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Extrinsic Motivation and Task Performance of Part-time Academic Staff of Profit Oriented Universities in Central Uganda

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ABSTRACT: Extrinsic motivation may be one of the forms of the perceivably over researched employee motivation, but it lacked separate and in-depth analysis in previous related research. So was employee task performance inliterature on job performance. There was also a lot of mystery about the association between the two specific human resource variables. All this caused lingering questions for which this study examinedthe effect of extrinsic motivation on task performance especially among part time university academics,formerly eluded in previous research. The study was conducted in private universities as business entities where shrewd employee motivation decisions andgainful performance were anticipated. Central Uganda was covered for contextual purposes. The study was based on a descriptively correlational research design, and actuallyengaged a sample of 175 questionnaire respondents and 18 key interview informants from five stratified random universities in the region. It was discovered that extrinsic motivation was at $\bar{x}$= 2.68; s= 1.09 largely moderate among the target part time university academics, and a bit surprisingly, their task performance was relatively higher at $\bar{x}$= 2.92; s= 1.14. In so being, the two employee variables were negatively, weakly and not significantly related at r= -0.015; p=0.877. In fact, extrinsic motivation of the university academics predicted only 1.9% of their job performance. It was concluded that the extrinsic motivation offered in the target private universities would instead diminishtask performance of the part time academic staff if it wasn't due to other factors at play in the corporate system.

Key words: Monetary rewards, jobmotivation, supervision, working environment, class service quality, student assessment, and student achievement

I. INTRODUCTION

1.1 Background

Extrinsic motivation was widely and wrongly generalized for motivation, yet technically it is just one of the forms of motivating employees. Despite having a long history,formal employee motivation was usually perceived in that narrow perspective because previously little had been done to distinguish extrinsic motivation. So was the mix-up between task performance and employee job performance though the latter is widely researched. The confusion was common even within professional or profitableeducation institutions moreover where thorough human resource awarenessshould be primary. Due to lingering unlevelled obscurity,this study sought to make a distinct analysis of extrinsic motivation, task performance and how the two were related among part time academic staff in profit oriented (or private) universities. This was done in Central Uganda being the most perceivably viable for university education business.

The history of extrinsic motivation of part time academic staff in income generating universities dates back to the oldest private colleges started in the first half of the 1600s(Feaver and Hobbs, 2009). One of these education institutions was the Harvard College in the USA (Feaver and Hobbs, 2009; Tamara, 2014). In Africa, it was same though private universities came belatedly, especially Sub Saharan Africa (SSA) in the 1980s; part time academics have been contracted and definitely motivated as long as such universities remain in operation (Havergal, 2015). In Uganda, this has since the beginning of similar universities in late 1980s been the means of sustainable academic staffingdue tolack of enough resources to afford huge human resources on full time (IUIU, 2013; Ochwa-Echel, 2016; Varghese, 2006). Just like in the rest of sub Saharan Africa, investment in private universities was facilitated by education liberalization policies introduced in 1980s. The institutions were to be guided by new and successive legal and policy

frameworks adopted and/or adapted since the 1990's including guidelines for motivation and performance of private university employees, part time academic inclusive(Kitaev, 1999; Varghese, 2004; 2006). The guidelines, particularly the recent 2011 University Quality Assurance Framework (QAF) of the National Council for Higher Education (NCHE), are specific about all forms of motivation and job performance, including extrinsic motivation and task performance respectively (NCHE, 2015; Varghese, 2006).

According to Thomas (2009), extrinsic motivation includes tangible employee rewards also known as 'hygiene' factors. Motivation is extrinsic because the hygiene factors are external to the job itself in the work place (Thomas, 2009). Hygiene factors include among others company policies, supervision, working conditions, salary, safety, and security on the job (Herzberg, 1965). However, this study was particularly focussed on monetary rewards, the job, supervision and working environment as the preferred conception and which in the context of the study were perceived to have the most significant effect on task performance of the target part time university academics. Also known as counterproductive performance, task performance involves intentional actions by employees that circumvent the aims of the organization (Sackett and DeVore, 2001). It refers to employee proficiency with which one performs activities that contribute to the organization's goals. It covers actions that are part of the formal reward system known as the technical core, and addresses the requirements as specified in job descriptions (Wi1liams and Karau, 1991). This contribution can be direct, in the case of academic staff as production workers as opposed to university managers whose contribution is indirect. In view of that, task performance covers the fulfilment of the requirements that are part of the contract between the employer and employee (Sonnentag *et al*., 2009). For specific measures, and basing on Campbell (1990), task performance involves a multiplicity of constructs.Some of these the study preferred for research include class service quality, student assessment, and student achievement.

