance, administration, and education to African colonies, which introduced more formalized forms of performance monitoring. After most African countries gained independence in the 1960s, there was a shift toward nation-building and the establishment of independent education, healthcare, and governance systems. Performance monitoring in these areas became important for ensuring the success of new national policies and development goals. The 1970s and 1980s were characterized by economic instability, political turmoil, and military coups in many African countries. These challenges hampered efforts to establish consistent performance monitoring systems. In some countries, the focus on monitoring was undermined by corruption, poor governance, and the lack of accountability mechanisms.

The 1980s and 1990s saw the introduction of Structural Adjustment Programs (SAPs) by the International Monetary Fund (IMF) and the World Bank in many African countries. These programs were aimed at promoting economic liberalization and restructuring, but they also had significant impacts on performance monitoring in the public sector. The SAPs required countries to adopt performance monitoring systems that could track economic indicators like GDP growth, inflation, and fiscal deficits. These programs often prioritized efficiency and fiscal discipline over social welfare and equity, leading to an emphasis on monitoring financial performance rather than the broader impact on the population (Jeroen & Currie, 2004).

The early 2000s brought significant changes to performance monitoring in Africa, as global development frameworks, such as the Millennium Development Goals (MDGs), provided a set of internationally recognized targets for reducing poverty, improving education, and addressing other social issues (Jeroen & Currie, 2004).

In 2015, the Sustainable Development Goals (SDGs) replaced the MDGs, with a broader and more inclusive agenda to achieve sustainable development. Africa has been actively involved in the implementation and monitoring of the SDGs, which require more comprehensive and robust performance monitoring systems. However, on the quality of teaching, in the 2000s, African governments began to focus more seriously on improving the quality of education as a means to foster economic development and reduce poverty. Several international agreements, such as the Millennium Development Goals (MDGs) and later the Sustainable Development Goals (SDGs), placed education at the forefront of the development agenda. There was a growing recognition that quality of teaching depends heavily on the qualifications and professional development of teachers. As a result, teacher training programs were revamped/restored in many African countries, with an emphasis on improving pedagogical skills, subject matter knowledge, and classroom management techniques (Darling-Hammond, 2000). The use of technology in education began to grow in Africa, with initiatives to integrate digital learning tools, e-learning platforms, and mobile technology to support teaching and learning, especially in rural and underserved areas. There has been increased investment in education, particularly in countries like Kenya, South Africa, and Rwanda, where governments have prioritized education in their national budgets. This includes investments in infrastructure, teacher salaries, and educational technology.

In Uganda, there are clear expectations of what teachers are supposed to do in order to achieve quality of teaching. The Uganda government through its relevant agencies (National Council for Higher Education) is responsible for setting goals and aims of education, providing and controlling the national curriculum, and determining the language and medium of instruction (Education Act, 2008). The goal of Uganda Ministry of Education and Sports (MoES) is to provide inclusive and equitable quality education and promote lifelong learning opportunities. The ministry acknowledges the role that quality of teachers' leadership and teachers plays in achieving this goal (Education Act, 2008).

The history of performance monitoring in higher education in Uganda has evolved in tandem with broader governance and public sector reforms. Before independence in 1962, Uganda's education system was largely shaped by the British colonial administration, which introduced formal education primarily for administrative and missionary purposes. During this period, there were no structured mechanisms for monitoring teacher or lecturer performance; oversight was largely administrative, focusing on adherence to colonial education standards rather than the

quality of teaching or learning outcomes. Following independence in 1962, Uganda sought to develop its own higher education institutions to support national development. Makerere University, which had been a University College under the University of London system, became a national university and the center of higher learning in East Africa. However, during the 1970s and early 1980s, political instability and economic decline under the regimes of Idi Amin and subsequent governments severely undermined institutional governance. Universities faced declining funding, loss of academic staff, and the erosion of quality assurance systems. Performance monitoring at that time was minimal and largely informal, as most institutions focused on survival rather than accountability or quality improvement.

With the rise of the National Resistance Movement (NRM) government in 1986, a series of reforms were introduced to rebuild Uganda's education sector, including higher education. These reforms coincided with the Structural Adjustment Programs (SAPs) of the late 1980s and early 1990s, which emphasized efficiency, accountability, and results-oriented management in public institutions (Nabaho & Sebuwufu, 2023). Within universities, this period saw the early introduction of performance appraisals and the monitoring of academic outputs such as publications, teaching loads, and student pass rates. However, much of the emphasis remained on quantitative indicators such as the number of graduates produced rather than on the qualitative aspects of teaching and learning. In the late 1990s and 2000s, Uganda undertook significant higher education reforms to address declining academic standards and strengthen institutional accountability. The establishment of the National Council for Higher Education (NCHE) in 2001 under the Universities and Other Tertiary Institutions Act (2001) marked a turning point in performance monitoring. The NCHE was mandated to regulate, accredit, and monitor the performance of higher education institutions, including ensuring the quality of academic programs, staffing, and facilities. Through its quality assurance framework, the NCHE required universities to establish internal quality assurance units and to conduct periodic performance evaluations of teaching staff.

Makerere University, as the flagship institution, responded by developing policies for academic staff. The university introduced systems such as annual staff performance reviews, peer evaluations, and student course evaluations to assess teaching effectiveness and professional conduct. These mechanisms aimed to align individual lecturer performance with institutional

objectives, promote accountability, and enhance teaching quality. In the 2010s and 2020s, performance monitoring in higher education became increasingly data-driven and tied to strategic national frameworks such as Vision 2040 and the National Development Plans (NDP I, II, and III). The integration of Information and Communication Technologies (ICT) into university administration enabled real-time data collection on teaching workloads, research outputs, and student evaluations (Visitation Committee on Makerere University, 2022). Furthermore, the emphasis on achieving Sustainable Development Goal 4 (SDG 4) ensuring inclusive and equitable quality education has reinforced the importance of systematic monitoring to improve teaching quality and learning outcomes in universities. Today, performance monitoring in Uganda's higher institutions, particularly at Makerere University, continues to evolve as a key instrument for enhancing the quality of teaching. It now incorporates a combination of planning for monitoring, performance reviews, and reporting mechanisms designed to ensure accountability, promote professional development, and align academic performance with institutional and national education goals.

In the 1990s, Uganda began formalizing its performance monitoring systems, particularly in the context of economic and social development. The government, under the NRM, recognized the importance of monitoring and evaluation (M&E) systems for improving public sector accountability, development outcomes, and resource allocation. During this period, Uganda began to establish more structured national systems for monitoring economic and social development. This included the introduction of Performance Monitoring Systems (PMS), which were intended to track the efficiency and effectiveness of government programs and public service delivery. In 1997, Uganda introduced the Decentralization Policy, which transferred authority and resources to local governments. This created the need for monitoring systems at both national and local levels, to ensure that resources were being effectively used to meet development goals (Tumwebaze et al., 2021). Local governments were tasked with collecting data on service delivery and monitoring their own performance. In the 2000s, Uganda made significant strides in improving its performance monitoring systems. In the early 2000s, Uganda adopted a long-term development framework, Vision 2040, which aimed to transform Uganda into a middle-income country. Vision 2040 emphasized the importance of effective monitoring to track progress and identify areas needing improvement. The national development plan integrated performance indicators, and monitoring became a critical tool for measuring progress.

Uganda established the National Monitoring and Evaluation Policy to institutionalize M&E systems in public administration. This policy provided a framework for performance monitoring across different sectors of government, including health, education, agriculture, and infrastructure. In the 2010s, Uganda increasingly embraced technology as part of its performance monitoring strategy. The government began to incorporate digital platforms, data analytics, and real-time reporting to enhance the accuracy and timeliness of performance monitoring.

Today, performance monitoring in Uganda continues to be an important tool for ensuring transparency, accountability, and progress toward development goals. Uganda's national development framework continues to align with the Sustainable Development Goals (SDGs) and focuses on areas such as poverty eradication, education, healthcare, gender equality, and environmental sustainability. Performance monitoring is critical in tracking Uganda's progress in these areas. Before the arrival of colonialism, Uganda, like many African societies, had its own system of informal and traditional education. The British colonial period introduced formal schooling in Uganda, marking a significant shift in the educational system. In 2000s to 2010s Uganda made further efforts to improve the quality of education and teaching standards during the 2000s and 2010s. In the 2000s, the Ugandan government introduced programs aimed at improving the quality of education, such as the National Strategy for Education and Sports (NSES) and the Education Sector Strategic Plan (ESSP). These programs aimed to enhance the quality of teaching, increase teacher qualifications, and improve learning outcomes. In the 2010s, Uganda made further progress toward improving the quality of education (Nabaho & Sebuwufu, 2023). The government of Uganda, in collaboration with development partners, began focusing more on teacher motivation and retention. This included improving salaries, offering professional development opportunities, and addressing teachers' working conditions. Uganda's educational policies began to align with the global Sustainable Development Goals (SDGs), particularly SDG 4, which aims to ensure inclusive and quality education for all. The government has committed to improving education quality, especially in marginalized communities, and enhancing equity in education.

Makerere University has made significant strides in institutionalizing mechanisms to promote quality of teaching. Over the past two decades, the university has recognized that academic excellence cannot be achieved without systematic performance monitoring of academic staff and continuous quality assurance processes. To this end, Makerere University has developed several

policies and frameworks aligned with both national and international quality assurance standards. One key initiative is the Makerere University Quality Assurance Policy (2007, revised 2018), which provides a framework for maintaining and enhancing academic standards. This policy mandates the monitoring and evaluation of teaching and learning processes, course content, and staff performance. It emphasizes the use of student evaluation of teaching (SET), peer review, and academic audits as major tools for ensuring that teaching meets acceptable quality benchmarks. In line with directives from the National Council for Higher Education (NCHE), Makerere University has established an Internal Quality Assurance Committee (IQAC) under the Directorate of Quality Assurance (DQA). This directorate coordinates performance monitoring activities, develops quality indicators, and prepares periodic monitoring reports across colleges and schools.

To promote teaching quality, the Centre for Teaching and Learning Support (CTLS) was established under the Directorate of Human Resources to support professional development. The CTLS organizes workshops on pedagogical skills, curriculum design, and assessment methods, ensuring that academic staff are well-equipped to deliver student-centered instruction. Makerere has also embraced technology-enabled learning through platforms such as Makerere University E-Learning Environment (MUELE), which allows for continuous evaluation of teaching effectiveness, feedback collection, and tracking of course delivery. Despite these efforts, several challenges persist. Studies (e.g., NCHE, 2020) indicate that performance monitoring at Makerere University is often inconsistently implemented across colleges, with limited follow-up on monitoring reports and weak linkage between performance evaluations and actual improvements in teaching practice. Furthermore, while the university's policies provide for periodic review and monitoring, many staff members perceive the process as administrative rather than developmental, focusing more on compliance than on enhancing teaching quality. The integration of monitoring results into staff promotion, reward systems, and capacity-building initiatives also remains limited.

Currently, performance monitoring in Uganda's higher education institutions, particularly at Makerere University, has become more structured and policy-driven, guided by national frameworks such as Vision 2040, the National Development Plans, and international commitments include Sustainable Development Goal 4. Makerere University has

institutionalized performance monitoring through staff performance reviews, student evaluations of teaching, peer reviews, and internal quality assurance reporting mechanisms. Despite these developments, evidence indicates that the implementation of performance monitoring remains uneven across colleges, with limited utilization of monitoring reports to inform professional development and enhance teaching practices. Consequently, while performance monitoring systems exist, their actual influence on the quality of teaching among academic staff remains unclear, creating a critical need for empirical investigation.

Although Makerere University has policies and structures in place for performance monitoring and quality assurance, empirical evidence on how these systems actually influence the quality of teaching among academic staff remains scarce. Existing studies have focused primarily on institutional quality assurance frameworks, student evaluations, or general staff performance management, without examining the specific mechanisms through which planning for monitoring, performance reviews, and monitoring reports affect teaching practices and outcomes across colleges. Furthermore, the available literature does not adequately account for variations in implementation of performance monitoring across different colleges within the university for example, how the College of Education and External Studies might differ from the College of Business and Management Sciences in enforcing and using monitoring data (Okurut et al., 2025). This creates a knowledge gap in understanding whether performance monitoring serves its intended purpose of improving teaching quality, or whether it functions as a mere bureaucratic exercise. Therefore, this study sought to fill this gap by examining the influence of performance monitoring on the quality of teaching among academic staff at Makerere University, focusing on four selected colleges. The study explored how performance monitoring planning, reviews, and reporting processes contribute to or hinder teaching quality improvement, thereby generating evidence to inform institutional policy and practice.

1.1.2 Theoretical Perspective

This study was guided by the Total Quality Management (TQM) theory developed by W. Edwards Deming (1986). The theory was used because it emphasizes continuous improvement, systematic performance monitoring, and quality enhancement through regular planning, evaluation, and feedback processes. TQM views organizations, including universities, as systems of interrelated components where quality outcomes are achieved when all stakeholders work

collaboratively to improve processes. TQM theory therefore encourages continuous improvement of the work processes in an organization and this is possible through performance monitoring. According to the theory, universities that have open social systems must define appropriate internal components such as organizational structure, procedures and resources to achieve specific educational goals. Thus, all of these components interact together in order to produce the best outcomes to assure students success at the university. The theory provides a framework for transforming universities into efficient organizations able to develop effective quality of teaching aimed at satisfying the present and future needs of the students. This theory provides an organizational paradigm for the expansion of the quality of teaching in the university. In this case, universities under TQM not only must develop the capacity and competences to maintain current levels of performance but also generate continuous improvement to reach high teacher quality and student achievement levels of performance.

