

**FACTORS AFFECTING THE MANAGEMENT OF PRIVATE  
UNIVERSITIES IN UGANDA**

**BY**

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## **DECLARATION**

I, Avitus, K.M. Tibarimbasa, declare that this thesis is my original work and that it has not been presented to any institution for the award of any degree.

Signature .....

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**DATE .....**

## **APPROVAL**

This thesis has been submitted with our approval as the candidate's supervisors:

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Signed .....

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**DATE.....**

## **DEDICATION**

This thesis is dedicated to the Late Dr. John Bakeloha Turyagyenda whose encouragement, guidance and support inspired me in pursuit of doctoral studies.

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## **ABSTRACT**

The study set out to examine the factors affecting the management of private universities in Uganda. It was carried out along a number of objectives which included: assessing the relationship between student enrolment and the management of private universities, determining the effect of variations in flow of financial resources on the management of private universities and assessing the human resource situation and its effect on the management of private universities.

The study employed a descriptive survey research design which helped in involving a large number of people and comparing their opinions. The results were analyzed with the help of Statistical Package for Social Scientists (SPSS) computer program, which helped in the computation of responses into frequencies and percentages that were used for comparison of situations. The research hypotheses were tested with the use of a Pearson Product Moment Correlation Coefficient because of the nature of the hypotheses as they mainly aimed at testing relationships. From the findings, it was concluded that there is a positive relationship between students' enrollment and the management of private universities, staffing situation in the organization have a significant impact on the management of university operations and there is a significant positive relationship between variations in financial resources and the management of private universities.

The study recommended that management should devise strategies to attract students into the universities. There is need for private universities to operate a student exchange program which will help students not to look at these universities as competing organizations but sources of knowledge and management of the private universities should put in place financial management control systems to make sure they are able to plan properly and avoid financial surprises. The management of private universities should put much more focus on human resource development to avoid any surprises.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the study**

This part of the study presents an overview and the history of education in Uganda, the conceptual issues of the study, the theoretical aspects and the contextual perspective that led to the study.

#### **An overview of the historical perspectives of university education in Uganda**

The aspiration of Uganda as a country and its people are enriched in the Vision 2025. The PEAP highlights the important role education in general and higher education in particular can play towards eradication of mass poverty. Specifically, the PEAP notes that raising education levels of workers in a household by one year of primary education raises household incomes by 4.3%; raising it by an extra year of secondary education increases household incomes by 9.1% and the fact of all workers in the household having been to university increases household income by 44% (SPHE, 2003-2015). The aim of higher education is to produce high-level human resources, enhance research, advance public service and create, store and disseminate knowledge. Traditionally, the functions of higher education have been to socialize individuals to their societies, to enhance individual's upward social mobility and to provide a base for the disinterested but vigorous search for the truth (EPRC 1989).



According to the Kajubi (1989) Report, it was indicated that between 1960 and 1988, there was a quantitative expansion of students at all levels of education in the country. Children population in primary schools rose from 30,000 in 1960 to over 140,000 in 1988. The number of secondary schools grew from less than 70 in 1962 to more than 500 in 1988. While university enrolment grew from a mere 1550 in 1962 to 6000 in 1988. As the number of university eligible candidates expanded, access to university education, the more stringent became more stringent and restrictive it became to access university education. There was a persistent inequality in access to university education by gender and region.

Kajubi (1997) notes that most students who accessed university education were those in urban areas in the so called “first world” or elite schools. These are schools with good facilities, namely; qualified teachers, good teaching and learning facilities. The report also revealed that the majority of the students in these schools were from well to do families. The sons and daughters of peasants were in most case denied access to university education or accessed it with a lot of difficulty due to what Kajubi (1997) calls the needle’s eye enrollment system. This was a problem not only for Uganda, but a general problem for most of the Sub-Saharan African countries (Saint 1992); World Bank 1998).

Until 1988, Uganda had only one university, which admitted only about 20% from all the eligible candidates (Kajubi 1997). In response to the escalating population

growth, rapid raising numbers of ordinary level and advanced level school leavers, the rapid pace of political, economic and technological changes taking place in the global village, which demanded new skills and expanded access to knowledge to expand, there was need to widen access to university education Hansen & Twadde, 1990; Ssekamwa 1997; Kajubi, 1997; Hyha, 2000; Kasozi, 2002. It is further revealed that the percentage of university eligible candidates was increasing by 12 percent each year from 1994 to 1999 (Kasozi, 2002), and according to Hyha (2000) the actual number of students in 1994 to 16674 students in 1999.

Although at its inception liberalisation of university education had been resisted by students and the general public in Uganda (Ssekamwa, 1997 Kajubi 1996) has shown in the Makerere University strikes of 1989 and 1990, in 1992 it had become an official government policy (Government White Paper 1992).

In 1992 Uganda government began implementing its education policy that was reflected by the white paper. In Makerere University students' allowances such as book allowances, transport and pocket money were scrapped, private sponsorship of students and many new programmes were gradually introduced (Ssekamwa, 1997). private universities were licensed as illustrated in Table (1.1).

**Table (1. 1): Expansion of Private and Public Universities in Uganda 1987 – 2002**

Year	1922-1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Public University	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	4	2	4	4	4
Private University	0	1	2	2	2	2	2	2	2	3	4	5	8	9	11	15	11	15	17	18

**Source: National Council of Higher Education 2006**

Uganda's higher education is not only meant to link workers for the current peasant agricultural economy but expected and will be required to create the necessary human resources to make the country's economy, a knowledge based one. This is the only way the human resources needed to make Vision 2025 possible can be created. A knowledge based economy is one "where knowledge is created, acquired, transmitted and used effectively by enterprises, organizations, individuals, civil society and all the communities (World Bank, 2002). A recent study by UNESCO and OECD on the relationship between education and economic growth in emerging economies has found that investment in secondary and higher education and not just at primary level are more beneficial in enhancing economic development than many scholars had thought.

The expansion of the lower levels of the education sector will increase pressure for places in the sub-sector. The Universal Primary Education beneficiaries will increase the demand for higher education. UPE more than doubled primary enrollment from 2.7 million in 1997 to 7.2 million children in 2002 (ESIP Review 2003). According to the 1999/2000 household surveys, gross primary enrollment reached 124% while net enrollment for the same level reached 93% (Xiayan Liang 2001:2). Secondary enrolments doubled from 1992 to 2000 from 230,256 to 515,687 children. The gross secondary school enrolment ratio in the period was estimated to be 14.7% and the net ratio at 9.8%. The National Council for Higher Education (NCHE) will put together comprehensive packages of guides to instructional materials, locations and

acquisition processes for use optional by institutions and update them from time to time. Instructional material increased private sector participation in the provision of education (HESP 2004-2105). The higher education sub-sector in Uganda is becoming increasingly diverse, with over fifty institutions of higher learning including 28 universities (public and private) and a variety of programs of study. There are over 75,000 students enrolled at university level. Uganda's enrollment for tertiary education is still very low at 2% compared to materials are "products and service provided by universities or by students to assist in the learning process" (Conally-Smith 2002:1).

The Education Sector Strategic Plan 2004–2015 projects an increase in tertiary enrolment over the next decade of 92.3% of which 52% is expected to occur during the period 2010-2015. This increase is partly attributed to the liberalization of the education sector across different countries in the Sub-Saharan Africa which raised the of literate people to an average level in most of the countries.

Government's long-term plan for tertiary education envisages raising student numbers to 126,000 by 2015. However, with the current demand for university education, this is a conservative figure and it is likely to be overtaken. The school age population is expected to grow at 3.4% over the next decade. While only 2.7% of Uganda's youth between the ages of 19-25 are enrolled in higher education institutions, demand for access to this level exceeds what is available. The demand

for university education is not only from young people of ages of 18-22. A significant number of those seeking entry into university are older persons who earlier branched out to other institutions at certificate and diploma levels and those who dropped out of school or college after secondary education. Generally, there is an increased demand for university education in the country and this trend is likely to continue as the quality of UPE and secondary education, including USE, continues to improve (Ministry of Education Report 2005).

Also, according to the Ministry of Education Report (2005), with improved security in the country, Uganda is increasingly becoming a regional centre for higher education. The liberalization of university education has seen more universities established in the country offering a diversity of programs. More students from great lakes region and the Horn of Africa are seeking university education in Uganda.

### **1.1.1 Conceptual Background**

For a long time in Uganda, Makerere University was the only university and was fully supported by the Government. Then, in late nineteen seventies and later nineteen religious founded universities such as Islamic University in Uganda, (IUIU) supported by the Moslem world, Mukono Christian University supported by Church of Uganda and Nkozi University supported by Roman Catholics were established. Government has been expanding government-supported universities like Mbarara

University of Science and Technology, Kyambogo University and Gulu University (National Council of Higher Education 2004).

The concept of management was widely discussed by the human relations theorists Elton Mayo and Luthersberg, during the Hawthorne experiment in the 1930s. This means therefore that institutional management practices are an integral part of the processes of organisational development in times of change. This view is supported by Glickman (1990) when he argued that in big institutions like universities; administrative work and teaching in different departments further sub-divide the workload to the various members of the department. On observing the changes that take place in university education in terms of students' needs and the desire for expansion, Brumbach (1988) comments that without controls, confusion and inefficiency are likely to emerge. He further stresses that without effective management through employee control techniques, plans are bound to fail.

Management is a very wide term that deals with the process of watching or otherwise keeping check on the organisation while guiding activities to achieve the organisation's objectives. According to Mullins (1994), management is an integral part of the process of organisational development. It draws together the discrete elements into whole institutional action. More broadly, management is the process of designing and maintaining an environment in which individuals, working together in groups, efficiently accomplish selected aims (Koontz and Weirich, 1990). In its

expanded form, this basic definition means several things. First, as managers, people carryout the managerial functions of planning, organising, staffing, leading and controlling. Second, management applies to managers at all organisational levels. The aim of managers is the same. That is to achieve a productive organisation, hence managing private universities involves the development of a bureaucracy that derives its importance from the need for strategic planning, co-ordination, directing and controlling of the decision-making process. It entails acquisition of managerial competence, and effectiveness in problem solving, administration, human resource management and organizational leadership.

In private universities, management practices such as financial management, diversity management practices, relationships management, staffing processes, recruitment and selection have always been critical processes. They are the vital stages in the formation of the expectations that form employees' psychological contract with the university on which, with an emphasis on organisation policies, employees choose to join the organisation (Bratton 2000). People have a choice about which organization they wish to work for. According to Altbach (2005), there are many factors affecting private universities. They include; Quality assurance which is one of the central issues in higher education and private universities. Other factors include; transparency, limited financial support, poor management, state involvement and programme duplication, poor physical facilities that affect staff innovativeness and staff welfare management.



Further, Herbert (1997), ordinarily defined management as the art of getting things done. Emphasis is placed upon processes and methods for ensuring incisive action. Principles are set forth for securing concerted action from groups at work. This explains why Mbiti (1974) defines management as the formalization system, which is intended to control, supervise, plan, and make decisions about the various activities of an organization. Similarly, Durbin (1997) defines management as the process of using organizational objectives through the functions of planning, organizing, staffing, leading and controlling. This implies that disorganized resources of human beings, machines, materials, money, time and space are integrated into a total system for accomplishing the objectives of the organization. Managing is an essential activity at all organizational level. However, the managerial skills may vary with organizational levels. Therefore, the challenges of turbulent times that institutions face affect all levels of management and all groups within management.

The management of university employees greatly affects the way they perform and this also influences the way they perceive the entire university situation. Staff motivation, which comprises of the strongest point in a human resource situation analysis according to Schermerhorn (1999) accounts for the level, direction and persistence of effort expended at work. Organisational management is behaviour which is directed towards organizational goals, products or services; procedures, which involve integrated policies, processes and practices by rewarding employees in accordance with their contribution and skill of in order to enhance their motivation

(Mullins, 2005). Maslow (1954) identified human needs that influence workers' attitudes and behaviour.

### **1.1.2 Theoretical background**

The world over, educational institutions strive for sustainable development and continuous survival. According to Glickman (1990), however, this survival can only be ensured through adequate staffing, financial capacity, and relations between the teaching staff, students and the parents and having adequate facilities that can aid both lecturers' research and students' learning in the universities.

This study is based on the principles of scientific management, which basically consists of the works of Friedrich Taylor, and the organisation theory comprising of the works of Henri Fayol on administration (Mullins, 1994). Fredrick Taylor started the era of modern management in the late nineteenth and early twentieth centuries. Taylor consistently sought to overthrow management by rule of thumb and replace it with actual timed observations leading to the one best practice. He advocated for the systematic training of workers in the one best practice rather than allowing them personal discretion in their tasks. He further believed that the workload would be evenly distributed between the workers and management with management performing the science and instruction and the workers providing the labour, each group doing the work for which it was best suited.

On the other hand, Henri Fayol's administrative theory focuses on the personal duties of management at a much granular level. In other words, his work is more directed at the management layer. Fayol believed that management had five principle roles: to forecast and plan, to organize, to command, to co-ordinate, and to control. Forecasting and planning was the act of anticipating the future and acting accordingly. Organization was the development of the institution's actions and process running. Co-ordination was the alignment and harmonization of the group's efforts. Finally, control meant that the above activities were performed in accordance with appropriate rules and procedures.

### **1.1.3 Contextual background**

According to the Uganda National Council of Higher Education (NCHE) a private universities is defined as an institution licensed / authorized to offer degrees, diplomas and certificates and is owned by individuals with limited government interference. This is different from a public university which is an institution established, facilitated and administered by Government Departments concerned with education in the country. Unlike the public university, owners of private universities have the powers to raise funds by all means to support their institutions and the government only monitors their standards of performance with limited interference.

University education in Uganda is offered to students who have completed 'A' level programme or their equivalents. Education establishments offering post-secondary

education are referred to as ‘higher institutions of learning’. These institutions provide students with programmes leading to diplomas, undergraduate degrees, Masters and doctoral degrees (SPHE 2003 –2015). Available information indicates that Makerere University had been the only state university in Uganda until the late 1980s when Mbarara University was formed. As a result the government instituted a higher institutions policy in 1992 allowing for the opening up of private universities. As a result, private universities like Islamic University in Uganda, Ndejje, Nkozi, Bugema, Nkumba, Kabale and Namasagali were established.

Managing in private universities can be easily understood by making reference to Maicibi (2003) explanation of the concept of management. He notes that managing generally means a process of coordinating, organizing, planning, controlling, staffing and budgeting. These are the core activities within a university setting as it struggles to achieve the generation and dissemination of knowledge to the public. The higher education policy (1997), aims at promoting teaching to produce higher level manpower, in research and particularly applied research, publishing of books, journals and research papers, public service, high variety for extension activities and serving as a store house of knowledge and the centre for excellence. This means therefore that the institutions must be equipped with adequate teaching and non-teaching staff. There has been high-level liberalization in higher education, which has led to the growth of many universities and other higher institutions. The quality of education provided in higher institutions will continue to depend on the quality of

the student's enrolled, financial support and the human resources quality and motivation.

Attraction and retention of staff that can help the institutions to produce reliable people and which can move the country forward now remains the catchword on the institutional agenda. However, this can only be achieved if there is a clear management process that can yield employees' cooperation. According to Kane (1996), organizational development can be achieved through adopting management strategies that can bring all the stakeholders together. Despite this submission, however, private universities are still characterized by high-level management problems with poor administrative structures, inconsistent fees structures, poor staff remuneration, low staff morale and limited support for research, (National Council of Higher Education, 2005).

The National Council of Higher Education (NCHE) report on the universities visitation committee discovered that some of the universities especially Kampala International University being a corporate university owned by an individual was found mixing up management and ownership issues. It also reported of the pending strike that would result from the increase of fees in universities like Uganda Christian University and Uganda Martyrs University. All these challenges are related to management and the control system in the university and unless the situation is reversed, private universities are not likely to fulfill the intentions contained in the

higher education policy in Uganda. It is this contention that inspired the researcher to focus his study on the factors affecting the management of private universities in Uganda.

## **1.2 Problem statement**

In private universities, management practices such as financial management, diversity management practices, relationships management, staffing processes, recruitment and selection have always been critical processes. They are the vital stages in the formation of the expectations that form employees' psychological contract with the university on which, with an emphasis on organisation policies, employees choose to join the organisation (Bratton 2000). In an educational setting, several factors limit the bid to achieve quality. A number of factors inspire the changes that occur all the time in terms of students' enrolment, staff needs, attraction and retention. These changes tend to create doubt in the public as to whether the institutions are producing good quality people that can move the country forward.

These changes can only be met if there is a clear management practice that brings all the employees together. According to Kane (1996), this link can be created through adopting an effective strategy that can bring the employees and the institutions together. Unless such a management strategy is well streamlined, the institutions are likely to be affected since the resources will not be held together to achieve positive

results that are the virtues upon which a university should be built to give solutions to the social, economic and political problems obtaining in society.

Private universities in Uganda, which are the focus of this study, are experiencing a number of management problems. For instance, the Commission of Inquiry into the management of private universities indicated unclear management structures in some universities being characterized by a mixture of ownership and management, poor retention of staff especially administrative staff and threats of strikes resulting from unprecedented increase of school fees, (National Council of Higher Education, 2005). It should be noted, however, that there is no independent study that has been carried out to establish the factors leading to these managerial problems. Unless these factors are explored, there is a likelihood of these universities losing track of their goals and objectives. It is from this conviction that the researcher found it necessary to carry out a study which focuses on the factors affecting the management of private universities in Uganda.

### **1.3 Purpose of the study**

The purpose of the study was to establish the factors affecting the management of private universities in Uganda.

## **1.4 Objectives**

The study was carried out along the following objectives;

1. To examine how the students' enrolment affected the management of private universities.
2. To establish and assess how the human resource situation effects the management of private universities.
3. To determine how the flow of financial resources affected the management of private universities.

## **1.5 Research questions**

The key questions that guided the study were as follows:

1. How does students' enrolment affect the management of private universities?
2. How does the human resource situation affect the management of private universities?
3. How does variations in flow of financial resources on the management of private universities?

## **1.6 Hypotheses**

1. The number of students enrolled in a university affects management of private universities.
2. The human resource situation affects the management of private universities.
3. Variations in flow of financial resources affect the management of university operations.



## **1.7 Scope of the study**

The study was carried out amongst selected private universities in Uganda. The study involved seven private universities selected in Uganda. The researcher was careful enough to take care of different categorizations of private universities and ensured that all were represented.

The content scope covered variations in students' enrolment, financial flows and human resource situation. These elements were considered critical because they are the core aspects in a university management process. The university essentially stands on the elements of: student enrollment as the major source of funding, human resources as the major means through which all the activities can be coordinated and effected and financial flow which can promise sustainability of a private university.

## **1.8 Justification of the study**

Considering the rate at which university education is expanding in Uganda, there is need for all educational stakeholders to be informed about the challenges affecting university management in order to think of the solution together.

Private universities in Uganda have been in place since 1992. There is increasing desire for higher education from both within and outside the country. However both private universities and public universities are affected by a series of factors limiting their success and these ranges from human resources, financial resources and political intervention. However, there are only limited studies that have been carried

out in these universities. This means that, unless the factors affecting the management of private universities are assessed, the provision of higher education is likely to be jeopardized.

Conceptually, it is through management that things can be moved. This is according to Armstrong (2003) who argued that it is only through an efficient management system that performance at all levels can be achieved.

Private universities were particularly chosen because of the challenges they are experiencing both internally and externally. The researcher wished to establish the way forward in improving university management.

## **1.9 Significance of the study**

This study is significant in many ways.

First, it is the researcher's hope that the findings of the study will be of great importance to the target organizations /groups and individuals.

Second, the universities under study may use the findings of the study to redress the problems affecting their performance, consolidate on their strong areas and improve on their weaknesses.

Third, the government policy-makers and other stakeholders can utilize the findings of the study to formulate and implement proper policies regulating the management of private universities. The Uganda NCHE will particularly be helped in reviewing its university's monitoring process to ensure all aspects are taken into consideration.

Fourth, future researchers may use the findings of this study in getting related literature regarding this subject. There are a few studies that have been carried out on private university with particular attention to management aspects. Hence, the results will be of significant help to those who will be interested in related studies.

Fifth, the study is hoped to enrich the researchers' experience in research management and academic career. This is important because by personally visiting different libraries, universities and governing councils of educational institutions the researcher was able to gain much more insight in the current management of higher education.

Finally, the study will make a contribution to the existing theories on management especially that of Henri Fayol. It most importantly however believes with the theory of Henri Fayol in that it finds out that efficiency in performance at university level greatly depends on the way the organization activities are organized, coordinated, budgeted and implemented through a well staffing procedure.

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

#### **2.1 Introduction**

This section presents the findings of other scholars on the subject under investigation. It presents the theoretical and conceptual frameworks and the views of other scholars presented in line with the objectives of the study. The purpose of this review was basically to bring on board theories of management that are related to the subject under study to help the researcher in the process of extending knowledge beyond what is already available. It further aimed at helping the researcher in understanding how the subject of management has been approached before by other scholars.

#### **2.2 Theoretical framework**

The study is based on the scientific management theory, which basically consists of the works of Fredrick Taylor, and the organisation theory comprising of the works of Henri Fayol's on administration (Mullins, 1994). Fredrick Taylor started the era of modern management in the late nineteenth and early twentieth centuries; Taylor consistently sought to overthrow management by rule of thumb and replace it with actual timed observations leading to the one best practice. He advocated for the systematic training of workers in the one best practice rather than allowing them personal discretion in their tasks. He further believed that the workload would be evenly distributed between the workers and management with management performing the science and instruction and the workers performing the labour, aspect

each group doing the work for which it was best suited. Taylors' strongest positive legacy was the concept of breaking a complex task down into a number of subtasks, and optimising the performance of the subtasks, hence, his stopwatch measured time trials. As a result, he proposed four underlying principles of management

Firstly, there is need to develop a science of work to replace old rule of thumb methods, pay and other rewards linked to achievement of optimum goals, measures of work performance and output. Failure to achieve these would in contrast result in loss of earnings. Second is that workers should be scientifically selected and developed; Training each to be first class at some specific task. Thirdly, the science of work to be brought together with scientifically selected and trained people to achieve the best results. Finally, work and responsibility to be divided equally between workers and management cooperating together in close interdependence.

On the other hand, Henri Fayol's administrative theory focuses on the personal duties of management at a much granular level. In other words, his work is more directed at the management layer. Fayol believed that management had five principle roles; to forecast and plan, to organize, to command, to co-ordinate, and to control. Forecasting and planning was the act of anticipating the future and acting accordingly. Organization was the development of the institution's actions and process. Co-ordination was the alignment and harmonization of the group's efforts.

Finally, control meant that these above activities were performed in accordance with appropriate rules and procedures.

Fayol developed fourteen principles of administration to go along with management's five primary roles. These principles are; specialization / division of labour, authority with responsibility, discipline, unity of command, unity of direction, subordination of individual interest to the general interest, remuneration of staff, centralization, scalar chain/line of authority, order, equity, stability of tenure, initiative and esprit de corp. Fayol clearly believed personal effort and team dynamics were part of an "ideal" organization. This indicates that performance even in universities cannot be deviated from practical management.

Fayol's five principle roles (plan, organize, command, coordinate, and control) of management are still actively practiced today. The concept of giving appropriate authority with responsibility is also widely commented on and is well practiced. Unfortunately, his principles, of "unity of command" and unity of direction" are consistently violated in "matrix management", the structure of choice for many of today's companies.

The principles of bureaucracy developed by Max Weber (1864-1920) are also influential in the theories of management, based on specialization of tasks, decision-making, system of rules and regulations and impersonal operations. In bureaucracy

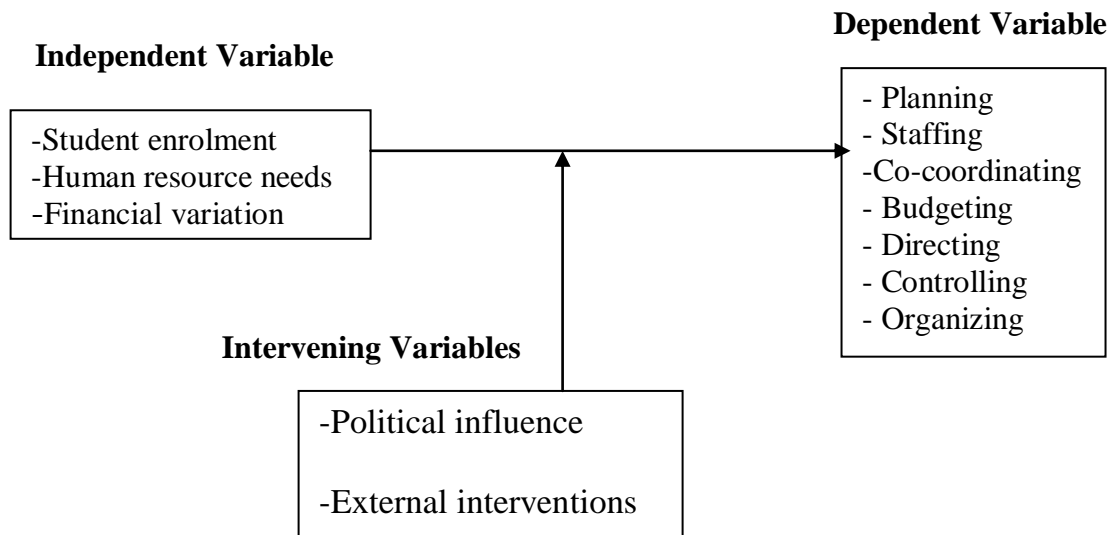
there is equitable, fair election and promotion of workers, which improves security and sense of responsibility in employees. The human relations theory emphasizes social aspects as key issues in organisations, the success to work through and with people leads to the ultimate successful organisation. Schemerhorn (1999) points out that in management, human resource approach focuses on human needs, work groups and the role of social factors in place and their motivation as a key function of management.

From the above theories, it can be deduced that performance in all organizations including universities, can only be achieved by the way management sticks to the principles of management. In other words, effectiveness will always depend on the extent of organization, staffing and budgeting. These are the elements that were the core in the investigation under this study.

## 2.3 Conceptual framework

The study can be explained in the following conceptual framework;

**Figure (2.1): Showing the interaction of the variables**



**Source: Developed from Armstrong (2003)**

The conceptual framework indicates that the nature of management in universities is affected by financial inadequacies; human resource needs and students enrollments. It indicates that the core activities in private universities depend on the number of students enrolled. The students are the sole source of funding for the universities and as a result, the extent of enrollment is likely to affect the staffing, budgeting and the other management activities. Similarly, the effectiveness of management is highly related to the human resource situation. However, these challenges can be managed through enhancing management structures, performance management practices and



employment monitoring practices. The conceptual framework is true considering the findings of the study in which all the independent variables were found to significantly affect the management of the private universities.

## **2.4 Related Literature**

### **2.4.1 Students enrollment and the management of private universities**

In this study enrolment has been used to refer to the number of students in the Universities at a particular time. College enrollment continues to jump in leaps and bounds as the number of students attending higher education institutions are reaching millions of students. Fueled by significant enrollment increases by minority and female students, as well as recent high school graduates and adult students, the number of students at campuses across the country increased by 13.7 percent over the past 10 years. He further states that some nations are looking at new ways to deal with these changes. In Arizona, a state where the number of high school graduates is expected to grow by 33 percent from 2004 to 2014, administrators at some schools have discussed capping enrollment, while legislators vetoed a plan allowing community colleges to offer baccalaureate degrees.

Changes in higher education are not constant, as the importance of a College degree and the number of students enrolled keeps rising. While these new students bring innovative ideas and fresh perspectives, they also drive higher education leaders and policymakers to question the best ways to educate the ever-changing campus

community. This is particularly true now, during the current growth period, as enrollment increments are uneven among students of different backgrounds, ages and in different regions of the country. College leaders need to focus on the changing face of today's students to ensure they can meet the needs of tomorrow's College students (Briston, 1981).

According to Carnoy (2002), at the turn of the 21st century, three major challenges have confronted higher education: economic globalization, the growing importance of knowledge, and the information and communication revolution. These trends have enhanced radical changes in a number of areas. First, a trend toward higher skills has been observed in countries and in the most-advanced developing countries. This is illustrated by recent data from Argentina, Brazil, and Mexico showing a rising rate of return for tertiary education--a reversal of earlier trends in the 1980s. Management of universities is focusing much on distance learning in order to reduce on the level of dependence on full time class teaching. This helps to increase space for universities by encouraging students to come in once in a while on a face-to-face interaction and spend much more of their time reading on their own.

Finally, universities are now resorting to exchange programmes. This is effected by students being attached to other universities either for research or active learning. This works mainly on international students of some universities who are allowed to study from other universities in their countries as the qualifications are awarded by

different universities. This is aimed at reducing congestion at some universities by utilizing space within other universities that are already well established.

As noted by Coombs (1987), continuing education is growing in importance because of the necessity to update knowledge and skills regularly. The traditional approach of getting a degree before starting one's professional life is being progressively replaced by lifelong education. The traditional structure of the university as a pyramid with a majority of first-degree students and a smaller group of graduate students will be replaced by an inverted pyramid with a minority of first-time students, a larger group of students pursuing a second or third degree, and a majority of students enrolled in short-term continuing education.

New training needs and competitive challenges will require many universities to transform their governance, structure, and mode of operation. A key aspect is the ability to reorganize traditional disciplines, taking into consideration the emergence of new scientific and technological fields, such as biotechnology and advanced materials science, which require the creation of inter- and multidisciplinary programs across traditional institutional barriers. For example, the study of molecular devices and sensors brings together specialists in electronics, materials science, chemistry, and biology.

The capacity of universities to enroll more students, requires a careful study by each institution and potential revision of their master plans. Academic programs guide the direction of master plans and development of university infrastructure. It follows then that as program realignment is better understood in the context of the commission's report, the infrastructure required to support the realignment and existing capacity relative to required additional capacity of university facilities, will become clearer. But regardless of the outcome of such a process, the value of existing university infrastructure is significant and costs associated with maintaining this asset even at current levels will be considerable.

In his emphasis of the challenges of enrollment to education management, Murang (2004) gave the following explanation. Universities have reached a level of failure to accommodate all the students they have. Some universities did not have enough classrooms or even a library. Some universities are 10,000 miles away from their students. He expressed the following imaginations as some of the ways enrollment was affecting management; imagine university without required courses or majors or grades. Imagine a degree only valid for five years. Imagine ranking institutions by their degree of Internet connectivity. Imagine a country whose main export earnings came from the sale of higher education services. Imagine a socialist country that charged full-cost tuition fees in public higher education. Are these science fiction images or real-life stories of a revolution in higher education?

Brian (2003) stresses that some states are looking at new ways to deal with changes in higher education institutions. In Arizona, a state where the number of high school graduates is expected to grow by 33 percent from 2004 to 2014, administrators at some schools have discussed capping enrollment. They vetoed a plan allowing community colleges to offer degrees. Similarly, Nevada built the brand new Nevada State College in 2002 to deal with the expected 60.5 percent jump in high school graduates over those same years. Other states are looking at ways to recruit students. In South Dakota, where the number of high school graduates is expected to decrease by 12.4 percent from 2004 to 2014, recruiters have increased their efforts in states like California, where capacity challenges have arisen because of a sizeable influx of new college students. South Dakota also has entered into agreements with other states, including Iowa, Nebraska, Minnesota and California to offer a discounted tuition rate to students who may otherwise have a hard time finding space at their State's Universities.

As a result of challenges in accessing higher education, "continuing education" is growing in importance because of the necessity to update knowledge and skills regularly. The traditional approach of getting a degree before starting one's professional life is being progressively replaced by lifelong education. The traditional structure of the university as a pyramid with a majority of first-degree students and a smaller group of graduate students will be replaced by an inverted pyramid with a

minority of first-time students, a larger group of students pursuing a second or third degree, and a majority of students enrolled in short-term continuing education.

