Technical Personality Competence and Job Performance of Part Time Academic Staff in private Universities in Kampala Metropolitan Area

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Abstract: **Aware of the complexity of personality, its misconception and research obscurity among part time academics as employees in private universities, this article specifically centred on technical personality. The purpose of the study was achieved by analysing this personality competence and its effect on job performance of the target university academics. Technical personality was analysed based on work competencies adapted from personality descriptors of two of the personality traits advanced in the Big five personality theory (Goldberg, 1990; Kendra, 2016) namely, conscientiousness and openness. The main personality competencies of study included intellectual competence, class teaching competencies and research supervision competence. Job performance was conceptualized and analysed in this study as task performance, contextual performance, and adaptive performance. A descriptively correlational research design was used based on the quantitative and qualitative approach. It was found out that all the technical personality competencies of the target part time university academics were largely high enough at $\bar{x}$ =3.43; s=1.15 and their job performance was virtually high at $\bar{x}$ = 3.04; s=1.19. Such technical competencies altogether significantly predicted an average 80.3% of job performance. In academia therefore, employees including the part time in any private university can have highly rated personalities in all such specific technical competencies. That's not inconsequential, because the higher the level of technical competence the better such employees would perform their jobs and vice versa.**

Keywords: **Intellectual competence, electronic technology literacy, class instruction competencies, student control competencies, research supervision competencies, task performance, contextual performance, and adaptive performance.**

1. INTRODUCTION

1.1 Background to the Study

Technical personality competence is the context of this study not only a form of personality but also a cornerstone of employee personality in the sense of business human resource. In same business precinct, competence embody demonstrable ability characteristics that enable proper performance (Raven, & Stephenson, 2001; Robinson, Sparrow, Clegg & Birdi, 2007). In that bearing, Zamboni (2017) defines technical personality competence as to the ability to apply knowledge and skills needed to perform effectively in a specific job or group of jobs within the organization. This type of personality is closely aligned with the knowledge and skills or the know-how needed for successful performance (Kelly, 2015). In the context of this study, technical competence was specifically conceptualised and analysed as a function of the following personality competencies; intellectual competence, electronic technology literacy, class instruction competencies, student control competencies and research supervision competencies. For this analysis, part time university

academics were preferably investigated because, as employees, they were side-lined in the history of personality theory and research (Antoni, & Elzabé, 2015; Parker *et al*., 2006; Mayende & Musenze, 2014; Muindi & K'Obonyo, 2015; Noraini, Norashikin & Lily, 2014; Owens, 2015). Their job performance was never specifically assessed either in previous scholarly analyses despite wide research on employee performances.

Job performance is defined by Carl (2010) as the extent to which an employee successfully executes the work assigned. According to Sonnentag, Volmer and Spychala (2009), job performance three forms of performance, namely task, contextual and adaptive performance, all of which take the complexions of process and outcome. Task performance refers to formal contribution of employees to organizational goals as the technical core, while contextual performance involves activities that only support the environment in which organizational goals are pursued (Sonnentag and Frese, 2002). Pulakos *et al.* (2000) define adaptive performance as employee understanding of change and adjusting to it in the workplace.

The technical competencies analyzed in this study were adapted from personality descriptors of including conscientiousness and openness, two of the personality traits advanced in the Big five personality theory (Goldberg, 1990; Kendra, 2016). Technical personality competence is ideally expected to propel employee job performance, but in practice, that was not well mirrored among part time university academic staff in Uganda. Such apparent discrepancy inspired research in especially on private universities of Kampala Metropolitan Area about which there was a lot of public scrutiny. Acting consistently with the NCHE quality assurance framework of 2015, such private universities in the area attempted to scout for part time academics of with congenial personality that enhances job performance (NCHE, 2015). However, there was suspicion about performance of the same staff in the metropolitan.

Previous evidence, though macro and not area specific, indicates that most of the part time academics in such private universities in Uganda, were at lecturer level and thus could not offer enough expertise consistent with growing education needs (NCHE, 2015, Ojambo, 2019). The universities were also reported low research productivity (Mean = 2.43) (Nakimuli & Turyahebwa, 2015). Overall, research work quality among the part time academics wat rated at meagre at 39.5% and their service quality in the area of teaching was rated at 68.2% (Emuron, 2016). Performance of the academics was not impressive yet they were recruited on the assumption that they had congenial personality. That raised the question of what could be the influence of technical personality in that regard. As such this study was overdue more over in Kampala Metropolitan.

