



UGANDA MANAGEMENT INSTITUTE

**ORGANISATIONAL PARTICIPATION AND SUSTAINABILITY OF
INCOME GENERATING PROJECTS IN UGANDA COLLEGES OF
COMMERCE**

BY

**DEUS FAIDA MUTESIGENSI
09/MMSPPM/MRA/1/029
PGDPPM (UMI), B.COM (MUK), DIP EDUC (ITEK)**

**A DISSERTATION SUBMITTED TO THE HIGHER DEGREES
DEPARTMENT IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE AWARD OF THE MASTERS DEGREE IN MANAGEMENT
STUDIES (PROJECT PLANNING AND MANAGEMENT) OF
UGANDA MANAGEMENT INSTITUTE**

FEBRUARY, 2011

DECLARATION

I, MUTESIGENSI DEUS FAIDA, do declare that the work therein is presented in its original form and has not been presented to any other University or Institution whatsoever for any award.

Sign.....

Date.....

APPROVAL

This dissertation has been submitted for examination with the approval of:

MR ANACLET MUTIBA NAMANYA.

Sign.....

UMI SUPERVISOR

Date.....

MR JAMES OWACHI

Sign.....

WORK-BASED SUPERVISOR

Date.....

DEDICATION

To SEFOROZA NYAMURASHA for her love for education and prayers for me to attain a higher level of education.

ACKNOWLEDGEMENT

A dissertation of this nature cannot be successfully completed without due assistance and cooperation of many good friends and organizations. I wish to acknowledge all those persons who in one way or the other assisted me in the completion of this study. Acknowledging every person or organisation is not possible; however I cannot fail to mention a few persons for their persistent support and input.

Special appreciation goes to Mr. Anaclet Mutiba Namanya for his personal commitment. In a similar way I appreciate Mr. James Owachi for his constant encouragement; Mr Alex Canna, Ms Suzan Najjuma and Ms Skeeter for their endeavor in guiding and directing my efforts, enabling the right completion of study.

I cannot forget all my respondents in their different capacities for their support and cooperation extended to me.

Above all, my gratitude to God for abundant grace and guidance.

TABLE OF CONTENTS

DECLARATION.....	I
APPROVAL.....	II
DEDICATION.....	III
ACKNOWLEDGEMENT.....	IV
TABLE OF CONTENTS.....	V
ACRONYMS	XI
LIST OF FIGURES	XII
LIST OF TABLES.....	XIII
ABSTRACT.....	XV
CHAPTER ONE: INTRODUCTION.....	1
1.0 Introduction	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	3
1.3 Purpose of the Study.....	4
1.4 Research Objectives.....	4
1.5 Research Questions.....	5
1.6 Research Hypotheses.....	5
1.7 Scope of the Study.....	6
1.8 Significance of the Study.....	6
1.9 Justification of the Study.....	7
1.10 Conceptual Framework.....	8
1.11 Definition of Operational Terms	10

CHAPTER TWO: LITERATURE REVIEW.....	12
2.0. Introduction	12
2.1. Relationship between organizational participation in Planning and sustainability of income generating activities.....	12
2.1.1 Sharing ideas	12
2.1.2 Participation of management, Staff and Students.....	13
2.1.3 Needs assessment	13
2.1.4 Decision making	14
2.2 The relationship between organizational participation in implementation and sustainability of income generating Activities	15
2.2.1 Election of the project team members.....	15
2.2.2. Location of the project(s).....	17
2.2.3. Activities for generating income.....	17
2.2.4. Participation in setting up income generating activities.....	18
2.3. The relationship in operation and maintenance and sustainability of income generating projects.....	19
2.3.1. Participation in the formation of a two year O&M plan.....	19
2.3.2. Utilization of project funds	19
2.3.3. Utilization and maintenance of income generating facilities.....	20
2.3.4. Resolution of project related conflicts.....	20
2.4. Summary of the literature review.....	21
CHAPTER THREE: METHODOLOGY	22
3.0 Introduction	22
3.1 Research Design	22
3.2 Study Population	22

3.2.1	Sample size and selection.....	23
3.2.2	Sampling techniques and procedures	23
3.3	Data collection methods	24
3.3.1	Questionnaire	25
3.3.2	Focus group discussion.....	25
3.3.3	Interview	25
3.3.4	Observation	25
3.3.5	Documentary analysis	26
3.4	Data collection instruments.....	26
3.4.1	Structured questionnaire.....	26
3.4.2	Focus group discussion guide	26
3.4.3	Interview guide.....	26
3.4.4	Observation checklist	27
3.4.5	Documentary analysis Checklist.....	27
3.5	Validity and Reliability.....	27
3.5.1	Validity.....	27
3.5.2	Reliability.....	27
3.6	Data collection procedure.....	28
3.7	Analysis of data	28
3.7.1	Quantitative data analysis.....	28
3.7.2	Qualitative data analysis	28
3.8	Measurement of variables	29
CHAPTER FOUR: PRESENTATION AND INTERPRETATION OF FINDINGS.....		30
4.0	Introduction.....	30

4.1	Background characteristics of the respondents.....	31
4.1.1	Distribution of respondents by age	31
4.1.2	Educational level of respondents.....	32
4.1.3	Occupation of respondents.....	33
4.1.4	Marital status of respondents.....	34
4.1.5	Location of respondents.....	35
4.1.6	Type on income generating project.....	36
4.1.7	Who started the income generating project.....	36
4.1.8	Gender of respondents.....	37
4.2	Empirical findings.....	38
4.2.1	Organisational participation in planning and sustainability of projects.....	39
4.2.2	Correlation of organizational participation in planning and sustainability of income generating projects.....	43
4.2.3	Organisational participation in implementation and sustainability of income generating projects.....	46
4.4.4	Correlation of organisational participation in implementation and sustainability of income generating projects.....	51
4.4.5	Organisational participation in operation and maintenance and sustainability of income generating projects.....	54
4.4.6	Correlation of organizational participation in operation and maintenance and sustainability of income generating projects.....	60
 CHAPTER FIVE: DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS.....		 64
5.0	Introduction.....	64

5.1	Discussions.....	64
5.1.1	Organisational participation in planning and sustainability of income generating projects	64
5.1.2	Organisational participation in implementation and sustainability of income generating projects.....	67
5.1.3	Organisational participation in operation and maintenance and sustainability of income generating projects.....	69
5.2	Conclusions.....	71
5.2.1	Organisational participation in planning and sustainability of income generating Project.....	71
5.2.2	Organisational participation in implementation and sustainability of income generating projects.....	72
5.2.3	Organisational participation in operation and maintenance and sustainability of income generating projects	74
5.3	Recommendations.....	75
5.4	Areas for further research.....	77
	REFERENCES.....	78

Appendix 1 Questionnaire

Appendix 2 Focus group discussion guide

Appendix 3 Interview guide

Appendix 4 Observation Checklist

Appendix 5 Documentary check list

ACRONYMS

ABMA:	Association of Business Managers and Administrators
BTVET:	Business, Technical, Vocational Education and Training.
CAPA:	Common Wealth Association of Polytechnics in Africa.
ESC:	Education Service Commission
ESR:	Education Sector Review
HOD:	Head of Department
HTTI:	Hotel, Tourism Training Institute
IP-BTVET:	Investment Programme BTVET
JAB:	Joint Admissions Board
MoES:	Ministry of Education and Sports
NCHE:	National Council for Higher Education
NUSAF:	Northern Uganda Social Action Fund
O&M:	Operation and Maintenance
O'level:	Ordinary Level
PLE:	Primary Leaving Examination
SACCOs:	Savings and Credit Cooperative Societies
UCCs:	Uganda Colleges of Commerce

LIST OF FIGURES

Figure 1:	Conceptual Framework	8
Figure 2:	Gender of Respondents.....	38

LIST OF TABLES

Table 1: Sample size and selection	23
Table 2: Age distribution of respondents.....	31
Table 3: Educational level of respondents.....	32
Table 4: Occupation of respondents.....	33
Table 5: Marital status.....	34
Table 6: Location of respondents.....	35
Table 7: Type of income generating project.....	36
Table 8: Responses to who started the income generating project.....	37
Table 9: Response to organizational participation in planning.....	40
Table 10: Correlation between organizational participation in planning and sustainability of income generating projects.....	44
Table 11: Response to organizational participation in implementation and sustainability of income generating project.....	51
Table 12: Correlation between organizational participation in implementation and sustainability of projects.....	52
Table 13: Regression analysis on organizational participation in implementation and sustainability of projects.....	55
Table 14: Responses to organizational participation in operation and maintenance and sustainability of projects.....	61
Table 15: Correlations between organizational participation in operation and maintenance and sustainability of projects.....	62
Table 16: Regression analysis on organizational participation in operation and maintenance and sustainability of projects.....	67

ABSTRACT

This study was about the effect of organizational participation and sustainability of income generating projects in UCCs. The objectives of the study included: To establish the extent to which planning affects sustainability of projects in UCCs; to examine the extent to which implementation affects the sustainability of income generating projects in UCCs; to establish the extent to which operation and maintenance affects the sustainability of projects in UCCs. The study employed a cross sectional survey design and used both qualitative and quantitative techniques in data collection. The sample included 544 respondents and 15 key informants. The response rate was 85.67%.The quantitative data was analyzed using descriptive statistics, Pearson coefficients and regression analysis. Qualitative data was summarized and quoted or paraphrased in some cases. The findings revealed that Planning had a correlation of 0.883*** and a coefficient of 0.779.This means that the independent variable dimension; planning, accounts for 77.9% of the variations in sustainability of projects in UCCs, the rest could be attributed to other factors, other than planning. Implementation had a correlation of 0.893*** and a coefficient of 0.797.This means that the independent variable dimension; implementation, accounts for 79.7% of the variations in sustainability of projects in UCCs, the rest could be attributed to other factors other than implementation. Operation and maintenance had a correlation of 0.841*** and a coefficient of 0.707.This means that the independent variable dimension; operation and maintenance accounts for 70.7% of the variations in sustainability of projects in UCCs. The study revealed that participation of project beneficiaries leads to sustainability of income generating projects. Based on the findings, the researcher's recommendations among others was that demand based approach should be emphasized in undertaking any project. This is because sustainability of the projects depends on whether their products and services are demand driven by the needs of the stakeholders.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The study sought to examine the relationship between organizational participation and sustainability of income generating projects in Uganda Colleges of Commerce. The independent variable was organizational participation in terms of planning, implementation and operation and maintenance while the dependent variable was sustainability of income generating projects in terms of institutional sources of funds, financial controls, behavioral change, and reliability aspects. This chapter presents the Background to the study, Statement of the problem, Purpose of the study, Objectives of the study, Research questions, Research hypotheses, Scope of the study, Significance of the study, justification of the study, Conceptual frame work, and Definition of operational terms.

1.1 Background to the Study

World over, the sustainability of income generating projects is increasingly becoming critical. Association of Business Managers and Administrators (ABMA) has drawn a lot of attention on the institutional projects in developed and third world countries, (ABMA Education Manual, 2009).

In Africa, serious challenges faced with management of institutional income generating projects have been of great concern. Participation and sustainability of institutional income generating projects has attracted a conference by Common Wealth Association of Polytechnics in Africa (CAPA). The attention was focused on

developing organizations' stakeholders in taking up ownership of their projects. (CAPA International Conference May, 2008).

In East Africa, governments have failed to fully fund educational institutions of higher learning. Colleges and Universities have resorted to investment in income generating projects. However, their sustainability has left a lot to be desired. This scenario has attracted an educational trip to Kenya by Principals and senior management staff of five Uganda Colleges of Commerce with a view of comparing notes on sustainability of internally generated income, (Management of Income Generation Projects January, 2010).

In Uganda, there are public and private Universities and training institutions. Their operations and guidelines are provided in the Universities and Other Tertiary Institutions Act, 2001, as amended in 2003, 2006 and are supervised by the National Council for Higher Education (NCHE). There are five Uganda Colleges of Commerce (UCCs) which fall under the department of Business, Technical, Vocational Education and Training (BTVET) at the Ministry of Education and Sports (MoES). The five colleges are: UCC Pakwach, UCC Kabale, UCC Tororo, UCC Soroti and UCC Aduku.

Uganda Colleges of Commerce are funded by the Government at a rate of 30% of students' enrollment to cater for only 320 government sponsored students. However this funding is always affected by National budget shortfalls leading to undercuts in grants released to the Colleges. Ministry of Education and Sports through the department of BTVET encourages UCCs to start income generating projects (HTTI Jinja workshop October, 2003). In this workshop, emphasis was put on sustainability of the projects. As a result of the workshop UCCs were able to start income

generating projects ranging from Maize milling machine, Evening and Weekend programmes, opening of Outreach Centers, Piggery Units, Poultry projects, Dairy Farming, Hostel renting projects, Secretarial Bureaus, Fish farming, Tents, chairs and turnips hire, canteen and Consultancy Services.

At UCC Pakwach, UCC Aduku and UCC Kabale sustainability was emphasized in their projects with a view of alleviating their financial constraints. Despite this intervention, financial performance in these Colleges has not improved. The study therefore, sought to address this challenge.

1.2 Statement of the Problem

Participation of organizational stakeholders in undertaking income generating projects particularly in educational institutions leads to their sustainability, (Education Sector Review, 2005). This is because participation of stakeholders at planning stage promotes needs assessment, identification and selection of the desired project. At implementation stage stakeholders help in identifying project site, project activities and set up the project. At operational and maintenance stage stakeholders help to set O&M plans, utilize funds available, maintain project facilities and resolve conflicts that may arise. Sustainability of income generating projects attracted a workshop for all UCC Principals and Senior Management staff organized by BTVET to address funding gap as a result of National Budget shortfalls (HTTI Jinja, 2005). The workshop aimed at reviewing Colleges' income generating projects with emphasis on participation of all stake holders in order to promote their sustainability.

