

Working conditions, Job satisfaction and Academic performance among
Academic staff in Universities.

Mariam Kiiza

Reg.No18/u/41688

A Dissertation submitted to the Department of Educational, Organisational and
Social psychology in Partial fulfillment for the award of a Degree in Bachelor of
Industrial and Organizational Psychology of Makerere University

November 2021

Declaration

I Kiiza Mariam, hereby intentionally declare that the information provided in this report is my original work and has never been presented for any academic award whatsoever in this or any other university or institution of higher learning.


Signed:.....:.....

Date: 23rd.Nov.2021

Name: Kiiza Mariam

Approval

I certify that this dissertation of Kiiza Mariam carried out under title “Worklives of Academic staff in universities” has been under my supervision and is now ready for submission to the school of psychology for examination with all my due approval.

Signature..........

Date: 23rd.Nov.2021

Dedication

I dedicate this report to my beloved mother, Mrs Birungi Mwamini, brothers, aunt Rachael and to uncle Umar and Haaka. I owe my success to you all. Thanks for the sense of passion, encouragement and commitment you have instilled in me since, to learn and understand.

Acknowledgement

I exalt the almighty God for His grace has seen me through the study challenges.

Sincere gratitude to my supervisor Ms. Nansamba Joyce, for the invaluable time, advice and guidance throughout the course and in writing this dissertation. To all my lecturers especially professor Grace Kibanja for their morale, guidance and encouragement provided during the course.

I am also highly indebted to my ardent colleagues for the encouragement offered during my study. I acknowledge and appreciate the many hours you put in the wonderful peer guidance. My dear friends Nankya Zulaikah Suzan, Rachael, Biyinzika Resty, Nakato, Amina, Mariam and every one who's been there for the due encouragement.

My sincere thanks to my beloved mother, Ms.Mwamini Birungi, brothers and sisters of the Wasswa family and the Government of Uganda for facilitating my education. I am also exceptionally grateful to Mr.Khamisi for the moral support, research training and mentoring rendered to me during this course.

Thank you all and God bless you.

Table of contents

Declaration	i
Approval	ii
Dedication	iii
Acknowledgement.....	iv
Table of contents	v
List of tables	viii
Abstract	ix
Chapter One.....	1
Introduction	1
Background;	1
Problem statement	3
Purpose of the Study.....	3
Objectives of the Study.	3
Scope:	4
Significance of the study:	4
A conceptual frame work	5
Chapter Two.....	5
Literature Review	6
Quality of Work Life.....	6
Job Satisfaction.....	7
Teachers must feel the joy of teaching, sounds relatable?	7
Strategies to increase feelings for the job (satisfaction).....	8

Relationship between Job satisfaction and Work-Life:.....	9
Academic Performance	10
Relationship between Working conditions and Academic performance	12
Take MUK in perspective:	12
Hypothesis:	14
Chapter Three.....	15
Methodology	15
Introduction	15
Research Design.....	15
Study population.....	15
Sample size.....	15
Sampling Technique.....	15
Instruments	15
Measures.....	16
Procedure of Data Collection.....	16
Quality Control.....	16
Validity.....	16
Reliability	16
Data Management and Analysis.....	17
Chapter Four	18
Results	18
Introduction;	18
Inferential Statistics:.....	20
Observations (Viewer's perspective);.....	21

Hypothesis:	23
Chapter Five	25
Discussion, Conclusion and Recommendations.....	25
Introduction	25
Limitations and Suggestions for Future Research	26
References	28

List of tables

Table 1: Socio- Demographic Data.....	18
Table 2: Descriptive Statistics for working Situations;.....	20
Table 3: Descriptive Statistics for Job satisfaction;	21
Table 4: Descriptive Statistics for Academic performance;	22
Table 5: Academic performance, Job satisfaction and Work Life	24

Abstract

The purpose of this study is to investigate the relationship between Academic performance, Working conditions and Job satisfaction among Lecturers of Makerere University and IUIU. It's intending to achieve the following objectives; to examine the relationship between Worklives and Job satisfaction, Worklives and Academic performance and finally the relationship between Job satisfaction and Academic performance.

The motivation to carry out this study was due to increasing effects the nature of work place impacts upon its members. Guided by two objectives, the methodological approach adopted involved the use of a cross section research design in which quantitative approaches were employed. Data collection was done with the help of structured questionnaires from a sample of 366 respondents.

The study revealed that..... Findings also revealed that there's an insignificant positive relationship between Working conditions of Academic staff and performance ($\rho = 0.005$, $p = 0.930$).

It has also been established that the prevalent work environment significantly affect the job performance of lecturers. Accordingly, university management as a matter of top priority, should endeavour to put in place favourable work environment, if they want their institutions to be effective and efficient. This is buttressed by the presupposition that lack of good work environment, without any reasonable doubt, grossly impairs work performance of employees in any institution, regardless of context.

Keywords: academic staff, job Performance, Uganda, University, work environment.

Chapter One

Introduction

Background;

The International Labour Organization (ILO) (1991) over years has been observing change in trends and developments of standards regarding national legislation to protect and improve working conditions and standards of living around the world, meaning that policies research based have been implemented successfully and to some extent in other high and low income earning African countries like Uganda hence providing workers flexibility, as in balanced work time arrangements on the job vis a vis complete training prior to programmes.

Succinctly, working Situations refer to the work environment and aspects of an employee's terms and conditions of employment covering matters such as organization of work; training, skills and employability; health, safety and well-being; and working time and work-life balance.