Applied to higher education, TQM underscores the importance of creating a culture of quality of teaching within universities where all stakeholders, administrators, academic staff, and students work collaboratively to improve teaching (Anyango et al., 2020). It views the university as a system of interrelated processes, in which performance monitoring serves as a feedback mechanism to identify areas of weakness and promote continuous improvement in teaching quality.

1.2.3 Conceptual Perspective

In this study, the independent variable is performance monitoring while the dependent variable is quality of teaching. Performance monitoring refers to the systematic process of tracking, assessing, and reviewing the performance of individuals, teams, or organizations against predefined standards and objectives. Contemporary scholars define performance monitoring as a structured mechanism used to ensure that activities and outputs are aligned with institutional goals through continuous evaluation of efficiency, effectiveness, and quality of work (Armstrong & Taylor, 2023). Performance monitoring encompasses several interrelated activities, including planning for monitoring, performance reviews, and reporting. These activities ensure alignment between organizational objectives, team goals, and individual performance expectations, while integrating functional strategies across different units of an organization (Aguinis, 2019). Thus, performance monitoring focuses on how organizations, teams, and individuals execute their tasks

and achieve results. It emphasizes three key areas: performance planning, performance monitoring and review, and performance feedback and recognition.

From an operational standpoint, performance monitoring evaluates task accomplishment in terms of accuracy, cost efficiency, completeness, and timeliness. Performance indicators are commonly classified into objective parameters, such as adherence to schedules, cost management, and achievement of quality benchmarks, and subjective parameters, such as stakeholder satisfaction and perceptions of effectiveness, which provide qualitative assessments of performance outcomes (Aguinis, 2019). Effective approaches to performance planning, performance reviews and reporting are therefore essential for continuous improvement in organizational performance.

Quality of teaching, on the other hand, is a multidimensional concept that reflects the effectiveness of teaching practices in promoting student learning and development. In the higher education context, quality of teaching is defined as the effective design and delivery of curriculum and course content, the use of diverse and student-centered learning approaches, appropriate assessment of learning outcomes, supportive learning environments, and adequate academic support services (National Council for Higher Education (NCHE), 2021). Recent literature further conceptualizes quality teaching as the process of facilitating learning through sound pedagogical practices, constructive engagement, and a conducive learning environment that enables students to acquire relevant knowledge, skills, and competencies required for professional and societal productivity (Biggs & Tang, 2022; OECD, 2023). Additionally, quality of teaching encompasses the attitudes, actions, and procedures aimed at maintaining and continuously enhancing teaching effectiveness and learning outcomes (OECD, 2023).

In this study, performance monitoring is operationalized through three major dimensions, namely: planning for monitoring, performance reviews, and monitoring reports. Planning for monitoring refers to the preparatory activities undertaken to establish clear goals, standards, and indicators for assessing teaching performance. This includes setting performance targets, defining evaluation criteria, and identifying key performance indicators aligned with the university's mission and academic objectives (Armstrong & Taylor, 2023). Effective planning ensures that performance monitoring is systematic, evidence-based, and aligned with institutional priorities.

Performance reviews involve the periodic evaluation of academic staff performance against established standards and objectives. These reviews may include peer evaluations, student evaluations of teaching, supervisory appraisals, and self-assessments aimed at providing constructive feedback for professional improvement (Aguinis, 2019). Monitoring reports refer to the documentation and communication of performance evaluation results. Such reports provide a formal record of findings, identify trends, inform managerial and academic decision-making, and serve as accountability tools that enhance transparency and guide institutional improvement initiatives (Armstrong & Taylor, 2023).

In this study, quality of teaching is operationalized through the following dimensions: student engagement and motivation, role modeling and personal qualities of academic staff, communication and feedback, support and guidance to students, and course organization and overall teaching effectiveness (Biggs & Tang, 2022; OECD, 2023).

1.1.4 Contextual Perspective

According to Kigozi and Akampurira (2022), the quality of services offered by academic staff at Makerere University was identified as low with many academic staff not making adequate preparations in teaching and notes, failing to effectively manage time, using poor pedagogical strategies and poorly assessing learners. Some of the academic staff do not meet their research services as anticipated by not meeting the required numbers of journal publication and edited books. The report revealed the low innovativeness of Makerere University Staff, low engagement in debating national issues, solving immediate community problems and giving advice on political trends. This situation is likely to contribute to low quality of the university education. Okello and Namirembe (2025) found out that the quality of services offered in Uganda public universities is low. This showed that there are continuing complaints from stakeholders about the declining quality of teaching and learning which at times result in strikes and protest. This is always manifested in untimely completion of teaching content, methodologies of teaching, using old notes, poor assessment of learners, low engagement in research and publications. It was on this account that this study on performance monitoring and quality of teaching of academic staff at Makerere University was carried out.

1.2 Statement of the Problem

Academic staff plays a central and indispensable role in any education system, as they are the primary agents responsible for knowledge transmission, development of learners' competencies, and advancement of research and innovation (Anyango et al., 2020). Consequently, the quality of teaching at the university level is largely influenced by the competence, commitment, and continuous professional development of academic staff, as well as the effectiveness of institutional mechanisms established to monitor, evaluate, and support their performance. Globally, the quality of teaching has become a major concern for higher education institutions as they strive to maintain academic excellence and meet international standards of competitiveness (Okello & Namirembe, 2025). Universities are now required not only to provide access to education but also to ensure that teaching and learning processes produce graduates equipped with relevant knowledge and skills for national and global development. This has made performance monitoring a critical mechanism for ensuring that academic staff delivers effective, student-centered, and outcome-based teaching. According to Atwebembeire (2018), quality of teaching is a key factor influencing the development of quality outcomes at the university. The quality of teaching depends on a mixture of overall personal developmental aspects and the social practices of academic staff (Okello & Namirembe, 2025). Academic staff is a major component of the education system as they are the ones who impart education to students. Therefore, without the academic staff; the learning process cannot be completed. The competition among higher educational institutions has forced universities to largely pursue two major goals: provision of high quality programs and ensuring students 'satisfaction. There is however, concern on the performance and quality of teaching in some universities including Makerere University. The report by National Council for Higher Education (NCHE, 2021) indicates that some academic staff interacts with students only half of the expected contact hours, miss lectures and are not consistent in class, and yet quality of teaching is one of the criteria for assessing the quality of the university. Quality of teaching is determined by factors such as the inspirational nature of individual academic staff, the organization of presentations, and the interactions with students as participants and how well the information provided meets the learning objectives of the course (Mugisha et al., 2021).

Teaching quality, including staff training, curriculum reviews, and adjustments in student-staff ratios (Makerere University report, 2020). Nonetheless, the persistence of challenges related to lecturer performance, absenteeism, delayed grading, and inconsistent student engagement

continues to undermine the university's academic integrity and reputation (Daily Monitor, January 23, 2019). For instance, reports of staff dismissals due to misconduct and poor academic accountability cast doubt on the robustness of performance monitoring mechanisms in ensuring quality of teaching outcomes. Although the University has institutional structures for performance appraisal, little is known about how effectively these mechanisms are implemented across different colleges and how they influence the quality of teaching. Moreover, existing studies on university performance in Uganda have tended to focus on institutional governance, financing, or research output, leaving a gap regarding the relationship between performance monitoring and the quality of teaching delivered by academic staff. Therefore, this study was conducted to examine the influence of performance monitoring on the quality of teaching among academic staff at Makerere University, focusing on four colleges. Specifically, the study aimed to investigate how performance monitoring practices namely, planning for monitoring, performance reviews, and monitoring reports affect the quality of teaching. Addressing this gap was critical for enhancing teaching effectiveness, and promoting institutional excellence at Makerere University.

1.3 Purpose of the Study

The purpose of this study was to examine the influence of Performance Monitoring on Quality of Teaching of Academic staff at Makerere University underscoring four colleges.

1.4 Specific Objectives

1. To examine the influence of planning for monitoring on the quality of teaching among the academic staff at Makerere University underscoring four selected colleges.
2. To assess influence of performance reviews on the quality of teaching among the academic staff at Makerere University underscoring four selected colleges.
3. To examine the influence of monitoring reports on the quality of teaching among the academic staff at Makerere University underscoring four selected colleges.

1.5 Hypothesis

The study was guided by the following research hypothesis;

H₁: Planning for performance monitoring has a significant positive influence on the quality of teaching among academic staff at Makerere University.

H₂: Performance reviews have a significant positive influence on the quality of teaching among academic staff at Makerere University.

H₃: Monitoring reports have a significant positive influence on the quality of teaching among academic staff at Makerere University

1. 6 Scope

1.6.1 Geographical Scope

The study was conducted at Makerere University. Makerere University is located in Kawempe division, north of the central business district Kampala and just 2.5kms by road. Makerere University is the mother of all public universities in Uganda and has stood a test of time, since 1922. In 2011, Makerere was restructured into a collegiate university with the following nine colleges. The study was conducted in the 4 colleges that is; College of Education and External Studies (CEES), College of Business and Management sciences (CoBAMS), College of Humanities and Social Sciences (CHUSS) and College of Agricultural and Environmental Sciences (CAES).

1.6.2 Content Scope

The study focused on performance monitoring and quality of teaching among academic staff at Makerere University. The content specifically was directed on exploring staff performance monitoring and quality of teaching among academic staff, how performance reviews influence the quality of teaching among academic staff and the monitoring strategies aimed at improving quality of teaching among academic staff at Makerere University. In terms of performance monitoring, the study explored three key dimensions: performance planning, which involves performance planning and performance indicators; performance review includes evaluating rewarding of the staff, motivation of staff and comparing of students' notes and performance reporting, which entails Initiatives to improve teaching, discussion of feedback and measures on academic staff. Regarding the quality of teaching, the study examined aspects such as inspirational nature of academic staff (student motivation, role modeling and personal qualities); interactions with academic staff as participants (engagement and motivation, communication and feedback and support and guidance and students' satisfaction which include support and guidance, course organization and appreciate the teaching.

1.6.3 Time Scope

The study focused on the period 2015 to 2024 to provide a comprehensive view of performance monitoring and their influence on the quality of teaching among academic staff at Makerere University. The starting point, 2015, was selected because it marks the period when significant institutional reforms and strategic initiatives aimed at improving teaching quality were implemented. The end point, 2024, reflects the use of the most current available data, allowing the study to capture trends and outcomes over a 9-year period, which is sufficient to observe changes and assess the effectiveness of performance monitoring. The year 2019 was specifically noted in earlier discussions because university reports and rankings indicated a decline in the quality of teaching. By considering this entire period, the study provided both historical context and contemporary analysis of the influence of performance monitoring on quality of teaching of academic staff across four selected colleges at Makerere University.

1.7 Significance of the Study

The study is expected to be helpful to a number of people namely: the students, respondents, scholars, policymakers and other stake holders.

It is hoped to be useful to students as it may form a body of knowledge in getting scholars literature review that may be used to identify research gaps which may work as a basis for further research in future investigation during their research of their studies at levels.

The findings will help the researcher to widen his knowledge and attain an award of Master Degree in Educational Policy and Planning at Makerere University, which is the requirement for every student who has decided to take research as a course unit to graduate.

It will be useful to academicians as it may avail more information that may be vital to those who intend to research on this topic in future. Therefore, it is believed that academicians will find it valuable since it could contribute to a body of information that can be utilized to identify research gaps and serve as a springboard for additional study in the future and it will enhance their knowledge and research work for further research to be carried out by providing data that will be used to make decisions for improvement and show gaps for further studies.

The policy makers at Makerere University recognize the critical role of data quality and performance monitoring tools in enhancing research, teaching and administrative effectiveness.

These tools improve the accuracy and consistency of data collected during fieldwork, resulting in reliable research outcomes crucial for evident-based policy and planning.

Performance monitoring tools further enhance the accuracy and efficiency of data collection, analysis and reporting processes. For academic staff, these tools offer avenues to boost performance, streamline workflow and draw meaningful conclusion. By adopting these practices, Makerere University strengthens its capacity to achieve academic excellence and institutional objectives, aligning with the broader framework for managing and improving performance in higher education.

Chapter Two: Literature Review

2.0 Introduction

This chapter reviews various studies in relation to the topic and objectives

2.1 Theoretical Review

The study was guided by Total Quality Management (TQM) theory developed by Deming in (1986). Total Quality Management (TQM) emphasizes the involvement of employees in all aspects of their work, and empowering them in ways that give them a real voice in decision making and in so doing, work processes directly under their control will be improved. The TQM theory focuses on continuous improvement, increased involvement of employees in activities of the organization, long-range thinking and team-based problem solving as some of the ways of improving quality.

In the context of higher education, TQM emphasizes the importance of delivering high-quality of teaching. It encourages universities to establish clear performance standards, define measurable objectives, and engage academic staff in continuous professional development and self-evaluation. TQM recognizes that academic staffs are central to the success of educational institutions, as their knowledge, skills, and teaching practices directly influence student outcomes. By applying TQM principles, universities can develop systems for monitoring academic staff performance, identifying gaps in teaching quality, and implementing strategies for improvement.

