

# INTRINSIC EMPLOYEE MOTIVATION AND CONTEXTUAL JOB PERFORMANCE: A CASE OF PART-TIME ACADEMICS IN FOR-PROFIT UNIVERSITIES OF KAMPALA METROPOLITAN

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## ABSTRACT

In the business management realm, employee motivation and job performance could be perceived as over researched. The perception was however overstated because of generalized conceptions, vocational differences and business contexts perpetually overlooked in previous human resource literature. For this reason, this study was narrowed to the interaction between intrinsic motivation and contextual job performance among part-time academics. Specific focus was about for-profit (*henceforth* private) universities of Kampala metropolitan left in research obscurity. This motivation was analyzed as function of personal autonomy, social affection, and organizational inspiration, while job performance was conceived as student contextual support, teamwork and corporate responsibility. The study adopted a descriptive and correlational research design in which data was collected from a sample of 175 respondents, and analysed based on SPSS version 20.0. Descriptive and inferential statistics were used for analysis. Results show that intrinsic motivation of the target part-time university academics was mainly fairly sufficient ( $\bar{x} = 2.793$ ;  $s=1.17$ ). And at  $\bar{x} = 3.07$ ;  $s=1.25$ , their contextual job performance was largely more moderately rated. Performance was a bit more fairly high, surpassing their motivation. In that case, it was not surprising that such intrinsic motivation and contextual performance were weakly and not significantly related ( $r= 0.171^*$ ;  $p= 0.073$ ). In fact, motivation predicted only 1.4% of that job performance. It was thus surmised that contextual performance of the target academics could have been more driven by extrinsic motivation, or other individual factors such as personality. More importantly, intrinsic motivation should be priority to all stakeholders of such private universities because it is a fundamental human resource factor that could sustainably trigger greater university corporate business productivity.

**Keywords:** Personal autonomy, social affection, organizational inspiration, student contextual support, teamwork and corporate responsibility.

## INTRODUCTION

### Background

Employee motivation is ideally widely perceived in business management as a catalyst for corporate and business success on account that it enhances job performance. In education business institutions, this perception should not be different either. This is widely reflected in previous business and human resources research, but what was overlooked is that motivation varies in forms just like job performance. So is the potential relationships between specific forms of the two broad variables. In previous related literature, there was particularly lack of specificity and deep analysis of such employee variables of business importance, especially for profit oriented education schemes such as for-profit or *private* universities. It was thus very logical that research on specific variables like intrinsic motivation, contextual job performance and the interaction between the two in such education entities would offer more depth and

comprehension especially about the mysterious part-time academic staff. Anywhere in Uganda, these academics had never been separately investigated in any research on university employees. Kampala Metropolitan was not unique despite its unparalleled urban attraction to the most reputable private universities.

Cherry (2018) refers to intrinsic motivation as a function of intangible and self-rewarding conditions that drive employee self-desire to seek a given behaviour. This employee motivation is otherwise known as ‘motivators’ (Barrak, 2014). There are a range of motivators but this study was limited to personal autonomy, social affection, and organizational inspiration. Contextual performance is defined as the extent of employee commitment to activities that support the environment in which organizational goals are pursued (Sonnentag and Frese, 2002). The forms of contextual performance specifically investigated in this study include student contextual support, teamwork and corporate responsibility. In the context of research intrinsic motivation as a predictor variable and driver of human behaviour (Cherry, 2018) conceivably presumed to potentially propel the inner human force that creates the difference between failure and success in practices like contextual performance (Rowe, 2001).

