

**TEAMWORK AND ACADEMIC STAFF PERFORMANCE:
THE ROLE OF EMPLOYEE ENGAGEMENT IN PRIVATE AND FAITH-BASED
INSTITUTIONS WITHIN BUGANDA REGION (PAFI)**

*¹Kibirango N. B. Judith, ¹Kibirango Moses Mpiima and ²Ong'eta Jackson Oyaro

¹Department of Management

²Department of Accounting and Finance

University of Eastern Africa, Baraton, Kenya

*Corresponding Author Email Address: kibirangoj@ueab.ac.ke

Abstract

The study sought to investigate the mediating role of employee engagement in the relationship between teamwork and academic staff performance in private and faith-based institutions (PAFI) in the Buganda region. Researchers developed a measurement model to explain the hypothesized relationships and tested the research hypotheses using partial least squares structural equation modeling (SEM) with Smart PLS4. We also used bootstrapping to test the direct and indirect effects of the associations. This study employed descriptive, correlational, and cross-sectional research designs using a quantitative approach. The target population was 127 academic staff, out of which 96 respondents were randomly selected. The results revealed that teamwork directly associates significantly with academic staff performance ($\beta = 0.567$, $P\text{-value} = 0.000 < 0.05$). However, the study did not support the indirect or mediation effect through employee engagement, as the association between employee engagement and academic staff performance was not significant. This is because the resulting P value of 0.4 is greater than the threshold of 0.05. This means that employee engagement does not mediate the relationship between teamwork and academic staff performance. Therefore, the social exchange theory seeks to clarify the relationship between teamwork and academic staff performance through employee engagement; however, the study's findings do not support the mediating role of employee engagement between these two variables. Further investigation is required to examine alternative mechanisms by which employee engagement may serve as a mediating factor in a university context, considering variables such as psychological contracts and employee mindsets, grounded in credible theories and empirical findings.

Keywords: Teamwork, Employee Engagement and Academic Staff Performance.

Introduction

In today's contemporary society, where all corporate activities are evolving, competition is increasing, and employee performance is the critical foundation for survival (Mughal, 2020). Employees are, therefore, the most essential resources in any given organization; hence, leaders need to motivate

and foster teamwork, based on which other resources can be utilized to maximize the capacities and strengths of organizations and achieve the specified goals. (Kelemba et al., 2017).

According to Musi et al. (2023), when an assignment requires a wider range of expertise, judgment, and opinion, teams do better at work

than individuals do. The two added that teamwork also encourages employees to use their knowledge, skills, and capabilities and cooperate with their co-workers to maximize the performance of the overall organization. Their findings suggested that employee engagement has the potential to mediate the association between teamwork and improved employee performance in the service industry. This aligns with the earlier findings of Song et al. (2014), which indicate that employee engagement fully mediates the relationship between organizational teamwork culture and performance. Researchers such as Mendonca and Soares (2020) and Arshad and Ming (2024) recognized that engaged employees experience job satisfaction, corporate citizenship behavior, enthusiasm, and dedication, which align employee efforts with company objectives and act as a crucial catalyst for performance (Dabrai, 2024)

However, due to incomplete exploration, the mechanisms by which teamwork influences performance remain complex and inadequately understood. The question is how and why engagement might serve as the critical bridge that translates teamwork into enhanced performance outcomes. The existing literature does not precisely clarify that knowledge gap. Therefore, the proposed study will investigate the potential mediating role of employee engagement in the relationship between teamwork and employee performance.

Statement of the Problem

Leaders in a private and faith-based institution (PAFI) in the Buganda region have always encouraged their employees to work together to improve their performance. The growing student body at the universities, strains

academic staff a lot, requiring them to work overtime, which in turn affects their performance; yet almost 50% of academic staff members serve at other institutions. This complicates and sometimes prevents them from interacting with their colleagues; an aspect which translates into low performance.

Like many other universities throughout the world, Private and faith-based institutions (PAFI) in the Buganda region places a strong emphasis on academic staff performance and teamwork as a means of accomplishing institutional goals and upholding academic quality. In this regard, it is necessary to understand the specific mechanisms through which teamwork translates into enhanced performance outcomes.

Unfortunately, the mechanisms by which teamwork influences performance remain complex and inadequately understood. The existing literature does not precisely clarify how and why engagement might serve as the critical bridge that translates teamwork into enhanced performance outcomes especially within private and faith-based institutions (PAFI) in the Buganda region. The proposed study is intended to explore the potential mediating role of employee engagement in the relationship between teamwork and employee performance; and present the mechanisms by which teamwork influences performance.

The purpose of the study

The main purpose of the study is to examine the mediating role of employee engagement in the relationship between teamwork and employee performance in private and faith-based institutions (PAFI) in the Buganda region.

Research Hypotheses

The hypotheses of this study were formulated from the study's variables and constructs as the following:

H1: Collaboration among academic staff has a significant positive association with academic staff performance in private and faith-based institutions (PAFI) in the Buganda region.

H2: Collaboration among academic staff has a significant positive association with employee engagement in private and faith-based institutions (PAFI) in the Buganda region .

H3: Mutual communication has a significant positive association with academic staff performance in private and faith-based

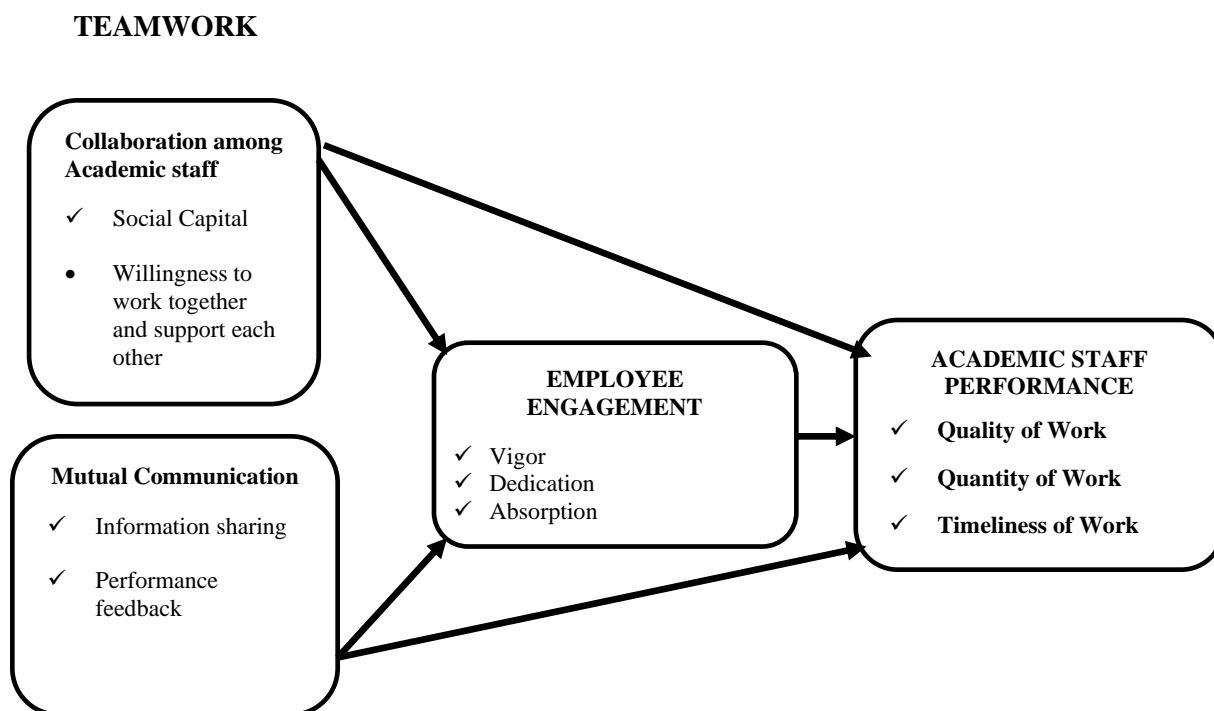
institutions (PAFI) in the Buganda region .
 H4: Mutual communication has a significant positive association with employee engagement in private and faith-based institutions within the Bugandaregion.