1.2 Purpose of the Study

The purpose of the study was to assess the influence of technical personality competence on job performance of part-time academic staff in private universities in Kampala Metropolitan Area of Uganda.

1.3 Objectives of the Study

1. To examine the influence of intellectual competence on job performance of part-time academic staff in private universities in Kampala Metropolitan.

2. To assess the effect of class teaching competencies on job performance of the same part-time academic staff.

3. To explore the effect of research supervision competencies on job performance of such academic staff in the universities of research.

1.4 Research Hypotheses

Ho1 There is no significant influence of intellectual competence on job performance of part-time academic staff in private universities in Kampala Metropolitan.

Ho2 There is no significant effect of class teaching competencies on job performance of the same part-time academic staff.

Ho3 There is no significant effect of research supervision competencies on job performance of such academic staff in the universities of research.

2. LITERATURE REVIEW

The review of literature covered the analysis of related literature, the theoretical framework and conceptual framework.

2.1 Related Literature Review

Literature reviewed under this theme is related to the research specific objectives all pointing to the influence of technical personality competence on job performance of part-time academic staff in private universities in Kampala Metropolitan. In relation to technical competence, a related study was conducted by Anguo and Long (2014) to assess the impact of teachers' competency on job performance. The study was on research universities with industry characteristics in China in which the academic atmosphere was taken as moderator. Based on the interview and questionnaire methods, a four-dimension competency model was analyzed covering basic quality, teaching ability, industry awareness and research capacity, to measure the influence of competency on job performance.

The study found out that there existed a significant positive correlation between teachers' competency level of each the four dimensions and job performance in research universities with industry characteristics. The most significant of the four competency dimensions was research capacity, followed by the teaching ability, industry awareness in that order. It was also realized that the academic atmosphere as a moderating variable, significantly regulated the interaction between competency and job performance of teachers in the universities of research. Anguo and Long's research was a good precedent for the current study, however it was not about private universities and thus left an institutional research gap. It also presented contextual and occupational gaps as it was not about Uganda and part-time lecturers.

A study was done at the University of Ilorin located in Kwara State of Nigeria to assess the effects of the teaching competence on lecturer performance (Ossai-igwe, 2013). Among the competencies investigated included lecturer qualifications and characteristics and pedagogical proficiency. The study was based on the Questionnaire survey in which 131 lecturers were involved including those with University teaching qualifications and others without. The study findings indicate that there was a significant relationship between lecturers' teaching qualifications, characteristics and other instructional competencies with job performance. Lecturers' characteristic was the most important factor in predicting their performance.

Using the t-test there was however no significant difference between lecturers with teaching qualification and those without. It was concluded that both lecturers' characteristics and pedagogical competences are the most important factors that predicted lecturers' performance in the University (Ossai-igwe, 2013). It is true individual characteristics and teaching competencies can influence job performance in any university anywhere, but a lot about teaching qualifications needed to be explored and substantiated. There was still a content gap about the same; respondents were not sincere enough.

In Uganda, previous research investigated the current status of teaching staff competencies at Kyambogo University (Kasule, Wesselink, Noroozi & Mulder, 2015). Data was collected from 90 university managers, 126 lecturers and 179 students through the questionnaire. This means the study was quantitative. According to the research results, teacher performance in relation to innovation; facilitating knowledge society; collaboration and networking; designing higher education learning and entrepreneurship, was never satisfactory. This study has some sense but was never predictive and clear on variable relationships, hence content and clarity gaps. It is only quantitative and was also not about private universities, so it left approach and institutional gaps.

Semuyiga (2016) investigated teachers' competence needs in inclusive primary education in Kampala District Uganda. His study was a descriptive Case study which purposefully involved teachers from 4 inclusive primary education schools in Kampala city district of central Uganda. Data was collected by document consultation and an interview method which used a semi-structured interview guide instrument. Findings show that teacher SIE training, Teacher experience, teacher's family, teacher's salary, class/grade taught, religious effect, national educational policy, continuous professional development, teacher's strategies for developing problem-solving and self-evaluation, school teacher support and community support were the factors affecting inclusive primary teacher competence.