The Georgia proposal uses the federal definition for classroom funding, which includes textbooks' teacher salaries, field trips, and special education as classroom expenses, but excludes "support" funding of speech therapists, librarians, and administrators (UNICEF). Its proponents say the plan is not a punitive measure and that Georgia school districts would have time to achieve the goal. They would be required to increase spending by two percent a year until they reach 65 percent. If the plan is passed, school districts that now meet academic standards and spend less than 65 percent in the classroom would be eligible for a waiver, says Heather Hedrick, a spokeswoman for Governor Perdue.

Nationally, public opinion supports the school reform measure. A Harris Interactive Poll last November showed that 70 to 80 percent of all demographic groups backed the 65 percent solution and the politicians who bring it to the table. "I've never seen an issue this popular," says Tim Mooney, spokesman for First Class Education. "I love it, how the [school superintendents] who are crying most for funding of education are the ones who now say putting dollars in the classroom won't make a difference," he says (UNICEF, 2003). But education researchers are not sure whether the plan will work. Although nationwide statistics show a correlation between

percentages of money spent statewide and standardized test scores, correlation is not clear at the local district level.

From the review, the following issues emerged which proved useful in the field. The need to limit enrollment to match the staff numbers, admitting students in order of performance, matching students to their ability in being successful in certain courses, matching the student ratio with university facilities and ensuring adequate numbers of students in the available programs.

## **2.5 Human resource situation and management of private universities**

The major goal of all universities just like other organizations is always the desire to achieve a smooth running of their activities to achieve their mission. This is achievable through the maintenance of a well-qualified and motivated staff. Institutions involved in teaching and learning such as universities have a mission. This is generally to provide quality learning in a conducive environment with adequate staff of both teaching and non-teaching staff that is accessible to the students. Rwakasongo (1998) presents the historical background of private universities in Uganda. He notes that the mushrooming of the universities in Uganda is due to the liberalisation of the university education in Uganda by the government under the Act of Parliament of 1995. At their inception, most of these universities started with humanities and no science programmes due to lack of adequate staff.

Rwakasongo (1998) however, indicates that some of the universities have still remained art based due to lack of staff.

However, he links this problem of inadequate staff by universities in the poor staff sourcing (staff attraction and selection) by the administrators and the practices of nepotism and the bias of considering the universities as a business like other business settings yet it has a critical role to offer in the development of individuals and the nation at large.

In universities' staffing processes, staff attraction and selection have always been critical processes. They are the vital stages in the formation of the expectations that form employees' psychological contract with the organisation upon which, with an emphasis on a two way flow of communication, employees select an organisation and the work on offer as employers select employees (Bratton 2000). People have a choice regarding type of organization they wish to work for. Therefore, it is upon employers to employ the basic means of communication strategies to attract and select the best people to work for them (Newel and Shackleton 2000). Effective communication especially through advertising that is "focused" helps to reach the right people. Some organizations first communicate to the workers internally so as to give internal candidates priority, and they only go outside the university if no one meets the person specifications within the organization (Maicibi 2003).



In the process of communicating the existence of a job, Maicibi (2003) notes that, there is a double selling activity between the potential applicant as well as the advertiser. The institution promotes itself to the applicants by advertising (communicating) and in the same way the applicants promote themselves by reacting to the institution's communication by displaying their qualifications to be purchased. Maicibi emphasizes that for communication to be effective in staff attraction, it should be properly edited and the diction used should be very appropriate.

Hence, it cannot be denied that staffing a university is a key part of the human resource management. On the other hand, Deordwel et al (1989) define institutions' staffing as a search or a process of obtaining potential job occupants in sufficient quality and quantity so that the institution can achieve its mission through those people. Indeed, according to him (Deordwel), staffing an institution begins with staff attraction which is a process of announcing the existence of a vacancy to be filled and the strategies involved in getting people to register their interest to want to fill such a vacancy. Devis (2002) presents various ways of communicating the existence of vacancies. He argued that informing the potential applicants about the jobs can take the following ways: use of print media, use of counsellors or career advisers, use of electronic media, use of bill boards and posters, staff meeting, newsletters and bulleting boards.

Referring to the views expressed by Drucker (1994) that a manager does not handle people, but he motivates, guides, and organizes people to accomplish their goals, and that his effectiveness depends on his ability to communicate well with his employees seems to be significant. For example the results of this study indicate that whenever employees were briefed and given feedback about their performance, there was a resultant effect in their performance. However, it should be noted that good communication is not a complete entity in itself especially on the Heads of Universities but rather a transactional process across all categories of employees especially when it comes to information that relates to staffing the institutions.

Whereas Hannagan (2002) agrees with Drucker's (1994) views when he states that an appropriate staff recruitment process is important for conveying the organization's mission, it is also needed to enable the thoughts and feelings of the prospective employees to be expressed in equal significance. Its strength can be more emphasized if we consider Dale's (1995) observation that a staff recruitment process helps in giving instructions, giving or receiving information, exchanging ideas, announcing plans and strategies, and communicating about the individual roles and about the structure of the organization. What is generally true according to Drucker (1994) is what Gareth (2002) expresses when he notes that staffing is one of the most important processes that take place in organizations. It has major effects on individual, group and organizational performance.

Bratton (2003) notes that staff attraction and selection has always been critical processes of organisations. In recent years, he noted that there has been growing evidence that the formation of a positive psychological contract with employees provides the basis for a positive outcome in terms of organisational commitment and motivation. Hence, according to him, employers need to see the staff attraction and retention of employees as part of the evolving employment relationship.

Shackleton (2000) pointed out an important issue about staffing an organisation. He refers to staff attraction as the process of attracting people who might make a contribution to the organization. Within this definition, two major issues are highlighted, which make adoption of adequate staffing procedures vital. The first is that people need to be attracted to the institution through effective communication. Secondly, the definition highlights that management has to influence the process of attraction of people either through persuasive communication or by re-examining its staff welfare practices to make them as clear as possible.

The rest of success of a staffing situation is not just in attracting a sufficient number of people but also ensuring that the attracted people are motivated and given opportunity to grow. Staffing is a search to obtaining potential job applicants in sufficient quality and quantity so that the institution can select the most appropriate person (s) to fill its job needs, (The Management Journal 2007). Indeed, staff attraction is a process of announcing the existence of a vacancy to be filled, and the

strategies involved in getting people register interest to want to fill such a vacancy (Deodwell et al 1989).

In his extension of Deordwell's view, Maicibi pointed out that there are different ways of informing candidates of the existence of vacancies. These include; the print medium such as the newspapers, journals, magazines and other business printing media and publications. He also points out the use of career advisers, the electronic media is emphasised to include the radios, television, telephones and the internet. The purpose of advertising during the staffing process is to attract sufficient candidates of the right calibre, thereby securing a reasonable pool from which to choose the most appropriate candidates (Humphrey, 1997).

Current thinking is based on the opinion that pay should be seen as part of the wider relationship between management and employees and that the reward system adopted should act as a medium for the expression of management style and their attempt to create commitment amongst the workforce (Bratton 1988). Bratton (1988) emphasizes that organizations view pay as a determinant of employees' work attitudes and behaviour. The nature of payment affects an individual's decision to join a company, to work effectively, to undertake training, to accept additional responsibilities, to stay with the organization or to join a trade union. However, the issue of use of rewards to stimulate performance and commitment has proved to be an international issue. Caldwell (1981), for example, argues that in Canada, the

United States and the United Kingdom, top management pay is increasingly linked to the achievement of business objectives, and for their subordinates pay is being geared to individual potential and performance. He stresses that this is aimed at gaining commitment of hard working individuals.

While writing on welfare practices which is an important element in the staffing situation in universities and other organisations, Buwa (1991) noted that, “the quality of dedication can only be improved if qualified staff stay longer in organisations where they have been posted and that this can only be achieved if the conditions and terms of service of teachers are favourable and attractive. Secondly, physical and social facilities should be good and conclusive so that teachers can stay in the schools without having to opt for other employment opportunities elsewhere. Though many organizations world over are striving to achieve organizational stability through an efficient reward practice, it looks different from the universities of today, (World Conference On Education For All, WCOEFA (1990). At the conference it was observed that lecturers in Africa work under strain largely because they are poorly remunerated and have this low production prospects. This has lowered their morale and leads to high wastage and moving to other occupations.

The staffing situation in universities is further constrained by the process by which these universities are created. Considering private universities in Uganda, the Ministry of Education and Sports (2005) highlighted that their weaknesses are

embedded in their creation. The majority of the community members they serve have failed to acknowledge their values. The report revealed that some community members focus on what they feel will benefit them as individuals and not as a community or nation. This has affected the universities to the extent that the community members do not feel they should pay the lecturers an adequate salary and this has limited the universities' abilities to recruit good lecturers. The study further reveals that most of the private universities have opted to compete with the already existing universities than learning from each other. This has resulted into competition for staff instead of helping each other to develop reliable staff. The report further reveals that in all the private universities, there was a weakness or failure to invest in research by the academic staff, (The Management Journal 2007).

There was no research activities going on and the major reason advanced was lack of research funds but when it was just lack of initiative and endeavors to contact research funding organizations. However, as reported by Namutebi (2006), it is not the low salary which makes lecturers grumble, but they are complaining about what that money can fetch them and that which they are entitled to but do not get (Kayizzi 1990). Kayizzi (1990) concluded that, those who are still teaching were doing so because they were still looking for better jobs but not because the reward practices were convincing. This is a view that shows that the reward practices in schools are not friendly. Hence, Buwa (1991) was right while talking about reward management,

when he stressed that, the employers should make conditions of teachers attractive in order to retain them in service.

When funding is not sufficient, staff couldn't be happy with what goes on in an institution and hence they are likely to leave. With this view, it seems only fair that those who make the greatest contribution to the organization should receive the highest rewards, rather than rewards being based solely on long service. Organizations should adapt to a reward management practice that takes employees as a team such that every one is rewarded according to his or her contribution to the organization. (The African education Journal 2007).

Benefits are viewed as another example of non-financial rewards that could be offered to staff in private universities to improve their situations. Wages which are non-cash additions to basic pay are important in this regard. Maicibi (2003), presents examples to include cars, pensions, health insurance, relocation expenses, maternity leaves, payment of professional subscriptions, payment of telephone bills, seasonal loans and long service awards, to mention but a few. In addition, Armstrong (2003) presents benefits to include, time off, sabbatical leaves, social facilities and subsidized mortgage. With the above, therefore, Namutebi (2006) was right when he pointed out that, the current thinking is based on a single opinion that pay should be seen as part of the wider relationship between management and employees and that

the reward system adopted should act as a medium for the expression of management style and their attempt to create commitment amongst the workforce.

While discussing the human resource situation in modern organizations, Bay (2005) emphasized the role of motivation. He argued that there has developed a class between employee motivation policies and the need to apply modern technology in organizations. Instead of inspiring employee motivation, technological progress can actually sabotage it for many whose livelihood does not depend on introducing change. He went further to explore reasons why employee motivation has to be a key driver for commercial success, and in particular explain the great paradox of technology, explore its fundamental consequences and emphasise the need for more proactive management.

Every business and work process eventually requires that people make decisions to do the right thing. For employees to act appropriately there must be employee motivation that is a natural growth from employee development and employee empowerment. Usually an active employee development training program is required to develop employee empowerment. As human beings we are all created with a free will and the capability to make decisions. When employees are not making the correct decisions, no matter how good the process or system, problems will soon develop. Active employee development and employee empowerment will help create the environment where employee motivation can develop. A consistent training plan



that starts with executive coaching and includes management training as well as supervisor training while offering leadership skills development for all employees will speed realization of empowered employees

The study results of Eremu (1999) indicate that there are an almost infinite number of small details that no one except the person actually doing the work can ever know. Without employee empowerment it is difficult to take advantage of this knowledge. All of this knowledge is valuable and waiting to be tapped for your organization's benefit. Many organizations make a halfhearted attempt at employee empowerment with the Suggestion Box that is never opened. Docking (2003) observes that: 'The last one I had opened contained several gum wrappers and one suggestion; it was over six months old. While this may fool some into thinking they have an avenue for participation and employee empowerment, others are successfully tapping this resource'.

The quotation shows that frequently assumptions are made about employee attitude and willingness to participate based not on the actual employee motivation but employee reaction to the way they are treated by supervisors. In many organizations there is essentially no employee empowerment, no freedom to make even basic decisions. These same employees are community leaders, serve on Church Boards, are elected officials, do volunteer work, have their own businesses, and in a variety of other ways demonstrate a capability far above what is used in their work. What

could happen to your business if through employee development and employee empowerment your employees brought the same dedication, effort and thought to work that they freely give away outside of work? Improvements in productivity of 25% to 50% have been demonstrated when employers are willing to engage their employee and create an environment where employee motivation is the norm and not the exception.

Reference to the views of Glueck (2000) indicate that the synergy of work processes and system improvements can be amazing. A proven effective way to get involvement is to focus on the cycle time of important work processes. Even with uninspired and hesitant team members it is common to have 35+% reductions in cycle time. The importance of cycle time reduction goes much deeper than just being able to perform in a process in less time without adding effort. In an organization dedicated to learning how to improve itself, every cycle is an opportunity to learn and improve. An organization with a 33% advantage in cycle time not only has the advantage of lower costs (time is always money) and the ability to do more with the same or fewer resources, but also they get opportunities to learn for every two opportunities from their competitors. In soccer terms that is getting three shots on goal for every two from your opponent. Benefits continue to feed on themselves and the advantages grow bigger and bigger. The views raised by Glueck indicate that even the best training/development programs cannot assure that all employees will get involved. One of the prime jobs of supervision and management is to create the

climate and the systems for employee motivation. Organizations need empowered employees involved from the neck up and not just from the neck down. This is not to say that all will choose to do so. The obligation is to provide the opportunity and the means. It is then the duty of the employee to take advantage of the employee development opportunity. Most employees when they believe in and trust their management supervision will leap at the opportunity to make higher-level contributions to the organization.

In addition to basic problem solving skills, Harold (1990) asserts that training as an employee development process is needed. This process should stimulate thinking and encourage employees to make positive changes in their behavior, attitude and habits of thought about work. Frequently, however, the biggest changes in these areas have to occur at the management and supervision levels. Turf protection, arbitrary rules, inflexible systems, capricious authority, poor listening, and reservation of the right to make all decisions diminish the likelihood that employees will contribute even a fraction of their capability. True management skill involves the ability to direct, coach, delegate and mentor individuals and teams depending upon the situation and the employee's need. Developing management and supervision with the skill and confidence to behave in this way is not a trivial task. This view recommends the recommend that the employee development start at the top of the organization with a consistent philosophy and approach backed up with observable behaviors. With Six Sigma Plus this area of personal development receives significant attention. Even

when no new technical skills or tools are taught improvements are often impressive. This is especially true when a coordinated effort starts at the executive level in the organization and moves through the managers, supervisors and employees working on the same concepts and approach.

However, it should be noted that training is not only achieved in a class environment alone. Gray (1991) notes that every activity or job has some level of technical skill that must be mastered in order to perform at an acceptable level. Without these it is much like trying to turn a screw into a board without a screwdriver. Demonstrated knowledge and skills are essential. In some cases employees come to the job with all of those skills. More commonly employees will have a certain base level of competence but still will require additional training and development before they can make a positive contribution. Sometimes it can take years for the contribution to pay back the time value of the investment made in an employee. An obvious improvement would be to reduce the amount of time (cycle time) that it takes for new employees to reach the point of net return. Gray (1991) stresses that the attitude that employees have in the work place can be as important as the actual technical skill level. Most of the time when we speak of an employee having an attitude it goes without saying that we are talking about a poor attitude.

When speaking of a positive attitude it is always preceded with the good descriptor our experience confirms that poor attitude is one of the more common concerns in the

work environment. Actually it is not the attitude that is the problem, rather the behaviors that results from that attitude is of concern. When someone is described as having a bad attitude and press for how anyone else can know if someone has a bad attitude the responses are fairly typical. Attendance problems, marginal quantity or quality of work, interpersonal problems with co-workers or supervisors, poor communication, lack of cooperation in any activity, etc. The list is remarkably similar no matter what the job, company, industry, or part of the world. (www. Educ. Welsh.ac 2008)

The sequence is that habits of thought (self-talk) drive attitudes and attitudes drive behaviors. Changing someone else's attitude is an impossible task. Lasting motivation comes from within. Some things can be done in the short term, but long-term motivation and change is a personal event. In order to help people learn one must understand that most people learn based on three basic inputs. While talking about human resources and organisation development, Shackleton (2000) pointed out an important issue. He refers to recruitment as the process of attracting people who might make a contribution to the particular organisation. Within this definition, Newell (1987) highlights two major issues, which make effective communication to the public as vital.

The first is that people need to be attracted to the organisation through effective communication. Secondly, the definition highlights that management has to influence

the process of attraction of people either through persuasive communication or by making the communication as clear as possible. Considering Shackleton's comment, Bratton (2003) was right when he noted that the rate of success of a recruitment process is whether it attracts a sufficient number of applicants of the desired quality within the budget set. Recruitment might reasonably expect a number of applicants per position available, referred to as the recruitment ratio, thus allowing a choice to be made. He notes that changes to the recruitment process may affect this ratio. For example, as have indicated above, recruitment via the Internet may reduce the quantity, but not necessarily the quality, of applicants.

Recruitment is a search for obtaining potential job applicants in sufficient quality and quantity so that the organisation can select the most appropriate persons to fill its job needs. Indeed, recruitment is a process of announcing the existence of a vacancy to be filled, and the strategies involved in getting people register interest to want to fill such a vacancy, Deodwell et al; 1989). In his extension of Deordwell's view, Maicibi pointed out that there are different ways of communicating the existence of vacancies. These include; the print media such as the newspapers, journals, magazines and other business printing media and publications. He also points out the use of career advisers, the electronic media is noted to include the radios, television stations telephones and the internet.

The purpose of advertising during the staffing process is to attract sufficient candidates of the right calibre, thereby securing a reasonable pool from which to choose the most appropriate candidates (Humphrey 1997). Humphrey (1997) relates the recruiting firm to be the sender of the message and the public who receive the message. He emphasises that for the communication to have an impact, the recruiting firm should use the right channel for the intended people. He therefore concludes by emphasising, that the advert should be rich with the job information for the potential candidates. During the staffing process, the most obvious method of attracting candidates is advertising, (Armstrong, 2003). Nevertheless, the first question to ask is whether an advertisement is really justified. This means looking at the alternative sources mentioned above and confirming, preferably on the basis of experience, that they will not do.

Other related authors have widely discussed the staffing process. Maicibi (2003), for example, points out that, it is a process of sourcing for the best applicants from both inside and outside of the organisation. He (Maicibi) argues that the existence of a vacancy can be made public in the following ways; use of the print media such as local and international newspapers, journals, magazines and other business printing media and publications, use of professional bodies such as trade unions, trade associations and societies, chambers of commerce as well as industry networking. The electronic media can also be used to communicate a vacancy. They may include the radio, television, telephone, e-mails and the internet.

However, Koontz and Weirhick, (1998) had a different view. They expressed that, most organisations prefer communicating vacancies internally first before external communication. The internal source communicates vacancies at staff meetings, notice boards, posters, newsletters, news butting, open days, bulletin boards and cash rewards for internally aided source. Internal staff could be used to reach out for outside personnel to fill a vacancy in their organisation. This method combines the advantages of both the internal and external sources of filling vacancies.

Pigors and Myres (1981) suggested that recruitment policy should be well developed in order to ensure the recruitment of high quality manpower. They emphasised that the policy should be able to show the methods to be used in recruiting different categories of employees. This will help the organisation in using the best method of getting the right person. Stone (1998) observes that every organisation should have its recruitment policy as this is beneficial to the manager in that he or she will be aware of proper methods of recruiting and selecting employees, their sources of attraction and qualities required.

Mullins (2002) asserts that staff recruitment and selection merit as much care as the choice of capital recruitment. Therefore, its policies should be carefully designed, monitored, evaluated in order to effect recruitment and selection of high quality manpower. Cole (1993) agrees with Mullins (2002) that designation of an effective recruitment policy is of paramount importance in a bid to attract high quality



individuals to an organisation. They mentioned that continued success of an organisation is dependant on high quality employees who can respond effectively to the rapidly changing global business environment. Promotion designates an internal move in an organization for an employee to fill an upper level job involving increased authority, responsibility and pay (Decerizo and Robins 2002).

The prospect of promotion has been the main incentive for employees to perform well in their current grade. Thoedore (1996) argues that promotion is the most cost effective form of reward. However, Armstrong (2000) says that if an organisation provides challenging jobs, employees remain productive even when they don't receive any opportunity for promotion.

## **2.6 Variations in financial resources and institutional operations**

In this study, the term financial state refers to the process of planning, mobilizing, acquiring, utilizing and control of financial resources. Good (1959) defines finance for education as the science and practice of raising and expending of revenue for education or the management of monetary affairs of the company. According to Mohsin (1977), money is looked at as an important factor in the continuity and growth of any organization. It is seen as the lifeblood of the organization on whose existence the organization depends. To him, without funds, the organization ceases to exist because there cannot be any means of facilitating its activities and functions. It enables the organization to achieve its objectives and aims in order to register success

and effectiveness. This is in line with equity theory, states supports that when employees perceive the ratios of their inputs (e.g. experience, effort, education e.t.c) to outcomes (rewards) are equivalent to the ratios of other employees then there is existence of equity and employees will work for the success of the organization. But if these ratios are not equivalent, inequity exists and therefore tension is created which may lead to lack of continuity and growth of the organization.

As far as financial management in universities is concerned, the latest ground breaking ideas are how to tackle university funding reform. The Georgia proposal uses the federal definition for classroom funding, which includes textbooks, teacher salaries, field trips, and special education as classroom expenses, but excludes "support" funding of speech therapists, librarians, and administrators. Its proponents say the plan is not a punitive measure and that Georgia school districts would have time to achieve the goal. They would be required to increase spending by two percent a year until they reach 65 percent. If the plan is passed, school districts that now meet academic standards and spend less than 65 percent in the classroom would be eligible for a waiver, says Heather Hedrick, a spokeswoman for Governor Perdue.

Nationally, public opinion supports the school reform measure. A Harris Interactive Poll last November showed that 70 to 80 percent of all demographic groups backed the 65 percent solution and the politicians who bring it to the table. "I've never seen an issue this popular," says Tim Mooney, spokesman for First Class Education. "I

love it, how the [school superintendents] who are crying most for funding of education are the ones who now say putting dollars in the classroom won't make a difference," he says.

Cash is the money which the organization can distribute immediately without any restriction. The term cash includes coins, currency and cheques balances in the bank accounts. Sometimes near cash items such as marketable securities or bank deposits are also included in cash. Financial flow is concerned with managing funds and ensuring that there are always funds to aid the operations of the organisation all the time by monitoring:

- Cash flows into and out of the organization.
- Cash flows within the organization.
- Cash balances held by the organization at the time of financing deficit or investing surplus cash.

As money plays a vital role in the functioning of any organization, it has to be jealously planned and controlled. It must be used for proper and vital areas, which are to make the organization prosper.

Campsey and Brigham (1985), note that money should not be spent haphazardly by financial controllers but with care, concern and responsibility. In any organization, whether profit-making or non-profit making, funds must not only be maintained but must be made to flow in the right channels. An organization has to establish specific,

achievable and widely acceptable goals to which the organization can be financially committed. Goals are needed to provide a basic reference for the allocation of funds.

Pocock and Taylor 1981 note that ensuring constant financial flows focuses on financial control whose aim is to obtain the desired financial results through the implementation of plans and using feedbacks to attain the objectives. They further observe that two activities must be put in place to bring about financial control in any organization. These include laying out financial power or duties of financial managers and accountability of the financial resources which necessitates keeping records.

Briston (1891) states that money is more susceptible to theft than any other asset in any organisation. There is great need for its prudent management and ensuring that it is always monitored. He further agrees that financial control needs delegating adequate authority to individuals who have been assigned the responsibility to perform the financial duties. The reason advanced is that good financial management depends on officials dealing in financial matters.

The financial control system needs to be efficient, proper and well laid out. Fess (1969) support this by emphasizing that attitudes and knowledge are not a prerequisite for successful financial management but the possession of ethics as moral principle, guide the conduct of the individuals whether they are acting alone or as members of

the organization which involves having rules and procedures to guide in the management of funds.

According to Mohsin (1977), the financial manager is also expected to advise his or her colleagues and subordinates about financial structure and on how it should operate. This is done aiming at reducing financial scandals in the organization. To support this, Ramanadhan (1967) asserts that financial control serves as an advisory role. He or she has to give timely and accurate information on the management's progress to carry out its plan. Lindsay and Sametz 1967 agree that an efficient and effective finance ministry like that of the school should aim at the desirable internal control system for the purpose of:

- Protecting the funds against waste, fraud and inefficiency;
- Ensuring accuracy and reliability in accounting and operating data.
- Securing compliance with the organization's financial policies.

In Kinene's article (1996), accountability is widely known as the biggest problem associated with managing funds; more so, when there is crucial need to show that money is spent correctly. According to Wetson and Brigham (1969), financial record keeping is an accounting control that relates to protection of funds or assets of the organization and reliability to financial reports. Briefly, record keeping is concerned with reporting and measurement of financial position. Financial management uses information provided by the accounting system to make decisions, which would

enable the organization to achieve its goals. To Meigs and others (1962), keeping books of accounts is requirement for proper use of resources at one's disposal, authority or approval to use those funds and report to persons who supervise one's activities or who provide resources used.

According to Horne (1968), the success of any organization highly depends on proper financial record keeping. There is need to design, install and keep custody of all the accounting books and records. Keeping of financial records is pointed out as an important issue as regards actual operations of money that is consumed (expenditure) and money received (receipt). Keeping of records is very instrumental in providing information about financial control. Nkata and Onyek (1991), consider financial record keeping at any organization level as passing and following four steps: authorization, approving, executing and recording. That is, top management authorizes payment, the financial controller may approve it and there should be one person to execute payment by preparing invoices and later recording the transactions by the Accounting Department.

Meigs and others (1962), agree that any person who has custody of money should not maintain accounting records of that money. This is clear especially when a person is having custody of money will not be inclined to waste it if he or she knows that another person is maintaining a record of that money. Horne (1968), goes ahead to

indicate that a person maintaining the accounting record should not have access to the money and therefore has no incentive to falsify the records.

For an effective record keeping of financial matters, Briston (1981) emphasizes on sub-division of duties so that no one handles transaction completely from the beginning to the end. To this author, it is not proper for an individual charged with the custody of cash to get involved in the accounting function. This is because when financial errors or any improper actions are made the individual can conceal such blunders. Therefore, Hass and Bierman (1975), are of the view that it is significant that the finance functional areas of management are brought into focus, for a broad mutual enrichment of functions between management and accounting which is a vital feature in the successful life of the organization. Most organizations, however, need proper sub-division of duties and a careful design of accounting procedures to provide a basis for adequate financial control. Financial management particularly concerns cash management. Cash is the money which the organization can distribute immediately without any restriction.

According to Banified (1973) financial planning and budgeting is a periodic assessment for an organization's revenue and expenditure proposed by the government and presented to parliament by the Chancellor / President of the organization. It can also be said to be a plan especially one concerning a particular period of time, specifying how money coming in, for instance, to a household or a

business and payment will be allocated. He further sets out clearly the process of rational financial planning drawing from rational choice theory previously established in economics and the study of decision-making. Three divisions of rational choice are central to financial planning and budgeting as a reflective of cognitive activity undertaken apart from operational activity. This includes, listing of all the opportunities for action open to decision makers, identifying all the consequences which would follow from the adoption of each of the possible actions and selecting the action which would be followed by the preferred set consequences.

On the other hand, Wyatt (1989) looks at traditional planning and budgeting as a branch of applied science, according to which the role of the planner is to bring technical knowledge and tools of rational inquiry to bear upon problems of policy implementation and decision-making. Several empirical studies of professional planners have noted that their occupational self image is associated with a belief in the “rational” character of planning Wyatt 1989). Among the key contributors to the debates on planning in organisations is Mintzberg (1994) whose classic study of managerial work rejected the systematic and theoretical based model of management typically proffered in the early textbooks and instruction manuals of management science. Mintzberg emphasizes the administrative character of the work of management and in particular the pragmatic mode of management planning. He argued that organizations do not engage in formal planning, not necessarily to create



strategies but to program the strategies they already have, that is, to elaborate and operationalise their consequences formally.

While talking about the importance of planning and budgeting, Bottner (1983) argued that, the formal planning system can yield the following to any organisation. Plans provide a context for treating together different types of organisational activity; Plans can articulate local priorities and policies for the organisation. In the public service and especially in the provision of primary health care, this may have something to do with teams that might be unaware of each other's problems. Plans provide a resource for linking the activities of related organisations; Plans provide a means of managing the public relations or face of the organisations and finally, plans can be resources for juxtaposing and distinguishing the apparent from the real in organizations.

Bulman and Deal (1991), comment on the role of plans and budgets as a sign of good management that an organisation must conduct periodically if it wants to maintain its legitimacy. They cite with approval Cohen and March's (1974) study of planning in universities that identified functions of plans as symbols, as games and as excuses for interaction.

According to Button (1998), financial plans and budgets provide an occasion for cultivating values. These will include those required by controlling superior organisations. While discussing financial planning and budgeting in large scale organisations, Suchman, (1997) argued that financial planning and budgeting is taken

to be any process through which stakeholders in an organisation come together to provide for, or promote the well being of the organisation they serve. The following are intrinsic to this definition; the idea of developing a joint strategic vision for an organisation owned by all stakeholders and a belief that ways must be found to enable stakeholders to participate effectively in the financial plan process. However, Straus (1978) argued that financial planning is involved wherever and whenever people come together in an organization whether big or small and that for purposes of previewing a task and coordinating their activities towards accomplishing it effectively, the meaning and significance of a plan is constructed in use by the members of an organization through ways in which they orient themselves to the plan of action.

## **2.7 Summary of the review of related literature**

Therefore, from the above scholarly expressions, undertaking a study on the factors affecting management of private universities in Uganda is a worthwhile exercise. From the related literature important areas were stressed as the following;

## **2.8 Student enrollment and management of private universities**

From the review, the following issues have emerged out of students' enrollment as an important issue affecting management: The need to limit enrollment to match the staff numbers, admitting students according to performance, matching students to their ability in being successful in certain courses, matching the student ratio with

University facilities and ensuring adequate numbers of students in the available programs.

### **2.8.1 Financial resources and institutional operation**

The review regarding financial resources and institutional operation indicated that the issues emerging that are critical to the current study show that funds must; be well planned, be used in proper and vital areas, the funds must not be retained but made to flow in the right channels and be rationally budgeting.

### **2.8.2 Human resource situation**

From the review, issues emerging from the Human Resource situation that are critical to the current study include; Recruitment is a challenging exercise and will always determine the organizations' ability to provide quality education, staff selection is a critical exercise and should be taken seriously, it is also important that in academics, staff should be of high quality and in adequate numbers that match with student numbers, human resource planning is a major management activity in institutions and unless it is given the preference it deserves, the organization will be affected and the relationship between financial planning and budgeting and the operations of private universities is critical in the current study. There is need to provide a pay that meets the needs of staff to be able to perform adequately, rewards stimulate commitment and eventual performance, the review also advocates for additional responsibilities to staff and provision of additional training whenever it is needed.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the methodology for the study which includes the procedures and processes followed in conducting this research. The area of study, variable determination, sampling strategy, data collection, data analysis and presentation methods are the focus of this chapter.

