

**ORGANISATIONAL CULTURE AND EMPLOYEE PERFORMANCE IN  
INSTITUTIONS OF HIGHER LEARNING IN EASTERN REGION: A CASE OF  
UGANDA CHRISTIAN UNIVERSITY, MBALE UNIVERSITY COLLEGE**

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**S19/MUC/MBA/108**

**A RESEARCH REPORT SUBMITTED TO THE DEPARTMENT OF BUSINESS IN  
PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE  
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OF  
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**Declaration**

I, Kateregga Joseph Bagandanswa of Reg. S19/MUC/MBA/108 do hereby declare that the research report entitled “Organizational Culture and employee performance in Uganda Christian University: A case of Mbale University College” is my original piece of work. It has never been presented anywhere in any institution of higher learning for any academic award.

Signed



Date 16/08/2023.

**Approval sheet**

I certify that the research Report has been written under my close guidance and supervision.



Signed.....

Date.18<sup>th</sup>./10/..2023

**Mr. Maena Daniel**

**Dedication**

I dedicate this work to my beloved parents Mr. Joseph Byekwaso Ntege Lwalanda (RIP) and Mrs. Agnes Ntege Nalweyiso Buzawa (RIP), sisters and brothers and my sons and daughters and above all my beloved wife Mrs. Baagala Sylvia Kateregga.

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MAY GOD REWARD ALL OF YOU ABUNDANTLY

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### **List of Abbreviation/Acronyms**

A	-	AGREE
COR	-	CONSERVATION OF RESOURCES
CVI	-	CONSTANT VALID INDEX
D	-	DISAGREE
DV	-	DEPENDENT VARIABLE
FLE	-	FRONT LINE EMPLOYERS
IV	-	INDEPENDENT VARIABLE
MBA	-	MASTERS IN BUSINESS ADMINISTRATION
MUC	-	MBALE UNIVERSITY COLLEGE
N	-	NOT SURE
%	-	PERCENTAGE
PHD	-	DOCTOR OF PHILOSOPHY
RIP	-	REST IN PEACE
SA	-	STRONGLY AGREE
S. D	-	STANDARD DEVIATION
SD	-	STRONGLY DISAGREE
S. D	-	STANDARD DEVIATION

## **Abstract**

The study investigated the influence of organizational culture on employee performance for teaching staff at Uganda Christian University, Mbale University College. It was guided by three research objectives and they included: To examine the influence of shared values on employee performance for teaching staff at Uganda Christian University, Mbale University College. To assess the influence of university mission on employee performance for teaching staff at Uganda Christian University, Mbale University College. To establish the influence of university goal on employee performance for teaching staff at Uganda Christian University, Uganda University College. Descriptive research design involving qualitative and quantitative approaches were used. A sample of 74 respondents was determined by use of the Krejcie and Morgan table approach. The sample size of 74 was determined using Krejcie and Morgan (1970) from a study population of 91 respondents. Data was analysed using a mixed approach. The study found that shared values had a significant effect on employee performance for teaching staff at Uganda Christian University, Uganda University College with  $r$  squared of 7.4%. University mission, on the other hand, had a significant effect on employee performance for teaching staff at Uganda Christian University, Uganda University College with  $r$  squared of 17.8%. University goal was also found to be a significant determinant of performance, accounting for 32.2% ( $r$  square=.322) of employee performance. Based on these findings, it is recommended that the university should invest in developing and promoting shared values and university mission among its teaching staff. This could be achieved through training and communication strategies that promote these values and mission. The study also suggests that further research should be conducted to explore the potential impact of other factors such as leadership, work environment, and employee motivation on the performance of teaching staff in Uganda Christian University.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0. Introduction**

In this section, the following are presented; the study background, problem statement, the main and specific objectives, guiding questions of research, research scope, significance, conceptual framework and operational definitions of terms and concepts.

#### **1.1. Background to the Study**

The background has been divided into four perspectives for detailed analysis about the phenomenon under study. They are; historical, theoretical, conceptual and contextual backgrounds.

##### **1.1.1. Historical Background**

One study by Ssenyonga, Munene, and Muathe (2020) found the existence of a positive effect between organizational culture and employee performance. The study surveyed teaching staff at Uganda Christian University and found that a positive organizational culture, characterized by shared values, norms, and beliefs, led to higher job satisfaction and increased motivation, resulting in better performance. Similarly, a study by Kigozi and Mukama (2018) also found that organizational culture significantly influenced employee performance. The study surveyed teaching staff at Uganda Christian University and found that a positive organizational culture, characterized by strong leadership, clear communication, and support for professional development, led to higher job satisfaction, commitment, and improved performance. Furthermore, a study by Nakabuye and Nkundabanyanga (2019) found that a supportive organizational culture was positively associated with teaching staff job satisfaction and performance. The study surveyed teaching staff at Uganda Christian University and found that a

supportive culture, characterized by trust, teamwork, and open communication, led to increased job satisfaction and improved performance. It was thus suggested that having a positive organizational culture significantly impacts employee performance, including teaching staff at Uganda Christian University. A supportive culture that fosters trust, teamwork, and communication, as well as leadership, communication, and support for professional development, can lead to increased job satisfaction, commitment, motivation, and better performance.

The concept of quality teaching lacks a precise definition and is intertwined with the theoretical arguments regarding quality as well as cultural quality embraced by higher education which are debatable. For instance, some scholars find quality to be a consequence, whereas others view it as a possession. For some others, teaching is viewed as an ongoing process of reducing defects, and thus quality teaching cannot be fully understood or evaluated. The definition of "good" teaching or "good" teachers is relative to the stakeholders involved, including students, teachers, and evaluation agencies. Fabrice & Leprince-Ringuet (2008) argues that good teachers possess qualities such as empathy, experience, organization, and expressiveness, while excellent teachers have a passion for learning, teaching, their field, and their students. However, research also indicates that the quality of teaching is influenced by various situational factors, including what is being taught. The definition of quality teaching remains a complex and contested issue, with varying perspectives on what it entails. While some scholars emphasize the importance of outcomes and properties, others highlight the subjective nature of quality teaching and the varying opinions of stakeholders involved. It is argued that good and excellent teachers possess specific qualities and passions, but the quality of teaching is also influenced by situational factors.

According to Ngigi (2017), Kenya has made significant investments in university education, which is recognized as crucial for societal transformation. However, achieving high levels of job

satisfaction among academic staff has been difficult for university management. This study aimed to examine the challenges faced by university management in performance management and job satisfaction in Kenyan universities. The research found that insufficient funds were the most significant challenge for university management. Addressing these challenges is necessary to improve the effectiveness of academic staff in teaching, research, and community service and enhance overall productivity. There are many challenges faced by university management in promoting job satisfaction and effective performance among academic staff in Kenyan universities. The findings emphasize the need to address financial constraints to enhance productivity and support the transformational role of universities in society.

Universities in England are largely independent and self-sufficient organizations, having their own charters and governing councils. Szromek & Wolniak (2020) explain that institutions of high learning are publically funded to different levels in support of research and teaching activities. Studies done for comparative purposes have indicated circumstances relating to scholarly work are highly dependent on the traditions of the national higher education and mode of institution. For instance, in higher institutions like universities, a combination of teaching and research places exceed the teaching only place which is different from non-university institutions where the teaching only positions are way higher. Also in regards to variations across categories of institutions, the amount of time spent on teaching, research and other activities does vary considerably between the various academic postures, individual members of staff and in different countries. Besides, careers in academia and the basis for advancement vary differently in the various disciplines. In the academic career system, various studies view research achievements to be important in the advancement of natural sciences but also depend on the research facilities and groups. For instance, those pursuing PHD's in the natural sciences coordinate research activities

in labs and teach a few courses quite a little. For the medical students, advancement means existence of a stronger link between clinical work and basic research giving way to four differing careers which include research professors, clinical doctors, industrial researchers, and natural science researchers.

Organization culture gained prominence in 1980s due to its direct relationship corporate performance. It entails the mission, vision, objectives, expectations, and values which guide staff. Cui and Hu (2012) content that businesses that embrace organizational culture often become successful compared to unstructured business organizations due to systems which support employee performance, engagement, and productivity.

The argument that organizations tend to possess particular cultures is scattered across publications on strategy and business policy in relation to organizational behavior and theory. Despite the fact that there is a lack of a strong theoretical underpinning regarding the concept of organizational which is often talked about, very few has been pushed to promote other relevant concepts often found in cultural anthropology regarding management and organizational field. (Yvan & Mihaela, 1984).

As regards to Uganda Christian university, the aspect of organizational culture was born from inception where formally the Bishop Tucker college famous for training clergies and educators transformed into a university following its history of 100 years. Prior, Mukasa Hamu, a local chief in Mukono offered land to the college which had international partnerships such as the church missionary society. The church missionary society worked in collaboration with its local partners to ensure the college produced the right intellectual capital. In 1992, a decision was reached by the house of bishops for a provincial university with a motive of having stronger influence on society by conducting other courses other than driving forth only aspect of the clergy. Following a series

of consultations and discussions, the, Uganda Christian University was established in the year 1997 as a private university in one of the Kampala city conurbations. Today, the university prides itself on one of the most efficient and competitive private universities with strong teaching and research. The university was granted a charter and it was delivered by H.E the President of the Republic of Uganda during the opening of the Technology Park on May 20, 2004. The vision of the university is creation of center of excellence in the hearts of Africa while the mission is the equipment of learners for productive, holistic lives based on Christian faith and service. As such, all activities and programs of the university revolve around the four core values of Uganda Christian University: integrity, competence, teamwork, and transcendence. Each of the values is discussed below. True UCUians imbued with the spirit of nobility live their lives guided by the ideals of honesty and authenticity (Kiyaga, 2011).

### **1.1.2. Theoretical Background**

Various theoretical views regarding changing or the management of organizational culture suggest that cultural change process is complex. Nonetheless, the management and change of organizational culture is possible with the choice of attitude and behavior which are essential in the identification of norms which are key in promoting before action is taken to create the required outcome. That said, culture is something which can be managed and or changed if the existing culture is not supportive to the organizations strategic and competitive needs. As such, organizations need to take conscious cultural change due to its necessity. On the contrary, changing the organizational culture is difficult venture although this is possible and should be embraced especially when the organization is challenged with poor values, poor management styles, poor systems, poor structures, poor reward styles, and the need to achieve positive strategy. . However, this change does not come instantly as it may take three to five years and brings along chaos, stress

and ultimately affects performance. Sometimes, if leader's are weak, they may discontinue with the planned change before they see the result (Manetje (1998).

### **1.1.3. Theoretical Background**

Douglas McGregor created two theories, Theory X and Theory Y, to address staff performance in organizations. Theory X is based on an authoritarian leadership style and assumes that employees are not naturally motivated and need to be controlled through rewards and punishments. This approach is not commonly used anymore as it is viewed as pessimistic and micromanaging. Theory Y, on the other hand, employs a participative leadership style where organizational management puts trust in their subordinates to deal with extra roles and responsibilities and motivate them to learn and develop. This approach is more modern and effective in improving staff performance. In the context of universities, effective and efficient services are necessary for quality teaching and research. The theory of performance provides a framework to explain and improve performance among staff, with six components influencing teaching and research supervision. To improve performance, three axioms are proposed, including having mindset of performance, being in an inspiring environment, and engaging in insightful practice. Overall, the adoption of Theory Y in university leadership may be more effective in enhancing staff performance compared to the outdated and controlling approach of Theory X (Mulford, 2003).

### **1.1.4. Conceptual Background**

Social scientists have explored the notion of organizational culture as a perspective in organizational theory over the past decades. Current interests in organizational culture stems from at least four different sources: climate research, national cultures, human resource management and from conviction approaches which emphasize the rational and structural nature of the organization to be unable to offer a full explanation of organizational behavior. Indeed, most

scholars view organizational culture as being so central compared to other aspects such as strategy, politics or even structure. Consequently, organizations have shifted their attention to organizational culture and less to national cultures. Social scientists have studied the concept of organizational culture as a viewpoint in organizational theory for several decades. Interest in organizational culture today arises from various sources such as research on climate, national cultures, human resource management, and conviction approaches that stress the organization's rational and structural nature as insufficient in explaining organizational behavior. Organizational culture is viewed as a critical factor in an organization's success, rather than factors like structure, strategy, or politics. Consequently, research shifted from examining national cultures to concentrating on organizational culture. The concept of organizational culture and its significance in organizational theory. It highlights the sources of current interest in organizational culture, including the limitations of structural and rational approaches in understanding organizational behavior. The paragraph also emphasizes the importance of organizational culture for an organization's success, leading to a shift in focus from national cultures to organizational culture (Manetje, 1998).

The profession of research administration has developed in unprecedented ways since the end of the last world war. The knowledge required to successfully administrate research in institutions of higher education crosses multiple disciplines. The management of explicit and tacit knowledge is essential for the continued growth and development for the profession. Organizational culture plays a significant role in the success or failure of these projects. By applying organizational cultural theory and gaining an understanding of the artifacts, espoused values and beliefs, and basic underlying assumptions, research administrator knowledge leaders can identify and address

potential obstacles to the successful transfer and creation of knowledge for their organization, the community of practice and the profession of research administration (Dwayne, 2017).

It is comprehensively understood that to do well in one's job duties, acquire education and participate in other tasks and activities, it is essential for the individuals to be well-aware in terms of methods, procedures and approaches. Apart from these, they need to be well-equipped in terms of norms, values, standards and principles. Through organizational culture, the individuals acquire an efficient understanding of morality and ethics. Furthermore, they acknowledge that they need to put these into practice in their job duties and responsibilities as well as in dealing with others. Within the course of acquisition of education and in implementing job duties, the individuals need to communicate with each other in an effective manner. Hence, through acknowledging the significance of organizational culture, the individuals understand how they need to deal with others in ways that are effective, as means to achieving organizational and academic goals and also as a means to raising the entire education system as well as for the whole organization. This means that respective individuals are tasked to put aside their differences and instead focus on the knowledge development, skills and abilities development as a means of realizing the value of the culture of the organization (Radhika, 2020).

Attaining high levels of academic staff job satisfaction has proved to be challenging for university management. The major managerial leadership practices used in the Kenyan universities as: leading and supervising, teamwork, innovation, planning, following instructions and procedures. Other practices included understanding others, service orientation, communication, and conflict management, change management, developing others, emotional awareness, self-control, achievement drive, persistence and organizing the work environment all of which portrayed a

positive effect to job satisfaction. The university managerial leadership practices were therefore rated as satisfactory (Kiplangat, Momanyi & Kangethe, 2017).

Good and effective performance is an important desired end goal for every institution/firm and therefore, heads of departments, Dean and principal's on behalf of the administration, need to develop appropriate and scheduled transparent acceptable performance appraisal that eventually gives feedback on areas achieved and those that need improvement. Appropriate and timely feedback through appraisals or one to one evaluation is important as it helps individual employees, staff to evaluate their achievements and failures including giving reasons as to why they failed hence brainstorming on better strategies to tackle the obstacle to performance. Furthermore, there is need to install more long-lasting speakers especially in lecture rooms /classes that have big numbers of students so as to aid student's ability to get clear and audible explanations as both the lecturer and students do not strain to get heard or get the explanations. This somehow greatly impacts on understanding of particular concepts as explained in a summarized version. Also, it is of importance that to be performers, employees need more training to add on the declarative knowledge that they know and also procedural on what they can and not do, improving on motivation through recognizing the best performing staff of the week or month (Nachonga, 2019).