Despite establishment of income generating projects by Uganda Colleges of Commerce with emphasis on sustainability, the funding gap as a result of National Budget shortfalls has not been bridged (JAB Selection Exercise, 2009). Huge outstanding suppliers' claims were not settled, students' strikes escalated due to lack of enough food stuffs and quality services, sit down strikes among staff due to accumulated unpaid emoluments and general decline in students' performance and welfare.

This study therefore aimed at examining the extent to which organizational participation approach leads to sustainability of income generating projects in Uganda Colleges of Commerce such that appropriate recommendations could be made.

1.3 Purpose of the Study

The purpose of the study was to examine the relationship between organizational participation and sustainability of income generating projects in Uganda Colleges of Commerce.

1.4 Objectives of the Study

1. To establish the extent to which organizational participation in planning affects sustainability of income generating projects in Uganda Colleges of Commerce.
2. To examine the extent to which organizational participation in implementation affects the sustainability of income generating projects in Uganda Colleges of Commerce.

3. To establish the extent to which organizational participation in operation and maintenance affects sustainability of income generating projects in Uganda Colleges of Commerce.

1.5 Research Questions

1. To what extent does Organizational participation in planning affect the sustainability of income generating projects in Uganda Colleges of Commerce?
2. To what extent does Organizational participation in the implementation affect sustainability of income generating projects in Uganda Colleges of Commerce?
3. To what extent does organizational participation in operation and maintenance affect sustainability of income generating projects in Uganda Colleges of Commerce?

1.6 The Research Hypotheses

The study tested the following hypotheses:

- (i) Organizational participation in planning significantly affects sustainability of income generating projects.
- (ii) The level of organizational participation in implementation has a significant effect on sustainability of income generating activities.
- (iii) Organizational participation in operation and maintenance has a significant effect on sustainability of income generating projects.

1.7 Scope of the Study

The study examined the relationship between organizational participation and sustainability of income generating projects in Uganda Colleges of Commerce.

Specific emphasis was on how participation at planning, implementation and operational and maintenance stages affects sustainability of income generating projects.

The study was conducted in three of the Uganda Colleges of Commerce (UCCs) in the country. These are UCC Pakwach, UCC Aduku and UCC Kabale. The study focused on income generating projects established in these Colleges.

Time scope covered the period of 2005-2009, a period when emphasis was put on establishing income generating projects in Uganda Colleges of Commerce in particular and Universities and other Tertiary Institutions in general. The study examined organizational participation from the time of initiation of the projects up to the time of operation and maintenance of the income generating projects.

1.8 Significance of the Study

The study findings are expected to benefit Business, Technical ,Vocational Education and Training (BTVET) and her partnering alliances like IP-BTVET, Uganda Colleges of Commerce, the public at large and the Academia. The study is expected to be beneficial in the following ways:

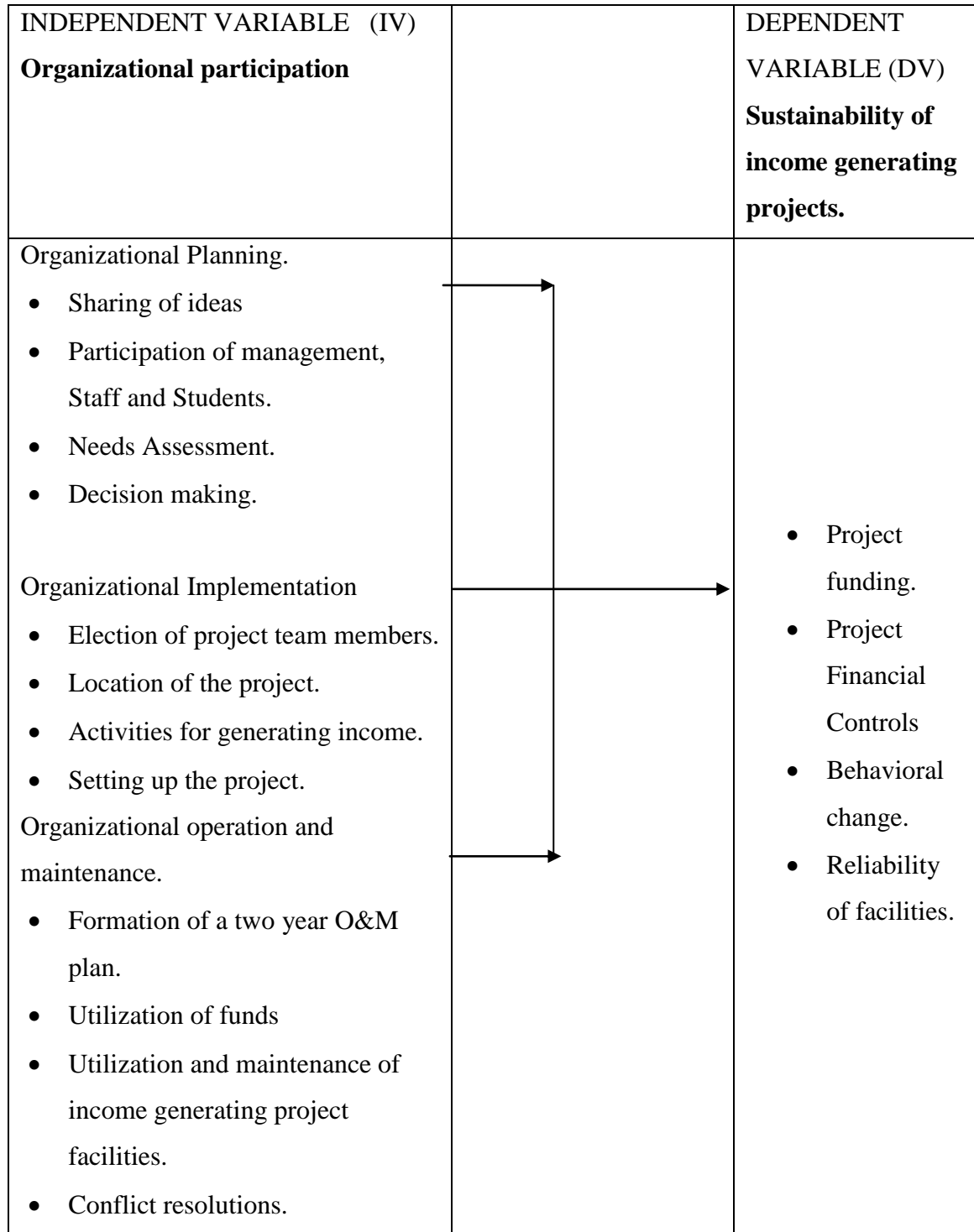
- (i) BTVET and her partnering alliances may improve their performance as the study provided understanding of the current strengths and weaknesses in their approach by using organizational participation in providing income generating projects in a sustainable manner, the suggested recommendations can help improve the existing approach.

- (ii) To the public at large, the study may provide lessons for learning that can be used or avoided by projects interested in using organizational participation approach to provide sustainable income generating projects.
- (iii) To the Academia, the study may provide new knowledge and can be a point of reference and also open avenues for further research.

1.9 Justification of the study

Since 2003, MoES has been holding workshops on establishment and sustainability of income generating projects in educational institutions of higher learning to supplement government funding (HTTI JINJA, 2005). In response to these workshops, many institutions established income generating projects. Despite this intervention, funding gap in these institutions has remained a nightmare to close. Research done in this area shows that only qualitative techniques were used to examine the problem. Education Sector Review, 2007. This study therefore aimed at employing quantitative techniques so as to come up with some recommendations to arrest the situation.

1.10 Conceptual Framework



Source: (Adapted and modified from ESR 2007)

Figure 1.1: Diagrammatic representation of the conceptual framework of the study showing relationship between organizational participation and sustainability of projects.

The framework illustrates how the linkages between organizational participation as an independent variable with dimensions of organizational participation in planning, implementation, operation and maintenance and sustainability of income generating projects as the dependent variable in regard to dimensions of institutional financial resources, behavioral change and reliability of project facilities.

The extent of organizational participation in the planning exercise influenced the sustainability of income generating projects as the decisions taken must be well informed and based on organizational preference. The organization must mobilize its members and sensitize them to enable them appreciate their needs jointly in order to make an informed joint decision on the nature of the project to undertake.

The organization at the planning stage selected the project techniques that meet their needs basing on the capacity to operate, afford purchase of equipment and maintenance requirements. The decisions taken at planning stage affects the sustainability in response to project funding, financial controls, behavioral change and reliability of project facilities.

The level of organizational participation in implementation exercise involved election of project team committee, venue/site selection, project activities and putting in place the project works/activities. Organizational participation at this stage helped in formation of project committee that helped to oversee provision of all the requirements necessary for the implementation. For example to ensure that project revenues are collected, site was selected which was accessible to all project beneficiaries, equipment was maintained to promote sustainability of income generating projects. Organizational participation in operation and maintenance included formation of annual operation and maintenance (O&M) plan, financing of

O&M activities, use and maintenance of project facilities/equipment and conflict resolution.

The formation of annual operation and maintenance plan by the organization promote project financial sustainability as this plan provided a framework that governed the management of the project income generating activities, resources and rules and regulations necessary for sustained maintenance of the income generating facilities. The organizational willingness to contribute promoted availability of funds necessary for maintenance costs promoted members' welfare and reduce unnecessary costs. While organizational willingness to resolve conflicts according to established by-laws enhanced unity among stakeholders and in turn promoted the sustainability of income generating project facilities.

1.11 Definition of Operational Terms

For purposes of this study, the following concepts were defined as:

Organizational: Project users of the same geographical setting – management, staff and students.

Participation: The involvement of the beneficiaries in all the processes pertaining to income generating projects.

Organizational participation: Project users of the same geographical setting with the same interests and responsibilities acting together to influence the direction and outcomes of developing sustainable income generating projects for themselves.

Project sustainability: The capacity of income generating project facilities to continue delivering its intended benefits for life.

Income generating project facilities: All equipment and other fixed assets acquired for project use.

Organizational participation in planning: Organizational involvement in all activities pertaining to decision making in regard to organizational needs and choice of facilities and their requirements in terms of materials, costs and labour.

Organizational implementation: Organizational involvement in executing all the planned activities necessary to have generation of income and those involving actual setup of the project.

Operation and maintenance: Organizational involvement in all activities after setting up of the income generating project that could ensure continued operation and maintenance of the established income generating projects.

CHAPTER TWO

L I T E R A T U R E R E V I E W

2.0 Introduction

This chapter presents arguments and observations by various authors concerning the relationship between organizational participation and sustainability of income generating projects. The chapter is organized in the order of objective by objective that include: The extent to which organizational participation in planning affects the sustainability of income generating projects, the extent to which organization participation in the implementation affects sustainability of income generating projects and the extent to which organizational participation in operation and maintenance affects sustainability of income generating projects.

2.1. Relationship between Organizational Participation in Planning and Sustainability of Income Generating Projects

2.1.1 Sharing of Ideas

Sharing ideas is done through mobilization of beneficiaries. Organization helps to sensitize beneficiaries on identifying their problems, examining alternative projects that could suit their needs, selection of the best option and their roles and responsibilities in the option made (De Gabriel, 2002). College administration mobilizes beneficiaries to attend sensitization meetings where ideas are shared and resolution about the kind of projects to undertake is reached by consensus. However, this could not be achieved where some administrators were dictatorial. The study aimed at delegation of responsibilities by dictatorial administrators

2.1.2 Participation of Management, Staff and Students

Income generating projects for Colleges should be a collective responsibility of concerned stake holders. Participation by management, staff and students help in making decisions on the nature of the project(s) to undertake. In undertaking the selected project(s), various stake holders should be assigned responsibilities. This helps stake holders to demonstrate their capabilities as leaders through their participation in decision making. This promoted the entrepreneurial ability of individuals and hence promoting the sustainability of the project. (Project Management Strategic Design and Implementation, (2007). However, involvement of management, staff and students often has varying literacy levels such that ideas generated by students are over looked by staff while those generated by staff are overlooked by management. The study findings revealed that ideas from students, staff and management greatly enhanced sustainability of income generating projects.

Participation by beneficiaries is very crucial in planning, execution and operation and maintenance of projects. However it is said that some of the project stakeholders particularly women have a tendency of being inferior to men due to cultural inhibitions, (Thaugan, 2006). This study intended to generate ideas from both male and female beneficiaries independently. The report findings revealed that gender balance greatly affected sustainability of income generating projects.

2.1.3 Needs Assessment: Demand response approach

Stake holders' involvement enables making use of the demand response approach in revealing the need of the organization (Organizational Resource Book for Project Implementation, 2007).

However, management of Colleges tends to dictate on the nature of project(s) to be undertaken. Stakeholders are in most cases not given chance to decide on the nature of the project(s) to be undertaken. The study intended to have a meeting of all management, staff and students to address the issue of nature of project(s) to be undertaken. The meeting identifies different projects that can be undertaken giving advantages and disadvantages of each. The report revealed that participation of stake holders enhanced project sustainability.

2.1.4 Decision Making

Project users should finally decide on the type of project to start and facilities to employ. Their decision should be based on sustainability, cost and maintenance requirements, life span and ability to generate income for the beneficiaries (Sugden, 2007). Demand based approach is very necessary in this case since it spells out the distinction between what people want and what people need as these two don't always coincide. However, project users may not have the capacity to predict and evaluate sustainability of a project in terms of cost, maintenance requirements, lifespan and ability to generate income. Focus should always be placed on sustainability of the project if the benefits are to continue accruing to the stakeholders.

A project team should be selected from the beneficiaries to oversee purchase of project facilities or running of the project. The team selected should have local knowledge of what works well and can be sustained for a longer period. The project team selected should share with the beneficiaries about the available project facilities and their cost of maintenance. This makes prices of the projects' products cheaper compared to products of other competitors (Rifkin & Pridmore, 2001). Participation

of stakeholders eases decision making on the choice of project and project facilities. However, reaching a consensus could lead to delayed decision making.

