

**LEADER-MEMBER EXCHANGE AND JOB PERFORMANCE OF ACADEMIC STAFF
AT KYAMBOGO UNIVERSITY**

BY

LUGALAVU LAWRENCE

20/U/GMOP/13215/WKD

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DECLARATION

I, Lugalavu Lawrence, declare that this dissertation titled “*Leader-Member Exchange and Job Performance of Academic Staff at Kyambogo University*” is my original work and has never been submitted to any university or institution for award of a degree or any other award.

Signature:

Date:

LUGALAVU LAWRENCE

20/U/GMOP/13215/WKD

APPROVAL

This is to certify that this dissertation titled “*Leader-Member Exchange and Job Performance of Academic Staff at Kyambogo University*” carried out by Lugalavu Lawrence, was done under our supervision and is now ready for submission to the graduate board with our approval in partial fulfillment of the requirements for the award of a degree of Master’s in Organization and Public Sector Management of Kyambogo University.

Signature:.....

Date:.....

Dr. REHEMA NAMONO
FIRST SUPERVISOR

Signature:.....

Date:.....

Dr. SAMUEL EYAMU
SECOND SUPERVISOR

DEDICATION

To my beloved grandmother, Lugalavu Mary, my daughter, Kendagano Mildred Grace Lugalavu and my dear wife, Nakazzi Hildah Lugalavu, whose support, love, and care is immeasurable for the time I spent on the program.

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MAY THE ALMIGHTY REWARD YOU ABUNDANTLY

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LIST OF ABBREVIATIONS

CVI:	Content Validity Index
ICT:	Information and Communication Technology
ITEK:	Institute of Teacher Education Kyambogo
LMX:	Leader-Member Exchange
MEXT:	Ministry of Education, Culture, Science and Technology
NCHE:	National Council for Higher Education
SPSS:	Statistical Package for Social Scientists
UNISE:	Uganda National Institute of Special Needs Education
UPK:	Uganda Polytechnic Kyambogo
VDL:	Vertical Dyadic Linkages

ABSTRACT

The focus of this study was to examine the effect of Leader-Member Exchange on job performance of academic staff at Kyambogo University. A critical review of literature was conducted to identify and address gaps in previous studies, informing the current study. The study made use of cross sectional research design and targeted a population that included assistant lectures, lectures, senior lectures, associate professors, and professors. A sample size of 200 academic staff was identified through stratified random sampling. Data was collected using questionnaires and means, correlations, and regression analysis were employed for data analysis. Study findings established that loyalty, affect, professional respect, and contribution significantly predict job performance. The study established correlations between loyalty, affect, professional respect, contribution, and job performance. Based on these findings, the study recommended team-building activities, transparent and open communication, emotional intelligence training, and continuous professional development programs for academic staff at Kyambogo University. The study suggested that further research should examine; the long term effect of LMX on job performance; how integration of technology and learning, and administrative tasks affects LMX and job performance; and the role of factors such as funding availability, government policies, and societal expectations on the effect of LMX and job performance.

CHAPTER ONE

INTRODUCTION

1.0 INTRODUCTION

1.1 Background to the study

This particular background to the study focused on the historical, theoretical, conceptual and contextual perspectives.

1.1.1 Historical background

Employee performance stands as one of the key ideas in the domains of human resource management and organization behaviour that has received significant attention (Bommer, Johnson, Rich, & Podsakoff, 1995). This concept has been extensively studied by influential figures such as Fredrick Taylor (1880-1915) with his Scientific Management Principles and Elton Mayo (1880-1949), who studied the impact of various factors on employee productivity. Before the Human Relations Movement, the focus was primarily on task completion, as emphasized by Taylor's scientific Management Principles (Nelson, 1974).

The Human Relations Movement in the 1930s, led by Elton Mayo, shifted this focus towards psychological and social factors, recognizing the importance of interpersonal relationship and leadership in influencing performance (Wren & Greenwood, 1998). By the mid-20th Century, scholars like Douglas McGregor, Frederick Herzberg and Abraham Maslow developed motivational theories to understand what drives employees to perform

better. These theories aimed to enhance work performance, foster personal development, and improve leadership effectiveness (Pink, 2009).

By the late 20th Century, performance management systems started emerging due to a growing recognition of the need for systematic approaches to manage and evaluate the performance of employees (Murphy & Cleveland, 1995). Recently, holistic approaches have become prevalent, where factors such as employee well being, organizational culture and leadership style are believed to influence performance (Gieblmann, 2022).

Regarding the influence of leadership on employee performance, earlier studies predominantly focused on leader traits until the early 1970s when Dansereau, Graen, and Haga introduced the Vertical Dyadic Linkages (VDL) model, presenting an alternative to traditional leadership styles by focusing on leader-follower interactions (Graen & Uhl-Bien, 1995). In the 1980s, the theoretical emphasis of VDL was replaced by LMX, which shifted attention to the quality of working relationships between leaders and subordinates. LMX emphasizes the three facets of leader, follower, and relationship (Martin, Thomas, Legood, & Russo, 2017; Day & Miscenko, 2014).

Presently, job performance is a universally acknowledged cornerstone of organizational success. However, within the realm of higher education, it takes on a heightened significance. Academic staff at universities play a significant role in shaping the minds of the future generations, ultimately influencing the trajectory of societal and national progress (Dhillon, Ibrahim, & Selamat, 2015). Their core responsibilities of teaching, research and community service collectively contribute to the advancement of knowledge and the intellectual development of students (Abdulsalam & Mawoli, 2012). Despite this crucial role, reports of under performance among academic staff persist across the globe.

In Japan, Universities are regarded as a core of scholarly activities (MEXT, 2006) intended to foster the development of the community by providing advanced knowledge and specialized skills. According to the Japan's Ministry of Finance, National Universities in Japan employ academic staff whose total number national wide exceeds the minimum that is required by the Ministry of Education, Culture, Science and Technology (MEXT). In addition, Professors are given teaching assistants to enable them effectively pass on knowledge to learners (Aida & Watanabe, 2016). Further still, the Japanese established a Grant-in-Aid Scientific fund in 1999 as a significant push of all scientific research activities (JSPS, 2022). Despite all these efforts, the overall prospect of the nation's scientific research is still wanting (Editorials , 2018), and 24% of the academic staff in Japan fail to prepare content, pedagogy, and the practical bit of the subjects they lecture (OECD, 2018).

In Kenya, the government commits over 25% of its Gross Domestic Product to its education sector with over 1% of the expenditure on research activities (Republic of Kenya, 2021). However, the quality of research and the performance of higher education is low (Nafuko, Wekullo, & Muyia, 2019).

In Uganda, reports on public Universities indicate poor performance of academic staff in form of low publication records, failure to attract and win research grants, and ineffective teaching (Rwothomio, Okaka, Kambaza, & Kyomukama, 2021; NCHE, 2018; Kyaligonza, Kimoga, & Nabayengo, 2015).

The Ugandan government established National Council for Higher Education (NCHE) to among other function ensure that higher institutions of learning deliver quality and relevant education to all qualifying persons (NCHE, 2023). NCHE points out the importance of academic staff as key personnel in academic processes of teaching, learning, and research.

Highly performing academic staff contribute greatly to the quality of research output and graduates produced by higher institutions of learning (NCHE, 2018).

At Kyambogo University, there has been efforts to gear members of staff to perform towards achieving academic excellency through drawing their focus five key areas namely; teaching and learning, research, publication and innovations, infrastructure development and cooperate marketing (Manano, 2023). As such the performance of all University staff including academic staff are evaluated and appraised (Ndyabahika, 2018). In addition, the University established a Directorate of quality assurance to boost the quality of the total students' teaching and learning. Despite these efforts, Kyambogo University continues to grapple with persistently low levels of research output, issues related to the supervision of master's students, delay in releasing students' results and irregular attendance by faculty members (Asiteza, 2022; Rwothomio, Okaka, Kambaza, & Kyomukama, 2021; Rwothumio, Mbirithi, & Itolondo, 2021).

1.1.2 Theoretical background

The study is grounded in the Leader-Member Exchange (LMX) theory, which draws its attention to the dyadic relationship between leaders and followers. The quality of interaction between leaders and followers is emphasized by LMX theory, in contrast to traditional leadership theories that concentrate on leader attributes (Gerstner & Day, 1997; Erdogan & Bauer, 2013). High-quality relationships are marked by support, trust, and respect for one another, while low-quality relationships fall short of these elements (Yu & Liang, 2004). LMX has a direct impact on elements like job satisfaction, motivation,

resource allocation, and support, all of which are essential for achieving high performance in academic settings which makes it a better indicator of academic staff performance.

1.1.3 Conceptual background

Leader-Member Exchange (LMX) posits that the quality of the relationship between leaders and followers can significantly influence job performance (Gerstner & Day, 1997). This study focuses on four dimensions of LMX: loyalty, affect, professional respect, and contribution (Yu & Liang, 2004). Loyalty in LMX refers to the mutual support and allegiance between the leader and a follower, which fosters a positive work environment and enhances performance (Wilson, 2015). Affect pertains to the emotional bonds that develop between leaders and followers, contributing to job satisfaction and performance (Atwebembeire, Musaazi, & Ssentamu, 2018).

Professional respect is characterized by the mutual recognition of competence and skills, leading to increased trust and cooperation, thereby improving job performance (Maslyn & Uhl-Bien, 2001). It measures the extent to which each member of the Dyad was for being an expert in their field of work, both within and outside an organization (Harris, 2004). Contribution refers to the capacity of an employee to carryout tasks outside the scope of their assigned tasks (Maslyn & Uhl-Bien, 2001). Such tasks are usually over and above the ones specified in the job description. Contribution creates a perception that every member of dyad takes part in duty activities that are beneficial to the mutual goals of the dyad (Robert & Vandenberghe, 2020).

Employee performance is the entirety of one's output or achievement throughout designated duty periods in relation to the standards, goals, and approved criteria

(Pawirosumarto, Sarjana, & Muchtar, 2017). It gives the sum of the individual's production in an organization (Atatsi, Stoffers, & Kil, 2019). Employee performance measures the conduct that is expected of them to carry out their duties as outlined in their job descriptions (Atatsi, Stoffers, & Kil, 2019). Graham (2015) postulates that the performance of academic staff can be measured using four domains; teaching, research, scholarly activities and administrative support. A study by Stoklasa, Talasova, and Holecek (2011) posits that for the performance of academic staff to be appreciated, evaluation should be done in two areas; teaching activities and research and development activities. According to Rwothomio et al. (2021) the core functions of academic staff are teaching, research, and community engagement.

A study by Rwothumio et al. (2021) conducted to explore the effect of training on academic staff performance in public Universities in Uganda, adopted teaching and research as measures of academic staff performance. NCHE (2018) asserts that teaching, research and community service are the key processes undertaken by academic staff in higher education. In addition, the Kyambogo Human Resource Manual (2014), as amended, defines academic staff as members of the University who teach and or carry out research and engage in community service. This study therefore, adopted teaching, research, and community engagement as measures of academic staff performance due to the importance attached on them by NCHE and Kyambogo University.

