

Staff Development Programs and Academic Staff Performance of  
Universities in Uganda: A Case of Kyambogo University, Uganda

Kakuru Paul



12/U/087/GMED/PE

A Dissertation Submitted to the Department of Educational Planning and Management in  
Partial Fulfilment of the Requirements for the Award of Masters' Degree of  
Education in Policy, Planning and Management of  
Kyambogo University

September, 2015

## DECLARATION

I, KAKURU PAUL, declare that this study titled “Staff development programs and academic staff performance in universities in Uganda: A case of Kyambogo University” is my original work and has never been submitted to any university/institution for any award of a degree. Where other sources have been used, they are explicitly acknowledged and referenced within the body of the text.

Signature  ..... Date  .....

KAKURU PAUL

**APPROVAL**

This is to certify that Kakuru Paul has carried out this study whose title is “Staff development programs and academic staff performance in universities in Uganda: A case of Kyambogo University” under our supervision and that the study report is now ready for examination.

Supervisor

Signature *Margaret K. Lubega* date *30<sup>th</sup> / 12 / 15*

DR. MARGARET. K. LUBEGA

Supervisor

Signature *[Signature]* date *30/12/15*

DR. GRACE LUBAALE

## **DEDICATION**

I dedicate this work to my mother Tereza Korutaro for being special to me and making me who I am

## ACKNOWLEDGEMENT

Accomplishing a dissertation single-handedly was very unlikely. I therefore wish to sincerely appreciate the tireless efforts and guidance of my supervisors, Dr. Margaret Lubega and Dr. Grace Lubaale, for taking me through this academic journey by reading every bit of this dissertation and giving constructive criticism and encouragement. In the same vein, I thank all the lecturers of educational planning and management of Kyambogo University for the academic support accorded to me during this course of the study. I am grateful to the management, heads of departments and academic staff of Kyambogo University for cooperating and providing me with the data I needed to accomplish this study.

In a special way, I thank my mum for all the unconditional and motherly support rendered to me since childhood. Mum, you know the background of our family. I would not have reached this academic level had it not been your struggle. Thank you so much for being necked in Swazi for the well being of your children. I cannot give anything to match what you have done for me, but I am cocksure that God will reward you. To my brothers and sisters Ahimbisibwe Lydia, Sasirabo Mary, Kiiza Alex, Kato Julius, and Bigombe Damazon, there is nothing I can promise except dedicating this dissertation to all of you as sign of encouraging you to work academically harder and better. Please I know the sacrifice you have made for me to the extent of you failing to study because of me. Thank you my dears. I would like to extend my heartfelt and sincere thanks to my wife, Mary Nakimwero, who diligently advised me on matters of research and tolerated all my financial constraints. Last but not least, I would like to thank my dear friends John Batista, Bangumya Elly, for your love, prayer, patience and financial help.

## LIST OF ACRONYMS

CHESD:	Centre for Higher Education Studies
CIPD:	Chartered Institute of Personnel and Development
CPD:	Continuous Professional Development
CVI:	Content Validity Index Analysis
EHEA:	European Higher Education Area
FET:	Further Education and Training
INSET:	In-service Training
ITEK:	Institute of Teacher Education Kyambogo
KYU:	Kyambogo University
KYUASA:	Kyambogo University Academic Staff Association
NEPAD:	New partnership for Africa's development
OECD:	Organization for Economic Co-operation and Development
PD:	Professional development
PDA:	Professional development activates
PLC:	Professional Learning Community
QDA:	Qualitative Data Analysis
SDP:	Staff Development Program
UNESCO:	United Nations Education Scientific Cooperation
UNISE:	Uganda National Institute of Special Education
UPK:	Uganda Polytechnic Kyambogo

## TABLE OF CONTENTS

DECLARATION .....	ii
APPROVAL .....	iii
DEDICATION .....	iv
ACKNOWLEDGEMENT .....	v
LIST OF ACRONYMS .....	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLES .....	xii
LIST OF FIGURES .....	xiii
ABSTRACT.....	xiv
OPERATIONAL DEFINITIONS.....	xv
<b>CHAPTER ONE: INTRODUCTION .....</b>	<b>1</b>
1.1 Background to the Study.....	1
1.1.1 Historical Perspective .....	1
1.1.2 Theoretical Perspective.....	3
1.1.3 Conceptual Perspective .....	3
1.1.4 Contextual Perspective.....	6
1.2 Statement of the Problem.....	10
1.3 Objectives of the Study.....	11
1.3.1 General objective .....	11
1.3.2 Specific Objectives .....	11

1.4 Research Questions .....	11
1.5 Scope of the Study .....	12
1.5.1 Geographical Scope .....	12
1.5.2 Content Scope .....	12
1.5.3 Time Scope .....	13
1.6 Significance of the Study .....	13
1.7 Conceptual Framework.....	14
<b>CHAPTER TWO: LITERATURE REVIEW .....</b>	<b>17</b>
2.1 Introduction.....	17
2.2 Theoretical Review .....	17
2.3 Review of Literature .....	19
2.3.1 Staff Development Programs.....	20
2.3.2 Staff Attitude towards Staff Development Programs .....	30
2.3.3 Academic staff development programs, attitude and performance .....	33
2.3.4 Staff development strategies for enhancing academic staff performance .....	40
2.3.5 Other Variables Affecting University Academic Staff Performance .....	44
<b>CHAPTER THREE: RESEARCH METHODOLOGY .....</b>	<b>46</b>
3.1 Introduction.....	46
3.2 Research Design.....	46
3.3 Population and Sample .....	47

3.3.1 Study Population .....	47
3.3.2 Target Population.....	47
3.3.3 Sample Size.....	48
3.4 Sampling Techniques.....	49
3.5 Information Sources.....	50
3.6 Data Collection Methods .....	51
3.7. Research Instruments .....	51
3.7.1 Questionnaire .....	51
3.7.2 Interview Guide .....	52
3.8 Data Quality Control.....	53
3.8.1 Validity of Instruments .....	53
3.8.2 Reliability of the Questionnaire .....	54
3.9 Data Collection Procedure .....	54
3.10 Data Analysis .....	55
3.10.1 Qualitative analysis.....	56
3.10.2 Quantitative analysis.....	56
3.11 Ethical Considerations .....	57
3.12 Limitations of the study .....	57
<b>CHAPTER FOUR: PRESENTATION AND INTERPRETATION OF FINDINGS .....</b>	<b>58</b>
4.1 Introduction.....	58

4.2 Sample characteristics.....	58
4.3 Research Question One: What staff development programs are undertaken by Kyambogo University academic staff members? .....	63
4.4. Research Question Two: What is the attitude of academic staff of Kyambogo University towards the staff development programs they undergo? .....	69
4.5. Research Question Three: What is the effect of staff development programs on the performance of Kyambogo University lecturers, particularly when it is moderated by lecturers' attitude towards the programs? .....	74
4.5.1 Perceived performance of the lecturers at Kyambogo University .....	74
4.5.2 Finding from factor analysis .....	78
4.5.3 Multivariate Regression Results .....	84
4.6 Research Question Four: What staff development strategies can be adopted to enhance academic staff performance at Kyambogo University?.....	87
<b>CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS</b> ....	91
5.1 Introduction .....	91
5.2 Staff development programs undertaken by Kyambogo university lecturers.....	91
5.3 Staff attitude towards staff development programs undertaken at Kyambogo University.....	95
5.4 Effect of staff development programs, moderated by dons' attitude, on lecturer performance at Kyambogo University .....	99
5.5 Staff development strategies for improving academic staff performance at Kyambogo University.....	102
5.6 Conclusion .....	104
5.7 Recommendations.....	106
5.8 Recommendations for further research.....	108

REFERENCES .....	109
Appendix A1: Academic Staff Questionnaire .....	127
Appendix A2: Interview Guide for Deans .....	134
Appendix A3: Computation of Reliability of Questionnaire .....	136

## LIST OF TABLES

Table 3.1: Sample Size Determination and Distribution .....	48
Table 3.2: Computation of Content Validity Indices for Research Instruments.....	54
Table 4.1: Response rate .....	58
Table 4.2: Lecturers' responses on staff development programs undertaken at Kyambogo University.....	64
Table 4.3: Lecturers' responses on their attitude towards staff development programs undertaken at Kyambogo University .....	71
Table 4.4: Kyambogo University lecturers' responses on their performance .....	76
Table 4.5: Factor analysis results on staff development programs.....	78
Table 4.6: Factor analysis results on lecturer attitude toward Staff development programs...	80
Table 4.7: Factor analysis results on academic staff performance .....	82
Table 4.8: Effects of staff development programs moderated by lecturer-attitude on performance of Kyambogo University academic staff members .....	85
Table 4.9: lecturers' ranking of the staff development strategies needed to improve their performance .....	89

## LIST OF FIGURES

Figure 1.1: Academic staff development programs, attitude and performance .....	14
Figure 4.1: Sample distribution by respondents' job titles .....	59
Figure 4.2: Sample distribution by respondents' period on job .....	60
Figure 4.3: Sample distribution by respondents' qualifications at the time of getting the current job .....	61
Figure 4.4: Sample distribution by respondents' current highest qualifications .....	62
Figure 4.5: Other staff development programs pursued by Kyambogo University lecturer ...	67
Figure 4.6: Lecturers' general attitude toward staff development programs undertaken at Kyambogo University .....	73

## ABSTRACT

The study sought to investigate the staff development programs undertaken by Kyambogo university lectures and dons with intent to develop strategies that could help enhance their performance. The objectives of the study were therefore to (1) establish the staff development programs undertaken by Kyambogo University lecturers, (2) investigate the attitude of these dons towards the programs; (3) examine the effect of the programs on the lecturers' performance when moderated by these staffs' attitude towards the programs; and (4) identify the staff development strategies that could be adopted to enhance the dons' performance. The research was conducted using a case study design involving both qualitative and quantitative approaches to data collection and analysis. Data were collected using interviews held with four purposively selected faculty deans and one semi-structured questionnaire administered to 194 randomly selected lecturers. Data were analyzed qualitatively using narrative and thematic techniques and quantitatively using descriptive, factor and multivariate regression methods of analysis. Findings indicate that the staff development programs that were undertaken by Kyambogo University lecturers included not only on-the-job programs such as induction; peer-assisted learning; assistant lecturers standing in for senior lecturers; staff appraisals; mentoring and coaching through supervisory instructions, and encouraging lecturer participation in staff committees. They also included off-the-job programs such as postgraduate courses, seminars and workshops. These programs were however, implemented at less than satisfactory levels, leading lecturers to acquire less than optimal knowledge and skills. Lecturers had a moderately positive attitude towards most of the undertaken staff development programs. They were particularly positive about the content and imparting methods of the undertaken postgraduate courses and organised seminars, workshops and conferences, but their attitude towards the programs' timing and facilitation, and how promotions and transfers were conducted was negative. The lecturers were also reluctant to pursue a PhD program due to lack of sponsorship. The undertaken staff development programs had a positive and significant but not strong effect on the dons' performance. It was therefore concluded that there was need to strengthen the effect of the programs. Accordingly, recommendations were made to the administrators of Kyambogo University, particularly faculty deans, to strengthen this effect by improving lecturer-attitude towards staff development programs through ensuring that the programs' content is relevant, seminars and workshops are more regularly organised; encouraging lecturers to pursue PhD training; and mobilising funds needed to finance these programs.

## OPERATIONAL DEFINITIONS

**Staff development program:** Any course of action undertaken by academic staff members of a university to develop the professional knowledge, skills, attitudes or any other attribute they need to facilitate students' learning, conduct research and provide community service as expected.

**Academic staff performance:** A process by which university academic staff members carry out their teaching, research and community service responsibilities.

**Attitude:** An opinion, view or feeling that academic staff members express about staff development programs provided by their university.

**Strategies:** Staff development ways by which academic staff performance can be improved.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

This section is made up of four perspectives. The first is the historical perspective and it provides an overview of the scholarly work that has been done on staff development programs and their effect on employee performance. The second is the theoretical perspective that identifies the theory on whose rationale this study was anchored. The third is the conceptual perspective and it provides the definitions of the main concepts investigated in this study. The fourth is the contextual perspective, which describes the circumstances that motivated this study.

##### *1.1.1 Historical Perspective*

Scholarly interest into staff development programs and how they affect the performance of an organisation's employees started in Europe as far back as the turn of the 17th century (Speck & Knipe, 2005). This interest has since been growing, spreading to all continents and countries and in all sectors and institutions such as the military, health, judicial, accounting, engineering, and educational sectors and institutions, amongst others (Jamil *et al* 2011; Murphy, 2008; Golding & Gray, 2006; Jasper, 2006). Universities are among the educational institutions where researchers have particularly expressed this interest in a keen manner (Gadi & Gontur, 2015; Dawo & Simatwa, 2012; Derounian, 2012; Makawiti, 2011; Odinga, 2010; Murphy, 2008; Ockae-Anti, 2007; Jasper, 2006; McMaster, 2003).

A scrutiny of these researchers' work reveals that staff development programs play a role in enabling universities to acquire the required lecturers, make them learn their job responsibilities, keep them abreast of new technology and practices, and ensure that the dons are organizationally committed. The work also indicates that when lecturers have positive attitude towards these programs, they benefit by enhancing their career progression and improving their professional competence, thereby performing better and enabling their universities to pursue academic excellence, research and innovation and community service in a way that meets stakeholder expectations. Thus, when the performance of any university's academic staff is below stakeholder expectations, it is in order to question its staff development programs, staff attitude towards the programs and how these programs affect this performance.

The questioning becomes even inevitable at a university such as Kyambogo University where research of this nature is yet to be conducted, hence the need for this study. Indeed, research conducted so far on staff development programs at this university focuses either on describing the programs and highlighting their challenges, shortcomings and inadequacies (Kasule & Neema-Abooki, 2014; Bunoti, 2012) or on how staff development through professional empowerment relates to other factors like staff turnover (Ddungu, 2014).

### *1.1.2 Theoretical Perspective*

This study was guided by the human capital theory, which was first propounded by Adam Smith in 1776 cited in Hill (2001) and later, developed further by Schultz (1962). This theory advances a view that educating human beings is a form of investment that improves their productivity and performance (Ariely, Gneezy, Loewenstein & Mazar, 2005). Education develops knowledge and skills, which, in turn, increase the productivity and performance of a worker (Gadi & Gontur, 2015; Abdelgadir & Abdelhafiz, 2001). Schultz's (1962) variant of this theory recognizes staff development through on-the-job and off-the-job training as a form of education that can be used by an organization to facilitate its employees to develop the knowledge and skills needed to maximize their productivity and performance as planned. Essentially, the rationale of this theory suggests that any staff development program in which a university invests has to play a role in ensuring that its lecturers realise the level of performance expected of them. The rationale is hence appropriate to guide a study seeking to investigate this role.

### *1.1.3 Conceptual Perspective*

Four main concepts were examined in this study. These included staff development programs, which constituted the independent variable, staff attitude toward these programs, which was considered as a moderator variable, and academic staff performance, which was regarded as the dependent variable. Staff development-related strategies for improving this performance were investigated as a consequential variable.

Specifically, staff development programs refer to formal or informal courses of action that organisations undertake to acquire and facilitate their employees to learn about their job responsibilities, and to develop the competences necessary to conduct and accomplish the responsibilities in a way that enables the organisations to achieve their objectives and goals as expected (Odinga, 2010). These programs can also be deliberately undertaken by individual employees for purposes of acquiring knowledge, skills and any other behaviour they deem important for their career or professional advancement (Makawiti, 2011; Ockae-Anti, 2007; Werner, Randy & Le Desimone, 2006). In this study, staff development programs were operationalised as courses of action undertaken by a university to develop its academic staff members by equipping them with the professional knowledge and skills required to enable these members to teach, conduct research and provide community service in a manner that meets stakeholder expectations.

The concept of attitude is defined by different authors as an evaluative cognitive, affective and behavioural orientation or disposition of a person toward something (Vogel, Bohner & Wanke, 2014; Van Bavel, Xiao & Cunningham, 2012; Whitley, 2010; Ajzen, 2001). Viewed from the perspective of academic staff members and in relation to staff development programs, attitude can be described as a cognitive and affective disposition that defines how these members evaluate these programs in terms of content, relevance, appropriateness, responsiveness, timing, imparting methods used, and how they are organised and facilitated (Yan & Ming, 2014; Truitt, 2010; Chiaburu & Teklab, 2005; Santos & Stuart, 2003). This was the definition adopted for this variable in this study.

Academic staff performance can be defined using the outcome perspective or process perspective (Gibbs, 2010; Ozga, 2003). From the outcome perspective, this performance connotes the end results that teachers realise from implementing assigned responsibilities (Azlinah *et al.*, 2008). From the process perspective, this performance is viewed as the way teachers carry out their responsibilities (Mayston, 2003). In universities, this perspective delineates academic staff performance as the process by which lecturers implement the teaching, research and community service responsibilities expected of them (Molefe, 2010; Mapesela & Strydom, 2004; Gibbs & Coffey, 2004; Arreola, 2000).

Based on the process perspective, lecturers carry out the teaching responsibility by engaging in lecture planning; lecturing; supervision of student research; administration of classroom tests, coursework and end-of-semester examinations; marking all these forms of student assessments; and safekeeping and posting of the results to the Grading and Accreditation Committee (Publication of Student Services, 2014; Axelrod, 2008). Lecturers conduct research by undertaking empirical studies to generate new knowledge and innovations, which may be used to enrich existing theory; to publish findings for career development purposes; or to solve problems in society in a better way, thereby improving the way of life (Ajayi, Awosusi, Arogundade & Ekundayo, 2011). They are expected to provide community services by getting involved in public scholarship (face-to-face public debates and deliberations) and participatory research (conducting research in which community members are beneficially included). They are further expected to provide community service by participating in community partnership (collaboration with community groups in beneficial undertakings), public information networks (contributing

to the flow of information to the public), and civil literacy scholarship (enhancing public discourse by communicating openly with the general public) (Nhamo, 2013; Barker, 2004; Mapesela & Strydom, 2004).

In this study, academic staff performance was operationalised using the process perspective. It was defined as the level at which lecturers carried out the various teaching, research and community service responsibilities expected of them as explained above. Staff development strategies refer to all courses of action that can be taken to nurture lecturers in a manner that enables them to advance their careers and to execute their responsibilities better (Mhlanga *et al.*, 2013). In this study, the meaning of staff development strategies was confined to courses of action that could be undertaken to enhance lecturers' ability to perform their responsibilities as expected by a university's internal stakeholders (management and students) and external stakeholders (government, employers and society at large).

#### *1.1.4 Contextual Perspective*

The performance of the academic staff members of most of the universities in Uganda has consistently been found to be below internal and external stakeholders' expectations, especially in terms of teaching, conducting research and providing community service (Barifaijo, Nkata & Ssempebwa; Asiku *et al.*, 2015; Basheka, Muhenda & Kittobe, 2009; Ssesanga & Garrett, 2005; Kagwa, 2002). External stakeholders such as employers feel that graduates produced from the teaching carried out in most of the universities in Uganda are several years out-dated in knowledge, skills and innovation, and are hence, not sufficiently tooled for the contemporary world. When compared to products from

higher education systems of other regions of the world, most graduates of Uganda's higher education system are hardly the first choice of employers in the world market (Government of Uganda, 2007; Ogom, 2007; Kigotho, 2006).

In fact, the teaching carried out by most of the lecturers leaves a lot to be desired by internal stakeholders, particularly the students. Lecturers in most of these universities dodge some of the lectures they are expected to teach (Nassuna, 2012; Buzindadde, 2005; Wamala-Lule, 2001). Many of the lecturers are not always available to supervise students on research programs, and when students hand in their research proposals and dissertations, most of the assigned supervisors delay to return them to the extent that some of the students fail to complete their courses of study in time, especially at the postgraduate level (Nassuna, 2012). Instead of playing their research supervisory role, some lecturers spend most of their time involved in the more lucrative private research projects in order to supplement their meagre salaries (Ndagire, 2011).

Some of the academic staff members in universities in Uganda are reluctant to attend to students in need of academic assistance (Sseremba, 2012). Furthermore, some lecturers lose students' coursework marks and others misplace students' examination scripts, instead of marking them and safely keeping the results until they are posted to Examination Approval Committee to facilitate students' grading and accreditation (Asiku *et al.*, 2015; Sseremba, 2012; Mamdani, 2011). Lecturers in most of the Ugandan universities are also not involved in the provision of community service (Yawe, 2010; Kasozi, 2003).

Furthermore, most lecturers' level of conducting research and publishing findings is still so low that it has contributed significantly to their universities' very low rankings on the African continent and non-competitiveness at the global level (Musiige & Maassen, n.d; Nabayego & Itaaga, 2015; Kayongo, 2015, 2007; Nyirenda, 2014; Ssentamu-Ddumba, 2013; Mamdani, 2011; Kasenene, 2010). A number of factors have been identified to explain the cause of such unsatisfactory academic staff performance, including inadequate research funding, staff demoralisation due to insufficient remuneration, inadequate administrative support, and student-related factors (Nassuna, 2012; Ndagire, 2011; Kabeba, 2010).

While the studies cited thus far generalise the indicators of unsatisfactory academic staff performance and their causes to all universities in Uganda, there are also studies that have singled out Kyambogo University as the particular victim to the same indicators and causes (Ddungu, 2015; Kasule, & Neema-Abooki, 2014; Basheka & Nabwire, 2013; Bunoti, 2012; Nabwire, 2008). The studies of particularly Basheka and Nabwire (2013) and Nabwire (2008) show that Kyambogo University (KYU) was established in 2003 out of a merger of the Institute of Teacher Education Kyambogo (ITEK), Uganda Polytechnic Kyambogo (UPK) and Uganda National Institute of Special Education (UNISE).

The same studies indicate that as internal stakeholders, most of Kyambogo University students are unsatisfied with the teaching services provided by the lecturers. In addition, Rwothumio (2010) indicates that most of the lecturers are very slow at conducting

research and publishing the findings. They are also not involved in community service, except when they are doing it for personal pecuniary benefits (Ndagire, 2011). Even the management of Kyambogo University confirms the findings of these studies by underscoring the need to strengthen the university's quality assurance system in a way that ensures that lecturers carry out their responsibilities to the set performance standards (Kyambogo University Strategic Plan, 2012/13-2022/23). In short, the unsatisfactory performance of the lecturers of Kyambogo University is still an area of concern and therefore, one that leads to questioning the role of staff development programs undertaken by these dons.

## **1.2 Statement of the Problem**

Staff development programs are undertaken by universities for their lecturers and by dons as individuals to achieve different goals, one of which is to enable the dons to perform their teaching, research and community service responsibilities in a way that enables the universities to pursue academic excellence, research and innovation and community service in a way that meets stakeholder expectations. Empirical research has however, shown that the performance that Kyambogo University lecturers realise from conducting each of these responsibilities is below external and internal stakeholder expectations. Specifically, students are dissatisfied with most of their lecturers because of dodging lectures; losing coursework results; misplacing examination scripts; being unavailable when needed for academic assistance and to supervise research; and delaying to return students' research proposals and dissertations. In addition, most of the lecturers are slow at conducting and publishing research, and are not involved in community service as expected. While research identifies a number of factors to explain why such unsatisfactory performance continues to occur, not much has been done to establish whether the staff development programs undertaken by Kyambogo University lecturers and these dons' attitude toward the programs are also explanatory factors. This study was hence an attempt to fill this gap with a view of identifying strategies that could be adopted to improve the dons' performance.

### **1.3 Objectives of the Study**

#### *1.3.1 General objective*

This study investigated the staff development programs undertaken by academic staff members, these members' and the effect of these staff development programs on the lecturers' performance, with a view of identifying strategies for enhancing this performance at Kyambogo University.

#### *1.3.2 Specific Objectives*

The specific objectives of the study were to:

- 1) establish the staff development programs undertaken by Kyambogo university academic staff members.
- 2) investigate the academic staff members' attitude towards the staff development programs undertaken at Kyambogo University.
- 3) examine the effect of staff development programs undertaken by Kyambogo University lecturers, particularly when the effect is moderated by these dons' attitude towards the programs.
- 4) identify the staff development strategies that can be adopted to enhance academic staff performance at Kyambogo University.

### **1.4 Research Questions**

The study was guided by the following research questions:

- 1) What staff development programs are undertaken by Kyambogo University academic staff members?

- 2) What is the attitude of academic staff of Kyambogo University towards the staff development programs they undergo?
- 3) What is the effect of staff development programs on the performance of Kyambogo University lecturers, particularly when it is moderated by the lecturers' attitude towards the programs?
- 4) What staff development strategies can be adopted to enhance academic staff performance at Kyambogo University?

### **1.5 Scope of the Study**

The study's geographical, content and time scope was as follows:

#### *1.5.1 Geographical Scope*

The study was carried out in Kyambogo University located in Nakawa Division, Kampala District, and seven kilometres along Kampala-Jinja road. Kyambogo was selected for the study because it was one of the universities in Uganda whose academic staff performance had been empirically found to be unsatisfactory to students and also below external stakeholder expectations. Specifically, the study covered the Faculty of Arts and Social Sciences, Faculty of Education, Faculty of Special Needs and Rehabilitation, Faculty of Engineering, Faculty of Science, School of Management and Vocational studies, and Office of the University Human Resource and Management. These faculties were covered because they provided easy access to the study population.

#### *1.5.2 Content Scope*

The subject scope of the study focused on investigating the staff development programs undertaken by academic staff members, these members attitude toward the programs and

the effect of these programs on their performance, with a view of identifying strategies for enhancing academic staff performance.