In this research, I refer to working conditions as the extent to which an individual lecturer can be able to work if he/she is to produce excellent results. As we assume the effectiveness that teaching staff to perform under special events will be able to control quality production at school level

Hither to, a crucially significant impact discovered on this field is the student-teacher relationship. Positive teacher-student affiliations relate to a higher sense of school belongingness (Furrer & Skinner 2005), good relationships among colleagues (Hughes, Cavell,& Wilson, 2001; Hughes & Kwok, 2006), as more studies have further highlighted effects of sympathetic teacher-student association on students' achievement scores due to direct influence of the quality of teacher-student relationship on students'engagement in the classroom (Hughes, Luo, Kwok and Loyd, 2008; O'connor & Mccartney,2007).

Academic performance is the extent to which a student has achieved his/her long and short term educational goals. Usually measured through examinations or continuous assessments using grades and test scores (Ahmad, 2008). At undergraduate level, it's measured through Cumulative Grade Point Average (CGPA).

As an indicator of productivity, performance has been highly demanded throughout the history of education, either from teachers or students themselves and hence the goal of achieving Academically remains unfulfilled if teachers cannot demonstrate quality performance in the form of students' achievement score. But above all, the most important indicator is achievement in the face of a favourable work environment.

As argued by Viswesvaran & Ones, job performance is the core construct of the 21st Century's work place. Besides, inefficient job performance more often than not, is bound to bring about a tragedy to the organization as is associated with lower productivity, profitability and impairment of overall Organizational effectiveness. (9,7,10). It's incontestable that good job performance is important for the organization and individual employee as it leads to organisational success and source of job satisfaction respectively. (7, 12).

In various studies, job satisfaction & performance had a significant positive relationship (Ahmad et al, 2010; Hayati & Caniago, 2012; Shokrkon & Naami, 2009), others found only a moderate positive link between the two (Brown & Peterson, 1993). More recent findings show stronger relationships between job satisfaction and individual performance (Chen & Silverthorne, 2008; Zimmerman & Todd, 2009).

Since the situation of working is critical to regulating satisfaction on the job for quality results in an institute, we explored relationship between Working Situations, Job satisfaction and Academic performance among Lecturers in our study.

In today's competitive higher education environment, Universities can no longer afford to waste the potential of their work force, especially the academic staff. Besides, its not just coincidence that new programmes addressing lifestyle changes, work/ life balance, health and fitness- previously not considered key benefits- are now primary considerations of potential employees, and common practices among the most admired organizations (13).

However, it's important to note that in most Ugandan universities, little attention has been paid towards the implementation of a number of practices such as performance based pay, employment security agreements, practices to help balance work and family, as well as various forms of

information sharing. Yet, this is key of we want academic staff to do their job in improved and/or new ways that meet expectations of students, employers and society as a whole.

Problem statement

The State of Higher Education and Training in Uganda Report (2012) indicated that Ugandan universities hardly: conduct research and innovation; engage in community development activities and the quality of education provided is relatively low as is more theoretical and less pragmatic, yet little has been done to mitigate the appalling work place environment in our country's most universities.

Poor Organizational climate, overcrowded lecture rooms that are poorly designed, inappropriate lighting and lack of personal protective equipment for Academic staff among others, pose as hazardous, let alone impairing effective delivery of University education and service. However, no empirical study has been conducted to establish the impact of the prevalent work environment on Academic staff job performance in our country. Hence, this study is set to address this Literature gap.

Purpose of the Study

The purpose of the study is to investigate the relationship between working conditions, job satisfaction and academic performance among academic staff of Ugandan universities.

Objectives of the Study.

- a)To examine the relationship between working situations and academic performance among lecturers.
- b)To establish the association of working situations with job satisfaction of the lecturers.
- c)To ascertain if the relationship between job satisfaction and academic performance of lecturers is real.

Scope:

The study will be conducted in Kampala district and specifically restricted to the lecturers of Makerere and IUIU who come in direct contact with the major theme of academics; teaching and learning other than administrative staff because the researcher here can easily access potential respondents to provide the relevant information for research and the 2 public and private academic fields mentioned above avail a generally significant and large population to represent academic staff (specifically lecturers) in Uganda from which a representative sample can be obtained.