Furthermore, Semuyiga's teacher competence analysis revealed that teachers had positive attitudes and beliefs, limited skills and abilities; limited knowledge and understanding of elements within the teacher competence areas related to the inclusive education core values. The findings count but the study presented an institutional gap as it wasn't about

universities. It shallowly covered lots of competence needs, hence the need for specific in-depth analysis technical competence. It was only qualitative and thus left a quantitative research gap for the current study to fill.

2.2 Theoretical Framework.

The study was underpinned by the Big Five Personality Traits Theory (Goldberg, 1990). Also known as the five factor model (FFM), the Big Five personality traits theory underwent successive evolution as a result of serial attention from various theorists (Allport & Odbert, 1936; Cattell, 1978; Costa & McCrae, 1992; Eysenck 1947; 1966; Fiske 1949; Goldberg, 1990; 1993; Fleeson, 2001; McCrae & Costa, 2008; Tupes & Christal, 1961). Prominent of the theorists was Lewis Goldberg, who in 1990 developed the contemporary "Big 5" personality factors espoused in the theory (Boele & Mlacic, 2015; Kendra, 2016). The big five factors includes openness, conscientiousness, extraversion, agreeableness, and neuroticism (OCEAN) (Boele & Mlacic, 2015; Goldberg, 1990; Kendra, 2016; Oliver, 2000).

According to Boele and Mlacic (2015), these factors were called the 'Big Five' traits because each them includes trait characteristics as specific descriptors of personality. This study was however limited to openness and conscientiousness as the only personality straits directly related to technical personality competence (Boele & Mlacic, 2015). Specifically, openness involves the following personality trait descriptors or virtues: curiosity, originality, creativity, and being open to new ideas. Conscientiousness presents the virtues of punctuality, preparedness, orderly conduct, high thoughtfulness, dependability and achievement orientation (Boele & Mlacic, 2015; Goldberg, 1993; Kendra, 2016). The application of the theory and particularly its explanation of personality effects on human conduct was chronicled by theorist W. Fleeson in 2001 (Fleeson & Noftle, 2009). The Big Five personality theory was therefore adopted to anchor the study because the insights of openness and conscientiousness mirror significantly well the formal technical personality qualities of the target part time academics.

2.3 Conceptual Framework

The conceptual framework illustrates implicit variable relationships based on the research theoretical framework, and from which empirical research analysis progressed.

Independent variable
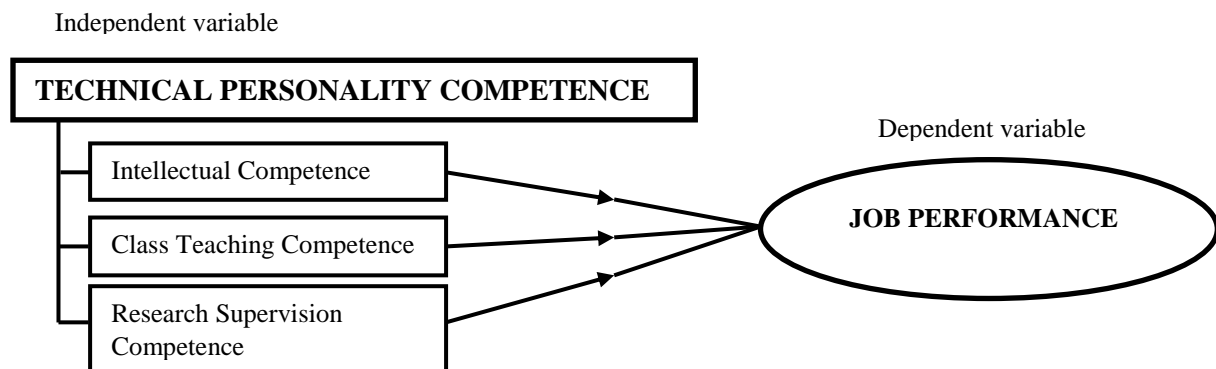
Source: Adapted from the Big Five Personality Trait Theory (Goldberg, 1990).