Teaching is an enabling process of learning that incorporates learning objectives, assessments and instructional activities (Ramsden, 2003). Academic staff are bound to achieve these objectives through teaching the allocated load, timely assessment, marking and release of students' results (Rwothomio, Okaka, Kambaza, & Kyomukama, 2021). The

study therefore, adopted number of lectures attended by the lecturer, timely assessment, and timely release of results as measures of teaching at Kyambogo University. Additionally, there has been limitless strain in universities to increase research (Armstrong & Goodyear, 2005). The strain is due to the fact that the ranking of universities across the globe is mostly determined by the quantity and standard of research and publications produced by a university (Hemmings & Kay, 2010). Research is measured by the number of students supervised to completion, number of publications, reputation measure (editor/referee of a prestigious journal), and grants won (Hemmings & Kay, 2010; Wood, 1989)

Community engagement refers to any unpaid for activity done by an individual for the overall improvement of the society (Hoffman, Wallach, & Sanchez, 2010). The study conceptualized community engagement in terms of collaboration, leadership, impact, and sustainability (Westphal, 2011; Baker, 2006)

1.1.4 Contextual background

The authority to establish a Public University is derived from Section 22 of the Universities and other Tertiary Institutions Act of 2003 as amended (Parliament, 2001). Kyambogo University came into existence upon the merging of the Uganda National Special Needs Education (UNISE), the Institute of Teacher Education Kyambogo (ITEK), and Uganda Polytechnic Kyambogo (UPK). Currently, Kyambogo University has an expanding workforce comprising of the Teaching, Administrative and Support staff (Kyambogo University, 2023).

The workforce at Kyambogo University is managed by the Directorate of Human Resources which is made up of a team of twenty-two (22) members (Kyambogo University, 2023). The University Council approved the Human Resource Manual in an effort to formalize and disseminate the Institution's guidelines and practices for human resource management, fair and Uniform treatment among employees (Okedi, 2014).

In addition, the University follows a strategic plan that requires employees to focus on the key strategic areas of Teaching and Learning, Research, Innovation, Industrialization, and knowledge generation, Physical Infrastructure, facilities and ICT Development, Institution Development and lastly Community engagement, Strategic marketing and Resource mobilization (Kyambogo University, 2021).

NCHE requires academic staff to efficiently and effectively deliver quality education through quality teaching and learning, research, and community service engagement (NCHE, 2018).

Kyambogo University has different categories of Academic Staff including Professors, Associate Professors, Senior Lectures, Lecturers, Assistant Lecturers, Graduate Fellows, Research Fellows, Senior Research Fellows (Kyambogo University, 2014; Parliament, 2003)

1.2 Statement of the Problem

Effective job performance is crucial in all organizations, particularly universities, which are uniquely responsible for shaping future generations (Dhillon et al., 2015). Academic Staff are obliged to deliver all timetabled lectures, assign and mark coursework, schedule tests and examinations, invigilate and mark those tests and examinations, as well as

submitting results, carryout research and publication, and engage the community (NCHE, 2018; Namutebi, 2019; Kasule, Mugizi, & Rwothumio, 2022; Rwothumio, Okaka, Kambaza, & Kyomukama, 2021).

However, reports indicate poor performance of the Academic Staff in public universities characterized by lecturers attending to students for half the anticipated contact hours, inadequate publications, delayed supervision of students' research and delayed release of students' results (Kasule, Mugizi, & Rwothumio, 2022; Rwothumio, Mbirithi, & Itolondo, 2021; Atwebembeire, Musaazi, & Ssentamu, 2018). Further still, evidence reveals that Academic Staff at Kyambogo University record high absence rates and poor service delivery particularly when dealing with students (Mugizi, Rwothumio, Waiswa, & Turyahikayo, 2022). Students at Kyambogo University have continued to demonstrate over missing marking and failure by the lecturers to return their coursework marks (Uganda Radio Network, 2022). Twinomujuni (2022) noted that Lecturers delay to submit results for uploading onto the system. Further still, a study by Kakulu (2016) indicated that 78% of University lecturers who took part in the study failed to deliver all the assigned lectures, while 56% delayed to evaluate students. These performance shortcomings may be linked to the quality of leader-follower relationships. However, limited research has explored the specific influence of LMX on job performance of academic staff in Uganda. Thus, in order to close this gap, this study looks at how LMX affects the job performance of academic staff at Kyambogo University in Uganda.

1.3 Purpose of the study

The main purpose of the study was to examine the effect of Leader-Member Exchange on the job performance of Academic Staff at Kyambogo University.

1.4 Specific objectives of the study

The study was guided by the following specific objectives;

- i. To examine the effect of loyalty on academic staff performance at Kyambogo University.
- ii. To investigate the effect of affect on staff performance at Kyambogo University.
- iii. To analyze the effect of professional respect on academic staff performance at Kyambogo University
- iv. To assess the effect of contribution on academic staff performance at Kyambogo University.

1.5 Research Hypotheses

The study had four research hypotheses;

1. H_01 There is no significant effect between Loyalty and job performance.
2. H_02 There is no significant effect between Affect and job performance.
3. H_03 There is no significant effect between Professional respect and job performance.
4. H_04 There is no significant effect between Contribution and job performance.

1.6 Significance of the Study

The study will be useful in the following ways;

The study's conclusions may be helpful to policy developers like NCHE and Ministry of Education and Sports during restructuring process to clearly state the role of each member of the academic staff.

It may also be useful to the management of Kyambogo University in designing training programs that are geared towards improving employee relationship.

Lastly, the study's conclusions might be of use to the academia as a source for further research on LMX and employee performance to generate new ideas of achieving an effective performance of employees in Uganda and the world at large.

1.7.1 Content Scope

The Study content is LMX and Academic Staff Performance. LMX will be studied in its four dimensions of Loyalty, Affect, Perceived Contribution and Professional Respect. The dependent variable of the Study will be Academic Staff Performance and it will be studied in the dimensions of teaching, research and community service.

1.7.2 Geographical scope

The research was conduct at Kyambogo University, main campus. The data used in the Study was obtained from the academic staff of Kyambogo University namely; Assistant Lecturers, Lecturers, Senior Lecturers, Associate Professor, and Professors.

1.8 Conceptual Framework

The conceptual framework provides a foundation for approaching problems, carrying out investigations, or elucidating the behavior of intricate systems (Bordage, 2009). Figure 1.1 illustrates a conceptual framework explaining the effect of LMX on the job performance of Academic Staff in Kyambogo University.

INDEPENDENT VARIABLE

DEPENDENT VARIABLE

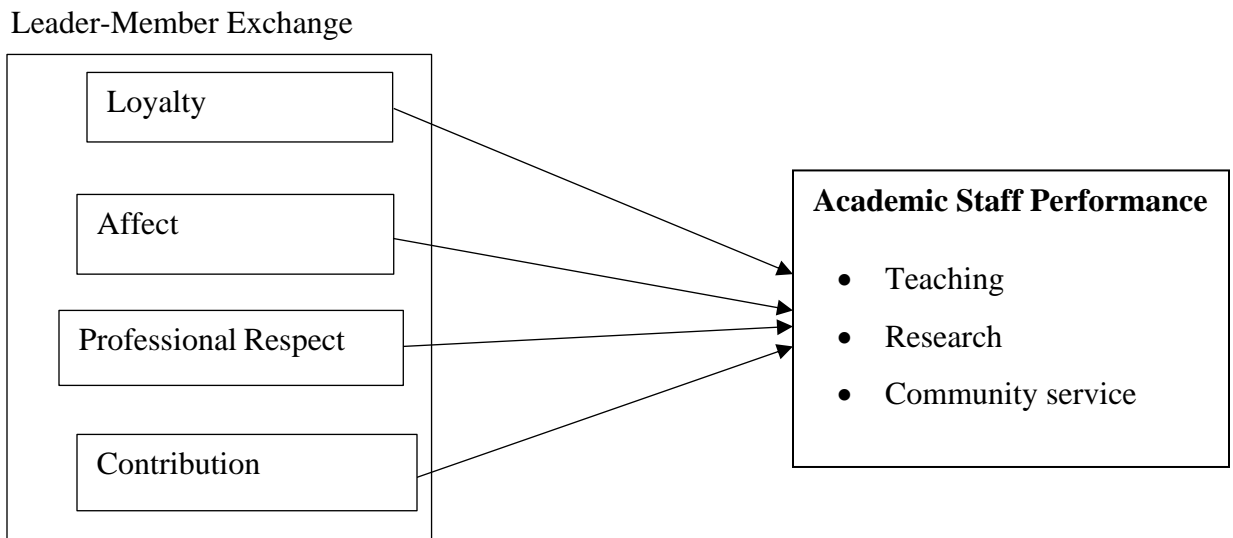


Figure 1.1: A conceptual framework

Source: (Based on Martin et al., 2010; Rwothomio et al., 2021)

Figure 1.1 shows the conceptual framework based on both the LMX and the dimensions of academic staff performance, and the literature reviewed in empirical studies made by scholars such as (Kasule et al., 2022; Atwebembeire et al., 2018; Wilson, 2015). The framework indicates that LMX was the independent Variable which directly affects academic staff performance at Kyambogo University. Academic staff performance was the dependent variable of the study. LMX the independent variable, was operationalized in

terms of loyalty, affect, professional respect and contribution and Academic Staff Performance was conceptualized as teaching performance, research performance and community service. The frame illustrates that each of the dimensions of LMX has an effect on academic staff performance.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains the introduction, theoretical review, empirical review and review of related literature. The literature review adopts a thematic approach examining each study objective through the lens of four key themes derived from these objectives: Affect and employee performance, Loyalty and employee performance, Contribution and employee performance and Professional respect and employee performance.

2.1 Theoretical review

The Study underpins the Leader-Member Exchange theory that was introduced by Fred Dansereau, Graen, and Haga (1975). The theory concentrates on the dyadic relationship that a leader has with the followers (Gerstner & Day, 1997). It contrasts with other leadership theories that focus on the traits of the leaders (Day & Miscenko, 2014). According to the LMX hypothesis, understanding the effects of leaders on individuals, teams and organizations depends on how well members interact with one another (Erdogan & Bauer, 2013).

According to Erdogan and Bauer (2013) and, Yu and Liang (2004), leaders create a distinguished relationship with their followers and the differentiation is into two; the high-quality and the low-quality LMX. The members with high-quality LMX are termed as the in-group while their counterparts with low-quality relationships are termed as the out-group.

The in-group is referred to as the “Us” while the out-group is referred to as “them” (Miller, Maner, & Becker, 2010). The follows in the in-group (high-quality LMX) benefit from respect, support and mutual trust (Turnage & Goodboy, 2016) and the leaders communicate to the followers informally about both professional and personal matters. Their agreement or disagreement does not damage their relationship. In an academic setting, this translates into academic staff feeling valued and empowered leading to increased motivation, innovation and dedication to their teaching and research endeavours. Studies (Estel et al., 2019; Martin et al., 2017; Buengeler et al., 2021) suggest that academic staff with high quality LMX relationships demonstrate improved teaching effectiveness, increased research productivity and greater commitment to the university. On the contrary, followers in the out-group are communicated to exclusively on authority, role expectation and contractual norms (Turnage & Goodboy, 2016). The followers-leaders relationship is characterized by low support and trust, face threats and communication avoidance (Dansereau, Graen, & Haga, 1975). The out-group members have less access to supervisors, are restricted to information and are likely to be discontented with their work, have less commitment to organizational goals and have high chances of being laid off (Maslyn & Uhl-Bien, 2001).

