

**MOTIVATION TOOLS AND WORK PRODUCTIVITY OF ACADEMIC STAFF IN  
PRIVATE UNIVERSITIES IN CENTRAL UGANDA**

BY

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## DECLARATION

I, Paul Edabu, hereby declare that this thesis is my original work and has not been published and / or submitted to any other university for any degree award.

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## APPROVAL

This Thesis has been submitted for examination with the approval of the following supervisors

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## **DEDICATION**

This piece of work is dedicated to the Almighty God, my father, Mr. Alenyo Augustine (RIP), mother, Mrs. Amongin Fedelis Alenyo (RIP), who left me with the most precious asset of life and knowledge. My dear sister, Mrs. Rose Amongin Ssemambo, and her husband, Mr. Wilson Ssemambo, my family members, my daughters, Purity Fedelis Amongin, Susan Asio Precious and my beloved wife, Ronah Naturinda for their continuous blessings and prayers and whose love and guidance throughout my life can never be repaid.

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## ABBREVIATIONS

ANOVA	Analysis of Variance
CAD	Computer Aided Design
CAM	Computer Aided Manufacturing
CUU	Cavendish University Uganda
AIDS	Acquire Immune deficiency Syndrome
HIV	Human Immuno Virus
HRM	Human Resource Management
KIU	Kampala International University
KIUSAR	Kampala International University Staff Association Report
MUGS	Makerere University Graduate Studies
NCHE	National Council of Higher Education
NU	Nkumba University
PLCC	Pearson's Linear Correlation Coefficient
SAQs	Self-Administered Questionnaire(s)
SPSS	Statistical Package for Social Sciences
T&D	Training & Development
UCU	Uganda Christian University
UNESCO	United Nations educational Scientific and Cultural Organization
UPOA	Uganda Private Organization Association

## **ABSTRACT**

This study was intended to establish the relationship between motivation tools and work productivity of academic staff in private universities in central Uganda. Specifically, the study was to investigate the way motivation tools are applied in private universities in central Uganda as a mechanism for encouraging academic staff to conduct assigned work, to determine the Level of work productivity of the academic staff in the private universities in central Uganda, to establish the relationship between the way motivation tools are applied and the level of academic staff work productivity in private universities in central Uganda, and to establish the difference caused by gender in the way motivation tools are applied and the level of work productivity of the academic staff of private universities in central Uganda. The descriptive comparative survey designs involving a correlational research design was used in this study. 665 respondents participated in the study. They included professors, associate professors, senior lecturers, lecturers, assistant lecturers and teaching assistants. The respondents were selected using Sloven's formula. The proportional stratified sampling technique was employed. While universities were selected using simple random sampling. Data was collected from four private universities which included: 215 academic staff of Kampala International University, 77 academic staff from Nkumba University, 65 academic staff from Uganda Christian University, and 37 academic staff from Cavendish University. The study used 2 sets of non-standardized and research administered questionnaires. Interview guide collected information from 24 academic staff. Data were analyzed using descriptive analysis, Independent t- sample test and Pearson's linear correlation coefficient. The way motivation tools were applied was disagreed which alludes to unmotivated. The level of academic staff work productivity in private universities was merely agreed which alludes to low productivity. There was no significant relationship between the way motivation tools were applied and level of academic staff work productivity. There was no significant difference caused by sex in the way motivation tools are applied and the level of academic staff work productivity in private universities in central Uganda. In conclusion, academic staffs were unmotivated leading to low productivity. The researcher recommended thus, that through human resource office the university council should improve and implement the staff manual policies



concerning staff remuneration, welfare and other financial benefits. The salary offered should be based on labor market conditions, cost of living, and performance in order to retain and avoid high labor turnover of the staff. Research can be conducted on the gaps this study has left, such as investigating self-actualization as it affects intrinsic and extrinsic reward.

## **CHAPTER ONE**

### **INTRODUCTION**

This study investigated the relationship between motivation tools and work productivity of academic staff in private universities in central Uganda. Motivation tools are conceived in this study as the independent variable while work productivity as the dependent variable. The study is made up of five chapters. This chapter presents the background, problem statement, purpose, specific objectives, questions, hypotheses, scope and significance of the study.

### **BACKGROUND TO THE STUDY**

#### **Historical Perspective**

In many African countries, the provision of higher education by private institutions is new but a growing phenomenon. When compared to other parts of the world, most African countries have however been slow to expand the private higher education sector (Altbach, 1999). As of today, the sub-Saharan countries have more than 100 private universities, and more than half of them were established in the 1990s. In fact, between 1991 and 1999, nearly 65 private universities were established in sub-Saharan Africa (World Bank, 2002). According to James (1991), the increasing social demand for higher education and the demand for a different type of education led to initiating policy measures encouraging the private sector in many countries, the majority of had been dominated by a virtual monopoly of public higher education institutions. Varghese (2004 b) also found out that, inability of the public sector to satisfy the growing social demand for higher education necessitated the entry of the private sector in order to improve access conditions. According to Farrant (1997), in many countries the morale of teachers is low because they possess no great status, lack promotion opportunities, are poorly paid and have to teach under unsatisfactory conditions. Consequently, many private institutions of higher education were established.

In Uganda, the growth of private universities became faster after the liberalization of education in 1988. Private education in Uganda dates to 1925 when the first private school was established due to growing dissatisfaction with curricula offered by missionary schools (Ssekamwa, 2000). Private universities emerged to the fore of

higher education in Uganda and consequently transformed the system from being homogenously public to a public-private mix in which private are now outnumbering public universities, especially in terms of enrolment (Mugabi, 2009). An analysis of Uganda's private higher education sector shows that private universities arose due to excess demand and as such, are characterized largely reliance on tuition fees, part-time faculty, insufficient educational facilities, duplication of academic programmes, and focus on teaching instead of teaching and research as expressed in their mission statements (NCHE,2006; Mugabi, 2008).

The numbers of private both secular and religiously affiliated universities in Uganda have since 1988 grown from one to twenty-two institutions (NCHE, 2006). Indeed, Makerere University was the only leading institution of higher learning in Uganda, accounting for 95 percent of the total university enrolments till 1988. The remaining five percent of enrolment were shared between six other universities which included; Mbarara University of Science and Technology established in 1989, Ndejje University started in 1992, Nkumba University started in 1999, and the Islamic University in Uganda formed by organization of Islamic conference based on Islamic foundation in 1988, Uganda Martyrs University started in 1993 and Bugema University was formed based on Seventh day Adventist in 1994. The enrolments into universities increased by over 90 percent while the number of tertiary institutions increased by 1.8 percent in the same period (Senteza-Kajubi, 1999). This indicates that there is need for more institutions at tertiary level to absorb the high numbers of students.

Over a period of 8 years 10 new private universities have been licensed to operate, through National Council for Higher Education (NCHE). Various studies have shown that people work hard if their needs are met (Aluko, 1998, 2001; Mullins, 1999; Lussier, 2000). The studies indicate that management in institutions must be aware that employees have their values, attitudes and sentiments that affect their performance, and that the effect differs from one employee to another. However, the issue of staff welfare and general motivation seem to have remained a challenge in the higher education sector.

## **Theoretical Perspective**

The study was theoretically based on expectancy theory. This theory posits that the strength of a tendency to act in a specific way depends on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual. Expectancy theory posits that academic staff can be motivated to perform better when there is a belief that the better performance will lead to high productivity appraisal and that this shall result into realization of personal goal in form of some reward. Therefore employee productivity is equated as:  $\text{Motivation} = \text{Valence} \times \text{Expectancy}$ . Expectancy represents an individual's belief that a particular degree of effort is a performance - outcome perception.

It represents a person's belief that a particular outcome is contingent on accomplishing a specific level of productivity. Valence refers to the positive or negative value people place on outcomes. In Vroom's expectancy model, outcomes refer to different consequences that are contingent on employee productivity, such as pay, employee benefits, promotions, training and working conditions. An outcome's valence depends on an individual's needs and can be measured for research purpose with scales ranging from a negative value to a positive value.

The theory implies that academic staff are motivated to perform better when motivation tools such as financial rewards ( salary, Allowances and bonuses), and non-financial rewards (employee benefits, recognition, promotion practices, training and working conditions) offered in the university are the same, with the belief that such performance will lead to improved level of work productivity in terms of teacher preparation, syllabus completion, evaluation, research and publication, time management, commitment to the university, resource utilization and community service.

## **Conceptual Perspective**

Jack (2003) conceptualized work productivity as how well an employee does his or her job to achieve organizational goals and objectives. Work productivity refers to the amount or quality of work that an employee does for an organization as

measured by the effort put in, knowledge or competency applied, time spent, activities accomplished, etc in relation to the expectations of an organization. While an employee whose amount or quality of accomplished work meets the expectations is considered optimally productive, one whose such a mount or quality is below the expectations is considered less productive; yet the employee whose amount or quality of accomplished work is above the set work standards is considered more productive. In this study, work productivity is conceptualized in terms of teacher preparation, syllabus completion, evaluation, research and publication, time management, commitment to the university, resource utilization and community service.

Teacher performance and commitment imply effective learning outcomes that necessitates the teacher to be prepared in the following areas: command of theoretical knowledge about learning and human behaviors, display of attitudes that foster learning and genuine human relationships; competence in the subject matter to be taught and control of technical skills of teaching that facilitate student's learning (Smith 2009). For the teacher to perform effectively then, he/she should promote student's learning through creating a positive learning climate, selecting appropriate instructional goals and assessments, using the curriculum effectively, and employing varied instructional behaviors that help all students learn at higher levels (Ama and Ama, 2004).

The independent variable in this study was motivation tools. George and John (2008) conceptualized motivation as "the willingness to exert high level of effort to reach organizational goals, conditioned by the effort's ability to satisfy some individual need". While motivation tools are financial and non-financial elements of reward employed in any organization. Motivation tools in this study is grouped into; financial rewards (salary, allowances, bonuses) and non-financial rewards (employee benefits, recognition and acknowledgement and promotion). Although it is likely that motivation tools influence performance directly and mediate or modifies the effect of interventions aimed at changing performance (Rowe, de Savigny, Lanata, Victora.2005), there are few studies on its influence on practice change in health workers in low-income settings (Victora, 2005).

Therefore, it is assumed that as mechanisms by which employees are inspired and their needs satisfied, motivation tools play a vital role in enabling an organization to realize its goals and objectives of an organization by trying to motivate, inspire, and raising their satisfaction and self-esteem in order to be highly productive that in turn will lead to the fulfillment of organization's goals and objectives. In recent years, emphasis has been placed on the role motivation tools play in getting employees to put in their best efforts to work.

### **Contextual Perspective**

There is a growing concern about low productivity in many organizations in Uganda within the context of rewarding employees (Uganda Private Organization Association, 2003). In Kampala International University, the situation at hand is assumed to be characterized by low commitment and morale, dissatisfaction among the employees and high turnover rates has indicated that employee motivation has been taken for granted (Staff Association Report, 2011). It has been observed however, that teacher productivity in Uganda in general, and at university level in particular is low, which productivity at university, is reflected in irregular attendance, failure to meet deadlines, and not doing full day's work (Uganda Government, 2008). The staff of Makerere University complained of the unattractive general terms of service and other conditions of work (Mak, 2000). Makerere's strategic plan 2001-2005 also pointed out that one of the weaknesses of the university was its non-competitive terms of service. The levels of remuneration and terms of service were conceived as not very competitive in the job market and assumed to leading to inadequate motivation and poor retention of staff.

Many of private institutions in central Uganda are operating under difficulties as they struggle to meet both national and international demands. It has become a tradition that, the sole source of funds is the students' tuition fees, thus leading to hiking of fees beyond the capacity of would be students. According to Maicibi (2005), a person who has consistently and continuously put up good behavior needs to be rewarded as and when due. Promotions should be as regular as expected. These have positive correlation to the workers in terms of commitment and productivity.

However the effect of motivation tools on work productivity depends on the relationship between the amount of labour input and physical output. But the question is how the universities should re-double their efforts to provide an enabling environment for the workers to improve on their productivity. The conception is that lack of all these basic needs has negatively impacted on productivity more especially in academic arena. The problem of financial rewards, employees' benefits, recognition and acknowledgement, work conditions, promotions, work productivity in terms of teacher performance (teaching preparation, syllabus completion, evaluation, research, time management, and completion of work outputs), commitment and resource utilization is common among the private universities in Uganda generally and central region in particular.

Over time, many of the private universities have been acquiring and continue to acquire loans to enable them fund especially their infrastructure and other facilities. However, some have had a very difficult time with the loans to the extent of near collapse or being placed under receivership in mid-2001 (Mugeere, 2001). Further, Mugeere (2001) observes that, most of the private universities in Uganda have meager resources to sustain the staff, whereby most of the universities entertain part time staff. The staffs complain of the unattractive general terms of service and other conditions of work. The levels of remuneration and terms of service are not very competitive in the job market. The pay is poor. For instance professors earn about 1.5 million Ugandan shillings (\$ 500), while associate professors earn about 1.2 million Ugandan shillings (\$ 461).

According to the Daily Monitor issue, Thursday , December 16, 2006, lecturers were working abnormally under skewed conditions amidst poor pay, for instance lecturers were involved on normal workload, research supervision, community service and publication to mention a few. The report also mentioned that in some faculties, a lecturer is at work from 7:00am to 10:00pm each working day and the weekend lecturers engage in extra-load, not because they like it but because of poor remuneration. In some universities there is an incentive for marking, setting exams and invigilation but they are taxed heavily therefore, making motivation tools ineffective.

The above scenario seemed to be the same among private universities in Central Uganda. However, all these studies left gaps to be explored which this study has attempted to investigate. Further, to isolate factors affecting employee productivity in selected private universities in Uganda and to investigate the motivation tools is the main cause of the matter in the study.

## **STATEMENT OF THE PROBLEM**

Most of the successful people that are around have been proved to be very efficient time managers seen in their productivity (Shadare & Hammed, 2000). Since productivity involves human resources, staff personnel management must be geared to attract, retain and motivate the best human assets available in private institutions. The level of productivity of the academic staff in many private universities in Uganda is far below (Kasozi, 2008; Nambassa 2003). Therefore, employee productivity does not seem to have improved overtime. This failure to fully improve on work productivity in the private University may lead to several undesirable outcomes; promotion not straightforward, brain drain due to lack of commitment, unclear policies in remuneration, lack of qualified staff, high labour turnover, unattractive general terms of service and working conditions.

Many private universities in central Uganda have fewer professors, senior lecturers, lecturers which imply that the universities may not achieve their goals and contribute to national development the way they are expected to do, due to lack of qualified teaching staff and inefficient management. This in the long run shall affect the quality of teaching, graduates, and the moral of teaching among the staff. It is also believed that, due to lack of remuneration policy and increment, clear promotion policy, training of staff, conducive working environment, recognition of best performing academic staff, unclear terms of service, unclear employee benefits and recognition of gender balance. In view of that, the core business of the universities and their university website ranking in contributing to teaching, research and community service shall be compromised and affected.

Armstrong (2007) observes that when employees are unhappy, frustrated, uninspired and not motivated, their level of production becomes low. This situation



was also revealed by Aacha, (2010), Sangaire, (2007), Kagubaire, (2006), Nyuakiiza, (2005) Mugeere, (2001); Farrant, (1997), Carron, (1996), Kasaija, (1991), that where teachers pay is very low, there is normally de facto recognition that the labour process in schools has to be organized in such a way that enables teachers, the autonomy to generate additional income. It is persistence is a threat to the survival of the universities, since unproductive staff members cannot enable the universities to pursue their objectives effectively. It is however, not clear whether the cause of the problem is related to the motivational tools and academic staff productivity, with a view of suggesting ways of remedying the situation.

Thus, the assumed decline in employee motivation and in commitment to high-quality work performance may have a tremendous effect on work productivity as well as overall efficiency. Such scenario has created a major impact in private universities in central Uganda and conceived as leading to poor quality service delivery in terms of low productivity of teachers. Hence the need for this study investigating the importance of the motivation tools as a factor that enhances work productivity of academic staff in private Universities. The question therefore is there relationship between motivation tools and work productivity?

## **PURPOSE OF THE STUDY**

The purpose of this study was to analyze the way motivation tools are applied to academic staff members, the level of these staff's work productivity, and the relationship between the two variables and establish the gender difference in level of application of motivation tools and level of work productivity in private universities in central Uganda.

## **RESEARCH OBJECTIVES**

The specific objectives of the study were:

1. To investigate the level of application of motivation tools in private universities in central Uganda as a mechanism for encouraging academic staff to conduct assigned work.
2. To determine the level of work productivity of the academic staff in the private universities in central Uganda.

3. To establish the relationship between the way motivation tools are applied and the level of academic staff work Productivity in private universities in central Uganda.
4. To establish the gender difference in level of application of motivation tools and level of work productivity of the academic staff of private universities in central Uganda.

## **RESEARCH QUESTIONS**

This research work sought answers to the following questions constructed within the framework of the objectives;

1. What is the level of use of motivation tools?
2. What is the level of work productivity of academic staff in private universities in central Uganda?
3. What is the relationship between the way motivation tools is applied and the level of academic staff work productivity in private universities in central Uganda?
4. Is there a difference caused by gender in the way motivation tools is applied and the level of work productivity of the academic staff in private universities in central Uganda?

## **HYPOTHESES**

1. There is no significant relationship between the way motivation tools are applied and the level of academic staff work productivity in private universities in central Uganda.
2. There is no significant difference caused by gender in the way motivation tools are applied and the level of academic staff work productivity in private universities in central Uganda.

## **SCOPE**

### **Geographical Scope**

The study was conducted in four private universities which included: Uganda Christian University (UCU), Kampala International University (KIU), Nkumba University (NU), and Cavendish University Uganda (CUU). These universities were selected because they were easily accessible, offered a rich basis for selecting the target population, and had diversified backgrounds. Some were secular and others religious, and represented other universities in the region in terms of foundation attributes and academic staff size. Indeed, out of the private universities in central Uganda the selected universities had over 60% of the academic staff.

### **Theoretical Scope**

This study was based on the Expectancy Theory of Victor Vroom (1964), Porter and Lawler (1968). The study is confined to the expectancy theory because the theory explains why people work and behave the way they do in terms of efforts and direction.

### **Content scope**

The study was confined to examining the staff motivational tools used to encourage academic staff members to work, the level of these staffs' work productivity, the relationship between the two variables, and whether sex caused a significant difference in each of them in private universities in central Uganda.

### **Time Scope**

Data collection was from March 2011 to May 2011 after which analysis and interpretation of the data gathered was followed.

### **SIGNIFICANCE OF THE STUDY**

The findings of the study are of relevance to future researchers and academics to explore on empirical studies and improve on existing knowledge.

The findings of the study are of importance to the policy makers like NCHE and university administrators to develop strategies of improving education quality by setting standards to monitor quality assurance and performance. It also identifies strategies of improving staff working conditions.

The study will create awareness among top management about the work productivity of academic staff or effects of different motivation tools so as to enable them to improve on the services and retain the labour force.

The international, and university stakeholders will derive useful information from the findings of the study which can assist them plan and implement unbiased measures to monitor work productivity with considerations to the factors/tools mentioned in this study that motivate the academic staff to achieve high teaching efficiency.

### **OPERATIONAL DEFINITIONS OF KEY TERMS**

In this study, the following terms were operationally defined:

**Academic staff** means someone who teaches or does research at a college or university and this includes professors, associate professors, senior lecturers, lecturers, assistant lecturers and teaching assistant who accomplish different tasks given to them by their supervisors such as carrying out research, teaching, evaluating students and giving career guidance to students.

**Motivation tools:** As used in this study these are financial rewards, non financial rewards; employees' benefits, recognition, promotion practices, training and work conditions.

**Financial reward:** These refer to salaries/wages, allowances, and bonuses, employee benefit, recognition and acknowledgement.

**Working conditions:** These include elements with employee security, competition and safety of the employees such as adequate furniture in office, ICT services like internet, telephone, enough lighting, ventilated properly for fresh air, adequate hygiene in office and adequate safety policies (for fire, work related accidents etc.

**Employee benefit:** as elements of remuneration given in addition to the various forms of cash pay such as transport allowance, medical allowance, housing allowance and retirement package

**Promotion practices:** This is reassignment of a higher level job to an internal employee (which is supposed to be assigned exclusively to internal employees) with delegation of responsibilities and authority required to perform that higher level job and normally with higher pay.

**Recognition:** This is a tool widely applied by organizations to motivate their employees in order to acknowledge the efforts.

**Work productivity:** This is measured in this study in terms of teacher preparation, syllabus completion, evaluation, research and publication, time management, commitment to the university, resource utilization and community services.

**Teaching Preparation:** This is a systematic detailed plan which includes detailed course outlines, appropriate schemes of work, detailed lesson plans, clearly stated objectives, detailed, simply and systematic teaching notes and suitable teaching materials.

**Syllabus Completion:** This means an outline or summary of the main points of text, lecture, or course of study which includes teaching whole syllabi as stated in the course outline, cover respective items of the syllabus on the time scheduled.

**Research and publication:** This means process of steps used to collect and analyze information to increase the understanding of topic or issues and publishing a printed work which consists devoting enough time to supervise students' research work, publishing chapters in edited books, conference articles, books and journals.

**Time Management:** This is about effective scheduling of time, goal setting, prioritizing and choosing what to do and what not to do. For example, prepare for lectures; attend to lecture periods, seminar presentations, finish teaching in time, meet deadlines for submission of course work results, marking semester examinations and semester results.

**Commitment to the University:** This means conscious choice to do something. For example feel like part of the family in the university, feel as if this university's problem is part and partial, proud of the university, and feel as sense of belonging.

**Resource Utilization:** This is the total amount of resources actually consumed, compared against the amount of resources planned to specific process which includes ensuring minimum resource wastage, and safeguards the properties of the university, and use facilities wisely and carefully.

**Community services:** This refers to voluntary work, intended to be for the common good, usually done as part of organization scheme. This entails participation in opinion leadership in the local community, providing guidance and counseling, participation in local meetings and belonging to professional associations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **INTRODUCTION**

This chapter gives the theoretical review, conceptual framework, related literature relevant to the study and summary of related literature. The chapter is presented in sub-themes of study objectives.

#### **THEORETICAL REVIEW**

In this study, the researcher opted to view employee productivity at the centre of performance management of all organizations, especially in this area of stiff competition. All organizations are looking for ways by which to enhance the productivity of employees. The most widely accepted explanation of motivation has been propounded by Victor Vroom's expectancy theory in 1964, but has its origins in the ancient Greek principle of hedonism, which assumes that behavior is directed towards pleasure and away from pain. Individuals will choose from alternative courses of action the one they think will maximize their pleasure or minimize their pain. It is probably the leading theory of motivation, and is used to inform decisions on the design and management of contingent pay schemes and to measure the effectiveness of such schemes (Armstrong, 2010).

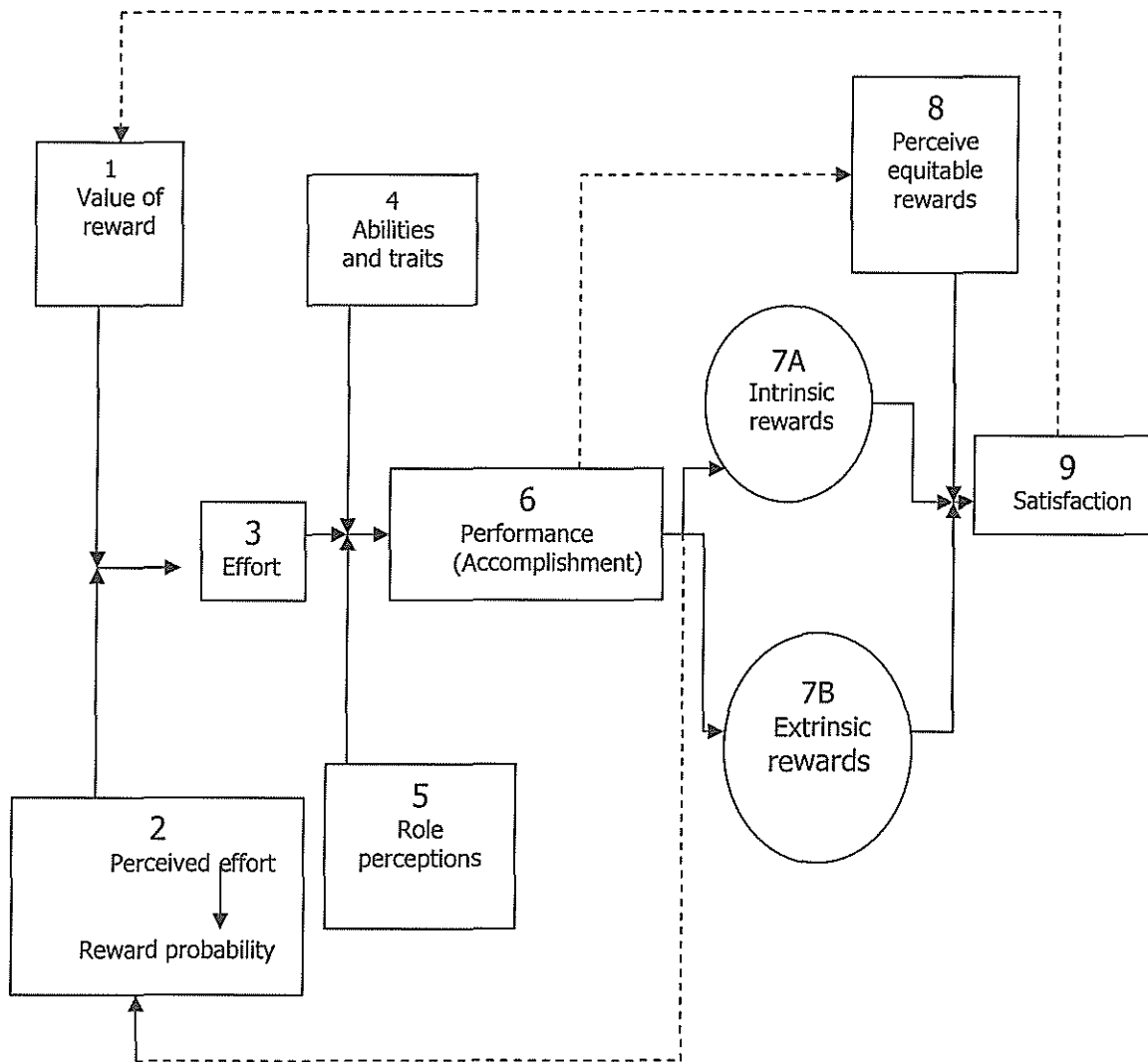
In this theory motivation tools has got influence towards individual's behavior in realizing organizational goals and objectives. It underpins the path-goal theory of leadership developed by House (1971). His theory is commonly known as expectancy theory. The theory argues that the strength of a tendency to act in a specific way depends on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual. Expectancy theory says that an employee can be motivated to be productive when there is a belief that the outcome of productivity will lead to good improvement and that this shall result into realization of personal goal in form of some reward. Therefore an employee is equated as:  $\text{motivation} = \text{valence} \times \text{expectancy}$ . Expectancy represents an individual's belief that a particular degree of effort is a performance –outcome perception.

It represents a person's belief that a particular outcome is contingent on accomplishing a specific level of performance. Valence refers to the positive or negative value people place on outcomes. In Vroom's expectancy model, outcomes refer to different consequences that are contingent on productivity, such as pay, employee benefits, promotions, training and working conditions. An outcome's valence depends on an individual's needs and can be measured for research purposes with scales ranging from a negative value to a positive value. This means that when universities employ motivation tools to motivate staff, productivity may be affected.