#### **3.2 Research design**

The study used a descriptive survey research design (where people's views and opinions were sought and described accordingly) in the bid to establish factors affecting management of private universities. The study adopted a mixture of qualitative and quantitative research approaches, which was preferred because many of the respondents would be covered by use of questionnaires and interview guides so that they can describe their feelings, beliefs and attitudes regarding management of private universities. Specifically, the quantitative research approach was used in order to generate quantifiable data that to explained the relationship between factors and management. The use of both qualitative and quantitative methods is also recommended by Amin (2005) as an important form of triangulation in a study that involves a large number of people.

Qualitative data was collected so as to capture views and opinions of respondents with regard to factors affecting management of private universities. The triangulation of the above two approaches subsequently helped to generate both quality and quantity information about the subject under study.

### **3.3 Area of study**

The study was carried in selected private universities in Uganda. Private universities in Uganda are of different categories. That is, some of them are corporations, others are religious based and others are community based. They are these categories that guided the selection. The study focused on seven universities selected from private universities in Uganda based on the above categorization. These are; Kabale university (Community), Uganda Martyrs University Nkozi (Catholic), Uganda Christian University, Mukono (Anglican) Islamic University in Uganda (Moslem) Kampala International University (Cooperate-On Individual ownership), Nkumba University (Cooperate-under different owners sharing dividends) and Bugema University (Seventh Day Adventist). The procedure of selection is presented in the next section. The list of all the universities existing in Uganda and their categorization can as well be viewed in the reference as provided by the Uganda National Council of Higher Education as attached in Appendix E of this study.

### **3.4 Sampling strategy**

Bearing in mind that the main aim of a sample is to act as a reliable substitute for the whole statistical population from which it is drawn, the administrative (managerial) and teaching staff (lecturers) in the private universities provided the statistical population. Sampling theory stipulates that after identification of the statistical population, a sampling frame is established which ideally lists all the individual members of the statistical population from which a sample is to be drawn. In the study situation, such a list is inexistent and, within the scope of this study difficult to compile. This is because the private universities' staff is fluid and changes from time to time and the titles vary from university to university. The way forward was, then, to create a substitute-sampling frame. The substitute-sampling frame developed for the fieldwork rested on a number of sampling procedures ranging from cluster sampling to random sampling.

Cluster sampling was used to select large groupings and then selecting sampling units from within the clusters followed the application of random sampling. A multi-stage sampling approach was used. A register of universities obtained from the National Council of Higher Education (NCHE) was used and from this register private universities were listed and a sample of seven universities drawn to create sampling units. The list of the private universities is shown below:

**Table 3.1: Universities considered as total population**

<i>S.No</i>	<i>Code</i>	<i>Name</i>	<i>Address</i>	<i>Foundation</i>	<i>District</i>	<i>Start date</i>	<i>Status of Registration</i>
1	220001	Islamic University in Uganda	Box 2555 Mbale	Org. of Islamic Conference	Mbale	1988	Statutory
2	220003	Uganda Martyrs University, Nkozi	Box 5498 Kampala	Catholic Church	Mpigi	1993	Chartered
3	220008	Uganda Christian University	Box 4 Mukono	Church of Uganda	Mukono	1999	Chartered
4	220002	Ndejje University	Box 7088 Kampala	Luwero and other dioceses	Luwero	1992	Provisionary Licenced
5	220004	Bugema University	Box 6434 Kampala	Adventist Church	Luwero	1994	Provisionary Licenced
6	220005	Busoga University	Box 154 Iganga	Busoga Diocese	Iganga	1999	Provisionary Licenced
7	220007	Nkumba University	Box 237 Entebbe	Private	Wakiso	1999	Provisionary Licenced
8	220010	Kampala University	Box 25454 Kampala	Private	Kampala	2001	Provisionary Licenced
9	220011	Kampala International University	Box 20000 Kampala	Private	Kampala	2001	Provisionary Licenced
10	220012	Aga Khan University	Box 8842 Kampala	Private	Kampala	2001	Provisionary Licenced
11	220014	Kumi University	P.O Box 178 Kumi	Private	Kumi	2004	Provisionary Licenced
12	220015	Kabale University	P.O Box 317 Kabale	Private	Kabale	2005	Provisionary Licenced
13	220016	<u>Mountains of the Moon University</u>	P.O Box 837 Fort Portal	Private	Fort Portal	2005	Provisionary Licenced
14	220017	Africa Bible College	P.O. Box 71242 Kampala	Private	Kampala	2005	Provisionary Licenced
15	220018	Uganda Pentecostal University	P.O. Box 249 Fort Portal	Private	Fort Portal	2005	Provisionary Licenced
16	220019	Fairland University	P.O Box 2010 Jinja	Private	Jinja	2005	Provisionary Licenced

**Source: National Council of Higher Education 2007**

To ensure good representation and to allow for the comparative study of the factors affecting the management of private universities in Uganda, several criteria were used to classify them. The following criteria were used:

- Status of registration: One university was registered under a statutory instrument (Islamic University in Uganda, Mbale), two are chartered Universities (Uganda Martyrs University, Nkozi) and Uganda Christian University, Nkozi). This cluster was considered important because these Universities have completed the entire process of registration. The other Universities are provisionally registered. Stratified sampling from these clusters would allow a comparative analysis of management in the different universities.
- Year of commencement: The first private Islamic University in Uganda, opened its door in 1988 followed by Uganda Martyrs University, Nkozi in 1993. Some universities are one-year-old. Therefore, a ten-year clustering was used. Universities which are ten years old formed one cluster and those below ten years old formed the other cluster. On this basis there are two clusters. This clustering was considered important for comparison purposes as the age of the university influences the character of its management.
- Ownership: From the register the universities are owned by religious organizations while others are classified private as private.



The status of registration criteria was considered crucial. All these universities were purposively sampled. The reason behind this is that The Islamic University in Uganda is the only statutory registered private university in Uganda and therefore was unique. The other two universities with a charter i.e Uganda Martyrs University, Nkozi and Uganda Christian University, Mukono are different in age basing on age cluster where the former is more than ten years old (14 years) and the latter is less than ten years (8 years) old and this would allow for a comparative analysis to be conducted. Important still is that all the three Universities are founded based on religion. The Islamic University in Uganda is founded by the organization of Islamic Conference (OIC), Uganda Martyrs University is founded by the Roman Catholic Church and Uganda Christian University Mukono is founded by the Church of Uganda.

Basing on the year of commencement of the universities, five universities are considered old (more than 10 years). These are Islamic University in Uganda (Islamic), Uganda Martyrs University, Nkozi (Roman Catholic), Ndejje University (Church of Uganda) and Bugema University (Seventh Day Adventist).

Bearing in mind that the former two are already selected on the basis of status of registration, selection was between the latter two i.e. Ndejje University (Church of Uganda) and Bugema University (Seventh Day Adventist). It should be noted that Uganda Christian University, Mukono, which is Church of Uganda founded

is already selected. Faced with the decision to select between two religiously founded universities, Ndejje University (Church of Uganda) and Bugema University (Seventh Day Adventist), the latter was selected on the basis of uniqueness as it is the only Seventh Day Adventist founded university in Uganda. Ndejje University was left out because Church of Uganda founded universities are already represented by Uganda Christian University, Mukono.

From the remaining twelve provisionally registered private universities cluster, a 25% randomly selected sample was drawn and therefore three universities were selected. It should also be remembered that this group comprised of young universities that are less than 10 years old. The following universities were randomly selected: Kabale University, Kampala International University and Nkumba University.

**Table 3.2: The sampled universities**

<i>S.No</i>	<i>Code</i>	<i>Name</i>	<i>Address</i>	<i>Foundation</i>	<i>District</i>	<i>Start date</i>	<i>Status of Registration</i>
1	220001	Islamic University in Uganda	Box 2555 Mbale	Org. of Islamic Conference	Mbale	1988	Statutory
2	220003	Uganda Martyrs University, Nkozi	Box 5498 Kampala	Catholic Church	Mpigi	1993	Chartered
3	220008	Uganda Christian University	Box 4 Mukono	Church of Uganda	Mukono	1999	Chartered
4	220004	Bugema University	Box 6434 Kampala	Adventist Church	Luwero	1994	Provisionary Licenced
5	220007	Nkumba University	Box 237 Entebbe	Private	Wakiso	1999	Provisionary Licenced
6	220011	Kampala International University	Box 20000 Kampala	Private	Kampala	2001	Provisionary Licenced
7	220015	Kabale University	P.O Box 317 Kabale	Private	Kabale	2005	Provisionary Licenced

**Source: Derived from Table (3.1) as provided by National Council of Higher Education**

### **3.5 Study population**

The sampled universities are the sampling units and both the teaching and administrative staff formed the sampling frame. Other categories included the officials selected from the Ministry of Education and Sports, the National Council for Higher Education and religious leaders. Important to note also is that the study could not be concentrated on all members of staff in a university. The study selected only a few departments and in each of the faculties. The departments were selected purposively based on the size in terms of the number of staff.

### **3.6 Sample selection**

The purposive (where the respondent is included because the researcher believes he/she possesses the information needed) were used to select the administrators, as in this study; they possess information regarding the nature of management in the universities. For the other categories of staff, convenient sampling (where the respondents are selected because they are accessible) was used to select the needed respondents. This is because of the nature of the positions they hold in the universities.

### **3.7 Data collection**

The researcher used both secondary and primary data collection methods. The methods of data collection are explained as below;

### **3.8 Semi-structured questionnaire**

Semi-structured questionnaires, which comprised of both structured and unstructured questions, were filled by the respondents who were selected to participate in the study. According to Kenyon (1999), such kind of questionnaire gives respondents freedom to elicit some information in details, due to the open-ended nature of some of the items it consists of. It can accommodate a wide range of close-ended questions and therefore gives more latitude to cover all areas of interest as far as desired data is concerned.

The study used questionnaires because they help cover a large number of respondents in a relatively short time and can generate reliable data because the respondents answer the questions in their own mood without being affected by the researcher's presence. The questionnaires were filled in by all the participants who were selected to participate in the study.

### **3.9 Interview schedule**

Interviews were administered to lecturers, Heads of Department and staff of the Ministry of Education and Sports (MoES), as it was deemed necessary by the researcher. These respondents were interviewed because the researcher believed that they had adequate information that was needed for the study. Interviews were used in order to obtain detailed information on the study variables.

### **3.10 Validity**

After constructing the questionnaire, the researcher contacted the supervisors and three other experts. Hence, the researcher constructed the validity of the instruments by using expert judgment method suggested by Gay (1996).

The instrument was refined based on expert advice. The following formula was used to test the validity index.

$$\text{CVI} = \frac{\text{No. of items regarded relevant by judges}}{\text{Total No. of items judged}}$$

CVI = Content Validity Index

**Table 3.3: The content validity index**

<b>Raters</b>	<b>Questions Relevant</b>	<b>Total questions Rated</b>	<b>Fraction</b>
Rater 1	49	56	0.87
Rater 2	37	57	0.65
Rater 3	43	54	0.79
Rater 4	41	52	0.87
Rater 5	43	51	0.72
<b>Average</b>	<b>43</b>	<b>55</b>	<b>0.78</b>

From the above results, the validity test indicated a validity value of 0.78 which is on average 78% that allowed the researcher to regard the instrument as valid as supported by Kakooza (2000) who argues that if the validity is above 50% the instrument can be used.

### **3.11 Reliability of the questionnaire**

The reliability of the questionnaire was established using the chronbach Alpha coefficient. The chronbach Alpha formula below is used to establish the reliability of

the questionnaire. It should be noted, however, that the researcher applied the help of the computer to calculate the reliability and the results are attached in the Appendix D.

$$\alpha = \frac{k}{k-1} \left( 1 - \frac{\sum \sigma_k^2}{\sigma^2} \right)$$

Where  $\alpha$  = reliability Alpha Coefficient (chronbach)

K= Number of items in the instrument

$\sum \sigma_k^2$  = variance of individual items

$\sigma^2$  = variance of the total instrument

$\sum$  = summation

or: The researcher used Inter Rater Reliability Index (IRRI)

Using the following formula:  $\text{IRRI} = \frac{\text{No. of agreements}}{\text{Total No. of items}}$

From the reliability test carried out by the researcher, a reliability value of 0.81 was generated. This is 81% valid and according to Amin (2005), the instruments are considered valid where the content validity index is more than 50%.

### **3.12 Data processing and analysis**

#### **3.12.1 Quantitative data analysis**

After the data collection exercise, the data was edited and the researcher made sure every question was answered. Raw data was then coded and entered into the computer. The researcher generated percentages and frequencies, which were used to

make comparisons of the responses. All the hypotheses were tested using Pearson Product Moment Correlation Coefficient. This is because all the five hypotheses are concerned with relationships, and it is Pearson Correlation Coefficient that is appropriate for testing such relationships.

Data that was collected during the interviews was also presented and discussed to supplement the quantitative data to bring out situations clearly for easy understanding by the readers. The data collected from respondents using interviews and the open-ended questionnaire in the semi-structured questionnaire was analyzed using content analysis. The qualitative data was basically generated through interviews with the respondents on the relevant aspects of the research. During analysis, most of this information was presented in form of quotations.



## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF THE RESULTS**

#### **4.1 Introduction**

This chapter is concerned with the presentation, analysis and interpretation of the results. The study was carried out along three research objectives which were to establish the factors related to student enrolments and the management of private universities, to establish how the human resource situation effects the management of private universities and to determine the effect of variations in flow of financial resources on the management of private universities. From the three objectives, research hypotheses were derived. Data collected under the three objectives are presented in two sections where section one presents information on the background characteristics of the respondents, while section two presents results on the objectives of the study.

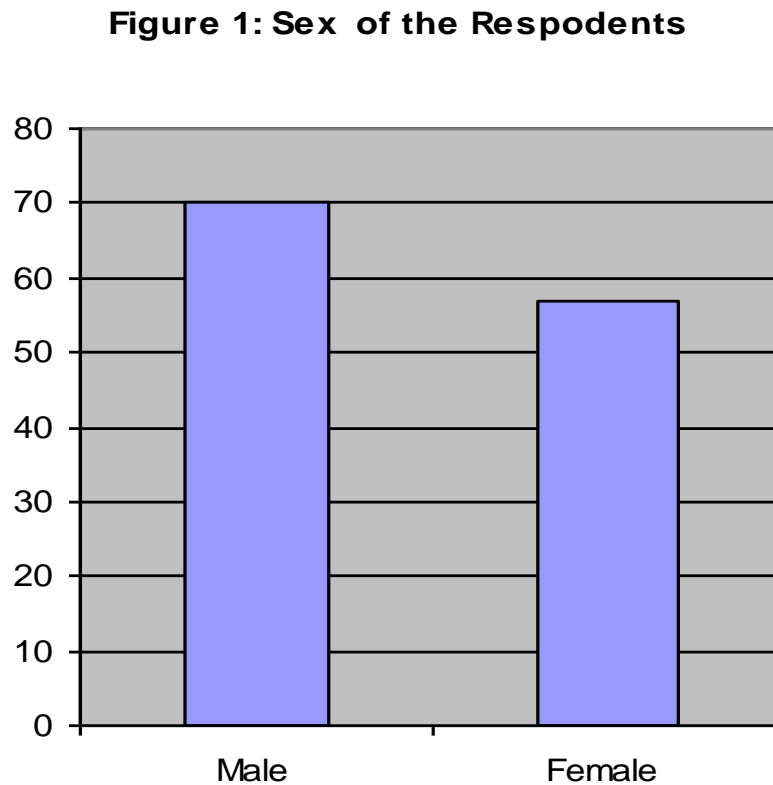
#### **4.2 Background of respondents**

On the background of the respondents, a number of variables were investigated. The researcher regarded investigating the background variables about the respondents a necessary undertaking because it indicates the different categories of participants involved in the study.

The study involved respondents of varying characteristics which enabled the researcher to get sufficient information on the study variables. The characteristics of the respondents investigated ranged from sex, marital status, level of education and the positions the participants held in the universities. In the first instance, the study involved universities of different characters which were as follows: Community in the case of Kabale University, corporate but with individual (one) ownership in the case of Kampala International University, Religious in the case of Islamic University in Uganda, Adventist University in Case of Bugema, Uganda Christian University and Nkozi (Uganda Martyrs) University in Uganda and Corporate with group ownership in case of Nkumba University.

The researcher determined the gender distribution of the respondents. This was an important element because management issues affect different people (women and men) differently. The results on the gender distribution of the respondents are indicated on Figure 4.1.

**Figure (4.1): Sex of the Respondents**



In Figure (1), the majority 70 (55%) of the participants were males as compared to females who were 57 (45%) of the 127 participants in the study. Although the number of males is more than the distribution of females, the study indicates that there was equitable (proportionate) participation of both men and women. This gave the researcher an opportunity to interact and discuss different views with both men and women at different levels. This was an important aspect because the attitude of women towards management aspects was found to vary from that of men as will be illustrated further in this study. Distribution of respondents by, the results are indicated in Table 4.1.

**Table 4.1: The age distribution of respondents**

The type of university and number of respondent		Age categories					
		18-20	21-30	31-40	41-50	50 and above	Total
	Catholic	8	7	5	8	2	28
	Anglican	7	3	6	6	3	25
	Moslem	8	5	8	5	4	30
	Community	4	1	6	6	1	18
	Corporate	1	2	2	4	3	12
	Pentecostal	2	2	4	2	2	12
<b>Total</b>		<b>30</b>	<b>20</b>	<b>31</b>	<b>31</b>	<b>15</b>	<b>125</b>

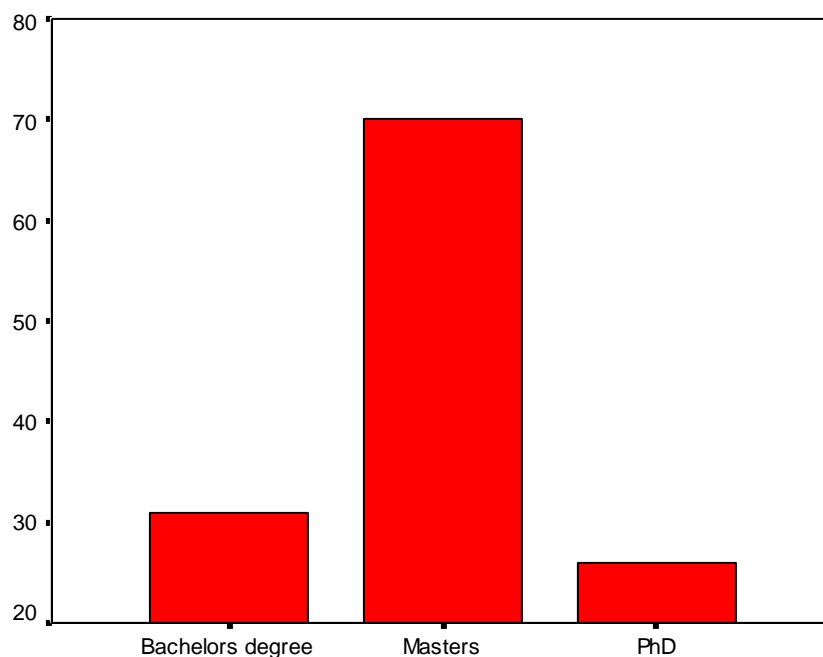
In Table 4.1, the results indicate that 30 (23.65%) respondents were in the age bracket of 18-20. During the interaction with the respondents, however, the researcher observed that most respondents in this category were women and Administrative Assistants but not lecturers. However, the majority 51 (40.2%) of the participants were in the age bracket of 31-40.

During the interviews with respondents in the universities, it was revealed that most of the staff in the universities are recruited after their Bachelors degrees and that within this age bracket, it is when the majority have completed their studies. On the other hand, 31(24.4%) of the participants were in the age bracket of 41-50. During the interviews, participants commented on their age categories where some revealed that the majority of the respondents in the highest age category were already at the level of PhD especially if they were lecturers. Even from the observation by the researcher, it was true that the majority of those who were in lower management

positions at the level of Subject heads and Departmental heads fell in the age category of 31-40. It was also discovered however, that 15 (11.8%) of the participants were in the age bracket of 50 years and above. The investigation of the participants' age bracket revealed that the researcher dealt with mature people and this gave him the opportunity to get reliable views on the management of private universities.

The researcher further found it necessary to investigate the education level of the respondents. The results are indicated in Figure (4.2) which illustrates the respondents' distribution by qualification.

**Figure 4.2: Level of education of respondents**



**Source: Field results**

In figure 4.2, the majority 70 (55.1%) of the respondents had master's degrees. From the discussion with the participants, it was revealed that in a university. This could be the reason why the researcher found that even Administrative Assistants had either acquired their Masters degree or were studying while working. Those who had Bachelors degrees, however, were 31(24.4%) of the total participants. This left the rest of the respondents, 26 (20.5%) with PhDs.

From the results it is indicated that there were no Diploma or Certificate holders who participated in the study. This does not mean, however, that there are no staff members with diplomas. During the discussion with the respondents, was revealed that there were many casual workers, Library Assistants and Secretaries. However, the researcher was not much interested in this category of staff and hence their qualifications could not be established. It is for this reason that the researcher found it worthwhile to establish the positions of the respondents in the universities that were surveyed.

The results majority of the participants of the study, were lecturers. The lecturers generally comprised of Senior Lecturers, Assistant Lecturers and Teaching Assistants. These comprised of 85 (66.9%) of the total respondents. Administrative Assistants, however, were 17 (13.4%) while there were 5 Heads of Department and 5 Deans. This left 9 (7.1%) in the positions of Accountant and Accounts Assistants while 6 (4.7%) were Directors of Accounts. The distribution of the participants by

their positions indicate that the respondents were derived from varying points. This gave the researcher the opportunity to solicit for different views from different respondents as will be observed in the subsequent presentation in the study.

### **Distribution of respondents by experience**

The researcher also investigated the time the respondents had spent in their positions and the results indicated that the majority of the participants had spent a period of 1-2 years in the universities visited. The participants revealed that in most of these universities, in the last three or four years, it was not easy for an employer to spend more than two years because the conditions were not good. The lecturers were not well paid, and sometimes the salaries are not paid or if they are paid, they are not paid in time. The reasons revealed for failure to pay included: delay and sometimes failure by students to pay school fees, high development costs incurred by the university. This could be the reason why 30 (23.6%) respondents had only spent less than one year in the university which is an indication that the turnover rate in these private universities was still very high.

However, it was further revealed that the majority of the lecturers may not have spent a few years because of high turnover but the universities were just developing and new faculties were coming up. They revealed that some universities have existed for over three years of their beginning with only two or three faculties. This is exemplified by Kabale University which since its establishment, has only retained

the Faculties of Social Sciences, Education and Computer Science. It is only Kampala International University which has started well for example with five Faculties and one Institute. These are the Faculty of Social Sciences, Education, Business and Management, Computer Studies, Institute of Distance Studies and the School of Health Studies. As can be observed further, Figure (4.3) indicates that 16 (12.6%) had spent a period of 2-3 years in the universities. This distribution left only 9 (7.1%) respondents to have been in the universities for a period of over three-years. The results, however, indicate that the private universities in Uganda are young institutions in all aspects and this could be the reason why staff has not grown in the universities. Despite this, however, the researcher was able to interact with different respondents which helped him to get sufficient views.

Some of the universities, however, had over six faculties but in order to cater for such universities like Kabale University, the researcher considered only the faculties of Education and Social Sciences for the study. Hence, the results indicate that on the whole, there were different categories of universities visited and this gave the researcher an opportunity to obtain different views related to their management.

#### **4.3 Presentation of results on Research Objective One: Factors related to students enrollment and management of private universities**

The descriptive results of the study were analyzed based on views generated during the self-administered questionnaire and the interview guide and the results are



indicated in the following presentation. As part of the descriptive results, the researcher wanted to establish how the student numbers have varied. The study generally indicated that for all the universities, enrollment has been increasing for some universities; it is at a decreasing rate. For example, for Kabale University, there has been increase but it is very small as compared to that of Kampala International University or Christian University Mukono.

The researcher analyzed the extent of staff in the universities. It was revealed by National Council of Higher Education that the staffing situation had been one of their major complaints with private universities where the universities did not have sufficient staff. The reasons that were highlighted as to why the universities could not have adequate staff were as follows;

- Dependency on school fees which was not sustainable
- Professional lecturers preferring well established universities while the young private universities depend on retirees.
- Failure to secure foreign lecturers as there was generally no policy regarding securing foreign lecturers.
- Low levels of enrollment which were limiting recruiting new lecturers as payment for lecturers could only be secured from students' fees.

The study found out that most of the students are admitted in Bachelor of Business Administration (BBA) as revealed by 28 (22%) of the respondents. It was also

revealed during the interviews that at the moment, every university that is established wants to establish business administration. However, even when there are many universities offering the program, there are always students ready to enroll. The reasons revealed for such a trend were the increase in the business establishments in the country which needed employees to work in them. For example one respondent at Kampala International University explained that unlike in the 1970s, the financial sector in Uganda is growing very fast in terms of banks and microfinance institutions. All these institutions will need business administrators and accountants and they are basically the ones that attract the students into the programs”. During the discussions, it was revealed that management of the different universities were now trying to strengthen their Business Schools and Faculties in order to attract the students.

The other reason pointed out during the discussion regarding the increase of students in Business Management course was that, business courses are attractive to the people who are already working in business institutions. As a result, the majority of the universities have established evening programs and weekend programs in order to attract people who are already working in business establishments. In addition, the programs have attracted people of all ages because mature people can find time to attend evening programs.

It was revealed by Kampala International University administrators that programs such as Business Administration, Commerce and Education have been introduced as

distance-learning programs to enable those people working at the district to access education by reaching modules and doing coursework from their homes and come to the university for only three weeks to sit final examinations. As a result, the Institute of Distance Studies at Kampala International University has now emerged as the most strongest of all the Faculties and Schools with over 2000 students out of the 6000 students in the entire university.

From discussion with lecturers, the participants were right to present Bachelor of Business Administration, Bachelor of Commerce, Human Resource Management and Tourism as the most attractive to students. It was, however, revealed that, Computer Science and Technology was another attractive program to students. This was revealed by 17 (13.4%) of the total respondents. Even during discussions with the Lecturers at Kabale, Nkumba and Bugema Universities, it was revealed that almost all the students looking for computer course could not be admitted because of lack of enough computers to accommodate of them. During the discussions with lecturers at Kampala International University, however, it was revealed that the university has prepared to tap all the opportunities as much as it can. As a result, it has established three fully stocked computer labs with six laboratory assistants each and has also established other three computer labs for internet and are accessible by all students including those who are not offering computer course. It was also revealed that the university plans to establish other three computer labs at the main campus and five labs at the Ishaka Company. The situation was the same with other universities where

all of them were struggling to create partnership with support organizations to help them to expand their computer facilities in order to allow more students to join the program.

The other program that was attracting many students is the education profession. This was revealed by 17 (13.4%) respondents. It was explained during the interviews that education was viewed by the majority of the respondents as a program that is marketable. Lecturers revealed that students tell them education programs give students a good beginning from which they can divert to other employment opportunities. As a result, universities have established different education programs ranging from day, evening, weekend and distance-learning programs.

Some of the lecturer's views in relation to education program include;

*Education is not a good program but most of the educated students, get jobs so faster than those who study other courses. Most of the students who study education, do jobs outside education profession, everyone thinks can practice education, only for those who feel have failed for other courses, education is not a choice program but only forced on someone by circumstance.*

The management of the universities visited revealed that the major challenge with the education program was the management of the school practice.

It was revealed that because students offering education were usually very many, it is becoming difficult to get secondary schools from where they can carry out their school practice. One administrator at Uganda Christian University Mukono explained that in the recent past, the university used to work with the students to access schools from which school practice could be carried out. However, today it is the responsibility of the students to look for a school and inform the management in order to allocate the supervisors. This challenge arose because many students fail to get schools around major towns and end up going to rural areas. Some lecturers, however, refused to go to such rural areas. Consequently, the university is forced to increase the money paid for school practice in order to motivate the lecturers to go to rural areas.

During discussions with the management of Kampala International University, one administrator observed that “if there was a way of removing the teaching practice from the syllabus, it would be the best option because of its challenges”. She explained further that “whenever students move out to look for schools, they are usually told that they are already full because they have received students from Uganda Christian University, Makerere University or other universities”. Hence it is becoming a burden to both the management and the students to undertake teaching practice.

Some people recommended that school practice should be removed and replaced with simulation studies, in class evaluation of each individual student and inter university student evaluation in which ideas with those of other universities in form of teaching seminars and workshops can be obtained.

From the findings, it can be concluded that there are many factors that determine the high enrollment rates in some university programs than others. This is why it is not surprising that universities reported that the majority of the students they had were in the programs expressed. This inspired the researcher to inquire from the respondents on why the majority of the students enroll in some of the programs and not others;

The participants indicated the courses that are highly demanded in the market. This relates to what was expressed during the face-to-face interviews that business courses were attracting people due to the expansion of the business sector in the country as evidenced by the expansion of banking sector, the growth of micro-finance institutions and the increased rate of industrialization creating linkages across industry and agriculture, and increased international mobility of people who have studied business programs (Annual Report, MoPED 2007). Despite the expansion of the business sector however, students always focused on the cost of the program given that most of them were coming from low-income families. During the interviews, this was compared with programs like medical courses at Ishaka in Bushenyi offered by Kampala International University or the computer courses

which always had few students despite the fact that they have a substantial relationship with current society needs. As a result, students find their way into the courses that are cheaper as compared to others.

It was also revealed that students usually find some programs as the best of the Arts programs offered in universities. This was revealed by 12 (9.45) of the total respondents. During the interviews, it was revealed by lecturers that most of the Arts programs do not attract students. These courses included fine Art, Music, History, CRE or Theology where enrollment was always low. Not only that, but it was revealed that such programs were flexible since they could be offered in the evening, day and weekend than computer studies or health science studies that needed laboratory and could only operate during day.

However, interviews with Kampala International University officials revealed a different situation. The university is striving to reduce on the pure arts intake to the science intake. This is hoped to be achieved after the completion of Ishaka teaching hospital that is believed will accommodate most of the science related disciplines offered by the university. It was also revealed that many times, when a program is opened, it cannot be handled by only one or two lecturers. It must be handled by a number of lecturers and the problem remains remuneration due to the fact that turn up of the students is usually low as they always want to first believe in the

sustainability of the program. It is difficult to recruit all the lecturers needed for the program because the payment for a lecturer is generated by the students.

The more the students, the higher the revenue, said the university administrator of Nkozi University. This could be the reason why 26 (20.5%) of the respondents in Table (4.6), revealed that low turn up of students, forces the university to borrow money from the banks and other individuals and eventual failure to pay the lecturers because they have to service the loans.

The views expressed by the respondents during the interviews generally indicated that private universities can only survive on the students' enrollment rates. For example, the respondents at KIU that the limited number of students was highly affecting the development of a development plan. It was also revealed in the universities visited especially Uganda Christian University that usually lecturers are recruited in the middle of the semester. The reason behind this practice is to ensure that the students available will adequately pay for the lecturers and other staff. This is why when the researcher inquired on whether the university always gets enough lecturers, 77(60.6%) of the respondents were in agreement while 50 (39.4%) disagree whether there were sufficient lecturers.

During the interviews, it was revealed to the researcher that many times, the universities had looked for lecturers and failed to get them especially those with PhD.



The administrators at Nkumba and Bugema Universities revealed how it has always been hard to get lecturers with PhD than it is to get part-timers without PhD.

Some respondents revealed that it had taken more than a year looking for a PhD holder in Economics to occupy a position of chair in Economics funded by the Bank of Uganda. She revealed that although the chair was established over a year ago, up to now, it is still vacant. Respondents at Kampala International University revealed to the researcher that they had failed to get lecturers in Computer Science and for the School of Health and had resorted to head hunting in universities in Nigeria with the assistance of Prof. Samuel Owolabi. However, Professor Owolabi revealed that he was unable to get a person at a professorial level in the field of Computer Science and instead got one with a PhD.