The history of contemporary intrinsic employee motivation can be traced from successive motivation approaches that have evolved since 1911. The evolution from with the scientific management approach (SMA), through the human relations movement (HRM), to the human resource approach (HRA)—the most relevant for intrinsic motivation (Tubey, Kipkemboi & Kurgat, 2015; Mayo, 1933; Miles, 1965; Taylor, 1911). The human resource approach assumes that an ideal work environment is essential to motivate employees make a contribution to organisational goals (Miles, 1965). The environment also encompasses intrinsic motivators, as the most fundamental motivation strategies ever. In fact, this is partly why the approach today guides most workplace motivation of employees including in part-time academics in private universities. The reliance of these institutions on part-time academic staff, dates back to the pioneer private higher education institutions, the oldest being Harvard College established in 1636 (Feaver and Hobbs, 2009; Tamara, 2014). In Sub-Saharan Africa such employer private universities emerged in the 1980s and rose widely in the 1990’s (Varghese, 2006). Despite such historical association and importance of part-time university academics as readily available and affordable alternative academic labour, there was little that provided more depth and answers to specific questions about their intrinsic motivation and contextual performance.

In Uganda, the advent of private universities came with stringent policies envisioned to guide universities to strictly adhere to best practice in managing human resources including part time staff (Alemiga & Kibukamusoke, 2019; Varghese, 2006). Such university human resource policy was part of the education liberalization policy introduced in 1980s, and which led to unconceivable growth of private universities (Baine, 2010). However, the university reputation on corporate efficacy remains a subject of scrutiny and research even in central Uganda that hosts the most urbanised Kampala Metropolitan. There were 23 private universities in the metropolitan as of 2018 (MOES, 2018), but this study concentrated on 5 universities for field survey purposes. One of the key policies is the quality assurance framework for Universities was adopted by the National Council Higher Education (NCHE), first in 2006 and amended in 2011. The framework demands for employment of academic staff capable of fulfilling university corporate goals and needs of the clientele. It also requires universities to sufficiently provide enabling motivation of staff, including part-time academics (NCHE, 2014; 2015). In particular, the quality assurance agenda allows universities to hire part time academic staff in an event the university is unable to entirely recruit full time staff (Mugeere, 2001).

Though there was no separately concrete evidence on intrinsic motivation and specifically about these part-time staff but the level of employee motivation in private universities appeared unbearable in central Uganda itself. The academic staff were not contented with terms and conditions of work. (Alemiga & Kibukamusoke, 2019; Edabu & Ijeoma, 2014; Emurugat, Sol & Wunti, 2017). Lack of enough extrinsic motivation in such universities caused a lot of suspicion about the possibility of good intrinsic motivation because according to Cerasoli *et al* (2014), the two forms of motivation usually deviate simultaneously. About job performance, NCHE framework underscores the role university academic staff can play in propelling corporate service delivery but the level of productivity of some staff in most private universities in Uganda hardly matched expectation (Basheka, 2008; NCHE; 2015; 2018). However the key research gap was about lack of specific reports on separate forms of performance including such as contextual performance. It was therefore just presumed that private universities in Kampala metropolitan area adopted a model in which intrinsic motivation was not enough to significantly induce deserved productivity of part time academic staff. Hence the current study.

### **General Objective**

The purpose of the study was to examine the influence of intrinsic motivation on contextual job performance of part-time academic staff in for profit universities in Kampala Metropolitan Area

### **Specific Objectives**

1. To assess the effect of personal autonomy on contextual job performance of part-time academics in private universities in Kampala universities in Kampala Metropolitan area.
2. To examine the influence of social affection on contextual job performance of part-time academics in private universities in Kampala universities in the area.
3. To determine the relationship between organizational inspiration and contextual job performance of part-time academics in private universities in the Metropolitan.

### **Research Hypotheses**

1. There is no significant effect of personal autonomy on contextual job performance of part-time academics in private universities in Kampala universities in Kampala Metropolitan area.
2. There is no significant influence of social affection on contextual job performance of part-time academics in private universities in Kampala universities in the area.
3. There is no significant relationship between organizational inspiration and contextual job performance of part-time academics in private universities in the Metropolitan.

### **LITERATURE REVIEW**

This chapter is mainly about the review of literature directly related to specific research objectives. However, for purpose of informed analysis of the concept of study the chapter precedes with theoretical review. A conclusion was provided to highlight on the research gaps which the current study was sought to fill.