Figure 1. Conceptual framework about the influence of Technical Personality Competence on Job Performance

2.4 Conclusion

As employees, university academic staff, according to review of the Big Five personality theory, are defined by different technical personality traits in nature. These, basing on the review of the related literature and conceptual framework could potentially propel job performance. However there were key issues that stood out in the empirical review that justified the current study. One, there was lack of attention on part time academic staff in both previous personality and motivation research. There was hardly a study about these kind of academics even in public universities that were noted to have received more research attention than private universities. Two, it nonetheless could not be denied that such studies about university academic staff in general were not much especially in personality related research. Three and most importantly, the empirical literature review identified several research gaps were of which include institutional research gap, contextual gap, occupational analysis gaps, content gap, approach and research depth analysis. In that case, the current study was useful for filling the knowledge lacuna.

3. METHODOLOGY

This study adopted a post-positivism philosophy as the metaphysical paradigm used demonstrate on how data would be gathered, analysed and used (Saunders, Lewis & Thornhill, 2012). This study adopted a descriptively correlational research design. The research design was based on the quantitative and qualitative approach crafted for data collection and analysis. The study engaged a sample of 208 respondents selected from five private universities in Kampala Metropolitan Area for field survey. Of these, 188 were regular respondents including 121 part time academic staff and 67 student leaders. The rest 20 respondents were key informants that included 5 Directors of Quality Assurance, 5 Directors of Finance, 5 Directors of Human Resource, and 5 Directors of Academics. The key informants were selected using the purposive sampling technique while regular respondents were selected using stratified random sampling. The questionnaire and interview guides were used as instruments for data collection. For this reason, regular respondents intended for field survey were asked to fill the questionnaire while the key informants were requested to fill the interview guides. The questionnaire survey included the academic staff questionnaire (part time) and student questionnaire (student leaders).

Analysis of the main data collected was completed using descriptive and inferential statistics based on the Scientific Package for Social Scientists (SPSS), version 20. The main descriptive statistical packages (tools) used for that purpose included the Arithmetic Mean ($\bar{x}$), and Standard Deviation (S), while the inferential statistical tools adopted included Pearson's Correlation Coefficient and Simple Linear Regression. For each of the analysis tools, recommended interpretive scales were adopted to accurately interpret the variable descriptions and covariance involved. The core variables included technical personality competencies of intellectual ability, class teaching competencies and research supervision competence and well as job performance.

For the arithmetic mean, the "scale" the adapted was that 1.00-1.75 = 'Very low'; 1.76-2.50 = 'Low'; 2.51-3.25 = 'Moderate'; 3.26-4.00 = 'High', 4.01-4.75 = 'Very High' (Kostoulas, 2013). In the case of standard deviation, the scaling included ≥ 1.5= more spread from the mean and <1.5= closely clustered or less spread around the mean (Bland & Altman, 1996). For Pearson's correlation coefficient, the adapted scale included ≤ 0.35= weak correlation; 0.36- 0.67= moderate correlation, 0.68- 0.89 = strong correlations and ≥ 0.9= very strong correlations (Asuero, Sayago, & Gonz´alez, 2006; Taylor, 1990). For Simple linear regressions, interpretation of the levels of significance of the independent- dependent predictions was based on the 5% scale and at 95% level of confidence.

4. STUDY FINDINGS

The study findings or results were recorded from 193 respondents of the initially planned study sample of 208 people. This symbolised an average response rate of 91.8%, which according to social research scientists was within the recommended range of 0.7-1.0 (Babbie, 2007; Baruch & Holtom, 2008). That means, the findings were sufficient to represent the perceptions of the academic community, as the target population in the five private universities of study or similar universities in Kampala Metropolitan Area. For presentation purposes the study findings were analysed and interpreted in a manner consistent with the research objectives. In so doing, the independent and dependent variables were first described, and their associations were then inferentially analysed hypothesis by hypothesis drawn from the same research objectives. Before all this however, respondents' background characteristics were reported as way of verifying their response potential and authenticity of the findings (Kaya, 2013).