The use of a demand response approach is relevant in the choice of project to be undertaken as well as project facilities since projects and project facilities that have a high demand will have high chances of being sustained. Beneficiaries will go in for a project and project facilities they can afford to run in a sustainable manner (De Gabriel, 2002). However, differences in management, staff and students could affect smooth running of the project.

Negotiations, consultations and conflict resolutions should always be aimed at by all beneficiaries if their needs are to be properly addressed. College top management should work hand in hand with the Heads of Department and students' leaders to mobilize beneficiaries for training, planning for the project activities, to operate and maintain the project. By- laws/Project working document should be made concerning the running of the project. A budget for the project should be made by the project team and submit it to the Principal for inclusion in the overall budget of the institution (Organizational Resource Book for Project Implementation, 2007).

2.2. The Relationship between Organization Participation in Implementation and Sustainability of Income Generating Project

2.2.1 Election of the Project Team Members

A project must have project team members. These should be elected from the stakeholders and at least 5 members are ideal for the committee (Thaugan, 2006). The team is composed of a Chairperson, a Secretary, a Treasurer and two committee members selected from management, staff and students. The executive positions in

the project team are given to management for easy coordination and drawing the attention of all beneficiaries to focus on project objectives. This enhances sustainability. However, having team members from one section of beneficiaries would be eliminated.

Students need to be represented on the project team because they may seem voiceless and contributing nothing to decision making. This may adversely affect running of project activities. A section of project beneficiaries that is voiceless need to be empowered in decision making if project activities are to be undertaken effectively and efficiently (<http://www.unesco.org/apgest/pdf/india-bp.pdf>. June, 2010).

All project beneficiaries should be mobilized to provide resources for setting the project as well as its maintenance. Project team members should keep up to date records concerning project activities (receipt books, payment vouchers, income and expenditure cash flow, minutes of meetings etc); Monitor project performance, mobilize members to improve on its viability and so should be well maintained (Thaugan, 2006).

Project team members that are not performing their duties should be replaced since they can lead to project failure (HTTI Jinja Workshop, 2005). Project team members should provide weekly or monthly reports and major weaknesses discussed so that a corrective action could be taken before the situation goes out of hand. The study findings revealed that in Colleges where accountability was rendered to beneficiaries, project sustainability was enhanced.

2.2.2 Location of the Project(s)

Depending on the nature of the project, appropriate location should be selected. This helps in promoting generation of income for the benefit of the stakeholders. Currently, organized association/groupings such as income generating project can access credit from prosperity for all programmes like any other SACCOs, NUSAF II, 2009/10. Such credit facilities would help to financially promote the activities of the project. However, bureaucracy could lead to delays in implementing project activities.

Project site should be convenient to all beneficiaries. This helps in overseeing running of project activities and making use of the project (Kemp, 2004). Project location should take into consideration environmental concerns. Project activities that are environmentally hazardous should not be undertaken. However, some Institutional project facilities are noisy and pollute the environment such as milling machines.

De Gabriele (2002) asserts that the project activities can put a lot of strain on the working relationship of project team and project stake holders. However, management may be advocating for project site that differs from the views of staff and students. Therefore, negotiations to harmonize conflicting site location requirements should be done. It is necessary that the site chosen is in a convenient location and on College land whose ownership like land titles, land agreements are in place.

2.2.3 Activities for Generating Income

Generation of income may never be realized unless project activities take place, (Sugden, 2001). Project activities need to be carried out as planned. Project team members should mobilize all beneficiaries to focus on the project objectives.

However, project activities may take place but benefits may not be realized if project team does not focus on project objectives. The study intended to focus on achieving project objectives.

Project beneficiaries should set prices of project products (Thaugan, 2006). Management, staff and students should be mobilized and sensitized about use of project products. They should be seen to be promoting the activities of the project by buying project's products. However, prices for project products may be too low to sustain project activities. The study intended to emphasize setting realistic prices which would promote project sustainability. The study findings revealed that in Colleges where beneficiaries were involved in setting prices of products sustainability of projects was enhanced.

Rifkin (2001) asserts that Project income generating activities are sustainable if the project products greatly contribute to people's health such that what they do to and for themselves without any intervention. Therefore, project income generating activities are bound to be sustainable if stakeholders are benefiting from the project. However, for every project established there are always advantages and disadvantages.

2.2.4 Participation in Setting up Project Facilities: Participatory approach

Colleges should ensure that money is available for setting up income generating projects. This can be done by soliciting funds from donors, College savings, mobilizing stakeholders to contribute towards the project. Members can contribute material, labour and financial support towards the establishment of the project (Thomas, 2001).

Safeguards should always be put in place to ensure good quality products that meet the taste of customers and hence sustainability of the project (Kemp, 2004). The study findings revealed that quality control aspect promoted sustainability of income generating projects.

2.3 The Relationship between Organizational Participation in Operation and Maintenance and Sustainability Income Generating Projects

2.3.1 Participation in the formation of a two year O&M Plan

When the project is established, its operation and maintenance is left in the hands of all organizational beneficiaries. Project team members are supposed to draw annual plans and budget for O & M. This should be done in consultation with other members of the organization. The College should come up with 5 year plan and incorporate it in the overall strategic plan of the College to guide the operation and maintenance of the income generating projects. The projects established should be in line with Government regulations concerning legal and illegal products (Project Management Strategic Design and Implementation, 2007).

2.3.2 Utilization of Project Funds

Authorization of transactions should be done and accountability to stakeholders done in time. Income and expenditure and balance sheet regarding project operations should be presented to stakeholders (Accountability for Public Funds Manual, (2008).

According to De Gabriele (2002) proper accountability builds members trust in the project. However, paper accountability may ignore value for money hence affecting

sustainability of the project. The report revealed that paper accountability and value for money promote sustainability of income generating projects.

2.3.3 Utilization and Maintenance of Income Generating Facilities

There is need for training of all project beneficiaries on how project facilities operate. The project team should be able to coordinate all project activities and project beneficiaries. Desai (2001) asserts that well coordinated project beneficiaries equipped with training on use and maintenance of project facilities will boost project maintenance. However, his study ignored sensitization of stakeholders on project objectives which this study intended to address. Paul (1987) recognizes the fact that a project belongs to the people whose needs it satisfies. However, his study ignored the fact that needs are ever changing and therefore a project's benefits should target current and future needs of the people hence sustainability which this study sought to address.

2.3.4 Resolution of Project Related Conflicts

In management of income generating activities, conflicts may arise between management and project team members, project team members and staff, staff and students, students and management, management and staff, student leaders and the rest of the students, heads of departments and the rest of the staff. Such conflicts may threaten operations at O&M. Conflicting parties should always be brought together to discuss the cause of the conflict. Each party's weaknesses and strengths should be pointed out and effects of unresolved conflicts highlighted. Project working document that contains guidelines concerning how the project operated, for reference. Other organizational documents like students' guild constitution and College rules and

regulations can be used to resolve conflicts (Organizational Resource Book for Institutional Projects, 2004).

2.4 Summary of the Literature Review

It is clear from the literature reviewed that emphasis on participatory approach has been used in facilitating income generating projects with the aim of promoting their sustainability. Participatory approach seems to be the recommended method for promoting sustainable projects in today's development projects. The designs used in the studies presented in the literature were highly qualitative in nature. The use of participatory approach in producing sustainable results appears not to be of major concern currently in the struggle for alleviating financial constraints in Uganda Colleges of Commerce. The researcher therefore designed tools and techniques that were more quantitative in nature that helped him to examine the relationship between organizational participation and sustainability of income generating projects.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the research design, study population, sample size and selection, sampling techniques, data collection methods, data collection instruments, validity and reliability, data collection procedure, analysis of data and measurement of variables.

3.1 Research Design

This was a descriptive study designed to assess the relationship between organizational participation and sustainability of income generating projects in Uganda Colleges of Commerce. A descriptive study design was used because it is a method of investigation that allows data collection from samples of predetermined interests at a particular time. Besides, a descriptive survey design allows for easy analysis and description of facts as they are pointed out by the respondents. The study triangulated both quantitative and qualitative approaches and techniques.

3.2 Study Population

The study population was the beneficiaries of the income generating projects implemented by the Uganda Colleges of Commerce. These included the adult male and female management, staff and students of the three Colleges namely, UCC Pakwach, UCC Aduku and UCC Kabale. These three Colleges were selected because they were the best performing Colleges academically and were among the first Colleges to start income generating projects. Easy accessibility was of an additional advantage since this reduced the cost in terms of transport.

3.2.1 Sample Size and Selection

The sample size for the study was 544 sampled respondents and 15 purposively selected respondents bringing the total number to 559 respondents. The sample size was determined using Krejcie and Morgan Table (Amin, 2005).

Table I: Sample Size and Selection

Target Population Category	Population size	Sample size	Selection method
UCC Pakwach	276 (157M + 119F)	162	Proportionate stratified sampling
UCC Aduku	332 (219M + 113F)	177	Proportionate stratified sampling
UCC Kabale	431 (220M + 211F)	205	Proportionate stratified sampling
Total	1039	544	

Source: Adopted and modified from Krejcie and Morgan (1970) and MoES National Physical Educations and Sports Policy (2007)

3.2.2 Sampling Techniques and Procedure

Sampling employed both random sampling and non random sampling techniques. Under the random sampling techniques, proportionate stratified random sampling was used for purposes of having equal participation of both sexes in the study as the method takes into consideration of the heterogeneous nature in revealing the level of participation of both men and women in the program (Sekaran, 2003; Amin, 2005).

Simple random sampling was used by employing the lottery method in the selection of samples from the stratum of males and females in each of the three Uganda Colleges of Commerce. This technique was employed because every element had equal chance of being selected in the sample and it is the simplest and more basic technique than the other techniques (Mbaaga, 2000). The random sampling techniques allowed the use of statistics, testing hypothesis, eliminate bias, provide random selection of units and allow for generalization of the findings to other Colleges in the same field. Under the non random sampling technique, purposive or judgmental sampling was used where the sample was selected basing on their capacity to provide the information required by the study. It is useful in providing a range of information in the study (Amin, 2005).

The key informants included those persons holding important information that was relevant to the objectives of the study. The key informants of the study were selected using non random or purposive sampling basing on the nature of information they held. The key informants selected included; One Principal and One Head of Department; from each of the selected Colleges of Commerce. Focus group discussants were also purposively selected and included: One member of the Academic Board, 2 Guild leaders and 1 Head of the Project Team; from each of the three Colleges of Commerce.

3.3 Data Collection Methods

Both secondary and primary data was collected using quantitative and qualitative methods of data collection.

3.3.1 Questionnaire

Structured questionnaires were used in the collection of quantitative data. The respondents were accessed with the help of administration of the Colleges. The questionnaires were researcher administered with the help of research assistants.

3.3.2 Focus Group Discussion

A focus group discussion was held using a guide containing aspects of organizational participation in planning, implementation and operation and maintenance in enhancing sustainability of income generating projects. The project team leader helped to mobilize the selected categories of participants for the discussion.

3.3.3 Face to Face Interviews

Face to face interviews were conducted with the key informants selected from College top management team and Guild Executive Council. Open ended questions were asked with the aim of getting detailed information from the respondents and the responses were written down by the researcher.

3.3.4 Observation

An observation checklist outlines characteristics of defined variables to be observed during the data collection process (Mugenda and Mugenda, 1999). Each characteristic was checked off as it was observed.

3.3.5 Documentary Review

Documentary review containing a list of documents like minutes of meetings held, attendance registers, capital injected records, receipts books, bank statements monitoring reports and cash flow statements of the income generating project(s) were reviewed to provide the necessary data.

3.4 Data Collection Instruments

These included both quantitative and qualitative instruments that were used in the collection of primary and secondary data.

3.4.1 Structured questionnaire.

A structured questionnaire was used to collect information from the randomly sampled respondents. It was a likert scale with strongly Agree, Agree, undecided, disagree and strongly disagree.

3.4.2 Focus Group discussion Guide

A list of open ended questions on organizational participation in planning, implementation and operation and maintenance of sustainable income generating project was used.

3.4.3 Interview Guide.

A guide containing a set of open ended questions was used in interviewing the key informants.

3.4.4 Observation checklist.

A list of variables to be observed like neatness of project premises, working condition of project facilities used existence of customer care and customer behavior of stakeholders was used.

3.4.5 Documentary Analysis Checklist

A list of the documents from project team members and management personnel was reviewed in order to provide the necessary data for the study.

3.5 Validity and Reliability

3.5.1 Validity: The questionnaire was cross checked to confirm language, clarity, relevance and comprehensiveness. A Coefficient of Validity Index (CVI) was computed using the following formula;

$$\text{CVI} = \frac{\text{Items rated relevant}}{\text{Total number of items in the questionnaire}}$$

The items that were rated relevant were 136 out of a total of 137. This yielded a CVI of 0.993. According to Amin (2005), a coefficient is regarded acceptable if it is within the statistical range of $>0.5 < 1$.

3.5.2 Reliability: Reliability refers to the consistency or dependability of a measuring instrument (Leary, 2004). A study conducted an item analysis to evaluate the inter-item consistency of organizational participation and sustainability of income generating projects questionnaire. In this study, a pilot study was conducted to determine the reliability of the questionnaire. The questionnaires were distributed to 115 respondents in the 3 UCCs. 114 questionnaires were returned indicating a

response rate of 99% with no significant issues to modify. The findings were entered by the SPSS data analyst and they yielded a coefficient of 0.991 which is above the required (Cronbach's Alpha >0.7) and therefore were adopted. This provided an indication of the consistency of responses to all the items delineated in a measuring instrument.

