

**FACTORS AFFECTING PERFORMANCE OF ADMINISTRATION PERSONNEL
IN PUBLIC UNIVERSITIES IN UGANDA: A CASE STUDY OF MAKERERE
UNIVERSITY, KAMPALA**

SIMON PETER MUSOKE

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF MANAGEMENT
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MANAGEMENT INSTITUTE**

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DECLARATION

I, Simon Peter Musoke, hereby declare that to the best of my knowledge, this dissertation has not been presented elsewhere in part or otherwise for any academic award or for any publication. This work is entirely and originally mine, unless where acknowledged.

Signature

Date

APPROVAL

This dissertation has been submitted to Uganda Management Institute for examination with our approval as supervisors

DR. SEBASTIAN BIGABWENKYA

Sign.....

SUPERVISOR

Uganda Management Institute

Date

DR. DAVID. K. W. SSONKO

Sign

SUPERVISOR

Uganda Management Institute

Date

DEDICATION

This work is dedicated first to God who is my savior and protector in Christ Jesus, then my fiancée Justine Namakula, family members and most especially my Grandmother Mrs. Victoria Lule and late Grandfather Mr. Charles William Lule, friends, scholarly community, and the research fraternity. The best counsel to them all is from “**JOHN 3:16**”, **GEN 21: 1**, and **PSALM 6**.

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Finally, thanks to my wife Justine Namakula who has been there for me may the God of Abraham reward you, and to all respondents from Makerere University all in Kampala district. Their views and demonstrated concern have been correctly represented and may the almighty God Bless and reward all those people that have been instrumental in the efforts to accomplish this dissertation.

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LIST OF ABBREVIATIONS

%	Percentage
(N)	Population Size
(p)	Test of Significance
A	Agree
CVR	Content Validity Ratio
D	Disagree
DR.	Doctorate Holder
DV	Dependent Variable
HRM	Human Resource Management
IV	Independent Variable
KI	Key Informants
Mak	Makerere University, Uganda
MMS	Master of Management Studies
MMSHRM	Master of Management Studies, Human Resource Management
MUC	Makerere University Council
MV	Moderating Variable
NCHE	National Council for Higher Education
NS	Not Sure
rho	Spearman rank order correlation coefficient
rho ²	Coefficient of determination
r _p	Partial Correlation Coefficient
SA	Strongly Agree
SD	Strongly disagree

ABSTRACT

The purpose of the study was to assess the factors affecting the performance of administration personnel at Makerere University. The problem of the study was poor performance of administration staff in public universities in Uganda and at Makerere University in particular. Despite the fact that many studies have been done about this problem, it still persists and seems to worsen every year. The following specific objectives guided the study: to identify the individual factors and their influence on the performance of administration personnel in Makerere University; to investigate the organisational factors and their influence on the performance of administration personnel in Makerere University; and to establish the external factors and their influence on the performance of administration personnel in Makerere University. The study used a case-study research design. The sample included 120 respondents and the respondents were selected using purposive technique. Content analysis was done on qualitative data and reorganized it into meaningful shorter sentences. Quantitative analysis mainly consisted of descriptive statistics (frequencies and percentages) and inferential statistics (Pearson correlation and coefficient of determination). The study established that individual (52%), organisational (50%), and external factors (45%) had a significant effect on performance of administration personnel at Makerere University. It was therefore, concluded that individual, organisational, and external factors played an important role in increasing performance at Makerere University. It was therefore recommended that Makerere University management should focus on individual, organisational, and external factors to improve performance of its staff members. Finally, basing on the findings of the study, Makerere University should focus on mostly the individual and organisational factors such as job satisfaction, and skills level to promote effective performance.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study examined the factors affecting effective performance of administration personnel in public universities. The factors affecting performance were conceived as the independent variable while performance of administration personnel as the dependent variable and the moderating variable was availability of funds. This chapter presents the background to the study, the research problem and purpose of study, objectives, research questions and hypotheses, scope of the study, significance of the study and definitions of the terms.

1.2 Background to the Study

The study background is presented using the historical, theoretical, conceptual and contextual elements to systematically demonstrate knowledge as illustrated below

1.2.1 Historical Background

Sonnentag and Frese (2002) note that despite the great relevance of individual performance and the widespread use of job performance as an outcome measure in empirical research, relatively little effort has been spent on clarifying the performance concept. Still, in 1990, Campbell (cited in Sonnentag and Frese, 2002) described the literature on the structure and content of performance “a virtual desert” (p. 704). However, during the past 10 to 15 years, one can witness an increasing interest in developing a definition of performance and specifying the performance concept (Wiley et al, 2002). Performance evolved as a multi-dimensional and dynamic concept that was distinguished into task and contextual performance (Parker et’al., 2008). However, later on adaptive performance was included due to changing and dynamic work environments (Pulakos et’al., 2000, Johnson, 2001).

Further still, Griffin et'al (2007) examined evolution of performance from a model that aimed at integrating major performance concepts and classified it at three levels of individual, team, and organization. Currently, performance is seen as a multidimensional construct with the dimensions being multidimensional themselves (Burke and Ng, 2006). As a result, the ongoing rapid changes in technology, mergers and fusions, and the globalization of many firms require workers to be increasingly tolerant of uncertainty in order to perform (Burke and Ng, 2006, Pike, 2006, Black et'al., 1991, and Pulakos et'al., 2000). Humphrey et'al., (2000) further notes that it is important to clarify the distinction between administration personnel and human resource management (HRM). The origins of the traditional concept of administration personnel can be traced to the post World War One "welfare tradition" of concern for the basic needs of employees (Rana, 2000).

The developing and mature phases of administration personnel from the 1940s to the 1970s saw an increase in the status and professionalisation of the personnel function, particularly in relation to industrial relations (IR) matters (Armstrong, 1997 and Gunnigle et al, 1997). However, Rana (2000) further notes that there is no standard definition of administration personnel although it can be understood as those individuals responsible for the development of policy and supervision of the execution of plans and functional operations. Therefore, the choice and performance of administration personnel in an organisation is often shaped by the external economic, political and social realities of the global and local environments that they face, in the context of the need for organisations to increase their internal efficiency, (Bartlett & Ghoshal cited in Mukhadsji, 2006). Further still, Westata et'al (2011) defines public universities as institutions that are mostly funded by public means through national or sub national government, as opposed to private universities. A national university may or may not be considered a public university, depending on regions (Ernst and Yong, 2012).

Organizations need highly performing individuals in order to meet their goals, to deliver the products and services they specialized in, and finally to achieve competitive advantage. Performance is also important for the individual. Accomplishing tasks and performing at a high level can be a source of satisfaction, with feelings of mastery and pride. Low performance and not achieving the goals might be experienced as dissatisfying or even as a personal failure. Moreover, performance—if it is recognized by others within the organization—is often rewarded by financial and other benefits. Performance is a major—although not the only—prerequisite for future career development and success in the organization (Sonnentag and Frese 2002). Although there might be exceptions, high performers get promoted more easily within an organization and generally have better career opportunities than low performers (VanScotter, Motowidlo, & Cross, 2000). Therefore, the major asset of any organization and indeed a country is its human capital (Ivancevich, 2003).

At present, organizations and work as a whole are undergoing dramatic changes (Cooper & Jackson, 1997; Howard, 1995) which have implications for conceptualizing and understanding performance (Ilgen & Pulakos cited in Sonnentag and Frese, 2002). In today's work environments proactivity becomes increasingly important. To perform well it is no longer sufficient to comply with prescribed job requirements but to go beyond what is formally requested (Frese et'al, 2000). Therefore, for administration personnel to be effective a combination of good skill set and productive work environment is essential. Many factors affect administration performance that managers need to be aware of and should work to improve at all times. To get the maximum performance from administration personnel, organisations need to provide them with the tools they need to succeed (Magdalene, 2006).

1.2.2 Theoretical Background

This study was based on the contingency perspective on HRM, which is also known as best fit approach and proposes that the extent (or even the direction) of the effect of HRM on firm performance will depend on a firm's context or environmental conditions (Burns and Stalker, 1994; Lawrence and Lorsch, 1967; Thompson, 1967). It questions the best practice approach and suggests that best practice may not be appropriate for all situations and other approaches may have greater success in impacting on organisational performance. Best fit HRM attempts to fit HRM systems to a number of contingencies including business strategy, competitive circumstances and national business systems (Youndt, Snell, Dean and Lepak, 1996; Truss, 2001). The Resource-based view, which is regarded as an important theoretical foundation for HRM and performance relationship, is criticised for a lack of definition of boundaries or the context in which it will hold (Priem and Butler, 2001).

These authors point out that little effort has been made to establish the appropriate contexts for the Resource based view (Delery and Doty, 1996; Boxall and Purcell 2000). The contingency perspective examines the resource and capabilities from a context point of view, which helps to overcome the criticism about boundary issues. This perspective advocates that firms resources and capability should be consistent with other aspects of the company (Delery and Doty, 1996). Resources and capabilities are not valuable themselves; they have to be applied to context (Barney, 1991; Yang, 2005). The contingency perspective is further proved by a number of studies. One famous example is Guthrie's (2001) study of New Zealand companies. Another one is Datta et al (2005) testing the moderating effects of industry characteristics on HRM-performance linkage. The two perspectives on the linkage of HRM and performance seem to be competing with each other on the surface. But Youndt et al. (1996) argued that they can also be complementary. Therefore, the contingency view

implies that different environmental conditions, such as economic, political, legal and institutional factors, demographic characteristics such as labour market conditions and organisational features such as an institution's age and size, historical legacy, administrative heritage, global strategies, structure and corporate culture can all be conducive or detrimental to developing successful policies, including administration personnel in public universities like Makerere University. Furthermore, as outlined by Beer et al (1984) Human Resource personnel policies are influenced by two major sets of factors, that is, stakeholder and situation – related. Human Resource personnel policies must meet stakeholder interests, in conjunction with situational constraints, to achieve long-term effectiveness.

1.2.3 Conceptual Background

The Government of Uganda through the National Council for Higher Education (NCHE) manages and administers higher institutions of learning in Uganda under the Universities and Other Tertiary Institutions Act 2001, as amended (www.unche.or.ug). Through the NCHE institutions of higher learning in the country are then permitted to choose their own boards or councils through which they can easily attend to their administration and management needs. The Ministry of Education (2003) passed on the mandate to the institutions of higher learning in the country with a charter to independently exercise their legal, political, administrative and financial authority in order to plan, make decisions and manage public functions and services. The administration personnel in public universities include all the top management and administration staff at the different administration and management levels and units as each of them plays a different but complementary role in the administration of a public university. Therefore, effective administration and management, and the successful implementation of personnel activities are essential ingredients for improved organisational performance.

Lynch (cited in Mullins 1999), refers to the importance of people as a vital resource for sustainable competitive advantages. He goes on to add that human resource policies and practices have an important role to play in facilitating the effective implementation of management processes such as total quality management. The way people are managed and developed at work has major effects on the success of such an organisation. Gaining commitment of employees is very crucial when one wants to get the required success. Chiang and Birtch (2007) observed that successful employee performance is a function of many factors. Some reside within the individual and others are contextual and remain outside the control of any employee. It may thus be argued that this performance can be influenced positively or negatively depending on individual, organisational, and external factors. The performance of human resource personnel in public universities therefore is very critical in determining the success of their organisations with regard to service delivery.

1.2.4 Contextual Background

Makerere University is located in Kampala, Uganda and is currently composed of nine constituent colleges and one School operating as a semi-autonomous unit of the university (<http://www.mak.ac.ug>). Makerere University was established in 1922 first as a technical school and later changed to Uganda Technical College in the same year. It later expanded to become a Center for Higher Education in East Africa in 1935, and in 1937 it started developing into an institution of higher learning (<http://www.mak.ac.ug/academic-units/colleges>). Further still, in 1949 it become a university college affiliated to the university college of London. On 1st July 1970 it become an independent national university of the Republic of Uganda and on 1st July 2011 the University transitioned from the Faculty-based to the collegiate system. In all, the university has a total staff population of over 3,000 and student population of more than 35,000 undergraduate and 3,000 postgraduate (Tettey, 2010).

1.3 Statement of the Problem

Despite Makerere University being the oldest of the five public universities in Uganda, it is still faced with the problem of poor performance from administration personnel (Tracy et'al, 2011). Makerere University has witnessed a number of problems in its administration and management. In particular the administration personnel have not performed as expected and this has seen the university drop in academic performance. The university has, for instance, continued having vacant positions, acute shortages in top management staff, not confirming staff who are due, not training and developing staff (administrative), delays in payment of salary and wages among the few (Tettey, 2010). As a result, this has seen administration personnel not effectively addressing issues like unpaid pension of former staff, staff who are not confirmed in service and are over due, appointments which are not yet regularized, delays in accessing the payroll, delays in disposing of disciplinary cases to mention but a few (Amutuhaire, 2010).

Furthermore, Makerere University has transformed its operations to a collegial system of operation and still the same problems have persisted with even now seemingly a duplication of duties and responsibilities. Since there are administration personnel in offices, and changed strategies to implement better performance but which has not been so, it then indicates performance gaps among the administration personnel in the university which call for a thorough investigation on the performance of administration personnel. Therefore, it is necessary to investigate and understand what affects the performance of administration personnel in public universities of Uganda and with particular emphasis on Makerere University.

1.4 General Objective

The general objective of this study was to assess the factors affecting the performance of administration personnel at Makerere University

1.5 Specific Objectives

The following specific objectives guided the study:

- i. To identify the individual factors influencing performance of administration personnel in Makerere University
- ii. To investigate the organisational factors influencing performance of administration personnel in Makerere University
- iii. To establish the external factors influencing performance of administration personnel in Makerere University

1.6 Research Questions

The following research questions were answered:

- i. What are the individual factors influencing the performance of administration personnel in Makerere University?
- ii. What are the institutional factors influencing the performance of administration personnel in Makerere University?
- iii. What external factors influence the performance of administration personnel in Makerere University?

1.7 Hypothesis of the study

The following hypotheses were tested:

- i. Individual factors have a significant influence on performance of administration personnel in public universities

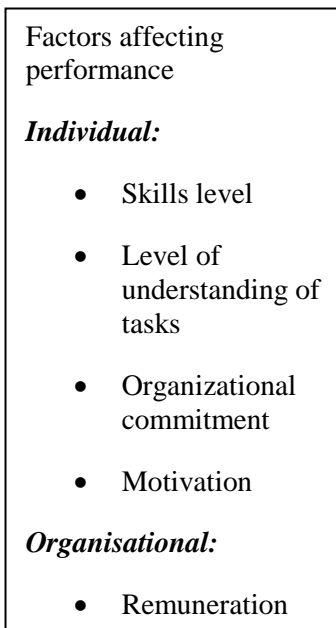
- ii. Institutional factors have a significant influence on performance of administration personnel in public universities
- iii. External factors have a significant influence on performance of administration personnel in public universities

1.8 Conceptual Framework

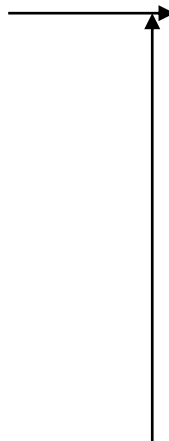
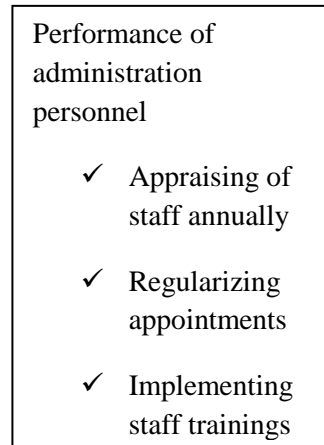
Figure one below is a conceptual framework showing factors that affect performance of administration personnel in public universities of Uganda with individual, organisational, and external factors as the major causes. The individual factors included skill levels, level of understanding of tasks, organisational commitment, and motivation, while organisational factors included; remuneration, promotional opportunities, teamwork, training opportunities, and communication, and the external included political influence, and all these constitute the independent variable.

The dependent variable was performance of the administration personnel that entailed level of current performance, number of staff appraised, training needs identified, number of staff trained, disciplinary cases handled, staff counselled, and staff salary paid, while the moderating variable was availability of funding. The conceptual frame work importance was to give a clear picture on what the research is about and also help Makerere University or public universities identify the areas of redress in order to bring about effective performance of administration personnel and where it is realized how best to preserve it.

Independent Variables (IV)



Dependent Variable (DV)



Moderating Variable (MV)

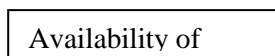


Figure: 1 Conceptual Framework showing the factors affecting performance of administration personnel in a public university

Source: Constructed by the researcher from Surveyman’s (2003) seven factors that influence performance

Figure 1 above assumes that one or a combination of the independent variables will influence the performance of administration personnel. However, the effect of these variables on performance can be modified by the moderating variables. For instance, administration personnel might have skills in handling administration matters but due to lack of funds, he or she might not properly execute assigned duties. Surveyman (2003) came up with seven factors that influence the level of performance. He argued that if there is a deficit in any one of these factors, that is, knowledge and skills, capacity, measurement, incentives / motivation, standards, feedback, and conditions, performance would suffer. Armstrong (2000) argues that the activities of administration personnel involve taking on a number of different roles. The extent to which any of these roles are carried out depends on the personnel's position in the institution, the expectations of management on the contribution administration should make, and the personnel's own capacity to make an impact. Therefore, the study sought to find out whether all the seven factors are applicable in public universities and in particular Makerere University. All the seven factors were considered because each one of them influences performance either positively or negatively.

1.9 Significance of the study

The research will be used by Makerere University in redressing and reformation of administration and management policies by its policy makers. It may also help in designing tailor made training programmes for administration and management personnel in Makerere University and the country at large. Furthermore, it will provide information to fill gaps that need to be addressed in the implementation of effective management and administration practises. The research will add to the existing knowledge on the influences of effective job performance. It is further anticipated that the research will provide a baseline data set up in Uganda for future studies and evaluations especially for public universities in Uganda.

1.10 Justification of the study

A successful and highly productive institution can be put in place by engaging administration personnel in improving their performance but also by understanding their operational environment. Administration personnel are not equal in their working and they have different modes of working like some have highest capability regardless of the incentive but others may have occasional jump-start. If they are handled effectively, the result can be greater productivity and increased employee morale. However, the problem of poor performance still exists despite the numerous processes put in place like the change in the management and administration of Makerere University to the collegial system. This research was therefore aimed at assessing whether or not the individual, organisational, and external factors influence performance of administration personnel in public universities of Uganda.

1.11 Scope of the study

The study was carried out at Makerere University and was restricted to the University Council committee chairpersons, members of management, principal's at college management as key informants and senior staff, and junior staff administration of the respective university units such as Deans and Directors, heads of directorates at Makerere University, the Human resource directorate team, the wardens, Chief Custodians, Administrators, and Assistant Registrars as the study population. The study was restricted to the top management, senior staff, and junior staff administration members because they are the key administration personnel in any model Public University. The study covered a time period from January 2013 up to May 2013 which was the field time, while performance of administration personnel was covering the period from when each one of them joined, and was covering individual, organisational, and external factors that influence performance of administration personnel.

1.12 Operational definitions

i. Administration and Management

This is the planned and rational approach to the supervision, direct, and lead an institution's most valued assets "the people" to achieve desired results.

ii. Administration personnel

Any person involved in making decisions concerning acquiring, developing, managing, motivating and gaining commitment of employees in Makerere University.

iii. Performance

Performance is the expected output from any assigned activity.

iv. Individual factors

This is the in-born, learnt and acquired traits that influence ones behaviour to work

v. Organisational factors

This is the work related conditions that an employee ensues are available to perform

vi. Senior Staff members

Those staff members managing and administering both manpower and assets of a given university unit and are principal signatories to the unit accounts.

vii. Junior Staff members

Those staff members who have been charged with the responsibility to manage and administer support staff and are largely approving officers in financial management at the given units of management

Viii Critical Case Sampling

It is a technique of purposive sampling that permits logical generalization and maximum application of information to other cases like "If it is true for this one case, it is likely to be true of all other cases."