### **Theoretical review**

The theoretical review includes broader conceptual review comprising the notions of employee motivation and job performance as well as the theoretical framework and adopted research model.

### ***The Concept of Employee Motivation***

In employee motivation, intrinsic stimulus or motivation is the most pertinent performance inspiration, and so it should be perceived in business and human resources research. However, this perception depends on how much it is understood in such studies as the current research. It was therefore prudent that the concept of motivation reviewed in its proportions for a better delineation intrinsic motivation. According to Thomas (2009), employee motivation is widely understood as function of extrinsic and intrinsic motivation. The extrinsic facet involves hygiene factors such pay or wages and benefits well as working conditions etcetera, while intrinsic motivation include motivator factors such as the parameters singled out for research in the current study. Motivation is extrinsic because the hygiene factors are external to the job itself in the work place (Thomas, 2009). On the other hand, according to Barrak (2014) motivation is intrinsic because it is internal and promotes self-driven behaviour. In spite of enormous research, in social or applied studies, the subject of intrinsic motivation is not clearly understood and more often than not poorly practiced as lamented by Accel (2015). Thus, to appreciate its real implications of job performance, there was need to understand its association with extrinsic motivation.

### ***Job performance***

It is fair to argue that job performance is the most widely understood in human resource because it is widely researched. Nonetheless, at least as a concept it was narrowly understood, lack of a breakdown of its distinct forms such as contextual performance. Campbell (1990) describes job performance as a process and/ or outcome of doing a task or a related activity or adapting to a condition by single employee. That's why it is conceptualised as task, contextual and adaptive performance (Borman & Motowidlo, 1993; Sonnentag, Volmer and Spychala, 2009). This specification of performance also serves to help single out context performance. Also understood as citizenship behaviours, contextual performance is according to Rotundo and Sackett (2002) further defined as the work process or outcome that contributes to the goals of the organization through its effect on the social and psychological conditions. In a general perspective, cases of contextual performance include demonstrating extra effort, following organizational rules and policies, helping and cooperating with others, or alerting colleagues about work-related problems, promoting the organisational image, etcetera (Borman and Motowidlo, 1993). Though these cases were not exhaustive, at least the definition provided direction for analysis of more and similar contextual practices especially in the respect of the target part time academics.

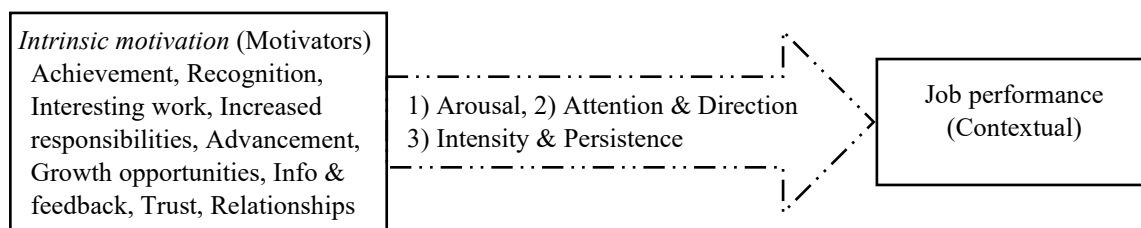
### ***Theoretical Framework***

This study was anchored on a theoretical framework comprising the Herzberg Two- Factor theory (Herzberg, *et al.*, 1959). The theory is also called the motivator-hygiene theory and was coined by Frederick Herzberg in 1959 (Herzberg, Mausner & Snyderman, 1959). Of interest in the theory was the second factor about motivators. The theory is closely related to Maslow's hierarchy of needs but in this study, it was more specifically dedicated to how individuals are motivated in the workplace. According to Herzberg (*et al.*, 1959), meeting the higher -level needs (motivators) of individual employees would motivate them to use effort on their jobs, even it was contextual activities. That's why by the way intrinsic motivation is referred to as motivators. Once more some of these may include achievement, recognition, interesting work, increased responsibilities, advancement, and growth opportunities (Herzberg, 1965). The implication of the motivator-hygiene theory for managers (including the target university managers) is that to motivate workers, they (managers) must focus on changing the intrinsic nature and content of individual jobs by "enriching" them to increase employees' autonomy and their opportunities to take on additional responsibility, gain recognition, and develop their

skills and careers (Schultz & Schultz, 2010). The extent to which this done for the target part-time university academics and its performance implications instigated the current study.