H5: Employee engagement has a significant positive association with academic staff performance in private and faith-based institutions (PAFI) in the Buganda region.

Mediation Hypothesis

H6: Employee engagement mediates the relationship between teamwork and academic staff performance in private and faith-based institutions (PAFI) in the Buganda region.

Conceptual Framework



Literature review

Employee Engagement and Employee Performance

Employee performance is considered a significant feature that is associated with organizational outcomes and success (J. Kibirango & M. Kibirango, 2022). It is normally considered the overall results demonstrated by an employee during the implementation of a specific task delegated by the employer. It also has to do with the results each individual employee within an organization produces (Fatimah et al., 2023). Jiang et al. (2020) suggest that the individual employee's competences and capacities within an organization are in totality what defines employee performance. In such instances, employees who are highly skilled and proficient tend to show a high level of competency and dedication to their tasks, which leads to greater employee performance than those who are less skilled and knowledgeable. A few years ago, a Stanford study discovered that employee performance can be enhanced just by thinking about working as a team on a task (Gaskell, 2017).

Conversely, employee engagement is a crucial factor that provides a competitive advantage over other organizations (Mughal, 2020). It emphasizes that if an organization engages and manages its people well, they become its most valuable asset, a resource that competitors cannot replicate. This scenario occurs when university employees feel a passionate and rational connection to the institution, along with a strong determination to achieve their objectives. (Lakshmi et al., 2024). According to Kimani (2023), employee engagement refers to the emotional commitment

employees have to their organization and its goals, leading them to invest discretionary effort in their work. Engagement means that the employee should be physiologically energetic when performing an organizational role (Kahn, 2017). Osborne and Hammoud (2017) further suggested employee engagement reflects two essential elements: (a) willingness to contribute to organizational success and (b) a positive and energized employee who is in a motivational state. In the study of Mughal (2020), the results revealed a strong and positive relationship between employee performance and employee engagement, since employee engagement measures how dedicated a worker is to be performing their job.

Employee engagement does not only play a major role in enhancing an organization's performance, strength, survivability, and profitability, but is also progressively recognized as an important employee engagement in enhancing staff productivity and performance (Kimani, 2023). In her study, Komen (2024) highlights a strong correlation between employee engagement and employee performance. She asserts that engaged employees demonstrate higher levels of productivity, innovation, and commitment to the organization's goals. They are more likely to go above and beyond their job descriptions, contributing positively to teamwork and the overall workplace culture. The question is whether employee engagement is significantly associated with academic staff performance among universities in Africa. This prompted the researchers to test the following hypothesis, which states that:

H5 Employee engagement has a significant positive association with academic staff performance in

private and faith-based institutions (PAFI) in the Buganda region.

Theoretical Framework

Social exchange theory is one of the most important theories for understanding workplace behaviors (Ahmad et al., 2023). According to social exchange theory, a person can acquire important resources from other people in a social context, including knowledge, affection, support, and other forms of interpersonal connection that can foster positive attitudes and group behavior. Social exchange interactions include the relationship between an employee and his or her supervisor and between an employee and other team members (Wijaya, 2020). Chen (2018) proposed that teamwork is a reciprocal process in which team members offer ideas, support, and feedback to one another, as well as the extent to which they receive information, assistance, and recognition from one another, based on social exchange theory. For example, a member may engage in cooperative activities and do positive reciprocal behaviors in exchange for the support and assistance they receive from others. This theory suggests that internal communication plays a crucial role in nurturing engagement (Kimani, 2023). When employees feel supported by the team members, they are more likely to be engaged in their work, which can lead to higher performance and productivity (Meira & Hancer, 2021). For that matter, Kimani (2023) used the term employee engagement to describe the feelings of emotional investment that workers have in their organization and its objectives, which motivates them to put in extra effort at work. Kimani (2023) further said that high levels of employee engagement are associated with increased productivity, lower turnover

rates, and better organizational performance. According to Utami and Sudiro (2023), employees with a stronger attachment to the organization are more likely to manage their emotions effectively, perform at their highest physically, and think more clearly. Therefore, the two variables formed independent variable, which would influence the dependent variable through employee engagement in the case of the private and faith-based institutions (PAFI) in the Buganda region.

Collaboration, Employee Engagement and Employee Performance

Collaboration among employees has been observed as a cornerstone of efficient organization. It enhances creativity, innovation, and the ability to find solutions to the prevailing problem (Geada, 2023). Through collaboration and sharing of knowledge and skills, team players are always able to complete tasks successfully, as opposed to when a task is done by an individual (Mendonca et al., 2021). Boskamp (2023)'s joint study of 1100 companies found that organizations that promote collaborative working were 5 times as likely to be high-performing entities. This is reinforced by the perspective that teamwork through collaboration can improve individual productivity, enhance performance throughout the entire organization, and increase worker utilization (Amat et al., 2023; Vitasek, 2023). According to findings from another study, people are 50% more productive when they work in a collaborative setting as opposed to an individual one (Vitasek, 2023). When your employees consistently work together, they will not only be a group of people, but they will develop into a true team that values and respects

the contributions that everyone makes to that group.

While literature has it that collaboration and employee performance are significantly associated, it is not yet clear whether collaboration among academic staff at a private and faith-based institution (PAFI) in the Buganda region would improve their performance. Hence, the study sought to test the two hypotheses (H3 and H2), which state that

H1 Collaboration among Academic Staff has a significant positive association with employee performance in private and faith-based institutions (PAFI) in the Buganda region.

H2 Collaboration among Academic Staff has a significant positive association with Employee Engagement in private and faith-based institutions (PAFI) in the Buganda region.

Mutual Communication, Employee Engagement and Employee Performance

Literature asserts that effective communication has been consistently presented as a key predictor of employee performance (Avianty, 2023; Sanusi et al., 2023; Setyawati et al., 2023). Riaztantyo and Firdaus's (2023) study in the automotive industry supports these findings, where they demonstrated that communication positively influences employee performance alongside the work environment, while work stress has a negative impact. These collective findings underscore the crucial role of effective communication in fostering employee well-being and organizational productivity. If you create a communication strategy that encourages your team to perform at their best, you will witness a significant rise in employee engagement (Aanchal, 2022). There is a need to

clarify whether internal communication does not lead to misunderstandings and conflicts and does not hinder employee performance (Sari et al., 2023).