4.1 Background Characteristics of Respondents.

Only the characteristics of questionnaire or regular respondents (n=178) were investigated. Interview respondents were not, because as key informants they were reliably very conversant with the subject of study. It was found out that 61.3% of the respondents ($n=$ 175) that filled the questionnaire were male and the rest 38.7% were female. Over half of the academic staff investigated was less than 40 years of age but they were all mature enough above 25 years. All of them had sound academic qualifications in the teaching profession. Majority of the academics was married (48.6%) and were, as spouses, more responsible. Even then, the divorced or widowed or others (separated or cohabiting) were also responsible as potential parents. Singles could have been potentially guardians by virtue of their age and education seniority. The academics were typical part timers; majority (74.8%) worked for a weekly 50-90% of full time hours and the rest served for less than 50% hours. Over ½ (58.6%) of them had worked in the universities of study for over 4 years. The rest were 3 or less years old in the same universities. This notwithstanding, all the academics had substantive experience of their workplace, for just year is long enough work period.

In the case of students involved in the study, all of them were mature enough (20 years plus) to comprehend staff service delivery. Their levels of education (Diplomas and above) prove they were indeed bonafide learners of their respective universities. 75% of them had studied in the same universities for less than 3 years but similarly, two years were long enough for them to understand performance of their teachers. All the participant academics and students exhibited reliable characteristics that were enough proof of the response potential

4.2 Verification of Hypothesis One

Null hypothesis One (Ho1) presumed that there is no significant influence of intellectual competence on job performance of the part-time academic staff of study. Before inferential analysis of the variable relationship reflected, descriptions of their intellectual competence and job performance were made to ensure informed verification of the hypothesis. The description here preceded with the intellectual competence of the part time university academics of survey.

4.2.1 Description of the Academic Staff Intellectual Competence

Intellectual competence of the target part time university academics was conceived as the implicit independent variable of research objective one. To describe the level of this technical personality competence specific research items were adopted. For this reason, 5 items were used in the questionnaire survey for self-assessment and were therefore limited to the sample academic staff (n=111). The items were not be applicable to students (n=67). The related statistical findings generated as a result were summarized in the Table 1.

Table 1: Descriptive statistics on Academic Staff intellectual competencies

Item		N	Mean	Std. Deviation
1.	Deep thinking	111	3.52	1.14
2.	Inventiveness	111	3.56	1.13
3.	Originality, and creativity	111	3.45	1.21
4.	Deep understanding of the course subject matter	111	3.57	1.09
5.	Reflecting and playing with ideas	111	3.58	1.13
Average Index ('Intcomp')		111	3.54	1.11

Source: Field survey (2019)

From Table 1, the items (1-5) analysed to determine the level of intellectual competence of the participant part time academic staff included their depth of thinking, inventiveness, originality and creativity, depth of understanding the course subject matter and reflection and play with ideas. These were conceived as the features that would prove their intellectuality and according to the arithmetic mean ($\bar{x}$) and standard deviation (s) statistics in the table, most of the survey academics highly rated themselves. No wonder the average indices ('Intcomp') transformed from the individual item statistics exhibited a high arithmetic mean ($\bar{x}$ = 3.54) and a standard deviation narrowly sparsed from the mean (s= 1.11). To be precise most part-time academic staff of research were highly intellectually competent as individuals. Reports from the interviews also hinted on similar intellectual strengths and nearly all the key informants concurred that their part time academic staff were intelligent enough as professional university teachers.

4.2.2 Description of the Academic Staff Job Performance

Job performance was in this study the actual dependent variable, for which explanations were sought to assess the productivity of the target academic staff. The variable was investigated in each of the five universities of field survey basing on task performance, contextual performance, and adaptive performance of the academics. The statistical results recorded through the questionnaire (Table 2) also include responses of students, because their input was primary for staff performance assessment.