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The previous chapter looked at the introduction of factors affecting performance of administration personnel in public universities of Uganda and specifically Makerere University which is located in Kampala district. This chapter reviews literature on this study and covers the theoretical, conceptual, and literature review and the summary of the literature review. In this chapter, the available literature in the context of the study was reviewed under the following variables and themes;

- Individual factors and performance
- Organisational factors and performance
- External factors and performance

As noted by Armstrong (2000), the concern for administration and management is people and performance. Whether it is a private enterprise, government or non-government organisation they are increasingly recognising that administration is vital to their success.

2.2 Theoretical Review

According to Fiedler (1964) there are many forms of the Contingency Theory. In a general sense, contingency theories are a class of behavioral theories that contend that there is no one best way of organizing / leading and that an organizational / leadership style that is effective in some situations may not be successful in others. The contingency view implies that different environmental conditions, such as economic, political, legal and institutional factors, demographic characteristics such as labour market conditions and organisational features such as an institution's age and size, historical legacy, administrative heritage, global strategies, structure and corporate culture can all be conducive or detrimental to developing

successful policies, including administration personnel. Furthermore, as outlined by Beer et al (1984) Human Resource personnel policies are influenced by two major sets of factors, that is, stakeholder and situation – related. Human Resource personnel policies must meet stakeholder interests, in conjunction with situational constraints, to achieve long-term effectiveness. Fielder (1964) further states that the optimal organization / leadership style is contingent upon various internal and external constraints. There are four important ideas of Contingency as follows;

- There is no universal or one best way to manage
- The design of an organization and its subsystems must 'fit' with the environment
- Effective organizations not only have a proper 'fit' with the environment but also between its subsystems
- The needs of an organization are better satisfied when it is properly designed and the management style is appropriate both to the tasks undertaken and the nature of the work group.

There are also contingency theories that relate to decision making (Vroom and Yetton, 1973). According to these models, the effectiveness of a decision procedure depends upon a number of aspects of the situation: the importance of the decision quality and acceptance; the amount of relevant information possessed by the leader and subordinates; the likelihood that subordinates will accept an autocratic decision or cooperate in trying to make a good decision if allowed to participate; the amount of disagreement among subordinates with respect to their preferred alternatives. In addition, the contingency school of management can be summarized as an “it all depends” approach (Umanath and Narayan, 2003). The appropriate management actions and approaches depend on the situation. Managers with a contingency view use a flexible approach, draw on a variety of theories and experiences, and evaluate many options as they solve problems (Umanath and Narayan, 2003). Contingency

management recognizes that there is no one best way to manage (Kast and Rosenzweig, 1973). In the contingency perspective, managers are faced with the task of determining which managerial approach is likely to be most effective in a given situation. For example, the approach used to manage a group of teenagers working in a fast-food restaurant would be very different from the approach used to manage a medical research team trying to find a cure for a disease (Kast and Rosenzweig, 1973). Contingency thinking avoids the classical “one best way” arguments and recognizes the need to understand situational differences and respond appropriately to them (Kast and Rosenzweig, 1973). It does not apply certain management principles to any situation. Contingency theory is a recognition of the extreme importance of individual manager performance in any given situation. The contingency approach is highly dependent on the experience and judgment of the manager in a given organizational environment (Umanath and Narayan, 2003).

2.3 Individual factors and employee performance

Campbell et al, (1993, p. 40) define performance as what the organization hires one to do, and do well. Thus, performance is not defined by the action itself but by judgemental and evaluative processes (cf. Ilgen & Schneider, 1991; Motowidlo, Borman, & Schmit, 1997). Performance is also important for the individual. Accomplishing tasks and performing at a high level can be a source of satisfaction, with feelings of mastery and pride. Low performance and not achieving the goals might be experienced as dissatisfying or even as a personal failure.

2.3.1 Skills level

Armstrong (1999), defines skills as, “what the individual needs to be able to do if results are to be achieved and knowledge is to be used effectively”. He identifies lack of skills as one of

the factors that can lead to performance problems. The skills level can help employees to set and achieve targets. They may be manual, intellectual or mental, perceptual or social. This lack of skills in public universities can however be addressed through training. Studies that adopt the universalist perspective stress not only the importance attributed to certain administration and management policies for improving the knowledge, abilities and competences of the employees of the company and the effect of such practices on factors such as motivation, absenteeism, retention of employees, but also the need for complementary, or an internal fit, between these practices (Pfeffer, 1994).

2.3.2 Motivation

According to Armstrong, (1999) motivation is concerned with the factors that influence people to behave in certain ways. Motivation results from the interaction of both conscious and unconscious factors such as the intensity of desire or need, incentive or reward value of the goal, and expectations of the individual and of his or her peers. In her findings of the study she conducted on the factors affecting the performance of traditional public servants in the office of the President (Kkulubya, 2003) came up with several constraints to employee performance. Twelve percent of the respondents gave lack of motivation as a major constraint to employee performance as compared to lack of skills, knowledge, capacity, and standards. This study shall therefore, find out whether it will likely be the same in Makerere University. High performance work practices are associated with system of compensation by incentives (bonus scheme) training and employee participation – scheme, job security, and team work (Huselid 1995).

Delery and Doty (1996), identified seven practices that improve the performance of companies namely internal provision of career opportunities, formed system of training,

employee evaluation methods and measurements, profit participation schemes, safety at work, mechanisms for participation in decisions and job definitions. All these practices are related to motivation. Set against this positioning, the arguments put forward by those who defend the contingent approach are internal variables. They reject the existence of 'a single best way' on the contrary; they maintain that the best administration and management system design will depend on contextual factors. The fit between this variable and the human resources policies determines the performance and constitutes the source of sustainable competitive advantage for the company (Huselid, 1995)

2.3.3 Understanding of task

This refers to understanding the nature of task and what is expected. Without understanding the task, however skilful someone can be, the performance cannot be up to the required standard. Armstrong, (2000, pg 230) regards failure to understand the task as one of the causes of performance problems. According to Armstrong, failure to understand tasks can emanate from the manager's failure to clarify requirements and objectives that is to say, objectives, standards and priorities. It can also be because of the individual's failure to understand the task or objectives. Therefore, the study shall find out whether failure to understand tasks in public universities contributes to the level of performance of administration personnel.

2.3.4 Organisational Commitment

According to Luthan (2002), organisational commitment is often defined as (i) a strong desire to remain a member of a particular organisation (ii) a willingness to exert high levels of effort on behalf of the organisation and (iii) a belief in, and acceptance of the values and goals of the organisation. He goes on to add that research summaries do show support both early and

recent definitive of a positive relationship between organizational commitment and desirable outcomes such as organisational performance, low turnover and low absenteeism. Dessler, (2003) considers organisational commitment as an employee's identification with and agreement to pursue the organization's or the unit's mission. Hiring and orientation are costly to an organisation. They must be perceived as investments of time, effort and money necessary to receive a return in the form of a stable workforce and acceptable performance. Employee commitment and loyalty are the desired result (Terry and Franklin, 2000).

Randall (1990), contends that organisational commitment influence the following behaviour; increased effort, increased organisational effectiveness, increased performance, increased re-enlistment, increased hours of work, increased helping behaviour, increased annual income through straight commissions, increased quality of work, increased participation in activities, increased interpersonal competences and increased attendance. Mukhadisi (2006), established that there is a significant relationship between organisational commitment and job performance. Increased organisational commitment leads to increased job performance.

2.4 Organisational factors and employee performance

Sonnetag and Frese (2002) notes that organizations need highly performing individuals in order to meet their goals, to deliver the products and services they specialized in, and finally to achieve competitive advantage. In addition, performance—if it is recognized by others within the organization—is often rewarded by financial and other benefits. VanScotter, Motowidlo, & Cross, (2000) further note that although there might be exceptions, high performers get promoted more easily within an organization and generally have better career opportunities than low performers.

2.4.1 Training Opportunities

The purpose of training is to improve the knowledge and skills, and to change attitudes. It is one of the most important potential motivators. Stone (1998) observed that every employee today is concerned about training and future employability because the consequences of career success or failure are so closely linked with each person's self concept, identity and satisfaction with life. Employees in public service are expected also to attach great value to training opportunities which can also impact on their performance. Those with training opportunities are likely to be satisfied and hence perform better. Stone (1998) argued that training is a key element of improved organisational performance. It increases the level of individual and organizational competence. He goes on to add that training helps to reconcile the gap between what should happen and what is happening between desired target or standard and actual levels of work performance. Hegewisch and Holt (1996) stressed that the development of responsibility for administrators to line managers has been a traumatic experience for those who were promoted to managerial ranks mainly because of their expert functional skills. When it becomes part of their job description to manage administration, and the surroundings expect one to be able to do it, pressure is put on the manager, therefore learning is necessary.

Kembabazi (2007), in her study on the factors affecting employee performance in Uganda Revenue Authority revealed that training had a very significant positive relationship with employee performance. While considering Human Resource management and performance in Eritrea, Ghebregorgins and Karten (2007), also realised that employee training and development was significantly and positively related with productivity. Therefore, in this study the researcher is interested in establishing whether training is two-fold, that is, whether it increases the employees' ability to perform and also acts as a motivational factor to those

employees who consider training opportunities as such. However, this training needs to be focussed on effectiveness to keep public service employees updated in their environment.

2.4.2 Remuneration

Luthans (2002) observed that employees see pay as a reflection of how management views their contribution to the organisation. At their meeting on human resource management and development in the Public Service (1998), the International Labour Organisation observed that adequate pay was necessary in order to recruit and retain personnel, but on several occasions Public Service employees have not been paid at all or only with delays of several months. ILO therefore endorsed the need for competitive pay rates in the Public Service, pay rates that reflect the principle of equal pay for work of equivalent value. Uganda has had a pay reform strategy since 2001, which aims at bringing pay in public service closer to the private sector. The strategy requires pay to be topped up each year so that in the medium and long-term, pay disparities are removed. However, according to the Minister of Public Service (2005), the implementation of the policy has been inhibited by factors such as increase in Government of Uganda establishment, insufficient provision for increase in the wage bill ceiling among others.

Kkulubya (2003), in her findings of the study on the critical assessment of motivation as a key to improving productivity in the Uganda Public Service suggested that because of poor remuneration in the public sector compared to the private sector, the public service had been a stepping stone to give skills and knowledge by employees who thereafter join private sector. Although the Ministry of Public Service has come up with pay reforms, remuneration in the Public Service is still very low compared to the private sector. For instance in 2009 the starting basic salary of a university graduate was Uganda Shs 415,250 per month which is the

same amount paid to a driver with MTN (Kamoga, 2009). This low level of remuneration is believed influences the performance of civil servants. Therefore, this study intends to find out whether remuneration contributes to the job satisfaction and hence improved performance.

2.4.3 Communication

Kkulubya (2003) noted that communication in public service to a higher extent depends on the relationship with the supervisor. In the public service some supervisors conceal some information in order to express power upon the subordinates and vice-versa. Circulars and Administrative Instructions issued from time to time from the central government and the internal communication must always be disseminated to all departments and properly interpreted. With communication gaps some of the human resource management functions cannot be effectively performed. Wright and Rudolph (1994) provided steps through which local public service organisations can keep pace with the private sector. One of the steps is developing a communication system.

They argue that the corporate plan and HRM strategy need to be shared with all employees. Top – bottom / bottom –up communications are required for all departments and interdepartmental communication systems must be established. While Kelly, (cited in Wright and Rudolph 1994), provided a list of essential HRM practice and attitudes that include; the development of participative management, design of feedback systems that reward superior work, promotion of team work and mutual support systems, the decentralisation of decision making to the level where authority matches responsibility, the enhancement of planning systems and procedures to include on-going planning, the adoption of internal communication process that allows for both upward and downward information flows among others. Looking at communication, Marchington and Wilkinson (cited in Renee 2008),

contend that open communication about business matters ensures that workers are informed about organisational issues and conveys a symbolic and substantive message that they are to be trusted in an open and positive manner.

2.4.4 Promotional Opportunities

Prospect of promotion is one of the main incentives for individuals to perform well in their current positions. Therefore, employees who envisage promotion are expected to perform better than those with no prospect at all (Tracy et'al., 2011). However, public universities are operating under rigid structures and promotion is treated as an appointment. Promotion is made as and when there is a vacant post. Avenues for promotion are very minimal in public universities for administration personnel. Bataringaya (2006) noted that prospect for promotion contributed significantly to retention of staff in Ntungamo District Local Government but not necessarily to effective performance. In a deeper analysis, Luthans (2002), argued that employees promoted on the basis of seniority often experience job satisfaction but not as much as those who are promoted on the basis of performance. He went on to observe that promotion within a 10% salary raise is typically not as satisfying as one with 20% salary raise.

2.4.5 Teamwork

Armstrong, (2000) considers teamwork as effective collaboration with colleagues and other internal customers and obtaining co-operation from others. Administration in public universities is cross-cutting and involves so many players. It is therefore very important to ensure that teamwork is enhanced in order to have effective administration. Mullins (1999) asserts that the personnel function is the responsibility of all managers and supervisors. The administration personnel as a separate entity operates in terms of a functional relationship,

that is a specialist, advisor on matters of administration and on implementation of policies through all departments of the organisation. It is the job of the administration personnel to provide specialist knowledge and services for line administration and support them in the performance of their jobs. He concludes by noting that if the personnel function is to be effective there has to be good teamwork and cooperation between administration personnel.

Additionally, Armstrong (2001:28) argues that an organisation which has to quickly adapt to changing competitive, economic or social environment will rely upon good teamwork so that it can pool resources and respond quickly to the new opportunities or threats. He further contends that if no individual can combine all the necessary qualities of a good manager, a team of individuals certainly can and often does. According to Watson (2002), a process relational notion of HRM is one that recognizes that managerial work involves attempts to achieve as much productive cooperation and unity of purpose as is realistically possible in any given organization. Kkulubya (2003), found out that lack of cooperation contributed five percent of the constraints to employee performance in the office of the President.

2.5 External factors and employee performance

Magdalene, (2006) notes that for administration personnel to be effective a combination of good skill set and productive work environment is essential. Many factors affect administration performance that managers need to be aware of and should work to improve at all times. Bartlett and Ghoshal (cited in Mukhadsi 2006) notes that the choice and performance of administration personnel in an organisation is often shaped by the external economic, political and social realities of the global and local environments that they face, in the context of the need for organisations to increase their internal efficiency.

2.5.1 Political influence

Ferris and Judge, (cited in Wright and Rudolph 1994) argue that political influences have a major impact on the design and implementation of Human Resource strategy. They stated that the HRM perspective is overly optimistic and underplays factors such as power and office politics. According to them, this notion is believed to be more apt to occur in environment characterised by a high degree of ambiguity like government. Armstrong (2008), argued that some individuals genuinely believe that using political means to achieve goals will benefit the organization as well as themselves. Other rationalise this belief, yet other unashamedly pursue their own ends.

While Chemisto (2003), noted that challenges of HR Planning in Kapchorwa district local government had political influence as a stumbling block and the main culprits are the local councillors at the district and sub counties. Seventy percent of the respondents in his study gave political influence as a major challenge in HR planning. Although Chemists' study was conducted in Kapchorwa district and it concentrated on human resource planning only, the current study is of the view that political influence also affects administration and management functions in public universities of Uganda. Therefore, it can be argued that if the nature of work to be done has got the political support, funds will be allocated and hence the work is done in time. As a result, political influence can affect the performance of administration personnel.

2.5.2 Availability of funds

It should be noted that recruitment, orientation, training, motivation, handling of disciplinary cases, compensation and other administration and management functions require a lot of funding. However, sometimes the funds are inadequate and unpredictable. This can affect the

performance of administration personnel in public universities. Kkulubya, (2003) found out that lack of funds contributed 17% of the constraints to employee performance in the office of the President. Therefore, this study would like to establish the extent to which lack of funds affects the level of performance of administration personnel in public universities. Renwick (2003), also realised that line managers were aware of the significant resource constraints on HR which limited what HR could do vis-'a-vis employee wellbeing and perhaps it is too much to expect HR to be constructing and selling a pro-employee agenda to other managers by themselves. The Resource Dependence Theory, (Pfeffer and Salancik, 1978) argues that organisations are not capable of becoming self-sufficient internally, and they are externally constrained. Organisations must respond more to demands of those firms or institutions that control critical resources for the firm's survival. In the case of HR management policies for subsidiaries abroad, this idea of fit between internal resources and external constraints is critical for the survival of the firm. Even if the parent firm has highly developed human resource management practices at home, it is wrong to assume that transferring parent human resource management policies overseas can be free of resource constraints imposed by specific conditions in the host country (Yang, 1998).

2.6 Summary of Literature Review

The foregoing literature review has shown that a problem(s) do exist to continue confounding today's public institutions to create low levels of performance by the administration personnel. Furthermore, different studies have been undertaken and have revealed a number of factors that affect performance of the administration personnel. The study is therefore looking at the factors responsible for the performance of administration personnel in a public university setting.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodology deployed in the study. The research methodology included; the research design, population of the study, area of study, sample size and selection, data collection methods and instruments, data analysis and reliability or validity, and research limitations.

3.2 Research design

The study used a case study research design to enable the researcher collect and analyse data from contemporary real-life situations. This method was appropriate because it provided the basis for the application of ideas and extension of methods on performance of administration personnel in public universities, and thereby helping in obtaining a holistic view of this specific research project. According to Robson, (cited in Saunders, and Thornhill 1997), the case study approach has considerable ability to generate answers to the questions “What? as well as How?” which are the questions addressed by this study. Furthermore, the study used both qualitative and quantitative approaches for data collection and analysis with purposive sampling, and interview schedules and guides as methods and tools. The study further used data analysis techniques such as Statistical Package for Social Sciences (SPSS).

3.3 Population of the study

The study population included all the administration personnel (staff) on permanent, contract, and temporary appointments of Makerere University Kampala who included the University Council committee chairpersons, (8), members of management (10), principals at college level (9), senior staff (83), and junior staff (97) (Human Resource Manual, Makerere

University, 2009). It is from this study population that the sample size of 169 was obtained. The administration personnel constitute members of the supervisory body of the institution, the university committees, senior staff, and junior staff.

3.4 Sample size and Selection

The sample size for the study was 166 respondents (80 percent of the population) drawn from the population size of 207. According to Roscoe (cited in Sekaran 2003), a sample size larger than 30 and less than 500 is appropriate for most studies. Bailey (1992) argues that for descriptive research 10 percent of the population is adequate and for research involving smaller populations 20 percent may be considered. The confidence interval and reliability is high if the sample size is big.

3.4.1 Sample Selection

Purposive sampling was employed by the researcher. Sekaran (2003:277) suggests that purposive or judgment sampling involves the choice of subjects who are most advantageously placed or in the best position to provide the information required. Similarly, Kakooza (1994) argued that purposive sampling ensures that the significant sub groups of the population are represented in the sample. The sample size selected in this study included the administration personnel in these categories; Makerere University Council committee chairpersons, members of management, Principals at college level, senior staff (like unit heads, etc), and junior staff (like unit administrators and assistant registrars).

Table 1: Sample size of each category of respondents from Makerere University, Kampala

Category	Population Size (N)	Sample size	Techniques
Makerere University Council	8	8	Purposive sampling
Members of Management	10	10	Purposive sampling
College Principals	9	9	Purposive sampling
Senior staff	80	66	Critical case sampling
Junior staff	90	73	Critical case sampling
Total	207	166	

Source of data is Makerere University Human Resources Directorate in reference to Krejcie and Morgan (1970)

Table above shows how the sample was selected. It included 166 respondents; eight from Makerere University Council committee chairpersons, 10 from Members of Management, nine from College Principals, 66 from senior staff, and 73 from junior staff. The key informants were selected using the purposive technique, while the rest of the respondents were selected using critical case sampling technique because of their being knowledgeable on the research subject and are employees of Makerere University.