Kigozi and Akampurira (2022) used Total Quality Management (TQM) theory in his study'' The role of digital tools in enhancing teaching quality at Makerere University, in which Resource management practices and efficiency of academic staff were investigated. He found that whereas the theory stressed the importance of involvement of employees in all aspects of their work, and empowering them in ways that give them a real voice in decision making, the frequency to which academic staff participated in research and teaching was disappointing, considering the high value that is attached to them. The range of Resource Management Practices was more restricted in practice, implying that collaborative professional learning activities were not very common in the public universities.

However, Malunda (2018), used Total Quality Management (TQM) theory in his study ''Teacher Support Systems and Quality of Pedagogical Practices in Public Secondary Schools in Uganda''

in which teacher support systems and quality of pedagogical practices in public secondary schools in Uganda were investigated. He found that the theory was suitable for his study. He found that quality research was conceptualized as the percentage of the university budget devoted to research and publications, support to research by policy committees, funds earned from research projects by the universities and its staff, the support the universities gives to its staff to promote research and staff research outputs that include staff publications, citations, supervision of students in research, staff paper presentations in international and local conferences, research groups and research grants.

Total Quality Management (TQM) theory was further used by Mulyani et al. (2022), in his study. Teacher accountability and performance: The case of Makerere University. He found that the theory was suitable for his study. He noted that quality research is conceptualized as the percentage of the university devotion to research and publications, support to research funds earned from research projects to promote research and staff research outputs, citations, supervision of students in research and research grants. The theory was chosen because Total Quality Management (TQM) theory focuses on a holistic approach to performance. This can as well inform the quality of teaching where academic staff attempts to improve the quality of instruction in such a way that the needs of the students and those of the prospective employers in the labor market are best served.

As a result, this current study further adopts Total Quality Management (TQM) theory due to the need to examine the influence of performance monitoring on the quality of teaching. The gap identified in the quality of teaching for instance, the consequently, in current study basing on this (TQM) theory such gaps were explicated and in the end appropriate conclusions and recommendations were found.

TQM is particularly suitable for this study because it provides a structured framework for understanding how performance monitoring influences the quality of teaching. By emphasizing continuous improvement, systematic evaluation, and total staff involvement, TQM enables universities to identify deficiencies in teaching, implement corrective actions, and enhance overall instructional effectiveness. In the context of Makerere University, TQM offers a lens through which the relationship between performance monitoring and the quality of their teaching can be systematically examined. The theory highlights the importance of aligning academic staff performance with institutional goals and ensuring that students' learning outcomes are

maximized. Consequently, this study adopts TQM to explore how performance monitoring can strengthen quality of teaching, address observed gaps in lecturer effectiveness, and provide recommendations for institutional improvement.

The theory rests on several key principles or tenets that guide organizational improvement. These include customer focus, continuous improvement, employee involvement and empowerment, process orientation, fact-based decision-making, integrated systems, leadership commitment, and open communication (Lukosch & Comes, 2019). The principle of customer focus implies that universities must prioritize the needs of their primary customers, students and ensure that teaching and learning meet their expectations. Continuous improvement emphasizes that quality of teaching is an ongoing process that requires regular evaluation and feedback. Employee performance underscores the idea that all staff, including academic and administrative personnel, must actively participate in improving performance and maintaining quality standards. The process approach views quality as the result of well-designed and well-managed institutional processes, while fact-based decision-making highlights the importance of using reliable data obtained through monitoring and evaluation to make informed decisions. Leadership commitment and open communication are equally critical for creating an environment that supports innovation, collaboration, and accountability in pursuit of quality of teaching.

By applying TQM, Makerere University is viewed as an open and interrelated system in which the effectiveness of teaching depends on the interaction of various institutional components such as departments, faculties, and individual academic staff. Through performance monitoring, these components can be continuously evaluated and improved to achieve institutional excellence and student satisfaction. The theory therefore provides a useful framework for understanding how systematic performance monitoring contributes to the improvement of teaching quality and the overall effectiveness of higher education institutions. TQM's emphasis on collective responsibility, continuous improvement, and data-driven decision-making offers a strong foundation for this study, which sought to examine how performance monitoring practices influence the quality of teaching among academic staff at Makerere University.

2.1.1 The conceptual Framework

The conceptual framework below depicts a relationship between performance monitoring and quality of teaching among academic staff at Makerere University. The conceptual framework is formulated based on specific objectives based on Total Quality Management (TQM) theory.

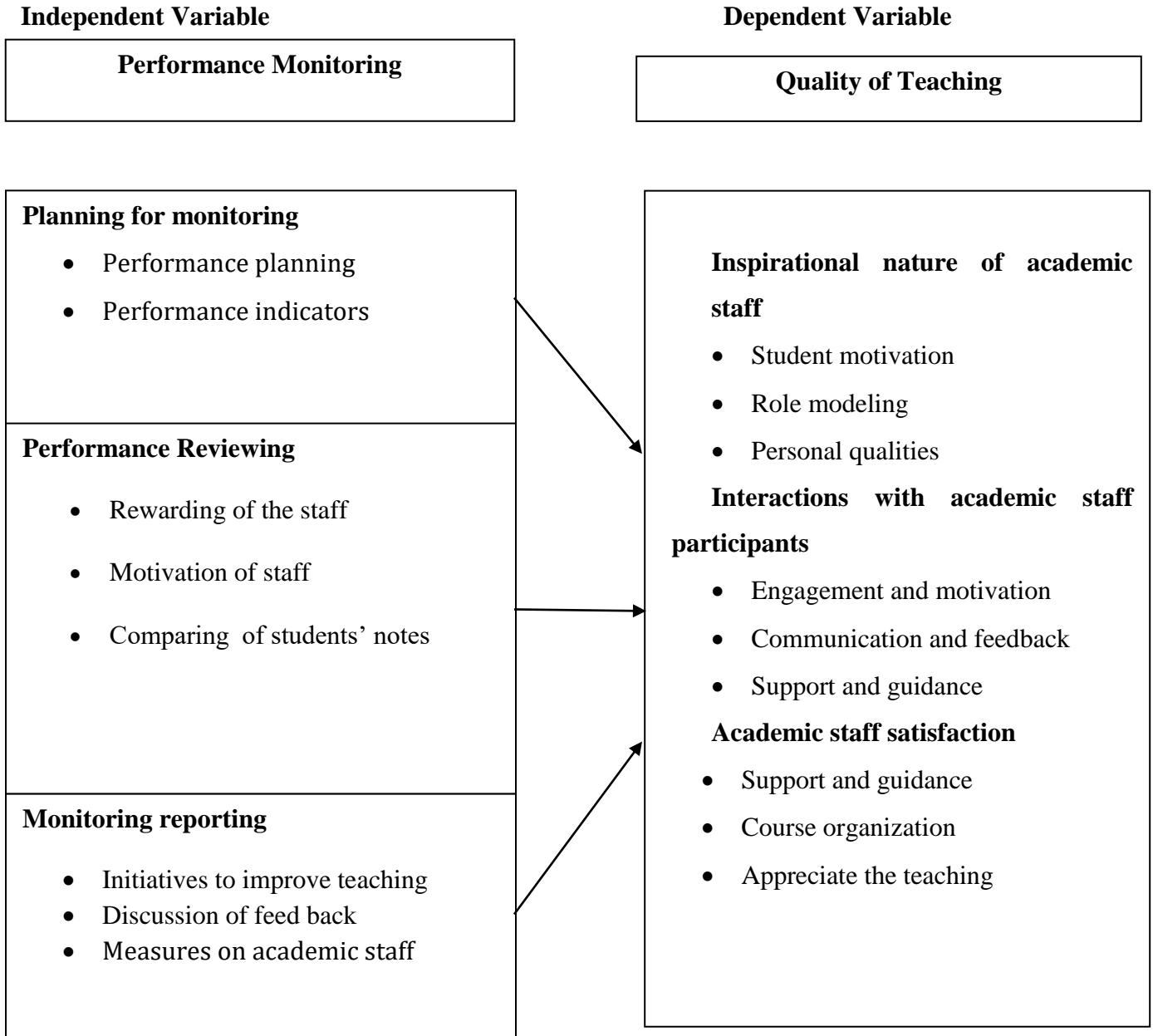


Figure 1.1. The conceptual framework above is a diagrammatic representation of the relationship between the independent and the dependent variables that is; performance monitoring as the independent variable and quality of teaching as the dependent variable. The independent variable is presented based on objectives. The conceptual framework is anchored in Total Quality Management (TQM) theory (Deming, 1986), which emphasizes continuous improvement through systematic planning, monitoring, evaluation, and feedback. In line with TQM, performance monitoring is viewed as a quality-enhancement process that provides feedback for improving teaching practices.

In the framework, performance monitoring is the independent variable and is conceptualized in terms of planning for monitoring, performance reviews, and monitoring reports, as guided by the study objectives. These components represent key mechanisms through which teaching performance is assessed and improved. The dependent variable, quality of teaching, is reflected through indicators such as lesson preparation, instructional delivery, assessment and feedback, and student engagement. The arrows in the framework indicate a direct influence of performance monitoring on quality of teaching. Consistent with TQM principles, effective planning, regular reviews, and timely reporting are expected to provide feedback that promotes continuous improvement in teaching practices, thereby enhancing the quality of teaching among academic staff at Makerere University.

2.2 Planning for Monitoring and Quality of Teaching

Recent studies have emphasized the role of planning for monitoring in enhancing the quality of teaching in higher education institutions. Planning for monitoring involves establishing clear performance indicators, setting standards, and aligning teaching activities with institutional goals to ensure effective delivery of academic programs. A study by Atwebembeire et al. (2018) examined performance monitoring practices and their influence on quality teaching in Ugandan universities. Using structured observation and survey instruments among academic staff, the study established that systematic performance planning and monitoring significantly contributed to improve teaching effectiveness. The authors concluded that clearly defined monitoring plans enhance consistency between institutional strategic objectives and teaching practices, thereby improving teaching quality. However, the study relied predominantly on quantitative data,

creating a methodological gap that the current study addresses by integrating both quantitative and qualitative approaches.

Similarly Aguinis (2019), argues that effective performance planning is a foundational element of performance management systems, as it clarifies expectations and provides measurable benchmarks for assessing academic staff performance. When performance planning is well structured, it enhances lecturers' accountability, instructional preparedness, and alignment with curriculum objectives, which in turn improves teaching quality. In a related study, Armstrong and Taylor (2023) noted that performance appraisals, when grounded in well-planned monitoring frameworks, positively influence employee performance and professional development. Their findings indicate that academic staff who participate in structured performance planning and appraisal processes demonstrate improved teaching practices and greater commitment to quality assurance initiatives. Conversely, the absence of clear monitoring plans, feedback mechanisms, and staff participation was associated with poor teaching outcomes.

Further evidence from Sub-Saharan Africa is provided by Silaji et al. (2025) and OECD (2023), highlight that performance planning and monitoring systems that emphasize feedback, participation, and continuous improvement foster better teaching practices in higher education institutions. These studies reveal that inadequate planning for monitoring often results in inconsistent evaluation criteria and weak feedback systems, which undermine teaching quality. A study by Malunda (2018) on teacher support systems and pedagogical practices in Ugandan educational institutions found that performance monitoring and feedback mechanisms create continuous feedback loops that allow timely adjustments to teaching strategies. The findings suggest that frequent monitoring, supported by proper planning, enhances teaching effectiveness by identifying performance gaps early. However, the study focused on a smaller population and a different educational level, thereby limiting its generalizability to public universities such as Makerere University. The current study addresses this gap by examining a larger sample of academic staff at the university level.

According to Aguinis and Gottfredson (2020), constructive feedback derived from well-planned performance monitoring systems enables employees to understand performance expectations and identify areas for improvement. In the higher education context, such feedback supports academic staff in refining pedagogical approaches and improving student learning experiences.

Despite this, existing studies present mixed findings regarding the effectiveness of performance reviews in conclusively determining teaching quality, especially in African universities. These gaps and inconsistencies in the literature necessitate further investigation into how planning for monitoring influences the quality of teaching among academic staff at Makerere University. The present study therefore seeks to establish whether structured planning for monitoring, supported by systematic reviews and reporting mechanisms, significantly enhances teaching quality across selected colleges at Makerere University.

2.2.1 Performance Reviews and Quality of teaching

Performance reviews constitute a central component of performance monitoring systems in higher education institutions. They provide structured opportunities for assessing teaching effectiveness, offering feedback, recognizing achievement, and identifying areas for professional growth. Contemporary studies indicate that well-designed performance review systems positively influence academic staff motivation and teaching quality. A study by Atwebembeire et al. (2018) examined performance monitoring practices in Ugandan universities and found that regular performance reviews enhanced teaching quality when feedback and recognition mechanisms were effectively implemented. Their findings indicated that performance reviews motivate academic staff by clarifying expectations, recognizing good performance, and encouraging self-reflection and professional development. However, the study relied largely on quantitative data, leaving a methodological gap that the current study addresses by employing both quantitative and qualitative approaches to examine whether similar results emerge in a different institutional context.