### *1.5.3 Time Scope*

The study covered the period between 2012 and 2014. This period coincided with the time when the performance of the academic staff members of Kyambogo University was unsatisfactory. It was also the same period when the researcher enrolled for the Masters Programme, identified the research topic, wrote and defended the research proposal, reviewed literature, developed research tools, collected and analysed the data, and finally, wrote and submitted the dissertation report in partial fulfilment of the requirements for successful completion of the Programme.

### **1.6 Significance of the Study**

The study can be of benefit in the following ways:

- i) Kyambogo University management, particularly the head of human resource management, can use the findings of the study to assess the effect on the pursued staff development programs on the performance of academic staff as a basis for taking appropriate administrative action.
- ii) The study provides a number of strategies that can be used to improve academic staff performance through staff development. These strategies can be adopted by the head of Kyambogo university human resource management to improve academic staff performance.

- iii) The human resource managers of other universities and organisations can also use the study to formulate staff development programs that have a significant positive effect on the performance of their academic staff members.
- iv) Researchers and academics can use the study, particularly its limitations as a basis for further research in the area of staff development, staff attitude, and employee performance.

### 1.7 Conceptual Framework

The study was conceptualised as show in Figure 1.1.

**Figure 1.1: Academic staff development programs, attitude and performance**

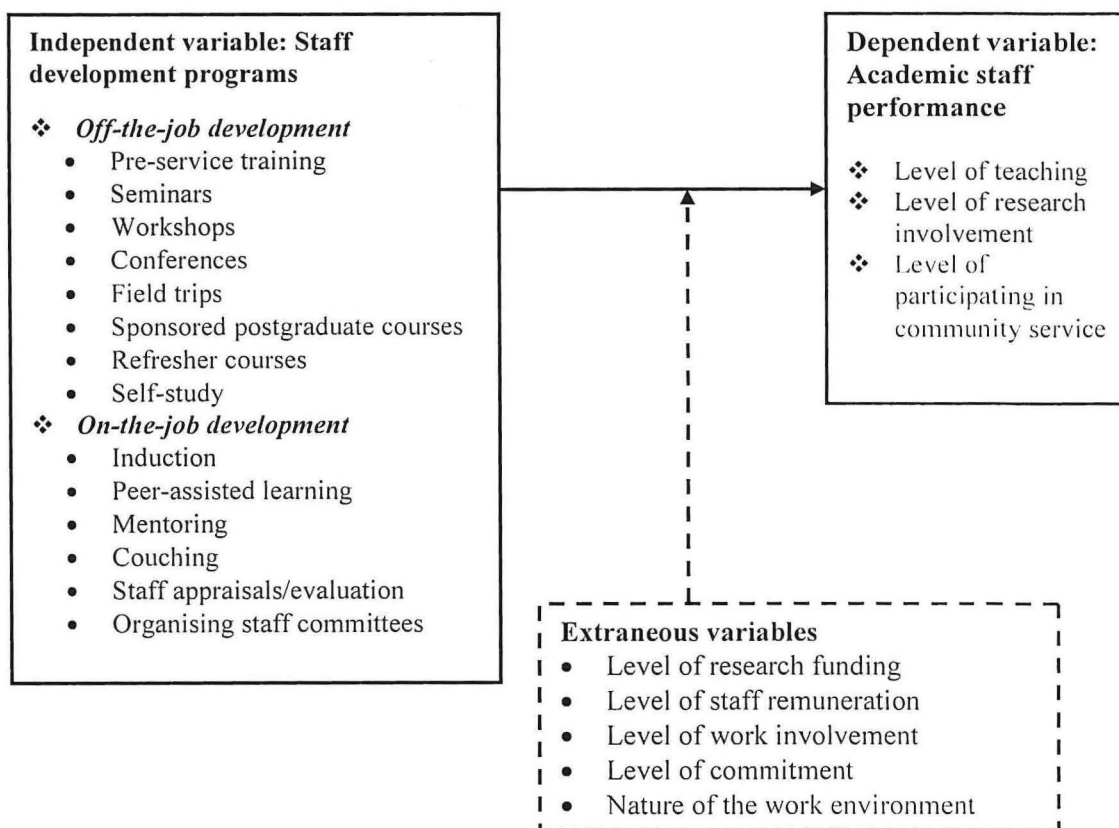


Figure 1.1 summarises the conceptualization of the study. It indicates that staff development programs were conceptualised as the independent variable, academic staff attitude as the moderator variable, and academic staff performance as the dependent variable. From this conceptualisation, staff development programs were assumed to affect academic staff performance through the attitude held by lecturers toward the programs. Figure 1.1 indicates that the investigated programs were broadly measured in terms of off-the-job development and on-the-job development. The specific programs investigated under off-the-job development included pre-service training, seminars, workshops, conferences, field trips, sponsored postgraduate courses, refresher courses, special projects, and self-study. On-the-job staff development was analysed in terms of induction, peer-assisted learning, mentoring, coaching, staff appraisals or evaluation, organising staff committees, junior lecturers being allowed to stand in for senior lecturers, promotions, transfers, job enrichment/expansion, job rotation, work shadowing, and apprenticeship.

Academic staff attitude was investigated in terms of whether it was positive, neutral or negative. Academic staff performance was measured using the process perspective and therefore, in terms of the level at which lecturers' carried out teaching, were involved in research and publication, and participated in community service.

Figure 1.1 indicates further that staff development strategies for improving the ability of lecturers to perform were considered as a consequential variable. This was based on the rationale that the way forward regarding what could be done to ensure that lecturers'

performance met stakeholders' expectations could only be as a consequence of the nature of the effect of staff development programs on this performance, when moderated by lecturers' attitude toward the programs. This is why these strategies were considered as the recommendations accruing from the findings. Figure 1.1 indicates that strategies were assumed to be suggested in a way that would cause improvements in staff development programs and staff attitude, which would be necessary to translate into desired improvement in academic staff performance. This explains the arrows that emerge from the box containing the 'consequent variable to both staff development programs and staff attitude.

Furthermore, Figure 1.1 shows that apart from staff development programs and attitude, there were other factors that could affect academic staff performance. These included level of research funding, level of staff remuneration, level of academic staff commitment, nature of the work environment, and institutional cultures. Although these factors were recognised, they were not investigated by holding their effect constant.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the review of literature relevant to this study and from which indicators used to measure the investigated variables were identified. The chapter is divided into two broad sections. The first section provides a theoretical review and the second presents literature reviewed according to the objectives of the study.

#### **2.2 Theoretical Review**

The human capital theory whose rationale guided this study advances a view that education is a form of investment in human capital (Becker, 1993). It posits that human capital is an asset in which organisations can invest not only to reap economic benefits (Ployhart & Moliterno, 2011; Berry, 2007) but also to ensure that all other capital assets and activities are put to their intended use (Pasquale, 2015; Bersin, 2014; Ijeoma & Aronu, 2013). This theory regards human capital as the capacity used by individuals to perform non-physical or intellectual labour and accomplish the work assigned to them (Abel & Deitz, 2012).

The theory defines human capital as the stock of knowledge, creativity, intelligence, skills, experience, judgment, outlook, and wisdom possessed by an individual or a group of people in a country or society in general (Itzkoff, 2003). This definition suggests that investing in human capital includes all efforts directed either at equipping individuals with or improving their knowledge, skills, creativity, intelligence, experience, judgment,

outlook, and wisdom. According to Schultz (1962), organisations which pursue these efforts include using staff training and development programs, and educational organisations such as universities are among such organisations (Khasawneh, 2011; Odden & Kelly, 2008; Heneman & Milanowski, 2007).

Almendarez (2011) indicates that organisations use different staff development programs not to improve their employees' intellectual capabilities by equipping them with new skills and abilities they need to perform their jobs effectively and efficiently. The more employees undergo staff development programs, the higher is their level of productivity and performance expected to be, and the more they realise benefits for their organisations (Cohen & Soto (2007).

In short, the human theory recognises that investing in improving the knowledge and skill level of employees enhances their performance, leading to enhanced realisation of the organisation's objectives and goals (Olaniyan & Okemakinde, 2008). This theory is however, criticised for assuming that all that which organisations need to do in order to improve employee productivity and performance is to develop the employees' human capital (Peersa, 2015). While this is necessary, it is not sufficient because it ignores the role played by employees' physical labour. No individual, not even an employee can realise his or her optimal productivity and performance when he or she is physically unwell (Siddiqui, 2009). This implies that attention needs to also be paid to the physical perspective of labour if organisations are to maximise employee productivity and performance. In fact, as cited in Huitt (2007), Maslow's hierarchy of needs explains this

connection succinctly, indicating that needs that influence employees' physical wellbeing are primary in determining the level of motivation and job performance displayed by employees.

Another criticism is that the human capital theory assumes that differences in individual employee performance are as a result of differences in the level of investment made in developing their human capital (Crook *et al.*, 2011). Well, this assumption does not hold always. There are employees who perform better when their level of human capital investment is lower than that of those they outperform (Peersa, 2015). This difference tends to be caused by other factors such as differences in the quality of education, training or staff development attained, interest and morale in what employees do, their work commitment, and many other factors (Crook *et al.*, 2011). Despite the criticisms levelled against the human capital theory, it essentially underpins the relationship between staff development programs in which organisations invest and employee performance. Thus, its rationale was deemed apt to guide a study whose main aim was to analyse the role that staff development programs undertaken by Kyambogo University lecturers play in their performance.

### **2.3 Review of Literature**

As noted earlier, this section is organised according to the specific objectives of the study as stated in Section 1.3.2 in Chapter One.

### 2.3.1 Staff Development Programs

A plethora of studies have been conducted about staff development programs (Gadi & Gontur, 2015; Meyer & Murrell, 2014; Dawo & Simatwa, 2012; Herman, 2012; Amalia & Fotopoulou, 2011; Jamil *et al.*, 2011; Makawiti, 2011; Out, 2011; Odinga, 2010; Murphy, 2008; Ockae-Anti, 2007; Jasper, 2006; Werner *et al.*, 2006; Speck & Knipe, 2005). These studies identify and explain a number of programs that organisations, particularly universities can undertake to develop employees who carry out their core functions. The studies however, do not explain the programs in the context of Kyambogo University, thereby leaving it unclear as to whether the programs are also undergone by the academic staff members of this university; hence the need of this study to clarify this situation.

Specifically, Gadi and Gontur (2015) indicate that staff development programs include both pre-service and in-service training programs. These authors explain that pre-service training programs are those that involve schooling which all individuals undergo before they start working. Examples of pre-service training programs pointed out by these authors for lecturers include certificate, diploma, and undergraduate and postgraduate degree programs that involve classroom instruction and school practice. According to Jamil *et al.* (2011), in-service training programs involve courses of action which individuals undertake when they are already working in order to improve or acquire new knowledge and skills. The in-service training programs these scholars point out include upgrading, promotion, refresher courses, seminars, workshops, conferences, symposiums, and self-study programs.

What is important to note is that Gadi and Gontur (2015) and Jamil *et al.* (2011) point out the programs mentioned above while dealing with lecturers of Plateau State Polytechnic Barkin Ladi, and teachers' performance at secondary school level, respectively. Their studies are therefore contextually different from that of this study. This leads to questioning whether the programs they point out also apply to lecturers at Kyambogo University or not.

Amalia and Fotopoulou (2011) discuss two staff development programs, namely the staff promotion program and the employee transfer program. These scholars note that the staff promotion program deals with the vertical advancement of an employee from a lower to a higher job rank. They show that this advancement is made either as a result of recognition of good performance, filling the vacuum created at the upper level or as a result of an organisation's system of giving its employees greater responsibilities so as to train them to handle more challenging tasks.

Amalia and Fotopoulou (2011) discuss the staff transfer program as one involving horizontal relocation of an employee from one job to another job of the same rank. The authors observe that this is a form of staff development because it enables employees to work in different units of an organisation, with similar but less tedious or monotonous responsibilities. For instance, a lecturer who has been teaching may be assigned to be in charge of research and publication, or vice versa. This gives the lecturer the opportunity to develop skills needed to handle different responsibilities, challenges and tasks related to his or her job as a university teacher. These authors were however, dealing with

teachers' perception of professionalism and professional development in Greece, not Uganda let alone Kyambogo University. It is therefore necessary to establish whether the programs they discussed are also applied to the lecturers of this university or not.

According to Werner *et al.* (2006), organisations tend to develop their employees using programs that be grouped into two general categories, namely: on-the-job and off-the-job training programs. These authors observe that on-job training program is implemented through a number of practices, including job-orientation or induction, forming staff committees that enable employees from different departments to learn their jobs and how the jobs are related to each other so that the employees can reinforce each other for greater performance.

Werner *et al.* (2006) indicate that induction is accomplished through briefing and explaining to new employees about their organisation's vision, mission, goals and objectives, and how their position contributes to realisation of the organization's overall mission and business goals. It also involves giving new employees job aids such as manuals, checklists, phone lists, procedural guidelines, decision guidelines, and others. It also involves taking new employees around the organisation, introducing them to other employees and their supervisors, and assisting them to settle on the job. These authors further show that this form of staff development is appropriate not only to new employees but also to those taking up new roles and responsibilities because it enables them to learn what they are expected to do on the job and how to do it. Similar observations appear in the work of Kearney (2010), Wesson and Gogus (2005) and Wanous and Reichers

(2000). However, these authors discussed the induction program generally, but not in the specific context of the academic staff members of Kyambogo University.

Chand (2015) discusses apprenticeship and job instruction technology as other on-the-job staff development programs. He describes apprenticeship as a long time system of equipping new employees with skills they need to gain proficiency. The employee under apprenticeship serves an apprentice to the expert for a long period. He works in direct association with and under the direct supervision of the expert. He indicates that although apprenticeship is an expensive method, it makes employees all-round craftsmen. Chand (2015) describes job instruction a structured on-the-job staff development method in which a trainer not only briefs an employee under training about the job, its purpose, and the expected results but also demonstrates to the trainee how the job is executed in a skilled manner. He goes on to say that job instruction technology allows the employee being trained to demonstrate the skill being learned on his or her own, and to be evaluated and provided with feedback for improving where necessary. This author was however, explaining these methods in general but not in relation to lecturers of Kyambogo University.

According to Ddungu (2014), on-the-job staff development can also be in form of job expansion, also called job enrichment. This scholar noted that job enrichment applies to lecturers who have mastered the requirements of their jobs or those who feel that they are so under-employed that they need greater challenges in order to perform optimally. The strategy involves assigning additional duties to such employee. Another technique of staff

development involves job rotation. According to Lussier (2012), this technique is implemented by giving employees opportunities to work temporarily in a different area of the organization while keeping their jobs. Lussier observes further that the employee is made to fill in for or to exchange his or her responsibilities with another employee. He also points out that the on-the-job staff development program can be implemented using job shadowing. According to Evans (2014), this is a staff development method which allows an employee to learn another employee's job while being observed, followed but not interfered with. There is also peer-assisted learning in which case two employees agree to help each other learn different tasks. This method works well when the involved employees have an area of expertise from which the co-worker can benefit. They take turns helping each other master the knowledge or skill that they have to share (Evans, 2014).

It should be noted that Ddungu (2014) made the comments while dealing with university lecturers' professional empowerment and turnover in Uganda generally. Moreover, his interest was not in relating this empowerment to academic staff performance. Rather, it was in finding out how this empowerment account for the high rates of academic staff turnover. Lussier (2012) was general in his approach to this staff development method because he was discussing management fundamentals, concepts, applications, and skill development. Like Lussier (2012), Evans (2014) was also general in his analysis of how shadowing co-workers could make an employee better at his or her job.

According to Mhlanga *et al.* (2013), stretch assignments are another way of developing employees. These authors observe that these assignments are encouraged to give employees an opportunity to stretch past their current abilities, thereby enhancing their work performance abilities. The example of a stretch assignment which these authors give involves requiring a staff member to chair a meeting he or she has never done before, and afterwards, discussing with the employee what went well and what should be improved. Mhlanga *et al.* (2013) further identified special projects as another on-the-job form of staff development that gives an employee an opportunity to work on a project which is beyond his or her normal job duties, and which therefore provides more challenging exposures for performing the job better. However, Mhlanga *et al.* (2013) were interested in analysing academic staff development strategies in engineering fields of study in Zimbabwe, not Uganda let alone Kyambogo University.

According to Kankunda (2009), other on-the-job staff development programs include coaching and mentoring both of which refer to an arrangement in which a more experienced employee demonstrates skills and gives guidance, feedback, and reassurance to a novice for purposes of enabling the novice to learn how to perform the same skills. Scandura and Pellegrini (2007) argue that for these programs to produce desired results, the working relationship between the experienced and novice employees has to be based on shared interests and values. It is important to point out that while coaching and mentoring tend to be confused as one and the same program, they are different. According to Brockbank and McGill (2006), coaching involves enhancing an employee's ability in a specific skill area through a process of observation, reflection, and action.

Mentoring does not focus on one specific skill area. It focuses on ensuring not only that a novice learns a range of skills and knowledge areas required to perform his or her job better but also that the novice becomes aware and refined in his or her own professional development based on structured opportunities provided and recommended for his or her reflection and observation by a more experienced employee (Garvey, 2011).

It is noted that Kankunda (2009) made the observations cited above while dealing with the effects of the centre coordinating tutors' mentoring role on Bushenyi district's primary school teachers' effectiveness. In addition, Scandura and Pellegrini (2007) were dealing with workplace mentoring, focusing on theoretical approaches and methodological issues in general. Furthermore, Brockbank and McGill (2006) were interested in describing how reflective learning could be facilitated through mentoring and coaching in general yet Garvey's (2011) interest was in trying to differentiate between mentoring and coaching. Evidently, none of these authors explained these staff development programs in relation to lecturers of Kyambogo University.

Dawo and Simatwa (2012) pointed out performance appraisals as another form of staff development. These authors noted that these appraisals are partly evaluation and partly developmental. According to Makawiti (2011), performance appraisals play a staff development role by highlighting those areas of weakness in employee skills or abilities that need to be addressed through training so as to enable the employees to perform better. These appraisals can be carried out by supervisors, peers, or even clients (such as students in the case of lecturers). However, neither Dawo and Simatwa (2012) nor

Mawawiti (2011) made their observations in relation to Kyambogo University. Indeed, Dawo and Simatwa (2012) dealt with evaluation of academic staff development outcomes on job performance in selected public universities in Kenya while Makawiti's (2011) interest was in exploring the perception of the academic staff in Kenyan public universities towards application of performance appraisal results in training and promotion decisions.

The off-the-job staff development program involves building employee capabilities required either to enrich career or to perform a job better by undergoing further training organised away from the job (Chand, 2015). The program requires employees not only to enrol for formal courses such as upgrading courses, refresher courses, postgraduate courses, field trips and others but also to attend seminars, workshops, conferences or symposiums to acquire new knowledge and skills (Out, 2011). These programs are usually offered to employees by external institutions such as universities, colleges, professional training centres or associations, and some may be offered online in which case they are referred to as called e-learning (Hayward, 2014; Meyer & Murrell, 2014; Kayongo, 2010). Programs such as seminars, conferences, workshops and field trips, can be organised internally to discuss work-related themes in which employees have weaknesses and therefore, from which they learn more about how to do their jobs better (Chartered Institute of Personnel and Development (CIPD), 2012). For internally organised staff development programs, the trainer, facilitator and/or subject matter expert is invited to the organization to provide the training session (Giddy, Lopez & Redman, 2009).

Whatever the forum, employees can be sponsored to attend by their organisation so as to learn how to do their jobs better, but they can also sponsor themselves. When it is the organisation sponsoring the employees, it is called organisation-supported staff development but when it is the employees sponsoring themselves, it is called self development, self study or self-paced independent reading program (Out, 2011). They are arranged in such a way that they provide employees with an opportunity to attend on their own time either online or by attending classes in person (Herman, 2012).

It should be noted that each of the authors cited above identified different off-the-job staff development programs, but their studies did not focus on Kyambogo University. In particular, Meyer and Murrell's (2014) interest was in analysing theories and their importance for faculty development for online teaching. Out (2011) dealt with teachers in Ghana focusing on issues of training, remuneration and effectiveness. Herman (2012) focused on examining the frequency and variety of professional development programs available to online faculty instructors.

According to Berg and Vogelaar (1997), networking is another off-the-job method through which staff development takes place. Networking involves professional specialties forging formal and informal connections intended to meet the professional development needs of the less specialised members. These authors indicate that these networks involve members meeting regularly to discuss current issues and to share information and resources that make them better equipped to do their jobs more

effectively and efficiently. To note however, is that Berg and Vogelaar (1997) were discussing the need for a new perspective involving creating learning networks for African teachers' change, professional development and ICTs in general, but not in the specific context of Kyambogo University.

In general, literature indicates that staff development programs that universities can use to develop their employees range over a wide spectrum, which is broadly into four main categories. These include pre-service training (classroom instruction and teaching practice), in-service training (which includes both on-the-job training and off-the-job training), promotions and transfers. On-the-job training programs include job orientation or induction, job instructions, job rotation, job shadowing, job expansion and enrichment, coaching, mentoring, performance appraisals, and peer-assisted learning, special projects, stretch assignments and apprenticeship.

Off-the-job programs identified in the literature include internally or externally organised workshops, conferences, seminars, symposiums, and networking. Other identified off-the-job training programs are formal upgrading courses, refresher courses, and self development or study programs. Literature however, does not specify these programs in relation to Kyambogo University. Where it does, the literature does not relate the identified programs to the performance of the dons at this university. This study was therefore needed to bridge these gaps in literature.

### *2.3.2 Staff Attitude towards Staff Development Programs*

A number of studies have been conducted about the attitudes employees hold toward the staff development programs pursued by their organisations (Yan & Ming, 2014; Truitt, 2010; Chiaburu & Teklab, 2005; Santos & Stuart, 2003). These studies indicate that employees tend to form positive, neutral or negative attitudes towards these programs, depending on how they evaluate the programs in terms of relevance, appropriateness, responsiveness, in terms of timing, imparting methods used, and in terms of how the programs' organisation and facilitation. However, none of these studies describes these attitudes in relation to Kyambogo University lecturers. They therefore leave a gap regarding the nature of attitude held by these employees toward their staff development programs. This is the gap which this study was intended to fill.

In particular, Yan and Ming (2014) conducted an investigation of employee attitudes towards training effectiveness. They found out that the effectiveness of these programs depended significantly on the attitude that trainees held about how the programs were organised and facilitated. These researchers found out that employees had a generally positive attitude towards a well-organised and well-facilitated staff development program, and the reverse occurred whenever the programs were poorly organised and funded. They also observed that the employees expressed negative attitudes when they felt that the content of a training program was not relevant (did not address employees' work-related weaknesses). The employees were also negative towards any training program whenever the method used to impart its content to them was not participatory and motivating. These authors further noted that whenever employees developed negative

attitudes, this made them lose interest in the program, thereby adversely affecting their learning and subsequently, the realisation of the main aim of the program.

Yan and Ming's (2014) findings suggest that when trainee employees develop a negative attitude toward a training program that is poorly organised and funded, and not responsive to their learning needs, it does not realise its intended aim. These authors were however, not writing about lecturers of Kyambogo University, leading to questioning whether their findings could also be valid in the case of these academic employees or not.

Santos and Stuart (2003) conducted a study on employee perceptions and their influence on training effectiveness. These researchers noted that although it is commonly assumed that organisations' human resource development programs have a direct positive effect on employee performance outcomes, this is not always the case especially when this effect is moderated by the attitude of the trainees towards the program. They found out that the programs realise the expected staff development outcomes only when the trainees have a positive attitude towards them. They observed further that the programs towards which trainees had a positive attitude were not only those that were perceived to add value in term of skill development and knowledge acquisition but also those that were organised in such a way that they did not interrupt the trainees' other work- and home-related schedules.

Therefore, Santos and Stuart (2003) concluded by noting staff development are effective only when trainees perceive that they will add value by equipping knew skills and

knowledge, and will not disorganise the trainees' other schedules. Similar observations appear in the work of Jillins (2002). Specifically, this author indicates that academic staff members whose attitude toward a training program is positive participate voluntarily in this program and gains much from it because of the strong belief that the program is beneficial and appropriate to addressing their work-related needs and weaknesses. Are these findings valid in the case of Kyambogo University?

Truitt (2010) conducted a study to explore the relationships between trainee attitude, training experiences and perceived job proficiency. The study revealed that employees who had a positive attitude toward the training program improved their perceived job proficiency while those who had a negative attitude toward training did not improve. From these findings Truitt (2010) concluded that trainee attitude toward any staff development program played a significant role in the realising the purpose of the program. A similar conclusion was reached in the study conducted by Chiaburu and Teklab (2005). However, none of these studies was conducted at Kyambogo University. Truitt's (2010) study was conducted at one academic institution and three business enterprises in the states of Maryland, Delaware, and Arizona in the United States of America. That of Chiaburu and Teklab (2005) was carried out about individual and contextual influences on multiple dimensions of the effectiveness of employee training in Europe. Therefore, whether its findings are valid in the case of Kyambogo University or not needed to be tested.

Odunayo, Olubusayo and Akinbode (2014) conducted a study in which they examined the main attitudes of workers towards induction/orientation to work and how induction programs motivate staff to be committed to the organizational effectiveness. Their findings revealed that the effectiveness of the induction program depends in a large measure on the attitude that employees have about the program. Clearly, the interest of these researchers was not in determining how the attitude of employees toward this staff development program affected their performance. Rather, it was about how such attitude affected the employees' commitment to organisational effectiveness.

In general, literature indicates that staff development programs cause a positive effect on employees only when their attitude toward these programs' content, delivery methods and relevance is positive. When employees hold a neutral or negative attitude, the programs are unlikely to realise their intended aim. The literature however, does not cover the case for the academic staff members of Kyambogo University.