The low quality LMX relationships can adversely affect job performance of academic staff in sever always; Reduced job satisfaction arises when academic staff feel undervalued and unsupported by their leaders, affecting their enthusiasm for teaching and research (Gerstner & Day, 1997). This dissatisfaction coupled with weakened organizational commitment, can lead to disengagement from institutional goals and initiatives (Erdogan & Bauer, 2013). Without strong supportive relationships, academic staff may lack motivation,

reducing their innovative teaching methods and research productivity (Liden & Maslyn, 1998). Increased turnover intentions are another consequence, as academic staff experiencing low-quality relationships often seek employment elsewhere, disrupting the continuity of academic programs (Gerstner & Day, 1997). Poor communication in these relationships lead to misunderstanding about academic expectations and research goals, further hindering performance (Graen & Uhl-Bien, 1995). The collection of these factors results in lower overall job performance and productivity. These negative outcome highlights the importance of fostering high-quality relationships to enhance the job performance of academic staff at Kyambogo University.

The theory has four dimensions that were put forth by Dienesch and Liden (1986) and Liden and Maslyn (1998): Loyalty (show of open support for the objectives and traits of other members of the relationship), Affect (mutual affection for each other that is primarily driven by personal attractiveness rather than professional value), Professional Respect (the extent to which every member of the dyad has established a reputation both within and away from the organization) and Contribution (how each member of the relationship is in regards to the quantity, nature and caliber of their work-related efforts in pursuit of their shared objectives).

The theory is known for its strength which include being a robust explanatory theory, being practical and valid in its approach and talking about specific relationship between the leader and followers (Jeneja, 2015), in addition to its flexibility and adaptability across various organizational settings which makes it a versatile tool for improving leader-follower relationship (Dulebohn, Bommer, Liden, & Ferris, 2012). However, the theory faces criticisms, including limited scope that overlooks broader organizational and team

dynamics, potential for favoritism, challenges in objectively measuring LMX quality, and an overemphasis on the positive aspects of high-quality relationships without fully addressing possible negative outcomes (Erdogan & Bauer, 2013). Despite these shortcomings, the LMX theory remains a crucial tool for analyzing and improving leader-follower interactions, ultimately contributing to better organization outcomes. Understanding both the strength and weakness of LMX theory allows for a more comprehensive application in academic settings, helping to foster environment where both leaders and subordinates can thrive.

2.2 Loyalty and employee Performance

Loyalty to one's job, position and employer are among the factors considered when evaluating an employee (Hasibuan, 2005). Dienesch and Liden (1986) defined Loyalty as public endorsement of each other's deeds and morals. According to Harris (2004), the support is between the leader and the followers. Where loyalty exists, an individual can sacrifice for the belief he/she has which improves performance (Tasi & Syamsir, 2020). Employees' loyalty to their leader is likely to be more overt, obvious and passionate in shaping their behavior (Chen, Tsui, & Farh, 2002).

Loyal employees tend to have enhanced trust and open communication with their leaders, which results into clear feedback and guidance that later positively affect the job performance of the employees (Umer, 2023). It further reduces job conflicts and stress hence the employees draw much focus on job related activities that better the performance of the employees (Sharma, 2023). Where loyalty exists between the leader and the followers, the latter feel a greater sense of value attached to them and satisfied with their

performance roles with less threats of being laid off which leads to enhanced job performance (Mehta, Kurbetti, & Dhankhar, 2014).

A study by Chen, Tsui, and Farh (2002) used the employees' dedication to the leader, the extra effort employees offer for the leader, employees' attachment to the leader, their identification with the leader and internalization of the leader's value as the dimensions for determining the loyalty that employees have for their leaders and the study established that loyalty positively affects employee performance in an organization.

Omar, Jusoff, and Hussin (2010) indicated that followers/ employees exhibit a high degree of loyalty to their leaders when the leaders are good leaders. By so doing the employees do a great job and excel in their appointment.

2.3 Affect and employee Performance

Affect refers to the mutual liking that a leader shares with the follower which is primarily based on personal attractiveness rather than job or professional considerations (Liden & Maslyn, 1998). Having an affect linked relationship with ones' supervisor increases the interaction between the supervisor and the follower (Liden & Maslyn, 1998) which in turn increases the follower's access to resources from the supervisor (Robert & Vandenberghe, 2020), thus improving the overall performance (Mumtaz & Rowley, 2019). Staff that feel loved by their leaders exhibit the same love which increases the level of teamwork and satisfaction and the staff shows up for work more often (Barsade & O'neill, 2014).

Vance (2006) asserts that affect leads to employee motivation and engagement that come with a sense of support, trust and recognition. The employees are intrinsically motivated and gain greater commitment to their jobs. Affect provides fertile grounds for followers'

support and development. This is due to the fact a liked supervisor is more likely to offer coaching, mentoring and opportunities for skill-building that enhance the followers' competencies and job performance (McDowall-Long, 2004).

In a study by Sutton, Baldwin, Wood, and Hoffman (2013), liking was referred to as affect, and the goal was to determine the association between raters' likes and performance rankings. The study looked at a comprehensive review of the correlation between affect and performance rankings. The study found a high correlation between affect and performance. Nevertheless, the study was conducted outside the context of Kyambogo University. This created the need to carry out this study.

Duate, Goodson, and Klich (1994) investigate the effect of Dyadic Quality on Performance Appraisal, among the dimensions studied was affect (Liking). The study revealed a positive effect of affect on the performance of employees. However, the study did not consider the effect of affect on academic staff performance in Kyambogo University. Furthermore, the study was carried out in 1994, hence study findings may not apply to the current times, this therefore created a gap for this research.

2.4 Professional Respect and employee performance

Professional respect refers to the appreciation for one's ability as a professional (Maslyn & Uhl-Bien, 2001). It measures the extent to which each member of the Dyad was for being an expert in their field of work, both inside and outside the organization (Harris, 2004). This extent may be inclined to the past data an individual is associated with, for example; comments made about a follower by persons within and outside and organization, one's experience with the follower (Liden & Maslyn, 1998).

A knowledgeable leader is believed to be better qualified to offer advice and assistance to the followers. The leader clearly defines expectation from the followers and provide the necessary resources which improves job performance of the followers due to the increased awareness of their duties and responsibilities (Liden, Wayne, & Sparrowe, 2000). Lites, Nahrgang, and Morgeson (2007) assert that leaders who are experts in their fields act as role models to their members. The leaders are able to exhibit problem solving skills, efficient working methods and decision making skills which the followers emulate hence bettering their performance.

A study by Clarke and Mahadi (2015) investigated the effect of professional respect on job performance. The research was carried out on insurance organizations in Malaysia, and considered 615 offices. The study established that professional respect significantly affects employee job performance. However, the research was done in the context of insurance organizations and the factors influencing performance may differ from those of in universities and specifically at Kyambogo University. This suggests a research gap that can to be filled by carrying out this Study.

Ng and Feldman (2012) in their study established that professional respect enhances trust and cooperation which enhances job performance. The study established that employees who recognize their supervisors as knowledgeable and competent have higher chances of engaging in discretionary behaviors that greatly improves their job performance. However, the study was carried done outside and academic institution therefore the findings may not be applicable to Kyambogo University which creates a research gap.

2.5 Contribution and employee performance

Contribution measures the capacity of an employee to carry out tasks outside the scope of their assigned tasks (Maslyn & Uhl-Bien, 2001). Such tasks are usually over and above the ones specified in the job description. Contribution creates a perception that every member of dyad takes part in activities that are beneficial to the common goals of the dyad (Robert & Vandenberghe, 2020). The follower's performance is evaluated by the leader on the basis of delegated tasks. Those followers that amaze the leader and also accept the leader's requests, develop a high quality LMX. The high quality exchange increases the follower's exchange to resources such as material and equipment, and budgetary resources. This access to resources enhances the performance of the followers (Liden & Maslyn, 1998). Mahrani and Alwi (2022) assert that employees who undertake additional tasks often enhance their insights and knowledge, leading to improved job performance.

A study by Triani, Halin, and Wadud (2020) was carried out to assess the effect of employee's extra role beyond the formal job description on employee performance. The research used a population of 51 employees from PT Surya Dermato Medica Palembang. The study findings demonstrated a significant effect of contribution on the performance of employees. However, the study did not consider an academic institution in general and Kyambogo University in particular which creates a gap for this study. Other studies by (Sapta, Landra, Utami, & Astakoni (2021); Al-Mahasneh (2015)) established a significant positive relationship between contribution and job performance.

2.6 Empirical gap

Despite the expanding body of literature on LMX theory and its application for workplace performance, there is a noticeable dearth of empirical investigations specifically targeting the application of LMX theory within the realm of Higher Education Institutions (Bozionelos & Bozionelos, 2018). While LMX theory has undergone extensive examination in various organizational contexts across different nations (Bauer & Berrin, 2019), its direct application within the distinct academia milieu in Uganda remains under explored. Furthermore, there exists a scarcity of research delving into the intricate dynamics of LMX relationship among academic staff at public Universities and their subsequent influence on academic performance (Hui, Lee, & Rousseau, 2004). In essence, the extent to which LMX operates within the academic sector, particularly within institutions such as Kyambogo University remains under explored.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This Chapter contains the procedures to be used in obtaining the research results. It includes; the research design, the study population, the sample size determination, the sampling techniques and procedure, the data collection methods, validity and reliability of the research, procedures for data collection, data analysis and concluded with ethical considerations.

3.1 Research Design

According to Creswell (2014), a research design is an overarching framework guiding the entire research process. This study employed a cross-sectional design, which was deemed suitable as it involves collecting quantitative data from a sample of the population at a specific point in time (Punch, 1998).

3.2 Target Population

The target population encompasses the entire group of individuals, objects, or events that the researcher aims to generalize the study findings to (Cohen, Manion, & Morrison, 2018). For this study, the target population consisted of 397 permanent academic staff members at Kyambogo University. This group included; 145 assistant lecturers, 165 lecturers, 62 senior lecturers, 20 associate professors, and 5 professors (Kyambogo University, 2023).

3.3 Sample Size and Sampling Techniques

3.3.1 Sample Size

Cohen, Manion, and Morrison (2018) describe sample size as the number of cases included in a study's sample. In this study, the final sample size was determined using the Yamane Taro (1967) formula as follows:

$$n = \frac{N}{(1+Ne^2)} \quad \text{where;}$$

n is the required sample size

N is the population size

e is the desired level of precision

Considering the target population of 397 individuals at 95% confidence interval, the level of precision will be 5% or 0.05.

$$n = \frac{397}{(1 + 397(0.05)^2)}$$

$$n = 199.247$$

Rounding up to the nearest whole number gives 200 respondents.

3.3.2 Sampling Technique

A sampling technique refers to the method employed to derive a sample population from the target population (Cohen et al., 2018; Taherdoost, 2016). In this study, a stratified random sampling approach was utilized, wherein the population was divided into subgroups (strata) based on faculty/school affiliation. This division ensured adequate representation from each stratum (Taherdoost, 2016). The sample size for each stratum was

determined using the formula; sample size = proportion of stratum x overall sample size. Subsequently, simple random sampling was employed to select participants from each stratum, so that every member of the population has an equal chance of being included in the sample (Thomas, 2020).

Table 3.1: Population and Sample Size

Category	Population	Sample Size
Faculty of Engineering	28	14
Faculty of Science	82	41
Faculty of Agriculture	14	7
Faculty of Special Needs and Rehabilitation	29	14
Faculty of Arts and Humanities	64	32
Faculty of Social Sciences	49	24
School of Education	43	22
School of Management and Entrepreneurship	33	17
School of Build Environment	15	8
School of Art and Industrial Design	12	6
School of Computing and Information Science	13	7
School of Vocational Studies	15	8
TOTAL	397	200

Source: Kyambogo University Human Resource Records 2023

3.4 Source of data

The study collected primary data through the administration of questionnaires, aiming to gather responses from a large number of respondents within a condensed time frame.