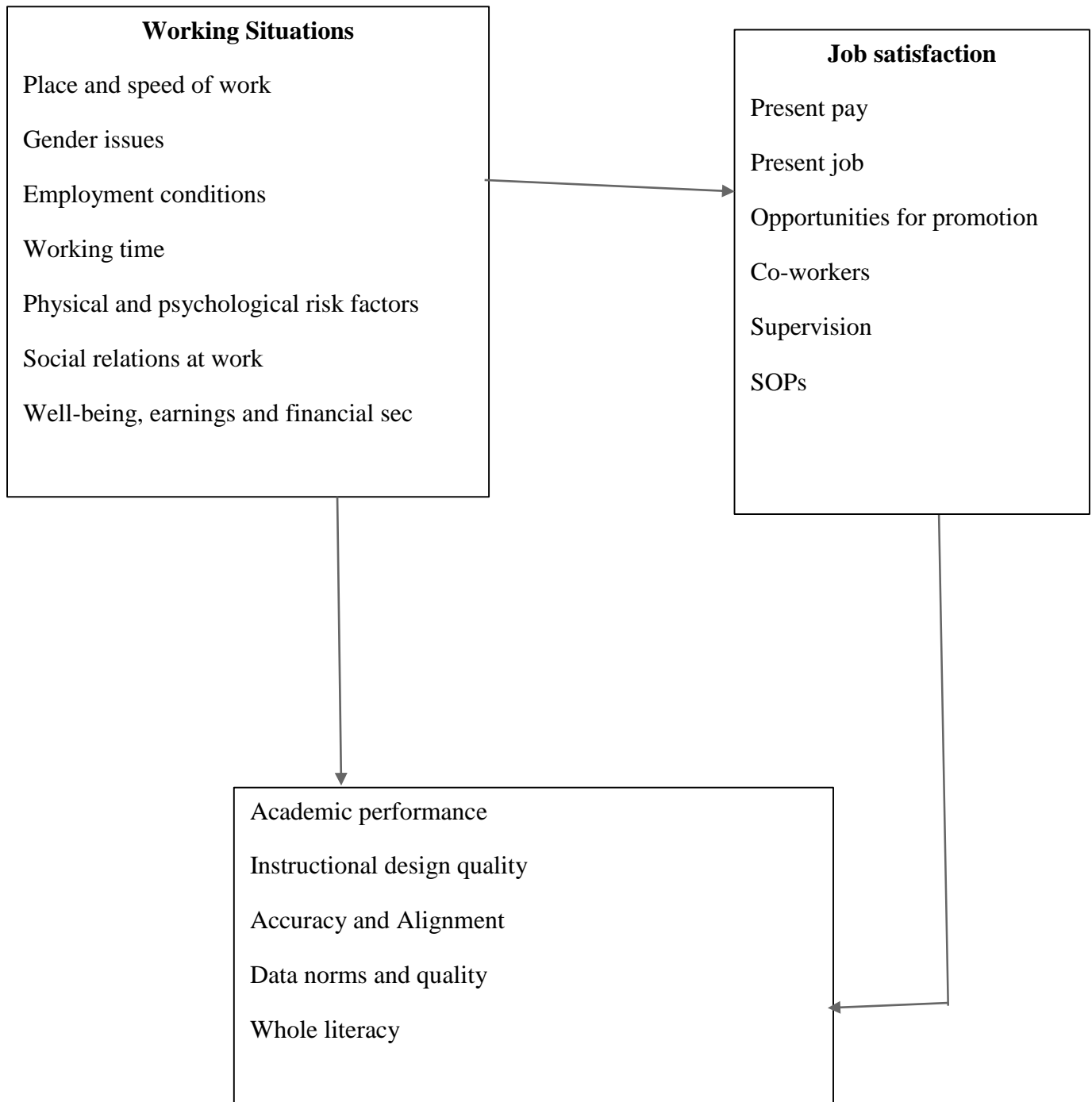
Significance of the study:

To enrich knowledge in the area of working conditions and ways to improve it that the government and institutional heads should apply as a way of increasing satisfaction through performance.

To alert policy makers like Human Resource Personnel of Lecturers in Universities on how to attain desirable conditions at work.

In anticipation, the study will contribute to the existing knowledge and other researchers can use findings as their literature review.

To enable academic institutions in Uganda to use the study to identify importance of funding work lives management programs that can enable employees using violent means like strikes, tools down to acquire necessities and other kinds of help.



1: A conceptual frame work showing the relationship between Work-life, AP and Job S.

Chapter Two

Literature Review

Quality of Work Life

It shows the extent to which employees of a working association are capable of maintaining important demands by working in the institutions (Chib, 2012).

The research provides no evidence that QWL has impacted staff performance. Then, is a perfect work-life balance for teachers a myth?

The quality of life at a business place ought to be good if positivity is to be achieved in most cases. A favorable work environment, free of chaos is what drives employees' intent to produce results with no reasonable doubt.

Proper working conditions can be obtained when employers pay attention to the necessary demands of workers which helps accomplish tasks meaningfully, as the other side as well should act respectively in ways that promote harmony, peace for conflict resolution, respect for each other in order to make the place bearable for all, thus a two way traffic requirement other than leaving all of the burden to the Administration.

Concrete work life is achieved when individuals are able to fulfill needs in respect for work and society without hardships. Organizations where there's sound work life/ environment practices and policies even experience better financial outcomes. (Fleetwood, 2007). Benefits include; lower rates of absenteeism, increased productivity, improved customer experience, recruitment and retention.

Changed demographics of the work force have been the primary force of the increasing focus on performance. Worker lives is a term that's usually used in context of employees, but nowadays students are also overburdened due to their academic work load and career issues. All this adds to the stress among Post Graduate students leading to imbalanced work life equations.

According to www.globaljournals.org, ejournals.org about a survey in a Kenyan school, factors affecting performance at school include but not limited to students' learning skills, parental background, peer influence, negative attitude towards certain courses, mother's and father's

education, sex of the students, distance to and fro from school, relevance of curriculum and resources, teacher's ages and gender, as well as age of learners, of which work situations is side dished.

However insignificant it may seem, according to various research studies as per the reference, a proper work environment is a key driving force if tasks are to be accomplished successfully through morale boost, caring management, peace and security of workers, reasonable behavior expectation from workers, the list is unending.

Strategies that can be adopted by the university management to improve on this field according to..... include;

1. Government intervention in schools to clear tensions
2. Increase satisfaction of workers through rewards and pay
3. Reward and recognition
4. Respect and boosting self esteem
5. Good working environment
6. Mutual commitment
7. Hire the right people
8. Work life balance still.

Job Satisfaction

Teachers must feel the joy of teaching, sounds relatable?

Job performance is deeply affected by the intrinsic motivational factors of the job (Mundhra, 2010; Oliseyi & Ayo 2009). Obviously, teachers who show more satisfaction with their jobs also show greater performance while working.

Teachers' great satisfaction with their work means that they justify their teaching responsibilities. Dinham (1994) revealed that teachers' greatest indicator of fulfillment was students' achievement, and there's a modest relationship between Job satisfaction and Academic performance- in other words, happy workers are more productive ones, atleast to some extent (Fang & Wang, 2006; Judge, Thoresen, Bono, & Patton, 2001; Sweany & McFarlin, 2002).

