HUMAN RESOURCE DEVELOPMENT PRACTICES, INFORMATION TECHNOLOGY USE AND JOB PERFORMANCE OF ACADEMIC STAFF OF BISHOP STUART UNIVERSITY

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SEPTEMBER, 2024

Declaration

I hereby declare that the work in this thesis is my own except for quotations which have been duly acknowledged. The thesis has not been accepted for any degree and is not concurrently submitted for award of any other degree.

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Dedication

I dedicate this work to my dear husband Mr. Arthur Ahumuza and our children Aimee and Ammiel. I also dedicate the study to dad Rev. Canon John Mulindabigwi and mum Mrs. Jolly Mulindabigwi who inspired me to undertake this program.

Acknowledgment

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Abstract

This study human resource development practices (HRDP), information technology use and academic staff performance of Bishop Stuart University. Specifically, this study sought to establish the influence of human resource development practices on job performance of academic staff, to examine the influence of information technology use on job performance of academic staff, and tested the moderating effect of information technology use on the influence of human resource development practices on job performance of academic staff of Bishop Stuart University. The study was underpinned by the positivist research philosophy hence adopted the pragmatist research philosophy. Therefore, the study adopted the convergent parallel mixed methods research design. Data were collected from a sample of 158 academic staff for the questionnaire survey and four for interviews. Descriptive results revealed that academic staff job performance, human resource development practices and technology use were fair. Partial Least Squares Structural Equation Modelling (PLS-SEM) results revealed that HRDP and technology use had a positive and significant influence on academic job performance while HRDP moderated by information technology use had a negative and insignificant influence on academic job performance. It was concluded that HRPD practices are crucial for job performance of academic staff, and technology use is imperative for job performance of academic staff. However, giving equal focus to HRDP practices and technology use does not necessarily lead to academic job performance. Therefore, the study recommends that managers of university should implement HRDP that promote job performance of academic staff, university managers should prioritise technology use to enhance job performance of academic staff. Further, university managers should give technology higher prominence than HRDP in their effort to promote job performance of academic staff.

Chapter One

Introduction

1.0 Introduction

University academic staff have the responsibility of carrying out effective teaching, high-level research and publication, supervising students' research, supervising internships, working with students on activities other than coursework, and interacting with students outside the classroom (Burroughs et al., 2020; Fry, Ketteridge & Marshall, 2014). University academic staff are also responsible for carrying out community service through interaction with society and applying and exploiting university knowledge outside academic environments (Mugizi, 2018). However, there was a continued outcry in Uganda about university academic staff's low teaching job performance (Muganga & Ssenkusu, 2019). In addition, research carried out by academics was low with many professors in Africa only remaining local professors hardly known outside their institutions and not recognised for the quality of their knowledge or scholarship (Fomunyam, 2018; Maassen, 2015), rarely carrying out community engagement (community outreach) (Bidandi et al., 2021; Ulmer & Wydra, 2019) and the knowledge they produced and innovations hardly entered environments outside universities such as industry (Mvulirwenande & Wehn, 2020; Patra & Muchie, 2018).

Therefore, performance of academic staff in universities remained low. It was thus imperative that this study examined the factor impacting on job performance of academic staff in universities specifically in Uganda. This study examined how Bishop Stuart University's academic staff performed as a result of the human resource development practices employed by the university moderated by information technology use. The first chapter covers the background

which also includes the study's statement of the problem, purpose, objectives, and hypotheses as well as the scope, significance, justification and conceptual framework.

1.1 Background

Since time immemorial, faculty performance has been linked to the success of the university and the development of nations, and the need for improved academic staff performance standards in universities has persisted throughout history of universities. Effective academic staff performance raises the university's rating because of the calibre of publications, and the entry of graduates into the labour force leading to a high calibre of capital development required for improved productivity of nations (Agasisti, Barra & Zotti, 2019; Lim, 2018). At the beginning of universities, academics were required to devote much time to teaching to prepare professionals in fields such as law, medicine and theology (White, Shelton & Rivais, 2018). Indeed, in early universities, effective professors attracted higher numbers of students. University professors were required to be masters of numerous disciplines which increased their salaries by teaching different subjects. From a historical perspective of the origin of the first institution of higher learning globally, the University of Bologna in Italy, founded in 1088 by a guild of organized students, was the earliest institution of higher learning to be commissioned to provide degrees and is the oldest university still in existence in the world. Pope authorities and civic leaders put a lot of effort towards ensuring its institutional, financial, and intellectual health. The University of Bologna became a community supported and regulated university in addition to paying professors by approximately 1350, which is the most significant event in the early history of Italian Universities (Grendler, 1999). However, the specifics of internal management are unknown due to a lack of records. Later in the late eighteenth century about 1763 the role of research was born at Göttingen University in Germany.

At Göttingen University appointment of professors became dependent based on specialist expertise attested by publication (Hiire, 2021).

In 1810 when the Prussian politician and philosopher Wilhelm von Humboldt founded the first research University, research and education became intertwined. Thus the norm of leading researchers and thinkers becoming academic staff in universities started. Since then academics have been required to be great researchers and thinkers (Amaral & Carvalho, 2020). In Britain and other countries since the 18th-century social standing of academic staff became linked to scholarly reputation. Scholarly reputation was earned through belonging to the right societies, networking with the right people over dinner, showcasing one's knowledge in conversation, or amassing a significant collection of specimens or artefacts. The publication of essays or books may contribute to the prestige-generating functions of these social institutions (Fyfe et al., 2017). The academic staff has been under constant pressure to perform, particularly in the areas of teaching and research, during the nineteenth and twentieth centuries. In the 20th century, specifically at the beginning of the 1980s pressure for higher job performance of academic staff mounted with the ranking of universities. The United States of America (USA) is where the practice first appeared, after which it spread to other countries. The publication of America's top universities began with The Journal of US News and World Reports in 1983. This phenomenon triggered the start of a global ranking system of universities all around the world (Sanoff, Usher, Savino & Clarke, 2007). Since then, the ranking of the universities has been mainly based on research excellence, teaching quality, employability of students from the universities and the international outlook of the universities (Okebukola, 2019). According to statistics, the United States, the United Kingdom, and Switzerland collectively account for 80% of the top 20 universities. The top 100 universities are also shown to be institutions from Germany, France, the Netherlands, Canada, Japan, and Sweden.

Pável (2015); Vernon, Balas & Momani (2018). Out of this, hardly any African universities appear in the top 500 universities except for a few South African which could perhaps be an indicator of the impact of human resource practices and technology use on the job performance of academic staff in Africa (Aiyedun, Olatunde-Aiyedun & Ogunode, 2021). World University Rankings released by Times Higher Education released September 2, 2021, ranked Ugandan universities with Makerere University ranked at 1,066 in the world, Kampala International University at 2118, Uganda Christian University at 9558. Mbarara University of Science and Technology was ranked at 3034, Bishop Stuart University 9892, International University of East Africa at 16,466, Kyambogo University at 4198, and Gulu University at 4498 (Webometrics, 2023). According to data from many African colleges, the majority of academics in Africa perform poorly in research, with only South African academics distinguishing out. Academics from universities in Southern Africa provide more than 60% of total research output in Africa (de Villiers & Hsiao, 2017). Only Makerere University in Uganda, however, came close to achieving the goal established for South African academic staff, which was 5% permanent personnel in 10 years, with 2% of the permanent academic staff publishing in scholarly journals (Cloete, Bunting & Van Schalkwyk, 2018).

For this suggested study looking at IT use and human resource development practices, it is crucial to examine aspects associated with academic staff's poor work performance in African universities. According to Tizikara and Mugizi (2017), human resource development refers to systematic and planned measures performed by an organization to enable its members the chance to develop the skills they need to meet both present and future employment demands. Human resource development aims to increase people's knowledge, skills, productivity, and happiness for their benefit, the benefit of their groups or teams, or the benefit of an organization, a community, a country, or eventually all of humanity (Werner, 2021). This must be backed up by ideal human

resource development practices to uplift the plight of academic staff for efficient quality assurance. In addition, human resource strategies must effectively manage how employee beliefs in a psychological contract with their employer are influenced by recruiting, retention rates, training, performance reviews, and remuneration procedures (Greller, 1994).On the other hand, IT use refers to utilizing information technology devices to their maximum potential(Vargas, Yurova, Ruppel, Tworoger & Greenwood, 2018). Furthermore, IT use involves acquiring information technology and the users in the organization's acceptance to utilise it. Therefore, IT use is the integration of information technology into the performance of activities (Taherdoost, 2018). Batubara et al. (2018) indicate that the adoption of technology is about using it to the fullest potential to realise the benefits of using the technology.

The relationship between human resource development practices and IT use is explained by theories like Perceived Organizational Support Theory, which look at how one party tries to influence another's behavior within a particular system. Eisenberger, Huntington, Hutchison, and Sowa (1986) proposed the concept of perceived organizational support. According to them (Roemer & Harris, 2018), perceived organizational support is the belief held by employees that the organization values their contribution and cares about their well-being. When they receive rewards outside of their contractual obligations, employees view their employer as being supportive (Viot & Benraiss-Noailles, 2019). Employees' who feel supported by their employer exhibit higher levels of job satisfaction, commitment, improved performance, and high levels of effort. Employees develop a sense of reciprocity when they perceive organizational support (Scanlan, Cleland, Walker & Johnston, 2018). According to Morales-Sánchez and Pasamar (2019), perceptions of organizational support are influenced by a variety of factors relating to how an organization and its managers treat its employees, such as through rewarding training, financial

incentives, promotions, job enrichment, and organizational regulations. Employees who perceive higher perceived organisational support are likely to become more engaged in their job and organisation to help the organisation reach its objectives (Nikhil & Arthi, 2018). Therefore, this study examined how supporting academic staff with human resource development practices including providing satisfying training, promotion, job enrichment and organisational policies relates to their job performance.

The three main topics in this research are the use of IT, practices in human resource development, and work performance of academic staff. Human resource development practices are a group of planned, coordinated activities developed by an organization to give its people the possibility to learn the skills required to succeed in both their present and future careers (Mugizi, 2019). Operationally, the Perceived Organizational Support Theory was used to define human resource development practices in this research as referring to the provision of training, promotions, job enrichment, and organizational policies (Morales-Sánchez & Pasamar, 2019). On the other hand, training is a methodical technique that involves offering learning and development to employees in order to improve their performance as an individual, a team, and an organization (Buckley & van der Werff, 2017). Financial rewards denote all categories of monetary benefits that employees receive as part of their employment relationship with the organisation (Hua, Cheng, Hou & Luo, 2020). According to Mugizi and Bakkabulindi (2018), promotion refers to an increase in a person's work responsibility, scope, authority, or level within or outside of the organization. By including workers in job planning and coordination, employers can increase the level of responsibility that each employee has (Choudhary, 2016). Organizational policies include specific courses of action or tactics chosen from available options and in the context of existing circumstances to direct and influence decisions made in the present and the future (Carlson &

Moss, 2018). According to Susanto (2017), IT use refers to the adoption of any computer, storage, networking, and other physical devices, infrastructure, and procedures to create, process, store, secure, and exchange various types of electronic data. Thus IT involves the full use of those technologies as the best course of action to enhance the performance of activities (Taherdoost, 2018; Vargas et al., 2018). In this study, IT use was used to refer to the adoption of IT for instructional, managerial and research use (Usluel, Aşkar & Baş, 2008). The execution of specific job tasks measured against preset or identified standards of correctness, completeness, cost, and speed is referred to as job performance (Khoshnaw & Alavi, 2020). In contrast, the job performance of academic employees was based on Abba (2018) and was defined as including community service, research, and publishing.

The context of the study was Bishop Stuart University (BSU) a Chartered Private University located in Mbarara City in Western Uganda. The choice of this institution was based on available statistical data that revealed a poor performance output of their academic staff. Therefore, to address the problem of poor performance of academic staff in this university, this study investigated factors that can enhance the performance of the university by looking at human resource development practices and information technology (IT) use.

1.2 Statement of the Problem

In order to satisfy the demands of their organizations, students, and society at large, academic staff members in universities are required to produce high-quality teaching, research, and service output. Any excellent performance of academic staff in universities requires effective use of information technology and human resource development practices (Hamadamin, 2019). Consequently, effective performance of academic staff leads to student satisfaction (Lo, Mohamad, Ramayah, Abdullah & Lim, 2017) and the development of universities (Maki, Singh,

Eldabi & Elali, 2015). Cognisant of the importance of good job performance of academic staff, BSU has adopted practices in human resource development; training, performance appraisal, career development and information technology use to improve their academic staff performance (Al Shobaki, 2017). Despite the above effort, the challenge of BSU was that there was lack of empirical evidence on job performance of academic staff. Nevertheless, the context of universities in Uganda in which BSU operated job performance of academic staff is low.

For example, productivity in terms of quantity of work results, and research productivity of academic staff remained low, evidenced by failure to meet research publication annual target levels of 2 – 5% (Cloete et al., 2018). Teaching remained low with some academic dodging lecturers, covering less content than outlined in the programmes and low level supervision for those handling graduate students with the average completion rates of master's students standing at less than 30% (Kato et al., 2023). In addition, commitment to teaching quality was low with some academic staff failing to accurately and timely mark students' course works and end-of-semester examinations (Kasule et al., 2022). Further, 78% of the academic staff did not teach all their lectures, 67% of them did not adequately prepare their teaching prior to delivering and 56% of them did not evaluate students' course works and tests in time during the course of the semester (Kakulu, 2016). In addition, community service was very low with the number of academic staff engaged being very low (Kasule et al., 2023). If this problem is not addressed it will hamper human capital development in the country. This study aimed at addressing the gaps in knowledge by exploring the impact of human resource development practices and information technology use on academic staff performance at BSU. Through comprehensive research and analysis, it seeks to provide insights into effective strategies for enhancing performance and overall productivity in the academic setting.

1.3 Purpose of the Study

The purpose of the study was to investigate the effect of human resource development practices and information technology use on academic staff performance at Bishop Stuart University.

1.4 Objectives of the Study

This study sought;

i. To establish the influence of human resource development practices on job performance of academic staff of Bishop Stuart University.
ii. To examine the influence of information technology use on job performance of academic staff of Bishop Stuart University.
iii. To test the moderating effect of information technology use on the influence of human resource development practices on job performance of academic staff of Bishop Stuart University.

1.5 Research Questions

The study was guided by the following research questions:

i. What is the influence of human resource development practices on academic staff of Bishop Stuart University?
ii. What is the influence of information technology use on job performance of academic staff of Bishop Stuart University?
iii. What is the moderating effect of information technology use on the influence of human resource development practices on job performance of academic staff of Bishop Stuart University?

1.6 Research Hypotheses

The study tested the following research hypotheses;

i. Human resource development practices have a significant influence on job performance of academic staff of Bishop Stuart University.
ii. Information technology use has a significant influence on job performance of academic staff of Bishop Stuart University.
iii. Information technology use has a significant moderating effect on the influence of human resource development practices on job performance of academic staff of Bishop Stuart University.

1.7 Scope of the Study

1.7.1 Area scope

The geography of the study is Bishop Stuart University Located in Mbarara city in Western Uganda. Bishop Stuart University (BSU) was founded in 2002 and is a private, chartered, non-profit institution. The University offers numerous undergraduate, postgraduate and graduate programs.

1.7.2 Content scope

The content scope was on practices in human resource development, information technology (IT) use and academic staff performance. Human resource development practices were studied in terms of training, promotion, job enrichment and organisational policies. IT use was considered in terms of instructional use, managerial use and research use. Job performance will cover teaching, research and publication and community services.

1.7.3 Time scope

This research covered the years 2014 to 2023. Considering the nature of the research issue that was under investigation, this period was considered the literature and documents reviewed.

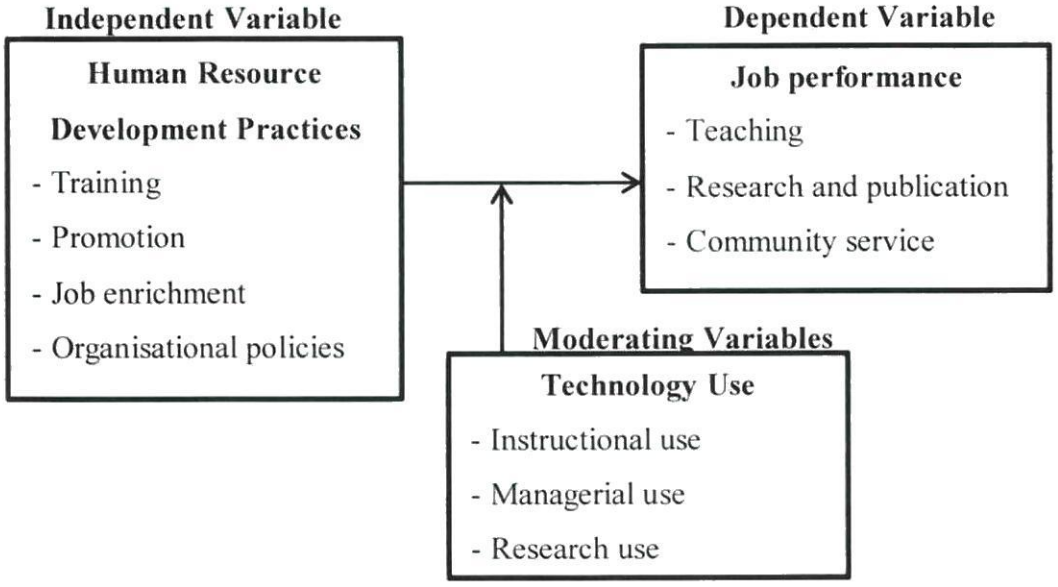
1.8 Significance of the Study

This study will be significant to policymakers and practitioners through utilisation of research outputs in a variety of ways, including instrumental, conceptual, political, imposed, and process-based applications. Effective HR development practices and IT integration can lead to improved institutional performance and resource allocation. Given that university administration continue to encounter obstacles in the formulation and implementation of human resource development practices and information technology to better their academic staff. Understanding these connections can empower staff to make informed decisions about professional development opportunities and the effective integration of technology in their daily tasks. The findings will also be used for academic staff members' benchmarking purposes to evaluate themselves to make improvements.

1.9 Conceptual Frame Work

Figure 1 presents a conceptual framework relating human resource development practices, information technology (IT) use and job performance of academic staff.

Figure 1 Conceptual Framework



Source: Conceptual framework developed basing on ideas adopted from Abba and Mugizi (2018), Joshi et al. (2013), Morales-Sánchez and Pasamar (2020), Salas et al. (2020) and Usluel et al. (2008).

The conceptual framework (Figure 1) shows that human resource development practices in terms of training, promotion, job enrichment and organisational policies influence job performance of academic staff. However, the framework further conjectures that information technology (IT) use in terms of instructional, managerial and research use moderates the influence of human resource development practices on academic staff job performance. Job performance is in terms of academic staff teaching, research and publication, and community service.

Chapter Two

Literature Review

2.0 Introduction

This chapter is a literature review on human resource development practices, information technology (IT) use and job performance. The literature covers the theoretical review, and review of related literature. The theoretical review is on perceived organisational support and Task-Technology Fit. The review of related literature is on human resource development practices, information technology use and job performance of academic staff in the order of the study objectives.

2.1 Theoretical Review

The theories of Perceived Organisational Support Theory (POST) and Task-Technology Fit (TTF) underpinned this study. The basic concept behind POST is the need for organisations to offer support to employees (Caesens et al., 2019). POST is the perception by employees that the organisation values their contribution and is mindful of their well-being (Roemer & Harris, 2018). According to POST, workers form global perceptions about how much their employer regards their contribution and is concerned about their welfare. This is because when rewards are given to employees above what is stipulated in their contracts, they perceive their organization as supportive (Satardien et al. 2019). POST proposes that perceived organisational support significantly emanates from employees' perceptions regarding the organisation's intent toward their receipt of favourable or unfavourable treatment. In turn, POST leads to emergence of social exchange processes with employees feeling obliged to support the organisation to attain its goals

and objectives and expect that increased efforts on the organisation's behalf will result to greater rewards (Kurtessis et al., 2017).

POST assumes that employees meet affective work demands basing on their evaluation of the gains of their increased work effort. Thus, employees form a general view concerning the extent to which the organisation values their effort and is concerned about their well-being (Caesens et al., 2019). When a feeling of support from the organisation is perceived, they will put in more work effort in reciprocity (Scanlan et al., 2018). POST is influenced by various aspects of treatment of employees by the organisation and its managers including human resource development practices like training, financial rewards, promotion in rank, job enrichment and organisational policies (Amjad et al., 2021). Employees tend to view the actions taken by agents of the organisation as indications of the organisation's intention as a whole (Knies et al., 2018). Employees who perceive higher Perceived Organisation Support are likely to develop high positive work attitudes hence higher job performance (Kurtessis et al., 2017).

POST reveals that Perceived Organisation Support implementation of appropriate human resource development practices is reciprocated with higher job performance. However, the weakness of POST is that in case of unfair treatment of employees by managers, the blame is squarely put on organisation not the managers as individuals. This is because of organisational embodiment that is the tendency to identify superiors with the organisation (Eisenberger et al., 2014). Workers thus attribute unfavourable treatment to low support from the organisation hence retribution against the organisation jeopardising performance of the organisation (Shoss et al., 2013). Nonetheless, Perceived Organisational Support Theory reveals that generally support by the organisation to employees is reciprocated with higher job performance. Therefore, POST was the basis for relating supportive human resource development practices to academic staff job

performance. However, since POST did not explain the relationship between information technology (IT) use and job performance, thus Task-Technology Fit (TTF) theory was used to study the relationship between the two variables.

The TTF Theory expounds the association between ICT and task or job performance. The concept of TTF defines the degree to which technology assists an individual in accomplishing their tasks (Cheng, 2021). TTF suggests that with technology, an individual is more likely to be more productive especially if the capabilities of the technology more closely match tasks at hand (Presti et al., 2021). TTF is higher when technology's functionality and the requirements of the user match. TTF suggests that in carrying out their work, employees need technologies as tools for accomplishing tasks (Wu & Chen, 2017). This is especially for those tasks that attract the individual to rely more heavily on technologies. Therefore, automation, sharing of resources, multi-tenancy, and remote implementation are the daily routine in tasks to be performed by the individual (Mugizi & Amwine, 2020). With TTF, performance impact occurs when technology capacities meet the users' requirements and offer features that support the fit of the requirements of the task (Omotayo & Haliru, 2020).

By evaluating the connection between the technology and the tasks it is intended to serve, TTF theory offers a way to measure the efficacy of technology in a system. According to TTF, when people use technology to do a task or series of activities, the technology's performance is determined by how well the features of the technology match or align with the needs of the tasks, enabling the user to complete the tasks. The entirety of an individual's physical and/or cognitive actions and processes carried out in a certain context is referred to as a task. Depending on how hard the activities are to be completed, task characteristics are broken down into different levels of detail and explicitly taken into account in connection to the technology supporting the tasks

(Spies et al., 2020). Impacts on performance are related to how well a person completes tasks. Better efficacy, quality, or efficiency imply better performance. Good task-technology fit increases the possibility of using the system as well as performance, irrespective of the purpose for which it is used (Mugizi & Amwine, 2020).

The weakness of TTF is that little work has been done to explain the theory in literature (Spies et al., 2020). However, unlike the other technological theories like Innovation Diffusion Theory (IDT), Technology Acceptance Model (TAM), Technology-Organisation-Environment (TOE), Unified Theory of Acceptance and Use of Technology (UTAUT), Theory of Reasoned Action (TRA), and Planned Behaviour Theory (Lai, 2017) which concentrate on identifying antecedents of technology use, TTF expounds the use of technology itself. Therefore, based on TTF, this study examined how information technology use in terms of instructional, managerial and research use related to job performance and moderated the relationship between human resource development practices and job performance.

2.2 Review of Related Literature

2.2.1 Human Resource Development Practices and Academic staff performance.

Human resource development (HRD) practices are strategies organisations implement to develop employees' knowledge, expertise, productivity, and satisfaction for the benefit of an organisation (Tizikara & Mugizi, 2017). Human resource development practices are programs created with an organizational process in mind, strategically aimed at managing the development of human resources to support the organization's overall success. The procedures raise the caliber of products and services while also enhancing workers' talents, productivity, and efficiency at work (Otoo & Mishra, 2018). The goal of human development practices is to modify behavior through a collection of connected procedures. This is due to the fact that these procedures involve personnel

training and development, organization development, and employee competency development in order to enhance organizational performance (Ali et al., 2029). Thus, an organization's systematic and planned efforts to give its members the chance to acquire the skills they need to fulfill present and future work demands are referred to as HRD practices (Potnuru et al., 2018). HRD practices are designed to improve business performance by enhancing employees' overall skills, abilities, and behaviour (Arubayi et al., 2020).

Human resource development practices provide members of the organisation with the necessary skills, knowledge, and capabilities to meet current and future job demands enabling them to ensure successful job performance. Organisations that carry out human resource development from time to time offer staff training and development programmes that equip them to be abreast with the modern way of doing things and constant changes in technology used in carrying out organisational activities (Ashmond et al., 2022). Because HRD interventions are a prerequisite for employees to develop abilities that greatly improve organizational functioning, they continuously increase employees' capability and performance (Otoo & Mishra, 2018). The incorporation of related activities to increase individual and group knowledge, skills, and capacities to improve organizational results, such as career development, training and development, and organizational development. Thus, HRD procedures are an ongoing process of enhancing workers' knowledge, skills, and abilities to proactively enable them to acquire the competences needed to meet the organization's current and future employment requirements (Ali et al., 2029).

The concept of HRD is a multi-dimensional one that involves training, promotion, job enrichment and organisational policies. HRD enables employees to improve their capacities to perform various takes about present or expected future roles develop their general abilities as

individuals and discover and exploit their inner potentials for their own and/ or organisational development processes hence better job performance (Mugizi, 2019). In their study involving workers of a bank in Pakistan, Ali et al. (2019) assessed whether career development related to employee performance. Their findings indicated they reported that career development was related positively to employee performance. However, this study did not capture the context of academic staff in universities. In a study involving firms in the Nigerian oil sector, Arubayi et al. (2020) investigated the role of HRD on employee performance. The results pointed out that HRD had a positive significant relationship with employee performance. However, this study involved employees in a non-academic sector whose job requirements are different from those of academic staff. This attracted this study to universities.

In their study done in universities in Uganda, Kasule et al. (2022) examined the relationship between Human Resource Management Practices and the job performance of academic staff. The results showed that human resources management had a positive and insignificant influence on job performance. However, this study reveals a knowledge gap as it revealed results contrary to those of other scholars. This means that each study should be considered on its own merit hence the investigations of this study. In a study related to the above, Lee and Lee (2018) investigated the relationship between career development and job performance using employees from various sectors in Southern Korea. The findings indicated that career development positively as significantly affected job performance. Still, this study did not capture the specific context of university academic staff leaving a contextual gap.

Further, in a study related to the above, Mawung (2018) examined the influence of career development on the performance of administrative staff at the University of Palangka Raya in Indonesia. The results indicated that career development has a direct effect on performance of

workers. Also in a study done in universities, Kareem and Hussein (2019) investigated how human resource development strategies affected the work output of staff members at Iraqi public universities. The results of their regression study showed a substantial relationship between employee performance and HRD procedures. However, the studies by Lee and Lee (2018) and Mawung (2018) did not capture the context of academic staff making it necessary to carry out a study capturing views of academic staff. In their study, Otoo and Mishra (2018) examined the impact of human resource development practices on employee performance using employees of small and medium scale enterprises in Ghana. The study revealed that human resource development practices impacted employee performance. However, this study raised a population gap as it involved employees of small scale and medium enterprises whose job requirements are different from those of academic staff. This study was thus carried out in the context of academic staff in universities.

In a study carried out in Tanzania, Samwel (2018) analysed the impact of employee training on the performance of drilling companies in Geita, Shinyanga and Mara Regions. The study results indicated that employee off-the-job training had a significant effect on the performance of drilling companies. Relatedly, Shafiq and Hamza (2017) investigated the effect of training and development on employee performance using employees of private companies in Malaysia. The result showed off job training had an insignificant impact on employee performance. However, the studies above create controversy hence an empirical gap as they contradict one another with one reporting a significant relationship between the variables and another one reporting an insignificant one. This calls for this study to ascertain the relationship. Generally, the studies above raise contextual gaps and empirical gaps. At the contextual level, all the studies were outside Uganda, and only one captured academic staff (Mawung (2018) while at the empirical level, some studies

contradict one another (Samwel, 2018; Shafiq & Hamza, 2017). These gaps made it imperative for this study to be carried out in the context of academic staff in universities in Uganda. In this study, human resources development was operationalized in terms of training, promotion, job enrichment, and organisational policies. The literature on the same about the performance of academic staff follows.

2.2.2 Training and Academic Staff Performance.

The most fundamental aspect of human resources management is training, which is the methodical use of formal procedures to assist individuals in gaining the information and abilities required to carry out their duties in a satisfactory manner (Yimam, 2022). A collection of organized, methodical activities created by an organization to give its members the skills they need to fulfill present and future work requirements is referred to as training. Training employees makes them keep abreast with modern ways of doing things (Ashmond et al., 2022). Mugizi et al. (2020) indicate that training is a formal process aimed at imparting knowledge such that people acquire the skills they require to perform their jobs satisfactorily. They explain that it is a systematic approach to learning and development aimed at improving individual employees, team, and organisational effectiveness. Training is planned by the organization over time to ensure that all individuals have the necessary competencies to perform their fullest potential in support of the organization's goals (Ali et al., 2019). Employees who receive training are better equipped with the short-term knowledge, abilities, and attitudes necessary for a certain job or task. Staff training provides solutions for a range of labor issues that impede maximum efficiency (Ashmond et al., 2022).

Employee knowledge, abilities, and attitudes can all be improved with training. Well-trained staff members are a tool for accomplishing organizational objectives. The full potential of

employees is not being utilized if they are not properly trained. Successful training initiatives produce the highest-achieving workers in the company. Training improves a person's abilities, exposure, knowledge, and skills (Gebrehiwot & Elantheraiyan, 2023). Because training is an investment that results in increased individual productivity, it improves employees' capacities, which are crucial to enhancing overall organizational success (Otoo & Mishra, 2018). Training, in its optimal form, is a collection of procedures designed to continually enlighten workers' knowledge and abilities as well as organizational systems, including the training process itself. Training is a learning exercise to obtain the improved knowledge and abilities required to carry out a task. Training raises productivity and ensures organizational safety. Training is an intervention designed to improve workers' job performance, which raises worker productivity and, in turn, increases organizational effectiveness (Kanapathipillai & Azami, 2020).

Employee training in organizations helps workers reach their full potential as leaders, learn new skills, and comprehend their roles, all of which contribute to more productive work output (Mugizi et al., 2020). Training builds employee capabilities increasing feelings of internal control and competence (Mugizi et al., 2019). To guarantee the training's success, organizations must set up a methodical training approach. Identifying training needs, designing training, choosing a delivery method, and evaluating training are all part of this training strategy. The success of the training process is dependent on how each component is implemented carefully. When individuals are highly motivated, have improved job performance, and have a favorable attitude toward their work, training is beneficial (Yimam, 2022). One of the fundamental elements in creating and enhancing the human factor is training. This is accomplished by supplying the human resource with information and knowledge, enhancing his aptitudes and competencies, and altering his

beliefs and attitudes to boost output, improve efficiency, and accomplish his own functional goals to the greatest possible standards of quality, speed, and economy (Al Khawaldeh, 2023).

Recently, training has received great attention from the management of establishments because it is regarded the main element for bringing about development and change that the establishment seeks to reach. Training enables workers to carry out their work efficiently and effectively. The returns reaped successful training and development programs often exceed what is spent on them. Effective training is an investment in the human resources of the organisation with immediate and long-term returns (Al Khawaldeh, 2023). Any firm that wants to fulfill its goals and enhance employee performance must engage in training as part of its capacity building efforts. The outcome of this activity raises the degree of knowledge and abilities required to carry out tasks efficiently. The primary goal of training is to enhance and modernize employees' abilities and knowledge, which eventually improves job performance. A person can increase their productivity through training. (Rodriguez & Walters, 2017).

Employees need to learn technical skills, interpersonal skills, and sound information during the training process to do their duties successfully and efficiently at work. Employee performance suffers when there are no ongoing training programs in place. In addition to enhancing an employee's abilities, training helps them become more creative and analytical so they can make better decisions faster and more effectively. Employees that have received training are also more equipped to handle customers with effectiveness and promptly address their issues. Thus, to prepare workers to do their job as desired, organizations provide training to optimise their employee's potential (Sendawula et al., 2018). In a study investigating the influence employment training programs on the performance, Abdullah (2020) used employees Palembang Aviation Training Centre in Indonesia. The study indicated that there was a significant correlation between

training programmes performance of employees. However, this study was done outside the context of a university and Uganda. This thus attracted the need for this study.

In a study done in Ma'an District in Jordan, Al Khawaldeh (2023) sought to determine the impact of training on improving the performance of employees working in the Directorate of Education. The results revealed that overall training had a moderate effect on improving worker performance. However, the context of the study was outside Uganda and not in a university. This thus attracted the investigations of the study. In a study examining the influence of human resource development practices on employees' performance, Ashmond et al. (2022) used academic staff of the University of Cape Coast of Ghana. The findings revealed that formal classroom training most appropriately offered staff with the adequate knowledge to perform their jobs. It was also revealed that training programmes initiated at the individual level were effective and most appropriate compared to training organised for staff at the group level. Nonetheless, the context of this study was Ghana whose contextual work dynamics could have been different from those of Uganda. This thus made it essential that this study be carried out in the context of universities in Uganda.

In their study, Gebrehiwot and Elantheraiyan (2023) examined the impact of training on employee performance of Tigray Regional Education Bureau in Ethiopia. Their findings suggested that effective training programs improved employee performance. However, the context of this study was not a university hence a population gap. This called for this study in the context of a university. In their study, Kanapathipillai and Azami (2020) sought to discover whether training impacted the job performance of employees working in telecommunication companies in Malaysia. The findings showed that training programs had a significant relationship with the job performance of the employees. However, the study was done outside of Uganda and involved employees from outside universities. Thus, this attracted the investigations study involving

academic staff in universities. In a study investigating the impact of training on operational level employees' performance, Kuruppu et al. (2021) used employees in a selected apparel organization in Sri Lanka. The study revealed the existence of a strong positive and significant relationship between training and performance. Therefore, upgrading the training of employees improved employee performance.

In a qualitative study done at Walter Sisulu University, Mvuyisi and Mbukanma (2023) assessed the effectiveness of on-the-job training on the performance of employees from the Registrar's division. The results indicated that effective training was essential to increasing employee performance. Training programs directly influenced organisational effectiveness, advancement, and development of the organisation. However, this study was only qualitative hence the results not generalizable. This called for this study using mixed method to make statistical inferences for generalisation of the findings. Seeking determine the effect of training on work performance, Niati et al. (2021) used employee of the hotel sector. The results indicated that training improved job performance of the employees. However, since the study involved employees from the hotel sector whose work dynamics differ from those of academics, this study was carried out in the context of universities. In their study, Otoo and Mishra (2018) examining the impact of human resource development practices on employee performance using employees of small and medium scale enterprises in Ghana. The study revealed that human resource development practices including training impacted employee performance. However, this study raised a population gap as it involved employees of small scale and median enterprises whose job requirements are different from those of academic staff. This study was thus carried out in the context of academic staff in universities.

In a study involving staff of a bank in Indonesia, Salim et al. (2023) examined the impact of training on employee performance. The study's findings indicated that training had no positive effect on employee performance. However, this study revealed a knowledge gap as it produced findings contrary to those of other studies. This suggested that each study should be regarded in its right hence the need for this study. In a study involving health workers in Eastern Uganda, Sendawula et al. (2018) investigated the contribution of training on employee performance. Their correlation analysis results suggested existence of a significant positive relationship between employee engagement and employee performance. However, this study involved health workers whose work dynamics are different from those of academic staff. This study was thus done in the context of a university. In a review, Somu (2020) analysed extant literature to establish if there were casual linkages between training with job performance or workers. The review indicated that training was a key a predictors of job performance. However, methodological gaps emerged this was a review and not a primary study. This made it necessary for this primary relating the variables to be carried.

In their study seeking to determine the effect of training on employee performance, Sugiarti (2022) used employees of a business organisation in in West Jakarta in Indonesia. The results of the study revealed that training had a significant effect on work on employee performance. However, the study involved workers outside the university context. This thus attracted this study involving academic staff. In a study seeking to reveal the relationship between training and employee performance, Tamsah et al. (2020) used employees from n the public sector in Indonesia. The results showed that further training significantly impacted employee performance quality. However, this study involved employees outside the university. This thus attracted the investigations of this study using academics. In a study assessing the impact of training on

performance of employee, Yimam (2022) used administrative staff in a technology academic institution in Ethiopia who that received training 2019. The results of the study revealed that training in form of training design, training needs assessment, training delivery style and training evaluation had significant positive effect on performance of the employees. However, this study involved administrative and not academic staff. This thus called for this study to consider academic staff.

In a review, Yusuf and Abiddin (2018) assessed the relationship between training and job performance. The review indicated that on-the-job-training promoted employee performance and there was strong positive relationship between training and performance of employees. Training increased the efficiency and effectiveness of both the lecturers and the institution itself. Therefore, while employee performance depended on many factors, the most important factor was training. Knowledge workers easily accomplished their tasks successfully with high self-sufficiency level. In a study done in a state-owned public company in foods logistic sector, Wulandar et al. (2023) sought to determine the effect of job training on employee performance. Their findings indicated that training had a significant influence on employee performance. However, this study was done outside Uganda and in organisation other than a university. This thus attracted this study involving academic staff.

2.2.3 Promotion and Job Performance of Academic Staff.

Promotion implies climbing the corporate ladder that is when an individual moves from one designation to a higher one it is considered as promotion (Ligare et al., 2020). A promotion is the process by which an employee advances within an organization from a lower level position to a higher level job, typically entailing changes to status, responsibilities, duties, and values. An increase in job responsibility, scope, and authority is linked to promotions. From the perspective

of the employer as well as the employee, promotions are crucial since employers depend on them to allocate jobs effectively and employees benefit from them in the form of financial compensation and enhanced reputations. Promotions are a tool used by organizations to recognize and reward highly productive employees, which encourages them to put in more effort. One method of human resource development is the promotion process, which is used to place qualified individuals in particular positions in an effort to expand their skill set (Mugizi et al, 2020).

A promotion is a change in rank and responsibilities from one position to another. Promotion to a higher job typically results in a pay increase or, on occasion, other wages. A promotion is technically a job change that entails a pay and status boost. Employees are primarily interested in job promotions because they highlight many parts of the job in addition to the dynamics of the position as described in the job description (Rinny et al., 2020). The goal of employee promotion is to provide them expertise in performing management duties at a level of hierarchy higher than they were previously. Employees must work harder to develop their skills in order to properly fulfill the duties and responsibilities of the new role, which has broader and heavier responsibilities (Yamin et al., 2019). Workers value promotions since they are related with an increase in job amenities that include higher office or a spending account and they are also recognition a job well done hence are linked with ego boost. Some employees might enjoy the increase in authority over co-workers that often come with a promotion (Mugizi, 2019).

Programs for job promotions and reevaluations of existing positions may be put into place if there are openings or unfilled posts. Those who have met all the prerequisites for the promotion's execution are the first to be considered for a position (Yamin et al., 2019). Job promotion programs can be implemented if there are positions that have not been filled or there are vacancies as well as the re-evaluation of old positions. The opportunity to fill a position is first given to those who

have fulfilled all the requirements regarding the implementation of the promotion. Promotions are implemented in organizations to give high-performing workers more respect, status, and compensation; encourage them to work harder, more assiduously, and more productively; guarantee staffing stability through the timely and basic implementation of promotions and honest evaluations; and give workers the chance to express their creativity and innovation, which is more valuable to the business than the highest profits. Promotions are also carried out to fill vacant positions caused by official resignations, which keeps the position filled and encourages other employees; to place people in appropriate positions; to generate excitement, fun, and calmness at work, which increases productivity; and to fulfill vacant positions because the official quits (Setyawati et al., 2022).

A job promotion entails being given more control and responsibility inside a company, along with increased rights, responsibilities, status, and pay. Employees play a crucial role in the company's promotion policy, which encourages them to put in extra effort and sets promotion as a goal for all employees. Thus, employee performance is positively impacted by job advancement (Tasman et al., 2021). Promotions are considered a significant aspect of one's career life. The perception of justice by the employees is the leading factor in determining the relationship between job satisfaction and promotion. Accordingly, expectations related to promotion can also play a vital role in work performance. When employees realise that they are not going to get promoted, their work effort is negatively affected unless they believe that they are still in the hunt for future promotion. Nonetheless, employees who consider that a promotion is likely to happen fast, they report higher level of job satisfaction. Promotion is an effective tool for a firm to produce a positive behaviour from their employees and also to maintain a greater level of job satisfaction by making workers believe that a promotion is possible (Ligare et al., 2020).

Promotion activities are an important element that is the dream and hope for employees to be able to get ahead of the previous position and to improve their standard of living for the better. Further, promotion means that there is trust and recognition of the ability of the employee to be able to occupy a higher position hence it is the best motivation for employees. With promotion, employees are motivated to improve their performance and create employment stability within the company (Setyawati et al., 2022). If job promotion is good, it provides satisfaction to employees leading to increased work effort. Job promotion is one way to motivate employees to work (Haryono et al., 2020). Promotion affects employees' behaviours and encourages them to use their abilities positively so that they can move ahead which enhances their performance. However, giving the best jobs to outsiders can reduce work motivation hence leading to low performance and reduced morale in working with the aim of getting those better jobs (Ratemo et al., 2021).

In a study done at Khalifa University, AlMansoori and Rosdi (2021) assessed the role of promotion employee performance. The study found that allowances, appreciation and promotion have a positive relationship with employee performance. However, since this study was done outside Uganda, this attracted the investigations of this study in the context of Uganda. In a study done at the University of Abuja, Duru et al. (2023) investigated the relationship between promotion and employees' performance using academic and non-academic staff at the University of Abuja. The findings indicated that if there is fairness and equity in promotion, it will have a positive significant influence on employees' performance. However, the context of the study was outside Uganda hence the need for this study. In a study involving staff of a Department of National Education in Indonesia, Haryono et al. (2020) examined the effects of job promotion on employee job performance. The results of the study showed that promotion had a positive and significant effect on job performance. However, this study raised a contextual and population gap. First, the

study the study was done outside Uganda, and did not involve academic staff in a university. This impelled the need for this study.

In their study that examined the association between employee promotion and performance of employees, Kibria et al. (2021) used employees in the banking sector of Pakistan. Their results showed that employee promotion significantly influence employee performance. However, since this study involved bank staff, it could not answer for academic staff in universities. This thus called for this study involving academics. In their study, Ligare et al. (2020) sought to establish the influence of job promotion on the performance of administration police in Bungoma County in Kenya. The results showed that there was a statistically significant positive relationship between job promotion and employee performance. Also in a study involving the police, Gultom et al. (2023) evaluated the effect of promotion on performance of personnel in Simalungun in Indonesia. The findings indicated promotion had a significant and positive effect on performance of personnel. However, the two studies above involved police staff with work requirements different from those of academics. This called for this study to be done in universities.

In a study attempting to determine the effect of employee promotion on employee performance, Muhati and Makhamara (2023), used academic staff administrative workers. The study indicated that employee promotion significantly affected employee performance. While this study was carried out in the context of a university, the study involved one university. This attracted this study involving several universities in Uganda. In a study carried out on employees of a manufacturing company in Indonesia, Noor and Silitonga (2018) studied the link between job promotion and the performance. Their findings indicated that job promotion had a significant effect on performance or employees. However, the study was in a context other than that of university hence differences in job performance demands. This made it necessary to carry the

current study in universities. In a study analysing the effect of promotion on employee performance, Nurpi and Syam (2023) used employees of Revenue Agency in Sulawesi in Indonesia. The results of showed that promotion had a positive and significant effect on the performance of employees. However, with the context of the study being outside Uganda and on non-academic staff, this study had to be carried out.

In a study involving staff of Kenya Forestry Research Institute, Ratemo et al. (2021) investigated the effects of job promotion practices on employee performance. The study reported that job promotion practices had significant effect on employee performance. However, since this study did not involve academic staff, it was deemed essential to assess the relationship between the variables in universities. In a study examining the influence of promotion on employee performance in Makasar in Indonesia, Razak et al. (2018) used employees of e regional government. The study revealed that promotion has an effect on employee performance. The promoted employees are willing to work hard and desire to achieve maximum work result which effectively improves work performance. The suitability of promotion of positions affects the satisfaction increasing the performance of employees. However, since this study did not include academic staff, this forced this study to be carried out.

In their study, Rinny et al. (2020) investigated the influence of job promotions on the performance of teaching staff of Mercu Buana University in Indonesia. The results showed that promotion the job had a significant effect on performance. While this study was done in a university, the context was far from Uganda hence different work place dynamics hence the need for this study in the local context. Using employees of family restaurants in Amman in Jordan, Rumman et al. (2020) sought to establish the impact of HRD practices including employee promotion on employee performance. The results revealed that employee promotion was a key

predictor of employee performance. However, this study was done in the leisure industry which is quite different from the university sector. Hence, it became necessary to carry out this study in a university. In study examining the relationship between the promotion and productivity, Saharuddin and Sulaiman (2016) used employees of a water department in Indonesia. The study found out that promotion had a significant and positive impact on job work productivity. However, this current study had to be carried out since there was a population gap as the study was done in a context of a university whose productivity or performance measures are different.

In a study involving employees and proprietors of a public organization in Zanzibar in Tanzania Salim (2020) studied the influence of workplace promotion on employees' performance. The results showed that a strong relationship existed between promotional policy, promotional procedure and employees' performance. Also, it was established that a relationship existed in management attitude on promotion and employees' performance. This meant that promotional procedures and practices had to be fully implemented for better employee's performance. However, since this study was carried out in a setting other than a university, it became necessary to carry out this current study. In their study, Setyawati et al. (2022) sought to determine whether promotion affected employee performance. The study involved employees of a company in Indonesia. The findings showed that job promotion had a significant effect on employee performance. However, since this study was done outside a university and outside Uganda, this study was done in universities in the local context. Seeking to identify and measure the performance of a company in West Java Indonesia, Sofyanty and Purnomo (2022) examined the influence promotion on employee performance. Their regression analysis revealed that promotion lead to increase in employee's performance. However, the study did not involve university academic staff. This attracted the attention of this study involving university academic staff.