3.5 Data Collection Method

The study used the questionnaire survey for collecting quantitative data.

3.5.1 Questionnaire survey

A questionnaire survey stands as a crucial method for obtaining pertinent information in a manner that ensures validity and reliability (Taherdoost, 2016). In accordance with the research objectives, Likert scale questions were meticulously crafted to enable respondents comprehend and respond to inquiries without directly engaging with the researcher. The Likert scale, a psychometric scale primarily utilized in studies employing questionnaires to gauge social attitudes, was employed for this purpose (Roopa & Rani, 2012).

3.6 Data collection instrument

The study employed a structured questionnaire to gather data from respondents.

3.6.1 Questionnaires

The questionnaire is the most commonly used tool for data collection. This study utilized structured questionnaires, which allowed the researcher to gather sensitive information with a higher degree of anonymity (Amin, 2005). According to Sekaran and Bougie (2010), questionnaires are effective instruments for data collection, particularly when the researcher has a clear understanding of the required information and how to measure the study variables. They are cost-effective, save time, and can be administered without the need for advanced technical skills.

A five-point Likert scale was employed in this study, featuring response options ranging from 5 to 1: strongly agree (5), agree (4), not sure (3), disagree (2), and strongly disagree (1). Respondents selected the option that best reflected their stance on each statement. The responses were then weighted from 1 to 5, and the mean scores for all items were calculated. This approach ensures the collection of quantitative data suitable for academic research, maintaining the integrity and reliability of the results.

3.7 Validity and Reliability of Instrument

3.7.1 Validity

Creswell (2014) defines validity as the extent to which an instrument accurately measures what it is intended to measure. Validity is crucial as it reflects the truthfulness and credibility of the study's findings. To ascertain the validity of the questionnaire employed in this study, it was reviewed by a supervisor who evaluated its constructiveness. The supervisor's feedback was utilized to minimize errors, thereby enhancing both content and face validity (Heale & Twycross, 2015).

Content validity as articulated by (Bhandari, 2022), pertains to the degree to which a test accurately measures the concept it is intended to measure. This aspect of validity is particularly pertinent for evaluating constructs that cannot be directly measured. In this study, the independent variables (Loyalty, Affect, Professional Respect, and Contribution) were derived from the well-established multidimensional LMX scale developed by Liden and Maslyn (1998). The study relied on the previously calculated content validity index of this scale.

To ensure the content validity of the dependent variables, the questionnaire was reviewed by two subject matter experts, who provided feedback on its accuracy and relevance. The Content Validity Index (CVI) was subsequently calculated using the formula: $CVI = \frac{\text{Total number of items declared}}{\text{Total number of items in the tool}}$. The CVI values are presented in Table 3.2

Table 3.2: Content Validity Indices (CVI)

Variable	Description	No. of Items	No. of Valid Items	Content Validity Index
Dependent Variables	Teaching	4	3	0.75
	Research	4	4	1.00
	Community	6	5	0.83
	Engagement			

Source: Primary data (2023)

The questionnaire's validity was confirmed as it met the recommended index threshold of 0.7 as suggested by Zamanzadeh et al. (2015).

3.7.2 Reliability

Reliability was defined by Heale and Twycross (2015) as the extent of consistency in measurement demonstrated by an instrument. An instrument must demonstrate the three attributes to be reliable: Internal consistency (Homogeneity), Stability and Equivalence. Measures of homogeneity include how well an instrument's items capture a single construct; stability assesses how well an instrument produces consistent results across multiple tests; and equivalency evaluates how well responses from multiple instrument users or from various instrument versions are consistent (Heale & Twycross, 2015).

To ensure reliability, a pilot test was conducted with a small sample from Makerere University Business School. The pilot test helped identify any issues or ambiguities in the survey, which were subsequently refined. Additionally, the instrument's internal consistency was ascertained using the Cronbach's alpha coefficient that was determined using statistical package for social science (SPSS), version 23. The coefficients are displayed in table 3.3

Table 3.3: Reliability indices for respective variables

Variable	Description	No. of Items	α
Independent	Loyalty	3	0.770
	Affect	3	0.793
	Professional Respect	3	0.882
	Contribution	3	0.814
Dependent	Teaching	4	0.804
	Research	4	0.759
	Community Engagement	6	0.728

Source: Primary data (2023)

The questionnaire was regarded as reliable, given that all the coefficients presented in table 3.3 surpassed the threshold of 0.7 as recommended by Cresswell (2014).

3.8 Data Collection Procedure

The data collection process was initiated by obtaining an introductory letter from the Directorate of Research and Graduate Training. This letter was used to introduce himself to the academic staff from whom the data was to be collected.

The researcher personally explained the study's purpose to each respondent and requested their consent to participate in the study. Upon receiving consent, the researcher distributed the questionnaires. To maintain confidentiality, the respondents' names were not recorded on the questionnaires.

After the respondents completed the questionnaires, the researcher reviewed each one for completeness. This step ensured that all necessary information was collected before gathering the questionnaire for analysis. This careful procedure helped maintain integrity and reliability of the data.

3.9 Data Analysis

Data analysis encompassed the utilization of both descriptive and inferential statistics within the Statistical Package for Social sciences (SPSS) Version 23. The collected data underwent preparation, which involved cleaning and organizing it. This process included checking for outliers, missing values, and errors. Correlational analysis was employed to measure the strength and direction of the relationship between variables while regression analysis was utilized to elucidate the variation in the dependent variable by the independent variable (Hair, Black, Babin, & Anderson, 2013).

3.10 Measurement of Variables

A structured questionnaire was used to measure the study variables. The independent variable, LMX, was assessed through its four dimensions: loyalty, affect, professional respect, and contribution (Duncan & Herrera, 2014). These dimensions were measured using statements such as, "I like my supervisor very much as a person," and "My supervisor would defend me to others in the organization if I made an honest mistake."

The dependent variable was evaluated based on three aspects: teaching, research, and community service (Rwothumio, Mbirithi, & Itolondo, 2021). Teaching was assessed through metrics such as teaching 15 hours per week, timely evaluation of students, marking and returning students' scripts, and prompt submission of results. Research was measured using indicators like the number of research publications, conferences attended, students supervised to completion, and research grants won. Community service was evaluated based on collaboration, leadership, impact, and sustainability.

The questionnaire utilized both nominal and ordinal scales of measurement. Nominal scales, as described by Simonton (2012), were employed for categorizing variables without any intrinsic order. For ordinal measurements, a Likert scale was used to gather opinions on the study variables. This scale ranged from 5 (Strongly Agree) to 1 (Strongly Disagree) (Punch, 1998).

3.11 Ethical Consideration

The study upheld the core principles of research ethics, including privacy and confidentiality, informed consent, and accuracy. Respondents were thoroughly briefed on the nature of the study and were given ample opportunity to ask questions. All provided information was treated with the highest level of confidentiality. Throughout the research process, honesty was paramount. This included the accurate reporting of data, results, methods, and procedures to avoid any form of misrepresentation, falsification, or fabrication. All sources and resources consulted were properly acknowledged in the references. Additionally, a letter of authorization was obtained from the Directorate of

Research and Graduate training to ensure compliance with institutional guidelines and to facilitate the research process.

3.12 Limitations of the study

The limitations of the study included;

The study used a cross-sectional survey design that aimed at collecting data at a single point in time making it difficult to establish causality between the variables studied as well as creating a possibility of not bringing out the true picture of the changing LMX relationships over time. To address this, the study included a robust set of control variables to account for potential confounding factors. In addition, recommendations for future longitudinal studies were made to track the evolution of LMX over time.

The study depended on self-reported data, which at times can sometimes be prone to various bias, including recall bias and social desirability. To mitigate these biases, the survey was designed to ensure anonymity and confidentiality, this encouraged participants to provide honest and accurate responses. Additionally, multiple items were used to measure each construct, improving the reliability and validity of the self-reported data.

The study was contextualized to the Kyambogo University staff and specifically to the academic staff. The finding of the study may not be applicable to other universities with different political and organizational context. To mitigate this, the study findings were discussed in the context of existing literature, pointing out similarities and differences with earlier conducted studies in other organizations. By doing so, the aspects of the study findings that may be applicable in other contexts can be identified.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter outlines the study's findings on LMX and job performance of academic staff at Kyambogo University. The findings are presented as per the objectives of the Study.

4.1 Response Rate

The response rate is a crucial factor in research and surveys that measure the extent to which respondents provide valid and usable responses. A high response rate enhances the

likelihood that the sample accurately represents the target population. The researcher distributed a total of 200 questionnaires to collect data, and out of these, 184 questionnaires were answered and returned, yielding a commendable response rate of 92%.

4.2 Demographic Characteristics

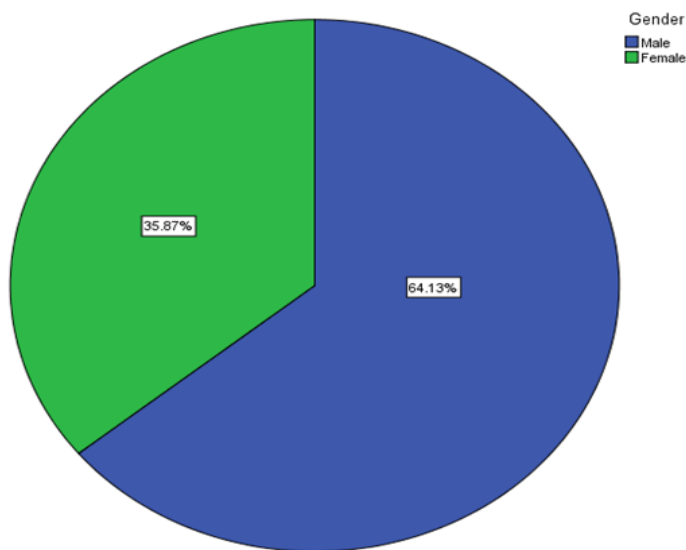
The demographic characteristics were important in this study as they provided insights into the composition of the study population. The demographic characteristics helped to understand the diversity and distribution of respondents based on their age, gender, education level, years spent in teaching, faculty/ school where one belongs and the job title.

The following section presents the findings;

4.2.1 Gender Distribution of Respondents

Respondents of different sex at Kyambogo University were sought so that information is obtained from both males and females. The results in figure 4.1 below shows the categories that took part in the study together with their percentages.

Figure 4.1: Pie chart illustrating the gender distribution of respondents



The results in figure 4.1 revealed that 118 (64.1%) respondents were male and they contributed the highest proportion of the respondents while 66 (35.9%) respondents were female. The gender distribution shows a significant imbalance which might indicate that academic staff at Kyambogo University are predominantly male. Gender differences may influence the Leader member exchange dynamics due to potential bias.

4.2.2 Age Bracket of Respondents

In an effort to ascertain the respondents' age bracket, the respondents were asked to specify their age group in the questionnaire and the findings are clearly portrayed in the figure 4.2.

