Human Capital and Performance of Lecturers in Private Universities in Kampala District, Central Uganda

Moses Ntirandekura[1], Christopher Friday[2], Muhindo Enosh Mbisi[3], Mamerito Nturanabo[4], Masembe Muhammad[5], Wataka Willies[6]

[1]PhD student/Assistant Lecturer, Kampala International University
ntimoses33@gmail.com
[2]PhD student/Assistant Lecturer, Kampala International University
fridaychristopher@rocketmail.com
[3]PhD student/Assistant Lecturer, Mountains of the Moon University
muhindo.mbisi@studmc.kiu.ac.ug
[4]PhD student/Assistant Lecturer, Kampala International University
mamerito nturanabo@studmc.kiu.ac.ug
[5]PhD student/Human Resource Manager, Kampala International University
muhammad.masembe@studmc.kiu.ac.ug
[6]PhD student/Assistant Lecturer, Kampala International University
Willies.wataka@studmc.kiu.ac.ug

Abstract: The study established the relationship between human capital and performance of lecturers in Private Universities in Kampala District, Central Uganda. It was guided by objectives which were; to establish the relationship between staff training and performance of lecturers in selected Private Universities in Kampala District, Central Uganda, to identify the relationship between work experience and performance of lecturers in selected Private Universities in Kampala District, Central Uganda and to investigate the relationship between education level and performance of lecturers in selected Private Universities in Kampala District, Central Uganda. This study espoused a descriptive cross sectional survey design with both qualitative and quantitative research approaches of data analysis. The study used a sample size of 300 respondents who were selected using purposive and simple random sampling techniques. The study used questionnaires and interview guide in collecting data. Data were analysed with the help of Statistical Package for Social Sciences Version 22.0. Findings of this study revealed that staff training and performance of lecturers in Private Universities were correlated with r=.943**, p=.000). Findings indicated that that the relationship between work experience and performance of lecturers had a Pearson correlation coefficient r is .886** with a p-value of .000. In addition, findings shows that a significant positive relationship exists between education level and performance of lecturers in Private Universities in Kampala (r=.869**). The study concluded that there is a significant positive relationship between staff training and performance of lecturers in Private Universities in Kampala District, Central Uganda (r=.943**, p=.000). The study established a significant positive relationship between work experience and performance of lecturers in selected Private Universities in Kampala (r= .886**). The study also established that there is a significant positive relationship between education level and performance of lecturers in Private Universities in Kampala (r=.869**). The study recommended that lecturers in the selected Private Universities need to have enough knowledge in their relevant field of study which can be achieved by sponsoring them to go for further training/studies. There is need for enough training of lecturers during the time of their current employment as this will help in identifying training needs of staff which when provided will improve on their knowledge and consequently enhance performance. More still, seminars for staff development should be increased in the selected Private Universities. The study recommended that lecturers need to be assigned tasks that will provide them with their expectations from the tasks. Thus, relevant knowledge and expertise about the job should be considered when assigning tasks as this will improve on performance of lecturers. Though majority of the lecturers have the required qualifications to teach in the selected Private Universities, they should be encouraged to pursue further education to increase their knowledge and obtain higher qualifications that are required for one to teach at the University level.

Keywords: Human Capital, Performance, Lecturers, Staff Training, Work Experience, Education Level

INTRODUCTION

The study was about human capital and performance of lecturers in Private universities in Kampala District, Central Uganda. The study focused on staff training, work experience and education level and performance of lecturers in selected Private Universities in Kampala.

Amstrong (2004) defined human capital as all abilities whether innate or acquired attribute whose value can be augmented by appropriate development investment. Davenport (1999), observed that human capital consist of the intangible resources that workers

provide for their employers. He went further to pass the following comments: people pose innate abilities, behaviours and personal energy and those elements make up human capital they bring to research.

Human capital is seen as a group or individual dispositions of a person in the form of source of knowledge and skills that reflect education and experience of the individual person. Ideally, the labour market uses those who can be sufficiently adaptable to the varied conditions so that a potential employer is attracted to the person; the better human capital of the employee, the higher appreciation of the investment for the employer (Adeyeye, 2002)..