It was further revealed that due to failure to access highly qualified lecturers, the universities had resorted to developing their own lecturers and all the universities visited had what they called staff development programs where students who performed well were on further study programs for example at Kampala International University, 12 assistant lecturers were on staff development studying Masters, Kabale University had 4, Nkozi University had 8 on Masters while Christian University had 18 on Masters. In fact, during this study, Kampala International University was planning to mount a PhD program with the aim of having its staff enroll for different programs. The Director of Graduate Studies revealed during the

interviews that the university did not intend to advertise its PhD program until most of their staff has acquired PhDs. A similar program was in all the universities visited but they were only operating at Masters' degree level and not PhD level except for Uganda Christian University and Islamic University in Uganda.

The results inspired the researcher to inquire on how management of the universities manage to pay the lecturers when the students' enrollment is very low. The researcher also analyzed the effect of low enrollment of lecturers' remuneration and the results are presented in Table 4.2.

**Table 4.2: How management pays lecturers based on low student administration.**

The type of university and number of respondent		How management manages to pay lectures when few students report			Total
		Cutting money from other programmes	Using few lecturers to teach many courses	Using lecturers from other departments	
	Catholic	8	7	6	21
	Anglican	7	3	12	22
	Moslem	8	15		23
	Community	12	11		23
	Corporate	1	19		20
	Pentecostal	3	12	3	18
<b>Total</b>		<b>39</b>	<b>67</b>	<b>21</b>	<b>127</b>

In Table 4.2, it was revealed that, lecturers are paid by re allocating money from other programs. This was revealed by 39 (30.7%) of the total respondents. In fact,

during the interviews, it was revealed that money is usually cut from other development projects. Uganda Christian University revealed that, if students fail to turn up in one program, the money generated by programs where there is high turn up is used to pay lecturers in the other program. The other reason revealed was that of using few lecturers to teach many courses.

In almost all the universities that were visited except Nkozi University and Uganda Christian University, the lecturers were over loaded. In some universities, a part-time lecturer was handling over 8 course units. That is about 24 hours per week and yet the recommended number of hours is 6-8 hours per week. It was revealed during the interviews that even in addition to the 8 course units, the lecturer would be having other course units in the weekend program in order to earn additional income. This could have been the reason why a part-time lecturer in one of the universities wondered how his colleagues made preparation to teach, marked exams and attended to students given the amount of work. It was revealed that this affects their effectiveness because they cannot easily achieve all those aspects in their work. Some lecturers revealed to the researcher that they had resorted to giving handouts of photocopied notes to students and giving review questions so that the students can guide themselves on the subject matter.

Another option that was revealed by the participants was that of using lecturers from other departments to teach in other programs where the lecturers were lacking. It was

revealed by the respondents that in many cases, when one is recruited in these private universities as full-time lecturers, they want to utilize them to the maximum. That they even indicate even at appointment that the university can allocate you anywhere within the university and also that, you are supposed to be at the university all the time. It did not surprise the researcher, when one of the study participants revealed that there is no difference between a full-time lecturer and an administrator because both of them have to be at the university all the time. Another lecturer explained how a Vice-Chancellor was wondering about lecturers who do not stay at the university when they did not have lectures at certain times. Finally, the researcher asked from the respondents the strategies they felt management had put in place to attract students. The views that were expressed are indicated in Table 4.3.

**Table 4.3: Strategies by management to attract students**

The type of university and number of respondent		How management has put to attract students			
		First assessing whether the programme is offered elsewhere	Assessing the responses rate	Motivation benefits to students	Total
	Catholic	7	4	10	21
	Anglican	10	12		22
	Moslem	11	12		23
	Community		9	14	23
	Corporate		2	18	20
	Pentecostal	6	6	6	18
<b>Total</b>		<b>34</b>	<b>45</b>	<b>48</b>	<b>127</b>

In Table 4.3, the strategies management has put in place include; first assessing whether the program is offered elsewhere. This was revealed by 34 (26.8%) of the total respondents. During the interviews, lecturers revealed that, in many cases universities send scouts in other universities to investigate which courses are being offered. They expressed, however, that the market was not like other markets where if a product is already in the market, another supplier would not like to supply it. He explained that for university education, if a course is already being offered, other are at liberty to start the same course. The lecturers explained to the researcher that some universities duplicate course outlines of other universities, they duplicate research supervision formats and reference book lists in order to start the same programs in their universities. However it is difficult to tell how they do it because it was revealed that after they are made, they are formalized into their curriculum documents and become authentic.

It was revealed that this information is got from photocopier machines and befriending students offering the same courses. The lecturers explained that the scouts claim they are students of the same university in an evening or weekend program and want to know details of the program from fellow students and then they are never seen again after they have obtained the information. It was further revealed however that due to the limited number of lecturers in these private universities, the course outlines plagiarized from other universities are given to any member of staff

to study and mount a program. The lecturers revealed that it is for this kind of reason that for instance, lecturers who studied commerce at A' level are teaching economics or those who studied psychology at Bachelors level, teaching all humanities such as administration, sociology and political science. This was a big problem because a lecturer teaching what he/she has not studied cannot be effective in teaching.

It was further revealed in Table 4.3 that another strategy to attract students was to assess the response rate (the probability of students enrolling to the program). This response rate was done in line with the rate of enrollment on the same program in other universities. If the enrollment is high, then it would have been established that such a program has high public demand. During the interviews, it was revealed that in such circumstances, the university reduces on school fees for such a program or reduces on the entry points as compared to other universities. It was revealed that in most of the universities, entry points were kept at just two principles passes which gives an opportunity to every one interested so long as they have two principle passes.

Table 4.3 also indicates that universities were operating motivational schemes to students in order to attract them. This was revealed by 48 (37.8%) of the total respondents. During the interviews, motivation benefits that were revealed included the fact that the students pay half the fees, some universities indicate that those who perform well will be retained and made lecturers; others have created sponsorship

programs for the best students from districts. It was also revealed that in some universities commission is given to those who attract students. Yet others have reduced their application fee and also indicate that at enrollment, the application fee will be compensated. Hence, the results indicate that there were a lot of practices in order to attract students to the universities and some of which were genuine and others were not. It was revealed however that some universities make promises but latter fail to live to those promises.

Even during the interviews, the following views were expressed as possible ways through which enrollment could be increased:

- Advertising the programs all the time: it was revealed that most of the universities had started doing this on televisions and radios.
- Career guidance in secondary schools: This could be carried out in secondary schools where the secondary school students could be guided on the available programs.
- Recruiting qualified staff: It was revealed that there was need to ensure that only qualified staffs are recruited into the university.
- Attaching students to companies for internship: This could be achieved by making contacts with companies so that they help in recruiting those students as internees.
- Reducing fees to some courses.
- Establishing a fund for poor children.

- Establishing regional and inter state offices to recruit students.

When the researcher inquired on how enrollment is affecting management in the schools, the views indicated in Table 4.4 were expressed by the participants.

**Table 4.4: How enrollment is affecting management**

The type of university and number of respondent		How enrollment is affecting management cross tabulation						Total
		Planning for programmes is a problem	Staffing is a problem	It is difficult to dismiss those who don't pay in time	Lectures are not paid sometimes	Facilities are not fully utilized	Difficult to procure goods due to lack of trust	
	Catholic	7	1	8	5			21
	Anglican	7			9	6		22
	Moslem	3	5			9	6	23
	Community		8		6	3	6	23
	Corporate		1	14	5			20
	Pentecostal		9	8	1			18
<b>Total</b>		<b>17</b>	<b>24</b>	<b>30</b>	<b>26</b>	<b>18</b>	<b>12</b>	<b>127</b>

In Table 4.4, the effect of enrollment on the management of private universities is paramount. The effect is highly reflected in planning for programs as a problem. This was raised by 17 (13.4%) of the respondents. Even during the interviews with the respondents, it was expressed that due to lack of certainty on how many students will enroll for a program, it was becoming difficult to budget for that program. An administrator at Nkumba University exclaimed, “how can you recruit staff, budget for the rooms, or buy computers for students when you do not know exactly whether they will come or not?”. This informed the researcher that the effect of enrollment

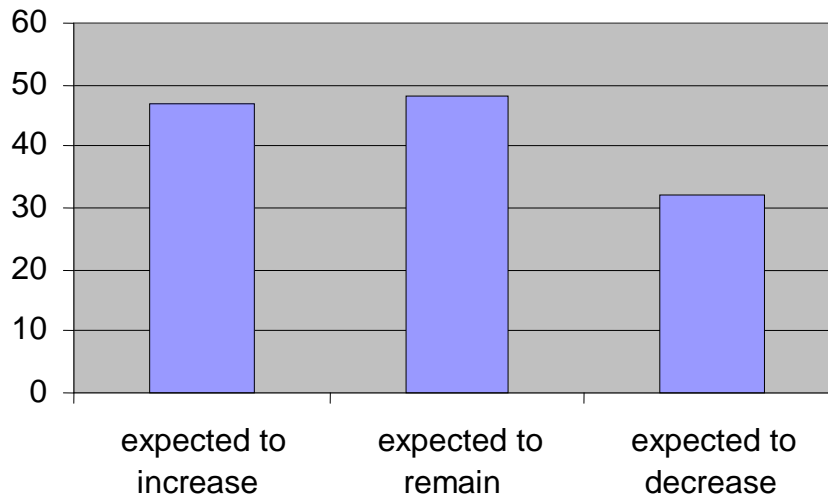


can never be taken for granted because if unattended to, it can have substantial effect. The other effect of enrollment on management is about staffing. This was raised by 24 (18.9%) of the total respondents.

The major effect of enrollment on management however, remained that even when students did not pay school fees in time, they could not be dismissed by management. This however was mainly pronounced in the universities of Nkumba, Kabale and Nkozi. At Kampala International University and Uganda Christian Universities, it was on the contrary. At Kampala International University, it was revealed to the researcher that after a certain period of time usually three weeks to tests and coursework, all the gates to the university are closed and security men are deployed. It is only students who have cleared all school dues that are allowed to enter. It was revealed that other effects of enrollment on management were that facilities were not fully utilized. This was identified by 18 (14.2%) respondents and also that it was becoming difficult to procure goods due to lack of trust on the universities by the suppliers. The results generally indicate that enrollment was becoming an engine of growth in the universities because it had become the operational pivot.

When the researcher inquired on the management's prospect on enrollment, the results in Figure 4.4 were revealed

**Figure 3: Management prospects on enrollment**



In figure 4, 3 the management of private university was still optimistic on enrollment. It is revealed further that 47 (37%) felt it would increase as compared to 32 (25.2%) who thought it would decrease. This left 48 (37.8%) of the participants still thinking that the enrollment will only remain constant. When the researcher raised the same matter during the interviews, it was revealed that, the enrollment in universities will continue to depend on the ability of the universities to recruit high caliber staff, advertising, promotion practices and public reputation. This has now become the norm and students know that after a period, all the gates will close for those who will not have cleared. At Uganda Christian University, it was revealed that all students are supposed to report to school after they have cleared half of the school fees. In fact, the researcher was informed that the students are supposed to go with the bank slip and a statement of the next semester school fees. Hence, this indicates that although

enrollment in private universities was a problem and they were struggling for students, they were not compromising on the payment of fees because it was the major source of finance.

During the self-administered questionnaire, some respondents revealed that lecturers are not paid sometimes. This was revealed by 26 (20.5%) of the respondent. During the interviews, administrators in most universities explained that usually when the fees paid is not enough, some lecturers are not paid adequately. It was revealed that two universities. In some of the universities, lecturers were claiming arrears of about 6 months and that some lecturers had resigned teaching because of poor payment by the university. However, management many times explained that this poor payment was due to dependence on fees from poor enrollment rates.

Some of the respondents revealed that each university in Uganda had its comparative advantage over others based on certain elements. They revealed that, universities will continue to attract students based on religion. This was based on the fact that some of the universities are established on religious grounds in order to promote their religious beliefs. They explained that due to religion, the universities were failing to appear nationalistic in their recruitment practices and program development. It is from this background that the researcher demanded to know the motivational benefits which management has designed to ensure that students are always enroll into their programs. Views that were expressed are indicated in Table 4.5:

**Table 4.5: Motivational Benefits to Students**

The type of university and number of respondent		Motivation benefits management has designed to ensure students are available					
		Reducing school fees	Free application forms	Installment paying of fees	Reduced application fess	Ensuring those who perfume well are offered jobs	Total
	Catholic	7	1		9	4	21
	Anglican	7			2	13	22
	Moslem	2	6	6	9		23
	Community		4	19			23
	Corporate		12	7	1		20
	Pentecostal	8	8		2		18
<b>Total</b>		<b>24</b>	<b>31</b>	<b>32</b>	<b>23</b>	<b>17</b>	<b>127</b>

As can be observed in Table 4.5, the respondents indicated reduced school fees as one of the motivation to students. However, during the interviews it was revealed that this was only done for some courses especially when students appear to be few in those programs. This was revealed mainly by Islamic University in Uganda and Uganda Christian University Mukono. However for, Kabale University Nkozi university and Nkumba University, they indicted that they had a fees structure which was followed all the time whether the students were few or not. It was important however for the universities to ensure they developed a constant fees structure irrespective of enrollment.

Other motivation benefits to students include: free application forms which was revealed by 31(24.4%), paying of fees by installment was revealed by 32 (25.2%) of the respondents, reduced application fees indicated by 23 (18.1%) ensuring that those

who perform very well are put on staff development programs. This was raised by 17 (13.4%) respondents. This, however, had caused accusations from other universities as promoting in-breeding and killing university's opportunities to explore. It was revealed to the researcher that some courses had been closed due to low enrollments and the researcher inquired to establish the effect it had on management.

The closing of programmes according respondents leads into loss in advertisement, creation of bad public image, and loss in designing the program. It was also revealed that students who are turned down may never come back to the same university again-a situation that leads to more loss of the prospective students. Finally, it was revealed that closure of programs keeps the entire enrollment down. This was raised by 16 (12.6%) respondents and even during the interviews; it was revealed that the negative attitude created as a result of closing a program can take time to be erased.

As a matter of conclusion, based on the correlation coefficient tests and the descriptive statistics expressed under objective one of this study, the relationship between variations in students' enrollment and the management of private universities can never be denied. This arises because enrollment is the major source of funding and any alteration of the enrollment rates affects the entire operations of the university. Hence, the survival of private universities lies in their ability to establish a public reputation that is sustainable at all times.

### **Verification of Research Hypothesis one**

The study was guided by three research hypotheses. The hypotheses were verified using the Pearson Product Moment Correlation Coefficient based on the distribution of the data. The hypotheses were verified using the Pearson Product Moment Correlation Coefficient based on the distribution of the data. The conditions that characterized the data were;

1. The normal distribution; this was established by calculating the mean, mode and medium of the data which indicated that they were closer too each other. This view is supported by Amin (2005) when he argues that if the three are close, then a normal relationship exists.
2. The researcher also found that the data could be measured at an interval level. This is because there were no outliers. According to Amin the closer the values of data, the higher success in using the Pearson correlation coefficient.

The fact that the study was testing relationships was also a strong justification for use of Pearson. Gay (1996) illustrates that the Pearson is the best means of determining whether a relationship exists especially if the above two conditions exist.

The first hypothesis of the study was derived from the first objective of the study. The objective aimed at establishing and assessing the factors related to students' enrollment and management of private universities. It was verified with Pearson Product Moment Correlation Coefficient based on a number of conditions that described the data.

The results of the Pearson Correlation are indicated in Table 4.6 which shows the distribution of the results across the variables tested.

**Table 4.6: The relationship between the variations in students' enrollment and management of private universities**

		<b>Students enrollment</b>	<b>Management (after computing number of students per program)</b>
<b>Students enrollment</b>	Pearson Correlation	1.000	.771
	Sig. (2-tailed)	.	.000
	N	127	127
<b>Management (after computing the aspects)</b>	Pearson Correlation	.771	1.000
	Sig. (2-tailed)	.000	.
	N	127	127

From the test results, a Pearson Correlation Coefficient of 0.771 was derived at a critical value. The researcher used the probability approach to derive the conclusions in which the calculated probability of 0.000 was compared with the pre-determined level of significance of 0.05. Since the calculated probability is smaller than the pre-determined-level of significance (probability) then it means that there is no doubt, there is a significant relationship between variations in students' enrollment and management of private universities.

#### 4.4 Presentation of Results on Research Objective Two: Staffing Situation and Management of Private Universities

The second research objective of the study aimed at examining the human resources situation in private universities. The purpose of this investigation was to make an assessment of the relationship between the human resource situation and the management of private universities. The researcher analyzed the descriptive statistics of the study. That is the percentages and frequencies of the response generated during the self-administered, questionnaire were compared and the results are corresponded with those generated from the face to face interviews and a similar situation was established. The results are discussed as follows:

The researcher inquired from the respondents on who actually determines employees' benefits. The results that were revealed from the self-administered questionnaire are indicated in Table 4.7.

**Table 4.7: Frequency table on benefits**

The type of university and number of respondents		Who determines employees' benefits				Total
		Management	There is a salary scale	Salary is determined by one's qualifications	Bargaining with top management	
	Catholic	7	1	7	6	21
	Anglican	7		2	13	22
	Moslem	3	8	12		23
	Community	10	13			23
	Corporate	9	4	7		20
	Pentecostal		13	5		18
<b>Total</b>		<b>36</b>	<b>39</b>	<b>33</b>	<b>19</b>	<b>127</b>



As can be observed in Table 4.7, it was revealed that benefits are determined by management and this was revealed by 36 (28.3%) of the respondents. Others revealed that there is a salary scale and whenever an employee is recruited, there is always reference to the salary scale. This was raised by 39 of the respondents. Others revealed that, the benefits are determined by ones' qualifications. This was revealed by 33 (26%) of the respondents and 19 (15%) respondents revealed that the employees would bargain with the top management about their benefits. During the interviews with the university officials and lecturers, it was revealed, that salary was a major problem in most of the universities. At Nkozi University and Islamic University, it was revealed that there was a salary scale and whenever an employee was recruited, it was only important to look at the qualification and then determine how much he/she would be paid. However the researcher could not get access to the scale as it was still held private. In other universities, however, it was revealed to the researcher that implementing a salary scale was still a challenge.

Indeed, it is easy to find employees who have the same qualifications and even doing the same work earning different salary levels. A good example revealed by the respondents was Kampala International University where it was revealed that an employee is given an appointment letter but does not tell how much he/she is going to earn. It is this finding that encouraged the researcher to inquire as to whether there

had been complaints and the way the complaints were managed to forge a way forward.

It was revealed that employees in private universities had complained about poor benefits. That is, 97(76.4%) of the respondents agreed that complaints existed as compared to 30 (23.6%) who did not believe that there were complaints. When the researcher interviewed respondents on the matter, these complaints were related to delayed payments, work overload and inconsistent policies, it was found out that although complaints existed, they had not turned violent. However, the employees know that there were those who were being paid very well even when their contribution to the university is the same. Even during the discussion with National Council of Higher Education officials who were part of the sample, it was revealed that in private universities, the staff are still dependent on the mercy of the top management (meaning there is no fixed policy on remuneration).

They reflected on universities such as Kampala International University, Kampala University and Nkumba University where the staff were working and at the same time not sure of their earnings. They revealed that there were complaints from these universities of lecturers demanding the council to put in place a law that protects employees from exploitation. The council officials however, revealed that the laws to protect employees existed and they only needed to be enforced. It is this conviction that forced the researcher to inquire from the respondents on whether there was a salary structure in the universities.

It was revealed during the interviews that in some universities like Kampala International University, Nkumba and Bugema, although the salary structure existed, it is never followed and management only implemented its own procedures that were not even written down.

The researcher sought the reaction of staff toward poor benefits. The results are presented in Table 4.8.

**Table 4.8: Reaction towards poor benefits**

The type of university and number of respondents		Reaction of staff towards poor benefits				Total
		Voluntary resignation	Strike	Lecturers dodging students	Verbal complaints	
	Catholic	8	3	10		21
	Anglican	7		2	13	22
	Moslem	8		14	1	23
	Community	8	3	12		23
	Corporate	6	8	5	1	20
	Pentecostal	3	2		13	18
<b>Total</b>		<b>40</b>	<b>16</b>	<b>43</b>	<b>28</b>	<b>127</b>

As can be observed from Table 4.8, the situation was not good. That is, 40 (13.5%) of the respondents indicated there were voluntary resignations, strikes, lecturers dodging responsibilities students and verbal complaints. During the face-to-face interaction with the respondents, it was revealed to the researcher that the turnover rate in private universities is very high. It should be noted however, that it varied

from university to university. It was indicated that the lecturers and administrators always resign to join other organizations.

It was reported of Bugema University one of the universities which the researcher visited that had changed the Vice Chancellors four times and yet the university itself is not more than six years old. The reasons for this turnover were mainly due to low salaries paid as compared to other public universities and other organizations, lack of respect for lecturers by the top management and lack of additional benefits other than the salary itself. The idea of strikes, however, was not well pronounced. The lecturers explained that if strikes were possible the employees in private universities would be striking everyday. However, the ability to strike is usually limited by poor employment in the country that forces the employees to avoid the risk of losing a job. This gives the top management the discretion to determine the employee benefits without getting worried of the negative outcomes.

It should be noted that there were no trade unions in these universities. The lecturers had not managed to make unions because the owners are against unionism and if they do so, it may not go well with them. Another idea that helps in avoiding strikes was that in some universities the majority of the staff members, both academic and non-academic, have been developed within the university. It was revealed that some of them were bonded to serve the university over a period of five years to pay back the money the university paid for their education at Bachelors and Masters. In fact, as a

result the majority of the staff members were refusing to join the staff development program offered by these universities at the level of PhD and Masters and opted to look for scholarships elsewhere in the world. As can be observed in Table 4.8 another reaction of staff in that, some staff members were dodging lectures. This was raised by 4 (33.9%). This relates to the idea that was raised by staff when they indicated that students in private universities were mainly depending on notes in form of hand-outs photocopied by lecturers. This practice by lecturers aimed at reducing the length of time that is spent with the students without raising complaints from the students. This has, however, reduced the ability of students to grasp the concepts and it could be the reason why the administrators came to accept that students from universities of Nkozi and Uganda Christian University were rated highly in the field due to the attention given to them by the lecturers as was reported to the researcher. Hence, the results indicate that both the academic staff and the teaching staff were well aware of the exploitation exerted on them by the management and the reaction was entirely not good for the universities.

It is for this reason that the researcher inquired to establish the management reaction to employees' complaints. A number of views were raised, for example, it was revealed to the researcher that universities were resorting to employing more of part-time employees than full-time. That is, part time lecturers are paid per module taught for example at Kampala International University and Islamic University in Uganda. This was revealed by 22 (17.3%) of the respondents.

During interviews with the administrators, it was revealed that in most of the universities, that employing part-time lecturers was taking priority than full time lecturers. This is because, part-time lecturers are paid only when they teach than full-time lecturers who are paid every month. It was also revealed by the lecturers, that there was a tendency by some universities not to pay the part-time lecturers all their dues. Other administrators, however, revealed that they were relying on the salary scale in order to solve the lecturers' complaints. They expressed that if each person knows how much he/she is supposed to get, there will be no complaint at the end so long as they have accepted to work under those conditions.

In-breeding (universities putting the students on masters programs when they finish bachelors in the same universities) lecturers was also identified as another solution to lecturers' complaints. This revealed by 38 (29.95) of the respondent. In addition, the lecturers whom the university has paid to attain higher qualification are bonded to work in a certain period of time after which they are free to join other organizations. It was further revealed that more lectures were recruited in programs that students/public preferred most but the public could not dictate on which programs to undertake as it all depended on the facilities available to undertake the program. These programs include those indicated in Table (4.14) of this presentation. The administrators revealed that such programs that attract many students could help in paying the lecturers but the lecturers can be used to teach in other programs which

may be less liked by the public. This, however, has created the problem of lecturers being over-loaded with course units because management wants always to minimize the costs of employing many lecturers.

As can be viewed in Table 4.8, it was further revealed that informing staff of the financial status was another option. This was revealed by 17(13.4%) of the respondents. In all the universities visited, the administrators and the lecturers revealed that they were usually informed of the situation when the money was not enough to pay the lecturers. It was revealed at Kampala International University, for example, that the university usually does not pay on 30<sup>th</sup> of the month. However, the employees are always informed of when the money would be paid and that this is known even before the month ends. It is this conviction that compelled the researcher to inquire on whether the employees were satisfied with the timing of their benefits. To this inquiry, 15 (11.8%) of the respondents strongly agreed, 22 (17.3%) agreed, 25(19.7%) remained neutral, 38(29.9%) disagreed, and 27(21.3%) strongly disagreed.

Generally, the results indicated that employees were not satisfied at all. When the researcher inquired as to whether the universities sometimes failed to pay at all, the majority of the respondents were in agreement, 60 (47.2%) respondents strongly agreed, 46 (36.2%) agreed and only 21 (16.5%) remained neutral. Hence the study found out that some of the universities failed to pay the lecturers and write off the

debts. This was even revealed during the face-to-face interviews with some lecturers who observed that they had taught under part-time arrangements and were never paid. One lecturer stunned the researcher at one university when he said that he taught a course unit and refused to submit the results for students who were meant to graduate. However, the lecturer was surprised when at the graduation ceremony the names of the students whose results he did not submit graduated. It was revealed that the lecturer never followed up the case because he would not succeed. Many more related cases were cited in the universities visited and this informed the researcher that the universities were finding paying lecturers a very big problem. Despite this, however, it was revealed by the respondents that management sometimes cuts expenditure on other operational activities like construction and pays the lecturers. This was revealed by 78 (61.4%) of the lecturers who strongly agreed and 49 (38.65) who agreed. Even during the face-to-face interviews, it was revealed to the researcher that many of the universities did not have their own facilities because they take paying the lecturers as a priority.

It was further revealed during the study that management sometimes promises to pay at a later date. This was revealed by 55 (43.3%) of the participants who strongly agreed that management promises to pay at a latter date as well as 43 (33.9%) who agreed. This left 15 (11.8%) respondents being neutral compared to 7 (5.5%) who disagreed while 7 (5.5%) strongly agreed. During the interviews, the respondents revealed that paying at a later date was not a problem. The problem was however,



that sometimes management promises to pay at a later date but fails to do so. Lecturers revealed that this affects them so much because they find themselves in perpetual debt.

The researcher further wanted to know whether the issue of benefits affects recruitment of adequate staff. The results indicate that 52 (40.9%) of the respondents strongly agreed, 45 (35.4%) agreed while 14 (11%) remained neutral to the inquiry as compared to 7 (5.5%) who disagreed and (97.1%) who strongly disagreed. During the interviews with the respondents, it was revealed to the researcher that, whenever any additional employee is to be recruited, there is reference to the existing financial status. Most of the universities visited revealed that it is now becoming very difficult to recruit a full-time employee because he/she may not adequately be sustained.

The problem was that at the same time when they were not recruiting lecturers, they were admitting more students to the universities. This led to the lecturers having big loads and many students to attend to for academic guidance.

The researcher also wanted to establish the feelings of staff on their benefit package as compared to public universities. The results to this inquiry indicated that 25 (19.7%) were relatively comfortable. However, these from the researchers' interviews were mainly expressed by the administrators than the lecturers. For instance, an administrator at Kampala International University revealed how the

university was able to acquire lecturers like Prof. Owolabi whom Makerere University failed to retain after their contracts with Common Wealth ended due to the fact that they could not afford the payment package that he wanted. However, when the researcher contacted some lecturers in public universities they revealed that the majority of the lecturers going to private universities were retirees who were looking for an alternative employment.

The researcher also wanted to establish whether there was a body concerned with recruiting staff in the private universities. The majority of the respondents stated that the universities had a Human Resource Department. This was indicated by 97 (76.4%) of the participants Vice Chancellors' office was expressed by 11(8.7%) of the respondents. In others, however, it was revealed that there was an Appointment Committee that was responsible for recruitment of lecturers. This was expressed by 19 (15%) of the respondents. During the interviews, however, the participants in most of the universities revealed that, although the recruitment bodies existed, the powers to recruit an individual remained in the hands of a few top officials in the university. It was expressed that even though interviews were conducted, it was not easy to control some people from exerting their influence on who should be recruited at any time. Despite this situation, however, the participants revealed that such recruitment bodies existed but did not have any significant impact. One respondent revealed that the employee recruited by the Human Resource Department is the one needed by the top officials and some Human Resource officials expressed

dissatisfaction that they were not given responsibility as some positions were being filled without their awareness.

This compelled the researcher to inquire from the participants on whether the university had sufficient staff (Adequate staff with an appropriate staff student ratio) an inquiry in which most of the participants agreed. That is, 107 (84.3%) of the respondents agreed that staff was sufficient as compared to 20 (15.7%) who did not believe staff were sufficient. They also revealed that if one looks at the staff/student ratio, the ratio is low because most of the programs had only a few students when lecturers were handling many course units. Never-the-less, during the study, it was revealed that there were sufficient staff. This encouraged the researcher to inquire on how management reacts when the number of staff members is less than the number that is required.

The results indicate that management usually hires staff from other departments in the same university. This view was also expressed during the face-to-face interaction with the respondents. Finally, it was revealed that some subjects had been combined to be taught by one lecturer. During the interviews, however some lecturers expressed that there was a likelihood of some courses becoming sub-standard the way they are being merged to be one course unit.

The researcher further inquired on the major considerations when recruiting a lecturer. It was indicated that the major consideration was qualification. This was indicated by 51 (40.2%) of the respondent total participants. Even during the interviews, it was revealed that when recruiting administrative staff, the nature of qualification was not very important. However, for the academic staff, a Masters degree was the minimum for any new staff outside the university. However, for Bachelors, they are who were in those universities and were working as teaching assistants while they pursue their Master's degrees. The other consideration that was looked at was experience. This was revealed by 34 (26.8%) of the respondents. This however was considered for the professorial positions.

During interviews, it was revealed by the lecturers that there is no one who would tell that religion is one of the criterion for recruiting staff members. However due to the fact that most of the private universities are founded on religious beliefs, the idea of religion in recruiting lecturers was paramount. It was expressed by most of the lecturers at IUIU, Uganda Christian University and Uganda Martyrs University that the Bible and the Quran must be studied by every student who joins the university. Even if it were not called the Bible or Quran, they called it Christian or Islamic ethics as course units in all the programs. However, the lecturers expressed dissatisfaction with such an arrangement as bad and non-academic.

The researcher was also interested in establishing whether the universities had staff development programs. When this inquiry was made, 107 (84.3%) of the participants were in agreement that a staff development program existed as compared to 20 (15.7%) who seem not believe that it existed. When the researcher asked the participants to identify the programs that existed, the results indicated in Table 4.9 were revealed.

**Table 4.9: Staff development programs**

The type of university and number of respondents		Who determines employees' benefits					Total
		Funding research programs	Sending staff outside the country	Funding staff for seminars	In breeding	Organizing short courses	
	Catholic	7	1	7	6	6	21
	Anglican	7				11	22
	Moslem	6	2		9	5	23
	Community		8		4	4	23
	Corporate		1	7	10		20
	Pentecostal		3	2			18
<b>Total</b>		<b>20</b>	<b>15</b>	<b>16</b>	<b>30</b>	<b>26</b>	<b>127</b>

The staff development programs that were identified were funding staff research which was mentioned by 20 (15.7%) respondents. Even during the interviews it was revealed by staff at Uganda Martyrs and Uganda Christian University, that at the beginning they had neglected the idea of research but were now coming to terms with research as an academic requirements. Other development programs included, sending staff outside the country to pursue further studies. However, this was not much encouraged because administrators said it was expensive and sometimes those who go out fail to return.

Finally, the universities had short courses for their staff members. These courses were mainly in customer care and financial management or others depending on what employees were doing in their work. It should be noted, however, that the idea of staff development was less considered because most of the administrators claimed that universities did not have sufficient funds.