NCHE is a semi-autonomous regulatory agency under the Ministry of Education and Sports (MOES) that was established by the Universities and Other Tertiary Institutions Act 2001 (NCHE, 2014; Republic of Uganda, 2008).As part of its policy mandate the agency enforces delivery of quality private university education, which partly thrives on extrinsic motivation and task performance of the academic staff including part time academics. That's why the QAF was introduced (Alemiga & Kibukamusoke, 2019; Kasozi, 2016; NCHE, 2015; Ochwa-Echel, 2016). Particularly, the framework requires universities to provide the right motivation of staff, the teaching staff in particular (NCHE, 2014; 2015). There was however, suspicion about the quality of the extrinsic motivation of more over part time academic staff whose loyalty had for long been sceptically trusted and thus apparently second rated.

There are 25 private Universities in the region (MOES, 2018),but this study covered 5 universities for field survey. In particular, Uganda's quality assurance agenda allows all such universities to hire part time academic staff to fill any skill gaps a rising from shortages full time academics. However, there was ostensibly persistent motivation discontent moreover among the full time in such universities in the region (Alemiga & Kibukamusoke, 2019). And what was actually happening for the part time academics was partly the reason for research because there never clearly separate analysis about them.In general terms, previous research showed that employees in private universities in central Uganda were not contented with terms and conditions of work. Professional development and job promotion of academics, their levels of remuneration and terms of service were not satisfactory. Professors and associate professors earned less compared to counterparts in public universities. Pay for junior staff was believed to be more contentious (Alemiga & Kibukamusoke, 2019; Edabu & Ijeoma, 2014; Emurugat, Sol & Wunti, 2017). It was presumed, the part time academics could not be any distinct from the discontent, more so being second rated.

The revelations above coincided with successive reports of underperformance of academics in such universitiesin Uganda. It was reported that the academics barely attended class, completed daily assignments and met deadlines in teaching, student assessment and research. In some universities, some staff could award students with grades in exchange for money (Alemiga & Kibukamusoke, 2019; Kayiira, 2009; Nakimuli & Turyahebwa, 2015; NCHE, 2010; Tibarimbasa, 2010). These were undeniable performance gaps but the exact image of part time staff task performance more over in the profit oriented universities was never independently specified.Beside the lack of enough details on the motivation and performance gaps above there was no literature on how extrinsic motivation of the target university academics specifically affected their task performance. There was therefore need to close the knowledge lacuna.

1.2 Statement of the problem

Owens (2015) posits that unmotivated personality can constrain job performance and that's why in Uganda, NCHE requires universities to provide sufficient extrinsic motivation of academic staff including the part time (NCHE, 2014; 2015). The agency allows private universities to hire part time academicsbut should, according to its university QAF,have employable capacity that enhances efficacy in key performance indicators (KPI) (NCHE, 2015). However, in central Uganda the qualifications andpotentialsof such academics could not prevent research suspicion especially in the wave of widely held discontent against staff motivation and the poor performance reputation among the universities.

More previous evidence indicates that part time academics in Uganda's private universities scored less in research productivity (Mean = 2.43), and 22.7% of them rarely completed students research supervision on time (Atwebembeire *et al.*, 2018; Nakimuli & Turyahebwa, 2015). Many irregularly attended class, delayed daily assignments (Oonyu, 2019), and could not release students' results on time (*Interviews University academic registrars*, 2018). Mostof themhardly offered the expertise consistent with growing education needs (NCHE, 2015, Ojambo, 2019).Only 46.9% were good incommunity service, 39.5% were good in research work and 68.2% were virtuous in teaching. All this inconsistencycould not be divorced fromtheir likely poor motivation. It was only critical to verify this assumption.

1.3 Purpose of the study

To determine the relationship between extrinsic motivation and task performance of part time academic staff in private universities in Central Uganda.

1.4 Specific objectives

1. To examine the effect of extrinsic motivation on class service quality of part time academic staffin private universities in Central Uganda.
2. To determine the relationship of extrinsic motivation of part time academic staff and student assessment in private universities in the region.
3. To assess the influence of extrinsic motivation of part time academic staff on student achievement in private universities in the region.

1.5 Research hypotheses

1. Extrinsic motivation does not significantly affect class service quality of part time academic staffin private universities in Central Uganda.
2. There is norelationship between extrinsic motivation of part time academic staff and student assessment in private universities in the region.
3. Extrinsic motivation of part time academic staff does not influence student achievement in private universities in the region.