### Research Model

As an adopted paradigm, this model was identified in this study as 'Motivated Contextual Performance Model'. It was adapted mainly from the Seven Factor Model of Contextual Performance (Borman & Motowildo, 1993) as well as the Motivated Job Performance Model (Mitchell, 1982; Porter & Lawler, 1968). The model was tailored to intrinsic motivation needs of the academic staff under study as illustrated in Figure 1.



Source: Adapted from existing related models (2021)

Figure 1. Adopted research model; 'Motivated Contextual Performance Model'

According to Figure 1, the model helped to elaborate on how contextual performance of the target part time academic staff could be enhanced through intrinsic motivation. Particularly, it illustrated that with the enough mix motivators, such academic staff can contextually perform the job better. It was in other words illustratively more correlative. The model also captured such a research scope that enhanced in-depth analysis.

### Related Literature

Basing on Cherry (2016) and the Seven Factor Model (Borman & Motowildo, 1993), intrinsic motivation can be more enhancing than extrinsic motivation especially regarding contextual job performance. One of the previous related research sought to verify this perception was a qualitative study by Kelli (2012) that assessed the intensity of motivation as a basis of inspiring employees in institutions including universities. The study found out that most employers in Indiana wanted see their employees well motivated and ready to work, but could not understand what truly motivates a person. In that case the study analysed different theories of motivation relevant to the workplace, and showing how employers could implement the theories to ensure happy and motivated employees. Before proceeding it was critical to point out that Kelli (2012) used qualitative approaches and did not consider the quantitative study which left a methodological gap; this was for the current research to cover.

Back to Kelli (2012), the theory that came out prominently was the Herzberg's two-factor theory and it was particularly realised that motivation must come from within the employee. This was intrinsic motivation and it was recommended for managers to propel self-motivate employees for best work possible (Kelli, 2012). Kelli's analysis applies to private universities and academic staff of the current study but his study was, besides being only qualitative, done in a different context, and lacks depth. This presented contextual and depth research gaps, in addition to an approach gap, for the current study to address.

A related study on the effects of reward systems on employee productivity in Catholic University of Eastern Africa, Kenya (Kawara, 2014) found out that different respondents had

different motivational preferences but majority of the staff were more motivated by non-financial rewards such as recognition, competency development, opportunities to handle greater responsibilities, employee promotion and participation in key decision making and challenging jobs. Similar revelations were made in other related studies conducted in Kenya (Mburu, 2014; Nafula, 2015; Njiru, 2014). These studies are informative but their contexts and population of research differ from motivation and performance experience of the target universities in Kampala Metropolitan due to locational difference, hence leaving a contextual gap.

In her dissertation about the effect of motivational strategies on employee job satisfaction in public universities in South Eastern Kenya, Mumbua (2015) concluded that intrinsic motivation was more fundamental than hygiene factors in enhancing employee job satisfaction. This follows perceptions of the majority of the participants whose respective universities had adopted competency development and recognition of employees as intrinsic strategies to promote job satisfaction and performance. Besides competency and recognition, there are several other motivator factors the current study sought to establish in the private universities of survey.

In Uganda, several research theses related to intrinsic motivation of job performance. One of the theses is about motivation and the performance of primary school teachers in Kimaanya-Kyabakuzi Division, Masaka District, Uganda (Aacha, 2010). Another one was done by Nairuba (2011) on motivational practices and teachers performance in Jinja Municipality secondary schools, Jinja District, Uganda. Both theses indicate the job significance of intrinsic factors aforementioned in various literature above particularly employee recognition and increased responsibility. Nonetheless, these theses presented an educational cycle research gap as they did not capture university experience; the current study was academically and occupationally different. Besides, all the studies did not exhaust the intrinsic motivators potentially critical to academics, hence leaving a knowledge gap that this research sought to cover.