3.5 Data Collection Methods and Instruments

A multi method approach of face – to – face interviews, key informant interviews, observations, and documentary reviews were used when collecting data. According to Saunders and Thornhill (2000), a multi method approach enables triangulation to take place and to ensure that the data are telling what you think they are telling you. The method enabled the researcher overcome the weaknesses of a single method. The researcher also used interview guides, questionnaires, key informant guides, and observation check lists as data collection instruments.

3.5.1 Self administered questionnaires

The interview method was used to collect data from senior and junior administration staff. The respondents were asked to complete the questionnaires themselves. Sekaran (2003) observes that the main advantage of the self-administered questionnaire is that the researcher can collect all the completed questionnaires within a short period of time. This is because they are scattered all over the university and the researcher believed the questionnaire was the most appropriate method for this category of respondents as far as saving time and other resources are concerned. Prior to the data collection, pre-testing of the questionnaires was carried out. The pre-testing was done on key informants, senior and junior administration staff of Kyambogo University. This was done to test for the validity and reliability of these tools (Sekaran 2003:205). Ten respondents were selected for pre-testing of the questionnaire in all. However, to test for the validity and reliability of the instruments the researcher discussed the instruments with two personnel officers, a statistician, and one social researcher before finally having the instruments approved.

3.5.2 Face – to – face interviews

This method was used to collect data from the key informants. These are the officers who are responsible for the overall supervision in the performance of university administration personnel. The main advantage of the face-to-face or direct interviews is that the researcher can adopt the questions as necessary, clarify doubts, and ensure that the responses are properly understood, by repeating or rephrasing the questions (Sekaran 2003). Therefore, the interview guides were the instruments employed by the researcher to collect in-depth data on factors affecting performance of administration personnel in public universities from this category of respondents.

3.5.3 Document review

Some secondary data was obtained from original policy documents, records, published and unpublished reports and internet articles related to administration, human resource management, and employee performance from the Ministry of Local government library, Ministry of Public Service library, and the Makerere University libraries. The document review checklist was used to gather in-depth data on factors affecting performance of administration personnel in public universities of Uganda.

3.6 Validity

According to Amin (2005), validity refers to the extent to which an instrument solicits information they were intended. For the instruments to yield relevant and correct data, they were given to two experts conversant with the study area to comment on the difficulty, content and relevancy of questions. A content validity ratio (CVR) was used

$$CVR = \frac{\text{Number of items rated relevant}}{\text{Total number of items}}$$

It was computed and found to be 0.76 above the 0.7 recommended by Nunnally (cited by Kent 2001). Thus, the questionnaire was considered suitable for collecting data.

3.7 Reliability

An instrument is reliable if it produces the same results whenever it is repeatedly used to measure concept from the same respondent (Nantege, 2009). In order to ensure the degree to which questionnaires produce consistent results, they were pilot tested on 10 respondents in

another similar organization (Kyambogo University) and the results were subjected to Cronbach's alpha reliability. This was done using a formula

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

Where α = reliability Alpha coefficient (Cronbach)

K = number of items in the instrument

$\sum \sigma^2_k$ = variance individual items

σ^2 = variance of the total instrument

\sum = summation.

The Cronbach's Alpha coefficient for the questions in the questionnaire was 0.73 above 0.70 recommended by Nunnally (1967) cited by Kent (2001). Thus, the questionnaire was considered reliable for collecting data.

3.8 Procedure of Data collection

A letter of authorization from Uganda Management Institute was availed to authorities in Makerere University (Director – School of Graduate Studies) requesting for permission to conduct the study among Makerere University administration personnel. An introduction letter accompanied the data collection instruments to assist in explaining the purpose of the study to the respondents. Once permission to conduct the study was given, the questionnaires were administered directly to staff at Makerere University for filling and were collected once they were completed for analysis. The letter was also used to secure access to the interview processes, which was done on appointment.

3.9 Data analysis

Data analysis is the process of bringing order, structure and meaning to the mass of information gathered due to the variety of instruments used. According to Amin, (2005) before analysis of collected data, it has to be prepared depending on the outline laid down for the purpose at the time of developing research. This is because this ensures that the researcher has cleaned up all relevant data for making contemplated analysis. The information collected was both qualitative and quantitative hence both qualitative and quantitative data analyzing methods were used

3.10. Qualitative data analysis

According to Amin (2005), qualitative data analysis involves the use of words in order to describe the patterns, trends and relationships that exist in the information gathered. Content analysis for the qualitative information was done manually. Editing was done to ensure that there was no missing information. Content analysis was used to edit qualitative data and reorganize it into meaningful shorter sentences. These were then presented as quotations to supplement the quantitative data in order to enhance interpretation of the results.

3.10.1 Quantitative data analysis

The analysis mainly consisted of descriptive statistics (frequencies and percentages) and inferential statistics (Pearson correlation and coefficient of determination). The frequencies and percentages were used to determine the respondents' views on study variables. Spearman correlation and coefficient of determination were used to test the hypotheses. The correlation coefficient (*rho*) was used to determine the strength of the relationship between the variables. The sign of the correlation coefficient (+ or -) was used to determine the direction of the relationship between the variables. Partial correlation (r_p) was used to control the effect of the moderating variable (availability of funds) test the hypotheses. The variables of the study were correlated using Pearson's Correlation Coefficient technique.

$$r = \frac{n\sum xy - \sum x \sum y}{\sqrt{n\sum x^2 - (\sum x)^2} \sqrt{n\sum y^2 - (\sum y)^2}}$$

3.11 Measurement of variables

The sub variables of the study were individual, organisational, and external levels. These sub variables were measured as follows. Individual level (skills level, level of understanding of tasks, organisational commitment, motivation, and job satisfaction), Organisational level (remuneration, promotional opportunities, team work, training opportunities, and communication), and External level (political factors, social factors, and economic factors). Measurement of variables is further done using various scales. Therefore, this study used the Likert scale. A 5-point likert scale of strongly agree, agree, not sure, strongly disagree and disagree was used to measure variables.

3.12 Research Limitations

The researcher found difficulty in obtaining data as some of the respondents were busy and as a result, having to constantly remind them through e-mails, telephone calls, and regular visits. However, the researcher interviewed the respondents through explaining and encouraging them to feel free and respond since the study was for academic purposes and the information provided was to be treated with absolute confidentiality. The sample size was big and as such not easy to get back all questionnaires since not all respondents were willing to respond in terms of methodology. The researcher used interview and questionnaires yet document review would also have been a useful method.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

This chapter presents, analyzes and interprets the findings. It is divided into three major sections. The first section presents results about the response rate and background factors of the respondents. The second and third sections address the objectives of the study namely;

- i. To identify the individual factors and their influence on the performance of administration personnel in Makerere University
- ii. To investigate the organisational factors and their influence on the performance of administration personnel in Makerere University
- iii. To establish the external factors and their influence on the performance of administration personnel in Makerere University.

4.2 Response Rate

Dillman et'al., (2009) defines response rate (also known as completion rate or return rate) in survey research as the number of people who answered the survey divided by the number of people in the sample. It is usually expressed in the form of a percentage. A low response rate can give rise to sampling bias if the non-response is unequal among the participants regarding exposure and/or outcome. In this study, the sample was 166 respondents but the study managed to get 135 respondents. The break down is shown in Table 2 below.

Table 2: Response rate

Title	Sampled size	Responses received	Percentage %
Makerere University Council	8	4	50%
Members of Management	10	3	30%
College Principals	9	8	89%
Senior staff	66	60	91%
Junior staff	73	60	79%
Total	166	135	68%

Source: Data from field

According to Amin, (2005) and Mugenda and Mugenda (1999) the response should be a minimum of 50%. Therefore, the response rate of 68% was considered representative of what would have been obtained from the population since they are above the minimum.

4.3 Background characteristics of respondents

Basing on the conceptual framework for this study, background characteristics such as job rank, and terms of employment, age, marital status, and level of education are likely to influence the performance of administration personnel in public universities. To get a clear understanding of the background characteristics of the respondents, the researcher computed them as indicated below, that is, the job rank, and terms of employment, age, marital status, and level of education frequency of survey respondents and is as reflected in Tables 3, 4, 5, 6, 7, and 8

Table 3: Respondents by Job rank or category

	Job Rank or Category	Number	Percent	Valid Percent	Cumulative Percent
Valid	Deputy Registrar	4	3.3	3.5	3.5
	Chief / College Custodian	11	9.2	9.6	13.0
	College Bursar	9	7.5	7.8	20.9
	College Administrator	9	7.5	7.8	28.7
	Security office coordinators	4	3.3	3.5	32.2
	Transport and Logistics Officer/Surveyor	5	4.2	4.3	36.5
	Director, Dean, Manager, Coordinator	34	28.3	29.6	66.1
	Hall Wardens or Custodians	8	6.7	7.0	73.0
	College Human Resource	6	5.0	5.2	78.3
	College Registrar or IT Manager	7	5.8	6.1	84.3
	Security In – Charge at units	3	2.5	2.6	87.0
	College Procurement Officer	4	3.3	3.5	90.4
	College Communications Officer	5	4.2	4.3	94.8
	College Librarian	6	5.0	5.2	100.0
	Total	115	95.8	100.0	
Missing	System	5	4.2		
Total		120	100.0		

Source: Data from field

As observed in Table 3 above, 115 out of the 120 survey respondents gave their job rank and 5 did not. The highest number of survey respondents interviewed was Directors, Deans, Managers and Coordinators, and accounted for (29.6 %), and the least interviewed were Security In – Charges at units who accounted for the lowest percentage (2.6%). While the Deputy Registrars (3.5%), College Custodians (9.6%), College Bursars (7.8%), College Administrators (7.8%), Security Office (3.5%), and Transport and Logistics office (4.3%) was what they accounted for. It should be noted, however, that there was no deliberate attempt during sampling to have a certain number of survey respondents in a particular job rank or category. Survey respondents were purposively selected from the departments at the institutions and studied from their workplaces.

Table 4: Respondents by terms of Employment

		Terms of Employment			
		Number	Percent	Valid Percent	Cumulative Percent
Valid	Temporary	3	2.5	2.5	2.5
	Contract	16	13.3	13.3	15.8
	Permanent	101	84.2	84.2	100.0
	Total	120	100.0	100.0	

Source: Data from field

As observed in Table 4 above, all the 120 survey respondents gave their terms of employment. The highest number of survey respondents interviewed was under the permanent terms of employment and accounted for (84.2 %), and the least interviewed were temporary terms of employment who accounted for the lowest percentage (2.5%). It should be noted however, that there was no deliberate attempt during sampling to have particular numbers of survey respondents in a particular term of employment. Survey respondents were purposively selected from the departments at the institutions and studied from their workplaces.

Table 5: Respondents by Gender

		Gender			
		Number	Percent	Valid Percent	Cumulative Percent
Valid	Male	82	68.3	68.3	68.3
	Female	38	31.7	31.7	100.0
	Total	120	100.0	100.0	

Source: Data from field

As demonstrated in Table 5 above, all the 120 survey respondents gave their gender. The highest number of survey respondents interviewed was the males who accounted for (68.3%), and the least interviewed were females who accounted for (31.7%). Therefore, this can imply that there are more males who were receptive to the study in administration than the females at Makerere University.

Table 6: Respondents by Age group

		Age Group			
		Number	Percent	Valid Percent	Cumulative Percent
Valid	20 - 30	8	6.7	6.7	6.7
	31 - 40	23	19.2	19.2	25.8
	41 - 50	54	45.0	45.0	70.8
	51 and more	35	29.2	29.2	100.0
	Total	120	100.0	100.0	

Source: Data from field

As observed in Table 6 above, all the 120 survey respondents gave their age. The highest number of survey respondents interviewed was in the age group of 41 – 50 and accounted for (45 %), and the least interviewed were in the age group 20 - 30 who accounted for the lowest percentage (6.7%). This can imply that administration responsibilities at Makerere University are handled by middle age administrators.

Table 7: Respondents by marital status

		Marital Status			
		Number	Percent	Valid Percent	Cumulative Percent
Valid	Single	11	9.2	9.3	9.3
	Married	100	83.3	84.7	94.1
	Co-habiting	3	2.5	2.5	96.6
	Engaged	2	1.7	1.7	98.3
	Widower	2	1.7	1.7	100.0
	Total	118	98.3	100.0	
Missing	System	2	1.7		
Total		120	100.0		

Source: Data from field

As observed in Table 7 above, 118 out of the 120 survey respondents gave their marital status and 2 did not. The highest number of survey respondents interviewed was the married and accounted for (84.7 %), and the least interviewed were the engaged and widowers who accounted for the lowest percentage (1.7%) respectively. While the single accounted for (9.3%), and the Co – habiting these accounted for (2.5%). This can imply that administration responsibilities at Makerere University are managed by people able to handle challenges and suitably qualified to occupy the offices they are running.

Table 8: Respondents by Highest level of education

		Highest Level of Education Attained			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	1	.8	.8	.8
	Secondary	8	6.7	6.7	7.5
	Post Secondary (e.g TTC, UCC, etc)	8	6.7	6.7	14.2
	First Degree	13	10.8	10.8	25.0
	Masters	67	55.8	55.8	80.8
	PhD	19	15.8	15.8	96.7
	Masters and Postgraduate Diploma	1	.8	.8	97.5
	Diploma	1	.8	.8	98.3
	ACCA Third stage	1	.8	.8	99.2
	CPA Student	1	.8	.8	100.0
	Total	120	100.0	100.0	

Source: Data from field

As observed in Table 8 above, all the 120 survey respondents gave their highest level of education. The highest number of survey respondents interviewed was masters and accounted for (55.8 %), and the least interviewed were none, masters and postgraduate diploma, diploma, ACCA and CPA professional courses who accounted for the lowest percentage (0.8%). It should be noted however, that there was no deliberate attempt during sampling to have particular numbers of survey respondents in a particular highest level of education. Survey respondents were purposively selected from the departments at the institutions and studied from their workplaces.

4.4 Individual factors and their influence on the performance of administration personnel in Makerere University

It is recommended that when presenting the results of statistical tests, the researcher should give descriptive statistics before the corresponding inferential statistics (Plonsky, 2007). Thus, this approach was adopted in this study and the descriptive statistics that were used

were frequencies and percentages. After presenting the descriptive statistics for each of the objectives, inferential statistics in form of Spearman correlation, coefficient of determination and partial correlation were computed and interpreted.

4.4.1 Descriptive results about individual factors affecting performance of administration personnel at Makerere University

One hundred and twenty (120) respondents responded to a five-point Likert scale questionnaire: “Strongly agree”, “agree”, “Not sure”, “Disagree”, and “Strongly disagree” to sixty five items about individual factors as shown in Tables 9, 10, 11, 12, and 13. The items are presented in the first column of each corresponding Table and the proportion of respondents to the responses on each of the items is presented in form of percentages in columns 2 to 6. The last column presents the total percentage of respondents on each of the items. The analysis and interpretation of the findings about individual factors follows the presentation of findings in Tables 9, 10, 11, 12, and 13.

Table 9: Findings about individual factors at skills level

Items about skills level	SA	A	NS	D	SD	Total
1. Have the required educational background to perform on the job	69 (57.5%)	46 (38.3%)	3 (2.5%)	2 (1.7%)	0 (0%)	120 (100%)
2. Have more than three years working experience	74 (62.2%)	42 (35.3%)	1 (0.8%)	2 (1.7%)	0 (0%)	120 (100%)
3. I am flexible	64 (53.8%)	53 (44.5%)	1 (0.8%)	1 (0.8%)	0 (0%)	120 (100%)
4. I communicate ably	61 (51.3%)	56 (47.1%)	2 (1.7%)	0 (0%)	0 (0%)	120 (100%)
5. I plan individual and team activities with a strategic view	44 (37%)	63 (52.9%)	12 (10.1%)	0 (0%)	0 (0%)	120 (100%)
6. I regularly evaluate my own performance	34 (28.3%)	61 (50.8%)	22 (18.3%)	3 (2.5%)	0 (0%)	120 (100%)
7. I motivate my subordinates	28 (23.7%)	63 (53.4%)	22 (18.6%)	4 (3.4%)	1 (0.8%)	120 (100%)
8. I can delegate tasks where necessary	52 (44.1%)	63 (53.4%)	3 (2.5%)	0 (0%)	0 (0%)	120 (100%)
9. I accept and act on feedback	58 (48.7%)	55 (46.2%)	3 (2.5%)	2 (1.7%)	1 (0.8%)	120 (100%)
10. Confident in leading team building activities and getting the best from my	53 (44.2%)	61 (50.8%)	2 (1.7%)	1 (0.8%)	2 (1.7%)	120 (100%)

team						
11.I am a good problem solver	44 (37%)	64 (53.8%)	11 (9.2%)	0 (0%)	0 (0%)	120 (100%)
12.I am a good net worker	41 (34.5%)	65 (54.6%)	12 (10.1%)	1 (0.8%)	0 (0%)	120 (100%)
13.I organise individual and team activities with a strategic view	40 (33.3%)	66 (55%)	13 (10.8%)	1 (0.8%)	0 (0%)	120 (100%)
14.Have personal and interpersonal skills	56 (47.5%)	59 (50%)	3 (2.5%)	0 (0%)	0 (0%)	120 (100%)
15.I can conceptually address management and administration issues	50 (42.4%)	56 (47.5%)	11 (9.3%)	1 (0.8%)	0 (0%)	120 (100%)
16.I readily take the initiative where necessary	54 (45.8%)	61 (51.7%)	3 (2.5%)	0 (0%)	0 (0%)	120 (100%)

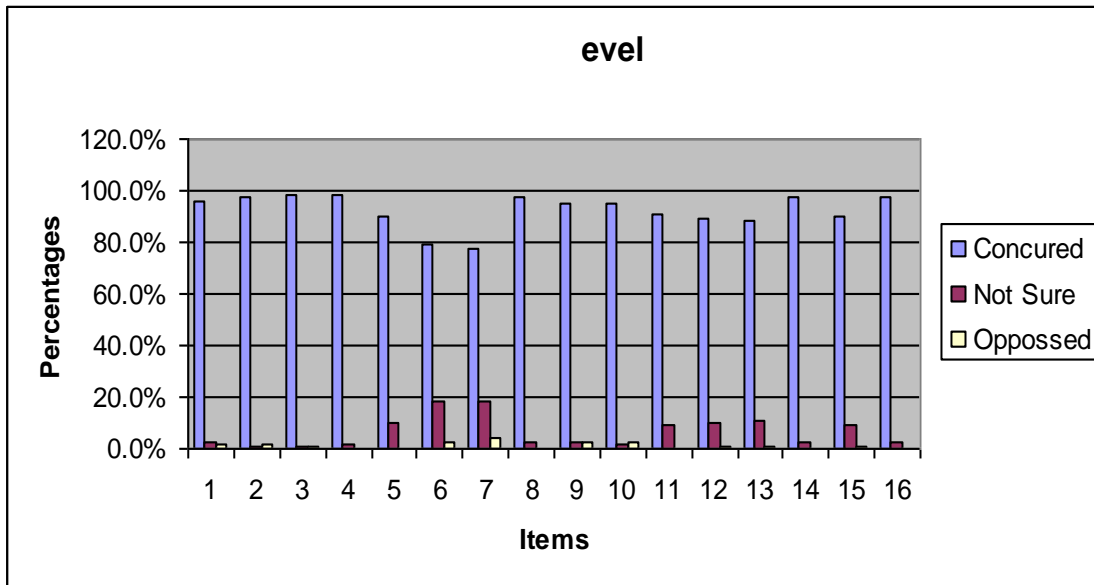
Source: Data from field

Key: SA = Strongly agree, A = Agree, NS = Not sure, D = Disagree, SD = Strongly disagree

To analyze the findings in Table 9, respondents who strongly agreed and those who agreed were combined into one category of respondents who “concurred” with the items. In addition, respondents who strongly disagreed and those who disagreed were combined into another category of respondents who “opposed” the items (Lee and Soutar, 2010). Thus, three categories of respondents were compared, these included respondents that “concurred with the items”, respondents who were not sure about the items” and “respondents who opposed the items”. Interpretation was then drawn from the comparisons of the three categories as shown in the following paragraphs of each corresponding table. Regarding skills, findings in Table 9 show that most respondents concurred to items 2, 3, 4, 8, 14, and 16 compared to respondents opposed to item 7 as the least, while items 6 and still 7 had most respondents who were not sure. For example, it is shown that most respondents concurred that the skill level items of working experience (97.5%), flexibility (98.3%), communicating ably (98.4%), delegate tasks where necessary (97.5%), have personal and interpersonal skills (97.5%), and readily take the initiative where necessary (97.5%) were strongest compared to respondents that were opposed or weakest at (4.2%) skill level of motivating subordinates, while (18.3%

and 18.6%) of the respondents were not sure on the skill of regularly evaluating their own performance and also still on motivating subordinates.