In a study involving a business organisation in Indonesia, Tasman et al. (2021) used employees as a unit of analysis to determine the effect of employee promotion on employee performance. The findings revealed that job promotion has a positive and significant effect on work performance. However, this study did not capture the context of a university. This thus made it necessary for this study to be carried out. In their study, Xie and Yang (2021) assessed the influence of the perceptions of promotion opportunities on job performance using data from Chinese junior civil servants. The study revealed that perceptions of promotion opportunities directly influenced both task performance and contextual performance. Relatedly, in a study seeking find out the influence of job promotions on employee performance, Yamin et al. (2019) State Civil staff in Makassar City in Indonesia. Their analysis indicated that promotion had a positive and significant effect on employee performance. How, this current study was necessary because the above two studies did not involve academic staff and was carried out in a context other than that of a university.

2.2.4 Job Enrichment and Job Performance of Academic Staff.

In order to improve the job satisfaction of a person who assumes responsibility for carrying out or accomplishing its tasks, job enrichment refers to the creation of modifications in job dimensions, with the exception of the director's rights, the physical circumstances of the job, and essential tasks (Asl et al., 2015). Redesigning employment to provide more opportunity for employees to feel a sense of accountability, accomplishment, development, and acknowledgment is known as job enrichment. The strategy is a qualitative shift in the work environment that raises the degree of autonomy, feedback, and importance of the job, giving employees more power and input in their working environment (Magaji et al., 2017). Job enrichment anchored on the motivation-hygiene theory of work attitude. It is a strategy characterized by increasing the scope

of current jobs to make them more challenging and rewarding. It leads to increase the scope of work by extending the scope of tasks and their responsibilities, often at the same level and edge. It is a kind of on-job training that enhances employee knowledge, innovation, and creativity while doing the job. It involves implementation of programs intended to influence the task to give it more meaning and provide job satisfaction by involving workers in job planning, implementation of organizational and work supervision (Awan et al., 2023).

Job enrichment is the creation of changes in the dimensions of the job, the physical conditions of the job and the basic tasks in order to increase job satisfaction for the responsible individual (Tayeh, 2021). Job enrichment involves the development of work practices that challenge and motivate employees to perform (Mishra et al., 2019). Job enrichment is involving the employees in managerial functions of the higher ranks which raise the self-actualisation, self-control and self-esteem of the employees which leads to improved commitment of the employees (Magaji et al., 2017). Job enrichment is attained by merging existing tasks and fractionalised tasks and putting them together to form new and larger modules of work. Natural work units are formed when an employee's responsibilities contribute to a recognizable and significant whole. The direct relationship between employees and their clients is strengthened by developing client relationships. Vertical job expansion offers workers authority and responsibilities that were previously only given to management. Employees can learn how they are doing their jobs and whether their performance is increasing, decreasing, or staying the same by opening feedback channels (Obibhunun & Ogadinma, 2021).

The concept of job enrichment, as applied to human resource management, is often seen as a dynamic process that entails expanding work structures and procedures to create an atmosphere that fosters employee autonomy, flexibility, personal development, and job satisfaction. Workers

are often extremely dissatisfied, bored, and demotivated when their tasks are conventional, tedious, repetitive, and unrewarding and there is an excessively restricted authority structure in place. By granting workers autonomy over their work and the ability to make decisions, job enrichment in organizational growth has helped to lower these demotivating effects and encourage healthier (Mac-Ozigbo & Daniel, 2020). Job enrichment covers task identity, skill variety, task significance and autonomy placements for an employee (Annamalai, 2022). Job enrichment enhances the framework of the job which provides the employees more challenge, tasks to complete, responsibility, opportunity for growth, and chance to contribute their ideas. The strategy of job enrichment builds into jobs a sense of challenge, achievement and variety. More autonomy and freedom in carrying out associated responsibilities are provided by enriched employment, which also provide variation and challenge to an employee's daily routine. In addition to the pecuniary remuneration associated with the job, enriched jobs render self-fulfilment, actualisation, and contentment of meaningful jobs (Magaji et al., 2017).

Job enrichment increases the volume of employee's autonomy, control, skill varieties and responsibility which invariably helps to reduce rigidity, tediousness, lack of creativity and employee dissatisfaction (Mac-Ozigbo & Ogohi, 2020). Job enrichment involves increasing the number of tasks and duties that an employee performs without the need to increase the work hours, so the goal of enrichment is to get rid of the repetitive routine and avoid indifference. Job enrichment focuses on creating greater diversity in the content of tasks, and a higher level of knowhow and skills. Also, individuals have greater autonomy and responsibility in various fields, all of which lead to getting more useful and meaningful experience (Tayeh, 2021). Job enrichment is a form of vertical expansion of work related to job analysis. It is a process undertaken by the organization to determine the tasks, obligations, and responsibilities of a job that will produce

information that determines the job description and job specification. Applying job analysis directly results in job enrichment. A job's enriched description will alter (become higher quality), and the job specifications required to fill or manage the position will also change (Marta, 2021).

Job enrichment is a basic tool for management to motivate employees in order because it makes the job more interesting, meaningful, challenging and responsible. Giving staff extra responsibilities enhances their work because they require a wider range of skills. Encouraging employees by providing them with opportunities to utilize a variety of their skills is known as job enrichment (Divya et al., 2016). Job enrichment is tool for improving the level of employees' performance as it contributes significantly to achieving growth for the entire organization. The employee becomes subject to more attractive job situations, and has a sense of responsibility. Employees accomplish their tasks with an inner spirit emanating from their adherence and loyalty to work more than any external incentives that may be granted to them. Job enrichment is one of the administrative inputs that enable employees add new resources of satisfaction to a job that increases responsibility, autonomy, control and the level of employee performance (Tayeh, 2021).

High performance from non-academic staff is encouraged by job enrichment, which offers a range of skills, job identity, vitality in the face of others, responsibilities, challenges, realizing competence, freedom, participation in decision-making, performance feedback from work completed, growth and a sense of accomplishment that fosters internal motivation. Employee empowerment is a mechanism for empowering employees to make decisions with the sharing of responsibilities from managers to other employees. Employee empowerment is an important contributor to organisational success. It is employed as strategy for organisations to satisfy employees with jobs, and increase employee loyalty and commitment to the organization. The strategy is as a powerful predictor variable can be used as a strategy for increasing one's

organisational commitment to the organization enhancing job performance (Marta, 2021). Job enrichment is the process by which a company increases the quantity of work that workers must do in order to make their employment more interesting, relevant, challenging, and responsible. This increases employee commitment and motivation. Increased responsibility and a higher requirement for a variety of skills in the workplace are two ways that occupations are enriched to inspire people. Employees who have a wider range of abilities find better satisfaction and fulfillment in their work, which leads to a higher level of commitment to their positions (Nzewi et al., 2017).

In a study investigate the impact of human resource management practices on improving employee performance, Alsafadi and Altahat (2021) used employees of commercial banks' in Jordan. Two human resource management practices considered were job stability and job enrichment. Their findings indicated that job enrichment influence job performance of the employees. Nevertheless, this study raised population and contextual gaps hence the need for this study. The population gap was that the study involved employees of commercial banks yet this current study involved academic staff. For the contextual gap, the study was done in Jordan and this study was done in Uganda. In a study involving nurses at Taleghani Hospital in Iran, Asl et al. (2015) investigated the relationship between job enrichment and performance of nurses. Their analysis showed no statistically significant relationship between job enrichment and job performance. However, this studied indicated a knowledge gap as it produced findings contrary to those of other scholars. This suggested that each study needs to be considered in its context. This attracted this study involving academic staff.

In their study, Awan et al. (2023) sought to find out the effect of job enrichment on teachers' performance at the universities of Sargodha and the University of Education in Pakistan.

Their regression findings showed that job enrichment had a positive significant on teachers' performance. However, while this study involved university teachers the context of the study was Pakistan with different settings from those of Uganda. This thus attracted this study to be carried out in the settings of universities in Uganda. Analysing the effect job enrichment on performance, Benna et al. (2017) used health civil servants in at Sinjai Regency in Indonesia. The results showed that Job enrichment significant effect on job performance of Civil Servants. However, the population of the study was non-academic and still the study was done outside Uganda hence population and contextual gaps. This made necessary for this study to be carried out in Universities in Uganda. In their examination of the impact of job enrichment on the performance, Chilgong at al. (2021) used academic staff in public universities in Kenya. Their regression analysis established that existence of a positive association between job enrichment and the performance of academic staff in public universities. However, while this study involved academic staff it was limited to public universities. This study extended to private universities for responses representative of different categories of universities.

In their study, Haroon and Shakil (2021) examined the impact of job enrichment on employee performance using employees in the banking sector in Pakistan. Their findings indicated that job enrichment had positive casual linkages on employee performance. However, since this study did not involve academic staff it was considered vital that this study further be carried out using academic staff. In their study, Mac-Ozigbo and Daniel (2020) analyse the effects of job enrichment on organizational performance using staff of University of Abuja in Nigeria. The findings showed that, although there was no association between performance and motivators' parts, there was a substantial positive relationship between job depth, job training, and core job dimension elements of the job enrichment and organizational performance. Therefore, a greater

ppreciation of the importance of the work at hand will encourage staff members to further improve their dedication to achieving the organization's goals and objectives. However, this study raised a knowledge gap by indicating that only some aspects of job enrichment related to job performance and others did not contrary to other scholars who indicated that all aspects of enrichment related to job performance. This called for this study to further examine the relationship between the variables.

In their study on the effect of job enrichment on employee's performance, Obibhunun and Ogadinma, (2021) used managers and employees of Oil and Gas companies in Nigeria. Their findings revealed that there is a positive strong and significant relationship between job enrichment and employee's performance. However, since this this study did not capture academic staff in universities, it was deemed imperative for this study to be carried out. Seeking to identify the role of job enrichment on job performance, Tayeh (2021) used customs administrative staff in Jordan. The findings indicated that job enrichment in terms of diversity of skills, autonomy, and feedback had causal effects on job performance of employees. Hence, there was need to pay more attention to this human resource development practice to improve the level of job performance of employees in organizations. However, this study was done outside universities and Uganda creating a population and contextual gaps that made this study necessary.

2.2.5 Organisational policies and Performance of Academic Staff.

Policies refer to organizational values and philosophies that define the obligatory roles to be played by the various stakeholders in the employment relationship (Pacifique & D'Silva, 2021). Policies are a standard set of principles that guide a course of action. Policies guide compliance in organisations (Porter 2018). Policies of organisations are rules and guidelines that determine how activities are carried out in the organisation. They are critical components that help in addressing

pertinent issues for instance, what comprises of the behaviour that is acceptable in an organization (Banks et al., 2019). Policies of organisations play an important role in an organisation by outlining the acceptable actions in an organization. Strict observance of policies helps in protecting employees as well as the organisations. Organisational policies cover the internal control system that determines how activities are carried out. Organisations exist as formal institutions with properly established policies that determine how activities are carried out (Makau & Muna, 2020). Organizational policies offer efficient and clear standards and procedures for staff member appointment, advancement, and reward schemes. To the fullest extent possible, policies provide for the regulation of workplace issues pertaining to employee relations, behavior, employment, termination, and promotion (Porter et al., 2018).

Employees may become more aware of the requirement of achieving organizational goals in the most ethical and effective way possible thanks to policies. Policies guarantee the sustainability of all systems and institutional reform in addition to being crucial for efficient institutional administration. Policies serve as the official sanction for all actions and endeavors carried out by an organization and serve as the guidelines that all personnel in each department covered by the policies must adhere to (Dzogbede & Asimah, 2020). Alkalha et al. (2012) evaluated the impact of human resource policies (job analysis and design, planning, recruitment and selection, training development, motivation, performance appraisal, and employee participation in decision making) on the organizational performance of bank employees in a study conducted in Jordan. The results of the study demonstrated a statistically significant beneficial relationship between organizational performance and human resource policy. Dzogbede and Asimah (2020) investigated the impact of organizational policy design and execution on workers' performance in a study involving university staff in Ghana. The findings demonstrated that

employees were fully involved in the design and implementation of the policies. As a result, workers at the universities performed better and with greater satisfaction. However, this study did not specify the kind of employees of the universities hence a population gap. This attracted this study involving academic staff.

Using health workers in India, Hazra et al. (2013) examined the impact of human resource policies on employee's performance. The findings revealed that human resource policies were vital for better performance of employees. In their study, Jawaad et al. (2022) examined the effect of human resources policies on employee satisfaction using workers of Loblaw Companies Limited in Canada. The findings indicated that human resource policies influence employee satisfaction hence improved performance. However, this study indicated a conceptual gap as this study obliquely implied in job satisfaction. This attracted this study directly looking at employee job performance. In their study, Pacifique and D'Silva (2021) investigated the influence of human resources policies on employee performance of a manufacturing company in Rwanda. Their regression analysis indicated existence of high positive association between human resource policies and employee performance.

2.2.6 Technology Use and Job Performance of Academic Staff.

Technology use is the application of any form of computers and other devices to retrieve, transmit and manipulate data in education or other systems. A major contribution of technology in education is easy access to learning, enhancing the teaching process and facilitating research (Eslamian & Khademi, 2017). Technology tools are very important for the development of education because of its impact on the quality and quantity of teaching, learning and research in traditional and distance educational institutions. ICT enhances teaching and learning through its dynamic, interactive and engaging content (Amadi & Alaputa, 2021). Technology use facilitates

communication, creating, disseminating, storing, and managing information which enhances job performance (Mugizi & Amwine, 2020). In their study, Amadi and Alaputa (2021) investigated the influence of ICT on teachers' job performance in public secondary schools in Port Harcourt Metropolis, Rivers State, Nigeria with teachers as the study sample. Their correlation findings indicated existence of a positive relationship between use of ICT situating tools and use of ICT collaborative tools and teachers' job performance.

In their study, Deng et al. (2022) investigated how digital technologies facilitated knowledge sharing and decision-making through enhanced coordination and communication and their impact on job performance in organizations in Australia. The findings indicated that digital technology enhanced coordination and communication significantly influenced decision-making and knowledge sharing significantly leading to better job performance in organisations. Further, the study by Kayode et al. (2019) examining the influence of ICT on staff job performance in two Universities in Oyo State, Nigeria supported its importance on enhancing job performance. Their findings revealed that availability of ICT facilities significantly related to job performance of staff in the two institutions. However, in a study with findings contrary of the studies above, Fatmah (2020) examined the impact of mastery of information technology on job performance of employees working in an Education Institute Sabilillah East Java in Indonesia. The findings showed that information technology had a negative effect on job performance.

On the other hand, the review by Jiang et al. (2021) involving examination of existing studies on personal use of technology at work on job performance produced more controversial findings. The findings indicated that in a real work setting, the effect of personal use of technology at work on job performance can be manifested between and within-person levels. Accordingly, the effect on job performance can be more positive (or negative) for some employees compared to

others. Controversial results were also obtained by Mugizi and Amwine's (2020) study, which evaluated the impact of teachers' usage of information and communication technology (ICT) on their job performance at a private international school in Kampala, Uganda. According to their findings, teachers' job performance was positively and significantly impacted by ICT use in the form of accessing electronic information resources; however, teachers' job performance was positively but marginally impacted by ICT-enabled collaborative teaching and learning and school administration.

Generally, while the studies above show that scholars have made a significant effort to study the relationship between technology use and job performance, empirical gaps emerge. For instance, only three studies (Amadi & Alaputa, 2021; Deng et al., 2022; Kayode et al., 2019) confirmed the existence of a positive significant relationship while Fatmah (2020) found a negative relationship. On the other hamnd, Jiang et al. (2021) indicated that the relationship differed according to individuals while Mugizi and Amwine (2020) indicated that only some aspects of technology use had a significant relationship (electronic information resources access) but others (administrative use and ICT enabled collaborative teaching and learning) had an insignificant relationship. This means that from individual to individual and even organisations the relationship is different making it essential for this study to be carried out in the context of academic staff in universities. In this study technology use was conceived in terms of instructional, managerial and research use. The literature on the same in relation to performance of academic staff follows.

2.2.7 Teaching Technological Use and Performance of Academic Staff.

Teaching technology or pedagogical technology is a synthesis of programs, procedures and tools oriented to the realization of the educational process in the transition from a rational way to implement this process (Murati & Ceka, 2017). Instructional ICT tools are the dominant element

for educational change and reform. This is because it makes wider entry to education, and learning can occur anytime and anyplace. Through learning tools teaching, the environment becomes learner-centred as learners are actively directing how learning occurs. Learning tools provide both learners and teachers with educational affordances and possibilities. Instructional technology support learner-centred and self-directed learning. Learners regularly engage in consequential usage and build knowledge through accessing, selecting, organising, and interpreting data and information. Learning tools are essential factors for effective teaching and learning, especially in a technology classroom (Mdhlalose & Mlambo, 2023). The utilization of technology in the classroom facilitates effective teaching, reinforces lecturers' ability to cater for learners with diverse learning needs, fosters learners' active involvement and participation in the instructional process, and promotes good grasp of lesson contents. This helps lecturers to transfer their ideas, feelings, and thoughts to learners, which in turn, contributes to the good academic performance of both students and educational institutions (Odigwe & Owan, 2020).

Technology has powerful potential to support teacher learning while teaching. Technology guides the processes of creating new activities or resources, that is, help teachers assemble and curate existing resources in ways that foster alignment between aims, learning activities and assessment. During lesson delivery, technologies support teacher learning and performance by offering real-time feedback. Technological tools also support reflection with apps through which teachers can collect student feedback on lessons, or video reviewing protocols for reflecting on classroom events (McKenney & Visscher, 2019). Technology enables personalised learning or experiences that are more engaging and relevant. Technology also helps teachers to organize learning around real-world challenges and project-based learning using a wide variety of digital learning devices and resources to show competency with complex concepts and content. Further,

technology helps learning move beyond the classroom and take advantage of learning opportunities available in museums, libraries, and other out-of-school settings (Erbas et al., 2021).

In their study, Anud and Caro (2023) investigated the technological pedagogical and content knowledge self-efficacy of science educators in the Philippines. The results revealed that science teachers' performance was significantly correlated with technological knowledge and technological knowledge was predictor of their performance. In a study done in public high schools in the Division of City Schools in Valenzuela City, Hero (2019) assessed the impact of technology integration in the teaching performance of Social Studies teachers. The results indicated that technology integration exerted a significant impact on teaching performance. In a study involving elementary learners and classroom observations, Erbas (2021) sought to establish the importance of technology and identify the main points of teaching with technology. The results revealed that technology helped to organize learning, engage students to learn and help learning beyond classroom. Technology offers many chances and makes many sources available. Technology helps to personalise learning, make easier learning and saves time. However, this study was done outside a university. This necessitated this study in the context of a university.

Relatedly, in a study on the effectiveness of Information and Communication and e-learning Technologies integration in teaching and learning, Jassim (2020) used university teachers and teachers at the University of Baghdad Iraq. The findings showed that ICT played significant roles in enhancing effective teaching and learning. However, the context of the studies above was outside Uganda calling the need for this study in the context of a university in Uganda. In an empirical study, Culajara (2022) sought to determine the effects of technology as a medium for delivering learning outcomes secondary schools in the Philippines. The study revealed that most of the lessons delivered and maximizing technology as a tool in delivering instruction were

appreciated by the students. Accordingly, students easily understood the lesson in learning and doing tasks using technologies. However, this study raised a population gap as it was carried out in primary schools. This called for this study in the context of universities.

In a study involving teachers in secondary schools in Kupang City in Indonesia, Lao et al. (2018) sought to determine the performance of teachers in the digital era in planning, implementation and evaluation to improve the quality of learning. The findings indicated that teachers' performance in the digital era in improved learning quality better. This was because teachers had the ability to collaborate with students, peers and communities in the use of digital sources, to build networks and have a sense of social responsibility, have a discipline of time and became proficient in using technology, more at ease in preparing learning tools in the digital era, and more creative and innovative in teaching and learning. However, this study involved secondary schools whose contexts are different from those of universities. This attracted this study that was carried out in universities. In their study, Mugizi and Amwine (2020) assessed the influence of information communication technology (ICT) use on job performance of teachers at a private International School in Kampala, Uganda. Their findings indicated that ICT use in form of electronic information resources access had a positive influence on job performance nbut information communication enabled teaching and learning had a positive but insignificant influence on performance of teachers. However, their finding was contrary to the finding of other scholars that found positive and significant influence. This called for this study because the findings suggested for each study to be considered in its own right.

In a review, Mdhlalose and Mlambo (2023) indicated that information technology developments made classroom collaboration between teachers and students is more efficient. This broadens the learners' academic and intellectual horizons making students more versatile in the

classroom. Also in review, Mugisha et al. (2020) explored the extent to which adaptable ICT teaching strategies and learning activities influenced teaching process in primary teachers' colleges in Africa. The review indicated that integrating ICTs in teaching and learning process might cause powerful learning situations and promotes acquisition of knowledge, skills, and enables learners to be more constructive and self-directed. Further, in a review, Murati and Ceka (2017) also assessed the use of technology in educational teaching. The review revealed that teachers use of new technology led to better quality teaching and made it more interesting. Accordingly, the use of technology positively improved of results faculty and students. Therefore, teachers must carefully plan the use and integrate of technology in teaching. However, methodological gaps emerged from the reviews above. These gaps called the need for this primary study.

2.2.8 Managerial Technological Use and Performance of Academic Staff.

In the context of educational institutions, managerial technological use involves harnessing technology for better planning, setting standards, effecting change and monitoring results of the core functions. Technology is used in maintenance of records, communication and documents management (Kimani et al., 2022). ICT saves time and energy by facilitating the administration of vast amounts and types of data. These duties included planning evaluations, keeping the library operational, creating reports, and planning events. As a result, teachers can simply maintain grade books, create a data bank of exam questions, check and correct student work online using computers, and maintain archives, chronicles, and records of all the aforementioned events and procedures with quick access to any entry (Mugizi & Amwine, 2020). Technology management systems have changed nature of management in educational institutions by allowing information to be transferred, stored, retrieved, and processed by almost all who work, study or interact within and outside the institutions (Barakabitze, 2019). Technology most likely makes lecturers more

effective in areas such as communication, and record-keeping/management (Odigwe & Owan, 2020).

Technology integration plays a vital role in supporting powerful and efficient management in the education sector. Due to memory capacities of computers, large chunks of data can be stored in them. Technologies enable quick processing of data with very less or no chances of errors in processing. Networked computers aid quick communication and enable web access. Storing documents in computers in the form of soft copies helps save paper and quick administrative service. Technologies increase the efficiency and effectiveness of educational management (Chika & Wale, 2020). Technology facilities student management and general management using technological tools and resources which communicate, create, distribute, store and manage information. The technologies include but not limited to computers, hardware, network, software, television, equipment, videoconferencing and electronic mail. Educational management is made less laborious and fast by application of technologies (Joshi & Budhkar, 2015). Thus, technology improves efficiency in day-to-day educational institutions operational activities especially in managing information about learners, staff and resources. Integration of technology into educational institutions processes enhances overall learners' records by making it more accessible to many (Kimani et al., 2022).

In their review, Joshi and Budhkar (2015) assessed the role of ICT in administration of educational institutions. The review revealed that technology is an essential part of educational administration for quality enhancement and fast work. Technology is used in most of administrative tasks such as student record and staff database. Technology based administration is key part of educational Institute as it reduces efforts for time consuming and tedious work hence effective performance. In their study, Chika and Wale (2020) sought to determine the influence

of technologies on students' administration and supervision of instructions in secondary schools in Abia State in Nigeria. The findings showed that that application of information and communication technology is capable improves the delivery of administration service in secondary schools hence high job performance. Nonetheless, this study was carried out in secondary schools which have different occupational dynamics from those of secondary schools. This attracted this study to be carried out in universities.

In a qualitative study involving the faculty members of a university located in Jakarta in Indonesia, Faisal and Kisman (2020) assessed the effectiveness of technologies in distance education systems. Their results showed that technologies simplified work, speeded up work, led to accurate work, and were more efficient because they were interactive and user-friendly. However, the context of the study was outside hence appreciation of technologies by the faculty might be different. This thus attracted the need for the study in the context of universities in Uganda. In their study, Mugizi and Amwine (2020) studied the influence of information communication technology (ICT) use on job performance of teachers at a private International School in Kampala, Uganda also produced controversial findings. Their findings showed that ICT enabled school administration had a positive but insignificant influence on performance of teachers. However, the findings of this study were contrary to those of other scholars. This called the need for this study as each study has to be considered on its own merit.

In a review, Nwigbo and Madhu (2016) sought to describe the ways in which teachers can facilitate student use of computer systems and how they can progress. According to the evaluation, ICT aided in the management of several types and volumes of data, saving time and effort. These duties included planning evaluations, keeping the library operational, creating reports, and planning events. As a result, instructors kept easily-maintained grade books, created a data bank

of exam questions, checked and corrected student work online using computers, and kept archives, chronicles, and records of all the aforementioned events and procedures with quick access to any entry. However, a methodological gap emerged as this was a review and not empirical hence the need for a primary study to ascertain what is happening on the ground. Seeking to explore communication techniques used in the implementation of instructional supervision to determine their effect on the teacher's learning process; Wiyono et al. (2021) used teachers in Blitar City in Indonesia. The results showed teachers widely used communication technologies including WhatsApp, Google Meet, Zoom, Skype, and Google Forms. The teachers also used emails, video-recording, and audio-recording techniques. Their inferential analysis indicated existence of a significant relationship between the use of technologies for instructional supervision and the quality of the teaching-learning process. Nonetheless, this study was done in Indonesia where teachers' technology adoption might be higher than in Uganda. This attracted the need for this study in the context of Uganda.

2.2.9 Technologies Research use and Performance of Academic Staff.

Technologies are important for academic staff research activities because of access e-resources. Technologies contribute to easy access to information. Technologies are useful in research, especially in areas such as data collection, processing and analysis. The most straightforward use of technology in research is in data processing. This is because there is an increase in the ability of computer systems to manage and process large amount of data than can be handled manually. Technologies improve accuracy of analysis of data. Besides, researchers are able to access limitless numbers of full text journals through online databases using more robust and efficient search strategies. Technological databases and libraries provide researchers with online access to hundreds of scholarly articles that can be used for their studies (Akpobasah-

Amugen & Ayomikun, 2019). Accessing and utilisation of e-resources supports teaching and research. E-resources enable updating of knowledge, preparing teaching activities and assignments. The use of e-resources enhances teaching and research by providing subject-specific and updated information. Access to and use of e-resources helps academic staff to collect current teaching materials (Mwantimwa, 2017).

Access to and utilization of technological resources by academicians and researchers in higher learning institutions contributes to improved research activities, publication of journal articles, books, collaborative publishing and dissemination of research findings (Mwantimwa et al., 2021). In their study, Akpobasah-Amugen and Ayomikun (2019) sought to identify the impact of technology use on research productivity of academic staff in Federal Polytechnic Ede, Osun State. The study revealed that while research productivity of the academic staff was relatively low, use of technologies for their research activities had attendant impacts especially in data collection procedures, collaborative research and improvement in quality and quantity of literature search and data analysis. In a study that produced similar results, Lawal and Olawale (2020) also in Nigeria, sought to identify the impact of technologies use on research productivity of librarians of Bowen University. The study showed that that the research productivity was low. Nonetheless, they made use of technologies for their research activities their attendant impacts. The major impact was in data gathering procedures, collaborative research and improvement of quality and quantity of literature search and data analysis. However, the context of the studies above was Nigeria hence the need for this study in the context of Uganda.

In a study seeking to find out lecturer's level of awareness and extent of use of open access resources impact research productivity, Amponsah et al. (2021) used lecturers of Dartum University in Ghana. The findings revealed that research productivity was low despite the high

level of awareness and satisfaction with open access use. However, this study presented a knowledge gap as its findings were contrary to those of other scholars who indicated technologies enhanced performance in form of research performance. In their examination of the impact of e-resources on research productivity, Kassim and Mwantimwa (2023) studied the impact of electronic resources utilization in Tanzania universities using academic staff as the unit of analysis. The study revealed that increased access to electronic research materials had a significant impact on research productivity. Thus the low publications rate among the faculty members was a result of ineffective utilization of the resources. In a study done in Kenya, Mang'uu et al. (2021) sought to determine the effects of availability of teaching and learning resources on teacher performance in public secondary schools in Kitui County. Their analysis showed that there was no statistically significant relationship between technological leaning resources and teacher performance. However, this study was done in the context of secondary where technology research uses could have been lower than in universities. This thus called for this study in the context of universities.

In their study, Mugizi and Amwine (2020) assessed the influence of information communication technology (ICT) use on job performance of teachers at a private International School in Kampala, Uganda. The study indicated that technologies research use in inform of accessing information resources had a positive and significant influence on job performance of teachers. However, this study was in a context of an international school in which technology use was high. This called for this study in the context of universities where technologies use could have been at a lower level. Comparing e-resources usage by academic staff and researchers across universities in Tanzania, Mwantimwa et al. (2021) carried out a descriptive cross-sectional study. The study revealed that there were differences in access to and usage of e-resources for supporting teaching and research activities in universities. The findings also indicated that open access

resources were significantly used for teaching and research purposes more so than subscribed resources. The study confirmed that access of technology based e-resources had a significant impact on teaching and research activities of academic staff. However, the context of this study was outside Uganda. This called for this study that was carried out in universities in Uganda.

In a study involving academic staff in the Philippines, Ocampo et al. (2022) sought to identify the factors driving factors research productivity and establish their structural relationships. The results indicated that technological electronic information resources were very crucial in influencing research productivity. In their study, Umar and Babalola (2021) investigated technologies use on research productivity of academic staff of federal universities in North-eastern Nigeria using academic staff. The results revealed low levels of research productivity among academic staff. However, technologies use had a significant effect on research productivity and thus predicted the research productivity of academic staff. However, since this study captured the context of academic staff in Nigerian universities, it was necessary to ascertain the findings in the context of Uganda.

2.2.10 Human Resource Development Practices, Technology Use and Job Performance of Academic Staff.

Today, technology use has become an essential part of every organisation which provides a platform to compete in the competitive environment. Organizations are using technology to enhance their performance. Organisations with effective technologies can achieve high level performance by integrating appropriate HRD practices (Waheed et al., 2020). Therefore, combining human resource development practices including those aimed at development of employee enhances job performance. Technology has had a significant impact on how human resource departments operate. Using technologies, human resource departments are able to

employee new methods to get in touch with rivals, representatives and their clients enhancing their job performance (Bhatt et al., 2023). In their study, Heslina and Syahruni (2021) analysed the influence of technologies and human resources development on job performance using staff of a regional revenue agency in Indonesia. Their regression findings indicated that information technology, and human resource development had a positive and significant effect on the performance. This meant that technologies moderated the influence of human resource development on job performance. However, since this study was done in Indonesia in Asia where organisational dynamics might be different, it was found imperative to carry out this study in universities in Uganda.

In a study done in India, Bhatt et al. (2023) investigate the influence of technology on human resource development. The findings indicated that technology improved work performance and effectiveness and that its usefulness made work much faster and smarter. With technologies, the human resource team can provide convenience and training to the employees through the use of online meetings which can be attended by employees who work from home as well. This equalises the working conditions for employees who work in an office and those who work from home. Therefore, technology use has a moderating effect on human resource development. However, this study was done in India where technological levels were higher than Uganda. This necessitated this study to be carried out in the context of Uganda. In a study examining the use of technology tools in human resource attraction and development, Karasek (2019) used employees of high-tech companies headquartered in Silicon Valley in the United States. The study revealed that use of technologies in implementation of human resource management led to efficiency due to data integration, obtaining a better match between employee competences, their development capacities and company demands. In addition, the use of technology tools increased employee

engagement in the performance of tasks. However, this study was carried out in the USA where the levels of technology were high. This gap attracted the need of this study in the context of a university in Uganda.

In a study involving employees of pharmaceutical manufacturing companies in Amman, Najeeb (2013) analysed the impact of training and information and communication technology on employees' job performance. The results indicated that training and information and communication technology enhanced employees' performance. Accordingly, training and information and communication technology had a combined effect on employees' job performance. In a study related to the above, Radonji and Mwikya (2019) examined the influence of human resource development and ICT policy on organizational performance of Telecommunications Service Providers in Kenya. The results findings established that human resource development and ICT policy had a positive correlation on the performance of organisations. On their part, Waheed et al. (2020) examined the moderating effect of information technology ambidexterity on human resource management practices and innovative job performance. The findings revealed that information technology and human resource management practices had an influence on innovative job performance. While the studies above suggest that technology use moderates the relationship between human resource development practices and job performance, literature search suggested that very limited studies have been carried out on the same. Still, the context of all those studies was outside universities. Therefore, to add to literature and in the context of studies in universities, this study will further examine the moderating effect of technology use on the relationship between human resource development practices and job performance in the context of academic staff in universities.

Chapter three

Methodology

3.0 Introduction

This chapter presents the methodology that guided the investigations of this study. The chapter includes the research philosophy, approaches, design, population, sample and sample size, sampling procedures, measurement of variables, data collection instruments, data quality control, management, and ethical considerations.

3.1 Research philosophy

The research philosophy that underpinned this study was pragmatism which originates from the late 19th and 20th centuries in the works of William James, Charles Pierce and John Dewey in the USA (Saunders, 2019). Pragmatism research philosophy proposes that reality is dynamic and that there are various and diverse ways of doing research and interpreting the world. Therefore, pragmatism suggests that there is no single point of opinion sufficient to provide a full picture of reality, since there are likely to be multiple realities (Maarouf, 2019). Pragmatists do not agree with the belief that social science inquiry can get to the reality through only one scientific method exclusively but suggests that researchers should use the most appropriate philosophical orientation and methodological approach in investigating a specific research problem to generate credible, relevant and reliable data (Saunders et al. 2019). Pragmatism encompasses a multiplicity of methods and therefore is linked to mixed or multiple methods (Kelly & Cordeiro, 2020). Pragmatism embraces the practical component of learning by doing implying turning theory into practice.

The ontological, epistemological and axiological stances of pragmatism have been synthesized as an integration of both quantitative and qualitative points of view, without conflict.

Maarouf (2019) indicates that ontologically, there is no single reality in a particular context at a specific point of time but several perceptions of this reality in the minds of social actors. Therefore, it is possible for a researcher to shift between two positions of a single reality or several reality perceptions. Epistemologically pragmatism asserts that any type of knowledge can be seen as observable or unobservable based on the immediate ontological position of a researcher. Pragmatic researchers accept this double-faced knowledge, based on immediate ontological stance and focus on selecting the appropriate methods to get the best research results. Finally, the axiological stance is the "necessary bias principle "which allows the researcher to be biased only by the required extent to enable her to achieve the research objectives. This study was a blend of Interpretivism which allows some bias and positivist which completely follows the objective stance of non-bias. Using both aspects enabled the researcher to conduct a complementary and rich analysis that brought out worthwhile results and inferences.

3.2 Research Approach

The study was guided by quantitative and qualitative research methodologies thus the research was a mixed-method approach. The quantitative approach refers to a method by which an identified reality is tested based on a theory involving the use of numbers analysed using statistical techniques to generalise the findings (Farghaly, 2018). The qualitative approach on the other hand follows a descriptive interpretive paradigm which analyses a phenomenon from the subjective point of view based on data collected qualitatively involving the study participants' opinions, actualities, contexts, viewpoints and inspirations that underlie the study problem. The qualitative approach provides insights into the problem and provides in-depth information and understanding (Sovacool, Axsen & Sorrell, 2018). Therefore, the results produced by the study provided data for generalisation and explanations to provide an in-depth understanding of the research problem.

3.3 Research Design

Based on the topic studying the impact of human resource development practices moderated by information technology use on job performance of academic staff of Bishop Stuart University, a mixed methods research design was considered an effective strategy to guide the study. Specifically, the mixed methods design chosen was the convergent parallel mixed methods research design involving merging of quantitative and qualitative data to achieve comprehensive analysis of the phenomena under study was adopted. Therefore, both qualitative and quantitative data collected at the same time and integrated during analysis of the overall results (Dawadi et al., 2021). The mixed methods design allowed the integration of both quantitative and qualitative data, providing a comprehensive understanding of the research topic.

3.4 Study population

The study considered all academic staff in Bishop Stuart University totalling to 184 according to NCHE State of Higher Education Report (2019/20). In addition, the study considered staff described as University Officers by the Universities and Other Tertiary Institutions Act, 2001 for qualitative aspects of the study.

3.5 Sample Size

The respondents that comprised all 184 academic staff of Bishop Stuart because the population was small hence could all be studied for the quantitative aspects of the study. There were also four respondents, namely the Human Resource officer, Director, Directorate of Graduate Studies, Research and Innovations, Systems Administrator, and Director of Quality Assurance for the interview guide. The sample for quantitative data was distributed as indicated in Table 3.1.

Table 1 : Sample size distribution

Category by academic qualifications	Population	Sampling Methods
PhD Staff	30	Census
Master's degree holders	126	Census
Bachelor's degree holders	28	Census
Total	184	

Source: *Table 1 NCHE State of Higher Education Report (2019/2020)*

3.6 Sampling Techniques

The sample for the questionnaire survey was studied using census sampling. By using census sampling, each individual of the population was considered for data collection because the population was small. Census sampling provided a true measure of the population and eliminated sampling error (Islam, 2018). For those that provided qualitative data, the sample was selected using purposive sampling which is based on the judgement of the researcher. The purposive sample provided respondents with in-depth information to which they were privy (Ames et al., 2019). The sample selected purposively was of University Officers because they helped to provide detailed data for in-depth analysis that explained the descriptive statistics collected using the questionnaire.

3.7 Data Collection

The researcher administered a structured questionnaire survey to gather quantitative data. The survey included Likert-scale or closed-ended questions related to human resource development practices, information technology use, and job performance. Demographic questions were included in the study to capture relevant characteristics of the respondents.

3.8 Integration.

The study was guided by two aspects namely;

a) **Triangulation**. The study compared and contrasted the quantitative and qualitative findings to identify areas of convergence or divergence. Data was triangulated in order to gain a comprehensive understanding of the research topic and validate the findings.

b) **Data Integration**. The researcher merged the quantitative and qualitative data to create a coherent narrative or mixed methods interpretation. The results were combined from both phases to address the research objectives and provide a comprehensive analysis of the topic. This mixed methods research design allowed for a comprehensive exploration of the research topic by capturing both quantitative relationships and qualitative insights. It provided a deeper understanding of the impact of human resource development practices, information technology use, and job performance of academic staff of Bishop Stuart University, enabling the researcher to examine the topic from multiple perspectives and enrich the overall research findings.

3.9 Research Methods and Data Collection Tool.

The study used both the quantitative and qualitative approaches hence the research was a mixed study. The quantitative approach is a method by which an identified reality is tested based on a theory involving the use of numbers analysis using statistical techniques to generalise the findings (Farghaly, 2018). The qualitative approach follows the interpretive paradigm which analyses a phenomenon from the subjective point of view based on data collected qualitatively involving the study participants' opinions, actualities, contexts, viewpoints, and inspirations that underlie the study problem. The qualitative approach provides insights into the problem and provides in-depth information and understanding (Sovacool et al., 2018). Therefore, the results produced by the study provided data for generalization and explanations to provide an in-depth understanding.

3.9.1 Measurement of Variables

The study employed a self-administered questionnaire (SAQ) to collect data. The self-administered questionnaire is ideal because it is deliberately meant to be completed by a respondent without the aid (or bias) of an interviewer (Endres et al., 2023).

3.9.2 Data Collection Instruments

The study employed two data collection instruments namely, a self-administered questionnaire and an interview guide.

3.9.3 Self-administered questionnaire.

The study employed a self-administered questionnaire (SAQ) to gather data from academic staff. The SAQ had sections that are A through D. Section A had the demographic profiles of the participants, section B was on job performance (DV), section C on human resource development practices (IV), and Section D on technology use. The items were adopted from already existing tools because their validities and rehabilitates can be guaranteed. The ranking for the question items was a five-point Likert Scale (Where 1 = strongly disagree 2 = disagree 3 = moderately agree 4 = agree 5 = strongly agree). A self-administered questionnaire enables the collection of data from a large number of respondents in a short time and includes question items that are easy to understand enabling the collection of appropriate data (Harris & Brown, 2019). The questionnaire collected data from academic staff.

3.9.4 Interview guide.

An interview guide was the tool used to gather qualitative data. The interview items had a standardized open-ended design that enabled participants to give thorough responses due to the follow-up questions' probing nature. The use of interviews was made because, according to

McGrath et al. (2019), they would aid in the provision of comprehensive answers since respondents would divulge the comprehensive information needed for in-depth investigation and clarity. Interviews with university officers were conducted.

3.9.5 Quality of Data Instruments

To ensure that valid and reliable data were collected, pilot data collected from 50 a private university other than the one studied. The sample of 50 was considered because it was sufficient for validity and reliability tests when using Smart PLS for Partial Least Squares Structural Equation Modelling (Jhantasana, 2023). The results follow here under. Validity results were presented first followed by reliability tests thereafter.

3.9.50 Validity of Instrument.

Validity describes the degree to which a tool measures exactly what it proposes to measure (de Souza et al., 2017). Using SmartPLS 4, content validity was determined using convergent and discriminant validity for pilot data. Convergent validity was tested using average variance extracted (AVE) while discriminant validity was tested using heterotrait–monotrait (HTMT) ratio of correlations. After final data collection, Confirmatory Factor Analysis was carried out and indicators considered valid were those that loaded highly above 0.50 (Hair, 2021). The Factor Analysis results are presented in chapter four in different structural equation models. Items loading below 0.5 were deleted (Shrestha, 2021). Convergent and discriminant validity were found as indicated in Table 2.

Table 2 : Average Variance Extracted (AVE) and Heterotrait-Monotrait Ratio (HTMT) Correlations

Measures	AVE	ASP	CSP	RP	TP	
ASP						
CSP	0.650	0.598				
RP	0.547	0.882	0.209			
TP	0.630	0.505	0.216	0.380		
Measures	AVE	HRDP	JE	OP	PR	TR
HRDP						
JE	0.514	0.730				
OP	0.576	0.559	0.539			
PR	0.545	0.760	0.244	0.179		
TR	0.578	0.855	0.411	0.335	0.565	
Measures	AVE	T	TU	MU		RU
T						
TU	0.524	0.740				
MU	0.565	0.556	0.637			
RU	0.534	0.661	0.343	0.199		

ASP = academic staff performance, CSP = Community service performance, HRDP = human resource development practices, JE= job enrichment, MU = Managerial Use, OP = organisational policies, PR = promotion, RP = research performance, RU = Research Use, T = Technology Use TR = Training, TU = Teaching Use

The convergent validity results in terms of average variance extracted (AVE) show that all AVE values were above the minimum of 0.5 and heterotrait–monotrait (HTMT) ratio of correlations were all below the maximum 0.90 (Purwanto & Sudargini, 2021) indicating validity of the instrument. Therefore, with AVE values above the minimum, the constructs measuring the different variable converged on them hence, were appropriate measures while with heterotrait–monotrait (HTMT) ratio of correlations also below the minimum, the constructs were independent measures hence, discriminatingly valid.

3.9.51 Reliability of the Instrument.

Reliability is a measure of the consistency of the indicators of the data collection instrument (Mohajan, 2017). Reliability was tested using both Cronbach's Alpha and Composite Reliability. Nonetheless, composite reliability was also done because Cronbach's Alpha has the weakness of assuming that all indicator characteristics are similar in the population, which affects reliability values (Viladrich et al., 2017). Therefore, composite reliability had the likelihood of increasing the number of indicators attaining reliability. The reliability results were as presented in Table 3.

Table 3 : Reliabilities

Measures	**α**	**CR**
Community Services	0.863	0.902
Research Performance	0.859	0.893
Teaching Performance	0.711	0.836
Job Enrichment	0.863	0.893
Organisational Policies	0.815	0.871
Promotion	0.880	0.905
Training	0.929	0.941
Technology Teaching Use	0.853	0.883
Technology Managerial Use	0.805	0.861
Technology Research Use	0.890	0.915

Source: Primary Data 2024.

The reliability results in Table 3 reveal that the Chronbach's and composite reliability values were above the minimum of 0.70 for both (Purwanto & Sudargini, 2021). This means the indicators of the different constructs measuring the variables were reliable. Thus, the indicators of the various measures were interrelated or highly correlated hence, collected reliable data.

3.9.6 Research Procedure

After the proposal was approved by the Mbarara University of Science and Technology Research Ethics Committee (MUST REC), the researcher sought an acceptance letter from the University Secretary's office of Bishop Stuart University to collect data from the University officers and academic staff. The researcher then submitted to Uganda National Council for Science and Technology (UNCST) for ethical clearance. After the proposal was cleared, the researcher collected data from Bishop Stuart University academic staff and university officers. The researcher with the help of research assistants commenced with data collection. Each administered questionnaire was accompanied by a letter explaining the purpose of the study.

3.9.7 Data Management

Data management involved processing and analysing of the data collected. The data were processed to ascertain its correctness while analysis enabled presentation, analysis and interpretation of the results. The data first processed and then analysed as follows:

3.9.71 Data Processing.

Data processing is a series of activities that ensure data quality, accuracy, and relevance, enabling draw meaningful conclusions and make informed decisions. The data were cleaned after identifying and correcting errors, inconsistencies, and missing values. Thereafter, the data were transformed by converting them into suitable formats for analysis. Data reduction was then carried out. This involved selecting and condensing relevant data to minimize complexity. Diagnostic tests were also carried out to address collinearity issues and parametric analyses were carried out to affirm normality and linearity of data. The qualitative data processing involved familiarisation with the data through reviews, perusal, organization and alphabetizing of data for simple retrieval and recognition, avoiding naming of sensitive data, identifying themes, and recording and

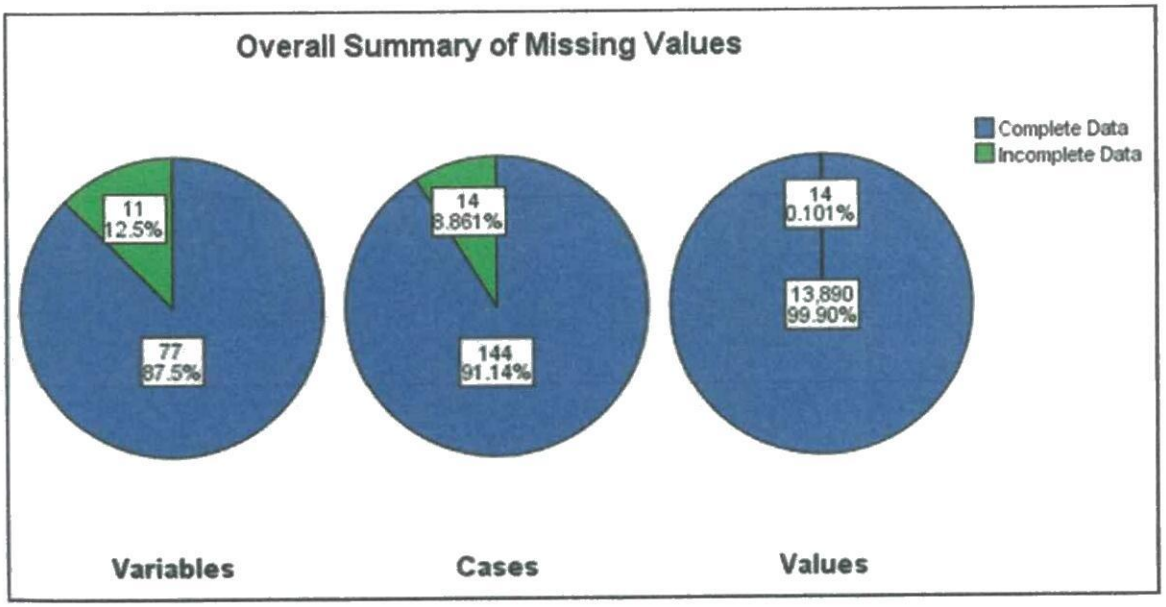
exploring the associations between categories for qualitative data. All this were done to prepare data for easy data analysis. Quantitative data were processed as follows:

Data processing involved coding the data and entering them into the computer using the Statistical Package for Social Scientists (SPSS Version 26.0). Thereafter, there was detection and treatment of missing data, and outliers, and carrying out diagnostic tests. Diagnostic tests included normality tests, and linearity. The qualitative data processing involved familiarisation with the data through reviews, perusal, organization and alphabetizing of data for simple retrieval and recognition, avoiding naming of sensitive data, identifying themes, and recording and exploring the associations between categories for qualitative data. All this were done to prepare data for easy data analysis.