#### **1.1.5. Contextual Background**

Employee performance is defined to include knowledge management, information, and communication technology, empowerment, innovation and creativity and organization culture have a significant impact on employee performance. The term performance expresses the range of measurements of transactional efficiency and input & output efficiency. Performance refers to the degree of achievement of the mission at workplace that builds up an employee job (Tuffaha, 2020).

According to Kulno (2016), a detailed performance appraisal system facilitates the academic staff to attain higher outcomes basically in times of rebuilding and change within universities and also eliminate negativity on the implications in terms of quality and motivation of academic staff during crisis moments. Therefore, at the development stage, it's prudent that faculties pay extra attention on qualitative signs and less on quantitative signs. It is valuable that performance management be applied in line with other systems of management.

Performance according to Fakhar et al., (2012) remains a very controversial issue for those who conduct research on organizations. Organizational performance is about the capability for the organizations to continuously accomplish their goals in an effective way using the available resources. This organizational performance is embraced in the form of success shown through returns on equity which result from well-established performance management systems.

Improvement of performance in organizations should be based on the overall purposes of skills development, behavior change, rising competencies, training as a way of enabling staff to cope with fast changing technologies.

Organizations should guarantee that they put in place proper training systems; ensure there are favorable work conditions, remuneration and rewards. The organization should ensure all its employees are adequately satisfied with their job responsibilities and roles, particularly; focus should be on the definition of responsibilities and awarding requisite authority to undertake the given responsibilities. It was revealed that organizations should put more emphasis on that competence based pay aspect of remunerations, payment by result, organization wide incentives, profit related pay and merit pay in order to foster high performance (Mwanza, 2012).

Performance appraisal, which is seen as a means for measuring individual employee and therefore organizational performance targets is considered one of the tenets of the performance management

framework. Performance appraisal puts emphasis on the expectations of employees, the work itself, the aspect of productivity, employee development, motivation and attitude to work. For the past few decades, various universities on the European continent have undertaken tremendous changes resulting from the Bologna transformation process with the motive of increasing the quality of research as a means of promoting competition, positive change, and comparisons of outputs. A number of performance appraisals have been initiated and implemented in various universities in the western world showing that these universities did not initially embrace the aspect of comprehensive assessment and appraisal systems. They also lacked comprehensive assessment and instead promoted parameterization. This was visible throughout all the universities and only existed in sporadic ad hoc frameworks on which comprehensive assessment tools were built. Besides, the universities did not have a continuous assessment approach and system which resulted in weak performance. The increasing scientific research and evidence has resulted in consequences which result from inefficient performance appraisal and social injustice which have presently been promoted (Sułkowski et al., 2020).

According to Kisaka et al., (2019), contend that universities are better adapting the culture of involvement of employment to enhance employee output and overall growth and sustainable development of Universities. Public universities need to embrace a culture of employee involvement to improve employee performance, growth, and competitiveness locally, regionally and globally. More still to achieve a greater degree of employee involvement, university management needs to empower all its employees by availing timely information, promote participatory decision making, promote structures for staff self-sufficiency, and give them an opportunity to make remarkable contributions.

Uganda Christian University is established on Christian values that define its culture in the teaching profession. These values include integrity, competence, teamwork, and transcendence. Each of the values is discussed below. True UCUians imbued with the spirit of nobility live their lives guided by the ideals of honesty and authenticity (Kiyaga, 2011). The values guide the lecturers on what to include in the teaching process. The teaching process and research are supervised by the Faculty Deans, Heads of Department, Academic Registrar and Coordinator for Postgraduate School. The teaching process is concluded with students undertaking research projects which part of the assessment. However, most students especially at postgraduate level stay long on course due to low completion of the research projects. This therefore affects the students' completion rate and much is blamed on supervision process.

## **1.2. Statement of the Problem**

Ideally, universities are assessed based on four important parameters that include: competence of university staff in terms of knowledge (qualifications, skills, and competences), Research and Publications, Employer ability of the alumni and infrastructure development among others. However according to compass point (2013), UCU post graduate report (2022), Fabrice and leprince -Ringuet (2008), 25% of the lecturers hardly make any article or book publication to facilitate the teaching process, and reference during lectures. Organizations hire staff to perform duties assigned to them and report on outputs daily, monthly, quarterly, bi-annual and at the end of the year (Compass Point, 2013). Organizations set targets that are expected to be achieved as scheduled. In universities, employees are hired on either a full-time basis or as part-time lecturers to teach, assess students, and supervise research as part of their contract. Employees at Uganda Christian University are hired on contract basis following the University Human Resource Policy. Employee performance measured in terms of teaching process is not effectively concluded at

Uganda Christian University, Mbale University College. The teaching process starts with course preparation and ends with the writing of a dissertation for undergraduate and postgraduate studies are affected by low completion rate especially for postgraduate students. There is delayed course preparation, delayed lecture delivery, delayed submission of student assessment coursework and exam results, delayed submission of student's internship results. For academic career growth and development, lecturers are expected to write and publish Article and Books to enhance the quality of learning. However, very few lecturers make any article or book publication to facilitate the teaching process and make references during lecturing to their scholar work (UCU, Postgraduate report, 2022). Lecturers are also expected to write and present research papers in international conferences and finally, write project proposals to attract grants to the university. Lecturers do not participate in course preparation, there is low completion rate for postgraduate students, there is limited article publication by lecturers, hardly do lecturers authors and publish textbooks. Grant writing is unheard off and lecturers hardly participate in international conferences (Fabrice & Leprince-Ringuet, 2008). It is against this background that this study was conducted with the motive of investigating how organizational culture influences employee performance for teaching staff at Uganda Christian University, Mbale University College.

### **1.3. Main Objectives of the Study**

The main objective of this study was to investigate the influence of organizational culture on employee performance for teaching staff at Uganda Christian University, Mbale University College.

### **1.4. Specific Objectives of the Study**

1. To examine the influence of shared values on employee performance for teaching staff at Uganda Christian University, Mbale University College.

2. To assess the influence of university mission on employee performance for teaching staff at Uganda Christian University, Mbale University College.
3. To establish the influence of university goal on employee performance for teaching staff at Uganda Christian University, Uganda University College.

### **1.5. Research Questions**

1. What is the influence of shared values on employee performance for teaching staff at Uganda Christian University, Mbale University College?
2. What is the influence of university mission on employee performance for teaching staff at Uganda Christian University, Mbale University College?
3. What is the influence of university goal on employee performance for teaching staff at Uganda Christian University, Uganda University College?

### **1.6. Scope of the Study**

#### **1.6.1. Content Scope**

This study will be restricted to the influence of organization culture on employee performance for teaching staff at Uganda Christian University, Mbale University College.

#### **1.6.2. Time Scope**

This study will consider a period of five years (2018 to 2022) as a review period in terms of organizational culture and employee performance among teaching staff.

#### **1.6.3. Geographical Scope**

Uganda Christian University, Mbale University College has three campuses. The first and the main one is located on Plot 4-8, St. Andrews Lane adjacent to St. Andrew's Community Center. The second is Canon Mungati campus, hosting the Business Department and accommodation halls for

resident students. It is located on Plot 56-58, Sebei Avenue, opposite Mbale Secondary School. The third is Nabuyonga Rise campus located on Plot 30-32, Nabuyonga Rise. It houses the departments of Theology department and Research & Postgraduate Studies.

**1.7. Significance of the Study**

The study findings will benefit Uganda Christian University academic fraternity on matters of career growth and development.

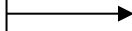
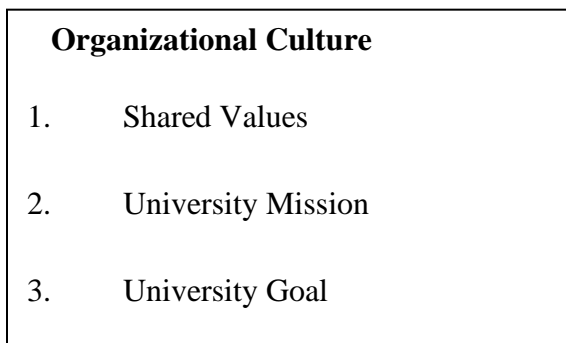
The study will also be useful to students especially on issues concerning students’ completion rate and effective learning.

The study findings will be valuable to further studies by interested academicians, students and other researchers interested in improving the quality of university education in private universities in Uganda.

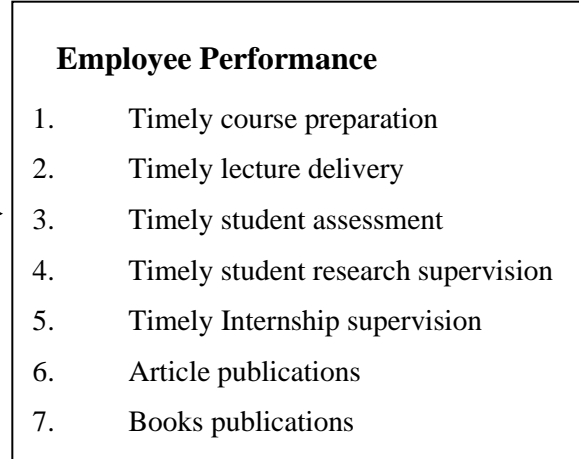
Finally, the study will support the fulfillment of one of the key requirements towards the award of a degree of Master of Business Administration at university.

**1.8. Conceptual Framework**

**Independent Variables**



**Dependent Variable**



**Source:** (Adapted from: Fabrice & Leprince-Ringuet, (2008); Kiplangat, Momanyi & Kangethe (2017); Kisaka et al. (2019) and modified by the researcher, 2021.

Figure 1.1: The conceptual framework showing how organizational culture influences employee job performance for teaching staff at Uganda Christian University, Mbale University College. In the conceptual framework depicts the independent variable (IV) as organizational culture which influences performance. The framework shows that shared vision, university mission and university goal directly affect employee job performance. While employee performance which is the dependent variable (DV) was measured in terms of; timely course preparation, timely lecturing, timely student assessment, timely student research supervision, Article publications and Books publications.

### **1.9. Definition of key concepts**

**Employee performance:** Is the ability of the individual to perform as expected by the hiring organization on a continuous scale.

**Organizational culture:** organizational culture refers to the values and shared beliefs in the organization which support behavioral patterns of employees.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0. Introduction**

In this chapter, the theoretical review is presented and acts as an anchor for the study the review of scholarly literature presented as sub-themes in accordance to study research objectives. It also gives a highlight of gaps identified in the existing literature in response to study objectives and research questions.

#### **2.1. Theoretical Framework**

##### **2.1.1. Douglas McGregor (Theory X and Theory Y)**

This theory is built on six foundational concepts that form the framework which explains performance and provides a remedy on performance improvement According to this theory, performance has to do with either an individual or a group of individuals engaged in collaborative effort. This theory is of the view that performance is developed as a journey and therefore it describes performance as a location within that journey. It measures performance in six levels which include the knowledge level, skills level, context level, identity level, personal attributes, and fixed factors. It also points out three effective ways in which performance can be improved and these include mindset change, engagement in reflective practice and working in an enriching environment (Mulford, 2003).

This theory is built on six ground concepts that acts as a basis for the explanation of performance and performance improvement. The theory suggests that performance is about producing results such that those tasked with the duty to perform may be either individuals or groups of persons that are engaged in various collaborative effort. The theory explains that for performance to be developed, it takes time such that it can describe the journey of performance. The theory points

out that performance is built on aspects of knowledge and skills, individual and fixed factors, context, and identity. According to Mulford (2003) for effective performance, the environment, mind set and level of engagement are key players.

## **2.2. The influence of shared values on employee performance for teaching staff in universities**

The teaching staff members are the key resource when it comes to higher education institutions, and they play a vital role in achieving the institutions' goals. The nature of academic work in Libyan universities is likely to be traditional academy where the emphasized on disciplinary teaching and supervision of student's projects as well as doing a publication. Government of Libya is spending huge budget every year to upgrade the universities infrastructure and to train the academic staff. For instance, in 2015, the total expenditure for higher education sector is approximately 801,547,869 million Libyan dinars. However, in general, members of academic staff in Libya are still underperforming. Previous studies have provided substantial evidence concerning the relationship between motivation and the performance of academic staff (Salem et al., 2017).

The concepts of organizational culture and employee performance have predominantly become an inevitable phenomenon in the management and development of universities in Uganda. Many researchers have written extensively on factors that affect employee performance in organizations, but little attention has been paid to organizational culture. According to Akpan (2013), organizational culture positively influences organizational process, staff, and performance such that commitment by employees produces great performance at individual level and at organizational level.

Individuals of various organizations are surrounded by culture unaware, yet this forms the background of their work lives in such organizations. The existence of such a culture paves a

powerful way for creating an influencing behavior such as how we view the world around us. This is testimony that organizations don't exist in a vacuum, but rather in an environment where social cultural influence has an effect on the employees in terms of behavior, values, and beliefs. This makes workplace culture a key aspect in influencing workers life and as thread that holds the organization in unison.

Countless dissertations from the various university's depositories and various other social platforms have been overwhelmed by the administrative and governance matters. Little has been discussed about moral concerns in some of these institutions especially in Nigeria. This is despite the large history in this area. Nonetheless, limited studies have focused on understanding why the subject matter regarding the importance of shared values and staff engagement in moral leadership as a means for job performance. Basing on social change and stakeholder theories and in using the structured equation and regression models as reasoned foundations, outcomes have found strong indication of positive intervening effect between shared values, job engagement especially as influenced by intervening factors like moral leadership of workers and performance although a unit construct that showed negative relationship. The findings have further revealed that the overall performance of staff will likely increase with panoptic paradigms of good leadership while uneven methodology will only lead to limited performance. The study proposed an inclusive framework linking the modified constructs of moral leadership, employee engagement, shared values, and job performance of universities' staff. It is pointed out that university leadership passionate about integrity originating from strong ethical line will earn staff's trust and confidence and promoted the university's reputation for enduring leadership that is value laden (Eromafuru, 2021).

Reviewed literature therefore suggests that in present work force, management is tasked with the challenge of effectively handling simultaneous individuals with diverse values systems. The

findings link well with this study which presents the empirical evidence on the diverse characteristics and values of generational cohorts; the interests of Human Resource specialists, managers, and researchers in dealing with multigenerational workforce and their impact on work-related outcomes, the responsibility of management; the influence of values on behavior and numerous positive outcomes to employees and organizations. This study shows the generational categories from the Western context and the Indian context. It also intends to identify the gaps in the generational research and pave the way for further investigation. Finally, based on the research gaps identified, this article suggests and discusses the importance of generational difference on shared values and Organization Culture and Behavior in the scholarly area in the context of India and alters the list of values shared from the academic underpinnings for more investigation. According to Yogamalar (2016), the academic area is a key workplace with integrated communication. It therefore means that more attention should be focused on behavior change in the academic cohorts if institutions are to attain their goals.

Significant literature exists on the examination of public staff turnovers and the gender role in public management. This brings these two elements of research together to exam the premises regarding the effect of manager's gender and job satisfaction and staff turnover among public sector organizational staff. Specifically, the study tested whether or not a manager's gender influenced job satisfaction and turnover in relation to what is seen as a competing claim that gender role is not significant in this construct. Applying statistics from a countrywide sample representation of public sector teachers and the idea of involving a fixed determinant design that covertly likens male and female staff in the same school setting, the study found the indication that superintendent gender does matter when it comes to fulfillment and staff turnover. It was equally found that significant outcomes of gender correspondence, where determined by the low job

satisfaction and staff turnover in male teachers and female superintendents (Grissom, Nicholson-Crotty & Keiser, 2012).