From Vroom's (1964) theory, this study is of the view that motivation tools, as outlined in the theory can be linked to the productivity of university staff. Expectancy theory assumes that academic staff will be motivated to produce only if they expect that productivity will lead to the goal they value. Increased effort will lead to high productivity of academic staff. This implies that satisfaction from the initial effort must be equitable to make the effort worthwhile and there must be a feedback. Expectancy theory therefore explains the motivation tools and work productivity of academic staff.

The model on the role of motivation tools, depict the link between all the dimensions and elements of motivation. Though there are two types of motivation, few individuals feel that intrinsic motivation carries more weight in activating individuals to put effort in their work. However, it is possible that individual difference plays a couple of roles in motivation





**Fig.2.1 Porter and Lawler's Expectancy Model as modified from Vroom's expectancy theory (Adopted from L.W. Porter and E.E Lawler III, 1968)**

Porter and Lawler's developed an expectancy model of motivation that extended Vroom's work. This model attempted to (1) identify the source of people's valences and expectancies and (2) link effort with performance and job satisfaction. The model is explained below:

**Predictors of effort.** Effort is viewed as a function of the perceived value of a reward (the rewards valence and the perceived effort-reward probability expectancy). Employees should exhibit more effort when they believe they will receive valued rewards for task accomplishment.

**Predictor of performance.** Performance is determined by more than effort. It indicates that the relationship between effort and performance is moderated by an employee's abilities and traits and role perceptions. That is, employees with higher abilities attain higher performance for a given level of effort than employees with less ability. Similarly, effort results in higher performance when employees clearly understand and are comfortable with their roles. This occurs because effort is channeled into the most important job activities or tasks.

**Predictors of Satisfaction** Employees receive both intrinsic and extrinsic rewards of performance. Intrinsic rewards are self-granted and consist of intangibles such as a sense of accomplishment and achievement. Extrinsic rewards are tangible outcomes such as pay and public recognition. In turn, job satisfaction is determined by employees' perceptions of the equity of the rewards received. Figure 2.1 further shows that job satisfaction affects employees' subsequent valence of rewards. Finally, employees' future effort-rewards probabilities are influenced by past experience with performance and rewards. And will be followed by a particular level of performance. In other words, it is an effort-performance expectation. An instrumentality

The theory focuses on three things: efforts and relationship, performance and reward relationship, rewards and personal goal relationship. In summary effort (motivation) depends on the likelihood that rewards will follow effort and that the reward is worthwhile. Implying that, there must be a link between effort and reward (line of sight), the reward should be achievable and should be worthwhile. In this study, the researcher opted to view employee productivity at the centre of performance management of all organizations, especially in this era of stiff competition. All organizations are looking for ways to enhance the productivity of employees.

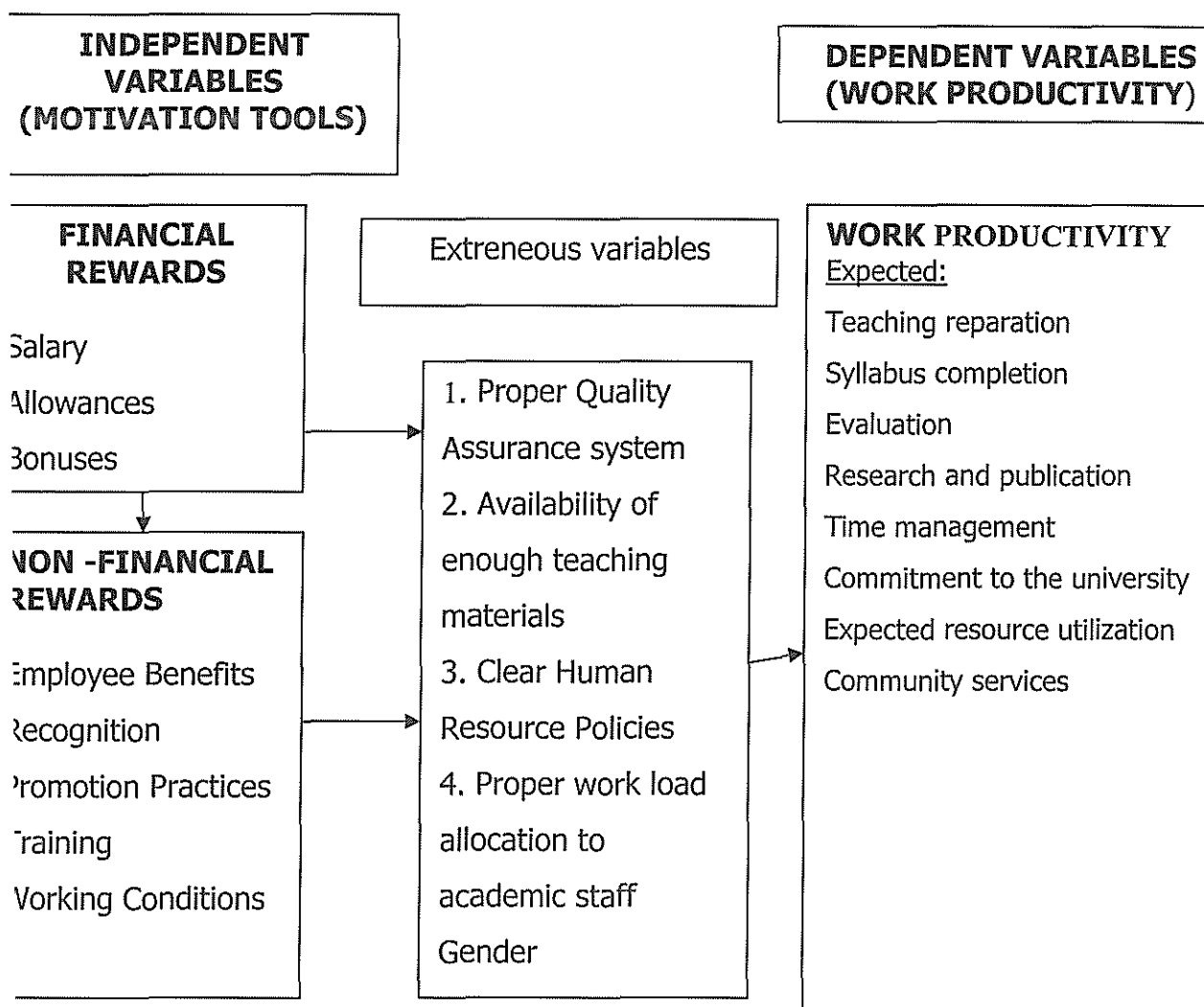
In this case, personal expectation are too high relative to what they put in and, in turn, too high in comparison with what others contribute and receive, the more motivation tools, more employee productivity or higher quality of work and vice versa, whereby private universities, understudy one would expect the staff to get

distributive fairness for employee productivity by examining underlying issues grouped around relevant outcome constructs such as financial reward systems, promotions, supervision and general working conditions that collectively reveal levels of motivation. In other words, the state where an employee is in the ladder on hierarchy of needs influences the work performance of that employee. Individual needs have to be identified in order to motivate people's work behaviour. The knowledge of an employee's unfulfilled needs may enable companies to influence the work performance.

## **CONCEPTUAL FRAMEWORK**

Figure.2.2 provides a conceptual frame work, a scheme of concepts, variables or constructs which the study operationalized in order to achieve its objectives (Makerere University Graduate School,MUG,2001) as cited in ( Bakkabulindi, 2009).The Figure.2.2 is developed from Porter and Lawler's Extension of expectancy model of motivation that extended Vroom's work (Fig 2.1). It related what Vroom's paradigm terms the personal inputs that is Motivation tools (Financial rewards, non-financial rewards and working conditions of employees) to what he calls the personal out comes)such as work productivity.

The conceptual frame work indicates extraneous variables can affect the interplay between the two variables, namely independent variable; motivation tools and dependent variable; work productivity of academic staff. If the extraneous variables are not controlled can affect motivation of academic staff.



**Fig 2.2 Conceptual model on Work Productivity to motivation tools.**  
(Adopted from Fig.2.1 using ideas by Homans, 1961, Jerald)

The conceptual model (Fig.2.2) depicts motivation tools namely; financial rewards involve salary provided, allowances and bonuses determined from work productivity (teaching preparation, syllabus completion, evaluation, research and publication, time management, commitment to the university, resource utilization and community services. While non-financial rewards involves employee benefits, recognition, promotion practices, training and working conditions of staff derived from work productivity among the private universities under study. Both financial rewards and non-financial rewards affect high level of work productivity of academic staff when the extreaneous variables (Proper Quality Assurance system, Availability of

enough teaching material, clear HR policies and proper work load allocation of academic staff) are in place.

### **Motivation Tools**

At one time, employees were considered just as another input into the production of goods and services. What perhaps changed this way of thinking about employees was research, referred to as the Hawthorne Studies, conducted by Elton Mayo from 1924 to 1932 (Dickson, 1973). This study found that employees are not motivated solely by money and employee behavior is linked to their attitudes (Dickson, 1973). The Hawthorne studies began the human relations approach to management, whereby the needs and motivation of employees become the primary focus of managers (Bedeian, 1993).

The general assumption is that an adequately motivated worker will in turn give in his or her best towards the attainment of a general consensus. Consequently when a worker is motivated the question of poor performance and inefficiency will be forgotten issue in an organisation. Managers who are successful in motivating employees are made often providing an environment in which appropriate or adequate goals called incentive are made available for the needed satisfaction of the employee (Bedeian, 1993). A good number of workers are adequately paid in their jobs so as to work hard and maintain a high standard of productivity while some even work hard but do not receive much material gains to show for it (Dickson, 1973). The issue under consideration is how a worker in an organisation with a particular set needs to achieve the reward he/she desires? Generally management do withhold rewards to motivate employee to achieve productivity.

Many contemporary authors have also defined the concept of motivation as the psychological process that gives behavior purpose and direction (Kreitner, 1995); a predisposition to behave in a purposive manner to achieve specific, unmet needs (Buford, Bedeian, & Lindner, 1995); an internal drive to satisfy an unsatisfied need (Higgins, 1994); and the will to achieve (Bedeian, 1993). Motivation tools are those items used by employers to motivate staff.

Along with perception, personality, attitudes, and learning, motivation is a very important part of understanding behavior. Luthan (1998) asserts that motivation should not be thought of as the only explanation of behavior, since it interacts with and acts in conjunction with other mediating processes and with the environment. Luthan stress that, like the other cognitive process, motivation cannot be seen. All that can be seen is behavior, and this should not be equated with causes of behavior, while recognizing the central role of motivation tools, Evans (1998) states that many recent theories of organizational behavior find it important for the field to re-emphasize behavior.

One thing these definitions have in common is the inclusion of words such as desire, want, wishes, aim, goals, needs, and incentives. Luthan (1998) defines motivation as, "a process that starts with a physiological deficiency or need that activates a behavior or a drive that is aimed at a goal incentive". Therefore, the key to understanding the process of motivation tools lies in the meaning of, and relationship among, needs, drives, and incentives. Relative to this, Minner, Ebrahimi, and Watchel, (1995) state that in a system sense, motivation tools consist of these three interacting and interdependent elements. Managers and management researchers have long believe that organizational goals are unattainable without the enduring commitment of members of the organizations. Motivation is a human psychological characteristic that contributes to a person's degree of commitment (Stoke, 1999).

Motivation is a critical dimension of capacity, defined as the ability of people, institutions and societies to perform functions solve problems and set and achieve objectives (Stoke, 1999). Motivation is a general term applying to the entire class of drives, desires, needs, wishes and similar forces. Likewise, to say that managers motivate their subordinates is to say that they do those things which they hope will satisfy their drives and desires and induce the subordinates to act in a desired manner so as to achieve the organizational goals.

Why is there need for motivated employees? The answer is survival (Smith, 1994). Motivated employees are needed in rapidly changing workplaces. Motivated

employees help organizations survive. Motivated employees are more productive. To be effective, managers need to understand what tools motivate employees within the context of the roles they perform. Of all the functions a manager performs, motivating employees is arguably the most complex. This is due, in part, to the fact that what motivates employees changes constantly (Bowen & Radhakrishna, 1991). For example, research suggests that as employees' income increases, money becomes less of a motivator (Kovach, 1987). Also, as employees get older, interesting work becomes more of a motivator, than motivation tools which the employers employ.

Motivation tools in this study is grouped into three; financial rewards (salary, allowances, bonuses, employee benefits, recognition and acknowledgement and promotion). Although it is likely that motivation tools influences productivity directly and mediates or modifies the effect of interventions aimed at improving productivity (Rowe et al., 2005), there are few studies on its influence on practice change in health workers in low-income settings (Victora, 2005). The existing studies have focused predominantly on determinants of motivation, with less literature focusing on motivation tools and work productivity is delineated by Franco's model (Kanfer 1999), which divides determinants of motivation into will do (i.e. adoption of organizational goals) and can do components (i.e. mobilization of personal resources to attain joint goals) that operate at individual, organizational and societal levels. Motivational outcomes are viewed to be the net results of the interaction between the can do and will do components of motivation (Franco, Bennett, Kanfer, 2002) and are the main focus of this study.

The above approach views worker motivation to be the result of the interaction of individuals and organizations, rather than an attribute of either alone. To measure motivation factors, one can either use subjective (asking workers their perceptions of motivation and what influences it) or worker motivation (Kanfer. and Bethesda, 2000). While objective measures of assessment are thought to be better than subjective ones, indicators such as absenteeism would be very difficult to apply. On the other hand, directly asking workers whether or not they are motivated risks introducing biased response (respondents answering questions in the way they think

the questioner wants them to be answered, rather than according to their true beliefs). Adams (1964) in his equity theory termed as affair balance between contributions and outcome process explains the fair treatment on the job, one must perceive that what one puts in (for example, education, seniority, skill, effort, job performance and loyalty) that corresponds with personal outcomes (such as pay, privileges, job satisfaction, recognition and opportunity).

They further contain two major divisions of variables / concepts. The personal inputs and personal outcomes. Personal inputs are basically the education, seniority, skills, efforts, job performance and loyalty. Personal outputs thus include promotion systems, financial rewards and working conditions. In the context of this study, promotion system elements include promotion criteria, perceptions about promotion and promotion decisions which belong to the employees of the selected private universities who are the academic staff productivity (Victora, 2005).

Rewards in this study imply the way the employees are financially motivated. Financial reward elements refer to salaries/wages, allowances, and bonuses, non-financial elements (employee benefit, recognition, promotion practices, training and working conditions. The working conditions elements associate with employee security, competition and safety of the employees. All these elements are theorized to show that, one must feel that one's contributions and outcomes are in line with the contributions and outcomes of others. If a person believes that he or she produces far more than another but that they both are paid the same, a case of inequality exists and the person may try to do something to correct it (Wendell, 1997). This might take a number of forms including complaining, slowing down, being absent frequently or quitting.

Adam's (1964) contention also suggests that if people perceive that personal outcomes are too high relative to what they put in and, in turn, too high in comparison with what others contribute and receive, they will feel motivated to bring the situation into psychological balance by such mechanism as rationalization, more employee productivity or higher quality of work (Homans,1961) In the case of



private universities one would expect the staff to get distributive fairness for employee productivity.

With these considerations in mind, the researcher assessed motivation tools by examining underlying issues grouped around relevant outcome constructs such as financial reward systems, non-financial rewards like promotions, supervision and general working conditions that collectively reveal levels of motivation. Studies that investigated this issue in developing country settings have predominantly used qualitative methods, as shown by the works done in Ethiopia by Lindelow and Serneels in 2006; Tanzania by Manongi, Marchant and Bygbjerg in 2006 and North Vietnam by Dieleman, Cuong, Anh, and Martineau in (2003).

### **Work Productivity**

Work productivity is how well an employee does his or her job to achieve organizational goals and objectives (Jack, 2003) and could be perceived as a function of the interaction of ability. Productivity is the standard to which someone does something such as a job. An employee could be performing to the level they are capable of only if there are adequate tools, equipment, materials and supplies and favorable working conditions, helpful co-workers, supportive work rules and procedures, sufficient information to make job-related decisions and adequate time to do a good job. The contrary scenario may yield negative results. The staff/employee are conceptualized as the people who work for a particular institution.

Work productivity is measured in this study in terms of level of teacher performance, syllabus completion, evaluation, quantity of research and publication, level of time management, commitment to the university, resource utilization, and involvement in community service. Teacher performance and commitment imply effective learning outcomes that necessitates the teacher to be prepared in the following areas: command of theoretical knowledge about learning and human behaviors, display of attitudes that foster learning and genuine human relationships; competence in the subject matter to be taught and control of technical skills of teaching that facilitate student's learning (Smith 2009).

For the teacher to perform effectively then, he should promote student's learning through creating a positive learning climate, selecting appropriate instructional goals and assessments, using the curriculum effectively, and employing varied instructional behaviors that help all students learn at higher levels (Ama and Ama, 2004). According to Batey (1953) a school to be an instrument of education it has to be staffed with teachers who have adequate knowledge of the subject matter in their teaching subjects. On the same note, it is believed that in order to achieve pre-determined educational aims, the teacher should make the most efficient use of the available resources (resource utilization) for the students to find meaning in their learning.

In view of George and Jones' (2002) contentions that there are three key elements by which a worker perform or become productive, these are then considered for discussion in this study to impress more on work productivity. The key elements are: (1) direction of behavior (the many potential behaviors a worker could perform that the worker could actually perform); (2) level of effort (how hard does a worker perform); and (3) level of persistence (how hard does a person keep on trying to perform). Managers expect workers to actually perform (direction of behavior) by being motivated to come to work on time, perform their assigned tasks dependably, come up with good ideas, help other workers and avoid paying lip service to quality. Further, the gravity of the workers' performance (level of effort) is also essential to emphasize the need for change for the better even in the midst of obstacles, roadblocks and stonewalls (level of persistence).

### **Motivation Tools and Work Productivity**

According to George and Jones, (2002), motivation tools may not be linked to high productivity all the time as there are several tools that can affect work productivity other than motivation on certain extrinsic and intrinsic factors. Conversely, high productivity does not necessarily imply that the workers are highly motivated to be productive. Workers with low motivation may be highly productive if they have a great deal of ability. Managers should be careful and devote to boost the motivation of the workers in this case as these workers usually are capable of making exceptional contributions to the organization (George and Jones, 2002).

## **RELATED LITERATURE**

This section is presented on sub-themes of four specific objectives of the study and also as suggested in the conceptual framework of the study (Fig.2.2).

### **FINANCIAL REWARDS AND WORK PRODUCTIVITY**

#### **Salary and work productivity**

Wendell (2003) refers salary to a weekly, monthly, or yearly rate of pay. Koontz & Weibrich (1998) further added that if money is to be considered as an effective motivator, people in various positions even though at a similar level must be given salaries and bonuses to reflect their individual productivity. Terry and Franklin (2000) categorically stated that many people work to get money but even those that work have the ambitions of getting more money to add on what they have. According to Mumanyire (2005), Akintoye (2000), Robbins (2000), Banjoko (1996) asserts that money remains the most significant motivational strategy. Katz, in Sinclair, et al. (2005) demonstrates the motivational power of money through the process of job choice. He explains that money has the power to attract, retain, and motivate individuals towards higher productivity.

They further stated that, money is a medium of exchange; people may not only work for money but if you take money away and how many people would come to work. They also noted that, the most important motivator to the teacher is money which can be in form of salaries, allowances, wages, bonuses, duty allowances and other monetary rewards. However, other factors such as actual teaching conditions, the environment in which the school is located, teacher participation in matters which affect them, job security and level of commitment to the school's objectives are all crucial to the level of motivation of teachers.

According to the empirical studies by James et al (2012); Aacha (2010); Rafikul and Ahmad (2008); Milne (2007); Ajila & Abiola (2004); Nwachukwu (1994); Egwandi (1981); Dloko, (1977); Kayode, (1973) the pay now causes satisfaction of the employee to be affected, which directly influences the motivation to perform. It's evident that pay is a major determinant of physiological needs, failure to get enough pay mean that these needs will not be satisfied or motivated to perform well.

Factors such as salary payment have significant effect on the performance of teachers in central college, Kawempe (Sangaire, 2007). Kasaija (1991) studied about the effects of monetary and non-monetary rewards on motivation of teachers. He established that both monetary and non monetary rewards are motivators to teachers. Similarly Roshan (2005); Reio and Callahon (2004); Gardner, Van Dyne and Pierce, (2004); Bratton (2003); Wayne (1998); Kiseesi (1998), Taylor, (1911) observes, that pay is one of the most powerful motivating tools. In the same vein, Armstrong (1996) emphasizes the value of extrinsic motivation when he says that money provides the means to achieve a number of different ends. Above all he asserts that money in form of pay is the most obvious extrinsic reward.

While the above studies showed positive correlation between salary and employee productivity, Mol (1992), asserts that money does not motivate, but rather moves a person to achieve a goal in order to obtain the reward. Other authors like Koontz & Weihrich (1998); Brown et al, (2007); Smith (2001) and Ashby and Pell (2001) support this view by arguing that money is an effective way to get employees through the door, but it does not keep them there. To them, money can never be looked at as the only motivator whether in form of wages or any other things that may be given to people for productivity, it is certainly not the only form of compensation (Rynes, Gerhart and Minette, 2004). The fact that not all studies were pointing in one direction of positive correlation between salary and employee productivity left a research gap for this study. Another gap was that none was specifically on work productivity of academic staff let alone the context of private universities. To contribute to the closure of such gaps, this study considered salary as a positive correlate of work productivity among academic staff in private universities, since no earlier study has done so.

### **Allowance and work productivity**

According to Graffin (2001) all employees of all types of organization, schools, hospitals engineering companies, to mention but a few, should be provided with allowances on top of the salary they receive at the end of the agreed payment time (weekly, monthly, or otherwise). This will increase the productivity of the employees and will greatly lead to accomplishment of the organizational goals of any kind.

Graffin (2001) further adds that, allowances like housing transport, medical, add confidence to the workforce in their organization. According to Maslow (1970) man is directed towards achieving five sets of needs that is physiological needs, safety needs, social needs, self esteem needs, and self actualization. This is why man strives to work, in order to meet these needs, and live a satisfied life. All these needs must be facilitated by a good pay from the employer coupled with various supplementary allowances. Allowances entice workers to work hard. They lead to an increased productivity of employees in an organization (Kochar, 2000).

Past study on how allowances affect employee productivity include James et al (2012); Aacha (2010); Vandenberghe and Trembley (2008) and Den Hartog and Verburg (2004), Rafikul and Ahmad (2008) and Milne, (2007) Sangaire (2007) found allowances to be positively associated with employee productivity among teachers in private secondary school. Common criticism is that teachers are not particularly motivated by reward so they will not respond to financial incentives. If money is a relatively small motivator for teachers, attempts to focus on monetary-reward systems can have the consequence of increasing resentment towards management, and reducing employee loyalty, resulting in a reduction in productivity (Ramirez, 2001).

The key findings of a study by Kazeem (1999) is that teachers and other school workers tend to remain contented and reasonably motivated as long as salaries are paid on time and they are promoted regularly. Earlier, Eton (1984) also identified the payment of salaries, allowances and promotion as the key factors that shape teacher attitudes towards their work. Kasaija (1991) in a study of the effects of monetary and non-monetary rewards on motivation among teachers in post primary institutions in Hoima and Masindi districts who established that promotion and productivity has a close relationship. Aacha (2010) investigated on the effects of motivation on the productivity of primary school teachers in Kimaanya-Kyabakuza division, Masaka district. In her study a significant positive relationship between intrinsic motivation and productivity of teachers was found to exist in primary schools and a positive relationship was also revealed between extrinsic motivation

and productivity of teachers, implying that extrinsic motivation affected the productivity of teachers in Kimaanya-Kyabakuza division.

Amadi (1983) also concluded that the irregular payment of salaries is one of the major problems facing the teaching profession in Nigeria. According to Mbanefoh (1982) practicing teachers are particularly concerned about the late payment of salaries and the non-payment of fringe benefits rather than other non-monetary incentives. However, while the above study was showing positive correlation between allowances and employee productivity, none is on the context of private universities, as academic institution, hence justifying the decision by this researcher to test whether allowances positively affect the employee productivity among private universities in central Uganda.

A bonus is a reward offered on one time basis for high productivity (Byar, 2008). It should not be confused with a merit increase. Shauna and Tony (1997) state that bonuses have been found to have the best effect. Payments of bonuses act as useful item to the tide of turnover within the ability to perform the given tasks within the organization. Mejia (2002) goes further and says that, pay incentives rewards employees for high productivity. This includes variable pay, and merit pay. In addition to the above, he still emphasis that, paying higher wages to the employees increases productivity of the employees, and productivity. James et al (2012) and Milne (2007) suggested that rewards received by employees have a positive influence on motivation and higher level or rewards are associated with higher levels of motivation Rusbult and Farrel (1983); Vandenberghe and Trembley (2008) for public and private sectors employees.

McClelland (1959) shares the view that money has only a limited contribution to motivate people for high productivity. He asserts that pay is not particularly effective in evoking effort and motivation to perform in people with high achievement. People with high achievement always work hard, provided there is an opportunity of achieving something. Mathauer and Imhoff (2006) hold a view that increased salaries are by no means sufficient to solve the problem of motivation. More money i.e. bonuses and commission does not automatically imply employee productivity.

However, while the above empirical cases posit a strong basis to believe that bonuses have negative relationship to employee productivity, they still left a big knowledge gap in that none of them was addressing the motivation tools and work productivity in private universities.

### **Employee benefits and work productivity**

Armstrong (2007) defines employee benefit as elements of remuneration given in addition to the various forms of cash pay. They also include items that are not strictly remuneration, such as annual holidays. Cole (1993) states that employee benefits are sometimes referred to as fringe benefits. Armstrong, (1997) suggest that such employee benefit motivate employees and increases commitment to the organization. Therefore, for these benefit lead to motivation, there is need for organization to recognize characteristics of each employees benefit such as company cars will address social status motive where as the provision of persons and private healthcare attempt to satisfy more security based motives.

Armstrong (1996) shows the relationship between employee benefit and motivation, as; they provide an attractive and competitive total remuneration package which attracts and retains high employee productivity to the organization. Motivation plays a big role in employee productivity in a publishing house. Workers who are motivated with good salary package, conducive working environment, regular promotion, good communication climate, staff training and development are likely to exhibit high level of job performance (Ude at el (2012); James et al (2012). This corroborates the words of Popoola (2009) that, "work motivation is an important factor in predicting the work productivity of employees in both private and public sector organizations." Jon-Chao et al, (1995) in their study on impact of employee benefits on work motivation and productivity, found a positive correlation. Cole (2003) contrasts that most benefit plans do not permit an employee to choose his or her preferred range of benefit. The benefits are generally offered on a take-it or live-it basis. While all the above studies showed a positive correlation between employee benefits and work productivity, they still left a research gap for the current study, namely that only a handful were specifically on work productivity, and very few on the context of private universities. Thus this study had enough ground to conclude



that employee benefit as a positive correlation of work productivity among academic staff in private universities.

### **Recognition and work productivity.**

Recognition is a tool widely applied by organizations to motivate their employees. Outstanding employees expect their effort to be acknowledged by the organization. Armstrong (1997) defines recognition as one of the most powerful motivator. Robbins (2003) maintains that recognition and acknowledgement from supervisors is consistently found to be among the most important motivators to employees. Robbins (2003) suggested that rewarding a behavior with recognition immediately following that behavior is likely to encourage its repetition and this is linked to the reinforcement theory. London and Higgot (1997) quoted Scholtes (1995) who listed five reasons to explain why reward, recognition and incentives systems lead to low motivation; there is no data to show long term benefit they set up internal competition which will lead to satisfaction, teamwork and recognition; they offer reward those who are lucky and pass those who are unlucky; and they create cynics and losers. According to Ahmed et al. (2010) workers are motivated and they experience higher job satisfaction by the recognition, work itself, opportunity for advancement, professional growth, responsibility, and good feelings about organization.