Similarly Aguinis (2019), emphasizes that performance reviews serve both evaluative and developmental purposes. When academic staff receive constructive feedback during reviews, they are more likely to improve instructional practices, adopt innovative teaching methods, and align their efforts with institutional teaching standards. Effective reviews also empower staff to take ownership of their performance and career development, thereby improving teaching quality. In relation to rewards and recognition, Armstrong and Taylor (2023) argue that non-financial rewards such as recognition, praise, professional advancement, and opportunities for training are critical outcomes of performance reviews and significantly influence employee

motivation and performance. In higher education, recognition of good teaching practices has been associated with improved lecturer commitment and enhanced student learning experiences.

Empirical evidence from East Africa further supports this position. Ndungu (2018), in a study on the effects of rewards on employee performance in public universities in Kenya, found a strong positive relationship between recognition-based rewards and employee performance, including that of academic staff. The study revealed that while recognition and promotion opportunities enhanced performance, inadequate fringe benefits caused dissatisfaction and negatively affected motivation. These findings suggest that performance reviews must be linked to both intrinsic and extrinsic reward systems to effectively enhance teaching quality. Conversely, Buberwa (2019), in a study on academic staff motivation in Tanzanian public universities, found that low financial rewards and inadequate remuneration significantly reduced staff motivation and performance. This indicates that while performance reviews and recognition are important, their effectiveness may be undermined if not supported by adequate compensation structures.

Contrary findings were reported by Atwebembeire et al. (2018), who observed that academic staffs were rarely involved in setting performance standards during performance review processes. The study revealed that limited staff participation weakened the effectiveness of performance reviews, as academic staff implemented assigned roles without aligning them to their personal goals, competencies, and teaching contexts. As a result, performance reviews that lacked participatory planning did not significantly improve teaching quality. Although Atwebembeire et al. (2018) employed a mixed-methods approach; their study focused on private universities and did not comprehensively explore the influence of performance reviews on teaching quality in public universities such as Makerere University. The current study, therefore, employs both quantitative and qualitative methods within a different institutional context to examine whether performance reviews, when effectively planned and participatory, influence the quality of teaching among academic staff at Makerere University.

2.3 Monitoring reports on quality of teaching

Monitoring reports are an essential component of performance monitoring systems in higher education, as they provide documented feedback on teaching performance and inform both academic staff and institutional stakeholders about areas of strength and areas needing

improvement. Effective reporting ensures accountability, supports professional development, and contributes to the continuous improvement of teaching quality.

Recent studies highlight the importance of using monitoring reports to provide regular, constructive feedback to academic staff. For instance, Malunda (2018) emphasized that classroom observations and student evaluations should be systematically recorded and communicated to both lecturers and relevant stakeholders. Such reports not only inform academic staff about student learning outcomes but also guide instructional improvement and enhance the alignment of teaching practices with institutional objectives. The study also indicated that recorded data on learner performance should be used to provide actionable feedback rather than simply as evaluative documentation. While similar studies have been conducted in Uganda, the current research seeks to determine whether these findings hold true across a larger and more diverse academic population at Makerere University, thereby addressing gaps in prior research.

In addition, OECD (2023) notes that effective feedback systems in higher education should balance both positive reinforcement and constructive criticism. Reports that focus solely on deficits can negatively affect teaching morale and student perceptions of instruction. Conversely, positive feedback, which acknowledges accomplishments and specifies actionable improvements, enhances motivation, encourages reflective practice, and strengthens teaching effectiveness. Supporting this perspective, Biggs and Tang (2022) observed that student evaluations of teaching performance are most effective when feedback is specific, evidence-based, and aligned with intended learning outcomes. Blanket statements or generic comments can be discouraging and may fail to improve teaching quality. Monitoring reports that incorporate multiple data sources such as classroom observations, peer evaluations, and student feedback provide a more holistic picture of teaching performance and support targeted professional development interventions.

Furthermore, structured monitoring reports can help university leadership identify trends in teaching quality across departments and faculties, enabling informed decision-making and strategic planning. When feedback is communicated transparently and constructively, academic staff are more likely to engage with the evaluation process and implement recommendations, ultimately enhancing student learning outcomes and institutional performance (Nabaho &

Sebuwufu, 2023). In summary, monitoring reports serve as a vital tool in ensuring accountability, providing timely feedback, and promoting continuous improvement in teaching quality. However, there is a need to investigate how these mechanisms function within Makerere University's context, particularly in terms of their impact on academic staff motivation, instructional practices, and student learning outcomes. This study therefore seeks to explore the relationship between the use of monitoring reports and the quality of teaching across selected colleges at Makerere University.

2.4 Summary of Literature Reviewed and the Gap

Although numerous studies have examined the influence of Performance Monitoring on Quality of teaching of Academic staff, most have been conducted outside Uganda or focused on lower level of education. There was a clear need for further research in the context of higher education in Uganda, particularly at public universities including Makerere University. This study addressed this gap by using both quantitative and qualitative methods to address how performance monitoring affects the quality of teaching amongst academic staff at Makerere University. A methodological gap is also evident in the existing literature. Many previous studies relied predominantly on either quantitative or qualitative approaches, limiting their ability to capture the full complexity of the relationship between performance monitoring and quality of teaching. Few studies adopted a mixed-methods approach, which combines quantitative rigor with qualitative insights, thereby providing a more holistic understanding of how performance monitoring affects quality of teaching.

Chapter Three: Methodology

3.0 Introduction

This chapter presents the methodology that was employed to collect the relevant data. It includes research design, study population, sample size, sampling techniques, data collection methods, data collection tools, data quality management, data analysis, and ethical considerations.

3.1 Research Design

This study adopted a cross-sectional survey design. The cross-sectional design was used because it enabled the researcher to collect data from respondents at a single point in time, providing a snapshot of the existing situation. Specifically, this design was appropriate for assessing the influence of performance monitoring on the quality of teaching among academic staff at Makerere University. The cross-sectional survey design was also chosen because it facilitates the collection of data from a large population within a relatively short period, which enhances cost-effectiveness and efficiency. It further enabled the researcher to analyze existing conditions and patterns in the teaching and performance monitoring processes across the selected colleges of Makerere University. This approach was considered suitable because it provided a descriptive and analytical understanding of the current state of affairs, thereby allowing conclusions to be drawn and recommendations made based on the reality observed at the time of the study. Since the design is more descriptive than experimental or longitudinal, it was ideal for determining associations rather than causations between performance monitoring and the quality of teaching. Conclusions were easily drawn and appropriate actions easily emerged. Since the design is more descriptive than relational. Given that this study used quantitative data only, it was guided by the positivist research paradigm. The positivist paradigm emphasizes objectivity, measurement, and empirical observation, which aligns with the use of structured questionnaires to quantify the relationships between the independent variable (performance monitoring) and the dependent variable (quality of teaching). By employing this paradigm, the study was able to generate reliable, generalizable, and statistically testable findings regarding the influence of performance monitoring on teaching quality.

3.2 Population of the Study

The target population for this study comprised of 981 academic staff drawn from four selected colleges of Makerere University. These included the College of Education and External Studies (CEES), the College of Business and Management Sciences (CoBAMS), the College of Humanities and Social Sciences (CHUSS), and the College of Agricultural and Environmental Sciences (CAES). The population included academic staff at the university (Makerere University, Human resource Department, 2023).

The selection of these four colleges was based on purposive criteria guided by the nature of their academic programs, diversity of disciplines, and their strategic relevance to the study variables performance monitoring and quality of teaching. The College of Education and External Studies (CEES) was selected because it is responsible for training teachers and education managers, making it central to issues of quality of teaching. The College of Business and Management Sciences (CoBAMS) and the College of Humanities and Social Sciences (CHUSS) were included because they have large student populations and diverse academic staff, offering a suitable environment to assess the influence of performance monitoring on quality of teaching across different disciplines. The College of Agricultural and Environmental Sciences (CAES) was selected because it integrates both theoretical and practical teaching approaches, thereby providing a unique perspective on how performance monitoring affects the quality of teaching in applied science contexts. These colleges were also chosen because they represent a cross-section of Makerere University's academic structure spanning education, social sciences, business, and applied sciences thereby ensuring a more comprehensive understanding of the relationship between performance monitoring and teaching quality across different academic settings. Additionally, the researcher's academic background and interest in educational quality assurance further informed the decision to focus on these colleges, as working with their academic staff provided valuable insights into the dynamics of quality of teaching at Makerere University.

3.3. Sample size

Table 3.1: Showing sample size

Sn	Target population	Sample size	Sampling Technique
College of Education and External Studies (CEES)	100	30	Simple random sampling
College of Business and Management sciences (CoBAMS)	201	30	Simple random sampling
College of Humanities and Social Sciences (CHUSS)	270	40	Simple random sampling
College of agricultural sciences (CAES)	410	30	Simple random sampling
Total	981	130	

Source: Makerere University, Human resource Department, 2023

3.3.1 Sampling techniques and Procedures

Simple random sampling was used to select respondents from the study population. Simple random sampling allows every respondent to have an equal chance of being included in the sample. However, Simple random sampling is the purest and the most straightforward probability sampling strategy. It is also the most popular method for choosing a sample among population for a wide range of purposes. Simple random sampling was deemed appropriate because it gives each member of the target population an equal and independent chance of being selected, thereby minimizing selection bias and ensuring that the sample accurately represents the larger population of academic staff. In this study, the population comprised 981 academic staff from four selected colleges of Makerere University, College of Education and External Studies (CEES), College of Business and Management Sciences (CoBAMS), College of Humanities and Social Sciences (CHUSS), and College of Agricultural and Environmental Sciences (CAES). From each of these colleges, academic staff were randomly selected using staff lists obtained from the university's Human Resource Department as the sampling frame. The choice of simple random sampling was guided by the nature of the study, which sought to establish the influence of performance monitoring on the quality of teaching among academic staff, using simple random sampling ensured that the selected participants reflected the diversity of views and experiences within the population, without favoritism or systematic exclusion. The

technique was also chosen for its simplicity, transparency, and ease of implementation, which are essential for ensuring accuracy and reproducibility in educational research. The researcher used a random sampling technique to sample for the respondents and this is because of its ease of use and accuracy of representation as shown in the table.

3.4 Data Collection Methods

Primary data were collected using closed questionnaires and document analysis. The study used primary data collected through questionnaires and document analysis. These methods were chosen because they complement each other and allow for the collection of both quantitative and qualitative data. The questionnaire method was employed to gather numerical data on the performance monitoring (independent variable) and quality of teaching (dependent variable) among academic staff. Document analysis was used to validate the data obtained from the questionnaires by reviewing institutional reports, performance records, quality assurance documents, and relevant Makerere University policy guidelines related to staff monitoring and quality of teaching. Combining these methods enabled the researcher to obtain comprehensive and reliable data, enhancing the validity of the findings.

3.3.2 Questionnaire Method

A structured self-administered questionnaire was used as the primary data collection instrument. The questionnaire consisted mainly of closed-ended questions designed to capture respondents' perceptions, and experiences regarding performance monitoring specifically performance planning, reviews, and reporting and their perceived influence on the quality of teaching. Respondents were required to indicate the extent of their agreement with each item using a five-point Likert scale, which was correctly arranged as follows: in which agree =1, strongly agree= 2, disagree =3, and strongly disagree =4. The use of a Likert scale made it possible to measure the intensity of respondents' feelings and opinions toward each statement related to performance monitoring and quality of teaching. The questionnaire was chosen because it allows for the efficient collection of standardized data from a large number of respondents within a short period. As noted by Creswell and Creswell (2018), questionnaires are cost-effective, time-saving, and suitable for obtaining quantitative data that can be statistically analyzed. In this study, questionnaires were distributed to academic staff across the four selected Colleges, College of Education and External Studies (CEES), College of Business and Management Sciences (CoBAMS), College of Humanities and Social Sciences (CHUSS), and College of

Agricultural and Environmental Sciences (CAES). Respondents answered the questions individually and anonymously to encourage honest and unbiased responses. The collected data provided measurable indicators of the extent to which performance monitoring such as planning, reviews, and monitoring reports contribute to enhancing or constraining the quality of teaching among academic staff at Makerere University.

3.4 Document Analysis Method

In addition to the questionnaire survey, the study employed the document analysis method to collect secondary data that supplemented and validated information obtained from primary sources. Document analysis involved the systematic review and interpretation of existing records, reports, and publications relevant to performance monitoring and quality of teaching among academic staff at Makerere University. This method was particularly useful for obtaining contextual and historical information that could not be easily captured through the questionnaire alone. Specifically, the researcher reviewed key institutional documents such as Makerere University's Human Resource Manual (2018), the Staff Performance Appraisal Policy, the Quality Assurance Framework (2019), and periodic performance monitoring and evaluation reports. These documents provided insight into the university's policies and procedures, regarding staff performance evaluation, monitoring mechanisms, and strategies aimed at enhancing quality of teaching. In addition, academic journals, reports by the National Council for Higher Education (NCHE), and policy briefs were analyzed to understand broader trends and theoretical perspectives on performance monitoring and quality of teaching in higher education. The document analysis method was utilized to achieve three main purposes. First, it served to corroborate and validate the data collected through questionnaires by comparing academic staff' responses with documented institutional policies and practices. Second, it was used to identify gaps between what is stipulated in university policy and what is actually implemented in practice, especially concerning lecturer monitoring, feedback, and evaluation systems. Third, it provided qualitative depth by revealing patterns, challenges, and reforms in the university's approach to ensuring quality of teaching through performance monitoring. This method was particularly appropriate for the study because it offered a reliable source of data, allowing the researcher to access already available, verifiable, and official information. It also enhanced data triangulation, a process that combines multiple sources of evidence to improve the credibility and validity of findings. By integrating survey data with insights drawn from institutional documents,

the researcher was able to build a more comprehensive and evidence-based understanding of how performance monitoring influences the quality of teaching among academic staff at Makerere University.

