Behavioural Personality Competence and Job Performance of Part Time Academic Staff in Private Universities in Kampala Metropolitan Area

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Abstract: The concept of human personality was never explicitly explained in the history of business human resource research. Particularly as an employee behavioural quality, its influence on job performance was overlooked in previous business policy and scholarly analyses of part time academics. This lacuna was quite rampant about private universities in Uganda including Kampala Metropolitan Area, whose quality of academics should have attracted less public suspicion. Aware of that knowledge gap, this study sought to assess the effects of personal, job and corporate behavioural competencies, as facets of employee behavioural personality, on job performance of the target university academics in the metropolitan. The three competencies of research are mirrored in the Big five personality theory especially in the two traits of extraversion and agreeableness. The traits were adopted as the theoretical framework that underpinned research. The study also conceptualised job performance as a function of task performance, contextual performance, and adaptive performance. The research methodology was quantitative and qualitative based on a descriptive- correlational research design. The main study findings were that the behavioural personality competencies of study were at $\bar{x}$ =3.57; s=0.96 largely high enough among part time university academics of research. Their job performance was at $\bar{x}$ = 3.04; s=1.19 virtually high. Behavioural personality competencies predicted 76.4% of job performance. Despite public concerns, private university employees including part time academics can possess a good behavioral personality, enough to enhance their performance. In that case, university education stakeholders should jointly work to maintain or achieve value for money behavior and productivity of the target university academics.

Keywords: Personal behavioural competence, job behavioural competence and corporate behavioural competence, task performance, contextual performance, and adaptive performance.

1.   INTRODUCTION

1.1 Background to the Study

According to Kelly (2015), research on employee personality cannot be complete without analysis of behavioural personality. While a company may want an employee with vast knowledge and skills to perform highly technical tasks, there is also need for a strong sense of personal and social responsibility. This is where behavioural competencies come into play. Throughout history, personality was perceived as predictor of employee job performance but not much specific attention was given to such employee behavioural traits (Tubey, Kipkemboi and Kurgat, 2015). This lacuna was quite rampant about private universities in Uganda including Kampala Metropolitan Area, whose quality of academics should have attracted less public suspicion.

Behavioural competence, also known as general competency (Kelly, 2015), involves soft skills of interactive communication, social responsibility, and achievement orientation. This study contextualised behavioural competence as a function of personal behavioural competence, job behavioural competence and corporate behavioural competence. Such behavioural competencies are an integral part of on-the-job success of employees in virtually every context and every occupation (Kelly, 2015), including part time academic staff in private universities.

Job performance is defined by Carl (2010) as the extent to which an employee successfully executes the work assigned. Campbell (1990) describes job performance as a process and/ or outcome of doing an assigned task or supporting unassigned activity or adapting to a condition by employees to ensure that intended job and corporate goals are achieved. Bearing this mind, the study adopted a working definition by Sonnentag, Volmer and Spychala (2009), in which job performance is perceived a composition of task, contextual and adaptive performance. Task performance is the technical core through which employees formally contribute to organizational goals. Contextual performance includes activities that only support the environment in which such goals are pursued. Adaptive performance refers to employee understanding of change and adjustment in a workplace (Pulakos *et al.*, 2000; Sonnentag and Frese, 2002).

In Uganda, the growing investment in the university sub sector prompted the National Council for Higher Education (NCHE) to increasingly become keen on service quality especially in private universities (NCHE, 2014; Republic of Uganda, 2008). As of 2018 there were 23 private universities in Kampala Metropolitan Area alone (MOES, 2018), but this study concentrated on 5 universities for field survey purposes. Part of the policy recommendations made in NCHE's quality assurance framework of 2015 was that universities should scout for academic staff with the right personality competences consistent with the job performance goals (NCHE, 2014; 2015). In response, reports show that such private universities in the metropolitan endeavoured to implement the recommendation (Alemiga & Kibukamusoke, 2019; Kasozi 2016; Edabu & Ijeoma, 2014; NCHE, 2015). However, it was not clear if all private universities in the area were compliant with the recommended policy, and whether the academics scouted and employed had enough behavioural competencies. The contribution of this personality competence to job performance was not clear either.