Job satisfaction has been found to influence staff retention, student success. Promotion may compensate for the low salaries and benefits to boost satisfaction. It has also been shown to develop employee productivity & lower their absenteeism & turnover rates (Khanka, 2007).

Our study supports findings of previous studies that the teaching profession attracts teachers for its intrinsic factors such as the joy of working with children, whereas external rewards e.g fringe benefits, salary and prestige) are necessary for very few teachers (Choy- et al; 1993).

A research conducted in Canada and published in Moose Jaw Herald (2010) indicated that employees who are satisfied with their job stay with their employers. According to a survey carried out by National Business Research institute (NBRI), 2009 in USA, employees with high job satisfaction typically believe that their organization will be satisfying in the long run. They care about the quality of work, they are more committed to their organization, have higher retention rate and are more productive. According to the study, Employee job satisfaction is supremely important in an organization because it is what productivity depends on. If your employees are satisfied they would produce superior quality performance in optimal time and lead to growing profits

Kabungaidze et al (2013) and Uchoe et al (2012) established a negative relationship between job satisfaction and turnover intention meaning the more satisfied the teachers are, the less they are likely to think of quitting their job. So satisfy them as much as possible.

Strategies to increase feelings for the job (satisfaction)

1. Reforms are necessary for all sectors including the education sector, which is the backbone for any economy.
2. Be flexible, with greater control and autonomy.
3. Stop micro management, support middle management

4. Deploy reward and recognition processes.
5. Drive communication and transparency
6. Promote good health
7. Training and investment
8. Reduce bureaucracy, red tape and time wasters.

Relationship between Job satisfaction and Work-Life:

The research provides evidence that there's a correlation between Work-Life and job satisfaction.

According to a study from 1996-2001, an increase in job satisfaction is directly related to a 6.6% increase in productivity per hour. This may seem like an obvious statement but this was one of the first studies to truly identify a quantifiable relationship between these two ideas. It certainly wasn't the last though. The Harvard Business Review recently published an analysis of various studies that showed an average of 31% more productivity and 37% higher sales when employees are happy or satisfied.

Another study--this one conducted by economists at the university of Warwick-- found that happiness leads to a 12% increase in productivity. It also found that unhappy workers are 10% less productive than content employees. According to Johna Revesencio of Fact Company, the incentive for organizations is pretty obvious." ((Research shows)) that the brain works much better when a person is feeling positive," he writes. "At those times individuals tend to be more creative and better at solving problems."

A study conducted from six government secondary schools in the district of Penampang, Sabah, Malaysia. The teachers found to be reasonably satisfied with their job, with the responsibility factor as the most significant contributor to job satisfaction.

Quality of work-life is a comprehensive concept which is consisted of physical and psychological health, economic situations, personal belief and interaction with environment

(Khorsandi et al., 2010). In contemporary management, the concept of quality of work life has been changed to a social issue, while in the past decades only the personal life was emphasized (Mirkamali and Narenji Sani, 2008).

Results of studies in other countries such as Honghu (2001), Hua (2006), Conklin (2008), Heinonen and Sarima (2009) and Rose (2006) confirmed the relationship between quality of work life and job satisfaction.

Recognition of related factors with job satisfaction in faculty members is very important, because we can increase JS and prepare the conditions in order to attain Organizational growth with manipulating and changing the components of quality of work life. The study by Conklin (2008) showed that there's a positive and significant relationship between quality of WL and JS and its changes (Heinonen and Saarimaa, 2009).

Special allowance programs are an important component of an employee compensation plan. The importance of these kinds of program is rooted in theories of positive reinforcement. By saying “thank you” to employees for a job well done or a pat on a shoulder to show appreciation, an organization is reinforcing ideal behavior and encouraging more of the actions that will make it successful (Johnson, a2004).

According to this research, the faculty members were dissatisfied about the work space that's the most important factor in encouraging them for doing their duties and responsibilities and creating sense of belonging to the organization. As a result, it's recommended that the university encourage faculty members to creativity and innovation through the preparing of appropriate context for teaching and supporting them by colleagues and managers.

Academic Performance

The extent to which students have achieved their short and long term educational goals. Commonly measured through examinations or continuous assessments. At undergraduate level it's measured through CGPA. Made of aspects such as procedural knowledge of fact.

Academic performance can be evaluated using grades and test scores as seen in the proposal. Ayril, Ozdemir, Findik, Ozarslan, and Unlu (2014) have shown that examinations & tests are widely used tools for evaluating students' performance regardless of academic level or discipline. Often by using tests, the skills, abilities, and academic achievement of students are analyzed through evaluation (Zollar & Ben-Chain, 1990) to explore students learning outcomes and monitor their success, all in order to improve the quality of education (Kellaghan, Greaney, & Murray, 2009)

In today's competitive global knowledge and innovation economy, universities regardless of context, can no longer afford to waste the potential of their academic staff. It is a multifaceted feature that depends on many aspects including work values and Organizational commitment (Gutierrez, Candela, & Carver, 2012).

As an indicator of productivity, it has been highly demanded throughout the history of education from both sides. Above all, the most important indicator is Academic achievement in the teacher learning process. And the most important area of research and at the heart of Educational psychology in academic assessment (Rahmani, 2011).

In that sense, performance is linked with effectiveness, knowledge management, & quality (Platisa, Reklitisb, & Zimeras, 2015).