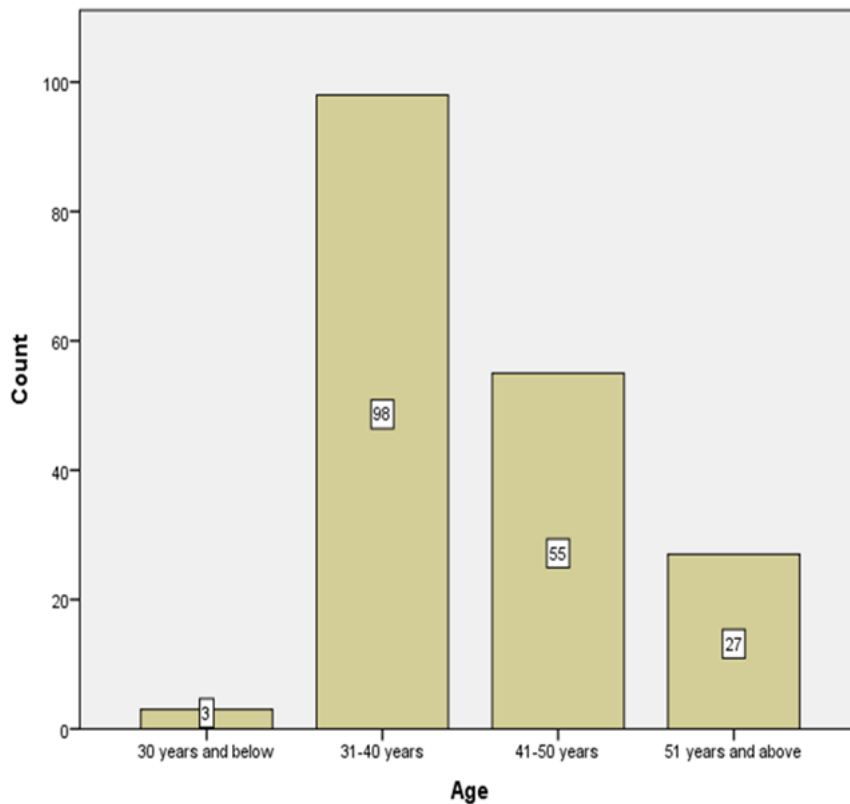


Figure 4.2: Bar graph portraying the distribution of respondents as per the age group

The study results in figure 4.2 reveal that majority of the respondents, (53.8%) were aged 31-40 years, 29.9% of the respondents followed with in the age interval 41-50 years, 14.7% of the respondents were above 51 years while the least proportion of the respondents (1.6%) were of the age 30 and below. The results consequently imply that the older staff might have more established relationships with their leaders potentially leading to higher quality Leader Member Exchange. The age may also influence job performance of academic staff due to varying energy levels, adaptability to new methods and technologies.

4.2.3 Highest level of education attained by the respondents

The researcher administered a research tool to establish the academic qualification of the respondents employed to offer academic services at Kyambogo University. The information obtained is shown in figure 4.3

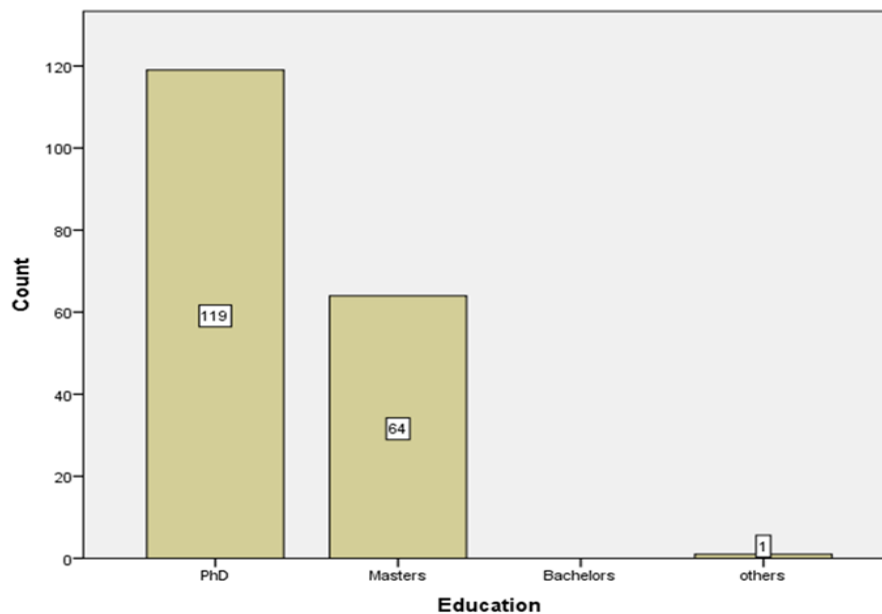


Figure 4.3: Bar graph showing the highest education level of the respondents

Source: Primary data (2023)

The results in figure 4.3 above indicate that majority of respondents (64.7%) hold a PhD which is expected in a university setting. A significant portion (34.8%) hold master's

degree and 0.5% of the respondents hold other qualification. The predominance of respondents with PhD could imply a highly qualified work force emphasizing the University's focus on teaching and research.

4.2.4 Number of years in total spent in teaching by the respondents

The respondents were requested to specify the number of years in total they had spent in teaching. This was aimed to assist the researcher in gauging the experience accumulated by the respondents and their ability to provide information effectively regarding the job performance academic staff at Kyambogo University. Table table 4.1 presents the findings;

Table 4.1: Number of years in total spent in teaching.

Number of years in total spent in teaching	Frequency	Percentage
one year and below	1	.5
2-3 years	4	2.2
4-5 years	28	15.2
Above 5 years	151	82.1
Total	184	100

Source: primary data (2023)

The results in table 4.1 above reveal that majority of the respondents (82.1%) have more than five years of teaching experience, 15.2 % of the respondents had between 4-5 years of teaching experience, 2.2% of the respondents had between 2 and 3 years of teaching and 0.5% of the respondents had spent one year or less in teaching. The fact that a significant portion of surveyed respondents have amassed five years of teaching experience implies a seasoned and well-established cohort of educators. This level of experience could potentially contribute to a higher level of pedagogical expertise, institutional knowledge, and the cultivation of effective teaching methodologies.

4.2.5 Faculty/School affiliation of the respondent

The respondents were tasked to specify the faculty or school they are affiliated to; the results are indicated in figure 4.4 which displays the distribution of respondents as per faculty/ school.

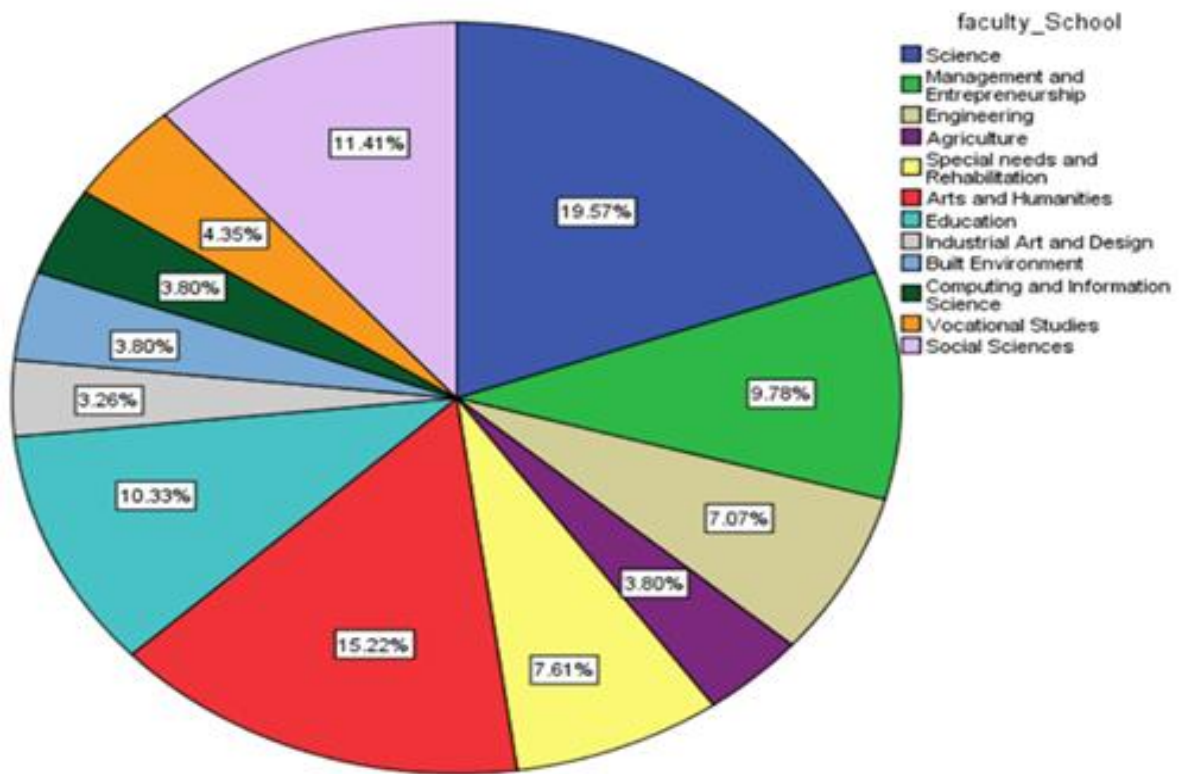


Figure 4.4: A pie chart showing the distribution of respondents per school/ faculty

Source: primary data (2023)

Results in figure 4.4 reveal that the survey had more respondents from the faculty of science (19.6%), followed by Arts and Humanities (15.2%), and the least were from industrial Art

and Design (3.3%). The higher number of respondents from the faculty of science (19.6%) may imply a larger pool of participants with a background in scientific disciplines.

4.2.6 Job title of the respondents

The respondents were tasked to specify their job titles and figure 4.5 indicates the distribution of respondents as per the job title.

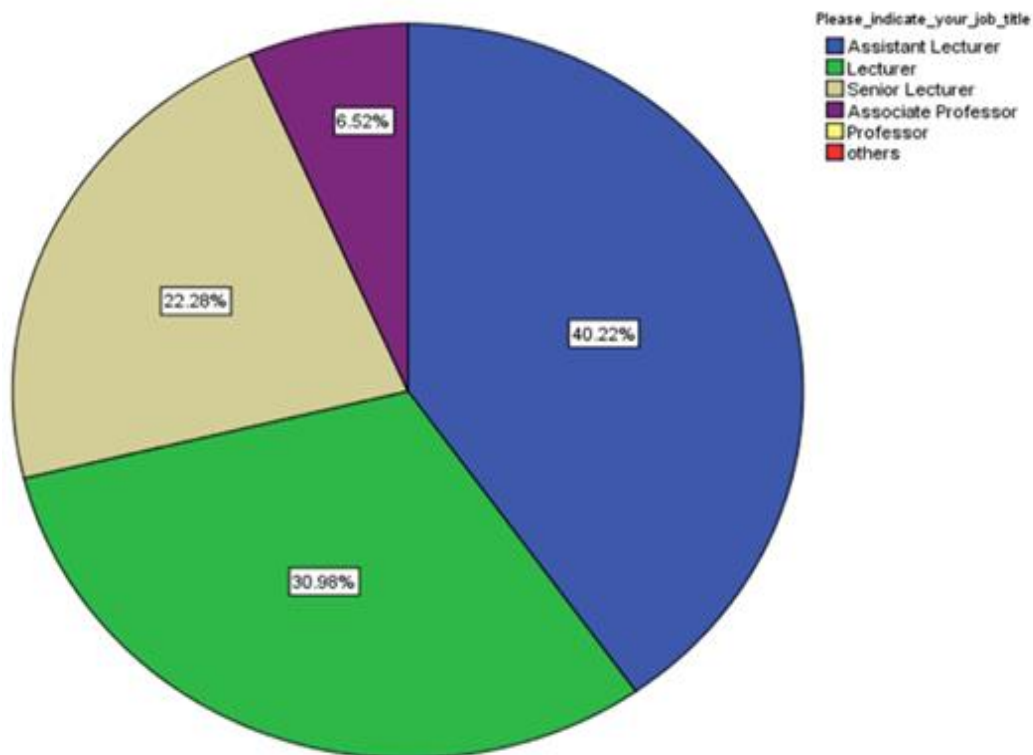


Figure 4.5: A pie chart showing the distribution of respondents as per the job title

Source: Primary data (2023)

The study revealed a significant distribution among the respondents' academic titles. A majority of participants (40.2%) held the position of assistant lecturers, followed by lecturers (31%), and a smaller percentage constituted associate professors (6.5%). The

prevalence of assistant lecturers (40.2%) implies a substantial presence of early-career educators within the academic staff of Kyambogo University.