While many empirical studies (e.g. James et al (2012); Ahmed et al. (2010); Robbin, 2003) showed a positive correlation between recognition and acknowledgement and employee productivity. Reeve and Deci (1996) in their study on the factors that have an impact on intrinsic motivation found that recognition had a positive impact on motivation, while others (e.g. Scholtes, 1995) found a negative relationship. Such contradicting findings call for more studies to establish the truth. The fact that not all studies were pointing in one direction of positive correlation between employee recognition and work productivity, left a research gap for this study. To contribute to the closure of these gaps, this study hypothesized employee recognition as positively correlated with work productivity among academic staff in private universities, having found no earlier study on this issue.



## **Promotion practices and work productivity**

Promotion is the reassignment of a higher level job to an internal employee (which is supposed to be assigned exclusively to internal employees) with delegation of responsibilities and authority required to perform that higher level job and normally with higher pay (Subba, 2009). Dessler (2005) theorizes that for employers, promotions can provide opportunity to reward exceptional performance and to fill open positions with tested and loyal employees. Unfairness, arbitrariness, or secrecy can diminish the effectiveness of the process for all concerned.

Several researchers have explored staff productivity in different contexts. In the view of Taylor (1947) money (or to take it more broadly, remuneration) is a primary incentive to workers. Sangaire (2007) studied salary payment which had significant effect on the performance of teachers in Central College, Kawempe. Kagubaire in 2006 also studied recruitment and employee performance in private universities in Uganda. Nyuakiiza (2005) assessed rewards and lecturer's performance at Nkumba University. Past studies on promotion and performance include that of Kasaija (1991) in a study of the effects of monetary and non-monetary rewards on motivation among teachers in post primary institutions in Hoima and Masindi districts who established that promotion and productivity has a close relation. Aacha (2010) investigated on the effects of motivation on the productivity of primary school teachers in Kimaanya-Kyabakuza division, Masaka district. In her study a significant positive relationship between intrinsic motivation and productivity of teachers was found to exist in primary schools and a positive relationship was also revealed between extrinsic motivation and productivity of teachers, implying that extrinsic motivation affected the productivity of teachers in Kimaanya-Kyabakuza division.

Maganda in his study in 2009 found that promotion made to employees in relation to the employee's effort cannot serve as an effective tool and employees are not inspired to maximize their effort to meet high productivity among employee of Kakira Sugar Works in Jinja. Past studies on promotion and productivity include that of James et al (2012); Steven et al, (2001). In a similar study conducted on nurses, (Shields and Ward 2001) found that the lack of opportunities for career advancement or the possibility of promotion affect the job satisfaction of employees

more than the size of the salary. Promotion according to Steven e. Phelan and Zhiang Lin (2001) defined a link between promotion and work satisfaction, results showed positive relationship between these two. Vasilios D.Kosteas (2006) told effect of promotion job satisfaction and there existed a positive relation between these two variables. ;Kasaija (1991) in a study of the effects of monetary and non-monetary rewards on motivation among teachers in post primary institutions in Hoima and Masindi districts who established that promotion and productivity has a close relationship.

Promoting teachers, without basing it on an evaluative mechanism linked to work productivity, has also been found to de-motivate many teachers in Nigeria (Yisa, 1975; Obilade, 1989; Sanusi, 1998). Henderson and Tulloch (2008) in their research on health workers hold a view that it is important that health workers have their skills matched to their tasks. In Vanuatu, well qualified nationals with postgraduate qualifications have returned to the country to take up specific positions, only to be redeployed to duties that are not directly related to their expertise and training.

While all the studies were not pointing at the same direction, they still left gaps for this study; none was conducted on academic institution let alone private universities. To contribute to the closure of these gaps, this study took promotion practices as positively correlated with work productivity among academic staff in private universities in central Uganda.

Organizational commitment is strongly related to job satisfaction. According to the work of Meyer, Allen and Smith (1993) in Spector,2000:217, organizational commitment can be based on any one of the following three components: affective commitment, which happens when individual wishes to stay within an organization as a result of an emotional attachment; continuance commitment, which exists when an individual needs to stay within an organization because he or she needs the salary and cannot find another job; and normative commitment, which occurs when an individual feels he or owes the organization and feels that staying with the organization is the right thing to do. People with low commitment are more likely to leave their job than those with high commitment (Spector, 2000:217).

Research has shown that monetary reward in itself has not improved teacher's low esteem and their productivity. Studies on commitment have provided strong evidence that affective and normative commitment is positively related and continuance commitment is negatively connected with organizational outcomes such as productivity and citizenship behavior (Hackett, Bycio, and Handsdoff, 1994; Shore and Wayne, 1993).

Researchers (e.g. Mayer and Allen 1997) have found that age was positively correlated with affective and normative commitment, but not to continuance commitment. Mayer and Allen (1997) in an exploratory and confirmatory analysis of factors that can significantly predict job satisfaction and organizational commitment among blue collar workers reported that promotion, satisfaction, job characteristics, extrinsic and intrinsic exchange, as well as extrinsic and intrinsic rewards, were related to commitment. Youlonfoun (1992) argues that, although good salaries and their prompt payment are important motivating factors, there is evidence that other factors can undermine commitment to teaching.

Not surprisingly, Akinwunmi (2000) and Ejiogu (1983) found that what the typical low income earning teacher yearns is a sizeable salary increase, and they conclude that the payment of a living wage would significantly enhance their commitment and performance. Ubom (2002) found that in Nigeria, prompt payment of salaries induced greater commitment to teaching. However, although the empirical studies posited that there is positive correlation, none was on the work productivity of an academic institution such as private universities.

### **Training and work productivity**

Lim (1999) conceived training as the process of transmitting and receiving information to problem solving. This implies that training, as seen by Lim above is for specific purpose, Ghosh (1979) as cited by Omole (1991) sees training as any process concerned with the development of aptitudes, skills and abilities of employees to perform specific jobs with a view to increase productivity. Training according to Inyang (1998) and Akpama (2002) could be in the systematic development of knowledge, skills and attitudes required by an individual to perform

adequately in a given task or job. This presupposes that training in any organization is aimed at giving employees at all levels sufficient instruction and guidance to enable them perform their job effectively and prepare themselves for promotion and advancement (Inyang, 1998).

Fafunwa (1991) opined that no significant change in education could take place in any country unless its teaching staff is well trained and retrained. Researches such as (James et al, 2012; Ifamuyiwa, 2007; Sim, 2004; Olubor, 2000) globally and nationally have reiterated teachers' roles, responsibilities and contributions to union building and development. This can be sustained through constant staff development and training. Redmond (2007) saw training as public or private education programmes directly applicable to work situation. An organization may have employees with the ability and determination, with the appropriate equipment and managerial support yet productivity falls below expected standards. The missing factor in many cases is the lack of adequate skills, and knowledge, which is acquired through training and development.

Commenting further Iboma (2008) is of the opinion that effective training can change the entire view of workers in an organization and make the firm more productive as new skills and attitudes are developed by workers. Looking at the indispensability of training and development to an industrial set up Ladipo-Ajayi (1994) observed that both are very demanding ventures in any organization, because people commit huge resources to them. Enuku (2003) citing Omole (1983) saw that management is interested in training their workforce because with the acquisition of necessary skills by workers it would go a long way to increase productivity. He stated further that if the workers are not aware of certain things, the productivity which they intend to improve may even reduce as a result of lack of technical knowhow.

Past studies, Bartel (1994) found a significant positive relationship between training and labour productivity in her study while Guidetti and Mazzanti (2007) found that training activities are positively associated with high performance practices, innovative labour demand features, work force skill level, firm size, and are affected

by labour flexibility in various directions. More recently, Apospori, et al. (2008) conducted a study in southern European countries and found that training had a significant impact on firm performance. Thus, while many studies showed training as an important factor in employee productivity, none was specifically on motivation tools and employee productivity of academic staff in the context of private universities. To contribute to the closure of these gaps, this study took training as positively correlated with work productivity among academic staff in private universities in central Uganda.

### **Working Conditions and work productivity**

Accordingly, Kohun (1992), defines work environment as “an entirely” which comprises the totality of forces, actions and other influential factors that are currently and, or potentially contending with the employee’s activities and performance. According to Subair and Awolere (2006), Keeling and Kallaus (1996) there should be maximum use of certain physical conditions such as lighting, ventilation, good building constructions, sufficient windows, doors, vents and fans to cool the heat during hot season. Adams (2004) submitted that a quiet, cool, clean and beautiful environment makes the teacher happy and enhances his or her performance and productivity. Wilson (2003), Quible (1996), Okunuga (2005) and Ijaduola (2008c) cautioned that with poor physical working condition, there are usually mental fatigue, truancy, frustration, discomfort, and poor health; all those consequently reduce teachers’ productivity.

In the same vein, Joel and Shaw (2001), Omidina (2003), Fatoki (2005), Colins (2006) and Ijaduola (2008b) agreed that since staff spend almost half of their lives at work, it is important to provide them with pleasant and comfortable working conditions. One research study conducted by Rocky Mountain Institute (2000) analysed and found that lighting, heating, and cooling have a positive effect on worker productivity and generate a negative correlation with work performance and absenteeism. Brenner (2004) argued that work environment designed to suit employee’s satisfaction and free flow of exchange of ideas is a better medium of motivating employees towards higher productivity. Lambert (2005) was able to show in his findings that “it is the number of management functions in the work

environment which appear to have been the key factor inhibiting higher productivity". According to Tjambolang (2000) the office environment in which employees work and undertake most of their activities can impact on their productivity

Working conditions are a primary concern of management as they can determine employees' performance and productivity (Sutherland & nwell, 2004:244). Employee's safety and health should be taken care of in order to protect the employee against accidents, unhealthy working conditions and to protect worker's capacity (Rao, 2009). Rao (2009) further states that in India, the factories Act, 1948, stipulated certain requirements regarding working conditions with a view to provide safe working environment.

Wayne (2006) quotes Zohar and Luria, (2004) who assert that evidence indicates that employees who perceive their organizations as supporting safety initiatives and those who have high-quality relationships with their leaders are more likely to feel free to raise safety concerns. Such safety-related communication, in turn, is related to safety commitment, and ultimately, to the frequency of accidents. It has been observed and demonstrated that developing strong safety cultures have the single greatest impact on accident reduction of any process. He further stated that in a strong safety culture, everyone feels responsible for safety and pursues it on a daily basis. Akintayo (2012) revealed that a significant relationship exist among working environment, workers' morale and perceived productivity. Also, it was found that working environment is significantly related to workers' morale. Besides, working environment has significantly correlated with perceived workers' productivity.

Other scholars like Olaoye, (2003); Adedeji, (2002) and Stenlund, (1995) submit that teachers in any school setting, who receive a great deal of parental and organizational support, are more satisfied than teachers who do not. The authors reported a strong relationship among teachers' working environment, job satisfaction, salary and benefits. Employees go beyond "the call of duty" to "the call for duty" which identifies unsafe conditions and behaviors, and intervenes to correct them.

The results reveal that the office design has a substantial impact on the productivity of employees. The results are consistent with the previous study of Hameed and Amjad (2009) in which they reveal that office design of banks in Pakistan are very vital in terms of increasing employees' productivity. Rowan and Wright (1995) highlights the importance of ergonomics in a work place, as injuries and illness interface the employee and machine system. So, they opine the need of ergonomics in a work place. They proposed that physical environmental factors like temperature noise flow of air, humidity, furniture affects the employees' productivity. The provision of inadequate equipment and adverse working conditions has been shown to affect employee commitment and intention to stay with the organization (Weiss, 1999; Wise, Darling-Hammond and Berry, 1987) as well as levels of job satisfaction and the perception of fairness of pay (Brockerman and Ilmakunnas, 2006). Sekar (2011) argues that the relationship between work, the workplace and the tools of work, workplace becomes an integral part of work itself.

Warren, Hodgson and Craig (2007) found that quality of work life has a negative but not significant relationship with organizational performance. The quality of work life variables included company health and safety policy, worker free lunch, workers' transport facility, maternal leave with salary for female workers, providing job related training, availability of leave, family life, living accommodation by employer, living in own hired house, and healthy and hygienic living accommodation. The teacher's work environment in Nigeria has been described as the most impoverished of all sectors of the labour force.( NPEC, Nigeria 1998).Facilities in most schools are dilapidated and inadequate, (Sanusi 1998, Adelabu 2003).

Kazeem (1999) has recommended that greater attention should be given to improving work-related conditions of teachers to improve the quality of education. In particular, there should be improvements in the supply of teaching and learning materials and general classroom environment to improve student learning. However, although the empirical studies posited that there is positive correlation, none was on the work productivity of an academic institution such as private universities. To contribute to the closure of these gaps, this study took working conditions as

positively correlated with work productivity among academic staff in private universities in central Uganda.

### **Gender and work productivity**

Prügl and Meyer (1999) contend that gender emerged as a crucial concept as part of the women's movement, while Staudt (1998) argues that use of the concept 'gender' as a social construction instead of 'women' started with the interest in mainstreaming in development. Most importantly, the shift to gender signals that both women and men have to be responsible and involved in changing gender relations in an institutional context. It also implies a focus on concerns with male and female.

Kanfer and Ackerman (2000), Meyer and Braxton (2002), and Tolbert and Moen (1998) found significant differences in the motivational drives of men and women at work, in that female employees obtained much higher numerical scores than males on all the achievement-oriented traits mentioned earlier, with statistically significant differences in the first-mentioned study recorded for 'Mastery' and 'Emotionality'. Kovach (1987) also found no significant differences between men and women, but however reported that, women placed full appreciation of work done in first place, while men put it in second place. Huddleston et al. (2002) found that female employees showed a stronger preference for aspects of their jobs that relate to security, such as pay and job security.

Kovach (1995) found that women in the workplace attached considerably more importance to interpersonal relationships and communication than men, and related the finding to women's continuing endeavors to cope with their dual role of homemaker and employee, where both these aspects demand attention. Wiley (1997) concluded that, women placed greater importance on appreciation of work done, interesting work and more importance on good working conditions, whereas, males on the other hand placed more emphasis on interesting work. When responses of men and women was analyzed in this study the results showed that no significant differences were found in motivation tools and work productivity of the



two groups. For example both men and women ranked, good working conditions, and promotions as the three top motivational tools.

This could be explained by an equal opportunity for both men and women in Sweden Kovach (1987) also found no significant differences between men and women, but however reported that, women placed full appreciation of work done in first place, while men put it in second place. Although men and women ranked Job satisfaction the same, nonetheless I believe women placed more emphasis on it than men. Good salary was also ranked more by women than men, a conclusion also reached by Kovach (1987) the reason(s) for such difference is open to speculations and could be explained by the fact that Sweden being a feminist state women will always strive for higher wages.

The evidence suggests that there is a gender difference in work motivation. For example, Hofstede (2001) came to the conclusion that while men's concerns are mostly earnings, promotion and responsibility, women value friendly atmosphere and usually concern prestige, challenge, task significance, job security, co-operation and their work environmental conditions. Reif et al. (1976) examined significance of 33 particular rewards for men and women and found that gender was the determining factor of appreciation of the value of reward.

Gooderman et al. (2004) have also discovered that men prove to be much more financially motivated than women do. A study by Miner (1974a) of business managers (44 females and 26 males) and educational administrators (25 females and 194 men) found that managerial motivation was "significantly related to the success of female managers" (p. 197), but there were no consistent differences between men and women in managerial motivation. Miner concluded that "it implies only that those women who become managers have the motivational capacity to do as well as males who become managers...Whether the female population can provide a major source of managerial talent in the future, consonant with the rising labor force participation of women, poses a major and as yet unanswered research question" ( p. 207).

Similarly, Pearson & Chatterjee (2002) while examining experience of China came to the conclusion that despite divergences, gender uniformity in job motivation of men and women dominated. They share the same attitudes as to high earnings, training opportunities, work autonomy, usage of skills, desirable living area, relations with managers, etc. Harpaz (1990) with regards to gender differences reported that, Job satisfaction emerged as the leading work goal, irrespective of the gender and at all organizational levels. Recognition on the other hand realised a higher overall rank for men over men because of the rationale that men are always seen heading higher managerial positions that lead to heavy recognition.

Some studies failed to show a significant relationship between gender and employee motivation (Moon, 2000; Gouws, 1995; Dubinsky, A.J., et al., 1993; Stinson & Johnson, 1977) showed that rather minimal differences in motivation exist between men and women. However, although the empirical studies posited that there is positive correlation, none was on the work productivity of an academic institution such as private universities. To contribute to the closure of these gaps, this study took gender as positively correlated with work productivity among academic staff in private universities in central Uganda.

Chao Hong et al.(2003) studied on impact of employee benefits on work motivation and productivity. Mohammed S. Chowdhury (2007) Enhancing motivation and worker performance of the salespeople: the impact of supervisors' behavior. Ude (2012) investigated on incentive schemes, employee motivation and productivity in organizations in Nigeria: analytical linkages. Dysvik (2008) the relationship between perceived training opportunities, work motivation and employee outcomes. Tausif (2012) studied the Influence of Non Financial Rewards on Job Satisfaction: A Case Study of Educational Sector of Pakistan.

So many people have carried out researches in influence of extrinsic and intrinsic motivation on employees' performance, some of which are Akintoye (2000) Kuvaas and Dysvik (2009) Oloko (1977), Kayode (1973), Egwuridi (1981), Nwachukwu (1994), Ajila (1997), Acha (2010) Banjoko (1996) Colvin (1998) Bergum and Lehr's (1964), Assan (1982), Kasaija (1991), Mumanyire (2005), Armstrong (1996), Reeve

and Deci (1996), Bender and Heywood study (2004), Brown et al. (2007), Shield and Word's (2001), Tausif (2012), Pragya (2008), Stovall et al, (2003), Robbins (2000), James et al (2012), Ajila and Abiola (2004), Rafikul and Ahmad (2008), Milne (2007), Uwe and Hartwig, (2000) have examined the effects of a psychologically based management system on work motivation and productivity. Wright (2002) has examined the role of work context in work motivation.

Mehta, et al. (2003) studied the leadership style, motivation and performance in international marketing channels. Kuvaas (2006) has studied work performance, affective commitment and work motivation: Miao and Evans, (2007) studied the impact of salesperson motivation on role perceptions and job performance. Ellerslie and Oppenheim, (2008) examined the effect of Role of Motivation in Higher Productivity on publication productivity of UK. Dysvik and Bard (2008) examined the relationship between perceived training opportunities, work motivation and employee outcomes. Ibadan and Obioha (2009) examined the role of motivation in enhancing job commitment in Nigeria industries:

A case study of energy Foods Company limited. Parkin, et al. (2009) examined the motivation among construction workers in Turkey. Baek, et al. (2010) has investigated the influences of core self-evaluations, job autonomy and intrinsic motivation on in-role job performance. Silverthorne, (1996) investigates motivation and managerial styles in the private and public sector. However, although the empirical studies posited that there is a positive correlation, none was on the work productivity of academic staff such as private universities. Therefore to contribute to the closure of these gaps, this study took gender as positively correlated with work productivity among academic staff of private universities in central Uganda.

Daniel and Caryl (1981) study was designed to explore the ability of the investment model to predict job satisfaction and job commitment. Egwuridi (1981) also investigated motivation among Nigerian workers using a sample of workers of high and low occupational levels. Kulkarni (1983) compared the relative importance of ten factors such as pay, security, etc. which are extrinsic to the job, and other intrinsic factors like recognition, self esteem, responsibility etc among 80 white collar

employees .Ogomarch (1994)'s study agrees with this assertion, he stresses that professional allowances have great significance in motivating lecturers to do their work effectively.

Bjorkman and Budhwar (2007) studied private sector employees are motivated extrinsically by economic rewards. Cheptoeck (2000) carried out a study to establish whether job satisfaction influences job performance among non- academic staff at Islamic University in Uganda. Khalizani et al.(2011) noted that, the Impact of Rewards and Motivation on Job Satisfaction in Water Utility Industry. Roshan (2005) conducted study on the relationship between rewards, recognition and motivation at an insurance company in the Western Cape. Mason's (2001) survey confirms the there are a host of factors that contribute to employee motivation and satisfaction, but that some factors are more critical in their motivational influence than others. Reeve and Deci (1996) conducted a study on the factors that have an impact on intrinsic motivation and support the finding that recognition has a positive impact on motivation.

While Colvin (1998) shows that financial incentives will get people to do more of what they are doing, Silverthorne (1996) investigates motivation and managerial styles in the private and public sector. Bergum and Lehr"s (1964) study, which investigated the influence of monetary incentives and its removal on performance. Assan (1982) also studied the effect of extrinsic and intrinsic job factors on job motivation and satisfaction, which leads to performance. Egwuridi (1981) also investigated motivation among Nigerian workers using asample of workers of high and low occupational levels.

Danish et al (2010) revealed that human resources are the most essential area among all the resources of organization. Stovall et al, (2003) conducted research on non-financial rewards and worker job satisfaction and research told that an effective reward package could have an important impact on the employees' performance. Working environment, workers' morale and perceived productivity in industrial organizations in Nigeria. However, although the empirical studies posited that there is a positive correlation, none was on the work productivity of academic staff such as private universities. Therefore to contribute to the closure of these gaps, this study

took gender as positively correlated with work productivity among academic staff of private universities in central Uganda.

Armstrong (1996) shows the relationship between employee benefit and motivation, this corroborates the words of Popoola (2009) that, "work motivation is an important factor in predicting the work performance of employees in both private and public sector organizations." Dessler (2005) theorizes that for employers, promotions can provide opportunity to reward exceptional performance and to fill open positions with tested and loyal employees. Unfairness, arbitrariness, or secrecy can diminish the effectiveness of the process for all concerned.

Past studies on promotion and performance include that of James et al (2012); Steven et al, (2001). In a similar study conducted on nurses, (Shields and Ward 2001) found that the lack of opportunities for career advancement or the possibility of promotion affect the job satisfaction of employees more than the size of the salary. Vasilios D.Kosteas, (2006) told effect of promotion job satisfaction and there existed a positive relation between these two variables. Henderson and Tulloch (2008) in their research on health workers hold a view that it is important that health workers have their skills matched to their tasks.

Studies on commitment have provided strong evidence that affective and normative commitment is positively related and continuance commitment is negatively connected with organizational outcomes such as performance and citizenship behavior (Hackett, Bycio, and Handsdoff, 1994; Shore and Wayne, 1993 Researchers (e.g. Mayer and Allen 1997) have found that age was positively correlated with affective and normative commitment, but not to continuance commitment.

Meyer and Allen (1991) in an exploratory and confirmatory analysis of factors that can significantly predict job satisfaction and organizational commitment among blue collar workers reported that promotion, satisfaction, job characteristics, extrinsic and intrinsic exchange, as well as extrinsic and intrinsic rewards, were related to commitment. Not surprisingly, Akinwunmi (2000) and Ejioogu (1983) found that what the typical low income earning teacher yearns is a sizeable salary increase, and they

conclude that the payment of a living wage would significantly enhance their commitment and performance. Ubom (2002) found that in Nigeria, prompt payment of salaries induced greater commitment to teaching. However, although the empirical studies posited that there is positive correlation, none was on the work productivity of an academic institution such as private universities.

Researchers globally and nationally have reiterated teachers' roles, responsibilities and contributions to union building and development (James et al (2012); Olubor, 2000; Sim, 2004; Ifamuyiwa, 2007). This can be sustained through constant staff development and training. Redmond (2007) saw training as public or private education programmes directly applicable to work situation. Commenting further Iboma (2008) is of the opinion that effective training can change the entire view of workers in an organization and make the firm more productive as new skills and attitudes are developed by workers.

In a cursory looking at the indispensability of training and development to an industrial set up Ladipo-Ajayi (1994) observed that both are very demanding ventures in any organization, because people commit huge resources to them. Eneku (2003) citing Omole (1983) saw that management is interested in training their workforce because with the acquisition of necessary skills by workers it would go a long way to increase productivity.

More recently, Apospori, et al. (2008) conducted a study in southern European countries and found that training had a significant impact on firm performance. Thus, while many studies showed Accordingly, Kohun (1992), defines work environment as "an entirety" which comprises the totality of forces, actions and other influential factors that are currently and, or potentially contending with the employee's activities and performance. According to Subair and Awolere (2006), Keeling and Kallaus (1996) there should be maximum use of certain physical conditions such as lighting, ventilation, good building constructions, sufficient windows, doors, vents and fans to cool the heat during hot season. One research study conducted by Rocky Mountain Institute (2000) analyzed and found that

lighting, heating, and cooling have a positive effect on worker productivity and generate a negative correlation with work performance and absenteeism.

Employee's safety and health should be taken care of in order to protect the employee against accidents, unhealthy working conditions and to protect worker's capacity (Rao, 2009). Wayne (2006) quotes Zohar and Luria, (2004) who assert that evidence indicates that employees who perceive their organizations as supporting safety initiatives and those who have high-quality relationships with their leaders are more likely to feel free to raise safety concerns.

Other scholars like Stenlund (1995), Adediji (2002) and Olaoye (2003) reported a strong relationship among teachers' working environment, job satisfaction, salary and benefits. Warren, Hodgson and Craig (2007) found that quality of work life has a negative but not significant relationship with organizational performance. The teacher's work environment in Nigeria has been described as the most impoverished of all sectors of the labour force. (NPEC, Nigeria 1998). Facilities in most schools are dilapidated and inadequate, (Sanusi 1998, Adelabu 2003).

### **Gaps in the literature review**

Akintayo (2012) found out that the impact of workplace quality on employee's productivity has the influence of work environment on workers' productivity: A case of selected oil and gas industry in Lagos, Nigeria. Akinyele, (2010) investigated on Physical Working Conditions as determinants of Productivity among secondary school teachers In Ogun State, Nigeria Kayodeolu.

Past study on how allowances affect employee productivity include James et al (2012); Acha (2010); Vandenberghe and Trembley (2008) and Den Hartog and Verburg (2004), Rafikul and Ahmad (2008) and Milne, (2007) Sangaire (2007) studied on allowances to be positively associated with employee productivity among teachers in private secondary school. Jon-Chao et al, (1995) impact of employee benefits on work motivation and Productivity. Ranjan et al, (2012) Motivational factors influencing labour productivity in the handicrafts & cottage industries of Odisha, India.



Ude et al (2012) studied on incentive schemes, Employee Motivation and Productivity in Organizations in Nigeria Analytical Linkages. Bishop (1987) suggested that pay is directly related with productivity and reward system depends upon the size of an organization. Masoud and Camal, (2010) studied the effect of motivation on the productivity of the employees of sport departments of Ardabil province. Mason, et al. (2008) studied motivation and perceived productivity at a merged higher education institution. Patterson, et al. (2004) examined the organizational climate and company productivity.

Past studies, Bartel (1994) found a significant positive relationship between training and labour productivity in her study while Guidetti and Mazzanti (2007) found that training activities are positively associated with high performance practices, innovative labour demand features, work force skill level, firm size, and are affected by labour flexibility in various directions. Adams (2004) submitted that a quiet, cool, clean and beautiful environment makes the teacher happy and enhances his or her performance and productivity.

Wilson (2003), Quible (1996), Okunuga (2005) and Ijaduola (2008c) cautioned that with poor physical working condition, there are usually mental fatigue, truancy, frustration, discomfort, and poor health; all those consequently reduce teachers' productivity. According to Tjambolang (2000) the office environment in which employees work and undertake most of their activities can impact on their productivity Akintayo (2012) revealed that a significant relationship exist among working environment, workers' morale and perceived productivity.

