

ORGANISATIONAL BEHAVIOUR AND PERFORMANCE OF ACADEMIC STAFF OF BISHOP STUART UNIVERSITY

By: Speciouza Birungi

2012/PhD/011/PS

Abstract

The purpose of the study was to examine the influence of organizational behaviour on performance of academic staff in Bishop Stuart University, a private university in Mbarara City in Southwestern Uganda. A cross-sectional design with mixed methods was used to conduct the study in Bishop Stuart University between June 2018 and August 2018. Quantitative data were obtained from the academic staff of Bishop Stuart University whereas the top management and students' course leaders provided the qualitative data. Simple random sampling technique was used to select 142 from 219 academic staff and purposive sampling was used to select the five members of the university top management and the 24 students' course leaders who formed the three focus group discussions. A self-administered questionnaire, a key informant interview guide and a focus group discussion guide were used to obtain data from academic staff, administrative staff and student course leaders respectively. The findings revealed that there was a significant moderate positive influence of recruitment/training practices ($r = 0.382, p < .01$), most of its dimensions [recruitment/selection, $r = 0.427, p < 0.01$; staff development, $r = 0.370, p < 0.01$) on the performance of academic staff at BSU. However, there was a significant negative influence of supportive environment on performance of academic staff at BSU ($r = -0.221, p < 0.01$). Recruitment/training practices (input control) accounted for 53.3% variance in performance of academic staff at BSU (Adjusted $R^2 = 0.533$). Findings indicated weak significant positive influence of Monitoring and Evaluation (norms/policies) ($r = 0.171, p < .05$) although there was a large significant positive influence with performance appraisal ($r = 0.451, p < 0.01$) on

performance of academic staff at BSU. All other aspects of monitoring and evaluation, including security, evaluation and information sharing showed a positive influence on performance of academic staff although very weak and non-significant ($p < 0.05$). Additionally, the findings showed the highest and only significant correlation among the dimensions of monitoring and evaluation practices was appraisal ($r = .451, p < 0.01$). Monitoring and evaluation practices accounted for 24.3% variance performance of academic staff at BSU (Adjusted $R^2 = 0.243$). Furthermore, the findings showed that there was a significant positive influence of re-enforcement practices ($r = 0.510, p < 0.01$), all its dimensions [compensation, $r = 0.290, p < 0.01$; handling of misconduct, $r = 0.555, p < 0.01$; positive re-enforcement; $r = 0.249, p < 0.01$ and negative re-enforcement, $r = 0.305, p < 0.01$] and performance of academic staff at BSU. However, as regards the specific dimensions of re-enforcement strategies, findings showed the highest significant correlation with handling of misconduct of academic staff ($r = .555, p < 0.01$). Re-enforcement practices accounted for 44.5% of the variance in the performance of academic staff at BSU (Adjusted $R^2 = 0.445$). Of the 142 academic staff, the majority experienced challenges of nonexistence of rewards for extra-ordinary performance (83.1%), inappropriate financial rewards [salaries and allowances] (75.4%) and increasing student numbers resulting in huge volumes of work [scripts for marking] (74.6%). All the academic staff suggested that remedies to the challenges hindering performance at BSU were to ensure institutional sensitivity and responsiveness to young employees, developing relationships with donors, developing programmes that incorporate and develop diaspora talent and resources in the university, replacing aging academic staff with qualified young academics, strengthening graduate systems, boosting the deteriorating human resource and infrastructural capabilities of the university. It was concluded that all forms of organizational behaviour positively influenced performance of academic staff in Bishop Stuart University amidst the challenges. It was then

concluded that when organizational behaviour is enhanced and the remedies suggested upheld, then the performance of academic staff in Bishop Stuart University would be enhanced.

Key words: Organizational behaviour, Performance, Recruitment/training practices, monitoring and evaluation practices, re-enforcement practices, Academic, Staff.