A similar study was carried out by Yawe (2010) on motivation and academic staff performance in Makerere University. In this study, it was found out that motivational factors significantly enhanced lecturers' teaching and research activities at the university compared to community service activities. This, according the researcher, implied that there was no much attention on intrinsic motivation which could have largely promoted lecturers' involvement community service activities. If this was the same experience in private universities, also found in Kampala Metropolitan as Makerere University, it was a question of research due to university ownership and business orientation differences.

## **CONCLUSION**

The review was comprehensive, more informative and justifying, on account that it covers much of what was there to review in the context and interest of the current study. Major concepts of the study were further elaborated with specific perimeters that defined the research conception. The most relevant theory was singled out and reviewed for the theoretical framework that was used to underpin the study. Equally crucial, a research model was adapted and adopted to direct the research analysis. Most importantly, related literature was closely reviewed and several justifying research gaps were detected as specified in the review. The most common knowledge gap was the lack of a specific literature exclusively about contextual job performance, yet such research was possible as reflected in the seven factor performance

model (Borman & Motowildo, 1993). Unfortunately, that was long ignored in previous related analyses. Therefore, the current study was well-timed.

## METHODOLOGY

The study adopted a descriptive and correlational research design as the overall strategy for integrating functional and procedural components of the study methodology. The design was based on the quantitative and qualitative approach crafted for data collection and analysis. The study population of 817 was identified from 5 universities categorically selected from the 23 private universities in Kampala Metropolitan area (MOES, 2018). Selection of the universities was based on their location, because they had existed long enough (over 15 years) and were all chartered. The study population included 513 Part time Academic Staff (PTAS), and 284 Student Leaders from the five universities. Sample Size of 188 respondents was systematically determined using the Minimum Sample Procedure (MSP) and basing on the Krejcie and Morgan (1970) rule of 'select all' for a population less than 10 subjects. In particular the study sample included 121 PTAS and 67 Student Leaders. The study sample were selected using stratified random sampling.

Data was collected through the questionnaire Survey that conducted using the questionnaire as the instrument for data collection. Over 188 Questionnaire were used for 188 Respondents (121 PTAS and 67 Student Leaders). Validity of the questionnaire was determined by calculating the Content Validity Index (CVI), which as a result was found to be 0.885 (88.5%). The instrument was valid since the CVI was above 0.70 (Polit *et al.* 2007). The reliability of the questionnaire was determined using the SPSS Cronbach Alpha Coefficient ( $r$ ) test. Consequently, a very high  $r$  decimal ( $r= 0.998$ ) and the questionnaire was therefore reliable due to the 0.7+ rule (Weiner, 2007). Data was analysed using descriptive and inferential statistics of the SPSS, version 20. Tools used for descriptive analysis included the arithmetic mean ( $\bar{x}$ ) and standard deviation ( $s$ ), while inferential analysis adopted Pearson's correlation coefficients and the multiple linear regression tools.

## FINDINGS

The response rate of the designated study sample was computed to determine generalizability of the study findings. To minimize the response gap, the study dispensed 198 questionnaire instead of the originally planned 188. The response rate of 93.6% was eventually recorded. According to Fincham (2008), the findings were very sufficient because the recommended minimum response rate is approximately 60%. The study findings include descriptive and inferential results. Descriptive results were analyzed and interpreted basing on scales (rules of thumb) indorsed for each of the statistical tools used; Arithmetic mean (Kostoulas, 2013) and Standard deviation (Bland & Altman, 1996). For inferential results, recommended scales were also adopted respectively; Pearson's correlation coefficient (Asuero, Sayago, & Gonz'alez, 2006; SPSS 20.0) and Multiple linear regression (Laerd Statistics, 2013; SPSS 20.0).