Performance refers to the accomplishment of a given task, as and in the way its desired or planned to be (Wales, 2015). Performance in this study referred on the actual output and outcomes of the activities undertaken by lecturers at the University.

Background

Human element become the potential impact into the success of the organization, in fact, now organizations that want to compete and survive must consider human resources as a driver of competitive advantage in business. The ability of human capital to apply the science and knowledge into their work that makes a company has an advantage in competing. Tangible assets will experience the aging process as used to produce a product but not the case with the human capital. The only resource that has the ability to learn and grow is human resources. Therefore, through the empowerment of employees, human resources can be fully developed its potential to contribute to the optimum in producing a product. Human capital describes each individual employee capabilities -which is brought and required- will lead to increased economic value added in all areas of the business, and can be considered as an investment for the organization (Al-Ma'ani, Jaradat and Nasser, 2010)

One key to the success of a company is depend on performance of human resources that directly or indirectly contribute to the company, which includes external stakeholders and internal purposes (employees) owned by the company. Optimum performance is obtained from the presence of employees in the company, and then the company needs to establish the right strategy, i.e. by thinking about how to manage employees to want to achieve the company's goals that have been set. Performance is a work in quality, quantity, and timeliness is achieved by one's employees in carrying out their duties in accordance with the responsibilities assigned to him (Mangkunegara, 2001).

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

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

There is a growing concern about poor performance of in Private Universities in Uganda. In the selected Private Universities in Kampala District, Central Uganda, the ideal situation is that there is low commitment and morale of lecturers, dissatisfaction among the employees and high turnover rate. It has been observed however, that the performance of lecturers in the selected universities is low which is reflected in irregular attendance, failure to meet deadlines, limited research and publication skills in some of these universities and not doing full day's work. Studies that have been conducted did not explain the effect of human capital on performance of lecturers in the selected private Universities in Kampala District which left an information gap that was filled by this study.

Statement of the Problem

Private Universities in Kampala District have put in place guidelines to described promotional criteria, career planning, development and metrics for measuring academic staff performance. The guidelines suggest on ways to develop an effective academic workforce in Private Universities to improve service delivery. Nyambura and Kamara (2017) note that the guidelines provide a coherent method of achieving both university and academic staff career needs. However, previous study by Manyasi (2014) affirms that the rapid expansion of university education without commensurate increase in staff and welfare facilities and adequate career development practices have hampered performance of lecturers in Ugandan Private Universities. The rapid expansion of Universities in Uganda

has led to an increase in student enrolment which has resulted to heavy workloads which revolve around clashing administrative and academic roles.

Many of the selected private universities in Kampala District, Central Uganda do not have enough professors, senior lecturers, lecturers which indicates that the universities may not achieve their goals and contribute to national development and the way they are expected to do, due to lack of qualified teaching staff and inefficient management. This in the long run shall affect the quality of teaching, research and publication, graduates and the moral of teaching among the staff. In view of that, the core business of the universities and their university website ranking in contributing to teaching, research and community service are compromised and affected. Based on this background, this study was conducted to establish the relationship between human capital and performance of lecturers in the selected Private Universities in Kampala District, Central Uganda.