Communication and engagement go hand in hand when it comes to empowering employees with adequate means to perform their job roles efficiently (Aanchal, 2022). Communication among employees tends to promote teamwork, enhance job satisfaction, and create a conducive environment to serve within an organization (Aanchal, 2022). J. Kibirango and M. Kibirango (2022) referred to the verbal and nonverbal exchange of ideas among employees, even those from different social backgrounds, as communication. It is important to share important information with the whole workforce to coordinate everyone's efforts. Osborne and Hammoud (2017) concluded that communication plays a significant role in employee engagement, as it increases the positive bond between employees and employers. For instance, an account executive from a Colorado-based technology company talked about how communication initiates the employee engagement experience and stated that:

“Communication has always been something that to me I stress first and foremost. Without communication, you have nothing” (Lemon, 2020).

However, private and faith-based institutions face communication challenges that originate from the dilemma of balancing academic excellence with maintaining their founding principles, often leading to a gradual shift toward secularization (Daniels et al., 2019). On the other hand, faith-based

institutions encounter public legitimization issues conflicting with their mission, brand, reputation, public relations, and trust, necessitating a communication-focused approach for addressing these challenges (Karoliina & Nando, 2015). The question is, do the private and faith-based institutions in the Buganda region also face such communication challenges, hence affecting employee engagement and performance? This study therefore intended to test the following hypothetical statements:

H3: Mutual Communication has a significant positive association with Employee Engagement in Private and faith-based institutions (PAFI) in the Buganda region.

H4: Mutual Communication has a significant positive association with Employee Performance in Private and faith-based institutions (PAFI) in the Buganda region.

Teamwork, Employee Engagement and Employee Performance

Companies all around the world are coming to understand the value of teamwork and how it contributes to excellent employee performance (Abdulle & Aydintan, 2019). Interaction between team members is required to make the work more successful, and before making the working teams, it is crucial for organizations to introduce a culture of teamwork (Mukhtar et al., 2022). Teamwork within the company will be formed when all individuals work together by doing and understanding the tasks that have been given (Putri et al., 2023). Also, teamwork capitalizes on the individual strengths of team members to bring out their best (Deakinco, 2023). Teamwork has frequently

shown a positive impact on employee performance, both directly and indirectly (McEwan et al., 2017). A study by Arifin (2024) shows that teamwork directly associates with employee performance and task completion rates, while a study by Brox and Lechner (2024) demonstrates how coworker performance in a teamwork environment significantly affects the individual performance evaluation, indicating an indirect impact of teamwork through peer influence.

Employee engagement plays a crucial mediating role in the relationship between various factors and employee performance. Research has demonstrated that employee engagement acts as a mediator in the following relationships: that between pay and benefits and performance (Acheampong et al., 2024); that between job involvement and job satisfaction and organizational commitment, which in turn influences performance (Arulsenthilkumar & Punitha, 2023); and that between job satisfaction and performance (Maryati et al., 2024). These findings jointly highlight the important role of employee engagement as a mediator in enhancing employee performance across various organizational settings but do not address its mediating role in the relationship between teamwork and employee performance. The researchers therefore wanted to examine the mediating role of employee engagement in the relationship between teamwork and employee performance within private and faith-based institutions in the Buganda region by testing the following hypothetical statement:

H6: Employee Engagement mediates the relationship between Teamwork and Academic Staff Performance in private and

faith-based institutions (PAFI) in the Buganda region.

Methodology

Research Design

This study employed a descriptive-correlation and cross-sectional research design survey based on quantitative approaches in terms of inferential statistics, regression, and rated scales on the level of teamwork and the level of academic staff performance as used by M. Kibirango et al., (2022). The study used descriptive statistics to simply summarize and describe the observed situation or phenomena captured from the collected data (Siedlecki, 2020). Correlation research design was used to examine whether there is a significant relationship between teamwork and academic staff performance. It is a cross-sectional survey because the study was carried out once, and it was represented as a snapshot of one point, as pointed out by Bangdiwala (2019), Cooper & Schindler (2006), and X. Wang and Cheng (2020).

Population, Sample Size, and Sampling Procedure of the Study

The target population of this study comprised 127 respondents with a sample size of 96 academic staff who accepted to participate in the study (as recommended by Krejcie and Morgan (1970), academic staff of a Private and Faith-based Institution (PAFI) within the Buganda Region) obtained using simple random sampling techniques.

Measurement Model Assessment

The quality of the constructs in this study was assessed based on the evaluation of the measurement model. The assessment of the quality criteria starts with the evaluation of the factor loadings, which is followed by establishing construct reliability and construct validity (Brambilla et al., 2021).

Factor loadings

The factor loading is the correlation between the item and the factor; a factor loading of more than 0.30 usually indicates a moderate correlation between the item and the factor (Tavakol & Wetzel, 2020). Factor loadings can range from -1.0 to +1.0, with higher absolute values indicating a higher correlation of the item with the underlying factor (Pett et al., 2003), where negative values indicate an inverse relationship and positive values indicate a positive relationship. In the current study, most of the items in Table 1 had factor loadings greater than the recommended value of 0.50, except for items of Academic Staff Performance Q23 and Q30, whose factor loadings were less than the threshold. However, considering the recommendations from statisticians such as J. F. Hair et al. (2022), Tabachnick and Fidell (2013), and Comrey and Lee (1992), the two items Q23 and Q30 were retained; since their loadings exceeded 0.30, and yet they represent essential dimensions of Academic Staff Performance. Furthermore, their inclusion did not adversely affect reliability or validity metrics, and they align with theoretical expectations (J. F. Hair et al., 2022).

Table 1

Factor Loadings

	Academic Staff Performance	Collaboration	Mutual Communication	Employee Engagement
Q21_QltyWorkStadnd	0.615			
Q22_QltyWorksatisfied	0.791			
Q23_QltyWorkMinerrors	0.406			
Q24_QnltyWorkAccuracy	0.583			
Q25_QntyWorkComplete	0.656			
Q26_QntyWorkProduce	0.612			
Q27_Timelnescomplete	0.655			
Q28_Timelnesbeginend	0.618			
Q29_TimelnesResponse	0.573			
Q30_TimelnesDeadline	0.495			
Q31_TimelnesCoWgrades	0.619			
Q32_TimelnesReptTime	0.643			
Q33_TimelnesCoWReptTm	0.748			
Q10_CollbrtnSuppt		0.788		
Q7_CollbrtnEncrg		0.589		
Q8_CollbrtnWilling		0.834		
Q9_CollbrtnWorkng		0.859		
Q11_MComnShOpn			0.636	
Q12_MComnSupvsor			0.739	
Q13_MComnExchnge			0.777	
Q14_MComnRegular			0.641	
Q15_MComnConflict			0.634	
Q16_EmplEngag'tBurstigWEngy				0.675
Q17_EmplEngag'tVigorus				0.852
Q18_EmplEngag'tEnthusias'c				0.844
Q19_EmplEngag'tTimeFlies				0.613

Indicator Multicollinearity

According to Shrestha (2020), the amount of multicollinearity is assessed using the measure of a variance inflation factor (VIF). Multicollinearity does not exist, if the value of VIF is below 5 (Mohd Nasir et al., 2023). Table 2 presents the VIF values for the indicators in

the study, and the results reveal that the VIF for each of the indicators is below the recommended threshold of 5. This indicates that multicollinearity does not exist since all the value of VIF in Table 2 are below 5, hence the interpretability and reliability of the regression model with considerably accurate coefficient estimates. (Hayes, 2024).