Factors identified to be affecting this research field include; students learning skills, parental background, peer influence, negative attitude towards certain courses, mother's and father's education, sex of the student, distance of schools (globaljournals.org). According to a survey in Kenya, age of learners, relevance of curriculum & resources, parental involvement in their child's learning, teacher's ages and gender, all add up to factors affecting performance in schools (universities), (www.eajournals.org). As usual, strategies to be adopted to improve the above include but still not limited to; teacher- student relationship, promotion, after school training,

Relationship between Working conditions and Academic performance

The above stated studies have, nonetheless, failed to consolidate and investigate work life factors influencing teachers' performance particularly in public and private universities in Uganda. At the same time, the studies have failed to link up the inconsistency in academic performance in universities over the years with the teachers' job satisfaction. This study therefore filled the gap by investigating the job satisfaction factors influencing teachers' performance in all of these.

Cool Working conditions create satisfaction as a must, which expectedly better performance, and vice versa. In various studies, job satisfaction and performance had a significant positive relationship (Ahmad et al, 2010; Hayati & Caniogo, 2012; Shokrkon & Naami, 2009). However, organizational commitment, intrinsic motivation & job performance didn't show any significant relationship (Karatepe & Tekinkus, 2006; Oluseyi & Ayo, 2009; Mundhra, 2010; Mohsan et al., 2011). In those and other studies, employees who are satisfied show a stronger obligation to their organizations, a more positive motivation for work, and ultimately better performance (Judge, 2001; Lee, 2010; Rigopoulou, 2011).

The workplace environment in a majority of institutions whether public or private is considered unsafe and unhealthy especially in developing countries, Uganda being of no exception (Chandrasekhar 5) based on the fact that most of the institutions in question are faced with the problems of poorly designed work situations, lack of and/or poor ICT, infrastructure, poor ventilation, lack of personal protective equipment, among others, which certainly suggests that people working in such environment are prone to occupational disease which in turn greatly impacts employee performance.

Lyness and Thompson (1997) discussed about women who are less satisfied than men. Clark (1997) study of gender differences in job satisfaction in Britain indicated that females tend to have greater levels of satisfaction, despite being in jobs with lower earnings and promotion opportunities. In contrast, Donohue and Heywood (2004) state no gender job satisfaction gap.

Take MUK in perspective:

When it comes to Lecturers here, despite continuous strikes and sit downs, they render a positive performance from classes at the end of the day, thanks to the motivated and determined attitudes of academicians at this institute. IUIU as well. Highly ranked among best performing institutes each each year in Sub Saharan Africa. And regardless, "Kasozi" (2002) has projected a rise of 92% in enrolments for 2008-2015, both private and public/Government sponsored. No wonder MUK has the highest concentration of qualified staff holding doctorates, which advancement of human resource capacity raises Quality performance results.

With a vision statement at its strategic level MUK has sought to reposition itself; "to be the leading institute for academic excellence and innovations in Africa," and its mission statement; "to provide innovative teaching, learning, research and services responsive to national and global needs" during the current strategic period 2008-2009 to 2018-2019 (Makerere university, 2008a, p.12), IUIU's being.....as well as Kyambogo. And so on in other universities.

Yes in the period of 2008-2009, to 2010-2011, a relative decline in enrolment occurred at the undergraduate level with fluctuations at the post graduate level, but this was partly an institutional response to the declining quality standards that had been caused by limited facilities in the case of undergraduate students and inadequate capacity for supervising graduate students (Carrol, 2007, pp.86-88; Court, 2000, p.12; National Council for Higher Education, 2006a, pp.1-2). And not majorly due to work lives of Academic staff, it should be noted.

But however, if promotion to the next rank is prestigious, then academic promotion could perhaps be one of the remaining avenues for retaining talent in Education as evident from the foregoing analysis based on established criteria "policy on Appointment and promotion of Academic staff, 2006 as amended 2009," hence this facet ought not to be overlooked across institutions. Promotion may compensate for the low salaries and benefits to boost satisfaction.

Since also to some degree, students' academic performance is affected by several factors which include students' learning skills, parental background, peer influence, among others and not necessarily dependence on teacher experience, little or no blame should be put on administrative inability to provide/avail everything wanting. So, a continued investigation on working conditions should be promoted/ upraised to eliminate doubts.

Hypothesis:

The study hypothesized that there's a significant correlation of Work lives on Academic performance of academic staff particularly Lecturers.

Academic performance is positively related with job satisfaction.

Chapter Three

Methodology

Introduction

In this chapter, I provide the framework within which the research was conducted. The research design, study population, sample size and the sampling techniques are presented. The instruments used, how they were used and how the data will be managed and later analyzed so as to assess the relationship between work- life balance and academic performance.

Research Design

The study used a cross sectional survey design taking on quantitative approach in assessing both work life balance and academic performance among under graduate students in Makerere University and IUIU. The cross sectional survey design was preferred because data was going to be collected only at a specific point in time.

Study population

The study targeted academic staff in Ugandan universities. Researcher specifically focused on the Lecturers from 2 different universities, MUK and IUIU, specifically lecturers.

Sample size

The study took on a number of 366 respondents from among Lecturers of Makerere and IUIU. (Leedy 1999) advises that for a quantitative, a minimum of 30 respondents is required so since not so many of staff are in class right now. I expect to sample utmost 61 lecturers from each College giving me a total of 366 staff members from the colleges.

Sampling Technique

The respondents were selected using the snow ball sampling technique. This is where one lecturer refers us to other fellow teachers/ lecturers. Can't know lecturers unless I've been referred by fellow teaching staff.

Instruments

Data was collected using structured questionnaire.

Measures

Work life, job satisfaction and Academic performance were measured in the questionnaire.