Notwithstanding NHCE policy recommendations, successive reports on the performance of such university academic staff in Uganda suggested that the level of their productivity was not enough and encouraging. Reports showed that staff barely attended class, completed daily assignments and met deadlines in teaching, student assessment and research (Alemiga & Kibukamusoke, 2019; Kayiira, 2009; Nakimuli & Turyahebwa, 2015; NCHE, 2010; Tibarimbasa, 2010). In some universities including the private, there were tendencies of the academic staff awarding grades to students in exchange for sex, money or other favours. The staff were also alleged to discriminate students on the basis of status (Alemiga & Kibukamusoke, 2019). The reports included universities in Kampala Metropolitan as well. However, the key research gap about these performance issues above was about lack of specific behavioural analysis on part time staff as a potential cause, hence the current study.

1.2 General Objective of the Study

The general objective of the study was to assess the influence of behavioural 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 personal behavioural competence on job performance of part-time academic staff in private universities in Kampala Metropolitan.

2. To assess the effect of job behavioural competence on job performance of the same target academic staff.

3. To explore the effect of corporate behavioural competence on job performance of such academic staff in the target universities of research.

1.4 Research Hypotheses

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

Ho2 There is no significant effect of job behavioural competencies on job performance of the same target academic staff.

Ho3 There is no significant effect of corporate behavioural competence on job performance of such academic staff in the target universities of research.

2. LITERATURE REVIEW

In this section, empirical literature related to the study was reviewed, the study theoretical framework was analysed and the eventual conceptual framework was designed.

2.1 Review of Empirical Literature

The empirical literature review captured previous research related to behavioural personality competence and job performance. One of the previous literature is a study conducted on relationships between teacher behaviours and student academic engagement in an inner-city preschool in Massachusetts (Ortiz, 1997). This provided a signalling precedent for the current study. The study was premised on the feeling that the relationship between teacher behaviours and student academic engagement was poorly understood. Therefore, it examined whether a) teacher enthusiasm, b) level of difficulty of lesson, c) teacher voice volume/inflection, d) teacher use of inquiries, and e) teacher use of positive feedback, were related to student academic engagement.

The study also explored whether student academic engagement correlated with emergent literacy skills. The findings show that each of the teacher behaviours under study was correlated to student academic engagement. Nevertheless, none of these correlations were statistically significant. In addition, student academic engagement was found to be significantly associated with emergent literacy skills (Ortiz, 1997). The five teacher behaviours were not significantly related to student engagement but at least there was a correlation. In fact, it was suspected a similar correlation could be significant in the target universities. What needed to be done was to close the two decades temporal research gap.

Another previous study examined, rather at university level, was about the influence of teachers' behaviour on the students' academic achievement in India (Mehdipour & Balaramulu, 2013). The study covered 5 of the 13 universities in Hyderabad for the questionnaire survey. The study sample was 1080, comprising 180 faculties and 900 students. The study results show that teachers felt proud to be teachers and according to faculties, prioritizing, punctuality, honesty and hard work were vital qualities of good teachers. It was also found out that students were contented with their teachers' positive behaviour. Half $(1/2)$ of the students specified the following qualities as being the most important of teachers' behaviour; punctuality, honesty, hardworking, friendliness, and confidence. Generally, there was a significant correlation between the teachers' behaviour and academic achievement in students of Hyderabad universities. Could this be the same with private university part time lecturers in Kampala Metropolitan? Well, this remained to be investigated, for Hyderabad universities are contextually different. There was therefore a contextual gap to fill.

In Africa, a research was carried out by Semple (2011) to explore behavioural competencies of a project manager. The study that was qualitative in design relied on the perspectives of a South African project management organisation. The study used the literature reviews, questionnaire survey, and structured interviews for data collection. Results from the questionnaire survey show that respondents expected the following project manager behaviours to grow in importance in the future: efficiency, leadership, creativity, openness, engagement and motivation. Respondents also expected the following behavioural constructs to be less important in the future: ethics, values appreciation, reliability, conflict and crisis and self-control.