II. LITERATURE REVIEW

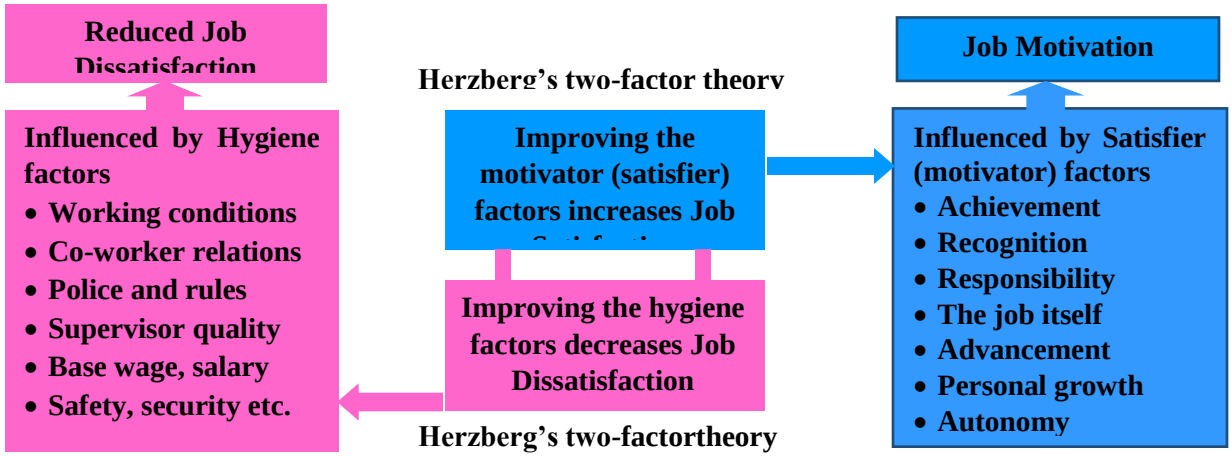
The review of literature covered the theoretical review, the conceptual framework and proceeded with empirical literature. A summary was given to specify the research gaps detected in the empirical review.

2.1 Theoretical review

There are several theories related to employee motivation, extrinsic motivation inclusive but this study was hinged on the Two-Factor Theory as the research theoretical framework. Other related and partly guiding theories include Needs Hierarchy Theory of motivation (NHT) (Maslow, 1943), Acquired Needs Theory (McClelland, 1987; Spreier, 2006) and ERG Theory (Alderfer, 1969).

2.1.1 Theoretical framework

Also known as the motivator-hygiene theory, the 2 Factor Theorywas crafted by Frederick Herzberg in 1959 (Herzberg, 1965; Herzberg, Mausner & Snyderman, 1959).The theory is closely related to Maslow's hierarchy of needs (Baumeister & Leary, 1995), but relates more specifically to how individuals are motivated in the workplace. Based on his research, Herzberg argued that meeting the lower-level needs (hygiene factors) of individuals would help maintain their motivation by preventing them from being dissatisfied (Herzberg *et al.*, 1959).This was illustrated in Figure 1.



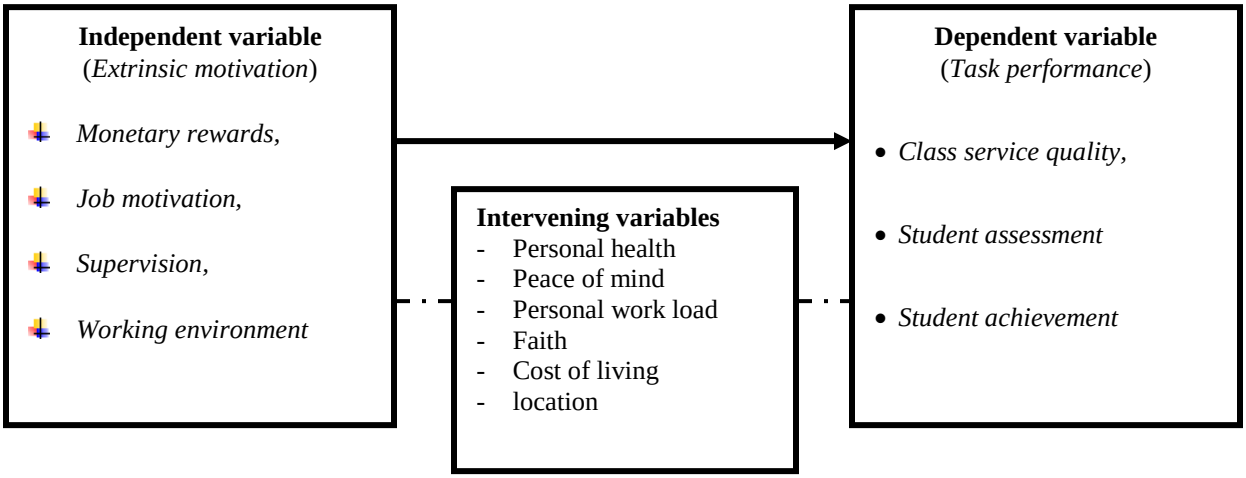
Source: Herzberg's Two Factor Theory (1959)