Figure 2: Individual factors at the Skills level



The figure above for example shows that the difference between percentage of respondents concurring and percentage of respondents opposed was generally big across the items. For example, 95.8% of the respondents concurred that they have the required educational background to perform on the job compared to 2.5% of the respondents who were not sure and 1.7% of the respondents who were opposed. From the analysis, it can be interpreted that at Makerere University, on average 92.29% of the employees have the required skills to perform on the job. Therefore, as an individual factor, skill level was significant in the performance of administration personnel on the job.

Interviews with the fifteen key informants on this study shade more light on skills level and were majorly supportive of the findings obtained using questionnaires. The study key informants (Makerere University Council, Members of Management, and College Principals) revealed that most administration personnel have the required skills to effectively perform on

the job. They opined that skills were adequate. Indeed, emphasizing the adequacy of the skills, one Key informant said:

....most administration personnel are qualified with the needed education background, working experience, and have personal and interpersonal skills. It's indeed satisfactory. The pressure and demands of the job positions can be stressing and challenging in most cases and they require administration personnel with good personal and interpersonal skills, good problem solving skills, able to communicate, and are able to supervise (Interview with Makerere University Council, 19th April 2013).

Similarly, a Member of Management had this to say:

The management and administration skills of the administration personnel at Makerere University are good since wherever they have been placed to execute tasks they have done their best to ensure that the university remains a model in Uganda and currently, in Africa. (Interview with Member of Management 24th March 2013).

The quotation suggests that administration personnel have the required skills to effectively perform on their jobs and as such being able to execute their assigned responsibilities.

However, despite the positive view about skills, key informants also held negative views. In an interview with a College Principal, the study discovered that on many occasions administration personnel have been hired illicitly. The College Principal remarked,

“...there is for instance a tendency to recruit relatives and people of the same ethnicity who are lacking in skill at the expense of qualified people and after a short while they are given permanent terms of employment. There seems to be unfairness in the way recruitment and appointment of some administration personnel is done... (Interview with College Principal 2nd April 2013)”.

Table 10: Findings about individual factors at level of understanding tasks

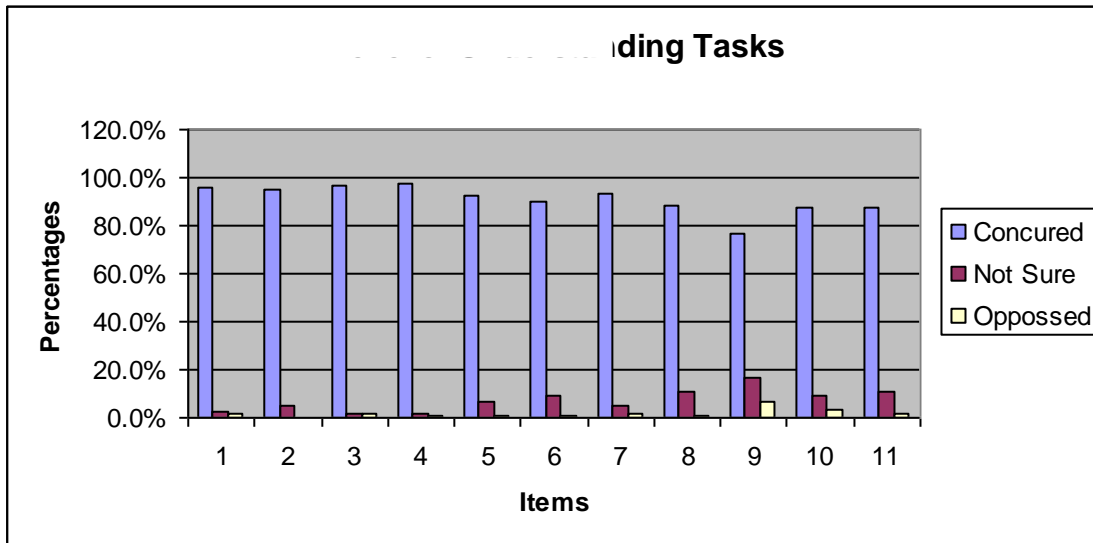
Items about level of understanding tasks	SA	A	NS	D	SD	Total
17. Are guided by the institutions values and goals.	49 (41.2%)	65 (54.6%)	3 (2.5%)	2 (1.7%)	0 (0%)	120 (100%)
18. Operate within the boundaries of institutional policies, procedures and regulations.	58 (48.3%)	56 (46.7%)	6 (5%)	0 (0%)	0 (0%)	120 (100%)
19. Accepts responsibility to facilitate programs.	44 (37%)	71 (59.7%)	2 (1.7%)	1 (0.8%)	1 (0.8%)	120 (100%)
20. Seeks advice and considers divergent opinions.	45 (37.8%)	71 (59.7%)	2 (1.7%)	1 (0.8%)	0 (0%)	120 (100%)
21. Provides effective leadership to staff	41 (34.2%)	70 (58.3%)	8 (6.7%)	1 (0.8%)	0 (0%)	120 (100%)
22. Improves image and recognition of institution	39 (33.3%)	66 (56.4%)	11 (9.4%)	1 (0.9%)	0 (0%)	120 (100%)
23. Plans, coordinate, monitor, and organise management and administration activities	40 (33.6%)	71 (59.7%)	6 (5%)	2 (1.7%)	0 (0%)	120 (100%)
24. Report preparations	48 (40%)	58 (48.3%)	13 (10.8%)	1 (0.8%)	0 (0%)	120 (100%)
25. Financial management and administration	35 (29.2%)	57 (47.5%)	20 (16.7%)	6 (5%)	2 (1.7%)	120 (100%)
26. Implement institutional strategic plan, vision, mission, and goal	41 (34.2%)	64 (53.3%)	11 (9.2%)	4 (3.3%)	0 (0%)	120 (100%)
27. To provide general administration and management	38 (31.9%)	66 (55.5%)	13 (10.9%)	1 (0.8%)	1 (0.8%)	120 (100%)

Source: Data from field

Key: SA = Strongly agree, A = Agree, NS = Not sure, D = Disagree, SD = Strongly disagree

Regarding understanding of tasks, findings in Table 10 show that most respondents concurred with items 1, 2, 3, and 4 compared to respondents opposed to item 9 as the least, while item 9 still had most respondents who were not sure. For example, it is shown that most respondents concurred that the level of understanding tasks is greatly exhibited in the items of guided by the institutions values and goals 95.8%, operating within boundaries of institutional policies, procedures and regulations 95%, accepting responsibility to facilitate programs 96.7%, and seeking advise and considering divergent opinions 97.5% compared to respondents at 6.7% level of understanding tasks of financial management and administration who were opposed, while 16.7% of the respondents were not sure on the level of understanding tasks of financial management and administration.

Figure 3: Individual factors at the Level of Understanding tasks



The graph above shows that the difference between percentage of respondents concurring and percentage of respondents opposed was equally big across the items as shown above. For example, 95.8% of the respondents concurred that they are guided by the institutions values and goals compared to 2.5% of the respondents who were not sure and 1.7% of the respondents who were opposed. From the analysis, it can be interpreted that at Makerere University, on average 91% of the administration personnel have the required level of understanding tasks to perform on the job. Therefore, as an individual factor, level of understanding tasks was sufficient to influence their performance on the job

Interviews with the fifteen key informants shade more light on level of understanding tasks and were fairly supportive of the findings obtained using questionnaires. Key informants (Makerere University Council, Members of Management, and College Principals) revealed that a fair number of administration personnel have the required level of understanding tasks to effectively perform on the job. They opined that the level of understanding tasks was both adequate and inadequate. Indeed, emphasizing the adequacy of the level of understanding tasks, one Key informant said:

....there is quite a fair number of administration personnel who have the ability to comprehend what is expected of them and how they need to work with colleagues like in teamwork, working to the realization of the institutions strategic plan, and operating within the defined institution policies in order to effectively perform. Since these offices are presumably occupied by people who are either elected and or appointed, where they have been true managers coming into office then there has not been so much conflict and friction (Interview with Makerere University Council, 22nd April 2013).

Similarly, a College Principal had this to say:

The level of understanding of tasks by administration personnel at Makerere University to most leaves a lot to be desired as there seems to be a lot of infighting, bickering, and a tendency by a good number of people to behave as if they are demi gods when they have been voted and or appointed into any such positions. A clear point in case is the current wrangles at the Colleges where some of them have failed to have proper leadership in place (Interview with College Principal, 19th April 2013).

The quotation suggests that administration personnel are both composed of qualified and unqualified people in terms of level of understanding of tasks to effectively perform on their jobs and as such being able to execute their assigned responsibilities.

Table 11: Findings about individual factors at level of organizational commitment

Items about organisational commitment	SA	A	NS	D	SD	Total
28.I would advise another person to work at Makerere University under the current conditions	9 (7.6%)	52 (44.1%)	37 (31.4%)	10 (8.5%)	10 (8.5%)	120 (100%)
29.I am proud to belong to Makerere University other than any other government body	20 (16.8%)	52 (43.7%)	37 (31.1%)	6 (5%)	4 (3.4%)	120 (100%)
30.I feel like “part of the family” at Makerere University	13 (11%)	59 (50%)	37 (31.4%)	7 (5.9%)	2 (1.7%)	120 (100%)
31.I would be happy to spend the rest of my career with Makerere University	10 (8.4%)	38 (31.9%)	40 (33.6%)	21 (17.6%)	10 (8.4%)	120 (100%)
32.I am proud of Makerere University	23 (19.3%)	53 (44.5%)	36 (30.3%)	6 (5%)	1 (0.8%)	120 (100%)
33.Makerere university has a lot of great meaning to me	25 (21%)	59 (49.6%)	24 (20.2%)	10 (8.4%)	1 (0.8%)	120 (100%)
34.I do not feel a strong sense of belonging to this institution	9 (7.6%)	11 (9.3%)	20 (16.9%)	53 (44.9%)	25 (21.2%)	120 (100%)
35.Even if this institution collapsed financially, I will still be reluctant to change to another employer	5 (4.2%)	13 (10.9%)	30 (25.2%)	37 (31.1%)	34 (28.6%)	120 (100%)
36.It would be too costly for me to leave this institution now	6 (5%)	13 (10.8%)	16 (13.3%)	51 (42.5%)	34 (28.3%)	120 (100%)
37.If I am offered a job in another organisation with a slight increase in	23 (19.5%)	37 (31.4%)	30 (25.4%)	21 (17.8%)	7 (5.9%)	120 (100%)

pay, I would definitely change my job						
38. Too much in my life would be disrupted if I decided to leave this institution	4 (3.4%)	11 (9.2%)	25 (21%)	47 (39.5%)	32 (26.9%)	120 (100%)
39. I feel that there are too few options available for me to leave this institution	5 (4.2%)	16 (13.4%)	18 (15.1%)	54 (45.4%)	26 (21.8%)	120 (100%)
40. It would be very hard for me to leave this institution even if I wanted to	5 (4.2%)	9 (7.6%)	14 (11.8%)	47 (39.5%)	44 (37%)	120 (100%)

Source: Data from field

Key: SA = Strongly agree, A = Agree, NS = Not sure,
D = Disagree, SD = Strongly disagree

Regarding organizational commitment, findings in Table 11 show that most respondents concurred to items 6, 5, 3, and 2 compared to respondents opposed to items 7, 9, 11, 12, and 13 as the least, while item 14 had most respondents who were not sure. For example, it is shown that most respondents concurred that organizational commitment is greatly exhibited in the items of Makerere University having a lot of great meaning to oneself at 70.6%, being proud of Makerere University at 63.8%, one feeling like they are part of the family at Makerere University at 61%, and being proud to belong to Makerere University other than any other government body at 60.5%, compared to respondents at 76.5% item of it would be very hard for one to leave Makerere University even if they wanted, 70.8% it would be too costly for one to leave Makerere University, 67.2% feeling that there are too few options available for one to leave Makerere University, 66.4% too much in ones life would be disrupted if they decided to leave Makerere University, and 66.1% one not feeling a strong sense of belonging to Makerere University as being opposed, while 33.6% of the respondents were not sure on the item of organizational commitment of being happy to spend the rest of their career with Makerere University. However, findings show that the difference between percentage of respondents concurring and percentage of respondents opposed was big across the items as shown in Figure 4 below.

Figure 4: Individual factors at level of organizational commitment

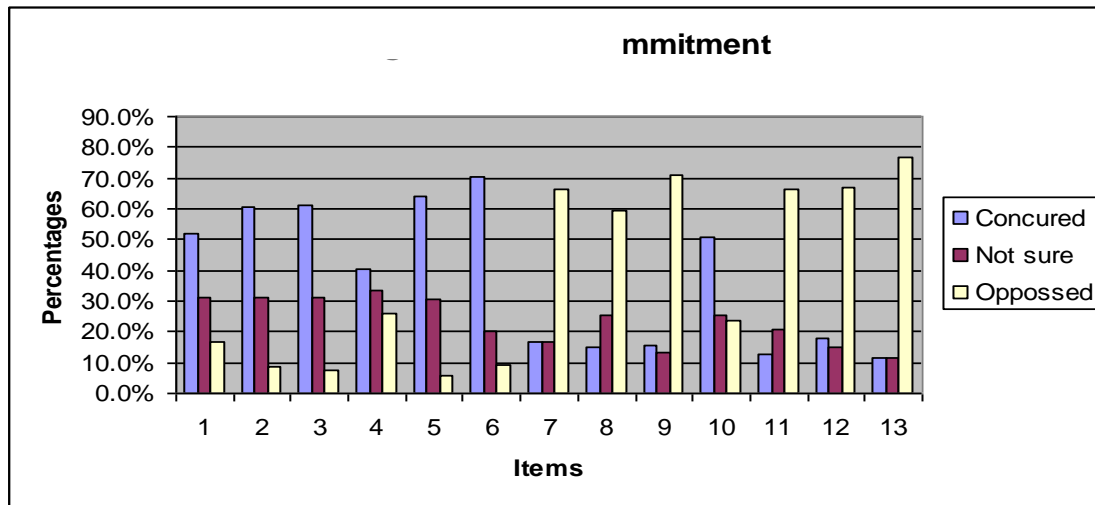


Figure 4 above for example shows on item 13 that 11.8% of the respondents concurred that it would be very hard to leave Makerere University even if they wanted to, compared to 11.8% of the respondents who were not sure and 76.5% of the respondents who were opposed to possibly have negative influence on job perform. However, from the general analysis, it can be interpreted that at Makerere University Uganda, on average the administration personnel have organizational commitment to perform on the job. Therefore, as an individual factor, organizational commitment was significant to influence performance on the job.

Table 12: Findings about individual factors at level of motivation

Items about motivation	SA	A	NS	D	SD	Total
41.I am satisfied with the support from the human resource office	4 (3.4%)	9 (7.6%)	13 (10.9%)	38 (31.9%)	55 (46.2%)	120 (100%)
42.I am satisfied with the incentives provided by the institution	1 (0.8%)	5 (4.25)	17 (14.4%)	39 (33.1%)	56 (47.5%)	120 (100%)
43.I have good working relationship with co – workers	27 (22.7%)	58 (48.7%)	29 (24.4%)	4 (3.45)	1 (0.8%)	120 (100%0
44.Offers effective performance appraisal systems	4 (3.4%)	23 (19.5%)	51 (43.2%)	29 (24.6%)	11 (9.3%)	120 (100%)
45.Has good safety work measures	0 (0%)	16 (13.7%)	29 (24.8%)	56 (47.9%)	16 (13.7%)	120 (100%)
46.I feel my job is secure in this workplace	12 (10.4%)	34 (29.6%)	28 (24.3%)	24 (20.9%)	17 (14.8%)	120 (100%)
47.I worry a lot about my work outside working hours	8 (6.8%)	15 (12.8%)	19 (16.2%)	27 (23.1%)	48 (41%)	120 (100%)

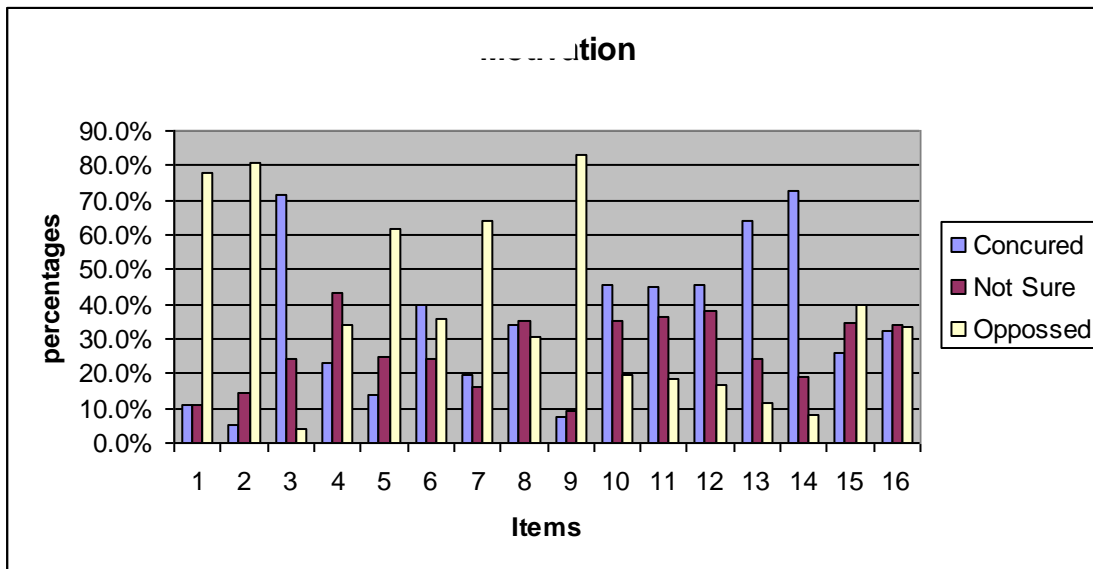
48.I am satisfied with the amount of influence i have over my job	7 (6%)	33 (28.2%)	41 (35%)	24 (20.5%)	12 (10.3%)	120 (100%)
49.I am satisfied with the amount of pay i receive	4 (3.4%)	5 (4.2%)	11 (9.2%)	26 (21.8%)	73 (61.3%)	120 (100%)
50.I am satisfied with the respect i get from supervisors/ line managers	10 (8.5%)	43 (36.8%)	41 (35%)	16 (13.7%)	7 (6%)	120 (100%)
51.My achievement on the current job is satisfactory	8 (6.8%)	45 (38.1%)	43 (36.4%)	15 (12.7%)	7 (5.9%)	120 (100%)
52.I am given due recognition at work	11 (9.2%)	43 (36.1%)	45 (37.8%)	15 (12.6%)	5 (4.2%)	120 (100%)
53.The work itself is interesting and challenging	14 (11.8%)	62 (52.1%)	29 (24.4%)	14 (11.8%)	0 (0%)	120 (100%)
54.I am given due responsibilities at work to execute.	19 (15.8%)	68 (56.7%)	23 (19.2%)	7 (5.8%)	3 (2.5%)	120 (100%)
55.My advancement (i.e. promotion) on the current job is satisfactory	7 (6%)	23 (19.8%)	40 (34.5%)	30 (25.9%)	16 (13.8%)	120 (100%)
56.Personal growth (i.e. skills acquired through training and development) on the current job is satisfactory.	14 (11.7%)	25 (20.8%)	41 (34.2%)	26 (21.7%)	14 (11.7%)	120 (100%)

Source: Data from field

Key: SA = Strongly agree, A = Agree, NS = Not sure,
D = Disagree, SD = Strongly disagree

Regarding motivation, findings in Table 12 show that most respondents concurred with items 14, 3, and 13 compared to respondents opposed to items 9, 2, 1, 7, and 5 as the least, while item 4 had most respondents who were not sure. For example, it is shown that most respondents concurred that motivation is greatest in the items of being given due responsibilities at work to execute 72.5%, having a good working relationship with co-workers 71.4%, and work itself being interesting and challenging 63.9% compared to respondents at 83.1% not being satisfied with the amount of pay they receive, 80.6% not being satisfied with the incentives provided by the institution, 78.1% not being satisfied with the support from the human resource office, 64.1% not being worried about their work outside working hours, and 61.6% place of work not having safety work measures as being opposed or weakest, while 43.2% of the respondents were not sure on the motivational item offering effective performance appraisal systems. However, findings show that the difference between percentage of respondents agreeing and percentage of respondents opposed was big across the items as shown above in table 12 and the figure 5 below.