3.9.72 Missing Data Analysis.

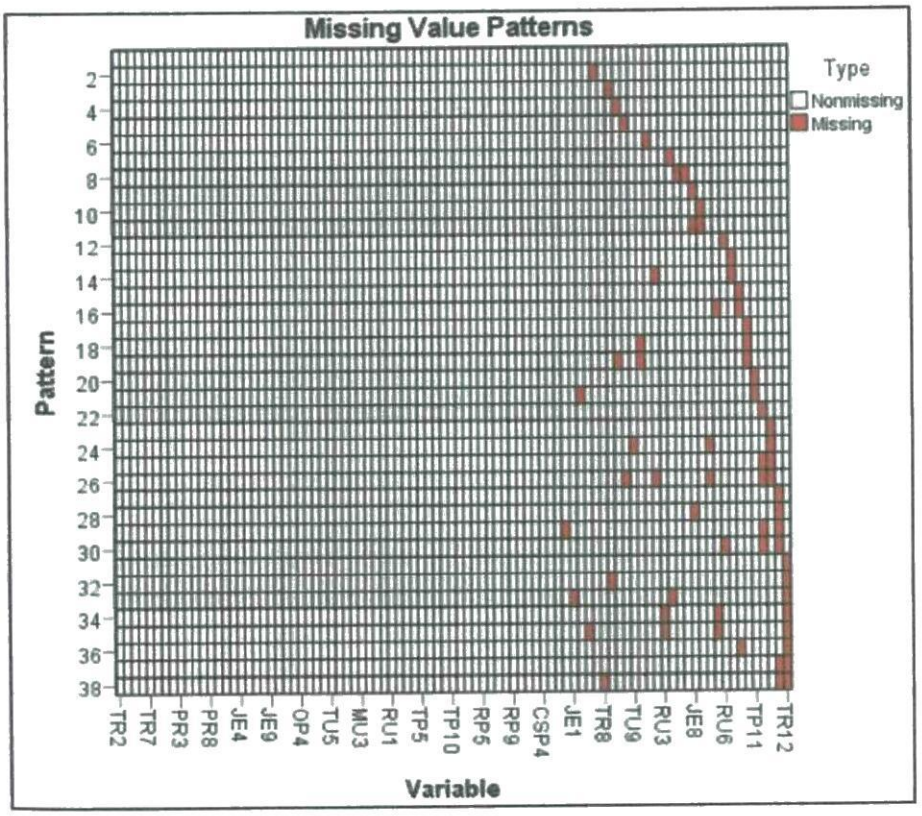
Missing data denotes the case in which data is incomplete, that is data values for a single indicator or several indicators were not scored or were incorrectly completed by the respondents. It was necessary to identify and correct these scenarios. This is because, presence of missing data undermines the representativeness of the sample used, leads to bias, and decreases the statistical power of the data by distorting inferences made about the population studied (Tsiampalis & Panagiotakos, 2020). Treatment of missing data depends on the level of how many of them are missing. When in a questionnaire, missing data exceeds 15%; the specific questionnaire (case) is excluded from the data file. Nonetheless, a case may be retained if the overall missing data are below the above threshold. However, if data on a whole construct is missing, it is excluded (Hair Jr. et al., 2021). Missing data in the data collected were as indicated in Figures 2.

Figure 2 Overall Summary of Missing Values



The overall summary of the missing values indicates that 11(12.5%) had incomplete data or missing values with 77(87.5%) having complete data. Regarding the cases, out of 158 respondents, only 14(8.9%) had missing data while 144(91.14%) had complete data. The figures also reveal that 14(0.10%) values had missing data while 13,890(99.9%) were complete. Overall, the figures above show that no case (respondent) was dropped because no case had missing data exceeding 15%. Hence, all the data was fit for analysis after the replacement of missing data. To determine how to treat missing data, missing data value pattern analysis was carried out (Figure 3). The missing value pattern chart reveals the distribution of the missing data from a more detailed view across the study variables.

Figure 3 Missing Data Patterns



The data patterns in Figure 3 reveal the incomplete data for the different cases that provided data. Each pattern represents a cluster of cases that had missing values on a certain construct. Nevertheless, as the data pattern figure shows, data that were missing were randomly distributed hence were missing completely at random (MCAR). When missing data are MCAR, there is no linkage between the missingness of the data and any values observed. Hence, nothing systematic was at play that would increase the likelihood of some data being missing compared to others. The statistical advantage of MCAR data is that it does not cause bias during analysis, hence does not compromise statistical power. The remaining data can be regarded as a simple random sample of the complete data set when it is MCAR. With such data, missing values can be replaced, hence not reduce the sample size to less than what was planned which could have biased the parameter

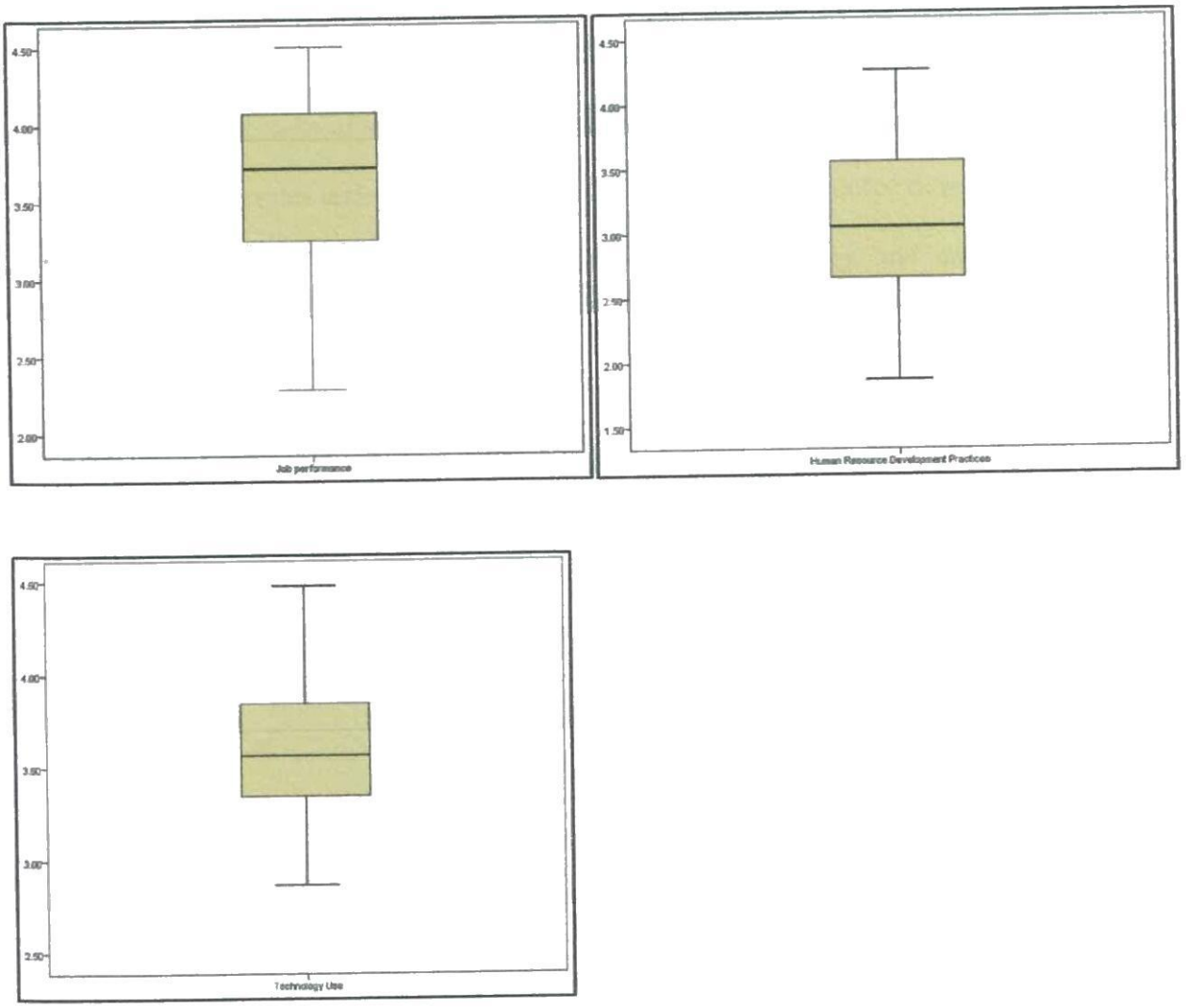
estimates, led to loss of information and reduced statistical power (Papageorgiou et al., 2018). The data were replaced by series mean imputation which assumes that the mean of a variable is the suitable estimate for any case with missing data on the variable. If data are missing at MCAR, the method imputes each missing value with the mean of known values for the same variable. This made it possible for the data to be used for further analysis as replacement of data ensured that there was no bias in the data.

3.9.73 Outlier Analysis.

Outliers are observations which are different from the majority of other cases in a sample. As such, it is important to identify whether observation is a genuine member of the study sample or a contamination from a different source (Mahatpatra et al., 2020). Ridzuan and Zainon (2022) posit that an outlier exhibits a deviation from the distribution behaviour of the remainders that make up a statistical sample. An outlier applies to the extreme scores to all questions or extreme response to certain questions (Sabol et al., 2023). In this study, outliers included data values that deviated from the distribution of values in a column of a table. Therefore, handling of outliers provides intriguing insight about the data under investigation and reinforces one's confidence in conclusions obtained from the data set. Hair et al. (2021) opines that the first step to deal with outliers is to identify them. There were two forms of outliers that are those which could be detected visually and the latent ones that were identified using box plots. For those that could be identified using visual search, the data entered into the computer SPSS spread sheet were displayed using frequency tables. The frequency tables were examined to detect extreme values as a result of wrong data entry or error in data entry. The detected outliers were deleted and replaced with correct values after comparing with the original data entered by the respondent on in a cell in the questionnaire.

This ensured that outlier data which could have led to exaggerated results were removed. For the latent outliers, boxplots were used to facilitate the identification of outliers by respondent number as indicated in Figure 4.

Figure 4 Boxplots

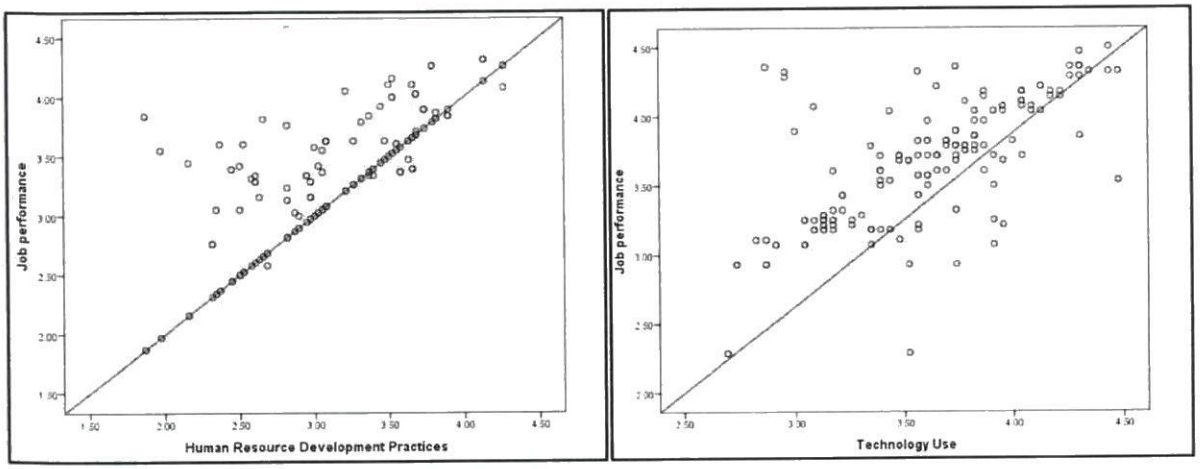


The boxplots 4 show that all the variables, namely academic staff job performance, human resource development, and technology use had no outliers. Therefore, the data was deemed appropriate and would produce unbiased results.

3.9.74 Parametric Analysis.

To test whether the data fulfilled the parametric principles of normality and linearity, normality and linearity tests were carried out. The normality tests involved drawing a histogram for every construct and variable studied. The histograms displaying normality curves are presented in appropriate sections in chapter four. The linearity tests were carried out using scatter graphs to determine how the results of the independent and dependent variables converged on the line of best fit (β). The variables under investigation specifically human resource development practices and academic staff job performance, and information technology and academic staff job performance were tested to see if they fulfilled the assumption that is the relationship between the continuously measured variables is linear as shown in Figures 5.

Figure 5 Data Linearity



The above linearity graphs (5) show that while there were some data distant from the line of best fit (βeta line [β]) for each graph, much of the data were concentrated on it hence correlated. Therefore, the data collected were fit for linear analysis and would produce appropriate results.

This means that the independent and the dependent variables could be subjected to linear analysis and appropriate results obtained.

3.9.75 Data Analysis.

Data analysis involved quantitative and qualitative analyses. Quantitative data analysis involved descriptive and inferential analyses. Quantitative data analysis involved calculation of descriptive statistics and statistical inferences. Descriptive statistics namely; frequencies, percentages and means. SmartPLS was used to carry out inferential data analysis. SmartPLS determines path models describing the relationship between the variables and indicators (Hair Jr et al., 2017). Inferential analysis involved partial least squares structural equation modelling and creating of path estimates. For qualitative data analysis, analysis was done through thematic and content analysis. Thematic analysis ensured that clustering of texts with similar meaning and presenting together. Content analysis involved interpretation of the underlying contexts. Using both quantitative and qualitative analyses enable dmaking of statistical inferences for generalisation and carrying of in-depth analysis (Castleberry & Nolen, 2018; Renz et al., 2018) while content analysis will necessitate interpreting the original/basic context. In presenting qualitative data, it was coded as follows: P1-P4, with p denoting study participant.

3.9.76 Research Ethical Consideration

Throughout the entire study, the researcher upheld rigorous ethical standards, ensuring the protection of participants' rights and the integrity of the research findings. Informed consent was obtained from all participants, who were fully briefed on the study's purpose and objectives, enabling them to make an informed decision about their voluntary participation. Confidentiality was guaranteed by anonymizing the questionnaires, and responses were reported in aggregate form using statistical measures such as percentages, means, and p-values. Qualitative findings were also anonymized using codes that did not reveal the identities of the respondents. Furthermore, the researcher-maintained data integrity by strictly reporting the findings based on the collected data, without manipulation or bias. By adhering to these ethical principles, the researcher ensured the trustworthiness and credibility of the study's findings, contributing to the advancement of knowledge in the field while respecting the rights and dignity of the participants.

3.9.77 Community engagement plan

Firstly, the researcher sought approval from MUST- -REC and also sought permission from the University Secretary, Bishop Stuart University to collect data from the academic staff.

After receiving permission from Bishop Stuart University, the researcher submitted to UNCST for permission to collect Data.

The researcher identified key respondents who were the academic staff at Bishop Stuart University, Human Resource officer, Systems Administrator, Director, Quality Assurance and Director, Directorate of Graduate Studies, Research and Innovations.

The researcher scheduled initial meetings to introduce the purpose of research project, its goals, and its potential impact to the respondents by providing an overview of the research objectives and methods.

Consent to the study was sought from individual participants. Furthermore, the researcher worked collaboratively with the Academic staff to define the scope of the research and its relevance to their needs and concerns. Solicited input on research questions and methods. When the academic staff agreed to participate in the project, the researcher shared the consent which they agreed to by signing and then participated in the self-administered questionnaire.

The research collected data and analyzed it. The researcher further disseminated the research findings by publishing them in peer-reviewed journals.

3.9.78 COVID-19 Risk Management Plan

The researcher developed and communicated clear health and safety protocols for all research activities. This included guidelines for physical distancing, mask-wearing, hand hygiene, vaccination, and sanitization of equipment and spaces. In case of any COVID-19 cases, the researcher would refer to the nearest police post or nearest Health Center.

The researcher developed contingency plans for various COVID-19 scenarios, such as outbreaks or changes in local regulations. This necessitated that research activities be adapted or postponed as needed.

The researcher made sure she stayed up-to-date with local and national COVID-19 regulations and guidelines by ensuring that all research activities comply with these regulations.

Transparent communication with research participants and the community was maintained regarding COVID-19 safety measures and any changes to the research plan due to the pandemic.

The researcher reviewed and updated research ethics protocols to account for COVID-19-related considerations, including informed consent processes for remote interactions.

Chapter Four

Presentation, Analysis and Interpretation

4.0 Introduction

This chapter covers the presentation, analysis and interpretation of the study findings on human resource development practices and academic staff performance moderated by information technology use in Bishop Stuart University in Uganda. The presentation of the findings begins with the results on response rate, and demographic profiles followed by the results of the dependent variable. The rest of the sections follow according to the order of the study objectives, under the subthemes, on human resource development practices (HRDP), information technology use in relation to academic staff performance and HRDP and academic staff performance moderated by information technology use.

4.1 Response Rate

While the study had planned to collect data from all the 184 academic staff of the university, fully filled questionnaires were retrieved from 158 (85.9%) academic staff. This sample was considered sufficient because according Pielsticker and Hiebl (2020), a response of 50% is sufficient in social science studies.

4.2 Background Characteristics of Academic Staff

The demographic profiles covered were sex, age, highest academic qualification, years working in the university, and position in hierarchy. These were the basis for assessing whether there was variation in HRDP and academic staff performance moderated by information technology use. The results follow in Table 4.1.

Table 4 : Background Characteristics of Academic Staff

Variables	Category	Frequency	Percent
Sex	Male	99	62.7
	Female	59	37.3
	Total	158	100.0
Age Groups	Up to 30 years	2	1.3
	30 but below 40 years	38	24.1
	40 years and above	118	74.7
	Total	158	100.0
Highest academic qualification	Bachelor's Degree	19	12.0
	Master's Degree	117	74.1
	PhD	22	13.9
	Total	158	100.0
Years working in the university	Less than one year	4	2.5
	One year but less than 5 years	16	10.1
	5 but less than 10 years	63	39.9
	More than 10 years	75	47.5
	Total	158	100.0
Position in the hierarchy	Teaching Assistant	24	15.1
	Assistant Lecturer	32	20.3
	Lecturer	81	51.3
	Senior Lecturer	19	12.0
	Professor	2	1.3
	Total	158	100.0

Source: Primary Data 2024.

The results in Table 4 on background characteristics of academic staff indicate that males (62.7%) were the relatively larger number of academic staff that responded while the females were the least group (37.3%). This means that data on the views of both genders was captured. The results on age groups showed that the majority (74.7%) of the academic staff were 40 years and above while a small percentage (1.3%) were up to 30 years. However, since the majority of the lecturers were 40 years and above, the data represented most of the respondents. The results on the highest level of education revealed that the majority (74.1%) of the academic staff were master's holders followed by those who had PhD degrees (13.9%). These responses indicate most of the academic staff with master's participated in the study. This means that the data can be generalised on different universities.

The results on duration working in the current university indicated that the majority (47.5%) had worked in the universities for more than 10 years followed by (39.9%) who had worked in the universities for more than 5 years but less than 10 years. With the majority of respondents having been in the university much longer, the responses captured staff with varied working experiences in the university. The results on academic rank revealed that the larger percentage (51.3%) of the respondents were lecturers, followed by assistant lecturers (20.3%), Teaching assistants (15.1%), Senior lecturers (12.0%) and 1.3 % were associate and full professors. This data showed that all categories of academic staff at different levels participated in the study. Thus, the findings were representative of categories of academic staff.

Overall, for the different categories, the sample was big because it fulfilled the conditions for a variation test that is more than five respondents in each cell hence the results were used to test whether there were significant differences in their consideration of the perceptions of different academic staff about their job performance. The results follow in Tables 4.2 and 4.6.

4.3 Variation of Academic Staff Job Performance According to Background Characteristics

To establish whether there were variations in academic staff job performance according to their backgrounds, tests of variation were done using Student's t-Test and Analysis of Variance (ANOVA). The results of the comparison are presented in Tables 4.2-4.6.

4.3.1 Academic Staff Job Performance according to Gender.

To find out whether there were variations in perceptions about the level of job performance of academic staff according to gender, a Student's t-Test was carried out and the results were presented in Table 5.

Table 5 : Student's t-Test Results for Gender and Job Performance of Academic Staff

Gender	Mean	STD	T	P
Male	3.12	0.37	0.565	0.391
Female	3.16	0.33		

Source: Primary Data 2024.

The results in Table 5 reveal that on average, females indicated that their job performance (mean = 3.16) was higher than that of males (mean = 3.12). This was because the mean scores of the females were slightly higher than that of the males. The student's t ($t = 0.565$) was low with an insignificant level of significance ($p = 0.391 > 0.05$). With the low p-value, the results suggested that there were no significant differences in perceptions about the job performance of academic staff according to gender.

4.3.2 Academic Staff Job performance according to Age groups.

To establish whether there were variations in perceptions in academic staff on job performance according to age groups, ANOVA was carried out and the results are shown in Table 6.

Table 6 : ANOVA Results for Age Groups and Academic Staff Job Performance

Age Group	Sample Mean	Sample Std Dev	F	P	LSD Post hoc test significantly different pairs (p = 0.05 level)
Up to 30 years	2.79	0.39	20.101	0.000	
30 but below 40 years	3.99	0.43			(20-25 years > Below 20 years)
40 years and above	3.99	0.40			

Source: Primary Data 2024.

The results in Table 6 suggest that the mean scores for those who were 40 years and above (mean = 3.99) and those who were 30 but below 40 years (3.99) were highest while those up to 30 years (mean = 2.79) had the lowest mean scores. The observed F = 20.101 was large with the level of significance ($p = 0.000$, $p < 0.05$). This meant that the variations in academic staff job performance by age groups were significant. The least significant differences (LSD) post hoc test suggests that those who were 40 years and above and 30 but below 40 years (mean = 3.99) had a significantly higher mean than those up to 30 years (mean = 2.79). This meant that academic staff who were older considered their performance to be higher than the young ones.

4.3.3 Education Level and job performance of academic staff.

To establish whether there were differences in perception of job performance of academic staff according to the highest level of education and analysis of variance (ANOVA) was carried out. The results follow in Table 7.

Table 7: ANOVA Results for Highest Level of Education and Job Performance of Academic Staff

Highest Level of Education	Mean	STD	F	P
Bachelor's Degree	3.26	0.10	0.827	0.438
Master's Degree	3.15	0.33		
PhD	3.12	0.37		

Source: Primary Data 2024.

The results in Table 7 indicate that the mean scores for those with bachelor's degrees (mean = 3.26) were higher followed by those masters (mean 3.15) and then those with PhDs (mean = 3.12) respectively. The observed F = 0.827 was low with a high level of significance ($p = 0.438$, $p > 0.05$). This meant that the perceptions about variations in job performance of academic staff according to levels of education were low. Therefore, the level of education does not influence perceptions about the job performance of academic staff.

4.3.4 Experience and job performance of academic staff.

To establish whether there were differences in perception of job performance of academic staff according to the number of years working in the university, analysis of variance (ANOVA) was carried out. The results follow in Table 8.

Table 8 : ANOVA Results for Number of Years Working in the University and Job performance of academic staff

Duration Teaching in the University	Mean	STD	F	P	LSD Post hoc test significantly different pairs (p = 0.05 level)
Less than one year	2.87	0.72	4.047	0.019	(3-4 y ears > 1 year)
One year but less than 5 years	3.20	0.14			
5 but less than 10 years	3.14	0.35			
More than 10 years	3.12	0.33			

Source: primary Data 2024.

The results in Table 8 suggest that the mean scores for those who had worked in the university for one year but less than 5 years (mean = 3.20) were higher followed by those of 5 but less than 10 years (mean 3.14), then those of more than 10 years (mean 3.12) and those less than one year (2.87) respectively. The observed F = 4.047 was high with a low level of significance ($p = 0.019$, $p < 0.05$). This meant that the variations in job performance of academic staff were significantly different according to the number of working years. LSD post hoc test results suggested that those who had worked for one year but less than 5 years had a significantly higher level of perception of their job performance than those who had worked for less than one year. Therefore, there are variations in perceptions of job performance of academic staff according to the number of working years.

3.5 Academic Rank and job performance of academic staff.

o establish whether there were differences in perception of job performance of academic staff cording to academic rank, analysis of variance (ANOVA) was carried out. The results follow in ble 9.

ible 9: ANOVA Results for Highest Level of Education and Job performance of Academic aff

cademic Rank	Mean	STD	F	P
Teaching assistant	3.22	0.16	1.106	0.358
Assistant Lecturer	3.14	0.30		
Lecturer	3.16	0.33		
Senior Lecturer	3.05	0.46		
Associate Professors and Professors	3.25	0.08		

ource: Primary Data 2024.

ie results in Table 9 indicate that the mean scores for associate professors and professors (mean 3.26) were higher followed by teaching assistants (mean 3.22), lecturers (mean = 3.16), assistant cturers (mean = 3.14), and senior lecturers (mean = 3.05). The observed F = 1.106 was low with high level of significance ($p = 0.358$, $p > 0.05$). This meant that the perceptions about variations job performance of academic staff according to academic rank were low. Therefore, the level academic rank does not influence perceptions about job performance of academic staff.

4.4 Academic Staff Performance

The variable of academic staff performance was the dependent variable in this study. The variable was measured in terms of teaching performance, research performance, and community service performance. The results for each of the measures follow here under.

4.4.1 Teaching performance.

The concept of teaching performance which was operationalized as the first measure of academic staff performance was studied using ten indicators. The results on the same include frequencies, percentages and means as indicated in Table 10.

Table 10 : Teaching performance

Teaching Performance	SD	D	MA	A	SA	Means
I am always punctual for lectures	-	3	3	81	71	4.39
	-	(1.9%)	(1.9%)	(51.3%)	(44.9%)	
I teach according to the course plan using various teaching materials	-	-	9	72	77	4.43
	-	-	(5.7%)	(45.6%)	(48.7%)	
I conduct lectures using simple, clear, and concise language	3	-	3	60	92	4.51
	(1.9%)	-	(1.9%)	(38.0%)	(58.2%)	
I am compassionate and tolerant to students	-	-	9	87	62	4.34
	-	-	(5.7%)	(55.1%)	(39.2%)	
I give students adequate time to consult me	-	-	27	84	47	4.13
	-	-	(17.1%)	(53.2%)	(29.7%)	
Students are free to consult me regularly	-	-	18	68	72	4.34
	-	-	(11.4%)	(43.0%)	(45.6%)	
I carry out extra time teaching when necessary	6	18	26	66	42	3.76
	(3.8%)	(11.4%)	(16.5%)	(41.8%)	(26.6%)	
I finish the syllabus on time	3	3	15	83	54	4.15
	(1.9%)	(1.9%)	(9.5%)	(52.5%)	(34.2%)	
I help students to complete their research projects within the stipulated time	3	9	15	92	39	3.98
	(1.9%)	(5.7%)	(9.5%)	(58.2%)	(24.7%)	
I am always available whenever supervisees need me	3	-	15	113	27	4.02
	(1.9%)	-	(9.5%)	(71.5%)	(17.1%)	

Source: Primary Data 2024.

The results in Table 10 on whether academics were always punctual for lectures showed that majority (96.2%) agreed with (1.9%) disagreeing and (1.9%) minimally agreed. The high mean = 4.39 close to code four for agreed suggested that the academic staff concurred that they were always punctual for lectures. The majority (94.3%) indicated that they taught according to the course plan using various teaching materials with those not sure being (5.7%). The high mean = 4.43 confirmed the finding. The academic staff also agreed (96.2%) that they conduct lectures using simple, clear and concise language (94.4%) with (1.6%) disagreeing. The high mean = 4.51 affirmed the finding. Therefore, academic staff conducts lectures using simple, clear and concise language.

The academic staff showed that they were compassionate and tolerant to students (94.3%) with a high mean = 4.34. Therefore, academic staff was compassionate and tolerant to students. The academic staff also revealed that they give students adequate time to consult them (83.9%) with a high mean = 4.13. The academic staff indicated that the students were free to consult them regularly (88.6%). The high mean = 4.34 affirmed the finding. Concerning whether academic staff carried out extra time teaching when necessary, majority (68.4%) agreed. This was affirmed by the high mean = 3.76. With respect to whether academic staff finishes the syllabus on time, the larger percentage (86.7%) agreed. The high mean = 4.15 confirm this position. The academic staff also revealed that they helped students to complete their research projects within the stipulated time (82.9%). The high mean = 3.98 proves it. On whether academic staff was always available whenever supervisees need them, 88.6% agreed. The mean = 4.02 corresponding to agreed affirm this. To indicate how overall the academic staff rated teaching performance, an average index was

calculated for the ten indicators measuring the construct. The summary Table 11 presents the results.

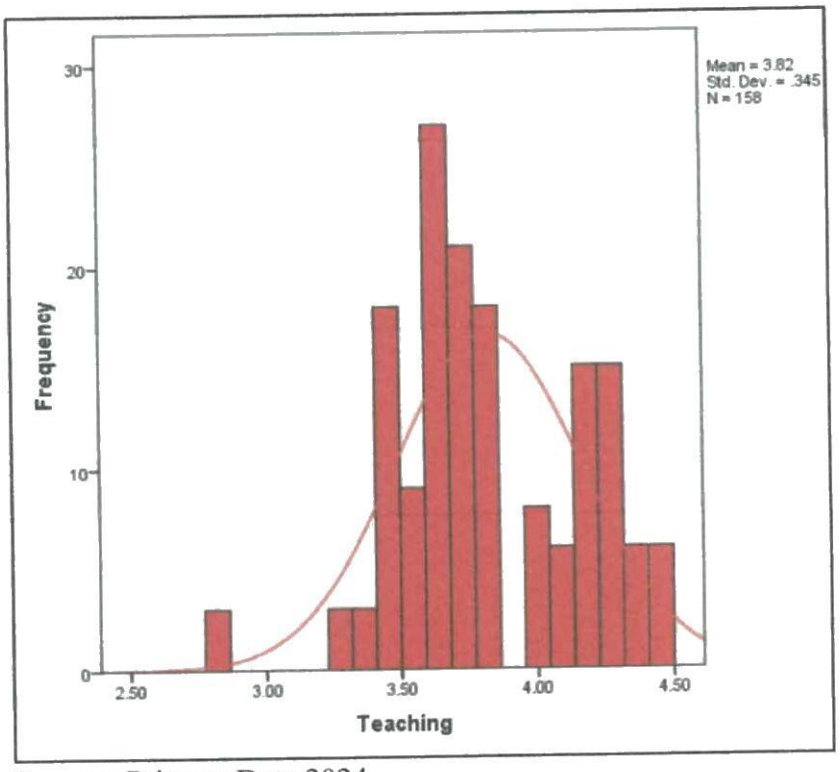
Table 11: Summary Table for teaching performance

	Descriptives			
			Statistic	Std. Error
Teaching	Mean		3.82	0.03
	95% Confidence Interval for Mean	Lower Bound	3.77	
		Upper Bound	3.88	
	5% Trimmed Mean		3.83	
	Median		3.73	
	Variance		0.12	
	Std. Deviation		0.34	
	Minimum		2.82	
	Maximum		4.45	
	Range		1.64	
	Interquartile Range		0.55	
	Skewness		-0.06	0.19
	Kurtosis		-0.12	0.38

Source: Primary Data 2024.

Table 11 indicates a high mean (mean = 3.82) close to the median = 3.73 with low standard deviation (Std. = 0.34). The high mean implied that the academic staff indicated that their teaching performance was high and the mean being close to the median and low standard deviation implied that the results were normally distributed. The normal distribution is diagrammatically shown in Figure 6.

Figure 6 Histogram for Teaching Performance



Source: Primary Data 2024.

Figure 6 indicates a high mean = 3.82 and low standard deviation (Std. = 0.35). The high mean indicated that teaching performance was high while the low standard deviation implied that the results were normally distributed. Therefore, the results were fit for linear analysis.

To confirm the level of teaching by the academic staff, the interviewees were asked to tell how they rated the quality of teaching in the university. P1 said;

> *The quality of teaching at Bishop Stuart University is exceptionally high, with a strong focus on ensuring excellence in teaching and learning. As the Quality Assurance Office, we strive to maintain high standards through both internal and external quality assurance mechanisms. Internally, we evaluate the effectiveness of teaching and learning, assessing*

whether students are truly benefiting from lectures and coursework. We also examine research conduct, ensuring that students engage in authentic research and not just mere copying. Additionally, we review service delivery, guaranteeing that the university provides top-notch support to its students. Externally, we invite external examiners to review our assessment processes, verifying that students' grades accurately reflect their performance. We also engage external supervisors to enhance research quality. To ensure continuous improvement, we employ various assessment tools, including teaching and monitoring tools and examination tools. These tools enable us to refine our teaching and examination methods, ensuring that they meet the highest standards. Our commitment to quality assurance has yielded impressive results. Our graduates are holistically equipped and excel in their fields, as confirmed by our tracer studies and employer feedback. We take pride in our students' success, which is a direct result of the high-quality education they receive at Bishop Stuart University. By prioritising quality assurance, we maintain a culture of excellence, driving continuous improvement and ensuring that our students receive the best possible education. March, 2024

In agreement with the above, P2 revealed;

The quality of teaching is good. We have some gatekeepers in place to make sure that we ensure quality teaching. The university admits students who have passed very well. These students are able to concentrate in class and do their assignments with ease. The university also employs well qualified lecturers who are able to teach students to be able to compete in the labour market. When students are at the university, the university empowers course coordinators and guild leaders to always alert the Directorate of Quality Assurance, Heads of Departments and Deans of Faculties in case learning is not taking place. This helps in

checking quality in teaching. The university also provides teaching materials, WIFI and a well-stocked library that help in improving teaching. April, 2024

The responses from the interviews above reveal that the level of teaching by academic staff was high. These responses confirmed the descriptive statistics which revealed that the teaching level of academic staff was high.

4.4.2 Research performance.

Research performance which was conceived as the second measure of academic staff performance was studied using eleven indicators. The results on the same, namely; frequencies, percentages and means are displayed in Table 12.

Table 12: Research performance

Research Performance	SD	D	MA	A	SA	Mean
Participated in one or more research projects	9 (5.7%)	6 (3.8%)	15 (9.5%)	74 (46.8%)	54 (34.2%)	4.00
Advised on the research projects of colleagues	10 (6.3%)	3 (1.9%)	33 (20.9%)	77 (48.7%)	35 (22.2%)	3.80
Been an investigator on a research project	15 (9.5%)	21 (13.3%)	9 (5.7%)	66 (41.8%)	47 (29.7%)	3.69
Supervised the research of one or more graduate student(s)	21 (13.3%)	9 (5.7%)	6 (3.8%)	39 (24.7%)	83 (52.5%)	3.97
Obtained research funding	36 (22.8%)	20 (12.7%)	12 (7.6%)	39 (24.7%)	51 (32.3%)	3.31
Presented an article at a local or national conference	24 (15.2%)	30 (19.0%)	18 (11.4%)	33 (20.9%)	53 (33.5%)	3.39
Presented a paper at an international conference	18 (11.4%)	36 (22.8%)	15 (9.5%)	30 (19.0%)	59 (37.3%)	3.48
Published one or more journal articles in peer reviewed journal(s)	24 (15.2%)	12 (7.6%)	12 (7.6%)	39 (24.7%)	71 (44.9%)	3.77
Published one or more peer-reviewed book chapter(s)	59 (37.3%)	33 (20.9%)	12 (7.6%)	36 (22.8%)	18 (11.4%)	2.50
Published one or more book(s)	89 (56.3%)	41 (25.9%)	7 (4.4%)	12 (7.6%)	9 (5.7%)	1.80
Reviewed one or more scholarly materials	33 (20.9%)	21 (13.3%)	24 (15.2%)	45 (28.5%)	35 (22.2%)	3.18

Source: Primary Data 2024.

The results in Table 12 on whether academic staff participated in one or more research projects cumulatively showed that the majority (81.0%) agreed with (9.5%) disagreeing and (9.5%) minimally agreed. The high mean = 4.00 close to code four for agreed suggested that the academic staff participated in one or more research projects. The majority academic staff (70.9%) indicated that they advised on research projects of colleagues with those disagreeing being (8.2%) and (20.9%) minimally agreed. The high mean = 3.80 confirmed the finding. The academic staff indicated that they have been an investigator in a research project (71.5%) with (22.8%)

disagreeing and (5.7%) minimally agreed respectively. The high mean = 3.69 affirmed the finding. Therefore, academic staff indicated that they have been an investigator in a research project.

The academic staff indicated that they supervised research of one or more graduate students (77.2%) with a high mean = 3.97 affirming it. Therefore, academic staff indicated that they supervised research of one or more graduate students. The academic staff also revealed that they obtained research funding (57.0%) with a mean = 3.31 suggesting it. The academic staff further indicated that they presented an article at local or national conference (54.4%). The high mean = 3.39 affirmed the finding. The academic staff revealed that they presented a paper at an international conference (56.3%). The mean = 3.48 confirms the finding. With respect to whether academic staff published one or more journal articles in peer reviewed journal(s), the majority agreed (69.6%). The high mean = 3.77 ascertained the finding. The academic staff disagreed (58.2%) that they published one or more peer reviewed book chapter(s). the low mean = 2.50 proves the finding. The academic staff further disagreed (82.2%) that they published one or more book(s). The low mean = 1.80 affirms this finding. Regarding whether the academic staff reviewed one or more scholarly materials, (50.7%) agreed. The high mean = 3.18 confirms this finding. To determine how overall the academic staff rated research performance, an average index was calculated for the eleven indicators measuring the construct. The summary Table 13 presents the results.

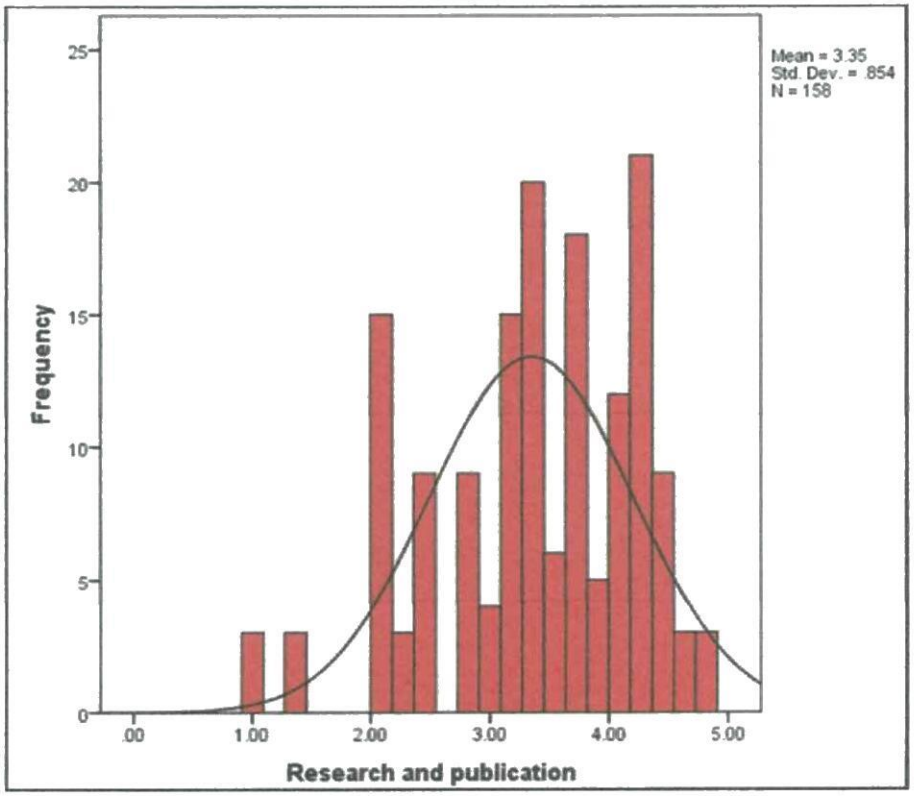
Table 13: Summary Table for Research performance

	Descriptives		Statistic	Std. Error
Research and publication	Mean		3.35	0.07
	95% Confidence Interval for Mean	Lower Bound	3.23	
		Upper Bound	3.49	
	5% Trimmed Mean		3.39	
	Median		3.45	
	Variance		0.73	
	Std. Deviation		0.86	
	Minimum		1.00	
	Maximum		4.82	
	Range		3.82	
	Interquartile Range		1.32	
	Skewness		-0.68	0.19
	Kurtosis		-0.08	0.39

Source: Primary Data 2024.

Table 13 indicates high mean (mean = 3.35) close to the median = 3.45 with low standard deviation (Std. = 0.86). The average mean implied that the academic staff indicated that their research performance was fair and the mean being close to the median and low standard deviation implied that the results were normally distributed. The normal distribution is diagrammatically shown in Figure 7.

Figure 7 Histogram for Research Performance



Source: Primary Data 2024.

Figure 7 indicates an average mean = 3.35 and low standard deviation (Std. = 0.86). The average mean indicated that research performance was fair while the low standard deviation implied that the results were normally distributed. Therefore, the results were fit for linear analysis.

To provide an exploratory understanding of research and publication by academic staff of the university, the interviewees were asked to tell the quality of research and publication in the university. P1 expounded;

> *Research is the backbone of academic excellence in our university. We prioritize research as a vital component of our academic endeavours, fostering a culture of innovation, critical thinking, and discovery. Our research endeavours span various disciplines, from scientific*

inquiry to social sciences and humanities. We encourage our academic staff and students to engage in research that addresses real-world problems, collaborates with industry partners, and contributes to the global knowledge base. Our research centres and institutes provide a hub for interdisciplinary collaboration, facilitating cutting-edge research that drives impact. We invest in research infrastructure, including state-of-the-art laboratories, libraries, and digital resources, to support our researchers in their pursuit of knowledge. Our research ethics committee ensures that all research conducted meets the highest ethical standards. Indeed, research productivity of staff in this university has been improvising. The number of publications of our staff especially those who have PhDs is good. March, 2024

In agreement with the above, P2 said:

> *At Bishop Stuart University, we prioritize publication as a crucial aspect of academic excellence. Before awarding a master's degree, students must publish at least one journal article, while PhD students must publish two articles in peer-reviewed journals. Undergraduate students, however, are required to write a research report, although publication is not mandatory. Our university's peer-reviewed journal provides a platform for lecturers to publish their research easily, contributing to improved university rankings. We recognize the need to emphasize undergraduate research to make it more relevant to the community. To ensure quality publications, all work must pass through Turnitin to detect and prevent plagiarism. Additionally, our Research Ethics Committee (REC) ensures that research projects do not harm people or animals and meet ethical standards. Some staff members have successfully secured grants, and promotions are also based on*

publications produced. This approach has fostered a culture of research excellence, driving innovation and contributing to the betterment of society. April, 2024

The responses above suggest that research performance of the academic staff was high. This finding was consistent with the descriptive statistics which revealed that research performance of academic staff was fair. However, it should be noted that staff included those who did not have PhD provided survey data yet these were largely not involved in publication. Therefore, it can be ascertained that research performance of academic staff was good.

4.4.3 Community service performance.

Community service performance which was conceived as the third measure of academic staff performance was also studied using six indicators. The results on the same, namely; frequencies, percentages and means are displayed in Table 14.

Table 14: Community Service performance

Community Service Performance	**SD**	**D**	**MA**	**A**	**SA**	**Mean**
I have been involved in community events organised by the university	12 (7.6%)	24 (15.2%)	33 (20.9%)	54 (34.2%)	35 (22.2%)	3.48
I have been involved in university programs for development of communities	15 (9.5%)	24 (15.2%)	36 (22.8%)	57 (36.1%)	26 (16.5%)	3.35
Under university leadership I have been involved in community sensitisation and mobilisation	18 (11.4%)	42 (26.6%)	42 (26.6%)	30 (19.0%)	26 (16.5%)	3.03
Under university leadership, I have been involved in promoting the civic duties of the community	27 (17.1%)	48 (30.4%)	42 (26.6%)	30 (19.0%)	11 (7.0%)	2.68
Involvement in collaborations with communities and stakeholders is one of this university's priority	18 (11.4%)	30 (19.0%)	30 (19.0%)	54 (34.2%)	26 (16.5%)	3.25
On behalf of the university, I have been involved in corporate social responsibility	18 (11.4%)	45 (28.5%)	24 (15.2%)	50 (31.6%)	21 (13.3%)	3.07

Source: Primary Data 2024.