During the interviews with the respondents at Kabale University, Bugema University and Nkumba University, it was revealed that most of the universities did not employee foreigners and when the researcher asked why this was so, the reasons expressed in Table 4.10 were revealed.

**Table 4.10: Reasons for few Foreigners Employed**

		Why the university does not employee many foreigner			Total
		Sufficient supplies within the country	No funds to support the programme	There is no good accommodation	
	Catholic	7	1	13	21
	Anglican	7	11	4	22
	Moslem	14	9		23
	Community	1	22		23
	Corporate		16	4	20
	Pentecostal		16	2	18
<b>Total</b>		<b>29</b>	<b>75</b>	<b>23</b>	<b>127</b>

It was indicated by the respondents that there were sufficiently qualified human resources in the country. This view was indicated during the interviews when the respondents argued that the requirements for a lecturer were a Master's degree and

that there were many Masters degree holders within the country. Other limitations to employ foreigners are that there was no funds to support the program of employing foreigners and that no funds were available employment of foreigners and that there was no accommodation. However, when the researcher visited Kampala International University, the situation was different because there were many of foreign lecturers from Nigeria and North Korea. This was found in the study as one special character of the university as compared to other universities. The researcher further asked the participant to identify the major limiting factors that were preventing management from remunerating staff accordingly. The results indicated low enrollments of students in the universities, limited sources of funding, high demands by staff members and many other demands on the university other than staff needs.

The researcher further inquired from the participants on the non-professional factors considered during recruitment. They indicated family considerations by management where relatives are recruited even when they do not fully qualify to teach at university level. This problem was most pronounced at Kampala International University because of its characteristic of private individual ownership. This was revealed to have affected the reputation of most universities. Other considerations were political affiliation and ethnicity. It was revealed, however, that the non-professional considerations highly affect the university in one-way or another. The effect of the non-professional factors is reflected in Table 4.11.

**Table 4.11: Effect of non-professional considerations in recruitment**

The type of university and number of respondents		How the non professional factors affect the staffing situation					Total
		Recruiting non-qualified staff	relatives only employed	High labour turn over	Poor performance	Staff dissatisfaction	
	Catholic	7		1	3	10	21
	Anglican	11	4			7	22
	Moslem		16	7			23
	Community			10	5	8	23
	Corporate			2	11	7	20
	Pentecostal		11	5	2		18
<b>Total</b>		<b>18</b>	<b>31</b>	<b>25</b>	<b>21</b>	<b>32</b>	<b>127</b>

Table 4.11, indicated that the non-professional factors lead to recruitment of non-qualified staff to teach or to administer the university. Even during the interviews, this was identified as a major problem especially for the administrators. There are also instances where one finds department full of relatives even when they are not fully qualified but the NCHE was fighting the problem. This was explained as having a negative effect on the entire university especially high labour turn-over, poor performance and staff dissatisfaction.

To this end, therefore, the researcher inquired as to how the staffing situation could be improved. The results expressed in Table 4.12, were identified as possible ways.



**Table 4.12: How to improve the staffing situation**

The type of university and number of respondent		How the staffing situation can be improved								
		Merit recruitment	Merit promotion	Operate a fixed salary scale	Funding research	Staff exchange within the country	International research exchange	Developing staff within the university	Using an independent body to recruit	Total
	Catholic	8	5	8						21
	Anglican	7		4	10	1				22
	Moslem	8				12	3			23
	Community	3	5				10	5		23
	Corporate		8					9	3	20
	Pentecostal	3	2					1	12	18
<b>Total</b>		<b>29</b>	<b>20</b>	<b>12</b>	<b>10</b>	<b>13</b>	<b>13</b>	<b>15</b>	<b>15</b>	<b>127</b>

Table 4.12, shows that the staffing situation can be improved through merit recruitment and this was revealed by 29 (22.9%) respondents. The other issue that was raised was of merit promotion. Even during the interviews the majority of the participants indicated that staff were being recruited and promoted on unclear grounds. This was unclear approach causing a lot of dissatisfaction on the rest of the staff members and even affecting morale of many of them. The other means of improving the staffing situation that were identified are to operate a fixed salary scale, finding research for the staff, promoting staff exchange programs within the country (inter-university exchange programs) and international research exchange programs. The options expressed are very important and if the universities attach value in them, there could be improvement at all times.

The researcher also inquired if an independent body has ever been used to recruit the staff in the private universities. However, the majority (65.4%) of the participants said such a body has never been consulted; 44 (34.6%) said they had ever been used. These bodies which have been used are usually private consultancy firms. During the face-to-face interviews with the participants, it was revealed that the universities believed that they had sufficient capacity to recruit staff for themselves than bring in an external consultant.

Most of the universities felt external consultants were expensive while other respondents indicated there was trust in management of the universities. However, left 9 (8.9%) of the participants feeling that the universities did not use consultants because they felt there are people who should be recruited and may be left out by the consultants. The results in Table 4.12 generally indicate that the use of external consultants was still beyond the considerations of the private universities because of either lack of funds or reasons best known to the management of the universities.

Finally, the researcher inquired from the participants regarding how they felt the employee benefits could be improved for the better. The means that were identified are expressed in Table 4.13.

**Table 4.13: Ways of improving benefits**

	<b>Frequency</b>	<b>Percent</b>
Pay transport allowance	16	12.6
Pay invigilation fees	10	7.9
Increase on the evening teaching allowance	14	11.0
Lecturers be given research funds	26	20.5
Lecturers be paid by qualification	24	18.9
Housing allowance though not given	23	18.1
Government establish a standard fee for Lecturers	14	11.0
<b>Total</b>	<b>127</b>	<b>100.0</b>

The results from Table 4.13 indicate that there is a multiplicity of ways through which the employers' benefits package could be improved. It should be noted, however, that during the interviews, most of the administrators indicated that they knew the needful and employee benefits were being established in employee policy documents but which were not availed to the researcher at that moment.

The human resource situation and the management of private universities. As a result, a hypothesis was derived from the objective and which that there is a relationship between human situation and the management of private universities.

**Table 4.14: The relationship between the staffing situation and management of private universities.**

		<b>Management</b>	<b>Staffing situation</b>
Management	Pearson correlation	1.000	<b>.919</b>
	Sig. (2-tailed)	.	.000
	N	127	127
Staffing situation	Pearson correlation	.919	1.000
	Sig. (2-tailed)	.000	.
	N	127	127

The results in Table 4.14 generally indicate that a Pearson value of 0.919 was generated at a calculated probability of 0.05. The researcher used probability approach in deriving the conclusion in which the calculated probability of 0.000 was compared with the predetermined level of significance of 0.05. Since the calculated probability is smaller than the level of significance, it then means that the relationships in the two variables (staff situation and management) is significant.

In conclusion, therefore, considering the views expressed on research hypothesis two, arising from both quantitative and qualitative results, it can be deduced that the staffing situation in the universities is not the best. There are still loopholes either created by management itself or the circumstances in which the universities find themselves.

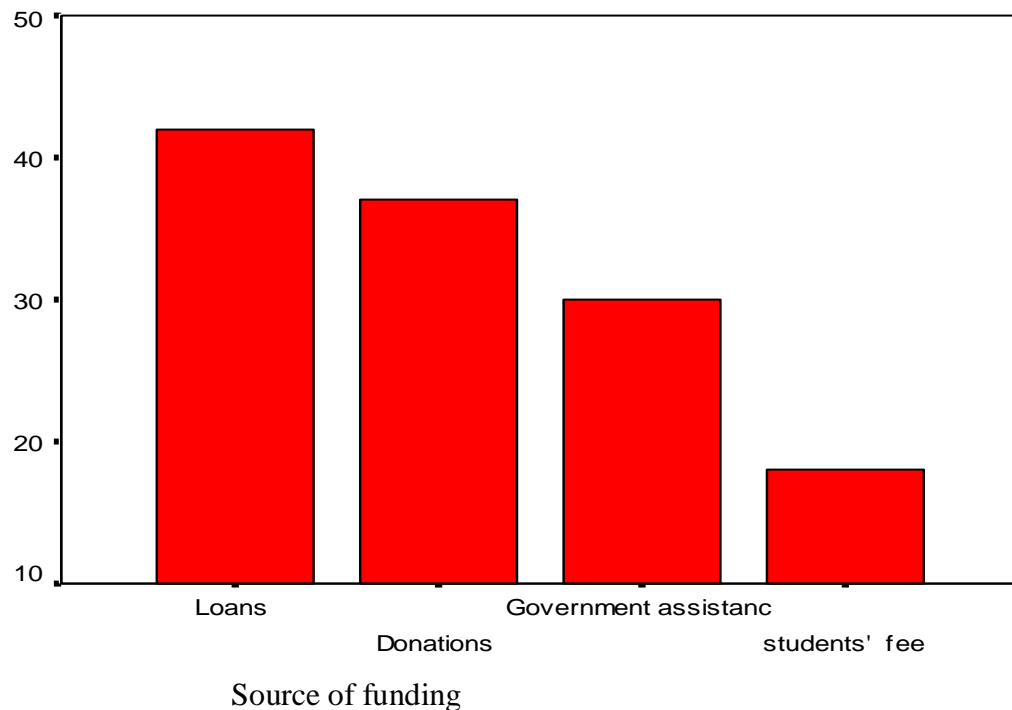
#### 4.5 Presentation of Results on Research Objective Three: Variations in financial flow and management of private universities

The third objective of the study aimed at establishing the effect of variations in financial resources on the management of private universities. The objective was analyzed by both correlation and descriptive statistics.

For example the researcher examined the major sources of funding to the university.

The results are indicated in Figure 4.4

**Figure 4.4: Major sources of funding to the university**



As can be observed in Figure 4.4, the majority of the respondents revealed that university loans was the major source of funding for the universities. This view was indicated during the face-to-face interviews in which most of the respondents

indicated that school fees was the major source of funding. In fact, at Nkumba University, it was revealed that there was no other funding other than tuition. However, some of the religious Universities like Islamic University in Uganda, Uganda Martyrs, and Uganda Christian University, revealed that there was funding received from religious organizations outside the country. For the case of Kabale University, it was revealed that funds expected from the local administration and Kabale being a community University, it depends on fundraising drives. At Kampala International University, which is a corporate university with individual ownership, it was revealed that it entirely depends on tuition and individual owner and no sympathizers have come up to assist.

During the discussion with administrators at KIU, it was revealed that it entirely depends on school fees and ownership there are no sympathizers that have come up to assist. During the discussion with administrators at KIU, it was revealed that the university is viewed as a profit making organization and this has limited those who would want to help in some way. This could be the reason why the respondents could not believe that their source of funding were reliable. That is where the researcher inquired on whether the sources of funding were reliable. It was only 57 (44,9%) respondents agreed that the sources were reliable while 5 (44.1%) respondents indicated that they were not reliable when 14 (11%) respondents remained neutral. This was as well clarified during the interviews when the administrations of Uganda Christian University revealed that, in recent times the enrollments were becoming

reliable. The university indicated that there were many students willing to join the university and that as a result, the university decided to have three sets of admission in a year.

This assures the university of adequate funding at all times. For other universities, however, like Islamic University in Uganda, it was revealed that funding came from the Moslem world, it would have been hard to depend on tuition. This indicated to the researcher that the sources of funds for some universities were reliable while they were not reliable for other universities.

The researcher enquired on whether the universities have experienced financial crisis related to unprecedented failure to pay lecturers and failure to make necessary purchases. It was revealed at Kampala International University, Kabale University, Nkozi University and Bugema University that those crises had been experienced but considered minor. The majority 81(63.8%) of the participants agreed that a financial crisis had been experienced while 46 (36.2%) respondents did not believe that they had experienced such a financial crisis. During the interviews, it was clarified that some people did not regard some situation as crisis as others, this is the reason why some believed there were financial crises while others said they were not there. When the researcher inquired on the major causes of financial crises, the main cause of financial crisis in universities is the delay in payment of school fees by the students. This delay was mainly due to the fact that some universities depended on foreign

students of Kenya and Tanzania and these were disrupted by the crisis in Kenya and others it just due to failure of agricultural output as most of the people depended on agriculture. This contains a teaching to all other universities to always spare some funds for such occurrences. This challenge was most pronounced in Nkumba University, Bugema University and Kabale University. It was less pronounced in Uganda Martyrs University, Uganda Christian University and in Islamic University in Uganda.

Nevertheless, it was revealed by officials at Kampala International University that the major cause of crisis in the university were related to management itself. An administrator who requested anonymity indicated how the university had suffered financial stress in 2006/2007 as a result of Uganda Revenue Authority freezing the accounts due to failure to pay tax. The university failed to discharge any of the outstanding debts for a period of 4 months and this affected management for a period of over 10 months as most of the activities such as construction and students tours were suspended. The implication was that teaching and learning was not effective enough during that time. However, when the researcher inquired on what the universities did in case there is a financial crisis, the results indicated in Table 4.15 were revealed.



**Table 4.15: Reaction to Crisis by Management**

The type of university and number of respondents		What the universities do in case of a crisis				Total
		Borrowing	Reducing staff	Not paying staff in time	Reducing some operational expenses	
	Catholic	7	1	13	14	21
	Anglican	7		1	12	22
	Moslem	8		3		23
	Community		11	12		23
	Corporate		19	1		20
	Pentecostal	11	5	2		18
<b>Total</b>		<b>20</b>	<b>36</b>	<b>32</b>	<b>26</b>	<b>127</b>

In a case where there is a financial crisis, Table 4.15 indicates that management reduces staff. During the interviews, it was said that it may not necessarily reduce staff but may maintain the existing staff and reduce on recruitment. Instead, the university would find it easier to reduce on part-time staff which reduces on the extent of efficiency as the students contact with the lecturers reduces. When the researcher discussed the matter with lecturers, interesting views were raised. It was revealed that as a semester begins, most of the lectures are laid-off due to lack of money to pay them and new lecturers are recruited who may not have a problem as they do not know what is happening in relation to financial problems. The reasons behind the laying off were that sometimes, the university wants to recruit its lecturers, or they don't have money to pay the lecturers who would have taught in the previous semester. This situation however, was affecting the standards in the private university and there was a dire need to attend to the situation.

However, when the researcher inquired on whether management was sure of a constant financial flow, there was strong agreement. That is, 48 (37.8%) respondents strongly agreed, 35 (27.6%) agreed, 23 (18.1%) were neutral, while 21 (16.5%) disagreed. The results indicate that financial variations affects planning in the private universities. This is reflected in Table 4.16.

**Table 4.16: Whether changes in financial flow affect planning**

The type of university and number of respondents		Variations in financial flow affects planning					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
	Catholic	7	1	3	10		21
	Anglican	7			5	10	22
	Moslem	7	1		2	13	23
	Community		15	4	4		23
	Corporate	2	15	5			20
	Pentecostal	23	14	2			18
<b>Total</b>			<b>46</b>	<b>14</b>	<b>21</b>	<b>23</b>	<b>127</b>

As can be observed in Table 4.16, 23 (18, 1%) of the participants were in strong agreement, 46 (36.25) agreed. Even when the researcher discussed the matter with the participants, it was revealed that management was not always sure of the next step. At Uganda Christian University, the administrators revealed that financial problems did not affect their planning. They indicated they were now sure of the likely turn up of students and there were no shortages. The only variation experienced was in case the students did not pay all the fees in time. The situation at Uganda Christian University however, was different from other universities. All

other universities indicated that they could not be sure of the financial flow and as a result, some of the plans are not implemented immediately unless they have crosschecked with the accounts. The most affected universities, namely, Kabale, Nkumba and Kampala International, as revealed by the administrators was that funds are sometimes withdrawn to other activities and this affects implementation of the plans. It, however, indicated that top management in the universities were trying to establish the department of quality management to take care of the challenges through making a thorough assessment and control of the way funds are spent by identifying priority areas.

It was further revealed that variations in funds affect the budgeting process. This was revealed by 37 (29.1%) respondents who strongly agreed that budgeting is affected, 35 (27%) agreed while 23 (18.1%) remained neutral, 21 (16.5%) respondents and 11 (8.7%) others disagreed and strongly disagreed, respectively. This was further emphasized during the interviews in which the participants indicated that in many instances there was no need for budgeting. They indicated that sometimes the planned budgets are not related to the actual budgets because the anticipated funds usually are not collected. This was affecting the staff recurrent process and students' activities such as club parties and touring of different places as a method of learning all remained at stand still. On whether the variations affects the coordination of activities. The results indicate that, 27 (21.3%) respondents strongly agreed, 37

(29.1%) agreed and 34 (26.8%) were neutral as compared to 26 (20.5%) respondents disagreed and 3 (2.4%) strongly disagreed.

As far as financial flows and their effect on staffing processes are concerned, the results indicated that financial variations have a substantial effect on the staffing process. This is supported by the views expressed by the lecturers when they revealed, that the universities were finding it had to recruit new staff due to lack of certainty on financial flows. This adverse financial situation has further led to lecturers laying down their tools anytime. However, the major challenge they experienced was that it was becoming more difficult to recruit any additional staff at any one time. Before a staff is recruited, there must be a series of consultations in order to avoid any mistake. When the researcher demanded to know the factors responsible for the financial variations the results indicated in Table 4.17 were revealed.

**Table 4.17: Factors responsible for financial variations**

The type of university and number of respondents		Factors accounting for financial variations				
		Unstable students enrollment	Seasonal donations	Periodical loans	Seasonal developments activities	Total
	Catholic	7	1	3	10	21
	Anglican	7		3	12	22
	Moslem	6	2	12		23
	Community		8	4		23
	Corporate		1	10		20
	Pentecostal		3	12	3	18
<b>Total</b>		<b>20</b>	<b>15</b>	<b>44</b>	<b>25</b>	<b>127</b>

Table 4.17, shows that unstable students enrollment was a challenge. This was indicated by 26 (20.5%) while seasonal donations was revealed by 32 (25.2%) respondents with periodical loans attracting 44 (34.6%). However, there were also seasonal development activities which were affecting the universities. This view was indicated by 25 (19.7%) of the participants. During the interviews, most the administrators revealed that the major challenge they were experiencing now were the bank loans. They revealed that in their initial beginnings, the universities acquired high amounts of loans and that now it is becoming quite difficult to get other loans. They spend most of the revenues in clearing the outstanding loans. Some administrators expressed that they had received some donations for a period of 3 years but were also not sufficient leave alone the fact that these donations are no longer coming in the universities which had made them experience a lot of stress which had proved difficult to overcome.

When the researcher inquired into the frequency of donations, the results indicated that 26 (20.5%) respondents thought they were being received very often, 57 (44.9%) indicated that were received rarely and 44 (34.6%) indicated that donations were never received. The discussions with the management, however, indicated that the universities were experiencing a number of challenges and were finding it hard to operate normally or at break-even point.

When the researcher inquired about the strategies management can devise to ensure constant flow of funds, the results indicated in Table 4.18 were revealed.

**Table 4.18: Strategies to Ensure Constant Flow of Funds**

The type of university and number of respondents		Strategies management can devise to ensure constant flow of funds					Total
		Participate in trade	Liase with international universities	encourage voluntary service	Liase with government for assistance	Encourage students pay in time	
	Catholic	7	1	3	8	2	21
	Anglican	7				15	22
	Moslem	3	5		1	14	23
	Community		5	3	15		23
	Corporate	3		15	5		20
	Pentecostal		6	9			18
<b>Total</b>		<b>20</b>	<b>17</b>	<b>30</b>	<b>29</b>	<b>31</b>	<b>127</b>

As revealed in table 4.18 it is indicated that the strategies include participating in trade fairs to generate funds and liasing with international universities which are already established. Even during the interviews, it was revealed by most of the administrators that the idea of expanding the library facilities had always been on their agenda but could not be implemented due to uncertainties in the funding.

It was also for the researcher to investigate the effect of variations on financial resources on the availability of instructional materials. The study investigated whether there is a library for students. The majority 99 (785) of the participants indicated that there was a library as compared to 28 (22%) who did not accept that a library existed. Such a discrepancy existed because some of the universities had not got sufficient funds to construct library. When the researcher discussed the matter

with the respondents during the face-to-face interaction, it was revealed that although the libraries existed in most of the universities the space could not accommodate all the students at the same time. The lecturers revealed that for most of the time, the students used free classrooms and shades in the compound as areas for revision. However, due to this fact sometimes the students were freed to leave classrooms because lectures were to be conducted there. One lecturer during the study said: “Students here are a problem, sometimes when they finish lectures they do not want to leave classrooms for other students.” The implication of the lecturer’s view to the researcher was that there is scramble for classrooms between students who want to revise and those who want to undertake lectures.

When the researcher tried to find out on the matter with administrators, however, it was indicated that library facilities to the students was university’s priority because one of the requirements for the university to be given a charter. This was in fact revealed by the officials of NCHE that most of the universities had not received their charter because of lack of the necessary facilities that are a prerequisite for learning and teaching. When the researcher inquired whether there are intentions of expanding the library, the results indicated that the universities had intentions of expanding their libraries. This was revealed by 98 (77.2%) respondents as compared to 29 (22.8%) who did not know whether there were such intentions. During the interviews with the administrators, it was revealed that in most of the universities there were plans to establish a students’ library.

In all the universities visited, there were plans to develop the library facilities. Some of the universities had planned to expand the existing buildings, creating departmental libraries and have another new building. Establishment of fresh library facilities was a priority of not only the newly established universities but also for the older universities. The universities especially that of Kabale, Nkozi, and IUIU were doing this by establishing collaboration with other universities, the World Bank initiatives and Kumba's collaboration with the European Union. They only hope to save a particular amount of money from fees and solicit for funding from donors and companies. This could be true with the Deputy Vice Chancellor academics of one of the universities who argued that a university exists to generate and transmit knowledge across generations and that this value could only be achieved by having a well equipped library as a source of information. This informed the researcher that there was a substantial will in the private universities to establish library facilities.

When the researcher inquired on what had always prevented management from having library facilities, a number of views were highlighted as follows: limited number of students which was cited by 41 (32.3%) respondents. This was also explained during the interviews when the administrators revealed that limited numbers of students limit the amount of fees raised. This eventually limits the amount of funds for operational expenses including the establishment of library facilities. It was also revealed by the participants that most of the students do not use the library. This was revealed by 22 (17.3%) of the participants. It was revealed



during the interviews that students like reading from their homes and only come to the library very rarely. This was affecting the planning process because there is no time one goes to the library and finds that there is congestion to cause need for a new facility. Though this was not found to be a basis for planning, it substantially had an effect on management. The need for the library only arises due to the assumed student facilities ratio. It was further revealed that there were limited funds available to the universities. This was raised by 32 (25.2%) respondents while limited land was identified by 32 (25.2%) of the participants.

It was also found out that the financial situation was affecting other facilities. For example on the availability of computer facilities, 35 (27.6%) respondents were in agreement as compared to 92 (72.4) who did not accept. This compelled the researcher to inquire from the respondents about the computer-student ratio they thought existed in the Universities. The results are indicated in Table 4.19.

**Table 4.19: Availability of Computer facilities in universities**

The type of university and number of respondents		Availability of compute facilities			
		Adequate	Insufficient	Not available	Total
	Catholic		7	14	21
	Anglican		20	2	22
	Moslem	3	10	10	23
	Community	6	9	8	23
	Corporate		1	19	20
	Pentecostal		7	11	18
<b>Total</b>		<b>9</b>	<b>54</b>	<b>64</b>	<b>127</b>

The computer student ratio in Table 4.19 shows that there were limited computer facilities. This situation, however, worsened when it was considered in line with the students studying Computer Science in most of the universities this was one of the programs attracting many students. It was revealed that in Computer Science programs the computer-student ratio was worse because there were many students compared to the available computers. This was mainly because even people who had studied other subjects were coming back to study computer as an additional qualification. This could be the reason why a Dean of Computer Science at Bugema University said that some of the courses that should have been practical were being studied theoretically and he was even worried of the strength of the students at the end of their programme. This definitely creates doubt on the quality of the products produced.

When the researcher inquired whether there were plans to avail computer facilities to students, the participants indicated that there were plans to construct more laboratories, expanding the library and equipping it with more computers and also that there were consignments of computers. It was further revealed that there were plans of leasing computers at particular times. They had already got in touch with some companies that were willing to lease computers for a semester or for a year. This is hoped to help the universities in coping with the financial instability because they can pay for the leased computers at any time. The results indicated that it is not only student- computer ratios which were not enough but also administrators'

computer facilities. When this inquiry was made, it is only 10 (7.9%) respondents that strongly agreed that the computers for administrators were enough while 17 (13.4%) agreed. The difference in the respondents' distribution was due to the fact that some of the respondents did not have adequate information concerning the computer facilities.

It was revealed that the insufficient supply in computers to the administrators had substantially affected the management of universities. When this inquiry was raised, 97 (76.4%) of the participants were in agreement as compared to 30 (23.6%) who did not believe that there was any significant effect. This prompted the researcher to inquire from the participants how they believed insufficient availability of computers had affected management. The results are indicated in Table 4.20.

**Table 4.20 Effect of Lack of Computers on Management**

The type of university and number of respondents		How insufficient computers has affected management				
		Delay of students results	Disruption on pay rolls	Delay of university report	Limited lecturers research	Total
	Catholic	7	6	8		21
	Anglican	7		15		22
	Moslem	8		3		23
	Community		8	4	12	23
	Corporate		8	12	11	20
	Pentecostal	2	3	13		18
<b>Total</b>		<b>24</b>	<b>25</b>	<b>55</b>	<b>23</b>	<b>127</b>

As can be observed in Table 4.20, it was revealed by the participants that insufficient supply of computers to administrators leads to delays in students' results, disruption on payrolls, delay of university reports and limited research by lecturers. During the interviews with the respondents, one lecturer expressed how it was becoming hard to access some of the information they needed. He reiterated that it was becoming extremely hard to get information on students' data at all times. Whenever such information was needed they are told that the computer is down (meaning it is not functional) and after repairs have been done on the computers they report to you that data got lost when the computers were down. It was revealed that lack of such data was affecting planning, budgeting and day-to-day coordination of management activities.

A similar situation also occurred as far as office space for administrators was concerned. Due to limited funds and the management not being sure of the amount of funds likely to be in the organization in the near future it was becoming difficult to plan to establish sufficient office space. When the researcher inquiry asked how management copes up with limited office space the results indicated in Table 4.21 were revealed.

**Table 4.21: How management copes with limited office space**

The type of university and number of respondents		How management copes up with limited office			
		Congesting the available offices	Some officers remain mobile	Hiring offices outside the compass	Total
	Catholic	7	1	13	21
	Anglican	10	9	3	22
	Moslem	17	6		23
	Community		15	8	23
	Corporate	1	10	9	20
	Pentecostal	8	5	5	18
<b>Total</b>		<b>43</b>	<b>46</b>	<b>38</b>	<b>127</b>

The results indicated that the available offices were congested with staff. This is true because in most of the universities visited, the available offices were highly congested. This, situation was affecting attention to students because some lecturers were instead attending to students from outside, even when they had the “so called offices”. Other ways of coping were revealed such as officers remaining mobile. This mostly affected lecturers who remained mobile without offices. Some lecturers only came to the university when they had lectures.

The major challenge was however the time for examinations set in where lecturers have to carry home scripts of over 400 students. This also bore the risk of the scripts getting lost or being ruined on especially when the lecturer does not have his or her own vehicle. The universities also reported that some offices were being hired from outside the university. These were mainly for those who were at the level of

professor or if they were foreign lecturers. This situation, however, was exaggerated by the challenge of transport facilities.

Most of the universities visited revealed that they were experiencing the challenge of transport facilities. This could be the reason why when the researcher asked the question on transport facilities, only 3 (2.4%) could strongly agree that transport facilities were available, 8 (6.3%) agreed when 39 (30.7%) remained neutral as compared to 49 (38.6%) who disagreed while 28 (22%) strongly disagreed. The same situation was reflected on the students' hostels. That is when the researcher inquired on whether students' hostels were available, 10 (7.9%) of the participants strongly agreed, 11 (8, 7%), agreed 26 (20.5%) were neutral 56 (44.1%), disagreed and 24 (18.9%) strongly disagreed. This indicated to the researcher that the effect of financial challenges on the Universities were more than an outsider could assume.

Findings indicated that management wished to improve to the availability of physical facilities by setting aside some funds for physical facilities, ensuring that whoever damages any facility repairs it and earmarking a loan for the establishment and maintenance of physical facilities. Even during the interviews with the different managements, they revealed that the establishment of physical facilities was the priority of the universities. It was revealed that the issue of physical facilities was the activity that was taking the largest proportion of university funds. The objective was transformed into a research hypothesis which was tested using the Pearson Moment Correlation Coefficient whose results are indicated in Table 4.22.

**Table 4.22: The Relationship between variations in financial resources and the management of private universities**

		<b>MANAGEMENT</b>	<b>FINANCE</b>
MANAGEMENT	Pearson Correlation	1.000	.893
	Sig. (2-tailed)	.	.000
	N	127	127
FINANCE	Pearson Correlation	.893	1.000
	Sig. (2-tailed)	.000	.
	N	127	127

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

As can be viewed in Table 4.22, the results indicated a Pearson Moment Product Correlation Coefficient of 0.893 at a calculated probability of 0.000. The researcher used the probability approach to derive conclusions about the hypothesis in which the calculated probability was compared with the pre-determined level of significance. Since the calculated probability of 0.000 is smaller than the 0.05 level of significance, it therefore, means that the relationship between the two variations (financial resources and management) is significant.

In the final analysis, however, it can be concluded that the challenge of financial variation was one of problems that the universities were experiencing. It was viewed as the major hindrance to the development of the universities because they could not

be sure of implementation of plans, budgets and achieving the targets. It is important, therefore, that the universities operate within their financial limits in order to avoid making unnecessary mistakes.



## **CHAPTER FIVE**

### **DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the discussion of the results derived from the data presented in chapter four. The discussion leads into varying conclusions and recommendations. The discussion of the results is done under titles, which correspond to the study research questions. The key questions that guided the study were as follows, what are the factors related to students' enrolment and the management of private universities, how does the human resource situation affect the management of private universities and what is the effect of variations in flow of financial resources on the management of private universities.

#### **5.2 Discussions**

**Research Objective one: To examine how students' enrollment affects management of private universities**

The hypothesis was derived from the first objective of the study. The study results indicated that the relationship between students' enrollment and the management of private universities is significant. This was revealed by the correlation tests which indicated a positive situation. The relationship in the two variables was as well reflected by the descriptive statistics which were analysed in Chapter four. These basically include views such as the fact that enrollment was leading to closure of

programs, affected recruitment of sufficient staff mainly due to the universities' dependency on tuition. The results of the current study were also analyzed along the views of other scholars in other organizational environments and revealed related situations. For example, Anderson (2003) notes that college enrollment continues to jump in leaps and bounds, as the number of students attending higher education institutions are reaching in millions. This finding is related to those of the current study especially where it was revealed that the seekers of higher education were increasing in the universities day by day. Unlike Anderson's findings, however, the increase of university students in private universities in Uganda is in some disciplines such Bachelor of Business administration, Human Resource Management and Education because they were believed to be marketable within the business environment. .

The findings of the current study also agree with Briston (1981) who argues that changes in higher education are not constant, as the importance of a college degree and the number of students enrolled keeps rising. While these new students bring innovative ideas and fresh perspectives, they also drive higher education leaders and policymakers to question the best ways to educate the ever-changing campus community. According to the findings, most of the universities that participated in the study started recently in the 1990s. From the period 1990, there are now over 28 private universities in the country which is an indication that the rate at which higher education is growing is extremely very high as it was observed by Briston. Hence

Briston's view indicates that the rising students' enrollment in universities is not a new phenomenon but an indication that it is spreading across nations and continents.