4.3 Descriptive Statistics of the Study variables

This section provides an overview of the study variables through descriptive statistics. It outlines the perspectives of the respondents concerning the key constructs relating to loyalty, affect, professional respect, contribution, and academic staff performance at Kyambogo University. The results pertaining to the constructs are presented using percentages, means, and standard deviations. A mean score surpassing 3 indicates agreement with a statement, while a mean score of 3 or lower signifies disagreement with that statement.

4.3.1 Descriptive Statistics of Loyalty of Academic Staff of Kyambogo University

The study explored three aspects: firstly, whether respondents' supervisors would advocate for their work actions to a superior, even when lacking complete information on the matter; secondly, whether supervisors would offer support if respondents were confronted by others; and lastly, whether supervisors would back respondents within the organization if they committed an honest mistake. The findings are presented in Table 4.2.

Table 4.2: Descriptive Findings of Loyalty of Academic Staff of Kyambogo University

Constructs	Mean	Std. Error	Std. Dev
My supervisor defends my work actions to a superior, even without complete knowledge of the issue	3.11	.073	.997
My supervisor would come to my defense if I were attacked by others	3.94	.052	.710
My supervisor would defend me to others in the organization if I made an honest mistake.	4.07	.061	.827

Source: Primary Data (2023)

Table 4.2 highlights the findings of respondents' perspectives regarding the loyalty of Kyambogo University's academic staff. The results indicate a prevailing consensus among the respondents, with the majority agreeing that their supervisors advocate for their work actions to superiors, even in the absence of comprehensive knowledge about the matter (mean score = 3.11, Std Dev = 0.997). The agreement among respondents that their supervisors defend their work actions to superiors, even without full understanding of the issue, implies a positive aspect of supervisor support and advocacy. This can foster a sense of trust and backing among the staff members, potentially contributing to a conducive work environment.

The results demonstrate a strong agreement among study participants, with a strong indication that respondents believe their supervisors would step forward to support them during defense if they faced criticism from others (mean score = 3.94, Std. Dev = 0.71). The strong agreement among respondents that their supervisors would come to their defense if they encountered criticism from others reflects a positive aspect of supervisor-staff relationships. This perception can contribute to a sense of security, trust, and mutual respect within the academic community hence contributing to staff performance.

Furthermore, the study revealed a predominant consensus among respondents, with the majority expressing agreement that their supervisors would provide defense on their behalf within the organization if they happened to make an honest mistake (mean score = 4.07, Std. Dev = 0.827). The substantial agreement among respondents that their supervisors would advocate for them even in the event of an honest mistake highlights a nurturing and forgiving environment that values growth and learning. Additionally, these findings

emphasize the significance of fostering a culture where errors are seen as opportunities for improvement rather than as punitive actions.

4.3.2 Descriptive Statistics of Affect

The study investigated the views of the respondents regarding the affect of the academic staff of Kyambogo University. It aimed to determine whether respondents hold a positive emotional connection with their supervisors. Specifically, the investigation assessed whether respondents feel a strong personal liking for their supervisors, whether their supervisors possess qualities that make them desirable to have, and whether their supervisors contribute to a joyful and engaging work atmosphere. The findings are presented in Table 4.3.

Table 4.3: Descriptive Findings of Affect

Constructs	Mean	Std. Error	Std. Dev
I like my supervisor very much as a person	3.82	.052	.700
My supervisor is the kind of person one would like to have	3.93	.050	.682
My supervisor is a lot of fun to work with	3.40	.066	.894

Source: Primary Data (2023)

Table 4.3 presents the outcomes derived from the respondents' views concerning the emotional interactions with the academic staff at Kyambogo University. The results show that the majority of the respondents agreed that they like their supervisor very much as a person (mean score=3.82, Std. Dev=0.700). The implications of these findings point toward a positive and harmonious emotional connection between the academic staff and their supervisors at Kyambogo University. The significant agreement among respondents

that they hold a favorable liking for their supervisors reflects a healthy interpersonal rapport.

The study found that a bigger percentage of respondents were in agreement that their supervisor is the kind of person one would like to have (mean score=3.93, Std. Dev=0.682). The substantial agreement among respondents that their supervisors possess qualities that make them likable individuals reflects a positive work environment characterized by positive interpersonal relationships.

Furthermore, the study identified a significant consensus among respondents, with the majority indicating agreement that their supervisors contribute to an enjoyable work experience (mean score = 3.4, Std. Dev = 0.894). The substantial agreement among respondents that their supervisors are enjoyable to work with highlights a positive and engaging atmosphere of supervisors. These findings also highlight the significance of fostering a positive and vibrant workplace culture. When employees perceive their supervisors as enjoyable to work with, it can lead to improved morale, increased job satisfaction, and a more collaborative environment.

4.3.3 Descriptive Statistics of Professional Respect of Academic Staff of Kyambogo University

The study assessed the perspectives of respondents concerning the professional respect towards the academic staff of Kyambogo University. It explored whether respondents hold a positive view of their supervisors' expertise in their roles, whether they respect their supervisors' competence, and whether they hold admiration for their supervisors' professional skills. The results of this investigation are presented in Table 4.4.

Table 4.4: Descriptive Findings of Professional Respect of Academic Staff of Kyambogo University

Constructs	Mean	Std. Error	Std. Dev
I am impressed with my supervisor’s knowledge of his job	4.24	.054	.739
I respect my supervisor’s knowledge and competence on the job	4.17	.054	.738
I admire my supervisor’s professional skills.	4.18	.074	1.002

Source: Primary Data (2023)

Table 4.4 presents the findings derived from the respondents' views regarding the professional respect for the academic staff at Kyambogo University. The results indicate a significant agreement among respondents, with the majority expressing agreement that they are impressed by their supervisors' knowledge in their roles (mean score = 4.24, Std. Dev = 0.739). The substantial agreement among respondents that they are impressed with their supervisors' job knowledge underscores a sense of expertise and competence within the organization. These findings emphasize the significance of fostering an environment that values and acknowledges expertise. When employees hold their supervisors in high regard for their knowledge, it can lead to increased motivation, a culture of learning, and a sense of security in their leaders' abilities.

The study results reveal a prevailing consensus among respondents, with the majority expressing support for the notion that they hold their supervisors' job-related knowledge and competence in high regard (mean score = 4.17, Std Dev = 0.738). The substantial agreement among respondents that they respect their supervisors' job-related knowledge

shows a culture that values expertise and acknowledges the capabilities of leaders. This indicates the importance of fostering an environment that promotes mutual respect and recognition of expertise. When employees respect their supervisors' knowledge and competence, it can lead to increased trust, improved collaboration, and a more positive work atmosphere.

The survey results additionally indicate a substantial majority of respondents agreeing with the statement that they hold admiration for their supervisors' professional skills (mean score = 4.18, Std. Dev = 1.002). The findings may imply a positive and esteem-filled view of the leadership within Kyambogo University. The findings highlight the importance of cultivating a culture that recognizes and celebrates professional expertise. When employees admire their supervisors' skills, it can lead to increased motivation, higher job satisfaction, and a sense of aspiration for professional growth.

4.3.4 Descriptive Statistics of the Contribution

The study investigated the contributions made by the academic staff at Kyambogo University. Respondents were asked about their willingness to go beyond their job descriptions to assist their supervisors, their readiness to exert additional effort to fulfill their supervisor's work objectives, and their dedication to putting in their best effort for their supervisors. The results are outlined in Table 4.5.

Table 4.5: Descriptive Findings of the Contribution

Constructs	Mean	Std. Error	Std. Dev
I do work for my supervisor beyond what is specified in my job description.	4.09	.056	.766
I am willing to apply extra efforts beyond those normally required to meet my supervisor's work goals	3.97	.054	.735

I do not mind working my hardest for my supervisor	3.49	.060	.816
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Source: Primary Data (2023)

Table 4.5 presents the study outcomes pertaining to the contribution of the academic staff at Kyambogo University. The results indicate a substantial agreement among respondents, with the majority expressing their willingness to perform tasks beyond those outlined in their job descriptions for their supervisors (mean score = 4.09, Std. Dev = 0.766). The considerable agreement among respondents that they engage in work beyond their job descriptions for their supervisors indicates a strong sense of dedication and engagement within the organization. This highlights the significance of fostering a work environment that encourages proactive involvement and collaboration. When employees are willing to contribute beyond their job descriptions, it can lead to increased efficiency, improved team dynamics, and a sense of ownership over the organization's success.

The outcomes from the survey indicated that the highest proportion of respondents are willing to apply extra efforts beyond those normally required to meet their supervisor's work goals (mean score=3.97, Std. Dev=0.735). The findings reflect a sense of dedication and proactive engagement within the organization. These findings indicate the importance of cultivating a culture that encourages proactive involvement and goal alignment. When employees willingly invest additional efforts, it can lead to improved productivity, enhanced teamwork, and a heightened sense of ownership over the organization's success.

The survey's findings additionally showed a prevailing agreement among respondents, with the majority expressing their agreement that they are amenable to putting forth their maximum effort for their supervisor (mean score = 3.49, Std. Dev = 0.816). The findings indicate a positive inclination among respondents to go above and beyond in their efforts

for their supervisor, reflecting a committed and proactive approach. This consistency signifies a shared willingness among academic staff members to put in their best effort, contributing to the success of their supervisor's initiatives.

4.3.5 Descriptive Statistics of Academic Staff Performance

Finally, the study comprehensively investigated the performance of the academic staff at Kyambogo University. This examination encompassed respondents' perspectives on various facets, including teaching, research, and community service engagement. The findings are presented in Table 4.6.

Table 4.6: Descriptive Findings of Academic Staff Performance

Constructs	Mean	Std. Error	Std. Dev
Teaching			
I teach 15 hours load allocated to me every week	4.29	.060	.809
I assess students' progress in a timely manner	3.80	.053	.720
I ensure prompt marking and returning of students' scripts	3.57	.053	.721
I ensure timely submission of students' marks to administrators for upload into students' portals.	3.18	.067	.903
Research			
I have a record of publications in reputable journals	4.08	.060	.809
I regularly attend relevant conferences in my teaching field	3.78	.069	.939
I demonstrate effective supervision skills in guiding students to successfully complete their research	4.76	.035	.476
I consistently secure research grants and funding for the University	2.86	.087	1.186
Community Service Engagement			
I participate in community events	4.49	.048	.644
I actively participate in community improvement programs	3.82	.055	.746
I am involved in the civic duties in the community	3.70	.057	.777
I am involved in collaborating with community and stakeholders	3.89	.053	.716

I involve in training, sensitization and mobilization services of the community	3.61	.061	.829
I personally make financial contribution to the community	4.02	.098	1.335

Source: Primary Data (2023)

Table 4.6 presents the findings concerning the performance of the academic staff at Kyambogo University. Specifically, the table presents findings related to teaching, research, and community service engagement. In the context of teaching, the survey results unveil several aspects. Respondents reported that they typically fulfill the 15-hour workload allocated to them each week (mean score = 4.29, Std. Dev = 0.809), timely assess the students' progress (mean score = 3.8, Std. Dev = 0.720), prompt marking and return of students' scripts (mean score = 3.57, Std. Dev = 0.721), and ensuring the punctual submission of students' marks to administrators for upload into the students' portals (mean score = 3.18, Std. Dev = 0.903). The consistent trend of high mean scores in areas such as fulfilling teaching workload, timely assessment, prompt marking and returning of students' scripts, and timely submission of students' marks implies a conscientious approach among academic staff members.