3.6 Data Collection Procedure

The researcher first got a letter of introduction from Uganda Management Institute (UMI) seeking permission to collect data from the field. The letter also explained the importance and significance of the study. Each research assistant was provided with a letter explaining the purpose of the study. Anonymity of the respondent and confidentiality of responses was assured to encourage honest responses. A meeting to brief research assistants was held before they went out to the field to collect data. Information was gathered and primary data collected using both qualitative and quantitative methods of data collection.

3.7 Analysis of Data

3.7.1 Quantitative data Analysis

The quantitative data was sorted, edited, categorized according to the variables measuring concepts in the study and coded. The SPSS data analyst was used to compute the frequencies and percentages. Correlations and regressions were used to measure the degree of relationships among the variables and to test the hypothesis.

3.7.2 Qualitative data analysis.

The data collected from interviews, focus group discussion, observation and reviewed documents were categorized according to themes. The sub themes were identified and

put into meaningful patterns formulating logical study findings. Verbatim quotations were used upon permission to enrich discussion

3.8 Measurement of Variables

In the quantitative method of data collection, the Likert scale was used to measure the variables under study. The Likert scale statement had Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree. The respondent was to select the response that best described his or her reaction to each statement. The response categories were weighted from 1-5 and averaged for all items. Frequency distribution was done and represented graphically using frequency tables and pie charts.

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents the findings, their analysis and interpretation. The main aim of the study was to examine the relationship between organizational participation and sustainability of income generating projects in Uganda Colleges of Commerce.

The objectives of the study were to establish the extent to which organisational participation in planning affects sustainability of income generating projects in Uganda Colleges of Commerce, to examine the extent to which organizational participation in implementation affects sustainability of income generating projects in Uganda Colleges of Commerce, to establish the extent to which organizational participation in the operation and maintenance affects sustainability of income generating projects in Uganda Colleges of Commerce. Data presentation proceeds with analysis of demographic characteristics of the respondents. The response rate was 85.67%. For the empirical findings, descriptive statistics are presented for easier understanding and interpretation. Correlation and regressions are used in order to show the relationships among variables and determine the effect of the independent variable on the dependent variable.

4.1 Background Characteristics of the Respondents

This included the demographic information of respondents such as age distribution, educational levels, occupation, gender, marital status, location, type of income generating projects under taken by the College and who started the project.

4.1.1 Distribution of Respondents by Age

In the demographic section of the questionnaire, the researcher sought to find age distribution of their respondents in order to establish whether this had any influence on the relationship between organizational participation and sustainability of income generating projects. The age distribution is represented in table 2 below:

Table 2: Distribution of Respondents by Age

Age of respondent	Frequency	Percent
18 and below	17	3.7
19-29	215	46.3
30-39	112	24.1
40 above	120	25.9
Total	464	100.0

Source: *Primary data*

From the table above, 19 – 29 years were most represented with 46.3% implying existence of some Certificate students who join UCCs after S.4 and more Diploma students who join UCCs after S.6 respectively, while 18 years and below were the least presented with 3.7% . On the other hand 30 - 39 and 40 and above were averagely represented with 24.1% and 25.9% respectively showing existence of students on evening and weekend programmes who are mainly in working class

group and staff members that were part of the respondents and mainly fall above 30 years. This implies that majority responses to participation and sustainability on income generating projects were from the age group of 19-29 years.

4.1.2 Educational Level of Respondents

Educational level of respondents was incorporated in the questionnaire to establish whether this had any influence on the relationship between organizational participation and sustainability of income generating project. The Educational level of respondents is presented in table 3.

Table 3: Educational level of respondents

Educational level	Frequency	Percent
O level	71	15.3
Advanced level	192	41.4
Diploma	4	.9
Bachelors degree	117	25.2
Others	80	17.2
Total	464	100.0

Source: *Primary data*

From the above table, advanced level and O' level represented 41.4% and 15.3% respectively, indicating most students enroll for Diploma programmes after their advanced level and S.4 students who enroll for Certificate courses and some non teaching staff with O' level qualification respectively. Diploma holders were least represented with 9% while bachelors degree holders represented 25.2% indicating that few students come for alternative diploma programmes after their first Diploma and

existence of especially some teaching and mainly non teaching staff who hold diploma as well as majority of teaching staff who hold first degree as a minimum requirement. Others formed 17.2% indicating existence of especially non teaching staff with P.L.E background and some staff members with post graduate qualifications. This implies that the majority responses to participation and sustainability of income generating projects were mainly of advanced level educational background. The report findings reveal that as far as educational level of respondents is concerned respondents with advanced level, highly contributed to sustainability of income generating projects.

4.1.3 Occupation of Respondents

Occupation of respondents was incorporated in the questionnaire to establish whether this had any influence on the relationship between organizational participation and sustainability of income generating project. The occupation of respondents is presented in table 4.

Table 4: Occupation of respondents

Educational level	Frequency	Percent
Student	230	49.6
Management Staff	34	7.3
Academic staff	93	20.0
Non academic staff	105	22.6
None	2	.4
Total	464	100.0

Source: *Primary data*

From the above table, Students, non academic staff and academic staff represented 49.6%, 22% and 20% respectively. This indicated their dominance among respondents in the representative sample. Management staff and those that belong to none of the groups were represented by 7.3% and 4% respectively. This indicated that they were least represented in the sample of respondents. This implies that the majority responses to participation and sustainability of income generating projects were mainly from the category of students and non academic staff.

4.1.4 Marital Status of Respondents.

Marital status of the respondents was included in the questionnaire to establish whether this had any influence on the relationship between organizational participation and sustainability of income generating projects. The marital status of respondents is presented in table 5.

Table 5: Marital status of respondents

Marital status	Frequency	Percent
Single	220	47.4
Married(mono)	212	45.7
Married(poly)	25	5.4
Widowed/widower	3	.6
Others	4	.9
Total	464	100.0

Source: *Primary data*

From the above table, single and married (Mono) were represented by 47.4% and 45.7% respectively. This reveals that the respondents were dominated by students and staff respectively. Married (Poly), widowed and others were represented with 5.4%, 0.6% and 0.9% portraying that they were least represented in the sample of

respondents. This implies that the majority of the responses to participation and sustainability of income generating projects were from single and married (mono) respondents.

4.1.5 Location of Respondents

Location of the respondents was included in the questionnaire to determine whether this had any influence on the relationship between organizational participation and sustainability of income generating project. The location of respondents is presented in table 6 below.

Table 6: Location of respondents

College	Frequency	Percent
UCC Pakwach	159	34.3
UCC Aduku	140	30.2
UCC Kabale	165	35.6
Total	464	100.0

Source: *Primary data*

From the above table, UCC Pakwach, UCC Aduku and UCC Kabale were represented by 34.3%, 30.2% and 35.6% respectively. This information was very important because it helped the researcher to establish whether the three Colleges were fairly represented in the sample of respondents. This implies that responses to participation and sustainability of income generating projects were evenly received from the three Colleges.

4.1.6 Type of Income Generating Project

Type of income generating project was included in the questionnaire to determine whether this had any influence on the relationship between organizational participation and sustainability of income generating project. Type of income generating project is presented in table 7 below.

Table 7: Type of income generating project

Type of income generating project	Frequency	Percent
Secretarial bureau	147	31.7
Evening and weekend programme	182	39.2
Grain milling	1	.2
Others	134	28.9
Total	464	100.0

Source: *Primary data*

From the table above, evening and weekend programmes, secretarial bureau and others were represented by 39.2%, 31.7% and 28.9% respectively while grain milling was 0.2%. This information was very vital because it helped to determine the major income generating projects in the different Colleges.

This implies that secretarial bureau, evening and weekend programmes and canteen were the major income generating projects in UCCs Pakwach, Aduku and Kabale respectively.

4.1.7 Who Started the Income Generating project?

Who started the income generating project was included in the questionnaire to establish whether this had any influence on the relationship between organizational participation and sustainability of income generating project. Who started the income generating project is presented in table 8 below.

Table 8: Responses to who started the Income generating project

Who started the project?	Frequency	Percent
Government	13	2.8
College	406	87.5
Students	15	3.2
I don't know	30	6.5
Total	464	100.0

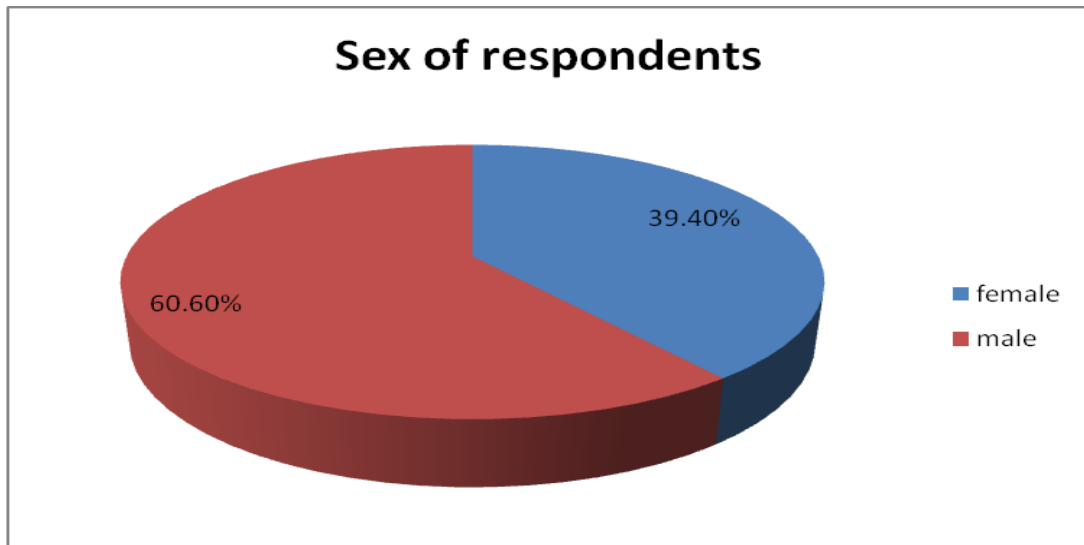
.Source: *Primary data*

From the table above, College was represented by 87.5% while I don't know, students, Government, were represented by 6.5%, 3.2% and 2.8%. Analysis of the findings from the three Colleges helped to establish that income generating projects were mainly started by Colleges. This implies that participation and sustainability of income generating projects was based on projects started mainly by the Colleges.

4.1.8 Gender of the Respondents

Gender of the respondents was included in the questionnaire to determine whether this had any influence on the relationship between organizational participation and sustainability of income generating project. Gender of respondents is presented in figure 2 below.

Figure 2: Gender of the respondents



Source: *Primary Data*

From the figure above, males were represented by 60.6% while females by 39.4%. This information was very important because it helped the researcher to establish the representation of males and females in the sample respondents. Both males and females were fairly represented in the sample size of the respondents. This implies that participation of both males and females promotes sustainability of income generating projects in UCCs.

4.2 Empirical Findings

In this section, the effect of organisational participation on sustainability of income generating projects is explored. The findings are arranged as organisational participation in planning, organisational participation in implementation and organisational participation in operation and maintenance. The variables are analysed using five point likert scale and the results are presented in descriptive tables, showing the percentage of responses under each variable. In order to establish

the effect of the independent variable on the dependent variable, regressions have been used. The results are then further explained using correlations in order to show relationship between the variables. The results from the quantitative data are compared with the qualitative data results.

4.2.1 Organisational Participation in Planning and Sustainability of Income Generating Projects.

The researcher's first objective was to establish the extent to which organisational participation in planning affects sustainability of income generating projects in Uganda Colleges of Commerce. The findings from questionnaires, interviews, observation and documentary reviews. Results are presented in descriptive statistics and correlations. In this study, this variable was measured using a total of 36 items which solicited the respondents opinion. This was done on the basis of a five – likert scale. Emerging results are presented in table 9 (i) – (iii).

Table 9 Responses to organisational participation in Planning.

Table 9(i): sharing of ideas

Statements on Organizational participation in planning	Responses in Percentages (%)				
	SA (%)	A (%)	N (%)	D (%)	SD (%)
Sharing of ideas					
I was mobilized for sensitization meeting	50.4	12.7	0	23.3	13.6
I attended the meeting	53.4	10.3	0	16.4	19.8
I was taught the need for income generating project	43.5	20.5	0.2	29.5	6.3
I was educated on the maintenance of projects	32.5	31.5	0.2	20.7	15.1
I was taught the different types of projects	12.7	51.1	0.2	33.4	2.6
I learnt the merits and demerits of each	17.9	45.7	30.6	0	3.0
I signed the attendance book	53.4	10.3	25.6	0	10.6
I signed the attendance register/ sheet	54.5	9.3	0	15.5	20.7
I was invited for the needs assessment.	61.4	2.6	0	6.3	29.7
I attended the exercise.	57.5	6.5	0	2.2	33.8
Management Staff were present.	32.5	30.8	0	16.8	19.8
Management Staff gave us guidance.	20.3	42.2	0	25	12.5
I was asked to state my project needs.	13.1	38.1	26.7	0	22
I saw the need for having an income generating project.	5	45	0	39.4	10.6
I saw the need for a well managed project.	5.4	48.7	0	35.3	10.6
Needs assessment.					
I saw the need to start the project.	29.7	24.4	0	38.1	7.8
I realized how we had missed a lot by not having any income generating project	28.2	26.3	0	36.2	9.3
The organization reached conclusion in identification of needs.	26.1	37.3	0	28	8.6
Mean	33.2	27.4	4.6	20.3	14.2
Mean	66.6			34.5	

Source: *Primary Data*

Key: SA = Strongly Agree A = Agree N = Undecided D = Disagree
 SD = Strongly Disagree

Table 9 (i) shows that 66.6% of the respondents generally agreed that sharing ideas/ at the planning stage enhances sustainability of income generating projects while 34.5% of the respondents generally disagreed that sharing ideas at planning stage enhances sustainability of income generating projects. 4.6% of the respondents were undecided about effect of sharing ideas information at planning stage on sustainability of income generating projects. This implies that the majority of respondents recognised the need for sharing ideas at planning stage if income generating projects are to be started and sustained.