Figure 5: Individual factors at level of motivation



The graph above for example shows on item 13 that 63.9% of the respondents concurred that the work itself is interesting and challenging, compared to 24.4% of the respondents who were not sure and 11.8% of the respondents who were opposed to have a positive influence on job perform. While also 7.6% of the respondents concurred that they were not satisfied with the amount of pay, 9.2% were not sure, and 83.1% were opposed. However, from the general analysis, it can be interpreted that at Makerere University Uganda, on average the administration personnel are not motivated enough to perform on the job. Therefore, as an individual factor, motivation was sufficient to positively influence administration personnel to perform on the job.

Interviews with the key informants were supportive of the findings obtained using questionnaires. Key informants (Makerere University Council, Members of Management, and College Principals) revealed that administration personnel are both motivated and not to effectively perform on the job. They opined that motivation was both adequate and inadequate. Indeed, emphasizing the adequacy of motivation, one Key informant said:

.... As an institution, not only administration personnel but also the rest of the staff members are motivated to work as long as they are provided with a good working condition, good pay, visible and steady career growth path, respected at work, and are generally satisfied on the job (Interview with College Principal, 6th May 2013).

The quotation suggests that administration personnel work and perform better while on the job as long as they are well motivated like through good working conditions.

Table 13: Findings about individual factors at level of job satisfaction

Items about job satisfaction	SA	A	NS	D	SD	Total
57. University policies and administration are robust	15 (12.8%)	59 (50.4%)	24 (20.5%)	12 (10.3%)	7 (6%)	120 (100%)
58. Supervision is satisfactory	10 (8.3%)	39 (32.5%)	49 (40.8%)	16 (13.3%)	6 (5%)	120 (100%)
59. Relationship with supervisor is cordial	10 (8.5%)	61 (52.1%)	37 (31.6%)	7 (6%)	2 (1.7%)	120 (100%)
60. Working conditions is not hazardous	7 (5.9%)	28 (23.5%)	26 (21.8%)	51 (42.9%)	7 (5.9%)	120 (100%)
61. Personal Life has improved	11 (9.2%)	48 (40%)	43 (35.8%)	13 (10.8%)	5 (4.2%)	120 (100%)
62. Salary is encouraging	3 (2.5%)	9 (7.6%)	16 (13.4%)	33 (27.7%)	58 (48.7%)	120 (100%)
63. Relationship with subordinates is cordial	16 (13.4%)	64 (53.8%)	34 (28.6%)	4 (3.4%)	1 (0.8%)	120 (100%)
64. Status has improved	6 (5.1%)	35 (29.9%)	48 (41%)	22 (18.8%)	6 (5.1%)	120 (100%)
65. Job Security is guaranteed	10 (8.4%)	38 (31.9%)	25 (21%)	37 (31.1%)	9 (7.6%)	120 (100%)

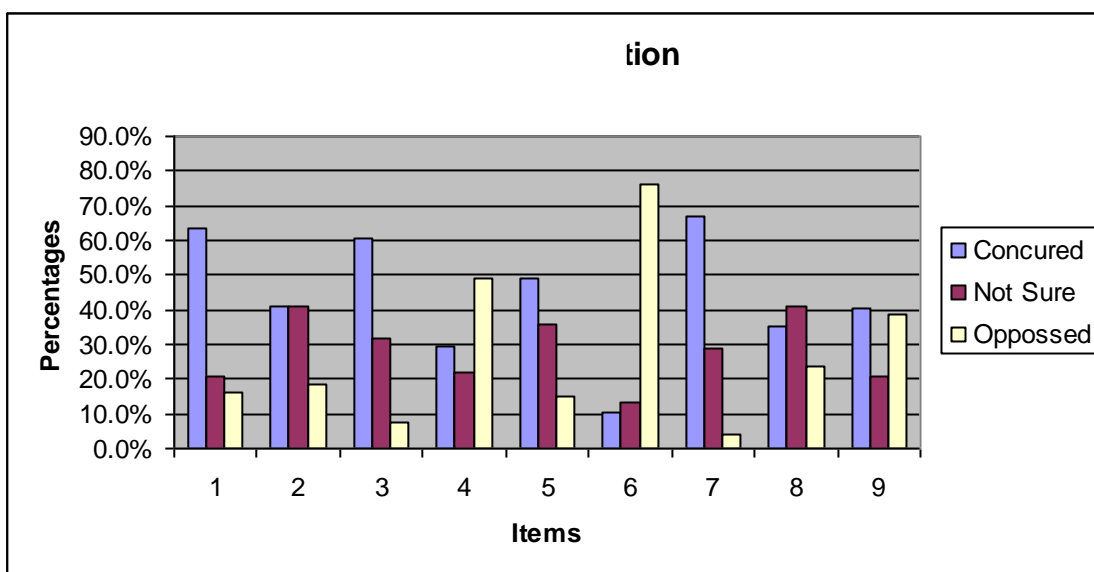
Source: Data from field

Key: SA = Strongly agree, A = Agree, NS = Not sure,
D = Disagree, SD = Strongly disagree

Regarding job satisfaction, findings in Table 13 show that most respondents concurred to items 7, 1, and 3 compared to respondents opposed to items 6, and 4 as the least, while items 8 and 2 had most respondents who were not sure. For example, it is shown that most respondents concurred that job satisfaction is greatly exhibited in the items of having a cordial relationship with subordinates at 67.2%, having university policies and administration

as robust at 63.2%, and having cordial relationship with supervisors at 60.6%, compared to respondents at 76.4% item of salary being encouraging, and 48.8% working conditions not being hazardous as being opposed, while 41% of the respondents were not sure on the item of job satisfaction of their status having improved. However, findings show that the difference between percentage of respondents concurring and percentage of respondents opposed was big across the items as shown in Figure 6 below.

Figure 6: Individual factors at level of job satisfaction



From the graph above for example 63.2% of the respondents concurred that the university policies and administration are robust, compared to 20.5% of the respondents who were not sure and 16.3% of the respondents who were opposed to have a positive influence on job perform. While also 10.1% of the respondents concurred that salary they are earning is encouraging, 13.4% were not sure, and 76.4% were opposed. However, from the general analysis, it can be interpreted that at Makerere University Uganda, about 43.9% of the administration personnel have job satisfaction to consequently lead to ineffective perform on the job. Therefore, as an individual factor, job satisfaction was sufficient to positively influence administration personnel to perform on the job.

4.4.2 Testing first hypothesis

The first hypothesis stated, “*Individual factors have an influence on performance of administration personnel in public universities*”. Spearman rank order correlation coefficient (*rho*) was used to determine the strength of the relationship between individual factors and the performance of administration personnel. The Spearman rank order correlation was used because the scale (that is strongly agree, agree, not sure, disagree and strongly disagree) that accompanied the questionnaire was ordinal. The responses were merely arranged in order that one could not determine how much disagreement or agreement there was, and as such adding or subtracting the responses such as strongly disagree from disagree does not make sense.

It is recommended that with an ordinal scale, Spearman rank order correlation is suitable for determining relationships because it does not involve means and standard deviations, which are meaningless with ordinal data. In addition, the partial correlation (r_p) was used to control the effect of the moderating variable, which in this study was availability of funds. The sign of the coefficient (positive or negative sign) was used to determine the change in direction in the relationship between individual, organizational, external factors and performance of administration personnel. The coefficient of determination was used to determine the effect of individual, organizational, and external factors on the performance of administration personnel. The significance of the coefficient (p) was used to test the findings by comparing p to the critical significance level at (0.05). This procedure was applied in testing the second hypothesis and thus, a length introduction is not repeated in the subsequent section of hypothesis testing. Table 22 presents the test results for the first hypothesis.

Table 14: Correlation between individual factors and performance of administration personnel

	Individual factors before controlling for availability of funds	Individual factors after controlling for availability of funds
Performance of administration personnel	$\rho = .394$ $\rho^2 = .155$ $p = .078$ $n = 117$	$r_p = -.380$ $p = .099$ $df = 79$

Findings show that there was a positive strong correlation ($\rho = .394$) between individual factors and performance of administration personnel. Since the correlation does imply causal-effect as stated in the first objective, the coefficient of determination, which is a square of the correlation coefficient ($\rho^2 = .155$), was computed and expressed as a percentage to determine the variance in performance of administration personnel due to individual factors. Thus, findings show that individual factors accounted for 15.57% variance in performance of administration personnel. These findings were subjected to a test of significance (p) and it is shown that the significance of the correlation ($p = .078$) is slightly higher than the recommended critical significance at 0.05. Thus, the effect was statistically significant. Therefore, the hypothesis “*Individual factors have an influence on performance of administration personnel*” was accepted. The implication of these findings is that individual factors had a significant effect on performance of administration personnel at Makerere University Uganda. The strong correlation implied that a change in individual factors was related to a small change in performance of administration personnel. The positive nature of the correlation implied that the change in individual factors and performance of administration personnel was in the opposite direction whereby better individual factors were related to high performance of administration personnel and vice versa.

The partial correlation coefficient ($r_p = .380$) shows that after controlling for the moderating variable “availability of funds”, the correlation between individual factors and performance of administration personnel reduced from .394 to .380. However, despite the reduction in the strengths of the relationship between individual factors and performance of administration personnel, the relationship remained moderately significant because $p = .099$ was slightly higher than the recommended critical significance at 0.05. This implies that availability of funds did not significantly moderate the effect of individual factors on performance of administration personnel.

4.4.3 Descriptive results about organisational factors affecting performance of administration personnel at Makerere University

Respondents responded to thirty eight (38) items about organisational factors affecting performance of administration personnel by indicating their agreement using a five-point Likert scale. The items are presented in the first column of Tables 15, 16, 17, 18, 19, and 20 and the proportion of respondents to the responses on each of the items is presented in form of percentages in columns 2 to 6. The last column presents the total percentage of respondents on each of the items. The analysis and interpretation of the findings follows the presentation of findings in Tables 15, 16, 17, 18, 19, and 20.

Table 15: Findings about organizational factors at level of remuneration

Items about remuneration	SA	A	NS	D	SD	Total
1) Am satisfied with my level of pay	2 1.7%	4 3.3%	10 8.3%	24 20%	80 66.7%	120 (100%)
2) I work overtime every day	37 30.8%	40 33.3%	11 9.2%	22 18.3%	10 8.3%	120 (100%)
3) I work overtime occasionally	8 6.9%	26 22.4%	9 7.8%	30 25.9%	43 37.1%	120 (100%)
4) I never work overtime	3 2.6%	5 4.3%	5 4.3%	26 22.6%	76 66.1%	120 (100%)

5) I am paid for working overtime	7 5.9%	7 5.9%	6 5.1%	37 31.4%	61 51.7%	120 (100%)
6) I am happy with the payment for overtime	2 1.8%	5 4.4%	10 8.8%	26 23%	70 61.9%	120 (100%)
7) I receive bonus plans for my work	5 4.2%	6 5%	5 4.2%	36 30.3%	67 56.3%	120 (100%)
8) I receive incentive plans	3 2.6%	5 4.3%	8 6.8%	37 31.6%	64 54.7%	120 (100%)
9) I work the minimum eight hours a day and the pay is matching	2 1.7%	6 5%	7 5.9%	36 30.3%	68 57.1%	120 (100%)

Source: Data from field

Key: SA = Strongly agree, A = Agree, NS = Not sure,
D = Disagree, SD = Strongly disagree

To analyze the findings, respondents who strongly agreed and those who agreed were combined into one category of respondents who “concurred” to the items. In addition, respondents who strongly disagreed and those who disagreed were combined into another category of respondents who “opposed” the items. Thus, three categories of respondents were compared, these included respondents that “concurred with the items”, respondents who were not sure about the items” and “respondents who opposed the items”. Interpretation was then drawn from the comparisons of the three categories as shown in the following paragraphs of each corresponding table.

Regarding remuneration, findings in Table 15 show that most respondents concurred to item 2 compared to respondents opposed to items 4, 9, 1, 7, 8, 6, and 5 as the least, while items 2, 6, and 1 had most respondents who were not sure. For example, it is shown that most respondents concurred that the remuneration item of one working overtime every day at 64.1% was strongest compared to respondents that were opposed or weakest on items of never working overtime at 88.7%, working the minimum eight hours a day and pay is matching at 87.4%, satisfied with level of pay at 86.7%, receiving bonus plans for ones work

at 86.6%, receiving incentive plans at 86.3%, being happy with the pay for overtime at 84.9%, and being paid for working overtime at 83.1% ,while respondents not sure evident on items of still working overtime every day were at 9.2%, being happy with the payment for overtime at 8.8%, and one being satisfied with their level of pay at 8.3% .

Figure 7: Organizational factors at the remuneration level

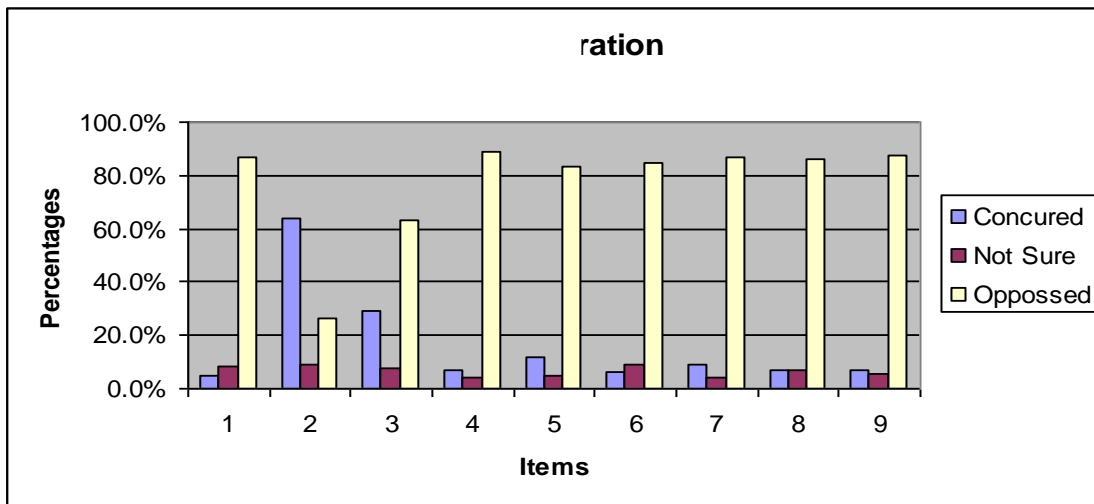


Figure 7 above for example shows that remuneration was generally poor for administration personnel to effectively perform on the job. This is shown for instance on the item of satisfaction with level of pay at 5% concurring, 8.3% being not sure, and 86.7% being opposed. However, from the general analysis, it can be interpreted that at Makerere University, about 16.2% of the administration personnel are contended with the remuneration they are receiving.

As an institution, we have a big problem of not being able to pay staff enough or a commensurate salary to what one does (Interview with Makerere University Council member, 24th May 2013).

Therefore, as an organisational factor, positive remuneration was sufficient to positively influence administration personnel to perform on the job

Table 16: Findings about organizational factors at level of promotion

Items about promotional opportunities	SA	A	NS	D	SD	Total
10)I have ever applied for promotion	35 30.2%	46 39.7%	2 1.7%	17 14.7%	16 13.8%	120 (100%)
11)From the time I joined Makerere I have never been promoted	17 14.3%	11 9.2%	7 5.9%	38 31.9%	46 38.7%	120 (100%)
12)I have discussed my opportunities for promotion with my supervisor	10 8.8%	24 21.1%	34 29.8%	26 22.8%	20 17.5%	120 (100%)
13)I have discussed my opportunities for promotion with the Directorate of Human Resources office	10 8.8%	13 11.4%	21 18.4%	42 36.8%	28 24.6%	120 (100%)
14)I am satisfied with the opportunities for promotion	2 1.8%	16 14.2%	27 23.9%	38 33.6%	30 26.5%	120 (100%)
15)I have been promoted before	26 21.8%	45 37.8%	3 2.5%	17 14.3%	28 23.5%	120 (100%)

Source: Data from field

Key: SA = Strongly agree, A = Agree, NS = Not sure,
D = Disagree, SD = Strongly disagree

Regarding Promotional Opportunities, findings in Table 16 show that most respondents concurred to item 1 compared to respondents opposed to items 2, 4, and 5 as the least, while items 3, and still 5 had most respondents who were not sure. For example, it is shown that most respondents concurred that the promotional opportunity item of one having applied for promotion at 69.9% was strongest compared to respondents that were opposed or weakest on items of from the time I joined Makerere University never been promoted at 70.6%, having discussed ones promotional opportunities with the directorate of human resource at 61.4%, and one being satisfied with the promotional opportunities at 60.1%, while respondents not sure were evident on items of having discussed ones promotional opportunities with their supervisors at 29.8%, and being satisfied with the opportunities for promotion at 23.9%.

