

Personality, motivation, and job performance of part-time academic staff in selected private universities in Greater Kampala Metropolitan Area

by

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Introduction

The study was about the mediation effect of motivation on the relationship between personality competencies and the job performance of part-time academic staff in private universities in Greater Kampala Metropolitan Area. The study consisted of nine chapters, namely; chapter one which covered the introduction of the study, chapter two which reviewed literature related to the study, chapter three which was about the methodology used, four covered the historical and philosophical aspects of the study variables, particularly personality; chapters five, six, seven and eight which dealt with the presentation, analysis, and interpretation of data and the findings of the study; and chapter nine which focused on the contribution of the study to knowledge, conclusion, and recommendations.

Study Objectives

The purpose of the study was to analyse, and generate a model about, the effect of motivation-mediated personality on the job performance of part-time academic



staff in private universities in Greater Kampala Metropolitan Area of Uganda. The first specific objective of the study was to analyse the relationship between personality and motivation of part-time academic staff in private universities in Greater Kampala Metropolitan Area; the second objective was to assess the effect of motivation on the job performance of part-time academic staff in private universities in Greater Kampala Metropolitan Area.; the third objective was to examine the contribution of personality to the job performance of part-time academic staff in private universities in Greater Kampala Metropolitan Area; while the fourth objective was to determine and model the mediation effect of motivation on the relationship between personality and the job performance of part-time academic staff in private universities in Kampala Metropolitan Area.

Methodology

The study was based on the post-positivism research philosophy. It adopted the descriptive, correlational research design, based on both the qualitative and quantitative research approaches. The study targeted the academic population of five selected private universities in Greater Kampala Metropolitan Area, from which an accessible population of 817 was identified. A sample size of 208 respondents was involved in the field survey for data collection. Data were collected using self-administered questionnaires and interview guides. Both descriptive and inferential statistics were used for quantitative analysis, while the interpretive content analysis technique was employed for qualitative findings.




Key findings

According to the study results on the level of job performance, a high arithmetic mean ($\bar{x}= 3.48$) was recorded with a standard deviation very close to the mean ($s= 1.09$). The majority of the sampled academics ($n= 111$) highly rated their personality. This means that the level of personality competence was high among most part-time academic staff in the target private universities. Further, both statistical and qualitative reports of the study showed that the highest personality quality amongst the target university academics was behavioral competence ($\bar{x} = 3.57$; $s= 0.96$), almost equally followed by both technical competence ($\bar{x} = 3.43$; $s= 1.15$) and emotional intelligence ($\bar{x} = 3.43$; $s= 1.16$).

Results about motivation showed that moderate arithmetic mean ($\bar{x}=2.74$) and narrow standard deviation ($s= 1.12$) were generated. This denotes that the majority of academic staff felt that the employer universities investigated, just relatively motivated them. In light of this and the interview reports, the majority of the part-time academic staff in private universities in Greater Kampala Metropolitan Area were only averagely motivated. The results also showed that such academic staff were more intrinsically motivated ($x= 2.84$; $s=1.16$) than extrinsically ($x= 2.68$; $s=1.09$).

Correlational analysis of average statistical scores on individual features of personality and motivation disclosed that the two variables were at $r= 0.192^*$ positively but weakly related among the target part-time academics. The relationship was at $p= 0.043$ (<0.05),




however, it was significantly different from zero (0). This infers that improvements in their personality led to an increase in the motivation of part-time academics. The increase was not sufficiently commensurate with the personality though.

The regression analysis results corroborated the above correlations. The regressions infer that the personality of the university academics was related to but weakly predicted their motivation. Because of the level of significance reflected, Null hypothesis (H_0) One, was rejected. Nonetheless, it was concluded that despite some significant relationship, motivation had no strong bearing on the personality of part-time lectures in the universities in Greater Kampala Metropolitan Area.