General Objective

To establish the relationship between human capital and performance of lecturers in Private Universities in Kampala District, Central Uganda.
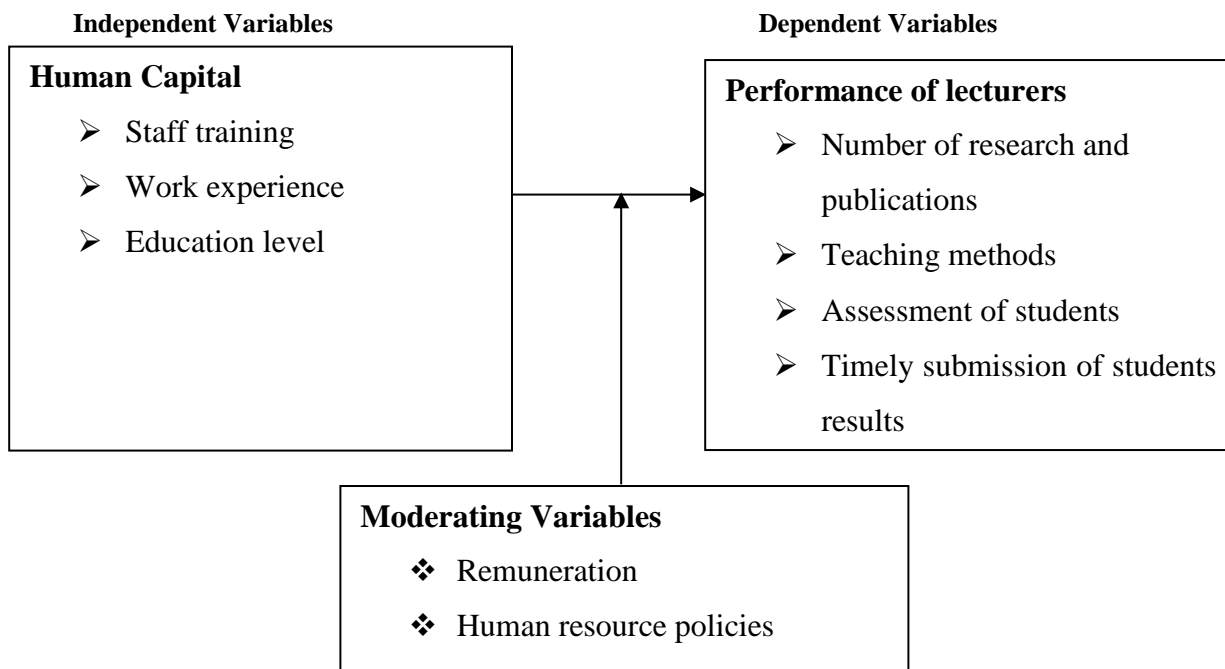
Specific Objectives

i. To establish the relationship between staff training and performance of lecturers in selected Private Universities in Kampala District, Central Uganda.
ii. To identify the relationship between work experience and performance of lecturers in selected Private Universities in Kampala District, Central Uganda.
iii. To investigate the relationship between education level and performance of lecturers in selected Private Universities in Kampala District, Central Uganda.

Hypotheses

i. There is no significant influence of staff training and performance of lecturers in the selected Private Universities in Kampala District, Central Uganda.
ii. There is no significant influence of work experience and performance of lecturers in the selected Private Universities in Kampala District, Central Uganda.
iii. There is no significant influence of education level and performance of lecturers in the selected Private Universities in Kampala District, Central Uganda.

Summary of the Conceptual Framework

Independent Variables

Human Capital
  ➢ Staff training
  ➢ Work experience
  ➢ Education level

Dependent Variables

Performance of lecturers
  ➢ Number of research and publications
  ➢ Teaching methods
  ➢ Assessment of students
  ➢ Timely submission of students results

Moderating Variables
  ❖ Remuneration
  ❖ Human resource policies

METHODS

Research Design

This study adopted a descriptive cross sectional survey design in studying the relationship between human capital and performance of lecturers in selected Private Universities in Kampala District, Central Uganda. Descriptive survey was used to discover causal relationships (descriptive correlation), and differences (descriptive comparative), to provide precise quantitative description and to observe behavior (Treece and Treece 1973). The study utilized both qualitative and quantitative approaches of data collection and analysis. Qualitative data focused on obtaining relevant opinions, and narrations about the study variables. On the other hand, statistical data and evidence was obtained through a quantitative approach. The mixed approach was highly utilized in most recent studies (Creswell, 2015) especially there was need to examine on ground facts to explain the study variables.

Study Population

Target population is a group of individuals or objects to which researcher was interested in generalizing the conclusions (Hanlon & Larget, 2011). The study targeted Lecturers and Top Administrators of the selected Private Universities in Kampala District, Central Uganda.