Figure 1. Fredrick Herzberg 2 Factor Theory of Motivation

According to Schultz and Schultz, (2010), the contextual implication of the theoretical disposition in Figure 1 is that the target university managers can meet lower-level needs of the academic staff by improving hygiene factors to prevent them as employees from dissatisfaction. This would possibly and in turn keep their motivation for better task performance.

2.2 Conceptual Framework

The conceptual framework breaks down the main research variables into specific implicit variables as illustrated in Figure 2.



Source: Adapted from Herzberg's Two Factor Theory (1959)

Figure 2. Conceptual framework linking extrinsic motivation and task performance of part time university academics.

The figure above shows the main variable relationship of research; extrinsic motivation and task performance. This relationship was tracked in the following review in order to detect existing research gaps for which the respective null hypotheses were verified, and generally fill the knowledge lacuna. The intervening variables were identified only for purposes of controlling their likely effect of the quality of findings, particularly the research interpretation.

2.3 Empirical literature

The literature reviewed in this section includes previous research related to the implications of extrinsic motivation on job performance of 'individual' employees. Once again, the employees of focus in this study were part time academic staff who from the onset were widely perceived as not receiving due or distinct attention in such past research analysis. In a study on academic staff motivation to conduct research in Chinese Project 211 Universities, Xinyan (2014) found out that the ChineseMinistry of Education and universityy managers were trying a number ways to motivate staff to improve their research performance. According to Xinyan (2014), Project 211 was the state key construction project in the area of education for the "Ninth and "Tenth Five-Year Plan" period. Xinyan's study cites several extrinsic strategies adopted to motivate academic staff so as to propel the project. These include improved working conditions, reward and pay, and chance of promotion. The study also found out that within the universities, academic staff demonstrated a diversity of personality. Some showed high performance by being given decent pay and others were eager to get prize awards from management and society. It was also found out that the implementation of performance reviews worked to create a competitive atmosphere among staff. Xinyan's study shares a conceptual view with the current study but it only captures research (Project 211) motivationnot teaching, which is rather the main concern of the current research. This left a content research gap.

In a similar study about the motivation system of teaching staff for research work in some higher educational institutions in Russia, Martyushev, Sinogina, and Sheremetyeva (2015) cited improved technology as a key motivator sought. This is a new technology of efficient research work arrangement. The technology involves a scoring system of lecturers' activity assessment. Every faculty member gets points for personal scientific and research activity. As a result, teaching load for the next term is spread among the teachers of the department following the results of obtained points. Also, the teachers are awarded with honorary certificates, recognition letters, diplomas, presents, bonuses for successes gained in their research accomplishments. Like Xinyan's (2014), this studywas outside Uganda, it does not separately represent part time lecturers and excludes teaching. Thus the current study was necessary to address the apparent content, contextual and employee status research gaps.

Negash, Shimelis and Megersa (2014) conducted research about the effect of hygiene motivation on academic staff performance in Jimma University. They found out that the most influential of the extrinsic factors was payment.

With respect to the hierarchy of needs theory, pay was an important reward because it provides employees with the means to purchase items which satisfy their physiological needs. Next to payment, promotion and working conditions were ranked as the second and the third preferred motivational tools respectively. Finally, benefits were ranked as fourth motivating factor.According to Negash, Shimelis and Megersa (2014), correlation coefficients were computed for the relationship between payment, promotion, benefit and staff work motivation. The result showed positive relationships between payment ($r=0.165$, $p<0.05$), promotion ($r=0.150$, $p<0.05$), benefit ($r=0.160$, $p<0.05$). Generally the study indicates that well-designed extrinsic motivation system greatly enhanced morale, improved overall staff performance and contribution to the organization. The results notwithstanding, this study presented several research gaps; contextual, depth, employee status and content gaps. It is foreign, not explicit on task performance, generalises academic staff, and left out some extrinsic factors as opposed to the focus and scope of the proposed research.