Table 2
Multicollinearity Statistics (VIF) for Indictors

ITEMS	VIF
Q10_CollbrtnSuppt	1.894
Q11_MComnShOpn	1.452
Q12_MComnSupvsor	1.549
Q13_MComnExchnge	1.528
Q14_MComnRegular	1.253
Q15_MComnConflict	1.302
Q16_EmplEngag'tBurstigWEngy	1.230
Q17_EmplEngag'tVigorus	1.951
Q18_EmplEngag'tEnthusias'c	1.850
Q19_EmplEngag'tTimeFlies	1.328
Q21_QltyWorkStadnd	2.268
Q22_QltyWorksatisfied	2.816
Q23_QltyWorkMinerrors	1.561
Q24_QnltyWorkAccuracy	1.851
Q25_QntyWorkComplete	3.214
Q26_QntyWorkProduce	2.368
Q27_Timelnescomplete	1.688
Q28_Timelnesbeginend	1.795
Q29_TimelnesResponse	1.718
Q30_TimelnesDeadline	2.650
Q31_TimelnesCoWgrades	2.579
Q32_TimelnesReptTime	2.747
Q33_TimelnesCoWReptTm	2.453
Q7_CollbrtnEncrg	1.205
Q8_CollbrtnWillng	1.634
Q9_CollbrtnWorkng	2.223

Validity and Reliability of the Study

Reliability of the Study

Babu and Kohli (2023) defines reliability as the consistency or stability of a measurement over time or across different raters. The instrument is said to be reliable or consistent, if the measurement can produce similar results when used again in similar circumstances. The specific measures used in establishing reliability include Cronbach's alpha and composite reliability as a means to assess

internal consistency reliability (J. F. Hair et al., 2022). In this study, the results for both Cronbach's alpha and composite reliability are presented in Table 3. The Cronbach's alpha ranged from 0.727 to 0.870, whereas composite reliability statistics ranged from 0.817 to 0.890. Both indicators of internal consistency obtained coefficient scores that were above the required threshold of 0.70 (Vinod et al., 2024). Hence, construct reliability was established.

Table 3**Construct Reliability Analysis (Cronbach Alpha and Composite Reliability)**

Constructs	Cronbach's alpha	Composite reliability (rho_c)
Academic Staff Performance	0.870	0.890
Collaboration	0.772	0.855
Mutual Communication	0.727	0.817
Employee Engagement	0.749	0.837

Validity of the Study

According to Lim (2024), Convergent validity evaluates how well several indicators that are conceptually connected to the same construct really converge or have a strong correlation with one another. Convergent validity is a subtype of construct validity (Lim, 2024). Construct validity indicates how well a test measures the concept it was intended to measure (Nikolopoulou, 2022a). Average Variance Extracted (AVE) is a common measure used to establish convergent validity at the construct level (J. F. Hair et al., 2022). J. F. Hair et al. (2022) further defines AVE as the grand mean value of the squared loadings of the indicators associated with the construct (i.e., the sum of the squared loadings divided by the number of indicators). When the Average Variance Extracted (AVE) is 0.5 or greater,

indicating that the items successfully measure the intended construct, convergent validity is established. However, if the composite reliability (CR) is above 0.70, convergent validity can still be acceptable even if the AVE is slightly below 0.5 but above 0.4.

In the current study, the AVE for mutual communication was 0.473, which is over 0.40 but slightly below 0.5. Since the CR values for all constructs are greater than 0.70, convergent validity is still considered acceptable, and there is no concern in this regard (J. F. Hair et al., 2022).

Table 4 shows the AVE value for each of the constructs as supported by Aayushi (2023). The researcher went on to assess discriminant validity.

Table 4**Construct Convergent Validity (AVE)**

Variables	Average Variance Extracted (AVE)	Composite Reliability (rho_c)
Academic Staff Performance	0.400	0.890
Collaboration	0.600	0.855
Mutual Communication	0.473	0.817
Employee Engagement	0.568	0.837

Nikolopoulou (2022b) defines discriminant validity as the extent to which an approach is not related to other approaches that measure different constructs. In other words, it is the degree to which measures of different concepts are distinct. While discriminant validity is tested using a number of statistical tools, including the Fornell & Larcker criterion (Y. Wang & Kang, 2023), cross-loading of indicators, and the heterotrait-monotrait (HTMT) ratio of correlation, in this study, the researchers used the heterotrait-monotrait (HTMT) ratio of correlation, as supported by

Yusoff et al. (2020). HTMT is preferred over other methods because of its superior statistical rigor, accuracy, and sensitivity (Hamid et al., 2017). The Heterotrait-Monotrait Ratio (HTMT) is a statistical technique used to assess discriminant validity in business management research (J. F. Hair & Alamer, 2022). Since the threshold for discriminant validity is less than 0.90 and the analysis revealed that all the values were less than the recommended value of 0.90, it implies that there is no discriminant validity issues in the data.

Table 5

Discriminant Validity - Heterotrait-monotrait (HTMT)

Constructs	Academic Staff Performance	Collaboration	Mutual Communication	Employee Engagement
Academic Staff Performance				
Collaboration	0.644			
Mutual Communication	0.497	0.711		
Employee Engagement	0.358	0.569	0.555	

Study Findings and Interpretations

Structural Model Assessment

After assessing the measurement model, the next step was to evaluate the structural model to examine whether the proposed path coefficients are significant or not. The structural

model deals with the impact and significance of constructs.

Table 6 provides a summary of the multiple regression analysis results regarding the effect of teamwork on academic staff performance.

Table 6

The Results of the Direct Relationships between Teamwork, Employee Engagement on Academic Staff Performance

Relationship between variables	Beta	T statistics	P-Value	Comments
	Coefficient		(Significance)	
H1 - Collaboration → Academic Staff Performance	0.472	4.323	0.000	Supported
H2 - Collaboration → Employee Engagement	0.301	2.877	0.004	Supported
H3 - Mutual Communication → Academic Staff Performance	0.154	1.220	0.222	Not Supported
H4 - Mutual Communication → Employee Engagement	0.294	2.994	0.003	Supported
H5 - Employee Engagement → Academic Staff Performance	0.032	0.278	0.781	Not Supported
H6 – TMWK → EE → ASP	0.016	0.252	0.801	Not Supported

TMWK = Teamwork; EE = Employee Engagement; and ASP = Academic Staff Performance

Hypothesis 1 (H1), which states that collaboration among academic staff has a significant and positive association with academic staff performance, was supported. The correlation coefficient for collaboration on academic staff performance at a Private and Faith-based Institution (PAFI) within the Buganda region shows a β value of 0.472, which implies that a one percent increase in collaboration results in a 47.2% increment in employee performance level when other variables are controlled. The findings were found significant at p-value of 0.000 and the t statistic of 4.323, since the p-value is less than 0.05. This is in line with the study by Assbeihat (2016), which revealed that collaboration among academic staff members leads to improved performance outcomes because it promotes information exchange, innovation, and group problem-solving.

Hypothesis 2 (H1), which states that collaboration among academic staff has a significant and positive association with employee engagement, was supported. The

correlation coefficient for collaboration among academic staff on employee engagement at a Private and Faith-based Institution (PAFI) within the Buganda region shows a β value of 0.301, which implies that a one percent increase in collaboration results in a 30.1% increment in employee engagement level when other variables are controlled. The t-statistic of 2.323 is significant at 0.004 because the P-value is less than 0.05.