For service organizations, they focus on promoting frontline staff as a means of developing attitudes and promotion of excellent service delivery. Focused on the conservation of resources theory, the study by Lages et al (2018) focused on understanding the means in which shared values support first line staff as a means for promoting service delivery. influence frontline employees' service delivery performance. Their study contributed to Human Resource Management theory through the development and testing of a conceptual framework to guide the British hospitality industry. Their findings indicated that having shared values is paramount in staff performance and service delivery. Having shared values accordingly promotes positive emotions and eliminates exhaustion which supports staff performance, job satisfaction, and overall organizational performance.

In a study which was carried to examine the relationship between participation in decision making and job satisfaction among academic staff in public University of Nairobi, the findings revealed that there was a significantly strong positive correlation between job satisfaction and participation in decision-making. The findings indicate also a positively strong correlation between participation in decision-making and job satisfaction in relation to general working conditions; pay and promotion potential; use of skills and abilities; job design; and job feedback. The findings indicate that the level of job satisfaction for workers at the SOB increases proportionately with an increase in their level of participation in decision-making (Muindi, 2011).

Although leadership is found to have impact on the followers' attitudes and performance there is a gap in leadership studies in HEIs, especially having Lithuania in mind. The empirical research revealed significant positive impact of leadership style on job satisfaction of faculty where servant

leadership style has been found to have the highest positive significant impact on job satisfaction of faculty while controlling autocrat leadership style has the lowest impact. There are several implications for further research. It can be expanded whether geographically (e.g. comparative analysis in different countries) or institutionally (e.g. in other educational institutions, such as schools or pre-schools). Practical implications reveal that supervisors have the power to increase the levels of job satisfaction of their faculty members, by defining their role as a leader, demonstrating certain leadership behaviors (Alonderienė & Majauskaite, 2016).

In a study that aimed to examine the influence of job satisfaction, culture, and motivation on the performance of staff in universities, study findings revealed that; culture and job satisfaction affect motivation; culture also affects job satisfaction; job satisfaction affect the performance; culture does not affect the performance; culture and job satisfaction affect the performance through motivation. Thus, the job satisfaction factor is an important factor to be managed in order to increase motivation, which will ultimately improve performance. However, although organizational culture does not contribute directly to improvement of the lecturer/ employee performance, it has increased motivation. Moreover, the performance variable shows the average interval value of 2.90 to 3.53, with an average index of 3.30, which means the performance of lecturers/employees, is good enough. Understanding the relationship between culture, job satisfaction and motivation toward the performance will enable the leader to enhance the performance of lecturers/employees (Theresia, Lahuddin & Ranti, 2018).

### **2.3. The influence of university mission on employee performance for teaching staff in universities**

People are the most valuable assets of educational institutions. Exploring best practices for managing human resources in universities has become a challenge for university quality enhancement and competitiveness to attract and retain students. Enhancing students' experience

became a priority by providing them the best education and learning experience and by redirecting ways of managing their Human Resources toward more empowerment and efficiency. The objective of this paper is to shed the light on the impact of Human resources practices on student's experience and to assess the results of common managerial practices in the Lebanese Private Higher Education Sector and study findings revealed that while the cross section results of the t-test show that empowerment of Faculty members and job security can play a positive in promoting quality in job performance and teaching and learning (Yahchouchi, 2014). Academic staff members are the key resource in higher education institutions and play a vital role in achieving the institutions goals. The nature of academic work in Libyan universities is likely to be traditional academy where the emphasized on disciplinary teaching and supervision of students' projects as well as doing a publication. Government of Libya is spending huge budget every year to upgrade the universities infrastructure and to train the academic staff (Salem, 2017). The problems of insufficient working environment coupled with low performance of academic staff in the high education sector in many of the low as well as middle income countries like Uganda, is attracting various scholars across the globe. As such, this study was conducted to establish the impact of the prevalent work environment on academic staff job performance in Ugandan public universities, using Kyambogo University as a case. The study profiles several important work environment factors that enhance a don's job performance. However, it has been established that at Kyambogo University such factors exist at a low level, this situation ought to be alleviated. It has also been established that the prevalent work environment significantly affects the performance of dons. Accordingly, university management as a matter of top priority should endeavor to put in place a favorable 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. Consequently, the institution in question often is likely to suffer from chronic ineffectiveness and inefficiency. Thus, Kyambogo University management should: put in place good physical facilities, equipment and working spaces for academic staff; promote and/or reinforce healthier working practices and lifestyle choices; create favorable and flexible working conditions such as improved teamwork, among other things (Kasule, 2015).

According to Fakhar *et al.*, (2012), culture gives a shape to organizational processes which enables it to create as well as modify its culture. It also contributes significantly to performance and not more demanding compared to what many studies involve. Various scholars as well as successful managers having a strong organizational culture is key to business due to its ability to influence employee decisions and character, ability to bond the various employees together and also make them feel a part of the organizational experience which is essential in attracting and retaining staff who good performances and due to its ability assist in sense making which supports to understand organizational events and objectives hence enhancing efficiency and effectiveness of employees. Therefore, a strong culture is more or less seen as a driving force for performance improvement and reduction in staff stress and the improvement of ethical behavior of staff. This is despite the fact that most of the studies conducted on culture mostly focus on single organizational culture. It is also observed that both strong and weak cultures greatly influence organizational behavior on a relative scale. The strong culture is more embraced because of its ability to link employee goals to organizational goals which helps in increasing the overall organizational performance.

According to Kolzow (2014), individual staff are always surrounded by culture which acts as a cornerstone for their work lives in their organizations. It implies that organization cultures act as significant means by which individual behaviors can be controlled in the way they view the world.

That said, organizations exist in society with social cultural values which have a way of influencing their thinking, feeling and behaviors. Therefore, workers embrace organizational missions, visions as guides to organizational cultures and these also act as a means for promoting staff togetherness. Scholars Ngozi & Olalekan (2021) argue that there has been significant research in the literature to explore the impact of organizational culture on employee performance and productivity. Organizational culture is used for measuring economic performance of an organization. However, organizational excellence could be varied since cultural traits differ from organization to organization and certain cultural traits could be source of competitive advantages through causal ambiguity. It's without a doubt that the world economy as experiencing dynamics which means staff also expect their level satisfaction to change accordingly. It is also significant that cultures within organizations change accordingly to meet staff expectations. Therefore, a supportive culture is a motivational instrument which promotes the employees to perform smoothly and ensures better productivity. However, it must be recalled that organizational performance is not just about defining problems but finding solutions to problems. It emphasizes the accomplishment of goals in an effective and efficient manner using the available resources. Performance of an organization moves beyond problem solving to solution provision. It means that organizations should have the capability to meet goals efficiently and effectively with the available resources. Attaining such goals is viewed as attainment or organizational performance. Organizations accomplishment shows high return on equity, and this become promising due to establishment of good employee's performance management system.

#### **2.4. The influence of university goal on performance for teaching staff in university**

Uganda's public universities are still grappling with the challenge of lecturers' underperformance. While a growing body of research has identified various factors to explain this underperformance,

it has not paid much attention to the analysis of whether instructional leadership is among the causes and if it can provide a solution to this challenge. The study employed a cross-sectional correlational survey involving collection of questionnaire data from 341 lecturers and 35 heads of departments (instructional leaders) selected from Makerere University and Kyambogo University using stratified sampling and study findings revealed that instructional leadership as a positive and significant predictor of lecturers' job performance. These findings suggest that improving instructional leadership by availing lecturers with adequate instructional resources and supervising and monitoring them effectively can improve their performance. Accordingly, the study recommends to the management of Uganda's public universities to stock sufficient teaching resources and to ensure that their heads of departments play their supervisory and monitoring roles effectively (Namutebi, 2019).

Organizational commitment is a strong yearning to be a member of certain organization based on the beliefs, accepted value and goals of such an organization. It is an approach that mirrors the employee loyalty to organization and continuous process where organization members express their attention to organization and its success and continuity. Basically, the employees' commitment is needed to support the work achievement, because commitment is relative power from individual identification to organization. Empirical investigation about organizational commitment with the employee performance their results showed that the organizational commitment impact positively to the performance. The results showed a negative correlation between organizational commitment and work performance (Al-Jabari & Ghazzawi, 2019).

Organizational development is dependent on the analysis as well as the documentation of various drivers that support the accomplishment of organizational effectiveness. For organizational managers, they have a responsibility to ensure staff are committed to their duties, which translates

in the improvement of work output. The role of management is introducing employee norms, values and objectives to the organization which is key to understanding organizational culture. its management responsibility to bring forth the culture of the organization to its staff so that they are oriented with such developments (Fakhar et al., 2012).

Organizational culture does not significantly influence employee performance. It means the higher organizational culture unable to improve the employee performance, because of that organizational culture value including bureaucracy, innovative and supportive should be socialized to employee in each employee work so the organizational culture can be instilled in each employee so they able to work better for company. There exist certain standards designs for community which are found to be essential for them. For instance, some social standards are included unclear practice's such stories of organizations which bring to the attention of staff how things work within the organization which and drive staff to be competitive and improve their performance (Mohd, Ugheoke & Wan, 2016).

Employees desire favorable working conditions as a means for positive delivery and overall organizational performance. This, however, is challenged by the fact that sometimes managers want to drive junior staff to put in a lot of effort, but they are reluctant to consider the motivation factors laid out by Maslow. The attainment of Maslow's hierarchy of needs is, however, not easy given the different leadership styles which makes junior staff move up that ladder. However, if the organization promotes democratic leadership, the likelihood of attainment of organizational goals because staff is afforded the capability to participate in decision making process and this enables them to grow in terms of their careers.

Kellie (2020) argues that the way of life of every organization which is instituted through the goals influences all those involved in the organization. These goals become important for organizations

who aim to achieve competitive and distinctive advantage. The culture of organizations influences what the company does, how it operates, what it focuses on, and how it treats customers, employees, and shareholders' expectations. Invariably, the culture of every organization includes the customs, beliefs, norms, morals, ethics, and values which are often reproduced and replicated through its language, stories, signs symbols, rituals, and rites. The Webster's dictionary viewed culture as the norms, traditions, skillfulness, arts and values that are stipulated to guide and guard the attitude and behaviors of a given people. This definition holds the fact no society can survive without determining which culture will be most effective and acceptable for all and for all. Culture is a way of life which is indispensable for the success of every organization and in promoting the value of human resources.

Organizational culture, the concept of beliefs and attitudes of the people should inevitably be considered since it is this same people that put up the culture. For instance, if the belief of the organization is to reward high performers, this will in turn reflect and influence the performance and effectiveness of the organization. It becomes imperative to note that as the level of rivalry and struggle is increasing rapidly, changes tend to take place in aspect of the organization's culture. Organizational culture is one of the prominent factors in determining organizational innovativeness and performance. Therefore, organizational culture should not just be seen as a sensitive aspect of an organization but rather as a driving force for achieving managerial effectiveness (Needle, 2004).

The role of organizational culture includes creating ground that supports diversity, competition, integration, acquisition, and other developments. The concept of culture is what distinguishes an organization in terms of originality, change management, risk taking, consistency and assertiveness from other organizations. The culture of every organization is represented by the

values, beliefs, customs, and traditions of its members. This culture articulates the core values which are collectively shared by the same organization's members. Culture within an organization is seen as a blueprint in which values are created and shared and this helps in developing consistent behavior among employees. It is viewed in the form of ethics, integrity, values, customs and beliefs and its norms that support the organization to have an increased competitive advantage leading to the attainment of organizational goals (Tewodros, 2016). Cultural aspects in organizations play a prominent role in embracing both internal and external dynamics, minimizing external risks and maximizing internal organizational skills, knowledge, and creativity aspects. Therefore, the success of the organization depends on the influence and management of the environment. The incorporation of organizational culture is key in promoting job satisfaction and reducing staff turnover. By having a strong culture, it acts as a driving force towards staff performance within their workplace (Colombia University, 2008).

#### 2.5. Gaps identified in existing Literature.

The current literature is limited in scope and focuses majorly on U.S universities. The variety of organizational structures that govern American research universities ranges from a simple model that places a university campus in a single, not-for-profit corporation responsible to self-perpetuating board of trustees to the ornate configurations of state university systems with their overlapping boards of regents and trustees, their higher education coordinating commissions, and their multiple subsidiary foundations and other enterprises. Despite this range of governance, research university quality engines – with their immediate shell and core academic guilds – compete in almost identical ways. Governance structures take on forms that adapt to the challenges of external environments rather than respond primarily to the needs of the academic guilds they govern. Among private institutions, governance models change little over the period of a century

or more. For many public institutions, however, governance mechanisms that link the institution to the state that sponsors and owns them often change – sometimes dramatically. These models represent a simplification of the detailed formal, organizational structure of institutions and systems as reflected in their documents, and our own involvement with several institutions clearly indicates that behavior and the balance of authority and responsibility can vary considerably from what the documents imply.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter provides a detailed description of the research methodology that will be used in the study. It includes the research design, study population, sample size, sampling techniques, sources of data, research instruments, data collection procedure, data processing and analysis, quality control methods, that is, validity, reliability, and ethical concerns.

#### **3.1. Research Design**

A descriptive research design with mixture of qualitative and quantitative research approaches was adopted. The quantitative research approach was used in order to generate quantifiable data that was used to explain the relationship between the leadership styles on district performance. Qualitative data was collected to capture detailed views and opinions of the key informants.

#### **3.2. Study population**

The study population included the Principal, College Secretary, Academic Registrar, Dean of students, Coordinator of Postgraduate Programmes, Head of Quality Assurance, Head of Human Resource Management, Heads of Department, and lecturers.

#### **3.3. Sample Size Determination**

The sample size of 74 was calculated and arrived at from a study population of 91 respondents. The sample size was calculated using Krejcie and Morgan (1970) sample determination.

**Table 3.1: shows sample size Determination.**

Category of respondent	Population number	Sample Size	Sampling technique
Principal	01	01	Purposive sampling
University Secretary	01	01	Purposive sampling
Academic Registrar	01	01	Purposive sampling
Dean of Students	01	01	Purposive sampling
Head of Quality Assurance	01	01	Purposive sampling
Head of Human Resource	01	01	Purposive sampling
Head of Postgraduate Programmes	01	01	Purposive sampling
Heads of Departments	04	04	Purposive sampling
Full time Lecturers	35	27	Simple random sampling
Part-time average number per semester	45	36	Simple random sampling
<b>Total</b>	<b>91</b>	<b>74</b>	

**Source: UCU Human Resource Report, 2022**

### **3.4. Sampling Techniques**

Amin, (2009) sees sampling as a process of choosing elements from the population in such a manner that the sampled elements represent the population under study. This research therefore used simple random sampling and purposive sampling techniques as explained below.

### **3.4.1 Simple Random Sampling**

The simple random sampling technique of to select individuals in a given population was employed. It enables the collection of information from all participants in the population. This is because this category has very many elements from which to select and they almost share similar characteristics. This sampling technique was applied to increase the probability of representation since there were many members in such categories. The technique was used to select respondents from a big sample among full-time lecturers and part-time lecturers. The researcher, after identifying the study population, defined the sample size, and then defined the sampling technique.