### *2.3.3 Academic staff development programs, attitude and performance*

Several authors have written about the effect of staff development programs on employee performance, with some discussing this effect when it is moderated by employee attitude towards the programs. In particular, Babagana (2014) analysed whether training and development had an impact on lecturers in higher education institutions. The author was particularly interested in establishing the degree to which lecturers recognized the effect of training and development on their job performance. The study revealed that training and development had a significant and positive effect on this lecturers' performance

generally and their teaching and involvement in research activities in particular. The training and development that the lecturers underwent improved their skills and knowledge, updated them to meet the present day challenges that were being encountered at work, especially as far as the use of ICT was concerned and together, the gained skills and knowledge increased the lecturers' effectiveness and efficiency at work.

In short, Babagana's (2014) study was concluded by observing that undertaking staff development programs improves the performance that lecturers realise from teaching and research. A similar conclusion had been reached by Olufemi (2009) and Shahzad Bashir and Ramay (2008). However, Babagana's (2014) study involved lecturers of Polytechnics in Nigeria, but not Kyambogo University in Uganda. Moreover, it established a direct effect without delving into how this effect was moderated by the lecturers' attitude toward the undertaken staff development programs. Furthermore, while this study discussed how the programs affected lecturers' performance, the dimensions it covered included only teaching and research. Lecturers' performance in community service was not covered. In addition, Olufemi's (2009) study was conducted about lecturers in Nigerian universities yet that of Shahzad *et al.* (2008) was about the impact of HR practices on perceived performance of university teachers in Pakistan, not in Uganda let alone at Kyambogo University. These are the gaps that this study was intended to cover.

Khanduja (2015) indicates that when the attitude of the employees is such that they have interest in the staff development program because it is meeting their need such as preparing them for promotion or the next upcoming job, the program is highly likely to

realise its intended aim of imparting new skills, new knowledge and consequently improving employee and organisational performance in general. Khanduja (2015) observes that in contrast, employees who view a staff development program as an opportunity for not doing any work or for enjoying the non-learning benefits (such as training allowances, sponsored hotel accommodation and pleasantries) associated with the training are essentially indifferent or neutral about the program's main aim and are therefore, unlikely to benefit from it and their performance is unlikely to improve as expected. Based on these observations, Khanduja (2015) advises human resource managers to avoid a neutral employee attitude by ensuring that the right employee is earmarked for the right training. That is training that an employee views as one that will enable him or her to overcome the skill and knowledge related challenges of his or her job.

Gadi and Gontur (2015) conducted a study on staff development programs and job performance of lecturers. Using the Pearson correlation analysis, the findings revealed that there was strong, significant and positive relationship between these programs and lecturers' job performance. Specifically, promotion was specifically found to have the most significant relationship with this performance followed closely the training programs attended by the lecturers. The study was therefore concluded by observing that promoting and training lecturers improved their job performance. Gadi and Gontur (2015) however, conducted the study at Plateau State Polytechnic Barkin Ladi not at Kyambogo University. This study was therefore needed to establish whether these scholars' findings were also valid at Kyambogo University.

Odinga (2010) had earlier conducted a study on staff development and job performance of lecturers. This study revealed that staff development has a significant and positive relationship with lecturers' job performance. Promotion was the best predictor of this performance. The author therefore, concluded by noting that a clear promotion criterion enhances job performance of lecturers, and recommended to university management to recognize and acknowledge the importance of clear promotion criteria that recognizes teaching, research and service, academic qualifications, and experience. Odinga's (2010) study was however, conducted about lecturers of Moi University, but not Kyambogo University. Could his findings hold in the case of Kyambogo University? This study was needed to provide the answer empirically.

Amalia and Fotopoulou (2011) found out that promotion programs carry a motivating effect on beneficiary employees because they add value to these employees in term of career advancement, emoluments and status all of which translate into a significant positive effect on employee performance. The authors note however, program programs can also carry a negative effect on the performance of employees, especially those who anticipate to be promoted and they do not earn a promotion in a long time. as mentioned earlier, these authors were dealing with teachers' perception of professionalism and professional development in Greece, but not in Uganda let alone Kyambogo University. Therefore, their findings need to be tested to establish whether they also hold in the case of this university.

Ockae-Anti (2007) carried out a study to assess the impact of in-service training on staff performance. His findings from correlation and linear regression analysis indicated that in-service training had significant and positive impact on staff performance. Ockae-Anti (2007) was however, assessing this impact at University of Education, Winnebe Campus in Ghana, but not at Kyambogo University. Therefore, his findings need to be validated at Kyambogo University.

Wall, Wood and Leach (2004) examine the relationship between staff empowerment as a form of staff development and employee performance. They established a significant relationship between these variables, thereby concluding that staff development that does not involve empowering employees to do their jobs autonomously does not yield significant employee performance. Similar observations were made by Bakeh (2011) in relation to lecturers, and this author noted that staff development programs are indispensable for preparing competent academic staffs. Wall *et al.* (2004) were however, general in their approach. In addition, Bakeh's (2011) interest was in examining teacher professional development through a collaborative curriculum design in Ghana's polytechnics. Could their observations hold in particular cases such as that of Kyambogo University? This study was needed to provide the answer empirically.

Karuppannan (2012) conducted a study on how employees' attitude toward training affected the effectiveness of the training and subsequently the job performance of the employees in Vellore District Cooperative Bank. The study indicates training is expected to bring about positive changes in knowledge, skills and attitudes so that employees are

either better equipped to do their present jobs or better prepared for higher positions with increased responsibilities. The study indicates that these outcomes are realised only when employees accept the training favourably, with the attitude that it will improve their work performance in terms of efficiency, effectiveness. It also realises the outcomes when employees feel that training is essential and helpful in terms of meeting their work-related deficiencies. Otherwise, the training program is bound to fail and to waste the organisation's resources. Karuppannan (2012) was however, investigating employees' attitude towards training programs organised by Vellore District Cooperative Bank in India but not the attitude of the academic staff members of Kyambogo University. This study was therefore needed to find out whether this author's observations were also valid in the case of these employees.

Zaidal (2002) conducted a study on the attitudes of executives towards in-serving training programs. The findings indicate that all the executives who participated in the study had a positive attitude toward these programs. There was no single executive whose attitude was negative. All the executives held a positive attitude arguing that in-service training programs equip employees with skills and knowledge, which, in turn, help the employees improve their individual job performance and organisational performance ultimately. The findings reveal further that there is a significant and positive relationship between the attitude held by executives and in-service training programs.

Zaidal's (2002) study indicates that the attitude held by employees toward in-service training programs determines the programs' effectiveness in realising anticipated changes

in employee performance. Zaidal's (2002) observations are endorsed by the study conducted by Gibbs and Coffey (2004). However, Zaidal's study involved executives not lecturers, and therefore sponsors, not trainees. Moreover, it was conducted in statutory corporations in Sarawak, Malaysia. In addition, Gibbs and Coffey's (2004) study was about the impact of training of university teachers on their teaching skills, their approach to teaching and the approach to learning of their students in Nigeria. Therefore, these studies were not about lecturers of Kyambogo University in Uganda. The question arising from their findings is whether the attitude held by the program sponsors or university teachers in Nigeria is also similar to that held by those involved in the programs as trainees, particularly the lecturers of Kyambogo University. This is the question that this study was intended to answer using lecturers of Kyambogo University as the respondents.

Potter (2011) reports about the findings of the Ceridian Canada and Harris Decima survey. He indicates that employee attitudes towards performance reviews and corporate training determine how employees perform. The survey revealed that when employees have a positive attitude toward performance reviews and corporate training and when, in turn, these reviews and training make employees feel valued and secure at work, aided to improve their careers, and when the remedies for addressing unearthed employee weaknesses are implemented, they make employees more positive and therefore, more motivated to perform better. Porter (2011), reports only the positive side of attitude. He does not indicate what happens when the employees' attitude is negative. This is why this study was needed to investigate this side using lecturers of Kyambogo University.

To recap, literature indicates that staff development programs affect employee performance generally and that of lecturers in particular. The effect can be direct or moderated by employee attitude toward the programs. The literature is however, not articulate about this effect as it relates to the academic staff members of Kyambogo University. This study was therefore needed to clarify this situation.

#### *2.3.4 Staff development strategies for enhancing academic staff performance*

Various authors have had interest in identifying and discussing staff development strategies that can be used to enhance employee performance generally and academic performance in particular. Specifically, Falola, Osibanjo and Ojo (2014) indicate staff development strategies for enhancing staff performance are not essentially and practically different from the staff development and training programs pursued by an organisation institution. They observe that the difference between a staff development strategy and staff development program lies in the fact that while a program provides what should be done, a strategy maps out how it should be done in order to produce the most optimal results. Accordingly, these authors suggest that if organisations are to enhance the performance of their employees, they have to invest in any staff training program only and only after establishing that the content of the program meets the very skill needs and knowledge gaps or weaknesses with which the academic staff members are grappling.

However, Falola *et al.* (2014) made these observations while dealing with effectiveness of training and development strategies in promoting employee performance and organisation competitiveness in the Nigerian Banking industry, but not at Kyambogo

University. It was therefore not clear whether the same strategy could be applied to enhance the performance of the academic employees of this university.

Goldstein and Ford (2002) had earlier on warned that it is not a matter of investing in any staff training program. These authors noted that strategic staff development requires investing in a program whose content is developed in such a way that it meets the very skill ineptitudes identified during staff appraisals and evaluations. Otherwise, staff members will attend the training and get back to work when the ineptitudes and gaps have not been addressed. Goldstein and his colleague were however dealing with training in organizations, focusing on needs assessment, development and evaluation in general but not in specific context of Kyambogo University.

A similar argument is also echoed in the work of Armstrong (2010) that also adds that employees are positive about and receptive of training from which they expect to acquire new and relevant skills and knowledge. Armstrong (2010) observed further that employees tend to be committed to this kind of training, value it and ensure that they derive maximum benefits from it. Nonetheless, like Goldstein and his colleague, Armstrong was also dealing with performance management in organisations in general.

In addition to investing in relevant training, another staff development strategy advocated by McNamara (2008) is recognition and rewarding of exceptional performance. This author argues that recognising and rewarding not only motivate employees to continue performance ever better. They also increase employee commitment, involvement and

love for work all of which translate into greater performance. McNamara's (2008) interest was however in discussing reasons and benefits for employee training and development in general. Whether the strategy this author identified could also be applied at Kyambogo University or not was necessary to investigate.

According to Kozlowski *et al.* (2001), another strategy that is closely related to apposite training is to ensure that the provided training is not only postgraduate technical, advanced and enjoyable to the employees but also related to their long-term aspirations. It is one thing that the training is addressing the current skill and knowledge needs of employees and yet another that it equips employees with the capacity for long-term engagement, commitment, and for enhanced value and self-efficacy. For academic employees, Kigotho (2006) added that the training would properly address all these goals if involved PhD training. Kigotho (2006) was however, quick to add that such training tends to be constrained by funding inadequacies, especially in African countries. Could this be the case at Kyambogo University?

According to Goe, Biggers and Croft (2012), another working strategy is to set challenging goals that keep teachers engaged and focused, bearing in mind that the goals are congruent with the job-related personal objectives of the teachers. Setting challenging goals develops employees at work because such goals require teachers to engage in searching for more knowledge and skills necessary to attain them (Butler & Schnellert, 2012). This strategy motivates employees to perform better because it makes them recognise that an organisation cares about and values their own objectives to the extent of

aligning them with its broader objectives. It is also a way of including academic employees in the goal-setting process of the organisation, which makes them feel committed to pursuing and realising them in a more efficient and effective manner (Gulamhussein, 2014). In other words, when teachers get to know that they have an input, they're more likely to identify with and actively work towards realising the goals (Gulamhussein, 2014).

While the authors cited above identified the setting of challenging goals that are congruent with the teachers' personal goals as a staff development strategy for enhancing teacher performance, their studies were conducted outside Uganda and therefore, not at Kyambogo University. In particular, Goe et al. (2012) were linking teacher evaluation to professional development with specific focus on improving teaching and learning in Colorado. Gulamhussein (2014) was dealing with how effective professional development for teachers could be improved to suit the era of high stakes accountability in London. Butler and Schnellert's (2012) interest was in making a collaborative inquiry into teacher professional development in general.

Darling-Hammond, Chung-Wei, Andree and Richardson (2009) observe that another teacher development strategy involves empowering teachers not only by granting them autonomy necessary for them to make job-related decisions independently but also by allowing them to apply all their creativity unrestrictedly. According to Kane and Staiger (2012), some teachers work better and realise their best performance not only when they are allowed to use their skills freely to function autonomously. Kane and Staiger (2012) indicate further that some employees tend to know better than their supervisors to the

extent that they can even know what their supervisors do not know at all. When they are given the opportunity to work autonomously and to exercise their creativity, all they know comes out and translates into enhanced performance (Ddungu, 2014). It should be noted that none of these observations was made within the context of Kyambogo University lecturers. It was therefore important to test the validity of the observations within this particular context.

In general, literature identifies a number of staff development strategies that can be used to enhance employee performance generally and academic staff performance in particular. The strategies include ensuring that the content of any adopted staff training program addresses the identified teacher ineptitudes, giving teachers autonomy and freedom to exercise their creativity at work, setting challenging goals that are congruent with the personal goals of the teachers, ensuring that the provided staff training addresses not only current teacher skill and knowledge weaknesses and gaps but also prepares them to realise their long-term ambitions, amongst others. These strategies were however, identified when the authors were dealing with the effect of staff development strategies on employee performance in general or when they were dealing with teacher development strategies in contexts that were geographically and conceptually different from that concerning Kyambogo University lecturers. Therefore, this study was necessary to find out whether the identified strategies were also applicable in this particular context.

### *2.3.5 Other Variables Affecting University Academic Staff Performance*

Apart from staff development programs and academic staff attitude towards these programs, the existing body of literature identifies a number of factors that have tended to affect the performance of university lecturers generally and those in Ugandan universities

in particular (Gadi & Gontur, 2015; Conway, 2012; Dawo & Simatwa, 2012; Derounian, 2012; Nassuna, 2012; Makawiti, 2011; Ndagire, 2011; Kabeba, 2010; Odinga, 2010; Murphy, 2008; Ockae-Anti, 2007; Jasper, 2006; McMaster, 2003). A scrutiny of these studies reveals that the factors include inadequate research funding, staff demoralisation due to insufficient remuneration, inadequate team-building, student-related factors, inadequate administrative support, academic staff work involvement, organisational commitment, and nature of the work environment. Since each of these factors had been exhaustively studied in many universities in Uganda, including Kyambogo University, they were not investigated in this study, despite having been recognised.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

In this chapter, effort is made to discuss the methodology used to conduct this study. The adopted research design, study population, sample size and sample selection procedures are discussed. The data collection methods and procedure, data processing and analysis techniques, ethical considerations and problems encountered in study are also provided.

#### 3.2 Research Design

This study was conducted using a case study research design. This design was used because it was appropriate to enable the researcher to meet the main and specific objectives of based on an in-depth investigation of Kyambogo University lecturers as the units of analysis. Indeed, the design allows collection of firsthand qualitative and/or quantitative data from different categories of respondents using any method that contributes to understanding the unit of analysis in detail (Creswell, 2014). It therefore facilitated collection of quantitative data from lecturers using survey questionnaires and qualitative data from the deans using the interview method. This design also allows use of any statistical or qualitative methods of analysis because it is investigative in nature and is driven by the desire to know the unit of analysis better (Yin, 2013). It therefore facilitated the use of narrative, descriptive and linear regression methods of analysis as explained by Al-Mahmood (2011) and Baxter and Jack (2008). Details of how the

researcher went about each of these research design characteristics are discussed in the next sections.

### **3.3 Population and Sample**

#### *3.3.1 Study Population*

Crowther and Lancaster (2008) describe a study population as the collection of all elements from which a sample used to provide data for a study is selected. In this study, the study population consisted of all faculty deans and lecturers of Kyambogo University. Lecturers were included in the study population because they were the units of analysis. They were therefore the main source of the data that was needed to meet answer the research questions of the study. Faculty deans were included to provide qualitative data needed to corroborate data collected from the lecturers about the undertaken staff development programs and strategies that could be adopted to enhance their performance.

#### *3.3.2 Target Population*

According to Zucker (2009), a target population as that portion of a study population, which is accessible to the researcher and therefore, from which the sample can be selected. Amin (2005) refers to it as the sampled section of the study population or a population with the desired attribute. At the time when the study was conducted, Kyambogo University had six faculties, one school and 607 academic staff members of who 420 were fulltime (Kyambogo University Strategic Plan, 2012/13 - 2022/23). This implies that there were seven deans and the 420 fulltime lecturers who constituted the target population. Deans were targeted because of the role they play in organising and

recommending staff development programs for lecturers. Fulltime lecturers were targeted because being fulltime implied that they were supposed to be at the university during the working hours. They were therefore easier to find in their offices compared to the part-time lecturers who were available at the university only at the time of teaching.

### 3.3.3 Sample Size

The sample was made up of two subsamples, namely the subsample for qualitative data and another for quantitative data. The total size of these two subsamples was 208 respondents. This size was determined using Krejcie and Morgan's (1970) Sample Determination Table. This table indicates that when the size of the target population is less than ten, all of the respondents therein should participate in the study. Since deans were seven, they were all considered in the study. Krejcie and Morgan's (1970) Sample Determination Table indicates further that when the population size is 420, the corresponding statistically representative sample should be 201 respondents. Accordingly, total sample size was distributed as summarised in Table 3.1 below.

**Table 3.1: Sample Size Determination and Distribution**

Category	Target Population	Sample Size	Determination criteria
Deans	7	7	Krejcie and Morgan (1970)
Academic staff members	420	201	Krejcie and Morgan's (1970)
Total	427	208	

**Source: Krejcie and Morgan (1970)**

### **3.4 Sampling Techniques**

According to Amin (2005), sampling techniques refer to the methods used to select respondents from a target population. Amin (2005) indicates that these techniques include simple random sampling, purposive sampling, convenience sampling, stratified sampling, cluster sampling, snowball sampling and others. In this study, it was stratified, purposive and simple random sampling techniques that were used to select the respondents as explained in the following paragraphs.

As Amin (2005) explains, stratified sampling was used to divide the total sample into two subsamples one of which was made up of deans and another, lecturers. This sampling technique was further used to divide the lecturers into six faculties and school that made up Kyambogo University. This was intended to ensure that each faculty and the school were represented in the study so that its findings would be applied to all the faculties and the school, and therefore to the university as a whole. This stratification was carried out by dividing the total of 201 lecturers into the six faculties and the school. This meant that at least 28 lecturers were expected from each unit to participate in the study.

According to Creswell (2014), purposive sampling is used to select respondents who are resourceful enough to provide required data in detail and from a richly knowledgeable point of view. This sampling technique was therefore used in this study to facilitate the selection of the faculty deans as these respondents were targeted to provide data as key informants.

The lecturers were selected using simple random sampling. According Amin (2005), simple random sampling is used when each respondent has an equal chance of being selected to participate in a study. It was used in this study to give each of the lecturers an equal chance of participating in the study. The selection process involved using faculty lists of all fulltime lecturers to compile the sampling frame. Therefore, the name of each lecturer on the list was written on a piece of paper. The pieces of paper were then collected in a jar and shuffled. One piece of paper was selected from the jar every after each shuffle without replacement until all the 200 lecturers were selected. The lecturers whose names appeared on the selected pieces were then selected to participate in the study.

### **3.5 Information Sources**

Both primary and secondary sources of information were used in this study. A primary source is the one from which the collected information is for the purpose of the study and has never been used before for any other purposes (Creswell, 2014). Primary sources are usually regarded as the respondents who give the information by describing events or perceptions as they actually occur (Amin, 2005). A secondary source of information is one from which obtained information has been used before for another purpose (Creswell, 2014). Such a source can be any publication, record or document authored by an individual, organisation or any other entity (Amin, 2005). In this study, the primary sources of information included the selected deans and lecturers. The secondary sources included the text books, journals, papers, and online sources that were relevant to accomplish this study. The specifically consulted secondary sources appear in the list of references.

### **3.6 Data Collection Methods**

Data collection methods are the techniques used to gather data required to accomplish a study (Baxter & Jack, 2008). In this study, two methods were used to collect the required data. These included the interview method and the survey method. The interview method was used to collect qualitative data from the selected deans. This method is used when it is important to collect data in a flexible and unlimitedly manner (Baxter & Jack, 2008). It was therefore used to facilitate these respondents to provide the needed data flexibly, in a detailed manner and unlimitedly, since the respondents were selected as key informants. The survey method is used to collect quantitative data using a questionnaire and from a relatively large number of respondents (Collins, 2011). In this study, this method was used to collect data from the selected lecturers because they were relatively many in number.

### **3.7. Research Instruments**

Data collection instruments are the tools used to collect data needed to accomplish a study (Collins, 2011). In this study, the required data was collected using an interview guide and a questionnaire.

#### *3.7.1 Questionnaire*

A semi-structured self-administered questionnaire was designed according to the research questionnaires of the study and used as the main data collection tool (Appendix A1). This questionnaire was used to collect data from lecturers because by virtue of their job titles, they were literate enough to read and respond to the items in the questionnaire in writing.

It was also used because of its ability to facilitate collection of a large amount of consistent data from a relatively large number of respondents and in a relatively short period of time (Creswell, 2014; Collins, 2011).

The administered questionnaire had five sections. The first section was intended to collect data about respondents' biographical data that was relevant to the study. The second section was intended to collect data needed to answer the first research question. The third section was intended to collect data regarding the attitude of lecturers toward staff development programs, and was therefore intended to answer the second research question. The fourth section was intended to collect data about the level of performance of lecturers at Kyambogo University so as to answer the third research question. The fifth section contained items requiring respondents to suggest staff development strategies that could be used to enhance the performance of Kyambogo University lecturers. For all the sections of the questionnaire, the Likert scale of responses running from strongly disagree (1) through disagree (2), not sure (3), and agree (4) to strongly agree (5) was used to facilitate the answering of all the close-ended items. The interpretation of this scale is explained in chapter four.

### *3.7.2 Interview Guide*

The interview guide was used to collect data from the selected deans. It was used to facilitate collection of data from these respondents in a systematic manner. It was therefore designed using themes derived directly from the research questions that this study was intended to answer (Appendix A2).

### **3.8 Data Quality Control**

The quality of the data was assured by testing the designed instruments for validity and reliability as explained in the following subsections.

#### *3.8.1 Validity of Instruments*

Validity refers to the ability of a research instrument or items therein to accurately measure what they are intended to measure (Crowther & Lancaster, 2008). This validity can be established using different methods, including surface validity, criterion validity, and content validity (Amin, 2005). In this study, it was the content validity method, which was used to establish the validity of the designed interview guide and questionnaire. The procedure involved submitting these instruments to the supervisors to assess their respective items as either relevant (R) or irrelevant (IR). The content validity of the instrument was then established using the following formula, which was adopted from Amin (2005).

$$CVI = R / (R + IR)$$

Where: CVI stood for Content Validity Index, R for the number of items assessed as relevant, and IR for the number of items that were assessed as irrelevant. The content validity indices were computed as shown in Table 3.2.

**Table 3.2: Computation of Content Validity Indices for Research Instruments**

Instruments	Assessors	Assessment and number of items		Computation of Content Validity Index (CVI)	
		R	IR	R + IR	CVI = R/(R+IR)
Questionnaire	First assessor	74	3	77	CVI = 149/154 = 0.969
	Second assessor	75	2	77	
	Total	149	5	154	
Interview Guide	First assessor	6	2	8	CVI = 13/16 = 0.813
	Second assessor	7	1	8	
	Total	13	3	16	

**Source:** Amin (2005).

Table 3.2 indicates that the content validity indices computed from the questionnaire and interview guide were 0.969 and 0.813, respectively. These indices were each greater than 0.7, which, according to Amin (2005), should be the minimum threshold. Therefore, the instruments were valid enough to collect the data needed to accomplish the study.

### 3.8.2 Reliability of the Questionnaire

The reliability of the questionnaire was established using the Cronbach Alpha method of internal consistency with the aid of the SPSS. As shown in Appendix A3, the computed Alpha was 0.856 and was greater than 0.7, which, according to Field (2005), should be the minimum threshold. Therefore, the items in the questionnaire measured the variables in a generally dependable manner.

### 3.9 Data Collection Procedure

The researcher obtained a letter of introduction from the Head of Department of Educational Planning and Management of Kyambogo University to facilitate his self-introduction to the respondents. With the letter, the researcher went to the offices of the respondents, knocked, entered after being permitted, greeted, and introduced himself to each of them. Data collection started with the deans after which the researcher started

collecting data from lecturers. For all the respondents, the researcher began by seeking informed consent of the respondents. This involved explaining to the respondents the purpose of the study before asking them to participate.

After each dean had given consented, the interview began by asking them questions according to the prepared themes, and recording the responses using the audio-recording functionality of the researcher's mobile telephone. Each dean was briefed about being recorded using this technique. The main points that could not be missed out were recorded in the researcher's notebook. As far as the lecturers were concerned, a questionnaire was administered to each of them after getting their consent. They were each asked to fill in the questionnaire in two days after which the researcher would go back and collect it. They agreed to the time allowed to the extent that some of them filled in the questionnaire there and then. After the two days, the researcher went back to those who had accepted to fill in the instruments to collect them. All the questionnaires were then compiled for analysis.

### **3.10 Data Analysis**

Since the collected data was both qualitative and quantitative, it was analysed using both qualitative and quantitative techniques of analysis. Qualitative data can be analysed using content, thematic, narrative and other techniques, and quantitative data can be analysed using appropriate descriptive and/or inferential techniques (Creswell, 2014; Crowther & Lancaster, 2008). The analysis techniques applied in this study were as explained in the following subsections.