Hypothesis 3 (H1), which states that mutual communication among academic staff is insignificantly and positively associated with academic staff performance, was not supported. The correlation coefficient for mutual communication on academic staff performance at a Private and Faith-based Institution (PAFI) within the Buganda region shows a β value of 0.154, which implies that a one percent increase in collaboration results in a 15.4% increment in academic staff performance level when other variables are controlled. The t statistic of 1.220 is not significant at 0.222 because the P-value is greater than 0.05. The null hypothesis was

instead supported. This means that mutual communication alone can't work without collaboration.

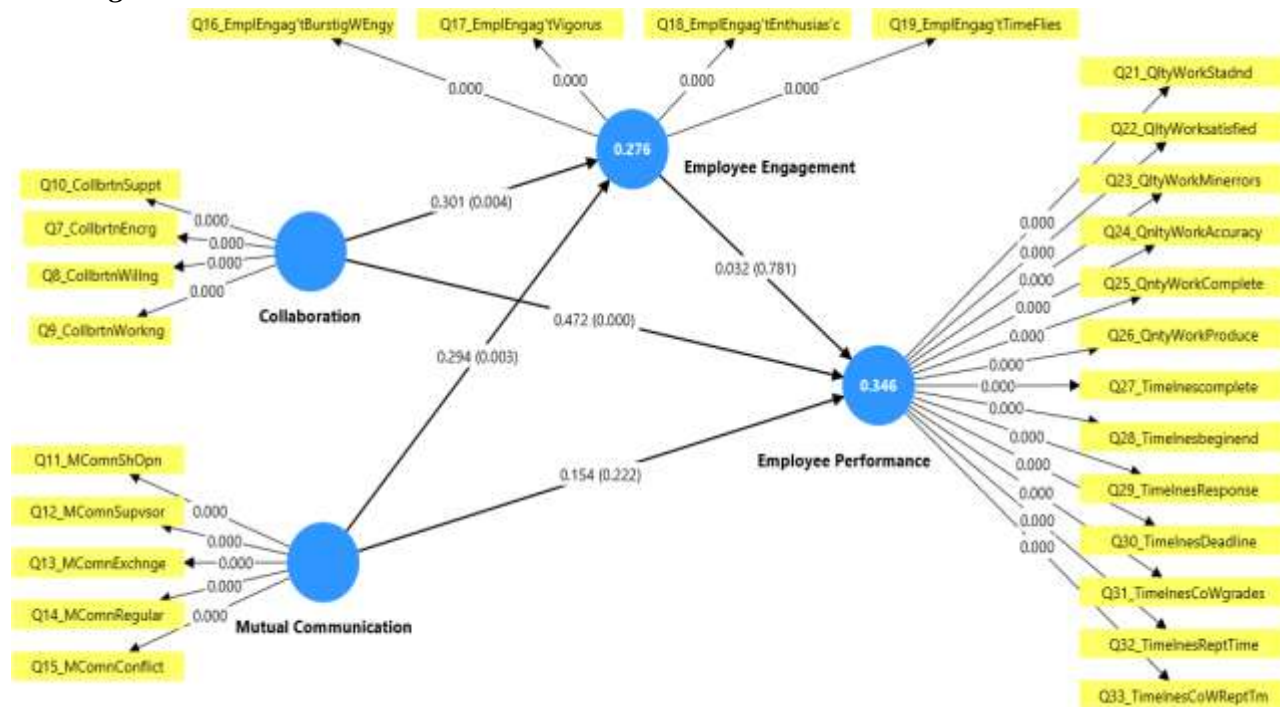
Hypothesis 4 (H1), which states that mutual communication has a significant and positive association with academic staff performance, was supported. The correlation coefficient for mutual communication on employee engagement at a Private and Faith-based Institution (PAFI) within the Buganda region shows a β value of 0.294, which implies that a one percent increase in mutual communication results in a 29.4% percent increment in employee engagement level when other variables are controlled. The t-statistic of 2.994 is significant at 0.003 because the P-value is less than 0.05.

Hypothesis 5 (H1), which states that employee engagement has a significant positive impact on academic staff performance, was not supported. The correlation coefficient for employee engagement on academic staff performance at a Private and Faith-based Institution (PAFI) within the Buganda region shows a β value of 0.032, which implies that a one percent increase in employee engagement results in a 29.4% percent increment in academic staff performance level when other variables are controlled. The t statistic of 2.278 is significant at 0.781 because the P-value is greater than 0.05. Therefore, the null hypothesis was instead supported.

Therefore, the results are presented in Table 6 and Figure 2.

Figure 1: Factor Loadings

Showing the Measurement Model



Mediation Analysis

Mediation occurs when a construct, referred to as a mediator construct, intervenes between two other related constructs (J. F. Hair Jr. et al., 2021). In other words, in the PLS path model, a change in the independent variable causes a change in the mediating variable, which, in turn, results in a change in the dependent variable. The mediation analysis was performed to assess the mediating role of employee engagement in the relationship

between teamwork and academic staff performance. The results revealed an insignificant indirect effect of teamwork on academic staff performance through employee engagement because the P value of 0.801 is greater than 0.05 (H6: $\beta = 0.016$, $t = 0.252$, $P < 0.801$). This means that teamwork does not influence academic staff performance through employee engagement.

Table 7

The Indirect Effect of Teamwork on Academic Staff Performance through Employee Engagement

Relationship between variables	Original sample (O)	Medication Variable	T statistics	P values
TMWK → EE → ASP	0.016	EE	0.252	0.801

TMWK = Teamwork; EE = Employee Engagement; and ASP = Academic Staff Performance

The results further show a positive and significant direct effect of teamwork on academic staff performance due to the path coefficient ($\beta = 0.567$, $t = 6.291$, $P < 0.000$). This suggests that the performance outcomes of academic staff members of a private and faith-based institution (PAFI) within the Buganda

region are influenced and improved by teamwork. This further emphasizes how crucial it is for academic members at this university to work together and have synergistic interactions amongst themselves, which drive their performance.

Table 8

Direct Effect of Teamwork on Academic Staff Performance

Relationship between variables	Original sample (O)	T statistics	P values
Teamwork → Academic Staff Performance	0.567	6.291	0.000

Even with the mediator variable included, the total effect of teamwork on academic staff performance ($\beta = 0.583$, $t = 10.489$, $P < 0.000$) remained significant. This indicates that there is only a direct relationship, meaning there is no mediation. Hence, H5 was supported by empirical evidence. This is in line

with the study carried out by McEwan et al. (2017), which found that teamwork has a positive influence on employee performance. The results of this study also support the research of Putri et al. (2023), which also shows that teamwork has a positive and significant influence on employee performance.