Table 9 (ii): Responses on gender balance in income generating project.

Ensuring gender balance in income generating project activities					
I noted that in planning sessions women attended.	35.6	28.4	0	29.7	6.3
I noted that during the meetings women participated in the discussions.	41.6	22.2	0	29.3	6.9
I supported the idea of women holding positions on the project team.	45.5	20.0	0	30.8	3.7
Having a female on the project team leads to timeliness of activities.	69	20.7	0	10.3	0
Having women on the project team ensures proper record keeping	21.3	78.7	0	0	0
Projects are well maintained when female are involved.	23.3	76.7	0	0	0
Involving both men and women in planning led to a choice of appropriate income generating project.	68.8	31	0	0.2	0
Involving men and women in planning generated organizational needs	77.6	22.2	0	0.2	0
Involving women at planning stage can ensure improvement of welfare at organizational level.	67.7	32.1	0	0.2	0
Involving men in planning ensures neatness of project premises and facilities.	91.8	7.5	0	0.4	0.2
Mean	54.2	25.2	0	18.92	1.71
Mean	79.4		0	20.6	

Table 9 (ii) shows that 79.4% of the respondents agreed that gender balance at planning stage promotes sustainability of income generating projects, 20.6% of the respondents disagreed that ensuring balance at planning stage promotes sustainability of income generating project. This implies that the majority of respondents recognised that gender balance at the planning stage enhances sustainability of income generating projects.

Table 9 (iii): Responses on selection of appropriate project facilities

Selection of appropriate project facilities.					
I was called to participate in the exercise	40.7	18.8	0	26.3	14.2
I attended the site selection exercise	47.2	11.9	0	19.4	21.6
The Project team was present to assist in site selection exercise	31.3	23.9	0	30.4	14.4
I was given the opportunity to select my choice	27.8	17.9	0	49.1	5.2
I preferred the project to be centrally located.	14	35.8	0.2	45	5
I preferred the project that was cheaper to start.	27.6	36.4	0	28.2	7.8
There was disagreement in the process of project site location.	14.7	35.8	0	40.3	9.3
A compromise was reached over the site finally selected.	21.6	32.8	0.2	32.5	12.9
Mean	9.73	26.66		33.9	11.3
Mean	36.39		18.41	45.2	

Table 9 (iii) shows that 36.39% of respondents agreed that stakeholders should participate in selection of appropriate project facilities to enhance sustainability of income generating projects. 45.2% disagreed that stakeholders need not participate at planning stage in selection of appropriate project facilities to enhance sustainability of

income generating projects. This implies that the majority of respondents did not have technical knowledge to enable them participate in selection of appropriate project facilities.

Overall 60.81% of the respondents agreed that involvement of stakeholders at planning stage enhances sustainability of income generating projects while 33.4% disagreed that participation of stakeholders at planning stage enhances sustainability of income generating projects. This implies that the majority of the respondents recognized the need for participation of stakeholders at planning stage for enhancing sustainability of income generating projects.

These findings are in agreement with what the Principal UCC Pakwach says; *While in UCC Kabale income generating projects he found at the College that were started without involvement stakeholders like animal rearing and fish farming have all collapsed, while current income generating projects like College canteen where stakeholders participated in decision making have been sustained.*

4.2.2 Correlation of Organizational Participation in Planning and Sustainability of Income Generating Projects

To test the hypothesis and provide information indicating direction, strength and significance of the relationship – organizational participation in planning and sustainability of income generating project, Pearson product moment correlation was done. In this study, a Pearson correlation matrix was used. Emerging results are presented in table 10 below.

Table: 10 (i): Correlation between organizational participation in planning and sustainability of income generating activities

		Planning	Sustainability
Planning	Pearson Correlation	1	.883(**)
	Sig. (2-tailed)	.	.000
	N	464	464
Sustainability	Pearson Correlation	.883(**)	1
	Sig. (2-tailed)	.000	.
	N	464	464

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

Pearson Correlation results in the table above revealed that the relationship between Organizational participation in planning and sustainability of income generating projects is positive and significant. Thus Pearson Correlation value r , is positive .883** and the significance value is 0.00 at the level of 0.01. This means that the relationship between organizational participation in planning and sustainability of income generating projects is positive; implying that when planning is done there is likely to be a corresponding effect on sustainability of income generating activities. The value of r is high, given that 0.883 is close to 1. This signifies a strong and statistically significant relationship between planning and sustainability of income generating activities.

Thus the hypothesis that organizational participation in planning significantly affects sustainability of income generating projects in Uganda Colleges of Commerce is accepted. This is further supplemented by the Principal UCC Aduku, *involving stakeholders at planning stage gives them chance to feel that they have participated in decision making and hence proud to be part of the project and will always support project activities for generation of income to supplement their welfare. Evening and weekend programmes alone generated more than fifty million during 2008/09*

academic year this supplemented megre salary of staff in the College and students welfare.

Table 10 (ii): Coefficient between organizational participation in planning and sustainability of income generating projects

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.560	.060		26.109	.000
Planning	.636	.016	.883	40.344	.000

a. Dependent Variable: Sustainability

The table revealed that the standardized coefficient of organizational planning and sustainability of income generating projects was positive (.883). This suggests that holding other variables constant, effective organizational planning in Uganda College of Commerce institutions would result into an increase in sustainability of income generating activities by a magnitude of 0.883 units. This is in agreement with the correlation results stated earlier and therefore substantiates the hypothesis that stated that organisational planning positively affects sustainability of income generating activities in UCC. The regression result further indicated that the p-value of the coefficient of organizational planning is .000, confirming that organizational planning is significantly related to sustainability of income generating activities in UCC; since the p-value of t-statistic (.000) is less than the level of significance alpha 0.05.

4.2.3 Organisational Participation in Implementation and Sustainability of Income Generating Projects

The researcher's second objective was to examine the extent to which organizational participation in implementation affects the sustainability of income generating projects in Uganda Colleges of Commerce. This objective was measured using 29 items, which solicited the respondents' opinions and was itemized on a five likert scale. Emerging results are presented in table 11 (i – iv)

Table 11: Responses to Organisational Participation in Implementation and Sustainability of Income Generating Projects

Table 11(i): Responses to formation of the project team

Statements on implementation related factors	Responses in Percentages (%)				
	SA (%)	A (%)	N (%)	D (%)	SD (%)
Formation of the project team					
I was called for the exercise	45	22.2	0	12.9	19.8
I attended the exercise	43.5	23.9	0	6.5	26.1
The Principal chaired the exercise	54.7	14.9	0.2	18.1	12.1
I selected executive members as per O&M plan	41.2	13.4	3.4	14.7	26.9
I selected one Staff on the project team.	39.7	7.5	2.8	37.3	12.7
I selected one HOD of department on the project team.	34.5	14.2	2.8	34.5	14
I cooperated with the project team members because I elected them.	18.3	42.5	2.6	23.9	12.7
Non performing project team members are removed.	13.1	34.1	3.7	36.2	12.9
Mean	36.25	26.12	1.88	23.01	12.74

Source: Primary Data

Key: SA = Strongly Agree, A = Agree, N = Undecided SD = Strongly Disagree

Table 11 (i) shows that 62.37% of the respondents agreed that participation of stakeholders in formation of the project team during implementation stage enhances sustainability of income generating project. 35.75% disagreed that participation of stakeholders in formation of project team during implementation stage enhances

sustainability of income generating project while 1.88% of the respondents were undecided. This implies that the majority of the respondents recognized the need for stakeholders' participation in formation of a project team at implementation stage if income generating projects are to be sustained.

Table 11 (ii): Responses to selection / location of the project

Site selection/ Location of the project					
I was called to participate in the exercise	43.1	20.9	0	22.4	13.6
I attended the exercise	42	21.8	0	19.8	16.4
The project team guided us.	13.8	50	0	22.2	13.6
There was a disagreement between beneficiaries and project team members on project location.	6.9	48.7	0	34.3	10.1
A fair agreement was reached among parties	38.2	31.5	0	31.7	8.6
I participated on how the site can be organized	39	19.6	0	23.3	18.1
Mean	30.5	32.08	0	25.62	13.4

Table 11 (ii) shows that 62.58% of the respondents agreed that participation of stakeholders in site selection/location of the project enhances sustainability of income generating projects. 39.02% of the respondents disagreed that participation of stakeholders in selection of location of the project during the implementation stage enhances sustainability of income generating projects. This implies that the majority of the respondents recognized the link between participation of stakeholders in location of the project during implementation stage and sustainability of income generating projects.

Table 11 (iii): Responses to activities for generating income

Activities for generating income					
I was called to participate in knowing the various project activities to be undertaken.	41.4	7.5	0	32.5	18.5
I attended the meeting.	38.1	11	0	17.2	33.6
The project team guided us	38.4	12.5	0	24.8	24.4
I learnt how project activities should remain environmentally friendly.	30.4	20.5	0	23.9	25.2
I learnt how projects are sustained.	31.7	19.4	0	25.4	23.5
I learnt all outputs of our project activities	26.1	25	0	21.8	27.2
I learnt pricing of our project outputs.	9.3	41.6	0	25.2	23.9
All beneficiaries participated	11.4	33.2	0	37.9	17.5
Mean	28.35	21.34	0	26.09	24.23

Table 11 (iii) shows that 49.69% of the respondents agreed that participation of stakeholders in activities for generating income during implementation stage enhances sustainability of income generating project. 50.32% disagreed that participation of stakeholders in activities for generating income during implementation stage enhances sustainability of income generating project. This implies that the majority of the respondents recognized the need for participation of stakeholders in activities for generating income during implementation stage if income generating projects are to be sustained.

Table 11 (iv): Responses to participation in setting up cost of establishing the project

Participation in setting up cost of establishing the project					
We contributed towards the cost of establishing the project.	13.6	20	0	53.9	12.5
We were involved in acquisition of the project facilities.	14.4	27.8	45.5	12.3	0
We were aware of the cost of acquiring project facilities.	8.8	36	0	42.9	12.3
We were aware of the duration required to set up the project facilities.	20.3	39.2	0	29.7	10.8
We participated in the organization of the project facilities.	26.9	31.5	0	24.8	16.8
Project facilities were established as planned.	22	32.5	0	35.6	9.9
We were convinced that proper project facilities had been established.	19	35.6	0	30.4	15.1
Mean	17.86	31.8	0	32.8	11.0
Mean	56.08		6.5	37.42	

Table 11 (iv) shows that 49.66% of the respondents agreed that participation of stakeholders in setting up the cost of establishing the project during implementation stage enhances sustainability of income generating project. 43.86% disagreed that participation of stakeholders in setting up the cost of establishing the project during implementation stage enhances sustainability of income generating project. 6.5% of the respondents were undecided. This implies that the majority of the respondents were able to recognize the need for stakeholders' participation in setting up the cost of establishing income generating projects if they are to be sustained.

Overall 56.08% agreed that participation of stakeholders during the implementation stage enhances sustainability of income generating projects while 37.42 disagreed.

This implies that participation of stakeholders would enforce controls of income generating projects and their sustainability. This is further supported by the head of evening and weekend programmes in UCC Aduku; *people support an income generating project if they are directly involved at all stages of project execution.*

4.2.4 Correlation of Organisation Participation in Implementation and Sustainability of Income generating Project

In order to test the hypothesis and provide information indicating direction, strength, and significance of the relationship between organisational participation in implementation and sustainability of income generating project, Pearson's product moment correlation was used. In this study a Pearson correlation matrix was used. Emerging results are presented in table 12.

Table 12: Correlation between implementation related factors and sustainability of income generating project

		Implementation	Sustainability
Implementation	Pearson Correlation	1	.893(**)
	Sig. (2-tailed)	.	.000
	N	464	464
Sustainability	Pearson Correlation	.893(**)	1
	Sig. (2-tailed)	.000	.
	N	464	464

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

.Source: Primary data

The results in the above table indicate that there is a strong and statistically significant positive correlation between implementation related factors and sustainability of income generating projects, at 0.893** with a significance of 0.000 at the level of 0.01. This implies that implementation related factors positively contribute to sustainability of income generating projects in Uganda Colleges of Commerce. Thus the hypothesis that implementation related factors significantly contribute to the sustainability of income generating activities in Uganda Colleges of Commerce is substantiated.

These findings are further supported by what the Principal UCC Pakwach says: *Participation of staff in implementing ICT Business Project at the College has reduced the cost of secretarial services for the College and generated income that has supplemented government funding in boosting staff and students' welfare.*

Table 13 (i): Regression analysis showing the effect of implementation related factors on sustainability of income generating activities in UCCs

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.247	.041		54.441	.000
	Implementation	.510	.012	.893	42.675	.000

a. Dependent Variable: Sustainability

The table revealed that the standardized coefficient of implementation related factors and sustainability of income generating projects was positive (.893). This suggests that holding other variables constant, effective implementation would result into an increase in sustainability of income generating activities in UCCs by a magnitude of

0.893 units. This still confirms the correlation results stated earlier and therefore substantiates the hypothesis that stated that ‘implementation positively affects sustainability of income generating activities in UCCs. The regression result further indicated that the p-value of the coefficient of organizational planning is .000, which is below 0.05 and therefore confirms that implementation of income related projects is significantly related to their sustainability in UCCs.

Table 13 (ii): Regression model summary showing relationship between implementation related factors and sustainability of income generating activities

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.893 ^a	.798	.797	.33599

a. Predictors: (Constant), Implementation

From the table above, the regression model shows a significance value of 0.000, which confirms that the relationship between implementation related factors and sustainability of income generating activities, is positive and significant. The results also indicate that the R squared (R^2) =0.797 or 79.7%. This means that the independent variable dimension ; implementation related factors, accounts for 79.7% of the variations in sustainability of income generating activities in Uganda Colleges of Commerce, the rest could be attributed to other factors, other than implementation related factors.