Section A of the questionnaire consisted of items about Personal data for the lecturers such as sex, age, marital status, work schedule. Section B consisted of items about working conditions measured on a likert scale ranging from (1= strongly agree to 5= strongly disagree)

Section C about job satisfaction and was also measured as working Situations above developed by Spector (1997). Same with section D measuring Academic performance.

Procedure of Data Collection.

An introductory letter was obtained from the School of Psychology that was presented to the dean of students at CHUSS. Selected teachers were assured of confidentiality during the interviews and the aim of the study was clearly stated to them. A total of 366 questionnaires were randomly distributed among respondents. Completed questionnaires were cross checked for completeness and thereafter, they were analyzed.

Quality Control

I ensured validity and reliability in the following ways;

Validity

I gave a copy of the questionnaire to my supervisor to comment on the wording of the questions. The comments were then used to correct the questionnaire so as to obtain meaningful information.

Reliability

After making corrections on the instrument, I pre-tested the questionnaires to working students of Education (CEES) for reliability testing to ensure the consistency of the questionnaires.

Data Management and Analysis

Raw data was collected, edited, coded and then analyzed using Statistical Package for Social Sciences (version 23). Background information was then tabulated into frequencies and percentages. Spearman's correlation test was used to find the relationship between work life and academic performance.

Chapter Four

Results

Introduction;

This chapter shows the data analysis results. The chapter is presented in table format presenting the frequency tables and the testing of hypotheses. Results are displayed in this section with a conclusion on each hypothesis tested.

Table 1: Socio- Demographic Data

Characteristics	Frequency	Percentage
Sex		
Male	213	58.5%
Female	151	41.5%
Age		
25-30	19	5.2
31-35	200	55
36-40	49	13
41-45	21	5.7
46-50	33	9.1
51-60	44	12
Marital status		
Single	90	24.6
Married	180	49.2
Divorced	96	26.2
Level of Education		
PHD	86	23.50

Masters	124	33.88
Degree	156	42.62

Years in service

0-5	198	54.1
6-10	45	12.3
11-15	83	22.7
16-20	6	1.6
21-25	14	3.8
26 and above yrs	20	5.5

Lecture period

Day shift	267	73%
Evening shift	99	27

Grade

Pass	8	2.2
Lower level	193	43
Upper level	157	42.9
First class	8	2.2

Table 1 above indicates socio- demographic data. The largest number of respondents was between 31-35 years of age amounting to 55% out of the 6 age groups. Most study participants were male at 67.2%, the majority held a Bachelor's degree on a 42.62 percentage, most of them married basing on marital status at 49.2% and the least were single at 24.6%.

73% of the study lecturers were taking a day program on majority scale and majority of their colleges produced an upper 2nd class degree.

Inferential Statistics:

In this section, the results relating to answering study objectives are presented. These are preceded by the descriptive statistics on each of the study variables. All the above statistics indicate at least a sizeable number of teaching staff faced unfavorable working conditions to push them through with their work though a majority of them agreed on recommending another to come and work here.

Table 2: Descriptive Statistics for working Situations;

Items	Percentage (%)										
	0	1	2	3	4	5	6	7	8	9	10
How open are your peers to receive different opinions from their own?	0	32	7.1	1	1.6	10	8	13	12.2	9.8	5.3
Rate your onboarding experience	2	0	1	13	18	10	25	2.3	7.7	16	5
How engaging are the team building activities here?	0.3	1.1	1	16	17.6	11	6	30.4	9	3.3	4.3
Rate the authenticity and honesty behind your work recognition	10	24	7.5	6.5	20	20	2	0	11	0.5	0.5
On the scale, rate the respect your co-workers show each other	0	1.2	3	5	2.3	10	2.7	1.2	6.6	11	57

Table 3: Descriptive Statistics for Job satisfaction;

Items	Strongly agree	agree	Neutral	Disagree	Strongly disagree
My job offers cool employment terms between me and my boss plus job security.	29%	38	30	1	2
It offers some level of authority to make decisions, learn, recognize my cognitive dimensions of work and use skills.	30	38	18.7	3.3	10
Human resource policies act in my favour with task rotation and employee representation high in place.	11.5	11.3	57	18.2	2.0
There's work-life balance, organization, predictability and flexibility in my work.	14.8	10	48	22	5.2
How connected do you feel with your co-workers?	10.1	10	18.6	18.3	43
How much fun do you get in your work environment?	7%	16%	0%	50%	27%

Well, name activities you have fun doing.

Visiting, traveling new places, Reading novels, chatting, and so much more are some of activities said to be fun for these professionals.

Observations (Viewer's perspective);

Statistics in the table 3 above indicate that 38% agreed that their job offered cool employment terms between them and their boss plus job security. 38% still as well agreed that the teaching profession gives them some level of authority to make decisions and learn while applying skills.

When it came to human resource policies acting in their favour with task rotation and employee representation in place, a generally high proportion of 57% respondents were indecisive about this, as well as on the perspective of work-life balance, flexibility and predictability being in their job at 48%. Most were neutral. 18.3 and 43% strongly agreed when it came to connection with fellow co-my workers and finally 50% and 27% strongly disagreed to having fun in their work environment respectively.

These statistics indicate that however ok the policies and employment terms between them and their boss may be, it doesn't erase the fact that they are not so much satisfied with their jobs, not even with fun acts to celebrate dull days. Something needs to be done, in a Viewer's perspective, of course.