From the empirical studies, the fact that not all studies were pointing in one direction of positive correlation between motivation tools and work productivity left a research gap for this study. Another gap was that none was specifically on work productivity of academic staff let alone the context of private universities. To contribute to the closure of such gaps, this study considered all the constructs of motivation tools as a positive correlate of work productivity among academic staff in private universities, since no earlier studies has done so on motivation tools and work productivity of academic staff in private universities in central Uganda.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **Introduction**

This chapter presents the design, population, sampling strategies, data collection methods and instruments, data quality control, procedure and the analysis techniques in the study.

#### **RESEARCH DESIGN**

The descriptive comparative survey design involving a correlational research design was utilized in this study. Descriptive survey was used to discover causal relationships (descriptive correlation), and differences (descriptive comparative), to provide precise quantitative description and to observe behavior (Treece and Treece 1973). Neuman (2006) and Amin (2005) agree that quantitative research measures the objective facts, focuses on variables, separates theory from data, allows many cases and subjects of study and its statistical analysis is detailed. The study was a survey in that it involved a large number of respondents (Best & Kahn, 1993) and cross-sectional in so far as per as pertinent data that was collected from respondent once and for all to reduce on time and cost involved (Creswell, 2003)

In this study to establish the relationship between the way motivation tools are applied and the level of academic staff work productivity in private universities in central Uganda was investigated while a comparison was established between male and female respondents and between private universities in terms of the way motivation tools are applied and the level of work productivity of the academic staff of private universities in central Uganda. This is because of the nature of the variables (categorical and numerical) that were at hand, to produce data, required for quantitative and qualitative analysis and to allow simultaneous description of views, perceptions and beliefs at any single point in time. This is according to White, (2000). The survey method was used here as the study involved a large number of respondents. In addition the researcher used cross sectional pattern of selection during participant selection.

## STUDY POPULATION

Mugenda and Mugenda (2003) define population as a complete set of individuals, cases or objects with same common observable characteristics. The teaching staff from four selected private universities with different background affiliations was used in this study.

A total of 840 individuals comprising 16 professors, 14 Associate professors, 62 senior lecturers, 379 lecturers, 180 Assistant lecturers and 189 Teaching assistants are distributed among all the private universities under study. Table 3.1 below shows the category of schools, total target population and sample size.

**Table 3.1 Respondents of the Study**

Category	Target Population						Sample Size					
	Prof	AP	SL	L	AL	TA	Prof	AP	SL	L	AL	TA
UCU	4	1	14	59	9	16	4	1	14	51	9	16
KIU	7	4	24	183	143	161	7	4	24	126	105	115
Nkumba University	4	9	20	117	18	0	4	9	20	91	18	0
Cavendish University	1	-	4	20	10	12	1	-	4	20	10	12
Interviewed	4	4	4	4	4	4	4	4	4	4	4	4
<b>Total</b>	<b>16</b>	<b>14</b>	<b>62</b>	<b>379</b>	<b>180</b>	<b>189</b>	<b>20</b>	<b>18</b>	<b>66</b>	<b>292</b>	<b>146</b>	<b>147</b>
<b>Grand Total</b>	<b>840</b>						<b>689</b>					

**Source:** Staff records from study universities 2011

## Legend

Prof - Professors

AP - Associate Professors

SL - Senior Lecturers

L - Lecturers

AL - Assistant Lecturers

TA -Teaching Assistants

## **SAMPLING PROCEDURE**

### **Sample Size**

Amin, (2005) defines a sample as a collection of some [a subset] elements of a population. Because of the large target population, the study will be based on sampling. Sample size will be determined using the formula provided by Krejcie and Morgan, (1970), as cited by Amin, (2005). Six hundred eighty nine (689) respondents participated in this study (See Table 3.1). The researcher used Sloven's formula to arrive at this initial numbers. Only the populations according to universities which are above 40 respondents were computed for the sample size. This means that the different categorize of respondents had opportunity to be selected proportionally according to the number of individuals.

### **Selection of Private Universities**

The researcher selected four universities with the same characteristics. For example they had existed for not less than five years existence in Uganda and also within the central region, and all private universities.

A list of all private universities in four districts under study in central Uganda was obtained. The list of private universities was obtained from gazette list of NCHE and used as the sampling frame. Out of the 12 private universities in four districts under study in central Uganda, four private universities were studied (see table 3.1) to attain balanced representation in the sample. Simple random sampling was used to select private universities. The process of simple random sampling involved writing all names of private universities in the four districts under study in central Uganda on pieces of paper that were folded, put in a container and mixed up together. One paper was picked at random without replacement. The name of a university on the picked paper was included in the study.

### **Selection of Respondents and Technique**

The researcher selected respondents from all the categories by first mapping out the number which was determined using the convenience sampling. Each respondent selected was based on availability. When the researcher visited any of the

universities, the selection was based on who amongst the qualified respondents was found available, making it easier to use any of the available respondents willing to offer assistance by giving the information needed to the researcher.

The researcher employed the following inclusion criteria: the respondents are (1) either male or female ;(2) full time academic staff; and (3) they are from the selected universities included in the study. The academic staff who qualified was based on the inclusion criteria listed and categorized with corresponding positions (professors, associate professors, senior lecturers, lecturers, assistant lecturers, and teaching assistants). The actual respondents was chosen from this list or sampling frame using the simple random sampling technique.

## **RESEARCH INSTRUMENTS**

### **Self-Administered Questionnaires (SAQs)**

There were 2 sets of non-standardized and researcher devised questionnaires that were used as measuring tools for the research variables in this study namely, face sheet to determine the profile of the respondents, the questionnaire to determine the extent to which the tools motivate the respondents and the questionnaire on work productivity. The researcher chose the non-standardized and research administered questionnaires because of the high literacy levels of the target respondents.

### **Interview guide**

The researcher used interview guide on all academic staff available in the respective categories and universities in order to capture qualitative information. The academic staff for in depth interviews included six academic staff from each university understudy to a total of twenty-four (24) academic staff. This comprises of one Professor, Associate Professor, Senior Lecturer, Lecturer, Assistant Lecturer, and a Teaching Assistant in each of the universities under study. This was purposely intended to follow up leads and thus obtain more information and greater clarity about the use of motivation tools and its effect on work productivity of academic staff. A sample interview guide is attached to this study. (Appendix II)

## **Documentary Review, Report review**

Secondary data were collected from relevant documents and records obtained from the selected universities, NCHE, etc.

The face sheet collected data on the profile of the respondents. The questionnaire on motivation tools was generated from the literature of the study. The instrument was used because it covers a wide geographical area and captures a large volume of data from large respondents quickly. This questionnaire consists of 31 items categorized into the following elements of motivation tools: financial rewards (items 1-7); non-financial rewards, employee benefits (items 8-11); recognition (items 12-13); promotion practices (items 14-20); training (items 21-25) and working conditions (items 26-31). The scoring system and response modes consist of the following: strongly agree (4); agree (3); disagree (2); strongly disagree (1).

While the questionnaire to determine work productivity has 54 items categorized into the following: teaching preparation ( items 1-8); syllabus completion ( items 9-11); evaluation (items 12-18); Research and Publication (items 19-24); time management (items 25-31); Commitment to the University (items 32-46); resource utilization ( items 47-49); and Community service (items 50-54). The response modes and rating system are devised as: strongly agree (4); agree (3); disagree (2); strongly disagree (1).

## **VALIDITY AND RELIABILITY OF THE INSTRUMENTS**

### **Validity**

The questionnaires and interview guide on motivation tools and work productivity which were non-standardized were tested for validity and reliability. Content validity was measured through review by experts who were professors, associate professors and senior lecturers five. The content validity index of at least 0.88 was declared reasonably (Amin, 2003). While content validity index of interview guide was 0.87 and declared appropriate.

## **Reliability**

Pre-testing for reliability was done by administering the questionnaires to 10 academic staff (not to be included in the actual study) from a university excluded in this study. The pre-testing for reliability was done to determine if the options are logically placed and well understood by the respondents. Reliability of the data collected in the study was tested using the Cronbach's alpha method as provided by SPSS, and the results are as in Appendix VI. It suggests that all multi-item scales had reliabilities with alpha above 0.5 with an overall alpha of 0.91.

In achieving validity in the interviews which the researcher did, trustworthiness of the participants was assumed here. It is difficult to say if all the answers given by the participant is correct. But researcher considered the level of responsibility of the participant and believes that he/she is in the best of mood and accommodative enough to answer correctly all the questions posed. This aspect was not worrisome as quantitative data will prove the answers credible or non credible. Coherency was achieved by asking oral questions in different ways and of course, expecting similar answers. The researcher used an external auditor to check the reliability of the answers collected. The transcripts and written words were cross-checked for discrepancies.

## **PROCEDURE OF DATA COLLECTION**

The following data collection procedures were implemented:

### **Before the administration of the questionnaires**

The researcher secured an introduction letter from the School of Postgraduate Studies and Research for permission to conduct the study from the universities under study. The letter contained the criteria for selecting the respondents and the request to be provided with the list of qualified academic staff. After approval, the requested list of respondents was provided to the researcher by the selected universities, and was used by the researcher to guide him in identifying the participants of the study. The researcher prepared the questionnaires and convened with his selected research assistants to discuss and brief them on the sampling technique and gathering.

### **During the administration of the questionnaires**

Specifically, the researcher and his assistants were seriously particular in requesting the respondents the following:(1) to sign the informed consent;(2) to answer all questions;(3) to avoid biases and to be objective in answering the questionnaires. The researcher and his assistants tried collecting the questionnaires within two weeks from the date of distribution. All questionnaires collected were checked if completely filled out. The researcher also conducted interviews to a few academic staff from the entire four universities understudy to get more qualitative information.

### **DATA ANALYSIS**

Sekaran (2003) suggests that data analysis is the evaluation of data. It is the process of systematically applying statistical and logical techniques to describe, summarize, and compare data. The researcher considered the quantitative part of this study and also the qualitative part. Data on completed Self-administered Questionnaires (SAQs) edited, categorized or coded and entered into a computer for the Statistical Package for Social Scientists (SPSS) to summarize the data using descriptive frequency tables are generated using the descriptive techniques of the SPSS, not the whole program. The same package was used in the analysis by computing descriptive frequencies, arithmetic means and standard deviation at the univariate level.

At bivariate level, employee productivity was correlated with the respective motivational aspects using, independent sample t-test and Pearson's Linear Correlation Coefficient (PLCC). This was used to indicate the degree to which two variables are related to one another. The sign of a correlation coefficient (+ or -) indicates the direction of the relationship between -1.00 and +1.00 .The main analysis was done objective by objective. Then the testing of hypothesis using PLCC for H0 #1 and independent sample t-test for hypothesis H0#2.

To determine the profile of the respondents, the frequency counts and percentage distribution was used. The arithmetic mean and standard deviation was employed to compute for the level of motivation tools and work productivity.

Qualitative data were manually analyzed. The interviews were analyzed by writing memos that are included in this final report. Qualitative data was organized according to themes identified from research questions and analyzed using content analysis.

An item analysis based on the mean score and ranks reflected the strengths and weaknesses of the respondents in terms of motivation tools and work productivity. To interpret the obtained data, the following numerical values and descriptions were used:

Mean Range	Response Mode	Interpretation
3.5 - 4.00	Strongly Agree	High motivation/productivity
2.5 - 3.49	Agree	Low motivation/productivity
1.5 - 2.49	Disagree	Unmotivated/unproductive
1.00 -1.49	strongly Disagree	Unmotivated/unproductive

A respondent who disagrees indicates nothing different from being unmotivated or unproductive.

Pearson’s linear correlation coefficient was used to test the hypothesis on correlation (Ho#1) at 0.05 level of significance.

Independent Sample t-test was used to test hypothesis for difference between means (Ho#2) at 0.05 level of significance.

At objective one univariate level, descriptive statistics (arithmetic means and standard deviation) and rank used. This was used because it describes the basic features of the data in a study and provides simple summaries out the sample and the measures. Item analysis illustrated the strengths and weaknesses.

At objective two univariate level descriptive statistics (arithmetic means and standard deviation) and rank used. This was used because it describes the basic features of the data in a study and provides simple summaries about the sample and the measures. Item analysis illustrated the strengths and weaknesses.



At objective three bivariate level Pearson's linear coefficient correlation methods was used. This was used because it investigates the relationship between two quantitative continuous variables to measure the strength of the association between two variables.

At objective four bivariate level work productivity was correlated with the respective motivation tools using independent sample t-test to analyze specific objective four. This was used because it compares differences between separate groups.

### **ETHICAL CONSIDERATIONS**

The following were done to ensure utmost confidentiality for the respondents:

1. All questionnaires were coded to provide anonymity of the respondents.
2. The respondents were requested to sign the informed consent.
3. Authors quoted in this study were recognized through citations and referencing.
4. Presentation of findings was generalized.

### **LIMITATIONS OF THE STUDY**

The researcher claimed an acceptable (0.05 level of significance) 5% margin of error in view of the following anticipated threats to validity with relevance to this study:

1. **Attrition:** The calculated number of respondents was not reached considering the fact that some questionnaires were not returned due to circumstances within the respondents and beyond the control of the researcher. Tables 4.1 were the respondents who filled out the questionnaires.
2. **Other conditions** where the researcher had no control over the extraneous variables such as honesty of the respondents, personal biases and descriptive nature of the design.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

#### Introduction

This chapter presents analyses and interprets findings on responses on the motivation tools and work productivity of academic staff in private universities in central Uganda according to sub-themes of study objectives and hypothesis.

#### BACKGROUND OF RESPONDENTS

The biographic characteristics of the respondents that were considered relevant to the study included 689. The findings obtained are presented in Table 4.1.

**Table 4.1 Response rates per category of respondents**

University	Intended	Attained	% attained
UCU	95	65	68
KIU	381	215	56
Nkumba	142	77	54
Cavendish	47	37	79
Interviewed respondents	24	24	100
<b>Overall</b>	<b>689</b>	<b>418</b>	<b>60</b>

**Source: Primary data 2011**

Table 4.1 reveals that in relative terms, Cavendish University were close to 79%, followed by Uganda Christian University 68%, then Kampala International University 56% and trailed by Nkumba University 54%. The study distributed six hundred sixty five (665) SAQs to all the respondents, but only obtained Three hundred ninety four 59%. The study also involved 24 academic staff without academic responsibility through interviews in order to capture qualitative data from the study area. Therefore, the study involved a sample population of 418 (60%). Such a response rate compares favorably with Moodley, (2011) who in her study of employees' perceptions of whether monetary rewards would motivate those working at a state owned enterprise to perform better in South Africa, got back only 134 (24 %) of the

550 hand delivery survey questionnaires, then got back only 11 (2%) of the 450 sent through the email.

### Profile of the Respondents

In particular the respondents were described by gender, age, highest educational qualification, academic rank, school/faculty/institute, administrative position, number of years worked in this institution and number of years of teaching at university.

**Table 4.2 Distribution of respondents by Age, gender and highest education qualification**

Category	Frequency	Percentage (%)
<b>Age</b>		
20 to 39 years	301	76.39
40 -59 years	86	21.82
60 and above	7	1.77
<b>Total</b>	<b>394</b>	<b>100</b>
<b>Gender</b>		
Male	251	63.70
Female	143	36.29
<b>Total</b>	<b>394</b>	<b>100</b>
<b>Highest Educational Qualification</b>		
Ph.D.	44	11.16
Masters	277	70.30
Bachelors	73	18.52
<b>Total</b>	<b>394</b>	<b>100</b>

With regard to the age of respondents, Table 4.2 reveals that close to 77% of the respondents were in their early adulthood, implying that majority of the respondents were in their most productive and demanding age as far as the need to be motivated at work was concerned. While those at 40-59 years were below 22%. This shows that some of them were at middle adulthood and few were slightly below

2%. The study reveals that majority of respondents were at their early 30's and active age which was productivity. In terms of gender, male respondents were close to 64%, while female were slightly below 37%. This indicates that male academic staff was more aggressive in discovering talents than female academic staff in this study.

Regarding level of education, Masters' respondents were slightly over 71% implying that they were the majority in the sample, Bachelors holders were below 19%, and PhD holders were slightly above 11%, implying that majority of the respondents were educated and high degree of professionalism since all levels of education were represented and better still masters holders respondents who in most cases have got good reasoning capacity were the majority.

**Table 4.3 Distribution of respondents by Academic Rank, school/faculty/institute**

Category	Frequency	Percentage (%)
<b>Academic Rank</b>		
Professor	14	3.55
Associate Professor	5	1.26
Senior Lecturer	47	11.92
Lecturer	156	39.59
Assistant Lecturer	98	24.87
Teaching Assistant	74	18.78
<b>Total</b>	<b>394</b>	<b>100</b>

**Table 4.3 cont'd**

<b>School/Faculty/Institute</b>		
Education	49	12.43
Computer Science	61	15.48
Business Management	51	12.94
Social Science	77	19.54
Law	38	9.64
Arts and Humanities	28	7.10
Engineering and Applied sciences	25	6.34
Economics and Applied Statistics	30	7.61
Fine Art and Design	8	2.03
Hotel Management and Hospitality	13	3.29
School of Post graduate and Research	14	3.55
<b>Total</b>	<b>394</b>	<b>100</b>

Concerning academic rank, lecturers who were close to 40% dominated the sample, assistant lecturer were about 25% followed, teaching assistant were below 19%, senior lecturer were below 12%, professors were slightly below 4%, and lastly associate professors were 3.6% of the respondents. The finding reveals that lecturers were more than other academic ranks. This therefore concurs with one lecturer during interview who had this "that the private universities were recruiting their own products, who had excelled well in there undergraduate programs to be retained as teaching assistant".

As to School/Faculty/Institute, social science respondents dominated with 20%, followed by computer science with 16%, Business Management and education had 13%, Law faculty with 10% , Economics and Applied Statistics and arts and Humanities with 8%, Engineering and applied Sciences with 7%, School of Post Graduate and Research with 4%, and lastly Hotel Management and Hospitality with 3%. The finding reveals that social science faculty had a more respondents and this shows that the faculty had more courses and students were many. It also reveals that academic staff in social science faculty was more interested on the study because it was benefiting them.

The interview report revealed that most of the academic staff were educated and at their productive age. This also revealed that a majority of them were studying their second degree (Master) and conducting research. Therefore productivity depends on the use of motivation tools offered in the specific university under study. The report further revealed that most academic staffs were happy with their professions. The report agrees with the findings of the study that age, qualifications, productivity and commitment of the staff was revealed. However, this would also depend on the use of motivation tools in the specific universities.

**Table 4.4 Distribution of respondents by Administrative position**

<b>Category</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Administrative Position</b>		
Faculty Administrator	13	3.29
Head Of Department (HOD)	50	12.69
Associate Dean	12	3.04
Dean	9	2.28
Others (Directors, Deputies, coordinators & Research Assistants)	21	5.32
No Administrative position	289	73.35
<b>Total</b>	<b>394</b>	<b>100</b>
<b>Number of years worked in this Institution</b>		
1 to 5 years		
6- 10 years	335	85.02
11 and over	56	14.21
	3	0.76
<b>Total</b>	<b>394</b>	<b>100</b>
<b>Number of years of teaching at university level</b>		
1 - 10 years	371	94.16
11- 20 years	16	4.06
21 and over	7	1.77
<b>Total</b>	<b>394</b>	<b>100</b>

In Table 4.4, administrative position respondents with no administrative position were slightly over 73%, Heads of Department were close to 13%, others (includes directors, deputies, coordinators and research assistants) were below 5%, faculty administrators and Associate deans were slightly below 3%, and lastly deans were below 2%. This indicates that majority of respondents were junior staff and had little experience on administrative positions. The study also reveals that majority of respondents were still studying and administrative positions were limited.

In terms of number of years worked in this institution, respondents who had worked for a period of 1-5 years were close to 85%, implying that they were the majority, respondents who had worked for a period of 5-10 years were below 14.2%, while only 8% had worked for a period of 10 and above. This indicates that the majority of respondents had knowledge of the study.

Concerning number of years of teaching at university close to 94% of respondents had experience of 1- 10 years, while almost 4% had experience of 11-20 years and lastly only 2% had experience of 21 and over. This indicates that majority of the respondents were still young in the profession.

The overall picture shows the following: majority of respondents were at their early 30's and active age which was productivity. This indicates that male academic staffs were more than female academic staff in the study. Regarding level of education, Masters' respondents were slightly over 70%, Degree holders almost 19%, and PhD holders were slightly below 11%. The findings reveals that majority of respondents were still in their middle adulthood and active in their education career.

During the interview, revealed that most academic staffs in the specific universities were contented with only the core business of the university that is teaching, conducting research and community service as opposed to administrative position and office. It was also revealed that teaching in more than one university was the order of the day literally known as 'moon lighting'.

**OBJECTIVE ONE: TO INVESTIGATE THE LEVEL OF APPLICATION OF MOTIVATION TOOLS IN PRIVATE UNIVERSITIES IN CENTRAL UGANDA AS A MECHANISM FOR ENCOURAGING ACADEMIC STAFF TO CONDUCT ASSIGNED WORK.**

In this section the specific objective of the study was addressed, investigate the way Motivation tools are applied in private universities in central Uganda as a mechanism for encouraging academic staff to conduct assigned work and at univariate level analyzed using Descriptive statistics to establish the Means.

**Table 4.5 Mean level on application of motivation tools as a mechanism by academic staff in private Universities (Financial Rewards)**

Item	Mean	Std.dev	Interpretation
<b>Financial Rewards</b>			
This university pays better than other institutions	2.46	0.916	Unmotivated
The pay this university gives me motivates me to work	2.44	0.875	Unmotivated
The pay this university gives me is commensurate with my work experience	2.35	0.884	Unmotivated
The allowances the university gives me are adequate	2.28	0.925	Unmotivated
This university pays my salary on time	2.28	0.978	Unmotivated
This university pays adequately for my responsibilities	2.25	0.886	Unmotivated
The bonuses this university gives me when I exceed targets are adequate	2.21	0.984	Unmotivated

A perusal through the means reveals that respondents disagreed (all the means were below 2.5 as per the mean ranges suggested above). This implies that respondents were unmotivated by the financial rewards applied to them.



Generally, Table 4.5 reveals an overall picture of gaps in terms of financial rewards as all the items were interpreted as unmotivated. This therefore, indicates that all the universities under study still offer unmotivating financial rewards to their staff as ranked in the table.

The interview report clearly indicated that not all financial rewards are offered in the private universities as mentioned below;

In terms of financial rewards such as salary, the four universities under study had different scale of payment. In one university under study it was revealed that salary is low compared to work load, academic staff without responsibilities were paid 700,000 /=Uganda Shillings (\$ 280), while academic staff with responsibilities were paid 1,400,000 /=Uganda Shillings (\$560). In terms of academic qualifications staff with a first degree were paid 300,000/= Uganda Shillings (\$120), master were paid 600,000 /=Uganda Shillings (\$240), PhD holders 1,000,000 /=Uganda Shillings (\$400) (Lecturer).

The interview findings are in agreement with the results in Table 4.5 revealing that financial rewards items were interpreted as unmotivating, showing that financial rewards offered in the private universities are still low, leading to low morale and high labour turnover of academic staff searching for better options.

**Table 4.6 Showing mean of use of motivation tools by academic staff in private Universities (Employee benefits)**

<b>Employee Benefits</b>	<b>Mean</b>	<b>Std.dev</b>	<b>Interpretation</b>
The housing allowance this university offers me is adequate.	2.21	0.965	Unmotivated
The transport benefits this university gives me are adequate.	2.14	0.958	Unmotivated
The medical allowance this university offers me is adequate.	2.12	0.868	Unmotivated
The retirement package this university provides is adequate.	2.09	0.931	Unmotivated

In a similar scenario, Table 4.6 reveals that all the respondents merely disagreed (all the means were below 2.5 as per the mean ranges). This implies that respondents were unmotivated by the employee benefits offered in private universities. It further indicates why there is high labor turnover in the private universities.

On one occasion during the interviews with senior lecturer, it was gathered that, the meager salary paid included housing allowance, transport allowance and medical cover. This demoralized most staff to invest their energies in the institution (Senior Lecturer).

The interview report agree with Table 4.6 findings, that benefits offered are still lacking if not some universities just mention in their statutes and schedules but not practical. This in one way discourages academic staff to invest in more energy to commit to the university.

**Table 4.7 Showing mean of use of motivation tools by academic staff in private Universities (Recognition)**

Item	Mean	Std.dev	Interpretation
<b>Recognition</b>			
The recognition I get from this university motivates me to work	2.54	0.850	Low
The recognition Policy of this university attracts me to work harder	2.37	0.857	Unmotivated

According to Table 4.7 respondents agreed that recognition was ranked from low to unmotivated as follows (1) the recognition the respondents get from this universities motivates to work (mean=2.53);(2) the recognition policy of the universities attracts them to work harder (mean =2.37). Table 4.7 reveals that all the means were below 2.5 as per the mean ranges, implying that respondents were unmotivated by recognition in the universities. Using a multiple linear regression analysis of all statistically significant motivation and productivity factors, the top ten factors that influence the productivity of a Seabee are: (a) Type of work; (b) recognition; (c) safety; (d) personal problems; (e) training received; (f) supervisor motivation; (g) rewards; (h) inspections, (i) morale; (j) supervisor relations ( Burns, Timothy.1990).

The interview report revealed that

Recognition policy is still lacking among some private universities under study. The report further reveals that academic staff seemed not to be committed to the university because of recognition policies not operational (Assistant Lecturer).

**Table 4.8 Showing mean on use of motivation tools by academic staff in private Universities (Promotion Practices)**

Item	Mean	Std.dev	interpretation
<b>Promotion Practices</b>			
Promotion in this university is normally accompanied by higher pay.	2.65	0.802	Low
This university uses promotion criteria which give me opportunity to grow professionally	2.62	0.787	Low
This university uses promotion criteria which place me in positions where skills can be better utilized	2.62	0.829	Low
Promotion practices in this university increase my commitment to work	2.61	0.799	Low
Promotion in this university is based on performance	2.59	0.788	Low
I have confidence in the promotion policy in this University	2.59	0.826	Low
Promotion in this university is based on job description	2.47	0.802	Un motivating

As to promotion practices, Table 4.8 reveal that all respondents agreed (all the means were above 2.5 as per the mean ranges). This implies that promotion practice was poor and it was not based on job description. Theory-wise, the study concludes that promotion practice is important in promoting work productivity among the academic staff. The study concludes that promotion practice was low in the four private universities.

Companying the result of the quantitative with interviews, the researcher observed that...most universities do not peg salary increment to academic rank promotion, a part from office promotion. This seemed to be unwell with most of the academic staff in the concerned universities. This further revealed that, the human resource manual/ employment contract manual was not implemented in specific universities

under study. During the interview, the researcher also observed that, specific universities under study do have different formats of appointment letters; one specific university offered letter of appointment without remuneration and other benefits. What was written (scale A-C) for local staff and expatriates staff had salary in a dollar shilling with other benefits (Associate Professor).

Therefore, interview findings do not agree with the finding on Table 4.8 which revealed that academic staffs were promoted with salary attached to the position. The findings probably suggest that not all the four private universities understudy promote their staff with salary increment, yet it is a normal practice in any organization world over. The interview report also revealed that, discrimination of salary offered to academic staff in specific universities understudy was not taken lightly by the staff interviewed.