Table 2: Overall Grand Average Indices on the Forms of Job Performance

Dimensions	N	Mean	Std. Deviation
Level of Task performance	175	2.92	1.14
Level of contextual job performance	175	3.07	1.25
Level of Adaptive Performance	175	3.06	1.19
Overall Grand Average Index ('Lvljp')	**175**	**3.04**	**1.19**

Source: Field survey (2019)

Results in Table 2 show that a moderate arithmetic mean ($\bar{x} = 3.04$) and a standard deviation closely spread from the mean ($s = 1.19$) were generated. The statistics indicate that job performance of the target academic staff was widely and more fairly rated in the universities of study. In that case, the level of job performance of such part time university academics was averagely or virtually high in private universities in Kampala Metropolitan. This realisation was also reflected in the interviews administered with key informants. According to statistical and interview reports on individual forms of job performance, the target academic staff were largely most effective in contextual performance, followed by adaptive performance and then task performance, in that order.

4.2.3 Inferential statistics on Academic Intellectual Competencies and Job Performance

To determine how significantly job performance of the target academic staff was associated with their intellectual competence, Pearson's correlation coefficient analysis was adopted. Besides, simple linear regression was also employed to determine with more accuracy how the intellectual abilities predicted the level of such performance. Both the correlational and regression results computed were summarized in Table 3.

Table 3: Correlation and Simple Regression Coefficients; Intellectual competency and job performance

CORRELATIONS			
			Job Performance
Intellectual Competency	Pearson Correlation (*r*)		.830**
	Sig. (2-tailed)		.000
	N		111

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

REGRESSION COEFFICIENTS					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta (β)		
1 (Constant)	.364	.205		1.780	.078
Intellectual competence	.858	.055	.830	15.519	.000

a. Dependent Variable: Level of job performance

Source: Field research (2019)

According to correlation coefficients in Table 3, there was at *r*= 830** a positive and great relationship between intellectual competence and job performance. The relationship was significant at $p = 0.000$ (< 0.001) and it was inferred that increase in the level of in intellectual competence significantly led to better job performance among part time academics investigated. The reverse was correct. In the case of regression coefficients in the same table, *B*= 0.364 connotes that job performance as a dependent variable was 36.4% at zero academic staff intellectual competence. At *B*= 0.858 a unit increase in such intellectual ability predicted 85.8% increase in job performance of the university academics investigated. This particular competence was important for job performance as an employee personality factor at *β*= 0.830, and the variable prediction involved was significant with *p*= 0.000 (< 0.05). This means, the intellectual competence of the target academic staff significantly influenced the level of their job performance. Null research hypothesis One (NHo1) was therefore rejected.

4.3 Verification of Hypothesis Two.

The second Null hypothesis (Ho2) assumed that there was no significant effect of class teaching competencies on job performance of the target part-time university academics. Similarly, description of such class work competencies, as the independent variable, was made before eventually verifying the hypothesis. For this hypothesis, verification also depended on the above description of the dependent variable; job performance.

4.3.1 Description of the Academic Staff Class Teaching Competencies

Class teaching competencies of the university academics of study were crafted as the second research independent variable (research objective Two). Explicit research items were used as parameters of describing such academic staff personality competencies. For purposes of questionnaire survey, self-assessment 3 items were adapted and addressed by the academic staff (*n*=111). The statistical findings recorded were presented in the Table 4.

Table 4: Descriptive statistics on Academic Staff class teaching competencies

Item		N	Mean	Std. Deviation
1.	Electronic Technology Literacy	111	3.20	1.43
2.	Class Instruction Competence	111	3.54	.994
3.	Student Control Competence	111	3.49	1.03
Average Index ('Cltcomp')		111	3.41	1.15

Source: Field survey (2019)

The research items (1-3) specified in Table 4 and used for the staff class service competence include their electronic technology literacy, class instruction competence, and student control competence. According to statistical results of individual items (mean and standard deviation), the only fairy rated teaching related competence among the academics literacy in the class electronic technology. The rest were highly rated. Nonetheless, transformation of the three individual item statistics (average indices− 'Cltcomp') led to a high arithmetic mean ($\bar{x}$ = 3.41) and a closely sparsed standard deviation (s= 1.15). In that range, majority of part-time university academics investigated were highly competent in class teaching. This was consistent interview reports shared by key interview informants.