The results in Table 14 on whether academics were involved in community events organised by the university, cumulatively showed that the majority (56.4%) agreed with (22.8%) disagreeing and (20.9%) minimally agreed. The high mean = 3.48 close to code four for agreed suggested that academics were involved in community events organised by the university. The majority academic

staff (52.6%) indicated that they have been involved in university programs for development of communities with (24.7%) disagreeing being. The high mean = 3.35 confirmed the finding. The academic staff also indicated that they under the leadership of the university have been involved in community sensitisation and mobilisation with (38.0%) disagreeing, (35.5%) agreeing and (26.6%) minimally agreed. The mean = 3.03 affirms the finding. However, the academic staff disagreed (47.5%) that they have been involved in promoting civic duties of the community under university leadership. The mean = 2.68 suggests this finding. Regarding whether academic staff thought involvement in collaboration with communities and stake holders was one of the priorities of the universities, majority (50.7%) agreed. The high mean 3.25 reveals this finding. Concerning whether academics were involved in corporate socials responsibility on behalf of the university, larger percentage (44.9%) agreed. The mean 3.07 establishes this finding. To find out how overall the academic staff rated community service performance, an average index was calculated for the six indicators measuring the construct. The summary Table 15 presents the results.

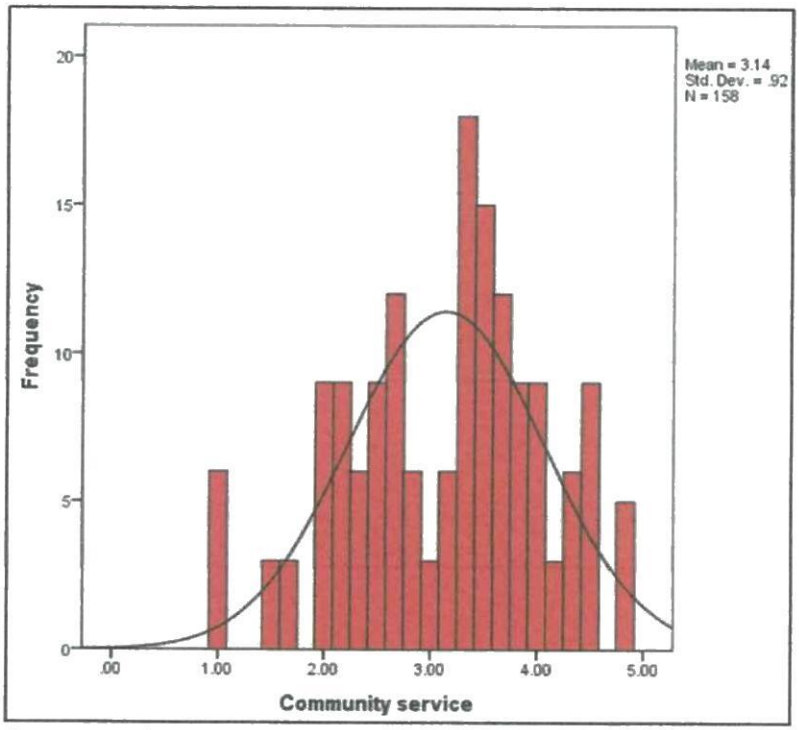
Table 15: Summary Table for Community Service Performance

	Descriptives		Statistic	Std. Error
Community service	Mean		3.14	0.07
	95% Confidence Interval for Mean	Lower Bound	3.00	
		Upper Bound	3.29	
	5% Trimmed Mean		3.17	
	Median		3.33	
	Variance		0.85	
	Std. Deviation		0.92	
	Minimum		1.00	
	Maximum		4.83	
	Range		3.83	
	Interquartile Range		1.33	
	Skewness		-0.33	0.19
	Kurtosis		-0.42	0.38

Source: Primary Data 2024.

Table 15 indicates a high mean (mean = 3.14) close to the median = 3.33 with low standard deviation (Std. = 0.92). The average mean implied that the academic staff indicated that their community service performance was fair and the mean being close to the median and low standard deviation implied that the results were normally distributed. The normal distribution is diagrammatically shown in Figure 8.

Figure 8 Histogram for Community Service Performance



Source: Primary Data 2024.

Figure 8 indicates an average mean = 3.14 and low standard deviation (Std. = 0.92). The average mean indicated that community service performance was fair while the low standard deviation implied that the results were normally distributed. Therefore, the results were fit for linear analysis.

To gain exploratory understanding of community service by academic staff of the university, the interviewees were asked to tell how lecturers in this university rendered community service. P1 said;

> *Bishop Stuart University lecturers actively engage in community service, leading by example and involving students in outreach initiatives. They regularly visit refugee camps, providing essential items and support. Lecturers and students work together to identify community challenges and develop solutions, demonstrating corporate social*

responsibility. Their efforts include community services, sensitization campaigns, counselling, and support for orphans and vulnerable individuals. Through these activities, the university community embodies values of compassion, empathy, and social responsibility, making a positive impact and gaining valuable experience. March, 2024

Consistent with the above, P2 revealed;

Bishop Stuart University hosts an annual University Week, offering a platform for staff and students to engage in diverse activities that benefit the community. During this week, various faculties and departments showcase their expertise through research dissemination and exhibitions, community service projects, such as cleaning nearby towns and villages, clinical outreach programs by nursing students, including HIV and blood sugar level testing, and counselling. The Faculty of Law provides pro bono legal services, while the University Chaplaincy embarks on spiritual missions to local schools and churches. The Department of Social Work and Social Administration conducts humanitarian outreach, collecting food, clothes, and other essentials for refugee camps and participating in community development projects like zebra crossing painting. Meanwhile, students of agriculture provide training and support to farmers in nearby districts on best practices in farming, castration, and dehorning. These activities demonstrate the university's commitment to community engagement, social responsibility, and spiritual growth, impacting both nearby and far-reaching districts. Through University Week, Bishop Stuart University fosters a culture of service, compassion, and academic excellence, shaping students into responsible and engaged citizens. By engaging with the community, students and staff alike develop essential skills, build relationships,

and make a positive impact, leaving a lasting legacy in the lives of those they touch. April, 2024

The responses above highlight the various community engagement activities that academic staff at Bishop Stuart University were involved in, indicating their commitment to community service. While the descriptive statistics may have suggested inconsistent levels of community service performance among academic staff, it is clear that some level of community service was indeed taking place. Both the qualitative and quantitative results point to the participation of academic staff in community service activities, demonstrating their dedication to giving back to the community and making a positive impact. This alignment of results reinforces the importance of community engagement and service in the university's mission and values.

4.4.4 Academic Staff Performance Index.

To determine how overall the academic staff rated academic staff performance, an overall index was calculated for the indicators of the three measures, namely teaching, research and community services performance. The results on the same follow in the summary table (Table 16) below.

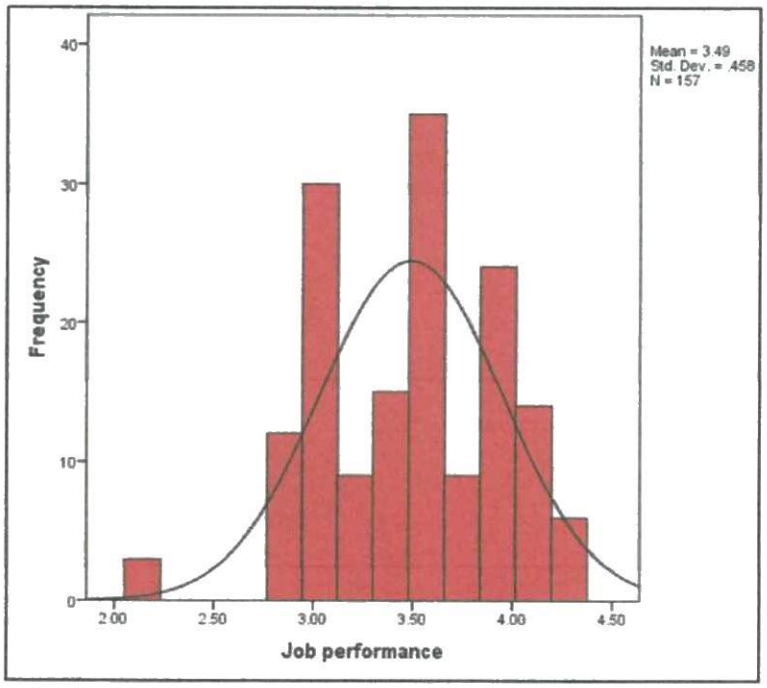
Table 16: Summary Table for Academic Staff Job Performance

	Descriptives			
			Statistic	Std. Error
Job performance	Mean		3.49	0.04
	95% Confidence Interval for Mean	Lower Bound	3.42	
		Upper Bound	3.56	
	5% Trimmed Mean		3.50	
	Median		3.57	
	Variance		0.21	
	Std. Deviation		0.46	
	Minimum		2.14	
	Maximum		4.32	
	Range		2.18	
	Interquartile Range		0.82	
	Skewness		-.036	0.19
	Kurtosis		-0.16	0.38

Source: Primary Data 2024.

Table 16 indicates a high mean (mean = 3.49) close to the median = 3.57 with low standard deviation (Std. = 0.46). The high mean implied that the academic staff indicated that their academic staff job performance was good and the mean being close to the median and low standard deviation implied that the results were normally distributed. The normal distribution is diagrammatically shown in Figure 9.

Figure 9 Histogram for Academic Staff Job Performance



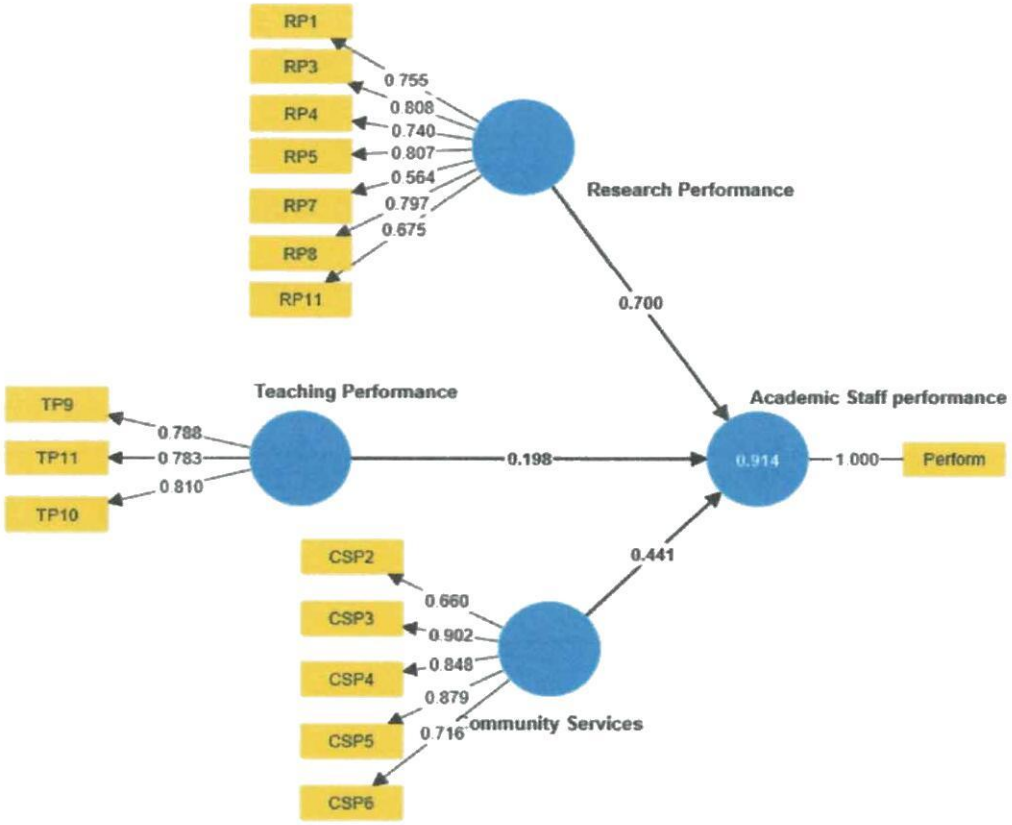
Source: Primary Data 2024.

Figure 9 indicates high mean = 3.49 and low standard deviation (Std. = 0.458). The average mean indicated that Academic Staff Job Performance was moderate while the low standard deviation implied that the results were normally distributed. Therefore, the results were fit for linear analysis.

4.5 Academic Staff Performance Structural Model.

To identify the measures of academic staff performance, a structural equation model was developed for the same. Figure 10 shows the indicators measuring teaching quality identified.

Figure 10 Academic Staff Performance Structural Equation Model



Source: Primary Data 2024.

The results in Figure 10 show that academic staff performance was considered a tri-dimensional concept in terms of teaching performance, research performance and community service performance. Factor loadings show that for teaching performance, out of 12 three indictors were retained. For research performance, seven indictors out of 11 were retained. However, for community service, only one indicator was dropped out of six. The indicators retained had factor loadings above 0.50 which is the lowest accepted level (Hair Jr. et al., 2021). Thus, the indicators

retained were actual measures of the constructs and three constructs explain academic staff performance.

4.6 HRDP and Academic Staff Performance

The first objective of the study sought to examine the influence of HRDP on academic staff performance in Bishop Stuart University in Uganda. The independent variable from this objective thus, was HRDP. HRDP (independent variable) was conceived in terms of training, promotion, job enrichment and organizational policies. The results on each of the HRDP constructs follow below.

4.6.1 Training.

Training was examined as the first HRDP construct and was studied using eleven indicators. The results for training are displayed in Table 17.

Table 17 : Descriptive Results for Training

Training	SD	D	MA	A	SA	Mean
The training offered by the university provides me with skills needed to do a number of different jobs, not just my ordinary job	4 (2.5%)	5 (3.2%)	33 (20.9%)	78 (49.4%)	38 (24.1%)	3.89
I am satisfied with the investment this university makes in training me	10 (6.3%)	30 (19.0%)	29 18.4%)	53 (33.5%)	36 (22.8%)	3.47
The University is dedicated to my professional development	7 (4.4%)	18 (11.4%)	32 (20.3%)	55 (34.8%)	46 (29.1%)	3.73
I am pleased with the career advancement opportunities availed to me in the university	6 (3.8%)	20 (12.7%)	37 (23.4%)	51 (32.3%)	44 (27.8%)	3.68
The training offered to me by the university teaches me about the institution's values	8 (5.1%)	28 (17.7%)	32 (20.3%)	56 (35.4%)	34 (21.5%)	3.51
In the university I have been encouraged to participate in seminars and workshops	11 (7.0%)	18 (11.4%)	39 (24.7%)	52 (32.9%)	38 (24.1%)	3.56
I have been offered an opportunity to attend a refresher course	16 (10.1%)	15 (9.5%)	52 (32.9%)	55 (34.8%)	20 (12.7%)	3.30
I have received mentoring in the university	12 (7.6%)	16 10.1%)	37 (23.4%)	66 (41.8%)	27 (17.1%)	3.51
In the university I have been assigned challenging jobs to evoke my skills	8 (5.1%)	16 (10.1%)	37 (23.4%)	75 (47.5%)	22 (13.9%)	3.55
My superiors provide me instructions on activities to accomplish	10 (6.3%)	18 (11.4%)	35 (22.2%)	78 (49.4	17 (10.8%)	3.47
I have been guided on how to carry out certain activities by my superiors in the university	18 (11.4%)	9 (5.7%)	49 (31.0%)	79 (50.0%)	3 (1.9%)	3.25

Source: Primary Data 2024.

The results in Table 17 on whether training offered by the university provided academic staff with skills needed to do a number of different jobs, not just the ordinary job cumulatively showed that the larger percentage (73.5%) agreeing while (5.7%) disagreed. The average mean = 3.89 close to code four for agreed suggested that, training offered by the university provides academic staff with skills needed to do a number of different jobs, not just the ordinary job. The majority (56.3%) agreed that, academic staff were satisfied with the investment the university makes in training staff with (25.3%) disagreeing. The high mean = 3.47 suggested that academic staff agreed that staff were satisfied with the investment the university makes in training staff. The academic staff indicated that the university was dedicated to staff professional development with majority (63.9%) agreeing and (15.8%) disagreeing. The high mean = 3.73 affirmed the finding. Therefore, the university is dedicated to academic staff professional development.

The academic staff revealed that they were pleased with the career development opportunities availed to staff in the university cumulatively (60.1%) agreed while (16.5%) disagreed. The high mean = 3.68 suggests this finding. Therefore, academic staff were pleased with the career development opportunities availed to staff in the university. The academic staff agreed (56.9%) that training offered to academic staff teach staff about the institutions values with a high mean = 3.51 confirming this finding. The majority (57.0%) of academic staff agreed that staff in the university have been encouraged to participate in seminars and workshops. The high mean = 3.56 affirmed the findings. As concerns whether Academics were offered opportunity to go for refresher course, the majority agreed (47.5%) while (19.6%) disagreed. The high mean = 3.30 ascertained the findings. As to whether Academic staff receive mentoring in the university, cumulatively (58.9%) agreed and (17.7%) disagreed. The mean = 3.51 confirmed the findings. With regards to whether Academic staff in the university are assigned challenging jobs to evoke

skills, majority (61.4%) agreed with (15.2%) disagreeing. The high mean = 3.55 proved the findings. Concerning whether superiors provide instructions on activities to accomplish, larger percentage (60.2%) agreed while (17.7%) disagreed. The mean = 3.47 affirmed the findings. On whether Academics were guided on how to carry out certain activities by superiors in the university, greater percentage (51.9%) were affirmative whereas (17.7%) were negative. The mean = 3.25 meant the findings were credible. To find out how overall the academic staff rated training in the university, an average index was calculated for the eleven indicators measuring the construct. The summary Table 18 presents the results.

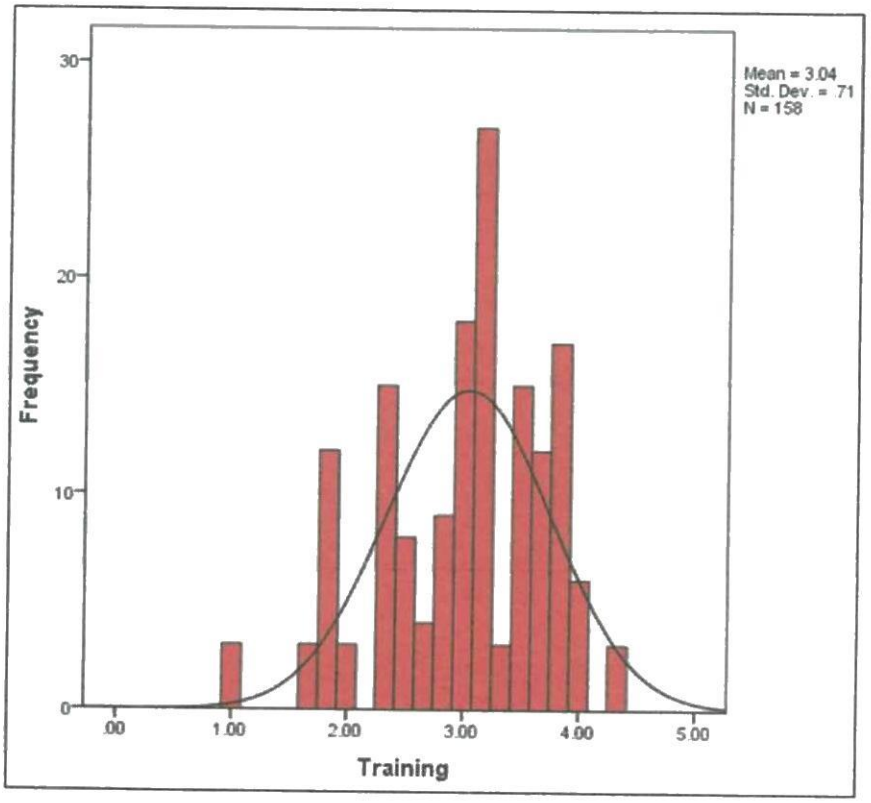
Table 18: Summary Table for Training

	Descriptives		Statistic	Std. Error
Training	Mean		3.04	0.06
	95% Confidence	Lower Bound	2.93	
	Interval for Mean	Upper Bound	3.15	
	5% Trimmed Mean		3.06	
	Median		3.17	
	Variance		0.50	
	Std. Deviation		0.71	
	Minimum		1.00	
	Maximum		4.42	
	Range		3.42	
	Interquartile Range		1.08	
	Skewness		-0.55	0.19
	Kurtosis		-0.06	0.38

Source: Primary Data 2024.

Table 18 indicates an average mean (mean = 3.04) close to the median = 3.17 with low standard deviation (Std. = 0.71). The average mean implied that the academic staff indicated that training provided was fair and the mean being close to the median and low standard deviation implied that the results were normally distributed. The normal distribution is diagrammatically shown in Figure 11.

Figure 11 Histogram for Training



Source: Primary Data 2024.

Figure 11 indicates an average mean = 3.04 and low standard deviation (Std. = 0.71). The average mean indicated that training was fair while the low standard deviation implied that the results were normally distributed. Therefore, the results were fit for linear analysis.

To provide qualitative explanations about the nature of training provided to academic staff, the interviewees were asked to what training was provided to academic staff to enhance their job performance in the university. Several varied responses were given that follow. P1 said;

> *We normally train academic staff at least once a year although there some trainings that occur for some specific academic staff. We always organise training for staff and in that training, we normally look at performance. We normally look at the evaluation where*

lecturers evaluate themselves and see where they are doing well and not doing well and we normally also have trainings outside the university that are normally organised by the National Council for Higher Education and staff are given opportunities to go and participate in those trainings. In those trainings, they are normally trained on how they can improve their performance. After being trained, those who get the opportunity to participate in those trainings, when they come back to Bishop Stuart University, engage other lecturers and we normally allow them to train other lecturers on some of the key things. They have learned in those trainings, but we normally conduct those trainings every semester as the semester is beginning, we normally conduct those trainings to ensure that lecturers keep updated on some of the new things that come through teaching. March, 2024

In relation to the above, P2 stated;

The university always conducts training for academic staff, for example, in ICT training on, how to develop modules so that they can be able to at least enhance on their teaching. Computer training is also done by the institution so that these lecturers can also be able to use ICT to enhance their teaching and once they do that, I think that one can also enhance on their job performance. Some academic staff have been facilitated by the university to go for trainings outside the university. Generally, I think the training provided by the university enhances the staff in terms of their performance. April, 2024

Further, consistent with the above, P3 remarked;

Most of them are given, what we call funding to facilitate them if they want to add on their qualifications. That will help them in the work they are doing at the university. But as a

university, they have not had. Should I call them serious training on the grounds or at the job that helps the staff to be able to perform, I think better or something that will help them rejuvenate what they are doing for their university should be provided. March, 2024

The responses above reveal that academic staff were provided some training. However, generally, training seemed not to have been sufficient. This is because P1 indicated that it was not regular while P3 indicated that it was not adequate. These findings thus are consistent with the descriptive statistics results which revealed that the training provided was fair.

4.6.2 Promotion.

Promotion was examined as the second HRDP and was studied using eleven indicators. The results for promotion are displayed in Table 19.

Table 19 : Descriptive Results for Promotion

Promotion	SD	D	MA	A	SA	Mean
Promotion in the university is based on merit	10 (6.3%)	23 (14.6%)	39 (24.7%)	56 (35.4%)	30 (19.0%)	3.46
I have a clear understanding of the promotion requirements of my job in the university	13 (8.2%)	29 (18.4%)	45 (28.5%)	54 (34.2%)	17 (10.8%)	3.21
Management of this school has communicated the promotion policy to me very clearly	8 (5.1%)	36 (22.8%)	32 (20.3%)	55 (34.8%)	27 (17.1%)	3.36
The promotional opportunities available to me in the university are satisfying	19 (12.0%)	25 (15.8%)	44 (27.8%)	33 (20.9%)	37 (23.4%)	3.28
There is an opportunity for me to get promoted in the university soon	26 (16.5%)	32 (20.3%)	31 (19.6%)	47 (29.7%)	22 (13.9%)	3.04
Current position makes me get closer to getting a higher position	20 (12.7%)	47 (29.7%)	33 (20.9%)	33 (20.9%)	25 (15.8%)	2.97
The current position is foundation for me to get promoted	18 (11.4%)	40 (25.3%)	37 (23.4%)	35 (22.2%)	28 (17.7%)	3.09
Current job facilitates me to accumulate abundant experience needed for promotion	21 (13.3%)	23 (14.6%)	40 (25.3%)	39 (24.7%)	35 (22.2%)	3.28
In the university, I have been getting promotions opportunities faster	28 (17.7%)	32 (20.3%)	29 (18.4%)	56 (35.4%)	13 (8.2%)	2.96
Compared to colleagues I have moved up the promotional ladders faster	54 (34.2%)	23 (14.6%)	42 (26.6%)	34 (21.5%)	5 (3.2%)	2.45
I have been assigned to do more work in the university	6 (3.8%)	18 (11.4%)	46 (29.1%)	67 (42.4%)	21 (13.3%)	3.50

Source: Primary Data 2024.

The results in Table 19 on whether promotion in the university was based on merit cumulatively showed that the majority (54.4%) agreed with (20.9%) disagreeing while (24.7%) were not sure. The high mean = 3.46 close to code four for agreed suggested that promotion in the university is based on merit. The majority (45.0%) indicated that academic staff have clear understanding of promotion requirements of job in the university with those disagreeing being (26.6%) and (28.5%) not sure. The high mean = 3.21 suggested that academic staff have clear understanding of promotion requirements of job in the university. The academic staff also indicated that university management communicated the promotion policy to staff very clearly with majority (51.9%) agreeing while (27.9%) disagreed. The high mean = 3.36 affirmed the finding. Therefore, the academic staff indicated that university management communicated the promotion policy to staff very clearly.

The academic staff agreed that promotional opportunities available to staff in the university are satisfying (44.3%) while (27.8%) disagreed. The mean = 3.28 support this finding. Therefore, academic staff indicated that promotional opportunities available to staff in the university are satisfying. The staff suggested that there was opportunity for academic staff to get promoted in the university (43.6%) and those disagreeing being (36.8%). The mean = 3.04 affirmed this finding. The academic staff revealed that current position makes staff get closer to getting a higher position with (42.4%) disagreeing while (36.7%) agreed and (20.9%) minimally agreed. The mean = 2.97 confirmed the finding. The staff further indicated that current position is foundation for academic staff to get promoted with majority (39.9%) agreeing while (36/7%) disagreeing and 23.4 minimally agreed. The mean = 3.09 affirmed the finding. With respect to whether current job facilitates staff to accumulate abundant experience needed for promotion, the majority agreed (46.9%) while (27.9%) disagreed. The high mean = 3.28 ascertained the findings. Regarding

whether academic staff in the university were getting promotion opportunities faster, larger percentage agreed (43.6%) while (38.0%) disagreeing. The mean = 2.96 proved the finding. With respect to whether some academic staff moved up the promotional ladder faster compared to colleagues, majority (48.8%) disagreed with (24.7%) agreeing. The low mean = 2.45 affirmed the finding. As concerns whether some academics were assigned more work to do in the university than others, the higher percentage (55.7%) agreed while (15.2%) disagreed. This finding was supported by the high mean = 3.50. To establish how, overall, the academic staff rated promotion in the university, an average index was calculated for the eleven indicators measuring the construct. The summary Table 20 presents the results.

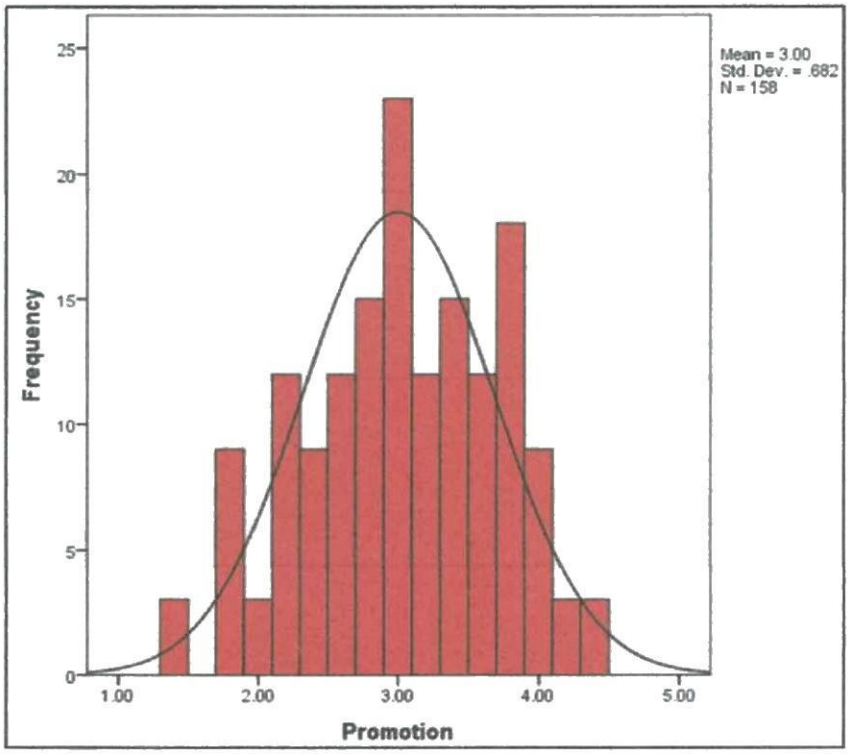
Table 20: Summary Table for Promotion

	Descriptives		Statistic	Std. Error
Promotion	Mean		3.00	0.05
	95% Confidence	Lower Bound	2.89	
	Interval for Mean	Upper Bound	3.11	
	5% Trimmed Mean		3.01	
	Median		3.00	
	Variance		0.47	
	Std. Deviation		0.68	
	Minimum		1.40	
	Maximum		4.30	
	Range		2.90	
	Interquartile Range		1.03	
	Skewness		-0.27	0.19
	Kurtosis		-0.61	0.38

Source: Primary Data 2024.

Table 20 indicates an average mean (mean = 3.00) equal to the median = 3.00 with low standard deviation (Std. = 0.68). The average mean implied that the academic staff indicated that promotion opportunities were fair and the mean being close to the median and low standard deviation implied that the results were normally distributed. The normal distribution is diagrammatically shown in Figure 12.

Figure 12 Histogram for Promotion



Source: Primary Data 2024.

Figure 12 indicates an average mean = 3.00 and low standard deviation (Std. = 0.68). The average mean indicated that promotion opportunities were fair while the low standard deviation implied that the results were normally distributed. Therefore, the results were fit for linear analysis.

To provide qualitative explanations about the nature of promotion provided to academic staff in the university, the interviewees were asked to tell how promotion of academic staff was implemented in the university. Several varied responses were given that follow. P1 remarked;

> *This university has a fully-fledged policy on the promotion of academic staff and normally when an academic staff has got like take example a bachelor's and gets a masters he or she is promoted and this is normally the process that they go through before being promoted one when one wants to be promoted. March, 2024*

In relation to the above, P2 said;

> *You know, promotion is also very important aspect in human resource. So as a university we have a fully-fledged university secretary's office with the human resource officer. This aspect is always done by the Human resource together with university secretary. At BSU there is a Staff Promotions Committee and chaired by a professor and when a staff knows that he or she qualifies to be promoted, he or she applies through the immediate supervisor. and follows the right criteria up to the University council and when all requirements are fulfilled and then the staff in promoted. They can be promoted from one level to another. If you are an assistant lecturer, you go to being a lecturer. If you are a lecturer, you can go to senior lecturer, and then those who have PhDs can graduate from being a doctor to associate professor. And then to professorship, which is the topmost. April, 2024*

Consistent with the above interviewee, P3 stated;

> *We are also under the National Council for Higher Education and they have a procedure which we also follow as a university. Where a staff member has added a qualification and has published, he or she qualifies to be promoted: For academic staff, we look at publications, how many have they done from the time when they received that job and to*

the time when they asked for a promotion. We must see that there is a progress in the academics. March, 2024

Generally, the responses above suggest that the university had promotion policies. However, the responses were inconsistent with the descriptive statistic results which revealed that the promotion policy was fair. However, since the university policy existed, it can be ascertained promotion existed for those who deserved.

4.6.3 Job Enrichment.

Job enrichment was examined as the third HRDP measure and was studied using eleven indicators. The results for job enrichment are displayed in Table 21.

Table 21: Descriptive Results for Job enrichment

Job enrichment	SD	D	MA	A	SA	Mean
I have been assigned to do more work in the university	6 (3.8%)	18 (11.4%)	46 (29.1%)	67 (42.4%)	21 (13.3%)	2.87
I am assigned different duties from time to time in the university	9 (5.7%)	32 (20.3%)	59 (37.3%)	45 (28.5%)	13 (8.2%)	2.88
I am normally given an opportunity by this this school to use my skills	15 (9.5%)	49 (31.0%)	50 (31.6%)	30 (19.0%)	14 (8.9%)	3.08
The amount of work I am expected to do in my job is reasonable for me	17 (10.8%)	43 (27.2%)	51 (32.3%)	36 (22.8%)	11 (7.0%)	2.87
I am given an opportunity by this university to complete my entire tasks on my own	17 (10.8%)	38 (24.1%)	34 (21.5%)	54 (34.2%)	15 (9.5%)	2.56
The university administration strongly considers my goals and values	15 (9.5%)	51 (32.3%)	40 (25.3%)	41 (25.9%)	11 (7.0%)	3.41
My personal objectives match with the university objectives	18 (11.4%)	66 (41.8%)	45 (28.5%)	26 (16.5%)	3 (1.9%)	2.88
I am encouraged to perform different duties in the university	6 (3.8%)	24 (15.2%)	39 (24.7%)	77 (48.7%)	12 (7.6%)	3.48
Superiors generally consult lecturers whenever any problems crop up in the university	12 (7.6%)	39 (24.7%)	66 (41.8%)	38 (24.1%)	3 (1.9%)	2.27
In the university, lecturers are encouraged to suggest new ideas about the work	6 (3.8%)	18 (11.4%)	48 (30.4%)	66 (41.8%)	20 (12.7%)	2.87
I have been assigned to do more work in the university	56 (35.4%)	36 (22.8%)	39 (24.7%)	21 (13.3%)	6 (3.8%)	2.88

Source: Primary Data 2024.

The results in Table 21 on whether academics were assigned to do more work in the university cumulatively showed that majority (55.7%) agreed with (15.2%) disagreeing while (29.1%) marginally agreed. The average mean = 2.87 suggested that the academics were assigned to do

more work in the university. The majority of academic staff (37.3%) marginally agreed that staff were assigned different duties from time to time in the university. However, (36.7%) agreed while (26.0%) disagreed. The mean = 2.88 affirmed this finding. The larger percentage (40.5%) disagreed that staff were normally given opportunity in the university to use their skills while (27.9%) agreed and (31.6%) marginally agreed. The mean = 3.08 suggested that staff were normally given opportunity in the university to use their skills. The academic staff indicated that the amount of work the staff are expected to do is reasonable to them, cumulatively (38.0%) disagreed with (29.8%) agreeing and (32.3%) marginally agreeing. The high mean = 2.87 affirmed the finding. Therefore, academic staff indicated that the amount of work the staff are expected to do is reasonable to them.

Regarding whether academics were given opportunity by the university to complete their tasks on their own, (43.7%) agreed while (34.9%) disagreed. The high mean = 2.56 supports this finding. Therefore, academics were given opportunity by the university to complete their tasks on their own. The staff also revealed that the administration strongly considers their goals and values with (41.6%) disagreeing and (32.9%) agreeing and (25.3%) marginally agreeing. The high mean = 3.41 ascertaining the finding. The academic staff disagreed (53.2%) that personal objectives of staff match with university objectives with (28.5%) marginally agreeing. With respect to whether academics were encouraged to perform different duties in the university, the majority agreed (56.3%). The high mean = 3.48 ascertained the finding. On whether superiors generally consult lecturers whenever any problems arise in the university, larger percentage (41.8%) marginally agreed while (32.3%) disagreed and (26%) agreed. With respect to whether lecturers in the university are encouraged to suggest new ideas about the work, majority (54.5%) agreed while (15.2%) disagreed. Regarding whether academics were assigned to do more work in the university,

majority (58.2%) disagreed. To establish how overall the academic staff rated job enrichment, an average index was calculated for the eleven indicators measuring the construct. The summary Table 22 presents the results.

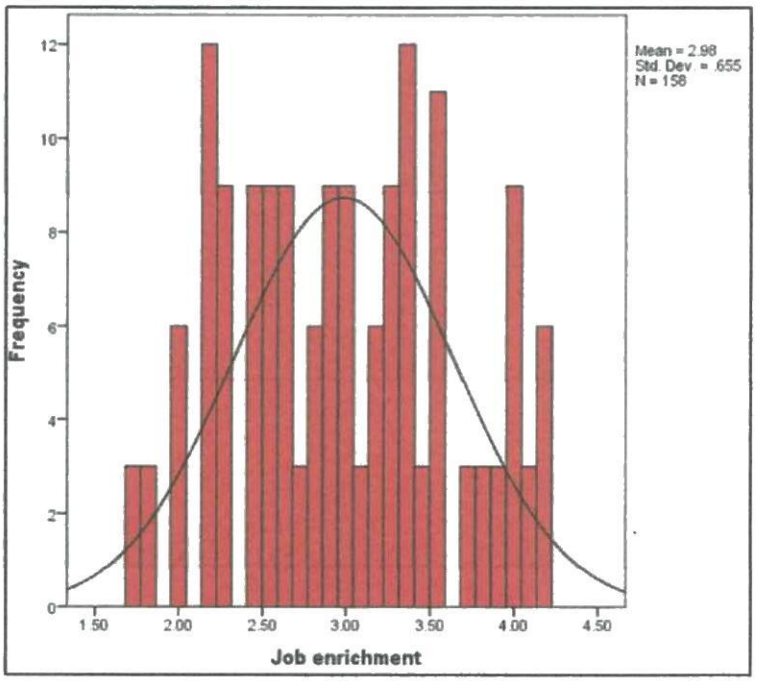
Table 22: Summary Table for Job Enrichment

	Descriptives		Statistic	Std. Error
Job	Mean		2.98	0.05
enrichment	95% Confidence	Lower Bound	2.88	
	Interval for Mean	Upper Bound	3.09	
	5% Trimmed Mean		2.98	
	Median		3.00	
	Variance		0.43	
	Std. Deviation		0.66	
	Minimum		1.73	
	Maximum		4.18	
	Range		2.45	
	Interquartile Range		1.00	
	Skewness		0.09	0.19
	Kurtosis		-0.92	0.38

Source: Primary Data 2024.

Table 22 indicates an average mean (mean = 2.98) almost equal to the median = 3.00 with low standard deviation (Std. = 0.66). The average mean implied that the academic staff indicated that job enrichment in the university was fair and the mean being close to the median and low standard deviation implied that the results were normally distributed. The normal distribution is diagrammatically shown in Figure 13.

Figure 13 Histogram for Job Enrichment



Source: Primary Data 2024.

Figure 13 indicates an average mean = 2.98 and low standard deviation (Std. = 0.66). The average mean indicated that job enrichment in the university was fair while the low standard deviation implied that the results were normally distributed. Therefore, the results were fit for linear analysis.

To obtain qualitative explanations about how the jobs for academic staff were enriched, the respondents were asked to tell how job enrichment was implemented for academic staff in the university. Several varied responses were given that follow. P1 remarked;

> *Job enrichment has been implemented to empower lecturers, particularly those who are active and possess diverse skills. This involves providing opportunities for growth and development, such as appointing experienced lecturers as heads of departments, assigning them to lead projects and initiatives outside of teaching, offering promotions to recognize*

their expertise and encouraging participation in various activities, leading to leadership roles in administrative and other groups. As a result, these lecturers become more committed, skilled, and effective in their roles, leading to improved performance and a more fulfilling work experience. March, 2024

In relation to the above, P2 revealed that

Job enrichment here you find some staff are also given some other responsibilities to do. At times they can also be given some training so they can be able to enrich on their job, they're performing. When you find there's, a gap missing in their performance, the university can come in and maybe train these people so that they can enrich on their jobs, be given as responsibilities carry out trainings, carry out to job orientation. And so orientation for these new staff especially when you give like a headship before you embark on this, the university carries out job orientations. I always see the university taking staff for one or two days, in a workshop to make sure that these people, when they are assuming their offices, they can actually know what they're supposed to do whom to report to and duties to perform. April, 2024

Further, P3 explained that:

We assign them to be heads of departments. Others are assigned to be coordinators for internships and also for research projects for the students or the university when they are looking for grants, they are involved in those activities and some are brought into the administration to carry out some roles. That is if they see that they qualify and are capable of doing that particular role. March, 2024

The views above reveal that there were efforts in the university to promote job enrichment. This is because the respondents indicated that some opportunities were provided to some staff to enrich

their activities. However, this was inconsistent with the descriptive statistics results which revealed that job enrichment was just fair. However, possibly this was because many academic staff including those without responsibilities provided survey data.

4.6.4 Organisational Policies. Organisational policies were examined as the fourth HRDP measure and studied using five indicators. The results for organizational policies are displayed in Table 23.

Table 23: Descriptive Results for Organisational Policies

Organisational Policies	SD	D	MA	A	SA	Mean
I think that policies of the university lead to relevant goal attainment by staff	3 (1.9%)	12 (7.6%)	59 (37.3%)	72 (45.6%)	12 7(.6%)	3.49
In general, I think policies university policies in the long term will lead to attainment of relevant goal	- -	6 (3.8%)	72 (45.6%)	56 (35.4%)	24 (15.2%)	3.62
In general, the policies of the university enable me to better carry out my duties	- -	6 (3.8%)	45 (28.5%)	92 (58.2%)	15 (9.5%)	3.73
In the university, through working groups or meetings I am involved in decisions on executing university policies	- -	30 (19.0%)	45 (28.5%)	59 (37.3%)	24 (15.2%)	3.49
In the university staff influence development of policies that affect them	- -	6 (3.8%)	39 (24.7%)	86 (54.4%)	27 (17.1%)	3.85

Source: Primary Data 2024.

The results in Table 23 with respect to whether academic staff think policies of the university lead to relevant goal attainment by staff, cumulatively showed that majority (53.2%) agreed with (9.5%) disagreeing. The high mean = 3.49 close to code four for agreed suggested that academic staff think policies of the university lead to relevant goal attainment by staff. The majority (50.6%)

of academic staff agreed that in general, university policies in the long run will lead to attainment of relevant goals, with (45.6%) minimally agreeing. The high mean = 3.62 suggested that in general, university policies in the long run will lead to attainment of relevant goals. The academic staff agreed (67.7%) that policies of the university enable academic staff to better carry out their duties with (3.8%) disagreeing. The high mean = 3.73 affirmed the finding. Therefore, policies of the university enable academic staff to better carry out their duties with.

The academic staff indicated that through working groups or meetings staff are involved in decisions on executing university policies with majority (52.5%) agreeing while (19.0%) disagreed. The high mean = 3.49 supported this finding. Therefore, through working groups or meetings academic were involved in decisions on executing university policies. As concerns whether academics in the university influence development of policies that affect them, the greater percentage (71.5%) agreed while (3.8%) disagreed. The high mean = 3.85 suggest this finding. To establish how overall the academic staff rated organizational policies in the university, an average index was calculated for the five indicators measuring the construct. The summary Table 24 presents the results.

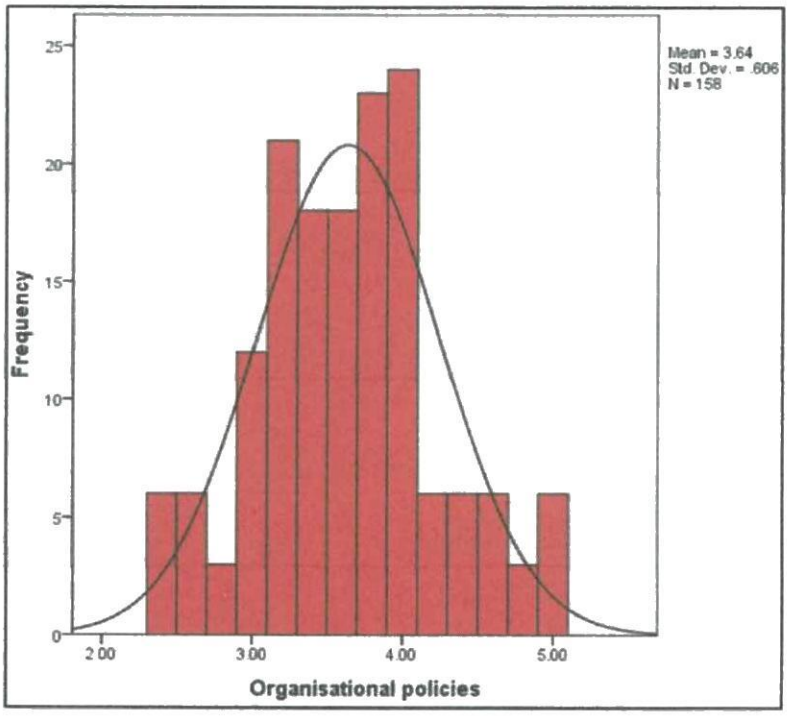
Table 24: Summary Table for organisational policies

	Descriptives		Statistic	Std. Error
Job enrichment	Mean		3.64	0.05
	95% Confidence Interval for Mean	Lower Bound	2.88	
		Upper Bound	3.09	
	5% Trimmed Mean		2.98	
	Median		3.00	
	Variance		0.43	
	Std. Deviation		0.61	
	Minimum		1.73	
	Maximum		4.18	
	Range		2.45	
	Interquartile Range		1.00	
	Skewness		0.09	0.19
	Kurtosis		-0.92	0.38

Source: Primary Data 2024.

Table 24 indicates an average mean (mean = 3.64) almost equal to the median = 3.00 with low standard deviation (Std. = 0.61). The average mean implied that the academic staff indicated that job enrichment in the university was good and the mean being close to the median and low standard deviation implied that the results were normally distributed. The normal distribution is diagrammatically shown in Figure 14.

Figure 14 Histogram for Organisational Policies



Source: Primary Data 2024.

Figure 14 indicates a high mean = 3.64 and low standard deviation (Std. = 0.61). The high mean indicated that organisational policies of the university were good while the low standard deviation implied that the results were normally distributed. Therefore, the results were fit for linear analysis.

To ascertain the quality of human organisational policies for academic staff, the respondents were asked to tell if there were policies in place to facilitate their job performance. Several varied responses were given that follow. P1 remarked; "*There are quite many policies that have been put in place. One of the policies that have been put in place such as the human resource policy that guides all staff and in this same policy there is the promotion policy. Promotion is*

based on performance and experience in teaching." March, 2024. Consistent with the above, P2 said;

> *First of all, we have a promotion's policy. You know, when you have staff and they have been there for quite a long time and there is no promotion, that one affects their performance. We also have a training policy. We all go for these trainings for capacity building so that people can improve on their performance. There is also a welfare policy where our staff, when the staff loses a loved one, the university, together with other staff members, they contribute money to support during the tough times. There is another policy that guides when staff are pursuing further studies. When a staff requests for funding, they are given research funds to help them complete their studies at masters or at PhD levels. March, 2024*

Further, in relation to the above, P3 sated;

> *There is an academic policy that cuts across to both the academic staff and also the students. There is the human resource manual which also guides staff who want to know where they are supposed to begin and where to stop. Then we have a Graduate School handbook which also helps the academic staff. The policies that we receive from the National Council for Higher Education, also guide the teaching staff to be able to know if they want to be promoted, they have to have done all these things that are written down. March, 2024*

The interview responses above reveal that the university had organisational policies that enhanced academic staff performance. These qualitative responses concurred with the descriptive statistics which revealed that the university had organisational policies.