3.5 Data Collection Tools

This study employed two major data collection tools, namely the questionnaire and the document review matrix. These tools were designed and selected in line with the study objectives, which sought to examine the influence of performance monitoring on the quality of teaching among academic staff at Makerere University. The tools were carefully designed to ensure that both quantitative and qualitative data were collected in a valid, reliable, and comprehensive manner.

3.5.1 Questionnaire Tool

A structured closed-ended questionnaire was used as the main tool for collecting primary data from academic staff across the four selected colleges: the College of Education and External Studies (CEES), the College of Business and Management Sciences (CoBAMS), the College of Humanities and Social Sciences (CHUSS), and the College of Agricultural and Environmental Sciences (CAES). The questionnaire was divided into five major sections. Section A captured the respondents' demographic characteristics such as age, gender, marital status, and terms of employment, academic qualification and number of years in the office.

Section B focused on the staff performance monitoring, section C focused on performance Reviews, Section D focused on monitoring reports and Section E focused quality of teaching. The questionnaire items were formulated based on the study objectives and conceptual framework, and were guided by existing literature and validated instruments from previous related studies such as Kigozi & Akampurira (2022), Malunda (2018), and Nabaho & Sebuwufu (2023). Some items were adapted from these earlier instruments but were modified to suit the context of Makerere University. The questionnaires were personally administered by the researcher to ensure clarity and completeness, with respondents given adequate time to provide accurate responses.

3.5.2 Documentation Review Matrix

In addition to the questionnaire, the researcher used a document review matrix to systematically gather and analyze secondary data relevant to the study. In total, five document review matrices

were used one for each of the four selected colleges to ensure comprehensive coverage of performance monitoring and quality of teaching among academic staff at Makerere University. The document review matrix provided a structured framework for recording key information such as the title of the document, year of publication, type of document (policy, report, guideline, or record), content focus, key findings, and relevance to the study variables. This matrix allowed the researcher to categorize and compare data across multiple sources and timeframes systematically. Documents reviewed included, The Makerere University Human Resource Manual (2018), Performance Policy and Guidelines, Quality Assurance Framework (2019) and Annual Performance Reports. Document analysis was used to triangulate findings from the questionnaire data, offering qualitative depth and confirming patterns observed in the quantitative results. This combination of tools enhanced the credibility, comprehensiveness, and validity of the study findings, as recommended by Creswell and Creswell (2018).

3.6 Data Quality Management

3.6.1 Validity

The researcher conducted a repeated review of the instruments. Validity was established through a validity test using Content Validity Index (CVI), which measures the degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept. The Content Validity Index (CVI) is an indication of the degree to which the instrument corresponds to the concept was designed to measure, according to Kumar (2019) the formula for establishing the CVI is given as below;

$$\text{Formula: - } CVI = \frac{\text{Number of items declared as relevant}}{\text{Total number of items}}$$

The instrument is considered valid because validity value computed is greater than 0.70

3.6.2 Reliability

The researcher undertook a pre-test of the tools to ascertain reliability. The pre-test involved the academic staff. At Makerere University 10 academic staff were involved in pre-test. The pre-testers responded to questions, results of which were analyzed in SPSS Version. 26. To attain reliability thereof, a reliability test aimed at attaining Cronbach alpha values was obtained. All tools were considered reliable when their alpha values are 0.7 and above. This test was

considered reliable as earlier recommended (Creswell and Creswell, 2018). Therefore, reliability was ascertained by doing a pre-test of the questionnaires before the actual study.

3.7 Data Management and Analysis

In preparing data for analysis, the researcher followed a systematic process to ensure accuracy, completeness, and reliability of the data before running statistical tests. After collecting the questionnaires from respondents, each questionnaire was checked manually for completeness to ensure that all questions were answered appropriately. 140 questionnaires were distributed and out of 140 that were distributed, 130 questionnaires were returned and therefore 10 were excluded.

The next step involved coding the responses from the closed-ended questionnaire items. Each response option on the Likert scale (for example strongly agree=1, Agree=2, Disagree=3, and strongly disagree=4) was assigned a numeric value to facilitate statistical computation. Once coding was complete, the data were entered into the Statistical Package for Social Sciences (SPSS Version 26) for organization and analysis.

To ensure accuracy during entry, the researcher performed double entry verification, where a random sample of the entered data was cross-checked against the original questionnaires to identify and correct any entry errors. The researcher then conducted data cleaning, which involved checking for missing values, detecting outliers, and ensuring that all variables were properly labeled and formatted for analysis.

In this perspective, the study based on frequencies, percentages, mean and standard deviation statistics. Frequency tables, percentages and graphs were used to present the research findings. The frequency tables showed the number of respondents in each of the required categories. After all data has been collected, the researcher conducted data cleaning, which involved identification of incomplete or inaccurate responses and correct to improve the quality of the raw data.

3.8 Ethical Considerations

1. Ethical Clearance and Institutional Approval

Before data collection, the researcher obtained ethical clearance from Makerere University through the Dean of the East African School of Higher Education Studies and Development (EASHESD), College of Education and External Studies (CEES). Using this clearance, the

researcher formally sought and obtained permission from the school coordinator master's program. This official introductory letter authorized the researcher to seek permission from relevant university authorities to access the four selected colleges: College of Education and External Studies (CEES), College of Business and Management Sciences (CoBAMS), College of Humanities and Social Sciences (CHUSS), and College of Agricultural and Environmental Sciences (CAES). Institutional approval ensured that the study was conducted in accordance with the university's research policy and standards.

2. Informed Consent

The principle of informed consent was strictly observed. Participants were fully briefed on the purpose of the study, the procedures involved, and the voluntary nature of their participation. They were informed that they could withdraw from the study at any time without any penalty or negative consequences. A consent form was included on the first page of each questionnaire, which participants signed to indicate voluntary agreement to participate. This process ensured that participants understood their rights and responsibilities before engaging in the study.

3. Privacy and Confidentiality

The researcher maintained the privacy and confidentiality of all participants throughout the study. Questionnaires were completed individually and anonymously to ensure that responses could not be linked to specific participants. Data were securely stored and only accessed by the researcher for analysis, preventing unauthorized disclosure of personal or sensitive information. Reporting of findings was done in aggregate form to avoid identifying any individual participant.

4. Integrity and Respect

Participants were treated with integrity, respect, and professionalism at all stages of the research process. No participant was coerced, intimidated, or influenced to provide particular responses. The researcher ensured that interactions were conducted in a professional manner, respecting participants' time, opinions, and dignity.

Chapter Four: Data Presentation, Analysis and Interpretation

4.1 Background Information

Table 4.1: Background Information

4.1.1 Demographic Characteristics of Respondents

Gender	Male	78	60.0
	Female	52	40.0
Age	20-30years	17	13.1
	31-40years	33	25.4
	41-50years	37	28.5
	51 and above years	43	33.1
Marital status	Married	89	68.5
	Single	27	20.8
	Divorced	7	5.4
	Separated	4	3.1
	Widowed	3	2.3
Terms of employment	Permanent	43	33.1
	Temporally	17	13.1
	Fulltime	55	42.3
	Part time	15	11.5
Academic qualification	Bachelors	9	6.9
	Masters	48	36.9
	PhD	73	56.2
Number of years in the office	0-3 years	34	26.2
	4-6 years	40	30.8
	7-9 years	24	18.5
	9 years and above	32	24.5

Source: Primary data, 2024

Table 4:1 shows the demographic characteristics of the respondents which include gender, marital status, and terms of employment, academic qualification, and number of years in the office. According to the results, majority of the respondents 60% were males and 40.0% female academic staff. Majority of the respondents 28.50% were between the ages of 41-50 years. This

demonstrates that most of the respondents were still energetic and had enough experience. The majority of the respondents were married academic staff, 20.8% were single, 5.4% divorced, 3.1% separated and 2.3% were widowers. The study further revealed that majority of the academic staff 42.3% were fulltime academic staff, 13.1% were on temporally basis, 33.1% were on permanent, and 11.5% were part time academic staff at Makerere University. The study further revealed that majority of the academic staff 56.2% had PhD, 9 respondents comprised of 6.9% had Bachelors and 36.9% of the respondents had masters. Out of 130 academic staff consulted the study finding revealed that the majority of them (30.8%) have been in office for 4-6years, 26.2% have been in office for 0-3years, 18.5% have been in office for a period of 7-9 years and 24.5% have been in office for 9 years and above.

Objective one: Influence of planning for monitoring on the quality of teaching of academic staff at Makerere University

Table 4. 2: Descriptive statistics of for monitoring on the quality of teaching of academic staff at Makerere University

Response	Mean	S.Dev.	A	SA	D	SD
Performance Planning						
I am aware of the expected standards and targets for my teaching and research activities.	1.9921	.45743	79(60.8)	31(23.8)	15(11.5)	5(3.8)
Performance goals are aligned with the overall strategic objectives of Makerere University.	1.9230	.50754	109(83.8)	7(5.4)	2(1.5)	4(3.1)
I am given sufficient guidance and resources to plan my academic activities effectively.	1.777	.6736	46(34.4)	68(62.3)	15(11.5)	1(8.0)
Performance plans are regularly communicated and reviewed with academic staff.	1.731	1.0176	74(56.9)	32(24.6)	9(6.9)	15(11.5)
I participate in the development of my individual performance Plan.	1.7000	.74355	56(43.1)	62(47.7)	7(5.4)	5(3.8)
I am well-informed about the criteria	1.6462	66893	57(43.8)	65(50.0)	5(3.8)	3(2.3)

used to evaluate my performance						
I feel that the performance indicators are aligned with departmental and institutional goals.	1.4462	.69396	85(65.4)	34(26.2)	9(6.9)	2(.5)
I consider the indicators used for performance evaluation to be fair and transparent.	1.6692	.65163	65(42.3)	64(49.2)	10(7.7)	1(8.0)
I receive regular feedback based on the established performance indicators.	1.8000	.70875	44(33.8)	72(55.4)	10(7.7)	4(3.1)
I feel that performance indicators are used consistently across all academic staff in my college	1.831	.6836	38(29.2)	81(62.3)	6(4.6)	5(3.8)

Source: Research findings, 2024

Table 4.2 presents findings on planning for performance monitoring among academic staff at Makerere University. The mean scores range between 1.44 and 1.99, with relatively low standard deviations, indicating that most respondents generally agreed with the statements presented. The findings indicate that a large majority (83.8% agreed and 5.4% strongly agreed) reported performance goals are aligned with the overall strategic objectives of Makerere University. This suggests that most academic staff clearly understand what is expected of them in relation to performance and academic output. Additionally, 60.8% agreed and 23.8% strongly agreed that they are aware of the expected standards and targets for my teaching and research activities. This shows that academic performance targets are consistent with institutional priorities, promoting goal coherence and organizational effectiveness. Regarding support and guidance, 62.3% strongly agreed and 34.4% agreed that they receive sufficient guidance and resources to plan their academic activities effectively. This implies that Makerere University provides both institutional and supervisory support to facilitate staff performance planning. In terms of communication, 56.9% agreed and 24.6% strongly agreed that performance plans are regularly communicated and reviewed with academic staff. This finding indicates an active communication channel between administrators and academic staff, though the 11.5% disagreement rate suggests that some departments may have gaps in the frequency or clarity of performance review discussions. Furthermore, 43.1% agreed and 47.7% strongly agreed that they participate in the development of their individual performance plans. This reflects a

participatory approach to performance management where staffs are involved in setting their own goals and indicators, which enhances commitment and accountability. The results show that 50.0% strongly agreed and 43.8% agreed that they are well informed about the criteria used to evaluate their performance. This demonstrates that most staffs have a clear understanding of how their work is assessed. Similarly, 65.4% agreed and 26.2% strongly agreed that performance indicators are aligned with departmental and institutional goals. This indicates strong consistency between individual and institutional performance expectations. Moreover, 49.2% strongly agreed and 42.3% agreed that performance indicators are fair and transparent, implying that staff perceive the evaluation system as objective and equitable. Additionally, 55.4% strongly agreed and 33.8% agreed that they receive regular feedback based on the established performance indicators, showing that continuous feedback mechanisms are in place to improve teaching effectiveness. Finally, 62.3% strongly agreed and 29.2% agreed that performance indicators are used consistently across all academic staff in their colleges, demonstrating uniformity in performance evaluation and monitoring processes.