The results of the current study agree with Coombs' (1987) observation that continuing education is growing in importance because of the necessity to update knowledge and skills regularly. This is explained by the increase in enrollment in the service programs operated by the universities that were visited. The in-service programs are aimed at helping the teachers of primary and secondary schools to acquire degrees and diplomas in their specializations. It was revealed in the study that in-service programs were increasingly attracting students because of the desire to acquire more skills and becoming professional. As a result, new training needs and competitive challenges will require many universities to transform their governance, structures, and modes of operation. A key aspect is the ability to reorganize traditional disciplines, taking into consideration the emergence of new scientific and technological fields, such as biotechnology and advanced materials science, which require the creation of inter-and multidisciplinary programs across traditional institutional boundaries.

The results of the study however, reveal that the capacity of universities to enroll more student requires a careful study by each institution and potential revision of their strategic plans. Academic programs guide the direction of master plans and development of university infrastructure. This is important because most universities

that were visited reveal that they had ever mounted a programme and failed to get students to enroll in these programmes. This is in contradiction with Murang (2004) when he explains that universities have reached a level of failure to accommodate all the students they had when actually some universities were lacking students. The relationship was further revealed by a number of findings. For example, the researcher examined how the student numbers have varied. These results indicated that for the majority of the universities it has been increasing for particular programs than others.

The study results also relate to Brian's (2003) views when he stresses that some states are looking at new ways to deal with emerging changes in higher education institutions. He gives an example of Arizona, a State where the number of high school graduates is expected to grow by 33 percent from 2004 to 2014, administrators at some schools have discussed capping enrollment. This is not the case in Uganda's private universities because the universities are still struggling for students except for particular subjects where students had a particular interest.

Given the findings of the current study and the views expressed by other scholars, it can be concluded that students' enrollment and the management of private universities are related and there is need for management of private universities to plan properly by having adequate information on which to base decisions and ensure

that priorities are identified as they initiate new programs and as they encourage new students to join the universities.

### **5.3 Discussion of Research Hypothesis two: The staffing situation on the management of private universities**

The second research hypothesis was generated from the second research objective. It aimed at ascertaining the relationship between the staffing situation and the management of private universities. The hypothesis was verified with a Pearson Product Moment Correlation Coefficient.

The major areas analyzed in the human resource situation are the recruitment and selection processes, the employees' benefits, aspects of motivation and an analysis of employees' profiles in private universities. These elements were held important in the study as they are the core of staffing situation variables. All in all, the results indicated that the human resource situation is highly related to the management processes especially as it relates to the issue of competence. The researcher analysed the results of the current study along those of other scholars in other organizational fields in which a correlated situation was established. This is achievable with the maintenance of a well-qualified and motivated staff. He further notes that institutions involved in teaching and learning such as universities have a mission that is to provide quality learning in a conducive environment with adequate staff of both teaching and non-teaching staff that is accessible to the students. This view relates to

the findings of the study because all the universities focused on knowledge generation and they revealed that their missions had been approved by National Council of Higher Education.

It was as well accepted by the respondents in the study that the required staff in the university can only be obtained by effective communication especially through advertising that is “meant” to reach the right people. It was revealed by most of the universities that there are usually internal communication about the existing jobs. This is a practice that is supported by Maicibi (2003). He explains that in the process of communicating the existence of a job, there is a double selling activity between the potential applicant as well as the advertiser because that institution promotes itself to the applicants by advertising (communicating) and in the same way the applicants promote themselves by reacting to the institution’s communication by displaying their qualifications to be purchased.

Given the findings of the current study, it can be deduced that staffing is a key management activity in a university. This relates to Deordwel et al, (1989) who defines institutions’ staffing as a search or a process of obtaining potential job occupants in sufficient quality and quantity so that the institution can achieve its mission through people. This means that staffing an institution begins with staff attraction which is a process of announcing the existence of a vacancy to be filled and the strategies involved in getting people to register their interest to want to fill

such a vacancy. During the study, it was revealed that most of the universities do not advertise because job seekers come looking for jobs.

The study is further supported by Drucker (1994) who observes that a manager does not handle people, but he or motivates motivates, guides, and organizes people to accomplish their goals, and that his or her effectiveness depends on his or her ability to communicate well with his or her employees. However, true to the study is that good communication is not a complete entity in itself especially on the Heads of universities but rather a transactional process across all categories of employees especially when it comes to information that relates to staffing the institutions.

The strength of the current study on the human resource situation and the management of private universities can be emphasized by looking at Dale's (1995) observation which states that a staff recruitment process helps in giving instructions or receiving information, exchanging ideas, announcing plans and strategies, and communicating about individual roles and structure of the organization. He reiterates that if this is not satisfactorily achieved, then the whole process is likely to be affected.

It should be noted from the current study that staffing is one of the most important functions that the universities perform because it has major effects on individual, group and organizational performance. In all the universities visited, poor

performance and lack of effectiveness in staffing procedures and poor cooperation of groups and individuals inside the universities were noted. The results of the current study relates to Bratton's (2003) notes that staff attraction and selection has always been critical processes of organisations. In recent years, he noted that there has been growing evidence that the formation of a positive psychological contract with employees provides the basis for a positive outcome in terms of organisational commitment and motivation.

Further, considering the findings of the current study especially on the staff recruitment processes, Bratton (2003) was right when he notes that success in a staffing situation is not just in attracting a sufficient number of people but also ensuring that the attracted people are motivated and given opportunity to grow. This is important because the concept of motivation was not given the attention it deserves.

The study further found out that staff rewards is an important element in the analysis of a human resource situation. employees' reward in form of pay should be seen as part of the wider relationship between management and employees and that the reward system adopted should act as a medium for the expression of management style and their attempt to create commitment amongst the workforce (Bratton 1988). This idea is very important and significant to private universities as it was found out in the study that remuneration and employee benefits are some of the aspects that are



neglected in private universities. The nature of payment affects an individual's decision to join a company, to work effectively, to undertake training, to accept additional responsibilities and to stay with the organization or to join a trade union. Nevertheless, some scholars have not fully been convinced that the issue of payment is a sole motivator. The issue of use of rewards to stimulate performance and commitment has proved to be an international issue. Caldwell (1981), for example, argues that in Canada, the United States and the United Kingdom, top management pay is increasingly linked to the achievement of business objectives, and subordinates' pay is geared to individual potential and performance. He stresses that this is aimed at gaining commitment of hard working individuals. During the current study however, it was revealed that the issue of pay was very important and many individuals had left the university to other organizations due to search for higher pay. On employees' welfare and staffing situation, Buwa (1991) noted that; the quality of dedication can only be improved if qualified staff stay longer in organizations where they have been posted and this can only be achieved if the conditions and terms of service of teachers are favourable and attractive.

It should be noted, however, that the staffing situation in universities is constrained by the process by which these universities are created such that where they are religious; they prefer staff that belong to their faith and where they are corporate, technical know who is major consideration. The majority of the community members they serve have failed to acknowledge their values. It was revealed by the report that

some community members focus on what they feel will benefit them as individuals and not as a community or nation. This has affected the universities to the extent that the community members do not feel they should pay the lecturers an adequate salary and this has limited the ability of the universities to recruit qualified lecturers. This element was also established by the researcher during the study and had substantially affected the management of private universities.

The study further reveals that in all the private universities, there was a weakness or failure to invest in research by the academic staff. There was no research activities going on and the major reason advanced was lack of research funds yet the situation was characterized by lack of initiative to contact research funding organizations. However, as reported by Namutebi (2006), it is not the low salary which makes lecturers grumble, but they are complaining about what that money can fetch them and that which they are entitled to but do not get. This is a view that shows that the reward practices in schools are not friendly. Hence, Buwa (1991) was right while talking about reward management when he stressed that the employers should make conditions of teachers attractive in order to retain them in service.

In a related agreement, Cusway (1999) concludes that when funding is not sufficient, staff cannot be happy with what goes on in an institution and hence they are likely to leave. With this view, it seems only fair that those who make the greatest contribution to the organization should receive the highest rewards, rather than

rewards being based solely on long service. Organizations should adapt to a reward management practice that takes employees as a team. Benefits are viewed as another example of non-financial rewards that could be offered to staff in private universities to improve their situations.

Wages which are non-cash additions to basic pay are important in this regard. Maicibi (2003), presents examples to include cars, pensions, health insurance, relocation expenses, maternity leaves, payment of professional subscriptions, payment of telephone bills, seasonal loans and long service awards to mention but a few. In addition, Armstrong (2003) presents benefits to include, time off, sabbatical leaves, social facilities and subsidized mortgage. With the above therefore Gashaija (1997) and Namutebi (2006) was right when he pointed out that the current thinking is based on a single opinion that pay should be seen as part of the wider relationship between management and employees and that the reward system adopted should act as a medium for the expression of management style and their attempt to create commitment amongst the workforce.

The current study is supported by Bay (2005) who emphasized the role of motivation. He argued that there has developed a class between employee motivation policies and the need to apply modern technology in organizations. Instead of inspiring employee motivation, technological progress can actually sabotage it for many whose livelihoods do not depend on introducing change. He went further to explore reasons

why employee motivation has to be a key driver for commercial success, and in particular explain the great paradox of technology, explore its fundamental consequences and emphasize the need for more proactive management.

The results of the current study relate to the views of Gray (1991), Harold (2000) and Glueck (1980) who expressed that even the best training/development programs cannot assure that all employees will get involved. One of the prime jobs of supervision and management is to create the climate and the systems for employee motivation. Organizations need empowered employees involved from the neck up and not just from the neck down. This is not to say that all will choose to do so. The obligation is to provide the opportunity and the means. It is then the duty of the employee to take advantage of the employee development opportunity.

Most employees when they believe in and trust their management/supervision will leap at the opportunity to make higher-level contributions to the organization. Frequently, however, the biggest changes in these areas have to occur at the management and supervision levels. Turf protection, arbitrary rules, inflexible systems, capricious authority, poor listening, and reservation of the right to make all decisions, diminish the likelihood that employees will contribute even a fraction of their capability. True management skill involves the ability to direct, coach, delegate and mentor individuals and teams depending upon the situation and the employee's

need. Developing management and supervision with the skill and confidence to behave in this way is not a trivial task.

The major challenges of the universities studied, however, was failure to effect staff training. The universities complained of research funds and yet Harold (1990) advocates for the fact that many organizations spend time and money on training efforts to teach new skills to employees who are using a small fraction of the skills developed in past training. Efforts at developing employees and allowing those who want to become more involved usually will have much higher returns. An additional benefit is that they are then more valued employees whose change in attitude is reflected in their work. This also augurs well with Gray's (1991) observation that every activity or job has some level of technical skill that must be mastered in order to perform at an acceptable level. Without these it is much like trying to turn a screw into a board without a screwdriver. Demonstrated knowledge and skills are essential. In some cases employees come to the job with all of those skills. More commonly employees will have a certain base level of competence but still will require additional training and development before they can make a positive contribution. Sometimes, it can take years for the contribution to pay back the time value of the investment made in an employee. An obvious improvement would be to reduce the amount of time (cycle time) that it takes for new employees to reach the point of net return.

While talking about human resources and organisation development, Shackleton (2000) pointed out an important issue. He refers to recruitment as the process of attracting people who might make a contribution to the particular organisation. Within this definition, Newell (1987) highlights two major issues, which make effective communication to the public extremely vital. The first is that people need to be attracted to the organisation through effective communication. Secondly, the definition highlights that management has to influence the process of attracting people either through persuasive communication or by making the communication as clear as possible. Considering Shackleton's comment, Bratton (2003) was right when he notes that, success of a recruitment process is whether it attracts a sufficient number of applicants of the desired quality within the budget set. Recruitment might reasonably expect a number of applicants per position available, referred to as; the recruitment ratio, thus allowing a choice to be made. He notes that changes to the recruitment process may affect this ratio. For example, as we have indicated above, recruitment via the Internet may reduce the quantity, but not necessarily the quality, of applicants.

Recruitment is a search for obtaining potential job applicants in sufficient quality and quantity so that the organisation can select the most appropriate person(s) to fill its job needs. Indeed, recruitment is a process of announcing the existence of a vacancy to be filled, and the strategies involved in getting people register interest to want to fill such a vacancy (Deodwell et al 1989). In his extension of Deordwell's view,

Maicibi (2003) pointed out that there are different ways of communicating the existence of vacancies. These include; the print media such as the newspapers, journals, magazines and other business printing media and publications. He also points out the use of career advisers, the electronic media is emphasised to include radio, television, telephone and the Internet.

Management of promotions was also identified as an important element in the management of private universities. Promotion was understood as an internal move in the universities for an employee to fill an upper level job involving increased authority and (Decerizo and Robins 2002). They observed that in the organization, the main form of reward for merit has been promotion to the next grade. They emphasized that the prospect of promotion is the main incentive for employees to perform well in their current grades. This is supported by Stoner (1998) who observes that employees are more likely to behave honestly and get committed on their jobs if they believe their organization is committed to their career advancements. This assertion greatly supports the current study which reveals that employees were more concerned with the concept of promotion and some had left some universities due to poor promotion's management systems.

The test revealed a Pearson value of 0.919 at a calculated probability of 0.000. The researcher used probability approach in deriving the conclusion in which the calculated probability of 0.000 was compared with the pre-determined level of

significance of 0.05. Since the calculated probability is smaller than the level of significance, it then means that the relationships in the two variables (staff situation and management) is significant. The researcher also analyzed the descriptive statistics of the study. That is, the percentages and frequencies of the responses generated during the self-administered questionnaire were compared with those generated from the face-to-face interviews.

From the findings of the current study and the analysis of the views expressed by scholars in other organizational environments, it can be concluded that the variable of human resource situation is the organization itself. It affects the organization in many instances and the managers of private universities need to put much more focus on human resource development to avoid any surprises.

#### **5.4 Discussion of Research hypothesis three: The effect of variations in the flow of financial resources on the management of university operations**

It aimed at establishing the relationship between variations in financial flow and the management of private universities. The results of the Pearson Product Moment Correlation Coefficient indicated a significant relationship. That is a Pearson Product Moment Correlation Coefficient Value of 0.771 at a calculated probability of 0.003. The researcher generally used the probability approach to derive the conclusions in which the calculated probability was compared with the predetermined probability of 0.05 and since the calculated is smaller, it implies a significant relationship.



The researcher was informed that the financial resource challenge is the major constraint preventing the private universities from achieving their set objectives. For example, it was found out that classroom space, library, availability of laboratory facilities, computer facilities and many others that were so crucial in the management of the University greatly affected the smooth operations of the universities.

The findings of the current study were cross-referenced with those of scholars in other organizational environments and displayed similar of relationship. For example Mohsin (1977) was right when he explained that money is looked at as an important factor in the continuity and growth of any organization, as the lifeblood of the organization on whose existence the organization depends. This is true with the current study where financial resources were found to affect all aspects of the universities. Indeed without funds, the organization ceases to exist because there cannot be any means of facilitating its activities and functions. Financial resources can be believed by both the current study and other scholars that it enables the organization to achieve its aims and objectives in order to register success and effectiveness. This is in line with equity theory which argues that when employees perceive the ratios of their inputs (e.g. experience, effort, education e.t.c) to outcomes (rewards) are equivalent to the ratios of other employees then there is existence of equity and employees will work for the success of the organization. But if these ratios are not equivalent, inequity exists and therefore tension is created which may lead to lack of continuity and growth of the organization.

The results of the current study on financial resource variations relate to the findings of Durbin (2005) who found out that financial flow in private universities and other organizations is concerned with managing funds and ensuring that there are always funds to aid the operations of the organization all the time by monitoring cash flows into and out of the organization, cash flows within the organization and cash balances held by the organization at the time of financing deficit or investing surplus cash. This is also supported by Campsey and Brigham (1985) who argue that money should not be spent haphazardly by financial controllers but with care, concern and responsibility. In any organization, whether profit-making or non-profit making, funds must not only be maintained but must be made to flow in the right channels. An organization has to establish specific, achievable and widely acceptable goals to which the organization can be financially committed. Goals are needed to provide a basic reference for the allocation of funds.

The findings of this study are supported by Pocock and Taylor (1981) when they argue that ensuring constant financial flows focuses on financial control whose aim is to obtain the desired financial results through the implementation of plans and using feedbacks helps Institutions attain the objectives. They further observe that two activities must be put in place to bring about financial control in any organization. These include laying out financial power or duties of financial managers and accountability of the financial resources which necessitates keeping records. In the current study, it was revealed that effective financial control systems are put in place

especially using the banking system and ensuring that the books of accounts are always audited

The above view is supported by Briston (1891) who openly reveals that money is more susceptible to theft than any other asset in any organisation. There is great need for its prudent management and ensuring that it is always monitored. He further agrees that financial control needs delegating adequate authority to individuals who have been assigned the responsibility to perform the financial duties. The reason advanced is that good financial management depends on officials dealing in financial matters. What has been effected in private universities by appointed bodies responsible for managing financial matters and ensuring that the monitoring system is in place and effective as a financial control system needs to be efficient, proper and well laid out. Fess (1969), supports this view by emphasizing that attitudes and knowledge are not a preliquisites for successful financial management but possession of ethics as moral principle, guide the conduct of the individuals whether they are acting alone or as members of the organization which involves having rules and procedures to guide in the management of funds.

The analysis of the relationship between variations in financial resources is further supported by Lindsay and Sametz (1967) who agree that an efficient and effective finance ministry like that of the school should aim at the desirable internal control system for the purpose of: Protecting the funds against waste, fraud and inefficiency,

To ensure accuracy and reliability in accounting and operating data and also Securing compliance with the financial policies of the organisation. During the study, however, it was revealed that proper accountability was still a big challenge. This finding is supported by Kinene's article (1996) which reveals that accountability is widely known as the biggest problem associated with managing funds; more so, when there is crucial need to show that money is spent correctly. In a related finding, Wetson and Brigham (1969) assert that financial record keeping is an accounting control that relates to protection of funds or assets of the organization and reliability to financial reports. Briefly, record keeping is concerned with reporting and measurement of financial position. Financial management uses information provided by the accounting system to make decision, which would make the organization achieve its goals. To Meigs et al (1962), accountability is a requirement for proper use of resources at one's disposal and authority or approval to use those funds and reporting to persons who supervise one's activities or who provides resources used.

In all situations, however, the success of any organization highly depends on proper financial record keeping. Management needs to design, install and keep custody of all the accounting books and records. Financial records keeping is pointed out as an important issue as regards actual operations of money that is consumed (expenditure) and money received (receipt). Record keeping is very instrumental in providing information about financial control.

The findings of the current study are further supported by Nkata and Onek (1991) who consider financial record keeping at any organization level as passing and following four steps: authorization, approving, executing and recording. They were right especially when they stressed that, top management authorizes payment, the financial controller may approve it and there should be one person to execute payment by preparing invoices and later recording the transactions by the Accounting Department. These are management practices, which unless they are given special attention, the university or any other organization is likely to be left behind in a competitive environment. This could be the reason why Meigs et al (1962), observe that any person who has custody of money should maintain accounting records of that money. This is clear; especially when a person is having custody of money he /she will not be inclined to waste it if he or she knows that another person is maintaining a record of that money.

The current study on the relationship variations in financial resources is further supported by Campsey and Brigham (1985) who argue that money plays a vital role in the functioning of any organization; it has to be jealously planned and controlled. It must be used for proper and vital areas, which are to make the organization prosper. The results of the study indicate that in order for private universities to cater for all financial uncertainties, they need to establish specific, achievable and widely acceptable goals to which the organization can be financially committed. Goals are needed to provide a reference for the allocation of funds. Peacock and Taylor (1981)

support this view when they argue, that financial management focuses on financial control whose aim is to obtain the desired financial results through the implementation of plans and using feedback to attain the objectives.

Financial planning which was examined in the current study as an important management aspect is seen by Banified (1973) as a periodic assessment for an organization's revenue and expenditure proposed by the organization. It can also be said to be a plan especially one concerning a particular period of time, specifying how money coming in, for instance, to a household or a business, and payment will be allocated. He notes, however, that financial planning affects all the aspects of an organization. That is why infrastructure or human resource are all affected by the financial status of the university. This relates to Wyatt (1989) who looks at traditional planning and budgeting as a branch of applied science, according to which the role of the planner is to bring technical knowledge and tools of rational inquiry to bear upon problems of policy implementation and decision-making. Several empirical studies of professional planners have noted that their occupational self-image is associated with a belief in the "rational" character of planning. This means therefore that financial resource is very important for ensuring smooth running of any university.

While talking about the importance of planning and budgeting as valuable management aspects, Bottner (1983) argued that the formal planning system can yield the following to any organisation; Plans provide a context for treating together,

different types of organisational activities; Plans can articulate local priorities and policies for the organisation. This relates to the current study in that different aspects of management especially recruitment and students' admission were being carried out in line with the financial status of the universities. The only difference from other organizations, however is that universities entirely depend on the students as their source of funds. This is why there is need for a comprehensive financial plan to streamline the processes of expenditure and income. This view is supported by Button (1998) who argues that financial plans and budgets provide an occasion for cultivating values which include those required by controlling superior organizations.

However, Straus (1978) argued that financial planning is involved wherever and whenever people come together in an organization whether big or small and that for purposes of previewing a task and coordinating their activities towards accomplishing it effectively, the meaning and significance of a plan is constructed in use by the members of an organization through ways in which they orient themselves to the plan of action. This is an idea that is closely linked to the current study especially where it reveals coordination of activities being constrained by lack of sufficient funding.

In the final analysis, therefore, the results of the current study and the views expressed by other scholars on the relationship between variations in financial resources and the management of private universities, indicates that there is a valid

relationship and if any development is to be undertaken, this value has to be put into consideration.

## **5.5 Conclusions**

From the findings of the study, a number of conclusions were drawn.

1. From the first objective of the study, it was concluded that there is a positive relationship between students' enrollment and the management of private universities. This was revealed by the Pearson Product Moment Correlation Coefficient that showed significance and the analysis of the descriptive statistics. The study fully indicates that without an adequate number of students, it is quite difficult for management to effect plans because students are the source of funding.
2. It was concluded that the staffing situation has a significant effect on management of university operations. The major challenge that was affecting private universities was ensuring an adequate teaching non- teaching staff. However all this is defined by the limited financial resources as the major source of funding remained school fees which was not being sustainable.
3. It was concluded from the third objective that there is a significant positive relationship between variations in financial resources and the management of private universities and if any development is to be undertaken, this value has



to be put into consideration. The results indicate that variations in financial flows are a major disruption of university activities.

## **5.6 Recommendations**

The study was able to come up with the following recommendations;

Management should devise strategies to attract students into the universities. This is important because low levels of enrollment were found to be a major factor affecting the management of private universities. There is also need to devise the means by which the universities can attract alternative sources of funding in order to reduce dependency on fees which was found to be unpredictable.

Private universities should operate a student exchange program which will help students not to look at these universities as competing organizations but sources of knowledge. This can be achieved by having an arrangement that can help students access facilities of other universities which will enhance learning.

Management of the private universities should put in place modern financial management control systems especially adoption of computer related packages to make sure they are able to plan properly and avoid financial surprises. There is need to priorities expenditures such that most pressing issues are spent on while they leave behind some funds to cater for the unforeseen circumstances.

Cooperation should be established amongst universities with financial institutions such as banks to make sure that whenever the university is in financial crisis, it can easily access funding from a bank which can be paid latter. Such funding can be arranged at an affordable interest rate.

The management of private universities should put much more focus on human resource development to avoid any surprises. They should put in place guidelines concerning recruitment, promotion and staff welfare to avoid unnecessary dissatisfaction caused to staff members due to lack of systems.

Private universities should establish a staff exchange program especially the non-teaching staff with already established universities especially public universities. This will reduce dependency on just a few members of staff and will enhance trust.

The researcher recommends the need for further study into the following areas:

- a) A comparative study can be carried out in public universities to see how the situation is portrayed.
- b) There is need for a study on the effect of management competency on the performance of private universities.
- d) A relate study can be carried out on the relationship between political influence external interventions, government policies and management of private universities

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## Appendix A

### Main Questionnaire

Dear Respondent,

An academic study is being conducted on the factors affecting the management of private Universities in Uganda. You can readily contribute information to this study by answering the questions in this instrument. All the information given will be treated confidentially for purely academic purposes.

Thank you for your cooperation.

#### SECTION A

##### Background Information

1. Sex of the respondent      Male ☐      Female ☐
2. Age                      (a). 18-20 ☐      (b). 31-40 ☐      (c) 41-50 ☐      (d) 50 and above ☐
3. Level of Education
  - (a) Diploma ☐
  - (b) Bachelors degree ☐
  - (c) Masters ☐
  - (d) PhD ☐
4. Position of the respondent  
.....  
.....
5. The time spent in the University (years)  
.....
6. Type of University
  - Catholic ☐      Protestant ☐      Cooperate ☐      Islamic ☐
  - Community ☐      and Pentecostal ☐

7. When the University was opened (year).....

## SECTION B

8. How has the student numbers varied since the University started?

(a) Has been increasing ☐

(b) Has been constant ☐

(c) Has been decreasing ☐

(d) Don't know ☐

(b). In which program do you admit most students?

.....  
.....

(c) In line with (8,b) how many do you admit every year in that program?  
(number)

.....

(d) Why are many students enrolled in the program you mentioned under 8, b?

.....  
.....

9. Have you ever advertised a program and very few students' report?

Yes ☐

No ☐

Do not know ☐

b) If few students report, how does it affect management of the program they are taking?

.....  
.....

(c) Do you always get enough Lecturers to teach when the students are very few?

Yes ☐

No ☐

Do not know ☐

d) If yes (in 9.C), how do you manage to pay the Lecturers when the students they teach cannot adequately raise money to cater for those Lecturers?

(a) Cutting money from other programs

(b) Using few Lecturers to teach many courses

(c) Using Lecturers from other Departments

(d) Students do not study all courses specified in the program

10. Have you ever closed a program because you admitted students and they did not come?

Yes ☐

No ☐

Do not know ☐

b) If yes, what effect do you think it had on the University?

(a) Loss in advertisement ☐

(b) Raised bad public image ☐

(c) Loss in designing the program ☐

(d) Others (specify) .....

c) What strategies have you put in place to ensure that you get students whenever you advertise a program?

(a) First assessing whether the program is offered in other institutions. ☐

(b) Assessing the response rate on the same program in other institutions ☐

(c) Offering motivation benefits to students ☐

(d) Others (specify) .....

d) (If C in 8C is mentioned), what motivation benefits has management designed to ensure that you get students?

Reducing school fees for first years

(a) Free application forms ☐

(b) Paying part of the fess ☐

(c) Others (specify) .....

11. Do you have enough classrooms for the students?

Yes ☐

No ☐

b) If yes, what is the students' facilities ratio?

c) If No, how do you cope up with the limited classrooms?

.....  
.....

12. What are your prospects on enrollment in the future?

(a) Expected to increase ☐

(b) Expected to remain constant ☐

(c) Expected to decrease ☐

b) Have you put in place any strategies to cater for any eventuality of lacking funds? (Fill the table below for the question)

Expected enrolment	Coping strategies
Increase	..... ..... .....
Decrease	..... ..... .....
Constant	..... ..... .....



- c) In your opinion, how do you think the enrollment rates are affecting management? (Use the following table to provide your answer in relation to the current University enrollments)

1. Over enrollment	..... ..... .....
2. Under enrollment	..... .....

13. What do you think are the factors affecting enrollment in your University? (increasing, decreasing or constant ).

.....  
.....

14. What advice do you offer to keep enrollment adequate?

.....  
.....

- a) What do you consider for enrollment of students?

.....  
.....

- b) Do the students who enroll in the University complete their students

Yes

No

- c) Give comment on the above answer.

.....  
.....

## SECTION C

15. Who determines employees' benefits?

.....

- b) Does the University have an established salary structure?

Yes ☐

No ☐

c) (If yes, in 15 b) is it possible to access the salary structure in case I want some reference from it? (If yes the researcher asks for it)

Yes ☐

No ☐

16. Have you received any complaints on salary by employees of recent?

Yes ☐

No ☐

b) If yes, in what form or forms were the complaints expressed?

(a) Voluntary resignation ☐

(b) Strike ☐

(c) Lectures dodging students ☐

(d) Others (specify) .....

c) How has the management reacted to employee salary complaints?

.....  
.....

17. What are the other benefits you receive in addition to salary?

(a) Accommodation ☐

(b) Transport ☐

(c) Medication ☐

(d) Others (specify) .....

b) Are you satisfied with the benefits offered?

.....

c) If you are not satisfied, what suggestions do you have to improve on the benefits?

.....

18. Usually in this University, if there is no adequate funds to cater for the payments of employees, what does management do?

- (a) Borrows from individuals Yes ☐ No ☐
- (b) Does not pay at all Yes ☐ No ☐
- (c) Cuts expenditure on other areas Yes ☐ No ☐
- (d) Promises to pay in a next month Yes ☐ No ☐
- (e) Other (specify).....
- b) Has the issue of employee benefits affected the following activities of the University?
- (a) Recruiting adequate staff Yes ☐ No ☐
- (b) Admitting new students Yes ☐ No ☐
- (c) Expanding the facilities Yes ☐ No ☐
- (d) Others (specify) .....
19. How are your benefits package compared to the other Universities ?
- (a) Comparatively better Yes ☐ No ☐
- (b) Average Yes ☐ No ☐
- (c) Below average Yes ☐ No ☐
- (d) Never attempted to compare Yes ☐ No ☐
- b. In case you were prioritizing your expenditure, in what position would you put the employees, benefits? Use the table below to indicate your answer.

**Rank the following employees from the best (1) to the last (5).**

	Ranks
1. Employees' salary	1)
2. Employees allowances	2)
3. Text book purchase	3)
4. Renovations	4).
5. Students welfare	5).

20. In your opinion as an employee in this University, do you feel the issue of benefits is managed well?
- Yes ☐

No ☐

b). If Yes are the benefits offered motivating?

Strongly agree ☐

Agree ☐

Neutral ☐

Disagree ☐

Strongly disagree ☐

c) What do you feel, is the major limiting factor that prevents management from providing adequate benefits to employees?

.....  
.....

d) What solutions do you offer to improve on the employee benefit policy?

.....

a. In this University, do you have a body responsible for the recruitment of staff?

Yes ☐

No ☐

b. If yes, which body is concerned with recruitment for staff?

.....

c. If No, how are the staff recruited?

.....

21.a In your opinion, does the University have sufficient staff it requires?

Yes ☐

No ☐

Don't know ☐

b). If yes, what are the numbers of staff

Males ☐

Females ☐

c) If No, in (20, a) how does management go about the issue of limited staff?

(a) Hires staff from other Departments ☐

(b) Reducing the subjects offered by students ☐

(c) Over loading the Lecturer ☐

(d) Other (specify). .....

22. What is the recommended load for a Lecturer (in hours of work per week)

.....

.....

b. In actual reality, how many hours do Lecturers work on average?

.....

23. How often do you recruit Lecturers?

(a) Every semester ☐

(b) Every year ☐

(c) Other (specify) .....

b) What major considerations do you usually look at when recruiting Lecturers?

(a) Qualifications ☐

(b) Experience ☐

(c) Age ☐

(d) Others (specify).. .....

- c) Can you estimate or give the actual number of your staff by the following criteria?

Qualifications	Number
Diploma	.....
Bachelors	.....
Masters	.....
PhD	.....
Certificate	.....
Others (specify)	.....

- 24 a) Does the University operate a staff development program? Yes ☐

No ☐

- b) If yes, what is the nature of the program?

(a) Funding Research ☐

(b) Sending them out to study ☐

(c) Funding staff for seminars ☐

(d) Others (specify).....

25. Fill in the following Table for Lecturers who are currently on further studies

	Numbers
Outside Uganda	
Outside this University in Uganda	
Within this University	

26. Do Lecturers access funds for research in this University?

Yes ☐

No ☐

I do know ☐

- b) If yes, how do they access funds for research?