4.3.2 Inferential Statistics on Academic Class Teaching and Job Performance

Pearson's correlation coefficient analysis was also used to determine how significantly job performance of the target university academics was related to class teaching competence. In a similar bearing, simple linear regression was adopted to more accurately define the variable prediction involved. Results of the two analyses were jointly presented in Table 5.

Table 5: Correlation and Simple Regression Coefficients; class teaching ability and job performance

CORRELATIONS					
			Job Performance		
Class Teaching Competency	Pearson Correlation (r)		.846**		
	Sig. (2-tailed)		.000		
	N		111		

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

REGRESSION COEFFICIENTS					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.465	.186		2.498	.014
Class Teaching Competence	.858	.052	.846	16.594	.000

a. Dependent Variable: Level of job performance

Source: Field research (2019)

Results on variable correlation in the Table above show that at r= 846** academic staff class teaching competence was a highly and positively related to job performance. This association was also significant considering the p-value of p = 0.000 (< 0.001). This implies that better class teaching competence significantly improved job performance among part time academic staff of study and vice versa. For the case of regression coefficients, in the table, academic staff job performance as a dependent variable would be 46.5% (B= 0.465) if class teaching competence was zero. Statistics B= 0.858 means that a unit increase in class teaching proficiency predicted 85.6% surge in job performance of the university academics of study. This specific competence was important for job performance as a technical personality factor at β= 0.846, and at p= 0.000 (< 0.05) the associated variable prediction was significant. This implies, the class teaching competence of the target university academic staff significantly affected the level of their job performance. Null research hypothesis Two (NHo2) was also rejected; it wasn't valid.

4.4 Verification of Hypothesis Three.

According to Null research hypothesis (Ho3), there was no significant effect of research supervision competence on job performance of the academic staff in the universities of research. The validity of this hypothesis was verified in the subsequent inferential statistical section, but before that, description of the staff research competencies was made.

4.4.1 Description of the Academic Staff Research Supervision Competence

The ability of the target academic staff supervise student research was the third research independent variable as reflected in research objective Three. In the questionnaire survey, similarly self-assessment was sought from the academic staff (n=111). The questionnaire results recorded were indicated in the Table 6.

Table 6: Descriptive statistics on Academic Staff research supervision competencies

Item	N	Mean	M	Std. Deviation
Experience in academic research	111	3.36	4	1.33
Average Index ('Rschsc')	111	3.36	4	1.33

Source: Field survey (2019)

According to Table 5.6, statistics show that a high arithmetic mean ($\overline{x}$ = 3.36) and less spread standard deviation (s= 1.33) were generated about the target academic staff experience in research. The result suggests that most of part time academic staff of survey indicated that they were highly competent in research supervision. This was also reflected in interview reports; the key informants also shared similar perceptions this staff technical personality.

4.4.2 Inferential Results on Academic Research Supervision Competence and Job Performance

Also for the variable relationship involving research supervision competence and job performance of the target university academics, Pearson's correlation coefficients test and simple linear regression were. Results generated were respectively summarized in Table 7.

Table 7: Correlation and Simple Regression Coefficients; research supervision ability and job performance

CORRELATIONS			
			Job Performance
Research Supervision Competence		Pearson Correlation (r)	.805**
		Sig. (2-tailed)	.000
		N	111

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

REGRESSION COEFFICIENTS						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.073	.176		6.082	.000
	Research Supervision Competence	.692	.049	.805	14.174	.000

a. Dependent Variable: Level of job performance

Source: Field research (2019)

The correlation of variable in the Table 7 that academic staff research supervision competence was and job performance were related at r= 0.805**. The relationship was positive and high but lower than the one involving class teaching competence and electronic technology literacy in that order. According to the p-value of p = 0.000 (< 0.001), effect of research supervision ability was significant and therefore, increase in that personality competence significantly led improved job performance among part time academic staff of study. The reverse was true. As for regression analysis results in the table, academic staff job performance would be 107.3% (B= 1.073) at zero research supervision competence of the study university academics. However with B= 0.692 a unit increase in that research related competence predicted 69.2% increase in job performance of the university academics. Research supervision competence was important for job performance at β= 0.805, and the associated prediction was significant at p= 0.000 (< 0.05). This infers that, this academic staff personality competence significantly affected the level of their job performance in private universities in Kampala Metropolitan. As a result Null hypothesis Three (NHo3) was wasn't valid; it was rejected.