Figure 8: Organisational factors at the promotional opportunities

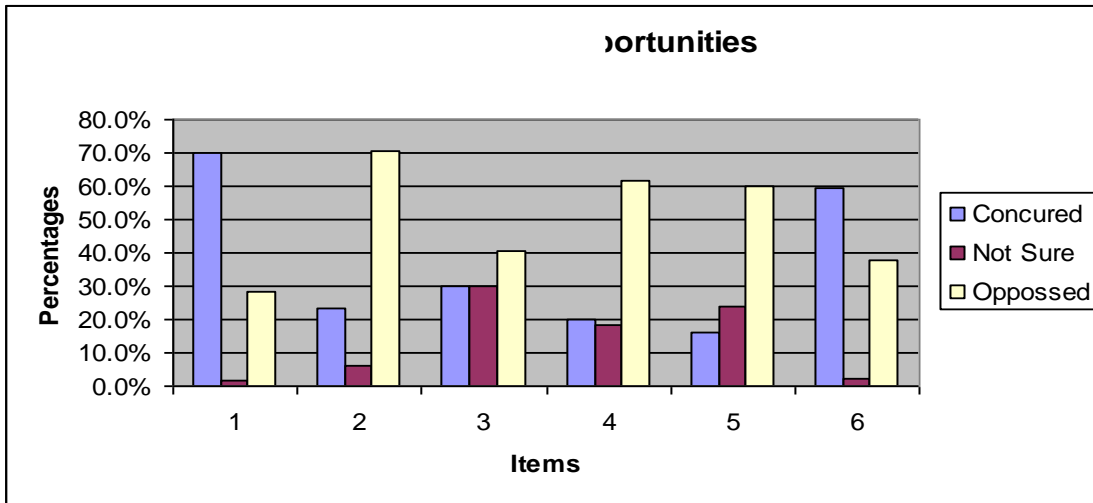


Figure 8 above for example shows that promotional opportunities were generally good for administration personnel to effectively perform on the job. This is shown for instance on the items of having ever applied for promotion at 69.9% concurring, 1.7% being not sure, and 28.5% being opposed, from the time one joined Makerere University to not having ever been promoted at 23.5% concurring, 5.9% being not sure, and 70.6% being opposed, having discussed ones promotional opportunities with their supervisors at 29.9% concurring, 29.8% not being sure, and 40.3% being opposed. However, from the general analysis, it can be interpreted that at Makerere University Uganda, about 36.5% of the administration personnel are happy with the promotional opportunities they are receiving

Table 17: Findings about organizational factors at level of team work

Items about team work	SA	A	NS	D	SD	Total
16)I am always consulted on future plans for the workplace	9 7.6%	25 21%	14 11.8%	23 19.3%	48 40.3%	120 (100%)
17)I am always consulted on staffing issues	6 5%	25 21%	13 10.9%	28 23.5%	47 39.5%	120 (100%)
18)I am consulted on changes to work practices	2 1.7%	22 18.6%	25 21.2%	27 22.9%	42 35.6%	120 (100%)
19)I am an active member of Makerere University Administration Staff Association	10 8.3%	24 20%	17 14.2%	23 19.2%	46 38.3%	120 (100%)
20)I am satisfied with the opportunities for promotion	3 2.6%	7 6.1%	23 20%	42 36.5%	40 34.8%	120 (100%)

Source: Data from field

Key: SA = Strongly agree, A = Agree, NS = Not sure, D = Disagree, SD = Strongly disagree

Regarding team work, findings in Table 17 show that few respondents concurred to all the six items compared to most of the respondents who were opposed to all the six items, and equally on all items respondents expressed a strong sense of being not sure. For example, it is shown that few respondents concurred that the team work item of always being consulted on future plans for the work place at 28.6% was least compared to respondents that were opposed or weakest at 59.6%, and those not sure being 11.8%, on the item of always being consulted on staffing issues 26% concurred, 10.9% were not sure, and 63% were opposed. On the item of being consulted on changes to work practices 20.3% concurred, 21.3% were not sure, and 58.5% were opposed. On the item of being an active member of Makerere University Administration Staff Association 28.3% concurred, 14.2% were not sure, and 57.5% were opposed. While on the item of being satisfied with the opportunities for promotion 8.7% concurred, 20% were not sure, and 71.3% were opposed.

Figure 9: Organisational factors at the Team Work level

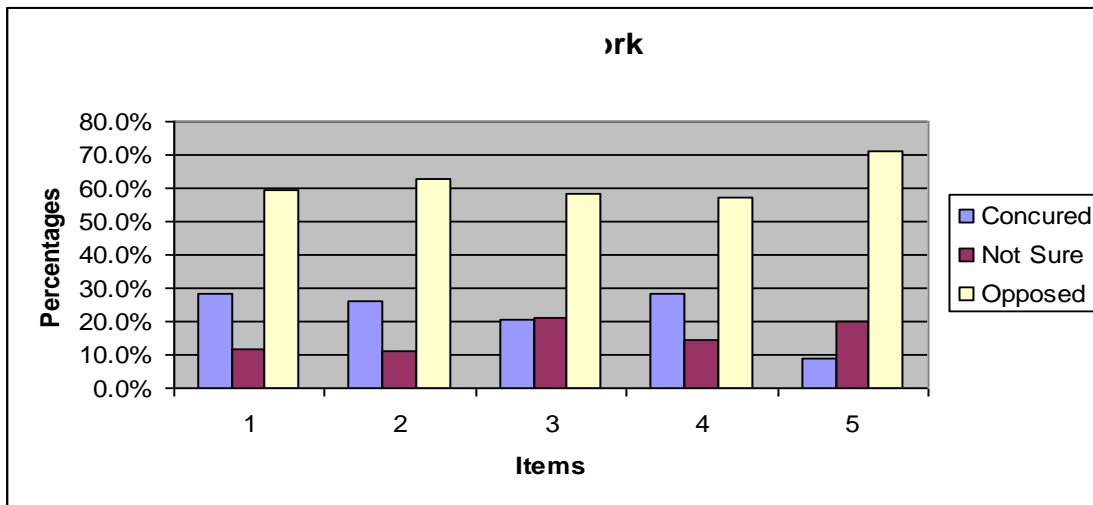


Figure 9 above clearly shows that the respondents on the factor of teamwork were generally opposed to all the items to demonstrate the lack of it and as such to negatively influence the performance of administration staff.

Table 18: Findings about organizational factors at level of working relationship

Items about working relationship	DK	VP	P	NP	G	VG	Total
21) Subordinates	6 5%	5 4.2%	3 2.5%	32 26.9%	55 46.2%	18 15.1%	120 (100%)
22) Co – workers	5 4.2%	4 3.4%	3 2.5%	34 28.6%	56 47.1%	17 14.3%	120 (100%)
23) Supervisors	6 5%	3 2.5%	1 0.8%	38 31.9%	56 47.1%	15 12.6%	120 (100%)

Source: Data from field

Key: DK= Don't Know, VP = Very Poor, P = Poor,
 NP = Neither good nor Poor, G = Good VG = Very Good

To analyze the findings in table 18, respondents were examined against each key. Thus, six categories of respondents were compared, these included respondents that “don't know”, “respondents with very poor”, respondents with poor”, “respondents with neither good nor poor”, “respondents with good”, and “respondents with very good”. Interpretation was then drawn from the comparisons of the six categories as shown in the following explanation.

Regarding working relationships, findings in Table 18 show that the working relationship with the Subordinates was 5% don't know, 4.2% very poor, 2.5% poor, 26.9% neither good nor poor, 46.2% good, and 15.1% very good. On the item of the Co – workers the working relationship was 4.2% don't know, 3.4% very poor, 2.5% poor, 28.6% neither good nor poor, 47.1% good, and 14.3% very good. On the item of supervisors the working relationship was 5% don't know, 2.5% very poor, 0.8% poor, 31.9% neither good nor poor, 47.1% good, and 12.6% very good.

Figure 10: Organisational factors at the working relationship level

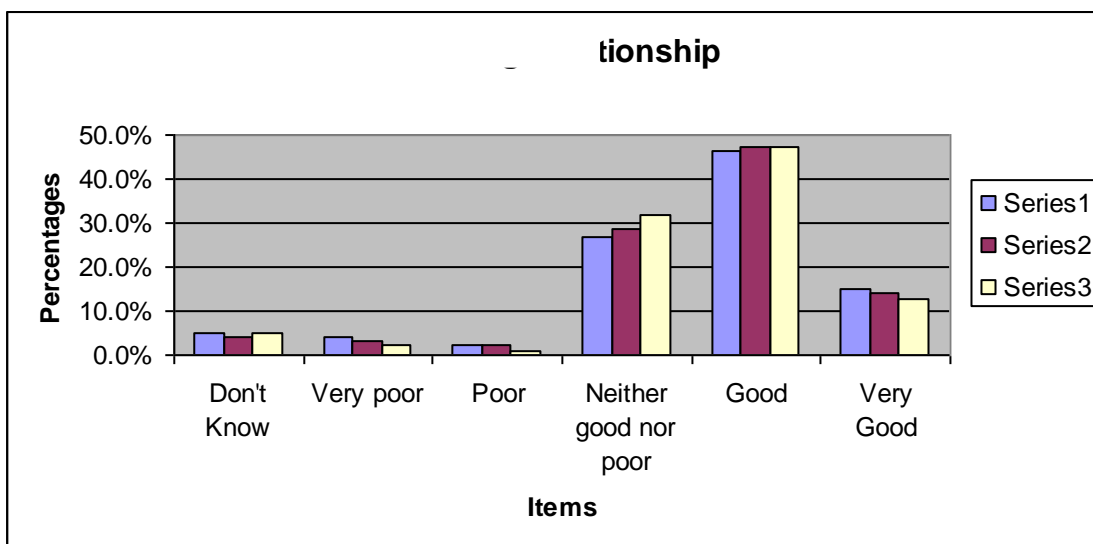


Figure 10 above shows that the respondents on the factor of working relationships generally agreed that there existed a good working relationship at 46.8% with the subordinates, co – workers, and supervisors. In addition, respondents who agreed that the working relationship with the subordinates, co-workers, and supervisors was neither good nor poor at 29.1%, while respondents who agreed that the working relationship with the subordinates, co – workers, and supervisors was very good at 3.4%. Respondents who don't know how their working relationship with the subordinates, co – workers, and supervisors was at 4.7%, while those who agreed that it was very poor were at 4.7%, and finally respondents who believed that the working relationship was poor was least at 1.9%.

Table 19: Findings about organizational factors at level of training opportunities

Items about training opportunities	SA	A	NS	D	SD	Total
1) I am aware of administration and management training opportunities	9 7.6%	28 23.5%	13 10.9%	30 25.2%	39 32.8%	120 (100%)
2) The university has ever offered me an opportunity / ies for management and administration training and development	9 7.6%	20 16.8%	13 10.9%	51 42.9%	26 21.8%	120 (100%)
3) I would be interested in being sponsored for further management and administration training opportunities	57 47.9%	49 41.2%	5 4.2%	3 2.5%	5 4.2%	120 (100%)
4) The institution offers training in management and administration to its heads of sections / department to enable them manage their sections	5 4.2%	17 14.3%	37 31.1%	45 37.8%	15 12.6%	120 (100%)
5) The institution provides free internet services for the employees to develop their ability and knowledge for the purposes of creativity and future innovation	58 48.7%	46 38.7%	9 7.6%	4 3.4%	2 1.7%	120 (100%)
6) The institution organises workshops to increase and revive your knowledge	11 9.2%	32 26.9%	39 32.8%	24 20.2%	13 10.9%	120 (100%)
7) The institution assists to develop your skills and experience by allowing you participate in conferences, meetings and seminars	15 12.6%	35 29.4%	37 31.1%	23 19.3%	9 7.6%	120 (100%)

Source: Data from field

Key: SA = Strongly agree, A = Agree, NS = Not sure, D = Disagree, SD = Strongly disagree

Regarding training opportunities, findings in Table 19 show that most respondents concurred to items 3 and 5 compared to respondents opposed to items 2 and 1 as the least, while item 6 had most respondents who were not sure. For example, it is shown that most respondents concurred that the training opportunity item of one having interest in being sponsored for

further management and administration training opportunities at 89.1%, and the institution providing free internet services for employees to develop their abilities and knowledge for purposes of creativity and future innovation at 87.4% were strongest compared to respondents that were opposed or weakest on items of the university not having yet offered an opportunity for management and administration to be trained at 64.7%, not being aware of administration and management training opportunities at 58% and the institution offering training in management and administration to its heads of sections or departments to enable them manage their sections at 50.4%, while respondents not sure were on the item of the institution organising workshops to increase and revive ones knowledge at 32.8%.

Makerere University has a problem of not investing much in the training of its administration personnel as compared to its academic staff. As such the majority of administration personnel privately train themselves and eventually get poached on by either the private sector and or other government agencies willing to pay them better and also offer them funded training opportunities (Interview with College Principal, 24th May 2013)

Therefore, as an organisational factor, existence of training opportunities was sufficient to positively influence administration personnel to perform on the job

Figure 11: Organisational factors on Training opportunities

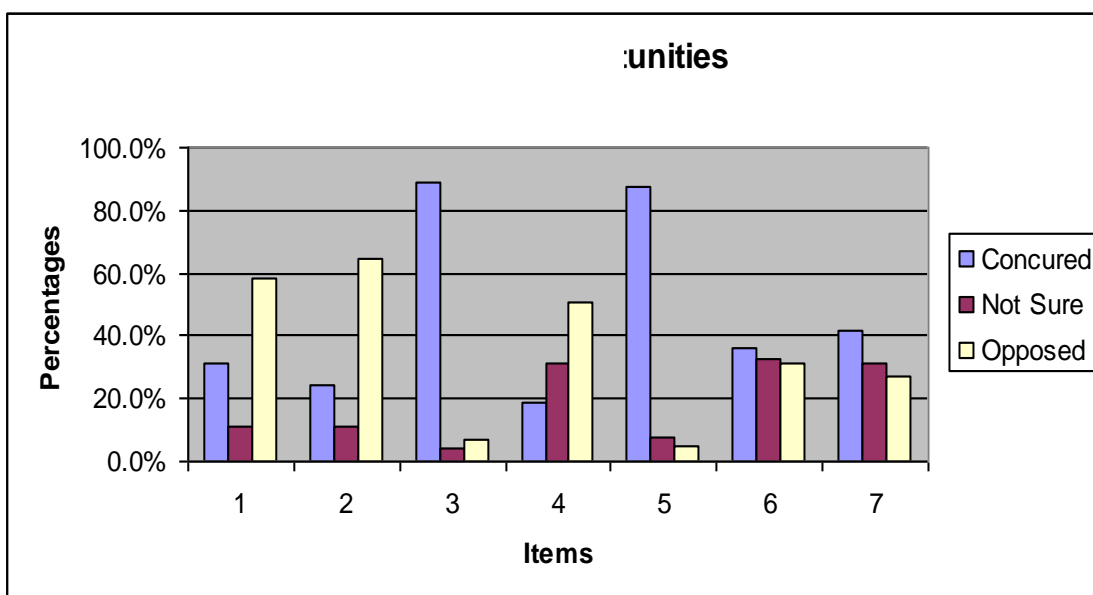


Figure 11 above shows that the respondents on the factor of training opportunities concurred that they mostly they would be interested in being sponsored for further management and administration, and there is the offer of free internet services to facilitate ones training as the most noted. While allowing people to participate in conferences, meetings, and seminars, the institution also organises workshops for knowledge increase, one being aware of administration and management training opportunities, the university has ever offered one a training opportunity, and the institution offering training in management and administration to its heads of sections or departments as the least. Therefore, training opportunities for administration personnel can be said to be mainly lacking to thus either negatively or positively influence performance of the administration personnel on the job.

Interviews with key informants shade more light on training opportunities and were fairly supportive of the findings obtained using questionnaires. Key informants (Makerere University Council, Members of Management, and College Principals) revealed that a fair number of administration personnel have been trained to effectively perform on the job. They opined that the training opportunities are offered although not as many as those offered to the academic staff. Indeed, emphasizing the existence of the training opportunities, two Key informants said:

....there is quite a fair number of administration personnel who have had access to direct funding from Makerere University and its sister funding bodies either directly and or indirectly to offer training opportunities to its administration personnel. However, the only problem could be how these opportunities are accessed and availed to administration personnel that has in most cases locked out a good number of potential and interested administration personnel (Interview with Makerere University Council, 22nd April 2013).

One can also right say that all staff members are given a conducive working environment where one can further their studies if and when they so wish through recommendation of staff as and when they show interest to the respective recommending offices (Interview with College Principal, 26th April 2013)

Similarly, a Member of Management had this to say:

The training opportunities for administration personnel at Makerere University are quite few and usually not accessed and or availed to all the interested administration personnel. These are usually received for identified people and or offices and it is usually the persons occupying these offices that are recommended for any such sponsorships. (Interview with Member of Management, 19th April 2013).

The quotations suggest that administration personnel are offered training opportunities although in most cases these are not direct opportunities like in the form of recommendations when one is privately seeking for funding to further their education needs although by and large they are availed training opportunities.

Table 20: Findings about organizational factors at level of communication

Items about communication	SA	A	NS	D	SD	Total
28) Notice boards	55 47%	43 36.8%	9 7.7%	3 2.6%	7 6%	120 (100%)
29) E-mail	77 64.7%	32 26.9%	5 4.2%	4 3.4%	1 0.8%	120 (100%)
30) Workplace newsletter or magazine	23 19.8%	36 31%	29 25%	20 17.2%	8 6.9%	120 (100%)
31) Meetings of managers and employees	32 27.6%	66 56.9%	7 6%	7 6%	4 3.4%	120 (100%)
32) Office messengers	10 8.8%	30 26.5%	20 17.7%	34 30.1%	19 16.85	120 (100%)
33) websites	54 46.6%	40 34.5%	11 9.5%	6 5.2%	5 4.3%	120 (100%)
34) Exhibitions and promotions	11 9.6%	36 31.6%	46 40.4%	13 11.4%	8 7%	120 (100%)

Source: Data from field

Key: SA = Strongly agree, A = Agree, NS = Not sure, D = Disagree, SD = Strongly disagree

Regarding communication, findings in Table 20 show that most respondents concurred to items 2, 4, 1, and 6 compared to respondents opposed to item 5 as the least, while item 7 had most respondents who were not sure. For example, it is shown that most respondents concurred that communication is best kept up-to-date in the items of e-mails at 91.6%,

meetings of managers and employees at 84.5%, notice boards at 83.8%, and websites at 81.1%, compared to respondents at 46.9% item of office messengers as being opposed, while 40.4% of the respondents were not sure on the item of exhibitions and promotions. However, findings show that the difference between percentage of respondents concurring and percentage of respondents opposed was big across the items as shown in Figure 12 below.

Figure 12: Organisational factors on communication of keeping up-to-date

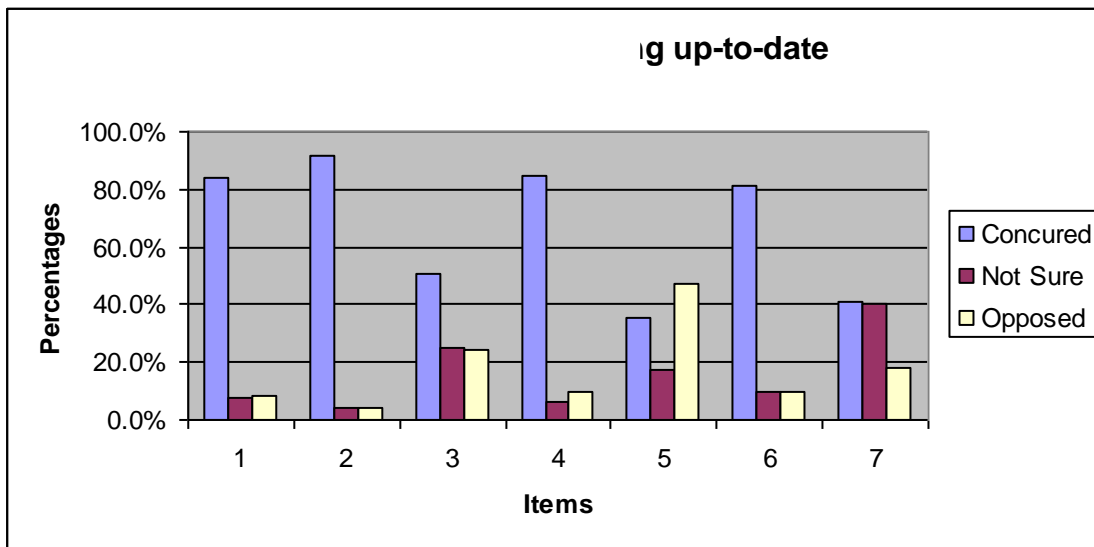


Figure 12 above shows that communication aspects of keeping up-to-date are all important in the ensuring of effective performance of the administration personnel with the exception of the office messengers as has all been indicated in the graph above.