Objective Two: Influence of performance reviews on the quality of teaching of academic staff at Makerere University

Table 4.3: Descriptive statistics of Performance Reviews on the quality of teaching of academic staff at Makerere University

Descriptive statistics of Performance Reviews

Response	N	Mean	S.Dev.	A	SA	D	SD
Rewarding of Staff							
I believe rewards at my college are fairly distributed	130	1.9442	.61583	32(24.6)	90(69.2)	4(3.1)	4(3.1)
I feel motivated when my performance is recognized through rewards.	130	1.7077	.74132	55(42.3)	63(48.5)	7(5.4)	5(3.8)
I receive non-monetary recognition such as certificates or public acknowledgment.	130	1.9692	1.0112	60(46.2)	22(16.9)	40(30.8)	8(6.2)
I feel that rewards are linked to clear and measurable performance	130	1.9385	.7341	34(26.2)	75(67.7)	16(12.3)	5(3.8)

indicators.

Motivation of staff

I feel motivated to perform my duties effectively.	130	1.9231	.8317	41(31.5)	67(51.5)	13(10.0)	9(6.9)
I feel supported by my supervisors and colleagues in achieving my work goals.	130	1.8231	.65255	38(29.2)	60(61.5)	9(6.9)	3(2.3)
I am motivated by opportunities for career advancement.	130	1.7077	.8486	67(51.5)	38(29.2)	21(16.2)	4(3.1)
I am encouraged to participate in research and collaborative projects.	130	1.8385	.7451	42(32.3)	73(56.2)	9(6.9)	6(4.6)

Comparing of Students' Notes

I provide feedback to students based on the assessment of their notes.	130	1.8077	.70542	43(33.1)	73(56.2)	10(7.7)	4(3.1)
I encourage students to maintain comprehensive and organized notes.	130	1.7385	.61699	43(33.1)	81(62.3)	3(2.3)	3(2.3)
I use comparisons of students' notes to improve my teaching methods.	130	8485	8316	38(29.2)	60(61.5)	9(6.9)	3(2.3)

Source: Research findings, 2024

The descriptive statistics for influence of performance reviews on the teaching quality of academic staff are shown in (Table 4:3). The results indicate that most respondents (69.2% strongly agreed and 24.6% agreed) that rewards at their college are fairly distributed. This implies that the majority of academic staffs perceive the reward system as equitable and transparent. Additionally, 48.5% strongly agreed and 42.3% agreed that they feel motivated when their performance is recognized through rewards, suggesting that acknowledgment of effort plays a key role in boosting morale and encouraging excellence in teaching. However, opinions were more mixed regarding non-monetary recognition, where 46.2% agreed and 30.8% disagreed, implying that non-monetary rewards such as certificates or public acknowledgment

may not be consistently practiced or valued. Regarding linkage between rewards and performance indicators, 67.7% strongly agreed and 26.2% agreed that rewards are tied to measurable performance criteria. This demonstrates that staffs generally believe the reward system is based on objective evaluation measures, which can enhance accountability and motivation. Findings under this category show that 51.5% strongly agreed and 31.5% agreed that they feel motivated to perform their duties effectively. Similarly, 61.5% strongly agreed that they receive support from supervisors and colleagues in achieving work goals. This suggests that a supportive institutional environment contributes positively to staff motivation and productivity. Moreover, 51.5% strongly agreed and 29.2% agreed that they are motivated by opportunities for career advancement, indicating that professional growth opportunities are a significant source of motivation. In addition, 56.2% strongly agreed that they are encouraged to participate in research and collaborative projects, implying that staff involvement in scholarly activities is recognized as a key part of performance improvement and teaching quality enhancement. With regard to reviewing and comparing students' notes, 56.2% strongly agreed and 33.1% agreed that they provide feedback to students based on assessment of their notes. This demonstrates that academic staff actively engage in evaluating student work to identify learning gaps and improve performance. Furthermore, 62.3% strongly agreed and 29.2% agreed that they encourage students to maintain comprehensive and organized notes, reflecting a commitment to fostering good study habits among learners. Lastly, 61.5% strongly agreed that they use comparisons of students' notes to improve their teaching methods, suggesting that staff use student feedback and learning evidence to refine instructional practices and enhance classroom effectiveness.

Objective Three: Influence of monitoring reports on the quality of teaching of academic staff

Table 4.4: Influence of monitoring reports on teaching quality of academic staff

Descriptive statistics of Monitoring Reports on teaching quality of academic staff at Makerere University

Response	N	Mean	S.Dev.	A	SA	D	SD
Initiatives to Improve Teaching							
I actively participate in initiatives aimed at improving quality of teaching	130	2.0385	1.0292	55(42.3)	26(20.0)	38(29.2)	11(8.5)

I attend workshops and training sessions designed to enhance teaching skills.	130	2.393	1.08903	43(33.1)	11(8.5)	58(44.6)	18(13.8)
I regularly reflect on my teaching practices to identify areas for improvement.	130	1.854	.73781	41(31.5)	72(55.4)	12(9.2)	5(3.8)
I collaborate with colleagues to develop innovative teaching methods	130	1.877	.70453	36(27.7)	79(60.8)	10(7.7)	5(3.8)
Discussion of Feedback							
I discuss feedback on my teaching performance with my supervisors.	130	1.877	.77775	43(33.1)	65(50.0)	17(13.1)	5(3.8)
I regularly seek feedback to improve my teaching practices.	130	1.9692	.7869	33(25.4)	77(59.2)	11(8.5)	9(6.9)
I provide feedback to colleagues to help improve their teaching quality of teaching	130	1.6692	.8107	66(50.8)	46(35.4)	13(10.0)	5(3.8)
Feedback discussions are effective in enhancing my teaching performance.	130	1.7231	.78765	59(45.4)	52(40.0)	15(11.5)	4(3.1)
Measures on Academic Staff							
I am aware of the performance measures used to evaluate academic staff.	130	1.8385	.7656	44(33.8)	69(53.1)	11(8.5)	6(4.6)
I understand the criteria used for assessing quality of teaching at my college.	130	2.131	1.01453	44(33.8)	40(30.8)	31(23.8)	15(11.5)
I believe that the measures used for evaluating staff are fair and transparent.	130	1.9692	.9313	43(33.1)	63(48.5)	9(6.9)	15(11.5)
I feel that performance measures	130	1.9692	.7869	33(25.4)	77(59.2)	11(8.5)	9(6.9)

help improve my professional growth.

The results in table 4.4 about the responses from respondents on monitoring reports. The findings indicate that a considerable proportion of academic staff (42.3% agreed and 20.0% strongly agreed) actively participate in initiatives aimed at improving teaching quality. This demonstrates that many academic staff engage in institutional or departmental programs designed to enhance instructional standards. However, participation in workshops and training sessions was lower, with 33.1% agreeing and only 8.5% strongly agreeing, while a relatively large proportion (44.6%) disagreed. This suggests that while workshops are available, participation levels might be limited due to time constraints, workload, or resource availability. Regarding self-reflection, 55.4% strongly agreed and 31.5% agreed that they regularly reflect on their teaching practices to identify areas for improvement. This is a positive indication that most academic staff engage in personal evaluation to enhance their teaching quality. Similarly, 60.8% strongly agreed that they collaborate with colleagues to develop innovative teaching methods, underscoring a strong culture of teamwork and peer learning at the university. In relation to feedback, the findings show that 50.0% strongly agreed and 33.1% agreed that they discuss feedback on teaching performance with their supervisors. This suggests that feedback discussions are a key part of the performance monitoring process. Furthermore, 59.2% strongly agreed that they regularly seek feedback to improve their teaching practices, showing openness to continuous improvement. A majority (50.8% agreed and 35.4% strongly agreed) also reported that they provide feedback to colleagues to help improve teaching quality, reflecting a collaborative and supportive work environment. In addition, 45.4% agreed and 40.0% strongly agreed that feedback discussions are effective in enhancing teaching performance, indicating that such discussions have a tangible impact on teaching quality and staff development. Regarding awareness of performance measures, 53.1% strongly agreed and 33.8% agreed that they are aware of the measures used to evaluate academic staff. This demonstrates that the majority of academic staff understand the performance standards expected of them. However, understanding of the criteria used for assessing teaching quality was slightly lower, with 33.8% agreeing, 30.8% strongly agreeing, and 23.8% disagreeing. This indicates that while awareness exists, clarity on specific evaluation criteria may need strengthening. On perceptions of fairness and professional growth, 48.5% agreed and 33.1% strongly agreed that performance measures

help improve their professional growth. This suggests that staff view monitoring as a constructive process that supports career advancement rather than simply as an accountability mechanism. Based on the findings above it can be concluded that, the academic staff interviewed had adequate knowledge on the topic.

Table 4.5: Descriptive statistics of Inspirational nature of academic staff

Response	Mean	S. Dev.	A	SA	D	SD
Student Motivation						
I take time to understand students' interests and motivation	1.96154	.534164	19(14.6)	99(76.2)	10(7.7)	2(1.5)
I provide opportunities for students to take ownership of their learning	1.94615	.574814	21(16.2)	99(76.2)	6(4.6)	4(3.1)
I encourage students to ask questions and challenge assumptions	2.00000	.498058	12(9.2)	110(84.6)	4(3.1)	4(3.1)
I recognize and reward students achievements and progress	2.06154	.553409	11(8.5)	105(80.8)	9(6.9)	5(3.8)
I adapt my teaching to meet the diverse needs of students	1.97692	.489667	15(11.5)	105(80.8)	8(6.2)	2(1.5)
Role Modeling						
I demonstrate expertise and passion for my subject area	1.98462	.497819	15(11.5)	104(80.0)	9(6.9)	2(1.5)
I serve as positive role model for students	1.97692	.549353	18(13.8)	100(76.9)	9(6.9)	3(2.3)
I provide guidance and support beyond the classroom	1.86923	.455602	23(17.7)	101(77.7)	6(4.6)	0(0)
I facilitate networking opportunities for students	1.90000	.511117	23(17.7)	96(75.4)	8(6.2)	1(8.0)
I encourage students to pursue	1.84615	1.84615	26(20.0)	98(75.4)	6(4.6)	0(0.0)

their interests and passions

Personal qualities

I am approachable accessible to students	1.94615	.626440	24(18.5)	94(72.3)	7(5.4)	5(3.8)
I possess excellent communication skills	1.87692	.449209	22(16.9)	102(78.5)	6(4.6)	0(0.0)
I am flexible and adaptable in my teaching approach	1.90769	.473256	20(15.4)	103(79.2)	6(4.6)	1(8.0)
I maintain high standards for myself and students	1.91538	.513909	20(15.4)	104(80.0)	3(2.3)	3(2.3)

Source: Primary data, 2024

The results in Table 4.5 present the respondents' views on the inspirational nature of academic staff, focusing on three main dimensions: student motivation, role modeling, and personal qualities. The findings reveal that most respondents strongly agreed (76.2%) that academic staff take time to understand students' interests and motivations. Similarly, 76.2% strongly agreed that academic staff provide opportunities for students to take ownership of their learning, suggesting that staff empower students to be self-directed and responsible for their academic growth. Furthermore, 84.6% strongly agreed that academic staff encourage students to ask questions and challenge assumptions, demonstrating that academic staffs foster a critical and inquiry-based learning environment. Likewise, 80.8% strongly agreed that staff recognize and reward student achievements and progress, which contributes to higher motivation and confidence among students. Additionally, 80.8% strongly agreed that academic staff adapt their teaching to meet the diverse needs of students, showing flexibility and inclusivity in the teaching process. Under the dimension of role modeling, the findings indicate that 80.0% of respondents strongly agreed that academic staff demonstrate expertise and passion for their subject areas. This suggests that academic staff inspire confidence and respect through mastery of content and enthusiasm for their disciplines. Furthermore, 76.9% strongly agreed that staff serve as positive role models for students, while 77.7% strongly agreed that academic staff provide guidance and support beyond the classroom, illustrating a mentorship-oriented approach. Similarly, 75.4% strongly agreed that academic staff facilitate networking opportunities for students, thereby connecting learners with broader academic and professional circles. Finally, 75.4% strongly agreed that academic staff encourage students to pursue their interests and passions, underscoring their commitment to nurturing student potential and career development. Regarding personal qualities, 72.3% strongly

agreed that academic staffs are approachable and accessible to students, indicating a friendly and supportive learning atmosphere. Likewise, 78.5% strongly agreed that academic staff possess excellent communication skills, which is vital for effective teaching and learning. Additionally, 79.2% strongly agreed that academic staffs are flexible and adaptable in their teaching approach, implying that they adjust to different learning needs and teaching contexts. Lastly, 80.0% strongly agreed that staff maintain high standards for themselves and their students, reflecting professionalism, discipline, and commitment to quality education.