Table 4: Descriptive Statistics for Academic performance;

Items	Percentage (%)				
	Strongly agree Disagree	Agree Strongly disagree	Undecided		
Education will help students get a good job in future.	75	6	0	9	10
Students are happy with whatever they get here.	6	7	13.8	23.3	49.9
Students work very hard in order to attain a first class.	32	13	22	23	10
Parents encourage students to work hard in their studies.	20	7	37	16	20
Students appear to live harmoniously at school.	25.6	1.0	5.4	2	66
Parents are able to pay for their children's tuition fully in time.	22	4.1	10.6	4.3	59
Candidates rarely miss class be it physical or online and try to understand the explanations given.	11	14	20	39	16
Skills/ intelligence of candidates have been increasing gradually as a result of the program.	3	3	90	1.1	2.9
Always encouraging students to work very hard.	44	20.1	8.4	8.4	10.1
You're never absent without a good reason.	9	21	15.5	10.5	44
Always ensure students understand the lectures.	70	27	2	0	1
You would recommend students with similar needs to your own to attend your university programs.	14	10	50	13	13

According to statistics in the table above, indications show that everyone Strongly believes education will help students get a good job in the future at 90%. But students aren't happy with whatever they get here as disagreed upon 23.3 & 49.9% respectively though its agreed strongly at 32 and 18% that they work very hard in order to attain a first class. With parents' engagement so Undecided highly students appear not to live harmoniously at school, even recorded on attempting strikes now and then following example of seniors during rampant tools and sit down industrial actions these days. Parents paying tuition late, let alone the last minute to exams evidenced at a percentage of 59.

Candidates disagree on the issue of missing classes "rarely", as if they are competing with lecturers' tendencies of escapeism, high on 44 flat.

This explains clearly the results at college level by the end of the Academic year. Averagely without anything to do, respondents reported to have recommended students in the past to attend their university programs on a 50-50 basis.

Hypothesis:

The study tested the hypothesis that there's a significant correlation of worklives on Academic performance of academic staff particularly Lecturers. Results from the Spearman's correlation test are given in table 5 below.

And; Academic performance is positively related with job satisfaction.

Table 5: Academic performance, Job satisfaction and Work Life

		AP	JS	WL
Spearman's rho	Correlation Coefficient	1.000	.030	.005
AP	Sig (2 tailed)		564	.930
	L	366	366	366
	Correlation Coefficient	.030	1.000	.064
JS	Sig (2 tailed)	564		221
	L	366	366	366
	Correlation Coefficient	.005	.064	1.000
WL	Sig (2 tailed)	.930	221	
	L	366	366	366

***Correlation is insignificant at the .930 level (2-tailed).

The results indicate that there's no significant positive relationship between Working conditions and Academic performance ($\rho=0.005$, $p=0.930$). And job satisfaction ($\rho=.030$, $p=564$) Hence, the Alternative hypothesis one (1H1) rejected, while the second one (2H1) is accepted. This shows that in no way does Work lives of Academic staff directly influence Academic performance in Universities of Uganda. Yet academic performance and job satisfaction influence one another, positively.

Chapter Five

Discussion, Conclusion and Recommendations

Introduction

This chapter presents the discussions of the findings of the study, conclusions made from the findings and the recommendations of the researcher and finally areas of further study.

This study aimed at establishing work environment factors perceived to be important in enhancing academic staff performance in the context of Ugandan universities. Additionally, it was to identify the extent to which the identified important work environment factors exist at Ugandan Universities. Furthermore, it was also to establish the potential effect of the work environment factors on academic staff job performance at MUK and IUIU University. Overall, work environment is key in enhancing academic staff's job performance. As such, it is appalling that Ugandan universities like Kyambogo, the existence of important work environment factors is professed as low to most of the important work environment aspects and very low to the aspect of physical environment (office space, furniture etc.). Hitherto, the present study has established that there is significant relationship between university work environment and academic staff job performance.

The results of this study are comparable to the Chancellor's assertion that most academic staff at Makerere University feel that facilitation given to them when working greatly determines their level of performance. The study findings herein, are further in agreement with the aforementioned author's argument, that quality supervision and/or performance appraisal is inadequate at Makerere University and in one way or the other; this negatively affects the academic staff job performance. The findings of the present study also correspond with Masum et al [26] that job performance and/or satisfaction of academics is related to a number of variables of complex function such as demographic characters, the work itself, pay, work responsibilities, variety of tasks, promotional opportunities, relationship with co-workers and others. Put succinctly, there are many factors that should be considered especially with regards to the welfare of human resource in achieving the mission and vision of the universities. One of these factors is work environment, as it is important for retaining employees.

Results of this study also agree with Sujit [30] that in any organisation employees are dissatisfied when their expectations are not met and when their working environment is not conducive. Furthermore, the study findings herein also correspond with earlier research of Olaitan [31] who found out that in Nigeria academic staff members are dissatisfied with their working conditions and academic growth. Similarly, the present study findings also correspond with Adelabu [32] who found that in Nigeria academic staff members are dissatisfied with their living and working environment because of the salary structure compared to the other professions and related issues such as low status in society, lack of promotion, lack of career advancement opportunities, and low allowances. Furthermore, the results of this study also coincide with another study in Nigeria by Akpofure, Ikhifa, Imide, & Okokoyo [33] who inferred that dons are dissatisfied with their jobs because of the salary structure.

The findings of this study are also in line with Zainudin, Junaidah, & Nazmi [34] assertion that the majority of teachers in higher education institutions in Zimbabwe are dissatisfied because of the high and overwhelming workload, inadequate salaries and allowances, and inability to procure loans for purchase of houses and cars among other things. Therefore, this study posits that if we want to improve the job performance of academic staff, it is judicious for university management to consider putting in place conducive work environment for dons in Ugandan universities like Kyambogo.