4.4.4 Testing second hypothesis

The second hypothesis stated, “*Institutional or organizational factors have a significant influence on performance of administrative personnel*”. Spearman rank order correlation coefficient (*rho*) was used to test the hypothesis. Table Twenty five presents the test results.

Table 21: Correlation between organizational factors and performance of administration personnel

	Organizational factors before controlling for availability of funds	Organizational factors after controlling for availability of funds
Performance of administration personnel	$\rho = .244$ $\rho^2 = .059536$ $p = .177$ $n = 133$	$r_p = .246$ $p = .246$ $df = 43$

Source: Data from field

Findings show that there was a positive strong correlation ($r = .244$) between organizational factors and performance of administration personnel. The coefficient of determination ($\rho^2 = .059536$) shows that organizational factors accounted for 0.059536% variance in performance of administration personnel. These findings were subjected to a test of significance (p) and it is shown that the significance of the correlation ($p = .177$) is slightly more than the recommended critical significance at 0.05. Thus, the effect was significant. Because of these findings, the hypothesis “*Institutional factors have a significant influence on performance of administration personnel*” was accepted.

Thus, the implication of the findings was that organizational factors had a significant effect on performance of administration personnel at Makerere University Uganda. The strong correlation implied that a change in organizational factors was related to a very big change in performance of administration personnel. The positive nature of the correlation implied that the change in organizational factors and performance of administration personnel was in the opposite direction whereby better organizational factors were related to high performance and vice versa.

The partial correlation coefficient ($r_p = .246$) shows that after controlling for the moderating variable “availability of funds”, the correlation between organizational factors and

performance of administration personnel increased from .244 to .246. However, despite the increase in the strengths of the relationship between organizational factors and performance of administration personnel, the relationship remained significant because $p = .246$ was slightly more than the recommended critical significance at 0.05. This implies that availability of funds did not significantly moderate the effect of organizational factors on performance of administration personnel.

4.4.5 Descriptive results about External factors affecting performance of administration personnel at Makerere University

Respondents responded to twenty nine (29) items about external factors affecting performance of administration personnel by indicating their agreement using open ended responses that were categorized and given corresponding codes. The items are presented in the first column of Tables 22, 23, and 24 and the proportion of respondents to the responses on each of the items is presented in form of frequencies in columns 2. The last column presents the total percentage of respondents on each of the items. The analysis and interpretation of the findings follows the presentation of findings in each of the respective tables 22, and 23.

Table 22: Findings about external factors at political level

Political factors		Frequency	Valid Percent
Valid	Special category of state funded students and delays in receiving payments for them like statehouse, MPS, and M.O.H students	1	1.2
	University is labeled an opposition ground	2	2.5
	National Party politics in administration and seeking for services	15	18.5
	Internal Institutional politics	12	14.8
	Student politics	8	9.9
	Government Influence	16	19.8
	Central Government Policies	9	11.1
	Nepotism and Technical know who	7	8.6
	Leadership style	5	6.2
	Bureaucracy and Red tape	6	7.4
	Total	81	100.0
Missing	System	39	
Total		120	

Source: Data from Field

Regarding external factors and in the context of political factors, findings in Table 22 show that most respondents 39 in total did not indicate which political factors affect performance of administration personnel. However, from the responses received most respondents 19.8% indicated government influence, 18.5% was national party politics in administration and seeking for services, 14.8% was internal institutional politics, 11.1% was central governments policies, 9.9% was students politics, 8.6% was nepotism and technical know who, 7.4% was bureaucracy and red tape, 6.2% was leadership style, 2.5% was university being labelled an opposition ground, and last was 1.2% the Special category of state funded students and delays in receiving payments from them, MPS, and Ministry of Health students.

Table 23: Findings about external factors at social level

Social factors		Frequency	Valid Percent
Valid	Lack of social services enjoyment like Health Insurance	17	19.3
	Brain drain	3	3.4
	Lack of incentives	2	2.3
	Lack of training opportunities for management and administration personnel as compared to academic staff	5	5.7
	Working Environment	25	28.4
	Co - Workers	4	4.5
	Conflicting meeting schedules	1	1.1
	Long Working hours	2	2.3
	Poverty	2	2.3
	Family responsibility	6	6.8
	Nepotism	14	15.9
	Tribalism	5	5.7
	Type of Contract	1	1.1
	Micro management of university units by top managers	1	1.1
	Total	88	100.0
Missing	System	32	
Total		120	

Source: Data from Field

Regarding external factors and in the context of social factors, findings in Table 23 show that most respondents 32 in total did not indicate which social factors affect performance of administration personnel. However, from the responses received most respondents 28.4% indicated working condition, 19.3% was lack of social services enjoyment like health insurance, 15.9% was nepotism, 6.8% was family responsibility, 5.7% was lack of training opportunities for management and administration personnel as compared to academic staff, 5.7% was tribalism, 4.5% was co - workers, 3.4% was brain drain, 2.3% was lack of incentives, 2.3% was long working hours, 2.3% was poverty, 1.1% was type of contract, 1.1% was micro management of university units by top managers, and last was 1.1% the conflicting meeting schedules.

4.4.6 Testing third hypothesis

The third hypothesis stated, “*External factors have a significant influence on performance of administrative personnel*”. Spearman rank order correlation coefficient (ρ) was used to test the hypothesis. Table Twenty six presents the test results.

Table 24: Correlation between external factors and performance of administration personnel

	External factors before controlling for availability of funds	External factors after controlling for availability of funds
Performance of administration personnel	$\rho = .115$ $\rho^2 = .013225$ $p = .33$ $n = 80$	$r_p = .005$ $p = .584$ $df = 65$

Source: Data from field

Findings show that there was a positive strong correlation ($r = .115$) between external factors and performance of administration personnel. The coefficient of determination ($\rho^2 = .013225$) shows that external factors accounted for 0.013225% variance in performance of administration personnel. These findings were subjected to a test of significance (p) and it is shown that the significance of the correlation ($p = .33$) is slightly more than the recommended critical significance at 0.05. Thus, the effect was significant. Because of these findings, the hypothesis “*External factors have a significant influence on performance of administration personnel*” was accepted.

Thus, the implication of the findings was that external factors had a significant effect on performance of administration personnel at Makerere University Uganda. The strong correlation implied that a change in external factors was related to a very big change in performance of administration personnel. The positive nature of the correlation implied that

the change in external factors and performance of administration personnel was in the opposite direction whereby better external factors were related to high performance and vice versa.

The partial correlation coefficient ($r_p = -0.005$) shows that after controlling for the moderating variable “availability of funds”, the correlation between external factors and performance of administration personnel decreased from .115 to -0.005. However, despite the decrease in the strengths of the relationship between external factors and performance of administration personnel, the relationship remained significant because $p = .584$ was slightly more than the recommended critical significance at 0.05. This implies that availability of funds did not significantly moderate the effect of external factors on performance of administration personnel.

4.5 Summary

In this chapter analysis was done objective by objective Quantitative data analysis was done with the help of SPSS and qualitative analysis was done by content analysis furthermore the findings were also explained in detail. Individual, organizational, and external factors had a significant effect on performance of administration personnel at Makerere University Uganda. Findings in this chapter showed that the individual factors had more effect than the organizational and external factors. This is evidenced by the tables above as well as the quotations from the various key informants that were in agreement with the questionnaire respondents.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, discussion, conclusions and recommendations. It is divided into four major sections. The first section presents the summary. The second section presents the discussion. The third section presents the conclusions. The fourth section presents the recommendations.

5.2 Summary of findings

The purpose of the study was to analyze the factors affecting performance of administration personnel in public universities of Uganda. Presented here is the summary of the findings based on the objectives of this research and the influence of the contingency theory.

5.2.1 Individual factors and performance of administration personnel at Makerere University Uganda

Individual factors had a significant effect on performance of administration personnel at Makerere University, whereby better individual factors like skills level, motivation, understanding of tasks and organizational commitment were related to high performance and vice versa. Individual factors accounted for 15.57% variance in performance of administration personnel. After controlling for the moderating variable (availability of funds), the strength of the relationship between individual factors and performance of administration personnel reduced to 0.014. This was further supported through historical research and record comparison of earlier and or similar studies done like Kkulubya (2003) and Musaazi (2005).

5.2.2 Organizational factors and performance of administration personnel at Makerere University Uganda

Organizational factors did not have a significant effect on performance of administration personnel at Makerere University Uganda. As a result, better organizational factors like training opportunities, remuneration, and communication were related to high performance of administration personnel and vice versa. Organizational factors accounted for 0.059% variance in performance of administration personnel. After controlling for the moderating variable (availability of funds), the strength of the relationship between organizational factors and performance of administration personnel reduced to 0.002. This was further supported through historical research and record comparison of earlier and or similar studies done.

5.2.3 External factors and performance of administration personnel at Makerere University Uganda

External factors did not have a significant effect on performance of administration personnel at Makerere University Uganda, As a result, better external factors like social, and political were related to high performance of administration personnel and vice versa. External factors accounted for 0.013% variance in performance of administration personnel. After controlling for the moderating variable (availability of funds), the strength of the relationship between external factors and performance of administration personnel reduced to 0.12. This was further supported by historical research and records of earlier and or similar studies done.

5.3 Discussion of study findings

Under this section the results of the study are interpreted and implications of the findings provided. Each objective is dealt with separately.

5.3.1 Individual factors and performance of administration personnel in public universities of Uganda

The first hypothesis stated, “Individual factors have a significant influence on performance of administration personnel in public universities”. Individual factors studied in this hypothesis included skills level, level of understanding of tasks, organizational commitment, motivation, and job satisfaction. Spearman correlation index indicated a significantly strong and positive correlation between individual factors and performance of administration personnel. This implied that performance of administration personnel in public universities was to a moderate extent affected by individual factors.

Findings of this study support other findings that also established that to a given extent individual factors contribute to either high or low performance. Chiang and Birtch (2007), for example, observed that successful employee performance is a function of many factors just like the cognitive theory idea of there is no universal or one best way to manage. Some reside within the individual and others are contextual and remain outside the control of any employee as does the idea of contingency theory of no universal or one best way to manage. Similarly, Kkulubya (2003) opined that there are several constraints to public servants performance on the job from an individual’s point of view with lack of motivation as the major constraint as compared to skills, knowledge, capacity, and standards. Furthermore, financial rewards according to Armstrong (2009:740) must be provided in relation to competence, contribution, and skill and as such in support of the “it all depends” contingency theory approach.

In this study, individual factors such as skills level, organizational commitment, level of understanding tasks, and job satisfaction significantly affected performance of administration

personnel when compared to the factor of motivation. The finding of this study revealed that administration personnel were mostly dissatisfied with the factor of motivation. This study finding just like the cognitive theory idea of there is no universal or one best way to manage is therefore in support with Kkulubya (2003) who emphasized that there are several constraints to public servants performance on the job from an individual's point of view with lack of motivation as the major constraint as compared to skills, knowledge, capacity, and standards. Dissatisfaction with the motivation factor in this study was found to contribute to poor performance of administration personnel. In agreement, Armstrong (1999) cited that motivation is concerned with factors that influence people to behave in certain ways. Similarly, Delery and Doty (1996) looked at this scenario and affirmed that high performance work practices are associated with systems and practices which when not in place will lead to poor performance on the job as does the proposition of contingency theory of the design of an organization and its subsystems must "fit" with the environment.

The findings of this study concur with Thread's (2008) observation that individual factors and mostly motivation has got an upper hand in influencing performance of administration personnel and hence increasing employee job satisfaction and stay on the job. In addition, Robbins (2003) stresses that monetary rewards have the strongest energizing force that increases performance of employees on their jobs. According to Armstrong and Murlis (2004) and Cronje *et al* (2001) individual factors such as skills level and job satisfaction have got an upper hand influencing performance of personnel. Likewise, Mullins (2002) concurred with the study finding by asserting that personnel would perform best on their jobs on the basis of their individual abilities and as supported by the contingency theory idea of the no universal or one best way to manage performance as stated by the contingency theory.

In addition, Bright (2008) stresses that individual factors have the strongest energizing force that increases performance of an employee on their jobs. Bruce (2003) in a study about motivating every employee supports the study findings since it was found out that the stronger the individual factors are for personnel, the better they perform on the job. In conclusion, of the above, the researcher concludes that individual factors positively and significantly affected the performance of administration personnel at Makerere University, Uganda.

However, the findings of this study differed with studies and authorities, which indicated that individual factors do not significantly influence performance of administration personnel because as stated in the contingency theory that effective organizations not only do they have a proper “fit” with the environment but also between its subsystems. For example, this study’s findings do not support Ivancevich’s (2003) findings, who in a study of organizational behaviour and management found that performance of personnel on the job was largely due to the organizational behaviour and the management style but not necessarily individual factors. The findings are also in disagreement with Chevalier’s (2007) findings that individual factors and most especially motivation was not a strong basis for determining performance of personnel.

5.3.2 Organizational factors and performance of administration personnel in public universities of Uganda

The second hypothesis stated, “Organizational or institutional factors have a significant influence on performance of administration personnel in public universities”. Organizational factors were conceptualized as remuneration, promotional opportunities, team work, training opportunities, appraisals, and communication. Spearman correlation index indicated that

there was a strong and positive correlation between organizational factors and performance of administration personnel. The findings are supported by Luthans (2002) that remuneration is a major component of organizational factors, which is a reflection of how management in an organization views ones contribution to the organization. In addition, the findings were also in direct agreement with Kkulubya's (2003) findings in the study about critical assessment of motivation as a key to improving productivity in the Uganda Public Service that suggested poor remuneration leads to poor performance. This is supported by the contingency theory idea that the needs of an organization are better satisfied when it is properly designed and the management style is appropriate both to the tasks undertaken and the nature of the work group. According to Armstrong (2009), the notion of team work says that there is more to working as a team in an organization than one working in isolation. Organizational factors can make employees more comfortable on the job. Armstrong (2009) adds that creating a work environment in which individuals are shown appreciation is likely to be a more certain way to enhance performance and commitment to the organization.

Luthan, Suzana and Peterson (2006) in their study on the impact of non-monetary rewards incentives on the business unit outcome and commitment of employees amongst support staff of Virginia Polytechnics Institute supported the study finding when they empirically found out that there was a positive relationship between organizational factors such as remunerations, team work, and training opportunities and performance. When employees were provided non-monetary rewards such as housing, flex time, telecommunicating, vacation, learning and development opportunities, recognition of achievements, tasks for or other assignments and sincere praise their performance in the organization increased and the reverse was true. Armstrong (2001) also agrees with the study finding in the way that organizational factors are not everything for employees to perform, for instance they need

additional things to make them effective performers on their jobs just as the contingency theory idea of there is no universal or one best way to manage.

The findings of this study that better organizational factors improve performance shows organizational factors can be part of a comprehensive performance plan for the administration personnel and as such the contingency idea of there being no universal or one best way to manage being evident. In addition, it was established that organizational factors for instance communication, and team work were available in Makerere University although not all administration personnel were positive about them. This explains therefore, that lack of intrinsic job performance through organizational factors can contribute to some administration personnel's poor performance at Makerere University. The research findings therefore, corroborate Kasser and Ryan (1996) view that intrinsically motivated behavior is alleged to derive from and satisfy innate psychological needs, including needs for employees to continue service in an organization.

This study established that among the organizational factors, remuneration most affected performance of administration personnel. This finding shows that an important goal of remuneration increases administration personnel performance and support performance research that identified consistent better employee remunerations as a key factor in determining performance of personnel. Kelle (1999) observed that recognition for better pay can be very motivating, helping to build feelings of confidence and satisfaction. The type of pay recognition employees appreciate most is that from the people they work directly for. The number one choice for recognition is sincere praise given in a timely manner with specific examples. Allen and Helms' (2002) research confirmed the importance of regular

expressions of appreciation by managers and leaders to encourage behavior of employees such as being committed to the organization this being in line with this study.

Findings of this study relating to organizational factors significantly influencing employee performance support McClelland (cited in Dixon1993) identified three main types of organizational factors that is the need for power, need for affiliation and need for achievement that enhanced employee performance in an organization. If an organization is to make its employees perform, Musaazi (2005) observes that absence of effective reward strategy that considers the needs of employees and their aspirations demoralizes them leading to low job performance and commitment leading them to leave the organization. Ahuja (2002) stresses that in organizations there must be transparent promotional policies to keep employees efforts and minds directed on the job. It is therefore concluded in this study that organizational factors positively affect administration personnel performance at Makerere University Uganda.

5.3.3 External factors and performance of administration personnel in public universities of Uganda

The third hypothesis stated, “External factors have a significant influence on performance of administration personnel in public universities”. External factors studied in this hypothesis included political, social, and economic factors. Spearman correlation index indicated a significantly strong and positive correlation between External factors and performance of administration personnel. This implied that performance of administration personnel at Makerere University was to a big extent affected by external factors to support the contingency idea of there is no universal or one best way to manage performance.

Findings of this study support other findings that also established that external factors affect administration personnel performance. Bartlett and Ghoshal (cited in Mukadisi 2006), for example, observed that the choice and performance of administration personnel in an organization is often shaped by the external economic, political, and social realities of the global and local environments that they face. Similarly, Charity (2011) opined that there are several constraints to non profit organizations employee performance from an internal and external point of view with the external always resulting mostly from the social factors as compared to economic and political factors. Magdalene (2006), furthermore notes that a good set of skills combination and productive work environment is essential and this is strongly supported by the contingency theory idea of there is no universal or one best way to manage.

In this study, external factors such as working environment, lack of social services, poverty, family responsibilities, and contract types (social factors) significantly affected performance of administration personnel when compared to the political and economic factors. The finding of this study revealed that administration personnel were mostly dissatisfied with the social aspects of external factors. This study finding when examined from the contingency theory idea of effective organizations not only having a proper “fit” with the environment but also between its subsystems is therefore, in support with Kkulubya (2003) who emphasized that there are several constraints to public servants performance on the job from an external factor’s point of view with poor working environment as the major limitation compared to remunerations, and political influences. Dissatisfaction with the social factors in this study was found to contribute to poor performance of administration personnel. In agreement, Gichoya (2005) examined this situation although from the ICT perspective and acknowledged that external factors can either positively or negatively influence performance of personnel on the job.

Furthermore, Demet (2012) agrees with the study findings in his study where he observed that social, economic, cultural, and political factors and mostly social factors do influence more on employee performance and hence increasing employees' job satisfaction. In addition, Bright (2008) stresses that external factors have a lesser influence as compared to organizational factors and as such lower impact on performance influence of an employee. Jarunee Saetang et;al (2010) in a study about job performance concurred with the study finding when it was found out that the external factors play an important part in shaping high or low performance for personnel on the job. In conclusion, of the above, the researcher concludes that external factors positively and significantly affected the performance of administration personnel at Makerere University, Uganda.

However, the findings of this study differed from studies and authorities, which indicated that external factors do not significantly influence performance of administration personnel. For example, this study's findings do not support Ivancevich (2003) who in a study of organizational behaviour and management found that performance of personnel on the job was largely due to the organizational behaviour and the management style but not necessarily external factors to then confirm to the "it all depends" contingency theory approach.

5.4 Conclusions of study findings

In view of the findings of this study, and in regard to the literature reviewed earlier in chapter 2 the researcher made the following conclusions objective by objective

5.4.1 Individual factors and administration personnel performance at Makerere University Uganda

The findings of this study showed the importance of individual factors in determining performance of administration personnel and most especially at Makerere University Uganda. However, at Makerere University, skills level among the individual factors influenced most positively and significantly performance of administration personnel while motivation did not significantly influence administration personnel performance that much. Thus these findings are in line with the contingency theory by Fiedler (1964) in chapter two the belief that no any one factor will determine and influence performance, rather it is a combination of factors.