Structured interviews conducted to validate the survey results highlighted that leadership is an area that is expected to take on more importance for project managers in future. Otherwise, interviews revealed some challenges to such behaviours and these included complexities, uncertainty and the rate of change. Reviews of Project Manager job profiles indicated that behavioural competencies for project managers were generally not comprehensively addressed with more attention required. Proficiency requirements and assessment of proficiencies remained a major challenge that required to be addressed by organisations in future (Semple, 2011). There was sense in the results, however the research was about what could not be what it was. Also, it was not about university lecturers and Uganda. Therefore, occupational and contextual gaps were never addressed, hence the need for this study.

In Uganda, a study was conducted by Munene, Mulira, and Kasekende (2008) about teacher operant competences and organisational citizenship behaviour in the performance of Ugandan primary schools. The study was prompted by a need to search for valid teacher practices that could be used as an input in designing an output-oriented job description and setting clear performance targets for primary school teachers in the Country. Bivariate correlation results indicate that there was a positive association between organisational citizenship behaviour (OCB) and Key Results Areas where each teacher teaching in primary schools was expected to get results. Multiple regression results indicate that operant competences and OCB predicted 25% of the variance in the performance of schools. The study shows the performance

significance of behavioural competencies in the form of OCB, but it was about primary school teachers and not university lecturers. In that case, there was need to address that institutional gap.

In Central Uganda, which hosts Kampala Metropolitan, a study was conducted on employee relations as correlates of job performance among secondary school teachers (Kizza, 2009). The field research was done in Kawempe Division. The content scope of the study was defined by three objectives: a) to establish the effect of teacher-to-teacher relationships on job performance of teachers; b) to establish the effect of teacher-to-head teacher relationships on job performance of teachers; and c) to disclose the effect of teacher-to-non teaching staff relationships on job performance of teachers. The results of the study showed that there was a significant positive relationship between teacher-to-teacher relationships and teachers' job performance in Kawempe Division at $r = 0.846$ & $p < 0.001$.

It was also revealed that at $r = 0.814$ & $p < 0.001$, the relationship between teacher-to head teacher relationships and teachers' job performance in the schools of study was positively significant. In addition, the study showed that the relationship was also positively significant at $r = 0.662$ & $p < 0.001$ between teacher-to-non teaching staff relationships and teachers' job performance in the same schools. The study therefore concluded that when teacher to teacher, teacher to head teacher and teacher to non-teaching relations are good, teachers' job performance are high hence the need to improve on these relationships to improve teachers' job performance (Kizza, 2009). No doubt, employee relations significantly influenced teacher job performance in secondary schools in Kampala Metropolitan. However, how about part time lecturers in private universities? That's not clear, there was therefore need to fill the institutional differences.

2.2 Theoretical Framework

The theoretical framework for this study entails the theory of Big Five Personality Traits (Fiske, 1949; Goldberg, 1990). This theory was developed by Lewis Goldberg in 1990, and verified by Paul Costa and Robert McCrae in 1992 (Costa & McCrae, 1992; McCrae & Costa, 2008). Of the Big five traits theory, this study was anchored on two personality traits; one, extraversion and two, agreeableness. Specifically, the notion of behavioural personality competence was derived from the descriptors of extraversion and partly agreeableness.

According to Boele and Mlacic (2015), the theory suggests that people who are high in extraversion (extroverts) tend to gain energy in social situations. While those who are low in this trait (or introverts) tend to be more reserved and have to expend energy in social settings. The theory posits that persons high in agreeableness tend to be more cooperative, while those low in the trait tend to be more competitive and even manipulative. It was fair to note that the theory does not openly show job performance implications of its perceptions, though it was hugely conceptualistic to the employee personality of research. Otherwise, it was used to underpin the current study because the trait descriptors adopted best served to itemize the behavioural personality variables of analysis, namely personal, job and corporate behavioural personality competencies.