Sample Size

The researcher used a sample size of 300 respondents that were drawn from the population of 1200. The sample size was determined using Slovens formula n=$\frac{N}{1+N(e)^2}$ where n was the sample size, N was the study population while e was the level of precision which is 0.05

$$n=\frac{1200}{1+1200(0.05)^2} = \qquad n=\frac{1200}{1+1200(0.0025)} \qquad n=\frac{1200}{4} = 300$$

Table 3.1: Distribution of Sample Respondents

Schools	Category	Population	Sample size	Total sample size
Kampala University	Top administrators	5	5	40
	Lecturers	110	30	
Cavendish University	Top administrators	5	5	35
	Lecturers	138	30	
Metropolitan International University	Top administrators	5	5	35
	Lecturers	121	30	
Nkumba University	Top administrators	5	5	40
	Lecturers	175	35	
Kampala International Universities	Top administrators	5	5	35
	Lecturers	178	35	
Islamic University in Uganda	Top administrators	5	5	40
	Lecturers	170	35	
University of East Africa	Top administrators	5	5	35
	Lecturers	122	30	
Victoria University	Top administrators	5	5	40
	Lecturers	146	35	
Total		**1200**	**300**	**300**

Source: Selected Private Universities

Sampling Techniques

Sampling is the process of selecting units from a population of interest so that by studying the sample (Trochim, 2006). The study utilised both simple random sampling and census to select the study participants.

The researcher used simple random sampling and purposive sampling to select respondents. The University Administrators who included the Heads of Departments, Heads of Academic Affairs, Quality Assurance Officers, Human Resource Managers were purposively selected. Simple random sampling method was used to select lecturers and it was preferred because it gave equal chances to all the units in the population involved in the study.

Data Collection Instruments

The researcher used the following data collection instruments to collect data from the field;

Questionnaires

Questionnaires were used to collect data from lecturers who were selected from the Private Universities in Kampala District, Central, Uganda. Questionnaires was designed in likert format (strongly agree, agree, undecided, disagree and strongly disagree) was used to collect primary data from respondents.

Interview Guide

Interview guide was used because it would help the researcher to understand the perceptions of top administrators on staff training, work experience and education level and how they affect performance of lecturers in the selected universities.

Data analysis

Qualitative data analysis was employed to analyze data through typing field notes, sorting and coding of responses after the data collection. Qualitative results were presented in a narrative form. Data obtained using questionnaires was analyzed using descriptive statistics and inferential statistics with the help of SPSS (Statistical Package for Social Sciences) computer package. Descriptive analysis involved mean and standard deviation while inferential statistics involved Pearson's linear correlation coefficient, regression and Analysis of Variance (ANOVA).

Measurements of Variables

The variables were measured using a 5-point Likert scale format (Strongly Disagree = 1; Disagree = 2; Undecided = 3; Agree = 4 and Strongly Agree = 5). The Likert-type scale of measuring variables was chosen because it was easy to construct and took much less time and more so was considered more reliable for respondents to answer each statement included in the questionnaire (Kothari, 2010). In analyzing the responses from the Likert scale of the questionnaire, means and standard deviation generated through the SPSS package were obtained and an appropriate scale to interpret the means was used.

Table 3.2: Showing Measurements of Variables

Mean Value Range	Response Mode	Interpretation
4.01 – 5.00	Strongly Agree	Very Satisfactory
3.01 – 4.00	Agree	Satisfactory
2.01 – 2.99	Disagree	Fairly Satisfactory
1.01 – 2.00	Strongly Disagree	Not Satisfactory

PRESENTATION OF RESEARCH FINDINGS

Staff Training and Performance of Lecturers in Selected Private Universities

Table 4.1 shows descriptive statistics on staff training

Table 4.1: Descriptive Statistics on Staff Training

	N	Mean	Std. Deviation
I have enough training in my relevant field of study	300	2.86	1.565
The initial training I had before I started my job was helpful	300	4.56	.497
I regularly attend seminars to increase my knowledge	300	3.41	1.477
I have undertaken long training during the time of my current employment	300	2.91	1.578
My training needs are addressed	300	3.63	1.388
Valid N (listwise)	300		

Source: Primary Data, 2021

From Table 4.1, the highest mean value of 4.56 indicates that most of the respondents agreed that the initial training they had before they started their current jobs was helpful while the standard deviation shows no variation in responses. This implies that the initial training acquired was helpful in enhancing performance of lecturers in the selected Private Universities. Furthermore, the table shows the lowest mean value of 2.86 which revealed that majority of the respondents disagreed that they had enough training in their relevant field of study. The standard deviation of 1.565 implies that there was higher variation in responses for those respondents who disagreed.