### Background Characteristics of Respondents

This section covers findings on the background characteristics or variables of respondents. According to Kaya (2013), such findings are usually used to verify respondents' potentials to provide data consistent with the research objectives. The variables investigated include gender, age, level of education, marital status, employment status, period of university study and service. Basing on results verified about the above background variables, all respondents had

sufficient potential to provide realistic information their respective capacities. Most particularly, the study was able to capture gender balanced experiences from respondents, an impartiality the was desirable because research variables were not gender specific, but equally affect both male and female academic staff.

### Description of Academic Staff Intrinsic Motivation

This section presents findings used to describe the level of intrinsic motivation of part time academic staff of the target private universities. The findings comprise two fold results; i) average indices about each of the parameters of intrinsic motivation, and ii) grand average indices about the level of intrinsic motivation in general as specified in Table 1. Specifically, the parameters include personal autonomy, work social affection, and organizational inspiration. For each of the parameters, the indices were generated from average scores transformed from specific response scores to respective research items (i.e. items used in the questionnaire to collect data about each of the parameters). The grand average indices ('Aintrmtv') were computed from the transformation of average scores of the parameters above.

Table 1: Average Indices on Parameters of Intrinsic Motivation of Academic Staff

Parameter	N	Mean	Std. Deviation
Personal autonomy ('PersAto')	111	2.73	1.24
Work social affection ('Wrksoca')	111	3.12	1.13
Organizational Inspiration ('OrgInsp')	111	2.53	1.14
<b>Grand Average Index ('Aintrmtv')</b>	<b>111</b>	<b>2.793</b>	<b>1.17</b>

Source: Field study (2019)

Results in the table and about the three parameters or practices of academic staff intrinsic motivation show that only work social affection ('Wrksoca') was more moderate and thus, largely virtually sufficient ( $\bar{x} = 3.12$ ;  $s = 1.13$ ). The rest were less moderate and therefore, merely relative mostly; personal autonomy (PersAto',  $\bar{x} = 2.73$ ;  $s = 1.24$ ) and organizational inspiration ('OrgInsp',  $\bar{x} = 2.53$ ;  $s = 1.14$ ). Generally, the grand average indices ('Aintrmtv') from these practices suggested that intrinsic motivation was mainly less fairly sufficient ( $\bar{x} = 2.793$ ;  $s = 1.17$ ) among part time academic staff of the target private universities in Kampala Metropolitan.

### Description of Academic Staff Contextual performance

For purpose of describing the level of contextual performance of the target academic staff, the average data scores about the related performance indicators were further transformed to generate grand average indices ('vlcjbperf') as specified in Table 2. The average scores transformed from specific items about each of the indicators; staff student social support ('stdcspt'), teamwork spirit ('tmwk') and corporate responsibility ('crprtrsb'), respectively.

Table 2: Average Indices about Indicators of Contextual Performance

Construct	N	Mean	Std. Deviation
Student contextual support ('stdcspt')	175	3.13	1.34
Teamwork ('tmwk')	175	2.92	1.30
Corporate responsibility ('crprtrsb')	175	3.09	1.22
<b>Grand Average Index (vlcjbperf)</b>	<b>175</b>	<b>3.07</b>	<b>1.25</b>

Source: Field study (2019)



The Grand Average Indices ('1vlcjbjperf') generated from the administered transformation (Table 6.8) came out as a moderately greater arithmetic mean ( $\bar{x} = 3.07$ ) and closely sparsely standard deviation ( $s = 1.25$ ). In that case, the contextual performance of the target academics investigated was generally perceived by most respondents as averagely better. This means, most part-time academic staff in the universities of study could more relatively get involved in non-officially assigned university work. Their performance in tasks outside the official duties was virtually good in such private universities in Kampala metropolitan. The findings in particular indicate that such target university staff performed most well on student contextual support ('stdcspt',  $\bar{x} = 3.13$ ;  $s = 1.34$ ), followed by corporate responsibility ('crprtrsb',  $\bar{x} = 2.92$ ;  $s = 1.30$ ) and teamwork ('tmwk',  $\bar{x} = 3.09$ ;  $s = 1.22$ ), in that order.