**Table 4.9 Showing mean of use of motivation tools by academic staff in private Universities (Training)**

Item	Mean	Std.dev	Interpretation
<b>Training</b>			
In this university, there is equitable access to job related training opportunities	2.79	0.840	Low
In this university, I get the training I need to do my job well	2.70	0.796	Low
The policy on training in this university is clear	2.67	0.809	Low
Training opportunities offered to me by this university aim at making me more effective.	2.65	0.811	Low
This university offers a variety of training opportunities	2.58	0.791	Low

As to training, Table 4.9 indicates that all the respondents merely agreed (all the mean values were above 2.5 as per the mean ranges). This implies that as far as applicability of training is concerned, was low. Table 4.9 further revealed that there was low equitable access and applicability of policy on training its staff.

The interview revealed that ... training services were quiet inadequately provided to the best of all academic staff. The findings further reveal that, training was not geared towards improving on staff development capacity leading to promotions in the university. Furthermore, one university under study clearly made training as a mandate to all junior staff to be retained as staff, but could not yield success on their teaching career. The universities also released that most academic staff are not professional teachers, so the training seemed necessary (Assistant Lecturer).

This implies that training opportunities offered to the staff by the specific universities under study was low hence leading to unproductive academic staff.

**Table 4.10 showing mean of on use of motivation tools by academic staff in private Universities (Working Condition)**

<b>Working Condition</b>	<b>Mean</b>	<b>Std.dev</b>	<b>Interpretation</b>
My office is provided with enough lighting.	2.77	0.838	Low
Hygiene in my office is adequate	2.69	0.813	Low
My office is provided with adequate furniture	2.63	0.818	Low
My office is ventilated properly for fresh air	2.62	0.841	Low
My office is provided with ICT adequate facilities (computer, internet services, telephone etc).	2.60	0.910	Low
In this university, adequate safety policies (for fire, work related accidents etc) are provided	2.50	0.843	Low

Table 4.10 shows evidently that respondents agreed (all the means were above 2.5 as per the mean ranges). This implies that there was inadequate provision of working condition aspects in order to be productive. The results further reveal that staff safety is lacking and the university management need to work out the clear policies regarding staff insurance policy, health insurance and other insurance amenities need to be implemented. It further revealed that working condition office related facilities are vital for the smooth running of the office and work productivity of academic staff in private universities.

Basing on the results of the quantitative with interviews, the researcher observed that...most private universities do not provide staff with health insurance facilities, a part from services offered to students in the clinic. Although, office related facilities are provided, most offices do not have internet and intercom telephone network making it hard for academic research and quick communication within the university (Senior Lecturer).

The findings reveal that, more improvement on office equipment will impact on work productivity of academic staff in the institution. The findings also concur with the interview report, that specific universities did not offer health insurance for local staff that composed the bigger percentage. This in one way contributes to lack of commitment to the university.

**Table 4.11 Summary Table on mean score on use of motivation tools by academic staff in private Universities**

Category	Mean	Std.dev	Interpretation
Training	2.69	0.551	Low
Working condition	2.64	0.535	Low
Promotion practices	2.60	0.517	Low
Recognition	2.46	0.738	Unmotivated
Financial Rewards	2.31	0.663	Unmotivated
Employee Benefits	2.14	0.751	Unmotivated

Table 4.11 shows the summary of mean scores on the way motivation tools are applied in private universities in central Uganda as a mechanism for encouraging academic staff to conduct assigned work. A perusal through the means reveals that respondents agreed on training, working condition and promotion practices (all the means were above 2.5 as per the mean ranges). This implied that provision of training, conducive working condition and promotion practices were low. While recognition, financial rewards and employee benefits respondents disagreed (all the means were below 2.5 as per the mean ranges). This implied that respondents were unmotivated by the financial reward, employee benefit and recognition applied to them. This further show that all the four universities offered inadequate recognition, financial rewards and employee benefits hence leading to high labour turn over and staff yearning for greener pastures.

This was further revealed on one occasion during the interviews it was gathered that ...most private universities today do not pay salary to academic staff based on rank and qualification, but rather on individual bargaining power (Professor).

The findings of the interview agree with the earlier findings that respondents were unmotivated by the recognition, financial rewards and employee benefits applied to them. The findings further conclude that level of work productivity of academic staff depended on the way motivation tools are applied in private universities in central



Uganda as a mechanism for encouraging academic staff to conduct assigned work. Vroom's (1964) Expectancy theory explains why people such as academic staff work and behave in the way they do in terms of efforts and direction they take.

## OBJECTIVE TWO: TO DETERMINE THE LEVEL OF WORK PRODUCTIVITY OF THE ACADEMIC STAFF IN THE PRIVATE UNIVERSITIES

In this section the second specific objective of the study is addressed, at univariate tests of their significance to establish the level of work productivity analyzed using descriptive statistics to establish the Means.

**Table 4.12 Showing Mean on Level of Work Productivity (Teaching Preparation)**

Item	Mean	Std.dev	Interpretation
<b>Teaching Preparation</b>			
I prepare detailed teaching notes for my lessons	3.12	0.802	Low
I prepare clearly stated objectives for my lessons	3.09	0.797	Low
I prepare simplified teaching notes for my lessons	3.09	0.755	Low
I prepare systematic teaching notes for my lessons	3.08	0.775	Low
I use suitable teaching material	3.05	0.729	Low
I use detailed course outlines	3.03	0.796	Low
I use detailed lesson plans	2.98	0.799	Low
I use appropriate schemes of work	2.88	Low	8

The findings in Table 4.12 indicate that all the respondents merely agreed (all the mean values were below 3.5 but above 2.5). This implies that as far as teaching was concerned, respondents' level of productivity was low. Generally, Table 4.6 reveals an overall picture of low productivity in terms of teaching preparation.

The interview report indicates that ...lecturers' morale of teaching was low and taught at their time of convenience in the time table using the approved curricula. It also revealed

that most lecturers did not teach using handouts and could give the notes for the whole unit at the beginning of the semester. It further revealed that, some lecturers would use the same handout (class notes) for more than two years to almost all groups without updating the new knowledge (Lecturer).

**Table 4.13 Showing Mean on Level of Work Productivity (Syllabus Completion)**

Item	Mean	Std.dev	Interpretation
<b>Syllabus Completion</b>			
I teach my classes following the syllabus	3.18	0.683	Low
I cover the whole syllabus in the stipulated time	3.15	0.668	Low
I cover respective items of the syllabus on the time scheduled.	3.01	0.755	Low

As to syllabus completion, Table 4.13 shows that all the respondents agreed ( all the mean values were below 3.5 but above 2.5). This implies that as far as syllabus completion was concerned, respondents' level of productivity was low.

On one occasion during the interviews it was gathered that....

In terms of syllabus completion, one university uses the approach of course files. The course files covered items like, course outline, scheme of work, lesson plan, time tables, and time schedules of every activity during the semester to monitor teaching. Quality Assurance team compiled weekly reports and delivered to Academic Affairs for further action (Teaching Assistant).

The findings suggest that syllabus completion by academic staff in the four private universities was adequately accomplished and monitored by academic division in the university.

**Table 4.14 Showing Mean on Level of Work Productivity (Evaluation)**

Item	Mean	Std.dev	Interpretation
<b>Evaluation</b>			
I do mark examination papers in time.	3.10	0.754	Low
I do set examinations based on the objectives.	3.09	0.757	Low
I do administer my examinations with vigilance.	3.05	0.789	Low
I try to improve my performance as lecturer based on assessment by Head of Department.	3.02	0.747	Low
I do return course works on time.	3.02	0.711	Low
I try to improve my performance as lecturer based on assessment by peers	2.89	0.782	Low
I try to improve my performance as lecturer based on assessment by the students.	2.86	0.839	Low

The findings in Table 4.14 indicate that all the respondents merely agreed (all the mean values were below 3.5 but above 2.5). This implies that as far as evaluation was concerned, respondents' level of productivity was low. The findings suggest that majority of academic staff do not conduct evaluation as required.

The interview report indicates that,

Students related issues were not expeditiously resolved such as missing marks in the system, delayed processing of result slips and transcripts. The academic staff clearly followed the procedures laid down by the academic division for purposes of quality services to the students (Associate Professor).

The findings reveal that, though all items in evaluation were interpreted high, the ranking of each item mattered a lot.

**Table 4.15 Showing Mean on Level of Work Productivity (Research and Publication)**

<b>Research and Publication</b>	<b>Mean</b>	<b>Std.dev</b>	<b>Interpretation</b>
I devote enough time to carryout research to update my syllabus	2.87	0.787	Low
I devote enough time to supervise students research work/projects	2.86	0.762	Low
I devote enough time to do research towards publishing chapters in edited books	2.82	0.798	Low
I devote enough time to research towards publishing conference articles.	2.74	0.776	Low
I devote enough time to research towards publishing journal articles	2.70	0.843	Low
I devote enough time to research towards publishing books	2.70	0.837	Low

Regarding Research and publication, Table 4.15 shows that, all the respondents merely agreed (all the mean values were below 2.8 but above 2.5). This implies that as far as research and publication was concerned, respondents' level of productivity was low.

The findings suggest that majority of academic staff were not involved in carrying out research to update their syllabus in class, supervise student work/research project, publish chapters in edited books, and do research towards publishing conference articles, journal articles and books.

**Table 4.16 Showing Mean on Level of Work Productivity (Time Management)**

Item	Mean	Std dev	Interpretation
<b>Time Management</b>			
I devote enough time to prepare for my lectures	3.14	0.718	Low
I meet deadlines for submission of semester results	3.13	0.676	Low
I finish my teaching in time	3.08	0.756	Low
I meet deadlines for marking semester exams	3.07	0.703	Low
I devote enough time to attend to my lecture periods	3.06	0.773	Low
I meet deadlines for submission of course work results	3.00	0.758	Low
I devote enough time for seminar presentations	2.77	0.767	Low

As to Table 4.16 indicates that all the respondents merely agreed (all the mean values were below 3.5 but above 2.5). This implies that as far as time management was concerned, respondents' level of productivity was low. The findings suggest that on time management mean score was low most academic staff did not manage their time appropriately. The findings conclude that, most academic staff work productivity was low.

This is further revealed during the interviews with four senior lecturers commented

That meeting deadlines for marking semester exams and submitting semester results was not followed by most academic staff, so it was fairly followed by most of the staff through their school and departments. However, the lecturer also mentioned that teaching was monitored by quality assurance department, so most lecturers would not dodge classes, come late and leave class early. The quality assurance team work in shifts and visits all the classes. The system of

monitoring teaching was fairly managed because it was difficult to ascertain whether lecturers spend time on trivial issues than concentrating on the course outline (Senior Lecturer).

The interview results concur with the findings on Table 4.16 which revealed that respondents' level of work productivity was low. The findings further agreed that, in specific universities understudy, it was a mandate to follow the university calendar of activities and within the specified time frame of accomplishing the assignments though it was not followed. In case a staff delayed to submit the semester results, mark semester exams in time and dodge classes for more than three lessons, his / her salary would be withheld and summoned to disciplinary committee to defend the allegations.

**Table 4.17 Showing Mean on Level of Work Productivity (Commitment)**

Commitment	Mean	Std dev	Interpretation
I feel like part of the family in this University	2.92	0.794	Low
I am proud of this University.	2.92	0.746	Low
I feel as if this University's problems are my own	2.85	0.813	Low
I have a sense of belonging in this University.	2.71	0.827	Low
This University is endowed with adequate human resource.	2.70	0.773	Low
Jumping from this University to another does not seem at all ethical to me.	2.67	0.838	Low
I see my future in this University	2.60	0.857	Low
Even if am offered a job in another university with a slight increase in pay, I would decline it.	2.58	0.850	Low
I would be happy to spend the rest of my career with this University	2.55	0.864	Low
Even if this University went down financially, I would still be reluctant to change to another university	2.52	0.845	Low

**Table 4.17 Cont'd**

If I got a better offer elsewhere, I would not feel it right to go	2.44	0.816	Un productive
It would be very hard for me to leave this University even if I wanted	2.40	0.876	Un productive
I feel there are too few options for me to consider leaving this University	2.38	0.793	Un productive
Too much in my life would be disturbed, if I decide to leave this University now.	2.38	0.795	Un productive
It will be too costly for me to leave this University.	2.36	0.862	Un productive

Table 4.17 indicates that almost all the respondents merely agreed (from 1<sup>st</sup> item to 10<sup>th</sup> item the mean values were below 3.0 but above 2.5). This implies that as far as commitment was concerned, respondents' level of productivity was low. While a few items respondents' disagreed (items from 11<sup>th</sup> -15<sup>th</sup> the mean values were below 2.5). This implies that such item on commitment, respondents' level of productivity was unproductive. This suggests that commitment to serve the university by most academic staff was low and unproductive. This implied that most academic staff was willing to leave the university if opportunities exist.

The interview report revealed that...

Most academic staff in the specific universities were not committed to serving the university depending on the non availability of services commensurate to the input of the staff. Specific universities had different categories of staff based on the use of motivation tools and security of the job. It was revealed that, one specific university did the necessary requirements to retain the staff but it could not sustain the package offered to them. In another university, it was revealed that staffs were encouraged to pursue further studies as staff development programs in order to retain the staff and develop their skills to meet the current requirement of teaching in the university, but this could not achieve its stated goal of

retaining the staff. In other words, the specific university ignored pressing issue of remuneration by matching it according to the current situation at hand (Teaching Assistant).

The findings agree with the interview report that specific universities understudy contributed to the staff development, others retained them while other universities understudy did not sustain. The whole project of maintaining the academic staff and build in them the trust of commitment to the university failed. These findings reveal that, universities need to invest a lot in retaining their staff by improving staff productivity.

**Table 4.18 Showing Mean on Level of Work Productivity (Resource Utilization)**

Item	Mean	Std dev	Interpretation
Resource Utilization			
I use the University's resources/facilities wisely and carefully.	2.93	0.783	Low
I ensure minimum wastage of resource (e.g. office equipment) in the course of my work at this University	2.88	0.783	Low
I safeguard the properties of this University.	2.85	0.787	Low

The findings in Table 4.18 indicate that all the respondents merely agreed (all the mean values were below 3.0 but above 2.5). This implies that as far as resource utilization was concerned, respondents' level of productivity was low. The study further reveals that most of the physical resources were not well utilized. Contextually, the findings conclude that level of productivity of academic staff on resource utilization was low.



**Table 4.19 Showing Mean on Level of Work Productivity (Community Service)**

Items	Mean	Std dev	Interpretation
Community service			
I provide guidance and counseling to my local community	2.73	0.794	Low
I belong to professional associations	2.69	0.830	Low
I participate in opinion leadership in my local community	2.65	0.775	Low
I participate in local meetings	2.65	0.762	Low
I participate in local community projects	2.62	0.787	Low

As to Community service Table 4.19 revealed that all the respondents' merely agreed (all the mean values were below 3.0 but above 2.5). This implies that as far as teaching was concerned, respondents' level of productivity was low. The findings suggest that mean score was interpreted as low indicated that most academic staff had no time to participate in community service besides teaching.

The interview report revealed that, most of the universities under study participated in community service. For example one university offered partial scholarship to two best students from every district to study degree course at the university level. Another university offered guidance and counseling to the community by educating priest, deacon's philosophical teachings to reverends fathers and other scholar ships to individual students. In fact, all the universities understudy offered guidance and counseling, staff and management belonged to different professional associations, contributed to local council one to five, parliament elections and other leadership roles in the society, and participated in community projects as one of the universities core objective.

The findings disagree with the interview report that community service was available in all the universities understudy. The findings show that all the universities offered scholarships to community members in different capacities, offered guidance and counseling to students, parents and community at large, attended community

meetings, belonged to professional boards and finally participated in local council and parliamentary elections.

**Table 4.20 Summary Table on Showing Mean on Level of Work Productivity on Respondents**

Category	Mean	Std dev	Interpretation
Syllabus Completion	3.11	0.531	Low
Teaching Preparation	3.04	0.486	Low
Time Management	3.03	0.474	Low
Evaluation	3.00	0.498	Low
Resource Utilization	2.89	0.633	Low
Research and Publication	2.78	0.514	Low
Community Service	2.67	0.534	Low
Commitment	2.59	0.433	Low

The findings in Table 4.20 indicate that all the respondents merely agreed (all the mean values were below 3.5 but above 2.5). This implies that as far as work productivity categories' are concerned, respondents' level of productivity was low.

**OBJECTIVE THREE: TO ESTABLISH THE RELATIONSHIP BETWEEN THE WAY MOTIVATION TOOLS ARE APPLIED AND THE LEVEL OF ACADEMIC WORK PRODUCTIVITY IN PRIVATE UNIVERSITIES IN CENTRAL UGANDA.**

In this section the third specific objective of the study is addressed, starting with description of respective motivation tools and bivariate tests of their significance to level of work productivity, ending with testing of the pertinent hypothesis using Pearson's Linear Co-relation Coefficient:

**Table 4.21 Showing Pearson's Linear Correlation Coefficient between relationship between the way motivation tools (financial rewards) are applied and level of work productivity of academic staff in private universities.**

Level of significance = 0.05

<b>Variable correlated (Financial Rewards)</b>	<b>r- Value</b>	<b>P-Value</b>	<b>Interpretation</b>	<b>Decision on Ho</b>
Teaching Preparation	.089	.081	Positive and insignificant	Accepted
Syllabus Completion	.232**	.000	Positive and significant	Rejected
Time Management	.171**	.001	Positive and significant	Rejected
Evaluation	.248**	.000	Positive and significant	Rejected
Resource Utilization	.163**	.001	Positive and significant	Rejected
Research & Publication	.079	.119	Positive and insignificant	Accepted
Community Service	.085	.094	Positive and insignificant	Accepted
Commitment to the University	.286**	.000	Positive and significant	Rejected

Table 4.21 reveals the following analysis; on the relationship between financial rewards and work productivity the following constructs were positively insignificantly related to work productivity; teaching preparation ( $r = 0.089$ , sig. = 0.081), research and Publication ( $r = 0.079$ , sig. = 0.119), community service ( $r = 0.085$ , sig. = 0.094), syllabus completion ( $r = 0.232$ , sig. = 0.000), time management ( $r = 0.171$ , sig. = 0.001), evaluation ( $r = 0.248$ , sig. = 0.000), resource utilization ( $r = 0.163$ , sig.

= 0.001), commitment to the university with ( $r = 0.286$ ,  $\text{sig.} = 0.000$ ) positively and significant correlation with financial rewards.

This implies that there was a positive correlation between the way financial rewards are applied and the level of academic staff work productivity in private universities in central Uganda.

**Table 4.22 Showing Pearson's Linear Correlation Coefficient between relationships between the ways motivation tools (Employee Benefits) are applied and level of work productivity of academic staff in private universities.**

Level of significance = 0.05

Variable correlated (Employee Benefits)	r- Value	P-Value	Interpretation	Decision on $H_0$
Teaching Preparation	.221**	.000	Positive and significant	Rejected
Syllabus Completion	.278**	.000	Positive and significant	Rejected
Time Management	.256**	.000	Positive and significant	Rejected
Evaluation	.301**	.000	Positive and significant	Rejected
Resource Utilization	.243**	.000	Positive and significant	Rejected
Research & Publication	.078	.130	Positive and insignificant	Accepted
Community Service	.061	.235	Positive and insignificant	Accepted
Commitment to the University	.199**	.000	Positive and significant	Rejected

On the relationship between employee benefit and work productivity the following constructs were positively significantly correlated to work productivity; teaching preparation ( $r = 0.221$ , sig. = 0.000), syllabus completion ( $r = 0.278$ , sig. = 0.000), time management ( $r = 0.256$ , sig. = 0.000), evaluation ( $r = 0.301$ , sig. = 0.000), resource utilization ( $r = 0.243$ , sig. = 0.000). While the following constructs are positive and insignificant relationship; research and publication ( $r = 0.078$ , sig. = 0.130), community service ( $r = 0.061$ , sig. = 0.235).

However only commitment to the university with ( $r = 0.199$ , sig. = 0.000)  $H_0$  was rejected, positively and significant correlation with employee benefit. This implies that there was a positive correlation between the way employee benefit are applied and the level of academic staff work productivity in private universities in central Uganda. This is probably suggesting that the employee benefits offered were not adequate to academic staff, therefore improvement on employee benefits will lead to higher level of work productivity in the four private universities at the five percent level of significance.

**Table 4.23 Showing Pearson's Linear Correlation Coefficient between relationship between the way motivation tools (Recognition) are applied and level of work productivity of academic staff in private universities.**

Level of significance = 0.05

<b>Variable correlated (Recognition)</b>	<b>r- Value</b>	<b>P-Value</b>	<b>Interpretation</b>	<b>Decision on Ho</b>
Teaching Preparation	.072	.162	Positive and insignificant	Accepted
Syllabus Completion	.049	.333	Positive and insignificant	Accepted
Time Management	.043	.404	Positive and insignificant	Accepted
Evaluation	.022	.662	Positive and insignificant	Accepted
Resource Utilization	.003	.947	Positive and insignificant	Accepted
Research & Publication	.255**	.000	Positive and significant	Rejected
Community Service	.207**	.000	Positive and significant	Rejected
Commitment to the University	.332**	.000	Positive and significant	Rejected

On the relationship between recognition and work productivity the following constructs were insignificantly correlated to work productivity; teaching preparation ( $r = 0.072$ ,  $\text{sig.} = 0.162$ ), time management ( $r = 0.043$ ,  $\text{sig.} = 0.404$ ), Evaluation ( $r = 0.022$ ,  $\text{sig.} = 0.662$ ), resource utilization ( $r=0.003$ ,  $\text{sig.} = 0.947$ ). While the following construct positive and insignificant relationship; syllabus completion( $r= 0.049$ ,  $\text{sig.} = 0.333$ ).

However research and publication ( $r= 0.255$ ,  $\text{sig.} =0.000$ ), community service ( $r= 0.207$ ,  $\text{sig.} =0.000$ ) and commitment to the university with ( $r = 0.332$ ,  $\text{sig.} =0.000$ )

positively and significant correlation with recognition. This implies that there was a positive correlation between the way recognition is applied and the level of academic staff work productivity in private universities in central Uganda. This implies that the more staffs were recognized, the higher their level of work productivity in the four private universities at the five percent level of significance.

**Table 4.24 Showing Pearson's Linear Correlation Coefficient between relationship between the way motivation tools (Promotion Practices) are applied and level of work productivity of academic staff in private universities.**

Level of significance = 0.05

<b>Variable correlated (Promotion Practices)</b>	<b>r- Value</b>	<b>P-Value</b>	<b>Interpretation</b>	<b>Decision on Ho</b>
Teaching Preparation	.103*	.045	Positive and significant	Rejected
Syllabus Completion	.007	.887	Positive and insignificant	Accepted
Time Management	.085	.101	Positive and insignificant	Accepted
Evaluation	.029	.574	Positive and insignificant	Accepted
Resource Utilization	.124*	.017	Positive and significant	Rejected
Research & Publication	.193**	.000	Positive and significant	Rejected
Community Service	.200**	.000	Positive and significant	Rejected
Commitment to the University	.388**	.000	Positive and significant	Rejected

Regarding the relationship between promotion practices and work productivity the following constructs were insignificantly correlated to work productivity; syllabus completion ( $r = 0.007$ ,  $\text{sig.} = 0.88$ ), time management ( $r = 0.085$ ,  $\text{sig.} = 0.101$ ), Evaluation ( $r = 0.029$ ,  $\text{sig.} = 0.574$ ).

While the following constructs; teaching preparation ( $r = 0.103$ ,  $\text{sig.} = 0.045$ ), resource utilization ( $r = 0.124$ ,  $\text{sig.} = 0.017$ ), research and publication ( $r = 0.0193$ ,  $\text{sig.} = 0.000$ ), community service ( $r = 0.200$ ,  $\text{sig.} = 0.000$ ) and commitment to the university ( $r = 0.388$ ,  $\text{sig.} = 0.000$ ) has positively and significant correlation with promotion practices. This implies that there was a positive correlation between the way promotion practices are applied and the level of academic staff work productivity in private universities in central Uganda. This further implies that the more promotion practices are implemented and satisfied by academic staff, the higher the level of work productivity in the four private universities at the five percent level of significance.



**Table 4.25 Showing Pearson's Linear Correlation Coefficient between relationship between the way motivation tools (Training) are applied and level of work productivity of academic staff in private universities.**

Level of significance = 0.05

<b>Variable correlated (Training)</b>	<b>r- Value</b>	<b>P-Value</b>	<b>Interpretation</b>	<b>Decision on Ho</b>
Teaching Preparation	.199**	.000	Positive and significant	Rejected
Syllabus Completion	.075	.142	Positive and insignificant	Accepted
Time Management	.117*	.022	Positive and significant	Rejected
Evaluation	.160**	.002	Positive and significant	Rejected
Resource Utilization	.011	.836	Positive and insignificant	Accepted
Research & Publication	.212**	.000	Positive and significant	Rejected
Community Service	.122*	.018	Positive and significant	Rejected
Commitment to the University	.347**	.000	Positive and significant	Rejected

Regarding the relationship between training and work productivity the following constructs were positively and significant correlation to work productivity; teaching preparation ( $r = 0.199$ ,  $\text{sig.} = 0.000$ ), time management ( $r = 0.117$ ,  $\text{sig.} = 0.022$ ), Evaluation ( $r = 0.160$ ,  $\text{sig.} = 0.002$ ), research and publication ( $r = 0.212$ ,  $\text{sig.} = 0.000$ ), community service ( $r = 0.122$ ,  $\text{sig.} = 0.018$ ) and commitment to the university ( $r = 0.347$ ,  $\text{sig.} = 0.000$ ). However only syllabus completion with ( $r = 0.075$ ,  $\text{sig.} = 0.142$ ) has insignificant relationship with training.

This implies that there was a positive correlation between the way training was applied and the level of academic staff work productivity in private universities in central Uganda. This implies that the more the training services are offered to all academic staff to improve on their skills and knowledge, the higher their level of work productivity in the four private universities at the five percent level of significance.

**Table 4.26 Showing Pearson's Linear Correlation Coefficient between relationship between the way motivation tools (Working Conditions) are applied and level of work productivity of academic staff in private universities.**

Level of significance = 0.05

<b>Variable correlated (Working Conditions)</b>	<b>r- Value</b>	<b>P-Value</b>	<b>Interpretation</b>	<b>Decision on Ho</b>
Teaching Preparation	.198**	.000	Positive and significant	Rejected
Syllabus Completion	.023	.658	Positive and insignificant	Accepted
Time Management	.143**	.005	Positive and significant	Rejected
Evaluation	.115*	.024	Positive and significant	Rejected
Resource Utilization	.068	.189	Positive and insignificant	Accepted
Research & Publication	.177**	.001	Positive and significant	Rejected
Community Service	.196**	.000	Positive and significant	Rejected
Commitment to the University	.355**	.000	Positive and significant	Rejected

On the relationship between working conditions and work productivity the following constructs were positively and significant correlation to work productivity; teaching preparation ( $r = 0.198$ ,  $\text{sig.} = 0.000$ ), time management ( $r = 0.143$ ,  $\text{sig.} = 0.005$ ), Evaluation ( $r = 0.115$ ,  $\text{sig.} = 0.024$ ), research and publication ( $r = 0.177$ ,  $\text{sig.} = 0.001$ ), community service ( $r = 0.196$ ,  $\text{sig.} = 0.000$ ) and commitment to the university ( $r = 0.355$ ,  $\text{sig.} = 0.000$ ),  $H_0$  was rejected. While the following have insignificant

relationship with working conditions; syllabus completion with ( $r = 0.023$ , sig. = 0.658) and resource utilization ( $r = 0.068$ , sig. = 0.189). This implies that there was a positive correlation between the way working conditions are applied and the level of academic staff work productivity in private universities in central Uganda.