### *3.10.1 Qualitative analysis*

Qualitative data was analysed using the narrative technique and the thematic technique. As explained by Baxter and Jack (2008), the narrative procedure involved listening to the recordings taken during the interview held with the deans. As the researcher listened, he transcribed and recorded the data directly in the text presented in Chapter Four, with minor editing where necessary. As explained by Elliot (2005), the thematic technique was applied to analyse open-ended responses provided by the selected lecturers. Themes were developed by reading each of the responses and formulating a theme out of it according to the context of the study. The developed themes were coded and entered into the SPSS program to transform them into a quantitative form.

### *3.10.2 Quantitative analysis*

All data collected in form of pre-coded responses was entered in the SPSS program (Version 22) using the codes by which respondents provided their perceptions. Data was then screened to remove errors committed during data entry. After data screening, analysis was conducted using the descriptive, factor analysis, and multivariate regression analysis as explained by Creswell (2014), Al-Mahmood (2011) and Amin (2005). The descriptive method was used to describe the nature of the variables as perceived by the respondents. The nature of the variables was deduced using means and standard deviations as explained in Chapter Four. Factor analysis was used to extract the principal components (significant dimensions) that underlay the collected quantitative data. Multivariate regression analysis was used to determine how the extracted dimensions of staff development programs explained the level of performance of the lecturers at Kyambogo University in the presence of the lecturers' attitude towards these programs.

### **3.11 Ethical Considerations**

A number of ethical considerations were observed during data collection so as to ensure that no respondent suffered adverse effects as a result of participating in the study. Following the observations made by McMillan and Schumacher (2010), the ethical issues considered in this study involved (a) making efforts to explain the aim of the study to each respondent; (b) seeking the consent of every respondent before asking them to participate; (c) leaving out the names of the respondents to avoid unintended consequences, and (d) treating the collected data confidentially; and (e) presenting the findings in a manner that did not expose, jeopardise or cause bias to any participant.

### **3.12 Limitations of the study**

The study over-relied on perceptions of the deans and lecturers, and did not corroborate these perceptions with objective data due to the fact the document method was not used. Secondly, the study measured the level of the academic staff performance using perceptions of only lecturers. Students, who would have provided a corroborative perspective to level of this performance, especially in the respect of teaching, were not included in the study. This further limited the study in terms of getting well-corroborated findings.

There was also a limitation in the use of the random sampling method. Some of the lecturers whose names had been selected from the sampling frame were missing in their offices either because they had gone for study leaves, international conferences, and workshops or because they were on sick or maternity leave. However, the fact that each lecturer had an equal chance of participating in the study helped to minimise this problem by replacing such lecturers with those who were available.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

#### 4.1 Introduction

This chapter presents and interprets the results obtained from the analysis of data carried out as explained in chapter three. The chapter is organised following the research questions that guided the study and according to the methods used to analyse the data. It begins with the description of the sample characteristics that were considered relevant to the study.

#### 4.2 Sample characteristics

The sample had two subsamples, one for qualitative data and another for quantitative data. This section presents findings describing these subsamples in terms of response rate and respondents' characteristics that were considered relevant for the study. The characteristics included job title, years spent on the job, highest qualification at the time of getting the job, and current highest qualification. The response rate was as shown in Table 4.1.

**Table 4.1: Response rate**

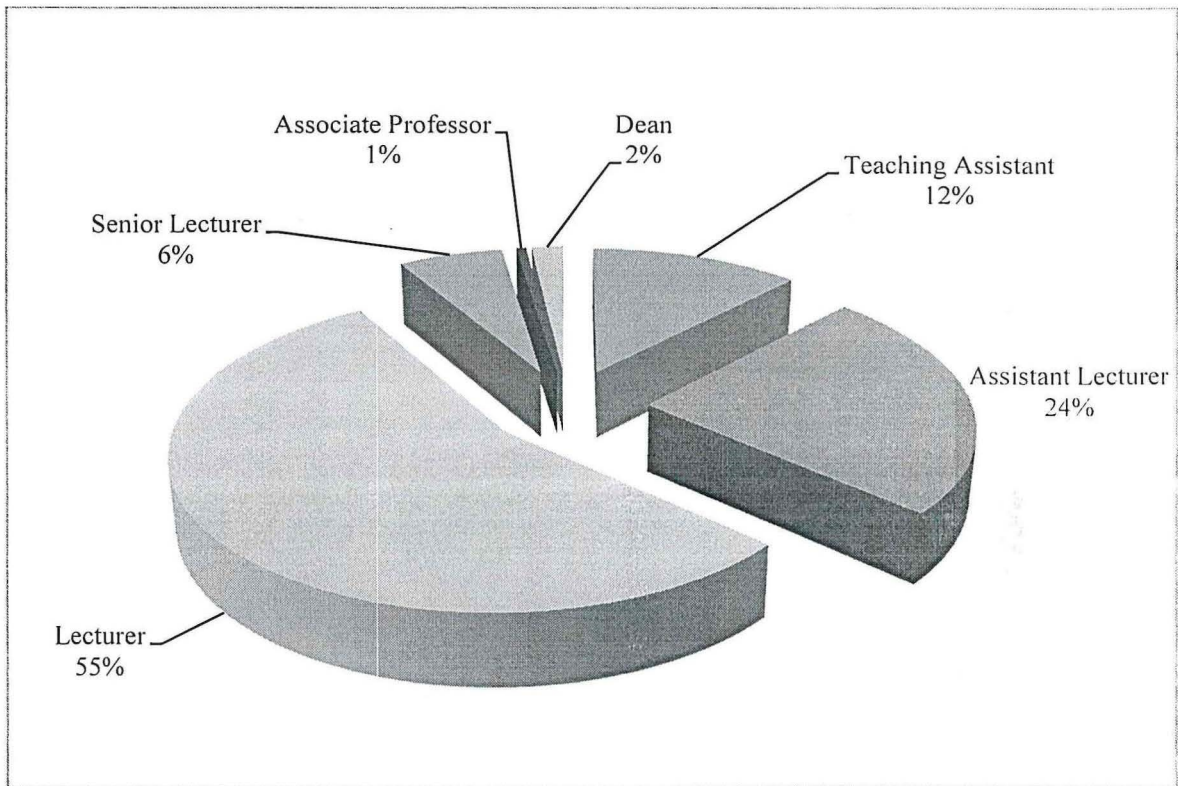
Sample category	Sample size		Response rate = (Expected ÷ Actual) × 100%
	Expected	Actual	
Sample for qualitative data (Deans)	7	4	57.1%
Sample for quantitative data (Lecturers)	201	190	94.5%
Total	208	194	93.3%

**Source:** Field data, October-November, 2014

Table 4.1 indicates that four out of the seven expected deans and 190 out of the 201 expected lecturers responded, giving response rates of close to 57% and 95%, respectively. Consequently, the overall response rate was slightly above 93%, which

indicates that most of the expected respondents participated in the study. The expected sample was hence largely realized. Findings regarding job titles are shown in Figure 4.1.

**Figure 4.1: Sample distribution by respondents' job titles (N = 194)**

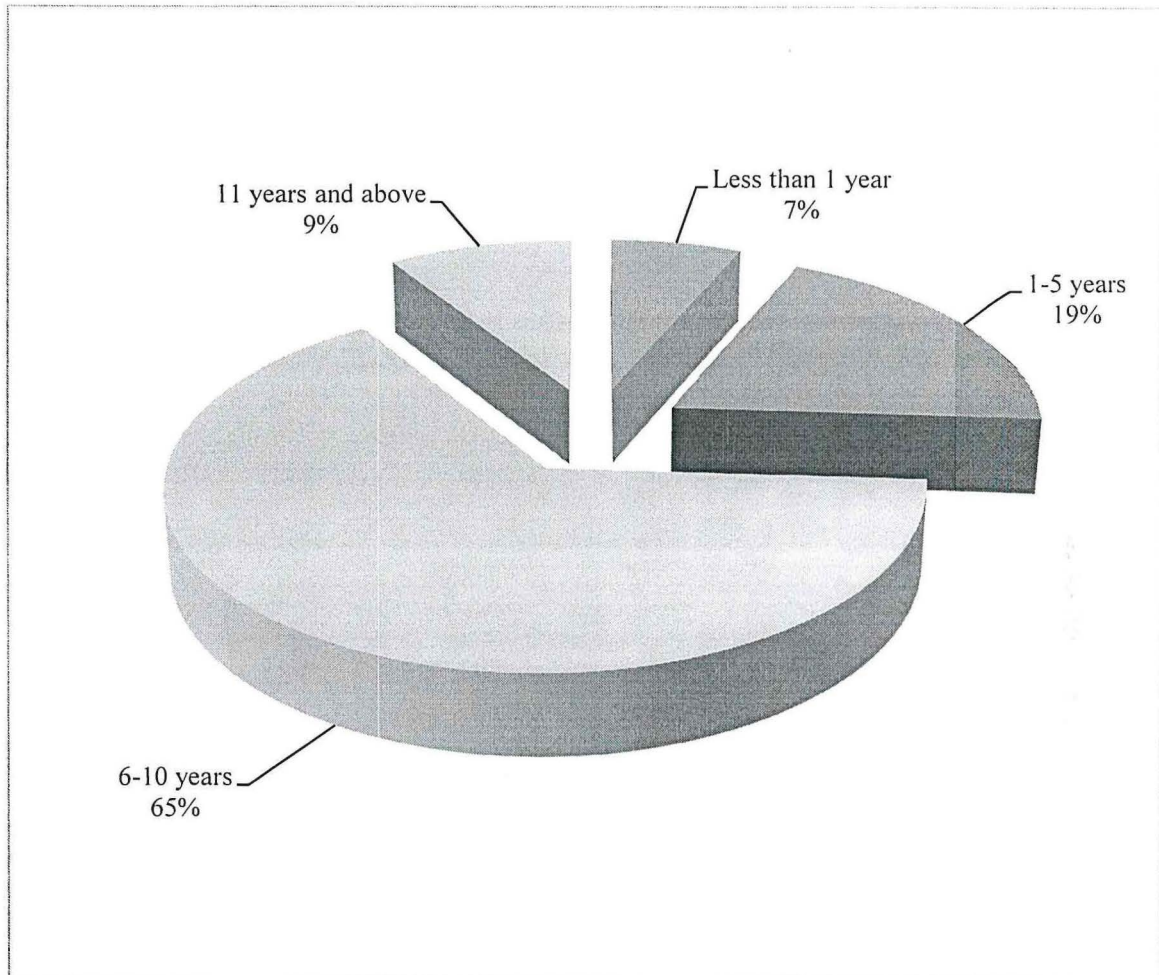


**Source:** Field data, October-November, 2014

A scrutiny of the job titles in Figure 4.1 reveals that respondents who participated in the study ranked from teaching assistants to associate professors. Therefore, the study covers views of all members of a university academic staff right from the lowest rank to associate professor. Lecturers (55%) and assistant lecturers (24%) were the majority, suggesting that most of the respondents were the very units of analysis required in this

study. respondents were further asked to indicate the period spent on their jobs. Findings are shown in Figure 4.2.

**Figure 4.2: Sample distribution by respondents' period on job (N = 194)**

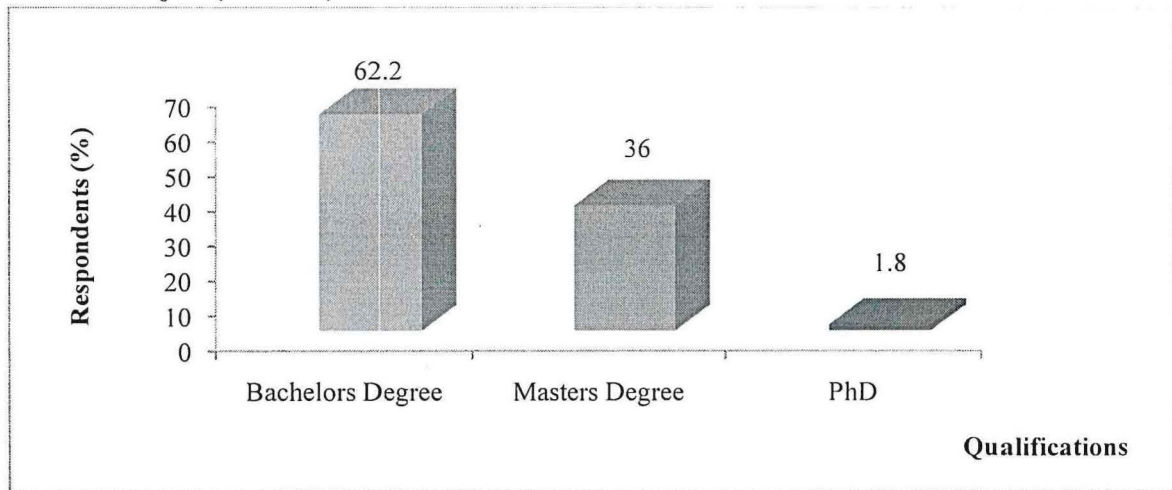


**Source:** Field data, October-November, 2014

Figure 4.2 indicates that respondents who had spent less than one year on their jobs constituted only 7% of the sample. This shows that 93% of the respondents had spent at least one year with the majority (74% = 65% + 9%) having spent at least six years. Spending over one year on a job gives an employee ample time to be well-acquainted with what goes on at work. Therefore, most of the respondents provided data required

from them from an informed point of view. This suggests that the data was largely reliable. As far as the highest qualifications that respondents had at the time of getting their current jobs were concerned, findings are summarised in Figure 4.3.

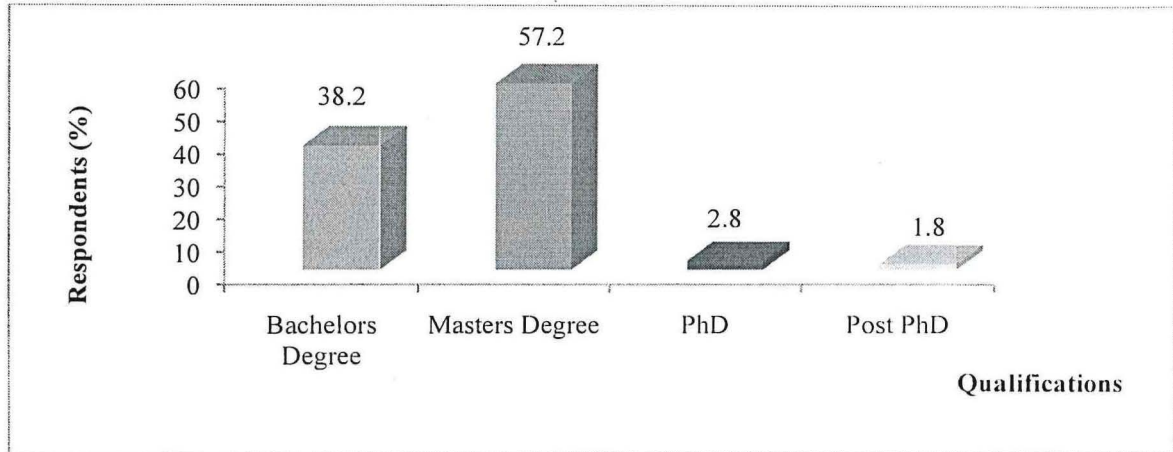
**Figure 4.3: Sample distribution by respondents' qualifications at the time of getting the current job (N = 194)**



**Source:** Field data, October-November, 2014

Figure 4.3 indicates that most of the respondents (62.2%) had Bachelors' degrees as their highest qualifications at the time of getting their respective jobs. Regarding respondents' current highest qualifications, the sample was distributed as indicated in Figure 4.4.

**Figure 4.4: Sample distribution by respondents' current highest qualifications (N = 194)**



**Source:** Field data, October-November, 2014

Findings in Figure 4.4 indicate that the current highest qualification for most of the respondents (57.2%) was a Masters Degree. A comparative analysis of the findings in Figure 4.3 and Figure 4.4 reveals that while most of the respondents had joined their current jobs with a Bachelors Degree, they progressed to a Masters Degree as their highest qualification. There were also a small proportion of respondents who progressed to a PhD and those who obtained post PhD qualifications. These findings suggest that many respondents made efforts at staff development. They were thus in a position to provide valid and dependable data about staff development that was going on at Kyambogo University. The analysis of this data led to findings presented in the next sections following the research questions.

### 4.3 Research Question One: What staff development programs are undertaken by Kyambogo University academic staff members?

The staff development programs undertaken by these employees were established by administering interviews to the selected deans and administering a questionnaire to the selected lecturers. In particular, the deans were asked to divulge the staff development programs that were undertaken by lecturers in their faculties. Narrative analysis of the responses given by one of them produced findings shown in Box 1.

***Box 1:** As a faculty, we organise workshops and seminars for our academic staff. We have also sponsored some lecturers to attend international conferences and symposiums. As the dean, I have also recommended a number of lecturers to pursue postgraduate programs such as masters and PhD programs using scholarships granted by international agencies. We also have an on-the-job training program by which heads of departments act as supervisors who give job instructions to the retained teaching assistants and assistant lecturers.*

**Source:** Interview with dean September, 2014

Another dean responded as shown in Box 2 below.

***Box 2:** Most of our lecturers were recruited with a Bachelors degree, and they were expected to continue developing through on-the-job training involving getting supervisory instructions from their heads of departments. They were also expected to further their professional careers by undertaking formal postgraduate courses. We mostly encourage them to successively enroll for masters and PhD programs. Those recruited with first class degrees and those recruited when they are already masters' holders are encouraged to enroll for a PhD program. In fact, this will become a compulsory requirement for all lecturers in the near future. The postgraduate programs can be undertaken on a competitive basis using scholarships granted through the university by our international donor partners; or they can be self-sponsored, if a lecturer can afford. Workshops are also organised occasionally to empower lecturers with professional skills and knowledge needed to do their work in a better way.*

**Source:** Interview with Dean September, 2014

The findings in Box 1 and Box 2 indicate that the staff development programs that the selected deans revealed to be undertaken by lecturers at Kyambogo University included job instructions given to teaching assistants and assistant lecturers by heads of departments, seminars and workshops organised internally and occasionally, sponsored international conferences and symposiums, and sponsored or self-sponsored postgraduate courses that include masters and PhD programs.

In addition to the deans, the selected lecturers were asked to use a Strongly Disagree (SD = 1), Disagree (D = 2), Not Sure (NS = 3), Agree (A = 4), and Strongly Agree (SA = 5) to indicate the staff development programs they had undergone at Kyambogo University. Descriptive findings obtained from their responses are summarised in Table 4.2.

**Table 4.2: Lecturers' responses on staff development programs undertaken at Kyambogo University (N = 194)**

Indicators of staff development programs	% Lecturers per response					Mean	Std.
	SD	D	NS	A	SA		
You had your pre-service classroom training at Kyambogo University	31.4	10.3	0.0	4.2	54.1	3.59	.852
You have been upgrading to get qualifications higher than those you had when you got the current job	10.8	1.5	0.0	76.9	10.8	3.88	.738
You are pursuing a postgraduate course in order to get knowledge and skills needed to do your job better	1.5	2.6	0.0	74.8	21.1	4.15	.526
You got the necessary induction at work	1.0	12.9	0.0	70.6	15.5	3.87	.865
Job instruction technology is used in your department to enable lecturers learn to how to do their jobs better	10.8	37.6	3.6	35.1	12.9	3.02	.298
You have ever been promoted at work	22.2	39.2	0.0	20.1	18.5	2.34	.471
You have ever been transferred at work	54.1	43.4	0.0	1.5	1.0	1.52	.684
Faculty organises staff committees to enable lecturers to learn from each other about how to do their job better	18.0	14.4	0.0	44.4	23.2	4.40	.444
Apprenticeships are organised for lecturers at Kyambogo University	3.1	69.0	2.6	12.4	12.9	1.63	.150
Your faculty has been organising refresher courses for lecturers	6.7	77.8	3.1	2.6	9.8	2.31	.996
Your faculty has been organising internal seminars for lecturers	12.9	0.5	0.0	83.0	3.6	3.77	.713

Your faculty has been organising internal workshops for lecturers	0.0	17.0	0.0	79.4	3.6	3.70	.792
Your department has been organising field trips to enable lecturers to learn more about how to perform their jobs better	0.0	74.8	4.1	4.1	17.0	2.63	.158
Your faculty has been sponsoring lecturers to attend externally organised conferences or symposiums	37.1	39.7	17.0	6.2	0.0	2.26	.446
Your faculty has been sponsoring lecturers to attend externally organised seminars	37.1	39.7	0.0	6.2	17.0	2.22	.456
Your job has had to be enriched or expanded to make you feel optimally employed	55.7	4.6	18.6	12.4	8.7	2.14	.420
Lecturers are rotated on their job for purposes of ensuring that they improve doing their work	18.0	72.2	0.0	6.2	3.6	2.05	.868
Junior lecturers can stand in for senior lecturers as a way of giving them a chance to perform better	6.7	9.3	0.0	82.5	1.5	3.63	.925
You have participated in peer-assisted learning as a way of improving how to perform your job	0.0	2.6	0.0	97.4	0.0	3.95	.318
You get chances to do tasks that are beyond your job description for the sake of improving how to do the job	0.0	9.8	6.2	82.5	1.5	3.76	.642
The faculty organises special projects for lecturers	4.6	35.6	0.0	49.5	10.3	3.25	.180
There is a mentoring program for lecturers	6.7	41.8	0.0	41.8	9.7	3.66	.224
Junior lecturers in your department receive coaching from their senior lecturers	12.4	32.0	9.8	36.1	9.7	3.99	.255
Lecturers are regularly appraised to identify weaknesses to address and improve how to do their jobs	3.1	3.6	0.0	40.7	52.6	4.43	.711
You are undertaking a self-sponsored study program.	0.0	6.7	0.0	59.3	34.0	4.21	.754
<b>Overall response</b>	<b>14.1</b>	<b>27.4</b>	<b>2.5</b>	<b>41.1</b>	<b>14.9</b>	<b>3.54</b>	<b>.544</b>

**Source:** Field data, September 2014

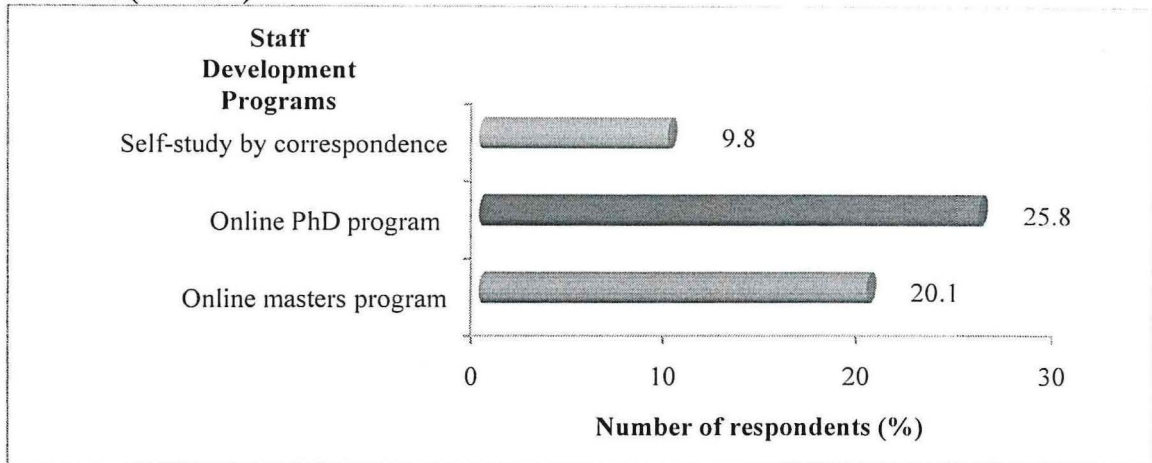
The overall response in Table 4.2 indicates that 14.1% of the lecturers strongly disagreed and 27.4% disagreed with all the statements. These two categories of lecturers were together construed to imply that they had not undertaken the various staff development programs embedded in the statements. Those who were not sure were 2.5% and these were interpreted to have indicated that they were uncertain of whether they had undertaken the programs or not. Lecturers who agreed were 41.5% and were construed to mean that they had undertaken the programs but at a moderate level. Those who strongly agreed were 14.9% and these indicated that they had undertaken the programs at a high level. These findings indicate that lecturers who agreed and those who strongly agreed

were together 56% and were therefore the majority. Therefore, the findings are biased in favour of the view that most of the staff development programs shown in Table 4.2 had been undertaken by Kyambogo University academic staff members.

The standard deviation (Std. = .544) corresponding to the overall response and all those corresponding to each statement in Table 4.2 were numerically very small, suggesting low dispersion in the response pattern. This dispersion implies that the responses given by individual lecturers did not differ much from their mean average response as a whole sample. This response is represented by mean value (Mean = 3.54). This value was close to '4', suggesting that the lecturers agreed on average, thereby indicating that they had undertaken the various staff programs shown in Table 4.2 at a moderate level. As illustrations, most lecturers agreed they had been upgrading to get qualifications higher than those they had when they got their current jobs (Mean = 3.88, Std. = .738) and that they were pursuing postgraduate courses in order to get knowledge and skills needed to do their jobs better (Mean = 4.15, Std. = .526). Other programs whose corresponding mean responses were close to '4' are similarly interpreted.

In addition to the staff development programs presented in Table 4.2, lecturers were asked to mention any other program that they pursued. Thematic and descriptive analysis of their responses led to findings summarised in Figure 4.5.