4.2.5. Organisational Participation in Operation and Maintenance and Sustainability of Income Generating Projects.

The researcher's third objective was to establish the extent to which organizational participation in operation and maintenance affects sustainability of income generating Projects in Uganda Colleges of Commerce. This variable was measured using 36 items, which solicited the respondents' opinion and was itemized on a five Likert scale. Emerging results are presented in table 14.

Table14: Responses to Organisational participation in operation and maintenance and sustainability of income generating projects.

Table 14(i): Responses to formation of a two year O&M Plan

Statements on operation and maintenance	Responses in Percentages (%)				
	SA (%)	A (%)	N (%)	D (%)	SD (%)
I was called for the planning meeting.	52.6	10.8	0	18.5	18.1
I attended the meeting.	58.4	5.4	0	11.9	24.4
The meeting listed all the beneficiaries of project.	33.2	30.8	3.4	12.5	20
We identified O&M activities.	39.2	24.8	0	20.7	15.3
We identified the people supposed to carry out O&M activities.	41.4	22.4	0	22.6	13.6
The meeting identified the costs associated with the activities.	15.5	39	0	42.9	2.6
The meeting identified how funds would be raised for O&M of the project activities.	12.1	42.5	0	31.9	13.6
The meeting discussed merits and demerits of various sources identified.	16.2	41.6	0.2	39.9	2.2
The meeting agreed on the routine maintenance schedule of project beneficiaries	23.9	31	9.3	24.4	11.3
By- laws were laid down concerning ways of improving neatness of the project premises and facilities.	56.9	19.2	0.2	23.5	0.2
Training beneficiaries on operation and maintenance of all project facilities.	51.5	24.4	0	19	5.2
Mean	36.44	26.54	1.19	24.35	11.50

Table 14 (i) shows that 62.98% of the respondents agreed that organizational participation in formation of two year plan during operation and maintenance enhances sustainability of income generating project. 35.85% of the respondents disagreed that organizational participation in formation of two year plan during operation and maintenance enhances sustainability of income generating project.

1.19% of the respondents were undecided. This implies that the majority of the respondents recognized that participation of stakeholders in formation of a two year O&M plan during the operation and maintenance stage promotes sustainability of income generating projects.

Table 14 (ii): Responses to utilization of project funds

Utilization of project funds					
The project team called for a meeting on how project funds would be used.	40.7	24.1	0	15.1	20
I attended the meeting.	45.3	17.7	0	19.4	17.7
I know how project funds are used.	40.5	19.6	0	21.6	18.3
I know the records project team members are expected to maintain.	58	17.9	0	22.4	1.7
I know the accountability project team members are expected to render to us.	48.5	35.3	0.4	14.7	1.1
Our income generating project has an account with bank.	72.2	22.8	0	3.2	1.7
All money received is banked and payments are made out of the bank.	62.5	24.1	4.5	8.2	0.6
I am contented with the accountability.	20.3	20.7	1.3	39.2	18.5
Utilization and maintenance of income generating facilities	0	0	0	0	0
The project team called for a meeting on use and maintenance of project facilities.	47.8	6.3	1.9	28.2	15.2
I attended the meeting	53.4	6.0	0	24.1	16.4
I know how to operate project facilities.	41.6	19.4	0.2	22.8	15.9
We have established by-laws on maintenance of our project facilities.	59.9	12.7	0	18.5	8.8
Project beneficiaries ensure that by-laws are adhered to.	44.2	26.5	0	25.2	4.1
Preventive maintenance is done regularly.	37.7	18.8	0	34.9	8.6
We care about proper operations of our project facilities.	34.5	30.2	1.5	18.1	15.8
Mean	47.14	20.14		21.04	10.96

Table 14 (ii) shows that 67.28% of the respondents agreed that organisational participation in utilisation of project funds during operation and maintenance enhances sustainability of income generating project. 32.0% of the respondents disagreed that organisational participation in utilisation of project funds during operation and maintenance enhances sustainability of income generating project. 0.65% of the respondents were undecided. This implies that the majority of the respondents recognized that participation of stakeholders in utilization of project funds during operation and maintenance stage enhances sustainability of income generating projects.

Table 14 (iii): Responses to conflict resolution

Conflict resolution					
In our project we experience conflicts that affect project operation and maintenance.	51.7	18.5	4.5	11	14.2
Project team members often have conflicts among themselves	37.1	14	8.4	11	29.5
Students often complain over misuse of funds.	36.9	14.4	4.7	12.7	31.3
Staff often complains over management failure to fund all project activities.	34.9	22.4	4.5	14.7	23.5
Project team members often call meetings to resolve such conflicts.	19.8	37.3	0.2	36	6.7
I always attend these conflict resolution meetings.	31.3	11	8.2	35.3	14.2
We have a 2 year O&M plan.	81.3	12.9	0.2	4.3	1.3
The project team members follow this plan in its management.	56.9	1.3	9.1	32.8	0
We have by-laws to guide us in resolving conflicts	83.4	5	0	11.4	0.2
Project team members have capacity to resolve organizational related conflicts.	33.8	26.1	9.1	30.4	0.6
Mean	46.71	16.29		19.96	12.15
Mean	64.42		2.26	33.32	

Table 14 (iii) shows that 63% of the respondents agreed that organisational participation in conflict resolution during operation and maintenance enhances sustainability of income generating project. 32.11% of the respondents disagreed that organisational participation in conflict resolution during operation and maintenance enhances sustainability of income generating project. 4.89% of the respondents were undecided. This implies that the majority of the respondents recognized the link

between participation of stakeholders in conflict resolution during operation and maintenance stage if income generating projects are to be sustained.

Overall 64.42% of the respondents agreed that organisational participation in operation and maintenance enhances sustainability of income generating project. This implies that participation of stakeholders would ensure proper management of institutional project funds, enforce internal controls and promote reliability of project facilities which would lead to sustainability of income generating project. This is further supported by the Guild President UCC Pakwach; *students support income generating project of the college because they are involved in making binding decisions even during operation and maintenance. They participate in price setting for the Secretarial Bureau services to ensure that prices charged are lower than those of the surrounding community. This enhances continued support for the project hence its sustainability.*

4.2.6 Correlation of Organisational Participation in Operation and Maintenance and Sustainability of Income Generating Projects

In order to test the hypothesis and provide information indicating direction, strength and significance of the relationship on organisational participation in operation and maintenance and sustainability of income generating project, Pearson product moment was used. In this study, a Pearson matrix was used. Emerging results are presented in table 15.

Table 15: Correlations between operation and maintenance and sustainability of income generating activities in UCCs

		Maintenance	Sustainability
Maintenance	Pearson Correlation	1	.841(**)
	Sig. (2-tailed)	.	.000
	N	464	464
Sustainability	Pearson Correlation	.841(**)	1
	Sig. (2-tailed)	.000	.
	N	464	464

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

Source: Primary data

Pearson Correlation results in the table above revealed that the relationship between operation and maintenance and sustainability of income generating activities is positive and significant, given that Pearson Correlation value $r(0.841^{**})$ is positive and the significance value is 0.00 at the level of 0.01. This means that the relationship between operation and maintenance and sustainability of income generating activities is positive; implying that with better operation and maintenance, there is likely to be a corresponding effect sustainability of income generating activities and the reverse is also true. The value of r is high, given that 0.841 is close to 1. This signifies a strong and statistically significant relationship between planning and sustainability of income generating activities.

These findings are further supported by the observations made by the researcher in UCCs Pakwach; *students line up for photocopying services at College Secretarial Bureau when there are similar services in the neighborhood. Students emphasized*

that the photocopies made at the college Bureau were clearer because the photocopier was well maintained, more so prices were pocket friendly.

Table 16 (i) Regression analysis, showing the effect of maintenance on sustainability of income generating activities in UCCs

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.428	.076		18.873	.000
	maintenance	.673	.020	.841	33.423	.000

a. Dependent Variable: Sustainability

The table reveals that the standardized coefficient of maintenance and sustainability of income generating projects was positive (.841). This suggests that holding other variables constant, effective maintenance would result into an increase in sustainability of income generating activities in UCCs by a magnitude of 0.841 units. This is in agreement with the correlation results stated earlier and therefore substantiates the hypothesis that ‘maintenance positively affects sustainability of income generating activities in UCCs. The regression result further indicated that the p-value of the coefficient of organizational planning is .000, which is below 0.05 and therefore confirms that maintenance is significantly related to the sustainability of income generating activities in UCCs.

Table 16(ii): Model summary showing relationship between operation and maintenance and sustainability of income generating projects.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.841 ^a	.707	.707	.40400

a. Predictors: (Constant), maintenance

From the table above, the regression model shows a significance value of 0.000, which confirms that the relationship between operation and maintenance and sustainability of income generating activities is positive and significant. The results also indicate that the R squared (R^2) =0.707 or 70.7%. This means that the independent variable dimension; maintenance, accounts for 70.7% of the variations in sustainability of income generating activities in Uganda Colleges of Commerce.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction:

The general objective of the study was to examine the relationship between organizational participation and sustainability of income generating projects in UCCs. In this chapter, the results described in chapter four are summarized and discussed, conclusions made where appropriate. Areas for further research are also shown.

5.1 Discussions.

The study covered three UCCs of Pakwach, Aduku and Kabale. It looked at a sample of 559 respondents consisting of 544 students and staff of the three Colleges, 3 Principals, 3 members of academic board, 3 head of project teams and 6 guild leaders. The study revealed that a lot of effort has been placed on organizational participation of stakeholders to enhance sustainability of income generating projects in UCCs. Ministry of Education and Sports places emphasis on establishment of income generating projects in institutions of higher learning but does not recognise the need for effective stakeholder participation in their establishments. The systems theory aims at interplay of system elements but ignored need for organisational planning and concentrated on implementation and operation and maintenance.

5.1.1 Organisational participation in planning and sustainability of income generating projects

In order to ascertain the relationship between organizational participation and sustainability of income generating projects in UCCs, a number of variables on

pertinent issues were examined. Majority of respondents agreed that organizational participation in planning, implementation and operation and maintenance has contributed to sustainability of income generating projects. The results indicate that there is a significant positive relationship between organizational participation in planning and sustainability of income generating projects.

5.1.1.1 Sharing of ideas

The study findings indicated that majority of the respondents agreed that sharing of ideas is very important especially at planning stage. The contribution of organizational participation is that it helps stakeholders to identify their problems, examine alternative projects that can suit their needs, selection of the best option and their roles and responsibilities in the option made (DeGabriel, 2002). Needs identification through sharing of ideas at planning stage helps project beneficiaries to select a project that is aimed at meeting their needs. This promotes project sustainability.

5.1.1.2 Participation of management, staff and students

The study findings reveal that majority of the respondents agreed that participation of management, staff and students promote project sustainability. This is in agreement with Thaugan (2006) that participation by beneficiaries is very crucial in planning, execution and operation and maintenance of projects. Participation of beneficiaries helps them have a sense of feeling that they own the project which enhances project sustainability. At UCCs a well managed and sustained project can help to generate income that contributes towards students and staff welfare to supplement government funding which normally delays and experiences undercuts during national budget

constraints. Research findings revealed that participation of stakeholders such as management staff and students was very crucial for project sustainability.

5.1.1.3 Decision making

The study findings reveal that when beneficiaries are involved in decision making they own the decisions made and own the project. The findings concur with what Sugden,(2007) says that project users' decision on the type of project to establish should be based on sustainability, cost and maintenance requirements, life span and ability to generate income for the beneficiaries. Focus should therefore be placed on sustainability of the project if the benefits are to continue accruing to the beneficiaries. Decision to start a project that is demand driven helps to promote its sustainability since its benefits will continue to accrue to the beneficiaries. Basically income generating projects in UCCs were established without consultation of stakeholders. The documentary evidence reveals that most of those projects have collapsed.

The demand response approach that emphasizes the distinction between what people want and what people need which do not always coincide can work better when there is participation of beneficiaries to identify their crucial need and how to address them. The study findings are in agreement with Rifkin & Pidmore, (2002) that participation of project beneficiaries about project facilities and their cost of maintenance would lead to cheaper project products compared to products of other competitors. Participation of beneficiaries in price setting of products increases demand for the products thus enhancing sustainability of the project.

From the research findings it was revealed that greater attention should be placed on organizational participation in planning stage among other dimensions if income generating projects are to be established in Colleges and sustained.

5.1.2 Organisational participation in implementation and sustainability of income generating projects

The role of organizational participation in implementation of income generating projects is the most widely recognized benefit of good project management practices. Most projects fail at implementation stage. Study findings reveal that a significant positive relationship between organizational participation in Implementation and sustainability of income generating projects. The study findings concur with Thaugan, (2006) that all project beneficiaries should be mobilized to provide resources for setting up the project as well as its maintenance and that project team members should keep up-to-date records concerning project activities in order to promote project sustainability.

5.1.2.1 Election of the project team members

The study findings indicate that majority of the respondents agreed that there is need for beneficiaries to elect project team members. This gives them powers to hire and fire if they are not performing their duties as expected. This is in agreement with Thaugan, (2006) that it is the role of project beneficiaries to elect project team members among themselves and monitor them to ensure that they provide accountability to them. The researcher observed that in Colleges like UCC Pakwach, where there was strong cooperation between project beneficiaries and team members, income generating projects were performing very well

5.1.2.2 Location of the project

The study findings revealed that majority of the respondents agreed that project beneficiaries should participate in deciding where the project should be located. The research findings concur with Kemp, (2004) that project site should be convenient to all beneficiaries. However, the researcher observed that some beneficiaries do not make use of the project particularly in UCC Kabale where students and staff stay far away from the location of College canteen which is meant to serve them. This phenomenon suggests that stakeholders were not consulted on project location which may affect the sustainability of the project.