2.3 Conceptual Framework

As a derivative of empirical and theoretical reviews, the conceptual framework was used to illustrate implicit variable relationships. The relationships was particularly between the three variables of behavioural personality conceived for analysis and employee job performance with specific focus on the target part time university academics.
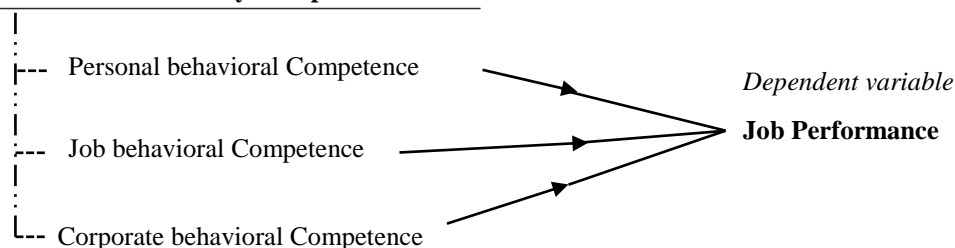
Source: Based on the Big Five Personality Trait Theory (Goldberg, 1990).

Figure 1. Relationships of Behavioral Personality Competence and Job Performance

2.4 Summary

Reviews of the above works related to the concept of study pointed to one thin, the need for assessing relationships of the notions of behavioural personality competence and job performance. This was focused on part time university academics whose plight, as employee, was never clear previous empirical literature. Justification of such research aspiration was based on the research gaps detected from previous empirical literature, including temporal research gap, contextual gap, occupational gap, institutional gap, content and methodological gaps. The theoretical framework was reviewed and adapted to underpin that research, while the conceptual framework was designed to help operationalize the variable relationships for empirical verification and intended to fill the knowledge lacuna.

3. METHODOLOGY

For purpose of defining the research methodology, this study adopted a post-positivist philosophy. According to Taylor and Medina (2013), post-positivism is a modified paradigm distended beyond positivism for comprehensive social science research. It is a metatheoretical stance that amends positivism (Bergman, 2016) and was used to show on how data would be collected, analysed and disseminated (Saunders, Lewis & Thornhill, 2012). The research design adopted by that study integrated the descriptive and correlational facets because of the context of the research problem. The design was based on the quantitative and qualitative approach as the baseline methodology for data collection and analysis. A sample of 208 respondents was selected for field survey from five private universities in Kampala Metropolitan Area. In this sample, 188 were regular respondents comprising 67 student leaders and 121 part time academic staff. The rest 20 respondents were key informants including 5 Directors of Academics, 5 Directors of Human Resource, 5 Directors of Quality Assurance, 5 and Directors of Finance. Purposive sampling was used to select key informants while stratified random sampling employed for selecting regular respondents. For purpose of data collection, the questionnaire and interview guides were used as the field research instruments. Key informants were asked to fill interview guides and regular respondents filled the questionnaire. The questionnaire were categorised into students' questionnaire and academic staff questionnaire.

Data analysis was done through descriptive and inferential analyses. Descriptive analysis was both statistical and qualitative. Statistically, descriptive analysis was entirely based on the Scientific Package for Social Scientists (SPSS), version 20. For that purpose, the following tools (packages) were specifically used; frequency and percentage distribution, Arithmetic Mean $(\overline{x})$, and Standard Deviation (S). The first tool was only applied on respondents' background variable and the last two tools were used on findings directly related to the research objectives. Inferential analysis was entirely statistical and the tools adopted included Pearson's Correlation Coefficient and Multiple Linear Regression. For each of the analysis tools, recommended interpretive scales were adopted to accurately interpret the variable descriptions and relationships. The main independent variables of analysis include behavioural personality competencies related to personal behaviour, job behaviour and corporate behaviour and well as job performance traffic.

4. FINDINGS

The main findings of the study also referred to as data or results are consistent with the three research objectives and so was their course of presentation, analysis and interpretation covered in the following data sections. However, before the main finings it was pertinent to indicate the bio-data specifying background variables of regular respondents. The variables were verified to demonstrate that like key informants, such regular respondents to potential give quality information (Kaya, 2013). All these findings were generated at rate of response of 91.8%, meaning that of the initially intended study sample of 208 people, 193 respondents sufficiently completed the research instruments. This was within the recommended range of return of 0.7-1.0 (Babbie, 2007; Baruch & Holtom, 2008), therefore reliable enough.