Work Experience and Performance of Lecturers in Selected Universities

Table 4.2 presents findings on descriptive statistics of work experience

Table 4.2: Descriptive Statistics on Work Experience

	N	Mean	Std. Deviation
I possess enough task experience and I can easily perform my job	300	3.57	1.413
I have social experience that enables me to perform in teams	300	3.39	1.476
I have a sense of fulfillment of tasks because my job provide what I want or expect from it	300	3.17	1.542
I have gained enough knowledge/ expertise on my current job	300	3.90	1.302
Valid N (listwise)	300		

Source: Primary Data, 2021

The findings indicated in Table 4.2 shows the highest mean value of 3.90 which meant that many of the participants in this study (lecturers) had gained enough knowledge/ expertise on their current job and the standard deviation of 1.302 reveals that responses provided by the respondents had higher variations. Additionally, the lowest mean of 3.17 and the standard deviation of 1.476 shows that majority of the respondents agreed that they had social experience that enabled to perform in teams. The findings imply that when work experience increased, lecturers were able to develop teamwork and lecturers were able to gain enough knowledge/ expertise to help in improving performance. In view of the researcher, work experiences enhance teamwork and lecturers could acquire knowledge and skills that helped them to improve on their teaching methods, research and publication skills.

Education Level and Performance of Lecturers in Selected Private Universities

Table 4.3 shows descriptive statistics on education level

Table 4.3: Descriptive Statistics on Education Level

	N	Mean	Std. Deviation
I have the required qualification to teach in this University	300	4.13	1.058
The qualification I have is relevant to the courses I teach	300	4.26	.845
I am still pursuing my studies to obtain the required qualification to teach in this University	300	3.49	1.411
I have completed some levels of education required for one to teach at the University	300	3.30	1.489
Valid N (listwise)	300		

Source: Primary Data, 2021

Table 4.3 shows descriptive findings on education level of respondents, it was revealed that highest mean value of 4.26 indicated that most of the lecturers had relevant qualifications in the courses they teach in the selected Private Universities in Kampala and the standard deviation of .845 shows no variation in responses. The lowest mean of 3.30 also shows that majority of respondents (lecturers) had levels of education required for them to teach at the University. The findings imply that the qualifications and the level of education obtained by lecturers could have contributed to performance improvement of lecturers in terms of supervising research and fieldwork in the selected Private Universities in Kampala.

Performance of Lecturers in Selected Private Universities

Table 4.4 presents the descriptive findings on education level

Table 4.4: Descriptive Statistics on Performance of Lecturers

	N	Mean	Std. Deviation

I do research and publish articles in international journals	300	2.76	1.572
I supervise research and fieldwork whenever I am told to do so	300	4.37	.483
I continue to teach/ give my lectures even when there is no salary increment	300	2.89	1.580
I administer continuous assessments, mark and submit students' results in time	300	2.29	1.337
I perform any extra responsibilities that are assigned to me without any pay	300	2.18	1.278
Valid N (listwise)	300		

Source: Primary Data, 2021

Findings in Table 4.4: shows that most of the respondents agreed that lecturers supervise research and fieldwork whenever they are told to do so as shown by a mean value of 4.37 and there was lower variation in responses. This meant that the more training, experiences and education level obtained by a lecturer, the more the likelihood of the lecturer participating in supervising research and fieldwork in the selected private universities in Kampala. However, majority of the respondents did not take up any extra responsibilities assigned to them without any pay as shown by a mean value of 2.18 and the standard deviation of 1.278. This implies that for any lecturer to perform any extra responsibilities, there was need for pay as a motivating factor. This meant that payment was also another factor other than training, work experience and education level that would lead to improved performance of lecturers in the selected Private Universities.