5.1.2.3 Activities for generating income

The study findings reveal that activities for generating income should be planned. This is in agreement with Sugden, (2001) that unless project activities take place, income generation may never be realized. It is the role of project team members to mobilize all beneficiaries to focus on the project objectives to ensure that project activities take place as planned.

The study findings from documentary reviews indicate that participation of project beneficiaries in implementing project activities to ensure that they take place as planned was lacking in most Colleges. This phenomenon could be attributed to poor performance of income generating projects in those Colleges.

5.1.2.4 Participation in setting up project facilities

The study findings reveal that the majority of the respondents agreed that there is need for participation in setting up project facilities. This is in agreement with Thomas, (2001) that stakeholders should be mobilized to contribute towards project

establishment materially, financially, morally or by providing labour. Contributions by beneficiaries build team spirit among themselves towards establishment of the project and this enhances project sustainability.

The researcher observed that well planned project activities were evidenced by the neatness of project premises and attitude of the project beneficiaries towards the team members and the project itself. From the research findings it was revealed that the concept of organizational participation has many dimensions but implementation strategies must be developed if the project is to be sustained for future benefits to the organization.

5.1.3 Organisational participation in operation and maintenance and sustainability of income generating projects

Effective participation of project beneficiaries during operation and maintenance promotes project sustainability. Operation and maintenance plans need to be properly planned in order to suit project objectives if the income generating project is to be maintained and sustained for a long time.

5.1.3.1 Participation in the formation of a two year O & M Plan

The study findings reveal that the majority of the respondents agreed that project beneficiaries should participate in the formation of a two year plan for proper monitoring and accountability purpose. This is in line with evidence from the documentary reviews that existence of project annual budgets and two year plans that were as a result of participation of all beneficiaries contributed greatly to the maintenance and sustainability of the income generating project. The study findings

concur with Kemp, (2004) that annual plans, two year plans and five year plans should be generated from a project strategic plan

5.1.3.2 Utilisation of project funds

Research findings indicate that majority of the respondents agreed that project funds should be properly utilized and accountability rendered to the members. Proper accountability to members helps in the sustainability of income generating project. The study findings concur with DeGabriel, (2002) that proper accountability builds members trust in the project. The study findings during interviews conducted with key informants reveal that accountability by project team members is emphasized to promote trust fairness and transparency.

5.1.3.3 Utilisation and maintenance of income generating facilities

The study findings reveal that majority of the respondents agreed that income generating facilities must be properly maintained and utilized to meet the intended project objectives. The study findings are in agreement with Desai, (2001) that well coordinated projects beneficiaries equipped with training on use and maintenance of project facilities boost project sustainability. The researcher observed that project facilities that were serving the projects better were those that were regularly maintained

5.1.3.4 Resolution of project related conflicts

The study findings reveal that the majority of the respondents agreed that project related conflicts exist among project beneficiaries and if not well handled may result in serious problems that can affect sustainability of income generating project. Documentary evidence revealed that conflicts were inevitable in all projects in the

three Colleges under study. Where conflicts involving students, staff and management existed and were well managed, projects were doing well and vice versa.

Evidence from the field indicates that different Colleges used different approaches in handling project related conflicts but where they were not properly managed operations at O&M were threatened.

5.2 Conclusions

Given the dimensions of organizational participation in enhancing project sustainability, there are a range of responses for different situations that can promote sustainability of income generating projects. Organisational participation approaches draw on a range of disciplines to form an improved understanding of sustainability and analysis related to; income generation, financial controls and conflict resolution as noted in this study.

5.2.1 Organisational participation in planning and sustainability of income generating projects

(i) The study established that majority of respondents agreed that organizational participation in planning enhances sustainability of income generating projects. 66.6% consented that sharing ideas by beneficiaries during planning enhances sustainability of the project. This implies that the majority of the respondents recognized the need for involving beneficiaries at planning stage if the project is to be sustained. 88.2% of the respondents agreed that there is need for balance at planning stage to establish an income generating project. The study findings revealed that there

should be equal participation of men and women in planning for the sustainability of income generating project.

(ii) Findings from the field revealed that income generating projects that were started without participation of beneficiaries collapsed. This fact recognizes the link between participation in planning and sustainability of income generating projects.

Organisational participation in planning leads to sustainability of income generating projects and vice versa. A Pearson correlation matrix was used to provide information indicating direction, strength and significance of the relationship. There is a statistically significant positive relationship between organizational participation in planning and sustainability of income generating projects.

(iii) The analysis of field data indicates income generating projects that were properly planned were doing better and vice versa. The field verification suggested that project products were not highly demanded due to poor project location.

5.2.2 Organisational participation in implementation and sustainability of income generating projects

(i) The role of organizational participation during implementation promotes project sustainability was known by majority of respondents. 62.37% of the respondents recognized the link between formation of a project team to promote sustainability of an income generating project. This may be attributed to inefficiency of some project team members.

(ii) Findings revealed that 62.58% of the respondents agreed that there is need for organizational participation to decide upon project site during the initial stages of implementation. The report findings show that proper project location enhances its sustainability.

(iii) Whereas organizational participation in implementation was recognized as a vital stage in sustainability of income generating projects, there was an almost equal response on participation in activities for generating income. Project outputs and setting their prices revealed that some respondents were not consulted. This trend could be responsible for the decline in performance of some income generating projects.

(iv) Whereas organizational participation in implementation was recognized by most respondents, 55.2% of the respondents were not aware of the cost of establishing income generating projects. This fact suggests that participation of stakeholders in the cost of establishing the project was ignored

(v) The analysis of field data suggested that organizational participation at individual College level enhanced sustainability of income generating projects and vice versa

(vi) Whereas the majority of the respondents recognized the need for organizational participation in implementation, technical skills and financial skills of the stakeholders to participate in project implementation have not been linked with sustainability of income generating projects.

5.2.3 Organisational participation in operation and maintenance and sustainability of income generating projects

(i) From the study it was established that majority of the respondents agreed that organizational participation in operation and maintenance enhances sustainability of income generating projects. 62.98% of the respondents agreed that organizational participation in formation of a two year O & M plan enhanced sustainability of income generating projects. Project plans help project team members to be focused on project objectives. They also help in rendering accountability to stakeholders. 67.28% of the respondents agreed that organizational participation in utilization of project funds during operation and maintenance enhanced sustainability of income generating projects. The report findings shows that participation of stakeholders in formation of budgets, setting up internal control systems for proper accountability promotes sustainability of income generating projects.

(ii) Majority of respondents recognized the link between organizational participation during operation and maintenance in resolving conflicts so as to enhance project sustainability. Unresolved conflicts retard sustainability of the project. Project objectives can never be met where unresolved conflicts prevail.

(iii) There are many dimensions of organisational participation to achieve sustainability of income generating projects. In this study, Pearson correlation matrix was used to provide information, indicating direction, strength and significance of the relationship- organizational participation and sustainability of income generating projects

5.3 Recommendations

Based on the findings of the study, the researcher came up with the following recommendations.

5.3.1 Organisational participation in planning and sustainability of income generating projects

- Beneficiaries should be given chance to participate in decisions regarding identification of their needs and choice of projects that can address their needs. Their participation can enhance sustainability of income generating projects.
- Demand based approach should be emphasized in undertaking any project. This is because sustainability of the projects will depend on whether their products and services are demand driven by the needs of the stakeholders.
- Awareness of students, staff and management of an institution is very important as regards sustainability of the project. They should be sensitized on relative benefits of the project like improving their welfare, reduction of consumer exploitation since beneficiaries are involved in setting prices to ensure that they are relatively lower than those of competitors.
- Income generating project to be established in an institution should be that one whose benefits accrue directly to students, staff and management.
- Consultative mechanisms need to be created at different levels of students, staff and management to engage the beneficiaries in decision making regarding the provision of project products and services. Projects with collective responsibility of stakeholders are highly sustainable.

5.3.2 Organisational participation in implementation and sustainability of income generating projects

- Election of project team members should be a collective responsibility of all stakeholders.
- Location of income generating projects should be convenient to all stakeholders for ease of accessibility and monitoring.
- Project costs and outputs should be decided upon by all stakeholders, their participation helps in reducing costs of project activities and setting output prices which are user friendly.
- Products and services offered should be brought to the attention of all stakeholders to promote their usage and sustainability of the project.
- In establishment of an income generating project possibility of future expansion should be taken into consideration to avoid relocation of its premises.

5.3.3 Organisational participation in operation and maintenance and sustainability of income generating projects.

- Project team members should draw annual budgets and plans for O&M in consultation with all other members of the organization
- Utilization of project funds should be decided upon by all concerned organisational stakeholders. Financial controls should be enforced by all concerned stakeholders and accountability rendered.

- There is need for regular training of all project beneficiaries and the project team should be able to coordinate all project activities and project beneficiaries to remain focused on project objectives,
- Project related conflicts should always be resolved since they threaten operations at O&M. Beneficiaries of a project should always have bylaws governing the project so that reference can be made to the bylaws in resolving conflicts.

5.4. Areas for further research.

The findings of this study focused on organisational participation and sustainability of income generating projects in UCCs. Further research could consider some of the following areas.

- Training beneficiaries in financial management and project management techniques since results showed that 49.69% of the respondents are consulted on financial and technical matters of the project; this could be attributed to lack of the requisite skills.
- Integration of surrounding community in organisational participation since the study focused on students, staff and management ignoring the role of the surrounding community in enhancing sustainability of income generating projects.
- The role of moderating variable in enhancing sustainability of income generating projects. The study did not take into account the role of moderating variable which could support sustainability of income generating project. Further research could be done in this area.

REFERENCES

- Amin, M. E. (2005). *Social Science Research. Conception, Methodology & Analysis*, Kampala: Makerere University.
- Berg, B. L. (1989). *Qualitative Research Methods for the Social Sciences*, London: Allyn & Bacon.
- Borg, W.D. & Gall, D, W. (1963). *Educational Research: An Introduction* 4th Ed. London: Longman.
- Bruce, T.W. (1978). *Conducting Educational Research*. New York: Harcourt Brace Jovanovich, Inc.
- Creswell, J.W. (1994). *Research Design: Qualitative and quantitative approaches* California: SAGE Publications, Inc.
- DE Gabriele, J. (2002). *Improving Community Based Management*.
- Desai, V. (2001). *Project Management* 2nd Edition, Mumbai: Himalaya Publishing House.
- Cole, G. A. (2004). *Management and Practice* 6th Ed. U.K. London: Book Power.
- Afeti, George. (2009). *Director of CAPA Member Institutions*, Unpublished Manuscript.
- International Journal of Educational.*(2001) Volume 21, issue 5, September, pages 417-431.
- Krejcie;R.V. & Morgan, D.W. (1970). *Determining Sample Size for Research Activities: Educational and Psychological Measurement*, 30, PP. 607-610. State publisher.
- Leach, M, Means, R, and Scoons, I (1997). *Challenges to Community Based Sustainable Development*, Institute Development Studies Bulletin, Vol. 28 No. 4, pp 4-14.

- Leonia N. H. (2009). *Why is Africa Lagging behind in Skills Development?* CAPA International Conference: Maputo Mozambique.
- Mbaaga, F. K. (2000). *Introduction to Social Research*, Kampala: Makerere University Press.
- Mugenda, O.M & Mugenda, A. G. (1999). *Research Methods: Quantitative and Qualitative Approaches*, Nairobi, Kenya: Acts press. African Centre for technology studies,
- Ngowi; A. B. (1997). “*Community Managed Infrastructure Facilities*”, Vol. 15 12/3, Pp. 325-30.
- Organizational Resource Book for Project Environment, 2007.*
- Paul, S. (1987). *Community Participation in Development Project, the World Bank Experiences*, discussion, papers No. 6 world bank, Washington, DC.
- Rifkin, S.B. & Pridmore, P (2001). *Partners in Planning: Information, Participation and Empowerment*. London and oxford: Macmillan/TALC.
- Ros, J. (2003). *How to Write Proposals and Reports that Get Results*, 2nd Ed. London: Prentice hall business.
- Sekaran, U. (2003). *Research Method for Business: A Skill- Building Approach*. New York: John Willey & Sons, Inc.
- Sid Kemp, PMP. (2004). *Project Management Demystified*. 2nd Ed. United States of America: McGraw hill.
- Thomas, M. & Thomas. J. (2001). *Planning for Community Participation in CBR*. Asia Pacific Disability Rehabilitation journal 12 (I), PP. 44-5.
- Universities and other Tertiary Institutions Act. (2001)*. As amended 2003, 2006.
- World Bank. (1996). *Participation Source Book* Washington DC: The World Bank.

APPENDIX I

QUESTIONNAIRE ON ORGANIZATIONAL PARTICIPATION AND SUSTAINABILITY OF INCOME GENERATING ACTIVITIES IN UGANDA COLLEGES OF COMMERCE

Dear Respondent,

This study intends to establish the effect of organizational participation in sustainability of income generating projects. It is intended to get information from the beneficiaries of College income generating projects.

Please it is important that you as a participant and beneficiary of College income generating projects spare some time and give your response ticking on option that you are in agreement with on the scale ranging from 1-5 where 1 = Strongly Disagree (SD) 2 = Disagree (D) 3 = Undecided or No comment (UD) 4 = Agree (A), and 5 = Strongly Agree (SA).

Please be as honest as possible and for confidentiality do not indicate your name anywhere on the questionnaire. Kindly ensure that you complete each section of the instrument. Thanks in advance for your cooperation.

SECTION A: BACKGROUND INFORMATION.

Please tick (√) in the appropriate box.

1. Age:
- i. 18 and below
 - ii. 19-29
 - iii. 30-39

iv. 40- and above

2. Educational level:

i. "0" level

ii. Advanced level

iii. Diploma

iv. Bachelors degree

v. Others (specify).....