Regarding research, the survey found that the staff have a record of publications in reputable journals (mean score=4.08, Std. Dev=0.809), regularly attend relevant conferences in their teaching field (mean score=3.78, Std. Dev=0.939), and demonstrate effective supervision skills in guiding students to successfully complete their research (mean score=4.76, Std. Dev=0.476) but they do not consistently secure research grants and funding for the University (mean score=2.86, Std. Dev=1.186). The positive indicators of staff publications in esteemed journals, active engagement in pertinent conferences, and adept student supervision affirm the substantial scholarly competence and commitment.

The challenge of inconsistent attainment of research grants and funding signifies a critical area requiring strategic attention.

Regarding community service engagement, the survey revealed that Kyambogo staff participate in community events (mean score=4.49, Std. Dev=0.644), actively participate in community improvement programs (mean=3.82, Std. Dev=0.746), involved in the civic duties in the community (mean score=3.7, Std. Dev=0.777), involved in collaborating with community and stakeholders (mean scores=3.89, Std. Dev=0.716), involved in training, sensitization and mobilization services of the community (mean score=3.61, Std. Dev=0.829), and personally make financial contribution to the community (mean score=4.02, Std. Dev=1.335). The results illustrate the strong commitment of Kyambogo staff to community service and engagement. This dedication not only benefits the local community but also enhances the university's reputation as a socially responsible institution.

4.4 Correlation Analysis between the Study Variables

This section presents the correlation analysis between the study variables. This analysis was performed to establish whether there was an association and no multi collinearity between the independent variables before they are involved in the multiple linear regression. The findings are presented in Table 4.7

Table 4.7: Correlation Analysis between the Study Variables

	1	2	3	4	5	6	7	8	9	10	11
1 Gender											
2 Age	-.105										
3 Level of Education	.132	-.330**									
4 Years in Teaching	.023	.284**	-.403**								
5 Faculty/ School	-.006	-.117	-.033	.047							
6 Job title	-.058	.392**	-.627**	.318**	.087						
7 Loyalty	.094	-.048	.002	.096	.076	.047					
8 Affect	-.018	-.061	.021	.080	-.021	.071	.606**				
9 Professional respect	.013	-.024	-.028	.114	-.059	.109	.442**	.605**			
10 Contribution	-.095	.088	-.065	.160*	-.003	.146*	.410**	.526**	.530**		
11 Performance	-.053	.061	-.102	.144	-.094	.125	.207**	.355**	.371**	.515**	

Note: * correlation is significant at $p < 0.05$, ** correlation is significant at $p < 0.01$

Source: Primary Data (2023)

Table 4.7 presents the correlation analysis among the study variables, revealing several significant relationships. Specifically, the findings indicate that loyalty exhibited a weak but significant positive correlation with job performance ($r = 0.207, p < 0.01$). Additionally, there was a moderate and significant positive correlation between affect and job performance ($r = 0.355, p < 0.01$). Similarly, professional respect demonstrated a moderate and significant positive correlation with job performance ($r = 0.371, p < 0.01$). Furthermore, a strong and significant positive correlation was observed between contribution and job performance ($r = 0.515, p < 0.01$). These correlation results align with the research hypotheses, providing a basis for proceeding with regression analysis.

Testing for Collinearity

Multi collinearity among the independent variables was tested using the variance inflation factor (VIF) shown in table 4.8

Table 4.8: Collinearity statistics

Variable	Collinearity Statistics	
	Tolerance	VIF
Loyalty	.617	1.621
Affect	.466	2.147
Respect	.568	1.761
Contribution	.646	1.548

Source data (2023)

Basing on the VIF values, all the independent variables have VIF values below 10. This suggests that multi collinearity is not a significant issue in the regression model.

4.5 Hypotheses Testing

The study employed a regression analysis that involved testing multiple models which included demographic variables and the LMX dimensions; Model one included demographic variables (Gender, age, level of education, number of years spent in teaching, faculty/ school, and job title), model 2 added loyalty to the demographic variables, model 3 added affect to the previous model, model 4 added professional respect to model 3, and in model 5 contribution is added to model 4. The regression analysis summary is shown in table 4.9

Table 4.9: Regression analysis summary

Variables	Model (1)			Model (2)			Model (3)			Model (4)			Model (5)		
	<i>b</i>	<i>SE</i>	β	<i>b</i>	<i>SE</i>	β	<i>b</i>	<i>SE</i>	β	<i>b</i>	<i>SE</i>	β	<i>b</i>	<i>SE</i>	β
Gender															
	-.050	.067	-.056	-.065	.066	-.072	-.037	.064	-.041	2.630	.063	-.043	.000	.059	.000
Age															
	-.020	.048	-.035	-.011	.047	-.019	.005	.045	.009	-.038	.044	.017	-.010	.042	-.017
Education															
	.011	.084	.013	.000	.082	.000	-.029	.079	-.034	.010	.078	-.039	-.047	.073	-.056
Number of years spent in teaching															
	.114	.072	.131	.094	.071	.107	.078	.069	.089	-.033	.067	.076	.041	.063	.046
Faculty/School															
	-.013	.009	-.114	-.015	.009	-.126	-.011	.008	-.096	.067	.008	-.080	-.010	.008	-.086
Job title															
	.052	.045	.112	.044	.044	.096	.025	.043	.053	-.009	.043	.035	.006	.040	.012
Loyalty															
				.127*	.045	.207*	.000	.055	-.001	.016	.054	-.029	-.048	.051	-.079
Affect															
							.232**	.060	.343**	-.018	.067	.223	.077	.064	.114
Professional Respect															
										.133*	.050	.232*	.057	.049	.099
Contribution															
													.278**	.053	.423**
R^2	.043			.085			.156			.189			.300		
ΔR^2	.011			.048			.118			.147			.259		
F-Statistics	$F = 1.329, p = 0.247$			$F = 2.330, p = .027$			$F = 4.056, p = .000$			$F = 4.514, p = .000$			$F = 7.408, p = .000$		

Note: * $p < 0.05$, ** $p < 0.01$; *b* is the un standardized coefficient, β is the standardized coefficient, *SE* = Standard Error.

Dependent Variable: Performance

Model 1 of the regression analysis in table 4.9 included the addition of the demographic factors of the study. Gender, age, level of education, number of years spent in teaching, faculty/school, and job title. The variables were included in the regression model to control potential confounders and provide a clearer picture of how LMX dimensions affect job performance. However, the findings reveal that all the stated demographic variables do not significantly predict job performance among academic staff at Kyambogo University.

The regression results of model 2, indicate that loyalty has a significant positive effect on job performance of academic staff at Kyambogo University ($\beta = 0.343, p < 0.05$). Therefore, the null hypothesis H_01 is rejected, supporting the alternative hypothesis that loyalty has a significant effect on job performance of academic staff at Kyambogo University. The findings imply that loyalty as a dimension of LMX is an important predictor of job performance among academic staff at Kyambogo University. This suggests that when academic staff feel loyal to their supervisors and perceive loyalty from their supervisors, their job performance improves.

The results obtained in model 3 of the regression analysis show that affect has a significant positive effect on job performance ($\beta = 0.343, p < 0.05$). Therefore, the null hypothesis H_02 is reject, supporting the alternative that affect has a significant effect on job performance. This implies that affect as a dimension of LMX is a strong predictor of job performance of academic staff at Kyambogo University. This suggests that when academic staff maintain high-quality emotional bonds and positive relationships with their supervisors, their job performance

improves significantly. Hence, the need to encourage open and supportive communications between leaders and followers, organizing team building activities that enhance emotional bonds, and promoting a culture of empathy, where supervisors show genuine concern for the personal and professional well-being of their members.

Results in model 4 of the regression analysis reveal that professional respect has a significant positive effect on employee performance ($\beta = 0.232, p < 0.05$). Therefore, the null hypothesis H_{03} is rejected, supporting the alternative professional respect has a significant effect on job performance. This implies that professional respect is a significant predictor of job performance of academic staff at Kyambogo University. The results suggest that higher levels of professional respect are associated better job performance among academic staff at Kyambogo University. Hence, highlighting the need for recognizing professional capabilities of all academic staff and incorporating capacity building activities in the university program so as to enhance the skills and abilities of academic staff at Kyambogo University.

The regression findings revealed that contribution has a positive and significant effect on job performance at Kyambogo University ($\beta = 0.423, p < 0.05$). These findings align with the rejection of the null hypothesis H_{04} , supporting the alternative hypothesis that contribution has a significant effect on staff performance at Kyambogo University. The findings imply that staff active contributions positively influence their overall performance within the university. This highlights the importance of fostering an environment that encourages employees to actively

participate, engage, and contribute to the university's goals and objectives. Recognizing and valuing employees' contributions can lead to improved performance outcomes and contribute to the overall success of the institution.

The study results also revealed that model's ability to predict job performance improved on every stepwise addition of the LMX dimensions to the model. This is indicated in the changes in F-values from $F=1.329$ in model 1 to $F=7.408$ in model 5.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this section, the study presents the summary of findings, conclusions, and recommendations drawn from the study findings.

5.1 Summary of Findings

The presentation of the summary of findings is aligned with the study's objectives as outlined in the first chapter.

5.1.1 The effect of loyalty on staff performance in Kyambogo University

The results indicate that loyalty significantly influence job performance among academic staff at Kyambogo University. The regression analysis in model 2 revealed an adjusted R^2 value of 0.048, indicating that 4.8% of the variation in job performance can be explained by loyalty alone. This suggests that loyalty, as an aspect of LMX, is crucial for enhancing job performance. When staff feel loyal to their supervisors and vice versa, their job performance improves. The positive β value ($\beta = 0.207, p < 0.05$) underscores the importance of fostering loyalty to boost job performance of academic staff at Kyambogo University.

5.1.2 The effect of affect on job performance of academic staff at Kyambogo University

The findings in the model incorporating affect revealed that affect has a significant effect on job performance of academic staff at Kyambogo University ($\beta =$

0.343, $p < 0.05$). The model demonstrated an adjusted R^2 of 0.118, meaning that 11.8% of the variation in job performance of academic staff at Kyambogo University is accounted for by affect. This highlights that positive relations and emotional bonds between academic staff and supervisors are critical for improving performance. Encouraging supportive interactions and open communication can thus lead to better job outcomes.

5.1.3 The effect of professional respect on job performance of academic staff at Kyambogo University

The study findings in model 4, where professional respect is incorporated establish a significant effect of professional respect on job performance of academic staff at Kyambogo University ($\beta = 0.232, p < 0.05$). Further still, the results gave an adjusted R^2 value of 0.147, suggesting that 14.7% of the variance in job performance is explained by professional respect. Thus emphasizing the need for recognizing and respecting the professional capabilities of academic staff at Kyambogo University.

5.1.4 The Effect of Contribution on job performance of academic staff at Kyambogo University

Contribution was found to have the most substantial effect on job performance among the LMX dimensions. The regression model with contribution gave an adjusted R^2 of value of 0.259, indicating that 25.9% of the variance in job performance is explained by contribution. With a significant positive β value ($\beta = 0.423, p < 0.05$), it is clear that active participation and engagement by staff significantly boost their performance. This underscores the importance of creating

an environment that encourages and values staff contribution to the University's goals and objectives.