### **3.4.2 Purposive Sampling**

This is a non- probability sampling method involving selection of elements of interest from a specific population to form part of the sample. The Principal, College Secretary, Academic Registrar, Dean of students, Coordinator of Postgraduate Programmes, Head of Quality Assurance, Head of Human Resource Management, and Heads of Department were purposively selected. This technique was chosen to help the researcher in collecting detailed data from the key respondent who is believed to be the leader of the university.

## **3.5 Methods of Data collection**

### **3.5.1 Questionnaire Survey Method**

This was used to collect data from the lecturers using a questionnaire tool to collect quantitative data. This method was used to ensure that all respondents are asked the same questions and exposed on the same response options for each question.

### **3.5.2 Interview Method**

This was used by the researcher to collect qualitative data from key informants who included Principal, College Secretary, Academic Registrar, Dean of students, Coordinator of Postgraduate

Programmes, Head of Quality Assurance, Head of Human Resource Management, and Heads of Department of the university. The interview method involved administration of an interview guide. This method was used by the researcher to offer the opportunity to restructure questions which could generate data on aspects that could have been left out in the interview guide through probing. Data collected using this research tool was analysed using narrative analysis.

### **3.6 Data collection Instruments**

#### **3.6.1 Questionnaire**

The researcher used the questionnaire as the main research instrument. The study used closed questionnaire with a set of questions which were used as a time saving method and also the easy facilitation of analysis of data. The questionnaires contained a written set of questions to be answered by the lecturer in the university. They contained Likert-like questions, on a five-point scale ranging from 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree.

#### **3.6.2. Interview Guide**

The researcher used the key informant interview guide to collect data from the key respondent. A set of structured questions have been developed which were responded to in interview sessions and answers were recorded by the researcher. This tool was preferred because it helped to collect in-depth data from key respondents about the phenomenon under study. It was designed for gathering in-depth data from key respondents. The guide was used for probing further for more detailed information to supplement data from questionnaires.

### **3.7. Data Quality Control**

This involved the aspects of validity and reliability of the research tools for effective data quality control.

### 3.7.1 Validity

Construct validity was established through the help of lecturers who assess the research tools where some commendable corrections were affected especially in the relevancy of the tools to my study objectives. Content validity was established through carrying out pre-testing measures where a few lecturers were with those who have experience and expertise in the questionnaire to the real situations in the university setting. The term construct refers to the skill, knowledge, attribute, or attitude that the researcher is investigating. To establish validity, the instrument was validated by the research supervisor and 3 experts. The results of the pre-test were used to subject the questionnaire to a content validity test using the following formula:

$$\text{Content Validity Index (CVI)} = \frac{\text{R} + \text{VR}}{\text{Total Number of items judged.}}$$

Where R represents Relevant and VR represents Very Relevant

$$\text{CVI} = 105/132$$

$$\text{CVI} = 0.8$$

According to Amin (2005), an acceptable content validity index of a research instrument should be 0.70 and above. Since the questionnaire content validity obtained for this study was 0.8, the questionnaire deployed in this research was within the acceptable range ( $>0.7 < 1$ ) as recommended by Amin (2005). Expert judgment allowed for scale refinement through subsequent removal of irrelevant items in the scale.

### 3.7.2 Reliability

Reliability aimed at testing for how reliable the instruments to the study are (i.e., ability of instrument to test for the same results over time). To ensure reliability, the researcher carried out a pilot study where a few respondents were given questionnaires to rate themselves on the applicability of the instruments. To ensure reliability of findings the researcher triangulated the methods of data collection. In this case, questionnaires and interviews were used to collect data. Comparisons were therefore made on the responses to different research questions. In addition, the category of respondents and the sources of information were also varied to check for consistence on the nature of information generated. To find out if the instrument was reliable, Cronbach's alpha Coefficient was performed as generated by Statistical Package for Social Scientists (SPSS). In all the 41 items of the questionnaire tested, the Cronbach's Alpha Coefficient was 0.888 translating to 88.8% as shown in Table 3.3 below.

Table 3.3: Reliability Statistics

Cronbach's Alpha coefficient $\alpha$	N of Items
.888	41

**Source:** Primary data

Cronbach's Alpha indicates whether the items measure the same construct. A Cronbach's Alpha coefficient of 0.70 and above is considered satisfactory (Nunnally, 1978). However, a Cronbach's Alpha of between 0.80 and 0.90 is preferred. From the finding of this study, the Cronbach's Alpha was 0.888 which lies between 0.80 and 0.90 meaning that the instrument used was highly reliable.

### 3.8. Data Processing and Analysis

Data processing and analysis was done using both qualitative and quantitative methods.

### **3.8.1. Quantitative Data Analysis**

The study used descriptive statistics to analyse and present quantitative data which was collected using questionnaire. The management process involved; collecting questionnaires from respondents, serially numbering, coding, and entering the data in the computer using SPSS computer software package for social sciences to generate a data set to aid data analysis. Descriptive statistics was used to summarize and describe quantitative information in the form of frequency distribution and measures of central tendency and mean whereas inferential statistics was used to make conclusions with the help of spearman's rank correlation. This measured the direction and strength of the relationship between the research variables. Results were presented in a table and graph formats as well as percentages of responses obtained from the field according to the different themes of study.

### **3.8.2. Qualitative Data Analysis**

The study analysed qualitative data from interviews which was collected from key respondents using narrative analysis. This occurred threefold, description, analysis and interpretation. The researcher transcribed the interviews verbatim and analysis of the transcripts was carried out by the researcher following a seven-step approach to descriptive data analysis. In order to achieve complete data saturation, thorough reading and re-reading is necessary to ensure all recurring information and variations are identified and only when no new information can be obtained is this achieved. Volumes of data were gathered throughout the data collection process which requires the researcher to complete a reduction in data through categorizing and identifying similar themes. This process allowed the researcher to interpret findings more easily. The findings were presented in form of text depicting respondents' expressed views, and somewhere with the use of direct verbatim words or quotations from the respondents.

### **3.9. Ethical Consideration**

The major ethical considerations that were observed in the research included informed consent, privacy and confidentiality, anonymity, and the researchers' responsibility. The rights of the subjects in the study were also observed. This included the right to participate or not in the study, the right not to respond to some questions that they perceive to be sensitive to their privacy or well-being. The confidentiality of respondents was equally respected in the study. All data collected was kept in the reach of the researcher exclusively to avoid some sensitive information from being accessed by non- authorized parties. Anonymity was maintained by asking respondents to provide their responses without having to give their names.

## CHAPTER FOUR

### PRESENTATION, INTERPRETATION AND ANALYSIS OF FINDINGS

#### 4.0. Introduction

This chapter covers the data analysis, presentation, interpretation of the study findings. The chapter is divided into two sections comprising of the demographics analysis and analysis of the data on study research objectives.

#### 4.1. Demographic Characteristics of Respondents

The analysis of this section was based on the relevant information concerning the gender of the respondents, age bracket of the respondents, level of education of the respondents, length in service and mode of employment of the respondents.

##### 4.1.1 Gender of Respondents

Table 4.1.1.1: Showing Gender of the Respondents

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	43	62.3
Female	26	37.7
<b>Total</b>	<b>69</b>	<b>100</b>

Source: Field data, 2022

The findings of the study indicated that 62.3% the majority of the respondents were men and only 37.7% were women. This shows that Uganda Christian University Mbale University College has more male lecturers than female counterparts.

##### 4.1.2: Age Bracket of Respondents

Table 4.1.2.1: Showing age Bracket of Respondents

<b>Age Bracket</b>	<b>Frequency</b>	<b>Percentage</b>
<b>21-30</b>	6	8.7
<b>31-40</b>	26	37.7
<b>41-50</b>	22	31.9
<b>51 and above</b>	15	21.7
<b>Total</b>	<b>69</b>	<b>100</b>

Source: Field Data, 2022

As displayed in Table 4.1.2, most of the respondents were in the age bracket of 31-40 represented by 37.7% and these were followed by respondents in the age bracket of 41-50 represented by 31.9%. Respondents in the age bracket of 21-30 were the least represented 8.7% followed by respondents aged between 51 and above represented by 21.7%.

#### **4.1.3: Level of Education of the Respondents**

Table 4.1.3.1: Showing level of Education of the Respondents

<b>Level of Education</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Degree</b>	8	11.6
<b>Master's Degree</b>	51	73.9
<b>PhD</b>	8	11.6
<b>Senior Lecturer</b>	2	2.9
<b>Total</b>	<b>69</b>	<b>100</b>

Source: Field data, 2022

As seen in figure 4.1.3 above, the results show that respondents with master's degrees were the majority 51(73.9%) followed by respondents with degree and PhD qualifications represented by

8(11.6%) respectively. The findings revealed that only two respondents had attained the level of Senior lecturer represented by 2.9%.

#### 4.1.4. Length in Service of Respondents

Table 4.1.4.1: Showing length in Service of Respondents

<b>Length in service</b>	<b>Frequency</b>	<b>Percentage</b>
1-5 years	23	33.3
6-10 years	19	27.5
11 and above	27	39.1
<b>Total</b>	<b>69</b>	<b>100</b>

Source: Field data, 2022

The results as presented in table (4.1.4) show that the respondent who had served Uganda Christian University for 11 and more years represented 27(39.1%) followed by respondents who had worked between 1-5 years represented by 23(33.3%). Respondents in the category of 6-10 years were represented 19 represented 27.5%.

#### 4.1.5. Mode of Employment

Table 4.1.5.1: Showing Mode of Employment

<b>Mode of Employment</b>	<b>Frequency</b>	<b>Percentage</b>
Full time	21	30.4
Part time	48	69.6
<b>Total</b>	<b>69</b>	<b>100</b>

Source: Field data, 2022

The findings in table 4.1.5 reveal that part-time lecturers were the majority represented by 48(69.6%) as compared to full-time lecturers who were 21 and represented 30.4% of the respondents in this study.

For presentation of findings, the responses for strongly agree and agree were added together as they were positive and those of strongly disagree and disagree were also added together as they were negative. The “not sure” was left as it is. The interpretation of the scale used is as below.

### **Likert Scale**

### **For Mean Values**

1. Strongly agree = Very High	0-1.0 Very low
1. Agree = High	1.1-2.0 Low
1. Not Sure =Moderate	2.1-3.0 Moderate
1. Disagree = Low	3.1-4.0 High
1. Strongly disagree = Very Low	4.1-5.0 Very High

In mean values, “very high” means that the disparity in answers was minimal while “very low” meant that many respondents had varying answers.

#### 4.2. To examine the influence of shared values

To understand the influence of university shared values on performance of teaching staff in Uganda Christian University, the respondents were presented with questions and their responses were analyzed and presented as displayed in Table 4.3.1.

Table 4.2.1: Showing the influence of university shared values.

Construct	SD	D	N	A	SA	Mean	S.D	Comment
The university has defined core values	5(7.2%)	3(4.3%)	0	30(43.5%)	31(44.9%)	4.145	1.128	Very High
As a lecturer, I know all UCU core values	3(4.3)	2(2.9)	1(1.4)	38(55.1)	25(36.2)	4.159	.9334	Very High
The university has widely published its core values	3(4.3)	8(11.6)	1(1.4)	30(43.5)	27(39.1)	4.015	1.131	High
Teaching/ lecturing is aligned to share UCU values	2(2.9)	5(7.5)	5(7.5)	35(50.7)	22(31.9)	4.015	.9776	High
UCU core values have helped us teaching staff to gain from each other	3(4.3)	6(8.7)	5(7.2)	39(56.5)	16(23.2)	3.896	1.019	High
My behavior as a lecturer is shaped by university core values	3(4.3)	9(13.0)	4(5.8)	29(42.0)	24(34.8)	3.899	1.152	High
My personal values are shaped by UCU values	4(5.8)	8(11.6)	5(7.2)	27(39.1)	25(36.2)	3.884	1.195	High
The UCU core values influence the teaching culture in the university	1(1.4)	7(10.1)	4(5.8)	40(58.0)	17(24.6)	3.942	.9217	High
I am reminded of what to do when I don't know what to do as a lecturer	6(8.7)	7(10.1)	00	40(58.0)	16(23.3)	3.768	1.178	High
My teaching is in the best interest of UCU students	5(7.2)	4(5.8)	1(1.4)	34(49.3)	25(36.2)	4.015	1.131	High
<b>Overall Mean</b>						<b>3.974</b>	<b>1.077</b>	<b>High</b>

Requested to give their opinions about whether the university has defined core values and the most of the respondents 61(88.4%) agreed with the opinion that the university has defined core values and only 8(11.5%) of the respondents disagreed with the opinion (Table 4.2.1). The calculated mean (4.145, standard deviation = 1.128) indicates that the university has defined core values at a very high level.

In an interview with one of the lecturers when asked whether the university has defined core values, he said that:

*The university has value core values that include Christ centeredness, servant hood, stewardship, diligence and integrity i.e. being honest and transparent.*

When respondents were asked to give their opinion about whether as lecturers, they know all Uganda Christian University core values, the majority of the respondents 63 (91.3%) agreed with the opinion they know all Uganda Christian University core values while respondents who disagreed were represented by 5 (7.2%) and only 1 (1.4%) of the respondents was not certain whether as lecturers, they know all Uganda Christian University core values. The calculated mean (4.159, standard deviation = .9334) shows a moderate level in response on as lecturers, they know all Uganda Christian University core values.

In an interview with one of the Heads of Departments when asked whether as lecturers, they know all Uganda Christian University core values she said that:

*The lecturers are aware of Uganda Christian University core values that include Christ centeredness, servant hood, stewardship, diligence, and integrity i.e., being honest and transparent.*

The majority of the respondents 57(82.6%) agreed that the university has widely published its core values and only 11(15.9%) of the respondents disagreed with the opinion. The calculated mean (4.015, standard deviation = 1.131) shows that the university has widely published its core values is at a high level.

When respondents were asked to give their opinion about whether teaching/lecturing is aligned to share Uganda Christian University values, the majority of the respondents 57(82.7%) agreed with the opinion teaching/lecturing is aligned to share Uganda Christian University values while

respondents who disagreed were represented by 7(10.4%) and only 5(7.5%) of the respondents was not certain whether teaching/lecturing is aligned to share Uganda Christian University values. The calculated mean (4.015, standard deviation = .9776) shows teaching/lecturing is aligned to share Uganda Christian University values is at a high level.

In an interview with one of the lecturers when asked whether teaching/lecturing is aligned to share Uganda Christian University values he said that:

*The lecturers are aware of Uganda Christian University core values that include Christ centeredness, servant hood, stewardship, diligence and integrity i.e. being honest and transparent. This is what guide use in integrating faith in teaching. This is to equip students to be productive and live holistic life based on Christian faith and service. We also have foundational courses that help to equip students with holistic-like life as Christians.*

When respondents were requested to give their opinions about whether Uganda Christian University core values have helped the teaching staff to gain from each other, the majority of the respondents 55(79.7%) agreed with the opinion that Uganda Christian University core values have helped the teaching staff to gain from each other, 5(7.2%) of the respondents remained neutral while 9(13%) of the respondents failed to agree with the opinion. The calculated mean (3.896, standard deviation = 1.019) indicates that Uganda Christian University core values have helped the teaching staff to gain from each other is at a high level.

The majority of the respondents 53(76.8%) agreed that lecturers' behavior is shaped by university core values whereas 4(5.8%) of the respondents remained neutral while 12(17.3%) of the

respondents disagreed with the opinion. The calculated mean (3.899, standard deviation = 1.152) shows that lecturers' behavior is shaped by university core values is at a high level.