The bio data of respondents covers that following personal variables: gender of academic staff and students, staff age in years, their education qualifications, marital status, form of part time and period of work with the target universities. More about students covered include their maturity, level of education, and years of study in the study universities. By virtue of findings on these variables, all the participant academics and students exhibited reliable characteristics of sound response potential and authenticity.

4.1 Description of the Independent Variable

The main independent variable on which this research was centred is behavioural personality competence. The variable was about part time academics and investigated in each of the five universities of field survey basing on three parameters

(implicit variables), including personal, organisational and corporate behavioural competencies of the target academic staff. In that case, the level of their behavioural personality competence was determined and described based on the three parameters, as depicted in the related findings summarised in Table 1. Noteworthy, the study findings presented in this section were consistent with all the three research objectives, in which the three parameters were specified as independent variables.

Table 1: Descriptive statistical findings on Academic Staff behavioural personality competencies

Construct	N	Mean	Std. Deviation
Personal behavioural competence ('Persobc')	111	3.53	.92
Job behavioural competence ('Jobbc')	111	3.69	.85
Corporate behavioural competence ('Clssic')	111	3.50	1.10
Average Indices ('lvlbc')	111	3.57	.96

Source: Field survey (2019)

Findings presented in the table above were limited to responses from the academic staff of research. This is because analysis of their behavioral personality was based on self-assessment, only they could reliably report on themselves; students could, as the led, hardly rate their teachers' personality (behaviours). Following the recommended rule of thumb on data interpretation, the arithmetic mean and standard deviation results in the table were explained as follows. The mean and standard deviation statistics in the table for individual parameters of behavioural personality show that majority of the sample academic staff had competent personal behaviour ($\bar{x} = 3.53$; $s = 0.92$), job behaviour ($\bar{x} = 3.69$; $s = 0.85$) and corporate behaviour ($\bar{x} = 3.50$; $s = 1.10$), respectively.

Transformation of results on the three parameter led to corresponding average indices comprising a high arithmetic mean ($\bar{x} = 3.57$) and smaller standard deviation ($s = 0.96$), closely spread from the mean. The indices demonstrate that the sample academic staff largely rated themselves as being highly competent, behaviourally. In that case, most part time academic staff in private universities in Kampala Metropolitan were behaviourally highly competent at work. According to findings, these university academic staff were specifically most competent in job behaviour than personal and corporate behaviours, in that order. This was not different from interview findings either. Key informants largely agreed that part time academics in their respective universities endeavored to maintain high moral standards partly because of their education background grooming, and due to the desire to secure their jobs.

4.2 Description of the Dependent Variable.

The dependent variable of study was job performance for which explanations were sought to assess the productivity of the target academic staff. In the context of this study the variable was exhaustively analyzed basing on the specifically known forms of employee performance but usually not separately investigated in previous scholarly research, namely task performance, contextual performance, and adaptive performance. The related statistical results were summarized in Table 2. The results also include responses from students, because their input was primary for staff performance assessment.

Table 2: Descriptive statistical findings on Academic staff job Performances

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
Average Indices ('Lvljp')	175	3.04	1.19

Source: Field survey (2019)

Specifically, the results in this table indicate that most of the academics of survey were more fairly performing in their contextual ($\bar{x} = 3.07$; $s = 1.25$) and adaptive ($\bar{x} = 3.06$; 1.19) job responsibilities, in that order. Their performance was just fair in the prescribed tasks assigned. According to the transformed average indices ('Lvljp'), a grand arithmetic mean computed was moderate arithmetic mean ($\bar{x} = 3.04$) and standard deviation generated was closely spread from the mean ($s = 1.19$). The indices connote that most of the regular respondents fairly rated the performance of sample part time academics. In other words, 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 moderately or

virtually high in private universities in Kampala Metropolitan. This was also echoed in the interviews with key informants who too signalled their part time academics staff were largely most effective in contextual performance, followed by adaptive performance and then task performance.

4.3 Verifications of the Null Hypotheses

Following the description of the behavioural personality (independent variable) and job performance (dependent variable), the research hypotheses used to guide this study were verified from the informed point of view. Verification of research null hypotheses was made in the following sections determine the true variable relationships depicted, hypothesis by hypothesis.