3. Occupation:

1. Student ()

2. Management Staff ()

3. Academic Staff ()

4. Non Academic Staff ()

5. None ()

6. Others (Specify).....

4. Gender

i. Female ()

ii. Male ()

5. Marital Status:

i. Single ()

ii. Married (Mono) ()

iii. Married (Poly) ()

iv. Widowed /Widower ()

v. Others (Specify).....

6. Location

- i. UCC Pakwach
- ii. UCC Aduku
- iii. UCC Kabale

7. What type of income generating projects has been undertaken in your College?

- i. Secretarial bureau.
- ii. Evening and weekend programmes
- iii. Grain milling
- iv. Animal rearing
- v. Others Specify.....

8. Who started the above projects?

- i. Government ()
- ii. College ()
- iii. Staff ()
- iv. Students ()
- v. I don't know ()
- vi. Others (Specify).....

SECTION B: Organizational participation in planning and sustainability of income generating activities.

a) Planning related factors:

i) Organizational sharing of ideas

	SA	A	UD	D	SD
9. I was mobilized for sensitization meeting	5	4	3	2	1
10. I attended the meeting	5	4	3	2	1
11. I was taught the need for income generating project	5	4	3	2	1
12. I was educated on the maintenance of projects	5	4	3	2	1
13. I was taught the different types of income generating projects	5	4	3	2	1
14. I learnt the merits and demerits of each	5	4	3	2	1
15. I signed the attendance book	5	4	3	2	1
16. I signed the attendance register/ sheet	5	4	3	2	1
ii) Needs assessment					
17. I was invited for the needs assessment activity	5	4	3	2	1
18. I attended the exercise.	5	4	3	2	1
19. Management Staff were present.	5	4	3	2	1
20. Management Staff gave guidance in the exercise.	5	4	3	2	1
21. I was asked to state my needs for the project.	5	4	3	2	1
22. I saw the need for having an income generating project.	5	4	3	2	1
23. I saw the need for a well managed income generating project at College.	5	4	3	2	1
24. I saw the need to start the project immediately.	5	4	3	2	1
25. I realized how we had missed a lot by not having any income generating project	5	4	3	2	1
26. The organization reached conclusion in identification of needs.	5	4	3	2	1
iii) Ensuring balance in income generating project activities					
27. I noted that in planning sessions women attended.	5	4	3	2	1
28. I noted that during the meetings women participated in the discussions.	5	4	3	2	1
29. I supported the idea of women holding positions on the project team.	5	4	3	2	2
30. Having a female on the project team leads to timeliness of activities.	5	4	3	2	1
31. Having women on the project team ensures proper record keeping	5	4	3	2	1
32. Projects are well maintained when female are involved.	5	4	3	2	1
33. Involving both men and women in planning led to a choice of appropriate income generating project.	5	4	3	2	1
34. Involving men and women in planning generated ideas that match the organizational needs	5	4	3	2	1

35. Involving women at planning stage can ensure improvement of welfare at organizational level.	5	4	3	2	1
36. Involving men in planning ensures neatness of project premises and facilities.	5	4	3	2	1
iv) Selection of appropriate project facilities.					
37. I was called to participate in the exercise	5	4	3	2	1
38. I attended the site selection exercise	5	4	3	2	1
39. The Project team was present to assist in site selection exercise	5	4	3	2	1
40. I was given the opportunity to select my choice	5	4	3	2	1
41. I preferred the project to be centrally located.	5	4	3	2	1
42. I preferred the project that was cheaper to start.	5	4	3	2	1
43. There was disagreement in the process of project site location.	5	4	3	2	1
44. A compromise was reached over the site finally selected.	5	4	3	2	1
b) IMPLEMENTATION RELATED FACTORS:					
i) Formation of the project team.					
45. I was called for the exercise	5	4	3	2	1
46. I attended the exercise	5	4	3	2	1
47. The Principal chaired the exercise	5	4	3	2	1
48. I selected executive members as per O&M plan	5	4	3	2	1
49. I selected one Staff on the project team.	5	4	3	2	1
50. I selected one HOD of department on the project team.	5	4	3	2	1
51. I cooperated with the project team members because I elected them.	5	4	3	2	1
52. Non performing project team members are removed.	5	4	3	2	1
ii) Site selection/ Location of the project.					
53. I was called to participate in the exercise	5	4	3	2	1
54. I attended the exercise	5	4	3	2	1
55. The project team guided us.	5	4	3	2	1
56. There was a disagreement between beneficiaries and project team members on where to locate the project.	5	4	3	2	1
57. An agreement was reached that was fair to all parties at the end of the exercise.	5	4	3	2	1
58. I participated on how the site can be organized	5	4	3	2	1
iii) Activities for generating income					
59. I was called to participate in knowing the various project activities to be undertaken.	5	4	3	2	1
60. I attended the meeting.	5	4	3	2	1
61. The project team guided us	5	4	3	2	1
62. I learnt how project activities should remain environmentally friendly.	5	4	3	2	1
63. I learnt how project activities can be sustained.	5	4	3	2	1
64. I learnt all outputs of our project activities	5	4	3	2	1
65. I learnt pricing of our project outputs.	5	4	3	2	1
66. All beneficiaries participated in the exercise.	5	4	3	2	1

iv) Participation in setting the cost of establishing the project.					
67. We contributed towards the cost of establishing the project.	5	4	3	2	1
68. We were involved in acquisition of the project facilities.	5	4	3	2	1
69. We were aware of the cost of acquiring project facilities.	5	4	3	2	1
70. We were aware of the duration required to set up the project facilities.	5	4	3	2	1
71. We participated in the organization of the project facilities.	5	4	3	2	1
72. Project facilities were established as planned.	5	4	3	2	1
73. We were convinced that proper project facilities had been established.	5	4	3	2	1
c) OPERATION AND MAINTENANCE.					
i) Formation of a two year O&M Plan					
74. I was called for the planning meeting.	5	4	3	2	1
75. I attended the meeting.	5	4	3	2	1
76. The meeting listed all the beneficiaries of project.	5	4	3	2	1
77. We identified O&M activities.	5	4	3	2	1
78. We identified the people supposed to carry out O&M activities.	5	4	3	2	1
79. The meeting identified the costs associated with the activities.	5	4	3	2	1
80. The meeting identified how funds would be raised for O&M of the project activities.	5	4	3	2	1
81. The meeting discussed merits and demerits of various sources identified.	5	4	3	2	1
82. The meeting agreed on the routine maintenance schedule of project beneficiaries.	5	4	3	2	1
83. By- laws were laid down concerning ways of improving neatness of the project premises and facilities.	5	4	3	2	1
84. The need to train beneficiaries on operation and maintenance of all project facilities was agreed upon.	5	4	3	2	1
ii) Utilization of project funds					
85. The project team called for a meeting on how project funds would be used.	5	4	3	2	1
86. I attended the meeting.	5	4	3	2	1
87. I know how project funds are used.	5	4	3	2	1
88. I know the records project team members are expected to maintain.	5	4	3	2	1
89. I know the accountability project team members are expected to render to us.	5	4	3	2	1
90. Our income generating project has an account with bank.	5	4	3	2	1
91. All money received is banked and payments are made out of the bank.	5	4	3	2	1
92. I am contented with the accountability.	5	4	3	2	1

iii) Utilization and maintenance of income generating facilities.					
93. The project team called for a meeting on use and maintenance of project facilities.	5	4	3	2	1
94. I attended the meeting	5	4	3	2	1
95. I know how to operate project facilities.	5	4	3	2	1
96. We have established by-laws on maintenance of our project facilities.	5	4	3	2	1
97. Project beneficiaries ensure that by-laws are adhered to.	5	4	3	2	1
98. Preventive maintenance is done regularly.	5	4	3	2	1
99. We care about proper operations of our project facilities.	5	4	3	2	1
iv) Conflict resolution					
100. In our project we experience conflicts that affect operation and maintenance of our project activities.	5	4	3	2	1
101. Project team members often have conflicts among themselves	5	4	3	2	1
102. Students often complain over misuse of funds.	5	4	3	2	1
103. Staff often complains over management failure to fund all project activities.	5	4	3	2	1
104. Project team members often call meetings to resolve such conflicts.	5	4	3	2	1
105. I always attend these conflict resolution meetings.	5	4	3	2	1
106. We have a 2 year O&M plan.	5	4	3	2	1
107. The project team members follow this plan in its management.	5	4	3	2	1
108. We have by-laws to guide us in resolving conflicts	5	4	3	2	1
109. Project team members have capacity to resolve organizational related conflicts.	5	4	3	2	1
d) SUSTAINABILITY- RELATED FACTORS					
i) Institutional sources of funds.					
110. We agreed to Start a project that would benefit management Staff and Students.	5	4	3	2	1
111. All beneficiaries accepted.	5	4	3	2	1
112. We have active project team members.	5	4	3	2	1
113. Project team members cooperate with the stakeholders.	5	4	3	2	1
114. We have a 2 year O&M plan.	5	4	3	2	1
115. The project team follows this plan.	5	4	3	2	1
116. We have set by- laws for use and maintenance of project team facilities.	5	4	3	2	1
117. The project team has capacity to solve our project related conflicts.	5	4	3	2	1
118. The Principal assists in solving more difficult income generating project related conflicts.	5	4	3	2	1
ii) Financial controls					
119. Our income generating project has receipt books.	5	4	3	2	1
120. Receipts are issued to everybody who pays for a product or a service.	5	4	3	2	1
121. Proper records are kept for our income generating project.	5	4	3	2	1
122. All money receipted is banked.	5	4	3	2	1

123. All payments are made out of money withdrawn from the bank.	5	4	3	2	1
124. Accountability is normally given to us regularly.	5	4	3	2	1
125. We are satisfied with the accountability given to us.	5	4	3	2	1
iii) Behavioral change					
126. Neatness of our income generating project is maintained.	5	4	3	2	1
127. We have rubbish dust bin	5	4	3	2	1
128. All rubbish is deposited in the dust bin.	5	4	3	2	1
129. Quality of our service is good.	5	4	3	2	1
130. We ensure that good quality services/products are maintained	5	4	3	2	1
131. All Staff and Students make use of our project goods or services.	5	4	3	2	1
iv) Reliability of income generating project facilities.					
132. The location of our income generating project is good.	5	4	3	2	1
133. Preventive maintenance is regularly done.	5	4	3	2	1
134. The cost of preventive maintenance is always low.	5	4	3	2	1
135. There is regular personnel for carrying out preventive maintenance.	5	4	3	2	1
136. We rarely experience/ breakdown in our project facilities.	5	4	3	2	1
137. All breakdowns in project facilities are urgently attended to in time.	5	4	3	2	1

APPENDIX II

FOCUS GROUP DISCUSSION GUIDE

PARTICIPANTS:

1. 3 Members of the Academic Board.
2. 6 Guild leaders
3. 3 Heads of project team.

Questions.

1. What factors led to the need of starting an income generating project?
2. How did the Management, Staff and Students assist in making choice of the income generating project?
3. Did you prepare a working document for your project?
4. How did you implement project activities?
5. What steps have you undertaken to ensure operation and maintenance of the project facilities?
6. How do you monitor and evaluate project activities?
7. How is financial sustainability for the operation and maintenance of project facilities done?

APPENDIX III

INTERVIEW GUIDE:

The key informants.

1. Top College management team
2. Guild executive Committee/ Council.

QUESTIONS:

1. What services/products do your income generating project render?
2. How did you identify income generating project?
3. How did you involve management, Staff and Students in initiating the project?
4. What activities did you carry out to promote operation and maintenance of the project?
5. How did you assist in addressing financial sustainability of the project?
6. How did you carry out monitoring and evaluation of your income generating project?

INTERVIEW GUIDE KEY INFORMANTS

The project team head.

1. Which factors led to choice of the income generating project?
2. How did beneficiaries participate during planning & implementation of project activities?
3. How is financial sustainability of the income generating project maintained?
4. How do you render accountability of the income generating project? How regular is preventive maintenance done in the income generating project?
5. How are breakdowns handled to avoid interruptions?

APPENDIX IV

OBSERVATION CHECKLIST:

The following will be observed.

1. Neatness of income generating project premises.
2. Level of cooperation between project team members and stakeholders.
3. Working condition of income generating project facilities.
4. Behavior of stakeholder in making use of the project services

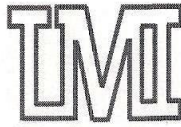
APPENDIX V

DOCUMENTARY CHECKLIST

1. Attendance registers
2. Bank Statements
3. Capital injected records.
4. Cash flow Statements
5. Minutes of meetings held
6. Monitoring records
7. Payment Vouchers
8. Receipt books

APPENDIX VI

INTRODUCTORY LETTER



UGANDA MANAGEMENT INSTITUTE

Telephones: 256-41-4259722 /4223748 /4346620
256-31-2265138 /39 /40
256-75-2259722
Telefax: 256-41-4259581 /314
E-mail: admin@umi.ac.ug

Plot 44-52, Jinja Road
P.O. Box 20131
Kampala, Uganda
Website: <http://www.umi.ac.ug>

Your Ref:

Our Ref: G/35

01 October 2010

TO WHOM IT MAY CONCERN

MASTERS IN MANAGEMENT STUDIES DEGREE RESEARCH

Mr. Deus Faida Mutesigensi is a student of the Masters Degree in Management Studies of Uganda Management Institute, Mbarara Outreach Centre 1st Intake, 2009/2010 specializing in Project Planning and Management, Registration number: **09/MMSPPM/MRA/1/029**.

The purpose of this letter is to formally request you to allow this participant to access any information in your custody/organisation, which is relevant to his research.

His Research Topic is: ***“Organisational Participation and Sustainability of Income Generating Projects in Uganda Colleges of Commerce.”***

Pross Oluka Nagitta
AG. HEAD, HIGHER DEGREES DEPARTMENT