5.2 Discussion of major findings

5.2.1 Loyalty and job performance of academic staff at Kyambogo University

The study results in chapter four revealed that academic staff believed that their supervisors defended their actions to those of the superiors (mean score 3.11). This implies that staff feel confident that they have a backing of their supervisor, which creates a sense of security and trust. Further still, academic staff are encouraged to enhance their level of commitment to the University due to increased sense of belonging. This reciprocates into enhanced levels of job performance. This is in agreement with Schaufeli and Bakker (2004) that job resources including a secure working environment increase employee engagement and enhance job performance.

Results indicated that academic staff believed that their supervisors would come to their defense if they were attacked by others (mean score 3.94). This indicates that academic staff at Kyambogo University perceive strong support from their supervisors. This perception positively affects job performance by promoting a positive working environment, and morale among the academic staff at Kyambogo University. This aligns with Bakker and Demerouti (2007) whose study established that supervisor's support is a key resource that enhances performance. The study asserts that the enhanced performance is because supervisor's support encourages employee to become more engaged, dedicated and absorbed in work.

Furthermore, the results indicated a perception among academic staff that their supervisor would defend them to others in the organization if they made an honest mistake (mean score 4.07). This indicated a very strong perception among academic staff that their supervisors are supportive and understanding even in the face of errors. This perception fosters a learning environment, psychological safety, reduces stress and anxiety and promotes resilience among academic staff. Such an environment enables academic staff to perform at their best hence positively affecting job performance. This is supported by Newman, Donohue, and Eva (2017) whose study revealed that psychological safety plays a critical role in enhancing employee outcome including job performance. De Jong and Den Hartog (2007) further supports the findings by revealing that employees who perceive supervisors' support are more likely to take initiatives and engage in creative problem solving.

The results in table 4.9 indicate that loyalty has a significant effect on the job performance of academic staff at Kyambogo University ($\beta = 0.207, p < 0.05$), with an adjusted R^2 of 0.048, indicating that loyalty determines 4.8% of job performance of academic staff at Kyambogo University while the remaining 95.2% is caused by other factors such as organizational culture, organizational structure and communication type among others. Loyalty positively affects performance due to the fact that loyal academic staff tend to have open communication which results into clear feedback and guidance. In addition, the academic staff feel valued and more attached to the university with less threats of being laid off. The academic staff can therefore, assess students' progress in timely

manner, engage in long term research activities and take on collaborative works within the community. This in turn leads to enhanced job performance. The study findings align with other studies (Omar, Jusoff, & Hussin (2010) and Chen, Tsui, and Farh (2002)) that indicate a stronger relationship between loyalty and job performance. The studies asserted that loyalty and organizational commitment foster motivation, discretionary behavior and a sense of support which significantly improve performance.

5.2.2 Affect and Job performance of academic staff at Kyambogo University

The study results in table 4.3 revealed that academic staff like their supervisors very much as a person (mean score 3.82). This suggests a positive relationship between academic staff and their supervisors. This relationship may facilitate enhanced research output since supervisors can provide the necessary resources, encouragement and feedback for high quality research. Teaching effectiveness may also be portrayed since a good working relationship creates enthusiasm and effectiveness among academic staff. Academic staff become more willing to participate in service responsibilities such as community outreach thus enhancement of the overall job performance. This is in agreement with Newman, Donohue, and Eva (2017) who earlier stated that where personal liking exists, employees are more likely to take risks and engage in behaviour that lead to enhanced job performance.

The study results revealed that academic staff at Kyambogo University find a lot of fun in working with their supervisors (mean score 3.40). Finding fun in working with a supervisor increases morale, team cohesion, and creativity. This can

transform into better teaching methods, more productive and collaborative research activities, and greater engagement in community activities. The collaborative research may in turn secure research grants and funding to the University which improves the research ranking and consequently improving job performance. The study results are consistent with studies by Karl and Peluchette (2006) and Amabile, Barsade, Mueller, and Staw (2005), whose findings established that fun in work place improves team cohesion, collaboration engaging work environment that result into enhanced job performance.

The findings in table 4.9 revealed that affect significantly affect job performance of academic staff at Kyambogo University ($\beta = 0.343, p < 0.05$), with an adjusted R^2 value of 0.118, indicating that 11.8% of the variance in job performance of academic staff at Kyambogo University is accounted for by affect. Academic staff that have strong affect for their supervisors are more likely to receive coaching, mentoring and opportunities for skill building. Such opportunities may come through activities like regular attendance of relevant conferences and sponsored publication in reputable journals. This may not only lead to career growth and development of the academic staff but also enhance their job performance. The results are consistent with the study findings of Sutton et al. (2013) and Duate et al. (1994), that earlier revealed that employees with positive liking are more engaged, motivated and productive which enhances their performance levels.

5.2.3 Professional Respect and Job performance of academic staff at Kyambogo University

In an academic institution such as Kyambogo University, supervisors' competence plays a vital role in enhancing job performance of academic staff. The mean scores provided 4.24 for impression with the supervisor's job knowledge, 4.17 for respect for supervisor's job knowledge and competence, and 4.18 for admiration of supervisor's professional skills. These results indicate a high level of approval and appreciation of the supervisor's abilities. The findings also reveal that professional respect has a positive significant effect on job performance of academic staff at Kyambogo University ($\beta = 0.232, p < 0.05$), with an adjusted R^2 value of 0.147, implying that 14.7% of the variation in job performance is caused by professional respect, a dimension of LMX, and the remaining 85.3% is caused by other factors.

The positive significant relationship between professional respect and job performance that is revealed by the study findings may be due to the fact that admiration of competences and skills fosters trust, enhances motivation, encourages motivation, and academic staff can easily get better guidance and a sense of direction from supervisors. Skilled and knowledgeable supervisors provide better guidance and mentor-ship, which is important for professional development. Such support enables academic staff navigate their roles more effectively and efficiently. In addition, academic staff are motivated to improve their skills such as teaching skills, time management skills, and writing skills, when they see their supervisors excelling. A collaborative environment is also likely to flourish, this is particularly important in at Kyambogo University where collaborative research and innovative teaching methods are a fundamental aspect of success. The study

findings align with the findings by Ng and Feldman (2012) and Dirks and Ferrin (2002), who established that professional respect boosts trust and cooperation which in turn leads to improvement in job performance.

5.2.4 Contribution and job performance of academic staff at Kyambogo University

The study finding revealed that contribution is a significant predictor of job performance ($\beta = 0.423, p < 0.05$), with an adjusted R^2 value of 0.259, implying that 25.9% of the variation in job performance of academic staff at Kyambogo University is caused contribution, a dimension of LMX. The findings are consistent with the broader literature on organizational behavior and job performance.

Taking on extra role appears to be a driver for enhanced performance since it enhances teaching effectiveness, boosts research output and improves community engagement. The academic staff that take on the extra role of involving in activities such curriculum development, mentor ship programs, innovative teaching methods, collaborative research projects, conference participation, community-based research, outreach programs and public workshops are likely to have improved job performance. In addition, academic staff that are willing to apply extra efforts beyond those normally required to meet the supervisor's work goal underscores the readiness to exert additional efforts in their job roles. This proactive approach to meeting and exceeding the required performance goals can significantly contribute to the improvement of job performance. Janssen and Van Yperen (2004) assert that proactive role and extra-role behavior positively influence job performance. Bolino et al. (2002) also brings forth the fact that employees who take on extra duties and

contribute beyond their assigned tasks often develop new skills as well as enhancing the existing ones which later leads to better job performance. These skills include time management skills leadership and management skills as well as interpersonal skills.

Harden (2001) urges that the involvement of academic staff in curriculum development as an extra role ensures that the curriculum is up to date and relevant which enhances job performance. A study by Eby et al. (2013) established that additional roles such as mentoring may be beneficial in enhancing academic performance in a sense that mentoring provides an additional support to the students which boosts the level of learning and research activities.

Taking on extra role enables academic staff at Kyambogo University to engage in community outreach programs which strengthen the University's relationship with the surrounding community. Community based research and activities such as public lectures and workshops showcases the expertise of academic staff as well as contributing to their professional standings. The visibility and engagement with the broader community enhances the academic staff job performance evaluation (Checkoway, 2001).

5.3 Conclusions

The study finding on the Leader-Member Exchange and Job performance of Academic staff at Kyambogo University provide valuable insights into the dynamics between the leader and academic staff and their effect on job performance. Each research objective highlighted different features of the

relationship thereby contributing to a wider understanding of the factors influencing the job performance of academic staff.

The study revealed that Loyalty between academic staff and their leaders had a significant effect on job performance. Academic staff who exhibit loyalty towards supervisors are more engaged and motivated to perform well, this commitment leads to increased efforts towards teaching, research and community service activities.

The affective relationship between academic staff and leaders portrayed a positive significant relationship with job performance. When academic staff have a positive liking for their supervisor, a supportive and enjoyable environment is created. This environment enhances job satisfaction and reduces stress, which leads to improved job performance.

The study further revealed that professional respect has a positive significant effect on job performance of academic staff. Respect for supervisor's knowledge and skills fosters a culture of excellence and high standards. At Kyambogo University, academic staff who respect and admire supervisor's skills are inspired to emulate those skills which improve job performance.

The study identified contribution as the most significant predictor of job performance among all the study variables. Academic staff who engage in activities such as mentor-ship, innovative teaching methods and participation in curriculum review tend to have higher job performance ratings.

5.4 Recommendations

In light of the above conclusion, the study advocates the following intervening mechanism of transforming LMX to superimpose enhanced job performance of academic staff at Kyambogo University.

Kyambogo University should organize retreats and team-building activities to enhance loyalty and trust among academic staff and the leaders.

The University should continue promoting transparent and open communication channels where academic staff feel their opinions are considered and valued. This all ensures that staff feel comfortable interacting with their supervisors and discussing both work-related and personal matters.

Kyambogo University should conduct emotional intelligence and empathy training for leaders to enable them build and maintain strong affective bonds with the academic staff.

The University should continue arranging informal gathering and social events to boost positive relationships and personal connections between academic staff and their leaders.

Continuous Professional development programs should be offered so that the skills and competencies are enhanced for both academic staff and their leaders.

Kyambogo University should implement recognizing schemes that establishes and rewards the expertise and professional achievements of academic staff so as to foster a culture of respect and admiration.

A formal mechanism should be established and maintained to highlight and reward academic staff who engage in duties that beyond those in their job description, such as curriculum development, mentor-ship and innovative teaching methods.

Resources and support should be given to academic staff that implement innovative teaching methods as well as those participating in community engagement activities that enhance the University's relationship with the community.

5.5 Areas of further Research

Further research should be conducted to explore;

- The impact of Leader-Member Exchange dynamics on academic staff performance over time. The longitudinal approach will provide a deeper understanding of how the variations in Loyalty, affect, professional respect and contribution influence job performance over an extended period of time.
- The moderating role of organizational culture in the relationship between Leader-Member exchange and job performance. This will bring forth the specific cultural attributes that influence or hinder the positive effect of Leader-Member Exchange on Job performance.
- How the integration of technology in teaching and learning, and administrative tasks affects Leader-Member Exchange and job performance. This will highlight the effect of over reliance on technology in academic institution on Leader-academic staff relationship and job performance.
- The role of external factors such as funding availability, government policies, and societal expectations on the effect of LMX and job performance.

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