Correlation Analysis of Staff Training and Performance of Lecturers in Private Universities

Table 4.5 shows the findings on the relationship between Staff Training and Performance of Lecturers in Private Universities

Table 4.5: Correlation of Staff Training and Performance of Lecturers in Private Universities

		Staff Training	Performance of Lecturers
Staff Training	Pearson Correlation	1	.943**
	Sig. (2-tailed)		.000
	N	300	300
Performance of Lecturers	Pearson Correlation	.943**	1
	Sig. (2-tailed)	.000	
	N	300	300

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

The results in Table 4.5 show Pearson product moment correlation coefficient which is the measure of the strength of the linear association between the two variables. The results indicate that the relationship between staff training and performance of lecturers in Private Universities was statistically significant and positively correlated (r=.943**, p=.000). The findings mean that a positive change in staff training improves on performance of lecturers in terms of the number of research and articles published in international journals, supervision of research and field work, and teaching methods.

Regression Analysis on Staff Training and Performance of Lecturers in Private Universities

Table 4.6: Model Summary of Staff Training and Performance of Lecturers in Private Universities

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.943a	.890	.890	.39379

a. Predictors: (Constant), Staff Training

Results in Table 4.6 indicates that the staff training accounts for 89% of the variation in performance of lecturers in selected Private Universities in Kampala (Adjusted R^2 =.890). However, the model failed to explain 11% of the variations in performance of lecturers. This implies that there could be other factors that influence performance of lecturers in selected universities in Kampala which are not explained by this regression model.

Table 4.7: Analysis of Variance on Staff Training and Performance of Lecturers in Private Universities

Model	Sum of Squares	Df	Mean Square	F	Sig.

1	Regression	374.386	1	374.386	2414.276	.000[b]
	Residual	46.211	298	.155		
	Total	420.598	299			

a. Dependent Variable: Performance of Lecturers
b. Predictors: (Constant), Staff Training

According to the F and Sig statistics or values, the regression model is statistically significant because the sig. value (.000[b]) less than 0.05, indicating that staff training has a significant influence on performance of lecturers in Private Universities. The high residual sum of Sum of Squares (46.211) indicated that the model does not explain the variations in performance of lecturers in selected Private Universities in Kampala and there could be other factors that explain for a higher proportion of the variation in performance of lecturers.

Table 4.8: Regression Coefficient of Staff Training and Performance of Lecturers in Private Universities

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	-.243	.068		-3.583	.000
	Performance of Lecturers	.904	.018	.943	49.135	.000

a. Dependent Variable: Performance of Lecturers

According to regression coefficient in Table 4.7; staff training has a positive significant influence on the performance of lecturers in private Universities in Kampala since the Beta Value (.943) is positive and its corresponding Sig. value (.000) is less than 0.05. The Beta value indicates that one unit improvement in staff training results into .943 increases in one's performance. This is supported by B = 0. .904, p=0.000. The results imply that a unit change in staff training leads to a positive change in performance of lecturers by the rate of .904. The null hypothesis which states that there is no significant influence of staff training and performance of lecturers in the selected Private Universities is thus neglected and the alternative is accepted.

Correlation of Work Experience and Performance of Lecturers in Private Universities
Table 4.8 presents the findings on the relationship between work experience and performance of lecturers in the selected Private Universities in Kampala District

Table 4.8: Correlation of Work Experience and Performance of Lecturers in Private Universities

		Work Experience	**Performance of Lecturers**
Work Experience	Pearson Correlation	1	.886[**]
	Sig. (2-tailed)		.000
	N	300	300
Performance of Lecturers	Pearson Correlation	.886[**]	1
	Sig. (2-tailed)	.000	
	N	300	300

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

Pearson product moment correlation coefficient was conducted to determine whether there is a relationship between work experience and performance of lecturers in selected Private Universities in Kampala. From Table 4.8, it was indicated that the Pearson correlation coefficient r is .886[**] with a p-value of .000. Therefore, there is a statistically significant relationship between work experience and performance of lecturers in selected Private Universities in Kampala.