4.7 Human Resource Development Practices Index.

To determine how overall the academic staff rated the human resource development practices (HRD), an overall index was calculated for the indicators of the four measures, namely training, promotion, job enrichment and organisational policies. The results on the same follow in the summary table (Table 25) below.

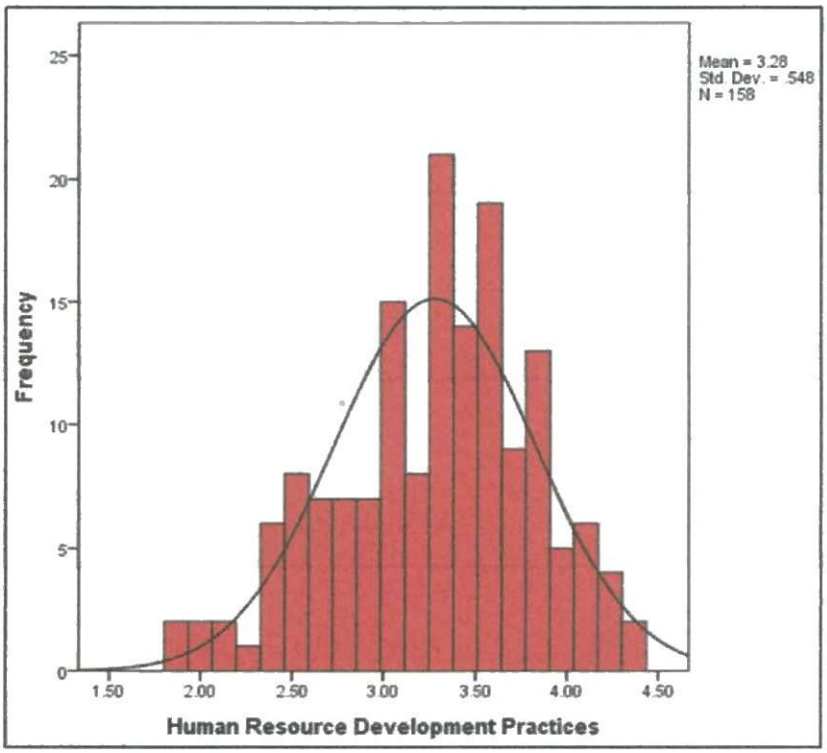
Table 25: Summary Table for Human Resource Development Practices

	Descriptives		Statistic	Std. Error
Human Resource Development Practices	Mean		3.28	0.04359
	95% Confidence Interval for Mean	Lower Bound	3.19	
		Upper Bound	3.37	
	5% Trimmed Mean		3.29	
	Median		3.36	
	Variance		0.30	
	Std. Deviation		0.55	
	Minimum		1.87	
	Maximum		4.32	
	Range		2.45	
	Interquartile Range		0.70	
	Skewness		-0.38	0.193
	Kurtosis		-0.28	0.384

Source: Primary Data 2024.

Table 25 indicates an average mean (mean = 3.28) close to the median = 3.36 with low standard deviation (Std. = 0.55). The average mean implied that the academic staff indicated human resource development practices of the university were fair and the mean being close to the median and low standard deviation implied that the results were normally distributed. The normal distribution is diagrammatically shown in Figure 15.

Figure 15 Histogram for HRD



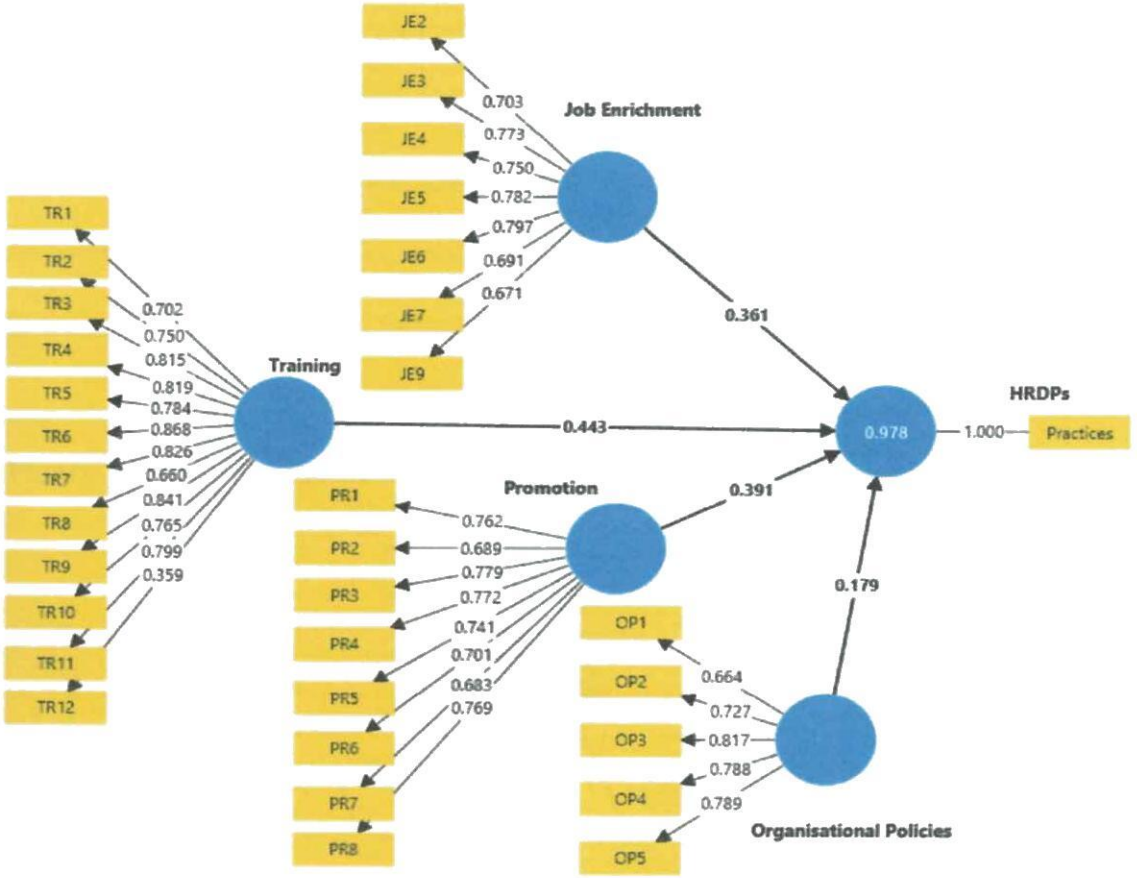
Source: Primary Data 2024.

Figure 15 indicates an average mean = 3.28 and low standard deviation (Std. = 0.55). The average mean indicated that HRDP of the university were fair while the low standard deviation implied that the results were normally distributed. Therefore, the results were fit for linear analysis.

4.7.1 HRDP Structural Equation Model.

To establish the measures of HRDP, a structural equation model was developed for the same. Figure 16 shows the indicators measuring HRDP identified.

Figure 16 HRDP Structural Equation Model



Source: Primary Data 2024.

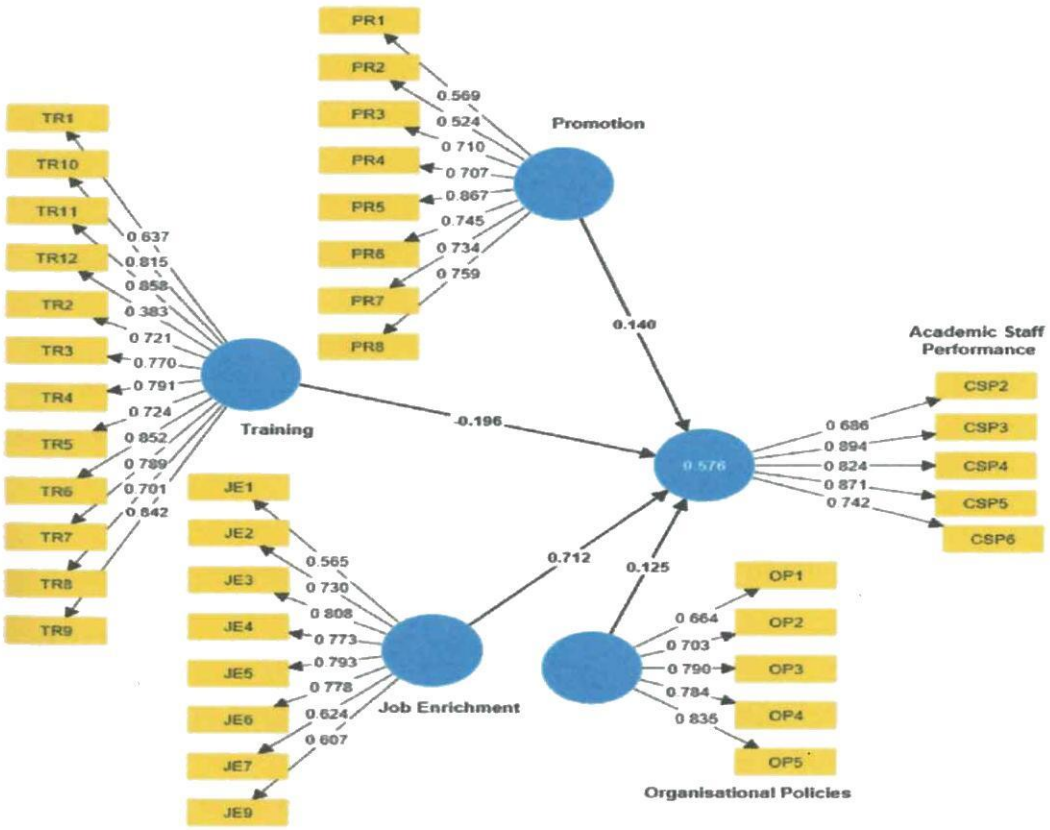
The model (fig.16) identifies the measures human resource development practices (HRDPs). These are namely; training with 12 indicators (TR1-TR12), promotion with eight indicators (PR1-8) while two indicators (PR9 and PR10) were dropped, job enrichment with seven indicators (JE2-JE7 and JE9) while two indicators (JE1 and J8) were dropped and organisational policies with five indicators (OP1-OP5). The indicators retained had factor loadings above 0.50 which is the lowest

accepted level. Thus, the indicators retained were actual measures of the constructs and four constructs explained HRDPs.

4.7.2 HRDP and Job Performance of Academic Staff.

To establish the influence of human resource development practices on job performance of academic staff of academic staff of Bishop Stuart University, a structural model showing causal linkages between human resource development practices and job performance of academic staff in the university was developed. The structural model tested the hypothesis to the effect that human resource development practices have a significant influence on job performance of academic staff in the university. The results follow in Figure 17 and in the path estimates table (Table 4.16).

Figure 17 HRDP and Academic Job Performance Structural Equation Model



Source: Primary Data 2024.

The results in Figure 17 show that HRDP was considered a multi-dimensional concept in terms of training, promotion, job enrichment and organizational policies. Factor loadings show that for training and organizational policies, all the indictors were retained, while eight out of 10 indicators were retained for promotion and job enrichment seven out of 9. The indicators retained had factor loadings above 0.50 which is the lowest accepted level. Thus, the indicators retained were actual measures of the constructs and four constructs explain HRDP.

Table 26: Human Resource Development Practices and Academic Staff Job Performance Path Estimates

Path Estimates	**B**	**Mean**	**STD**	**t**	**P**
Job Enrichment → Academic Staff Performance	0.712	0.690	0.065	10.959	0.000
Organisational Policies → Academic Staff Performance	0.125	0.128	0.060	2.075	0.038
Promotion → Academic Staff Performance	0.140	0.136	0.090	1.548	0.122
Training → Academic Staff Performance	-0.196	-0.151	0.086	2.282	0.023
R^2	R^2 Adjusted				
0.576	0.565				

Source: Primary Data 2024.

The structural equation estimates (Table 26) indicate that of the HRDP aspects, job enrichment ($\beta = 0.712$, $t = 10.959$, $p = 0.000 < 0.05$) and organizational policies ($\beta = 0.125$, $t = 2.075$, $p = 0.038 < 0.05$) had a positive and significant influence on academic staff performance. While, training ($\beta = -0.196$, $t = 2.282$, $p = 0.023 < 0.05$) had a negative but significant influence on academic staff performance. R^2 suggested that the four HRDP elements explained 57.6% ($R^2 = 0.576$) of the

variation in academic staff performance. Adjusted R^2 showed that significant aspect of job enrichment, organisational policies, and training, explained 56.5% (adjusted R^2 = 0.565). Therefore, job enrichment, organizational policies, and training significantly contributed to academic staff performance but job promotion did not.

4.8 Technology Use and Academic Staff Job Performance

The second objective of the study sought to assess the influence of technology use on academic staff job performance in Bishop Stuart University in Uganda. In this objective, technology use which in this study was the moderating variable was considered an independent variable. The concept of technology use was conceived in terms of teaching use, managerial use and research use. The results on each of the technology use constructs follow below.

4.8.1 Technology Teaching Use.

Technology teaching use the first element of technology use was studied using nine indicators. The results for the same follow in Table 27.

Table 27: Descriptive Results for Technology Teaching Use

Technology Teaching Use	SD	D	MA	A	SA	Mean
I use ICT online technologies to conduct lectures	1 (0.6%)	5 (3.2%)	14 (8.9%)	83 (52.5%)	55 (34.8%)	4.17
Advantage Use of the ICT based methodologies raise the curriculum standards	- -	5 (3.2%)	11 (7.0%)	85 (53.8%)	57 (36.1%)	4.23
Usage of ICT based methodologies brings positive environment in lecture rooms	3 (1.9%)	12 (7.6%)	20 (12.7%)	63 (39.9%)	60 (38.0%)	4.04
ICT based methodologies are very supportive in teaching	- -	11 7.0%)	13 (8.2%)	74 (46.8%)	60 (38.0%)	4.16
I find ICT enabled teaching better than traditional methods of teaching	1 (0.6%)	10 (6.3%)	24 (15.2%)	82 (51.9%)	41 (25.9%)	3.96
I guide my students on how to surf materials online	- -	8 (5.1%)	44 (27.8%)	77 (48.7%)	29 (18.4%)	3.80
I easily prepare my lecturers because of ICT facilitation	- -	2 (1.3%)	21 (13.3%)	79 (50.0%)	56 (35.4%)	4.20
I conveniently share assignments, lecture notes and study material through ICT	4 (2.5%)	14 (8.9%)	28 (17.7%)	73 (46.2%)	39 (24.7%)	3.82
I assess assignments online	- -	4 (2.5%)	14 (8.9%)	102 (64.6%)	38 (24.1%)	4.10

Source: Primary Data 2024.

The results in Table 27 with regards to whether academics used ICT online technology to conduct lectures cumulatively showed that (87.3%) agreed while (3.8%) disagreed and (8.9%) minimally agreed. The high mean = 4.17 affirmed that academic staff used ICT online technology to conduct lectures. As to whether advantageous use of ICT based methodologies raise curriculum standards, majority (89.9%) agreed with (3.2%) disagreeing. The high mean = 4.23 close to code four for agreed suggested that advantageous use of ICT based methodologies raise curriculum standards.

The majority (77.9%) of academic staff indicated that usage of ICT based methodologies brought positive environment into lecture rooms while (9.5%) disagreed. The high mean = 4.04 confirmed that usage of ICT based methodologies brought positive environment into lecture rooms. The academic staff indicated that ICT based methodologies are very supportive in teaching with (84.8%) agreeing and (7.0%) disagreeing. The high mean = 4.16 affirmed the finding. Therefore, ICT based methodologies are very supportive in teaching.

As to whether academic staff found ICT enabled teaching better than traditional methods of teaching, majority (77.8%) agreed and (6.9%) disagreed. The high mean = 3.96 supported the findings. Therefore, academic staff found ICT enabled teaching better than traditional methods of teaching. The academic staff also revealed that they guide students on how to surf materials online with (67.1%) agreeing while (5.1%) disagreed. The high mean = 3.80 proved the finding. Regarding whether academic staff easily prepare lectures because of ICT facilitation, (85.4%) agreed while (1.3%) disagreed. The high mean = 4.20 affirmed the finding. Concerning whether academic staff conveniently shared assignments, lecture notes, and study material through ICT, (70.9%) agreed and (11.4%) disagreed. The high mean = 3.82 ascertained the finding. As to whether academic staff assessed assignments online, (88.7%) agreed while (2.5%) disagreed. The high mean = 4.10 confirmed the finding. To establish how overall the academic staff rated technology teaching use, an average index was calculated for the nine indicators measuring the construct. The summary Table 28 presents the results.

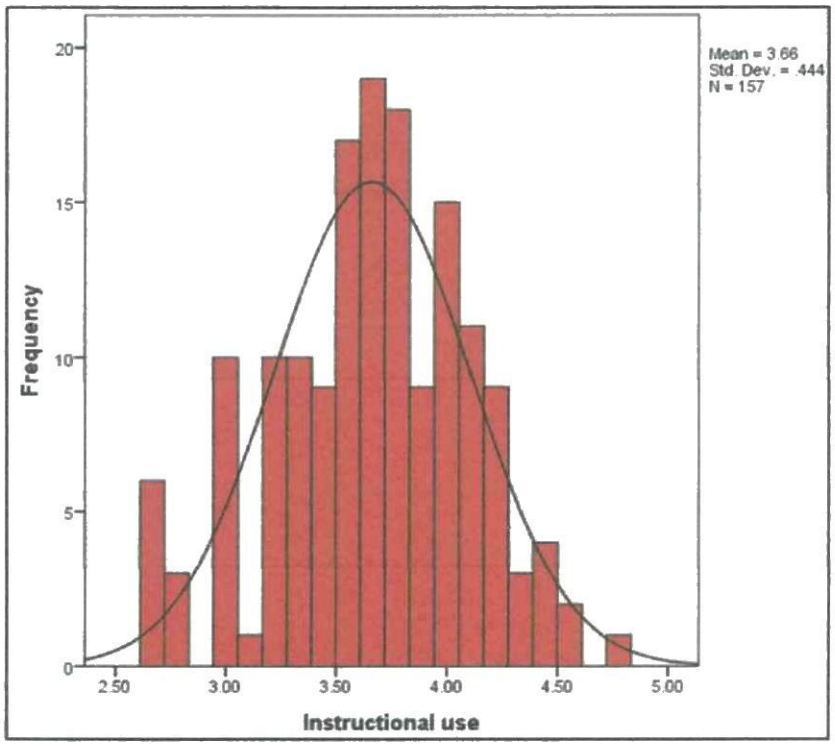
Table 28: Summary Table for Technology Teaching Use

	Descriptives		Statistic	Std. Error
Instructional use	Mean		3.66	0.04
	95% Confidence Interval for Mean	Lower Bound	3.59	
		Upper Bound	3.73	
	5% Trimmed Mean		3.67	
	Median		3.67	
	Variance		0.20	
	Std. Deviation		0.44	
	Minimum		2.67	
	Maximum		4.78	
	Range		2.11	
	Interquartile Range		0.67	
	Skewness		-0.26	0.19
	Kurtosis		-0.18	0.39

Source: Primary Data 2024.

Table 28 indicates a high mean (mean = 3.66) almost equal to the median = 3.67 with low standard deviation (Std. = 0.44). The average mean implied that the academic staff indicated that technology teaching use in the university was good and the mean being close to the median and the low standard deviation implied that the results were normally distributed. The normal distribution is diagrammatically shown in Figure 18.

Figure 18 Histogram for Technology Teaching Use



Source: Primary Data 2024.

Figure 18 indicates a high mean = 3.66 and low standard deviation (Std. = 0.44). The high mean indicated that there was high instructional technology use while the low standard deviation implied that the results were normally distributed. Therefore, the results were fit for linear analysis.

To obtain responses on academic staff technological instructional use, the respondents were asked to tell how lecturers used technologies for instructional activities. Several varied responses were given that follow. P1 remarked;

> *Bishop Stuart University uses blended learning both physical and Virtual Learning Environment (VLE). With VLE, lecturers use technologies to perform, especially we now use zoom, Google meet. Technology has helped staff to improve their performance because*

before when, we were using physical it would be hard, especially lecturers who are not at campus, it would be hard for them to perform. But nowadays because of technology a lecturer can sit home and teach and evaluate students. A lecturer can be anywhere and they perform their work, and so lecturers are able to use technologies, especially in teaching, especially in assessment and doing many other activities to perform. March, 2024

In relation to the above, P2 said;

At this university they introduced the virtual learning environment and we had training about how to use this technology. How to put you marks in the system? How to use even in WhatsApp? It can also be technology. Some lecturers always encourage their students to form WhatsApp groups and then they after they can use communication, they can even teach even online. During COVID-19, the university introduced teaching on zoom. I think these technologies have helped lecturers to teach effectively and efficiently, and we can see that some also students at first there was some resistance, but now the students like them, so lecturers use these technologies. At the university, staff were given opportunity to use their gratuity savings to buy computers so that it eases their work while having blending teaching. March, 2024

In addition to the above, P4 stated;

For teaching we have a number of systems that lecturers or academic staff that can be used to support learning and teaching, and one of them we have software or a system called Virtual Learning Environment which is locally installed or set up in our campus servers. But however, students can remotely access it anywhere and here, students can access notes and be able to conduct to classes online, but also lectures can be able to conduct teaching and also upload lecture notes. Also, we have other video conferencing tools. One of them

is Big Blue button, zoom. We have zoom accounts that are different and Lecturers use assigned to different departments and faculties and this one is also facilitated in learning. March, 2024

The views above suggest that lecturers used technology for instructional use especially the VLE. This finding is consistent with the descriptive statistic results which revealed that the academic staff highly used technology for instructional purposes.

4.8.2 Technology Managerial Use.

Technology managerial use the second element of technology use was studied using eight indicators. The results for the same follow in Table 29.

Table 29: Descriptive Results for Technology Managerial use

Technology Managerial use	SD	D	MA	A	SA	Mean
Use ICT to keep students' records	15 (9.5%)	15 (9.5%)	14 (8.9%)	52 (32.9%)	62 (39.2%)	3.83
Use ICT to manage personal and official files	23 (14.6%)	23 (14.6%)	18 (11.4%)	58 (36.7%)	36 (22.8%)	3.39
Attend meetings using technologies	16 (10.1%)	24 (15.2%)	26 (16.5%)	50 (31.6%)	42 (26.6%)	3.49
Use technology to communicate through emails and social platforms	11 (7.0%)	28 (17.7%)	24 (15.2%)	55 (34.8%)	40 (25.3%)	3.54
Have an independent communication platform that helps me to remain in touch with them	14 (8.9%)	16 (10.1%)	24 (15.2%)	52 (32.9%)	52 (32.9%)	3.71
Keep in constant touch with my students through online	38 (24.1%)	31 (19.6%)	31 (19.6%)	46 (29.1%)	12 (7.6%)	2.77
I am in an online platform with colleagues	56 (35.4%)	31 (19.6%)	23 (14.6%)	38 (24.1%)	10 (6.3%)	2.46
Keep in constant touch with colleagues through online platforms	20 (12.7%)	16 (10.1%)	28 (17.7%)	64 (40.5%)	30 (19.0%)	3.43

Source: Primary Data 2024.

The results in Table 29 on whether academic staff used ICT to keep students' records cumulatively showed that the majority (72.1%) agreed while (18.0%) disagreed and (8.9%) marginally agreed. The high mean = 3.83 close to code four for agreed suggested that if academic staff used ICT to keep student records. Regarding whether academic staff used ICT to manage personal and official files, (59.5%) agreed with those disagreeing being (29.2%) disagreed while (11.4%) minimally agreed. The mean = 3.39 suggested that academic staff used ICT to manage personal and official files. Concerning whether academic staff attended meetings using ICT technologies, (58.2%)

agreed while (25.3%) disagreed. The mean = 3.49 affirmed the finding. Therefore, academic staff attended meetings using ICT technologies.

As to whether academic staff used technology to communicate through emails and social platforms, majority (60.1%) agreed while (24.7%) disagreed. The mean = 3.54 suggested that academic staff use technology to communicate through emails and social platforms. The academic staff revealed that they have independent communication platform that helps them to remain in touch with students with (65.8%) agreeing and (19.0%) disagreeing. The mean = 3.71 revealed this finding. Concerning whether academic staff keep in constant touch with students through online platforms, (43.7%) disagreed with (36.7%) agreeing and (19.6%) marginally agreeing. The mean = 2.77 affirmed the finding. With regard to whether academic staff used online platforms with colleagues, the larger percentage (55.0%) disagreed while (30.4%) agreed. The low mean = 2.46 ascertained the finding. With respect to whether academic staff kept in constant touch with colleagues through online platforms, larger percentage (59.5%) agreed while (22.8%) disagreed. The average mean = 3.43 indicated that fairly, academic staff kept in touch with colleagues online. To establish how overall the academic staff rated technology managerial use, an average index was calculated for the eight indicators measuring the construct. The summary Table 30 presents the results.

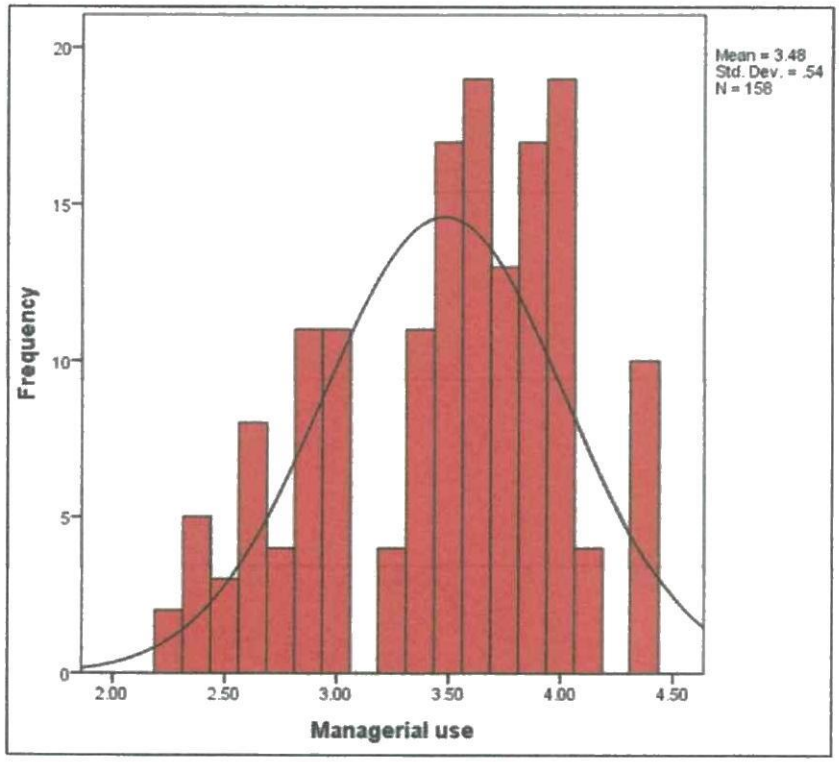
Table 30: Summary Table for Technology Managerial Use

	Descriptives		Statistic	Std. Error
Managerial use	Mean		3.48	0.04
	95% Confidence Interval for Mean	Lower Bound	3.40	
		Upper Bound	3.57	
	5% Trimmed Mean		3.49	
	Median		3.49	
	Variance		0.29	
	Std. Deviation		0.54	
	Minimum		2.25	
	Maximum		4.38	
	Range		2.13	
	Interquartile Range		0.88	
	Skewness		-0.47	0.19
	Kurtosis		-0.62	0.38

Source: Primary Data 2024.

Table 30 indicates an average mean (mean = 3.48) close to the median = 3.49 with low standard deviation (Std. = 0.54). The average mean implied that the academic staff indicated that technology for managerial use in the university was fair and the mean being close to the median and the low standard deviation implied that the results were normally distributed. The normal distribution is diagrammatically shown in Figure 19.

Figure 19 Histogram for Technology Managerial Use



Source: Primary Data 2024.

Figure 19 indicates an average mean = 3.48 and low standard deviation (Std. = 0.54). The average mean indicated that there was fair use of technology for managerial use while the low standard deviation implied that the results were normally distributed. Therefore, the results were fit for linear analysis.

To verify whether academic staff used technologies for managerial purposes, the respondents were asked to tell how lecturers used technologies for managerial activities. P1 remarked;

> *Lecturers utilise technology to facilitate managerial tasks, building on the principles of job enrichment we discussed earlier. A prime example is the Quality Assurance Office, where*

academic staff members employ technology to streamline various processes. For instance, we leverage Google Forms to assess lecturer performance, evaluating their progress and identifying areas for growth. Additionally, technology enables us to conduct virtual meetings via Zoom, allowing management to convene with staff remotely, ensuring continuity and flexibility. This technology integration has significantly enhanced our operations, enabling us to efficiently conduct meetings, assessments, evaluations, and various other activities. By harnessing technology in these ways, we've optimised our managerial processes, boosting productivity and effectiveness across the board. March, 2024

In relation to the above, P2 said;

When it comes to uploading marks in the system, lecturers use technology. They also use these technologies in awarding marks in teaching. They can use these technologies or WhatsApp, they use Google meet, you know it is also becoming easier for some. Managers to hold departmental meetings using Google meet application. April, 2024

Further, relatedly, P4 expounded that;

Yes, of course. We have also systems which academic staff use for managerial purposes. One of them is the AIMS; Academic Information Management Systems. We call, it AIMs. This one supports lecturers in terms of uploading marks. And then also with access at the end of the day, students will go through different processes through the heads of department, then Senate until when they are published also online on student's portal through that system. March, 2024

The responses above reveal that the university had technologies which academic staff used for managerial purpose. This finding was largely consistent with the descriptive statistics which closely showed that academic staff used technologies for managerial purposes.

4.8.3 Technology Research Use.

Technology research use the third element of technology use was studied using six indicators. The results for the same follow in Table 31.

Table 31: Technology Research use

Technology Research use	SD	D	MA	A	SA	Mean
Easily get electronic information useful for carrying out research	8 (5.1%)	16 (10.1%)	33 (20.9%)	71 (44.9%)	30 (19.0%)	3.63
Use Internet for research and publication purposes	10 (6.3%)	18 (11.4%)	41 (25.9%)	66 (41.8%)	23 (14.6%)	3.47
Access scholarly materials using online university access catalogue	12 (7.6%)	29 (18.4%)	41 (25.9%)	51 (32.3%)	25 (15.8%)	3.30
The University has subscribed to sources that provide information necessary for research	19 (12.0%)	39 (24.7%)	39 (24.7%)	49 (31.0%)	12 (7.6%)	2.97
Use internet to carry out research	12 (7.6%)	25 (15.8%)	43 (27.2%)	55 (34.8%)	23 (14.6%)	3.33
Use Internet to access online journals and articles on line	18 (10.8%)	53 (33.5%)	23 (14.6%)	46 (29.1%)	17 (10.8%)	2.96

Source: Primary Data 2024.

The results in Table 31 regarding whether academic staff easily get electronic information useful for carrying out research, cumulatively majority (63.9%) agreed with (15.2%) disagreeing while (20.9%) marginally agreed. The mean = 3.63 close to code four for agreed suggested that academic staff easily get electronic information useful for carrying out research. With respect to whether

academic staff use internet for research and publication purposes, greater percentage (56.4%) agreed while (17.7%) disagreed. The mean = 3.47 affirmed the finding. Therefore, academic staff use internet for research and publication purposes. As to whether academic staff access scholarly materials using online university access catalogue, larger percentage (48.1%) agreed while (26.0%) disagreed. The mean = 3.30 confirmed this finding.

Concerning whether university has subscribed to sources that provide information necessary for research, majority (38.6%) agreed and (36.7%) disagreed. The mean = 2.97 affirmed the finding. As regards whether academic staff use internet to carry out research, larger percentage (49.4%) agreed while (23.4%) disagreed. The mean = 4.47 ascertained the finding. With respect to whether academic staff use internet to access online journals and articles, greater percentage (39.9%) concurred while (44.3%) disagreed and another (14.6%) minimally agreed. The mean = 2.96 confirmed the finding. To indicate how overall the academic staff rated technology research use, an average index was calculated for the six indicators measuring the construct. The summary Table 32 presents the results.

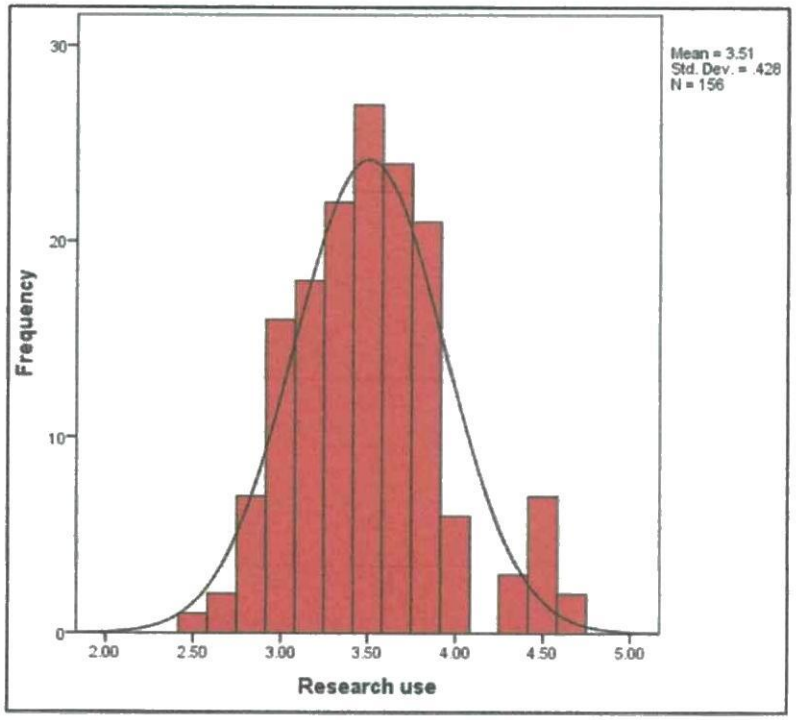
Table 32: Summary Table for Technology Research Use

	Descriptives		Statistic	Std. Error
Research use	Mean		3.51	0.03
	95% Confidence Interval for Mean	Lower Bound	3.44	
		Upper Bound	3.57	
	5% Trimmed Mean		3.49	
	Median		3.50	
	Variance		0.18	
	Std. Deviation		0.43	
	Minimum		2.50	
	Maximum		4.67	
	Range		2.17	
	Interquartile Range		0.63	
	Skewness		0.51	0.19
	Kurtosis		0.39	0.39

Source: Primary Data 2024.

Table 32 indicates a high mean (mean = 3.51) close to the median = 3.50 with low standard deviation (Std. = 0.43). The high mean implied that the academic staff indicated that technology for research use in the university was high and the mean being close to the median and the low standard deviation implied that the results were normally distributed. The normal distribution is diagrammatically shown in Figure 20.

Figure 20 Histogram for Research Use



Source: Primary Data 2024.

Figure 20 indicates a high mean = 3.51 and low standard deviation (Std. = 0.43). The high mean indicated that there was high use of technology for research use while the low standard deviation implied that the results were normally distributed. Therefore, the results were fit for linear analysis.

To affirm whether academic staff used technologies for research purposes, the interviewees were asked to tell how lecturers use technologies for research purposes. P1 remarked;

> *Lecturers leverage technology to facilitate research, which has significantly streamlined their workflow. Gone are the days of physical meetings and hard copy submissions. Now, students can easily share their research via email, WhatsApp, or other digital platforms. Lecturers can then review, comment, and provide feedback electronically, enabling*

students to access and respond to feedback remotely. This technological advancement has eliminated the need for travel, saving time and resources for both lecturers and students. Furthermore, technology has enhanced the research ethics committee's processes, transitioning from manual forms to digital systems. This shift has improved efficiency and accuracy, ensuring compliance with research ethics guidelines. Moreover, technology has also enabled the implementation of plagiarism checkers, which detect and prevent academic dishonesty. This tool ensures that students submit original work, maintaining the integrity and quality of research. Generally, technology has revolutionized the research process for lecturers, making it more efficient, accessible, and rigorous. It has eased the submission and review process, improved research ethics compliance, and enhanced the overall quality of research output. March, 2024

In relation to the above, P2 remarked;

Lecturers harness technology to facilitate research, leveraging tools like Google Scholar to explore existing publications and identify suitable peer-reviewed journals for their own work. Our institutional library subscribes to premier search engines, providing seamless access to a vast repository of academic resources. In today's digital age, proficiency in technology is essential for research progress. Moreover, academic staff utilizes Turnitin, a cutting-edge plagiarism detection tool, to ensure the originality and integrity of research submissions. April, 2024

Further, consistent with the above interviewees, P4 said;

For research purposes, we have established robust systems and technologies. Our main library manages an extensive range of e-resources, providing lecturers and students with access to databases from renowned institutions and companies. This platform offers a

wealth of materials, enabling users to explore and utilize valuable resources. Additionally, we have a dedicated platform for lecturers to publish their research, known as JODET (Bishop Stuart Journal of Development, Education and Technology). This institutional journal serves as a premier outlet for lecturers to share their work, contributing to the university's academic excellence and enhancing its global ranking. March, 2024

The responses above indicate that academic staff used technologies for research purposes. This information concurred with the descriptive statistics which indicated that academic staff used technologies for research purposes.

4.8.4 Information Technology Use Index.

To determine how overall the academic staff rated the information technology use, an overall index was calculated for the indicators of the three measures, namely instructional, managerial and research. The results on the same follow in the summary table (Table 33) below.

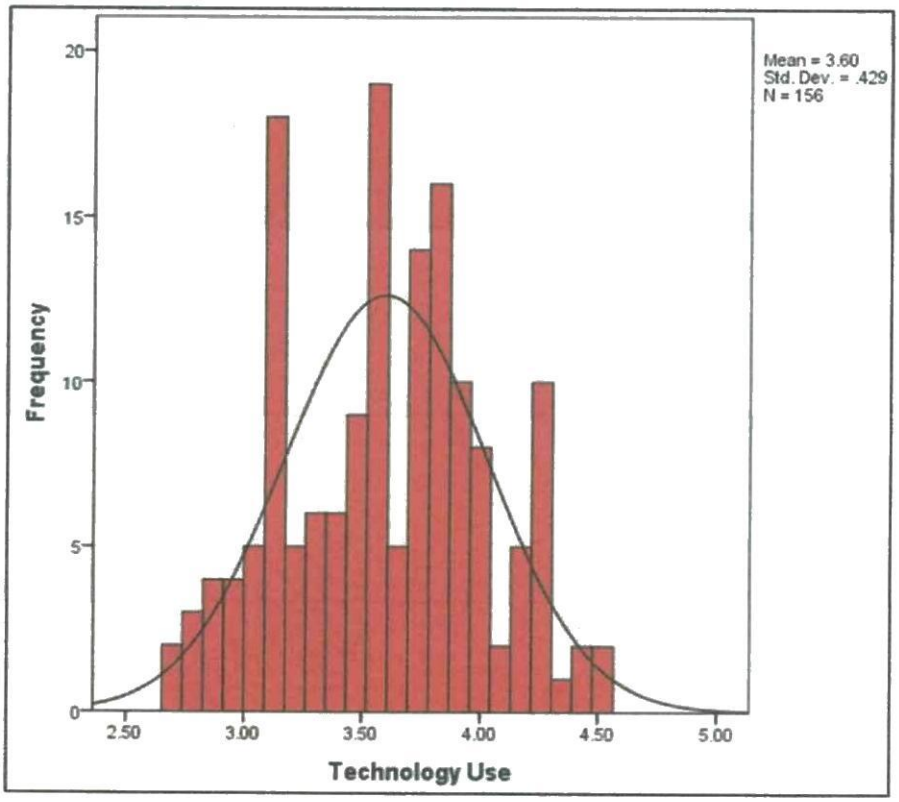
Table 33: Summary Table for Information Technology Use

	Descriptives			
			Statistic	Std. Error
Technology Use	Mean		3.60	0.03
	95% Confidence Interval for Mean	Lower Bound	3.53	
		Upper Bound	3.67	
	5% Trimmed Mean		3.60	
	Median		3.61	
	Variance		0.18	
	Std. Deviation		0.43	
	Minimum		2.70	
	Maximum		4.48	
	Range		1.78	
	Interquartile Range		0.68	
	Skewness		-0.05	0.19
	Kurtosis		-0.70	0.39

Source: Primary Data 2024.

Table 33 indicates a high mean (mean = 3.60) close to the median = 3.61 with low standard deviation (Std. = 0.43). The high mean implied that the academic staff indicated that their information technology use was good and the mean being close to the median and low standard deviation implied that the results were normally distributed. The normal distribution is diagrammatically shown in Figure 21.

Figure 21 Histogram for Information Technology Use



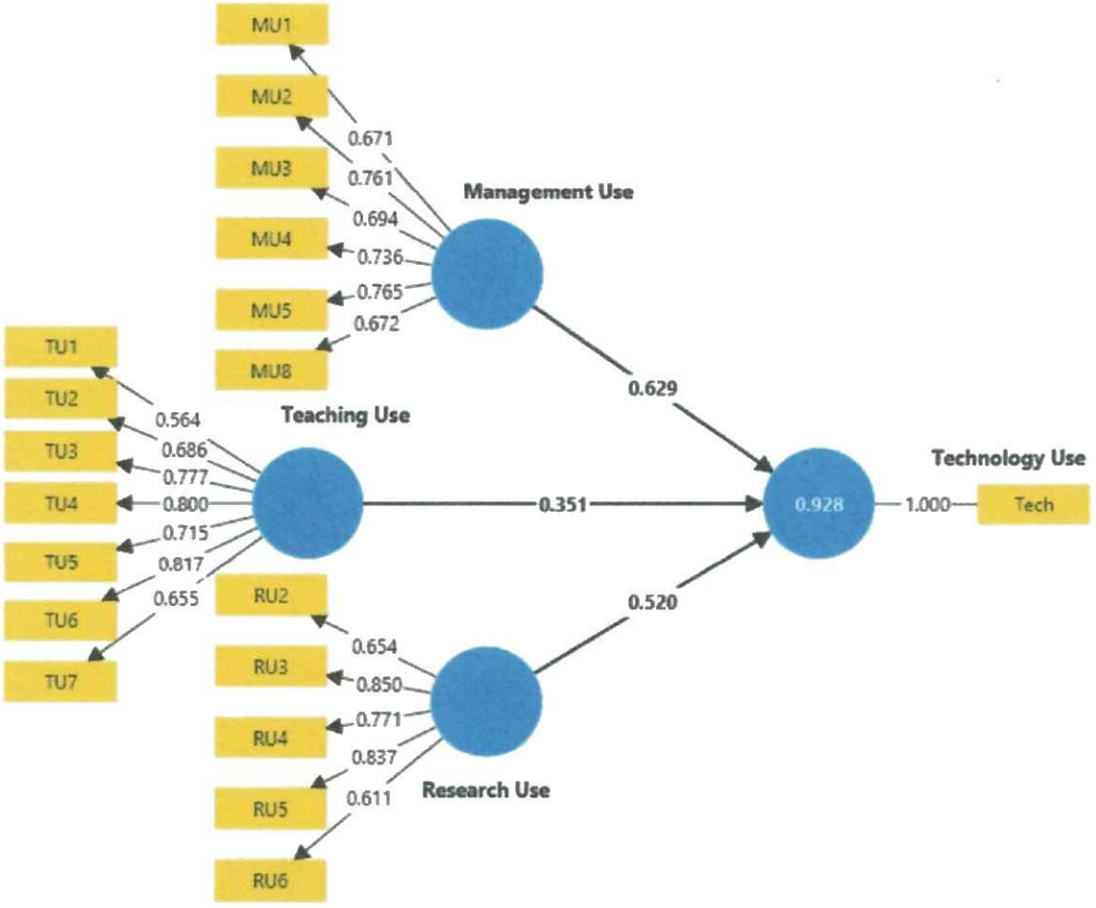
Source: Primary Data 2024.

Figure 21 indicates an average mean = 3.60 and low standard deviation (Std. = 0.43). The high mean indicated that information technology use of the university was high while the low standard deviation implied that the results were normally distributed. Therefore, the results were fit for linear analysis.

4.8.5 Technology Use Structural Model.

To establish the measures of technology use, a structural equation model was developed for the same. Figure 22 shows the indicators measuring technology use identified.

Figure 22 Technology Structural Equation Model



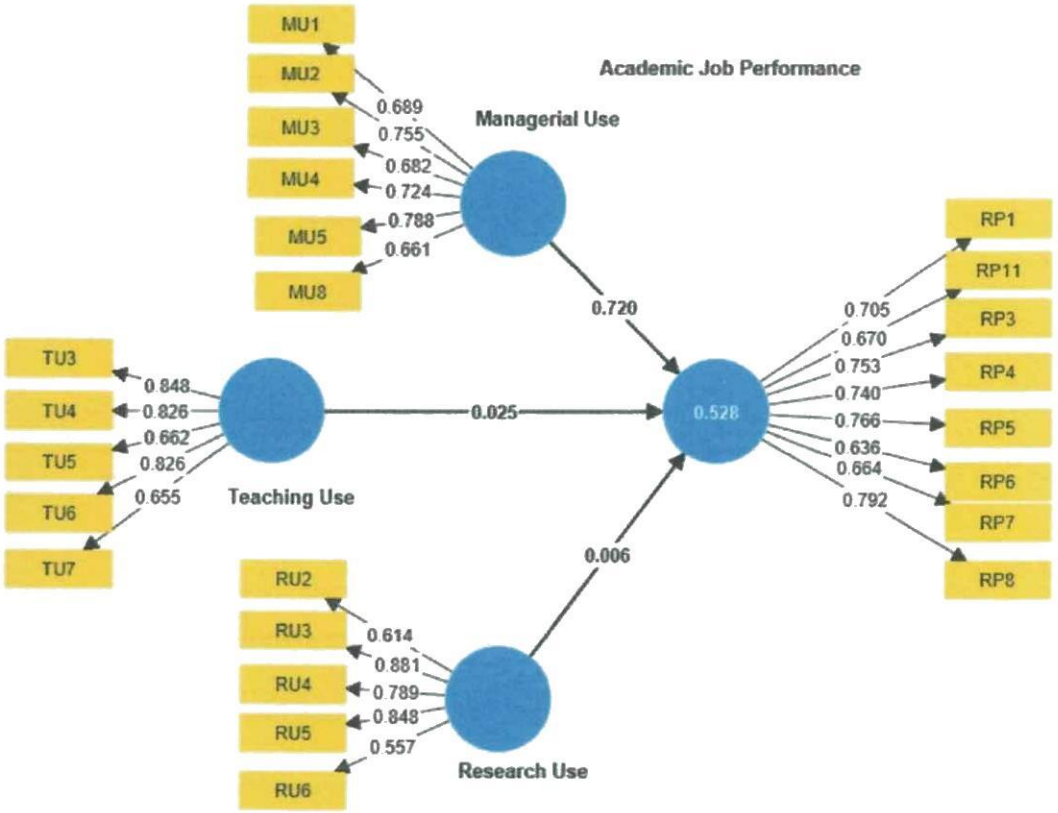
Source: Primary Data 2024.