This implies that the more working conditions are improved for academic staff, the higher their level of work productivity in the four private universities at the five percent level of significance.

**Table 4.27 Overall Pearson’s Linear Correlation Coefficient (PLCC) results on relationship between the way motivation tools are applied and level of work productivity.**

Variables Correlated		Work Productivity	Motivation Tools
Work Productivity	Pearson Correlation	1	.119*
	Sig. (2-tailed)		.031
	N	340	327
Motivation Tools	Pearson Correlation	.119*	1
	Sig. (2-tailed)	.031	
	N	327	368

\*. Correlation is significant at the 0.05 level (2-tailed).

Results in Table 4.27 indicate that motivation tools were significantly correlated with work productivity ( $r = 0.119$ , sig. = 0.031). Therefore, at 0.05 the null hypothesis was rejected and alternative hypothesis was accepted to the effect that motivation tools significantly have a positive relationship with work productivity among academic staff in the four private universities. This implies that the more staffs were satisfied with motivation tools, the higher the level of work productivity in the four private universities at the five percent level of significance.

**TESTING HYPOTHESIS ONE: THERE IS NO SIGNIFICANT RELATIONSHIP BETWEEN THE WAY MOTIVATION TOOLS ARE APPLIED AND THE LEVEL OF ACADEMIC STAFF WORK PRODUCTIVITY IN PRIVATE UNIVERSITIES IN CENTRAL UGANDA.**

Bivariate analyses have suggested that extent to which the tools motivate the respondents were not potential correlates with their level of work productivity. However, to establish the real correlates, use was made of a more powerful bivariate tool, Pearson's Linear Co-relation Co-efficient test, which took into account simultaneous relationships of the many variables thus documenting collective effect.

Results in Table 4.27 suggests that there was a PLCC index ( $r = 0.119$ ,  $\text{sig} = 0.031$ ) between work productivity and motivation tools, indicating a positive linear co-relation. Therefore, at 0.05 the null hypothesis was rejected and alternative hypothesis was accepted to the effect that motivation tools significantly have a positive linear co-relation with work productivity among academic staff in the four private universities. This implies that the more staffs were satisfied with motivation tools, the higher the level of work productivity in the four private universities at the (5%) five percent level of significance.

**OBJECTIVE FOUR: TO ESTABLISH THE GENDER DIFFERENCE IN LEVEL OF APPLICATION OF MOTIVATION TOOLS AND LEVEL OF WORK PRODUCTIVITY OF THE ACADEMIC STAFF OF PRIVATE UNIVERSITIES IN CENTRAL UGANDA.**

In this section the fourth specific objective of the study was addressed, starting with description of respective differences means between male and female in terms of extent tools motivate and bivariates tests of their significance to level of work productivity using Independent Samples t-test, ending with testing of the pertinent hypothesis using Independent Samples t-test:

**Table 4.28 Independent Sample t-test results on difference between motivation tools of male and female academic Staff**

Categories of Motivation Tools	Sex	Mean	t-value	Sig	Interpretation	Decision on Ho
Financial Rewards	Male	2.29	-.813	.417	No significant difference	Accepted
	Female	2.35				
Employee Benefits	Male	2.11	-1.23	.216	No significant difference	Accepted
	Female	2.20				
Recognition	Male	2.48	.879	.380	No significant difference	Accepted
	Female	2.41				
Promotion Practices	Male	2.61	.632	.527	No significant difference	Accepted
	Female	2.58				
Training	Male	2.69	.333	.739	No significant difference	Accepted
	Female	2.67				
Working Conditions	Male	2.63	-.448	.654	No significant difference	Accepted
	Female	2.66				

The results on (Table 4.28), show that since the ( $t = -.813$ ,  $\text{sig.} = .417$ ) is greater than  $\alpha = 0.05$ , then at the 5 % level of significance, accept the null hypothesis and reject the research or alternative hypothesis. Infer that mean scores in financial rewards for the two sexes did not differ significantly; and the sample means in Table 4.28 suggest that females (mean = 2.35) were better than males (mean = 2.29) at financial rewards.

Regarding results on (Table 4.28), show that since the ( $t = -1.23$ ,  $\text{sig.} = .216$ ) is greater than  $\alpha = 0.05$ , then at the 5 % level of significance, accept the null hypothesis and reject the research or alternative hypothesis. Infer that mean scores in Employee Benefits for the two sexes did not differ significantly; and the sample means in Table 4.28 suggest that females (mean = 2.20) were better than males (mean = 2.11) at employee benefits.

Regarding results on (Table 4.28), show that since the ( $t = .879$ ,  $\text{sig.} = .380$ ) is greater than  $\alpha = 0.05$ , then at the 5 % level of significance, accept the null hypothesis and reject the research or alternative hypothesis. Infer that mean scores in Recognition for the two sexes did not differ significantly; and the sample means in Table 4.28, suggest that males (mean = 2.48) were better than females (mean = 2.41) at Recognition.

Regarding results on (Table 4.28), show that since the ( $t = .632$ ,  $\text{sig.} = .527$ ) is greater than  $\alpha = 0.05$ , then at the 5 % level of significance, accept the null hypothesis and reject the research or alternative hypothesis. Infer that mean scores in Promotion Practices for the two sexes did not differ significantly; and the sample means in Table 4.28, suggest that males (mean = 2.61) were better than females (mean = 2.58) at Promotion Practices.

Regarding results on (Table 4.28), show that since the ( $t = .333$ ,  $\text{sig.} = .739$ ) is greater than  $\alpha = 0.05$ , then at the 5 % level of significance, accept the null hypothesis and reject the research or alternative hypothesis. Infer that mean scores in Training for the two sexes did not differ significantly; and the sample means in Table 4.28, suggest that males (mean = 2.69) were better than females (mean = 2.67) at Training.

Regarding results on (Table 4.28), show that since the ( $t = -.448$ ,  $\text{sig.} = .654$ ) is greater than  $\alpha = 0.05$ , then at the 5 % level of significance, accept the null hypothesis and reject the research or alternative hypothesis. Infer that mean scores in working conditions for the two sexes did not differ significantly; and the sample means in Table 4.28, suggest that females (mean = 2.66) were better than males (mean = 2.63) at working conditions.

The results on Table 4.28 conclude that there was no significant difference between motivation tools and the two sexes. The findings conclude that, there was no significant difference between male and female academic staff in terms of motivation tools in the four private universities.

**Table 4.29 Independent Sample t-test results on difference in Work Productivity of male and female academic Staff**

Level of Sig. =0.05

Measures of Work Productivity	Sex	Mean	t-value	Sig	Interpretatio n	Decision on Ho
Teaching Preparation	Male	3.05	.680	.497	No significant difference	Accepted
	Female	3.02				
Syllabus Completion	Male	3.11	-.074	.941	No significant difference	Accepted
	Female	3.12				
Evaluation	Male	3.04	2.044	.042	Significant difference	Rejected
	Female	2.94				
Research and Publication	Male	2.80	1.292	.197	No significant difference	Accepted
	Female	2.73				
Time Management	Male	3.05	.743	.458	No significant difference	Accepted
	Female	3.01				
Commitment to the University	Male	2.63	1.546	.123	No significant difference	Accepted
	Female	2.56				
Resource Utilization	Male	2.93	1.879	.061	No significant difference	Accepted
	Female	2.81				
Community service	Male	2.69	.668	.505	No significant difference	Accepted
	Female	2.65				

\*. Correlation is significant at the 0.05 level (2-tailed).

The results on (Table 4.29), show that since the (t =.680, sig. = .497) is greater than  $\alpha = 0.05$ , then at the 5 % level of significance, accept the null hypothesis and



reject the research or alternative hypothesis. Infer that mean scores in teaching preparation for the two sexes did not differ significantly; and the sample means in Table 4.29, suggest that males (mean = 3.05) were better than females (mean = 3.02) at teaching preparations.

The results on (Table 4.29), show that since the ( $t = -.074$ , sig. = .941) is greater than  $\alpha = 0.05$ , then at the 5 % level of significance, accept the null hypothesis and reject the research or alternative hypothesis. Infer that mean scores in syllabus completion for the two sexes did not differ significantly; and the sample means in Table 4.29, suggest that females (mean = 3.12) were better than males (mean = 3.11) at syllabus completion.

The results on (Table 4.29), show that since the ( $t = 2.044$ , sig. = .042) is less than  $\alpha = 0.05$ , then at the 5 % level of significance, reject the null hypothesis and accept the research or alternative hypothesis. Infer that mean scores in Evaluation for the two sexes differed significantly; and the sample means in Table 4.29, suggest that males (mean = 3.04) were better than females (mean = 2.94) at Evaluation.

The results on (Table 4.29), show that since the ( $t = 1.292$ , sig. = .197) is greater than  $\alpha = 0.05$ , then at the 5 % level of significance, accept the null hypothesis and reject the research or alternative hypothesis. Infer that mean scores in Research and Publication for the two sexes did not differ significantly; and the sample means in Table 4.29, suggest that males (mean = 2.80) were better than females (mean = 2.73) at Research and Publication.

The results on (Table 4.29), show that since the ( $t = .743$ , sig. = .458) is greater than  $\alpha = 0.05$ , then at the 5 % level of significance, accept the null hypothesis and reject the research or alternative hypothesis. Infer that mean scores in time management for the two sexes did not differ significantly; and the sample means in Table 4.29, suggest that males (mean = 3.05) were better than females (mean = 3.01) at time management.

The results on (Table 4.29), show that since the ( $t = 1.546$ , sig. = .123) is greater than  $\alpha = 0.05$ , then at the 5 % level of significance, accept the null hypothesis and

reject the research or alternative hypothesis. Infer that mean scores in commitment to the university for the two sexes did not differ significantly; and the sample means in Table 4.29, suggest that males (mean = 2.63) were better than females (mean = 2.56) at commitment to the university.

The results on (Table 4.29), show that since the ( $t = 1.879$ ,  $\text{sig.} = .061$ ) is greater than  $\alpha = 0.05$ , then at the 5 % level of significance, accept the null hypothesis and reject the research or alternative hypothesis. Infer that mean scores in resource utilization for the two sexes did not differ significantly; and the sample means in Table 4.29, suggest that males (mean = 2.93) were better than females (mean = 2.81) at resource utilization.

The results on (Table 4.29), show that since the ( $t = .668$ ,  $\text{sig.} = .505$ ) is greater than  $\alpha = 0.05$ , then at the 5 % level of significance, accept the null hypothesis and reject the research or alternative hypothesis. Infer that mean scores in community services for the two sexes did not differ significantly; and the sample means in Table 4.29, suggest that males (mean = 2.69) were better than females (mean = 2.65) at community services.

The results on Table 4.29 conclude that there was no significant difference between work productivity and gender a part from Evaluation which had significant difference between the male and female academic staff. The findings conclude that, there was no significant difference between male and female academic staff in terms of work productivity in the four private universities. This implies that work productivity of both male and female academic staff does not affect the way motivation tools are applied in the four private universities.

**TESTING HYPOTHESIS TWO: THERE IS NO SIGNIFICANT DIFFERENCE CAUSED BY SEX IN THE WAY MOTIVATION TOOLS ARE APPLIED AND THE LEVEL OF ACADEMIC STAFF WORK PRODUCTIVITY IN PRIVATE UNIVERSITIES IN CENTRAL UGANDA.**

Bivariate analyses suggested that significance difference between motivation tools and work productivity of male and female academic staff, Independent Sample t-test, which took into account compare means ( or proportion) of the two samples and make inferences about the population means from which the samples were selected.

**Table 4.30 Independent t-sample test results for significance difference between motivation tools and work productivity of male and female academic staff.**

Level of Sig. =0.05

Measures	Sex	Mean	t-value	Sig	Interpretati on	Decision on Ho
Motivation Tools	Male	2.49	.188	.851	No significant difference	Accepted
	Female	2.48				
Work Productivity	Male	2.91	1.267	.206	No significant difference	Accepted
	Female	2.87				

The results on (Table 4.30) show that ( $t = .188$ ,  $sig. = .851$ ) is greater than  $\alpha = 0.05$ , then at the 5 % level of significance, accept the null hypothesis and reject the research or alternative hypothesis. Infer that mean scores in motivation tools for the two sexes did not differ significantly; and the sample means in Table 4.30, suggest that males (mean = 2.49) were better than females (mean = 2.48) at motivation tools.

The results on (Table 4.30) show that ( $t = 1.267$ ,  $sig. = .206$ ) is greater than  $\alpha = 0.05$ , then at the 5 % level of significance, accept the null hypothesis and reject the research or alternative hypothesis. Infer that mean scores in work productivity for

the two sexes did not differ significantly; and the sample means in Table 4.30, suggest that males (mean = 2.91) were better than females (mean = 2.87) at work productivity.

Results on Table 4.30 conclude that, the t-values of motivation tools ( $t = .188$ , sig. = .851) and work productivity ( $t = 1.267$ , sig. = .206) is greater than  $\alpha = 0.05$ , then at the 5 % level of significance, accept the null hypothesis and reject the research or alternative hypothesis. Infer that mean scores in motivation tools and work productivity for the two sexes did not differ significantly; and the sample means of motivation tools and work productivity in Table 4.30, suggest that males (mean = 2.49) were better than females (mean = 2.48) and males (mean = 2.91) were better than females (mean = 2.87) at motivation tools and work productivity respectively.

## CHAPTER FIVE

### DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

This chapter includes, discussion, conclusions and recommendations were presented with relevance to the specific objectives of this study.

#### DISCUSSION

The section starts with general discussion about the independent variable and dependent variable, namely motivation tools and work productivity with their specific discussion, then hypothesis by hypothesis;

#### **The motivation tools applied in private universities in central Uganda as a mechanism for encouraging academic staff to conduct assigned work.**

The study found that, the way motivation tools (financial rewards) were applied in private universities as a mechanism for encouraging academic staff to conduct assigned work strongly disagreed hence unmotivated staff (Table 4.5: mean =2.31). The findings suggested that, the university pay was low, not paid on time not commensurate with work experience of the staff, not adequate to the responsibilities assigned even if one exceeds the targets and not better than other institutions hence created low morale among the academic staff. This therefore, shows that motivation tools such as financial rewards offered in private universities made the staff to be unmotivated. This therefore concludes that, the use of these motivation tools by private universities needs to be improved, so that there is no high labour turn over and yearn for greener pastures.

This findings were in agreement with researchers (e.g. Lawal, Awolaye and Akinsola, (2007); Ayeni (2005); Akintoye (2000); Kazeem, (1999); Perry et al. (1989); Amadi (1983), accepting the assertion that most universities offer low financial rewards upon performance.

Contextually, the finding was in line with the premise on which this study started. Bender and Heywood (2004) found that university professors who receive high income in comparison with other jobs have low job satisfaction because they think

that PhD holders who work in industry earn more than them. Such comparison may affect job satisfaction because of the feelings of injustice. However, the findings do not agree with earlier researchers like (e.g. Elton Mayo Hawthorne Studies from 1924 to 1932). The study found employees were not motivated solely by money and employee behavior is linked to their attitudes (Dickson, 1973). Reio and Callahon (2004) concludes that both intrinsic and extrinsic rewards motivates the employee resulted in higher productivity.

In a similar scenario, the study found out the fact that, employee benefits (Table 4.6: Mean =2.47) though there were variations in mean, the overall mean was unmotivated. Table 4.6 further suggests that employee benefits in terms of housing allowance, transport, medical and retirement package paid to academic staff in these private universities was not adequate hence unmotivated staff. It further indicates why there is high labor turnover in the private universities.

The study further reveals that recognition had an overall (Table 4.7: mean = 2.46), suggesting that recognition in the universities were interpreted as unmotivated, meaning that the recognition staff get did not motivate them to work, recognition policy of the universities did not attract the staff to work harder. Using a multiple linear regression analysis of all statistically significant motivation and productivity factors, the top ten factors that influence the productivity of a Seabee are: (a) Type of work; (b) recognition; (c) safety; (d) personal problems; (e) training received; (f) supervisor motivation; (g) rewards; (h) inspections, (i) morale; (j) supervisor relations ( Burns, Timothy.1990).

In reference to promotion practices, the study revealed the overall (Table 4.8: mean =2.60; interpretation unmotivated). This showed that promotion in the universities was not accompanied by high pay, promotion criteria used did not give the staff opportunity to grow professionally and were skills can be utilized, it also created low commitment to work, promotion was not based on performance of staff, description of job hence no confidence in the promotion policy. Theory-wise, the study concludes that promotion practices were important in promoting work productivity among the academic staff. Contextually, the study concludes that academic staffs

were not confident with the promotion practices applied in the four private universities.

Table 4.9 reveals that training was interpreted as agreed which alludes to low motivation with an overall mean =2.69, suggesting that, there was no equitable access to job related training opportunities, no training needs to improve the job, no clear policy on training, no training opportunities offered to staff to improve their capabilities and no variety of training offered to staff in all the four private universities under study had no policy on training its staff.

The findings were in agreement with earlier researchers Apospori, et al. (2008); Guidetti and Mazzanti, (2007); Gabriella, (2005); Mullins, (1999); Mincer, (1998); Bartel, (1994) who found that training activities are positively associated with high performance practices, innovative labour demand features, work force skill level, firm size, and are affected by labour flexibility in various directions. In terms of theory, the study concludes that training activities are positively correlated with work productivity of academic staff. The study concludes that training needs to be improved to make academic productivity.

Concerning working conditions, shows evidently that adequate safety policies were not provided as agreed by the respondents and alludes to low motivation (Table 4.10: mean =2.64). The results further reveal that staff safety is lacking and the university management need to work out the clear policies regarding staff insurance policy, health insurance and other insurance amenities need to be implemented. The study further revealed that the results showed low motivation, office related facilities (computer, internet services and intercom telephone network) was ranked fifth, improvement on this facilities is vital for the smooth running of the office and performance. This finding concur with earlier researchers Muheeb, (2004); Kazeem, (1999) who confirmed that greater attention should be given to improving work-related conditions of teachers to improve the quality of education. While studies like that of (Bhaga, 2010) disagree with the findings.

### **The level of work productivity of the academic staff in private universities.**

The study found out that, the level of work productivity in terms of teaching preparation was interpreted as agreed which alludes to low productivity (Table 4.12: Mean = 3.04) indicated that most academic staff's level of work productivity was low suggesting that, there was no commitment in teaching preparation. Generally, Table 4.12 reveals an overall picture of professionalism in terms of teaching preparation. The findings are most probably suggestive that most academic staff in private universities do not prepare their lessons before teaching students as the sub-mean=3.04; interpreted as agreed which alludes to low productivity.

The study found out that on syllabus completion (Table 4.13: mean =3.11; interpreted as agreed which alludes to low productivity of academic staff. The findings suggest that, there was low productivity in completing the syllabus among the academic staff in the private universities in central Uganda.

The study found out that on evaluation (Table 4.14: mean =3.00; interpreted as agreed which alludes to low productivity of academic staff. The findings suggest that, there was low productivity in evaluating their assignments in terms of teaching and students assignment among the academic staff in the private universities in central Uganda. The findings are in agreement to Kikooma, (2002) found out that unfair evaluation practices breed mistrust, lack of commitment and many other performance implications among district officers in Eastern and Southern regions of Uganda. Theoretically, the findings concurred that most academic staff were not motivated with their duties. The finding therefore, concluded that academic staffs were not motivated to evaluate objectively their tasks assigned to them.

As to Research and publication is rated agreed which alludes to unproductive with a mean score as shown in Table 4.15 as majority of academic staff did not carry out research to update their syllabus in class, supervisor student work/research project, publish chapters in edited books, do research towards publishing conference articles, journal articles and books. The study finding further suggests that most lecturers did not utilize and conducted research in terms of book publishing, journal articles and student's research. The findings were not in agreement with earlier researchers(e.g.



Rosanna; Lindsay,1999).Theory-wise, the findings concludes that, academic staff were productive in conducting research and publish their articles, books, present journals and help students supervisor. The findings conclude that, level of work productivity of academic staff was agreed which alludes to unproductive.

The study found out that on time management (Table 4.16: mean =3.03; interpreted as agreed which alludes to low productivity of academic staff. The findings suggest that, there was low productivity in managing time in terms of preparing for lectures, meet deadlines for submission of semester results, teaching, deadlines of marking semester exams, attend lecture periods, submit course work results to the departments and observe time for seminar presentations among the academic staff in the private universities in central Uganda.

The study found out that on commitment (Table 4.17: mean =2.59; interpreted as agreed which alludes to low productivity of academic staff. That almost all the respondents merely agreed (from 1<sup>st</sup> item to 10<sup>th</sup> item the mean values were below 3.0 but above 2.5). This implies that as far as commitment was concerned, respondents' level of productivity was low. This suggests that commitment to serve the university by most academic staff was low and unproductive among the academic staff in the private universities in central Uganda.

This findings are in agreement with an early review article of studies on turnover by Mobley et al., (1979) which revealed that age, tenure, overall satisfaction, job content, intention to remain on the job, and commitment were all negatively related to turnover (i.e. the higher the variable, the lower the turnover). The study concurred with the findings, that commitment to the university depended on motivation of the staff. The findings conclude that most staff was committed to teaching.

As to commitment to the university, the item rated lowest is that the respondents do not find it too costly to leave the university. The results were in agreement with earlier researchers (e.g. Duska,(2008) ; Cheng-Fei, Yu-Fang, Liang-Chih, Ing-Chung, (2007); Mosadeghrad, Ewan, Chang,(1999); Mullins, (1999). The results revealed

that the two criterion in job satisfaction "the relationship with colleagues" and "the relationship with the family" significantly influenced employees' learning commitment. However, this was clearly different from managers' subjective expectation.

The findings were also in agreement with Mosadeghrad, Ewan, Duska,(2008); Ubom,(2002); which reveal that results of the paper indicate that hospital employees are moderately satisfied with their jobs and committed to their organization. Employees' job satisfaction and organizational commitment were closely inter-related and correlated with turnover intention ( $P < 0.001$ ). The positive correlation between the two was expected, but there was also unexpected correlation with turnover intention.

According to Keun. (1994) in particular, organizational commitment was found to have the highest influence on effort and propensity to leave, presenting empirical support for the eminence of loyalty as a motivational tool in a collectivistic work culture. Occupational mental health has been linked to productivity and other desired organizational outcomes, such as commitment and satisfaction. Occupational mental health has been linked to productivity and other desired organizational outcomes, such as commitment and satisfaction. Spence Laschinger, Heather, Havens, Donna, (1997).

The study found out that on resource utilization (Table 4.18: mean =2.89; interpreted as agreed which alludes to low productivity of academic staff. The findings suggest that, there was low productivity in utilizing the limited resources in the universities in accomplishing their tasks in terms of use of university's resources/ facilities wisely and carefully, ensuring minimum wastage of resources (e.g. office equipments) in the course of performing duties and safeguard the properties of the university among the academic staff in the private universities in central Uganda. The findings were not in agreement with (e.g. Ibukun, Akinfolarin, Alimi, 2011). The study further reveals that most of the physical resources were well utilized. Time for various activities in vocational and technical education was well utilized except in

extracurricular activities and students forum. The findings conclude that most academic staff did not utilize the university resources wisely and accordingly.

In the same vein, the study found out that on community service (Table 4.19: mean =2.67; interpreted as agreed which alludes to low productivity of academic staff. The findings suggest that, most academic staff did not have time to participate in community service by providing guidance and counseling the local community, belonging to professional association, participating in opinion leadership, meetings with the local community and participating in local community projects besides teaching. There was low productivity in participating in community service among the academic staff in the private universities in central Uganda.

### **Relationship between the way motivation tools are applied and level of academic staff work productivity in private universities in central Uganda.**

The study found out on Table 4.21 that, there was significantly positive relationship on financial rewards and Commitment to the University ( $r = 0.286$ , sig. = 0.000); significantly positive relationship on Financial rewards and syllabus completion ( $r = 0.232$ , sig. = 0.000); significantly positive relationship on financial rewards and time management ( $r = 0.171$ , sig. = 0.001); significantly positive relationship on financial rewards and Evaluation ( $r = 0.248$ , sig. = 0.000); significantly positive relationship on financial rewards and Resource utilization ( $r = 0.163$ , sig. = 0.001); insignificantly positive relationship on financial rewards and teaching preparation ( $r = 0.089$ , sig. = 0.081). Insignificantly positive relationship on financial rewards and Research and Publication ( $r = 0.079$ , sig. = 0.119); insignificantly positive relationship on financial rewards and Community service ( $r = 0.085$ , sig. = 0.094). This implies that there was a positive correlation between the way motivation tools are applied and the level of academic staff work productivity in private universities in central Uganda.

The study findings were in agreement with researchers (e.g. Lawal, Awolaye and Akinsola, (2007); Ayeni, (2005); Kazeem, (1999); Perry et al. (1989); Amadi (1983), accepting the assertion that most universities offer low financial rewards upon performance. The study findings further were in agreement with researchers (e.g. Sangaire, (2007); Imhoff, (2006); Griffeth et al, (2000); Armstrong, (1996); Kasaija,

(1991) who found allowances to be positively associated with employee productivity among teachers. The findings did not agree with earlier researchers (e.g. Cole, 2003). The study found employees were not motivated solely by money and employee behavior was linked to their attitudes (Dickson, 1973).

Williams in Nwagu (1997) reported that motivation potential is linked to five core characteristics that affect three psychological states essential to internal work motivation and positive work outcome. The idea complements the present finding. Similarly, the finding by Colvin (1998) that financial incentives increase productivity, corroborates this result. According to the empirical studies by James et al (2012); Aacha (2010); Rafikul and Ahmad (2008); Milne (2007); Ajila & Abiola (2004); Nwachukwu (1994); Egwandi (1981); Dloko, (1977), Kayode (1973) pay now causes satisfaction of the employee to be affected, which directly influences the motivation to perform.

It's evident that pay is a major determinant of physiological needs, failure to get enough pay will mean that these needs will not be satisfied or motivated to perform well. Factors such as salary payment have significant effect on the performance of teachers in central college, Kawempe (Sangaire, 2007). Kasaija (1991) studied about the effects of monetary and non-monetary rewards on motivation of teachers. He established that both monetary and non monetary rewards are motivators to teachers. Similarly, Wayne (1998), Roshan (2005); Reio and Callahon (2004) Gardner, Van Dyne & Pierce, (2004); Taylor, 1911; Kiseesi (1998), Bratton (2003) observes, that pay is one of the most powerful motivating tools. In the same vein, Armstrong (1996) emphasizes the value of extrinsic motivation when he says that money provides the means to achieve a number of different ends. Above all he asserts that money in form of pay is the most obvious extrinsic reward.

While the above studies showed positive correlation between salary and employee productivity, Mol (1992), asserts that money does not motivate, but rather moves a person to achieve a goal in order to obtain the reward. Other authors like Koontz & Weihrich (1998); Brown et al, (2007); Smith (2001) and Ashby and Pell (2001) support this view by arguing that money is an effective way to get employees

through the door, but it does not keep them there. To them, money can never be looked at as the only motivator whether in form of wages or any other things that may be given to people for productivity, it is certainly not the only form of compensation (Rynes, Gerhart & Minette, 2004). The fact that not all studies were pointing in one direction of positive correlation between salary and employee productivity. The study concludes that financial rewards offered to academic staff were low; improvement on the financial rewards will lead to higher level of work productivity in the four private universities.