In an interview with one of the lecturers when asked lecturers' behavior is shaped by university core values, she said that:

*The lecturers are aware of Uganda Christian University core values that include Christ centeredness, servant hood, stewardship, diligence and integrity i.e. being honest and transparent. As lecturers, we are required to abide by university core values. I am officially married in church, I attend chapel time and saved. This has greatly impacted on my holistic lifestyle.*

When respondents were requested to give their opinions about whether lecturers' personal values are shaped by Uganda Christian University values, the majority of the respondents 52(75.3%) agreed with the opinion that lecturers' personal values are shaped by Uganda Christian University values, 5(7.2%) of the respondents remained undecided while 12(17.4%) of the respondents disagreed with the opinion. The calculated mean (3.884, standard deviation = 1.195) indicates that lecturers' personal values are shaped by Uganda Christian University values is at a high level.

When respondents were requested to give their opinions about whether Uganda Christian University core values influence the teaching culture in the university, the majority of the respondents 57(82.6%) agreed with the opinion that Uganda Christian University core values influence the teaching culture in the university, 4(5.8%) of the respondents remained undecided while 8(11.5%) of the respondents disagreed with the opinion. The calculated mean (3.942,

standard deviation = .9217) indicates that Uganda Christian University core values influence the teaching culture in the university is at a high level.

The majority of the respondents 56(81.3%) agreed that as a lecturer, I am reminded of what to do when I don't know what to do while 13(18.8%) of the respondents disagreed with the opinion. The calculated mean (3.768, standard deviation = 1.178) shows that as a lecturer, I am reminded of what to do when I don't know what to do at a high level.

Finally, when respondents were requested to give their opinions about whether as a lecturer, the teaching is in the best interest of Uganda Christian University students, the majority of the respondents 59(85.5%) agreed with the opinion that as a lecturer, the teaching is in the best interest of Uganda Christian University students, only 1(1.4%) respondent remained undecided while 9(13%) of the respondents disagreed with the opinion. The calculated mean (4.015, standard deviation = 1.131) indicates that as a lecturer, the teaching is in the best interest of Uganda Christian University students is at a high level.

The overall mean is (3.974) implying that influence of shared values at Uganda Christian University, Mbale University College is at a high level.

Table 4. 2.2: Model Summary showing linear regression results of the effect of shared values on performance of teaching staff in Uganda Christian University

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.271 <sup>a</sup>	.074	.060	.47192	.074	5.323	1	67	.024

a. Predictors: (Constant), shared values

In order to determine the effects of shared values on performance of teaching staff in Uganda Christian University, a simple regression analysis was undertaken (Table 4.3.2). The result revealed that shared value was positively correlated to performance of teaching staff in Uganda Christian University with r value of .271 with p value of 0.024 less than alpha value of 0.05. The r square value of 0.074 indicates that shared values only contribute 7.4% to performance of teaching staff in Uganda Christian University. This implies that shared values have a very limited influence of performance of teaching staff in Uganda Christian University and therefore not very important variable in performance of teaching staff in Uganda Christian University.

#### 4.3. To assess the influence of University Mission

To understand the influence of University Mission on performance of teaching staff in Uganda Christian University, the respondents were presented with questions and their responses were analyzed and presented as displayed in Table 4.3.1.

Table 4.3.1: Showing influence of University Mission

Construct	SD	D	N	A	SA	Mean	S.D	Comment
<b>The university has defined Mission</b>	4(5.8)	1(1.4)	00	29(42.0)	35(50.7)	4.304	1.004	Very High
The ultimate purpose of my teaching service is to enable the university to achieve its Mission	1(1.4)	2(2.9)	3(4.3)	27(39.1)	36(52.2)	4.377	.8242	Very High
I am inspired to conduct and supervise research at Uganda Christian University	3(4.3)	2(2.9)	6(8.7)	32(46.4)	26(37.7)	4.101	.9873	Very High
It is my responsibility to teach students with passion without being reminded	2(2.9)	4(5.8)	00	35(50.7)	28(40.6)	4.203	.9327	Very High
The number of students graduating has increased because of role I play in teaching	1(1.4)	4(5.8)	4(5.8)	36(52.2)	24(34.8)	4.130	.8730	Very High
The number of students graduating has increased because of role I play in research supervision	2(2.9)	2(2.9)	7(10.1)	38(55.1)	20(29.0)	4.044	.8818	High

My teaching at UCU is to make the university center of excellence in the Heart of Africa	3(4.3)	3(4.3)	00	33(47.30(43.5) 5)	4.217	.9832	Very High
<b>Overall Mean</b>					<b>4.196</b>	<b>0.927</b>	Very High

Source: Field data, 2022

When respondents were requested to give their opinions about whether the university has defined Mission, the majority of the respondents 64(92.7%) agreed with the opinion that the university has defined Mission and only 5(7.2%) of the respondents disagreed with the opinion (Table 4.3.1). The calculated mean (4.304, standard deviation = 1.004) indicates that the university has defined Mission is at a very high level.

In an interview with one of the top administrators when asked whether the university has defined Mission, he said that:

*Uganda Christian University has a defined Mission of equipping students for productive, holistic lives of Christian faith and service. We have foundation courses that help to equip students with holistic lives of a Christian faith. The Mission statement is displayed on our notice boards and provided in manuals that are given to students and UCU family.*

The majority of the respondents 63(91.3%) agreed that the ultimate purpose of my teaching service is to enable the university to achieve its Mission, 3(4.3%) of respondents remained undecided while 3(4.3%) of the respondents disagreed with the opinion. The calculated mean (4.377, standard deviation = .8242) shows that the ultimate purpose of my teaching service is to enable the university to achieve its Mission is at a high level.

In an interview with another top administrators when asked whether the ultimate purpose of my teaching service is to enable the university to achieve its Mission she said that:

*Uganda Christian University has a defined Mission which is “to equip students for productive, holistic lives of Christian faith and service”. We have foundation courses that help to equip students with holistic lives of a Christian faith. We emphasize integration research and faith in teaching to achieve our goal of complete education for a complete person.*

When respondents were requested to give their opinions about whether lecturers are inspired to conduct and supervise research at Uganda Christian University, the majority of the respondents 58(84.1%) agreed with the opinion that Uganda Christian University core values influence the teaching culture in the university, 6(8.7%) of the respondents remained undecided while 5(7.2%) of the respondents disagreed with the opinion. The calculated mean (4.101, standard deviation = .9873) indicates that lecturers are inspired to conduct and supervise research at Uganda Christian University is at a high level.

When respondents were requested to give their opinions about whether it is the responsibility of the lecturers to teach students with passion without being reminded, the majority of the respondents 63(91.3%) agreed with the opinion that it is the responsibility of the lecturers to teach students with passion without being reminded while 6(8.7%) of the respondents disagreed with the opinion. The calculated mean (4.203, standard deviation = .9327) indicates that it is the responsibility of the lecturers to teach students with passion without being reminded is at a high level.

When respondents were requested to give their opinions about whether the number of students graduating has increased because of the role played by lecturers in teaching, the majority of the respondents 60(87%) agreed with the opinion that the number of students graduating has increased because of the role played by lecturers in teaching, 4(5.8%) of the respondents remained undecided while 5(7.2%) of the respondents disagreed with the opinion. The calculated mean (4.130, standard deviation = .8730) indicates that the number of students graduating has increased because of the role played by lecturers in teaching is at a high level.

When respondents were requested to give their opinions about whether the number of students graduating has increased because of the role played by lecturers in research supervision, the majority of the respondents 58(84.1%) agreed with the opinion that the number of students graduating has increased because of the role played by lecturers in research supervision, 7(10.1%) of the respondents remained undecided while 4(5.8%) of the respondents disagreed with the opinion. The calculated mean (4.044, standard deviation = .8818) indicates that the number of students graduating has increased because of the role played by lecturers in research supervision is at a high level.

When respondents were requested to give their opinions about whether as a lecturer, teaching at Uganda Christian University has made the university a center of excellence in the Heart of Africa, the majority of the respondents 63(91%) agreed with the opinion that as a lecturer, teaching at Uganda Christian University has made the university a center of excellence in the Heart of Africa while 6(8.6%) of the respondents disagreed with the opinion. The calculated mean (4.217, standard deviation = .9832) indicates that as a lecturer, teaching at Uganda Christian University has made the university a center of excellence in the Heart of Africa is at a high level. In an interview with one lecturer from Social Science department when asked whether as a lecturer, teaching at Uganda

Christian University has made the university a center of excellence in the Heart of Africa he said that:

*We strive for excellence and quality and balanced education, and we emphasize integration research and faith in teaching to achieve our goal of complete education for a complete person.*

The overall mean is (4.196) implying that influence of University Mission at Uganda Christian University, Mbale University College is at a very high level.

Table 4.3.2: Model Summary showing linear regression results of the effect of University Mission on performance of teaching staff in Uganda Christian University

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.422 <sup>a</sup>	.178	.166	.44442	.178	14.549	1	67	.000

a. Predictors: (Constant), University Mission

To determine the effect of University Mission on performance of teaching staff in Uganda Christian University Mbale University College, a simple regression analysis was undertaken (Table 4.3.2). The result from the analysis showed that University Mission was correlated to performance of teaching staff in Uganda Christian University Mbale University College by 0.422 with p value of .000 which is less than the alpha value of .05. The r value of .178 indicates that the University Mission **only contributes 17.8% to** performance of teaching staff in Uganda Christian University Mbale University College. This shows that University Mission has a small influence

on performance of teaching staff in Uganda Christian University, Mbale University College and therefore not very important.

#### 4.4. To establish the influence of University Goal

To understand the influence of University Goal on performance of teaching staff in Uganda Christian University, the respondents were presented with questions and their responses were analyzed and presented as displayed in Table 4.4.1.

Table 4.4.1: Showing the influence of University Goal

<b>Construct</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>S.D</b>	<b>Comment</b>
I am always go out for mission to mobilize and increase students enrollment	3(4.3)	9(13.0)	1(1.4)	40(58.0)	16(23.2)	3.826	1.070	High
I always ensure that the completion rate for students is high through helping students to complete their research projects in time	2(2.9)	5(7.2)	2(2.9)	43(62.3)	17(24.6)	3.986	.9154	High
I always encourage undergraduate students that have completed to apply for postgraduate studies	4(5.8)	4(5.8)	1(1.4)	30(43.5)	30(43.5)	4.130	1.097	Very High
I always participate in identification of financially struggling students to be supported by the university scholarship scheme	6(8.7)	8(11.6)	2(2.9)	25(36.2)	28(40.6)	3.884	1.301	High
The university strive to retain the best lecturers	3(4.3)	9(13.0)	5(7.2)	25(36.2)	27(39.1)	3.928	1.180	High
The university strives to have a high graduation rate	2(2.9)	4(5.8)	1(1.4)	36(52.2)	26(37.7)	4.159	.9334	Very High
The university strives to be ranked the best academic institution	00	5(7.2)	00	36(52.2)	28(40.6)	4.261	.7980	Very High
The university tracks its education goals	2(2.9)	1(1.4)	1(1.4)	42(60.9)	23(33.3)	4.203	.7967	Very High
<b>Overall Mean</b>						<b>4.047</b>	<b>1.011</b>	<b>High</b>

Source: Field data, 2022

Considering whether lecturers always go out for mission to mobilize and increase students enrollment, 56(81.2%) of the respondents were in agreement with the opinion that lecturers always go out for mission to mobilize and increase students enrollment whereas 12(17.3%) of the respondents disagreed and only 1(1.4%) respondent was not sure whether lecturers always go out for mission to mobilize and increase students enrollment (Table 4.5.1). The calculated mean (3.826, Standard deviation= 1.070) elaborates that lecturers always go out for mission to mobilize and increase student’s enrollment is at a high level. In an interview with one lecturer from Business department when asked whether lecturers always go out for mission to mobilize and increase students’ enrollment, he said that:

*Yes, this is done every end of semester and end of year. The university provides resources and we form teams that visit secondary schools, primary schools and churches to mobilize students to enroll for courses offered at UCU. We give out flyers, application forms and our contacts for follow-up.*

When respondents were requested to give their opinions about whether as a lecturer, they ensure that ensure that the completion rate for students is high by helping them to complete their research projects in time, the majority of the respondents 60(86.9%) agreed with the opinion that as a lecturer, they ensure that ensure that the completion rate for students is high by helping them to complete their research projects in time whereas 2(2.9%) of the respondent were undecided, 7(10.1%) of the respondents disagreed with the opinion. The calculated mean (3.986, standard deviation = .9154) indicates that as a lecturer, they ensure that ensure that the completion rate for students is high by helping them to complete their research projects in time is at a high level.

When respondents were requested to give their opinions about whether as a lecturers, they encourage undergraduate students that have completed to apply for postgraduate studies, the majority of the respondents 60(87%) agreed with the opinion that as a lecturers, they encourage undergraduate students that have completed to apply for postgraduate studies whereas only 1(1.4%) of the respondent was undecided, 8(11.6%) of the respondents disagreed with the opinion. The calculated mean (4.130, standard deviation = 1.097) indicates that as a lecturer, they encourage undergraduate students that have completed to apply for postgraduate studies is at a very high level.

Majority of the respondents 53(76.8%) agreed that as lecturers, they always participate in identification of financially struggling students to be supported by the university scholarship scheme, 2(2.9%) of respondents remained undecided while 14(20.3%) of the respondents disagreed with the opinion. The calculated mean (3.884, standard deviation = 1.301) shows that as

lecturers, they always participate in identification of financially struggling students to be supported by the university scholarship scheme is at a high level.

When respondents were requested to give their opinions about whether the university strive to retain the best lecturers, the majority of the respondents 52(75.3%) agreed with the opinion that the university strive to retain the best lecturers whereas 5(7.2%) of the respondents were undecided, 12(17.3%) of the respondents disagreed with the opinion. The calculated mean (3.928, standard deviation = 1.180) indicates that the university strives to retain the best lecturers at a high level.

When respondents were requested to give their opinions about whether the university strives to have a high graduation rate, the majority of the respondents 62(89.9%) agreed with the opinion that the university strives to have a high graduation rate whereas only 1(1.4%) of the respondent was undecided, 6(8.7%) of the respondents disagreed with the opinion. The calculated mean (4.159, standard deviation = .9334) indicates that the university strives to have a high graduation rate is at a very high level.

When respondents were requested to give their opinions about whether the university strives to be ranked the best academic institution, the majority of the respondents 64(92.8%) agreed with the opinion that the university strives to be ranked the best academic institution and only 5(7.2%) of the respondent disagreed with the opinion. The calculated mean (4.261, standard deviation = .7980) indicates that the university strives to be ranked the best academic institution is at a very high level.

Finally, when respondents were requested to give their opinions about whether the university tracks its education goals, the majority of the respondents 65(94.2%) agreed with the opinion that

the university tracks its education goals, only 1(1.4%) respondent remained undecided while 3(4.3%) of the respondents disagreed with the opinion. The calculated mean (4.203, standard deviation = .7967) indicates that the university tracks its education goals is at a very high level.

The overall mean is (4.047) implying that influence of University Goal at Uganda Christian University, Mbale University College is at a high level.