In Africa, research on motivation and effective performance of academic staff in Adekunle Ajasin University, Nigeria (Akinfolarin, and Ehinola, 2014) reveals varying levels of two- factor academic staff motivation. It indicates that intrinsic motivation was sufficient and staff inspiring enough based on parameters as encouraging creativity and innovation, appreciation of genuine effort, award with impressive titles and staff acknowledge on achievement.It was deduced that academic staff in the university were motivated more intrinsically than extrinsically.This study is a good example of what may prevail in private universities of research but it is a case study, Nigerian, about a public university and with no specific focus on part-time academic staff. It can thus not be binding because of scope, locational and sectoral differences.

Another regional research was Ndudzo's (2013) study on key factors that motivate employees in Zimbabwe Open University (ZOU). Ndudzo notes that many organizations were realizing the need to establish an equitable balance between the employee's contribution to the organization and the organization's contribution to the employee. The study indicates that the Zimbabwe Open University employees were mainly extrinsically motivated to work for the University. Employees were mainly motivated by staff development opportunities, delegation of authority and the better ZOU employee compensation. However, besides being a case study and covering an Open University system, it ignored the fact that employee motivation at ZOU was never exhaustive. So, the current study offered more content analysis.

In Uganda, research on the effects of extrinsic rewards on academic staff motivation in Ndejje University (Kalenzi, 2014), found out that employee compensation constituted the main domain of academic staff motivation. It was revealed that incentives were vital for the achievement of University goals, targets, mission and values through the motivation of the lecturers. It was established that fringe benefits in form of medical allowance, advance payment, lunch allowance, study leave and providing education to the next-of-kin were key priority benefits to the academic staff in the University. However, to some academic staff all was not enough! Sometimes salaries and wages were not provided adequately, not regularly paid and at times not fair or timely. Also important to note is that despite such motivation gaps, there were academic staff even among the less facilitated who were okay with the compensation the university provides. This study was a good example but it generalises academic staff yet individual university dynamics distinguish full and part-time staff, and investigated only one university.

Recently, Kakaaga (2018) conducted a study on the effectiveness of Teachers' Motivation on Job Performance in Public Primary Schools in Kitagwenda County, Kamwenge District, Uganda. The study indicated that there was public concern for deteriorating teachers' professional conduct in the country characterized by teachers' poor time management, absenteeism, inadequate preparations and syllabus coverage, and poor discipline management that compromise teacher job performance. According to findings this was attributed to the level of staff motivation especially the extrinsic factors. Although workshops, in-service training and seminars were provided for teachers and enhanced their teaching effectiveness most of other hygiene factors were not satisfactory. Teachers received a meagre consolidated salary which left most teachers dissatisfied. External and internal instructional supervision was conducted but the District Inspector of Schools had facilitation challenges. Few schools had staff quarters, other teachers catered for themselves. Schools had incomplete classroom structures, inadequate reference materials and textbooks which compromised effective teaching. This was a good start for the current study to fill the institutional and employment status research gaps, because the motivation needs of university part time academics could not comprehended basing on Kakaaga's secondary school and generalized staff motivation analysis.

In their study on teacher satisfaction and student UCE performance in Wester Uganda, Kasaija, Edoru, and Kaaya (2019) found out that in Kamwenge District the nature of working conditions were still less favorable to some employees. There was need to improve on the intrinsic and extrinsic factors of job satisfaction of teachers that influence academic performance at Uganda Certificate of Education level in secondary schools in the district and the rest of Western Uganda. Similar to Kakaaga's research, this particular study also had less to explain about the plight of part time university academic staff. It was also shallow in analysis and thus left a research depth gap, for current univariate motivation research to address.

2.4 Summary

The review of literature covered was considered essential for a comprehensive analysis of the existing and previous theoretical and empirical literature. The theoretical review provided an opening for the conceptual framework that adapted the Two Factor Theory of motivation. This was the research theoretical framework. The conceptual framework guided the review of empirical literature through which the following research gaps were detected and specified for the current study to fill; content research gap, contextual and employee status research gaps, the depth, scope, locational and sectoral differences as well as the institutional gap. With these research the current study deemed timely.