The model (22) identifies the measures technology use. These are namely; teaching use with seven indicators (TU1-TU7) while two indicators (TU8-TU9) were dropped, managerial use with eight indicators (MU1-M5 and M8) while two indicators (MU6 and MU7) were dropped, and research use with five indicators (RU2-RU6) while one indicator (RU) was dropped. The indicators retained had factor loadings above 0.50 which is the lowest accepted level. Thus, the indicators retained were actual measures of the constructs and three constructs explained technology use.

4.9 Technology Use and Job Performance of Academic Staff.

To find out the influence of technology use on job performance of academic staff of academic staff of Bishop Stuart University, a structural model showing causal linkages between technology use and job performance of academic staff in the university was developed. The structural model tested the hypothesis to the effect that technology has a significant influence on job performance of academic staff in the university. The results follow in Figure 23 and in the path estimates table (Table 4.24).

Figure 23 Technology Use Structural Model and Academic Staff Job Performance



Source: Primary Data 2024.

The results in Figure 23 shows that technology use was considered a multi-dimensional concept in terms of technology teaching use, technology managerial use and technology research use. Factor loadings show that five indicators for technology use, six for managerial use and all for research use were retained. The indicators retained had factor loadings above 0.50 which is the lowest accepted level. Thus, the indicators retained were actual measures of the constructs and three constructs explain technology use. Table 34 presents structural equation path estimates for technology use and academic job performance.

Table 34: Technology Use and Academic Job Performance Path Estimates

Path Estimates		B	Mean	STD	T	P
Managerial Use → Performance	Academic Job	0.720	0.714	0.055	13.202	0.000
Research Use → Performance	Academic Job	0.006	0.029	0.044	0.144	0.885
Teaching Use → Performance	Academic Job	0.025	0.047	0.081	0.307	0.759

R^2	R^2 Adjusted
0.528	0.518

Source: Primary Data 2024.

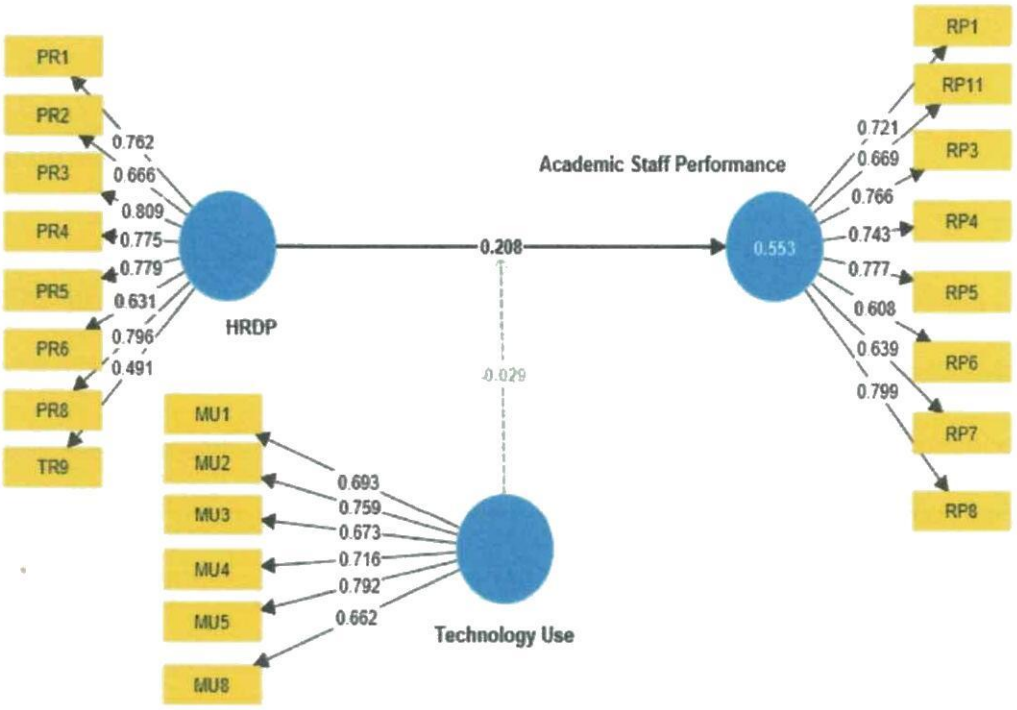
The structural equation estimates (Table 34) indicate that of the three technology use aspects, only managerial use ($\beta = 0.720$, $t = 13.202$, $p = 0.000 < 0.05$) had a positive and significant influence on academic job performance. All the other aspects namely research use ($\beta = 0.006$, $t = 0.144$, $p = 0.889 > 0.05$), and teaching use ($\beta = 0.025$, $t = 0.307$, $p = 0.759 > 0.05$) had a positive but insignificant influence on academic job performance. R^2 suggested that the three technology use aspects explained 52.8% ($R^2 = 0.528$) of the variation in academic job performance. Adjusted R^2

showed that the only significant technology use aspect of managerial use explained 51.8% of the variation in academic job performance (adjusted $R^2 = 0.518$). Therefore, of technology use, only managerial use influenced academic job performance.

4.9.1 Moderating Effect of Technology Use on HRDP and Academic Job Performance

The hypothesis derived from the objective was to the effect that teacher technology use has a moderating effect on the relationship between HRDP and academic job performance in Bishop Stuart University. The structural equation model (Figure 24) displays the mediating effect of technology use on the influence of HRDP on academic job performance.

Figure 24 Moderating Effect of Technology Use on the influence of HRDP on Academic Job Performance Structural Model



Source: Primary Data 2024.

The structural equation model (Figure 24) describes the moderating effect of technology use on the influence of HRDP on academic job performance of academic staff in Bishop Stuart University. Table 35 presents structural equation path estimates for the moderating effect of technology use on the influence of HRDP on academic job performance of academic staff in public universities.

Table 35: Moderating Effect of Technology Use on the influence of HRDP on Academic Job Performance Path Estimates

Path Estimates	**β**	**Mean**	**STD**	**T**	**P**
HRDP → Academic Staff Performance	0.208	0.216	0.069	3.011	0.003
Technology Use→ Academic Staff Performance	0.605	0.601	0.069	8.735	0.000
Technology Use x HRDP→ Academic Staff Performance	-0.029	-0.030	0.038	0.781	0.435

R^2	R^2 Adjusted
0.553	0.544

Source: Primary Data 2024.

The structural equation estimates (Table 35) indicate that HRDP ($\beta = 0.208$, $t = 3.011$, $p = 0.003 < 0.05$) and technology use ($\beta = 0.605$, $t = 8.735$, $p = 0.000 < 0.05$) had a positive and significant influence on academic job performance while HRDP moderated by information technology use ($\beta = -0.029$, $t = 0.781$, $p = 0.435 > 0.05$) had a negative and insignificant influence on academic job performance. The path estimates show that technology use had a negative moderating influence on HRDP and academic job performance. R^2 showed all the factors combined accounted for 55.3% of the variation in academic job performance ($R^2 = 0.553$) while Adjusted R^2 showed that the significant factors HRDP and technology use accounted for 54.4% of the variation in academic job performance (adjusted $R^2 = 0.544$). Therefore, technology use negatively moderated the

influence of HRDP on academic job performance. Thus, while hypotheses one and two were supported, hypothesis three was rejected.

Chapter Five

Discussions, Conclusions and Recommendations

5.0 Introduction

The discussion of the findings on the impact of human resource development practices moderated by information technology use on job performance of academic staff is covered under this chapter. This involved comparing the study's findings with previous literature and showing the importance of the study's findings. Conclusions, recommendations and limitations are also covered under this chapter.

5.1 Discussion of the Findings

The results on job performance of academic staff are discussed first followed by those examining the influence of human resource development practices on it. The results showing the moderating effect of technology use and job performance of academic staff follow.

5.1.1 Job Performance of Academic Staff.

The descriptive results indicated academic staff job performance was fair. This means that academic job performance was not yet good. This finding is consistent with the premise on which this study was grounded that the quantity of work results, and research productivity of academic staff has remained low, evidenced by failure to meet research publication annual target levels of 2-5% (Cloete et al., 2018). Productivity in terms of quantity of work results, and research productivity of academic staff remained low, evidenced by failure to meet research publication annual target levels of 2 – 5% (Cloete et al., 2018). Teaching remained low with some academics dodging lectures, covering less content than outlined in the programmes, and low-level supervision for those handling graduate students with the average completion rates of master's students

standing at less than 30% (Kato et al., 2023). In addition, commitment to teaching quality was low with some academic staff failing to accurately and timely mark students in course works and end-of-semester examinations (Kasule et al., 2022). Further, 78% of the academic staff did not teach all their lectures, 67% did not adequately prepare their teaching before delivering and 56% of them did not evaluate students' course works and tests in time during the semester (Kakulu, 2016). In addition, community service was very low with the number of academics engaged being very low (Kasule et al., 2023). Therefore, consistent with the premise on which this study was grounded, the job performance of academic staff was wanting.

5.1.2 HRDP and Job Performance of Academic Staff.

The first objective of the study sought to examine influence of human resource development practices on job performance of academic staff of Bishop Stuart University. The hypothesis from the same stated that human resource development practices have a significant influence on job performance of academic staff. The study findings revealed that human resource development practices have a significant influence on job performance of academic staff. This finding concurred with the Perceived Organisational Support Theory that underpinned this study which indicated that supportive human resource development practices like training, promotion in rank, job enrichment and organisational policies (Amjad et al., 2021) made employees perceive higher perceived organisational support (POS) hence developing high positive work attitudes hence higher job performance (Kurtessis et al., 2017). According to POS, implementation of appropriate human resource development practices is reciprocated with higher job performance.

The findings of the study were also in agreement with the findings of previous scholars. For example, Kasule et al. (2022) reported that human resources development had a positive and insignificant influence on job performance. Also, Lee and Lee (2018) indicated that career

development positively and significantly affected job performance. In the same vein, Mawung (2018) reported that career development has a direct effect on the performance of workers. Similarly, Kareem and Hussein (2019) revealed that HRD practices were significantly related to employee performance. Also, Otoo and Mishra (2018) revealed that human resource development practices impacted employee performance. In agreement, Samwel (2018) also found out that employee off-the-job training had a significant effect on the performance of drilling companies. With the findings of the study concurring with previous scholars, it can be inferred that HRDP influences academic job performance.

Considering, the different human resource development practices, the results revealed training had a positive and significant influence on academic staff job performance. This finding concurs with several previous scholars. For example, Abdullah (2020) established that there was a significant correlation between training programmes performance of employees. Relatedly, Al Khawaldeh (2023) revealed that overall training had a moderate effect on improving worker performance. Also, Ashmond et al. (2022) reported that training programmes initiated at the individual level were effective and most appropriate compared to training organised for staff at the group level. In the same vein, Gebrehiwot and Elantheraiyan (2023) reported that effective training programs improved employee performance. However, the context of this study was not a university hence a population gap. Also, Kanapathipillai and Azami (2020) found out that training programs had a significant relationship with the job performance of the employees.

Further, concurring with the findings of the study, Kuruppu et al. (2021) revealed the existence of a strong positive and significant relationship between training and performance. Also, Mvuyisi and Mbukanma (2023) indicated that effective training was essential to increasing employee performance. In the same vein, Niati et al. (2021) found that training improved the job

performance of the employees. Also, Otoo and Mishra (2018) revealed that human resource development practices including training impacted employee performance. Also, concurring with the study, Sendawula et al. (2018) found out existence of a significant positive relationship between employee engagement and employee performance. Also, Somu (2020) reported that there were casual linkages between training with job performance workers. Relatedly, Sugiarti (2022) revealed that training had a significant effect on work on employee performance.

Also, concurring with the findings of the study, Tamsah et al. (2020) showed that further training significantly impacted employee performance quality. Similarly, Yimam (2022) revealed that training in the form of training design, training needs assessment, training delivery style, and training evaluation had a significant positive effect on the performance of the employees. Further, Yusuf and Abiddin (2018) indicated that on-the-job training promoted employee performance and there was a strong positive relationship between training and performance of employees. In the same vein, Wulandar et al. (2023) established that training had a significant influence on employee performance. However, on the contrary, Salim et al. (2023) indicated that training had no positive effect on employee performance. Nonetheless, with the findings of the study concurring with most scholars, it can be deduced that training influences the job performance of academic staff.

Concerning the HRD practice of promotion, the findings indicated that it had an insignificant influence on the job performance of academic staff. This finding was contrary to the findings of previous scholars. For instance, AlMansoori and Rosdi (2021) found out that promotion has a positive relationship with employee performance. Also, Duru et al. (2023) revealed that if there is fairness and equity in promotion, it will have a positive significant influence on employees' performance. Relatedly, Haryono et al. (2020) established that promotion had a positive and significant effect on job performance. Similarly, Kibria et al. (2021) revealed that employee

promotion significantly influences employee performance. In the same vein, Ligare et al. (2020) reported that there was a statistically significant positive relationship between job promotion and employee performance. Also, Gultom et al. (2023) indicated that promotion had a significant and positive effect on the performance of personnel.

Concurring with the findings of the study, Muhati and Makhamara (2023) reported that employee promotion significantly affected employee performance. Similarly, Noor and Silitonga (2018) indicated that job promotion had a significant effect on the performance of employees. In the same vein, Nurpi and Syam (2023) established that promotion had a positive and significant effect on the performance of employees. Similarly, Ratemo et al. (2021) reported that job promotion practices had a significant effect on employee performance. Also, Razak et al. (2018) revealed that promotion affects employee performance. Likewise, Rinny et al. (2020) found that promotion of the job had a significant effect on performance. In the same vein, Rumman et al. (2020) reported that employee promotion was a key predictor of employee performance. Also, Saharuddin and Sulaiman (2016) found out that promotion had a significant and positive impact on job work productivity.

Further, concurring with the study, Salim (2020) revealed that a strong relationship existed between promotional policy, promotional procedure, and employees' performance. Also, Setyawati et al. (2022) revealed that job promotion had a significant effect on employee performance. In the same vein, Sofyanty and Purnomo (2022) reported that promotion led to an increase in employee performance. Similarly, Tasman et al. (2021) revealed that job promotion has a positive and significant effect on work performance. In the same vein, Xie and Yang (2021) revealed that perceptions of promotion opportunities directly influenced both task performance and contextual performance. Also, Yamin et al. (2019) established that promotion had a positive

and significant effect on employee performance. Generally, it can be noted that the finding of the study was contrary to the findings of all previous scholars, this meant that in the context of the university studied, promotion had challenges.

For job enrichment and academic staff performance, the findings indicated that job enrichment had a positive and significant influence on academic job performance. This finding concurred with previous scholars. For example, Alsafadi and Altahat (2021) reported that job enrichment influences the job performance of the employees. Similarly, Awan et al. (2023) revealed that job enrichment had a positive significance on teachers' performance. Also, Benna et al. (2017) found that Job enrichment significant effect on the job performance of Civil Servants. In the same vein, Chilgong et al. (2021) established the existence of a positive association between job enrichment and the performance of academic staff in public universities. Also, Haroon and Shakil (2021) indicated that job enrichment had positive casual linkages on employee performance. Also, Mac-Ozigbo and Daniel (2020) revealed that there was a significant positive relationship between job depth, job training, and core job dimension elements of job enrichment and organizational performance

Further, Obibhunun and Ogadinma (2021) concurred that job enrichment influenced employee performance. In the same vein, Tayeh (2021) indicated that job enrichment in terms of diversity of skills, autonomy, and feedback had causal effects on the job performance of employees. However, the finding was contrary to the findings by Asl et al. (2015) who reported that there was no statistically significant relationship between job enrichment and job performance. However, with the findings of the study concurring with the findings of most scholars, it can be surmised that job enrichment is imperative for the job performance of academic staff.

Lastly, regarding organisational policies and the performance of academic staff, the study indicated that they had a positive and significant influence on academic staff job performance. This finding concurs with Alkalha et al. (2012) who reported that human resource policies were positively related to organizational performance and had a statistically strong significance on it. Similarly, Dzogbede and Asimah (2020) revealed that policies were designed and implemented with full involvement of employees. In the same vein, Hazra et al. (2013) revealed that human resource policies were vital for better performance of employees. Also, Jawaad et al. (2022) indicated that human resource policies influence employee satisfaction and hence improved performance. In the same vein, Pacifique and D'Silva (2021) established the existence of a highly positive association between human resource policies and employee performance. With the finding concurring with the findings of previous scholars, it can be suggested that organisational policies had a positive and significant influence on academic staff job performance.

5.1.3 Technology Use and Job Performance of Academic Staff.

The second objective of the study sought to find out the influence of information technology use on the job performance of the academic staff of Bishop Stuart University. The hypothesis developed from the objective stated that information technology use has a significant influence on the job performance of academic staff. Hypothesis test results revealed that information technology use had a significant influence on the job performance of academic staff. This finding with in agreement with the Task-Technology Fit (TTF) theory on which the study was anchored that high task-technology fit improves not only performance but also the likelihood of utilisation, regardless of why the system is utilised (Mugizi & Amwine, 2020). This means that technology use influences job performance. The finding also agreed with findings of previous scholars. For

example, Amadi and Alaputa (2021) reported existence of a positive relationship between use of ICT situating tools and use of ICT collaborative tools and teachers' job performance. Also, Deng et al. (2022) established that digital technology enhanced coordination and communication significantly influenced decision-making and knowledge sharing significantly leading to better job performance in organisations.

Further, the finding agreed with Kayode et al. (2019) who revealed that availability of ICT facilities significantly related to job performance of staff in the two institutions. Also, Fatmah (2020) reported that information technology had a negative effect on job performance. In the same vein, Jiang et al. (2021) indicated that in a real work setting, the effect of personal use of technology at work on job performance can be manifested between and within-person levels. Also, Mugizi and Amwine (2020) revealed that ICT use in the form of electronic information resources access had a positive and significant influence on the job performance of teachers. With the finding of the study in agreement with the findings of previous scholars, it can be inferred that technology use had a significant influence on employee job performance.

Concerning teaching technological use and the performance of academic staff, the results revealed that teaching technological use had an insignificant influence on the performance of academic staff. This finding agreed with Mugizi and Amwine (2020) who reported that information communication enabled teaching and learning had a positive but insignificant influence on the performance of teachers. However, the finding disagreed with most scholars, for instance, disagreed with Anud and Caro (2023) revealed that science teachers' performance was significantly correlated with technological knowledge and technological knowledge was a predictor of their performance. In the same vein, Hero (2019) indicated that technology integration exerted a significant impact on teaching performance. Also, Erbas (2021) revealed that technology

helped to organize learning, engage students to learn and help learning beyond classroom. Relatedly, Jassim (2020) reported that ICT played significant roles in enhancing effective teaching and learning.

Further, Culajara (2022) revealed that most of the lessons delivered and maximizing technology as a tool in delivering instruction were appreciated by the students hence enhanced job performance. In the same vein, Lao et al. (2018) reported that teachers' performance in the digital era in improved learning quality better. Relatedly, Mdhlalose and Mlambo (2023) indicated that information technology developments made classroom collaboration between teachers and students is more efficient. Similary, Mugisha et al. (2020) revealed that integrating ICTs in teaching and learning process might cause powerful learning situations and promotes acquisition of knowledge, skills, and enables learners to be more constructive and self-directed. In the same vein, Murati and Ceka (2017) revealed that teachers use of new technology led to better quality teaching and made it more interesting. With the finding of the study consistent with the study done in Uganda but inconsistent with the studies done outside Uganda, it can be deduced that in the context of Uganda technology teaching use still has challenges.

To the different aspects of technology use, the study revealed that managerial technological use influences the performance of academic staff. This finding agrees with previous scholars such as Amadi and Alaputa (2021) who reported the existence of a positive relationship between use of ICT situating tools and use of ICT collaborative tools and teachers' job performance. Similarly, Deng et al. (2022) found out that digital technology enhanced coordination and communication significantly influenced decision-making and knowledge sharing significantly leading to better job performance in organisations. Also, Kayode et al. (2019) revealed that availability of ICT facilities significantly related to job performance of staff in the two institutions.

In the same vein, Fatmah (2020) reported that information technology had a negative effect on job performance. Also, Jiang et al. (2021) indicated that in a real work setting, the effect of personal use of technology at work on job performance can be manifested between and within-person levels. Similarly, Mugizi and Amwine (2020) revealed that ICT use in the form of electronic information resources access had a positive and significant influence on the job performance of teachers. With the findings of the study in agreement with the findings of all scholars, it can be ascertained technology use has a significant influence on job performance of employees.

Regarding technology research use and the performance of academic staff, the findings indicated that technology research use had an insignificant influence on the performance of academic staff it. This finding agreed with Amponsah et al. (2021) who revealed that research productivity was low despite the high level of awareness and satisfaction with open access use. The finding also concurred with Mang'uu et al. (2021) who reported that there was no statistically significant relationship between technological learning resources and teacher performance. However, the finding disagreed with most scholars, for example, Kassim and Mwantimwa (2023) revealed that increased access to electronic research materials had a significant impact on research productivity. In the same vein, Mugizi and Amwine (2020) indicated that technologies research use in inform of accessing information resources had a positive and significant influence on the job performance of teachers. Also, Mwantimwa et al. (2021) indicated that open access resources were significantly used for teaching and research purposes more so than subscribed resources. Similarly, Ocampo et al. (2022) revealed that technological electronic information resources were very crucial in influencing research productivity. However, with the findings of the study agreeing with the findings of some scholars and disagreeing with the findings of other scholars, it can be inferred that there is no defined position on the same and the results depend on the context.

5.1.4 Human Resource Development Practices and Job Performance of Academic Staff Moderated by Technology Use.

The third objective of the study sought to test the moderating effect of information technology use on the influence of human resource development practices on job performance of the academic staff of Bishop Stuart University. The hypothesis derived from the same stated that information technology use has a significant moderating effect on the influence of human resource development practices on the job performance of academic staff in universities. However hypothesis test results indicated that the moderating effect was insignificant. This finding was contrary to existing literature that indicated that organisations are using technology to enhance their performance and that organisation with effective technologies can achieve high level performance by integrating appropriate HRM practices (Waheed et al., 2020). The finding is also contrary to Heslina and Syahruni (2021) who reported that information technology and human resource development had a positive and significant effect on performance. Also, the finding was contrary to Bhatt et al. (2023) who revealed that technology use has a moderating effect on human resource management development.

Further, the study was contrary to Karasek (2019) who revealed that the use of technologi in the implementation of human resource management led to efficiency due to data integratic obtaining a better match between employee competences, their development capacities a company demands. The study was also contrary to Najeeb (2013) who indicated that training a information and communication technology in enhanced employees' performance. Also, findings were contrary to Radonji and Mwikya (2019) who established that on human resou development and ICT policy had a positive correlation on the performance of organisatic

Relatedly, the finding was contrary to Waheed et al. (2020) who revealed that information technology and human resource management practices had an influence on innovative job performance. However, with the finding of the study producing results contrary to the of previous scholars, it can be deduced that in the context of the area studied equal focus on human resource development practices and technology use was not very essential.

5.2 Conclusions

The discussion above led to the following conclusions on the impact of human resource development practices moderated by information technology use on job performance of academic staff;

1. HRPD practices are crucial for the job performance of academic staff. This is especially in terms of training, job enrichment, and organisational policies. Specifically, training is when it provides the necessary skills, and sufficient investment by the university is put in it, offers professional development and career advancement, teaches the values of the institution, and enables subordinates to learn from their seniors. Job enrichment is when the university administration allows academic staff to use their skills, considers their goals and values, and encourages them to perform different duties. Concerning organisational policies, this is when university policies lead to the attainment of relevant goals, enable academic staff to better carry out their duties, and academic staff influences the development of policies that affect them.
2. Technology use is imperative for the job performance of academic staff. This is especially when technology is used for managerial purposes in terms of keeping students' records, there is communication through emails and social platforms, and academic staff have independent communication platform that help them remain in touch with students.

3. Giving equal focus to HRD practices and technology use does not necessarily lead to academic job performance. This is because technology did not moderate HRD practices. However, technology use should be highly emphasised because it has a stronger influence on job academic performance of academic staff than HRD practices.

5.3 Recommendations

The foregoing conclusions led to the following recommendations on the impact of human resource development practices moderated by information technology use on the job performance of academic staff;

1. Managers of universities should implement HRDP that promotes the job performance of academic staff. This should involve providing academic staff, job enrichment opportunities, and establishing organisational policies that promote performance. With training, it should provide academic staff with the necessary skills, universities should make sufficient investment in it, offer professional development, and career advancement, teach them the values of the institution, and enable academic staff to learn from their seniors. Job enrichment should allow academic staff to use their skills, consider their goals and values, and encourage them to perform different duties. Further, organisational policies should lead to the attainment of relevant goals, enable academic staff to better carry out their duties, and academic staff influence the development of policies that affect them.
2. University managers should prioritise technology used to enhance the job performance of academic staff. This should be largely in the area of managerial use of technology involving keeping students' records, communicating through emails and social platforms, and academic staff having independent communication platform that help them remain in touch with students.

3. University managers should ensure that technology use is given higher prominence than HRDP in their effort to promote job performance of academic staff. This is especially in the use of technology for managerial purposes.

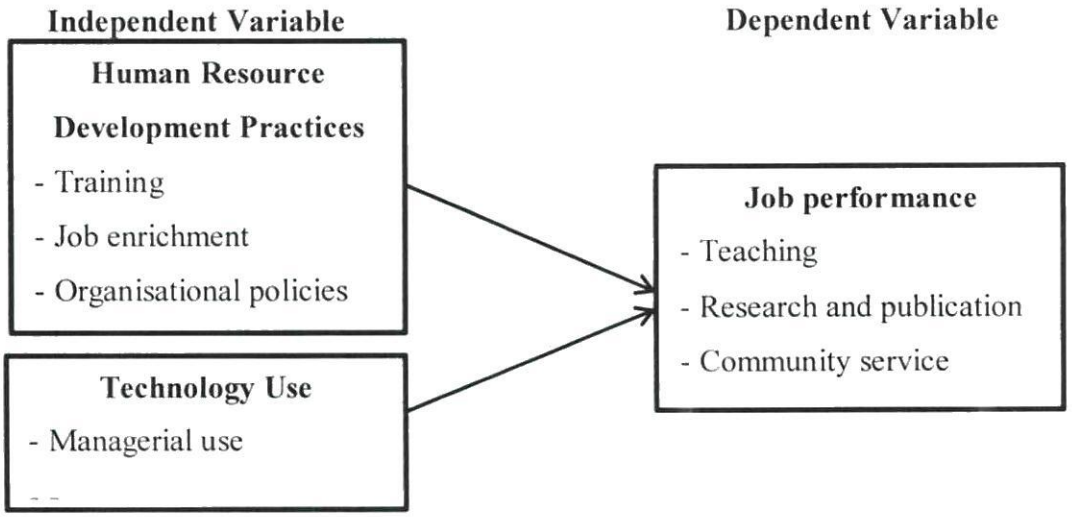
5.4 Contribution of the Study

A model (Figure 6.1) on how this study contributes theory and practice was suggested. This is a modification of the original conceptual framework (Figure 1.1).

Figure 6.1

A Modified Conceptual Model suggesting how to use Human Resource Development Practices and Information Technology Use to promote job performance of academic staff.;

Figure 1.1 Conceptual Framework



The model (Figure 5.1) shows that human resource development practices and technology use influence job performance of academic staff. The model shows that human resource management practices include in training, job enrichment and organisational policies. For technology use, it is

use in terms of managerial use. With academic staff job performance, it is in terms of performance is in terms of academic staff teaching, research and publication, and community service.

5.5 Limitations and Suggestions for Further Research

The study highlights the significance of both HRDPs and technology use in enhancing job performance of academic staff but limitations emerged. For example, contrary to previous scholars, the study indicated that promotion as well as technology teaching use and research use had no significant influence on job performance of academic staff. This attracts the need for future research to examine these variables in relation to academic performance of academic staff in institutions in the context of Uganda. Since this study was carried out in one private university, future studies can include several private universities and even extend to public universities. Further, this study was dominantly quantitative to make statistical inference; future studies should be dominantly qualitative for higher in-depth analysis.

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Appendix A: Self-Administered Questionnaire for Academic Staff

Dear respondent,

I am a student of Mbarara University of Science and Technology carrying out a study titled "Exploring the Impact of Practices in Human Resource Development and Information Technology Use on Academic Staff performance in Bishop Stuart University" You have been chosen to participate in this study because of your position as an academic staff in the university. Your voluntary participation in this study will be highly appreciated. All the information provided will be treated with confidentiality and is only necessary for the success of this study.

Thank you in advance.

Yours sincerely

Arinaitwe Judith

Section A: Background Characteristics

Please, on the question items below, tick on the appropriate option

A1) Sex: 1) Male 2) Female

A2) Age group in years: 1) Up to 30 2) 30 but below 40 3) 40 and above

A3) My academic rank: 1) Bachelors 2) Masters 3) PhD

A4) I have been employed in this university for: 1) Less than one year 2) 1 year but less than 5 years 3) 5 but less than 10 years 4) More than 10 years

A5) My position in the hierarchy of this university is: 1) Teaching Assistant 2) Assistant Lecturer 3) Lecturer 3) Senior Lecturer 4) Associate Professor 5) Professor

A6) Have you ever been promoted since you joined the university?

if yes: from ..... to .....

Section B: Academic Staff Performance

This section presents items on academic staff performance (DV) and is divided into three sections that are teaching, research and publication and community service. Kindly indicate your rate items on the same using the scale where 1= Strongly Disagree, 2= Disagree, 3 =Moderately Agree, 4=Agree, and 5=Strongly Agree

TP	**Academic staff Performance**	SA	A	MA	D	SD
TP	**Teaching Performance**	5	4	3	2	1
TP1	I am always punctual for lectures					
TP2	I teach according to the course plan using various teaching materials					
TP3	I conduct lectures using simple, clear, and concise language					
TP4	I make students lively during teaching and learning					
TP5	I am compassionate and tolerant of students to some extent					
TP6	I give students adequate time to consult with me					
TP7	I teach my lecturers on time					
TP8	I carry out extra time teaching when necessary					
TP9	I finish the syllabus on time					
TP10	I help students to complete their research projects within the stipulated time					
TP11	Students are free to consult me regularly					
TP12	I am always available whenever supervisees need me					

RP	**Research and Publication**	Yes	No
RP1	In the last five years, I have published more than one article		
	I participated in one or more research projects		



RP2	I have advised on the research projects of colleagues		
RP3	I have been an investigator on a research project		
RP4	I have supervised research of one or more graduate student(s)		
RP5	I have obtained research funding from the university or any other organisation		
RP6	I have presented an article at a local or national conference		
RP7	I have presented an article at an international conference		
RP 8	I have published one or more journal articles in a peer-reviewed journal(s)		
RP 9	I have published one or more peer-reviewed book chapter(s)		
RP 10	I have published one or more book(s)		
RP 11	I have reviewed one or more scholarly materials		
CSP	**Community Service Performance**	**Yes**	**No**
ESE1	I have been involved in community events organised by the university		
ESE2	I have been involved in university programs for the development of communities		
ESE3	Under university leadership. I have been involved in community sensitisation and mobilisation		
ESE4	Under university leadership. I have been involved in promoting the civic duties of the community		
ESE5	Involvement in collaborations with communities and stakeholders is one of this university's priority		



ESE6	On behalf of the university I have been involved in corporate social responsibility	

Section C: Practices in Human Resource Development

This section presents items on practices in human resource development (IV). You are kindly requested to indicate your feelings on each of the practices in human resource development implemented in your university using the scale where 1= Strongly Disagree, 2= Disagree, 3 =Moderately Agree, 4=Agree, and 5=Strongly Agree.

HRDP	**Practices in Human Resource Development**	SA	A	MA	D	SD
Train	**Training**	5	4	3	2	1
Train1	The training offered by this university provides me with the skills needed to do several different jobs, not just my ordinary job					
Train2	I am satisfied with the investment this university makes in training me					
Train3	The University is dedicated to my professional development					
Train4	I am pleased with the career advancement opportunities availed to me at this university					
Train5	The trainings offered to me by this university teach me about the institution's values					
Train6	The trainings offered by this university provide me with the skills needed to do several different jobs, not just my ordinary job					
Train7	At this university, I have been encouraged to participate in seminars and workshops					
Train8	I have been offered an opportunity to attend a refresher course					



Train9	I have been provided with manuals with job performance instruction in this school					
Train9	I have received mentoring at this university					
Train10	At this university, I have been assigned challenging jobs to evoke my skills					
Train11	My superiors provide me with instructions on activities to accomplish					
Train12	I have been guided on how to carry out certain activities by my superiors at this university					
Prom	**Promotion**	**SA**	**A**	**MA**	**D**	**SD**
		5	4	3	2	1
Prom1	Promotion in this university is based on merit					
Prom2	I am aware of the university's prerequisites for promotions in my position.					
Prom3	The management of this university has communicated the promotion policy to me very clearly					
Prom4	The promotional opportunities available to me at this university are satisfying					
Prom5	There is an opportunity for me to get promoted in this university soon					
Prom6	My current position makes me get closer to getting a higher position					
Prom7	The current position is the foundation for me to get promoted					
Prom8	My current job facilitates me to accumulate abundant experience needed for a promotion					
Prom9	At this university, I have been getting promotions opportunities faster					

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P.O. BOX 1410, MBARARA

Prom10	Compared to my colleagues I have moved up the promotional ladders faster					
JE	**Job Enrichment**	**SA**	**A**	**MA**	**D**	**SD**
		5	4	3	2	1
JE1	I have been assigned to do more work at this university					
JE2	I am assigned different duties from time to time at this university					
JE3	I am normally allowed by this university to use my skills					
JE4	The amount of work I am expected to do in my job is reasonable for me					
JE5	I am given an opportunity by this university to complete my entire tasks on my own					
JE6	The university administration strongly considers my goals and values					
JE7	My objectives match the university's objectives					
JE8	I am encouraged to perform different duties at this university					
JE9	Supervisors generally consult lecturers whenever any problems crop up in this university					
JE10	In this university, lecturers are encouraged to suggest new ideas about the work					
JE11	I have been assigned to do more work at this university					
OP	**Organisational Policies**	**SA**	**A**	**MA**	**D**	**SD**
		5	4	3	2	1
OP1	I think that the policies of the university lead to relevant goal attainment by staff					
OP2	In general, I think policies university policies in the long term will lead to the attainment of relevant goal					



OP3	In general, the policies of the university enable me to better carry out my duties					
OP4	In this university, through working groups or meetings, I am involved in decisions on executing university policies					
OP5	In this university, staff influences the development of policies that affect them					

Section D: Information Technology Use

This section presents items on information technology use. You are kindly requested to indicate how you rate your information technology use using the scale where 1= Strongly Disagree, 2= Disagree, 3 =Moderately Agree, 4=Agree, and 5=Strongly Agree.

TU	**Teaching Use**	SA	A	MA	D	SD
TU1	I use ICT online technologies to conduct lectures					
TU2	Use of the ICT-based methodologies raises the curriculum standards					
TU3	The usage of ICT-based methodologies brings a positive environment to lecture rooms					
TU4	ICT-based methodologies are very supportive of teaching					
TU5	I find ICT enabled teaching better than traditional methods of teaching					
TU6	I guide my students on how to surf materials online					
TU7	I easily prepare my lectures because of ICT facilitation					
TU8	I conveniently share assignments, lecture notes and study material through ICT					
TU9	I assess assignments online					
MU	**Managerial Use**	SA	A	MA	D	SD

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		5	4	3	2	1
MU1	I use ICT to keep students' records					
MU2	I use ICT to manage personal and official files					
MU3	I attend meetings using technologies					
MU4	I use technology to communicate through emails and social platforms					
MU5	I have an independent communication platform that helps me to remain in touch with them					
MU6	I keep in constant touch with my students through online					
MU7	I am on an online platform with colleagues					
MU8	I keep in constant touch with colleagues through online platforms					
RU	**Research Use**	**SA**	**A**	**MA**	**D**	**SD**
		5	4	3	2	1
RU1	I easily get electronic information useful for carrying out research					
RU2	I use the Internet for research and publication purposes					
RU3	I access scholarly materials using an online university access catalogue					
RU4	The University has subscribed to sources that provide information necessary for research					
RU5	I use the Internet to carry out research					
RU6	I use the Internet to access online journals and articles online					



Appendix B: Interview Guide for University Administrators

1. What training is provided to academic staff to enhance their job performance?
2. What financial rewards are provided to staff to enhance their job performance?
3. How is the promotion of academic staff implemented in this university?
4. How is job enrichment implemented for academic staff in this university?
5. What policies have been put in place to facilitate their job performance?
6. How do lecturers use technologies for instructional activities?
7. How do lecturers use technologies for managerial activities?
8. How do lecturers use technologies for research purposes?
9. How is the quality of teaching at this university?
10. What is the quality of research and publication at this university?
11. How do lecturers in this university render community service?



24/01/2024

To: Judith Arinaitwe

Bishop Stuart University
+256774226848
Type: Protocol Amendment

Re: Exploring the Impact of Practices in Human Resource Development and Information Technology Use on Academic Staff performance in Bishop Stuart University

I am pleased to inform you that at the convened meeting on **23/01/2024**, the **MUST Research Ethics Committee** voted to approve the changes to the study titled **Exploring the Impact of Practices in Human Resource Development and Information Technology Use on Academic Staff performance in Bishop Stuart University** reference Number **MUST-2023-1180**.

Please note that the approval of the research is valid until **19/12/2024** The approved changes to the study include:

1. To add the COVID-19 risk management plan to the approved study.
2. To add the Community Engagement plan to the approved study
3. To separate consent documents, one for administrators and for academic staff

As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and addenda to the protocol or the consent form must be submitted to the REC for re-review and approval **prior** to the activation of the changes.
3. Reports of unanticipated problems involving risks to participants or any new information which could change the risk benefit ratio must be submitted to the REC.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by participants and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Continuing review application must be submitted to the REC eight-weeks prior to the expiration date of **24/01/2025** in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record
7. You are required to notify the Uganda National Council for Science and Technology (UNCST) of final clearance to undertake the study in Uganda.

The following is the list of all documents reviewed in this application by **MUST Research Ethics Committee:**

No.	Document Title	Language	Version Number	Version Date
1	Informed Consent for administrators	English	first	2024-01-23
2	Informed consent for academic staff	English	first	2024-01-23
3	Community Engagement Plan	English	first	2024-01-23
4	Covid-19 Risk Management Plan	English	first	2024-01-23

Yours Sincerely

Dr. Paul Alele
For: MUST Research Ethics Committee



COVID-19 Risk Management Plan

The researcher will develop and communicate clear health and safety protocols for all research activities. This will include guidelines for physical distancing, mask-wearing, hand hygiene, vaccination and sanitization of equipment and spaces.

In case of any Covid -19 cases, the researcher will refer to the nearest police post or nearest Health Center.

The researcher will develop contingency plans for various COVID-19 scenarios, such as outbreaks or changes in local regulations. This will necessitate that research activities be adapted or postponed as needed.

The researcher will make sure she stays up-to-date with local and national COVID-19 regulations and guidelines by ensuring that all research activities comply with these regulations.

An open and transparent communication with research participants and community will be maintained regarding COVID-19 safety measures and any changes to the research plan due to the pandemic.

The researcher will review and update research ethics protocols to account for COVID-19-related considerations, including informed consent processes for remote interactions.

Yours faithfully.



Judith Arinaitwe
0774226848 (jajudith42@gmail.com)



COMMUNITY ENGAGEMENT PLAN

Firstly, the researcher will seek approval from MUST- REC and also seek permission from Bishop Stuart university Human Resource Office to collect data from the academic staff.

After receiving permission from Bishop Stuart University Human Resource office, the researcher will submit to UNCST for permission to collect Data.

The researcher will identify key respondents who are the academic staff at Bishop Stuart University, Human Resource officer, Systems Administrator and Director, Directorate of Graduate Studies, Research and Innovations.

The researcher will introduce the purpose of the research project, its goals, and its potential impact on the University by providing an overview of the research objectives and methods to the respondents.

Consent to involve in the study will be sought from individual potential respondent. Those who agree to participate in the study will be given consent document which they will agree to by signing and then participate in the self-administered questionnaire.

The researcher will collect data and analyse it. Findings be disseminated to Bishop Stuart University and individual participants. The research findings will be presented in workshops, seminars in both local and international forums.

The researcher will ensure that the research findings are published in peer reviewed journals.



MBARARA UNIVERSITY OF SCIENCE AND TECHNOLOGY

RESEARCH ETHICS COMMITTEE

P.O. Box 1410 Mbarara, Tel: +256-48-543-3795, Fax: +256-48-542-0782

E-mail: irc@must.ac.ug, mustirb@gmail.com

INFORMED CONSENT FORM FOR UNIVERSITY ACADEMIC STAFF

This document outlines the research study and expectations for potential participants. It should be written in layman terms and typed on MUST-REC letterhead

Instructions

1. The wording of this document should be directed to the potential participant not MUST-REC
2. If a technical term must be used, then define it the first time it is used and any acronyms or abbreviations used should be spelled out the first time they are used
3. All the sections of this document must be completed without any editing or deletions
4. Please use a typing font that is easily distinguishable from the questions of this form. Preferably the font size should be 12

Study title – This should be the same as on all other documents related to the study

Exploring the Impact of Practices in Human Resource Development and Information Technology Use on Academic Staff performance in Bishop Stuart University

Principal Investigator(s)

Judith Arinaitwe
+256 774226848
jajudith42@gmail.com

Leave blank for REC office only:

MUST-REC Stamp:

REC OFFICE USE ONLY:
APPROVAL DATE:
APPROVED CONSENT IRB VERSION NUMBER:
PI NAME:
IRB NO:

Introduction

What you should know about this study:

1. You are being asked to join a research study.
2. This consent form explains the research study and your part in the study.
3. Please read it carefully and take as much time as you need.
4. You are a volunteer. You can choose not to take part and if you join, you may quit at any time. There will be no penalty if you decide to quit the study.

Brief background to the study

Since time immemorial, faculty performance has been linked to the success of the university and the development of nations, and the need for improved academic staff performance standards in universities has persisted throughout history of universities. Effective academic staff performance raises the university's rating because of the calibre of publications, and the entry of graduates into the labour force leading to a high calibre of capital development required for improved productivity of nations. At the beginning of universities, academics were required to devote much time to teaching to prepare professionals in fields such as law, medicine and theology

For this suggested study looking at IT use and human resource development techniques, it is crucial to specifically examine aspects associated to the poor work performance of academic staff in African universities. Human resource development refers to systematic and planned measures performed by an organization to enable its members the chance to develop the skills they need to meet both present and future employment demands. Human resource development aims to increase people's knowledge, skills, productivity, and happiness for their benefit, the benefit of their groups or teams, or the benefit of an organization, a community, a country, or eventually all of humanity. This must be backed up by ideal human resource development practices to uplift the plight of academic staff for efficient quality assurance.

The context of the study will be Bishop Stuart University (BSU) a Chartered Private University in located in Mbarara City in Western Uganda. The choice of this institution was based on available statistical data that revealed a poor performance output of their academic staff members. Therefore, to address the problem of poor performance of academic staff in this university, this proposal will investigate factors that can enhance the performance of the university by looking at human resource development practices and information technology (IT) use.

Purpose of the research project

Include a statement that the study involves research, estimated number of participants, an explanation of the purpose(s) of the research procedure and the expected duration of the subject's participation

Leave blank for REC office only:

MUST-REC Stamp:

REC OFFICE USE ONLY:
APPROVAL DATE:
APPROVED CONSENT IRB VERSION NUMBER:
PI NAME
IRB NO:

The purpose of the study is to explore the impact of practices in human resource development and information technology use on academic staff performance at Bishop Stuart University. This study will involve 120 academic staff from Bishop Stuart University. A self administered questionnaire will be provided to you to complete and will take approximately 20 minutes

Why you are being asked to participate?

Explain why you have selected the individual to participate in the study

You are being selected to participate in this study as an academic staff working at Bishop Stuart University, you have information on how human resource development practices and information technology use impact your performance. This information will help to inform the study on human resource practices and performance of academic staff

Procedures

Provide a description of the procedures to be followed and identification of any procedures that are experimental, clinical etc. If there is need for storage of biological (body) specimens, explain why, and include a statement requesting for consent to store the specimens and state the duration of storage.

A self-administered questionnaire will be administered to you to assess the impact of practices in human resource development and information technology use on academic staff performance. You are requested to provide responsenses according to how you understand the question. Please note that there is no wrong answer.

Risks or discomforts

Describe any reasonably foreseeable risks or discomforts physical, psychological, social, legal or other associated with the procedure, and include information about their likelihood and seriousness. Discuss the procedures for protecting against or minimizing any potential risks to the subject. Discuss the risks in relation to the anticipated benefits to the subjects and to society

There are NO anticipated risks involved in the study, in case you feel uncomfortable to respond to any question, you may leave it.

Benefits

Describe any benefits to the subject or other benefits that may reasonably be expected from the research. If the subject is not likely to benefit personally from the experimental protocol note this in the statement of benefits

There are no personal benefits for participating in the study. This is an academic study, and results from the study will help to contribute to the body of knowledge and improve performance of academic staff at Bishop Stuart University.

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MUST-REC Stamp:

REC OFFICE USE ONLY:
APPROVAL DATE:
APPROVED CONSENT IRB VERSION NUMBER:
PI NAME:
IRB NO:

Incentives or rewards for participating

It is assumed that there are no costs to subjects enrolled in research protocols. Any payments to be made to the subject e.g., travel expenses, token of appreciation for time spent, must also be stated, including when the payment will be made

There are No incentives or rewards for participating in the study. Your participation in the study is voluntary

Protecting data confidentiality

Provide a statement describing the extent, if any, to which confidentiality of records identifying the subjects will be maintained. If data is in form of tape recordings, photographs, movies or videotapes, researcher should describe period of time they will be retained before destruction. Showing or playing of such data must be disclosed including instructional purposes

All information that we will collect about you during the course of the study will be strictly kept confidential. You will not be identified in any reports and publications. Interviews will be recorded and these recordings will be deleted as soon as the Principle investigator has concluded the study.