Table 9

Total Effect of Teamwork on Academic Staff Performance

Relationship between variables	Original sample (O)	T statistics	P values
Teamwork → Academic Staff Performance	0.583	10.489	0.000

Table 10

R-Square (R²) of Employee Engagement and Academic Staff Performance

Variables	R ²	Information
Employee Engagement	0.275	Low
Academic Staff Performance	0.341	Moderate

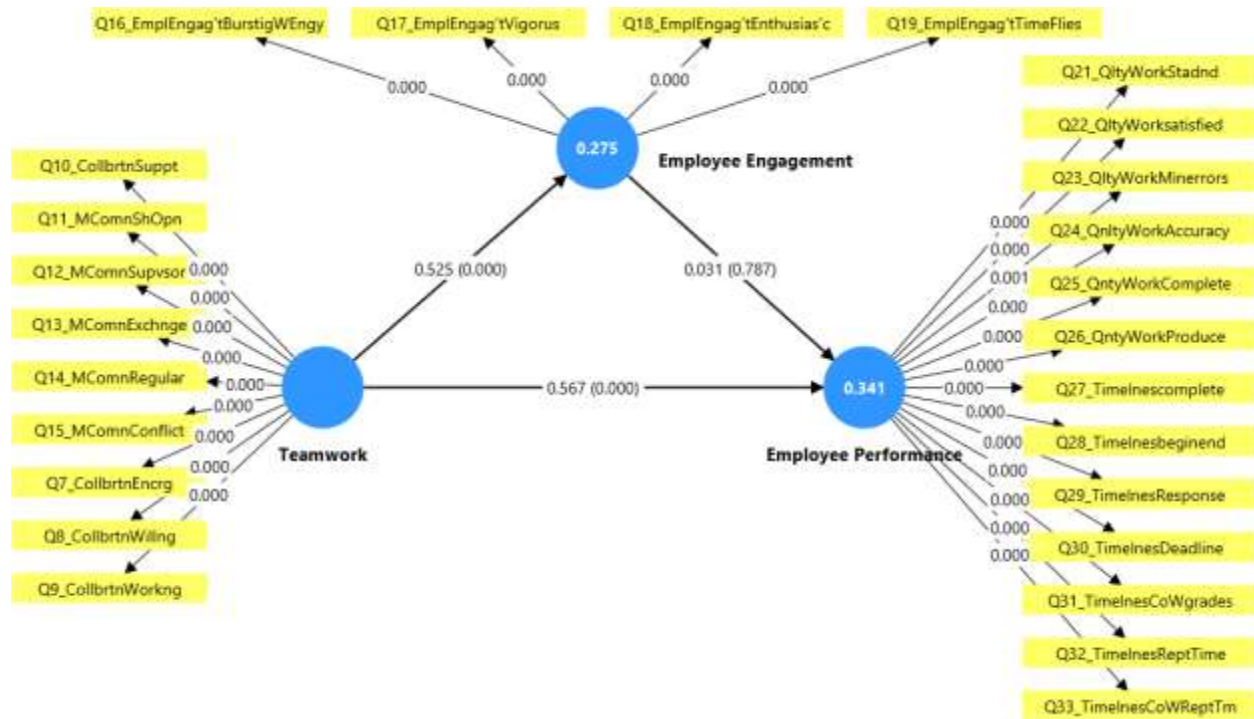
Table 10 and Figure 3 present a regression coefficient (R²) value of 0.275 for employee engagement. This indicates that 27.5% of the variance in employee engagement among academic staff at a private and faith-based institution (PAFI) in the Buganda region is explained by teamwork. The remaining 72.5% is attributed to other factors not included in the model.

The results further show the value of R² for academic staff performance of 0.341. This

means that 34.1% of the variance in academic staff performance at a private and faith-based institution (PAFI) within the Buganda Region can be explained by teamwork, and the rest, 65.9%, can be explained by other factors outside the model. This means that, although performance results are significantly influenced by employee engagement, there are probably other factors that also play an important part in influencing performance levels among academic staff members.

Figure 1

Showing the Structural Model



Conclusion

Since the study findings reveal an insignificant indirect effect of teamwork on academic staff performance through employee engagement (as indicated by a P value of 0.801; see table 7), which is greater than 0.05, it suggests that the proposed mediation effect is not supported by the data. This is because the original sample coefficient ($\beta = 0.016$ —see table 7) and the t-value ($t = 0.252$; see table 7) are also very small, reinforcing the lack of evidence for a significant mediation effect. These results are supported by Kimani (2023), who used the term employee engagement to describe the feelings of emotional investment

that workers must pursue their organization's goals and objectives.

The result implies that in the absence of such motivation; academic staff may not exert additional effort at work. Kimani (2023) further asserts that high employee engagement levels can only be associated with increased productivity, lower turnover rates, and better organizational performance when employees have the motivation and emotional desire to invest extra effort at work and pursue their organization's goals and objectives. Otherwise, engaging academic employees without such motivation and commitment will yield negative results for an institution. It is probably the reason why, in this study, employee engagement did not

mediate the association between teamwork and academic staff performance.

Recommendations

The researcher recommends that teamwork in private and faith-based institutions (PAFI) in the Buganda region should be enhanced at all levels in order to enable the academic staff to get wider knowledge from the information shared by their fellow staff, since it has been witnessed as a means of enhancing performance.

Recommendations for Further Studies

The study findings further suggest that:

- There might be other direct or indirect factors that may influence academic staff performance in private and faith-based institutions (PAFI) in the Buganda region.
- Since teamwork does not appear to influence academic staff performance through the

employee engagement pathway in private and faith-based institutions in the Buganda region, researchers should conduct a thorough review of existing theories and literature to determine whether there are other theories or models that suggest alternative pathways!

- Researchers may also need to consider framing research on such study variables, namely teamwork, employee engagement, and academic staff performance, with distinct constructs, operational definitions of terms, and measurements in different ways.
- Additionally, since only 25.5% of the variance in employee engagement among academic staff can be explained by teamwork, further studies can be done on the remaining 72.5% of the variance that can be explained by other factors outside the model.

References

Aanchal. (2022, July 15). *Role of effective communication in employee engagement*. <https://auzmor.com/blog/>

Aayushi, S. (2023). *Effects of integrated marketing campaigns on technology adoption of LGBT community in India*. Punjab: Lovely Professional University.

Abdulle, A., & Aydintan, B. (2019). The effect of teamwork on employee performance in Some selected private banks in Mogadishu-Somalia. *Journal of Business Research-Turk*,

11(3), 1589-1598.
doi:<https://doi.org/10.20491/isarder.2019.691>

Acheampong, E. O., Wadieh, E. T., Ampofo, K. A., & Esther Glover, E. O. (2024). Effect of fringe benefits and remuneration on employee performance: The mediating role of employee engagement. *Journal of Human Resource Management*, 27(1), 128-144.
doi:10.46287/THDF1238

Ahmad, R., Nawaz, M. R., Ishaq, M. I., Khan, M. M., & Ashraf, H. A.