III. METHODOLOGY

The study employed a descriptive correlation survey design. It was largely quantitative, with some qualitative demeanors. The study was conducted in the central region of Uganda boasting of 25 private universities but once more 5 stratified random profit oriented universities were selected for actual field survey. All the selected universities were found in Greater Kampala Metropolitan Area (GKMA). The target population included university managers, student bodies and academic staff of the 5 universities used for survey.However they study narrowed down to the accessible population amounting to 817 of the target subjects. These were used as the study population, for eventual purposive and stratified random selection of 208 respondents as the study sample and for actual data collection. Data were collected using the questionnaire and interview guide. Analysis of quantitative data was done using the descriptive and inferential statistics of the SPSS 20.0. Descriptive analysis involved the use of frequency distribution, arithmetic mean ($\bar{x}$) and standard deviation (S). Inferential analysis was completed using simple and multiple linear regressions, respectively. Qualitative data were analysis using the interpretive content analysis approach.

IV. FINDINGS AND DISCUSSION

4.1 Introduction

The study findings or data or results are largely quantitative than qualitative. Analysis of quantitative data was interpreted basing on recommended rules of thumb and/or formulas for the arithmetic mean, standard deviation, and multiple linear regression, respectively (Asuero, Sayago, & Gonz´alez, 2006; Bland & Altman, 1996; Kostoulas, 2013; Laerd Statistics, 2018; SPSS 20.0). This coincided with content interpretation of the qualitative data where necessary. Upon all interpretation, results were discussed in cross-reference with previous related literature. The findings recorded from questionnaire survey (quantitative data) represent a response rate of 96.3% while the interview findings (qualitative data) were generated at a response rate of 92.3%. For both cases, the response rate was far above the recommended minimum rate of 0.6 (Choi, 2016). This means,findings from the study sample were sufficient for generalizability with the target population across the 5 private universities of studyin central Uganda.

To verify their response potential and therefore the eligibility to participate in the study field excursion, the relevant profile of questionnaire participants was investigated. The profile included the following background variables: gender, age, marital status, level of education, employment status, university experience period, and other work places. For all these variables most of the respondents scored highly and all of them had the eligibility above the minimum mark i.e. each was eligible in most of the variables. This validation was never applied to the interview participants, for they were regarded as key informants due to their exposure and roles in university management positions.

4.2 Descriptive results

The findings presented in this theme cover the description of the independent variables. The independent variable was about extrinsic motivation of the part time academics of study, while the dependent variableinvolvedtheir task performance.

4.2.1 Extrinsic motivation of the academic staff

Description of this independent variable specifically covered data about constructs (parameters) used to measure the sufficiency of extrinsic motivation of the university academics. The constructs include monetary motivation, job motivation, supervisory motivation, and working environment. The statistical results (average indices) on each of the constructs were generated from average data scores transformed from response scores ofrelated specific items used for the questionnaire survey. With that done, the average construct scores were then transformed into grand data scores from which grand average indices computed. Table 1 illustrates all that analysis.

Table 1
Average indices of parameters of extrinsic motivation of academic staff

Parameter	N	Mean	Std. Deviation
1. Monetary motivation ('MntryM')	111	2.29	1.08
2. Job motivation ('JbM')	111	2.76	1.08
3. Supervisory motivation ('SpvsryM')	111	2.55	1.15
4. Working environment ('WrkgC')	111	3.42	1.10
Grand Average Index ('Sextmtv')	111	**2.68**	**1.09**

Source: Field survey (2019)

Statistics in Table 1 show that the grand average indices ('Sextmtv') generated comprise a moderate arithmetic mean ($\bar{x}$ = 2.68) and narrow standard deviation(S= 1.09). The result indicates that majority of the academic staff of study fairly rated their extrinsic motivation. According to the individual average indices in the table, only the working environment was mostly highly motivating ('WrkgC': $\bar{x}$ = 3.42; S= 1.10). This was followed by the largely moderate job motivation ('JbM': $\bar{x}$ = 2.76; S= 1.08) and supervisory motivation ('SpvsryM': $\bar{x}$ = 2.55; S= 1.15), in that order. Monetary motivation ('MntryM': $\bar{x}$ = 2.29; S= 1.08) was largely poor for most of part time academic staff in such private universities. This was also corroborated in the interviews administered with key informants, who shared similar experiences, noting that the academic staff were largely motivated by the working environment. This motivation breakdown and/or trend was different from analysis in Salaudin, Mohamed and Kamal (2019), which indicates that teachers were more satisfied due to the introduction of time based promotion system, the Malaysian Remuneration Scheme (SSM) and they could easily communicate with their leaders and subordinates. Generally, the grand indices, just like the interview report meant that extrinsic motivation of most of part time academic staff in private universities in central Uganda was just average. This was incomparable to the situation of similar academics studied by Salaudin *et al*. (2019). Their findings revealed that most secondary school teachers (as the study academics) in Putrajaya were motivate and satisfied enough with their jobs.