5.4.2 Organizational factors and performance of administration personnel at Makerere University Uganda

The findings of this study showed that organizational factors equally played an important though moderate role in determining performance of administration personnel at Makerere University and in other organizations as quoted. While team work followed by communication, training opportunities, and promotional opportunities were expressed as critical to determining high and low performance. Therefore, the need for an organization to increase its organizational factors as well so as to keep its employees just as the Cognitive Evaluation Theory suggests that employees only perform a task after evaluating it in terms of how well it meets their needs to feel competent and recognized.

5.4.3 External factors and administration personnel performance at Makerere University Uganda

The findings of this study showed the importance of external factors in determining performance of administration personnel and most especially at Makerere University Uganda.

However, at Makerere University, social factors influenced most positively and significantly the performance of administration personnel while political factors did not significantly influence administration personnel performance that much. Thus these findings are in line with the Human Resource Personnel Policies by Beer et'al (1984) that performance is a basing on two major sets of factors to determine and influence performance.

5.5 Recommendations

The recommendations for this study took into account all the views and options of the respondents in the study that are summed up in the findings of the study.

5.5.1 Individual factors and administration personnel performance at Makerere

University Uganda

Makerere University management should offer a free, safe, and transparent working environment for its administration personnel that can optimally lead to benefiting from their abilities and thereby leading to improvement in their performances. This is because inability to tease out the potential from the individuals leads to poor performance. It should provide such an environment that will motivate, bring about their very best abilities to understand tasks, have them committed to the institution, and have job satisfaction.

5.5.2 Organizational factors and performance of administration personnel at

Makerere University Uganda

Makerere University management should improve organizational factors to immensely improve performance of their administration personnel. However, Makerere University management while considering improving organizational factors, first priority should be offering of better remunerations commensurate with work load, then promotional

opportunities on the basis of academic enhancement and time served in university service, and annual training opportunities which could be inter-unit best. This is because all other organizational factors come in handy when one is better remunerated, however this can also be explained by the findings in chapter four above.

5.5.3 External factors and performance of administration personnel at Makerere University Uganda

Makerere University management should work at reducing the influence of external factors such as influenced political appointments, technical know-who appointments, and internal politics, and national political party politics by separating national from university politics in curtailing the performance of their administration personnel. However, Makerere University management while considering mechanisms to curtail external factors, first priority should be put on Social factors such as safe and secure working environments, then economic factors such as better pay, and political factors like influence of external political appointments, however this can also be explained by the findings in chapter four above.

5.6 Areas for Further Research

Although the study was primarily based on individual factors, organizational factors, and external factors, many other variables such as leadership styles, appraisal mechanism, retention and communication that also affect the level of employee performance need to be researched on by future researchers. A research on the competency of the organizations human resource component could also be done so as to find out what should be done to improve performance at Makerere University Uganda because there is a high level of poor performance.

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APPENDICES

Appendix 1: Informed Consent

STUDY OF FACTORS AFFECTING PERFORMANCE OF ADMINISTRATION PERSONNEL IN PUBLIC UNIVERSITIES OF UGANDA: A CASE OF MAKERERE UNIVERSITY KAMPALA

PARTICIPANT'S INFORMED CONSENT FORM

Hello, my name isI am a Masters of Management Studies (Human Resource Management) student from Uganda Management Institute. I am conducting a study to establish perceptions regarding performance of administration personnel in Makerere University Kampala. You have been purposively selected to participate in this study because you are one of the administrative personnel at Makerere University.

Participation in this study is voluntary and will help provide strategies of addressing gaps or problems that might exist in the management and administration functions, hence contribute to the improvement of the performance of administration personnel in public universities of Uganda, particularly Makerere University. However, refusal to participate will not lead to any penalty.

I will ensure that the information you provide is confidential, kept under lock and key and only I will access it. Additionally, your name will not appear in the any of the final reports. Feel free to ask now or at the end of the interview. Having read the information above, please provide your signature below, affirming your decision to participate in the study. You will retain a copy of this form as well.

Signature of participant.....Date.....

Appendix 2: Questionnaire (To be filled by the Senior and Junior administration staff)

QUESTIONNAIRE FOR SENIOR AND JUNIOR ADMINISTRATION PERSONNEL IN MAKERERE UNIVERSITY, KAMPALA (Indicate N/A where the question does not apply to you)

Good morning / afternoon. My name is Simon Peter Musoke. I am a student from Uganda Management Institute. I am carrying out a study to get views on administration personnel performance. The purpose of the study is to assess the Factors affecting performance of administration personnel in public universities from the perspectives of individual, organisation, and external factors. You have been selected randomly to participate in this study. As part of this study I would like to ask you a few questions. The information collected shall strictly be confidential, compiled and reported on with high consideration of respondents' anonymity. The information solicited shall then play a big role in understanding the performance of the administration personnel in public universities. Please feel free to ask any unclear aspects and or queering before replying to the questionnaire. Thank you.

Questionnaires number:..... Section / Department:.....
Date:..... College / Unit of management:.....

Section A: Background information (Tick / circle and indicate N/A as appropriate)

1. Job Rank.....(and tick the appropriate job classification at work)
1) Makerere University Council 2). Member of Management...3). Senior Staff
4) Junior Staff 4) Others (Specify).....
2. What are your terms of employment with Makerere University?
1) Temporary 2). Contract 3). Permanent
4) Others (Please Specify).....
3. Gender: 1) Male 2) Female
4. Give age group: 1). 20 – 30 2). 31 – 40 3). 41 – 50 4). 51+
5. What is your religious affiliation? 1) Anglican 2) Catholic 3) Moslem
4) Orthodox 5) Adventist 6) Pentecostal 7) Others (Specify).....
6. Marital status: 1) Single 2) Married 3) Co-habiting 4) Engaged 5) Window
6) Widower 7) Divorced 8) Separated

If Single skip to question 8

7. If married/co-habiting/engaged, what is the occupation of your spouse / future spouse.....
8. How many children do you have? 1). None 2). 1 – 3 3). 4 – 6 4). 7+
9. Tick the highest level of Education attained 1) None 2) Primary 3) Secondary
4) Post Secondary (e.g. TTC,UCC, etc) 5) First degree 6) Masters
7) PhD 8) Others (Specify).....

10. Did you attain the highest level of education before joining Makerere University service? 1). Yes 2). No
11. Present salary scale 1) M1 2) M2 3) M3 4) M4
5) M5 6) M6 7) M7 8) M8
9) below M8
12. Do you have any other job/ work you engage in other than the one mentioned in question 1? 1) Yes 2) No
13. If yes, what is the job / work?.....
14. How did you join Makerere University service? (Tick the most appropriate)
a).As a Volunteer b). On appointment c). Temporary terms
d). Contract e). Others (Specify).....
15. Where you ever interviewed by the appointments board? 1). Yes 2. No
16. If No, have you ever been interviewed by the appointments board? 1). Yes 2). No
17. How many years have you worked in Makerere University service? (Tick most appropriate)
a). < 2 years b). 2 - 4 years c). 5 to 7 d). 8 to 10 years
e). 11 to 13 years f). 14 to 16 years g). 17 to 19 years h). >19 years
18. At what rank/position did you join Makerere University Service?.....
19. Are you still at the same Rank or position as you joined Makerere University service? 1). Yes 2). No
20. How many years have you worked or served Makerere University in your current position?
a). < 2 years b). 2 - 4 years c). 5 to 7 d). 8 to 10 years e). 11 to 13 years
f). 14 to 16 years g). 17 to 19 years h). >19 years
21. Have you had any transfer/s from one section/department from the time you joined Makerere University service? 1). Yes 2. No

If No, skip to question 23

22. If Yes, how many Makerere University sections/departments have you worked in?
a) 2 b). 3 c). 4 d). 5 e). 6+
23. How many employees do you manage? 1). None 2). 1 – 10 3). 11 – 30
4). 31 – 50 5). 51 – 70 6). 71 – 90 7). 91 – 120 8). 121+

Section B: Individual factors affecting performance of administrative staff

24. Individual factors (Tick / circle as appropriate)

Use the key below to answer the questions that follow.

- 1). Strongly disagree 2). Disagree 3). Neither agree nor disagree 4). Agree
5). Strongly agree

	Skills level	5	4	3	2	1
1	Have the required educational background to perform on the job					
2	Have more than three years working experience					
3	I am flexible					
4	I communicate ably					
5	I plan individual and team activities with a strategic view					
6	I regularly evaluate my own performance					
7	I motivate my subordinates					
8	I can delegate tasks where necessary					
9	I accept and act on feedback					
10	Confident in leading team building activities and getting the best from my team					
11	I am a good problem solver					
12	I am a good networker					
13	I organise individual and team activities with a strategic view					
14	Have personal and interpersonal skills					
15	I can conceptually address management and administration issues					
16	I readily take the initiative where necessary					

No.	Level of understanding of tasks	5	4	3	2	1
1	Are guided by the institutions values and goals.					
2	Operate within the boundaries of institutional policies, procedures and regulations.					
3	Accepts responsibility to facilitate programs.					
4	Seeks advice and considers divergent opinions.					
5	Provides effective leadership to staff					
6	Improves image and recognition of institution					
7	Plans, coordinate, monitor, and organise management and administration activities					
8	Report preparations					
9	Financial management and administration					
10	Implement institutional strategic plan, vision, mission, and goal					
11	To provide general administration and management					

No	Organisational commitment	5	4	3	2	1
1	I would advise another person to work at Makerere University under the current conditions					
2	I am proud to belong to Makerere University other than any other government body					
3	I feel like “part of the family” at Makerere University					
4	I would be happy to spend the rest of my career with Makerere University					
5	I am proud of Makerere University					
6	Makerere university has a lot of great meaning to me					
7	I do not feel a strong sense of belonging to this institution					
8	Even if this institution collapsed financially, I will still be reluctant to change to another employer					

9	It would be too costly for me to leave this institution now					
10	If I am offered a job in another organisation with a slight increase in pay, I would definitely change my job					
11	Too much in my life would be disrupted if I decided to leave this institution					
12	I feel that there are too few options available for me to leave this institution					
13	It would be very hard for me to leave this institution even if I wanted to					

No.	Motivation	5	4	3	2	1
1	I am satisfied with the support from the human resource office					
2	I am satisfied with the incentives provided by the institution					
3	I have good working relationship with co – workers					
4	Offers effective performance appraisal systems					
5	Has good safety work measures					
6	I feel my job is secure in this workplace					
7	I worry a lot about my work outside working hours					
8	I am satisfied with the amount of influence i have over my job					
9	I am satisfied with the amount of pay i receive					
10	I am satisfied with the respect i get from supervisors/ line managers					
11	My achievement on the current job is satisfactory					
12	I am given due recognition at work					
13	The work itself is interesting and challenging					
14	I am given due responsibilities at work to execute.					
15	My advancement (i.e. promotion) on the current job is satisfactory					
16	Personal growth (i.e. skills acquired through training and development) on the current job is satisfactory.					

No.	Job satisfaction	5	4	3	2	1
1	University Policies and administration are robust					
2	Supervision is satisfactory					
3	Relationship with Supervisor is cordial					
4	Working Conditions is not hazardous					
5	Personal Life has improved					
6	Salary is encouraging					
7	Relationship with Subordinates is cordial					
8	Status has improved					
9	Job Security is guaranteed					

Section C: Organisational factors affecting performance of administrative personnel

a) Remuneration (Tick / circle as appropriate)

25. Use the key below to answer the questions that follow.

- 1). Strongly disagree 2). Disagree 3). Neither agree nor disagree 4). Agree
5). Strongly agree

No.	Remuneration	5	4	3	2	1
1	Am satisfied with my level of pay					
2	I work overtime every day					
3	I work overtime occasionally					
4	I never work overtime					
5	I am paid for working overtime					
6	I am happy with the payment for overtime					
7	I receive bonus plans for my work					
8	I receive incentive plans					
9	I work the minimum eight hours a day and the pay is matching					

b) Promotional Opportunities (Tick / circle as appropriate)

26. Use the key below to answer the questions that follow.

- 1). Strongly disagree 2). Disagree 3). Neither agree nor disagree 4). Agree
5). Strongly agree

No.	Promotion	5	4	3	2	1
1	I have ever applied for promotion					
2	From the time i joined Makerere i have never been promoted					
3	I have discussed my opportunities for promotion with my supervisor					
4	I have discussed my opportunities for promotion with the Directorate of Human Resources office					
5	I am satisfied with the opportunities for promotion					
6	I have been promoted before					

c) Team Work (Tick / circle as appropriate)

27. Use the key below to answer the questions that follow.

- 1). Strongly disagree 2). Disagree 3). Neither agree nor disagree 4). Agree
5). Strongly agree

No.	Team work	5	4	3	2	1
1	I am always consulted on future plans for the workplace					
2	I am always consulted on staffing issues					
3	I am consulted on changes to work practices					
4	I am an active member of Makerere University Administration Staff Association					
5	I am satisfied with the opportunities for promotion					

28. Use the key below to answer the questions that follow;

- 1). Very good 2). Good 3). Neither good nor poor 4). Poor 5). Very poor
6). Don't know

No.	Team work / working relationship	6	5	4	3	2	1
1	Subordinates						
2	Co - workers						
3	Supervisors						

d) Training opportunities

29. Use the key below to answer the questions that follow.

- 1). **Strongly disagree** 2). **Disagree** 3). **Neither agree nor disagree** 4). **Agree**
 5). **Strongly agree**

No.	Training opportunities	5	4	3	2	1
1	I am aware of administration and management training opportunities					
2	The university has ever offered me an opportunity / ies for management and administration training and development					
3	I would be interested in being sponsored for further management and administration training opportunities					
4	The institution offers training in management and administration to its heads of sections / department to enable them manage their sections					
5	The institution provides free internet services for the employees to develop their ability and knowledge for the purposes of creativity and future innovation					
7	The institution organises workshops to increase and revive your knowledge					
8	The institution assists to develop your skills and experience by allowing you participate in conferences, meetings and seminars					

30. Which management and administration course has the university sponsored you in?.....

31. In what area of management and administration training would you prefer to be sponsored?.....

32. How often are you evaluated / appraised by Makerere University?
 1). Quarterly 2). Bi annually 3). Annually 4) Never

33. Who evaluates / appraises you?.....

34. Any management and administration course / certificate attained in the past two years (please specify)?.....

35. Who sponsored you for this course / certificate?.....

e) Communication

Use the key below to answer the questions that follow.

- 1). **Strongly disagree** 2). **Disagree** 3). **Neither agree nor disagree** 4). **Agree**
 5). **Strongly agree**

36. How helpful do you find the following in keeping up-to-date within the university community?

No.	Keeping up-to-date	5	4	3	2	1
1	Notice boards					
2	E-mail					
3	Workplace newsletter or magazine					
4	Meetings of managers and employees					
5	Office messengers					
6	websites					
7	Exhibitions and promotions					

37. In general, indicate how much influence you have on the following?

No.	Influence on work	5	4	3	2	1
1	The range of tasks you do in your job					
2	The pace at which you work					
3	How you do your work					
4	Financial expenditure on activities					

Section D: External factors

38. What political factors influence performance of administration personnel at Makerere University? (Please list them)

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

39. What social factors influence performance of administration personnel at Makerere University? (Please list them)

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

40. What economic factors influence performance of administration personnel at Makerere University? (Please list them)

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

Thank you

Appendix 3: Interview Guide for Makerere University Council Members

- 1) How long have you been in Makerere University Service
- 2) How did you join Makerere University service?
- 3) What is your professional and educational background training?
- 4) How many years of management and administration do you have?
- 5) How many years in top management and administration do you have in a large, old, and renown institution?
- 6) How are administration and management staff recruited, and confirmed into university service?
- 7) Do you believe the recruitment of administration personnel is free and fair
- 8) How readily are you accessible and available to staff members?
- 9) How do administration and management personnel get promoted?
- 10) What individual factors influence effective performance of administration personnel?
- 11) What organisational factors influence effective performance of administration personnel?
- 12) What external factors influence effective performance of administration personnel
- 13) How does Makerere University motivate its administration personnel to work?
- 14) How does lack of funding affect performance of administration personnel at Makerere University?
- 15) What training and development opportunities does Makerere University offer its administration and management personnel?
- 16) Can you comment on the salary for administration personnel at Makerere University?
- 17) What does the University use to determine performance of its administration personnel?
- 18) How often are administration and management personnel reviewed / evaluated?
- 19) What training and development programmes are offered to administration personnel at Makerere University?
- 20) What benefit plan/s are offered to the administration and management personnel?
- 21) Does Makerere University have a bonus plan for its administration personnel?
- 22) If yes, what type of bonus?
- 23) Does Makerere University have an incentive plan for its administration personnel?
- 24) If yes, what type of incentive?
- 25) Which HR and Training tools are in place for administration and management personnel?
- 26) What are the main challenges in regards to Training & Development of administration and management personnel at the moment?
- 27) What are the three most important focus – points (areas) in the institutions HR policy?

Appendix 4: Interview Guide for Members of Management (Central and College)

- 1) How long have you been in Makerere University Service
- 2) How did you join Makerere University service?
- 3) What is your professional and educational background training?
- 4) How many years of management and administration do you have?
- 5) How many years in top management and administration do you have in a large, old, and renown institution?
- 6) How are administration and management staff recruited, and confirmed into university service?
- 7) Do you believe the recruitment of administration personnel is free and fair
- 8) How readily are you accessible and available to staff members?
- 9) How do administration and management personnel get promoted?
- 10) What individual factors influence effective performance of administration personnel?
- 11) What organisational factors influence effective performance of administration personnel?
- 12) What external factors influence effective performance of administration personnel
- 13) How does Makerere University motivate its administration personnel to work?
- 14) How does lack of funding affect performance of administration personnel at Makerere University?
- 15) What training and development opportunities does Makerere University offer its administration and management personnel?
- 16) Can you comment on the salary for administration personnel at Makerere University?
- 17) What does the University use to determine performance of its administration personnel?
- 18) How often are administration and management personnel reviewed / evaluated?
- 19) What training and development programmes are offered to administration personnel at Makerere University?
- 20) What benefit plan/s are offered to the administration and management personnel?
- 21) Does Makerere University have a bonus plan for its administration personnel?
- 22) If yes, what type of bonus?
- 23) Does Makerere University have an incentive plan for its administration personnel?
- 24) If yes, what type of incentive?
- 25) Which HR and Training tools are in place for administration and management personnel?
- 26) What are the main challenges in regards to Training & Development of administration and management personnel at the moment?
- 27) What are the three most important focus – points (areas) in the institutions HR policy?

Appendix 5: Checklist for Secondary Data Review

- 1) What performance is and how it has evolved over the years?
- 2) The factors affecting performance of administration personnel?
- 3) How is performance measured?
- 4) The individual, organisational, and external factors that affect performance of administration personnel?
- 5) The policy guidelines administration personnel are governed by
- 6) What public universities are?
- 7) Who administration personnel are?
- 8) How the survey mans seven factors applies to performance?
- 9) What are the existing publicity / awareness programmes for administration and management within the public sector in Uganda?
- 10) How administration and management issues or practices are executed at Makerere University?
- 11) The history and information about Makerere University and or public universities in Uganda
- 12) The behavioural and or attitude theories that are applicable to performance?
- 13) What is the nature of the existing administration and management practices available to people? (Cost and time of services, available facilities, and facility program designs etc)
- 14) What facility strategies are there to attract more people work for public universities?
- 15) What is the employee profile at Makerere University? (By age, sex, education levels, and marital status)