- (2023). Social exchange theory: Systematic review and future directions. *Frontiers in Psychology*, 1-13.
doi:10.3389/fpsyg.2022.1015921
- Amat, A. Z., Adiani, D., Tauseef, M., breen, M., Hunt, S., Swanson, A., . . . Sarkar, N. (2023). Design of a desktop virtual reality-based collaborative activities simulator (ViRCAS) to support teamwork in workplace settings for autistic adults. *in IEEE Transactions on Neural Systems and Rehabilitation Engineering*, 31, 2184-2194.
doi:10.1109/TNSRE.2023.3271139
- Arifin, S. (2024). The effect of teamwork and organizational commitment on employee performance. *Journal of Economics, Finance and Management Studies*, 7(2), 903-908.
doi:10.47191/jefms/v7-i2-09
- Arshad, M. A., & Ming, P. N. (2024). An overview of employee engagement and it's relationship to employee performance: In the background of human resources development. *International Journal of Academic Research in Business and Social Sciences*, 14(4), 220-231.
doi:http://dx.doi.org/10.6007/IJARBS/v14-i4/21139
- Arulsenthilkumar, S., & Punitha, N. (2023). Mediating role of employee engagement: job involvement, job satisfaction and organizational commitment. *Management and Labour Studies*.
doi:10.33506/sl.v13i2.3202
- Assbeihat, J. M. (2016). The impact of collaboration among members on team's performance. *Management and Administrative Sciences Review*, 5(5), 248-259.
- Avianty, R. (2023). The influence of communication on employee performance. *Adpebi Science Series*, 1(1).
doi:10.54099/icemat2023.v1i1.366
- Babu, N., & Kohli, P. (2023). Commentary: Reliability in research. *Indian Journal of Ophthalmology*, 71(2), 400-401.
doi:10.4103/ijo.IJO_2016_22
- Bangdiwala, S. I. (2019). Basic epidemiology research designs I: Cross sectional design. *International Journal of Injury Control and Safety Promotion*, 26(1), 124-126.
doi:https://doi.org/10.1080/17457300.2018.1556415
- Boskamp, E. (2023, July 06). 35+ compelling workplace collaboration statistics (2023): The importance of teamwork.
<https://www.zippia.com/advice/workplace-collaboration-statistics/>
- Brambilla, A., Lindahl, G., Dell'Ovo, M., & Capolongo, S. (2021). Validation of a multiple criteria tool for healthcare facilities quality evaluation. *Facilities*, 39(5/6), 434-447.
doi:10.1108/F-06-2020-0070
- Brox, E., & Lechner, M. (2024). Teamwork and spillover effects in performance

- evaluations.
doi:10.48550/arxiv.2403.15200
- Chen, Z. (2018). A literature review of team-member exchange and prospects. *Journal of Service Science and Management*, 11(4), 433-454.
doi:10.4236/jssm.2018.114030.
- Comrey, A. L., & Lee, H. B. (1992). *A first course in factor analysis* (Second ed.). New York: Psychology Press.
- Cooper, D. R., & Schindler, P. S. (2006). *Business Research Methods*. New York: McGraw-Hill Companies, Inc.
- Dabrai, R. J. (2024). *Impact of employee engagement on the performance of employee and organization*. Mumbai: HR College of Commerce & Economics.
- Daniels, D., Henry, C., & Murg, B. J. (2019). The future of christian higher education: A political economy analysis. *Journal of Markets & Morality*, 22(2), 317-337.
- Deakinco. (2023, August 4). *Key elements of effective teamwork*.
<https://deakinco.com/resource/>
- Fatimah, J., Ibrahim, A., & Bala, D. A. (2023). An assessment of the effect of communication on employees' performance of fazim global concept in Gombe Metropolis. *Creative Business Research Journal*, 3(2), 156-163.
- Gaskell, A. (2017, June 22). *New study finds that collaboration drives workplace performance*.
<https://www.forbes.com/sites/adigaskell/2017/06/22/>
- Geada, N. (2023). Enhancing business communications and collaboration. *Enhancing Business Communications and Collaboration Through Data Science Applications*, 15-26.
doi:<https://doi.org/10.4018/978-1-6684-6786-2.ch002>
- Hair Jr., J. F., Hult, G. T., Ringle, C. M., Sarstedt, M., Danks, N. P., & Ray, S. (2021). *Partial least squares structural equation modeling (PLS-SEM) using R*. Cham: Springer.
- Hair, J. F., Hult, G. T., Ringle, C. M., & Sarstedt, M. (2022). *A primer on partial least squares structural equation modeling (PLS-SEM)*. Los Angeles: Sage Publications, Inc.
- Hair, J., & Alamer, A. (2022). Partial least squares structural equation modelling (PLS-SEM) in second language and education research: Guidelines using an applied example. *Research Methods in Applied Linguistics*, 1(3).
doi:<https://doi.org/10.1016/j.rmal.2022.100027>
- Hamid, M. R., Sami, W., & Sidek, M. H. (2017). Discriminant validity assessment: Use of fornell & larcker criterion versus HTMT criterion. *Journal of Physics: Conference*

Series, 860, 1-5. doi:doi
:10.1088/1742-6596/890/1/012163

Hayes, A. (2024, May 26).
Multicollinearity: Meaning, examples, and FAQs.
<https://www.investopedia.com/terms/m/multicollinearity.asp>

Jiang, X., Du, J., Zhou, J., & Cui, Y. (2020).
The impact of negative informal information before a change on performance: A within-person approach. *International Journal of Environmental Research and Public Health*, 2, 670.
doi:10.3390/ijerph17020670

Kahn, W. A. (2017). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33(4).
doi:<https://doi.org/10.5465/256287>

Karoliina, M., & Nando, M. (2015). Faith-based organizations and the challenges of public legitimation: A case for communications. *International Journal of Public Leadership*, 11, 166-179.
doi:10.1108/IJPL-08-2015-0022

Kelemba, J., Chepkilot, R., & Zakayo, C. (2017). Influence of teamwork practices on employee performance in public service in Kenya. *African Research Journal of Education and Social Sciences*, 4(3), 1-9.

Kibirango, J., & Kibirango, M. (2022).
Teamwork and academic staff

performance in private universities: A case of Ndejje University in Uganda. Chisinau: LAP Lambert Academic Publishing.

Kibirango, M., Munene, J., & Balunywa, W. (2022). *Intrapreneurial behavior among university employees: The role of generative influence, positive deviance, informational differences and novelty ecosystems in Uganda.* Chisinau: Lambert Academic Publishing.

Kimani, B. (2023). Internal communication strategies and employee engagement. *Journal of Public Relations*, 2(1), 13 - 24.

Komen, V. (2024). Employee engagement and organizational performance in Kenya. *International Journal of Business Strategies*, 10(1), 53-63.
doi:<https://doi.org/10.47672/ijbs.2125>

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607-610.
doi:<https://doi.org/10.1177/001316447003000308>

Lakshmi, M., Varalakshmi, T., & Prithvi, M. (2024). Navigating workforce through employee engagement. *International Research Journal on Advanced Engineering*, 2(5), 1748-1750.
doi:<https://doi.org/10.47392/IRJAE M.2024.0257>