Table 4.4.2: Model Summary showing linear regression results of the effect of University Goal on performance of teaching staff in Uganda Christian University

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.565 <sup>a</sup>	.319	.309	.40470	.319	31.343	1	67	.000

a. Predictors: (Constant), University Goal

To determine the effect of University Goal on performance of teaching staff in Uganda Christian University Mbale University College, a simple regression analysis was under taken (Table 4.4.2). The result from the analysis showed that University Goal was correlated to performance of teaching staff in Uganda Christian University Mbale University College by 56.5%. This implies that a unit increase in University Goal improves performance of teaching staff in Uganda Christian University by 56.5%. The analysis also revealed that University Goal accounts for 31.9% of performance of teaching staff in Uganda Christian University Mbale University College at p= 0.000. This shows that University Goal is a significant determinant on performance of teaching staff in Uganda Christian University, Mbale University College.

Table 4.4.3: showing linear regression results of the effect of Organization culture on employee performance for teaching staff at Uganda Christian University, Mbale University College

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.568 <sup>a</sup>	.322	.291	.40978	.322	10.307	3	65	.000

a. Predictors: (Constant), Objective3, Objective1, Objective2

To determine the general effect of organizational culture on employee performance for teaching staff at Uganda Christian University, Mbale University College, a multiple regression analysis was undertaken (Table 4.4.3). Organizational culture is correlated to employee performance for teaching staff at Uganda Christian University, Mbale University College by .568. The r square value of .322 indicates that organizational culture only contributes 32.2% to performance of teaching staff in Uganda Christian University. This implies that organization culture is has a small influence on performance for teaching staff at Uganda Christian University, Mbale University College and therefore its significant but not very important variable in performance of teaching staff in Uganda Christian University.

#### 4.5. Status of employee performance for teaching staff at Uganda Christian University, Mbale University College

Table 4.5.1: showing status of employee performance for teaching staff at Uganda Christian University, Mbale University College

<b>Construct</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>S.D</b>	<b>Comment</b>
My department allocates teaching workload early before the semester starts	11(15.9)	48(69.6)	09	00	1(1.4)	2.145	.896	Moderate
I always have enough time to prepare lecture notes before the semester begins	13(18.8)	30(43.5)	00	25(36.2)	1(1.4)	2.581	1.205	Moderate
I always access University e-resources that help me to prepare lecture notes	4(5.8)	8(11.6)	3(4.3)	35(50.7)	19(27.5)	3.826	1.137	High
I always submit sample questions for students assess in time	00	5(7.2)	1(1.4)	31(44.9)	32(46.4)	4.304	.828	Very High
I am always allocated students to supervise by the Department	3(4.3)	4(5.8)	3(4.3)	35(50.7)	24(34.8)	4.058	1.013	High
All undergraduate students allocated to me are supervised and graduate on time	4(5.8)	5(7.2)	2(2.9)	30(43.5)	28(40.6)	4.058	1.123	High
All Postgraduate students allocated to me are supervised and graduate on time	10(14.5)	39(56.5)	2(2.9)	14(20.3)	4(5.8)	2.463	1.145	Moderate
I am always publishing an Article in scholar journals every year	18(26.1)	39(56.5)	00	9(13.0)	3(4.3)	2.130	1.083	Moderate
I have co-authored at least one Book for publication	28(40.6)	34(49.3)	00	4(5.8)	3(4.3)	1.841	1.009	Very low
<b>Overall Mean</b>						<b>3.045</b>	<b>1.049</b>	<b>Moderate</b>

**Source: Field Data, 2020**

Employee Performance for teaching staff at Uganda Christian University, Mbale University College is very important because it shows employees' ability to perform productively. In order to determine the status of employee performance for teaching staff, respondents are required to give their opinion about the nine indicators of employee performance and their responses varied (Table 4.5.1).

When respondents were asked to give their opinion about whether their departments allocates teaching workload early before the semester starts, majority of the respondents 59(75.5%) disagreed with the opinion that my Department allocates teaching workload early before the

semester starts and only 1(1.4%) respondent agreed. The calculated mean (2.145, standard deviation = .896) shows my department allocates teaching workload early before the semester starts is at a moderate level. Department when asked whether their department allocates teaching workload early before the semester starts, he had this to say:

*I always allocate work load to lecturers early enough before the semester starts but sometimes, the delays are based on few number of students starting a new course. The numbers to start a new course affect allocation of workload and timetabling. Of course, this has a negative impact especially in content preparation at the beginning of the semester but does not affect overall learning process. We ensure the course content is covered to maintain our high and quality university education in Africa (Field data, 2022).*

Considering whether lecturers always have enough time to prepare lecture notes before the semester begins, the majority of the respondents 43(62.3%) disagreed with the opinion that lecturers always have enough time to prepare lecture notes before the semester begins while 25(36.2) of the respondents agreed. The calculated mean (2.581, Standard deviation= 1.205) elaborates that lecturers always have enough time to prepare lecture notes before the semester begins is at a moderate level.

Considering whether lecturers always access University e-resources that help them to prepare lecture notes, 54(78.8%) of the respondents were in agreement with the opinion that lecturers always access University e-resources that help them to prepare lecture notes whereas 12(17.4%) disagreed and only 3(4.3%) were not sure whether lecturers always access University e-resources that help them to prepare lecture notes or not (Table 4.5.1). The calculated mean (3.826, Standard

deviation= 1.137) elaborate that lecturers always access University e-resources that help them to prepare lecture notes is at a high level.

In an interview with Head of Department of Business Administration when asked whether lecturers always access University e-resources that help them to prepare lecture notes had this to say:

*Our university has subscribed to several journals and the University Librarian is always guiding both lecturers and students on how to access e-resources. All lecturers adequately prepare notes according to course outlines which are shared with students in PowerPoint presentations. The head of quality assurance ensures quality learning materials are presented by lecturers and shared with students.*

Asked about whether lecturers always submit sample questions for students assess in time, the majority of the respondents 63(91.3%) agreed with the opinion that lecturers always submit sample questions for students assess in time and those who disagreed were represented by 5(7.2%) whereas only 1(1.4%) of the respondents was not certain whether lecturers always submit sample questions for students assess in time (Table 4.5.1). The calculated mean (4.304, standard deviation = .828) shows a very high level in response on lecturers always submit sample questions for students assess in time.

In an interview with Acting Registrar when asked whether lecturers always submit sample questions for students assess in time had this to say:

*The university has a master plan or teaching calendar that is followed and the teaching timetable clearly shows all academic activities to be undertaken in the course of a semester. Lecturers are expected to prepare teaching materials, facilitate teaching,*

*administer tests, set sample questions, administer, and supervise exams, and submit results. The sample questions are submitted by lecturers through Heads of Departments to this office. I then comply with a copy and send to main campus for moderation and printing.*

Responding to whether lecturers are always allocated students to supervise by the Department, the majority of the respondents 59(85.5%) agreed with the opinion that lecturers are always allocated students to supervise by the Department and those who disagreed were represented by 7(10.1%) whereas only 3(4.3%) of the respondents was not certain whether lecturers are always allocated students to supervise by the Department (Table 4.5.1). The calculated mean (4.058, standard deviation = 1.013) shows a high level in response on lecturers are always allocated students to supervise by the Department.

In an interview with one of the lecturers when asked whether lecturers are always allocated students to supervise by the Department, the majority of the respondents, she had this to say:

*We are allocated students to supervise at two levels. The first category are students allocated to us to supervise an internship which usually take about three months. The second category allocated to us to supervise are 3<sup>rd</sup> year students undertaking research projects. The allocation of students for supervision is done by the respective Heads of Departments based of our areas of specialty and competence. For postgraduate students, Heads of Department assign PhD holders to supervise and lecturers with master's Qualifications majorly supervise undergraduate students.*

Regarding their opinion about whether all undergraduate students allocated to lecturers are supervised and graduate on time, the majority of the respondents 58(84.1%) agreed with the opinion that all undergraduate students allocated to lecturers are supervised and graduate on time and those who disagreed were represented by 9(13%) and only 2(2.9%) of the respondents was not certain whether all undergraduate students allocated to lecturers are supervised and graduate on time (Table 4.5.1). The calculated mean (4.058, standard deviation = 1.123) shows a high level in response on all undergraduate students allocated to lecturers are supervised and graduate on time.

When respondents were asked to give their opinion about whether all Postgraduate students allocated to lecturers are supervised and graduate on time, the majority of the respondents 49(67%) disagreed with the opinion all Postgraduate students allocated to lecturers are supervised and graduate on time while respondents who agreed were represented by 18(26.1%) and only 2(2.9%) of the respondents was not certain whether all Postgraduate students allocated to lecturers are supervised and graduate on time. The calculated mean (2.463, standard deviation = 1.145) shows a moderate level in response on all Postgraduate students allocated to lecturers are supervised and graduate on time.

In an interview with one of the Postgraduate lecturers when asked whether all Postgraduate students allocated to lecturers are supervised and graduate on time, she had this to say:

*We are allocated students to supervise after concept defense and we are to guide students to write and present research proposals for approval before they can proceed to the next level of data collection and dissertation writing. I want to say that supervising a postgraduate student to write either a research proposal or dissertation is a process that call for commitment on the side of both the supervisor and student. Most often, most of our students are not committed or even available after either*

*concept defense or proposal defense. Some even submit their dissertations but when asked to paraphrase their work after testing for pragmatism, very few do it on time. Therefore, submission to external examiners is delayed but even when submissions are made, reports delay to come from external examiners. This explains delays in the completion of postgraduate programmes.*

When respondents were asked to give their opinion whether lecturers always publish at least an article in scholar journals every year, the many of the respondents 57(82.6%) did not agree with the opinion while 12(17.3%) of the respondents agreed with the opinion. The calculated mean (2.130, standard deviation = 1.083) elaborates that lecturers always publish at least an article in scholar journals every year is at a moderate level.

When respondents were asked to give their opinion about whether lecturers have co-authored at least one Book for publication, the majority of respondents 62(89.9%) disagreed with the opinion and only 7(10.1%) of the respondents agreed with the opinion that lecturers have co-authored at least one Book for publication. The calculated mean (1.841, standard deviation = 1.009) elaborates that whether lecturers have co-authored at least one Book for publication is at a low level.

The overall mean is (3.045) implying that employee job performance for teaching staff at Uganda Christian University, Mbale University College is at a moderate level.

In an interview with one of the lecturers when asked whether lecturers have co-authored at least one Book for publication he said that:

*The majority of my fellow lecturers have a problem with writing articles, book chapters and books for publications. They have not ventured in writing and publishing yet, maybe if we had university journal would ease publications. Maybe if there was a special grant to facilitate the cost of*

*publishing, lecturers would be motivated to write articles and book chapters. But we are trying to encourage each other to co-author articles for publication at least one every year (Field data, 2022).*

#### 4.6. Regression coefficient results

Table 4.6.1: Multiple Regression Analysis

Model	Coefficients <sup>a</sup>						
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	1.378	.359		3.836	.000	.661	2.096
Shared values	-.055	.094	-.080	-.587	.559	-.243	.133
University mission	.024	.135	.031	.179	.858	-.245	.293
University Goal	.441	.119	.586	3.716	.000	.204	.678

a. Dependent Variable: Employee Performance

Regression coefficient results above reveal that shared value does not have a significant effect on employee performance for teaching staff at Uganda Christian University, Mbale University College with B value= -.055, while sig value is .559 above the alpha value of .05. It also reveals that university mission has a significant effect on employee job performance for teaching staff at Uganda Christian University, Mbale University College with B value =0.024 with p value .858 more than alpha value of .05. Finally results reveal that university goal has a significant effect on employee performance for teaching staff at Uganda Christian University, Uganda University College with B value=0.441 and p value=.000 less than the alpha value of .05. Generally, the university goal is the key factor in influencing employee performance for teaching staff at Uganda Christian University, Mbale University College.

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS**

#### **5.0 Introduction**

This chapter presents the discussion of the findings on the dependent variable and study objectives.

#### **5.1. The influence of university shared values on performance of teaching staff in Uganda Christian University**

The researcher investigated the influence of shared values on the performance of teaching staff at Uganda Christian University and the survey results indicated the existence of a positive correlation between shared values and the performance of teaching staff at Uganda Christian University. This relates to the study findings by Akpan (2013) who revealed that organizational culture has great effect on the variety of organizations process, employees, and its performance so that when employees are committed and having the same norms and value as per organizations have, could increase the performance to achieving the whole organizational goals. Findings further relate to findings by Lages et al., (2018) who study revealed that there is a direct relationship between shared values and emotional exhaustion and an indirect relationship between emotional exhaustion and service delivery performance via affective organizational commitment and job satisfaction. This connects with findings from the study in which the respondents were asked whether the university had defined core values. The majority of the respondents, 61 (88.4%), agreed that the university had defined core values, while only 8 (11.5%) disagreed. The calculated mean of 4.145 with a standard deviation of 1.128 indicates that the level of agreement with the statement that the university has defined core values is very high. During an interview with one of the lecturers, he confirmed that the university does indeed have defined core values, which include Christ-centeredness, servant hood, stewardship, diligence, and integrity (i.e., honesty and transparency).

This suggests that the university places great importance on these values and they likely influence the behavior and performance of teaching staff.

When the respondents were asked if they knew all of the core values of Uganda Christian University as lecturers, the majority (91.3%) agreed that they did, while a small percentage (7.2%) disagreed. Only one respondent (1.4%) was unsure. The calculated mean (4.159, standard deviation = 0.9334) suggests that the level of agreement among respondents is moderate. It is important for lecturers to be familiar with the core values of the university as they play a critical role in shaping the culture and guiding the behavior of the institution. These core values include Christ-centeredness, servant hood, stewardship, diligence, and integrity. During an interview, a Head of Department was asked whether lecturers at Uganda Christian University are familiar with all the university's core values. The Head of Department responded by stating that the lecturers are indeed aware of the university's core values, which include Christ centeredness, servant hood, stewardship, diligence, and integrity, the latter referring to the value of honesty and transparency.

The finding that the majority of respondents agreed that the core values of the university have been extensively publicized is consistent with similar studies in the field of organizational culture and values. For instance, a study conducted by Raza et al. (2020) on the relationship between organizational culture and employee performance found that effective communication of organizational values was positively related to employee performance. Similarly, a study by Zhao and Wu (2019) on the impact of organizational culture on employee creativity found that clear and consistent communication of organizational values and beliefs was critical to fostering a culture of innovation. The calculated mean of 4.015 with a standard deviation of 1.131 suggests that the level of publishing of the university's core values is high. This finding is also supported by research in the field of organizational culture, which has shown that the effective communication of core

values is essential to creating a strong and cohesive organizational culture (Cameron & Quinn, 2011). The results of this study suggest that the university has been successful in widely publishing its core values, which is likely to have a positive impact on the organizational culture and performance of the teaching staff.

The majority of respondents, specifically 57 out of the total, which constitutes 82.7% of them, agreed that teaching/lecturing is aligned to share Uganda Christian University values. Only 7 out of the total, which constitutes 10.4% of the respondents, disagreed with the idea, while 5 of them, which constitute 7.5%, were uncertain about it. The calculated mean, which is 4.015 with a standard deviation of .9776, shows that teaching/lecturing is aligned to share Uganda Christian University values at a high level. In an interview with one of the lecturers, they stated that lecturers are aware of the core values of Uganda Christian University, which guide them in integrating faith into teaching. The lecturer also mentioned that the university offers foundational courses that help equip students with a holistic life as Christians. This is in line with previous studies that have found a positive correlation between the alignment of teaching with institutional values and student outcomes (Bresciani et al., 2016; Johnson et al., 2018). It also highlights the importance of faculty awareness and commitment to institutional values in achieving the university's mission and goals.