4.3.1 Hypothesis One

The variable relationship depicted in this hypothesis was about personal behavioural personality and job performance of the target part time university academics. For verification purposes, Pearson's correlation coefficient was at a bivariate level adopted. The results recorded were summarized in Table 3.

Table 3: Correlational significance of academics' personal behavioural personality and job performance

Related variables		Level of job performance
Personal Behavioural Competence	Pearson Correlation	$.858^{**}$
	Sig. (2-tailed)	.000
	N	111

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

Source: Field survey (2019)

The statistics in the table above show that at $r= 0.858^{**}$ personal behavioural personality of part time university academics of research was positively and highly related to their job performance. The relationship was very significant at $p= 0.000$ (< 0.001). This implies that improved personal behavioral competence led to better job performance of the sample academic staff and vice versa. It was therefore realised that there was significant influence of personal behavioural competence on job performance of part-time academic staff in private universities in Kampala Metropolitan. The meant that null hypothesis one was void.

4.3.2 Hypothesis Two

The null hypothesis verified in this section depicted a relationship between job behavioural personality and job performance of the target part time university academics. Similarly, Pearson's correlation coefficient was adopted for the bivariate verification as indicated in Table 4.

Table 4: Significance of the staff job behavioural personality and job performance

Related variables		Level of job performance
Job Behavioural Competence	Pearson Correlation	$.836^{**}$
	Sig. (2-tailed)	.000
	N	111

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

Source: Field survey (2019)

According to results in Table 4, job behavioural personality and job performance of the sample university academics had a positive and strong relationship $r= 0.836^{**}$. This association was and at $p= 0.000$ very significant (p< 0.001). This suggested that better job behavioral competence boosted job performance of the part time academic staff in question, and the reverse was correct. It was inferred that job behavioural competencies significantly affected job performance of part time academics in the target universities. Null hypothesis two was rejected.

4.3.3 Hypothesis Three

In this section the null hypothesis of verification was about the association between corporate behavioural personality and job performance of part time university academics in the target universities. This verification was completed used a bivariate Pearson's correlation coefficient test. The results recorded are summarized in Table 5.

Table 5: Statistical correlational significance of the staff corporate behavioural personality and job performance

Related variables		Level of job performance
Corporate Behavioural Competence	Pearson Correlation	.866[**]
	Sig. (2-tailed)	.000
	N	111

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

Source: Field survey (2019)

Table 5 show $r= 0.866$** as the correlation coefficient between corporate behavioural personality and job performance of the university academics of survey. The variable relationship involved was positively strong and was at p= 0.000 (< 0.001) very significant. The relationship means that increase in corporate behavioral competence was tantamount to job performance of the sample academic staff, and the reverse was true. This inferred that corporate behavioural personality of part time academic staff significantly affected their job performance in the private universities of research. Null hypothesis two wasn't valid.

4.4 Multivariate Effect of Staff Behavioural Personality on Job Performance

The influence of behavioural personality competencies on job performance of the target university academics was more accurately determined using multiple linear regression. The analysis results recorded were summarized in the following tables.

Table 6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.874[a]	.764	.757	.56668

a. Predictors: (Constant), Corporate Behavioural Competence, Job Behavioural Competence , Personal Behavioural Competence

Source: Field survey (2019)

According to results in Table 5, statistic $R^2= 0.764$ implies that behavioural personality competencies of personal, job, and corporate behaviours generally demonstrated amongst the part time academic staff in the target private universities predicted 76.4% to their job performance. The rest 23.6% was predicted other non-behavioral personality factors.

Table 7: Regression coefficients of the staff behavioral personality competencies and job performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.369	.340		-1.088	.279
	Personal behavioural competence	.528	.227	.426	2.329	.022
	Job behavioural competence	.197	.224	.145	.878	.382
	Corporate behavioural competence	.333	.254	.316	1.312	.192

a. Dependent Variable: Level of job performance

Source: Field survey (2019)

The results in Table 7 led to a multiple regression model fitted as follows: Y= -0.369+ 0.528Personal behaviour + 0.197Job behavior + 0.333Corporate behaviour. This model equation suggests that without any behavioural competences the level of job performance of the sample academic staff would be -0.369. The equation also shows that other independents kept at zero, a unit increase in their personal behavioral competence predicted 52.8% increase on job performance. According to the table results, this prediction was statistically significant at $p= 0.022$ (<0.05). The model further indicates that if other independents were kept constant, a unit increase in their job behavioural competence predicted 19.7% increase in job performance. Such increase was however not statistically significant ($p= 0382 > 0.05$). Similarly, at zero independent factors, a unit increase in corporate behavioral competence predicted 33.3% increase in job performance. This was $p= 0.192$ (<0.05) also not statistically significant.