The study found out on Table 4.22 that, there was significantly positive relationship on employee benefits and commitment to the university ( $r = 0.199$ , sig. 0.000); employee benefit and teaching preparation was significantly positive relationship ( $r = 0.221$ , sig. = 0.000); significantly positive relationship on employee benefits and syllabus completion ( $r = 0.278$ , sig. = 0.000); significantly positive relationship on employee benefit and time management ( $r = 0.256$ , sig. = 0.000); significantly positive relationship on employee benefits and evaluation ( $r = 0.301$ , sig. = 0.000); significantly positive relationship on employee benefits and resource utilization ( $r = 0.243$ , sig. = 0.000); insignificantly positive relationship on employee benefits and Research and Publication ( $r = 0.078$ , sig. = 0.130); positive and insignificantly positive relationship on employee benefits and community service ( $r = 0.061$ , sig. = 0.235). This implies that there was a positive correlation between the way employee benefits are applied and the level of academic staff work productivity in private universities in central Uganda.

This is probably suggesting that the employee benefits offered were not adequate to academic staff, therefore improvement on employee benefits will lead to higher level of work productivity in the four private universities at the five percent level of significance. Armstrong (1996) shows the relationship between employee benefit and motivation, as; they provide an attractive and competitive total remuneration package which attracts and retains high employee productivity to the organization. Workers who are motivated with good salary package, conducive working environment, regular promotion, good communication climate, staff training and

development are likely to exhibit high level of job performance (Ude et al, (2012); James et al (2012).

This corroborates the words of Popoola (2009) that, "work motivation is an important factor in predicting the work performance of employees in both private and public sector organizations." Jon-Chao et al, (1995) in their study on impact of employee benefits on work motivation and productivity, found a positive correlation. Cole (2003) contrasts that most benefit plans do not permit an employee to choose his or her preferred range of benefit. The benefits are generally offered on a take-it or live-it basis. Other scholars like Olaoye (2003), Adediji (2002) and Stenlund (1995), reported a strong relationship among teachers' working environment, job satisfaction, salary and benefits.

Warren, Hodgson and Craig (2007) found that quality of work life has a negative but not significant relationship with organizational performance. The teacher's work environment in Nigeria has been described as the most impoverished of all sectors of the labour force.( NPEC, Nigeria 1998).Facilities in most schools are dilapidated and inadequate, (Sanusi 1998, Adelabu 2003). Thus this study had enough ground to conclude that employee benefit as a positive correlation of work productivity among academic staff in private universities. The study concludes that the employee benefits offered were not adequate to academic staff, therefore improvement on employee benefits would lead to higher level of work productivity in the four private universities.

The study found out on Table 4.23 that, there was significantly positive relationship on recognition and research and publication ( $r = 0.255$ , sig. = 0.000); significantly positive relationship on recognition and community preparation ( $r = 0.207$ , sig. = 0.000); significantly positive relationship on recognition and commitment to the university ( $r = 0.332$ , sig. = 0.000); recognition and teaching preparation there was insignificantly positive relationship ( $r = 0.072$ , sig. = 0.162); insignificantly positive relationship on recognition and syllabus completion ( $r = 0.049$ , sig. = 0.333); insignificantly positive relationship on recognition and time management ( $r = 0.043$ , sig. = 0.404); insignificantly positive relationship on recognition and evaluation ( $r =$

0.022, sig. = 0.662); insignificantly positive relationship on recognition and resource utilization ( $r = 0.003$ , sig. = 0.947). This implies that there was a positive correlation between the way recognition was applied and the level of academic staff work productivity in private universities in central Uganda.

This implies that the more staffs were recognized, the higher their level of work productivity in the four private universities at the five percent level of significance. While many empirical studies (e.g. James et al (2012); Ahmed et al. (2010); Robbin, 2003) showed a positive correlation between recognition and acknowledgement and employee productivity. Reeve and Deci (1996) in their study on the factors that have an impact on intrinsic motivation found that recognition had a positive impact on motivation, while others (e.g. Scholtes, 1995) found a negative relationship. The study concludes that, the more staffs were recognized, the higher their level of work productivity in the four private universities.

The study found out on Table 4.24 that, there was significantly positive relationship on promotion practices and teaching preparation ( $r = 0.103$ , sig. = 0.045); insignificantly positive relationship on promotion practices and syllabus completion ( $r = 0.007$ , sig. = 0.887); insignificantly relationship on promotion practices and time management ( $r = 0.085$ , sig. = 0.101); insignificantly positive relationship on promotion practices and evaluation ( $r = 0.029$ , sig. = 0.574); significantly positive relationship on promotion practices and resource utilization ( $r = 0.124$ , sig. = 0.017); significantly positive relationship on promotion practices and research and publication ( $r = 0.193$ , sig. = 0.000); positive and significantly positive relationship on promotion practices and community preparation ( $r = 0.200$ , sig. = 0.000); significantly positive relationship on promotion practices and commitment to the university( $r=0.388$ , sig.= 0.000). This implies that there was a positive correlation between the way promotion practices are applied and the level of academic staff work productivity in private universities in central Uganda.

This suggests that, the more promotion practices were implemented and satisfied by academic staff, the higher the level of work productivity in the four private universities at the five percent level of significance. The findings are in concurrence

with past studies on promotion and performance include that of James et al (2012); Steven et al, (2001), Aacha (2010), Kasaija (1991) in a study of the effects of monetary and non-monetary rewards on motivation among teachers in post primary institutions in Hoima and Masindi districts who established that promotion and performance has a close relation. Aacha (2010) investigated on the effects of motivation on the performance of primary school teachers in Kimaanya-Kyabakuzza division, Masaka district. Maganda in his study in 2009 found that promotion made to employees in relation to the employee's effort cannot serve as an effective tool and employees are not inspired to maximize their effort to meet high performance among employee of Kakira Sugar Works in Jinja.

In a similar study conducted on nurses, (Shields and Ward 2001) found that the lack of possibility of promotion affect the job satisfaction of employees more than the size of the salary. According to Steven, Phelan and Zhian (2001) defined a link between promotion and work satisfaction, results showed positive relationship between these two. Vasilios D.Kosteas (2006) told effect of promotion, job satisfaction and there existed a positive relation between these two variables. Promoting teachers, without basing it on an evaluative mechanism linked to job performance, has also been found to de-motivate many teachers in Nigeria (Yisa, 1975; Obilade, 1989; Sanusi, 1998). The study concludes that the more promotion practices were implemented and satisfied by academic staff, the higher the level of work productivity in the four private universities.

The study found out on Table 4.25 that, there was significantly positive relationship on training and teaching preparation ( $r = 0.199$ , sig. = 0.000); significantly positive relationship on training and time management ( $r = 0.117$ , sig. = 0.022); significantly positive relationship on training and evaluation ( $r = 0.160$ , sig. = 0.002); significantly positive relationship on training and research and publication ( $r = 0.212$ , sig. = 0.000); significantly positive relationship on training and community preparation ( $r = 0.122$ , sig. = 0.018); significantly positive relationship on training and commitment to the university ( $r = 0.347$ , sig. = 0.000); insignificantly positive relationship on training and syllabus completion ( $r = 0.075$ , sig. = 0.142); insignificantly positive relationship on training and resource utilization ( $r = 0.011$ ,



sig. = 0.836). This implies that there was a positive correlation between the way training is applied and the level of academic staff work productivity in private universities in central Uganda.

This suggests that the more the training services were offered to all academic staff to improve on their skills and knowledge, the higher their level of work productivity in the four private universities at the five percent level of significance.

The findings concur with Bartel (1994) found a significant positive relationship between training and labour productivity in her study while Guidetti and Mazzanti (2007) found that training activities are positively associated with high performance practices, innovative labour demand features, work force skill level, firm size, and are affected by labour flexibility in various directions. More recently, Apospori, et al. (2008) conducted a study in southern European countries and found that training had a significant impact on firm performance.

Training according to Inyang and Akpama (2002) could be in the systematic development of knowledge, skills and attitudes required by an individual to perform adequately in a given task or job. This presupposes that training in any organization is aimed at giving employees at all levels sufficient instruction and guidance to enable them perform their job effectively and prepare themselves for promotion and advancement (Inyang, 1998). Fafunwa (1991) opined that no significant change in education could take place in any country unless its teaching staff is well trained and retrained. This can be sustained through constant staff development and training.

Commenting further Iboma (2008) is of the opinion that effective training can change the entire view of workers in an organization and make the firm more productive as new skills and attitudes are developed by workers. Enuke (2003) citing Omole (1983) saw that management is interested in training their workforce because with the acquisition of necessary skills by workers it would go a long way to increase productivity. He stated further that if the workers are not aware of certain things, the productivity which they intend to improve may even reduce as a result of

lack of technical knowhow. The study concludes that the more the training services were offered to all academic staff to improve on their skills and knowledge, the higher their level of work productivity in the four private universities.

The study found out on Table 4.26 that, there was significantly positive relationship on working conditions and teaching preparation ( $r = 0.198$ ,  $\text{sig.} = 0.000$ ); significantly positive relationship on working conditions and research and publication ( $r = 0.177$ ,  $\text{sig.} = 0.001$ ); significantly positive relationship on working conditions and community preparation ( $r = 0.196$ ,  $\text{sig.} = 0.000$ ); significantly positive relationship on working conditions and commitment to the university ( $r = 0.355$ ,  $\text{sig.} = 0.000$ ); significantly positive relationship on working conditions and time management ( $r = 0.143$ ,  $\text{sig.} = 0.05$ ); significantly positive relationship on working condition and evaluation ( $r = 0.115$ ,  $\text{sig.} = 0.024$ ); insignificantly positive relationship on working conditions and syllabus completion ( $r = 0.023$ ,  $\text{sig.} = 0.658$ ); insignificantly positive relationship on working conditions and resource utilization ( $r = 0.068$ ,  $\text{sig.} = 0.189$ ). This implies that there was a positive correlation between the way working conditions are applied and the level of academic staff work productivity in private universities in central Uganda.

The findings collaborate with earlier scholars like Akintayo (2012) who revealed that a significant relationship exists among working environment, workers' morale and perceived productivity. Also, it was found that working environment is significantly related to workers' morale. Besides, working environment has significantly correlated with perceived workers' productivity.

The results reveal that the office design has a substantial impact on the productivity of employees. The results are consistent with the previous study of Hameed and Amjad (2009) in which they reveal that office design of banks in Pakistan are very vital in terms of increasing employees' productivity. According to Subair and Awolere (2006), Keeling and Kallaus (1996) there should be maximum use of certain physical conditions such as lighting, ventilation, good building constructions, sufficient windows, doors, vents and fans to cool the heat during hot season. Adams (2004) submitted that a quiet, cool, clean and beautiful environment

makes the teacher happy and enhances his or her performance and productivity. Wilson (2003), Quible (1996), Okunuga (2005) and Ijaduola (2008c) cautioned that with poor physical working condition, there are usually mental fatigue, truancy, frustration, discomfort, and poor health; all those consequently reduce teachers' productivity.

In the same vein, Joel and Shaw (2001), Omidina (2003), Fatoki (2005), Colins (2006) and Ijaduola (2008b) agreed that since staff spend almost half of their lives at work, it is important to provide them with pleasant and comfortable working conditions. One research study conducted by Rocky Mountain Institute (2000) analyzed and found that lighting, heating, and cooling have a positive effect on worker productivity and generate a negative correlation with work performance and absenteeism. Brenner (2004) argued that work environment designed to suit employee's satisfaction and free flow of exchange of ideas is a better medium of motivating employees towards higher productivity. Lambert (2005) was able to show in his findings that "it is the number of management functions in the work environment which appear to have been the key factor inhibiting higher productivity". According to Tjambolang (2000) the office environment in which employees work and undertake most of their activities can impact on their productivity.

The findings do not agree with Warren, Hodgson and Craig (2007) who found that quality of work life has a negative but not significant relationship with organizational performance. The quality of work life variables included company health and safety policy, worker free lunch, workers' transport facility, maternal leave with salary for female workers, providing job related training, availability of leave, family life, living accommodation by employer, living in own hired house, and healthy and hygienic living accommodation. The teacher's work environment in Nigeria has been described as the most impoverished of all sectors of the labour force. (NPEC, Nigeria 1998). Facilities in most schools are dilapidated and inadequate, (Sanusi 1998, Adelabu 2003).

Kazeem (1999) has recommended that greater attention should be given to improving work-related conditions of teachers to improve the quality of education. In particular, there should be improvements in the supply of teaching and learning materials and general classroom environment to improve student learning. The study concludes that the more working conditions are improved for academic staff, the higher their level of work productivity in the four private universities.

Wayne (2006) quotes Zohar and Luria, (2004) who assert that evidence indicates that employees who perceive their organizations as supporting safety initiatives and those who have high-quality relationships with their leaders are more likely to feel free to raise safety concerns. Such safety-related communication, in turn, is related to safety commitment, and ultimately, to the frequency of accidents.

It has been observed and demonstrated that developing strong safety cultures have the single greatest impact on accident reduction of any process. He further stated that in a strong safety culture, everyone feels responsible for safety and pursues it on a daily basis. Rowan and Wright (1995) highlights the importance of ergonomics in a work place, as injuries and illness interface the employee and machine system. So, they opine the need of ergonomics in a work place. They proposed that physical environmental factors like temperature noise, flow of air, humidity, furniture effects the employees' productivity. The provision of inadequate equipment and adverse working conditions has been shown to affect employee commitment and intention to stay with the organization (Weiss, 1999; Wise, Darling-Hammond and Berry, 1987) as well as levels of job satisfaction and the perception of fairness of pay (Bockerman and Ilmakunnas, 2006).

The study finding were in agreement with early researchers (e.g. Apospori, et al., (2008), Guidetti and Mazzanti (2007); Bartel, (1994) found a significant positive relationship between training and labor productivity in her study while found that training activities are positively associated with high performance practices, innovative labor demand features, work force skill level, firm size, and are affected by labour flexibility in various. It should be noted that knowledge is not static; it is growing every day. What holds for truth today may be obsolete tomorrow.

The study finally revealed that motivation tools were significantly correlated with overall work productivity index (Table 4.27:  $r = 0.119$ ,  $\text{sig} = 0.031$ ). Therefore, at 0.05 the null hypothesis was rejected and alternative hypothesis was accepted to the effect that motivation tools significantly have a positive relationship with work productivity among academic staff in the four private universities. This implies that there was a positive correlation between the way motivation tools are applied and the level of academic staff work productivity in private universities in central Uganda.

This further implies that academic staffs were not satisfied with motivation tools, the higher the level of work productivity in the four private universities at the five percent level of significance.

### **Discussion of hypothesis findings.**

The study revealed that index (Table 4.27:  $r = 0.119$ ;  $\text{sig} = 0.031$ ) between work productivity and motivation tools, indicates a positive linear co-relation. Therefore, at 0.05 the hypothesis was rejected and alternative hypothesis was accepted to the effect that motivation tools significantly have a positive linear co-relation with work productivity among academic staff in the four private universities. This implies that there was a positive correlation between the way working conditions are applied and the level of academic staff work productivity in private universities in central Uganda. This further implies that academic staffs were not satisfied with the way motivation tools were applied leading to low productivity.

The findings collaborate with earlier scholar's like (Kazeem, 1999; Muheeb, 2004; Kasaija, 1991) who confirmed that greater attention should be given to improving work-related conditions of teachers to improve the quality of education. This findings were in agreement with researchers (e.g. Lawal, Awoleye and Akinsola, 2007; Amadi, 1983; Kazeem, 1999; Ayeni 2005; Perry et al. 1989), accepting the assertion that most universities offer low financial rewards upon performance.

The findings do not agree with earlier researchers (e.g. Elton Mayo Hawthorne Studies from 1924 to 1932). The study found employees are not motivated solely by money and employee behavior is linked to their attitudes (Dickson, 1973). The

theoretical conclusions from the findings are that, motivational tools significantly have a positive relationship with work productivity among academic staff in private universities in central Uganda.

The findings concludes that, there was significant relationship between motivation tools and work productivity of academic staff in private universities, implying that improvement in motivation tools leads to improvement on work productivity. The findings were also in agreement with (Ali, Mohammad, Mosadeghrad, Ewan, Ferlie, Duska Rosenberg, 2008; Ubom,2002) which reveal that results of the paper indicate that hospital employees are moderately satisfied with their jobs and committed to their organization.

#### **Difference caused by gender in the way motivation tools are applied and level of work productivity of the academic staff of private universities in central Uganda.**

There was significance difference in the extent to which the tools motivate the respondents between Male and Female Teaching Staff. It further infers that mean scores of motivation tools for the two sexes do not differ significantly, hence male staff have the same level of motivation tools with the female staff.

#### **Significant Difference caused by gender in the way motivation tools are applied to academic staff.**

The study found out that there was no significant difference in motivation tools for the two sexes (Table 4.28;  $t = -.813$ , sig. = .417). Infer that mean scores in financial rewards for the two sexes did not differ significantly; and the sample means in Table 4.28, suggest that females (mean = 2.35) were better than males (mean = 2.29) at financial rewards. Employee benefits for the two sexes (Table 4.28;  $t = -1.23$ , sig. = .216). Infer that mean scores in employee benefits for the two sexes did not differ significantly; and the sample means in Table 4.28, suggest that females (mean = 2.20) were better than males (mean = 2.11) at employee benefits. Recognition for the two sexes (Table 4.28;  $t = .879$ , sig. = .380). Infer that mean

scores in recognition for the two sexes did not differ significantly; and the sample means in Table 4.28, suggest that males (mean = 2.48) were better than females (mean = 2.41) at recognition.

Promotion practices for the two sexes (Table 4.28;  $t = .632$ , sig. = .527). Infer that mean scores in promotion practices for the two sexes did not differ significantly; and the sample means in Table 4.28, suggest that males (mean = 2.61) were better than females (mean = 2.58) at promotion practices. Training for the two sexes (Table 4.28;  $t = .333$ , sig. = .739). Infer that mean scores in training for the two sexes did not differ significantly; and the sample means in Table 4.28, suggest that males (mean = 2.69) were better than females (mean = 2.67) at training. Working conditions for the two sexes (Table 4.28;  $t = -.448$ , sig. = .654). Infer that mean scores in working conditions for the two sexes did not differ significantly; and the sample means in Table 4.28, suggest that females (mean = 2.66) were better than males (mean = 2.63) at working conditions.

The study found out that there was no significant difference between the male and female academic staff in terms of extent to which the tools motivate (Table 4.28:  $t = 0.188$ ; sig = 0.851). In respect to mean male (mean = 2.48) and female (mean = 2.47) had no significant difference.

As illustrated in Table 4.28, the items on financial rewards and employee benefits motivated the female respectively but the male were otherwise motivated in these items: recognition, promotion practices, training and working conditions. The results show that there was no significant difference between financial rewards and sex. Green also found that, having good wages is not necessarily of prime importance these days (Green, 2000:13). However, it is interesting to note that receiving good wages was ranked as the second most important motivator in Lindner's survey at the Ohio State University (Lindner, 1998:3).

The results on Table 4.28 conclude that there was no significant difference caused by gender in the way motivation tools are applied to the academic staff. The findings conclude that, there was no significant difference between male and female

academic staff in terms of motivation tools in the four private universities. The study collaborates with other scholars on the issue of gender, Nelson, (2001); Wiley, (1997); Harpaz, (1990); Mathieu and Zajac (1990); Kovach, (1987) reported its relationship to organizational commitment. Kovach (1987) also found no significant differences between men and women, but however reported that, women placed full appreciation of work done in first place, while men put it in second place. Huddleston et al. (2002) found that female employees showed a stronger preference for aspects of their jobs that relate to security, such as pay and job security.

Kovach (1995) found that women in the workplace attached considerably more importance to interpersonal relationships and communication than men, and related the finding to women's continuing endeavours to cope with their dual role of homemaker and employee, where both these aspects demand attention.

Wiley (1997) concluded that, women placed greater importance on appreciation of work done, interesting work and more importance on good working conditions, whereas, males on the other hand placed more emphasis on interesting work. Similarly, it was found by Irving, et al. (1997) that the men in their sample had higher level of commitment than the women.

Furthermore some studies have shown that job satisfaction is influenced by gender and age Gazioglu, Tansel, (2006); Mesh'al, (2001). Reif et al. (1976) examined significance of 33 particular rewards for men and women and found that gender was the determining factor of appreciation of the value of reward. Gooderman et al. (2004) have also discovered that men prove to be much more financially motivated than women do. A study by Miner (1974a) of business managers (44 females and 26 males) and educational administrators (25 females and 194 men) found that managerial motivation was "significantly related to the success of female managers" (p. 197), but there were no consistent differences between men and women in managerial motivation.

In the studies of motivation, money has always been and is still an important motivator, but not the only one (Anon, 2004:2). Most employees today want to feel



that their work makes a difference, but for some people money can still be a very important motivator (Anon., 2004:2). Companies attempt to increase employee motivation by linking pay and work productivity (DuBrin, 2000:307). If the pay system is well designed, money can still be a motivator for employees. Theoretically, the findings concurred that, wages of academic staff is important to improve work productivity in university. The findings conclude that, there was significant difference between male and female academic staff in terms of motivation tools in the four private universities.

Although there was no significant difference between the good working conditions and sex, it is interesting to note that having good working conditions was ranked as the fifth most important motivator in Lindner's survey at the Ohio State University (Lindner, 1998:3). Working conditions are a primary concern of management, as the working environment can determine the employees' performance and productivity (Sutherland & Canwell, 2004:244). However, evidence shows that the settings in the workplace do not have a serious impact on employee performance, but they can definitely soften or harden certain employee behaviors. So improving working conditions can motivate employees to perform better (Robbins, 2000:574).

### **Significant difference caused in level of work productivity of academic staff.**

The study found out that there was no significant difference in terms (teaching preparations, syllabus completion and research and publication) for the two sexes (Table 4.29;  $t = .680$ , sig. = .497). Infer that mean scores in teaching preparation for the two sexes did not differ significantly; and the sample means in Table 4.29; males (mean = 3.05) were better than females (mean = 3.02) at teaching preparations. Syllabus completion for the two sexes (Table 4.29;  $t = -.074$ , sig. = .941). Infer that mean scores in syllabus completion for the two sexes did not differ significantly; and the sample means in Table 4.29, suggest that females (mean = 3.12) were better than males (mean = 3.11) at syllabus completion. Research and publication for the two sexes (Table 4.29;  $t = 1.292$ , sig. = .197). Infer that mean scores in research and publication for the two sexes did not differ significantly; and the

sample means in Table 4.29, suggest that males (mean = 2.80) were better than females (mean = 2.73) at research and publication.

The study found out that there was significant difference in evaluation for the two sexes (Table 4.29;  $t = 2.044$ , sig. = .042). Infer that mean scores in evaluation for the two sexes differed significantly; and the sample means in Table 4.29, suggest that males (mean = 3.04) were better than females (mean = 2.94) at evaluation.

The study found out that there was no significant difference in terms of (time management, commitment, resource utilization and teaching preparation) for the two sexes (Table 4.29;  $t = .743$ , sig. = .458). Infer that mean scores in time management for the two sexes did not differ significantly; and the sample means in Table 4.29, suggest that males (mean = 3.05) were better than females (mean = 3.01) at time management. Commitment to the university for the two sexes (Table 4.29;  $t = 1.546$ , sig. = .123). Infer that mean scores in commitment to the university for the two sexes did not differ significantly; and the sample means in Table 4.29, suggest that males (mean = 2.63) were better than females (mean = 2.56) at commitment to the university. Resource utilization for the two sexes (Table 4.29;  $t = 1.879$ , sig. = .061).

Infer that mean scores in resource utilization for the two sexes did not differ significantly; and the sample means in Table 4.29, suggest that males (mean = 2.93) were better than females (mean = 2.81) at resource utilization. Teaching preparations for the two sexes (Table 4.29;  $t = .668$ , sig. = .505). Infer that mean scores in community services for the two sexes did not differ significantly; and the sample means in Table 4.29, suggest that males (mean = 2.69) were better than females (mean = 2.65) at community services.

The study on Table 4.29 conclude that there was no significant difference between work productivity and sex a part from evaluation which had significant difference between the male and female academic staff. The findings conclude that, there was no significant difference between male and female academic staff in terms of work productivity in the four private universities.

Reif et al. (1976) examined significance of 33 particular rewards for men and women and found that gender was the determining factor of appreciation of the value of reward. Gooderman et al. (2004) have also discovered that men prove to be much more financially motivated than women do. A study by Miner (1974a) of business managers (44 females and 26 males) and educational administrators (25 females and 194 men) found that managerial motivation was "significantly related to the success of female managers" (p. 197), but there were no consistent differences between men and women in managerial motivation.

### **Discussion on hypothesis Two:**

The study found out that there was no significant difference caused by sex in the way motivation tools are applied and the level of academic staff work productivity in private universities in central Uganda. Results on Table 4.30 conclude that, the t-values of motivation tools ( $t = .188$ , sig. = .851) and work productivity ( $t = 1.267$ , sig. = .206) is greater than  $\alpha = 0.05$ , then at the 5 % level of significance, accept the null hypothesis and reject the research or alternative hypothesis. Infer that mean scores in motivation tools and work productivity for the two sexes did not differ significantly; and the sample means of motivation tools and work productivity in Table 4.30, suggest that males (mean = 2.49) were better than females (mean = 2.48) and males (mean = 2.91) were better than females (mean = 2.87) at motivation tools and work productivity respectively.

The findings were in agreement with Kovach (1987) also found no significant differences between men and women, but however reported that, women placed full appreciation of work done in first place, while men put it in second place. Huddleston et al. (2002) found that female employees showed a stronger preference for aspects of their jobs that relate to security, such as pay and job security. Kovach (1995) found that women in the workplace attached considerably more importance to interpersonal relationships and communication than men, and related the finding to women's continuing endeavors to cope with their dual role of homemaker and employee, where both these aspects demand attention.

Wiley (1997) concluded that, women placed greater importance on appreciation of work done, interesting work and more importance on good working conditions, whereas, males on the other hand placed more emphasis on interesting work. Similarly, it was found by Irving, et al. (1997) that the men in their sample had higher level of commitment than the women.

## CONCLUSIONS

Based on the findings presented, the following conclusions were drawn according to the study objectives:

This study investigated the relationship between motivation tools and work productivity of academic staff in private universities in central Uganda. This was in relation to (statement of the Problem). The study specifically sought to analyze the way motivation tools are applied to academic staff members, the level of these staff's work productivity, and the relationship between the two variables and establish the gender difference in level of application of motivation tools and level of work productivity in private universities in central Uganda. The study established that:

1. The academic staffs were un motivated by the way motivation tools were applied in private universities in central Uganda. This implied that provision of training, conducive working condition and promotion practices were low. While the universities offered inadequate recognition, financial rewards and employee benefits to respondents leading to low morale hence leading to high labour turn over and staff yearns for greener pastures. In conclusion therefore, the application of motivation tools was in adequate to academic staff in private universities in central Uganda.
- 2.The level of academic staff work productivity was low, suggesting that, there was no commitment in teaching preparation, syllabus completion, evaluation, research and publication, time management, commitment to the university, resource utilization and community service in private universities in central Uganda.
3. There was a positive significant relationship between the way motivation tools are applied and the level of academic staff work productivity, suggesting that the way motivation tools are applied affected the level of academic staff productivity in private universities in central Uganda.

4. There was no significant difference caused by sex in the way motivation tools were applied and level of academic staff work productivity, suggesting that male and female academic staff had the same level of motivation tool application and level of academic staff work productivity a part from evaluation in private universities in central Uganda.

## **RECOMMENDATIONS**

The following recommendations are derived from the conclusion of each finding obtained by the study objectives and the hypotheses:

### **Objective one**

The study recommended that, if the motivation tools have to be improved in the private universities in central Uganda then; the university council through human resource office should revisit and implement the staff manual policies concerning staff remuneration by effecting annual increment of staff salaries, welfare and other financial benefits based on the labor market conditions, cost of living, and performance in order to retain and avoid high labor turnover of the staff. Promotion committee and appraisal committee should effectively appraise and promote the academic staff with salary increment. These appraisal and promotion committees should pay attention to; training, Financial rewards, working conditions, employee benefits, promotion practices and recognition of academic staff (Table 4.11).