**Figure 4.5: Other staff development programs pursued by Kyambogo University lecturers (N = 194)**



**Source:** Field data, March 2015

From Figure 4.5, the largest proportion of lecturers (25.8%) was pursuing online PhD programs. These were followed by those who were pursuing online masters programs.

It is imperative to note that notwithstanding the overall interpretation reached in Table 4.2, a scrutiny of the mean responses corresponding to individual statements suggests that there were staff development programs that most of the lecturers had not undertaken on average. These included the following: staff transfer (Mean = 1.52, Std. = .684), apprenticeships (Mean = 1.63, Std. = .150), and refresher courses for lecturers (Mean = 2.31, Std. = .996). Other staff development programs that most lecturers had not undertaken included being sponsored to attend externally organised conferences or symposiums (Mean = 2.26, Std. = .446) and seminars (Mean = 2.22, Std. = .456), job enrichment or expansion (Mean = 2.14, Std. = .420) and job rotation (Mean = 2.05, Std. = .868). These were the staff development programs that were not undertaken by most of the lecturers at Kyambogo University.

The mean responses in Table 4.2 indicate further that there were also staff development programs that most lecturers were not sure of having undertaken. These included job instruction technology (Mean = 3.02, Std. = .298), field trips (Mean = 2.63, Std. = .158) and special projects (Mean = 3.25, Std. = .180). Being unsure of having undertaken these programs suggests that most lecturers did not remember ever undergoing the programs.

Generally, the mean values in Table 4.2 indicate that the staff development programs that most of the selected lecturers had undertaken included induction at work, staff committees, upgrading programs that consisted of postgraduate courses such as masters and PhD programs, internal seminars and workshops, peer-assisted learning, junior lecturers standing in for senior lecturers, staff appraisals, mentoring and coaching. The magnitudes of the mean values suggest however, that these programs been undertaken at a moderate level. The analysis of the mean values reveals further that there were staff development programs that these lecturers had not undertaken as well as those which they could not remember having attended. The programs that most of the lecturers revealed not to have been undertaken on average included promotions, transfers, apprenticeships, refresher courses, externally organised seminars and conferences or symposiums, job rotation, and job enrichment. Those that most lecturers were not sure of having undertaken on average included job instruction technology, special projects and field trips. The implications of these findings are discussed later in chapter five. In the next section attention is devoted to presenting findings in response to the second research question.

#### 4.4. Research Question Two: What is the attitude of academic staff of Kyambogo University towards the staff development programs they undergo?

This research question was answered using the same approach applied to answer the first research question. To begin with, the selected deans were asked to describe the attitude that their academic staff members portrayed toward the staff development programs organised for them at the faculty level, one of them responded as shown in Box 3.

*Box 3: I believe this question should be asked to the lecturers themselves. They are in a better position to describe what they think and feel about these programs.... What I can perhaps say is that some of them are enthusiastic while others are not. To some, the enthusiasm is not that they are going to gain in terms of learning. It is essentially because they expect to get some allowance at the end of the internally organised workshops and seminars. Those selected and sponsored to attend international conferences are generally few. They are usually happy and usually present reports of what they have learnt from the conferences. Some of them share the new experiences with their colleagues. Others say they gain a lot from their*

**Source:** Interview with dean September 2014

The findings in Box 4 suggest that academic staff attitude towards the staff development programs organised internally at the faculty level was such that it was positive for some lecturers and negative for others. The findings also suggest that not all academic staff members are positive because they expect to learn from the programs. They are positive because they expect to get an allowance at the end of the organised program. Another dean summarised what he had to say as shown in Box 4.

**Box 4:** *You cannot expect all of them (the academic staff members) to be positive or to be negative about the programs. Some complain about the timing of the programs, especially when they are organised during holidays. They want the programs to be organised during the term, but we say no because this interferes with semester programs for students. Other lecturers, especially those who have served for a long time think that some of the organised programs do not add any intellectual value. In fact these are the lecturers who attend just to get the allowance given at the end of the program session.*

**Source:** Interview with dean September, 2014

Box 4 indicates that there are lecturers whose attitude tends to be negative either because of the timing of the programs or because they do not expect intellectual value addition. These latter lecturers only attend to get allowances. Another dean replied as shown in Box 5.

**Box 5:** *Generally, our lecturers have a good attitude towards the staff development programs we promote. This is confirmed by the numbers that attend when any internal seminar or workshop is organised. It is also sensed from the way they comment or evaluate the organised seminars and workshops. Their evaluations are largely positive, especially in terms of the knowledge gained... The only area where I detect a lukewarm attitude is in pursuit of postgraduate courses, especially PhD.*

**Source:** Interview with dean September 2014

From Box 5, one gets the impression that lecturers were positive about the staff development programs organised in terms of seminars and workshops, but their attitude towards taking postgraduate courses was generally lukewarm. In addition to the deans, the lecturers were asked to use a strongly disagree-strongly agree scale to indicate their attitude towards the staff development programs. Findings obtained from the descriptive analysis of the responses are shown in Table 4.3.

**Table 4.3: Lecturers' responses on their attitude towards staff development programs undertaken at Kyambogo University (N = 194)**

Indicators of staff attitudes	% Lecturers per response					Mean	Std.
	SD	D	NS	A	SA		
The content of the postgraduate courses undertaken by lecturers is apt to addressing the skill and knowledge gaps in your job performance	0.0	9.8	0.0	87.6	2.6	3.83	.625
The content of the workshops organised internally by your faculty enhances your ability to do your job better.	19.1	20.0	9.3	28.4	23.2	3.57	.445
The content of the seminars organised internally by your faculty enhances your ability to do your job better.	11.6	15.5	13.9	38.9	20.1	3.70	.454
The content of the external seminars you have ever attended enhanced your ability to do your job better	24.2	22.7	1.3	28.6	23.2	3.68	.296
The content of the external workshops you have ever attended enhanced your ability to do your job better	13.4	13.9	20.7	26.2	25.8	3.99	.265
Content of conferences/symposiums you are sponsored to attend enriches your job-skills and knowledge.	26.8	4.1	11.9	36.6	20.6	3.54	.203
The content of the induction you received helped you know better what to do as a lecturer	22.7	3.1	19.6	20.1	34.5	3.51	.139
Field strips organised for lecturers enrich their job knowledge and skills	13.9	34.0	19.6	28.4	4.1	3.35	.135
Lecturers' internal seminars/workshops are well-organised	26.3	45.9	13.9	8.2	5.7	2.21	.097
Lecturers' internal seminars/workshops are well-facilitated	22.2	25.2	6.7	36.1	9.8	2.16	.372
Imparting methods used in seminars are appropriate	20.6	4.1	11.9	36.6	26.8	3.54	.203
Internal seminars/workshop are well-timed	32.5	34.0	6.7	15.5	11.3	2.39	.374
Lecturers attend the organised workshops and seminars to get the allowances provided at the end.	13.7	4.1	9.8	26.8	45.6	3.22	.231
Lecturers attend the organised workshops and seminars not necessarily to learn but to enjoy the associated fun.	4.6	20.6	11.9	35.1	27.8	3.39	.222
Staff appraisals respond well to what lecturers need to change in order to improve job execution	4.1	7.2	12.9	72.2	3.6	4.44	.836
The mentoring received by lecturers helps them improve their job as desired	26.3	8.2	13.9	45.9	5.7	4.21	.097
The coaching received by lecturers helps them improve their job as desired	22.2	25.2	6.7	36.1	9.8	2.86	.372
It is okay for junior lecturers to stand in for their senior colleagues	0.0	0.0	3.1	89.2	7.7	4.05	.327
Kyambogo University promotes its lecturers on merit without any favouritism	32.5	34.0	6.7	15.5	11.3	2.39	.374
Lecturer transfers are conducted in good faith	4.1	14.4	8.2	57.8	15.5	1.66	.037
You enjoy any extra tasks added to your job because they increase your job knowledge and skills	19.6	61.9	1.0	13.4	4.1	2.21	.038
<b>Overall response</b>	<b>17.2</b>	<b>21.2</b>	<b>10.0</b>	<b>35.5</b>	<b>16.1</b>	<b>3.51</b>	<b>.292</b>

Source: Field data, September 2014

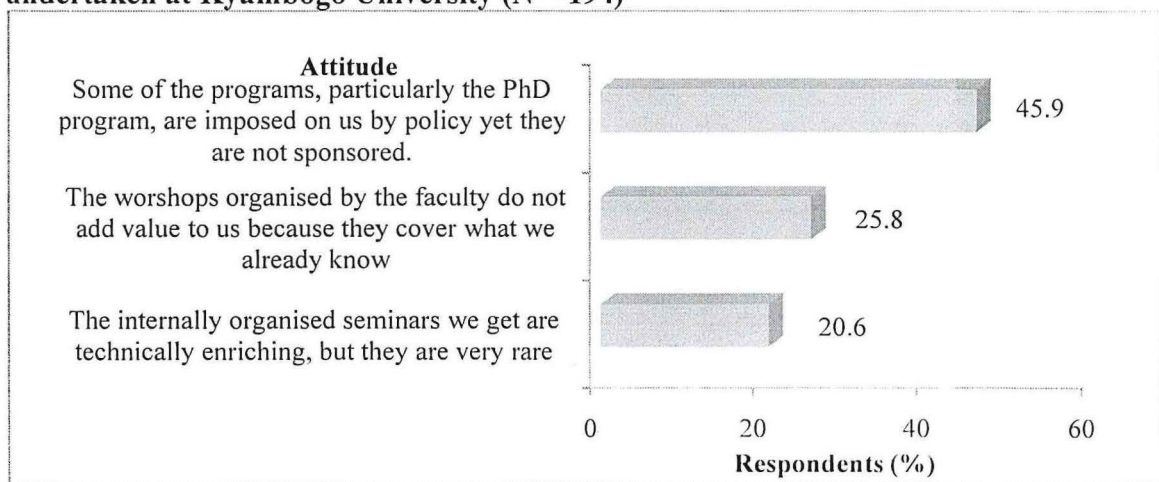
The findings in Table 4.3 indicate how lecturers revealed their attitude towards the staff development programs undertaken at Kyambogo University. An analytical perusal through the standard deviations reveals that they were all numerically very small. This suggests that there was low dispersion in the response pattern. In other words, the attitudes expressed by lecturers as individuals did not deviate much from their average attitude towards the staff development program embedded in each statement in Table 4.3. In particular, lecturers who strongly disagreed (17.2%) and those who disagreed (21.2%) were together construed to hold a negative attitude towards the staff development programs embedded in the various statements summarised in the table. Those who were not sure (10%) suggested that their attitude towards the programs was neutral. The lecturers to agreed (35.5%) suggested a moderately positive and those who strongly agreed (16.1%) were interpreted to have expressed a strongly positive attitude towards the programs. Generally, lecturers who expressed a generally positive were 51.6% and were therefore, the majority. Accordingly, findings are biased in favour of lecturers who were attitudinally positive about the programs. The overall mean value (Mean = 3.51, Std. = .292) was close to '4' suggesting that on average, lecturers agreed thereby expressing a moderately positive.

It should be noted that although most of the lecturers were generally positive, there are attributes of the staff development programs towards which they expressed a negative attitude. Table 4.3 indicates that these attributes included the following: the way internal seminars/workshops were organised (Mean = 2.21, Std. = .097) and facilitated (Mean = 2.16, Std. = .372), and the timing of the organised seminars/workshops (Mean = 2.39,

Std. = 3.74). Others towards which lecturers expressed a negative attitude included how they were promoted (Mean = 2.39, Std. = .374), transferred (Mean = 1.66, Std. = .037) and how they enjoyed extra tasks added to their job (Mean = 2.21, Std. = .038).

The fact that lecturers expressed both negative and positive attitude towards the staff development programs undertaken at Kyambogo University was further manifested when the lecturers were asked to indicate their general attitude. Thematic and descriptive analysis of their responses led to findings shown in Figure 4.6.

**Figure 4.6: Lecturers’ general attitude toward staff development programs undertaken at Kyambogo University (N = 194)**



Source: Field data, March, 2015

A critical look at the findings in figure 4.6 suggests that lecturers’ attitude was both positive and negative toward the staff development programs undertaken at Kyambogo University. However, the largest proportion of lecturers (45.9%) had a negative attitude towards the staff development programs, particularly the PhD program.

On the whole, while lecturers expressed a generally positive attitude towards the undertaken staff development programs, there were programs and some aspects of others towards which the dons had a negative attitude. Implications of these findings are

discussed in the next chapter. The following section is dedicated to answering the third research question.

#### **4.5. Research Question Three: What is the effect of staff development programs on the performance of Kyambogo University lecturers, particularly when it is moderated by lecturers' attitude towards the programs?**

This research question was answered using narrative, descriptive, factor analysis and multivariate regression methods. Narrative analysis was used to explain the performance of the lecturers as described by the interviewed deans. Descriptive analysis was used to explain this performance as perceived by the lecturers themselves using a 5-point strongly disagree-strongly agree response scale. Factor analysis was used to extract the significant measures (components) underlying the various questionnaire items administered to the selected lecturers to determine the staff development programs they had undertaken, their attitude towards the programs and the level of their performance. Multivariate regression was used to determine the effects based on the principal components generated from factor analysis.

##### **4.5.1 Perceived performance of the lecturers at Kyambogo University**

When the deans were asked to indicate their perception of level of their lecturers' performance, one of them responded as shown in Box 6.

*Box 6: Well, all I can say is that they try their level best since they deal with extremely big class sizes resulting from the university's excessive enrolment. Some of the lecturers are however, using this as an excuse to dodge what they are expected to do. While their dilemma can be understood when it comes to marking coursework, tests, examinations and supervising student research, I fail to understand it when it comes to lecturing. Student numbers cannot justify dodging some lectures. Whether one is lecturing to 50 or 100 or 200 students, he does it the same way, especially when he or she facilitated by a public address system.*

74

**Source:** Interview with dean September 2014

The findings in Box 6 suggest that although lecturers try their best, they do not reach the level of performance expected by the deans either deliberately or because of dealing with excessive student numbers. Another dean responded as shown in Box 7.

*Box 7: Many lecturers' performance is below expectation. They tend to dodge some of the lectures. They delay to submit students' coursework and examination results. Some take longer than the time allowed to complete supervising students' research. When you send them reminders, all they say is that they are dealing with so many students. Others blame the delays on students, which may be correct but not always. Some lecturers delay because of their own problems and weaknesses...*

**Source:** Interview with dean September, 2014

Another dean replied that, "Well, my lecturers try as much as they can, but definitely, they do not perform as expected. Some miss lectures and have to be reminded to submit students' marks." Another dean had this to say, "The time I have spent here as a dean, I have found out that our lecturers are not doing well as far as research is concerned. Conducting it is their topmost weakness. Most of them do not conduct and publish research, and this affects their career advancement."

Generally, the findings obtained from the deans suggest that although lecturers were trying their best, their performance in lecturing, student research supervision, submission of student coursework and examination results, and conducting research was generally below expectation. In addition to the deans, lecturers were asked to indicate their level of performance using a 5-point strongly disagree-strongly agree response scale. The findings obtained from descriptive analysis of the responses are summarised in Table 4.4.

**Table 4.4: Kyambogo University lecturers' responses on their performance (N = 194)**

Indicators of performance	% Lecturers per response					Mean	Std.
	SD	D	NS	A	SA		
You have enough time to plan for each lecture before delivering it.	39.7	36.6	1.0	11.3	11.3	2.18	.363
You are able to teach all the lectures assigned to you per semester, irrespective of all your other engagements	13.0	30.4	0.0	54.5	2.1	3.52	.314
You are able to give students all the coursework they have to do per semester irrespective of your other engagements	0.0	0.0	0.0	96.4	3.6	4.04	.187
You are able to mark all the coursework given to the students in time	3.1	3.1	0.0	93.8	0.0	3.85	.617
You administer end of semester exams	0.0	0.0	0.0	94.3	5.7	4.06	.232
You are able to mark all the exams in time	0.0	45.1	2.1	52.9	0.0	3.58	.679
Lecturers keep students' coursework and exam results safely until they post them to committee responsible for students' grading and accreditation	0.0	1.5	1.5	96.9	0.0	3.95	.275
You do not blame lecturers who misplace students' coursework scripts because each lecturer handles very many scripts	4.1	27.8	7.2	59.8	1.0	3.66	.011
You do not put much blame on lecturers who lose students' exam scripts because the scripts are very many.	35.1	41.8	1.0	11.9	10.3	2.21	.315
Lecturers who supervise students on research programs are always available for guide the students	11.3	23.1	0.0	65.6	0.0	3.95	.485
Lecturers keep around in their offices to assist students who consult them for academic assistance.	3.1	47.1	0.0	49.3	0.5	3.17	.649
You are contented with the amount of research you have conducted so far	15.5	46.4	10.3	18.6	9.3	2.60	.219
You are contented with the number of research publications you have registered to your name	9.3	12.9	.5	76.3	1.0	4.20	.818
You are contented with applications you have developed through research to solve societal problems in a better way	15.5	18.6	1.0	57.7	7.2	3.64	.169
You are contented with the level at which you participate in face-to-face public debates.	23.7	40.2	5.7	28.4	2.1	2.45	.191
You are satisfied with the level at which you are involved in conducting research in which community members are beneficially included	10.8	24.7	12.9	38.1	13.4	2.39	.254
You are satisfied with the level at which you collaborate with community groups in beneficial undertakings	14.4	8.8	0.0	70.1	6.7	4.23	.024
You are contented with the level at which you contribute to the flow of information to the general public	16.0	16.0	0.0	67.0	1.0	3.69	.927
You are satisfied with the level at which you communicate openly with the general public.	21.6	11.3	8.8	54.1	4.1	3.52	.042
<b>Overall response</b>	<b>12.4</b>	<b>22.9</b>	<b>2.7</b>	<b>57.7</b>	<b>4.1</b>	<b>3.56</b>	<b>.356</b>

Source: Field data, March 2014

From Table 4.4, the overall response indicates that 12.4% of the lecturers strongly disagreed and 22.9% disagreed. These lecturers alluded to the view that their performance was unsatisfactory. Lecturers who were not sure were 2.7% and these were construed to imply that they were uncertain of the level at which they performed their roles. Lecturers who agreed were 57.7% and these were interpreted to have meant that their performance was at a moderate level. Lecturers who strongly agreed were 4.1% and these meant that their performance was excellent. These findings indicate that majority of the lecturers rated their performance as moderate. This view is also reflected by the fact that the mean response value (Mean = 3.56) was close to '4', suggesting that lecturers agreed thereby indicating that their performance was at a moderate level on average. The standard deviation (Std. = .356) corresponding to this mean value was numerically small, implying that there was low dispersion in the overall response pattern. This implies that the responses obtained from lecturers as individuals did not differ much the average response.

Despite the fact that lecturers generally rated their performance as moderate, there were indicators with which they disagreed on average, thereby suggesting that their performance was unsatisfactory in the respect of these indicators. These indicators included: having enough time to plan for lectures before delivering them (Mean = 2.18, Std. = .363), losing students' exam scripts (Mean = 2.21, Std. = .315), participation in face-to-face public debates (Mean = 2.45, Std. = .191), and involvement in conducting research in which community members are beneficially included (Mean = 2.39, Std. = .254). Generally, findings in Table 4.4 indicate that lecturers perceived their performance

as ranging from unsatisfactory to excellent levels with the majority posting a moderate level.

#### 4.5.2 Finding from factor analysis

Confirmatory principal component analysis was conducted to confirm main variables in the conceptual framework of the study in Figure 1.1. Findings appear in Tables 4.5 to 4.7.

**Table 4.5: Factor analysis results on staff development programs**

Variables	Extracted Components	
	On-the-job staff development programs	Off-the-job staff development programs
Your job has had to be enriched or expanded to make you feel optimally employed	.859	
Lecturers are appraised to identify weaknesses to address so as to improve how to do their jobs	.858	
Junior lecturers in your department receive coaching from their senior lecturers	.776	
You have ever been promoted at work	.744	
Job instruction technology is used in your department to enable lecturers learn to how to do their jobs better	.710	
There is a mentoring program for lecturers	.695	
You got the necessary induction at work	.677	
Your faculty organises staff committees to enable lecturers to learn from each other about how to do their job better	.661	
Lecturers are rotated on their job for purposes of ensuring that they improve doing their work	.655	
You get chances to do tasks that are beyond your job description for the sake of improving how to do the job	.587	
You have participated in peer-assisted learning as a way of improving how to perform your job	.577	
You have ever been transferred at work	.531	
Junior lecturers can stand in for senior lecturers as a way of giving them a chance to perform better	.510	
Apprenticeships are organised for lecturers at Kyambogo University	.227	
You are undertaking a self-sponsored study program.	.223	
Your department has been organising field trips to enable lecturers to learn more about how to perform their jobs better		.872
You had your pre-service training at Kyambogo before becoming a lecturer		.807
Your faculty has been organising internal workshops for lecturers		.747
You have been upgrading to get qualifications higher than those you had at the time you joined Kyambogo University as a lecturer		.706

Your faculty has been sponsoring lecturers to attend externally organised conferences or symposiums		.675
Your faculty has been sponsoring lecturers to attend externally organised seminars		.667
Your faculty has been organising refresher courses for lecturers		.659
The faculty organises special projects for lecturers		.384
You are pursuing a postgraduate course in order to get knowledge and skills needed to do your job better		.362
Your faculty has been organising internal seminars for lecturers		-.201
Eigen value	6.579	4.875
% variance explained	46.315	21.501
Cumulative %	46.315	67.816

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

As shown in Table 4.5, the two extracted principal components were identified as on-the-job staff development programs and off-the-job staff development programs. The corresponding Eigen values were each greater than 1, implying that the components were significant measures of the staff development programs undertaken by lecturers at Kyambogo University. This confirms the main measures identified in the conceptual framework of the study. Together, the components claimed 67.816% of the variance in the undertaking of staff development programs. This suggests that the two components explained much of the academic staff development that went on at Kyambogo University. On-the-job development programs claimed the larger percentage (Variance = 46.315%), suggesting that they were the programs that explained much of the lecturers' development that occurred at the University.

A careful look at the factor loadings reveals that lecturers perceived that enriching their jobs to make them feel optimally employed was the best measure of the on-the-job staff development (Factor Loading = .859). This was closely followed by appraising the lecturers to identify the weaknesses to address so as to improve how to do their jobs (Factor Loading = .858). Similarly, the best measure of the off-the-job staff development

was perceived to constitute their departments organising field trips intended to enable them to learn more about how to perform their jobs better (Factor Loading = .872). These findings suggest that academic staff development can be accelerated when emphasis is placed on job enrichment, appraising lecturers to identify and solve their weaknesses, and on encouraging these staff members to pursue postgraduate courses that enable them to get knowledge and skills needed to do their job better. Factor analysis results obtained from responses given by lecturers to describe their attitude towards the undertaken staff development programs are presented in Table 4.6.

**Table 4.6: Factor analysis results on lecturer attitude toward Staff development programs**

Variables	Component		
	Positive attitude	Neutral attitude	Negative attitude
Staff appraisals respond well to what lecturers need to change in order to improve job execution	.888		
The content of the postgraduate courses undertaken by lecturers is apt to addressing the skill and knowledge gaps in your job performance	.886		
The content of the seminars organised internally by your faculty enhances your ability to do your job better.	.728		
The content of the workshops organised internally by your faculty enhances your ability to do your job better.	.712		
The content of the induction you received helped you know better what to do as a lecturer	.684		
The content of the external seminars you have ever attended enhanced your ability to do your job better	.684		
Imparting methods used in seminars are appropriate	.676		
The content of the external workshops you have ever attended enhanced your ability to do your job better	.550		
Field strips organised for lecturers enrich their job knowledge and skills		.548	
The mentoring received by lecturers helps them improve their job as desired		.542	
Lecturers attend the organised workshops and seminars to get the allowances provided at the end.		.540	
Lecturers' internal seminars/workshops are well-organised		.537	
The coaching received by lecturers helps them improve their job as desired		.523	
Content of conferences/symposiums you are sponsored to attend enriches your job-skills and knowledge.		.521	
It is okay for junior lecturers to stand in for their senior colleagues		.512	

You enjoy any extra tasks added to your job because they increase your job knowledge and skills			.504
Lecturers attend the organised workshops and seminars not necessarily to learn but to enjoy the associated fun.			.486
Kyambogo University promotes its lecturers on merit without any favouritism			-.693
Lecturers' internal seminars/workshops are well-facilitated			-.692
Lecturer transfers are conducted in good faith			-.660
Internal seminars/workshop are well-timed			-.623
Eigen values	4.935	3.979	3.832
% Variance explained	43.499	18.949	8.724
Cumulative %	43.499	52.448	61.172

Extraction Method: Principal Component Analysis.  
Rotation Method: Varimax with Kaiser Normalization.

From Table 4.6, three principal components were extracted from the items administered to establish lecturers' attitude toward the staff development programs undertaken at Kyambogo University. These were identified as positive attitude, neutral attitude, and negative attitude. The Eigen values corresponding to these components were all greater than 1. Not only does this indicate that the components were significant measures of the attitude that lecturers had towards the programs, it also confirms the measures identified in the study's conceptual framework in Figure 1.1. Altogether, the three components explained up to 61.172% of the variance in lecturers' attitude towards the undertaken staff development programs. This suggests lecturers' attitude was largely explained in terms of positive, neutral and negative dimensions. The positive dimension explained the largest variance (Variance = 43.499%), implying that much of the variation in this attitude was in the positive sense.