### Verification of Hypotheses

This section covers inferential statistical results that include correlations and regressions consistent with the research objectives, and computed to verify the related null hypotheses 1, 2, & 3, respectively.

#### Correlational verification

The correlations were computed using Pearson's correlation coefficient analysis as illustrated in Table 3. This was done to determine the level of significance of the relationships between individual parameters of intrinsic motivation and contextual performance among the university academic staff of research.

Table 3. *Correlational significance of personal autonomy, work social affection, organisational inspiration and contextual performance of the target university part-time academics*

Variable (Var.)		1) Personal autonomy	2) Work social affection	3) Organizational Inspiration	Intrinsic motivation
Level of contextual job performance	Pearson Correlation ( $r$ )	.047	.070	.045	.032
	Sig. ( $p$ ) (2-tailed)	.627	.466	.642	.746
	N	109	109	109	108

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

Source: Field study (2019)

The results in the table above (Var. 1- Var. 3) are respectively related to the research Null hypotheses 1, 2, 3 and are consistent with the corresponding research objectives. Results indicate that at  $r$  statistics = 0.047; 0.070, & 0.045 there were positive but very weak relationships between the level of personal autonomy, work social affection, organizational inspiration and contextual job performance of the sample part-time academics in private universities of study. The relationships were statistically not significant because the respective  $p$ - values ( $p = 0.627$ ; 0.466, & 0.642) were greater than the 5% significance level ( $> 0.05$ ). The results illustrate that improvements in all these practices (parameters) of intrinsic motivation in private universities of research were not adequate for the part-time academic staff to demonstrate improved contextual job performance.

**Regression verification**

The result of interest from the adopted multiple linear regression includes the R Square ( $R^2$ ) of the model summary (Table 4), unstandardized regression coefficients and the significance values (Table 5).

Table 4: *Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.120 <sup>a</sup>	.014	-.014	1.21806

a. Predictors: (Constant), Organizational Inspiration, Work social affection, Personal autonomy

Source: Field study (2019)

According to Table 4, statistic  $R^2 = .014$  suggests that all the intrinsic motivation practices combined predicted only 1.4% of contextual job performance the sample part time academics. The rest 98.6% was predicted by other factors other than motivators.

Table 5: *Regression coefficients of intrinsic motivation and contextual performance of the academic staff*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.687	.416		6.459	.000
	Personal autonomy	-.078	.648	-.081	-.121	.904
	Work social affection	.505	.444	.471	1.137	.258
	Organisational Inspiration	-.354	.731	-.333	-.484	.629

a. Dependent Variable: Level of contextual job performance

Source: Field study (2019)

A multiple linear regression model was adopted ( $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$ ), for the analysis illustrated in Table 5. The model was then adapted for interpretation of the statistics generated as a result;  $Y = 2.687 - 0.078 \text{Autonomy} + 0.505 \text{Affection} - 0.354 \text{Inspiration}$ . According to this equation, the level of contextual performance was 2.687 at zero independent variables. The equation indicates that a unit increase in personal autonomy led to 7.8% decline ( $B = -0.078$ ), a unit increase in social affection led to 50.5% increase ( $B = +0.505$ ), and a unit increase in organizational inspiration contributed 35.4% decline ( $B = -0.354$ ) in contextual performance of the sample university academics.

The contributions of the three employee motivators were not any significant at  $p > 0.05$ ; personal autonomy ( $p = .904$ ), social affection ( $p = .258$ ), and organizational inspiration ( $p = .629$ ). This means, increase resulting from social affection and the declines brought about by personal autonomy and organizational inspiration were all not significant to affect such job performance of the academics. Therefore, coupled with the correlational results above, all the three null hypotheses ( $H_0$ ) were accepted. Generally, the relationships between these motivators and contextual performance were not significant among the target part-time university academic staff in Kampala Metropolitan area. In private universities in the metropolitan contextual performance of part time lectures had no significant bearing on their intrinsic motivation.