Table 4.6: Descriptive statistics of Interactions with students as participants

Engagement and Motivation	N	Mean	S. Dev.	A	SA	D	SD
I encourage students to actively participate in classroom discussion	130	1.89231	.587283	27(20.8)	93(71.5)	7(5.4)	3(2.3)
My teaching style motivates students to engage with course material	130	1.89231	.501875	22(16.9)	102(78.5)	4(3.1)	2(1.5)
I use real-world examples to make learning relevant	130	1.86154	.524646	27(20.8)	95(73.1)	7(5.4)	1(8.0)
I provide opportunities for students share experiences	130	1.88462	.551736	26(20.0)	95(73.1)	7(5.4)	2(1.5)
I recognize and reward students contribution	130	1.89231	.560262	27(20.8)	91(70.0)	11(8.5)	1(8.0)
Communication & Feedback							
I maintain open communication channels with students	130	1.83846	.581416	32(24.6)	89(68.5)	7(5.4)	2(1.5)
I provide timely and constructive feedback on assignments	130	1.90000	.595200	27(20.8)	92(70.8)	8(6.2)	3(2.3)
I encourage students to ask questions and seek clarification	130	1.86154	.580749	29(22.3)	93(71.5)	5(3.8)	3(2.3)
I use multiple channels to	130	1.88462	.459771	22(16.9)	101(77.7)	7(5.4)	0(0.0)

communicate with students

I solicit feedback from students on my teaching effectiveness 130 1.90769 .549082 23(17.7) 99(76.2) 5(3.8) 3(2.3)

Support and Guidance

I provide individualized support to students 130 1.85385 .529905 27(20.8) 97(74.6) 4(3.1) 2(1.5)

I offer additional Support to struggling students 130 1.88462 .654556 31(23.8) 88(67.7) 6(4.6) 5(3.8)

I help students set academic and career goals 130 1.74615 .650719 45(34.6) 76(58.5) 6(4.6) 3(2.3)

I connect students with relevant academic or professional network 130 1.72308 .622764 46(35.4) 76(58.5) 6(4.6) 2(1.5)

I demonstrate empathy and understanding towards student challenges 130 1.78462 1.78462 46(35.4) 72(55.4) 6(4.6) 6(4.6)

Source: Primary data, 2024

The results in table 4.6 about the responses from respondents on interactions with academic staff as participants. As to I encourage students to actively participate in classroom discussion, finding revealed that majority of the respondents 71.5% strongly agreed. The finding clearly shows that students actively participate in classroom discussion. As to whether, teaching style motivates students to engage with course material, the findings revealed that 78.5% strongly agreed. As to whether, academic staff use real-world examples to make learning relevant, the findings revealed that 73.1% agreed. As to whether, academic staff provides opportunities for students share experiences, majority 73.1 % strongly agreed. As to whether academic staff recognize and reward students ‘contribution 70.0% strongly agreed, on academic staff maintain open communication channels with students majority 68.5% strongly agreed, on whether academic staff provide timely and constructive feedback on assignments majority 70.8% strongly agreed. As to whether, academic staff encourage students to ask questions and seek clarification, the findings revealed that 71.5% strongly agreed. As to whether, academic staff uses multiple channels to communicate with students, majority 77.7% strongly agreed. As to whether academic staff solicit feedback from students on my teaching effectiveness 76.2% strongly

agreed, On I provide individualized support to students', academic staff majority 74.6% strongly agreed, on whether academic staff offer additional support to struggling students majority 67.7% strongly agreed. As to whether, academic staff helps students set academic and career goals, the findings revealed that 58.5% strongly agreed. On whether academic staff connects students with relevant academic or professional network majority 58.5% strongly agreed, on whether academic staffs demonstrate empathy and understanding towards student challenges, majority agreed with 55.4% as shown above. Based on the findings above it can be concluded that, the academic staff interviewed had adequate knowledge on the topic.

Table 4.7: Descriptive statistics of academic staff Satisfaction

Support and Guidance	N	Mean	S. Dev.	A	SA	D	SD
I am approachable and available for consultations	130	1.98462	.513154	16(11.5)	105(80.8)	7(5.4)	3(2.3)
I provide individualized when needed	130	1.96154	.381833	11(9.2)	111(85.4)	7(5.4)	0(0.0)
I help students set academic and career goals	130	1.96154	.455864	14(10.8)	109(83.4)	5(3.8)	2(1.5)
I connect students with relevant resources and networks	130	1.98462	.448678	12(9.2)	110(84.6)	6(4.6)	2(1.5)
I demonstrate empathy and understanding towards student challenges	130	2.00000	.465891	12(9.2)	108(83.1)	8(6.2)	2(1.5)
Course Organization							
My course is well structured and organized	130	1.92308	.459447	18(13.8)	105(80.8)	6(4.6)	1(8.0)
Course materials are accessible and user-friendly	130	1.84615	.520309	28(21.5)	95(73.1)	6(4.6)	1(8.0)
I provide clear assessments criteria and expectations	130	1.97692	.549353	17(13.1)	103(79.2)	6(4.6)	4(3.1)
My course aligns with program learning objectives	130	1.98462	.465635	13(10.0)	108(83.1)	7(5.4)	2(1.5)
Appreciate the teaching							
Students are satisfied with my teaching overall	130	1.90769	.489362	20(15.4)	104(80.0)	4(3.1)	2(1.5)
Students find my course relevant and useful	130	1.86923	.663424	33(25.4)	86(66.2)	6(4.6)	5(3.8)
Students appreciate my teaching style and methods	130	1.87692	.449209	22(16.9)	102(78.5)	6(4.6)	0(0.0)
Students feel supported and guided throughout the course	130	1.90769	.473256	20(15.4)	103(79.2)	6(4.6)	1(8.0)

Source: Primary data, 2024

The results in table 4.7 about the responses from respondents on academic staff satisfaction. The findings reveal that a large majority of respondents (80.8% strongly agreed) that they are approachable and available for student consultations, implying that academic staff are accessible and willing to assist students beyond regular class hours. Similarly, 85.4% strongly agreed that they provide individualized support when needed, demonstrating a strong commitment to personalized student guidance. Additionally, 83.4% strongly agreed that they help students set academic and career goals, suggesting that academic staff play an active mentoring role in shaping students' academic and professional trajectories. Moreover, 84.6% strongly agreed that they connect students with relevant resources and networks, highlighting efforts to expose learners to academic and career opportunities. Finally, 83.1% strongly agreed that they demonstrate empathy and understanding toward student challenges, which reflects an emotionally supportive and inclusive learning environment that fosters student well-being and success. Under this dimension, the results show that 80.8% strongly agreed that their courses are well structured and organized, suggesting that staff maintain clarity and coherence in course delivery. Likewise, 73.1% strongly agreed that course materials are accessible and user-friendly, indicating that academic resources are appropriately designed to support learning. Furthermore, 79.2% strongly agreed that they provide clear assessment criteria and expectations, which promotes transparency and fairness in the evaluation process. Similarly, 83.1% strongly agreed that their courses align with the overall program learning objectives, implying that staff ensure curriculum consistency and relevance in their teaching activities. The findings show that 80.0% strongly agreed that students are satisfied with their teaching overall, signifying high levels of student approval and positive learning experiences. Additionally, 66.2% strongly agreed that students find their courses relevant and useful, while 78.5% strongly agreed that students appreciate their teaching style and methods, reflecting effective and engaging instructional approaches. Lastly, 79.2% strongly agreed that students' feel supported and guided throughout the course, demonstrating the presence of continuous mentorship and follow-up during learning.

Table 4. 8: Correlation Analysis

Variable	Quality of Teaching	Planning for Monitoring	Performance Reviews	Monitoring Reports	Inspirational Nature	Student Interaction
Quality of Teaching	1					
Planning for Monitoring	r = 0.652**	1				
Performance Reviews	r = 0.598**	0.512**	1			
Monitoring Reports	r = 0.621**	0.478**	0.567**	1		
Inspirational Nature	r = 0.684**	0.531**	0.502**	0.497**	1	
Student Interaction	r = 0.652**	0.513**	0.489**	0.462**	0.594**	1

All independent variables show **positive and significant correlations** with the quality of teaching, suggesting that improvements in planning, reviews, monitoring, staff inspiration, and student interactions are associated with better teaching performance. Inspirational nature of staff has the **strongest correlation** ($r=0.684$), highlighting the critical role of motivation and mentoring in teaching quality. Monitoring reports should be shared promptly and followed up with actionable guidance. The university should encourage staff to use reports for collaborative reflection, sharing best practices, and continuous improvement.

Table 4.9: Regression Analysis

Regression analysis helps to determine the extent to which independent variables predict quality of teaching. A multiple regression model is appropriate here:

Multiple Regression Analysis Results

Predictor Variable	B (Unstandardized)	Std. Error	Beta (Standardized)	t-value	Sig. (p-value)
(Constant)	0.432	0.212		2.037	0.043
Planning for Monitoring Performance Reviews	0.258	0.072	0.241	3.583	0.001
Monitoring Reports	0.221	0.065	0.212	3.400	0.001
Inspirational Nature	0.234	0.070	0.218	3.343	0.001
Student Interaction	0.312	0.080	0.271	3.900	0.000
	0.278	0.072	0.242	3.861	0.000

Model Summary:

- $R^2 = 0.652$
- Adjusted $R^2 = 0.642$
- $F(5, 124) = 46.53, p < 0.001$

The model explains 65.2% of the variance in quality of teaching, which is substantial. All variables significantly predict teaching quality ($p < 0.01$), with Inspirational Nature having the strongest predictive power ($\beta = 0.271$). This indicates that planning, performance reviews, monitoring reports, staff inspiration, and student engagement collectively improve teaching quality at Makerere University.

Chapter Five: Discussion, Conclusions and Recommendations

5.0 Introduction

This chapter presents the discussions, conclusions and recommendations of this study. It presents discussion of the study findings in relation to objectives. The study aimed at evaluating the influence of performance monitoring on quality of teaching of academic staff. The primary objectives were to examine the influence of planning for monitoring on the quality of teaching among the academic staff, to assess the influence of performance reviews on the quality of teaching among academic staff and to examine the influence of monitoring reports on quality of teaching of academic staff at Makerere University. It also presents the conclusions drawn from the study, recommendations and policy formulation.

5.1 Research findings

5.1.1 Influence of planning for monitoring on the quality of teaching of the academic staff

The findings revealed that 83.8% of respondents indicated that performance goals are aligned with the overall strategic objectives of Makerere University (Table 2). This demonstrates that the majority of academic staffs perceive a strong connection between individual performance monitoring and the university's broader mission and vision. Such alignment is crucial, as it ensures that teaching activities and objectives contribute meaningfully to the institution's strategic priorities. By linking personal performance goals to institutional aims, staff are more likely to focus on improving on quality of teaching in ways that support the university's overall educational objectives.

5.1.2 Influence of performance reviews on the quality of teaching of the academic staff

The study sought to assess the influence of performance reviews on the quality of teaching among academic staff at Makerere University. The findings revealed that a majority of respondents (69.2%) indicated that rewards at their colleges are fairly distributed (Table 3). This suggests that performance reviews are linked to recognition and incentives, which can motivate academic staff to improve their teaching practices. When staff perceive that rewards and promotions are based on fair assessments of their performance, they are more likely to engage actively in professional development and adopt innovative teaching methods, thereby enhancing the overall quality of teaching.

5.1.3 Influence of monitoring reports on the quality of teaching of the academic staff

The study also sought to examine the influence of monitoring reports on the quality of teaching among academic staff at Makerere University. The findings revealed that a majority of respondents (60.8%) indicated that academic staffs collaborate with colleagues to develop innovative teaching methods at the university (Table 4). This suggests that monitoring reports encourage teamwork and knowledge sharing among academic staff, which can enhance the quality of teaching. By reviewing performance data and identifying areas for improvement, staffs are able to discuss best practices, adopt new instructional strategies, and implement evidence-based improvements in their teaching. Overall, the findings indicate that monitoring reports play a critical role in fostering collaboration, innovation, and continuous improvement among academic staff, ultimately contributing to the enhancement of teaching quality at Makerere University

5.2 Discussion of Findings

5.2.1 Influence of planning for monitoring on the quality of teaching of the academic staff

The first objective of the study was to examine the influence of planning for monitoring on the quality of teaching among the academic staff revealed that performance goals are aligned with the overall strategic objectives of Makerere University. This alignment demonstrates that the planning of performance monitoring is generally well-structured and integrated with the university's broader mission and vision. The findings of this study also came to the same conclusion with Okello and Namirembe (2025), whose findings revealed that when academic staff perceive a clear connection between their individual performance goals and the institution's strategic priorities, they are more likely to direct their efforts toward achieving teaching excellence. Proper planning for monitoring ensures that staffs are aware of expected outcomes, performance indicators, and targets, which enhances accountability and promotes effective teaching practices. These results are consistent with previous studies that emphasize the importance of goal alignment and planning in improving educational outcomes, as it fosters clarity, focus, and a sense of purpose among teaching staff.

Furthermore, the findings highlight that well-planned monitoring contributes to institutional coherence, as teaching activities are not only evaluated for individual performance but also for their contribution to the university's overall objectives. This implies that academic staff are likely to engage in teaching strategies that are both innovative and aligned with institutional priorities, thereby enhancing the overall quality of teaching. However, it is important to note that

while the majority reported positive alignment, a minority of staff may still experience challenges such as unclear objectives or limited communication regarding performance expectations, which could hinder the full potential of monitoring plans.

5.2.2 Influence of performance reviews on the quality of teaching of academic staff

The second objective of the study was to assess the influence of performance reviews on the quality of teaching among academic staff. The findings revealed that a majority of respondents (69.2%) indicated that rewards at their colleges are fairly distributed. This suggests that performance reviews at Makerere University are perceived as a fair and motivating system, linking recognition and incentives to teaching performance. The discussion indicates that when academic staff perceive performance reviews as equitable, they are more likely to engage actively in professional development, adopt innovative teaching methods, and improve overall instructional delivery. Performance reviews provide structured feedback that helps staff reflect on their strengths and areas for improvement, guiding teaching practices and curriculum delivery. These findings are consistent with existing research, which highlights that constructive feedback and fair recognition can significantly enhance staff motivation, teaching effectiveness, and ultimately student learning outcomes.