Protecting subject privacy during data collection

Describe how the privacy of the participant will be ensured during the process of data collection

Your names or any information that may reveal your information will not be included in the data collected. All the data will be de-identified anonymized using codes.

Right to refuse or withdraw

Include a statement that participation is voluntary and that refusal to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled.

Participation in this study will be purely voluntary; Refusal to participate will involve no penalty.

Taking part in this study is purely voluntary. You can choose to be part of the study or not be part of the study. If you decide to be part of the study, you can choose to leave at any time. Even if you have already consented to participate in the study, you can change your mind about taking part in the study at any point and you can withdraw your consent if you wish. If you decide not to

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MUST-REC Stamp:

REC OFFICE USE ONLY:
APPROVAL DATE
APPROVED CONSENT IRB VERSION NUMBER:
PI NAME
IRB NO:

take part in the study, or if you choose to leave the study, your choice will not affect your academics in anyway.

What happens if you leave the study?

Include a statement that the subject may discontinue participation at any time without penalty or loss of benefits

You may discontinue participation at any time without penalty.

Who do I ask/call if I have questions or a problem?

Include contact for the researcher and Chairperson, MUST-REC

For queries related to the study, please contact the PI, Judith Arinaitwe 0774226848 whereas for queries related to your rights and welfare, please contact the MUST-REC Chairperson.

Assoc. Prof. Paul Alele
Chairman, MUST-REC
P.O. Box 1410 Mbarara
Tel: 0485433795/0773573372

What does your signature or thumbprint on this consent form mean?

Your signature on this form means

- You have been informed about this study's purpose, procedures, possible benefits and risks
- You have been given the chance to ask questions before you sign
- You have voluntarily agreed to be in this study

Name of adult participant _____ Signature of participant _____ Date _____

Name of person obtaining consent _____ Signature _____ Date _____

Leave blank for REC office only:

MUST-REC Stamp:

REC OFFICE USE ONLY:
APPROVAL DATE:
APPROVED CONSENT IRB VERSION NUMBER:
PI NAME:
IRB NO:

MBARARA UNIVERSITY OF SCIENCE AND TECHNOLOGY

RESEARCH ETHICS COMMITTEE

P.O. Box 1410 Mbarara, Tel: +256-48-543-3795 Fax: +256-48-542-0782

E-mail: irc@must.ac.ug, mustirb@gmail.com

INFORMED CONSENT FORM FOR UNIVERSITY ADMINISTRATORS

This document outlines the research study and expectations for potential participants. It should be written in layman terms and typed on MUST-REC letterhead.

Instructions

1. The wording of this document should be directed to the potential participant not MUST-REC
2. If a technical term must be used, then define it the first time it is used and any acronyms or abbreviations used should be spelled out the first time they are used
3. All the sections of this document must be completed without any editing or deletions
4. Please use a typing font that is easily distinguishable from the questions of this form. Preferably the font size should be 12.

Study title – This should be the same as on all other documents related to the study.

Exploring the Impact of Practices in Human Resource Development and Information Technology Use on Academic Staff performance in Bishop Stuart University

Principal Investigator(s)

Judith Arinaitwe

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jajudith42@gmail.com

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PI NAME
IRB NO:

Introduction

What you should know about this study:

1. You are being asked to join a research study.
2. This consent form explains the research study and your part in the study
3. Please read it carefully and take as much time as you need.
4. You are a volunteer. You can choose not to take part and if you join, you may quit at any time. There will be no penalty if you decide to quit the study

Brief background to the study

Since time immemorial, faculty performance has been linked to the success of the university and the development of nations, and the need for improved academic staff performance standards in universities has persisted throughout history of universities. Effective academic staff performance raises the university's rating because of the calibre of publications, and the entry of graduates into the labour force leading to a high calibre of capital development required for improved productivity of nations. At the beginning of universities, academics were required to devote much time to teaching to prepare professionals in fields such as law, medicine and theology

For this suggested study looking at IT use and human resource development techniques it is crucial to specifically examine aspects associated to the poor work performance of academic staff in African universities Human resource development refers to systematic and planned measures performed by an organization to enable its members the chance to develop the skills they need to meet both present and future employment demands. Human resource development aims to increase people's knowledge skills, productivity, and happiness for their benefit, the benefit of their groups or teams, or the benefit of an organization, a community, a country, or eventually all of humanity This must be backed up by ideal human resource development practices to uplift the plight of academic staff for efficient quality assurance.

The context of the study will be Bishop Stuart University (BSU) a Chartered Private University in located in Mbarara City in Western Uganda. The choice of this institution was based on available statistical data that revealed a poor performance output of their academic staff members Therefore, to address the problem of poor performance of academic staff in this university this proposal will investigate factors that can enhance the performance of the university by looking at human resource development practices and information technology (IT) use.

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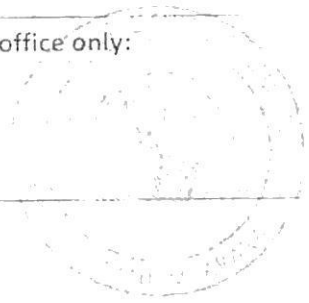

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Purpose of the research project

Include a statement that the study involves research, estimated number of participants, an explanation of the purpose(s) of the research procedure and the expected duration of the subject's participation.

The purpose of the study is to explore the impact of practices in human resource development and information technology use on academic staff performance at Bishop Stuart University. This study will involve three administrators who will include the Human Resource Officer, Systems Administrator and Director of Directorate of Graduate Studies, Research and Innovations. An interview guide will be used to administer questions to the administrators. This will take a duration of 30 minutes.

Why you are being asked to participate?

Explain why you have selected the individual to participate in the study

You are being selected to participate in this study because you are one of the key respondents with the required information to help the researcher establish the impact of human development practice, information technology use on performance of academic staff. This information will help the study identify gaps between human resource practices and performance of academic staff and how they can be bridged

Procedures

Provide a description of the procedures to be followed and identification of any procedures that are experimental, clinical etc. If there is need for storage of biological (body) specimens, explain why, and include a statement requesting for consent to store the specimens and state the duration of storage

A researcher administered interview will be administered to you to explore the impact of practices in human resource development and information technology use on academic staff performance. You are requested to provide responsenses according to how you understand the question. Please note that there is no wrong answer. We shall record the interview in order to help us during analysis. Please indicate here below if you agree to be recorded or disagree

I agree I disagree

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Risks or discomforts

Describe any reasonably foreseeable risks or discomforts-physical, psychological, social, legal or other associated with the procedure, and include information about their likelihood and seriousness. Discuss the procedures for protecting against or minimizing any potential risks to the subject. Discuss the risks in relation to the anticipated benefits to the subjects and to society.

There are NO anticipated risks involved in the study, in case you feel uncomfortable to respond to any question, you may leave it.

Benefits

Describe any benefits to the subject or other benefits that may reasonably be expected from the research. If the subject is not likely to benefit personally from the experimental protocol note this in the statement of benefits.

There are no personal benefits for participating in the study. This is an academic study and results from the study will help to contribute to the body of knowledge and improve performance of academic staff at Bishop Stuart University.

Incentives or rewards for participating

It is assumed that there are no costs to subjects enrolled in research protocols. Any payments to be made to the subject, e.g., travel expenses, token of appreciation for time spent, must also be stated, including when the payment will be made.

There are No incentives or rewards for participating in the study. Your participation in the study is voluntary.

Protecting data confidentiality

Provide a statement describing the extent, if any, to which confidentiality of records identifying the subject will be maintained. If data is in form of tape recordings, photographs, movies or videotapes, researcher should describe the period of time they will be retained before destruction. Showing or playing of such data must be limited to scientific, educational, instructional purposes.

All information that we will collect about you during the course of the study will be strictly kept confidential. You will not be identified in any reports and publications. Interviews will be recorded and these recordings will be deleted as soon as the Principle investigator has concluded the study.

Protecting subject privacy during data collection

Describe how the privacy of the participant will be ensured during the process of data collection.

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Your names or any information that may reveal your information will not be included in the data collected. All the data will be de-identified anonymized using codes.

Right to refuse or withdraw

Include a statement that participation is voluntary and that refusal to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled

Participation in this study will be purely voluntary: Refusal to participate will involve no penalty.

Taking part in this study is purely voluntary. You can choose to be part of the study or not be part of the study. If you decide to be part of the study, you can choose to leave at any time. Even if you have already consented to participate in the study, you can change your mind about taking part in the study at any point and you can withdraw your consent if you wish. If you decide not to take part in the study, or if you choose to leave the study, your choice will not affect your academics in anyway.

What happens if you leave the study?

Include a statement that the subject may discontinue participation at any time without penalty or loss of benefits

You may discontinue participation at any time without penalty.

Who do I ask/call if I have questions or a problem?

Include contact for the researcher and Chairperson MUST-REC

For queries related to the study, please contact the PI. Judith Arinaitwe 0774220848 whereas for queries related to your rights and welfare, please contact the MUST-REC Chairperson.

Assoc. Prof. Paul Alele
Chairman, MUST-REC
P.O Box 1410 Mbarara
Tel: 0485433795/0773573372

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PI NAME:
IRB NO:

What does your signature or thumbprint on this consent form mean?

Your signature on this form means

- You have been informed about this study's purpose, procedures, possible benefits and risks
- You have been given the chance to ask questions before you sign
- You have voluntarily agreed to be in this study

Name of adult participant	Signature of participant	Date

Name of person obtaining consent	Signature	Date

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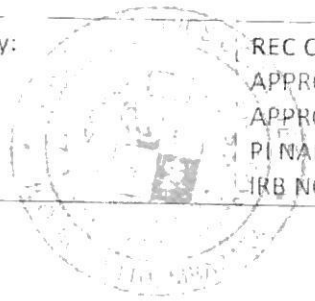

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PI NAME.
IRB NO:

Tel: 0707 200 702

Email: [illegible]
Website: www.bsu.ac.ug

OFFICE OF THE UNIVERSITY SECRETARY

8th January 2024

Judith Annaitwe
2021 PhD/032/PS
jajudith42@gmail.com

Dear Judith,

RE: PERMISION TO CARRYOUT RESEARCH AT BISHOP STUART UNIVERSITY

Reference is made to your letter dated 6th January 2024, requesting for permission to carry out research at Bishop Stuart University.

I am glad to inform you that you have been granted permission to conduct research at Bishop Stuart University on your topic:

"Exploring the Impact of Practices in Human Resource Development and Information Technology Use on Academic Staff performance in Bishop Stuart University."

I hope that the research will be an enriching and rewarding experience that will further propel you in your career.

Wishing you all the best.

BISHOP STUART UNIVERSITY
08 JAN 2024
P.O.BOX 9, MBARARA
UNIVERSITY SECRETARY

Assiimwe Annah Tibazindwa
UNIVERSITY SECRETARY

Cc: Vice Chancellor
Academic Registrar
Director, Graduate School

Scanned by TapScanner

Uganda National Council for Science and Technol

Our Ref: SS2296ES

6 Februar

Judith Arinaitwe
Bishop Stuart University
Mbarara

Re: Research Approval: **Exploring the Impact of Practices in Human Resource Development and Information Technology Use on Academic Staff performance in Bishop Stuart University**

I am pleased to inform you that on **06/02/2024**, the Uganda National Council for Science and Technology (UNCST) app the above referenced research project. The Approval of the research project is for the period of **06/02/2024** to **06/02/202**

Your research registration number with the UNCST is **SS2296ES**. Please, cite this number in all your future correspond with UNCST in respect of the above research project. As the Principal Investigator of the research project, you are responsible for fulfilling the following requirements of approval:

1. Keeping all co-investigators informed of the status of the research.

2. Submitting all changes, amendments, and addenda to the research protocol or the consent form (where applicabl the designated Research Ethics Committee (REC) or Lead Agency for re-review and approval **prior** to the activa of the changes. UNCST must be notified of the approved changes within five working days.

3. For clinical trials, all serious adverse events must be reported promptly to the designated local REC for review w copies to the National Drug Authority and a notification to the UNCST.

4. Unanticipated problems involving risks to research participants or other must be reported promptly to the UNCS New information that becomes available which could change the risk/benefit ratio must be submitted promptly f UNCST notification after review by the REC.

5. Only approved study procedures are to be implemented. The UNCST may conduct impromptu audits of all study records.

6. An annual progress report and approval letter of continuation from the REC must be submitted electronically to UNCST. Failure to do so may result in termination of the research project.

Please note that this approval includes all study related tools submitted as part of the application as shown below:

No.	Document Title	Language	Version Number	Version Date
1	Data collection tools	English	FIRST	29 September 202
2	COVID_19_PLAN	English	2	02 February 2024
3	COMMUNITY_ENGAGEMENT_PLAN	English	2	02 February 2024
4	CONSENT_FORM_FOR_ACADEMIC_STAFF	English	2	02 February 2024
5	CONSENT_FOR_UNIVERSITY_ADMINISTRATORS	English	2	02 February 2024
6	Project Proposal	English	SECOND	
7	Approval Letter	English		
8	Administrative Clearance	English		

Yours sincerely,

Hellen Opolot
For: Executive Secretary
UGANDA NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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Human Resource Development Practices and Job Performance of Academic Staff of Bishop Stuart University

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AFFILIATIONS

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CORRESPONDENCE

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Abstract: This study examined human resource development practices and their impact on academic staff performance. Specifically, it investigated whether training, promotion, job enrichment and organisational policies significantly influence the job performance of academic staff. The study surveyed 158 academic staff members at Bishop Stuart University in Uganda using a quantitative approach and a correlational research design. Data were collected through self-administered questionnaires and analysed using partial least squares structural equation modelling (PLS-SEM). The findings revealed that job enrichment and organisational policies had a positive and significant impact on academic staff performance. In contrast, training had a negative but significant influence on academic staff performance, and promotion had a positive but insignificant influence on the job performance of academic staff. The study concluded that effective human resource practices, specifically job enrichment and organisational policies, play a crucial role in enhancing academic staff performance. However, limited training opportunities hindered the performance of academic staff. Furthermore, unsatisfactory promotion practices minimally contribute to the job performance of academic staff. The study recommended that university managers implement human resource development practices, namely job enrichment, organisational policies, training, and promotion, to promote job performance.

Keywords: Enrichment, human resource development, job performance, policies, training.

1. Introduction

The performance of university academic staff is of utmost importance and should not be underestimated. Their effective job performance has a direct impact on student satisfaction, societal well-being, and university development (Maki et al., 2015). When academics perform well, universities benefit from high-quality research, publications, and graduates who are well-prepared for the workforce. This, in turn, leads to increased productivity and national development (Agasisti et al., 2019). Academics have three main responsibilities: teaching, research and publication, and community engagement (Mugizi, 2018). In terms of teaching and research, academics are accountable for delivering effective instruction, conducting high-level research, supervising student research and internships, and engaging with students outside of the classroom (Burroughs et al., 2020; Fry et al., 2014). Regarding community service, they are expected to actively participate in community service activities through interactions with society and the practical application of university knowledge (Mugizi, 2018).

Academics have been under constant pressure to perform, particularly in the areas of teaching and research, especially since the 20th century. Specifically, at the beginning of the 1980s, pressure for higher job performance of academic staff mounted with the ranking of universities. The United States of America (USA) is where the practice first appeared, after which it spread to other countries. This phenomenon triggered the start of a global ranking system of universities all around the world

How to cite this article:
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(Sanoff et al., 2007). The ranking of the universities has been mainly based on research excellence, teaching quality, employability of students from the universities, and the international outlook of the universities (Okebukola, 2019). While the United States, the United Kingdom, and Switzerland collectively account for 80% of the top 20 universities, and the top 100 universities are institutions from Germany, France, the Netherlands, Canada, Japan, and Sweden (Vernon et al., 2018), hardly any African universities appear in the top 500 universities except for a few South African universities (Aiyedun et al., 2021). This is an indicator of the low-level job performance of academic staff in African universities.

In Uganda, academics have been criticised for their subpar performance in the three core areas of teaching, research, and community engagement. Specifically, their teaching methods have been deemed inadequate, as they often rely on teacher-centred approaches that prioritise content recitation over student engagement and critical thinking (Kasule et al., 2022). This has led to students merely memorising content rather than developing essential skills. Furthermore, academics have been accused of not meeting the expected contact hours with students, frequently absconding from classes, and displaying inconsistency in their attendance. Many academics dodge lectures and cover less content than outlined in the programs (Kato et al., 2023). Moreover, some staff members have demonstrated a lack of commitment to excellence by falsifying examination marks, cheating on behalf of students, and relying on plagiarised online notes instead of preparing their own lectures (Mugizi et al., 2015; Turyahikayo et al., 2023). Additionally, those supervising postgraduate research have shown low dedication, resulting in a high percentage of students failing to graduate, with the average completion rates of master's students standing at less than 30%, despite about 70% completing their coursework activities (Kato et al., 2023).

Universities employ various strategies to enhance the performance of academic staff, such as human resource development practices like training, financial rewards, promotions, and job enrichment (Kasule et al., 2022; Morales-Sánchez & Pasamar, 2019). However, the implementation of these practices in Ugandan universities has encountered challenges. For example, there has been considerable outcry among academic staff at Kyambogo University due to recent pronouncements. On July 3, 2022, the Director of Human Resources announced that promotions would only be granted after internal advertisement of vacant positions. Furthermore, on July 20, 2022, the Vice Chancellor declared that staff would be informed about promotional positions through their department heads. These pronouncements contradict the guidelines outlined in the university's human resource manual, which specify development requirements such as qualifications, publications, community service, and graduate student supervision (Kyambogo University Human Resource Manual, 2014). While these pronouncements may be a result of austerity measures imposed by the government, private institutions like Bishop Stuart University may not face the same constraints as public universities like Kyambogo. This study aims to evaluate the human resource development practices at Bishop Stuart University and their impact on the performance of academic staff. The study will test the following hypotheses:

- Training has a significant influence on job performance of academic staff.
- Promotion has a significant influence on job performance of academic staff.
- Job enrichment has a significant influence on job performance of academic staff.
- Organisational policies have a significant influence on job performance of academic staff.

2. Literature Review

2.1 Theoretical review

This study is grounded in the Perceived Organisational Support Theory (POST) introduced by Eisenberger et al. (1986). POST posits that employees perceive organisational support when they feel that their contributions are valued and their well-being is considered (Roemer & Harris, 2018). This

perception leads to a sense of reciprocity, where employees feel obligated to support the organisation in achieving its goals and expect greater rewards for their efforts (Kurtessis et al., 2017). POST expound that employees develop global beliefs about the extent to which the organisation values their contributions and cares about their well-being based on their experiences and perceptions of favourable or unfavourable treatment (Satardien et al., 2019). When employees feel supported, they reciprocate with increased work effort and meet effective work demands based on their evaluation of the gains from their increased effort (Scanlan et al., 2018). POST is influenced by various aspects of employee treatment, including human resource development practices such as training, financial rewards, promotion, job enrichment, and organisational policies (Amjad et al., 2021). The theory reveals that the implementation of supportive human resource development practices leads to higher job performance (Eisenberger et al., 2014). This study applied POST to investigate the relationship between supportive human resource development practices and academic staff job performance.

2.2 Human resource development practices and job performance

Human Resource Development (HRD) practices refer to strategic initiatives implemented by organisations to enhance employees' knowledge, skills, productivity, and job satisfaction, ultimately benefiting the organisation (Tizikara & Mugizi, 2017). HRD practices are systematic and planned activities designed to provide employees with opportunities to acquire the necessary skills to meet current and future job demands (Potnuru et al., 2018). These practices aim to improve business performance by enhancing employees' overall skills, abilities, and behaviours (Arubayi et al., 2020). In this study, HRD practices were operationalised as training, promotion, job enrichment, and organisational policies. Training, which is a fundamental function of human resources management, involves a systematic process to help employees acquire the necessary knowledge and skills to perform their jobs effectively (Yimam, 2022). Training activities are designed to equip employees with the skills necessary to meet current and future job demands, ultimately enhancing their capabilities and improving overall job performance (Otoo & Mishra, 2018).

Several studies (Al Khawaldeh, 2023; Ashmond et al., 2022; Gebrehiwot & Elantheraiyan, 2023; Kuruppu et al., 2021; Mvuyisi & Mbukanma, 2023; Otoo & Mishra, 2018; Sendawula et al., 2018; Sugiarti, 2022; Yimam, 2022; Wulandar et al., 2023) have investigated the relationship between training and employee job performance, consistently demonstrating a positive and significant influence. However, despite this consensus, several gaps have emerged. Empirically, there is a lack of studies in the Ugandan context, with the exception of Sendawula et al.'s (2018) study, which focused on health workers and, therefore, had different job dynamics compared to academic staff. Methodologically, some studies, such as Mvuyisi and Mbukanma's (2023), were solely qualitative, limiting the generalizability of their findings. These gaps necessitated the present quantitative study, which aims to investigate the relationship between training and academic staff job performance in the Ugandan context for greater generalizability.

Promotion, a fundamental practice in human resource development, pertains to elevating an employee to a higher position within an organisation. This typically entails greater responsibilities, status, and rewards (Ligare et al., 2020). Its significance lies in the advancement of employee careers, as it brings about recognition, financial advantages, and an enhanced reputation while also benefiting employers through improved job assignments. Promotions serve as a motivating factor for employees to exert greater effort, as they are associated with increased job amenities, authority and a boost to one's self-esteem (Mugizi, 2019). Effective job promotions contribute to employee satisfaction, heightened work effort, and enhanced performance (Haryono et al., 2020). However, appointing external candidates to coveted positions can demotivate employees, resulting in reduced performance and morale (Ratemo et al., 2021). Promotions are a vital component of human resource development, enabling employees to expand their skills and embrace new challenges (Mugizi et al 2020).

Numerous studies (Duru et al., 2023; Haryono et al., 2020; Ligare et al., 2020; Gultom et al., 2023; Muhati & Makhamara, 2023; Nurpi & Syam, 2023; Ratemo et al., 2021; Rinny et al., 2020; Setyawati et al., 2022; Xie & Yang, 2021) have consistently demonstrated a significant positive relationship between promotion and job performance. Nonetheless, there are gaps in the existing literature, as none of these studies have specifically examined the Ugandan context. Furthermore, with the exception of Rinny et al. (2020), which focused on university academic staff, all other investigations have involved different populations whose workplace dynamics differ from those of academic staff. Consequently, this research is necessary to address this gap and explore the connection between promotion and job performance among academic staff in Uganda.

Job enrichment pertains to augmenting job satisfaction by increasing autonomy, feedback, and significance while providing opportunities for growth, recognition, and responsibility (Asl et al., 2015). It involves reconfiguring jobs to make them more challenging, rewarding, and meaningful and can be accomplished through the expansion of job responsibilities, provision of training and development opportunities, and encouragement of employee involvement in decision-making (Magaji et al., 2017). Job enrichment is grounded in the motivation-hygiene theory, which posits that employees are motivated by factors such as autonomy, feedback, and recognition rather than solely by financial rewards (Awan et al., 2023). It entails effecting changes in job dimensions, physical conditions, and fundamental tasks to augment job satisfaction and employee engagement (Tayeh, 2021). Job enrichment can be accomplished through various strategies, including task identity, skill variety, task significance, and autonomy, and can result in increased employee motivation, commitment, and performance (Annamalai, 2022). Moreover, job enrichment can help mitigate employee dissatisfaction, monotony, and demotivation, and enhance employee loyalty and commitment, thereby improving employee job performance (Mac-Ozigbo & Daniel, 2020).

Several scholars (Alsafadi & Altahat, 2021; Asl et al., 2015; Awan et al., 2023; Benna et al., 2017; Chilgong et al., 2021; Haroon & Shakil, 2021; Mac-Ozigbo & Daniel, 2020; Tayeh, 2021) have explored the relationship between job enrichment and employee job performance. However, their investigations have uncovered empirical and population gaps. In terms of empirical gaps, a review of the literature revealed no studies conducted in the context of Uganda. Regarding the population gap, aside from the studies by Awan et al. (2023) conducted in Pakistan and Mac-Ozigbo and Daniel (2020) conducted in Nigeria, all other studies did not consider academic staff. These empirical and population gaps have necessitated this study in the context of Uganda, involving academic staff, to address the identified gaps and thus contribute to the existing body of knowledge and offer insights for organisational improvement in the Ugandan context.

Organisational policies represent the guiding principles that delineate the expected behaviours and actions within an employment relationship (Pacifique & D'Silva, 2021). These policies establish a standardised framework for decision-making and ensure adherence to internal controls (Porter, 2018). They define acceptable conduct, offer guidance on employee relationships, and outline procedures for appointment, promotion, and reward systems (Makau & Muna, 2020). Moreover, they foster awareness among employees regarding the imperative to ethically and effectively achieve organisational goals. Policies play a crucial role in institutional management, sustainability, and transformation, lending official support to all actions and activities (Dzogbede & Asimah, 2020).

Earlier investigations conducted by Alkalha et al. (2012), Hazra et al. (2013), Jawaad et al. (2022), and Pacifique and D'Silva (2021) have explored the impact of organisational policies on employee job performance. However, in the particular context of Uganda and among university academic staff, there exists a research gap which this study aims to fill. The absence of studies addressing this specific context and population necessitated the present research to contribute to the existing body of knowledge and provide insights into the setting of Ugandan universities.

3. Methodology

This study employed a quantitative research approach, utilising a correlational research design to examine the relationships between variables and determine the degree of association among them (Devi et al., 2022). This design allowed for the identification of patterns and associations between variables, providing valuable insights into the strength and direction of these relationships. The study's sample consisted of all 184 academic staff members at Bishop Stuart University, as the population was small enough to be studied in its entirety. However, only 158 (85.9%) fully completed questionnaires were retrieved. Nevertheless, this sample size was considered sufficient, as Pielsticker and Hiebl (2020) suggest that a response rate of 50% is adequate in social science research.

The researcher utilised a self-administered questionnaire (SAQ) to collect data from academic staff, measuring two primary variables: job performance and human resource development practices. Job performance was assessed considering teaching, research and publication, and community service (Abba & Mugizi, 2018). Human resource development practices were evaluated in terms of training (Mugizi, 2019; Truitt, 2012), promotion (Mugizi, 2019; Liu et al., 2015), job enrichment (Vijay & Indradevi, 2015), and organisational policies (Van Engen, 2017). The questionnaire items were adapted from existing, validated tools to ensure reliability and validity. A five-point Likert Scale (1 = strongly disagree, 2 = disagree, 3 = moderately agree, 4 = agree, 5 = strongly agree) was employed to facilitate the ranking of the items by the respondents. Self-administered questionnaires offer an efficient means of collecting data from a large number of respondents in a short timeframe while also ensuring ease of understanding and appropriateness of data collection (Harris & Brown, 2019). This enabled the collection of quantitative data necessary for analysis.

3.1 Data quality control

To ensure data quality, validity and reliability were established through a rigorous process. Content validity was assessed using SmartPLS 4, employing convergent and discriminant validity tests. Convergent validity was evaluated using Average Variance Extracted (AVE), while discriminant validity was examined through the Heterotrait-Monotrait (HTMT) ratio of correlations. The results are presented in Table 1.

Table 1: Average Variance Extracted (AVE) and Heterotrait-Monotrait Ratio (HTMT) Correlations

Measures	AVE	ASP	CSP	RP	TP	
ASP						
CSP	0.650	0.598				
RP	0.547	0.882	0.209			
TP	0.630	0.505	0.216	0.380		
Measures	AVE	HRDP	JE	OP	PR	TR
HRDP						
JE	0.514	0.730				
OP	0.576	0.559	0.539			
PR	0.545	0.760	0.244	0.179		
TR	0.578	0.855	0.411	0.335	0.565	

ASP = academic staff performance, CSP = Community service performance, HRDP = human resource development practices, JE= job enrichment, OP = organisational policies, PR = promotion, RP = research performance, TR = Training

The convergent validity results, as indicated by the Average Variance Extracted (AVE) values, reveal that all values exceeded the minimum threshold of 0.5, demonstrating the convergence of the

constructs on their respective variables (Purwanto & Sudargini, 2021). This suggests that the measures used to assess the variables were appropriate and valid. Furthermore, the Heterotrait-Monotrait (HTMT) ratio of correlations was below the maximum threshold of 0.90, indicating that the constructs were independent and distinct, thereby demonstrating discriminant validity. This ascertained that the measures used were not only valid but also able to differentiate between the various variables, supporting the instrument's overall validity and reliability.

3.2 Reliability of the instrument

Reliability was established using Cronbach's Alpha and Composite Reliability. While Cronbach's Alpha is a widely used measure, it has a limitation in that it assumes equal indicator characteristics in the population, which can impact reliability values (Viladrich et al., 2017). Therefore, Composite Reliability (CR) was also utilised to potentially increase the number of indicators meeting reliability standards. The results of the reliability analysis are presented in Table 2, providing insight into the consistency and dependability of the data collection instrument.

Table 2: Reliabilities

Measures	α	CR
Community Services	0.863	0.902
Research Performance	0.859	0.893
Teaching Performance	0.711	0.836
Job Enrichment	0.863	0.893
Organisational Policies	0.815	0.871
Promotion	0.880	0.905
Training	0.929	0.941

The reliability results presented in Table 2 indicate that both Cronbach's Alpha and Composite Reliability values exceeded the minimum threshold of 0.70 (Purwanto & Sudargini, 2021), suggesting that the indicators for each construct measuring the variables demonstrated satisfactory reliability. This implies that the indicators within each measure were highly correlated and interrelated, thereby collecting reliable data. The reliability values above 0.70 confirm the consistency and dependability of the data collection instrument, providing confidence in the accuracy of the data.

3.3 Data analysis

Quantitative data analysis employed Partial Least Squares Structural Equation Modelling (PLS-SEM) using SmartPLS 4 to examine the relationships between variables and indicators (Hair Jr et al., 2017). PLS-SEM enabled the creation of path estimates and models, revealing the complex relationships between the variables. This analytical approach allowed for statistical inferences to be made, enabling the generalisation of findings to a broader population. By utilising PLS-SEM, the study was able to uncover the underlying structural relationships between the variables, providing a comprehensive understanding of the variables under study.

3.4 Ethical Considerations

This study rigorously adhered to ethical standards in order to safeguard the integrity and protection of the respondents. Prior approval for conducting the research was obtained from the institutional review board at Bishop Stuart University, ensuring that all procedures adhered to ethical guidelines. Prior to participating, respondents were fully informed about the nature and purpose of the study and provided their informed consent. Anonymity was ensured by assigning pseudonyms to all respondents and by refraining from collecting any identifying information. Furthermore, respondents were assured of their freedom to withdraw from the study at any time without facing any negative consequences. These measures were implemented to ensure that the research was conducted with utmost respect for the dignity and rights of all participants.

4. Presentation of Results

4.1 Demographic profiles of the respondents

The demographic profiles of the academic staff were examined, encompassing five key variables: sex, age, highest academic qualification, years of service in the university, and position in the hierarchy. The results of this analysis are presented in Table 3.

Table 3: Background characteristics of academic staff

Variables	Category	Frequency	Per cent
Sex	Male	99	62.7
	Female	59	37.3
	Total	158	100.0
Age Groups	Up to 30 years	02	1.3
	30 but below 40 years	38	24.1
	40 years and above	118	74.7
	Total	158	100.0
Highest academic qualification	Bachelor's Degree	19	12.0
	Master's Degree	117	74.1
	PhD	22	13.9
	Total	158	100.0
Years working in the university	Less than one year	4	2.5
	One year but less than 5 years	16	10.1
	5 but less than 10 years	63	39.9
	More than 10 years	75	47.5
	Total	158	100.0
Position in the hierarchy	Teaching assistant	19	12.0
	Assistant Lecturer	117	74.1
	Lecturer	17	10.8
	Associate Professors and Professors	05	3.2
	Total	158	100.0

The results on gender distribution show a slightly higher proportion of male respondents (62.7%) compared to females (37.3%), ensuring a range of perspectives. The age distribution indicates that most respondents (74.7%) were aged 40 or older, with a smaller proportion (1.3%) aged 30 or younger, suggesting that the views of experienced academic staff are well-represented. In terms of the highest level of education, the majority (74.1%) held master's degrees, followed by those with PhD degrees (13.9%), indicating that academic staff of different educational levels participated in the study. The length of service in the current university shows that most respondents had worked for over 10 years (47.5%) or 5-10 years (39.9%), capturing a range of experiences and perspectives from academic staff with varying levels of seniority. Finally, the academic rank distribution reveals that assistant lecturers made up the largest proportion (74.1%), followed by teaching assistants, lecturers, and associate/full professors, indicating that the data represents a diverse range of academic staff across different levels, making the findings representative of the various categories of academic staff.

4.2 Human resource development practices and job performance of academic staff

To investigate the impact of human resource development practices on the job performance of academic staff in universities, a structural model was developed to examine the causal relationships between these practices and job performance. The model tested four hypotheses: (H1) training has a significant influence on job performance, (H2) promotion has a significant influence on job performance, (H3) job enrichment has a significant influence on job performance, and (H4)

organisational policies have a significant influence on job performance. The results of the structural model are presented in Figure 1 and the path estimates table (Table 4), which provide insights into the strength and direction of the relationships between human resource development practices and job performance.

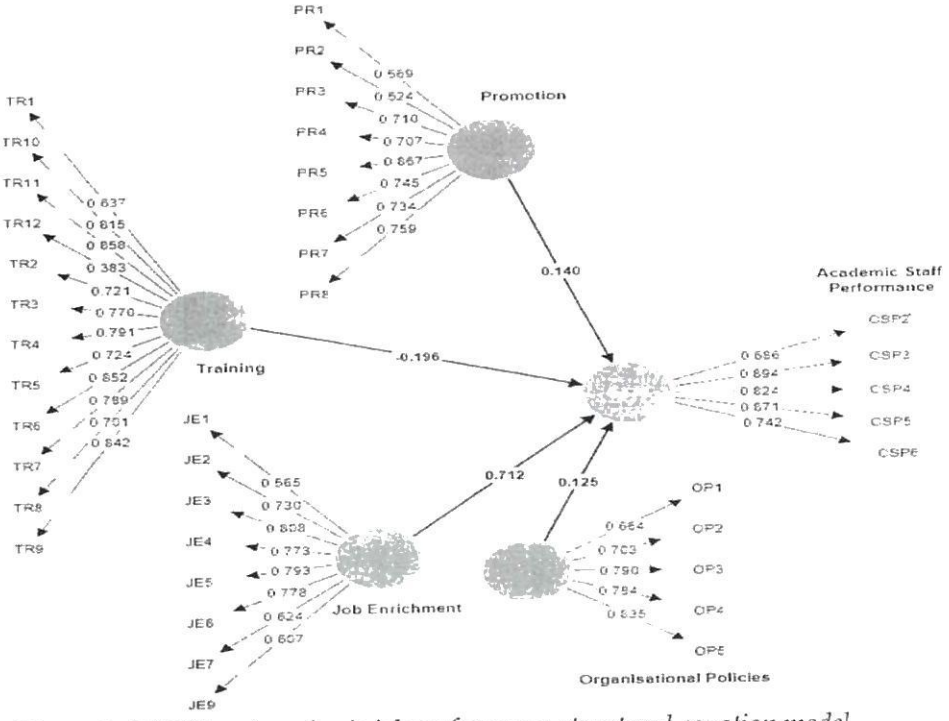

Figure 1: HRDP and academic job performance structural equation model

The results presented in Figure 1 reveal that human resource development practices are indeed a multi-dimensional concept comprising four distinct dimensions: training, promotion, job enrichment, and organisational policies. Factor analysis confirmed the retention of all indicators for training and organisational policies, while eight out of 10 indicators were retained for promotion and eight out of 11 for job enrichment. Notably, all retained indicators exhibited factor loadings above 0.50, which is the minimum accepted threshold, indicating that they are valid measures of their respective constructs. Therefore, these four dimensions effectively capture the essence of human resource development practices, providing a comprehensive framework for understanding this complex concept.

Table 4: Human resource development practices and academic staff job performance path estimates

Path Estimates	β	Mean	STD	t	P
Job Enrichment → Academic Staff Performance	0.712	0.690	0.065	10.959	0.000
Organisational Policies → Academic Staff Performance	0.125	0.128	0.060	2.075	0.038
Promotion → Academic Staff Performance	0.140	0.136	0.090	1.548	0.122
Training → Academic Staff Performance	-0.196	-0.151	0.086	2.282	0.023
R^2 = 0.576 R^2 Adjusted = 0.565					

The structural equation estimates presented in Table 4.29 reveal that among the human resource development practices, job enrichment ($\beta = 0.712$, $t = 10.959$, $p = 0.000 < 0.05$) and organisational policies ($\beta = 0.125$, $t = 2.075$, $p = 0.038 < 0.05$) have a positive and significant impact on academic staff

performance. In contrast, training (β = -0.196, t = 2.282, p = 0.023 < 0.05) had a negative but significant influence on academic staff performance and promotion (β = 0.140, t = 1.548, p = 0.122 < 0.05) had a positive but insignificant influence on academic staff job performance. The R-squared value indicates that the four human resource development practices elements explain 57.6% (R^2 = 0.576) of the variation in academic staff performance. The adjusted R-squared value shows that the significant aspects of job enrichment, organisational policies, and training explain 56.5% (adjusted R^2 = 0.565) of the variation, indicating that these three factors make a substantial contribution to academic staff performance. Notably, job promotion did not have a significant influence on academic staff performance. These findings highlight the importance of job enrichment, organisational policies, and training in enhancing academic staff performance while suggesting that job promotion may require re-evaluation.

5. Discussion of Findings

The findings of this study emphasise the critical role of job enrichment and organisational policies in enhancing the performance of academic staff. While promotion showed a positive but insignificant influence, training surprisingly had a negative and significant impact. The significant positive influence of job enrichment on academic staff performance is consistent with the findings of previous studies (Alsafadi & Altahat, 2021; Awan et al., 2023; Chilgong et al., 2021; Haroon & Shakil, 2021; Mac-Ozigbo & Daniel, 2020; Tayeh, 2021). This consistency in findings underscores the importance of job enrichment in fostering the performance of academic staff. The significant positive impact of organisational policies on the job performance of academic staff resonates with the findings of previous researchers (Alkalha et al., 2012; Hazra et al., 2013; Jawaad et al., 2022; Pacifique & D'Silva, 2021). This consistency in findings underscores the vital role of organisational policies in creating a supportive environment that enhances academic staff performance.

Nonetheless, the finding that training had a negative and significant influence on academic staff performance diverges from the consensus of previous researchers (Al Khawaldeh, 2023; Gebrehiwot & Elantheraiyan, 2023; Mvuyisi & Mbukanma, 2023; Yimam, 2022; Wulandar et al., 2023), who consistently reported a positive and significant impact. This discrepancy can be attributed to the limited training opportunities provided to academic staff, which failed to meet the demands of their job performance. The finding that promotion had a positive but insignificant influence on academic staff job performance contradicts the findings of previous researchers (Duru et al., 2023; Haryono et al., 2020; Ligare et al., 2020; Gultom et al., 2023; Muhati & Makhamara, 2023; Nurpi & Syam, 2023; Xie and Yang, 2021), who reported a significant positive impact. However, this discrepancy can be attributed to the limited promotion opportunities available to academic staff in universities, which may have mitigated the potential positive effects of promotion on job performance.

6. Conclusion and Recommendations

Effective human resource practices, specifically job enrichment and organisational policies, play a crucial role in enhancing the performance of academic staff. Job enrichment involves providing academic staff with opportunities to utilise their skills, aligning their goals and values with the objectives of the university, and encouraging them to take on diverse responsibilities. Organisational policies, on the other hand, should facilitate the achievement of relevant goals, enable academic staff to effectively perform their duties, and involve them in the development of policies that affect them. However, limited training opportunities hinder academic staff performance. This includes inadequate provision of necessary skills, insufficient investment in training, limited opportunities for professional and career advancement, and failure to instil institutional values and facilitate learning from seniors. Furthermore, unsatisfactory promotion practices minimally contribute to academic staff job performance. This is attributed to non-merit-based promotions, unclear promotion requirements, poor communication of promotion policies, and unsatisfying promotiona

opportunities. Additionally, this occurs when there is uncertainty about future promotions and when jobs do not allow for the accumulation of the abundant experience needed for promotion.

Managers of universities should implement human resource development practices that promote job performance among academic staff. Therefore, job enrichment, organisational policies, training, and promotion should all be used to enhance job performance. In order to achieve this, job enrichment should provide opportunities for skill utilisation, goal alignment, and diverse responsibilities. Organisational policies should facilitate goal attainment, effective duty performance, and policy involvement. Training should offer necessary skills, professional development, career advancement, and institutional values while also enabling learning from experienced colleagues. Promotion practices should be merit-based, with clear requirements, effective communication, and satisfying opportunities. This will provide certainty of promotion and opportunities for accumulating the experience needed for advancement. By implementing these practices, universities can create a supportive environment that fosters the performance of their academic staff.

7. Limitation

This study highlights the significance of human resource development practices in improving the job performance of academic staff, but certain limitations have been identified. Particularly, the findings deviate from previous research as they indicate that training and promotion have a negligible impact on academic staff job performance. This inconsistency calls for further investigation into these variables and their correlation with academic staff performance across multiple institutions. Subsequent studies can expand on this research by including various private universities and even public universities, thereby allowing for a more comprehensive understanding. Additionally, while this study utilised a quantitative approach to enable statistical inference, future research should incorporate a predominantly qualitative approach to facilitate a more thorough analysis and offer more profound insights into the intricacies of human resource development practices and academic staff performance.

8. Declarations

Authors contributions: Conceptualisation (J.A., A.M. & B.T.); Literature review (J.A., A.M. & B.T.); methodology (J.A., A.M. & B.T.); software (J.A., A.M.); validation (A.M.); formal analysis (J.A., A.M. & B.T.); investigation (J.A., A.M. & B.T.); data curation (J.A.) drafting and preparation (J.A., A.M. & B.T.); review and editing (J.A., A.M. & B.T.); supervision (N/A); project administration (B.T.); funding acquisition (N/A). All authors have read and approved the published version of the article.

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Original Article

Parenting Styles and Pupils' Morals in Upper Primary Schools of Kabula County, Lyantonde District

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ABSTRACT

The purpose of the study was to examine the relationship between parenting style and pupils' morals in upper primary schools of Kabula County, Lyantonde District. Specifically, to examine the effects of single parenting style on pupils' morals in upper primary schools; to assess the influence of co-operating style on pupils' morals in upper primary schools and to establish the effect of co-opted parenting style on pupils' morals in upper primary schools of Kabula County, Lyantonde District. A cross-sectional design was employed using both quantitative and qualitative approaches to allow triangulation. Both simple random sampling and purposive sampling techniques were applied to select respondents. Data was analysed with descriptive, inferential statistical techniques and thematic analysis. Descriptive statistics involved the use of frequencies and mean while inferential statistics included Pearson correlation and multiple regression analysis. It was revealed and concluded that there is a significant positive correlation coefficient between single parenting style and the level of pupils' moral development in upper primary schools. It was concluded that there is a significant positive correlation between co-parenting style and pupils' moral development in upper primary school education. It was further indicated a statistically significant positive correlation between co-opted parenting style and the level of pupils' morals in upper primary schools. It was recommended to organize parenting workshops in Lyantonde district to educate single parents, co-parents, and co-opted parents about effective parenting styles which would provide information on positive parenting practices that contribute to the moral development of children. It was also recommended to establish parenting support groups where parents can share experiences, challenges, and successes related to their parenting styles. It was recommended that the promotion of increased parental involvement in schools fosters collaboration between parents and educators.

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INTRODUCTION

Globally, parents play primary school roles in raising pupils in the society to become productive citizens (Adekey, 2011). Parents' levels of education and type of occupation have a great influence on the child's morals. This is exemplified by Mudassir and Abubakar's (2015) study in Malaysia, where pupils' whose parents had formal occupations had better morals than those whose parents had informal occupations. Further studies in Nigeria indicate that parents with high education and formal occupations maintain positive views about the moral values of pupils which results in a good moral upbringing for their pupils (Ford & Harris, 2007; Steinberg, 2012). The reverse is true for parents of low socio-economic status because they earn lower incomes and often have to work longer hours to earn more for their families (Gratz, 2016). Therefore, such parents are often left with less time to spend with their families and their pupils to train them in good morals.

Single-parent hood can be defined as when one out of two people who is responsible for the nurturing and child rearing is not available and the work meant for two people is now carried out by only one person. Single-parenting can be defined as a situation in which one of the two individuals involved in the conception of the child is responsible for the upbringing of the child (Whiting and Child, 1993; Elshelman, 1981 Henslim, 1985). Parents are the first point of contact for children. When both parents are present, it implies that the child would derive the most care (Ortese, 1998). However, when one of the parents is absent in a child's life, a gap is created as the child would lose the support that would have emanated from that parent.

Moral values refer to objects that human beings consider desirable and worthy of pursuit in their thoughts, feelings and actions. These may be heart-like truthfulness, happiness, peace, justice. In either case, they function as ideals and standards that govern human actions. Education is a process of bringing about desirable changes in the learner in the way one thinks feels and acts in accordance with one's concept of the good life. Further, these changes are to be brought about by employing such procedures as do not violate the freedom and autonomy of the learner. We do not consider propaganda or indoctrination as education.

World over, Ortese (1998) and Salami and Alawode (2000) have asserted that single-parenting results from divorce, separation of various kinds, having children from wedlock or death of one spouse which leaves the roles in the hands of a single parent. According to Steck (2009), the number of divorce cases has risen considerably in Europe since the 1960s and the most affected countries include the United Kingdom, Portugal, Denmark and Belgium.

In the United States, almost half of all children by age 15 will have lived in a single-parent family (Anderson, 2002). The percentage of single-parent families has tripled in the Past 50 years and has continued to be larger among Latino and African American families when compared to the general population (US Census, 2010). In 2000, 27% of all U.S. children were living in single-parent families; among African American children, 53% were living with only one parent (Sigle-Rushton & McLanahan, 2004). There was a link between those with single parents on education and grade attainment to those with all parents. Those with parents were being advised, had low-stress cases and could perform well.

In Sub-Saharan Africa, along with North Africa, the areas have long been recognized for their very low level of divorce and low incidence of births

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outside of marriage linked with strong family ties (Park & Cho, 1995; Kumagai, 1995). During the recent decade, however, Sub-Saharan Africa has experienced a rapid increase in divorce, which is no longer the question of single parenthood and its impacts on children's education and well-being.