The respondents were asked to give their opinions on whether the core values of Uganda Christian University have facilitated the teaching staff's ability to learn from each other. The majority of the respondents, comprising 55 out of the total and representing 79.7% of them, agreed with the opinion. Only 5 of the respondents (7.2%) were neutral while 9 of the respondents (13%) disagreed with the idea. The calculated mean, which is 3.896 with a standard deviation of 1.019, indicates that the level of agreement that Uganda Christian University's core values have helped the teaching staff to learn from each other is high. This finding is consistent with studies that suggest that a

shared set of values can create a sense of community and shared purpose among staff, which can lead to increased collaboration and knowledge sharing. For example, a study by Kennesaw State University found that a shared set of values among faculty members facilitated communication and collaboration, leading to improved teaching and learning outcomes. Similarly, a study by the University of Guelph found that shared values among staff created a more supportive and collaborative work environment. These findings suggest that fostering a shared set of values among staff can have positive effects on teaching and learning outcomes.

The majority of respondents, specifically 53 out of the total, which constitutes 76.8% of them, agreed that the behavior of lecturers is influenced by the core values of the university. Only 4 out of the total, which constitutes 5.8% of the respondents, remained neutral, while 12 (17.3%) of the respondents disagreed with the idea. The calculated mean, which is 3.899 with a standard deviation of 1.152, suggests that the university's core values have a significant impact on shaping the behavior of lecturers. This finding is consistent with other studies that have explored the impact of organizational values on employee behavior. For example, a study by Den Hartog and Verburg (2004) found that values can shape employee behavior and attitudes, and that shared values can lead to increased job satisfaction and commitment to the organization. Similarly, a study by Guchait and Cho (2010) found that organizational values can influence employee behavior and performance, as well as contribute to employee satisfaction and loyalty. These studies suggest that the alignment between an organization's values and the behavior of its employees can have a positive impact on organizational outcomes.

When asked whether lecturers' behavior is shaped by the university core values, the majority of the respondents, specifically 53 out of the total, which constitutes 76.8% of them, agreed with the opinion. Only 4 out of the total, which constitutes 5.8% of the respondents, remained neutral, while

12 out of the total, which constitutes 17.3% of the respondents, disagreed with the idea. The calculated mean of 3.899, with a standard deviation of 1.152, indicates that lecturers' behavior being shaped by university core values is at a high level. In an interview with one of the lecturers, she mentioned that the lecturers are familiar with the Uganda Christian University core values, which include Christ-centeredness, servant hood, stewardship, diligence, and integrity, which implies being honest and transparent. She added that the lecturers are required to follow the university's core values, and that she personally attends church, is married in church, and saved. She also believes that this has had a significant impact on her overall lifestyle.

The researcher asked the respondents whether they believed that Uganda Christian University values shape the personal values of lecturers. The majority of the respondents, which constitutes 52 out of the total respondents (75.3%), agreed that Uganda Christian University values shape the personal values of lecturers. Only 5 out of the total respondents (7.2%) were undecided, while 12 (17.4%) disagreed with the statement. The calculated mean score of 3.884, with a standard deviation of 1.195, suggests that the level of agreement that Uganda Christian University values shape the personal values of lecturers is high. This finding is consistent with other studies that suggest that the values of an organization can shape the personal values of its members. For example, a study by Schein (2010) found that the values of an organization can become deeply embedded in the values of its employees, affecting their attitudes and behavior. Another study by Den Hartog and Verburg (1997) found that the values of an organization can influence the personal values of its employees, particularly if the organization has a strong and consistent culture.

The majority of respondents, specifically 57 out of the total which constitutes 82.6% of them, agreed that Uganda Christian University core values influence the teaching culture in the university. Only 8 out of the total, which constitutes 11.5% of the respondents, disagreed with the

idea. Meanwhile, 4 respondents, which constitutes 5.8%, remained undecided. The calculated mean, which is 3.942 with a standard deviation of .9217, suggests that the influence of Uganda Christian University core values on the teaching culture is at a high level. The findings indicate that the respondents believe that the core values of the university have a significant influence on the teaching culture. This may be due to the fact that the university places a strong emphasis on integrating faith and values into teaching, which can shape the overall culture of the institution. Additionally, the university's commitment to these core values may be reinforced through various programs and initiatives that promote their importance. The results are consistent with similar studies that have shown the positive impact of values-based education on the culture and environment of educational institutions.

The majority of the respondents, specifically 56 out of the total, which constitutes 81.3% of them, agreed that as a lecturer, they are reminded of what to do when they don't know what to do. Only 13 out of the total, which constitutes 18.8% of the respondents, disagreed with the idea. The calculated mean, which is 3.768 with a standard deviation of 1.178, indicates that the level of agreement with the statement is high. It seems that the respondents generally agree that they are reminded of what to do when they encounter challenges in their teaching as a result of Uganda Christian University's core values. This suggests that the university's core values are actively being applied in practice by the teaching staff to guide their behavior and decision-making. It would be interesting to see what specific actions or practices are associated with this statement and how they relate to the university's core values.

The majority of the respondents (85.5%) agreed that as a lecturer, the teaching is in the best interest of Uganda Christian University students, while only 1.4% were undecided and 13% disagreed with the opinion. This indicates that the respondents generally believe that teaching is in the best interest

of the students. The calculated mean of 4.015 and standard deviation of 1.131 suggest that this belief is at a high level. On the other hand, when respondents were asked whether shared values at Uganda Christian University influence teaching culture, lecturers' personal values, and lecturers' behavior, the calculated means ranged from 3.768 to 3.942, indicating that the influence of shared values is at a moderate level. The study suggests that shared values at Uganda Christian University, Mbale University College have a moderate level of influence. However, it is important to note that this is based on the perceptions of the respondents and may not reflect the actual extent of the influence of shared values.

## **5.2. The influence of University Mission on performance of teaching staff in Uganda Christian University**

To assess how the University Mission impacts the performance of teaching staff at Uganda Christian University, respondents were asked various questions, and their answers were analyzed. The study found that there was a positive significant relationship between University Mission and performance of teaching staff in Uganda Christian University. The findings relate with findings by Kolzow (2014), who found that workplace mission is a very powerful force that influences an employee's work life. It is the very thread that holds the organization together. This relates with findings of this study where majority of the respondents (92.7%) agreed that the university has a defined Mission, while only 5(7.2%) disagreed with the opinion. The calculated mean (4.304, standard deviation = 1.004) indicates that the university has defined Mission is at a very high level. In an interview with a top administrator, he confirmed that Uganda Christian University has a defined Mission statement of "to equip students for productive, holistic lives of Christian faith and service." He mentioned that foundation courses are provided to equip students with a holistic

understanding of Christian faith. The Mission statement is prominently displayed on notice boards and provided in manuals given to students and staff at the university.

The majority of respondents, 63 out of 69 (or 91.3%), agreed that the primary aim of the teaching service provided is to assist the university in achieving its mission. 3 respondents (4.3%) were undecided, and 3 respondents (4.3%) disagreed with this view. Based on the calculated mean of 4.377 and a standard deviation of .8242, it can be inferred that the overall agreement with this statement is high. In an interview with a top administrator, she explained that Uganda Christian University has a clear mission, which is to prepare students for meaningful, well-rounded lives of Christian faith and service. The university offers foundation courses that equip students with a holistic Christian faith, and teaching emphasizes the integration of research and faith to achieve the goal of a complete education for the complete person. These results suggest that the teaching service is seen as an integral part of the university's mission, with the goal of preparing students for a meaningful life of Christian faith and service.

When asked for their opinions on whether lecturers at Uganda Christian University are motivated to carry out and oversee research, the majority of respondents, 58 out of 69 (or 84.1%), agreed that the university's core values have an impact on the teaching culture, leading to this motivation. 6 respondents (8.7%) were undecided, while 5 respondents (7.2%) disagreed with this view. Based on the calculated mean of 4.101 and a standard deviation of .9873, it can be inferred that there is a high level of inspiration among lecturers to conduct and supervise research at Uganda Christian University. The results suggest that Uganda Christian University's core values have a positive impact on the teaching culture, leading to a high level of motivation among lecturers to conduct and supervise research. This aligns with the university's mission of providing a well-rounded education that emphasizes research and faith integration.

When asked for their opinions on whether it is the responsibility of lecturers to teach students with passion without being reminded, the majority of respondents, 63 out of 69 (or 91.3%), agreed with this view. Only 6 respondents (8.7%) disagreed. Based on the calculated mean of 4.203 and a standard deviation of .9327, it can be inferred that the level of agreement that it is the lecturers' responsibility to teach with passion without being reminded is high. The results suggest that there is a strong belief among respondents that lecturers have a responsibility to teach with passion without being reminded. This emphasizes the importance of motivation and dedication in teaching and aligns with the goal of providing a high-quality education to students. Overall, this suggests that there is an expectation for a high level of engagement and commitment from lecturers in their teaching roles.

When asked for their opinions on whether the number of students graduating has increased because of the role played by lecturers in teaching, the majority of respondents, 60 out of 69 (or 87%), agreed that lecturers play a significant role in increasing the number of graduating students. 4 respondents (5.8%) were undecided, while 5 respondents (7.2%) disagreed with this view. Based on the calculated mean of 4.130 and a standard deviation of .8730, it can be inferred that there is a high level of agreement that the role played by lecturers in teaching has contributed to an increase in the number of graduating students. The results suggest that respondents believe that lecturers play a crucial role in increasing the number of graduating students. This implies that the quality of teaching provided by lecturers is essential to students' success, and that lecturers have a responsibility to provide a high standard of education. This aligns with the university's mission of providing a well-rounded education that prepares students for productive, holistic lives of Christian faith and service. These results suggest that the university's teaching staff is effective in fulfilling its mission and contributing to student success.

When asked for their opinions on whether the number of students graduating has increased because of the role played by lecturers in research supervision, the majority of respondents, 58 out of 69 (or 84.1%), agreed that the role played by lecturers in research supervision has contributed to an increase in the number of graduating students. 7 respondents (10.1%) were undecided, while 4 respondents (5.8%) disagreed with this view. Based on the calculated mean of 4.044 and a standard deviation of .8818, it can be inferred that there is a high level of agreement that the role played by lecturers in research supervision has contributed to an increase in the number of graduating students. The results suggest that respondents believe that the role played by lecturers in research supervision has contributed significantly to the number of graduating students. This indicates that research supervision is an essential aspect of a student's academic experience and that the university's teaching staff is effective in fulfilling its research supervision responsibilities. This aligns with the university's mission of providing a holistic education that prepares students for a productive life of Christian faith and service. Overall, these results highlight the importance of research supervision in student success and suggest that the university's teaching staff is dedicated to their roles as research supervisors.

When the survey participants were asked to provide their opinions on whether teaching at Uganda Christian University has made the institution a center of excellence in the Heart of Africa, the majority of respondents (91%) agreed that it has, while 6 (8.6%) disagreed. The calculated mean (4.217) and standard deviation (.9832) suggest that this sentiment is widely held and strongly felt. During an interview with a lecturer from the Social Science department, he indicated that the university strives for excellence and quality, emphasizing a balanced education that integrates research and faith in teaching. This approach reflects the university's goal of providing a complete education for the whole person.

### **5.3. The influence of University Goal on performance of teaching staff in Uganda Christian University**

To investigate the impact of the University's goal on the performance of teaching staff at Uganda Christian University, a survey was conducted, and the responses were analyzed. It revealed the existence of positive relationship between University Goal on performance of teaching staff in Uganda Christian University. It is supported by findings by Kellie (2020) whose findings revealed that organizations instituted through the goals influences all those involved in the organization, hence influencing performance. This relates to findings which show that when respondents were asked about the frequency of lecturers going out for missions to mobilize and increase student enrollment, the majority of the respondents (81.2%) agreed that lecturers always go out for mission to mobilize and increase student enrollment, while only 12(17.3%) disagreed and only 1(1.4%) respondent was unsure. The calculated mean (3.826, Standard deviation= 1.070) suggests that the opinion that lecturers always go out for mission to mobilize and increase student enrollment is prevalent. In an interview with a lecturer from the Business department, it was confirmed that the university provides resources and forms teams to visit schools and churches to mobilize students to enroll for courses offered at Uganda Christian University. The lecturer stated that this is done every end of semester and end of year, and that they distribute flyers, application forms and their contacts for follow-up. This suggests that the University's goal of increasing student enrollment is taken seriously and that lecturers are actively involved in achieving this goal.

The survey asked participants about their views on whether lecturers help students complete their research projects on time to ensure high completion rates. The results showed that the majority of respondents, 60 out of 69 (86.9%), agreed that lecturers do help students complete their research projects on time, while 7 respondents (10.1%) disagreed. 2 respondents (2.9%) were unsure. The calculated mean of 3.986 with a standard deviation of 0.9154 indicated that the level of agreement

that lecturers help students complete their research projects on time is high. This result suggests that lecturers are playing an active role in supporting students to complete their research projects on time. This support may include providing guidance, feedback, and resources to students to help them overcome any challenges they face in their research. By doing so, lecturers can help improve the completion rates of students, which is an important metric for academic institutions. High completion rates indicate that students are more likely to successfully complete their programs of study, which benefits both the students and the university.

To explore whether lecturers encourage undergraduate students who have completed their studies to apply for postgraduate studies, respondents were asked to provide their opinions, and the results were analyzed. The majority of respondents (87%) agreed with the opinion that lecturers do encourage undergraduate students to apply for postgraduate studies, while only a small percentage (1.4%) were undecided, and a minority (11.6%) disagreed with the opinion. The calculated mean (4.130, standard deviation = 1.097) indicates that the level of agreement that lecturers encourage undergraduate students to apply for postgraduate studies is very high. Encouraging undergraduate students to apply for postgraduate studies is important because it can lead to a more educated and skilled workforce, and it can also help to enhance the reputation of the university. By encouraging students to continue their education, lecturers can play an important role in shaping the future of their students and society at large.

According to the survey results, 76.8% of the respondents agreed that as lecturers, they always participate in identifying financially struggling students to be supported by the university scholarship scheme. Only 2.9% of the respondents were undecided, while 20.3% of the respondents disagreed with the opinion. This indicates that a significant majority of the respondents believe that lecturers are actively involved in identifying financially struggling

students for scholarship support. This result is consistent with the findings of previous research which suggest that lecturers play a crucial role in identifying financially struggling students and recommending them for scholarship support (Najjuma et al., 2020; Mugisha, 2019). The involvement of lecturers in identifying financially struggling students can contribute to increased access to higher education for disadvantaged students and improve the retention rates of these students (Najjuma et al., 2020).

The study asked respondents to give their opinions on whether the university endeavors to keep its best lecturers. The results show that the majority of the respondents, 75.3%, agreed with the opinion, indicating that they believe the university strives to retain its top lecturers. On the other hand, 17.3% of the respondents disagreed with the opinion, and 7.2% were undecided. The calculated mean of 3.928, with a standard deviation of 1.180, suggests that the level of agreement with the statement is high. It is important for universities to retain their best lecturers as they are critical to academic excellence and student success (Clutterbuck & Hirst, 2003). Retaining top lecturers is crucial in improving the reputation of universities and attracting high-quality students and researchers. Furthermore, high faculty turnover can be costly for universities and lead to the loss of valuable knowledge and expertise (Lavy, 2010).