The analysis of the factor loadings in Table 4.6 reveals that much of the lecturers positive attitude was towards staff appraisals that respond well to what the lecturers needed to change in order to improve their job execution (Factor Loading = .888). It was also towards the aptness of the content of the postgraduate courses that they undertook to

address the skill and knowledge gaps in their job performance (Factor loading = .886). In the same way, much of the lecturers' negative attitude was expressed towards the manner in which Kyambogo University conducted promotions (Factor Loading = -.693) and facilitated lecturers' internal seminars/workshops (Factor Loading = -.692). These findings allude to the need to emphasise staff appraisals and appropriateness of the content of the postgraduate courses undertaken by lecturers while making efforts to reverse the manner in which the University conducts academic staff promotions and facilitates internally organised seminars/workshops. Factor analysis findings regarding academic staff performance are presented in Table 4.7.

**Table 4.7: Factor analysis results on academic staff performance**

Variables	Components		
	Teaching	Community service	Involvement in Research
You are able to teach all the lectures assigned to you per semester, irrespective of all your other engagements	.823		
You have enough time to plan for each lecture before you deliver it.	.822		
Lecturers who supervise students on research programs are always available for guide the students	.821		
Lecturers keep around in their offices to assist students who consult them for academic assistance.	.714		
You do not put much blame on lecturers who lose students' exam scripts because the scripts are very many.	.697		
You are able to mark all the coursework given to the students in time	.646		
You are able to give students all the coursework they have to do per semester irrespective of your other engagements	.595		
Lecturers keep students' coursework and exam results safely until they post them to committee responsible for students' grading and accreditation	.577		
You do not blame lecturers who misplace students' coursework scripts because each lecturer handles very many scripts			
You are able to mark all the exams in time	.538		
You administer end of semester exams	.249		
You are satisfied with the level at which you collaborate with community groups in beneficial undertakings		.778	
You are contented with the level at which you participate in face-to-face public debates.		.719	
You are contented with the level at which you contribute to the flow of information to the general public		.667	

You are satisfied with the level at which you communicate openly with the general public.			.556
You are contended with the applications you have developed through research to solve societal problems in a better way			.721
You are contended with the amount of research you have conducted so far			.604
You are satisfied with the level at which you are involved in conducting research in which community members are beneficially included			.578
You are contended with the number of research publications you have registered to your name			.409
Eigen values	3.623	2.911	2.207
% variance explained	39.071	15.319	14.617
Cumulative %	39.071	54.389	70.006

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

The findings in Table 4.7 indicate that three components were extracted from the items administered to establish the perceived performance of lecturers at Kyambogo University. The components were identified as teaching, community service and involvement in research. The Eigen values corresponding to the components were all greater than 1. This implies that the components were significant measures of the performance of lecturers at Kyambogo University. This confirms the main measures identified in the conceptual framework of study as shown in Figure 1.1. All the components claimed a cumulative variance of up to 70.006%. This implies that much of the lecturers' performance was explained in terms of these teaching, community service and involvement in research.

A scrutiny of the factor loadings in Table 4.7 reveals that teaching was perceivably much measured in terms of lecturers being able to teach all the lectures assigned to them per semester, irrespective of all their other engagements (Factor Loading = .823), having enough time to plan for each lecture before delivering it (Factor Loading = .822), and being always available to supervise students on research programs (Factor Loading =

.821). Similarly, the best measure of lecturers' community service was the level at which they collaborated with community groups in beneficial undertakings (Factor Loading = .778). That of their involvement in research was the applications they had developed through research to solve societal problems in a better way (Factor Loading = .721).

The findings above suggest that in case there is need to improve these lecturers' performance, better results are realised when emphasis is put on ensuring that lecturers teach all the lectures assigned to them per semester, have enough time to plan for the lectures before delivery, be always available to supervise students on research programs, collaborate with community groups in beneficial undertakings, and conduct research that leads to developing applications that assist in solving societal problems.

After identifying the principal components as shown in Tables 4.5 to 4.7, further analysis was conducted to generate global components out of the components the significantly measured staff development programs. This component was named 'All staff development program'. The same analysis was carried out to develop 'Academic staff performance' out of the significant components generated from the items administered to measure this performance.

#### **4.5.3 Multivariate Regression Results**

Thereafter, multivariate regression analysis was carried out to establish the effect of staff development programs on academic staff performance, when moderated by the lecturers' attitude towards these programs. Findings are summarised in Table 4.8.

**Table 4.8: Effects of staff development programs moderated by lecturer-attitude on performance of Kyambogo University academic staff members**

Independent Variables	Staff Attitude (Moderator)	Predicted statistics on the dependent variable and its underlying dimensions							
		Teaching		Community service	Involvement in research	Academic staff performance			
		Constant	Beta	Beta	Beta	R <sup>2</sup>	Adjusted R <sup>2</sup>	F	Sig.
On-the-job development programs	Positive	4.074	.411	.171	.254	.467	.466	9.026	.000
	Neutral	1.017	.077	.007	.057	.068	.065	1.567	.057
	Negative	1.088	.003	.013	.016	.031	.029	0.195	.400
Off-the-job development programs	Positive	4.321	.251	.246	.378	.451	.450	6.777	.000
	Neutral	1.111	.013	.011	.017	.039	.038	1.070	.150
	Negative	1.092	.091	.029	.036	.070	.069	1.097	.504
All staff development programs	Positive	10.755	.448	.180	.387	.495	.494	9.293	.000
	Neutral	1.107	.077	.042	.031	.099	.086	1.005	.179
	Negative	1.130	.027	.012	.033	.018	.017	0.915	.603
	-	9.987	.391	.129	.386	.409	.408	6.099	.000

**Source:** Field data, September 2014

From Table 4.8, the levels of significance (Sig.), F-values and Adjusted R<sup>2</sup> values corresponding to All staff development programs reveal that at the .01 level of significance and when moderated by a positive staff attitude, the programs affected academic staff performance by a statistically significant 49.4% (Adjusted R<sup>2</sup> = .494, F = 9.293, Sig. = .000 < .01). When moderated by a negative staff attitude, the programs' effect on this performance was not significant (Adjusted R<sup>2</sup> = .017, F = 0.915, Sig. = .603 > .01). The effect was also not significant when it was moderated by a neutral staff attitude (Adjusted R<sup>2</sup> = .086, F = 1.005, Sig. = .179 > .01).

The findings above reveal that staff development programs had a significant effect on the performance of lecturers only when the dons had a positive attitude towards the programs. When the dons' attitude was neutral or negative, the programs' effect was not significant. All the findings under the column of academic staff performance are similarly interpreted. However, the following need to be noted: Firstly, the magnitudes of the

Adjusted  $R^2$  indicate that moderated by a positive staff attitude, the undertaken on-the-job staff development programs had a more significant effect on the academic staff performance than the undertaken off-the-job staff development programs (Adjusted  $R^2 = .466$  compared to Adjusted  $R^2 = .450$ ). Secondly, the effect of the programs was higher when it was moderated by a positive staff attitude towards the programs than when this attitude was not considered at all (Adjusted  $R^2 = .494$  compared to Adjusted  $R^2 = .408$ ), and it became insignificant when it was moderated by a negative staff attitude. The implications of are discussed later.

The analysis of Beta coefficients reveals that all of them were positive. This implies that the staff development programs undertaken by Kyambogo University lecturers had generally positive effects on the dons' performance. The Beta coefficients corresponding to the positive staff attitude were all numerically much greater than those corresponding to the neutral and negative attitude. This implies that the positive attitude enhanced the effect of the programs on the dons' performance much more than the neutral and negative attitudes. A specific analytical look at the magnitudes of Beta coefficients corresponding to All staff development programs reveals that moderated by a positive staff attitude, the programs' effects were greater on teaching (Beta = .448) and involvement in research (Beta = .367) than on community service (Beta = .180). This was the case even when staff attitude was not considered. All other Beta results in Table 4.8 are similarly interpreted.

It suffices to note that as the case was with the general academic performance, a numerical comparison of the Beta coefficient reveals that the undertaken on-the-job staff

development programs had greater effects on all the three dimensions of this performance than the off-the-job staff development programs, especially when the effects were moderated by a positive staff attitude. For instance, while the undertaken on-the-job staff development programs affected teaching by 41.1% (Beta = .411), the undertaken off-the-job staff development programs affected it by 25.1% (Beta = .251). The implications of these findings are discussed in the next chapter. The next section presents findings obtained in response to the fourth research question.

#### **4.6 Research Question Four: What staff development strategies can be adopted to enhance academic staff performance at Kyambogo University?**

This research question was answered by asking the selected respondents to suggest staff development strategies that could be adopted to improve lecturer performance. While the lecturers were asked to rank a number of strategies according to how they perceived their importance in assisting to improve their performance, the deans were asked to suggest these strategies. To this end, one of the deans responded as summarised in Box 8.

*Box 8: We need funds to be able to adequately facilitate the implementation of our planned staff development programs. We cannot do much when there is no money to facilitate implementation of seminars, workshops and other postgraduate programs needed by our academic staff members to develop professionally and in terms of career advancement. Most of those who have pursued or are pursuing PhD programs are either self-sponsored or won scholarships from our international donor partners. But we are a public university. We need government to increase funding to our staff development programs.*

**Source:** Interview with dean September 2014

Results in Box 8 suggest that one of the strategies that can be used to improve lecturers' performance is to increase public funding towards Kyambogo University's staff development. Another dean replied as shown in Box 9.

*Box 9: I can outline a number of strategies, but the most important ones include organising more well-funded workshops and seminars focusing on improving the technical competency of lecturers in teaching and research. I am well aware that many of our staff members face technical challenges and weaknesses in matters of teaching and conducting competitive, useful and publishable research. This however, requires increasing the budget allocated to staff development. Also, we have to change the attitude of many of our lecturers towards further training. While they appreciate the fact that advancing to a PhD level is necessary in their career development, they are reluctant to enroll for PhD program. Some of them cite family responsibilities and lack of funding as the main bottlenecks they face in their efforts to advance. This alludes to the need for increased public funding towards staff development.*

**Source:** interview with dean, September 2014

The findings in Box 9 reveal two strategies should be to organise more workshops focusing on improving the technical competency of lecturers in teaching and conducting of competitive, useful and publishable research. Another strategy revealed by these findings is about lecturers changing their attitude in a way that enables them to pursue further education. In addition to the deans, lecturers were asked to assess six strategies by ranking them from '6' which represented the most important strategy to '1', which represented the least important strategy. Findings obtained from descriptive analysis of their rankings are shown in Table 4.9.

**Table 4.9: lecturers' ranking of the staff development strategies needed to improve their performance**

Variables	N	Rankings			
		Minimum	Maximum	Mean	Std.
Kyambogo University should invest in any staff training program only and only after establishing that the content of the program meets the very skill needs and knowledge gaps or weaknesses identified with lecturers	194	4	6	5.84	.456
Kyambogo University should invest in a staff training program only when employees are positive about it in the sense that they expect to benefit from it	194	4	6	5.83	.536
Lecturers can improve their performance if management starts to recognise and reward exceptional performance	194	3	6	5.92	.443
Kyambogo University should invest in staff training only when it is enjoyable to lecturers in that that enables them to develop toward their long-term career aspirations.	194	2	3	2.92	.268
Kyambogo university should improve its lecturers' by setting them challenging performance goals that are congruent with their job-related personal objectives	194	4	5	4.01	.072
Kyambogo University should empower lecturers by granting them autonomy necessary for them to make work-related creative decisions independently	194	4	5	4.96	.199

**Source:** field data, September, 2014

The findings in Table 4.9 indicate how lecturers ranked the staff development strategies needed to improve their performance. A glance at the magnitudes of the standard deviations reveals that all of them were very small, suggesting low dispersion in the lecturers' ranking. This implies that the rankings given by individual lecturers per strategy did not differ much from its average rank.

The analysis of the minimum rankings reveals that none of the strategies was ranked '1'. This implies that lecturers felt that none of the strategies was least important. Therefore, all the strategies summarised in Table 4.9 were important. The analysis of the mean rankings reveals however, that those that were relatively more important than others included management starting to recognise and reward exceptional lecturer performance

(Mean rank = 5.92, Std. = .443); Kyambogo University investing in any staff training program only and only after establishing that the content of the program met the very skill needs and knowledge gaps or weaknesses identified with lecturers (Mean rank = 5.84, Std. = .456), and only when the lecturers are positive about it in the sense that they expect to benefit from it (Mean rank = 5.83, Std. = .536). The lecturers also showed that Kyambogo University needed to empower them by granting them the autonomy necessary for them to make work-related creative decisions independently (Mean rank = 4.96, Std. = .199). These findings are discussed in the next chapter.

## CHAPTER FIVE

### DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter focuses on the discussion of the findings presented and interpreted in the previous chapter. The conclusions and recommendations that can be derived from the findings are also presented. The discussion is organized according to the objectives of the study. In the course of the discussion, attempt is made to indicate how the implications of the findings relate with the literature reviewed in chapter two.

#### 5.2 Staff development programs undertaken by Kyambogo university lecturers

The first objective of the study was to establish the staff development programs that were being undertaken by Kyambogo University academic staff members. As shown in Table 4.5, the established programs included both on-the-job staff development programs and off-the-job staff development programs. The findings are therefore consistent with the classification of Werner *et al.* (2006), which indicates that the programs that organisations tend to use to develop their employees can be grouped into two general categories, namely: on-the-job and off-the-job staff development programs.

The specifically established programs appear in Box 1, Box 2, Table 4.2 and Figure 4.5. They included induction at work, upgrading programs that consisted of postgraduate courses such as offline and online masters and PhD programs, and encouraging lecturer participation in staff committees. Other programs included internally organised seminars and workshops, peer-assisted learning, junior lecturers standing in for senior lecturers, staff appraisals, and mentoring and coaching through supervisory instructions. A critical

look at these programs reveals that the findings give credence to the observations made by Chand (2015), Hayward (2014), Evans (2014), Dawo and Simatwa (2012), Lussier (2012), Kearney (2010), Kankunda (2009), Brockbank and McGill (2006), Wesson and Gogus (2005), Wanous and Reichers (2000). Indeed, each of these scholars pointed out at least one of these programs, discussing it as a program that organisations tend to use to develop their employees.

It is noted that just as Werner *et al.* (2006) observed, undertaking induction suggests that when each of the lecturers was still new on their job or was taking up new roles, he or she was briefed about what he or she was expected to do. The fact that lecturer-participation in staff committees was encouraged suggests that dons from different departments were enabled to learn their jobs and how the jobs related and reinforced each other for greater performance. In addition, engaging in peer-assisted learning; junior lecturers standing in for senior lecturers; and the fact that staff appraisals, mentoring and coaching were conducted suggest that the lecturers were enabled to learn their jobs from each other and to learn how to perform better even at a senior level. As Kankunda (2009) and Scandura and Pellegrini (2007) observed, the mentoring and coaching that these dons received was meant to make them better at performing their jobs. Being appraised implies that the lecturers were enabled to identify and work on their job-related weaknesses, thereby executing their jobs better. Furthermore, just as Out (2011) observed, the fact that lecturers undertook upgrading programs such as masters and PhD programs, and that seminars and workshops were organised for them suggests that they were facilitated to acquire new knowledge and skills that they needed to perform their jobs better.

In general, the fact that the lecturers were undergoing the various on-the-job and off-the-job development programs discussed above suggests that they were being prepared and enabled to perform their jobs better. Unfortunately, the mean values in Table 4.2 indicate that the level at which these programs were being implemented was moderate. This suggests that the implementation of the programs was less than satisfactory to most of the lecturers. This suggests that the level of knowledge and skills that most of the lecturers acquired from all the programs was also moderate and therefore, less than optimal. It is therefore not surprising that the lecturers' performance remained less than satisfactory to most of the stakeholders of Kyambogo University. The findings therefore, allude to the need for Kyambogo management to improve the level at which staff development programs are organised or implemented. Findings in Table 4.5 indicate that lecturers would benefit much more when emphasis was put on improving their appraisal to identify and address their performance weaknesses so as to improve how to do their jobs.

In addition, the work of Chand (2015), Ddungu (2014), Amalia and Fotopoulopou (2011), and Jamil *et al.* (2011) indicates that organisations such as universities can develop their employees through promotions, transfers, apprenticeships, refresher courses, externally organised seminars and conferences or symposiums, job rotation, and job enrichment. However, findings in Table 4.2 indicate that on average, most of the lecturers did not undergo any of these programs. This suggests that the lecturers missed out on all the benefits that they could have derived from these programs. The lecturers particularly missed much because of not having their jobs enriched or expanded; for job

enrichment was perceived to be the best measure of their ability to perform optimally (Table 4.5).

The above situation was exacerbated by the fact that most of the lecturers were not sure of having undergone job instruction technology, special projects and field trips as staff development programs (Table 4.2). Being uncertain of having undertaken these programs implies that the lecturers had either taken too long a time to remember ever going through these programs or they had not undertaken them at all. Whatever the possibility, it suggests that these programs were very rarely organised for the lecturers.

By having special projects rarely organised for them, the lecturers missed out on what Mhlanga *et al.* (2013) referred to as an opportunity to work beyond their normal job duties. They also missed the opportunity to be exposed to more challenging tasks that would have enabled them to improve their performance at work. This explains why the dons' performance remained below stakeholder expectations.

The situation was worsened by having field trips rarely organised for Kyambogo University dons. This is because not having any field trips implies that the lecturers missed out on what CIPD (2012) refers to as an opportunity to discuss work-related themes that focus on identifying employee weaknesses at work and how these weaknesses can be addressed to enable the employees to perform their jobs better. In fact, the lecturers missed much in terms of not having field trips organised for them; for these trips were perceived as the best measure of all the off-the-job programs the dons needed to undertake in order to improve their performance (Table 4.5). Accordingly, there is

most of the programs and the methods that were being used to impart this content to the dons. The lecturers were positive about the content of particularly their induction program, internally organised seminars, workshops and conferences or symposiums, staff appraisals, mentoring, and also about the encouraging of junior lecturers to stand in for senior lecturers. The attitude was however, moderately positive, suggesting that each these attributes of the programs was not standard enough to evoke a strong positive attitude from the dons. This alludes to the need to improve each of these attributes to a level that would make most lecturers' attitude strongly positive towards the program.

The findings in Table 4.3 reveal that while lecturers expressed a moderately positive attitude towards program of encouraging junior lecturers to stand in for senior lecturers and towards the content of most of the staff development programs, their attitude towards the timing and facilitation of many of the programs was negative. This implies that the facilitation and timing of most of programs was not satisfactory to most of the lecturers. These findings therefore support Yan and Ming's (2014) observation that employees form a negative attitude towards poorly facilitated staff development programs. As these scholars found out, such negative attitude can be changed into a positive attitude by ensuring that these programs are well-funded and that they are organised at a time that is suitable to most of the employees. This alludes to the need to not only change the timing of the programs but also improve the funding of the programs.

The findings in Box 4 indicate that lecturers were comfortable with internal seminars and workshops organised during the course of a semester. However, the deans were opposed

to this timing, arguing that it interfered with the implementation of students' semester programs. While the deans' argument holds water, it needs to be revisited. Considering that the seminars and workshops are organised to help lecturers, it would be better for the deans to be flexible so as to realise the purpose of the programs effectively. Otherwise, continuing with inappropriate timing might continue compromising the realisation of this purpose, since it makes lecturers negatively oriented towards the programs.

The findings in Box 5 indicate that while lecturers were generally positive about most of the staff development programs, there were programs towards which their attitude was lukewarm and also other programs towards which the deans' attitude was negative. Specifically, most of the lecturers were reluctant to pursue the PhD program (Box 5). This was confirmed by some lecturers who showed that the PhD program was imposed on them (Figure 4.6). These lecturers were however, quick to add that the program was considered as an imposition because they were being required to undertake it without sponsoring it. This suggests that the lukewarm attitude toward the PhD program was due to the fact that most of the lecturers lacked the necessary sponsorship. It therefore alludes to the need to devise ways of sponsoring the lecturers to pursue PhD programs.

The findings in Table 4.3 indicate that the negative attitude was particularly expressed towards how promotions and transfers were carried out. This attitude was in fact as a result of lecturers' perception that Kyambogo University did not conduct promotions on merit, but rather with favouritism. This confirms Gadi and Gontur's (2015) observations that employees develop negative attitude towards a staff promotion program that favours

some of them against others. The University was also perceivably not conducting lecturer-transfers in good faith. These findings suggest that the negative attitude was not towards these two programs themselves but rather, towards how the programs were conducted. This implies that the attitude is likely to become positive if the promotions are based on merit and conducted without favouritism and if transfers are executed in good faith.

A further look at the findings in Table 4.3 reveals that lecturers' attitude was neutral as far as attending organised workshops/seminars to get allowances provided at the end was concerned. However, the findings in Box 4 suggest that the lecturers who had served for a long time felt that some of the organised seminars and workshops did not add any intellectual value. They therefore attended these programs just to get the allowances given at the end. This was confirmed by findings in Figure 4.6, which indicated that there were lecturers who felt that some of the organised workshops did not add value because they focused on what the lecturers already knew. These findings support the observations made by Khanduja (2015) that there are employees who view a staff development program as an opportunity for enjoying training allowances and other pleasantries.

Of course it is not good to attend any workshop or seminar just because one wants to get allowances given at the end. These programs have to be attended by only those who need to improve their work-related knowledge and skills. Those who feel that the programs do not add value need not attend them. A seminar or workshop is not intended to enrich anyone financially. Its main purpose is to improve attendants intellectually. Therefore, as

Khanduja (2015) advised, the organisers of these programs need to sort out who should attend and those who should not attend. This requires thorough prior scrutiny and identification of lecturers who need to attend (or those who have weaknesses that the organised seminar or workshop is intended to address) instead of requiring all the lecturers in a particular faculty or department to attend. This even helps redeem some of the resources that would have been spent on some of the lecturers in vain.

#### **5.4 Effect of staff development programs, moderated by dons' attitude, on lecturer performance at Kyambogo University**

The third objective of the study was to examine the effect of staff development programs undertaken by Kyambogo University lecturers on the performance of these dons, particularly when the effect was moderated by the dons' attitude towards the programs. This effect was established as summarised by the findings presented in Table 4.8. Generally, these findings indicate that staff development programs had a significant and positive effect on the performance of the lecturers, more so on their teaching and involvement in research. Therefore, the findings support the studies of Gadi and Gontur (2015), Babagana (2014), Olufemi (2009) and Shahzad Bashir and Ramay (2008) all of which revealed that staff development has a significant and positive effect on this lecturers' performance generally and their teaching and involvement in research activities in particular.

The findings indicate however, that the programs affected academic staff performance positively and significantly only when the dons' attitude towards the programs was

positive. When lecturers' attitude was neutral or negative, the programs did not affect the lecturers' performance significantly. These findings support Khanduja's (2015) and Karuppanan (2012) studies which indicate that staff development programs result into desired outcomes only when employees are positive about them. The findings also suggest that staff attitude plays a crucial role in determining how staff development programs affect the performance of lecturers. The programs' positive effect is enhanced, leading to realisation of desired outcomes, only when lecturers are positively oriented towards them. This alludes to the need for implementers of staff development programs to first establish how employees targeted to attend staff development programs feel and think about them: The programs need to be implemented only when employees are positive about them. Otherwise, there is a very high likelihood of putting the resources spent on the programs to waste; for the programs are bound to fail to cause expected improvement in employee performance.

The findings in Table 4.8 revealed further that when moderated by a positive staff attitude, both on-the-job and off-the-job staff development programs had significant effects on all the dimensions of lecturers' performance (teaching, involvement in research and participation in community service). However, the magnitudes of the Beta coefficients revealed that the on-the-job staff development programs had greater effects on each of these performance dimensions. This suggests that although lecturers' performance improves through the use of both categories of staff development programs, more significant improvements are realised when emphasis is put on the use of on-the-job staff development programs. The findings thus, allude to the need to promote both

categories staff development programs while putting more emphasis on the on-the-job staff development programs.

The need to promote the two categories of programs is further justified by the fact that although they both had statistically significant positive effects on the lecturers' performance, the effects were not strong. Indeed, none of the Adjusted R-Squares in Table 4.8 was greater than 0.5, which according to Kothari (2005), is the minimum value considered for strong effects. Any effort geared towards strengthening the established effects is therefore necessary. It should be recalled that from Table 4.2, the on-the-job staff development programs that were undertaken by Kyambogo University lecturers included induction, peer-assisted learning, staff appraisals, encouraging lecturer involvement in staff committees, mentoring, coaching, and junior lecturers standing in for senior lecturers. The same table indicates that the undertaken off-the-job staff development programs included upgrading programs that consisted of postgraduate courses such as masters and PhD programs, and internally organised seminars and workshops. These programs were however, undertaken at a moderate level. Accordingly, improving the level at which these programs are undertaken by Kyambogo University dons can help strengthen their effect on the dons' performance.

The findings in Table 4.2 revealed further that there were staff development programs that lecturers had taken so long to undergo that they could not even remember having ever attended them. These programs included field trips, special projects and job instruction technology. There were also programs that most lecturers had not undergone.

These included promotions, transfers, apprenticeships, refresher courses, externally organised seminars and conferences or symposiums, job rotation, and job enrichment. As discussed earlier, both not undertaking these programs and taking too long to undertake some of them imply that lecturers missed out on the benefits that these programs would have contributed to their ability to perform their jobs better. In addition, lecturers were negatively oriented towards how some of these programs (promotions and transfers) were conducted. Accordingly, paying attention to implementing these programs in a manner that reverses the lecturers' negative attitude towards them can help strengthen the effects of the on-the-job and the off-the-job programs on the dons' performance.