Moreover, the study suggests that performance reviews not only serve as a motivational tool but also as a mechanism for accountability and quality assurance. By aligning rewards and recognition with measurable performance indicators, academic staffs are encouraged to maintain high standards in their teaching. However, the findings also imply that challenges may exist where some staffs perceive inconsistencies or delays in the review process, which could limit the full effectiveness of performance reviews in improving teaching quality. Overall, the results affirm that performance reviews play a crucial role in enhancing the quality of teaching through motivation, feedback, and accountability.

5.2.3 Influence of monitoring reports on the quality of teaching of academic staff

The third objective of the study was to examine the influence of monitoring reports on the quality of teaching among academic staff. The findings revealed that a majority of respondents (60.8%) indicated that they collaborate with colleagues to develop innovative teaching methods at Makerere University. This suggests that monitoring reports play an important role in fostering collaboration and knowledge sharing among academic staff, which can directly enhance teaching quality. The discussion indicates that monitoring reports provide structured feedback on teaching

performance, allowing staff to identify strengths, weaknesses, and areas for improvement. By reviewing these reports, academic staffs are able to engage in reflective practice, discuss best practices with peers, and implement innovative strategies that improve student learning outcomes. These findings are consistent with prior research highlighting that performance monitoring, when combined with collaborative practices, can drive continuous professional development and instructional improvement. Overall, the findings affirm that monitoring reports contribute significantly to enhancing quality of teaching by promoting collaboration, innovation, and continuous professional growth among academic staff.

5.3 Conclusions

5.3.1 Influence of planning for monitoring on the quality of teaching of academic staff

Effective planning for performance monitoring ensures that academic staffs focus on activities that align with institutional priorities. The consequence of insufficient planning could be fragmented teaching efforts and reduced instructional quality. Therefore, Makerere University should institutionalize structured planning frameworks, providing clear performance objectives and guidelines for academic staff. This intervention can strengthen accountability, clarify expectations, and ultimately improve the overall quality of teaching.

5.3.2 Influence of performance reviews on the quality of teaching of academic staff

Performance reviews act as a key motivational tool that can encourage professional growth and innovation among academic staff. Without fair and constructive reviews, teaching quality may stagnate, and staff engagement may decline. Performance reviews significantly influence the quality of teaching by providing fair recognition, motivating staff, and offering constructive feedback. When rewards and assessments are perceived as equitable, academic staffs are encouraged to engage in professional development, adopt innovative teaching strategies, and maintain high standards in their instructional practice. Performance reviews thus serve as both a motivational and quality assurance mechanism in enhancing teaching effectiveness.

5.3.3 Influence of monitoring reports on the quality of teaching of academic staff

Regular monitoring reports promote reflection, collaboration, and evidence-based improvements in teaching. If such reports are underutilized, academic staff may miss opportunities for professional growth and innovation in instructional delivery. Reports provide actionable feedback that helps academic staff to identify areas for improvement, share best practices with

colleagues, and implement evidence-based teaching strategies. Overall, monitoring reports foster a culture of continuous improvement and accountability, contributing significantly to the enhancement of Quality of Teaching.

5.4 Recommendations

Descriptive findings showed that academic staff who had clear performance monitoring plans reported higher teaching quality. Correlations indicated a significant positive relationship between planning for monitoring and quality of teaching. Makerere University should ensure all colleges implement structured performance monitoring plans aligned with strategic objectives. Departments should provide clear guidance on teaching expectations, review plans periodically, and adjust them to evolving curriculum and institutional priorities. This will help staff focus on activities that directly improve instructional quality.

Correlation results revealed that fair and consistent performance reviews were significantly associated with higher teaching effectiveness. Descriptive showed that staff motivation and satisfaction were higher where reviews were transparent and constructive. The university should standardize performance review procedures across colleges, ensuring equity and linking recognition to measurable teaching outcomes. Training reviewers to give actionable feedback will help staff leverage reviews for professional growth, innovation in teaching, and maintaining high standards.

Findings indicated that monitoring reports positively correlate with reflective practice, collaboration, and adoption of evidence-based teaching strategies. Academic staff who actively used reports demonstrated improved teaching quality. Monitoring reports should be shared promptly and followed up with actionable guidance. The university should encourage staff to use reports for collaborative reflection, sharing best practices, and continuous improvement. Integrating report insights into professional development programs will maximize their impact on teaching effectiveness.

Across the data, higher levels of planning, review, and monitoring correlated with overall improved teaching quality. The conclusions highlighted that these mechanisms together enhance accountability and instructional effectiveness. Makerere University should institutionalize a culture where planning, performance reviews, and monitoring reports are regularly used as tools

for improvement. Workshops, training, and peer learning sessions can reinforce the use of these mechanisms to sustain high teaching standards.

5.5 Areas for further research

A similar study should be conducted on influence of planning for monitoring on the teaching quality among the academic staff in other Universities especially private.

In future, a similar study should be conducted on the effectiveness of faculty development programs at Makerere University in improving teaching quality.

A similar study should be conducted on how peer review systems function at Makerere University and their impact on teaching improvement. This may include both formal and informal peer review systems among faculty.

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Appendixes

Appendix I: Research questionnaire

Dear respondent,

I am a Master student at Makerere University carrying out a study titled ‘Performance Monitoring and Quality of teaching of academic staff at Makerere University.’

You have been selected to participate in this study. Kindly request you to participate in this study by completing this questionnaire. The findings are purely for academic purposes and will be treated with utmost confidentiality.

Kindly spare some time and answer the questions by ticking against the answer of your choice appropriately without leaving any item unanswered.

Kindly spare some time and answer the questions by ticking against the answer of your choice appropriately

Section A: Background characteristics (tick box appropriately)

1. Sex: (a) Male (b) Female

2. Age of respondent: (a) 20-30 years (b) 31-40 years
(c) 41-50 years (d) 51 and above years

3. Marital Status
a) Married
b) Single
c) Divorced
d) Separated
e) Widowed

4. Terms of employment
(a) Permanent (c) Full time
(b) Temporary (d) Part time

5. Academic qualification
a) Bachelors
b) Masters
c) PhD

6. Number of years served in the service

- a) 0-3 years
- b) 4- 6 years
- c) 7- 9 years
- d) 9years and above

Section B: Staff Performance Monitoring

Please rate the way you feel about the following elements using the scale of: 1 Agree, 2= strongly agree, 3 disagree and 4 strongly disagree.

		1	2	3	4
PP	Performance Planning				
SMQ1	I am aware of the expected standards and targets for my teaching and research activities.				
SMQ2	Performance goals are aligned with the overall strategic objectives of Makerere University.				
SMQ3	I am given sufficient guidance and resources to plan my academic activities effectively.				
SMQ4	Performance plans are regularly communicated and reviewed with academic staff.				
SMQ5	I participate in the development of my individual performance plan.				
SMQ6	I am well-informed about the criteria used to evaluate my performance				
SMQ7	I feel that the performance indicators are aligned with departmental and institutional goals.				
SMQ8	I consider the indicators used for performance evaluation to be fair and transparent.				
SMQ9	I receive regular feedback based on the established performance indicators.				
SMQ10	I feel that performance indicators are used consistently across all academic staff in my college				

Section C: Performance Reviews

Please rate the way you feel about the following elements using the scale of: 1 Agree, 2= strongly agree, 3 disagree and 4 strongly disagree

	Statements	1	2	3	4
RS	Rewarding of Staff				
PRQ1	I believe rewards at my college are fairly distributed				
PRQ2	I feel motivated when my performance is recognized through rewards.				
PRQ3	I receive non-monetary recognition such as certificates or public acknowledgment.				
PRQ4	I feel that rewards are linked to clear and measurable performance indicators.				
MS	Motivation of staff				
PRQ5	I feel motivated to perform my duties effectively.				
PRQ6	I feel supported by my supervisors and colleagues in achieving my work goals.				
PRQ7	I am motivated by opportunities for career advancement.				
PRQ8	I am encouraged to participate in research and collaborative projects.				
	Comparing Of Students' Notes				
PRQ9	I provide feedback to students based on the assessment of their notes.				
PRQ10	I encourage students to maintain comprehensive and organized notes.				
PRQ11	I use comparisons of students' notes to improve my teaching methods.				

Section D: Monitoring Reports

Please rate the way you feel about the following elements using the scale of: 1 Agree, 2= strongly agree, 3 disagree and 4 strongly disagree.

	Statements	1	2	3	4
	Initiatives to Improve Teaching				
MSQ1	I actively participate in initiatives aimed at improving quality of teaching				
MSQ2	I attend workshops and training sessions designed to enhance teaching skills.				
MSQ3	I regularly reflect on my teaching practices to identify areas for improvement.				
MSQ4	I collaborate with colleagues to develop innovative teaching methods.				
DF	Discussion of Feedback				
MSQ5	I discuss feedback on my teaching performance with my supervisors.				
MSQ6	I regularly seek feedback to improve my teaching practices.				
MSQ7	I provide feedback to colleagues to help improve their teaching quality of teaching				
MSQ8	Feedback discussions are effective in enhancing my teaching performance.				
MAS	Measures on Academic Staff				
MSQ9	I am aware of the performance measures used to evaluate academic staff.				
MSQ10	I understand the criteria used for assessing quality of teaching at my college.				
MSQ11	I believe that the measures used for evaluating staff are fair and transparent.				
MSQ12	I feel that performance measures help improve my professional growth.				

Section E: Quality of Teaching

Inspirational nature of academic staff

Please rate the way you feel about the following elements using the scale of: 1 Agree, 2= strongly agree, 3 disagree and 4 strongly disagree.

	Student Motivation				
INL6	I take time to understand students' interests and motivation				
INL7	I provide opportunities for students to take ownership of their learning				
INL8	I encourage students to ask questions and challenge assumptions				
INL9	I recognize and reward students achievements and progress				
INL10	I adapt my teaching to meet the diverse needs of students				
	Role Modeling				
INL11	I demonstrate expertise and passion for my subject area				
INL12	I serve as positive role model for students				
INL13	I provide guidance and support beyond the classroom				
INL14	I facilitate networking opportunities for students				
INL15	I encourage students to pursue their interests and passions				
	Personal qualities				
INL16	I am approachable accessible to students				
INL17	I possess excellent communication skills				
INL18	I am flexible and adaptable in my teaching Approach				
INL19	I maintain high standards for myself and students				

Source: primary data

Interactions with students as participants

Please rate the way you feel about the following elements using the scale of: 1 Agree, 2= strongly agree, 3 disagree and 4 strongly disagree.

	Engagement and motivation	1	2	3	4
ISP1	I encourage students to actively participate in classroom discussion				
ISP2	My teaching style motivates students to engage with course material				
ISP3	I use real-world examples to make learning relevant				
ISP4	I provide opportunities for students share experiences				
ISP5	I recognize and reward students 'contribution				
	Communication and feedback				
ISP6	I maintain open communication channels with students				
ISP7	I provide timely and constructive feedback on assignments				
ISP8	I encourage students to ask questions and seek clarification				
ISP9	I use multiple channels to communicate with students				
ISP10	I solicit feedback from students on my teaching effectiveness				
	Support and guidance				
ISP11	I provide individualized support to students				
ISP12	I offer additional Support to struggling students				
ISP13	I help students set academic and career goals				
ISP14	I connect students with relevant academic or professional network				
ISP15	I demonstrate empathy and understanding towards student challenges				

Source: primary data

Academic staff' Satisfaction

Please rate the way you feel about the following elements using the scale of: 1 Agree, 2= strongly agree, 3 disagree and 4 strongly disagree.

	Support and guidance	1	2	3	4
SS1	I am approachable and available for consultations				
SS2	I provide individualized when needed				
SS3	I help students set academic and career goals				
SS4	I connect students with relevant resources and networks				
SS5	I demonstrate empathy and understanding towards student challenges				
	Course organization				
SS6	My course is well structured and organized				
SS7	Course materials are accessible and user-friendly				
SS8	I provide clear assessments criteria and expectations				
SS9	My course aligns with program learning objectives				
SS10	Overall academic staff satisfaction				
SS11	Students are satisfied with my teaching overall				
SS12	Students find my course relevant and useful				
SS13	Students appreciate my teaching style and methods				
SS14	Students feel supported and guided throughout the course				
SS15	Students would recommend my course to peers				

Source: primary data

Appendix II: Document Review Checklist

The researcher reviewed the following documents on exploring Performance Monitoring and quality of teaching among academic staff at Makerere University

1. The existing documents concerning Performance Monitoring and Quality of Teaching among academic staff
2. Reviewing student evaluation of teaching
3. Journals
4. Articles
5. Textbooks
6. Academic documents
7. Reviewing institutional policies
8. Research articles and textbooks
9. Lecturer Self-assessment framework

Appendix III: Introductory Letter

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Office of the Coordinator**

24th October 2024

TO WHOM IT MAY CONCERN

Lule Robert Orech Okullo – Reg. No. 2022/HD04/20529X is our master’s student who is collecting data for his dissertation titled: “*Performance monitoring and quality teaching in Makerere University*”.

We shall be grateful if you could render assistance to him in collecting the necessary data for his dissertation.

The East African School of Higher Education Studies and Development thanks you in advance for your assistance.


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28 OCT 2024
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