(a) The University gives them money ☐

- (b) The University links with funding bodies ☐
- (c) Individual funding ☐
- (d) Other (specify) .....

27. Where does the University recruit most of the Lecturers from?

- (a) Within the country ☐
- (b) Outside the country ☐
- (c) Both within and outside the county ☐
- (d) Don't know ☐

b) How many Lecturers do you have by nationality (numbers)?

- Ugandans ☐
- Foreigners ☐
- Don't know ☐

c) (In case there are just a few foreigners) , why is it that the University does not employee many foreigners?

- (a) There are sufficient supply within the country ☐
- (b) No funds ☐
- (c) Others (specify) .....

28. Does the issue of religion influence recruitment

- Yes ☐
- No ☐

b) Do you know the Lecturers by religion?

- Yes ☐
- No ☐

c) (If yes) fill the religion in the following

Catholics	.....
Moslems	.....
Protestants	.....
Seventh day	.....
Others	.....

29. What are the other non-professional related factors you think affect staffing situation?

- (a) Family consideration ☐
- (b) Political affiliation ☐
- (c) Ethnicity ☐
- (d) Others (specify). .....

b) (If any of a-d in 28 is ticked), how does it affect the staffing situation?

- (a) Recruiting non qualified staff ☐
- (b) Relatives only employed ☐
- (c) High labour one word ☐
- (d) Others (specify ) ..... .....

30. In your opinion, how do you think the staffing situation can be improved to enhance performance?

.....

.....

31. a Have you ever consulted an independent body to conduct a recruitment process?

Yes ☐

No ☐



- b) If yes, how often do you use an external consultant?
- (a) Very often ☐
- (b) Often ☐
- (c) Rarely ☐
- c) (If No in 30,a) why do you think the University does not use external consultants?
- (a) Trusts in its management ☐
- (b) They are expensive ☐
- (c) The need to recruit own people ☐
- (d) Others (specify) .....

## SECTION D

32. Does the University have a library for students?
- Yes ☐
- No ☐
- b) What is the carrying capacity of the library (mention number)
- .....
- c) Do you have different library like (tick what applies)
- (a) Main Library ☐
- (b) Department library ☐
- (c) Others (specify) .....
- e) Does the management have any intentions of expanding the library facilities?
- Yes ☐
- No ☐
- Don't know ☐
- f) What intentions does management have to improve on library facilities?
- .....
- g) What has always prevented the management from putting in place adequate library facilities?

.....  
.....  
.....  
33 Does the University have enough computers for the students?

Yes ☐

No ☐

Don't Know ☐

b) If yes what is the students' computer ratio?

.....  
.....  
c) Are the computers for particular students or to all students? (Give  
Comments why in any direction-All students or particular ones).

.....  
.....  
.....  
d) What plans does management have as regards availing computers to students?

.....  
34. Do you have sufficient computers for the administrators?

Yes ☐

No ☐

Do know ☐

b) If yes, are they sufficient?

Yes ☐

No ☐

Do know ☐

c) If the computers are not sufficient, has it affected management in some way?

Yes ☐

No ☐

d) How has it affected management?

(a) Delay of students results ☐

(b) Delay of transcripts ☐

(c) Disruption of pay rolls ☐

(d) Delay of University reports ☐

(e) Others (specify) .....

e) What prospects does management have to improve on the availability of computer?

.....  
.....  
.....

35. Does the University have sufficient office space?

Yes ☐

No ☐

b) (If No ) how does management cope up?

(a) Congesting the available offices ☐

(b) Some offices remain mobile ☐

(c) Hires offices in other areas far from the University. ☐

(d) Others (specify) .....

c) In your opinion, how has lack of office space affected management of University? operations?

.....  
.....

36. Use the following table to answer the following questions regarding physical facilities

Physical facilities	Condition
1. Transport facilities	a. Adequate b) Insufficient c) Not available at all
2. Students Hostels	a. Adequate b) Insufficient c) Not available at all
3. Lecturers accommodation	a. Adequate b) Insufficient c) Not available at all
4. Students' chairs	a. Adequate b) Insufficient c) Not available at all
5. Office tables	a. Adequate b) Insufficient c) Not available at all
6. Telephone facilities	a. Adequate b) Insufficient c) Not available at all
7. Computer facilities	a. Adequate b) Insufficient c) Not available at all
8.Sporting fields	a. Adequate b) Insufficient c) Not available at all
9. Others (specify)	

37. What strategies has management put in place to ensure that the physical facilities are made adequate?

Setting aside funds for physical facilities

☐

(a) Ensuring whoever breaks replaces

☐

(b) Earmarked a loan for Physical facilities

☐

(c) Others (specify) .....

38.a) what are the major sources of funding to the University?

(a) Loans

☐

(b) Donations

☐

(c) Government assistance

☐

(d) Students' fees

☐

(e) Others (Specify).....

b) (If any a-e) is mentioned, are the sources mentioned reliable?

Yes ☐

No ☐

I don't know

☐

(c) (If No), why do you think so?

.....  
.....

39.a) Have you experienced a financial crisis of recent?

Yes ☐

No ☐

b) What were the major causes of the financial crisis?

.....  
.....

c) What do you do, usually in case there is a financial crisis?

.....

3.a) Management is always sure of a constant financial flow?

Strongly Agree

☐

Averagely agree

☐

Agree

☐

Disagree

☐

Strongly disagree

☐

- 4 Use the following table to rate whether the following management issues are well carried out in your University

Planning	Strongly agree Agree Neutral Disagree Strongly disagree
Budgeting	Strongly agree Agree Neutral Disagree Strongly disagree
Coordination of activities	Strongly agree Agree Neutral Disagree Strongly disagree
Control of activities	Strongly agree Agree Neutral Disagree Strongly disagree
Directing	Strongly agree Agree Neutral Disagree Strongly disagree

Staffing	Strongly agree Agree Neutral Disagree Strongly disagree
----------	---

In your opinion, what factors do you feel account for financial variations?

5. How often do you receive the following?

a) Donations

b) Grants

c) Government assistance

d) Others (specify) .....

6. Which source or sources of funds to the University do you feel is reliable?

.....

b) Why would you think that the above mentioned are reliable

.....

.....

.....

c) Are the above-mentioned source sufficient to finance University operations?

.....

.....

.....

7. Can I access the last years' budget?

Yes  No

(If yes the researcher endeavors to get a copy?)

8. What strategies do you think management could devise to ensure a constant flow of funds?

.....

.....

.....



## **Appendix B**

### **Interview guide**

1. How do you comment on the enrollment since the University started?

.....

.....

.....

2. Do you usually advertise your programs?

.....

.....

- b) Whenever you advertised, do the students turn up in adequate numbers?

.....

.....

- c) How has enrolment always affected the management of programs?

.....

.....

3. How are the salaries of staff determined?

- b) In case a member of staff has a complaint related to benefits, how  
Should he/she go about it?

.....

.....

- c) How do you ensure that staff remuneration is met, even amidst crisis?

.....

.....

- d) What challenges do you experience in ensuring staff remuneration at the  
time

.....

.....

4. How are the staff members recruited e.g
- a. Administrator  
.....
  - b. Academic staff  
.....
  - c. Casual workers.....
5. How do you handle staff development in this University?  
.....  
.....  
.....
6. Does your University have all the physical facilities it needs?  
.....  
.....  
.....
7. Which ones do you think are lacking?  
.....  
.....
8. How do they affect the management of programs?  
.....  
.....  
.....
9. How does the University ensure accountability for the funds?  
.....  
.....  
.....
10. Do you have a body, that authorizes expenditure and if yes, which one?  
.....  
.....  
.....

11. How is budgeting carried out and who are responsible?

.....  
.....  
.....

12. How does the University ensure constant flow of the funds to meet program needs?

.....

## Appendix C

### Frequencies

#### sex of the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	70	55.1	55.1	55.1
Female	57	44.9	44.9	100.0
Total	127	100.0	100.0	

#### The age of the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18-20	30	23.6	23.6	23.6
31-40	51	40.2	40.2	63.8
41-50	31	24.4	24.4	88.2
50 and above	15	11.8	11.8	100.0
Total	127	100.0	100.0	

#### level of education of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Bachelors degree	31	24.4	24.4	24.4
Masters	70	55.1	55.1	79.5
PhD	26	20.5	20.5	100.0
Total	127	100.0	100.0	

#### Position of respondents in the university

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Administrative Assistant	17	13.4	13.4	13.4
faculty deans	10	7.9	7.9	21.3
Lecturer	85	66.9	66.9	88.2
Accountant	9	7.1	7.1	95.3
Director of Accounts	6	4.7	4.7	100.0
Total	127	100.0	100.0	

**time spent in the university**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than year	30	23.6	23.6	23.6
	1-2 years	72	56.7	56.7	80.3
	2-3 years	16	12.6	12.6	92.9
	more than three years	9	7.1	7.1	100.0
	Total	127	100.0	100.0	

**The type of University and number of respondents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Catholic	21	16.5	16.5	16.5
	Anglican	22	17.3	17.3	33.9
	Moslem	23	18.1	18.1	52.0
	Community	23	18.1	18.1	70.1
	Corporate	20	15.7	15.7	85.8
	Pentecostal	18	14.2	14.2	100.0
	Total	127	100.0	100.0	

**When the University was opened**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2001	32	25.2	28.1	28.1
	1898	27	21.3	23.7	51.8
	2003	35	27.6	30.7	82.5
	2002	20	15.7	17.5	100.0
	Total	114	89.8	100.0	
Missing	System	13	10.2		
Total		127	100.0		

**How the student numbers have varied over time**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Has been increasing	53	41.7	41.7	41.7
	Has been constant	36	28.3	28.3	70.1
	Has been decreasing	17	13.4	13.4	83.5
	Dont know	21	16.5	16.5	100.0
	Total	127	100.0	100.0	

**Programs where most of the students are admitted**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BBA	28	22.0	22.0	22.0
	BCOM	27	21.3	21.3	43.3
	Human Resource Managenment	22	17.3	17.3	60.6
	Tourism	16	12.6	12.6	73.2
	Computers and Techinowlogy	17	13.4	13.4	86.6
	Education courses	17	13.4	13.4	100.0
	Total	127	100.0	100.0	

**How many students are in the programs that attract majority of students**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30-50	51	40.2	40.2	40.2
	50-70	30	23.6	23.6	63.8
	71-80	23	18.1	18.1	81.9
	80-100	13	10.2	10.2	92.1
	100 and above	10	7.9	7.9	100.0
	Total	127	100.0	100.0	

**Why majority students enroll in the programs mentioned**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highly demonded in the market	57	44.9	44.9	44.9
	They are relatively cheap	20	15.7	15.7	60.6
	Students perceive them as best of ART programs	12	9.4	9.4	70.1
	They are flexible	23	18.1	18.1	88.2
	Self starting after the program	15	11.8	11.8	100.0
	Total	127	100.0	100.0	

**Whether a program has ever been advertised and few students reported**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	55	43.3	43.3	43.3
	No	45	35.4	35.4	78.7
	Dont know	27	21.3	21.3	100.0
	Total	127	100.0	100.0	

#### How low students' turn up affects management

		Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid	some times the program is councelled	18	14.2	14.2	14.2
	It is entirely difficult to plan for them	26	20.5	20.5	34.6
	Recruiting lecturers for a program is hard	17	13.4	13.4	48.0
	There is always no sufficient funds	21	16.5	16.5	64.6
	The University is forced to borrow	26	20.5	20.5	85.0
	It has resulted in failure to pay lecturers	19	15.0	15.0	100.0
	Total	127	100.0	100.0	

#### Whether the university always gets enough lecturers

		Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid	Yes	77	60.6	60.6	60.6
	No	50	39.4	39.4	100.0
	Total	127	100.0	100.0	

#### How management manages to pay Lecturers when few students report

		Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid	Cutting money from other programs	39	30.7	30.7	30.7
	Using few Lecturers to teach many courses	67	52.8	52.8	83.5
	Using Lecturers from other departments	21	16.5	16.5	100.0
	Total	127	100.0	100.0	

#### Strategies management has put to attract students

		Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid	First assessing whether the program is offered elsewhere	34	26.8	26.8	26.8
	Assessing the response rate	45	35.4	35.4	62.2
	motivation benefits to students	48	37.8	37.8	100.0
	Total	127	100.0	100.0	

**How management copes up with limited classrooms**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rates rooms around the school	20	15.7	15.7	15.7
	some lecturers use their offices where students are few	21	16.5	16.5	32.3
	Uses main halls and Library for exams	35	27.6	27.6	59.8
	Some students are shifted to weekends by lecturers	25	19.7	19.7	79.5
	Lecturers make arrangements with students	26	20.5	20.5	100.0
	Total	127	100.0	100.0	

**Strategies university has put in place to cater for lack of funds**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Established understanding with banks	25	19.7	19.7	19.7
	Minimised recruiting new staff	22	17.3	17.3	37.0
	Postponing approving some positions	19	15.0	15.0	52.0
	Reducing employing expensive workers	17	13.4	13.4	65.4
	reducing advertising	19	15.0	15.0	80.3
	encouraging students to pay intime	15	11.8	11.8	92.1
	using part-time staff	10	7.9	7.9	100.0
	Total	127	100.0	100.0	



**Factors affecting enrollment in the university**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	The cost is high for the poor	17	13.4	13.4	13.4
	The young universities are not trusted by employers	40	31.5	31.5	44.9
	Young universities take up last performers	24	18.9	18.9	63.8
	competition with strong universities	19	15.0	15.0	78.7
	there is now religious challenge	15	11.8	11.8	90.6
	locational challenges (attracting only pple in the local are	12	9.4	9.4	100.0
	Total	127	100.0	100.0	

**How enrollment can be kept adequate**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Advertising	18	14.2	14.2	14.2
	Career guidance in Sec.Schools	34	26.8	26.8	40.9
	Recruit qualified staff	35	27.6	27.6	68.5
	Attach students to companies for internship	26	20.5	20.5	89.0
	Reduce fees to some courses	4	3.1	3.1	92.1
	Establish a fund for poor children	10	7.9	7.9	100.0
	Total	127	100.0	100.0	

**Whether students who enroll complete their courses**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	101	79.5	79.5	79.5
	No	26	20.5	20.5	100.0
	Total	127	100.0	100.0	

### How enrollment is affecting management

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid planning for programmes is a problem	17	13.4	13.4	13.4
Staffing is a problem	24	18.9	18.9	32.3
it is difficult to dismiss those who dont pay intime	30	23.6	23.6	55.9
Lectuerers are not paid sometimes	26	20.5	20.5	76.4
Facilities are not fully utilised	18	14.2	14.2	90.6
Diff icult to procure goods due to lack of trust	12	9.4	9.4	100.0
Total	127	100.0	100.0	

### Managenments' prospect on enrollments

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Expected to increase	47	37.0	37.0	37.0
xpected to remain constant	48	37.8	37.8	74.8
Expected to decrease	32	25.2	25.2	100.0
Total	127	100.0	100.0	

### Classroom students ratio

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-15	27	21.3	21.3	21.3
1-9	32	25.2	25.2	46.5
1-20	39	30.7	30.7	77.2
1-30	29	22.8	22.8	100.0
Total	127	100.0	100.0	

### Whether are enough classrooms for the students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	102	80.3	80.3	80.3
No	25	19.7	19.7	100.0
Total	127	100.0	100.0	

**Motivation benefits management has designed to ensure students are available**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	reducing school fees	24	18.9	18.9	18.9
	Free application forms	31	24.4	24.4	43.3
	Instalment paying of fees	32	25.2	25.2	68.5
	Reduced appllication fees	23	18.1	18.1	86.6
	ensuring those who perform well are offered jobs	17	13.4	13.4	100.0
	Total	127	100.0	100.0	

**The effect the closure of a program due to low turn up has on the university**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Loss in advertisement	14	11.0	11.0	11.0
	Raises bad public image	36	28.3	28.3	39.4
	Loss in designing the program	32	25.2	25.2	64.6
	Students who are turned down may never come back	29	22.8	22.8	87.4
	keeps the entire enrollment down	16	12.6	12.6	100.0
	Total	127	100.0	100.0	

**Whether a program has ever been closed due to low student turn up**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	78	61.4	61.4	61.4
	No	49	38.6	38.6	100.0
	Total	127	100.0	100.0	

**Who determines employees' benefits**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Management	36	28.3	28.3	28.3
	There is a salary scale	39	30.7	30.7	59.1
	Salary is determined by ones' qualifications	33	26.0	26.0	85.0
	Bargaining with top management	19	15.0	15.0	100.0
	Total	127	100.0	100.0	

**Whether there have been complaints on poor benefits**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	97	76.4	76.4	76.4
No	30	23.6	23.6	100.0
Total	127	100.0	100.0	

**Whether the University has a salary structure**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	87	68.5	68.5	68.5
No	40	31.5	31.5	100.0
Total	127	100.0	100.0	

**Reaction of staff towards poor benefits**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Voluntary resignation	40	31.5	31.5	31.5
Strike	16	12.6	12.6	44.1
Lecturers dodging students	43	33.9	33.9	78.0
verbal complaints	28	22.0	22.0	100.0
Total	127	100.0	100.0	

**How management has always reacted to employee complaints**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Employing more of part time employees	22	17.3	17.3	17.3
relying on the salary scale	23	18.1	18.1	35.4
Inbreeding Lectureres	38	29.9	29.9	65.4
using more lecturers in More liked programs	27	21.3	21.3	86.6
Informing staff of the financial status	17	13.4	13.4	100.0
Total	127	100.0	100.0	

**Whether employees are satisfied with the benefits receivede**

	Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid strongly agree	15	11.8	11.8	11.8
agree	22	17.3	17.3	29.1
neutral	25	19.7	19.7	48.8
disagree	38	29.9	29.9	78.7
strongly disagree	27	21.3	21.3	100.0
Total	127	100.0	100.0	

**Whether the University borrows money from individuals**

	Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid strongly agree	71	55.9	55.9	55.9
agree	39	30.7	30.7	86.6
neutral	17	13.4	13.4	100.0
Total	127	100.0	100.0	

**Whether the University sometimes fails to pay at all**

	Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid Strongly agree	60	47.2	47.2	47.2
agree	46	36.2	36.2	83.5
neutral	21	16.5	16.5	100.0
Total	127	100.0	100.0	

**Whether Management cuts expenditure on other areas to apy Lecturers**

	Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid Strongly agree	78	61.4	61.4	61.4
agree	49	38.6	38.6	100.0
Total	127	100.0	100.0	

**Whether Management sometimes promises to pay at latter date**

	Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid Strongly agree	55	43.3	43.3	43.3
Agree	43	33.9	33.9	77.2
Neutral	15	11.8	11.8	89.0
Disagree	7	5.5	5.5	94.5
strongly disagree	7	5.5	5.5	100.0
Total	127	100.0	100.0	

**Whether the issue of benefits affects recruitment of adequate staff**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	52	40.9	40.9	40.9
agree	45	35.4	35.4	76.4
neutral	14	11.0	11.0	87.4
disagree	7	5.5	5.5	92.9
strongly disagree	9	7.1	7.1	100.0
Total	127	100.0	100.0	

**Whether the issue of staff benefits affects admission of new students**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	48	37.8	37.8	37.8
agree	37	29.1	29.1	66.9
neutral	28	22.0	22.0	89.0
disagree	6	4.7	4.7	93.7
strongly disagree	8	6.3	6.3	100.0
Total	127	100.0	100.0	

**whether staff benefits affects expansion of facilities**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	35	27.6	27.6	27.6
Agree	48	37.8	37.8	65.4
neutral	19	15.0	15.0	80.3
disagree	17	13.4	13.4	93.7
strongly disagree	8	6.3	6.3	100.0
Total	127	100.0	100.0	

**The benefit package of the universities compared to public universities**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid comparatively better	25	19.7	19.7	19.7
average	38	29.9	29.9	49.6
Below average	38	29.9	29.9	79.5
never tried to compare	26	20.5	20.5	100.0
Total	127	100.0	100.0	

**whether the issue of benefits is managed well according to the respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	28	22.0	22.0	22.0
agree	24	18.9	18.9	40.9
neutral	32	25.2	25.2	66.1
disagree	33	26.0	26.0	92.1
strongly disagree	10	7.9	7.9	100.0
Total	127	100.0	100.0	

**Whether the benefits are motivating according to the respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	11	8.7	8.7	8.7
agree	14	11.0	11.0	19.7
neutral	25	19.7	19.7	39.4
disagree	51	40.2	40.2	79.5
strongly disagree	26	20.5	20.5	100.0
Total	127	100.0	100.0	

**There is a body for recruiting staff in the university**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	108	85.0	85.0	85.0
No	19	15.0	15.0	100.0
Total	127	100.0	100.0	

**The body concerned with recruiting staff**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Human Resource Department	97	76.4	76.4	76.4
Vice Challor Administration's office	11	8.7	8.7	85.0
appointments committee	19	15.0	15.0	100.0
Total	127	100.0	100.0	

**Whether the university has sufficient staff**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	107	84.3	84.3	84.3
No	20	15.7	15.7	100.0
Total	127	100.0	100.0	

#### Number of staff in the universities visited

	Frequency	Percent
Missing System	127	100.0

#### How management reacts when the number of staff is limited

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Hires staff from other departments in the same university	38	29.9	29.9	29.9
Reduces the subjects offered	47	37.0	37.0	66.9
Combining subjects to be taught by one lecturer	42	33.1	33.1	100.0
Total	127	100.0	100.0	

#### The recommended load for a lecturer

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18 hours per week	59	46.5	46.5	46.5
24 hours	30	23.6	23.6	70.1
12 hours	22	17.3	17.3	87.4
30 hours	16	12.6	12.6	100.0
Total	127	100.0	100.0	

#### How often Lecturers are recruited

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Every semester	26	20.5	20.5	20.5
Every year	58	45.7	45.7	66.1
Only when there is need	43	33.9	33.9	100.0
Total	127	100.0	100.0	

#### major considerations for recruiting staff

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid qualifications	51	40.2	40.2	40.2
experience	34	26.8	26.8	66.9
age	29	22.8	22.8	89.8
religion	13	10.2	10.2	100.0
Total	127	100.0	100.0	



**Whether the university operates a staff development program**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	107	84.3	84.3	84.3
No	20	15.7	15.7	100.0
Total	127	100.0	100.0	

**The nature of staff development programs in the school**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Funding research programs	20	15.7	18.7	18.7
Sending staff outside the country	15	11.8	14.0	32.7
Funding staff for seminars	16	12.6	15.0	47.7
Inbreeding	30	23.6	28.0	75.7
organising short courses	26	20.5	24.3	100.0
Total	107	84.3	100.0	
Missing System	20	15.7		
Total	127	100.0		

**whether lecturers access research funds in the school**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	19	15.0	15.0	15.0
No	108	85.0	85.0	100.0
Total	127	100.0	100.0	

**How lecturers access funds for research**

	Frequency	Percent
Missing System	127	100.0

**Lecturers by nationality**

	Frequency	Percent
Missing System	127	100.0

**Why the university does not employee many foreiners**

		Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid	sufficient supplies within the country	29	22.8	22.8	22.8
	no funds to support the programme	75	59.1	59.1	81.9
	there is no good accomodation	23	18.1	18.1	100.0
	Total	127	100.0	100.0	

**The major limiting factor preventing management from providing adequate benefits**

		Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid	Low enrollment	26	20.5	20.5	20.5
	limited sources of funding other than fees	51	40.2	40.2	60.6
	high demands by staff	38	29.9	29.9	90.6
	Many other demands than benefits	12	9.4	9.4	100.0
	Total	127	100.0	100.0	

**whether religion affects recruitment**

		Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid	Yes	95	74.8	74.8	74.8
	No	32	25.2	25.2	100.0
	Total	127	100.0	100.0	

**Other non-professional factors considered during recruitment**

		Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid	Family consideration	37	29.1	29.8	29.8
	Political affiliation	30	23.6	24.2	54.0
	Ethnicity	33	26.0	26.6	80.6
	Response reserved	24	18.9	19.4	100.0
	Total	124	97.6	100.0	
Missing	Sy stem	3	2.4		
Total		127	100.0		

**How the non profesional factors afect the staffing situation**

		Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid	Recruiting non qualified staff	18	14.2	14.2	14.2
	Relatives only employed	31	24.4	24.4	38.6
	high labour turn over	25	19.7	19.7	58.3
	Poor performance	21	16.5	16.5	74.8
	Staff disatisf action	32	25.2	25.2	100.0
	Total	127	100.0	100.0	

**How the staffing situation can be improved**

		Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid	Merit recruitnment	29	22.8	22.8	22.8
	Merit promotion	20	15.7	15.7	38.6
	Operate a fixed salary scale	12	9.4	9.4	48.0
	funding research	10	7.9	7.9	55.9
	staff exchange within the country	13	10.2	10.2	66.1
	international research exchange	13	10.2	10.2	76.4
	developing staff within the university	15	11.8	11.8	88.2
	using an independent body to recruit	15	11.8	11.8	100.0
	Total	127	100.0	100.0	

**whether an indepent body has ever been recruited to do the recruitment**

		Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid	yes	44	34.6	34.6	34.6
	no	83	65.4	65.4	100.0
	Total	127	100.0	100.0	

**how often an independent body is used**

		Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid	Very often	4	3.1	3.1	3.1
	often	23	18.1	18.1	21.3
	rarely	100	78.7	78.7	100.0
	Total	127	100.0	100.0	

**why the university does not use external consultants**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid there is trust in management	34	26.8	26.8	26.8
they are expensive	49	38.6	38.6	65.4
want to recruit the people they know	44	34.6	34.6	100.0
Total	127	100.0	100.0	

**Solutions to improve on the employees' benefits policy**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid pay transport allowance	16	12.6	12.6	12.6
Pay invigilation fees	10	7.9	7.9	20.5
increase on the evening teaching allowance	14	11.0	11.0	31.5
Lecturers' be given research funds	26	20.5	20.5	52.0
lecturers be paid by qualification	24	18.9	18.9	70.9
Housing allowance be defined	23	18.1	18.1	89.0
Government establish a standard fee for Lecturers	14	11.0	11.0	100.0
Total	127	100.0	100.0	

**whether there is a library for students**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	99	78.0	78.0	78.0
no	28	22.0	22.0	100.0
Total	127	100.0	100.0	

**library categories existing**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid main lib	98	77.2	77.2	77.2
departmental lib	19	15.0	15.0	92.1
Lecturers lib	10	7.9	7.9	100.0
Total	127	100.0	100.0	

**whether there are intentions of expanding the library**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	98	77.2	77.2	77.2
no	29	22.8	22.8	100.0
Total	127	100.0	100.0	

**intentions management has on the library**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Expanding the exsisting	56	44.1	44.1	44.1
creating departmental libraries	38	29.9	29.9	74.0
Having another new building	33	26.0	26.0	100.0
Total	127	100.0	100.0	

**what has always prevented management from having good library facilities**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid limited number of students	41	32.3	32.3	32.3
students do not use the lib	22	17.3	17.3	49.6
limited funding	32	25.2	25.2	74.8
limited land	32	25.2	25.2	100.0
Total	127	100.0	100.0	

**whether the university has enough computers**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	35	27.6	27.6	27.6
no	92	72.4	72.4	100.0
Total	127	100.0	100.0	

**the student computer ratio**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1: 5	21	16.5	16.5	16.5
1: 7	14	11.0	11.0	27.6
1: 6	37	29.1	29.1	56.7
1: 8	20	15.7	15.7	72.4
1; 9	11	8.7	8.7	81.1
1: 10	23	18.1	18.1	99.2
11.00	1	.8	.8	100.0
Total	127	100.0	100.0	

**whether computers are for particular students or to all the students**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid to all students (those in Library)	60	47.2	47.2	47.2
to particular ones (those in labs)	40	31.5	31.5	78.7
to both students and staff (internet labs)	27	21.3	21.3	100.0
Total	127	100.0	100.0	

**the plans to avail computers to students**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid consitructing more labs	52	40.9	40.9	40.9
expanding the library	40	31.5	31.5	72.4
consignmnents of more computers	20	15.7	15.7	88.2
leasing computers at particular times	15	11.8	11.8	100.0
Total	127	100.0	100.0	

**whether there are sufficient computers for admintsrators**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	10	7.9	7.9	7.9
agree	17	13.4	13.4	21.3
neutral	32	25.2	25.2	46.5
disagree	51	40.2	40.2	86.6
strongly disagree	17	13.4	13.4	100.0
Total	127	100.0	100.0	

**whether computers for administrators are sufficient**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	35	27.6	27.6	27.6
no	70	55.1	55.1	82.7
dont know	22	17.3	17.3	100.0
Total	127	100.0	100.0	

**whether insufficiency in computers to administrators has affected management**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	97	76.4	76.4	76.4
no	30	23.6	23.6	100.0
Total	127	100.0	100.0	

**how insufficient computers has affected management**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid delays of students results	24	18.9	18.9	18.9
disruption on pay rolls	25	19.7	19.7	38.6
delay of university reports	55	43.3	43.3	81.9
limited lecturers research	23	18.1	18.1	100.0
Total	127	100.0	100.0	

**whether the university has sufficient office space**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	43	33.9	33.9	33.9
no	51	40.2	40.2	74.0
dont know	33	26.0	26.0	100.0
Total	127	100.0	100.0	

**how management copes up with limited office space**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid congesting the available offices	43	33.9	33.9	33.9
some officers remain mobile	46	36.2	36.2	70.1
hiring offices outside the campus	38	29.9	29.9	100.0
Total	127	100.0	100.0	

**transport facilities are adequate**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	3	2.4	2.4	2.4
agree	8	6.3	6.3	8.7
neutral	39	30.7	30.7	39.4
disagree	49	38.6	38.6	78.0
strongly disagree	28	22.0	22.0	100.0
Total	127	100.0	100.0	

**Students hostels are available**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	10	7.9	7.9	7.9
agree	11	8.7	8.7	16.5
neutral	26	20.5	20.5	37.0
disagree	56	44.1	44.1	81.1
strongly disagree	24	18.9	18.9	100.0
Total	127	100.0	100.0	

**availability of lecturers accomodation**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid adequate	4	3.1	3.1	3.1
insufficient	79	62.2	62.2	65.4
not available	44	34.6	34.6	100.0
Total	127	100.0	100.0	

**availability of students chairs**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid adequate	31	24.4	24.4	24.4
insufficient	96	75.6	75.6	100.0
Total	127	100.0	100.0	

**availability of office Tables**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid adequate	57	44.9	44.9	44.9
insufficient	70	55.1	55.1	100.0
Total	127	100.0	100.0	



**availability of telephone facilities**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid   adequate	42	33.1	33.1	33.1
insufficient	85	66.9	66.9	100.0
Total	127	100.0	100.0	

**availability of computer facilities**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid   adequate	9	7.1	7.1	7.1
insufficient	54	42.5	42.5	49.6
not available	64	50.4	50.4	100.0
Total	127	100.0	100.0	

**availability of sporting fields**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid   adequate	12	9.4	9.4	9.4
insufficient	84	66.1	66.1	75.6
not available	31	24.4	24.4	100.0
Total	127	100.0	100.0	

**strategies to improve availability of physical facilities**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid   setting aside funds for physical facilities	26	20.5	20.5	20.5
ensuring whoever breaks repairs	44	34.6	34.6	55.1
earmarked a loan for physical facilities	38	29.9	29.9	85.0
making fixed chairs	19	15.0	15.0	100.0
Total	127	100.0	100.0	

**Major sources of funding to the university**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid   Loans	42	33.1	33.1	33.1
Donations	37	29.1	29.1	62.2
Government assistance	30	23.6	23.6	85.8
students' fee	18	14.2	14.2	100.0
Total	127	100.0	100.0	