Conclusion

This study has profiled several important work environment factors that enhance staff job performance. However, it has been established that at certain Universities in Uganda, such factors are existing at a low level, this situation ought to be alleviated. It has also been established that the prevalent work environment significantly affect the job performance of lecturers. Accordingly, university management as a matter of top priority, should endeavour to put in place favourable work environment, if they want their institutions to be effective and efficient.

Limitations and Suggestions for Future Research

The study was exploratory in nature and based on perceptions of the study respondents. Thus, this makes the validation of the study difficult. Since, for example, no two individuals may see a situation in exactly the same way. As such, a similar study using a relatively big sample

involving research methods such as longitudinal study and observations is suggested. It is hoped this can help in getting the actual influence of work environment on don's job performance.

Similarly, the present study also suggest empirical studies to be undertaken to establish the factors responsible for the low existence of important work environment factors that enhance Teachers' job performance.

Acknowledgement

The author would like to thank all the academic staff at MUK and IUIU who participated in this study for their contributions. I would also like to thank the various authors whose works were sources of reference and inspiration to this study.

References

- Afsar, S.T.2015. "Impact of the Quality of Work-Life on Organizational Commitment: A Comparative study on Academicians working for State and Foundation. "ISGUC The Journal of Industrial Relations and Human Resources 17(2): 45-75. [Crossref],[GoogleScholar].
- Akdere, M. (2006). Improving quality of work-life: Implications for human resources. *The Business Review, Cambridge*, 6(1), 173-177.
- Allen, T. D. (2001). Family-supportive work environments: The role of Organizational perceptions. *Journal Of Vocational Behaviour*, 58(3), 414-435.
- Bisaso R (2010) Organisational responses to public sector reforms in higher education in Uganda: A case study of Makerere University. *Journal of Higher Education Policy and Management*. 32(4):343–51.
- Chandrasekar K (2011) Workplace environment and its impact on organisational performance in public sector organisations. *International Journal of Enterprise Computing and Business Systems*. 1(1):1-19.
9. Cooke FL (2000) Human Resource Strategy to improve Organizational performance: A route for British Firms. Working paper no.9, ESRC Future of work Programme. Retrieved from: <http://www.leeds.ac.uk/esrcfutureofwork/downloads/workingpaperdownloads/paper9.pdf>. Accessed on: 27-8-2015.
- Creswell JW (2013) *Qualitative, quantitative, and mixed methods approaches* (4th ed.).Thousand Oaks, CA: Sage.
- Daud,N. 2010. "Quality of Work-Life and Organizational Commitment Amongst Academic Staff: Empirical Evidence from Malaysia." In *International Conference on Education and Management Technology*, 271-5.IEEE.[Google Scholar].
- Doherty, L.and Manfredi,S.(2006), 'Action research to develop work-life balance in a UK university', *Women in Management Review*, 21,3, pp.241-259.
- Growrie,G. 2014. "Perceived Factors That Influence Teachers' Quality of Work-Life in Primary Schools in one Education District in Trinidad and Tobago. " *International Journal of Humanities, Social Sciences and Education (IJHSSE)*n1(10):10113. [GoogleScholar].
- Hansen, F (2002) "Truths and Myths of Work/Life Balance." *Workforce*, <http://www.workforce.com/>

7. Jayaweera T (2015) Impact of work environmental factors on job performance, mediating role of work motivation: a study of hotel sector in England. *International Journal of Business and Management*. 10(3): 271- 78.

Judge, T. A., Locke, E. A. & Durham, C. C. (1997). The dispositional causes of job satisfaction: A core evaluations approach. *Research in Organizational Behaviour*, 19, 151.

Kiruja EK, Karanja K (2013) Linking work environment with employee performance in public middle level TIVET institutions in Kenya. *International Journal of Advances in Management and Economics*. 2(4):83 – 91.

Krejcie RV, Morgan DW (1970) Determining sample size for research activities. *Educational and psychological measurement*. 30:608.

Kumar R (2011) *Research methodology: a step – by – step guide for beginner* (3rd ed.). London: SAGE Publication Ltd.

Lazarus, R. (1998) *the Life and Work of an Eminent Psychologist: Autobiography of Richard Lazarus*, New York, and Springer.

12. Muchhal DS (2014) HR Practices and Job Performance. *IOSR Journal of Humanities And Social Science (IOSR-JHSS)*. 19(4): 55-61.

10. Okoyo PVC, Ezejiolor A (2013) The effect of Human resource development on Organizational Productivity. *International Journal of Academic Research in Business and Social Sciences*. 3(10): 250-68.

Olaitan SO (1987) Correlates of job satisfaction of academic staff of Nigerian universities: A case study of university of Nigeria, Nsukka. *International Journal of Educational Research*. 74–75.

Ruchi J, Surinder K (2014) Impact of work environment on job satisfaction. *International Journal of Scientific and Research Publications*. 4(1):1 – 8.

Rwothumio J (2010) The effectiveness of employment system and its impact on academic staff performance in Kyambogo University. Master Thesis, Makerere University.

Spector, P.E. (1997). *Job satisfaction: Application, assessment, causes and consequences*. Thousand Oaks, CA: SAGE.

Sujit KB (2014) Development of a conceptual framework regarding the factors affecting academics in higher education's job dissatisfaction. *Mediterranean Journal of Social Sciences*. 5(23):104 – 108.

Tabassum, A. 2012. "Interrelations Between Quality of Work Life Dimensions and Faculty Member Job satisfaction in the private universities of Bangladesh" *European Journal of Business and Management* 4(2):78 [Google Scholar].

Visweswaran C, Ones DS (2000) Perspectives on models of job performance. *International Journal of Selection and Assessment*, (8), 216-226.