The majority of respondents, 62 out of 69, or 89.9%, agreed that the university is committed to achieving a high graduation rate. Only one person, or 1.4%, was unsure, while 6 respondents, or 8.7%, disagreed with this statement. Based on the mean score of 4.159 and a standard deviation of .9334, it can be concluded that the level of agreement that the university strives for a high graduation rate is very high among the respondents. The results of a survey where respondents were asked about their opinions on whether the university is committed to achieving a high graduation rate. The majority of respondents agreed with this statement, indicating a high level of

agreement. The mean score and standard deviation provide further insight into the level of agreement among the respondents. These findings suggest that the university is viewed positively in terms of its commitment to achieving high graduation rates.

When asked about whether the university aims to be ranked as the best academic institution, the majority of respondents, 64 out of 69, or 92.8%, agreed with the statement, while only 5 respondents, or 7.2%, disagreed. Based on the mean score of 4.261 and a standard deviation of .7980, it can be concluded that the level of agreement that the university strives to be the best academic institution is very high among the respondents. The results of a survey where respondents were asked about their opinions on the university's aspirations to be the best academic institution. The majority of respondents agreed with this statement, indicating a high level of agreement. The mean score and standard deviation provide further insight into the level of agreement among the respondents. Overall, these findings suggest that the university is viewed positively in terms of its ambition to be the best academic institution.

When asked about whether the university tracks its education goals, the majority of respondents, 65 out of 69, or 94.2%, agreed that the university does, while only 1 respondent, or 1.4%, was undecided and 3 respondents, or 4.3%, disagreed. Based on the mean score of 4.203 and a standard deviation of .7967, it can be concluded that the level of agreement that the university tracks its education goals is very high among the respondents. The overall mean score of 4.047 suggests that the influence of University Goal at Uganda Christian University, Mbale University College, is at a high level. The results of this study where respondents were asked about their opinions on whether the university tracks its education goals. The majority of respondents agreed with this statement, indicating a high level of agreement. The mean score and standard deviation provide

further insight into the level of agreement among the respondents. Overall, these findings suggest that the university is viewed positively in terms of its tracking of education goals.

## **CHAPTER SIX**

### **CONCLUSIONS, RECOMMENDATIONS AND AREAS FOR FURTHER RESEARCH**

#### **6.0 Introduction**

This chapter presents the conclusions, recommendations, and areas for further research.

#### **6.1 Conclusions**

This study makes three critical conclusions:

##### **6.1.1 Effect of University Shared Values and Performance for teaching staff**

The study findings on the first research objective which was to determine the effects of shared values on performance of teaching staff in Uganda Christian University revealed that shared values was correlated to performance of teaching staff in Uganda Christian University by 27.1% at  $p = 0.024$ . In terms of effect, shared values only contribute 7.4% to performance of teaching staff in Uganda Christian University at  $p = 0.024$ . We can, therefore, conclude that shared values is a significant determinant to performance of teaching staff in Uganda Christian University.

##### **6.2.2. Effect of University Mission on performance of teaching staff in Uganda Christian University**

The study findings on the second research objective which was to determine the effect of University Mission on performance of teaching staff in Uganda Christian University Mbale University College showed that University Mission was correlated to performance of teaching staff in Uganda Christian University Mbale University College by 42.2%. This implies that a unit increase in University Mission improves performance of teaching staff in Uganda Christian University by 42.2%. The analysis also revealed that University Mission accounts for 17.8% of performance of teaching staff in Uganda Christian University Mbale University College at  $p = 0.000$ . We can, therefore, conclude that conclude that University Mission is a significant determinant on performance of teaching staff in Uganda Christian University, Mbale University College.

### **6.1.3. To establish the influence of University Goal**

The study findings on the third research objective which was to determine the effect of University goal accounts for 32.2% of employee performance for teaching staff at Uganda Christian University, Mbale University College at  $p = 0.000$ . We can conclude that university goal is a significant determinant of performance for teaching staff at Uganda Christian University, Mbale University College.

## **6.2. Recommendations**

### **6.2.1. Effect of University Shared Values and Job performance for teaching staff**

Based on the study findings, it is recommended that Uganda Christian University prioritize efforts to foster and promote shared values among its teaching staff. This can be done through various means, such as providing opportunities for staff members to collaborate on projects and initiatives, encouraging open communication and dialogue, and emphasizing the importance of values such as respect, integrity, and teamwork.

It is important to note, however, that while shared values were found to be a significant determinant of performance, they only accounted for a relatively small proportion of overall performance (7.4%). Therefore, it is also recommended that the university address other factors that may impact staff performance, such as workload, training and development opportunities, and job satisfaction. Furthermore, it is recommended that the university conduct further research to explore the specific shared values that are most strongly correlated with staff performance, as well as the mechanisms through which shared values impact performance. This can help to inform targeted interventions and strategies to promote shared values and enhance staff performance at Uganda Christian University.

### **6.2.2. Effect of University Mission on performance of teaching staff in Uganda Christian University**

Based on the study findings, it is recommended that Uganda Christian University Mbale University College continue to prioritize and emphasize its mission statement and values in all aspects of its operations. This can include incorporating the mission statement into staff training and development programs, promoting a culture of mission-driven work, and regularly assessing how well the university is meeting its mission objectives.

The study found that University Mission had a strong positive correlation with performance of teaching staff, suggesting that a clear and compelling mission can motivate staff and improve their performance. Therefore, it is recommended that the university continue to communicate its mission effectively to staff, students, and stakeholders, and work to ensure that all members of the university community understand and are committed to the mission.

Furthermore, the study found that University Mission accounts for a significant proportion of performance (17.8%), suggesting that it is an important factor in determining staff performance. As such, it is recommended that the university continue to invest in resources and initiatives that support and align with its mission, such as research programs and community outreach initiatives. The study highlights the importance of a strong and well-communicated mission statement in driving performance and success at Uganda Christian University Mbale University College. By continuing to prioritize its mission and values, the university can help to foster a culture of excellence and achieve its goals for the benefit of its staff, students, and wider community.

### **6.2.3. To establish the influence of University Goal on performance of teaching staff in Uganda Christian University.**

Based on the study findings, it is recommended that Uganda Christian University Mbale University College continue to set clear and measurable goals for its staff, and regularly assess progress

towards achieving those goals. This can include setting individual performance targets for staff, providing regular feedback and support, and ensuring that staff have access to the resources and support they need to meet their goals. The study found that university goals had a strong positive correlation with the performance of teaching staff, suggesting that clear and well-defined goals can help to motivate staff and improve their performance. Therefore, it is recommended that the university continue to communicate its goals effectively to staff, and work to ensure that all members of the university community understand and are committed to achieving those goals. Furthermore, the study found that university goals accounted for a significant proportion of performance (32.2%), suggesting that they are an important factor in determining staff performance. As such, it is recommended that the university continue to invest in resources and initiatives that support the achievement of its goals, such as research programs and community outreach initiatives. The study highlights the importance of clear and measurable goals in driving performance and success at Uganda Christian University Mbale University College. By continuing to set and communicate its goals effectively, and providing staff with the resources and support they need to achieve those goals, the university can help to foster a culture of excellence and achieve its goals for the benefit of its staff, students, and wider community.

### **6.3. Areas for further research**

By identifying the specific shared values that are most strongly associated with performance, the university could focus its efforts on promoting and reinforcing those values in order to improve staff performance. This could involve developing targeted training programs or initiatives that focus on promoting and modeling these values or incorporating them into performance evaluations and recognition programs.

Further research into the relationship between University Mission and student outcomes could help to inform strategies for promoting academic success and excellence at Uganda Christian University Mbale University College and ensure that the university's mission and values are effectively communicated and reinforced throughout the institution.

Further research into the specific components of the university goal that impact teaching staff performance could help to inform strategies for promoting excellence and achievement at Uganda Christian University Mbale University College and ensure that teaching staff are aligned and motivated to contribute to the university's success.

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## Appendix A: Questionnaire

My name is Kateregga Joseph Bagandanswa, a student at Uganda Christian University, Mbale Campus, pursuing a Masters' Degree in Business Administration. I am carrying out research about **“the influence of organizational culture on employee performance in institutions of higher learning in Eastern Region: a case of Uganda Christian university, Mbale University College”**. I kindly request you to provide me with information. The information from you will be treated as confidential and used for academic purposes only.

### SECTION A: Demographic Characteristics of Respondents *(tick the right option or fill the right answer in the spaces provided)*

Gender of Respondent

Male  Female

Age of Respondent

21-30yrs  31-40yrs  41-50yrs  51-above

**Education level of Respondent**

Certificate  Diploma  Degree  Postgraduate

**Length in Service**

Less than a year  1- 5 years  6-10 years  10 and above

**Model of Employment**

Full Time  Part-Time

**SECTION B:** To examine the influence of shared values on employee performance for teaching staff at Uganda Christian University, Mbale University College. Please the appropriate response: (*Strongly Disagree-1, Disagree-2, Not sure-3, Agree-4 and Strongly Agree-5*).

Construct		Opinion				
	Influence of Shared values on employee performance for teaching staff at Uganda Christian University, Mbale University College.	1	2	3	4	5
1	The university has defined core values					
2	As a lecturer, I know all UCU core values					
3	The university has widely published its core values					
4	Teaching/ lecturing is aligned to share UCU values					
5	UCU core values have helped us teaching staff to gain from each other					
6	My behavior as a lecturer is shaped by university core values					
7	My personal values are shaped by UCU values					
8	The UCU core values influence the teaching culture in the university					
9	I am reminded of what to do when I don't know what to do as a lecturer					
10	My teaching is in the best interest of UCU students					

**SECTION C:** To assess the influence of university mission on employee performance for teaching staff at Uganda Christian University, Mbale University College. Please give the appropriate response: (*Strongly Disagree-1, Disagree-2, Not sure-3, Agree-4 and Strongly Agree-5*).

Construct		Opinion				
		1	2	3	4	5
	<b>Influence of university mission on employee performance for teaching staff at Uganda Christian University, Mbale University College</b>					
1	The university has defined Mission					
2	The ultimate purpose of my teaching service is to enable the university to achieve its Mission					
3	I am inspired to conduct and supervise research at UCU					
4	It is my responsibility to teach students with passion without being reminded					
5	The number of students graduating has increased because of role I play in teaching					
6	The number of students graduating has increased because of role I play in research supervision					
7	My teaching at UCU is to make the university center of excellence in the Heart of Africa					

**SECTION D:** To establish the influence of university goal on employee performance for teaching staff at Uganda Christian University, Uganda University College. Please give the appropriate response: (*Strongly Disagree-1, Disagree-2, Not sure-3, Agree-4 and Strongly Agree-5*).

Construct		Opinion				
		1	2	3	4	5
	<b>Influence of university goal on employee performance for teaching staff at Uganda Christian University, Uganda University College</b>					
1	I am always out for mission to mobilize and increase students enrollment					
2	I always ensure that the completion rate for students is high through helping students to complete their research projects					
3	I always encourage undergraduate students that have completed to apply for postgraduate studies					
4	I always participate in identification of financially struggling students to be supported by the university scholarship scheme					
5	The university strive to retain the best lecturers					
6	The university strives to have a high graduation rate					
7	The university strives to be ranked the best academic institution					
8	The university tracks its education goals					

**SECTION E: Status of employee performance for teaching staff at Uganda Christian University, Mbale University College.** Please give the appropriate response: (*Strongly Disagree-1, Disagree-2, Not sure-3, Agree-4 and Strongly Agree-5*).

Construct		Opinion				
	Status of employee performance for teaching staff at Uganda Christian University, Mbale University College	1	2	3	4	5
1	My department allocates teaching workload early before the semester starts					
2	I always have enough time to prepare lecture notes before the semester begins					
3	I always access University e-resources that help me to prepare lecture notes					
4	I always submit sample questions for students assess in time					
5	I always set exams for students I teach					
6	I always mark and grade students I teach on time					
7	I am always allocated students to supervise by the Department					
8	All undergraduate students allocated to me are supervised and graduate on time					
9	All Postgraduate students allocated to me are supervised and graduate on time					
10	All students allocated to me by the Department are supervised on time					
11	I am always publish an Article in scholar journals every year					
12	I have co-authored at least one Book for publication					

**APPENDIX B:**

**Interview Guide**

My name is Kateregga Joseph Bagandanswa, a student at Uganda Christian University, Mbale Campus, pursuing a Masters’ Degree in Business Administration. I am carrying out research about “the influence of organizational culture on employee performance in institutions of higher learning in Eastern Region: a case study of Uganda Christian university, Mbale University College”. I kindly request you to provide me with information. The information from you will be treated as confidential and used for academic purposes only.

**Objective One: Influence of Shared values on employee performance for teaching staff at Uganda Christian University, Mbale**

1. What are UCU core values?

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2. How are UCU core values influencing your teaching and research supervision process as an academic staff?

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3. How do you integrate faith in teaching at UCU?

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4. How have UCU core values influenced your character as an academic staff and as an individual?

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**Objective Two: To assess the influence of university mission on employee performance for teaching staff at Uganda Christian University, Mbale**

1. What is UCU Mission Statement?

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2. How are you helping the University to achieve its academic Mission?

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**Objective Three: Influence of university goal on employee performance for teaching staff at Uganda Christian University, Mbale.**

1. What is UCU Goal?

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2. How are you helping the UCU to achieve its goal as an academic staff?

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3. What strategies do you use to mobilize students in order to increase enrollment?

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4. What do you do to ensure that the students' completion rate is high?

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5. What performance gaps can be identified among academic staff that can affect the quality of teaching at UCU?

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6. What strategies has UCU administration adopted to ensure that it retains best performing lecturers?

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7. What strategies have UCU Administration/Management to improve academic staff performance?

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**Status of employee performance for teaching staff at Uganda Christian University, Mbale**

1. Does your department allocate you teaching workload early before the semester starts? If No, why?

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2. Do you always have enough time to prepare lecture notes before the semester begins? Please Explain.

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3. How easy and accessible are University e-resources and do you use them to prepare lecture notes?

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4. Do your students use UCU e-resources when doing course work and research projects?

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5. Are you always allocated students to supervise the Department?

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6. Are all Postgraduate students allocated to you supervised and graduate on time? If no why?  
Please explain.

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7. Do you always publish an article in scholar journals every year? If No, why?

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8. Have you co-authored at least one Book or Book Chapter for publication?

**APPENDIX C: LETTER OF ACCEPTANCE FOR RESEARCH IN UCU**



**UGANDA CHRISTIAN UNIVERSITY.**  
A Centre of Excellence in the Heart of Africa  
 **MBALE UNIVERSITY COLLEGE.**

**BUSINESS DEPARTMENT**

To ..... COLLEGE SECRETARY  
..... UCU MUC .....

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss..... KATEREGGA JOSEPH B  
Of Registration Number; ..... S19/MUC/MBA/108 ..... pursuing a Masters'  
Degree/Postgraduate Diploma / Bachelor's Degree  
..... MASTERS DEGREE .....

He/ she is required to carry out an academic research on the topic  
THE INFLUENCE OF ORGANISATIONAL CULTURE ON ACADEMIC STAFF  
PERFORMANCE IN INSTITUTIONS OF HIGHER LEARNING IN EASTERN REGION  
A CASE STUDY OF UGANDA CHRISTIAN UNIVERSITY MBALE  
and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate  
and three (BLACK)copies for Postgraduate students as a University requirement for the award of a  
degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.  
Thank you.  
Yours faithfully,

Hyd  
.....  
Henry Omache  
Ag. Head of Department Business



**END**

**Thanks for your Cooperation.**