4.2.2 Task performance of the academic staff

As the dependent variable, the level of task performance of the part time university academics was measured based on specific indicators sought for that purpose. The indicators include class service quality, student assessment quality, and student achievement. Average indices including the grand indices for the indicators were also generated through a similar process as specified for the independent variable above. Thestatisticsproduced as a result.

Table 2
Average Indices on the indicators of task performance

Constructs	N	Mean	Mode	Std. Deviation
Class service Quality ('Clsqlty')	175	2.88	3	1.13
Quality of Student Assessment ('QlystdA')	175	3.04	3	1.22
Student Achievement ('StdAchvt')	175	2.85	3	1.10
Grand Average Index ('lvlTskprf')	175	2.92	3	1.14

Source: Research survey (2019)

According to Table 2, the transformation of data scores of individual variable indicators yielded the following grand average indices. The indices ('lvlTskprf') include a moderate arithmetic mean ($\bar{x}$) of 2.92, and a stand deviation(S)of1.14 closely spread from the mean. The result indicates that task performance of the part-time academic staff investigated was mostly fairly rated by respondents. Specifically, the most rated of the indicators was quality of student assessment ('QlystdA': $\bar{x}$ = 3.04; S= 1.22), followed by class service quality ('Clsqlty': $\bar{x}$ = 2.88; S= 1.13), and lastly student achievement ('StdAchvt': $\bar{x}$ = 2.85; S= 1.10). Specific revelations from key interview informants were a testament that most of the part time academic staff were average as regards class service and student assessment quality as well as in promoting students' education achievement in the 5 private universities investigated. Particularly, for both questionnaire and interview surveys it was learnt that the academic staff scored most on student assessment. This was followed by class service delivery and then student achievement. With the interview report and grand average indices it was generally inferred that in private universities in central Uganda, most part-time academic staff averagely performed their assigned tasks. This level of performance was consistent with reports in a study by Igbojekwe, and Ugo-Okoro (2015) conducted about academic staff in universities and colleges in Nigeria. Their study revealed that beside performance of such academics being relative, a greater emphasis was not put on all task activities but rather on some such as publication and paper presentation at conferences than onteaching effectiveness yet it was the beginning of academic excellence.

4.3 Inferential results

This theme presents results recorded from verification of the study null hypotheses. This specifically includes results of the simple linear regression adopted for determining the relationships reflected in the hypotheses one, two and three. Beside that, multiple linear regression was particularly used to verify how generally independent variable significantly influenced the dependent variable.

4.3.1 Verification of hypotheses

Results computed for verification of the three null hypotheses were jointly presented in regression coefficient Table 3. Results on hypothesis one were about the relationship between academic staff extrinsic motivation and class service quality, those on hypothesis two were about staffextrinsic motivation and quality of student assessment, while others on hypothesis three covered the extrinsic motivation and student achievement.

Table 3

Simple regression coefficients between extrinsic motivation of the target part time academics and the three dependent variables; class service quality, student assessment and student achievement

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.041	.281		10.818	.000
	Extrinsic motivation	-.014	.097	-.014	-.149	.882
a. Dependent Variable: Class service Quality						
1	(Constant)	3.172	.303		10.456	.000
	Extrinsic motivation	.005	.105	.005	.048	.962
a. Dependent Variable: Quality of Student Assessment						
1	(Constant)	3.061	.274		11.182	.000
	Extrinsic motivation	-.036	.095	-.037	-.384	.702
a. Dependent Variable: Student Achievement						

Source: Research survey (2019)

The results in the table above were analysis based on the following simple linear regression model: $Y= \beta o+ \beta X+ \varepsilon$. The model was adapted for eventual application on each of the three null hypotheses and as follows.

Hypothesis one (Ho_1)

For this hypothesis, the model was adapted in relation to the line variables and coefficients in the table; Y(Class service quality) = 3.041Constant- 0.014Exterinsic motivation. This equation means, at zero independent variable, the quality of class service delivery would be 30.41% (B=3.041), while a unit increase in extrinsic motivation of the sample university academics led to 1.4% decline (B= -0.014) class service quality. This effect was however not significant at p= 0.882. The probability value (p) was far greater the recommended level of significance (p> 0.05) at the 95% confidential level. This means extrinsic motivation of the target university academic staff had a weak and insignificant inverse effect on their class service quality. Null hypothesis One (Ho_1) was therefore accepted.