**whether the sources of funding are reliable**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	57	44.9	44.9	44.9
	No	56	44.1	44.1	89.0
	Dont know	14	11.0	11.0	100.0
	Total	127	100.0	100.0	

**Whether the University has experienced a financial crisis of recent**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	81	63.8	63.8	63.8
	No	46	36.2	36.2	100.0
	Total	127	100.0	100.0	

**The major causes of the financial crisis**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	There were very few students than expected	45	35.4	35.4	35.4
	Delay ing payments of fees	62	48.8	48.8	84.3
	Construction of a building	20	15.7	15.7	100.0
	Total	127	100.0	100.0	

**what the Universities do in case of a Crisis**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	borrowing	33	26.0	26.0	26.0
	reducing staff	36	28.3	28.3	54.3
	Not paying staff in time	32	25.2	25.2	79.5
	Reducing some operational expenses	26	20.5	20.5	100.0
	Total	127	100.0	100.0	

**Management is sure of a constant financial flow**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	48	37.8	37.8	37.8
	Agree	35	27.6	27.6	65.4
	Neutral	23	18.1	18.1	83.5
	Disagree	21	16.5	16.5	100.0
	Total	127	100.0	100.0	

**Variations in financial flow affects planning**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	23	18.1	18.1	18.1
Agree	46	36.2	36.2	54.3
Neutral	14	11.0	11.0	65.4
Disagree	21	16.5	16.5	81.9
Strongly Disagree	23	18.1	18.1	100.0
Total	127	100.0	100.0	

**budgeting is affected by variation in financial flows**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	37	29.1	29.1	29.1
agree	35	27.6	27.6	56.7
neutral	23	18.1	18.1	74.8
disagree	21	16.5	16.5	91.3
strongly disagree	11	8.7	8.7	100.0
Total	127	100.0	100.0	

**coordination of activities is affected by financial flows**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	27	21.3	21.3	21.3
agree	37	29.1	29.1	50.4
neutral	34	26.8	26.8	77.2
disagree	26	20.5	20.5	97.6
strongly disagree	3	2.4	2.4	100.0
Total	127	100.0	100.0	

**control of activities is affected by variations in financial flow**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	44	34.6	34.6	34.6
agree	30	23.6	23.6	58.3
neutral	22	17.3	17.3	75.6
disagree	23	18.1	18.1	93.7
strongly disagree	8	6.3	6.3	100.0
Total	127	100.0	100.0	

**Directing resources is affected by the variations in financial flows**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	29	22.8	22.8	22.8
agree	39	30.7	30.7	53.5
neutral	35	27.6	27.6	81.1
disagree	15	11.8	11.8	92.9
strongly disagree	9	7.1	7.1	100.0
Total	127	100.0	100.0	

**the staffing process is affected by the financial flows**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	23	18.1	18.1	18.1
agree	28	22.0	22.0	40.2
neutral	37	29.1	29.1	69.3
disagree	33	26.0	26.0	95.3
strongly disagree	6	4.7	4.7	100.0
Total	127	100.0	100.0	

**factors accounting for financial variations**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid unstable students enrollments	26	20.5	20.5	20.5
seasonal donations	32	25.2	25.2	45.7
periodical loans	44	34.6	34.6	80.3
seasonal developments activities	25	19.7	19.7	100.0
Total	127	100.0	100.0	

**how often donations are received**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very often	26	20.5	20.5	20.5
rarely	57	44.9	44.9	65.4
never received at all	44	34.6	34.6	100.0
Total	127	100.0	100.0	

**how often the university receives Government assistance**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very often	17	13.4	13.4	13.4
rarely	38	29.9	29.9	43.3
only once in a while	50	39.4	39.4	82.7
never received	22	17.3	17.3	100.0
Total	127	100.0	100.0	

**strategies management can devise to ensure constant flow of funds**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid participate in trade	20	15.7	15.7	15.7
liaise with international universities	17	13.4	13.4	29.1
encourage voluntary service	30	23.6	23.6	52.8
liaise with Government for assistance	29	22.8	22.8	75.6
encourage students pay in time	31	24.4	24.4	100.0
Total	127	100.0	100.0	

**ENROLLD**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12.00	11	8.7	8.7	8.7
	14.00	1	.8	.8	9.4
	15.00	1	.8	.8	10.2
	16.00	1	.8	.8	11.0
	17.00	3	2.4	2.4	13.4
	18.00	2	1.6	1.6	15.0
	19.00	1	.8	.8	15.7
	20.00	1	.8	.8	16.5
	21.00	1	.8	.8	17.3
	22.00	2	1.6	1.6	18.9
	23.00	1	.8	.8	19.7
	25.00	1	.8	.8	20.5
	26.00	3	2.4	2.4	22.8
	27.00	5	3.9	3.9	26.8
	28.00	6	4.7	4.7	31.5
	29.00	10	7.9	7.9	39.4
	30.00	8	6.3	6.3	45.7
	31.00	8	6.3	6.3	52.0
	32.00	3	2.4	2.4	54.3
	33.00	4	3.1	3.1	57.5
	34.00	8	6.3	6.3	63.8
	35.00	8	6.3	6.3	70.1
	36.00	7	5.5	5.5	75.6
	37.00	6	4.7	4.7	80.3
	38.00	5	3.9	3.9	84.3
	39.00	7	5.5	5.5	89.8
	40.00	2	1.6	1.6	91.3
	41.00	3	2.4	2.4	93.7
	42.00	5	3.9	3.9	97.6
	43.00	2	1.6	1.6	99.2
	44.00	1	.8	.8	100.0
	Total	127	100.0	100.0	

**MANAGEMENT**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8.00	9	7.1	7.1	7.1
	9.00	4	3.1	3.1	10.2
	10.00	7	5.5	5.5	15.7
	11.00	1	.8	.8	16.5
	12.00	2	1.6	1.6	18.1
	13.00	11	8.7	8.7	26.8
	14.00	5	3.9	3.9	30.7
	15.00	2	1.6	1.6	32.3
	16.00	2	1.6	1.6	33.9
	17.00	9	7.1	7.1	40.9
	18.00	17	13.4	13.4	54.3
	19.00	9	7.1	7.1	61.4
	20.00	15	11.8	11.8	73.2
	21.00	8	6.3	6.3	79.5
	22.00	18	14.2	14.2	93.7
	23.00	8	6.3	6.3	100.0
	Total	127	100.0	100.0	

**STAFF SIT**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15.00	11	8.7	8.7	8.7
	16.00	2	1.6	1.6	10.2
	17.00	1	.8	.8	11.0
	18.00	1	.8	.8	11.8
	19.00	1	.8	.8	12.6
	20.00	4	3.1	3.1	15.7
	21.00	2	1.6	1.6	17.3
	23.00	3	2.4	2.4	19.7
	24.00	2	1.6	1.6	21.3
	26.00	1	.8	.8	22.0
	27.00	2	1.6	1.6	23.6
	28.00	1	.8	.8	24.4
	30.00	2	1.6	1.6	26.0
	31.00	3	2.4	2.4	28.3
	33.00	3	2.4	2.4	30.7
	34.00	7	5.5	5.5	36.2
	35.00	10	7.9	7.9	44.1
	36.00	8	6.3	6.3	50.4
	37.00	6	4.7	4.7	55.1
	38.00	4	3.1	3.1	58.3
	39.00	2	1.6	1.6	59.8
	40.00	3	2.4	2.4	62.2
	41.00	11	8.7	8.7	70.9
	42.00	3	2.4	2.4	73.2
	43.00	2	1.6	1.6	74.8
	44.00	4	3.1	3.1	78.0
	45.00	9	7.1	7.1	85.0
	46.00	6	4.7	4.7	89.8
	47.00	2	1.6	1.6	91.3
	48.00	5	3.9	3.9	95.3
	49.00	3	2.4	2.4	97.6
	50.00	1	.8	.8	98.4
	51.00	2	1.6	1.6	100.0
	Total	127	100.0	100.0	



# FINANCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12.00	5	3.9	3.9	3.9
	13.00	6	4.7	4.7	8.7
	14.00	2	1.6	1.6	10.2
	15.00	1	.8	.8	11.0
	16.00	2	1.6	1.6	12.6
	17.00	1	.8	.8	13.4
	18.00	7	5.5	5.5	18.9
	19.00	3	2.4	2.4	21.3
	20.00	5	3.9	3.9	25.2
	21.00	6	4.7	4.7	29.9
	22.00	4	3.1	3.1	33.1
	23.00	3	2.4	2.4	35.4
	24.00	9	7.1	7.1	42.5
	25.00	6	4.7	4.7	47.2
	26.00	8	6.3	6.3	53.5
	27.00	14	11.0	11.0	64.6
	28.00	9	7.1	7.1	71.7
	29.00	6	4.7	4.7	76.4
	30.00	7	5.5	5.5	81.9
	31.00	5	3.9	3.9	85.8
	32.00	8	6.3	6.3	92.1
	33.00	4	3.1	3.1	95.3
	34.00	3	2.4	2.4	97.6
	35.00	3	2.4	2.4	100.0
	Total	127	100.0	100.0	

## APPENDIX D

### Reliability

\*\*\*\*\* Method 2 (covariance matrix) will be used for this analysis \*\*\*\*\*

#### RELIABILITY ANALYSIS - SCALE (ALPHA)

##### Covariance Matrix

	OFFICES	COPE	TRA	STUDENTS	AVAILABI
OFFICES	.5969				
COPE	.2747	.6413			
TRA	.3267	.5364	.9190		
STUDENTS	.4980	.3561	.4499	1.2781	
AVAILABI	.0885	-.0192	-.0132	.3016	.2810
SUDENTS	-.0194	.1252	.1366	-.0649	-.1050
TABLES	.0914	.1409	.2289	.2918	-.0242
TEL	.0134	.1694	.1833	-.0147	-.0934
CP	.0661	.1442	.1714	.0824	-.1137
FIELS	.0912	.1488	.2570	.2863	.0160
SA	.4122	.4283	.5411	.6211	.0099
VAR	.2293	.2932	.3556	.5651	.2654

	SUDENTS	TABLES	TEL	CP	FIELS
SUDENTS	.1860				
TABLES	.0721	.2493			
TEL	.1409	.0567	.2231		

CP	.1145	.1324	.0809	.3903	
FIELS	.0686	.1629	.0578	.1728	.3187
SA	.0016	.2416	.0598	.1615	.2978
VAR	-.0964	.0141	-.0957	-.1857	.0350

SA      VAR

SA	.9549	
VAR	.2504	1.1069

## RELIABILITY ANALYSIS - SCALE (ALPHA)

### Correlation Matrix

	OFFICES	COPE	TRA	STUDENTS	AVAILABI
OFFICES	1.0000				
COPE	.4439	1.0000			
TRA	.4411	.6987	1.0000		
STUDENTS	.5701	.3934	.4152	1.0000	
AVAILABI	.2161	-.0453	-.0259	.5034	1.0000
SUDENTS	-.0581	.3626	.3304	-.1332	-.4596
TABLES	.2368	.3524	.4782	.5169	-.0914
TEL	.0368	.4479	.4048	-.0276	-.3732
CP	.1370	.2882	.2861	.1167	-.3433

FIELS	.2092	.3291	.4749	.4486	.0535
SA	.5460	.5474	.5776	.5622	.0192
VAR	.2821	.3480	.3526	.4751	.4759

SUDENTS	TABLES	TEL	CP	FIELS	
SUDENTS	1.0000				
TABLES	.3349	1.0000			
TEL	.6915	.2406	1.0000		
CP	.4249	.4245	.2740	1.0000	
FIELS	.2816	.5779	.2168	.4899	1.0000
SA	.0039	.4951	.1296	.2645	.5398
VAR	-.2124	.0268	-.1927	-.2825	.0589

	SA	VAR
SA	1.0000	
VAR	.2436	1.0000

## RELIABILITY ANALYSIS - SCALE (ALPHA)

N of Cases = 127.0

Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	2.3025	1.5512	3.7165	2.1654	2.3959	.4733

Item Variances	Mean	Minimum	Maximum	Range	Max/Min	Variance
	.5955	.1860	1.2781	1.0921	6.8723	.1461

Inter-item

Covariances	Mean	Minimum	Maximum	Range	Max/Min	Variance
	.1587	-.1857	.6211	.8068	-3.3453	.0326

Inter-item

Correlations	Mean	Minimum	Maximum	Range	Max/Min	Variance
	.2553	-.4596	.6987	1.1582	-1.5203	.0725

Reliability Coefficients 12 items

Alpha = .8134      Standardized item alpha = .8045

**Appendix E**  
**Programmes and Fees Structures of the Studied Universities**

**Uganda Martyrs University**

			SHS	NON UGANDAN
<b>FACULTY OF EDUCATION</b>				
<b>Post Graduate Programmes</b> Master of Arts in Educational management	MAEd..M	B.A/BSc with education, B. Education or PGDE. Any other Bachelors Degree related with administration	900,000	\$730
Postgraduate Diploma in Education	PGDE	Bachelors degree from a recognized University with 2 teaching subjects at secondary school level	500,000	\$400
<b>Undergraduate programmes</b> Bachelor of Education	BEd	Diploma in Primary Secondary Education	250,000	\$200
Bachelor of Science Education	BSC.Ed.	A-Level with 2 Principal Passes in Science subjects	450,000	\$360
Bachelor of Arts with Education	BAEd.	A-Level with at least 2 Principal Passes in Science subjects	450,000	\$360
Bachelor of Education with Runyakitara ( major/Minor	BAEd.	A- Level with at least 2 principal Passes in Arts subjects	450,000	\$360
<b>Diploma Programmes</b> Diploma in Education	DEP	A-Level with at least 2 Principal passes in teaching subject Grade III Certificate	150,000	\$120

<b>FACULTY OF SCIENCE</b>				
<b>Undergraduate Programmes</b> Bachelor of Environmental Science	B.Env. Sc.	A- Level with atleast 2 principal passes in a Science combination	500,000	\$400
Bachelor of information Technology	B.IT	A- Level with atleast 2 Principal passes CCA qualification' Diploma in Computer Science is an added advantage	600,000	\$480
Bachelor of Computer Science	B.CS	A-Level with at least 2 Principal Passes, one of which must be in Math or a Diploma in Computer Science	600,000	\$480
Bachelor Tourism Management	B.TM	A- Level with atleast 2 Principal passes, one of which must be in Geography or Diploma in Catering and Hotel Management	500,000	\$400
Bachelor of Science (mathematics, Psychology, Economics, Statistics, geography)	B.Sc.	A- Level with atleast 2 Principal passes one of which must be in Mathematics	500,00	\$400
Bachelor of Land Use Planning and Management	B.LUM	A-Level with at least 2 Principals passes one of which must be in geography, Economic or agriculture.	500,000	\$400

Diploma Programmes Diploma in Information Technology	D.IT	A- level with atleast 1 Principal pass. Certificate in Computer Science and Information Technology	400,000	\$320
Diploma in Computer Science	D.SC	A- Level with least 1 principals pass. At least an)'Level credit pass in Mathematics or subsidiary pass in A-Level Mathematics is required	400,000	\$320
Diploma in Environmental Science	B.Env. Sc	A- Level with at least 1 principal pass in a Science subject Relevant certificate	400,000	\$320
Diploma in Health Services management	D.HSM	Degree/ Diploma or certificate in Nursing and Allied Health disciplines and related subjects Relevant working experience is an added advantage	400,000	\$320
Certificate Programmes Certificate in Information Technology and Computer Science	C.ITCS	O- Level Certificate with a Credit in Mathematics	300,000	\$240
<b>FACULTY OF ARTS AND SOCIAL SCIENCES</b>				
Postgraduate programmes Master of Business Administration	MBA	At least a second class degree from a recognized University	900,000	\$730
Master of Arts on Development Studies	MADS	At least a Second class degree from a recognized University	900,000	\$730
Master of Arts in Human Resource Management	MAHRM	At least a Second class Degree from recognized University	900,00	\$730



<b>Undergraduate Programmes</b> Bachelor of Social Work and Social Administration	B.SWSA	A- Level with at least 2 principal passes. Diploma in SWSA	500,000	\$400
Bachelor of Business Administration	BBA	A Level with at least 2 principal passes in Economics and Math as essential subjects or Diploma in Business Studies	500,000	\$400
Bachelor of Arts in Economics	BA.ECON	A–Level with at least 2 Principal passes in Economics and Math as essential subjects	500,000	\$400
Bachelor of Records Management	B. RM	A-Level with at least 2 principal passes or Diploma in Records management	500,00	\$400

Bachelor of Public Administration and management guidance /concealing	B.PAM	A- Level with at least 2 Principal passes Diploma in PAM	500,000	\$400
Post-graduate programmes Post-graduate Diploma in Human Resource management	PGD.HRM	Degree from a recognized University	500,000	\$400
Post-graduate Diploma in Public Administration and management	PGD.PAM	Degree from a recognized University	500,000	\$400

Post –graduate Diploma in Public Administration and management	PGDPPM	Degree from a recognized University	500,000	\$400
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<b>Diploma programmes</b> Diploma in Records management	D.RM	A- level with at least 1 principal pass certificate in Records keeping from a recognized institution	300,000	\$240
Diploma in Project Planning and Management	D.PPM	A-Level with at least 1 principals pass any degree or diploma	300,00	\$240
Diploma in Library and Information Science	D.LIS	A-Level with at least 1 Principals pass Certificate in Library and Information Science	300,000	\$240
Diploma in Public Administration and Management	D.PAM	A- Level with at least 1 principals pass in Economics	300,000	\$240

**Kampala International University**  
**Postgraduate programmes**

Master in		
- Business Administration	1,000,000	580
- Public Administration	1,000,000	580
- Conflict Resolution & Decision Making	800,000	470
- Educational Management and Administration	890,000	520
B. Undergraduate programmes		
Bachelor of Commerce (External)	712,000	420
Bachelor in		
- Guidance and Counseling	510,000	300
- Conflict Resolution & Decision Making	660,000	390
- Education (Arts)	510,000	300
<b>C. IN –SERVICE COURSES</b>		
Bachelor of education in		
- Arts and Sciences		
- Early Childhood & Primary Education		
- Guidance & Counseling Arts & Sciences		
- Special needs education (SNE)		
- Diploma in Primary Education Arts & Sciences (For Grade 3 or P1 Teachers)		
<b>D. SHORT PROGRAMMES S</b>	UGSH	USD
<b>BUSINESS AND MANAGEMENT</b>		
<b>General Management (Each for 2 weeks)</b>		
- Effective communication and presentation skills	250,000	150
Certificate in		
-Business Studies	250,000	150
-Supplies & Procurement	250,000	150
-Customer care& Public relation	250,000	150
-Ethics & integrity in Public Mgt	250,000	150
-Computerized Accounting (8 weeks)		
• Tally	300,000	180
• Sage	300,000	180
• Pastel	300,000	180

<b>Human Resource management and Development</b> <b>(For 2 weeks)</b> Certificate in Human Resource	250,000	150
<b>Project Planning and Management</b> <b>(Each for 2 weeks)</b>  <b>Certificate in</b> - Project Planning and Mgt - Project Monitoring and Evaluation - Planning and Mgt of Community projects	250,000 250,000 250,000	150 150 150
<b>Finance and Accounting</b> <b>(Each for 2 weeks)</b> <b>Certificate in</b> - Entrepreneurship and business Mgt - Debt Mgt & Credit Control - Strategic Marketing Mgt - Sales& Distribution Mgt	250,000 250,000 250,000 250,000	150 150 150 150
<b>Computer studies</b> <b>(Each for 2 weeks)</b> <b>Certificate in</b> - Database Mgt. System - Computer Literacy - Internet technology& Website Dev't - Dynamic website Design and internet Technology and E-commerce - Electronic media systems and multimedia - Statistical data analysis using SPSS, Epinfo - Simulation and Modeling using Stella - Modern Web Design (PHP, Apache, Mambo)	300,000 300,000 300,000 300,000 300,000 300,000 300,000 300,000 300,000 300,000	180 180 180 180 180 180 180 180 180 180
<b>Computer Engineering and Networks</b> <b>(Each for 2 weeks)</b> - Computer Security - Computer Networking& Telecommunication - LAN system Adm. And configuration	300,000 300,000 300,000	180 180 180

Information Technology		
- Computer Graphics Design	300,000	180
- Desktop publishing	300,000	180
- Presentation Skills with Power point	300,000	180
Management Information systems		
- Information systems Mgt	300,000	180
- Systems analysis & Design	300,000	180
- Information Systems project Management	300,000	180
<b>Nursing</b> (Each for 2 weeks) (Pending approval of Uganda Nurses and Midwives Council)		
Certificate in		
- Assessment techniques	300,000	180
- Laboratory and Diagnostic Tests analysis with nursing Implications	300,000	180
Critical care Nursing		
a. Coronary Care Nursing	300,000	180
b. Renal intensive care nursing	300,000	180
- Emergency Nursing	300,000	180
- Rehabilitation Nursing	300,000	180

### **Kampala International University**

	UGSH	US\$
Bachelor of Intern. Business Administration	705,300	510
Bachelor of Business Administration	705,300	510
Bachelor of Marketing Management	705,300	510
Bachelor of Human Resource Management	705,300	510
Bachelor of Supplies & Procurement Mgt	705,300	510
Bachelor of Hotel & Tourism Management	705,300	510
Diploma in Hotel & Tourism Management	320,000	230
Diploma in Secretarial& Office Management	320,000	230
Diploma in Human Resource Mgt (Abe-UK)	890,300	640
Diploma in Business Inform Systems (Abe-UK)	890,300	640
Diploma in Business Admin. Mgt. (Abe-UK)	890,000	640

<b>SCHOOL OF COMPUTER STUDIES</b>		
Bachelor of business Computing	UGSH	US\$
Bachelor of Computer Science	862,800	630
Bachelor of Computer engineering	862,800	630
Bachelor of Information Technology	862,800	630
Bachelor of Mgt information Systems	862,800	630
Diploma in Computer Science	625,000	630
<b>FACULTY OF EDUCATION</b>		
	UGSH	US\$
Bachelor of Arts with Education	430,000	300
Bachelor of Science with Education	520,000	370
Bachelor of Educ. Guidance and Counseling	430,000	300
Bachelor of Education in Special Needs Educ.	430,000	300
Bachelor of Educ. Early Childhood & primary Education	430,000	300
Bachelor of Education (in service) Arts	380,000	220
Bachelor of Education (in service) Sc.	380,000	220
Diploma in Secondary Education	320,000	230
Diploma in Secondary Education (Sc)	370,000	260
Diploma in Primary Education (In Service)	140,000	110
<b>FACULTY OF SOCIAL SCIENCE</b>		
Bachelor of Arts in Economics	705,000	510
Bachelor of Mass Communication	860,000	500
Bachelor of Social Works& Social Admin	680,000	500
Bachelor of Development studies	630,000	450
Bachelor of Science in Environment Mgt	630,000	450
Bachelor of Public Administration	630,000	450
Diploma in Development Studies	370,000	230
Diploma in Environmental Mgt.	370,00	230

<b>FACULTY OF LAW</b>		
	UGSH	US\$
Bachelor of Laws	817,000	600
Diploma in Law	500,000	260
<b>ACCESS PROGRAMMES</b>		
First term		300
Second term		300
Accommodation Fees Per Term		110
<b>SHORT PROGRAMMES IN COMPUTER STUDIES</b>		
<b>Cisco Certified Network Associate (CCNA)</b>	<b>UGSH</b>	<b>US\$</b>
Certificate in Computer Application	150,000	100
<b>POST GRADUATE PROGRAMMES</b>		
Mastersin Business Studies		
Master of Business Admin (Evening/Day)	1,500,000	1005
Master of Business Admin (Executive)	1,500,000	1005
Master of Business Administration in Business Computing	2,100,000	3690
Master of Business Administration in Information technology (IT)	2,100,000	3960
Master of Education in Educational Management and Administration	1,335,000	1980
Master of Education (Religious Studies)	1,335,000	1980
<b>MASTERSIN ARTS</b>		
Master of Arts in Geography	1,200,000	1710
Master of Arts in Development Studies	1,200,000	1710
Master of Arts in Economics	1,200,000	1710
Master of Arts in Gender and Development	1,200,000	1710
Master of Arts in human Rights and Dev.t	1,200,000	1710
Master of Arts in Development Administration and	1,200,000	1710

management		
Master of Arts in Human Resource Magt	1,200,000	1710
Master of Arts in Public Policy and Planning	1,200,000	1710
Master of Arts in Environmental Management and Development	1,200,000	1710
<b>MASTERSIN COMPUTER STUDIES</b>		
Master of Science in Computer Science	2,100.00	1410
Master of Science in Information Systems	2,100.00	1410
Master of Sc. In Soft ware Systems Engineering	2,100.00	1410
<b>POST GRADUATE DIPLOMAS</b>		
Post -graduate Diploma in Project Planning and Management	600,000	510
Post-graduate Diploma, in Business Administration and Management	600,000	510
Post-graduate Diploma in Education	600,000	510
Post-graduate Diploma in Computer Science	600,000	510
Post-graduate Diploma in Human Resource Management	600,000	510
Post-graduate Dip. In Development Studies	600,000	510

Diploma in Cooperative and Business Administration	2 years	Diploma	Diploma in Entrepreneurship Development	2 years	Diploma
Certificate in Project Planning	6 month	Certificate	Diploma in Gender in Development	2 years	Diploma
Certificate in Cooperatives and business administration	1 years	Certificate	Diploma in Leadership Development	2 years	Diploma
Diploma in Project Planning and entrepreneurship	1 year	Diploma	Diploma in literacy and Adult education	2 years	Diploma
Uganda institute of business and media studies			Diploma in Social Work	2 years	Diploma



Certificate in Accountancy	1 year	Certificate	National Teachers College Kaliro	2 years	Diploma
Certificate in Marketing	1 year	Certificate	Diploma in Education Primary	2 years	Diploma
Certificate in Secretarial Studies	1 year	Certificate	Diploma in Education Secondary	2 years	Diploma
Diploma in Accountancy	2 years	Diploma	Diploma in Secondary Education	2 years	Diploma
Diploma in Business Management	2 years	Diploma	Diploma Education Primary	3 years	Diploma
Diploma in journalism	2 years	Diploma	Diploma in Education Secondary	2 years	Diploma
Diploma in marketing	2 years	Diploma	National Teachers College Muni		
Diploma in purchasing and supplies	2 years	Diploma	Diploma Education Primary	3 years	Diploma
Diploma in secretarial studies	2 years	Diploma	Diploma in Education Secondary	2 years	Diploma
Certificate in purchasing & supplies	1 year	Certificate	National Teachers College –Nkozi		
Uganda inst. of information and communication tech.			Diploma in Primary Education	3 years	Diploma
Diploma in Business Administration	2 years	Diploma	Diploma in Secondary Education	2 years	Diploma
Diploma in Education Secondary	2 years	Diploma	Ophthalmic clinical officers training school		
Diploma in Education Secondary	2 years	Diploma	Diploma in opalmology	1 year	Diploma
Diploma in Technology Business	2 years	Diploma	Ombachi Management Vocational Institute		
Diploma in Technology Science	2 years	Diploma	Bachelor of Business Administration	3 years	Degree
Diploma in Telecommunications Technology	2 years	Diploma	Bachelor of Development Studies	3 years	Degree
Diploma in Information Technology Business	2 years	Diploma	Certificate in Records Management	4 months	Certificate

Diploma in Information Technology Science	2 years	Diploma	Certificate in Technicians Courses	2 months	Certificate
Pre- diploma in computer engineering	1 year	Certificate	Diploma in Business Administration	2 years	Diploma
Pre- diploma in business administration	1 year	Certificate	Diploma in development studies	2 years	Diploma
Certificate in Project Planning	6 month	Certificate	Diploma in Gender in Development	2 years	Diploma
Certificate in Cooperatives and business administration	1 years	Certificate	Diploma in Leadership Development	2 years	Diploma
Diploma in Project Planning and entrepreneurship	1 year	Diploma	Diploma in literacy and Adult education	2 years	Diploma
Uganda institute of business and media studies			Diploma in Social Work	2 years	Diploma
Certificate in Accountancy	1 year	Certificate	National Teachers College Kaliro	2 years	Diploma
Certificate in Marketing	1 year	Certificate	Diploma in Education Primary	2 years	Diploma
Certificate in Secretarial Studies	1 year	Certificate	Diploma in Education Secondary	2 years	Diploma
Diploma in Accountancy	2 years	Diploma	Diploma in Secondary Education	2 years	Diploma
Diploma in Business Management	2 years	Diploma	Diploma Education Primary	3 years	Diploma
Diploma in journalism	2 years	Diploma	Diploma in Education Secondary	2 years	Diploma
Diploma in marketing	2 years	Diploma	National Teachers College Muni		
Diploma in purchasing and supplies	2 years	Diploma	Diploma Education Primary	3 years	Diploma
Diploma in secretarial studies	2 years	Diploma	Diploma in Education Secondary	2 years	Diploma
Certificate in purchasing & supplies	1 year	Certificate	National Teachers College –Nkozi		
Uganda inst. of information and communication tech.			Diploma in Primary Education	3 years	Diploma
Diploma in Business	2 years	Diploma	Diploma in Secondary	2 years	Diploma

Administration			Education		
Diploma in Education Secondary	2 years	Diploma	Ophthalmic clinical officers training school		
Diploma in Education Secondary	2 years	Diploma	Diploma in opalmology	1 year	Diploma
Diploma in Technology Business	2 years	Diploma	Ombachi Management Vocational Institute		
Diploma in Technology Science	2 years	Diploma	Bachelor of Business Administration	3 years	Degree
Diploma in Telecommunications Technology	2 years	Diploma	Bachelor of Development Studies	3 years	Degree
Diploma in Information Technology Business	2 years	Diploma	Certificate in Records Management	4 months	Certificate
Diploma in Information Technology Science	2 years	Diploma	Certificate in Technicians Courses	2 months	Certificate
Pre- diploma in computer engineering	1 year	Certificate	Diploma in Business Administration	2 years	Diploma
Pre- diploma in business administration	1 year	Certificate	Diploma in development studies	2 years	Diploma

### **Kampala University Undergraduate Programmes**

Institution/Programmes	Duration	Award
(Kampala University)		
Bachelor of industrial Arts and Design	3 years	Bachelors
Certificate in Art and Design	1 year	Certificate
Diploma in Industrial Art and Design	2 years	Diploma
Bachelor of Arts Social Science	3 years	Degree
Bachelor of Mass Communication	3 years	Bachelors
Bachelor of Political Science	3 years	Degree
Bachelor of Public Administration	3 years	Bachelors
Bachelor of Social Works & Social Administration	3 years	Bachelors
Diploma in Mass Communication	2years	Diploma

Diploma in Public Administration	2years	Diploma
Diploma in Social work, Social and administration	2 years	Diploma
Bachelor of Business Administration	3 years	Degree
Bachelor of Development Studies	3 years	Degree
Bachelor of Environmental Management	3 years	Degree
Bachelor of Human Resource management	3 years	Degree
Bachelor of Secretarial, Information And Office Management	3 years	Degree
Certificate in Business Administration	1 year	Certificate
Diploma in Business Administration	2 years	Diploma
Diploma in Environmental Management	2 years	Diploma
Bachelors of Business computing	3 years	Degree
Bachelors of Computer Science and Information Technology	3 years	Degree
Certificate in Computer Science and information technology	1 year	Certificate
Diploma in Business computing	2 years	Diploma
Diploma Computer Science and Information Technology	2 years	Diploma
Bachelor of Arts in Education	3 years	Degree
Bachelor of Education	3 years	Degree
Bachelor of Science in Education	3 years	Degree
Diploma in education	2 years	Diploma
Diploma in Primary Education	2 years	Diploma
Diploma in Secondary education	2 years	Diploma
<b><i>MASTERSAND DEGREES</i></b>		
Masters of Arts in Education	2 years	Masters
Masters of Development Studies	2 years	Masters