#### **5.5 Staff development strategies for improving academic staff performance at Kyambogo University**

The fourth and last objective of the study was to identify the staff development strategies that could be adopted to enhance the performance of Kyambogo University lecturers. A number of strategies were suggested by deans and others ranked by lecturers according to their importance as far as contributing to desired improvement in the lecturers' performance was concerned. As shown in Box 8 and Box 9, the strategies suggested by the deans included organising more well-funded workshops and seminars that focus on improving the technical competency of lecturers in teaching and conducting of competitive, useful and publishable research; encouraging lecturers to enrol for PhD programs, and increasing public funding towards staff development at Kyambogo University.

A critical look at the strategies stated above reveals that they essentially focus on making adequate investment in advanced training which improves and broadens lecturers' technical knowledge and skills, especially in the areas of teaching and conducting of quality research. The strategies also suggest that increasing funding is needed in order to realise the desired investment. The findings therefore, support the observation made by Kozlowski *et al.* (2001) and Kigotho (2006) that improving academic staff performance can be realised through taking up training in PhD programs and other forums that improve the dons' technical competency in teaching and in the conducting of research. However, as Kigotho (2006) aptly put it, the findings indicate that realising this training requires adequate funding. The findings therefore, allude to the fact that if Kyambogo University lecturers' performance is to improve as desired, the need to mobilise the requisite funding cannot be overemphasized.

In addition to the strategies discussed thus far, findings in Table 4.9 indicate other strategies, which lecturers felt were important for the management of Kyambogo University to adopt in order to improve the dons' performance. These strategies alluded to the need to start recognising and rewarding exceptional lecturer performance; to invest in staff training programs only after establishing that their content meets the very skill needs and knowledge gaps identified with lecturers, and only when the lecturers are positive about the programs. These strategies are consistent with those pointed out by McNamara (2008) and Falola *et al.* (2014). They also suggest that lecturers can improve their performance when they are motivated not only through recognition and rewarding of exceptional performance but also through ensuring that the staff development

programs are organised only when they are relevant in terms of content and lecturers are positive about them.

The lecturers also showed that Kyambogo University needed to empower them through granting them the autonomy necessary to enable them to make work-related creative decisions independently. These findings support Ddungu's (2014) work that indicates that lecturers in public universities of Uganda perform below expectation because they are not autonomous enough to make creative decisions at work. This suggests that granting these lecturers this kind of autonomy can help improve their performance.

## **5.6 Conclusion**

The following conclusions are reached based the discussion in the previous section.

Findings obtained in response to the first objective of the study indicate the staff development programs undertaken by Kyambogo University lecturers included both on-the-job and off-the-job staff development programs. On-the-job programs included: induction at work; encouraging lecturer participation in staff committees; peer-assisted learning; junior lecturers standing in for senior lecturers; staff appraisals; mentoring and coaching through supervisory instructions. Off-the-job programs included upgrading postgraduate courses such as offline and online masters and PhD programs, and internally organised seminars and workshops. These programs were implemented at less than satisfactory level, leading to acquiring less than optimal knowledge and skills. Other programs from which lecturers would have richly benefited were rarely or not implemented at all. These included: job enrichment, job rotation, special projects, field

trips, promotions, transfers, apprenticeships, refresher courses, and externally organised seminars and conferences or symposiums.

The findings obtained in response to the second objective of the study revealed that generally lecturers had a moderately positive attitude towards most of the staff development programs undertaken at Kyambogo University. They were particularly positive towards the content and imparting methods of the undertaken postgraduate courses and organised seminars, workshops and conferences. Lecturers' attitude towards the timing and facilitation of these programs was negative. It was also negative towards how their promotion and transfer were conducted. The lecturers were also reluctant to pursue a PhD program owing to lack of sponsorship. The fact that the lecturers' attitude towards the content of the programs was moderately positive, negative towards the programs' timing and facilitation, and lukewarm towards pursuing a PhD program alludes to the need to improve this content and to turn the negative attitude into a positive attitude.

In response to the third research question, findings indicate that the staff development programs undertaken by Kyambogo University academic staff members had a positive and significant effect on the dons' performance, especially on their teaching and involvement in research. On-the-job staff development programs affected the dons' performance more significantly than the off-the-job. While the effect of these two programs became insignificant when moderated by lecturers' negative or neutral attitude towards the programs, its strength increased when it was moderated by a positive staff attitude towards the programs; but still, it did not become strong enough to translate into

desired improvements in academic staff performance. The findings therefore, allude to need to strengthen the effect of programs by improving both on-the-job and off-the-job staff development programs while putting more emphasis on the on-the-job programs.

The findings obtained in response to the fourth objective of the study revealed a number of staff development strategies that could be adopted to improve the performance of the academic staff members of Kyambogo University. These include: organising more well-funded workshops and seminars that focus on improving the technical competency of lecturers in teaching and conducting of competitive, useful and publishable research; encouraging lecturers to enrol for PhD programs, and increasing public funding and investment in staff development. Other strategies included: recognising and rewarding exceptional lecturer performance; investing in staff training programs only after establishing that their content meets the very skill needs and knowledge gaps identified with lecturers, and only when the lecturers are positive about the programs; and empowering lecturers by granting them the autonomy necessary to make work-related creative decisions independently.

### **5.7 Recommendations**

The following recommendations are made according to the conclusions reached in the previous section.

1. The management of Kyambogo University, particularly faculty deans should improve the level at which lecturers' induction; peer-assisted learning; appraisals; mentoring, coaching and participation in staff committees are implemented, while putting more emphasis on improving the their appraisal.

2. The management of Kyambogo University, particularly faculty deans should start implementing lecturers' job enrichment, job rotation, special projects, field trips, promotions, transfers, apprenticeships, refresher courses, while putting more emphasis on job enrichment. It should also start sponsoring lecturers to attend externally organised seminars and conferences or symposiums.
3. The management of Kyambogo University, particularly faculty deans should improve the content of the seminars/workshops and postgraduate courses internally organised for lecturers to a level that can improve lecturers' attitude towards these programs from being moderately positive to being strongly positive
4. Kyambogo University should lobby government and intensify collaboration with international donor partners to secure funding for academic staff development through well-funded training forums and PhD programs that focus on improving technical competency in teaching and conducting of quality research. This will help minimise lecturers' reluctance towards enrolling for this program.
5. The management of Kyambogo University, particularly faculty deans should strengthen the effect of all the undertaken staff development programs on the performance of the lecturers while putting more emphasis on strengthening the effect of the on-the-job staff development programs. This can be achieved by adopting the recommendations already stated above and the following

## **5.8 Areas for further research**

1. The study has covered the effect of staff development programs on Kyambogo University lecturers' performance and has established that even when this effect is moderated by staff attitude, it does not account for the nature of performance realised by these lecturers by 100%. This implies there are other factors that explain this performance. Further research is therefore recommended into these factors. Particular focus can be put on the factors identified in the study's conceptual framework as extraneous variables. That is, level of staff remuneration, level of lecturers' work involvement, commitment and nature of their work environment.
2. The study relied much on perception of respondents who included deans and lecturers. No objective data regarding staff development and performance of lecturers was used. This was a limitation whose solution calls for further research to investigate the effect of staff development programs on academic staff performance using objective data.
3. The study recommends to the management of Kyambogo University to start using staff development programs such as job rotation, job enrichment and others that were not in use at the time of data collection. It however, does not delve into why these programs were not used and how they start to be used. Further research is therefore recommended into this area.

## REFERENCES

- Abdelgadir, N., & Abdelhafiz, E. (2001). Training practices of Polish Universities: An appraisal and agenda for improvement. *Journal of European Industrial Training*, 2/3/4 (25), 22-34. Retrieved August 15, 2015 from <http://www.emeraldinsight.com>
- Abel, J.R., & Deitz, R. (2012). Do colleges and universities increase their region's human capital? *Journal of Economic Geography*, 12 (3), 667-690.  
doi:10.1093/jeg/lbr020.
- Ajayi, I.A., Awosusi, O.O., Arogundade, B.B., & Ekundayo, H.T. (2011). Work environment as correlate of academic staff job performance in south west Nigerian universities. *European Journal of Educational Studies*, 3(1), 1-9.
- Ajzen, I. (2001). Nature and operation of Attitudes. *Annual Review of Psychology*, 52, 27-58. doi:10.1146/annurev.psych.52.1.27
- Al-Mahmood, A. (2011). *Correlational research design*. Retrieved 28 August 2015 from <http://www.slideshare.net/mahmoodttc/correlational-research-design-10326627>
- Almendarez, L. (2011). *Human capital theory: Implications for educational development*. Retrieved 22 August 2015 from <http://www.open.uwi.edu/sites/default/files/bnccde/belize/conference/papers2010/almendarez.html>
- Amalia, I., & Fotopoulou, U.S. (2011). Teachers' perception of professionalism and professional development: A Case Study in Greece. *World Journal of Education*, 1, 20-31.

- Amin, M. (2005). *Social science research: conception, methodology and analysis*. Kampala: Makerere University Printery.
- Ariely, D., Gneezy, U., Loewenstein, G., & Mazar, N. (2005). *Large stakes and big mistakes*. Working Paper No. 0511. Retrieved on August 18, 2015 from <http://www.bostonfed.org/economic/wp/wp2005/wp0511.pdf>
- Armstrong, M. (2010). *A Handbook of performance management* (4th Ed.). New Delhi: Kogan Page Ltd.
- Arreola, R.A. (2000). *Developing a Comprehensive Faculty Evaluation System*. Bolton, MA: Anker Publishing Company, Inc.
- Asiku, K., Kemigisha, L., Nabukeera, S.S., Babirye, J., Mwesigwa, A., Kalibakya, S.J. (2015). *Challenges and solutions of higher education in Uganda*. Retrieved August 15, 2015 from [http://www.academia.edu/6719989/challenges\\_and\\_solutions\\_of\\_higher\\_education\\_in\\_uganda](http://www.academia.edu/6719989/challenges_and_solutions_of_higher_education_in_uganda)
- Axelrod, P. (2008). Student perspectives on good teaching: What history reveals-academic matters. *The Journal of Higher Education*, 24(227). Retrieved August 19, 2015 from <http://www.ocufa.on.ca/AM-Feb08/Feb08p24>
- Babagana, S.A. (2014). Influence of training and development on lecturers' performance in Nigerian polytechnics: A case of Federal Polytechnic, Bauchi. *International Journal of Finance and Management in Practice*, 2(1), 11-20.
- Bakeh, M. (2011). *Teacher professional development through a collaborative curriculum design in Ghana's polytechnics*. University of Twentwe: PhD Thesis.

- Barifaijo, M.K., Nkata, J.L., & Ssempebwa, J. (n.d). Human resource management related factors affecting performance among part-time academic staff in Ugandan public universities. *Higher Education*, 60(2), 13-26.
- Basheka, B.C., & Nabwire, A. (2013). Budget planning and the quality of educational services in Uganda public universities: A case study of Kyambogo University. *Educational Research and Reviews*, 8(21), 2026-2035, doi: 10.5897/ERR09.195
- Basheka, B.C., Muhenda, M.B., & Kittobe, J. (2009). *Programme delivery, quality benchmarks and outcomes based education at Uganda Management Institute: A correlational approach*. Kampala: National Council for Higher Education.
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers *The Qualitative Report*, 13(4): 544-559. Retrieved 22 August 2015 from <http://www.nova.edu/ssss/QR/QR13-4/baxter.pdf>
- Becker, G.S. (1993). *Human capital: A theoretical and empirical analysis, with special reference to education* (3<sup>rd</sup> Ed.). Chicago: University of Chicago Press.
- Berg, D., & Vogelaar, J. (1997). *The need for a new perspective: creating learning networks for African teachers, change, professional development and ICTs*. Paper presented at the conference: 'Capacity Building for Information Technologies in Education in Developing Countries' (CapBIT), Harare, August 25th-29th
- Berry, J. (2007). *The origins of the human capital concept*. Retrieved on 7 August 2015 from <http://www.cutter.com/research/2007/edge071023.html>
- Bersin, J. (2014). *Why companies fail to engage today's workforce: The overwhelmed employee*. Retrieved 20 August 2015 from

- <http://www.forbes.com/sites/joshbersin/2014/03/15/why-companies-fail-to-engage-todays-workforce-the-overwhelmed-employee/>
- Brockbank, A., & McGill, I. (2006). *Facilitating reflective learning through mentoring & coaching*. London: Kogan Page Ltd.
- Bunoti, S. (2012). The Quality of higher education in developing countries needs professional support. In *The 22nd International Conference on Higher Education Quality in Higher Education*. Retrieved August 18, 2015 from <http://www.intconfhighered.org/FINAL%20Sarah%20Bunoti.pdf>.
- Butler, D. L. & Schnellert, L. (2012). Collaborative inquiry in teacher professional development. *Teaching and Teacher Education*, 28, 1206-1220.
- Buzindadde, T. (2005). *The influence of lecturer-student interaction on students' academic performance*. Makerere University: Unpublished M.ED Dissertation.
- Chand, S. (2015). *Training methods: On job training and off the job training methods*. Retrieved 28 August 2015 from <http://www.yourarticlelibrary.com/employees/training-methods-on-job-training-and-off-the-job-training-methods/5421/>
- Chartered Institute of Personnel and Development. (2012). *A guide for employers: Apprenticeships that work*. London: Chartered Institute of Personnel and Development
- Chiaburu, D.S., & Teklab, A.G. (2005). Individual and contextual influences on multiple dimensions of training effectiveness. *Journal of European Industrial Training*, 20, 282-290.

- Cohen, D., & Soto, M. (2007). Growth and human capital: Good data, good results. *Journal of Economic Growth*, 1(3), 113-207.
- Collins, H. (2011). *Creative research: The theory and practice of research for the creative industries*. London: AVA Publications
- Conway, M. (2012). Using causal layered analysis to explore the relationship between academics and administrators in universities. *Journal of Futures Studies*, 17(2), 37-58
- Creswell, J. (2014). *Research design: Qualitative, quantitative, mixed method approaches* (4<sup>th</sup> Ed.). London: Sage publications Ltd.
- Crook, T.R., Todd, S.Y., Combs, J.G., Woehr, D.J., & Ketchen, D.J. (2011). Does human capital matter? A meta-analysis of the relationship between human capital and firm performance. *Journal of Applied Psychology*, 96(3), 443–456
- Crowther, D. & Lancaster, G. (2008). *Research methods: A concise introduction to research in management and business consultancy*. London: Butterworth-Heinemann
- Darling-Hammond, L., Chung-Wei, R., Andree, A., & Richardson, N. (2009). *Professional learning in the learning profession: A status report on teacher development in the United States and abroad*. Oxford, OH: National Staff Development Council.
- Dawo, J.I.A., & Simatwa, E.M.W. (2012). Evaluation of academic staff development practices outcomes on job performance in selected public universities in Kenya. *International Journal of Academic Research in Progressive Education and Development*, 1(4), 309-318.

- Ddungu, L. (2014). University lecturers' professional empowerment and turnover in Uganda. *Makerere Journal of Higher Education*, 6(1), 35-54.
- Ddungu, L. (2015). Challenges of supervising postgraduate educational research and their effects on its quality in universities in Uganda. *Makarere Journal of Higher Education*, 7(1), 13-29.
- Derounian, J. (2012). University administration should enable, not disable, learning. *The Guardian*. Retrieved August 18, 2015 from <http://www.guardian.co.uk/higher-education-network/blog/2012/jul/31/the-role-of-university-administrators>.
- Elliot, J. (2005). *Using narrative in social research: Qualitative and quantitative approaches*. London: Sage.
- Evans, L. (2014). *How shadowing co-workers can make you better at your job*. Retrieved 20 August 2015 from <http://www.fastcompany.com/3033940/hit-the-ground-running/how-shadowing-coworkers-can-make-you-better-at-your-job>
- Falola, H. O., Osibanjo, A.O., & Ojo, S.I. (2014). Effectiveness of training and development on employees' performance and organisation competitiveness in the Nigerian Banking industry. *Bulletin of the Transilvania University of Braşov Series V: Economic Sciences*, 7 (56) 161-170.
- Field, A.P. (2005). *Reliability analysis, discovering statistics using SPSS* (2<sup>nd</sup> Ed.). London: Sage.
- Gadi, D.P., & Gontur, S. D.M. (2015). Staff development programs and job performance of lecturers of Plateau State Polytechnic Barkin Ladi. *Journal of Contemporary Issues in Business Research*, 4(1), 39-48.

- Garvey, F. (2011). *What is mentoring and what is coaching?* Retrieved 28 August 2015 from [http://www.sagepub.com/upm-data/42873\\_Garvey.pdf](http://www.sagepub.com/upm-data/42873_Garvey.pdf)
- Gibbs, G. (2010). Process dimensions: Product dimensions of educational quality. *Dimensions of quality*. Heslington: The Higher Education Academy
- Gibbs, G., & Coffey, M. (2004). The impact of training of university teachers on their teaching skills, their approach to teaching and the approach to learning of their students. *Active Learning in Higher Education*, 5(1), 81-100.
- Giddy, K., Lopez, J., & Redman, A. (2009). *Guide to success for organisations in achieving employment outcomes for Aboriginal and Torres Strait Islander people*. Adelaide: Cultural and Indigenous Research Centre Australia
- Goe, L., Biggers, K., & Croft, A. (2012). *Linking teacher evaluation to professional development: Focusing on improving teaching and learning. Research & policy brief*. Colorado: National Comprehensive Centre for Teacher Quality.
- Goldstein, I.L., & Ford, K. (2002). *Training in organizations: Needs assessment, development and evaluation* (4<sup>th</sup> Ed.). Belmont: Wadsworth.
- Government of Uganda. (2007). *Public Universities visitation committee report on the state of university education in Uganda*. Entebbe: Government Printery.
- Gulamhussein, A. (2014). *Teaching the teachers: Effective professional development in an era of high stakes accountability*. Oxford: Centre for Public Education.
- Hayward, E. (2014) (Ed.). *E-learning report shows online professional development aids teachers and students*. Boston: Boston College Office of News & Public Affairs

- Heneman, H.G. III., & Milanowski, T. (2004). Alignment of human resource practices and teacher performance competency. *Peabody Journal of Education*, 79(4): 108-125.
- Herman, J.H. (2012). Faculty development programs: The frequency and variety of professional development programs available to online instructors. *Journal of Asynchronous Learning Networks*, 16(5), 87-102.
- Hill, L. (2001). The hidden theology of Adam Smith. *The European Journal of the History of Economic Thought*, 8(1), 1–29. DOI: 10.1080/713765225
- Huitt, W. (2007). Maslow's hierarchy of needs. Educational Psychology Interactive. Valdosta, GA: Valdosta State University. Retrieved 22 August 2105 from <http://www.edpsycinteractive.org/topics/regsys/maslow.html>
- Ijeoma, N., & Aronu, C.O. (2013). Effect of human resource accounting (HRA) on financial statement of Nigerian banks. *International Journal of Advancements in Research & Technology*, 2(8): 243-247.
- Itzkoff, S.W. (2003). *Intellectual capital in twenty-first-century politics*. Ashfield, MA: Paideia
- Jamil, A., Atta, A.M., Ali, V., Balochi, J., & Ayaz, M. (2011). Effects of in-service training in meliorating teachers' performance at secondary school level. *International Journal of Academic Research*, 3 (2), 624-628
- Jasper, M. (2006). *Professional development, reflection, and decision-making*. Oxford: Blackwell Publishing.
- Kabeba, M.R. (2010) *Budgetary and financial reforms and the crisis in research in Africa. A case study of Uganda*. Kampala: National Council for Higher Education.

- Kagwa, F. (2002). *Challenges of quality control in private universities: A case of Ndejje University*. Makerere University: Unpublished M. Ed. Dissertation.
- Kane, T.J. & Staiger, D.O. (2012). *Gathering feedback for teaching: Combining high-quality observations with student surveys and achievement gains*. Seattle, WA: Bill and Melinda Gates Foundation.
- Kankunda, M. (2009). *Effects of the centre coordinating tutors' mentoring role on Bushenyi district's primary school teachers' effectiveness*. Makerere University: Unpublished M. Ed dissertation.
- Karuppannan, R. (2012). *Training and development: A study of employees' attitude on training in Vellore District Cooperative Bank*. Retrieved 26 August 2015 from <http://dx.doi.org/10.2139/ssrn.2000066>
- Kasenene, E.S. (2010). *Improving the effectiveness of public and private education in Sub-Saharan Africa: The case study of Uganda*. Kampala: National Council for Higher Education.
- Kasozi, A.B.K. (2003). *University education in Uganda: challenges and opportunities for reform*. Kampala: Fountain Publishers.
- Kasule, G.W., & Neema-Abooki, P. (2014). Challenges and strategies of improving academic staff development in higher education institutions in Uganda: The case of Kyambogo University. *International Journal of Multidisciplinary Comparative Studies*, 1(1), 36-48.
- Kayongo, P. (2007). Financing and quality of education in institutions of higher learning. *Journal of Bankers*, 2(5), 79-89.

- Kayongo, P. (2015). *Investing in research and innovation as a key to productive university education in Uganda*. Research Article Accepted for Publication
- Kayongo, P.M. (2010). *E-learning services vs. Physical education institutions: which way to go in financial terms?* Kampala: National Council for Higher Education.
- Kearney, S. (2010). *Understanding the need for induction programmes for beginning teachers in independent catholic secondary schools in New South Wales*. Paper presented at the Faculty of Education and IERI HDR Conference, University of Wollongong.
- Khanduja, M. (2015). Employee attitude towards training & development. Retrieved 25 August 2015 from <http://indiahlive.com/employee-attitude-towards-training-development/>
- Khasawneh, S. (2011). Human capital planning in higher education institutions: A strategic human resource development initiative in Jordan. *International Journal of Educational Management*, 25(6): 534-544.
- Kigotho, W. (2006). Pan-Africa: Donors must end neglect of African universities. Retrieved August 18, 2015 from <http://www.allAfrica.com/Donors Must End Neglect>.
- Kothari, C.R. (2005). *Research methodology: Methods and techniques* (2nd ed.). New Delhi: New Age International.
- Kozlowski, S.W.J, Gully, S.M., Brown, K.G, Salas, E., Smith, E.M., & Nason, E.R. (2001). *Effects of training goals and goal orientation traits on multidimensional training outcomes and performance adaptability*. *Organizational Behaviour, Human Decision, Process*, 85, 1–31.

- Krejcie, R.V., & Morgan, D.W. (1970). Determining Sample size for research activities. *Educational and psychological measurement*. London: Sage Publications.
- Kyambogo University strategic plan, 2012/13 - 2022/23. Kyambogo University.
- Lussier, R. (2012). Management fundamentals: Concepts, applications, skill development. Mason: Cengage Learning, Inc
- Mamdani, M. (2011). *The importance of research in a university*. Working Paper No. 3. Makerere Institute of Social Research.
- Mapesela, M.L.E., & Strydom, F. (2004). *Performance Management of Academic Staff in South African Higher Education System: A Developmental Project*. Presented at the OECD Conference on trends in the Management of Human Resources in Higher Education. University of Free State, Bloemfontein, November 5th - 7th
- Materu, P. (2007). Higher education quality assurance in Sub-Saharan Africa: Status, challenges, opportunities, and promising practices. *World Bank Working Paper, No. 124*. Washington D.C: The World Bank
- Mayston, D.J. (2003). Measuring and managing educational performance. *Journal of the Operational Research Society*, 54, 679-691. doi:10.1057/palgrave.jors.2601576
- McMaster, M. (2003). *Partnerships between administrative and academic managers: How deans and faculty managers work together*. Paper presented at Tertiary Education Management Conference, Adelaide.
- McNamara, C. (2008). *Employee training and development: Reasons and benefits*. New York: Authenticity Consulting, LLC.
- McMillan, J.H., & Schumacher, S. (2010). *Research in education: Evidence-based inquiry*. New Jersey: Pearson education Inc.

- Meyer, K.A., & Murrell, V.S. (2014). A national study of theories and their importance for faculty development for online teaching. *Online Journal of Distance Learning Administration*, 17(2), 1-15. Retrieved August 19, 2015 from [http://www.westga.edu/~distance/ojdla/summer172/Meyer\\_Murrell172.html](http://www.westga.edu/~distance/ojdla/summer172/Meyer_Murrell172.html)
- Mhlanga, S., Matope, S., Mugwagwa, L., Phuthi, N., & Moyo, V.S. (2013). *Academic staff development strategies in engineering fields of study: Case study of Zimbabwe*. Proceedings of the 2nd Biennial Conference of the South African Society for Engineering Education, Cape Town, 11th-12th June. Retrieved August 19, 2015 from <https://ujdigispace.uj.ac.za/handle/10210/13027>
- Mohamed, A., Azrilah, A.A., Ahlan, A.B., Sohaimi, Z., & Mohdsaidfudin, M. (2008). Outcome based education performance measurement: A Rasch-based longitudinal assessment model to measure information management courses LO's. *Journal of Education, Information Science & Applications*, 2(5), 392-400.
- Molefe, G.N. (2010). Performance measurement dimensions for lecturers at selected universities: An international perspective. *South African Journal of Human Resource Management*, 8(1), 243-256. DOI: 10.4102/sajhrm.v8i1.243
- Murphy, L.T. (2008). A comparative study of professional development utilizing the missouri commissioner's award of excellence and indicators of student achievement. *Journal of Professional Development*, 2(13), 8-23.
- Musiige, G., & Maassen, P. (n.d). Faculty perceptions of the factors that influence research productivity at Makerere University. *Journal of Knowledge Production and Contradictory Functions in African Higher Education*, 5, 109-127.