5. SUMMARY OF FINDINGS

According to the study findings consistent with research object one, most of the part-time academic staff in private universities of research were highly intellectually competent as individuals. They were intelligent enough as professional university teachers. As a dependent variable reflected in all the three research objectives, including objective one, the level of job performance of such part time university academics was averagely or virtually high. In particular, the academic staff were largely most effective in contextual performance, followed by adaptive performance and then task performance, in that order. The two academic staff employment related variables were not detachable; the intellectual competence of the target academic staff significantly influenced the level of their job performance. Regarding findings related to research two, it was realized that majority of part-time university academics investigated were highly competent in class teaching. This was not inconsequential; the level of such class staff competence significantly affected the level of their job performance. The findings consistent with research three how that most of part time academic staff of survey were highly competent in research supervision. This had a positively direct relationship with their job performance. As one of the technical personality competence, the ability to supervise students' research significantly affected the level of job performance of the target academics in private universities in Kampala Metropolitan. It was particularly noted that class teaching competence was the most important (0.846) of the three technical personality competencies studied as job performance factors among the target academicians. This was followed by intellectual competence (0.830) and lastly research supervision competence (0.805).

5.1 CONCLUSIONS

Technical competence, besides being conceptualized in this study as an integral factor of employee personality, can be consistently demonstrated and highly rated at the workplace. Basing on research findings it is a function of demonstrable specific competencies corresponding with acquired straits of personality. In context of the study these were treated as professional competencies which in the case of the target part time university academic staff specifically included intellectual competencies, electronic technology literacy, class instruction competencies, student control competencies and research supervision competency. Indisputably, in academia an employee including part time in any private university can have a personality highly rated in all such specific technical competencies. It is possible especially when well groomed for a career in a competitive university workplace. This is mirrored in the results of this study, in which it was widely reported that part time academic staff in Kampala Metropolitan private universities had high technical competence.

The study suggests that this level of technical competence is not inconsequential; it is in fact significantly influential on performance of a job. The higher the level of technical competence of employees the better they would perform their jobs and vice versa. From the study results this personality competency significantly and greatly predicted job performance of the target university academic staff. It was observed that technical competence was an important factor to job performance of such staff, and that can be same for similar or any academics in any university including public universities. It can also apply to any employee professional employee.

Nonetheless, the technical personality competencies analysed in this study may not be the only exhaustive factors determining the level of university academic staff performance especially if there is a mismatch between the two employee variables. The mismatch in this study was noticed as findings indicated that technical personality competence of the target part time university academics surpassed their levels of job performance. Staff performance could thus be attributed to other factors besides individual technical personality abilities. It could be behavioral personality competence, emotional intelligence, or even staff motivation.

5.2 RECOMMENDATIONS

In light of the research findings, this study recommends a sustained improvement of technical competencies**.** The Ministry of Education, through the Directorate of Higher Education and Training (DHET) and National Council for Higher Education (NCHE) should sanction and enforce better and sustainable policies for teacher education and/or training consistent with technical competence needs of university academic staff including part time academic staff. Such teacher education and training should address all the technical competencies investigated in this study including intellectual competencies, electronic technology literacy, class instruction competencies, student control competencies and research supervision competencies.

Such teacher training should be compulsory for all potential and serving teacher and non-teacher university academic staff or lecturers. This should be provided through collegiate undergraduate and post graduate training as well as other competency development programs such as workshops. Such academic staff development should be a shared responsibility that requires universities as places of work to equally provide the requisite support. All teacher training should be fashioned to equip trainees with knowledge and skills consistent with latest university teaching and/or changing university student learning needs. This training should benefit all university lecturers including the competent, less competent and potential academics especially among part time academic staff in private universities such as those in Kampala Metropolitan.

Although, according to this study, most of part time academic staff in such universities in the metropolitan were technically competent enough, they should be helped to maintain the steam throughout their university teaching career. Even a few others that were less proficient significantly count and deserved much better in terms of such competence development. In relation, potential academic staff should be well prepared for eventual work in such private universities right from their collegiate training.

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