## DISCUSSIONS

Analysis of individual employee motivators investigated suggested that intrinsic motivation was mostly less relatively sufficient among part time academic staff of the target private universities. Such level of intrinsic staff motivation could not be compared to similar employee motivation reported in Kelli (2012). While assessing the intensity of motivation as a basis of inspiring university employees in Indiana, Kelli (2012) found out that academic staff including the part time were entirely sufficiently motivated. For all the contextual responsibilities of student contextual support, teamwork, corporate duty, performance of the target university academics was almost highly rated. Most part-time academic staff in private universities in Kampala Metropolitan supported virtually all non-officially assigned university work. This realisation corroborated reports in Opatha (2004) whose job performance evaluation of Sri Lankan University Lecturers revealed average job performance, but with more moderate score in contextual performance.

Correlation of the influence of intrinsic motivation led to the realization that improvements in the academic staff motivators in private universities of research were not adequate to significantly improve on contextual job performance of part-time academic staff. This contrasts Kawara's (2014) research finding on employee productivity in Catholic University of Eastern Africa, Kenya. In that university majority of the academic staff were more motivated to perform better by similar non-financial rewards cited in the current study. In the same way, the current study also differed from revelations made in similar studies conducted in Kenya (Mburu, 2014; Nafula, 2015; Njiru, 2014).

Similar results were precisely reflected in the inferential regressions computed in the current study. Generally, in such Kampala metropolitan private universities the contextual performance of part time lectures had no significant bearing on their intrinsic motivation. The correlational and regression inferences recorded are incomparable to previous literature in two ways; i) the inference

on the level of significance contradicts Cherry (2016) and Kelli (2012), according to whom motivation had the potential to significantly cause the desired employee job performance, and ii) the inference on the effects of the three motivators is dissimilar from the scholars because like Kelli (2012), Cherry (2016) underscores that intrinsic motivation can be more enhancing to employees.

## **CONCLUSIONS**

In light of the study findings, management of contextual performance needs of the target part time academic staff was interesting, and unfortunate at the same time. It was interesting because while it may appear very rare or impossible according to much of previous research, intrinsic motivation practices for part-time academics in target private universities significantly lagged behind moreover their contextual performance. Level of such job performance surpassing the more preferred motivation, moreover! This could be common Uganda especially if it is possible among academics of such universities in an urban and peri-urban Kampala Metropolitan.

It is unfortunate because intrinsic motivation of the academics was not a priority yet it is widely perceived to potentially and fundamentally induce job performance. May be their contextual performance would have been much better if they were motivated in terms of personal autonomy, social affection at work and organizational inspiration. In fact, their performance level was not the most desirable despite being virtually high.

While motivation can significantly drag performance, one wonders why contextual performance of the target academics was better yet they were intrinsically less motivated. It could be that because they were part time, they demonstrated resilience and dedication to work on their own. This couldn't be due to extrinsic motivation because it alone cannot be much effective without the motivators. Therefore, a lot more should be done for such motivators and analysis should be done on other employee dynamics besides personality.

## **RECOMMENDATIONS**

There should be close guidance and inspection from government authorities of private universities, to ensure that university managers offer and consistently enforce best practice intrinsic motivation. The terms of service to the 'perceivably less recognized' part-time academics should for this reason give equal attention on intrinsic motivation of such academics. The authorities that can be more involved for that purpose may include the Department of Private Schools and Institutions (DPSI) in the Ministry of Education and Directorate of Labour, Employment, Occupational Safety and Health (DLEOSH) in the Ministry of Labour.

Motivation of such academics should be balanced between extrinsic and intrinsic motivation and this should equally involve all parameters of intrinsic staff motivation investigated in this study. In equal measure, universities should put much attention on personal autonomy, workplace affection and corporate inspiration of individual academic staff especially the part time staff.

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