Regarding the level of job performance, moderate arithmetic mean ($\bar{x} = 3.04$) and a standard deviation closely spread from the mean ($s = 1.19$), were recorded. The indices suggest that generally, the job performance of the target academic staff was widely and more fairly rated in the universities. In that case, the level of job performance by such part-time academic staff was averagely or virtually high in private universities in Kampala Metropolitan. According to the findings on individual forms of job performance, the target academic staff were largely most effective in contextual performance ($\bar{x}=3.07$; $s=1.25$), followed by the adaptive performance ($\bar{x}=3.06$; $s=1.25$; $s= 1.19$), and then task performance ($\bar{x}=2.92$; $s=1.14$), in that order.

The correlation analysis of the effect of motivation indicated that at $r = 0.178^*$, it had a positive but weak




association with job performance among the part-time academic staff observed in the private universities. This relationship was at $p = 0.062$ (>0.05), and not significant digressing from Zero, and thus, increase in motivation of the target part-time university academics in the metropolitan was not enough to significantly propel their job performance.

The regression results specifically indicate that at $B = 0.581$ extrinsic motivation did not adequately predict job performance, but its prediction was more than intrinsic motivation at $B = -0.372$. This shows that in the private universities in Greater Kampala Metropolitan Area, the importance of intrinsic motivation was just underrated whereas it is binding! Thus, motivation did not substantially influence job performance because the intrinsic motivation wasn't pertinently considered. Both correlations and regressions led to the acceptance of the research null hypothesis (H_0) Two.

About personality and performance, the correlations indicate that at statistic $r = 0.906^{**}$ personality competencies of the sample academic staff were positively and highly related to their job performance. The relationship was at $p < 0.001$, significantly different from zero. This implies that the more emotional intelligence was improved among part-time academic staff the more the level of job performance increased. The reverse was correct.

The regression results show that all the parameters of personality were significant enough to be leveraged for improved job performance of the part-time academics in



the private universities. Comparably, the most important of the parameters (factors) was emotional intelligence ($\beta=.856$), followed by technical competence ($\beta=.407$) and then behavioural competence ($\beta= -.314$). The predictions generated suggest that improvement in each of these competencies of the personality of these academic staff led to an increase in their job performance, and vice versa. In that case, personality significantly influenced the level of job performance among part-time academic staff in private universities in Kampala Metropolitan. Null hypothesis (H_0) Three was therefore rejected. It is also worth noting that whereas personality competencies of such academic staff were according to reports arguably great enough, their level of job performance was a little less and not corresponding.

Results of the mediating effect of motivation were interesting. Basing on statistical figures and illustration of the Reduced Structural Equation Model, it was observed that there was limited mediation effect of motivation on the relationship between personality and job performance of the target university academics in the area of study. The effect of extrinsic motivation was negligible, and intrinsic motivation only influenced behavioural and emotional intelligence competencies. Even then, the influence was meagre from behavioural productivity competence. This means the mediation effect of motivation was not significant and Null Hypothesis (H_0) Four was accepted. Management in the target universities could therefore reinforce the job productivity of part-time academics by making motivation decisions entirely based on personality. However, the move would be more propellant



if the intrinsic motivation was centered mostly on individual emotional intelligence.

With the research findings, a new research model was developed and named the “Self-analysis Intra-Interpsychic Development (SAID) Model”. That model can be engaged in developing motivation-induced personality competencies that enhance the job performance of employees.

Key recommendations

The study recommends that stakeholders including the Directorate of Higher Education and Training (DHET) and the National Council for Higher Education (NCHE), as well as the target Universities’ management, should adopt the following strategies:

Better Policies to sustain good personality of part-time University academic staff. This should be done by sustainably enhancing their technical competencies, and developing their behavioural competencies and emotional intelligence.

Better and balanced motivation of the part-time academic staff. There should be improved university budgets for better extrinsic motivation, and improved policies for enabling intrinsic motivation. The two forms should balance for sufficient motivation of such critical university academic staff. This is because, without proper motivation, efforts to improve the above personality competencies would hardly be useful. Better motivation can thus be used by employer universities to fill the



human desires gap and activate individual job performance competencies for the academic staff.

Future research. Further research should be done to consistently address research gaps related to this study. Going forward, more research should be done in the following areas: other social and institutional factors affecting job performance; a similar study on other education institutional contexts; research on employees of other occupation statuses; different contexts of research; the same study after a longer period, and uni-approach research.

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