- Lemon, L. L. (2020). The employee experience: How employees make meaning of employee engagement. *Journal of Public Relations Research, 31*(5-6), 176-199. doi:10.1080/1062726X.2019.1704288
- Lim, W. M. (2024). Atypology of validity: content, face, convergent, discriminant, nomological and predictive validity. *Journal of Trade Science, 12*(3), 155-179. doi:10.1108/JTS-03-2024-0016
- Maryati, T., Danupranata, G., Musoli, M., & Syahdani, S. N. (2024). Job satisfaction's impact on employee performance: The mediating role of employee engagement. *SENTRALISASI, 13*(2), 13–30. doi:10.33506/sl.v13i2.3202
- McEwan, D., Ruissen, G. R., Eya, M. A., Zumbo, B. D., & Beauchamp, M. R. (2017). The effectiveness of teamwork training on teamwork behavior and team performance: A systematic Review and meta-analysis of controlled interventions. *PLoS One, 1*. doi:10.1371/journal.pone.0169604
- Meira, J. V., & Hancer, M. (2021). Using the social exchange theory to explore the employee-organization relationship in the hospitality industry. *International Journal of Contemporary Hospitality Management, 33*(2), 670-692.
- Mendonca, P., & Soares, A. d. (2020). The role of employee engagement mediates the relationship of the work environment, teamwork on employee performance. *ABM International Journal of Administration Business and Management, 2*(2), 126-148. doi:10.31967/abm.v2i2.395
- Mendonca, P., Soares, A. d., Riana, I. G., & Costa, C. A. (2021). The influence of employee involvement, work environment, and teamwork on employee performance (Case study: Ministry of Agriculture and Fisheries, Dili Timor-Leste). *Timor-Leste Journal of Business and Management, 3*(1), 12-23. Retrieved from <https://tljbm.org/jurnal/index.php/tljbm>
- Mohd Nasir, N. H., Masrom, N. A., Roslizan, N., Md Sapry, H. R., Jaafar, J., & Ahmad, A. R. (2023). The supply chain resilience of the commercial vehicle business during the implementation of the national recovery plan. In A. Ismail, F. N. Zulkipli, Z. Awang Long, & A. Öchsner, *Advances in Technology Transfer Through IoT and IT Solutions* (pp. 115–120). SpringerBriefs in Applied Sciences and Technology: Springer, Cham. doi:https://doi.org/10.1007/978-3-031-25178-8_12
- Mughal, M. U. (2020). The impact of leadership, teamwork and employee engagement on employee performances. *Saudi Journal of Business and Management Studies,*

- 5(3), 233-244.
doi:10.36348/sjbms.2020.v05i03.008
- Mukhtar, M. Q., Niazi, H. K., Abro, S., Shauka, O., & Saeed, H. T. (2022). Transformational leadership and its impact on organizational commitment and work motivation: Moderating role of teamwork at workplace. *South Asian Journal of Management & Administrative Sciences (SAJMAS)*, 2(1), 78-92.
- Musi, Y. W., Mukulu, E., & Oloko, M. (2023). Unpacking the influence of organizational stress management strategies on employee performance in Kenya Agricultural Livestock Research Organization. *Journal of Agriculture Science & Technology*, 22(1), 83-92.
doi:10.4314/jagst.v22i1.8
- Nikolopoulou, K. (2022a, August 31). *What is convergent validity? | Definition & examples*.
<https://www.scribbr.com/methodology/convergent-validity/>
- Nikolopoulou, K. (2022b, September 2). *What Is discriminant validity? | Definition & example*.
<https://www.scribbr.com/methodology/discriminant-validity/>
- Osborne, S., & Hammoud, M. S. (2017). Effective employee engagement in the workplace. *International Journal of Applied Management and Technology*, 16(1), 50-67.
doi:10.5590/IJAMT.2017.16.1.04
- Pett, M. A., Lackey, N. R., & Sullivan, J. J. (2003). *Making sense of factor analysis: The use of factor analysis for instrument development in health care research*. Thousand Oaks: SAGE Publications.
doi:http://dx.doi.org/10.4135/9781412984898
- Putri, I. I., Reniati, R., & Wibawa, D. P. (2023). Improving employee performance by strengthening teamwork, motivation and increasing job satisfaction in business engaged in health service sector. *JURISMA: Jurnal Riset Bisnis dan Manajemen*, 1, 25-38.
- Riaztantyo, M. N., & Firdaus, V. (2023). Impact of work stress, communication, and work environment on dealer employee performance. *Indonesian Journal of Cultural and Community Development*, 14(2).
doi:10.21070/ijccd2023927
- Sanusi, A. M., Adesiyan, O. F., Abobarin, A. A., & Adegbite, I. O. (2023). Effective communication: A stimulant to employees' performance in an organization. *International Journal of Literature, Language and Linguistics*, 6(2), 1-10.
doi:10.52589/ijlll-3k66o99i
- Sari, M., Indrajaya, T., & Nurminingsih. (2023). The influence of internal communication and teamwork on employee performance in the Microwave Dismantle Project Division PT. Panca Karsa Sejahtera Bekasi City. *Journal of Humanities*,

- Social Sciencess and Business (JHSSB)*, 3(1), 1-13.
doi:<https://ojs.transpublika.com/index.php/JHSSB/>
- Setyawati, N. W., Agustina, C., & PG, D. S. (2023). Employee performance impact on communication and work environment. *East Asian Journal of Multidisciplinary Research (EAJMR)*, 2(1), 301-308.
doi:<https://10.55927/eajmr.v2i1.2610>
- Shrestha, N. (2020). Detecting multicollinearity in regression analysis. *American Journal of Applied Mathematics and Statistics*, 8(2), 39-42.
doi:DOI:10.12691/ajams-8-2-1
- Siedlecki, S. (2020). Understanding descriptive research designs and methods. *Clinical Nurse Specialist CNS*, 34(1), 8-12.
doi:10.1097/NUR.0000000000000493
- Song, J. H., HunLim, D., Kang, I. G., & Kim, W. (2014). Team performance in learning organizations: mediating effect of employee engagement. *The Learning Organization*, 21(5), 290-309.
- Tabachnick, B. G., & Fidell, L. S. (2013). *Using Multivariate Statistics* (6th ed.). Boston: Pearson Education Limited.
- Tavakol, M., & Wetzel, A. (2020). Factor analysis: A means for theory and instrument development in support of construct validity. *International Journal of Medical Education*, 245-247. doi:DOI:10.5116/ijme.5f96.0f4a
- Utami, D. L., & Sudiro, A. (2023). The mediating role of employee engagement in the relationship between self-efficacy and organizational support on employee. *International Journal of Research in Business & Social Science*, 12(5), 151-163.
doi:<https://doi.org/10.20525/ijrbs.v12i5.2679>
- Vinod, S., Yogesh, M., & Manohar, K. (2024). From outreach to outcome: Exploring the impact of Integrated marketing communication on the performance of small and medium-sized enterprises. *Cogent Business & Management*, 11(1), 1-16.
doi:<https://doi.org/10.1080/23311975.2024.2371070>
- Vitasek, K. (2023, April 24). *3 ways stronger collaboration improves employee satisfaction*.
<https://www.forbes.com/sites/katevitasek/2023/04/24/>
- Wang, X., & Cheng, a. Z. (2020). Cross-sectional studies: Strengths, weaknesses, and recommendations. *Chestnet*, 158(15), :S65-S71.
- Wang, Y., & Kang, H.-K. (2023). Development of a physical activity triggers questionnaire. *Healthcare*, 11(25), 1-13.

doi:<https://doi.org/10.3390/healthcare11010025>

Wijaya, N. H. (2020). The effect of team social exchange perspective on employee job satisfaction. *Advances in Economics, Business and Management Research*, 145, 368-372.

Yusoff, A. S., Peng, F. S., Razak, F. Z., & Mustafa, W. A. (2020). Discriminant validity assessment of religious teacher acceptance: The use of HTMT criterion. *Journal of Physics: Conference Series*, 1529(4), 042045. doi:10.1088/1742-6596/1529/4/042045