According to the Beta coefficients (β) in the table, the most important of the parameters (factors) of behavioral personality of the academics was their personal behavioural competence ($\beta=0.426$), followed by corporate behavior competence

(β=0.316) and then job behavioural competence (β= 0.145). All the behavioral personality variable had some degree of importance but only personal behavior had significant prediction.

The correlations and predictions successively elaborated in the sections above suggest that improvement in each of the behavioural competencies of the target part time academic staff led to increase in job performance, and vice versa. Indeed that effect was significant but only personal behavioral personality had a significant influence on their job performance. Apparently that's why the level of job performance was a little less and/or generally not corresponding to their behavioural personality competence.

5. SUMMARY OF FINDINGS

The study findings were summarized hypothesis by hypothesis and in consistency with parent research objectives, respectively. Findings about the first hypothesis disproved the implied null assumption because there was significant influence of personal behavioural competence on job performance of part-time academic staff in private universities in Kampala Metropolitan.

According to findings related the second hypothesis, improvement in job behavioral competence of the target university academics led to better job performance of the part time academic and vice versa. This contrasted the original research null proposition. Nonetheless, findings also indicate that though there was a significant relationship between the two variables, job behavioural competence among the academic staff was perceivably less important and could not significantly contribute to the performance.

Contrary to the third hypothesis, findings show that increase in corporate behavioral competence was tantamount to job performance of the target part time academic staff, and the reverse was true. Similarly, the academic staff corporate behavioural competence was significant related to but did not predict significant increase in their job performance. The relationship was more perceived than sufficiently effected.

6. CONCLUSISON

At the level of behavioral personality competence ascertained in the current study, the influence of such employee behavior on job performance cannot be underestimated. It will always be significant in enabling job performance in contexts such as the target private universities of research. The study results indicate that more behavioural competence of the target academic staff was better, the more their level of job performance would be phenomenal and vice versa. Particularly, the study is a signal that behavioural competence is a significant predictor of academic staff job performance in a university work situation like it was in the target private universities among part time academic staff. Although the predictive effect of job and corporate behaviors of the study target part time academics was not as significant as their personal behaviours, they equally had a potential influence on job performance. No wonder the level of job performance of such academics was little less and not corresponding to their behavioural personality competence. This means, a balance between personal, job and corporate behaviors of such employees would have led to consistently better job performance. This experience can apply to similar employees in similar work contexts.

7. RECOMMENDATIONS

Emphasis should be equally given to developing and balancing of all behavioural competencies of serving and potential university academics including part time academic staff. The competencies include personal behavioural competence, job behavioural competence, and corporate behavioural competence. The Directorate of Higher Education and Training (DHET), National Council for Higher Education (NCHE), Lecturer Training Institutions and other education support organizations such as UNESCO should ensure that behavioural competencies investigated in this study are specifically comprehensively covered in any forums of university teaching education.

The academic staff competent enough in their professional behaviour should be facilitated to maintain that key personality through staff development programs such as seminars, workshops and refresher courses. Similar training programs should more importantly be provided for the less behaviourally competent lecturers. And these should consistently be arranged for periodically. Such training opportunities should also be a shared obligation of all educationist institutions, ranging from local education authorities, to universities and other non-state actors. More particularly, these arrangements should always be the initiative of employer universities including private universities for spot-on behavioural training.

For potential lecturers, training in teaching behavioural competence should be more specifically designed, taught, and assessed in teacher education colleges in universities either during undergraduate or post graduate training. Certificates of teaching behavior competence should be provided as a result to successful trainees and should be demanded by recruiting agencies or universities.

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