In Lyantonde District, the Uganda Bureau Of Statistics (UBOS) report (2004) shows that children in the Municipality grow up in a variety of family structures with more cases of divorce. With the increasing number of single-parenthood families, the pupils' morals in the Municipality have changed. In 1992, 26% of children were living in a single-parent family and this number has been increasing since the 1960s (UBOS, 2004). Half of all marriages may end in divorce, although about 65% of women and 75% of men who divorce will eventually remarry. However, the remarriage rate has been declining since 1960 (Cherlin and Furstenberg, 2004). The study further reveals that those of single parents are the most affected by declining morals.

Based on the studies of the Uganda Bureau of Statistics (2014) National Population and Housing Census, single parenthood has risen by 14.7% from 9.6% in 2002. This was indicated by many children living in single-parent homes and others being adopted. However, few studies have been conducted on the problem and instead, there is a tradition of studying female-headed households.

It has also been noticed In Lyantonde District that the rate at which immorality is increasing is high and yet no study has been established so far to relate single parenthood and moral development in the area which creates a knowledge gap. Therefore, it is for this reason that the researcher is seeking to carry out the study to establish the influence of single parenting on moral development using Kabula County Lyantonde District as a case study.Therefore, this study established the relationship between parenting style and Pupils' Morals in upper primary schools of Kabula County, Lyantonde District.

This study was guided by the following objectives and research questions:

- To examine the effects of Single parenting style on Pupils' Morals in upper primary schools of Kabula County, Lyantonde District.
- To assess the influence of co-parenting style on pupils' moral in upper primary schools of Kabula County, Lyantonde District.
- To establish the effect of co-opted parenting style on Pupils' Morals in upper primary schools of Kabula County, Lyantonde District.

Research Questions

- What are the effects of Single parenting style on Pupils' Morals in upper primary schools of Kabula County, Lyantonde District?
- What is the influence of co-operating style on pupils' moral in upper primary schools of Kabula County, Lyantonde District?
- What are the effects of co-opted parenting style on Pupils' Morals in upper primary schools of Kabula County, Lyantonde District?

Research Hypotheses

H_0: There is no positive significant relationship between parenting style and Pupils' Morals in upper primary schools of Kabula County, Lyantonde District.

Significances of the study

This study may make enormous contributions to different stakeholders to appreciate that parenting style is crucial to pupils' moral development. The findings of this study may help educational planners and policymakers to formulate relevant educational policies to improve pupils' morals. Additionally, the study is bound to help parents to be able to provide a conducive home environment to better pupils' morals. The study will also contribute to the existing body of knowledge within the same field for future researchers.

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LITERATURE REVIEW

Theoretical Underpinnings

The study adopted social constructivism a learning theory propounded by Lev Vygotsky in 1968. The theory states that language and culture are the frameworks through which humans experience, communicate, and understand reality. According to Vygotsky, language and culture play essential roles both in human intellectual development and in how humans perceive the world. This is to say that learning concepts are transmitted by means of language, interpreted and understood by experience and interactions within a cultural setting.

Whereas teachers give lectures to explain the issues, facilitators help learners get and rely on their own understanding of issues (Jafari-Amineh and Davatgari-Asl, 2015); Besides, teachers have to know about the way students make sense of the concepts and create relationships between new concepts and their background knowledge and experiences; a necessary act to motivate students in coordination with their experiences and engage them in meaningful active learning processes which can be finally defined in measurable terms (Panasuk and Lewis, 2012).

Children learning science through the constructivist approach are noticeably different from children learning by a more passive method. They are generally confident speakers, prepared to listen to the ideas of others and to argue their own points of view. They can work collaboratively and set about finding ways of checking whether their ideas are valid" (Wadsworth, 1997).

Social constructivism upholds that knowledge develops as a result of social interaction and is not an individual possession but a shared experience. Kelly (2012) suggests that social constructivism could be applied in the classroom using such instructional methods as case studies, research projects, problem-based learning, brainstorming, collaborative learning/group work, guide discovery learning, and simulations among others. The teacher could sometimes divide the class into groups or pair the students and then guide them by prompting, questioning and directing the groups or pairs to discover concepts or gather learning experiences according to the intended objectives.

The Parenting Style of Pupils in Upper Primary Schools

A review of the literature shows that different ways of parenting pupils (single parenting style, co-parenting style and co-opted parenting style) are on the rise in both developed and developing countries.

Single Parenting Style

Single parenting style refers to the situation where a father or mother assumes the role of sole caregiver and nurturer for their pupils when the other parent is absent (Amato, 2014). The impact on pupils raised by a single parent varies, but often includes social awkwardness, heightened anxiety and fear of abandonment, as well as potential mental health issues (Johnson, 2015). Research suggests that pupils are particularly affected when there is a significant amount of conflict within their household. The consequences of a single parenting style on a child encompass academic challenges, social difficulties, emotional struggles, and an increased risk of substance abuse.

In a study conducted by Ponzetti (2003), it was found that the United Kingdom is home to more than one million single-parent families, accounting for approximately one out of every seven families. This trend of single-parent families has been on the rise in recent years. While many single-parent families are formed due to marital breakdown, separation, or divorce, there is a notable increase in the proportion of single-parent families resulting from births outside of wedlock (Smith, 2018). The United States Census data reveals a concerning statistic: the number of dependent pupils living with only one parent increased from 9% in 1960 to 27% in 2010. This rise has raised significant concerns among policymakers and the public alike. Researchers have identified the growing prevalence of single-parent families as a key factor contributing to the long-term increase in child poverty rates in the United States. Moreover, growing up in single-

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parent households has been associated with adverse outcomes that extend beyond financial struggles, including an increased risk of educational dropout, disengagement from the workforce, and teenage parenthood. Despite the existing body of research on this topic, there remains a research gap that requires further investigation and exploration.

In developing nations, divorce rates may not be as prevalent compared to other factors like desertion, death, and imprisonment, which contribute to the formation of single-parent families. These families are predominantly led by women. The prevalence of such families differs across countries, with Kuwait having a rate of less than 5 percent, while Botswana and Barbados have rates exceeding 40 percent. In countries like Ghana, Kenya, Rwanda, Cuba, Puerto Rico, and Trinidad and Tobago, more than a quarter of households are headed by women (Ponzetti, 2003). However, despite these regional disparities, there is a research gap in understanding the underlying factors and implications of the prevalence of single-parent families in developing countries.

In East Africa, Uganda stands out with the highest concentration of impoverished single-parent families, lacking any form of state welfare. The dire circumstances can be attributed to several factors, including the devastating impact of HIV/AIDS and malaria, as well as instances of parental abandonment (Uganda Reflex, 2011). Meanwhile, Tanzania is also grappling with an escalating prevalence of single parenthood and the detrimental consequences it entails. For instance, there has been a noticeable increase in the number of secondary school pupils' residing in single-parent households, rising from 149,239 in 2009 (BEST, 2009) to 177,465 in 2012 (BEST, 2012). These observations highlight the pressing need for further research to identify effective interventions and support mechanisms to address the challenges faced by single-parent families in both Uganda and Tanzania.

Co-parenting

The co-parenting style is a collaborative effort embraced by parents who jointly assume the roles of socializing, nurturing, and raising pupils for whom they bear equal obligations (McHale & Lindahl, 2011). Unlike an intimate partnership between adults, the co-parenting style relationship places exclusive emphasis on the child's well-being (Trivers, 2017). In evolutionary biology, this concept aligns with bi-parental care, wherein both the mother and father contribute to parental investment (Clutton-Brock, 2017). However, despite existing research in these areas, there is still a need to explore and understand the specific dynamics and challenges within co-parenting style relationships, which constitutes a significant research gap.

Initially, the term co-parenting style primarily referred to its application within nuclear families. Nevertheless, following the implementation of the United Nations Convention on the Rights of the Child on November 20, 1989, a significant shift occurred. This pivotal moment led to the acknowledgement of a child's inherent right to maintain a meaningful connection with both parents, even in cases of separation. Consequently, the notion of co-parenting style expanded beyond its original scope, encompassing divorced and separated parents, as well as parents who had never cohabitated (Nunes, 2021).

Co-parenting style is an arrangement where parents collaborate to collectively fulfil the responsibilities of socializing, caring for, and raising their pupils, sharing equal involvement and accountability. Unlike intimate relationships between adults, co-parenting style focuses primarily on the child's well-being. Initially, the co-parenting style was predominantly associated with nuclear families. However, the United Nations Convention on the Rights of the Child, established on 20 November 1989, emphasized the importance of maintaining strong relationships between pupils and both parents, even in cases of separation or divorce. Consequently, the concept of co-parenting style expanded to encompass not only divorced or separated parents but also parents who have never cohabitated. Liu (2021) despite this expansion, there remains a research gap in understanding the

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specific challenges and dynamics of co-parenting styles in different family structures and how they impact pupils' development and well-being.

Co-opted-Parenting Style

Co-opted Parenting Style in Non-Biological Relationships: Co-opted parenting style refers to the involvement of individuals who are not biologically related to a child but play a significant role in their upbringing. Research has primarily focused on co-opted parenting styles within stepfamilies and same-sex parenting styles. However, there is a research gap in understanding co-opted parenting styles in non-traditional family structures, such as cohabiting couples or extended family members who take on parenting style responsibilities (Smith, 2018). Further investigation is needed to explore the dynamics, challenges, and benefits of co-opted parenting style to Pupils' Morals.

Co-opted parenting style and child development: Studies have shown that co-opted parenting style can have a positive impact on child development, particularly in terms of social-emotional well-being and cognitive outcomes. However, the existing research has predominantly focused on young pupils, leaving a research gap regarding the effects of co-opted parenting style on adolescent development (Brown & Johnson, 2016). Further research is needed to explore the long-term effects of co-opted parenting style on various aspects of adolescent development, including identity formation and moral achievement.

Co-opted parenting style and parent-child relationships: Co-opted parenting style has been found to influence parent-child relationships. However, the majority of research has focused on the relationships between stepparents and step-pupils, neglecting other forms of co-opted parenting style. This research gap calls for a deeper understanding of how co-opted parenting style influences pupils' morals in various family contexts, such as foster families or families formed through adoption (Jones et al., 2017).

The Level of Pupils Moral Forms In Upper Primary Schools

The development of moral characteristics is not an isolated process, but rather intricately linked to an individual's overall psychological well-being. It is evident that moral attributes are deeply intertwined with other aspects of an individual's psychological makeup. Colby and Carapito et al.(2016) conducted a study on moral exemplars and discovered several non-moral traits that were commonly observed among their subjects, such as optimism and certainty. These traits fall under the category of meta-moral characteristics, as defined by Berkowitz (2017). Unlike moral characteristics that inherently reflect morality and ethics, meta-moral characteristics are essential for moral functioning but do not possess an intrinsic moral nature. Instead, they can potentially support either moral or immoral actions. For instance, self-control is a meta-moral characteristic that plays a crucial role in achieving moral effectiveness. However, despite these insights, there remains a research gap in understanding the specific interplay between moral and meta-moral characteristics and their impact on moral behaviour.

Parent training programs have been widely recognized as effective interventions for addressing noncompliance, aggression, and various externalizing issues in pupils. These programs utilize behavioural and educational approaches, aiming to equip parents with essential skills in effective behaviour management. The curriculum typically encompasses teachings on reinforcement and punishment techniques, as well as guidelines for promoting clear communication within the parent-child relationship. Extensive research on the outcomes of parent training programs consistently demonstrates their effectiveness in reducing externalizing problems in pupils (Weisz et al., 2015). This suggests that the same model may hold promise for instructing parents on how to cultivate moral values and encourage prosocial behaviour in their pupils. However, there remains a research gap in understanding the specific strategies and interventions that can effectively address this

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area, highlighting the need for further investigation and exploration.

The Relationship between Parenting Style and Pupils' Morals In Upper Primary Schools

The acquisition of self-control is a multifaceted and gradual process influenced by both the child's maturation and the nurturing provided by parents. Scholars have identified two significant concepts that illustrate the parental role in fostering self-control: "scaffolding" (Bruner, 2015) and guided self-regulation (Sroufe, 2015). These ideas encompass a supportive approach wherein parents offer guidance and feedback to assist pupils in developing skills they haven't yet mastered. In line with this, Schaffer (2018) emphasizes that parents can contribute to self-control development by (1) establishing external controls that are necessary before self-regulation can be fully achieved and (2) creating situations that are more manageable, considering the limited strategies of self-control available to infants and toddlers. For instance, during the early months of life, the challenge of regulation involves shielding the infant from excessive stimulation that could lead to over-arousal. However, despite extensive research in this area, a significant research gap remains in understanding the precise mechanisms through which parental scaffolding and guided self-regulation influence the development of self-control in pupils.

The role of parental behaviour plays a significant role in shaping the early compliance of pupils. Previous studies have indicated that certain factors are associated with increased compliance levels in toddlers. For instance, research by Westerman (2020) has highlighted the importance of a mother's flexibility in this process. Additionally, Kuczynski et al. (2017) found that negotiation rather than direct control tends to be more effective in fostering compliance. Moreover, Kochanska et al. (2017) emphasized the significance of positive affect displayed by parents during parenting style interactions. It is worth noting that these behaviours not only impact immediate compliance but also have long-term implications on the development of conscience even after six years. Despite the existing research, there is still a research gap that requires further exploration to understand the specific mechanisms through which parental behaviours influence compliance in early childhood.

According to Coopersmith (2017), pupils' self-esteem is fostered by three key aspects of parenting style. These aspects include the acceptance of pupils, the establishment of clear behavioural boundaries, and the encouragement of individual expression while respecting their unique personalities and perspectives. These dimensions align closely with Baumrind's (2018) concept of "Authoritative" parenting style, which was further explored in the subsequent sections of this paper. However, despite the existing research on the positive impact of these parenting style dimensions on pupils' self-esteem, there is still a need to investigate potential research gaps in understanding how these parenting style forms vary across different cultures or socioeconomic backgrounds. Exploring this research gap would provide valuable insights into the universal applicability and potential limitations of these parenting style dimensions in promoting pupils' self-esteem.

METHODOLOGY

Research Design

The study adopted a cross-sectional research study that incorporates both quantitative and qualitative methods for triangulation. According to Huntington-Klein (2021), research design is a structured and methodical plan created to guide the process of conducting a research study. The utilization of qualitative research design is crucial as it allows the researcher to capture and interpret the meanings and experiences of the participants in their natural environments.

Target Population

Population refers to the entire group of people, events or things of interest that the researcher wishes to investigate, it forms a base from which the sample or subjects of the study were drawn (Bryman, 2004). The target population of this

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study was 50 Headteachers and 50 teachers in charge of discipline since they worked closely with pupils and parents in an educational context. Their insights shed light on how parenting style influences pupils' behaviour in school settings and 10000 pupils (P.6 Class = 100 pupils, P.7 Class = 100 pupils making it 200 pupils for one school x 50 schools making it 10,000 pupils) since they were the primary school subjects of the study. Including them allowed the researcher to directly assess the impact of different parenting styles on pupils' morals and behaviour from the perspective of the children themselves from 50 Government-aid primary schools (DEO Annual Performance Report, 2021).

Sample Size

The sample size is the number of participants that are selected from the population to constitute a sample. The target group was an optimum size that was neither excessively large nor too small (Kothari, 2004).

Table 1: Sample size summary

Category	Population	Sample size	Sampling technique
Inspector	1	1	Purposive sampling
Headteachers	50	44	Simple Random sampling
Teacher in charge of discipline	50	44	Simple Random sampling
P.6 and P.7 class pupils	10000	370	Simple Random sampling
Total	10101	459	

The sample size of 459 was obtained by using the Krejcie and Morgan (1970) table of determining sample size based on the study population as illustrated in the table below.

Data Collection Methods

Questionnaire

The study used self-administered questionnaires which were administered to teachers. The researcher opted for the use of questionnaires because they were advantageous in terms of economy, lack of interviewer bias, and the possibility of anonymity (Kidler, 1981). The questions were both close-ended and open-ended in order to increase validity of the responses. The items in the questionnaire were classified into a five point Linkert Scale which the respondents were required to respond to by indicating one option ranging from strongly agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).

Interview Guide

The study used an interview guide to conduct a face-to-face conversation with the sole purpose of collecting relevant information from the respondents to satisfy a research purpose. The study employed unstructured interviews to get the information from head of schools, DEO, District Inspector of Schools, Chairpersons PTA and pupils. Guiding questions based on research objectives were prepared in advance.

Statistical Treatment of Data

Data management involved processing the data by coding, entering them into the computer using the Statistical Package for Social Sciences (SPSS 24.0), summarizing them using frequency tables to identify errors and editing them to remove errors. The data were analysed using descriptive and inferential statistics. Descriptive statistics involved the means while inferential statistics included Pearson Linear correlation and regression analysis.

RESULTS

Response Rate

Based on the instruments that were used for data collection, some were not returned for analysis as illustrated in *Table 2* below.

Table 2 presents data on the utilization of two research instruments, interviews, and questionnaires, with a total sample size of 459 participants. For interviews, 1 session was initially planned, and fully conducted, resulting in a return rate of 100%. In contrast, questionnaires were distributed to 458 individuals, and 432 responses were received, yielding a higher return

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rate of 94.3%. The overall findings indicate that out of the total sample size of 459 expected responses, 433 responses were collected, constituting 94.3% response rate.

Achieving a research response rate of 70% or above is generally considered robust and indicative of a high level of participant engagement, thereby enhancing the internal validity of the study. A response rate within this range suggests that the sample is more likely to be representative of the target population, minimizing the risk of nonresponse bias and increasing the reliability of the study's findings. A higher response rate contributes to the credibility of the research results, as it reflects a more comprehensive and inclusive data collection process.

Table 2: Response rate for data instruments

Instruments	Sample size	Returned	Percentage
Interviews	1	1	100%
Questionnaires	458	432	94.3%
Total	459	433	94.3%

Background Information

The findings include the background information that is gender of respondents, the foundation body of schools, the period the school has existed and the category of the school.

Table 3 presents the gender distribution of respondents, with 138 (31.9%) identified as male and 294 (68.1%) as female, resulting in a total sample size of 432. The data highlights a noticeable gender disparity in the respondents, with a higher representation of females. This distribution indicates a notable gender imbalance within the surveyed population, with females comprising a significant majority.

Table 3: Gender of respondents

Gender	Frequency	Percent
Male	138	31.9
Female	294	68.1
Total	432	100

Source: Field data 2024

Table 4: Foundation body of schools.

The school foundation	Number of schools visited	Frequency	Percent
Catholic	10	123	28.5
Anglican	17	210	48.6
Moslem	5	27	6.3
Community	9	58	13.4
SDA	3	14	3.2
Total	44	432	100

Source: Field data 2024

Table 4 displays the breakdown of school foundation affiliations within a survey sample comprising 432 participants. Anglican-affiliated schools comprise the largest portion, with 17 schools that led to 210 (48.6%) of the respondents, followed by 10 Catholic schools that resulted in 123 (28.5%) of the respondents. Additionally, there were 9 community-based schools in the study area that led to 9 (13.4%) of the respondents, 5 Moslem-affiliated schools led to 5 (6.3%) of the respondents and 3 Seventh-day Adventist (SDA) schools led to 3 (3.2%) respondents. This data underscores the diverse spectrum of school foundations, with Anglican and Catholic affiliations prevailing. The findings suggest a notable presence of religiously affiliated institutions in the sample, which may significantly shape the educational landscape, impacting the values and ethos of these establishments.

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Table 5: Existence of the school

Period spent in school	Frequency	Percent
Less than a year	18	4.2
1-2years	47	10.9
2-3years	150	34.7
3 and above	217	50.2
Total	432	100

Source: Field data 2024

Table 5 shows that the majority of the schools (50.2%) had stayed 3 years and above followed by 34.7% which existed for 2-3 years, 10.9% were 1-2 years and the least (4.2%) existed less than a year. This implies that the results can be relied on since most of the schools existed much longer.

Effect of Single Parenting Style on Pupils' Morals

Table 6 presents findings on the effect of single parenting style on pupils' morals, measured through various statements rated on a scale from Strongly Disagree (1) to Strongly Agree (5). The mean scores provide an overall assessment of each statement. Notably, single parents show a moderate level of involvement in monitoring their pupils' behavior at school ($M = 2.91$), supervising their movements to and from school ($M = 2.73$), ensuring the completion of assigned tasks ($M = 3.37$), and actively participating in school meetings ($M = 3.34$). They also play a significant role in discouraging pupils from engaging in harmful behaviors such as alcohol and drugs ($M = 3.18$) and monitoring their communication with elders and friends ($M = 3.43$). However, there is a lower level of agreement on timely payment of school dues ($M = 2.64$). Remarkably, single parents strive to act as positive role models for their pupils, with a notably high mean score of 4.16.

Table 6: The effect of single parenting style on pupils' morals

Statements		5	4	3	2	1	Mean
Single parents come to school to monitor behaviour of their pupils	f	89	51	109	99	84	2.91
	%	20.6	11.8	25.2	22.9	19.4	
Single Parents supervises pupils' movements along the way to school and at home	f	78	71	82	62	139	2.73
	%	18.1	16.4	19.0	14.4	32.2	
Single Parents makes sure that pupils perform the assigned tasks	f	131	94	85	50	72	3.37
	%	30.3	21.8	19.7	11.6	16.7	
Single Parents attend and participates in school meetings	f	138	85	79	49	81	3.34
	%	31.9	19.7	18.3	11.3	18.8	
Single Parents discourage pupils from taking alcohol and drugs	f	95	108	89	62	78	3.18
	%	22.0	25.0	20.6	14.4	18.1	
Single Parents monitor the way pupils' communicate to elders and friends	f	123	116	85	42	66	3.43
	%	28.5	26.9	19.7	9.7	15.3	
Single Parents pay school dues in time	f	70	56	87	87	132	2.64
	%	16.2	13.0	20.1	20.1	30.6	
Single Parents try to act as role models of their pupils	f	206	152	40	7	27	4.16
	%	47.7	35.2	9.3	1.6	6.3	

Key to table: Strongly disagree= 1, Disagree= 2, Neutral= 3, Agree= 4 and Strongly agree = 5

Source: Field data 2023

These findings suggest that while single parents are generally involved in shaping their pupils' morals, areas such as financial obligations could benefit from increased attention.

During the interview with the DEO revealed that;

"most headteachers reports on pupil's morals reveals that pupils from single-parent households experience unique challenges as the absence of one parent influences the development of their morals. While some

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single parents excel in providing strong moral guidance, others may face difficulties in maintaining consistent discipline or instilling certain values due to the demands of solo parenting".

Furthermore, the District inspector of schools also revealed that;

"in collaboration with the school headteachers we actively engage parents, teachers, and community members through holding regular meetings, workshops, and outreach programs to provide opportunities for open dialogue on shared values and expectations, allowing stakeholders to contribute to the development of a collective moral framework".

During the interview with the headteachers, they revealed that;

single parents often face unique challenges in balancing work, parenting responsibilities, and providing emotional support. This results in varied parenting approaches, impacting the development of pupils' morals. Some children demonstrate resilience and responsibility, having learned independence and adaptability from their single-parent households".

During the interview with the pupils, majority revealed that;

"our parents, face financial strain and time constraints that limit the ability to provide consistent moral guidance and supervision of the activities given both at home and school. The absence our second parent results in fewer opportunities for discussions about values and ethical behaviour, leading to a potential gap in the development of our morals".

Relationship between Single Parenting Style and Pupils' Morals

In this section, Correlations were employed. Specifically, Pearson correlation coefficient was used to establish the relationship existing between the single parenting style and pupils' morals. The correlation was important in obtaining preliminary insights into the link between leave policy and employee performance. Only two variables- single parenting style and pupils' morals were included in the relationship as presented by the Pearson correlation coefficient in *Table 7*.

Table 7: Correlations table on the effect of single parenting style on pupils' morals

Correlations		Single parenting style	Pupils' morals
Single parenting style	Pearson Correlation	1	.669**
	Sig. (2-tailed)		.000
	N	432	432
Pupils' moral	Pearson Correlation	.669**	1
	Sig. (2-tailed)	.000	
	N	432	432

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

Table 7 presents correlation coefficients examining the relationship between single parenting style and the level of pupils' moral development in upper primary school education. The Pearson correlation coefficient between the two variables is 0.669, indicating a moderately positive correlation. The correlation is statistically significant at the 0.01 level (2-tailed), with a p-value of .000. This suggests that there is a meaningful relationship between single parenting style and pupils' moral in upper primary schools. This information is crucial for educators, policymakers, and parents in understanding the potential impact of single parenting style on pupils' moral development, highlighting the need for targeted interventions or support in the educational context.

Relationship between Co-parenting style and Pupils' Morals In Upper Primary Schools

In this section, the second objective of this study is presented. That is to examine the relationship

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between co-parenting style on pupils' moral in upper primary schools of Kabula County, Lyantonde District. The section thus presents, analyses and interprets the data from respondents in the field. The respondents were asked to reveal whether flexible work arrangements are related to employee performance. Respondents were asked to indicate whether they strongly agree (SA), agree (A), undecided (UD), disagree (D) orstrongly disagree (SD) using the 5-Likert scale. The analysis was done using the mean. A mean above 3 indicates an agreement of respondents; a mean of 3 shows undecided and a mean of below 3 shows disagreement by respondents. The analysis further grouped strongly agrees and agree to mean agree and strongly disagree and disagree to mean disagree. The elicited results are shown in *Table 8*.

Table 8: The influence of co-parenting style on pupils' morals

Statements	SA	A	NS	D	SD	Mean
Co-parents come to school to monitor the behaviour of their pupils to improve pupils' morals	70 (16.2%)	56 (13.0%)	87 (20.1%)	87 (20.1%)	132 (30.6%)	2.64
Co-parents supervise pupils' movements to improve pupils' morals	78 (18.1%)	71 (16.4%)	82 (19.0%)	62 (14.4%	139 (32.2%)	2.73
Co-parents make sure that pupils perform the assigned tasks to improve pupils morals	47.7 (22.0%)	35.2 (25.0%)	9.3 (20.6%)	1.6 (14.4%)	6.3 (18.1%)	3.18
Co-parents attend and participate in school meetings to improve pupils' morals.	138 (206%)	85 (152%)	79 (40%)	49 (7%)	81 (27%)	4.16
Co-parents discourage pupils from taking alcohol and drugs	131 (30.3%)	94 (21.8%)	85 (19.7%)	50 (11.6%)	72 (16.7%)	3.37
Co-parents monitor the way pupils communicate with elders and friends	123 (28.5%)	116 (26.9%)	85 (19.7%)	42 (9.7%)	66 (15.3%)	3.43
Co-parents pay school dues on time	89 (20.6%)	51 (11.8%)	109 (25.2%)	99 (22.9%)	84 (19.4%)	2.91
Co-parents try to act as role models for their pupils	95 (31.9%)	108 (19.7%)	89 (18.3%)	62 (11.3%)	78 (18.8%)	3.34

Source: Field data 2024

Table 8 presents findings on the influence of co-parenting style on pupils' morals, with responses measured on a scale from Strongly Disagree (1) to Strongly Agree (5). The mean values for each statement indicate the average response. Co-parents coming to school to monitor pupils' behaviour received a mean of 2.64, suggesting a somewhat neutral stance. Supervising pupils' movements showed a mean of 2.73, indicating a similar neutral stance. Notably, ensuring pupils perform assigned tasks yielded a higher mean of 3.18, suggesting a more positive influence. Active participation in school meetings received a notably higher mean of 4.16, reflecting strong agreement and involvement.

Discouraging alcohol and drug use, monitoring communication with elders and friends, paying school dues on time, and acting as role models also demonstrated positive influences with means of 3.37, 3.43, 2.91, and 3.34, respectively. These findings suggest that the co-parenting style hasa generally positive impact on pupils' morals. especially in terms of active involvement in school-related activities and promoting desirable behaviours.

During the interview with the Key Informant A. revealed that:

> *"When parents work together to provide a consistent and supportive environment for their children, it fosters a sense of stability and security. This collaborative approach allows for the reinforcement of moral values both at home and in the school setting where pupils benefit from consistent expectations and guidance, promoting a strong foundation*

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for ethical behaviour and social development".

Furthermore, Key Informant A, the majority revealed that;

"Pupils that come from families with both parents, create a supportive and consistent environment that reinforces the importance of education and values where at least one parent is able to attend school meetings to stay informed about their child's progress, understand the school's expectations, and collaborate with educators to address any challenges. Pupils from families of two parents often pay school dues timely, which enables the school to maintain quality educational resources and services that foster a positive educational atmosphere, reinforcing the importance of responsibility, commitment, and respect for others in the child's moral development".

It was noted by Key Informant A that;

"The collective efforts of both parents create a supportive foundation that not only contributes to my academic success but also plays a crucial role in shaping my morals by emphasizing values such as responsibility, accountability, and the pursuit of knowledge where shared commitment helps them to monitor my behaviour and attendance at school meetings, reinforcing the values of accountability and engagement in providing scholastic resources".

The Pearson correlation coefficient was used to establish the relationship existing between the co-parenting style and pupils' morals. The correlation was important in obtaining preliminary insights into the link between co-parenting style and pupils' morals in upper primary schools as presented in *Table 9*.

Table 9: Pearson correlation between co-parenting style on pupils' morals

Correlations		Co-parenting	Pupils morals
Co-parenting	Pearson Correlation	1	.561**
	Sig. (2-tailed)		.000
	N	432	432
Pupils morals	Pearson Correlation	.561**	1
	Sig. (2-tailed)	.000	
	N	432	432

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

Table 9 shows the Pearson correlation between co-parenting style and pupils' morals, involving 432 participants. The Pearson Correlation coefficient of .561** between co-parenting and pupils' morals indicates a moderately strong positive correlation. The correlation is statistically significant at the 0.01 level (2-tailed), with a p-value of .000, suggesting that the relationship is unlikely to have occurred by chance. This implies that as co-parenting style change, there is a notable concurrent change in pupils' morals. The findings suggest a meaningful association, highlighting the potential impact of co-parenting on the moral development of pupils. The positive correlation indicates that more of co-parenting style may contribute to higher moral values in pupils, emphasizing the importance of considering familial influences in discussions about moral development.

Relationship between Co-Opted Parenting Style and Pupils' Morals

The study aimed at determining the relationship between co-opted parenting style on Pupils' Morals. The results in *Table 10* present a summary of their view/opinions in frequency and percent. Although the percentage distributions of respondents for each level of the Likert scale, the responses have been aggregated at the level of interpretation. In terms of interpretation, the strongly agree and agree were summed up and compared with the proportion that disagreed or strongly disagreed because of the need to draw the general trend in the distribution of respondents' opinions.

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Table 10: The effects of co-opted parenting style on Pupils' Morals

Statements	SA	A	NS	D	SD	Mean
Co-opted parents come to school to monitor the behaviour of their pupils to ascertain learning ethics	95 (31.9%)	108 (19.7%)	89 (18.3%)	62 (11.3%)	78 (18.8%)	3.34
Co-opted parents supervise pupils' movements along the way to school and at home	70 (16.2%	56 (13.0%)	87 (20.1%)	87 (20.1%)	132 (30.6%)	2.64
Co-opted parents make sure that pupils perform the assigned tasks in time to cooperate with teachers.	206 (47.7%)	152 (35.2%)	40 (9.3%)	7 (1.6%)	27 (6.3%)	3.18
Co-opted Parents attend and participate in school meetings	78 (18.1%)	71 (16.4%)	82 (19.0%)	62 (14.4%)	139 (32.2%)	2.73
Co-opted parents discourage pupils from taking alcohol and drugs to have good morals	131 (30.3%)	94 (21.8%)	85 (19.7%)	50 (11.6%)	72 (16.7%)	3.37
Co-opted parents monitor the way pupils communicate with elders and friends to know their respect for others	138 (31.9%)	85 (19.7%)	79 (18.3%)	49 (11.3%)	81 (18.8%)	4.16
Co-opted parents pay school dues in time to retain children in school	89 (20.6%)	51 (11.8%)	109 (25.2%)	99 (22.9%)	84 (19.4%)	2.91
Co-opted parents try to act as role models for their pupils to learn from them	123 (28.5%)	116 (26.9%)	85 (19.7%)	42 (9.7%)	66 (15.3%)	3.43

Source: Field data 2024

Table 10 presents data on the effects of co-opted parenting style on pupils' morals, measured through statements rated on a scale from strongly disagree to strongly agree. The mean values indicate the central tendency of responses. Co-opted parents exhibit a significant presence in monitoring pupils' behaviour at school, with a mean score of 3.34, suggesting a generally positive influence. However, their role in supervising pupils' movements and ensuring task completion shows a lower mean score of 2.64, indicating a more varied impact. Notably, co-opted parents actively participate in school meetings (M =2.73), emphasizing their engagement in the educational process. Their efforts to discourage alcohol and drug use among pupils (M = 3.37) and to monitor communication with elders and friends (M =4.16) receive relatively high scores, suggesting a positive impact on pupils' behaviour. Interestingly, the act of paying school dues in a timely manner (M = 2.91) shows a moderate influence.

Furthermore, co-opted parents attempting to act as role models receive a high mean score of 3.43, indicating a potentially strong positive influence on pupils' morals. Overall, the findings highlight the multifaceted nature of co-opted parenting style, with some aspects demonstrating stronger positive effects on pupils' morals than others.

During the interview with Key Informant A:

> *The discussion shed light on the discernible effects of a co-opted parenting style on pupils' morals. Both officials emphasized the critical role that parenting plays in shaping a child's ethical framework and social behaviour. They highlighted instances where a collaborative approach between parents and educators positively impacted students' moral development, fostering a sense of responsibility and empathy. However, concerns were raised about cases where a lack of cohesion between parents and educational institutions resulted in challenges, potentially leading to moral ambiguity among pupils. The DEO and DIS underscored the need for enhanced communication and cooperation between parents and schools to ensure a holistic and*

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cohesive approach tonurturing the moral compass of students within the educational system.

During the interview with the Key Informant A, highlighted that;

We have observed a noticeable impact on the ethical development of students whose parents adopt a co-opted parenting approach. They expressed shared apprehension about a potential decline in moral values, citing instances of decreased empathy, reduced respect for authority, and a decline in collaborative and cooperative behaviours among pupils. The head teachers emphasized the importance of a balanced and nurturing parenting style that fosters a strong moral foundation, emphasizing the need for open communication between parents and educators to address these concerns collaboratively.

During the interview with the pupils, a prevailing sentiment emerged regarding the effects of a co-opted parenting style on their morals. The majority of pupils expressed a sense of confusion and inconsistency in their upbringing, noting that co-opted parenting often led to conflicting messages and values. Pupils highlighted challenges in discerning right from wrong, as the lack of a unified parental approach left them feeling uncertain about moral boundaries. Additionally, many shared experiences of feeling disconnected from their parents, as co-opted parenting often resulted in a fragmented family environment. This lack of a cohesive moral foundation seemed to contribute to a sense of moral ambiguity among the pupils, emphasizing the need for more consistent and unified parenting practices to foster a stronger moral compass.

Correlations were employed. Specifically, the Pearson correlation coefficient was used to establish the influence existing between co-opted parenting styles on Pupils' Morals. The correlation was important in obtaining preliminary insights into the link between co-opted parenting style on Pupils' Morals. Only two variables-market orientation and employee performance were included in the relationship because hypothesis testing utilized a simple linear regression. *Table 11* below presents the Pearson correlation coefficient.

Table 11: Correlations to the effects of co-opted parenting style on Pupils' Morals

Correlations		Co-opted parenting	Pupils' morals
Co-opted parenting	Pearson Correlation	1	.234**
	Sig. (2-tailed)		.000
	N	432	432
Pupils' morals	Pearson Correlation	.234**	1
	Sig. (2-tailed)	.000	
	N	432	432

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

Table 11 presents correlations between co-opted parenting style and the level of pupils' morals, revealing a significant positive relationship ($r = 0.234$, $p < 0.01$). The Pearson product moment correlation coefficient of 0.234 indicates a moderate positive association between co-opted parenting and the observed moral values in pupils. The results, based on a sample size of 432, suggest that as co-opted parenting styles increase, there is a corresponding increase in pupils' moral development. The significance level of 0.01 (2-tailed) underscores the robustness of this correlation.

These findings imply that co-opted parenting may play a noteworthy role in shaping the moral compass of pupils, providing valuable insights for educators, parents, and policymakers interested in enhancing moral education and character development in the school environment.

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Verification of the Hypothesis

Multiple regression was conducted to examine whether there is the relationship between variables to fit the data. The study findings provide an F test which shows an overall test of significance of the fitted regression model.

Table 12: Multilinear Regression

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.731[a]	.692	.584	.48229

a. Predictors: (Constant), Single parenting style, co-operating style, co-opted parenting style

The adjusted R^2 value was 0.584 and it shows how much of the total variation in the dependent variable, Pupils' Morals in upper primary schools was explained by the independent variables; Single parenting style, co-operating style, co-opted parenting style. Therefore, the study results revealed that 58.4% can be explained by independent variables in relation to dependent variables.

ANOVA helped to find out if Pupils' Morals in upper primary schools can be predicted without relying on the independent variables. The results of the Analysis of Variance (ANOVA) are shown in *Table 13.*

Table 13: ANOVA

ANOVA[a]						
	Model	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
1	Regression	18.261	3	6.605	21.351	.000[b]
	Residual	21.837	429	.146		
	Total	40.098	432			

a. Dependent Variable: Pupils' Morals in Upper Primary Schools
b. Predictors: (Constant), Single parenting style, co-operating style, co-opted parenting style

The study findings show that the p-value was 0.000<0.05, implying that the relationship is statistically significant, therefore the overall regression model was statistically significant and can be used for prediction purposes at 5% significance level, this further indicates that the variables used in this study are statistically significant.

Table 14: Regression analysis coefficients

Coefficients[a]						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	**Std. Error**	**Beta**		
1	(Constant)	2.768	.303		3.823	.000
	Single parenting style	.262	.028	.232	3.323	.000
	Co-operating style	.172	.032	.211	4.822	.001
	Co-opted parenting style	.462	.093	.322	3.768	.000

a. Dependent Variable: Pupils' Morals in Upper Primary Schools

Pupils' Morals in upper primary schools= 2.768 + 0.262 Single parenting style + 0.172 Co-operating style + 0.462 Co-opted parenting style.

Results in *Table 14* reveal that Single parenting style, cooperative style, and co-opted parenting style significantly contribute to the Pupils' Morals in upper primary schools since the P-value is less than 0.05 (P-value<0.05). This means that the null hypothesis; "*H_0:-1.There is no relationship between parenting style and Pupils' Morals in upper primary schools of Kabula County, Lyantonde District*" is rejected and the alternative hypothesis is accepted as evidenced.

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DISCUSSION

Effects of Single Parenting Style on Pupils' Morals in Upper Primary Schools

Based on the first objective, there is a significant positive correlation coefficient of .369 ($p < 0.01$) between single parenting style and the level of pupils' moral development in upper primary schools that indicating a statistically significant relationship between the two variables. Therefore, the null hypothesis is rejected, suggesting that the parenting style in single-parent households is associated with variations in the moral development of pupils in upper primary school grades.

The findings agree with Nkamata (2019), it has been observed that pupils raised in mother-only families tend to face challenges in their academic performance. These pupils often have higher rates of absenteeism and are at a greater risk of dropping out of school, ultimately leading to a higher likelihood of experiencing poverty. Additionally, they are more prone to early marriages and parenthood, both within and outside of marriage. In the case of marriage, there is an increased likelihood of divorce, and they may also engage in delinquent behaviours such as drug and alcohol usage.

The findings are in line with Dahlin's (2022) argument that pupils from mother-only families are more susceptible to being suspended or expelled from school, as well as experiencing difficulties with their teachers regarding homework completion and attentiveness in class. Findings further agree with Tesha, (2011) that single parents encounter significant challenges as they assume the dual role of both mother and father in raising their pupils. This situation creates a dilemma where the single parent is required to fulfil two roles simultaneously, often resulting in difficulties for the pupils. However, there is a research gap in understanding the specific effects of single parenting style on pupils' behaviour and the long-term consequences it may have on their lives. Tesha (2014) further agrees with the findings that single parents face an even greater set of challenges as they must assume both maternal and paternal roles in raising their pupils. This added responsibility places significant strain on single parents and can create difficulties for the pupils involved. However, there remains a research gap in understanding the specific ways in which single-parent households impact pupils' well-being and long-term outcomes.

Effect of Co-Parenting Style on Pupils' Moral in Upper Primary Schools

The findings of the study indicate a significant positive correlation ($r = 0.561$, $p < 0.01$) between co-parenting style and pupils' moral development in upper primary school education. The correlation coefficient suggests a moderate positive relationship. implying that as co-parenting style improves, there is a corresponding enhancement in pupils' moral development. This result rejects the null hypothesis which posited no relationship between co-parenting style and pupils' moral development. The rejection of the null hypothesis suggests that there is indeed a meaningful and statistically significant association between the two variables. The study underscores the importance of considering co-parenting dynamics when exploring factors influencing pupils' moral development in upper primary school education, emphasizing the need for further research and interventions that address co-parenting practices to promote positive moral outcomes among students.

Trivers (2017) agrees with the findings to the understanding of co-parenting style as a collaborative effort with a focus on the child's well-being. This aligns with the concept of bi-parental care in evolutionary biology, emphasizing joint parental investment. However, the text underscores a research gap in comprehending the specific dynamics and challenges within co-parenting relationships, urging further exploration.

More so, Tan and Yasin (2020) qualitative study findings also shed light on factors influencing pupils' moral development and academic achievement. The inclusion of variables like "diet," "genetic factors," "commitment," "positive perception," and "religiosity" underscores the

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multifaceted nature of moral development. Thomas and Wilson (2017) contribute by investigating the association between moral values, delinquency, and factors contributing to moral decline in teenagers. However, the text suggests a need for additional research to explore additional variables and bridge existing research gaps. The overview of the authoritative parenting style by Baumrind (2018) and Carapito et al., (2018) provides insight into its positive impact on moral development but highlights a gap in understanding the specific mechanisms through which it influences different aspects of morality in pupils.

While the text provides a comprehensive overview of various perspectives, it does not explicitly present scholars who may disagree with the findings or offer alternative viewpoints. To address this, it would be beneficial to consider the perspectives of scholars who might emphasize different factors influencing moral development or propose alternative theories. Additionally, exploring contrasting viewpoints would contribute to a more balanced and nuanced understanding of the complex interplay between parenting styles, co-parenting, and moral development.

Relationship between Co-opted Parenting Style and Pupils' Morals

The findings of the study indicate a statistically significant positive correlation ($r = 0.234$, $p < 0.01$) between co-opted parenting style and the level of pupils' morals in upper primary schools. This implies that as the co-opted parenting style increases, there is a corresponding increase in pupils' moral development. The correlation coefficient suggests a moderate positive relationship between these variables. Consequently, the null hypothesis (H0: There is no relationship between co-opted parenting style and pupils' morals in upper primary schools) is rejected, as the observed correlation is statistically significant at the 0.01 level. These results suggest that co-opted parenting style plays a role in shaping the moral development of pupils in upper primary schools, highlighting the importance of parental influence on children's ethical values.

Findings were able to agree with scholars such as Smith (2018) and Brown and Johnson (2016) who emphasized the need for further investigation into co-opted parenting styles in diverse family contexts, such as cohabiting couples, extended family members, foster families, or families formed through adoption. They argue that existing research has primarily focused on stepfamilies and same-sex parenting, leaving a considerable research gap in understanding the dynamics, challenges, and benefits of co-opted parenting in these alternative family structures. Additionally, the research stresses the importance of exploring the long-term effects of co-opted parenting styles on various aspects of adolescent development, such as identity formation and moral achievement, as the majority of existing studies have concentrated on young pupils.

While the text does not explicitly mention scholars who disagree with these findings, it's important to acknowledge potential criticisms or alternative perspectives. Some scholars such as Berkowitz et al. (2015) and Parikh (2017) argue that the positive correlation between co-opted parenting styles and pupils' morals may be influenced by various confounding factors. For instance, socio-economic status, educational background, or the quality of the parent-child relationship could contribute to both co-opted parenting styles and higher moral development. Researchers might also question the generalizability of findings, as cultural and contextual variations may impact the relationship between co-opted parenting and pupils' morals differently across diverse populations. Addressing such concerns and conducting more nuanced analyses could provide a more comprehensive understanding of the complex relationship between co-opted parenting styles and moral development in upper primary school pupils.

CONCLUSION

The study has shed light on the significant relationship between parenting styles and the moral development of pupils in upper primary school education. The findings reveal that single parenting style, co-parenting style, and co-opted

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parenting style all exhibit positive correlations with pupils' morals. The rejection of the null hypotheses in each case underscores the importance of parental influence on children's ethical values during their formative years. Specifically, the study emphasizes that single-parent households, co-parenting dynamics, and co-opted parenting styles play crucial roles in shaping the moral compass of upper primary school pupils. These results have implications for educators, policymakers, and parents, highlighting the need for interventions and support systems that consider and enhance positive parenting practices. Understanding and addressing various parenting styles can contribute significantly to fostering a nurturing environment that promotes the moral development of children in the Lyantonde district and, by extension, similar contexts. Future research and initiatives should delve deeper into the nuanced aspects of parenting styles to formulate targeted strategies for fostering positive moral outcomes among students in upper primary school education.

Recommendations

Based on the findings presented in the study regarding parenting styles and pupils' morals in upper primary schools in Lyantonde district, the following are recommendations for further interventions. It was recommended schools organize parenting workshops in Lyantonde district to educate single parents, co-parents, and co-opted parents about effective parenting styles. Provide information on positive parenting practices that contribute to the moral development of children. It was recommended that establishment of parenting support groups where parents can share experiences, challenges, and successes related to their parenting styles. These groups can serve as a platform for learning from each other and receiving guidance on improving parenting practices.

The study recommended that the development of educational programs is as a result of single parents in the Lyantonde district. These programs can focus on enhancing parenting skills, building a support network for single parents, and addressing unique challenges faced by single-parent households. It was recommended that the promotion of parental involvement in schools fosters collaboration between parents and educators. This involvement can include parent-teacher meetings, workshops, and seminars that focus on the importance of parenting styles in shaping children's moral development. It was recommended that enhancement of community awareness campaigns to highlight the significance of co-parenting and co-opted parenting styles in the moral development of upper primary school students. Use various media channels to disseminate information and encourage positive parenting practices.

It was recommended that parents offer counselling services in the Lyantonde district, providing a space for them to discuss parenting challenges and receive guidance on improving their parenting styles. This can be done through partnerships with local mental health professionals or community organizations. It was recommended that integration of parenting education into the school curriculum for upper primary school grades. This could include modules on effective parenting styles, communication skills, and strategies for promoting moral development in children.

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