Hypothesis two (Ho_2)

A similar simple regression model was used for analysis and interpretation of results in the table about research hypothesis two. The model was for this reason adapted as Y(Student assessment quality) = 3.171Constant + 0.005Exterinsic motivation. In this respect, student assessment quality as a dependent variable was, at zero independent factor,31.71% (B=3.172) among the sample part time university lecturers investigated. The assessment quality increased by only 0.5% (B=0.005) from a unit increase in their extrinsic motivation. Likewise, this variable relationship was not significant at p= 0.962. In that case, there was a positive relationship between the staff motivation and quality of student assessment. Nonetheless, the relation was very weak and not significant. Thus, null hypothesis two was also accepted.

Hypothesis three (Ho_3)

This hypothesis was accepted as well. According to the repression model and results in the table, Y(Student achievement) = 3.061Constant - 0.036Exterinsic motivation. This indicates that student achievement was 30.61% (0.3061) at zero extrinsic motivation. At B= -0.036 A unit increase in the motivation contributed 3.6% decline in student achievement. This influence was inverse, weak, and not significant at p=0.702. Like for the hypotheses above, there was not significant relationship between extrinsic motivation among the target part time academics and students' achievement in the private universities of study.

4.3.3 Multiple regression of extrinsic motivation and task performance

This regression was done to determine how extrinsic motivation part time academic staff in the target universities generally affected their task performance. For this reason the regression model summary and ANOVA statistics were generated and presented in respective Tables 4 and 5.

Table 4

Model summary

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	.140[a]	.019	-.018	1.11831

a. Predictors: (Constant), Working environment , Monetary motivation, Job motivation, Supervisory motivation

Source: Source: Research survey (2019)

According to results in Table 4, statistic R^2= 0.19 suggests that all parameters of extrinsic motivation of the target academics predicted only 1.9% of their task performance. The rest 98.1% was predicted by other factors other than extrinsic motivation.

Table 5

ANOVA statistics

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.586	4	.646	.517	.723[b]
	Residual	130.065	104	1.251		
	Total	132.650	108			

a. Dependent Variable: Level of Task performance

b. Predictors: (Constant), Working environment , Monetary motivation, Job motivation, Supervisory motivation

Source: Source: Research survey (2019)

In Table 5, *p*= 0.723 signifies that extrinsic did not significantly explain task performance of such academic staff in the universities of study. It equally explains much little of the variations in task performance since the regression score of 2.586 is much less than the residual score of 130.065. Indeed as realized from regression ANOVA, the influence of extrinsic motivation could not significantly explain even a relative change in task performance of part time academic staff in profit oriented universities in central Uganda. This realization is incomparable to reports in Cherry (2016) and Kelli (2012), according to whom employee motivation should to significantly propel job performance.

V. Conclusion

Basing on the study findings, it is a known fact that employee performance including officially assigned duties, particularly among part time academics staff,can surpass their extrinsic motivation. That's why it was not surprising that in central Uganda, such employee motivation explained much little of the variations in task performance of the target academics. With such a situation, task performance could have been mainly due to either intrinsic motivation and/or other non-employee motivation factors such as personal resilience. Nevertheless, even task performance wasn't very sufficient. That could be equally attributed to the inferior motivation of the university staff, notwithstanding the insignificant association reported between the two variables in the universities of research.

According to the study,there was decline in performance of a task like class service among university academics even when theirextrinsic motivation is increased. The rise in such motivation could have been too meagre that and thus discouragingto the employees. This inverse effect of extrinsic motivation was also noticed on student achievement. This couldn't be surprising if there was a decline in quality of class service delivery. The positive effect though insignificant was only on student assessment.It is therefore possible for unsatisfactory increase in hygiene motivation to instead lead to decline in lecturer class service quality and student achievement compared to students' assessment. After all the latter is occasional and can be closely monitored by supervisors because it is not regular.

VI. Recommendations

It is noteworthy that there should be a balance in research and practice between extrinsic motivation and other human resource and/or business factors. This can exhaustively explain, and improve on the level of task performance of such university staff like any other employees. Authorities among the target private universities, similar universities elsewhere and government agencies like NCHE as well as higher education civil societies should take note of this.

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