Organizational learning and employee personal growth are impacted by the incentives offered in the work environment. The study recommends that, implementing a variety of awards such as team awards, individual recognition based on extraordinary performance, and rewards for all employees for their achieved goals. In order to strengthen teamwork, praise employees for performance that benefits the team. Awarding only a few people with rewards might be counterproductive (Table 4.11).

### **Objective Two**

The study recommended that, if the level of work productivity is to be improved in the private universities in central Uganda then; Universities should integrate learning opportunities through setting goals that allow employees to engage in problem solving and knowledge acquisition in completing syllabus, teaching preparation, time management, evaluation, commitment, utilization of limited resources, encouraging the academic staff to conducting research and publishing the research in university journal for free and university should fund the research fee and publication in

international journals. The university should form outreach programmes through social corporate responsibility by sensitizing the public on social issues affecting the society. Research has found that merit pay and pay-for performance systems yield little positive results on employee performance or learning opportunities, yet a system of progressively giving employees more complex tasks can stimulate employee learning and consistently improve employee performance (Table 4.20).

### **Objective Three and Hypothesis One**

Resulting from the findings on objective three and its hypothesis in the study, the researcher recommends that, if the relationship between the way motivation tools are applied and level of work productivity is to be improved in the private universities in central Uganda then; Universities should focus on implementing the human resource policies and statutes and schedules as guiding principles of the universities. The findings collaborate with earlier scholar's like (Kazeem, 1999; Muheeb, 2004; Kasaija, 1991) who confirmed that greater attention should be given to improving work-related conditions of teachers to improve the quality of education (Table 4.11).

### **Objective Four and Hypothesis two**

Resulting from the findings on objective four and its hypothesis in the study, the researcher recommends that, if the difference caused by sex in the way motivation tools are applied and level of work productivity is to be improved in the private universities in central Uganda then; Universities should focus on empowering all the academic staff equally in terms of administrative roles, leadership and management.

Organizational practices that motivate employees and improve performance may be ineffective if little attention is paid to the working environment. It is recommend, eliminating dissatisfactory work conditions. Create an environment which your employees feel is fair and safe. Install motivators such as acknowledgment, responsibility, and learning opportunity to improve the employee's performance. There are two elements, crucial for motivated workers: the absence of dissatisfaction about the work environment and salary, which creates a neutral



attitude towards work, followed by motivators to generate extrinsic and intrinsic motivation (Table 4.20).

**Recommendation for further research**

As observed the study has not conclusively exhausted the study and recommends the gaps the study has failed to close for further research like self-actualization on intrinsic and extrinsic rewards.

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## APPENDIX A

### QUESTIONNAIRE FOR ACADEMIC STAFF OF PRIVATE UNIVERSITIES IN CENTRAL UGANDA

#### KAMPALA INTERNATIONAL UNIVERSITY SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH Ph.D. PROGRAM

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Dear Respondent,

I am a candidate for Ph.D. in Management (Educational Planning) at Kampala International University and presently embarking on my dissertation entitled, **Motivation Tools and Work Productivity of Academic Staff in Private Universities in Central Uganda**. In view of this requirement, may I request you to be part of this study by answering the questionnaire. The information you provide shall be kept with utmost confidentiality and will be used for academic purposes only.

Please kindly respond to all of the items in the questionnaire thus not leaving any item unanswered. Further, may I retrieve the filled out questionnaires after two weeks? Before you open this questionnaire, kindly read through and sign the 'informed consent' form. The 'I' in that form refers to you, the reader.

Thank you very much in advance.

Yours faithfully,

Edabu Paul

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## APPENDIX B

# TRANSMITTAL LETTER FOR RESPONDENTS IN UGANDA CHRISTIAN UNIVERSITY

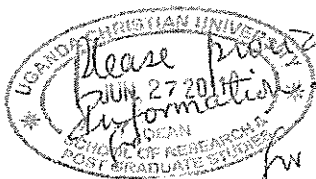


KAMPALA  
INTERNATIONAL  
UNIVERSITY

Ggaba Road - Kansanga  
P.O. Box 20000, Kampala, Uganda  
Tel: +256- 41- 266813 / +256- 41-267634  
Fax: +256- 41- 501974  
E- mail: admin@kiu.ac.ug,  
Website: www.kiu.ac.ug

OFFICE OF THE DEPUTY VICE CHANCELLOR (DVC)  
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)

TO UGANDA CHRISTIAN  
UNIVERSITY,  
POSTGRADUATE STUDIES



*Please provide the necessary information. Thank you for your cooperation*

Dear Sir/Madam,

### RE: INTRODUCTION LETTER TO CONDUCT RESEARCH IN YOUR INSTITUTION

Mr. Edabu Paul is a bonafide student of Kampala International University pursuing a Ph.D. in Educational Management.

He is currently conducting a field research for his dissertation entitled, **Motivation Tools and Work Productivity of Academic Staff In Selected Private Universities In Central Uganda.**

Your institution has been identified as a valuable source of information pertaining to his research project. The purpose of this letter then is to request you to avail him with the pertinent information he may need.

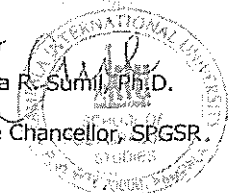
Any data shared with him will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

Novembrieta R. Sumi, Ph.D.

Deputy Vice Chancellor, SPGSR.



*"Exploring the Heights"*

## APPENDIX C

# TRANSMITTAL LETTER FOR RESPONDENTS IN KAMPALA INTERNATIONAL UNIVERSITY



KAMPALA  
INTERNATIONAL  
UNIVERSITY

Ggaba Road - Kansanga  
P.O. Box 20000, Kampala, Uganda  
Tel: +256- 41- 266813 / +256- 41-267634  
Fax: +256- 41- 501974  
E- mail: admin@kiu.ac.ug.  
Website: www.kiu.ac.ug

### OFFICE OF THE DEPUTY VICE CHANCELLOR (DVC) SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)

*Kampala International  
University  
Human Resource Department*

Dear Sir/Madam,

#### RE: INTRODUCTION LETTER TO CONDUCT RESEARCH IN YOUR INSTITUTION

Mr. Edabu Paul is a bonafide student of Kampala International University pursuing a Ph.D. in Educational Management.

He is currently conducting a field research for his dissertation entitled, **Motivation Tools and Work Productivity of Academic Staff In Selected Private Universities In Central Uganda.**

Your institution has been identified as a valuable source of information pertaining to his research project. The purpose of this letter then is to request you to avail him with the pertinent information he may need.

Any data shared with him will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

Novembrieta R. Sumii, Ph.D.

Deputy Vice Chancellor, SPGSR

---

"Exploring the Heights"

## APPENDIX D

### TRANSMITTAL LETTER FOR RESPONDENTS IN NKUMBA UNIVERSITY



KAMPALA  
INTERNATIONAL  
UNIVERSITY

Ggaba Road - Kansanga  
P.O. Box 20000, Kampala, Uganda  
Tel: +256- 41- 266813 / +256- 41-267634  
Fax: +256- 41- 501974  
E- mail: admin@kiu.ac.ug,  
Website: www.kiu.ac.ug

**OFFICE OF THE DEPUTY VICE CHANCELLOR (DVC)  
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)**

To NKUMBA  
UNIVERSITY, P.O. BOX 237  
ACADEMIC AFFAIRS  
ENTEBBE.

Dear Sir/Madam,

**RE: INTRODUCTION LETTER TO CONDUCT RESEARCH IN  
YOUR INSTITUTION**

Mr. Edabu Paul is a bonafide student of Kampala International University pursuing a Ph.D. in Educational Management.

He is currently conducting a field research for his dissertation entitled, **Motivation Tools and Work Productivity of Academic Staff In Selected Private Universities In Central Uganda.**

Your institution has been identified as a valuable source of information pertaining to his research project. The purpose of this letter then is to request you to avail him with the pertinent information he may need.

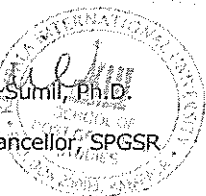
Any data shared with him will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

Novembrieta R. Sumii, Ph.D.

Deputy Vice Chancellor, SPGSR.



To All Academic Staff  
Nkumba University  
Please assist the bearer  
to complete his study.  
J. Sumii  
DAR 10/06/11

*"Exploring the Heights"*

## APPENDIX E

### TRANSMITTAL LETTER FOR RESPONDENTS IN CAVENDISH UNIVERSITY UGANDA



KAMPALA  
INTERNATIONAL  
UNIVERSITY

Ggeba Road - Kansanga  
P.O. Box 20000, Kampala, Uganda  
Tel: +256- 41- 266813 / +256- 41-267634  
Fax: +256- 41- 501974  
E- mail: admin@kiu.ac.ug.  
Website: www.kiu.ac.ug

**OFFICE OF THE DEPUTY VICE CHANCELLOR (DVC)  
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)**

*TO CAVENDISH  
UNIVERSITY UGANDA.  
ACADEMIC AFFAIRS  
P.O. BOX 231*

*Please go ahead  
and write the  
information.  
I request out the  
staff to cooperate  
with Cavendish.*

Dear Sir/Madam,

**RE: INTRODUCTION LETTER TO CONDUCT RESEARCH IN  
YOUR INSTITUTION**

Mr. Edabu Paul is a bonafide student of Kampala International University pursuing a Ph.D. in Educational Management.

He is currently conducting a field research for his dissertation entitled, **Motivation Tools and Work Productivity of Academic Staff In Selected Private Universities In Central Uganda.**

Your institution has been identified as a valuable source of information pertaining to his research project. The purpose of this letter then is to request you to avail him with the pertinent information he may need.

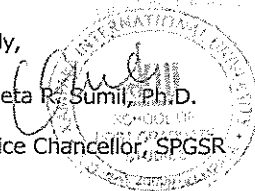
Any data shared with him will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

Novembrieta R. Sumii, Ph.D.

Deputy Vice Chancellor, SPGSR



*"Exploring the Heights"*

## APPENDIX F

### CLEARANCE FROM ETHICS COMMITTEE

Date 6/6/2014

#### Candidate's Data

Name Paul Edaby

Reg.# 07/PEM/007

Course Educational Management (Planning)

Title of Study Motivation Tools & Work Productivity of Academic Staff in Private Universities in Central Uganda.

#### Ethical Review Checklist

##### The study reviewed considered the following:

- ☐ Physical Safety of Human Subjects
- ☐ Psychological Safety
- ☐ Emotional Security
- ☐ Privacy
- ☐ Written Request for Author of Standardized Instrument
- ☐ Coding of Questionnaires/Anonymity/Confidentiality
- ☐ Permission to Conduct the Study
- ☐ Informed Consent
- ☐ Citations/Authors Recognized

#### Results of Ethical Review

- ☐ Approved
- ☐ Conditional (to provide the Ethics Committee with corrections)
- ☐ Disapproved/ Resubmit Proposal

#### Ethics Committee (Name and Signature)

Chairperson \_\_\_\_\_

Members \_\_\_\_\_

## **APPENDIX G**

### **INFORMED CONSENT**

I am giving my consent to be part of the research study of Mr. Edabu Paul that will focus on motivation tools and work productivity.

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for them.

Initials: \_\_\_\_\_

Date: \_\_\_\_\_

**APPENDIX H**  
**FACE SHEET**

**Code #** \_\_\_\_\_ **Date Received by Respondent** \_\_\_\_\_

**PART 1: RESPONDENT'S PROFILE**

**Please, kindly provide information about yourself in the blank spaces.**

Age: \_\_\_\_\_

Gender: \_\_\_\_\_

Highest Educational Qualification (Ph.D, Master): \_\_\_\_\_

Academic Rank (e.g. Prof, Teaching Assistant): \_\_\_\_\_

School/Faculty/ Institute: \_\_\_\_\_

Department: \_\_\_\_\_

Administrative position if any (e.g. Dean, HOD, and Faculty Administrator): \_\_\_\_ -  
\_\_\_\_\_

Number of years worked in this Institution: \_\_\_\_\_

Number of years of teaching at university level: \_\_\_\_\_

.....

## APPENDIX I

### QUESTIONNAIRE TO DETERMINE MOTIVATION TOOLS

**Direction:** As honestly as you can, rate according to the scoring system given the extent to which the following tools motivate you as indicated below. Use a **tick** or **circle** your score against each item. The 'I' in that form refers to you, the reader.

#### Scoring Guide

Score	Response	Description
4	Strongly agree	You agree with no doubt at all
3	Agree	You agree with some doubt
2	Disagree	You disagree with some doubt
1	Strongly disagree	You disagree with no doubt at all

#### Financial Rewards

1	The pay this University gives me motivates me to work	4	3	2	1
2	This University pays better than other institutions.	4	3	2	1
3	The allowances the University gives me are adequate.	4	3	2	1
4	This University pays my salary on time.	4	3	2	1
5	The bonuses this University gives me when I exceed targets are adequate.	4	3	2	1
6	This University pays adequately for my responsibilities	4	3	2	1
7	The pay this University gives me is commensurate with my work experience	4	3	2	1
	<b>Non financial rewards</b>				
	<b>Employee Benefits</b>				
8	Transport benefits this University gives me are adequate.	4	3	2	1
9	The medical allowance this University offers me is adequate	4	3	2	1
10	The housing allowance this University offers me is adequate.	4	3	2	1
11	The retirement package this University provides is adequate	4	3	2	1
	<b>Recognition</b>				
12	The recognition I get from this University motivates me to work	4	3	2	1
13	Recognition policy attracts me to work harder	4	3	2	1



	<b>Promotion Practices</b>				
14	The promotion in this University is based on job description	4	3	2	1
15	Promotion practices in this University are based on performance	4	3	2	1
16	Promotion practices in this University increase my commitment to work	4	3	2	1
17	Promotion in this University is normally accompanied by higher pay.	4	3	2	1
18	I am confident with the promotion policy in this University	4	3	2	1
19	This University uses promotion criteria which give me opportunity to grow professionally	4	3	2	1
20	This University uses promotion criteria which Place me in position where skills can be better utilized	4	3	2	1
	<b>Training</b>				
21	In this University, there is equitable access to job related training opportunities	4	3	2	1
22	In this university, I get the training I need to do my job well	4	3	2	1
23	This University offer a variety of training opportunities	4	3	2	1
24	Training opportunities offered to me by this University aim at making me more effective.	4	3	2	1
25	The policy on training in this University is clear	4	3	2	1
	<b>Working Conditions</b>				
26	My office is provided with adequate furniture.	4	3	2	1
27	My office is provided with ICT adequate facilities (computer, internet services, telephone etc).	4	3	2	1
28	My office is provided with enough lighting.	4	3	2	1
29	My offices is ventilated properly for fresh air	4	3	2	1
30	Hygiene in my office is adequate.	4	3	2	1
31	In this University, adequate safety policies (for fire, work related accidents etc) are provided	4	3	2	1

## APPENDIX J

### QUESTIONNAIRE TO DETERMINE WORK PRODUCTIVITY

**Direction:** The options below reflect your work productivity as an academic staff. Rate your score by using a **tick** or **circle** against each item which best describes your own level of productivity in this university. The 'I' in that form refers to you, the reader.

#### Scoring Guide

Score	Response	Description
4	Strongly agree	You agree with no doubt at all
3	Agree	You agree with some doubt
2	Disagree	You disagree with some doubt
1	Strongly disagree	You disagree with no doubt at all

	Teaching Preparation				
1	I use detailed course outlines	4	3	2	1
2	I use appropriate schemes of work	4	3	2	1
3	I use detailed lesson plans	4	3	2	1
4	I prepare clearly stated objectives for my lesson	4	3	2	1
5	I prepare detailed teaching notes for my lessons	4	3	2	1
6	I prepare systematic teaching notes for my lessons	4	3	2	1
7	I prepare simplified teaching notes for my lessons	4	3	2	1
8	I use suitable teaching materials	4	3	2	1
	Syllabus Completion				
9	I teach my classes following the syllabus.	4	3	2	1
10	I cover the whole syllabus in the stipulated time.	4	3	2	1
11	I cover respective items of the syllabus on the time scheduled.	4	3	2	1
	Evaluation				
12	I do return course works on time.	4	3	2	1
13	I do set examinations based on the objectives.	4	3	2	1
14	I do mark examination papers in time.	4	3	2	1
15	I do administer my examinations with vigilance.	4	3	2	1

16	I try to improve my performance as lecture based on assessment by the students	4	3	2	1
17	I try to improve my performance as lecturer based on assessment by my peers	4	3	2	1
18	I try to improve my performance as lecturer based on assessment by my Head of Department.	4	3	2	1
	<b>Research and publication</b>				
19	I devote enough to supervise students research work/Projects	4	3	2	1
20	I devote enough time to carryout research to update my syllabus	4	3	2	1
21	I devote enough time to research towards publishing chapters in edited books		3	2	1
22	I devote enough time to research towards publishing conference articles.	4	3	2	1
23	I devote enough time to research towards publishing books	4	3	2	1
24	I devote enough time to research towards publishing journal articles	4	3	2	1
	<b>Time Management</b>				
25	I devote enough time to prepare for my lectures	4	3	2	1
26	I devote enough time to attend to my lecture periods	4	3	2	1
27	I devote enough time for seminar presentations	4	3	2	1
28	I finish my teaching in time	4	3	2	1
29	I meet deadlines for submission of course work results	4	3	2	1
30	I meet deadlines for marking semester exams	4	3	2	1
31	I meet deadlines for submission of semester results	4	3	2	1
	<b>Commitment to the University</b>				
32	I feel like part of the family in my University	4	3	2	1
33	I feel as if this University's problem are my own	4	3	2	1
34	I would be happy to spend the rest of my carrier with this University	4	3	2	1
35	I am proud of this University.	4	3	2	1
36	This University is endowed with adequate human resource.	4	3	2	1
37	Jumping from this University to another does not seem at all	4	3	2	1

	ethical to me.				
38	I have a sense of belonging in this University.	4	3	2	1
39	Even if this University went down financially, I will still be reluctant to change to another university	4	3	2	1
40	I feel there are too few options for me to consider leaving this University.	4	3	2	1
41	It would be very hard for me to leave this University even if I wanted	4	3	2	1
42	Even If am offered a job in another university with a slight increase in pay, I would decline it.	4	3	2	1
43	It will be too costly for me to leave this University.	4	3	2	1
44	If, I got a better offer else where, I would not feel it right to go	4	3	2	1
45	Too much in my life would be disturbed if, I decide to leave this University now.	4	3	2	1
46	I see my future in this University	4	3	2	1
	<b>Resource Utilization</b>				
47	I ensure minimum resource wastage (e.g. office equipment) in the course of my work at this University.	4	3	2	1
48	I safeguard the properties of this University.	4	3	2	1
49	I use the University's resources/ facilities wisely and carefully.	4	3	2	1
	<b>Community services</b>				
50	I participate in opinion leadership in my local community	4	3	2	1
51	I provide guidance and counseling to my local community	4	3	2	1
52	I participate in local community projects	4	3	2	1
53	I participate in local meetings	4	3	2	1
54	I belong to professional associations	4	3	2	1

## APPENDIX K

### INTERVIEW GUIDE TO DETERMINE MOTIVATION TOOLS AND WORK PRODUCTIVITY

I am carrying out research on motivation tools on the work productivity of academic staff in private universities in central Uganda. I kindly request you to provide me with information. It will be treated as confidential and used for academic purposes only.

Title of the Key informant\_\_\_\_\_

1. How do the following forms of financial rewards implemented to academic staffs in this private university?

Salary

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Allowances

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Bonuses

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2. Do you think these financial rewards are sufficient to ensure work productivity of academic staff in this private university?

Support your answer

3. How do the following forms of non-financial rewards implemented to academic staffs in this private university?

Employee benefits

Recognition

Promotion practices

Training

Working conditions

Others

4. Do you think these motivation tools are sufficient to ensure work productivity of academic staffs?

Support your answer

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5. Comment on the level of work productivity of academic staff in this private university

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6. What problems do academic staffs face in this private university?

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7. What do you think can be done to improve motivation tools offered in this private university?

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8. What do you think can be done to improve on level of work productivity in terms of; Support your answers?

Teaching preparation

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Syllabus completion

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Evaluation

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Research and publication

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Time management

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Commitment to the university

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Resource utilization and Community service of academic staff in this private university?

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END



## APPENDIX L

### TIME FRAME

Activity	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Conceptual Phase												
Chapter 1												
Design & Planning Phase												
Chapter 2-3	XX											
Proposal												
Empirical Phase												
Data Collection												
Analytic Phase												
Chapter 4-5												
Journal Article												
Seminars												
Viva Voce												
Revision												
Book Bound												
Copy												
Appearance												
Graduation												

## APPENDIX M

### COMPUTATION FOR SAMPLE SIZE

Slovene's Formula      $n = \frac{N}{1 + Ne^2}$

Where n = Sample Size

N = Population

e = 0.05

#### **Lecturers**

$$59/1 + 59 \times (0.0025)$$

$$59/1 + 0.15$$

$$59/1.15$$

$$= 51$$

$$183/1 + 183 \times (0.0025)$$

$$183/1 + 0.46$$

$$183/1.46$$

$$= 126$$

$$117/1 + 117 \times (0.0025)$$

$$117/1 + 0.29$$

$$117/1.29$$

$$= 91$$

#### **Assistant Lecturers**

$$143/1 + 143 \times (0.0025)$$

$$143/1 + 0.36$$

$$143/1.36$$

$$= 105$$

#### **Teaching Assistants**

$$161/1 + 161 \times (0.0025)$$

$$161/1 + 0.40$$

$$161/1.40$$

$$= 115$$

## APPENDIX N

### VALIDITY AND RELIABILITY TESTING

$$CVI = n/N$$

Where CVI = Content Validity Index, No=Total number of items in the questionnaire= number of relevant items in the questionnaires.

Since the CVI of the research instrument =Items rated relevant/very relevant by both rates (5)

Total number of items

$$CVI = 71/85 + 78/85 + 76/85 + 77/85 + 75/85 = 377/425$$

$$CVI = 0.88$$

#### Reliability Statistics on motivation factors questions and work productivity questions

Cronbach's Alpha on motivation tools questionnaire	N of Items
0.906	31
Cronbach's Alpha on work productivity questionnaires	No of items
0.906	54

## APPENDIX O

### PLCC RESULTS ON RELATIONSHIP BTN MOTIVATION TOOLS AND WORK PRODUCTIVITY

	Teaching Preparation	Syllabus Completion	Time Management	Evaluation	Resource Utilization	Research & Publication	Community Service	Commitment to the University
al Pearson s Correlation	.089	.232**	.171**	.248**	.163**	.079	.085	.286**
Sig. (2- tailed)	.081	.000	.001	.000	.001	.119	.094	.000
N	383	392	388	390	387	388	386	374
e Pearson it Correlation	.221**	.278**	.256**	.301**	.243**	.078	.061	.199**
Sig. (2- tailed)	.000	.000	.000	.000	.000	.130	.235	.000
N	379	387	383	387	382	383	382	370
iti Pearson Correlation	.072	.049	.043	.022	.003	.255**	.207**	.332**
Sig. (2- tailed)	.162	.333	.404	.662	.947	.000	.000	.000
N	382	391	387	389	386	387	385	374
o Pearson s Correlation	.103*	.007	.085	.029	.124*	.193**	.200**	.388**
Sig. (2- tailed)	.045	.887	.101	.574	.017	.000	.000	.000
N	374	379	375	378	374	375	374	363
Pearson Correlation	.199**	.075	.117*	.160**	.011	.212**	.122*	.347**

Sig. (2-tailed)	.000	.142	.022	.002	.836	.000	.018	.000
N	377	384	380	382	380	381	378	367
ig Pearson								
ion Correlation	.198**	.023	.143**	.115*	.068	.177**	.196**	.355**
Sig. (2-tailed)	.000	.658	.005	.024	.189	.001	.000	.000
N	379	385	381	385	380	381	379	369

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

\* . Correlation is significant at the 0.05 level (2-tailed).

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Financial rewards	Equal variances assumed	.071	.790	-.813	392	.417	-.057	.070	-.193	.080
	Equal variances not assumed			-.815	297.947	.416	-.057	.069	-.193	.080
Employee Benefits	Equal variances assumed	1.666	.198	-1.238	387	.216	-.098	.079	-.254	.058
	Equal variances not assumed			-1.256	300.691	.210	-.098	.078	-.252	.056
Recognition	Equal variances assumed	.041	.840	.879	391	.380	.068	.078	-.084	.220
	Equal variances not assumed			.887	300.848	.376	.068	.077	-.083	.219
Promotion Practices	Equal variances assumed	.058	.811	.632	379	.527	.035	.055	-.073	.143
	Equal variances not assumed			.629	289.028	.530	.035	.055	-.074	.143
Training	Equal variances assumed	.011	.918	.333	384	.739	.019	.058	-.095	.134
	Equal variances not assumed			.332	293.210	.740	.019	.058	-.095	.134

## APPENDIX Q

### INDEPENDENT SAMPLE TEST RESULTS ON WORK PRODUCTIVITY.

#### Group Statistics

Gender		N	Mean	Std. Deviation	Std. Error Mean
Teaching	Male	241	3.05	.498	.032
	Female	142	3.02	.466	.039
Syllabus	Male	249	3.11	.556	.035
	Female	143	3.12	.487	.041
Evalu	Male	248	3.04	.492	.031
	Female	142	2.94	.503	.042
RPublic	Male	246	2.80	.524	.033
	Female	142	2.73	.495	.042
Time	Male	248	3.05	.455	.029
	Female	140	3.01	.508	.043
Commit	Male	238	2.63	.441	.029
	Female	136	2.56	.417	.036
Resource	Male	247	2.93	.640	.041
	Female	140	2.81	.613	.052
Community	Male	245	2.69	.541	.035
	Female	141	2.65	.521	.044

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning Preparation	Equal variances assumed	.055	.815	.680	381	.497	.035	.051	-.066	.136
	Equal variances not assumed			.692	311.335	.490	.035	.051	-.065	.135
Academic Completion	Equal variances assumed	2.481	.116	-.074	390	.941	-.004	.056	-.114	.106
	Equal variances not assumed			-.076	328.877	.939	-.004	.054	-.110	.102
Satisfaction	Equal variances assumed	.119	.731	2.044	388	.042	.107	.052	.004	.209
	Equal variances not assumed			2.031	288.251	.043	.107	.053	.003	.210
Teacher & Satisfaction	Equal variances assumed	.623	.430	1.292	386	.197	.070	.054	-.036	.176
	Equal variances not assumed			1.313	308.475	.190	.070	.053	-.035	.175
Management	Equal variances assumed	3.490	.062	.743	386	.458	.037	.050	-.061	.136
	Equal variances not assumed			.720	262.690	.472	.037	.052	-.065	.139
Commitment to University	Equal variances assumed	.121	.728	1.546	372	.123	.072	.046	-.020	.163
	Equal variances not assumed			1.570	293.898	.118	.072	.046	-.018	.162
Source Satisfaction	Equal variances assumed	.132	.717	1.879	385	.061	.125	.067	-.006	.257



	Equal variances not assumed			1.902	299.394	.058	.125	.066	-.004	.255
community vice	Equal variances assumed	.110	.740	.668	384	.505	.038	.056	-.073	.149
	Equal variances not assumed			.675	301.550	.500	.038	.056	-.072	.148