Regression Analysis on Work Experience and Performance of Lecturers in Private Universities

Table 4.9: Model Summary of Work Experience and Performance of Lecturers in Private Universities

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.886ᵃ	.786	.785	.54980

a. Predictors: (Constant), Work Experience

Findings in table 4.9 shows that work experience accounts for 78.5% of the variation in performance of lecturers as indicated by the Adjusted R^2 = .785). Though, the model did not illuminate 21.5% of the variations in performance of lecturers. This infers that there are other aspects that influence performance of lecturers in the selected Private Universities in Kampala which are not explained by this regression model.

Table 4.10: Analysis of Variance on Work Experience and Performance of Lecturers Universities

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	330.517	1	330.517	1093.401	.000ᵇ
	Residual	90.081	298	.302		
	Total	420.598	299			

a. Dependent Variable: Performance of Lecturers
b. Predictors: (Constant), Work Experience

The F and Sig. values, shows that the regression model is statistically significant because the sig. value (.000ᵇ) is less than 0.05, demonstrating that work experience has a significant influence on performance of lecturers in Private Universities. The high residual sum of Sum of Squares (90.081) indicated that the model does not explain the variations in performance of lecturers in selected Private Universities in Kampala and there could be other reasons that describe the proportion of the difference in performance of lecturers.

Table 4.10: Regression Coefficient of Work Experience and Performance of Lecturers in Private Universities

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.217	.087		2.492	.013
	Work Experience	.764	.023	.886	33.067	.000

a. Dependent Variable: Performance of Lecturers

The regression coefficient in Table 4.11 indicates that work experience has a positive significant influence on the performance of lecturers since the beta value (.886) is positive and its corresponding Sig. value (.000) is less than 0.05. The beta value indicates that one unit improvement in work experience results into .886 increases in one's performance. This is supported by B = .764, p=0.000. The results denote that a unit change in work experience leads to a positive change in performance of lecturers by the rate of .764. The null hypothesis which states that there is no significant influence of work experience and performance of lecturers in the selected Private Universities is thus neglected and the alternative is accepted.

Education Level and Performance of Lecturers in Private Universities

The correlation between education level and performance of lecturers was established and Table 4.12 shows the results.

Table 4.12: Correlation of Education Level and Performance of Lecturers in Private Universities

		Education Level	Performance of Lecturers
Education Level	Pearson Correlation	1	.869**
	Sig. (2-tailed)		.000

	N	300	300
Performance of Lecturers	Pearson Correlation	.869**	1
	Sig. (2-tailed)	.000	
	N	300	300

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

Findings in table 4.12 shows that a significant positive relationship exists between education level and performance of lecturers in Private Universities in Kampala (r=.869**). This means that as the level of education increases, performance of lecturers also increases.

Regression Analysis on Education Level and Performance of Lecturers in Private Universities

Table 4.13: Model summary of Education Level and Performance of Lecturers in Private Universities

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.869a	.755	.754	.58827

a. Predictors: (Constant), Education Level

From the model summary in Table 4.13, the Adjusted R Square value=.754 between education level and performance of lecturers suggested that education level predicted 75.4% of the variance in performance of lecturers and 24.6% can be explained by other factors.

Table 4.14: Analysis of Variance on Education Level and Performance of Lecturers in Private Universities

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	317.471	1	317.471	917.381	.000b
	Residual	103.127	298	.346		
	Total	420.598	299			

a. Dependent Variable: Performance of Lecturers
b. Predictors: (Constant), Education Level

Results in Table 4.14 show that the regression model is statistically significant because the sig. value (.000b) is less than 0.05, which indicates that education level has a significant influence on performance of lecturers in Private Universities. The high residual sum of Sum of Squares (103.127) suggests that the model does not explain the variations in performance of lecturers in selected Private Universities in Kampala and there could be other reasons that describe the proportion of the difference in performance of lecturers.