- Nabayego, C. (2013). Suggestions for improving Ugandan higher education to produce productive graduates. *Makerere Journal of Higher Education*, 3(5), 20-35.
- Nabayego, C., & Itaaga, N. (2015). How university education in Uganda can be improved to prepare economically productive graduates. *Asian Journal of Social Sciences and Management Studies*, 1(2). Retrieved August 21, 2015 from <http://www.asianonlinejournals.com/index.php/AJSSMS/article/view/213>
- Nabwire, A. (2008). *Budget management and the quality of educational services in public universities in Uganda: a case study of Kyambogo University*. Uganda Management Institute: Unpublished MBA Dissertation.
- Nassuna, a. (2012). *The influence of challenges to team-building on lecturers' effectiveness in the college of education and external studies, Makerere University*. Makerere University: Unpublished M. Ed Dissertation.
- Ndagire, R. (2011). *Remuneration and job satisfaction of academic staff in School of Education, Makerere University*: M. Ed diss., Makerere University.
- Nhamo, G. (2013). Community engagement praxis at the University of South Africa. *Progressio*, 35(2), 101–132
- Nyirenda, M. (2014). *Relevance of research for national development*. Retrieved August 22, 2015 from [http://www.ippmedia.com/frontend/index.php/oi.poc/javascript/page\\_home.js?l=67352](http://www.ippmedia.com/frontend/index.php/oi.poc/javascript/page_home.js?l=67352)
- Ockae-Anti, C. (2007). An assessment of the impact of in-service training on staff performance at University of Education, Winnebe Campus, Ghana. *International Journal of Education Research*. 3(2), 217-224.

- Odden, A., & Kelly, J.A. (2008). *Strategic management of human capital in public education*. Retrieved 20 August 2015 from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.500.6267&rep=rep1&type=pdf>
- Odinga, M. (2010). *Staff development programs and job performance of lecturers of Moi University*. Makerere University: Master's thesis. Retrieved on August 15, 2015 from <http://hdl.handle.net/10570/2218>
- Odunayo, P.S., Olubusayo, H.F., & Akinbode, J.O. (2014). Induction and staff attitude towards retention and organizational effectiveness. *Journal of Business and Management*, 16(4), 47-52.
- Ogom, R.O. (2007). Tertiary education and development in Sub-Saharan Africa at the dawn of the twenty first century: a lost hope, or present opportunity? *National Social Science Association*. Retrieved August 18, 2015 from <http://www.nssa.us/journals/2007-29-1/2007-29-1-18.htm>
- Olaniyan, D.A., & Okemakinde, T. (2008). Human capital theory: Implications for educational development. *European Journal of Scientific Research*. Retrieved 20 August 2015 from [http://www.eurojournals.com/ejsr\\_24\\_2\\_01.pdf](http://www.eurojournals.com/ejsr_24_2_01.pdf)
- Olufemi, A. J. (2009). An evaluation of human resource management (HRM) practices in Nigerian universities: The impact of size. *The Social Sciences*, 4, 494-498.
- Ozga, J. (2003). *Measuring & managing performance in education*. No. 27.
- Peersa, C. (2015). What is 'human' in human capital theory? Marking a transition from industrial to post-industrial education. *The European Journal of the History of Economic Thought*, 8(1), 55-77 DOI: 10.1080/23265507.2014.996767

- Potter, M. (2011). Ceridian Canada and Harris Decima survey reveals surprising employee attitudes towards performance reviews and corporate training. Retrieved 27 August 2015 from <http://www.ceridian.ca/news/2011/1024-pulse-of-talent.html>
- Publication of Student Services (2014). *Responsibilities of the academic staff to students*. Retrieved August 18, 2015 from [www.ubishops.ca](http://www.ubishops.ca)
- Rwothumio, J. (2010). *The effectiveness of employment system and its impact on academic staff performance in Kyambogo University*. Makerere University: Unpublished M.Sc. Human Resource Management.
- Santos, A., & Stuart, M. (2003). Employee perceptions and their influence on training effectiveness. *Human Resource Management Journal*, 13(1), 27-45.
- Scandura, T. A. & Pellegrini, E. K. (2007). Workplace mentoring: Theoretical approaches and methodological issues. In T. D. Allen & L. T. Eby (Eds.). *Handbook of mentoring: A multiple perspective approach*. Malden, MA: Blackwell.
- Schultz, T.W. (1972). Human capital: Policy issues and research opportunities. Retrieved on August 6, 2015 from <http://www.nber.org/chapters/c4126>
- Shahzad K., Bashir S., & Ramay. M. I. (2008). Impact of HR practices on perceived performance of university teachers in Pakistan. *International Review of Business Research Papers*, 4(2), 302-315.
- Siddiqui, R. (2009). Human capital vs. physical capital: A cross-country analysis of human development strategies. PIDE Working Papers. No.51. Pakistan Institute of Development Economics Islamabad

- Speck, M. & Knipe, C. (2005). *Why can't we get it right? Designing high-quality professional development for standards-based schools* (2<sup>nd</sup> Ed.). Thousand Oaks: Corwin Press.
- Ssentamu-Ddumba, S. (2013). *Prospects and challenges of higher education in Uganda*. A paper presented at the celebrations to commemorate 50 years of the university of East Africa at Makerere University on June 29<sup>th</sup>. Retrieved August 20, 2015 from <http://vc.mak.ac.ug/speeches/2013/06/Remarks-by-VC-UEA%2050-th-anniversary29-Jun-2013.pdf>
- Sseremba, Y. (2012). The rise and fall of Makerere University. *The Campus Journal*. Retrieved August 20, 2015 from <http://campusjournal.ug/index.php/special-report/investigation/457-the-rise-and-fall-of-makerere-university>
- Ssesanga, K., & Garrett, R. (2005). Job satisfaction of university academics: Perspectives from Uganda. *Higher Education*, 50(24), 33-56.
- Truitt, D.L. (2011). The effect of training and development on employee attitude as it relates to training and work proficiency. Retrieved August 20, 2015 from <http://sgo.sagepub.com/content/1/3/2158244011433338>
- Van Bavel, J., Xiao, Y.J., & Cunningham, W.A. (2012). Evaluation is a dynamic process: Moving beyond dual systems models. *Social and Personality Psychology Compass*, 6(6), 438–454. doi:10.1111/j.1751-9004.2012.00438
- Vogel, T., Bohner, G., & Wanke, M. (2014). *Attitudes and attitude change*. London: Psychology Press.

- Wall, T.D., Wood, S.J., & Leach, D.J. (2004). Empowerment and performance. In Cooper C.L., & Robertson, I.T. (Eds.), *International review of industrial and organizational psychology*, Volume 19. London: Wiley.
- Wamala, G. (2001). *The perceptions of institutional administrators and lecturers on factors affecting staff development at Makerere University*. Makerere University: Unpublished M.Ed. Dissertation.
- Wanous, J.P., & Reichers, A.E. (2000). New employee orientation programs. *Journal of Human Resource Management Review*, 10, 435–451
- Werner, J., Randy, L. & Le Desimone, R. (2006) *Human Resource Development*. South Western Centage, London: CIPD.
- Wesson, M.J., & Gogus, C.I. (2005). Shaking Hands with a Computer: An Examination of two Methods of Organizational Newcomer Orientation. *Journal of Applied Psychology*, 90(5), 1018–1026.
- Whitchurch, C. (2008). Beyond administration and management: reconstructing the identities of professional staff in UK higher education. *Journal of Higher Education Policy and Management*, 30(4), 375-286.
- Whitley, B. E. (2010). *The psychology of prejudice & discrimination*. Boston: Wadsworth Engage Learning.
- Yan, L.C., & Ming, L.W. (2014). An Investigation of employee attitudes towards training effectiveness. Retrieved August 20, 2015 from [www.seiofbluemountain.com/en/search/detail.php?id=809](http://www.seiofbluemountain.com/en/search/detail.php?id=809)

- Yawe, G. (2010). *Motivation and academic staff performance in public universities in Uganda: the case of Makerere University*. Makerere University. Retrieved on August 17, 2014 from <http://hdl.handle.net/123456789/1339>
- Yin, K. (2013). *Case study research: Design and methods*. Sage publications.
- Zaidal, I. (2002). *Attitudes of executives towards in-serving training programs: A case study of statutory corporations in Sarawak*. Universiti Malaysia of Sarawak: Unpublished MSc. Thesis.
- Zucker, D.M. (2009). Teaching research methods in the humanities and social sciences: How to do case study research. *School of Nursing Faculty Publication Series*. Paper 2. Retrieved 24 August 2015 from [http://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1001&context=nursing\\_faculty\\_pubs](http://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1001&context=nursing_faculty_pubs)

**Appendix A1**  
**Academic Staff Questionnaire**

**Introduction**

Dear esteemed respondent,

My name is Kakuru Paul. I am a student on Masters Program at Kyambogo University. I am conducting an academic study in partial fulfilment of the requirements for successful completion of this program. This questionnaire is intended to collect views on *Staff Development Programs and Academic Staff Performance at Kyambogo University*. In your position as a lecturer, you have useful information to contribute toward realising this objective. You are therefore invited to provide this information by filling in this questionnaire. The questionnaire has four sections and takes about 20-35 minutes to fill. All the information you are to provide will be used for purely academic purposes, and will not be used to victimise you in any way. The information will be treated in utmost confidentiality. You are please free to withdraw from the study at any time should you wish to do so.

**Section A: Background Information**

1. Your job title

1	2	3	4	5	6
Teaching Assistant	Assistant Lecturer	Lecturer	Senior Lecturer	Associate Professor	Professor

2. Period in years spent on the job

1	2	3	4
Less than 1	1-5	6-10	11 and above

3. Highest qualification at the time of getting your current job

1	2	3	4
Bachelors Degree	Masters Degree	PhD	Post PhD

4. Current highest qualification

1	2	3	4
Bachelors Degree	Masters Degree	PhD	Post PhD

**Section B: Staff Development Programs**

Will you please use the response scale below to tick in the cell corresponding to the option that best describes your opinion?

**Response scale: Strongly Disagree (1), Disagree (2), Not Sure (3), Agree (4), Strongly Agree (5).**

No.	Statement	1	2	3	4	5
1.	You had your pre-service training at Kyambogo before becoming a lecturer					
2.	You have been upgrading to get qualifications higher than those you had when you got the current job					
3.	You are pursuing a postgraduate course in order to get more knowledge and skills needed to do your job better					
4.	You got the necessary induction at work					
5.	Job instruction technology is used in your department to enable lecturers learn to how to do their jobs better					
6.	You have ever been promoted at work					
7.	You have ever been transferred at work					
8.	Your faculty organises staff committees for enabling lecturers to learn from each other about how to do their job better					
9.	Apprenticeships are organised for lecturers at Kyambogo University					
10.	Your faculty has been organising refresher courses for lecturers					
11.	Your faculty has been organising internal seminars for lecturers					

12.	Your faculty has been organising internal workshops for lecturers					
13.	Your department has been organising field trips to enable lecturers to learn more about how to perform their jobs better.					
14.	Your faculty has been sponsoring lecturers to attend externally organised conferences or symposiums					
15.	Your faculty has been sponsoring lecturers to attend externally organised seminars					
16.	Your job has had to be enriched or expanded to make you feel optimally employed					
17.	Lecturers are rotated on their job for purposes of ensuring that they improve doing their work					
18.	Junior lecturers can stand in for senior lecturers as a way of giving them a chance to perform better					
19.	You have participated in peer-assisted learning as a way of improving how to perform your job					
20.	You get opportunities to do tasks that are clearly beyond your job description for the sake of improving how to do your job					
21.	The faculty organises special projects for lecturers					
22.	There is a mentoring program for lecturers in your department					
23.	Junior lecturers in your department receive coaching from their senior lecturers					
24.	Lecturers are regularly appraised to identify weaknesses to address so as to improve how to do their jobs					
25.	You are undertaking a self-sponsored study program.					

26. Mention any other program you may be undertaking but is not mentioned in the table above

.....  
.....

### Section C: Staff Attitude

Please use the response scale below to rate each of the statements in the table below by ticking in the cell corresponding to the option that best describes your opinion?

**Response scale: Strongly Disagree (1), Disagree (2), Not Sure (3), Agree (4), Strongly Agree (5).**

No.	Statement	1	2	3	4	5
1.	The content of the postgraduate courses undertaken by lecturers is apt to addressing the skill and knowledge gaps in your job performance					
2.	The content of the workshops organised internally by your faculty enhances your ability to do your job better.					
3.	The content of the seminars organised internally by your faculty enhances your ability to do your job better.					
4.	The content of the external seminars you have ever attended enhanced your ability to do your job better					
5.	The content of the external workshops you have ever attended enhanced your ability to do your job better					
6.	Content of conferences/symposiums you are sponsored to attend enriches your job-skills and knowledge.					
7.	The content of the induction you received helped you know better what to do as a lecturer					
8.	Field strips organised for lecturers enrich their job knowledge and skills					
9.	Lecturers' internal seminars/workshops are well-organised					
10.	Lecturers' internal seminars/workshops are well-facilitated					
11.	Imparting methods used in seminars are appropriate					
12.	Internal seminars/workshop are well-timed					
13.	Lecturers attend the organised workshops and seminars to get the allowances provided at the end.					

14.	Lecturers attend the organised workshops and seminars not necessarily to learn but to enjoy the associated fun.					
15.	Staff appraisals respond well to what lecturers need to change in order to improve job execution					
16.	The mentoring received by lecturers helps them improve their job as desired					
17.	The coaching received by lecturers helps them improve their job as desired					
18.	It is okay for junior lecturers to stand in for their senior colleagues					
19.	Kyambogo University promotes its lecturers on merit without any favouritism					
20.	Lecturer transfers are conducted in good faith					
21.	You enjoy any extra tasks added to your job because they increase your job knowledge and skills					

22. What is your general attitude toward the staff development programs sponsored by Kyambogo University?

.....

.....

.....

**Section D: Academic Staff Performance**

Please use the response scale below to rate each of the statements in the table below by ticking in the cell corresponding to the option that best describes your opinion?

**Response scale: Strongly Disagree (1), Disagree (2), Not Sure (3), Agree (4), Strongly Agree (5).**

No.	Statement	1	2	3	4	5
1.	You have enough time to plan for each lecture before you deliver					

	it.					
2.	You are able to teach all the lectures assigned to you per semester, irrespective of all your other engagements					
3.	You are able to give students all the coursework they have to do per semester irrespective of your other engagements					
4.	You are able to mark all the coursework given to the students in time					
5.	You administer end of semester exams					
6.	You are able to mark all the exams in time					
7.	Lecturers keep students' coursework and exam results safely until they post them to committee responsible for students' grading and accreditation					
8.	You do not blame lecturers who misplace students' coursework scripts because each lecturer handles very many scripts					
9.	You do not put much blame on lecturers who lose students' exam scripts because the scripts are very many.					
10.	Lecturers who supervise students on research programs are always available for guide the students					
11.	Lecturers keep around in their offices to assist students who consult them for academic assistance.					
12.	You are contented with the amount of research you have conducted so far					
13.	You are contented with the number of research publications you have registered to your name					
14.	You are contented with the applications you have developed through research to assist in solving problems in society in a better way					
15.	You are contented with the level at which you participate in face-to-face public debates.					
16.	You are satisfied with the level at which you are involved in conducting research in which community members are beneficially included					
17.	You are satisfied with the level at which you collaborate with community groups in beneficial undertakings					
18.	You are contented with the level at which you contribute to the flow of information to the general public					
19.	You are satisfied with the level at which you communicate openly with the general public.					

### Section E: Strategies for Enhancing Academic Staff Performance

Please use 1, 2, 3, 4, 5 and 6 to rank the strategies in the table below. The most important strategy to you should be ranked '6' and the least important strategy should be ranked '1'.

No.	Statement	Rank
1.	Kyambogo University should invest in any staff training program only and only after establishing that the content of the program meets the very skill needs and knowledge gaps or weaknesses identified with lecturers	
2.	Kyambogo University should invest in a staff training program only when employees are positive about it in the sense that they expect to benefit from it	
3.	Lecturers can improve their performance if management starts to recognise and reward exceptional performance	
4.	Kyambogo University should invest in staff training only when it is enjoyable to lecturers in that that enables them to develop toward their long-term career aspirations.	
5.	Kyambogo university should improve its lecturers' by setting them challenging performance goals that are congruent with their job-related personal objectives	
6.	Kyambogo University should empower lecturers by granting them autonomy necessary for them to make work-related creative decisions independently	

## **Appendix A2**

### **Interview Guide for Deans**

#### **Introduction**

Dear Dean,

My name is Kakuru Paul. I am a student on Masters Program at Kyambogo University. I am conducting an academic study in partial fulfilment of the requirements for successful completion of this program. This questionnaire is intended to collect views on *Staff Development Programs and Academic Staff Performance at Kyambogo University*. In your position as the Head of Human Resource Department, you have useful information to contribute toward realising this objective. You are therefore invited to provide this information by answering a number of interview questions. The interview will take about 20-40 minutes. It is to be recorded using the audio-recording functionality of my mobile telephone. All the information you are to provide will be used for purely academic purposes, and will not be used to victimise you in any way. The information will be treated in utmost confidentiality. You are please free to withdraw at any time should you wish to do so.

#### **Section A: Background Information**

- Period spent as a dean
- Highest qualification at the time of becoming a dean
- Current highest qualification

#### **Section B: Staff Development Programs**

- Staff development programs undertaken by lecturers

#### **Section C: Staff Attitude**

- Staff attitude toward the organised staff development programs for lecturers

#### **Section D: Lecture performance**

- General perception of level of lecturers' performance

## **Section E: Strategies for improving performance**

- Staff development strategies that can be used to improve lecturer performance

## Appendix A3

### Computation of Reliability of Questionnaire

#### Case Processing Summary

		N	%
Cases	Valid	194	100.0
	Excluded <sup>a</sup>	0	.0
	Total	194	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.856	71

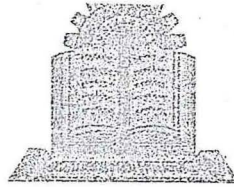
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
You had your pre-service training at Kyambogo before becoming a lecturer	215.97	469.823	-.014	.863
You have been upgrading to get qualifications higher than those you had at the time you joined Kyambogo University as a lecturer	215.48	466.541	.158	.856
You are pursuing a postgraduate course in order to get knowledge and skills needed to do your job better	215.21	463.315	.377	.854
You got the necessary induction at work	215.49	462.396	.241	.855
Job instruction technology is used in your department to enable lecturers learn to how to do their jobs better	216.35	463.284	.128	.857
You have ever been promoted at work	216.62	455.210	.235	.855
You have ever been transferred at work	217.84	469.358	.077	.856
Your faculty organises staff committees to enable lecturers to learn from each other about how to do their job better	215.96	467.532	.040	.859
Apprenticeships are organised for lecturers at Kyambogo University	216.73	460.726	.204	.855
Your faculty has been organising refresher courses for lecturers	217.05	450.723	.482	.851
Your faculty has been organising internal seminars for lecturers	215.59	475.301	-.119	.858
Your faculty has been organising internal workshops for lecturers	215.66	467.923	.104	.856
Your department has been organising field trips to enable lecturers to learn more about how to perform their jobs better	216.73	457.630	.265	.854
Your faculty has been sponsoring lecturers to attend externally organised conferences or symposiums	217.10	452.700	.282	.854

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Your faculty has been sponsoring lecturers to attend externally organised seminars	217.10	448.912	.342	.853
Your job has had to be enriched or expanded to make you feel optimally employed	217.22	457.386	.209	.856
Lecturers are rotated on their job for purposes of ensuring that they improve doing their work	217.31	462.453	.239	.855
Junior lecturers can stand in for senior lecturers as a way of giving them a chance to perform better	215.73	479.845	-.212	.861
You have participated in peer-assisted learning as a way of improving how to perform your job	215.41	473.549	-.111	.857
You get chances to do tasks that are beyond your job description for the sake of improving how to do the job	215.60	468.096	.130	.856
The faculty organises special projects for lecturers	216.11	449.278	.429	.851
There is a mentoring program for lecturers	216.30	439.579	.605	.848
Junior lecturers in your department receive coaching from their senior lecturers	216.37	441.053	.559	.849
Lecturers are appraised to identify weaknesses to address so as to improve how to do their jobs	214.93	460.716	.357	.853
You are undertaking a self-sponsored study program.	215.15	460.691	.335	.854
The content of the formal training courses sponsored by Kyambogo university for lecturers is apt to addressing the skill and knowledge gaps in your job performance	215.53	473.670	-.071	.858
The content of the workshops organised internally by your faculty enhances your ability to do your job better.	216.29	446.476	.386	.852
The content of the seminars organised internally by your faculty enhances your ability to do your job better.	216.26	446.669	.380	.852
The content of the external seminars you have ever attended enhanced your ability to do your job better	216.68	448.519	.399	.852
The content of the external workshops you have ever attended enhanced your ability to do your job better	216.37	447.974	.421	.851
Content of conferences/symposiums you are sponsored to attend enriches your job-skills and knowledge.	216.79	436.572	.678	.847
The content of the induction you received helped you know better what to do as a lecturer	216.82	444.491	.548	.849
Field strips organised for lecturers enrich their job knowledge and skills	216.61	443.710	.567	.849
Lecturers' internal seminars/workshops are well-organised	216.84	438.384	.625	.848
Lecturers' internal seminars/workshops are well-facilitated	216.97	440.103	.595	.848
Imparting methods used in seminars are appropriate	215.72	467.518	.108	.856
Internal seminars/workshop are well-timed	217.15	446.470	.527	.850

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Lecturers attend the organised workshops and seminars to get the allowances provided at the end.	216.50	445.474	.428	.851
Lecturers attend the organised workshops and seminars not necessarily to learn but to enjoy the associated fun.	215.31	472.196	-.013	.856
Staff appraisals respond well to what lecturers need to change in order to improve job execution	216.97	430.217	.702	.845
The mentoring received by lecturers helps them improve their job as desired	215.70	451.351	.447	.851
The coaching received by lecturers helps them improve their job as desired	217.15	444.515	.606	.849
It is okay for junior lecturers to stand in for their senior colleagues	216.15	489.382	-.375	.864
Kyambogo University promotes its lecturers on merit without any favouritism	217.34	467.644	.214	.855
Lecturer transfers are conducted in good faith	217.28	467.559	.208	.855
You enjoy any extra tasks added to your job because they increase your job knowledge and skills	217.13	467.215	.113	.856
You have enough time to plan for each lecture before you deliver it.	217.18	431.485	.685	.846
You are able to teach all the lectures assigned to you per semester, irrespective of all your other engagements	216.94	473.499	-.054	.860
You are able to give students all the coursework they have to do per semester irrespective of your other engagements	215.32	471.713	.046	.856
You are able to mark all the coursework given to the students in time	215.52	472.002	-.010	.857
You administer end of semester exams	215.30	472.565	-.050	.856
You are able to mark all the exams in time	217.08	456.947	.507	.852
Lecturers keep students' coursework and exam results safely until they post them to committee responsible for students' grading and accreditation	215.41	470.284	.147	.856
You do not blame lecturers who misplace students' coursework scripts because each lecturer handles very many scripts	216.10	455.274	.367	.853
You do not put much blame on lecturers who lose students' exam scripts because the scripts are very many.	217.15	451.365	.340	.853
Lecturers who supervise students on research programs are always available for guide the students	217.41	474.016	-.101	.857
Lecturers keep around in their offices to assist students who consult them for academic assistance.	217.19	473.606	-.068	.858
You are contented with the amount of research you have conducted so far	216.76	448.762	.424	.851

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
You are contented with the number of research publications you have registered to your name	217.16	459.866	.330	.853
You are contented with the applications you have developed through research to assist in solving problems in society in a better way	216.92	458.356	.248	.854
You are contented with the level at which you participate in face-to-face public debates.	216.91	454.661	.316	.853
You are satisfied with the level at which you are involved in conducting research in which community members are beneficially included	216.18	444.943	.484	.850
You are satisfied with the level at which you collaborate with community groups in beneficial undertakings	217.13	473.419	-.053	.859
You are contented with the level at which you contribute to the flow of information to the general public	217.17	471.779	-.013	.858
You are satisfied with the level at which you communicate openly with the general public.	217.14	470.794	.005	.858
Kyambogo University should invest in any staff training program only and only after establishing that the content of the program meets the very skill needs and knowledge gaps or weaknesses identified with lecturers	213.52	469.204	.137	.856
Kyambogo University should invest in a staff training program only when employees are positive about it in the sense that they expect to benefit from it	213.53	470.240	.068	.856
Lecturers can improve their performance if management starts to recognise and reward exceptional performance	213.44	470.227	.088	.856
Kyambogo University should invest in staff training only when it is enjoyable to lecturers in that that enables them to develop toward their long-term career aspirations.	216.44	470.931	.096	.856
Kyambogo university should improve its lecturers' by setting them challenging performance goals that are congruent with their job-related personal objectives	215.36	471.691	.135	.856
Kyambogo University should empower lecturers by granting them autonomy necessary for them to make work-related creative decisions independently	214.40	472.034	.005	.856

KYAMBOGO



UNIVERSITY

P. O. BOX 1 KYAMBOGO, KAMPALA - UGANDA  
Tel: 041 - 285211 Fax: 220464  
www. Kyambogo.ac.ug

*Department of Educational Planning Management*

---

Date: 26<sup>th</sup> September 2014

**TO WHOM IT MAY CONCERN**

This is to certify that **KAKURU Paul**, Reg. No. 12/U/087/GMED/PE, is a student in our department pursuing a Master's Degree in Education in Policy Planning and Management. He is carrying out research as one of the requirements of the course. He requires data and any other information on this topic entitled:

*Staff Development Programmes and Academic Staff Performance of Universities in Uganda: A Case of Kyambogo University.*

Any assistance accorded to him is highly welcome. He is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you

Yours faithfully

*Komba*

Leticia Komba Rwakijumã (Mrs.)  
HEAD OF DEPARTMENT