Table 4.15: Regression Coefficient of Education Level and Performance of Lecturers in Private Universities

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.614	.121		-5.085	.000
	Education Level	.925	.031	.869	30.288	.000

a. Dependent Variable: Performance of Lecturers

Results on regression coefficient in Table 4.14 specify that education level has a positive significant influence on the performance of lecturers. This is because the beta value (.869) is positive and its corresponding Sig. value (.000) is less than 0.05. The beta value indicates that one unit improvement in education level results into .869 increases in a lecturer's performance. This is supported by B = .925, p=0.000. The results denote that a unit change in education level leads to a positive change in performance of lecturers by the rate of .925. The null hypothesis which states that there is no significant influence of education level and performance of lecturers in the selected Private Universities is thus neglected and the alternative hypothesis is accepted.

CONCLUSION

The study concluded that there is a significant positive relationship between staff training and performance of lecturers in Private Universities (r=.943**, p=.000). This meant that a positive change in staff training improves on performance of lecturers in Private Universities which is indicated by the number of research and articles published in international journals, supervision of research and field work and improvement in the teaching methods.

The study established a significant positive relationship between work experience and performance of lecturers in selected Private Universities in Kampala (r= .886**). This meant the knowledge/ expertise gained on the job, a sense of fulfillment of tasks, social experience and task experience enhances performance of lecturers.

The study also established that there is a significant positive relationship between education level and performance of lecturers in Private Universities in Kampala (r=.869**). This means that as the level of education increases, performance of lecturers also increases.

RECOMMENDATIONS

The study recommended that lecturers in the selected Private Universities need to have enough knowledge in their relevant field of study which can be achieved by sponsoring them to go for further training/studies. This will increase their knowledge and lecturers will be motivated to do more research and publish more journals.

There is need for enough training of lecturers during the time of their current employment as this will help in identifying training needs of staff which when provided will improve on their knowledge and consequently enhance performance. More still, seminars for staff development should be increased in the selected Private Universities

The study recommended that lecturers need to be assigned tasks that will provide them with their expectations from the tasks. Thus, relevant knowledge and expertise about the job should be considered when assigning tasks as this will improve on performance of lecturers.

Teamwork should also be encouraged among lecturers with the same fields of study in order to combine effort and share ideas that are relevant to improve performance.

Though some lecturers have the required qualifications to teach in the selected Private Universities, they need to pursue further education to increase their knowledge and obtain higher qualifications that are required for one to teach at the University level.

REFERENCES

Adeyeye, J.O (2002), Leadership and followership: The experience of the Nigeria Trade Union the African. *Journal of Labour studies*, 1(1): 24-33.

Al-Ma'ani, I.A., Jaradat, M.S. and Nasser, (2010), Impact of Human Capital on Organization Performance. *Interdisciplinary Journal of Contemporary Research in Business.* 2(4), pp. 63-73.

Amar, A. (2004), Motivating knowledge workers to innovate: A model integrating motivation dynamics and antecedents. *European Journal of Innovation Management*, 7(2), 89-101

Amstrong, M., (2004), *A Hand Book of Human Resources Management Practices*. 9th Ed Kogan Publishers, India. ISBAN: 0749442128.

Creswell, J.W. (2003), Research design: Qualitative, qualitative and mixed methods approach (2"d ed.)London: Sage.

Davenport, T.O (1990), *Human Capital in Armstrong* 2 (2004). 9th Ed. Handbank of Human Resource Management Practices, Kogan Publishers, India, PP: 148-172. ISBN: 0749442158.

Mangkunegara, A.P., (2001), Manajemen Sumber Daya Manusia Perusahaan. Bandung.

Manyasi, J. (2015), Effects of Organizational Support for Career Development on Employee Performance: A Case of Kenyan Public Universities. *Masinde Muliro University Library*.

Nyambura, N. &. Kamara, J. (2017), Influence of Career Development Practices on Employee Retention in Public Universities-A Case of Technical University of Kenya. *Journal of Strategic Business and Change Management* 4 (30), pp 510-522.

Smith, G. P. (1994), *Motivation. In W. Tracey (ed.), Human resources management and development handbook* (2nd ed.).

Wales, H. (2015), *Motivation.* A human Resource Initiative for the manager. A wikinet.