



**MANAGEMENT PRACTICES AND PERFORMANCE IN MULTI-CAMPUS
MODEL UNIVERSITIES: A CASE OF BUSITEMA UNIVERSITY**

BY

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Declaration

I, **Philomen Chris Achieng** declare that this thesis is my own work and that it has not been submitted anywhere for any award and I have acknowledged other sources of information which was used.

Signature.....

Date.....

Approval

This is to certify that this thesis was submitted with my approval as the authorized and nominated supervisor.

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Mr. Joseph Kampumure

Dedication

This research work is dedicated to my dear husband Dr. Owor Francis Riwo, daughter, Promise Claudia Riwo and son Darren Jaasiel Riwo.

Acknowledgement

I do express my most sincere gratitude to my supervisor Dr. Ssentamu Namubiru Proscovia whose guidance I have based on to finish this research. I also acknowledge the guidance of my second supervisor Mr. Joseph Kampumure. I am indebted to his constructive criticism, suggestion, guidance, tolerance, dedication and encouragement throughout the writing and final supervision of this dissertation.

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LIST OF ABBREVIATIONS/ACRONYMS

CHE	Commission for Higher Education
CVI	Content Validity Index
DV	Dependent Variable
DVC	Deputy Vice Chancellor
F/Y	Financial Year
FGD	Focus Group Discussion
HSRC	Human Sciences Research Council
ICT	Information and Communication Technology
IV	Independent Variable
LAN	Local Area Network
SPSS	Statistical Package for Social Scientists
UNESCO	United Nations Educational Scientific and Cultural Organization
UPE	University of Port Elizabeth
US	University Secretary
USA	United States of America
VC	Vice Chancellor

ABSTRACT

This study assessed the extent to which management practices influence performance in multi-campus model universities with specific reference to Busitema University. The objectives of the study were; to establish the extent to which planning practices have influenced performance of a multi-campus model university; to establish the extent to which financial management practices have influenced performance of a multi-campus model university; to investigate the effect of human resources practices on performance of a multi-campus model university. The researcher used a cross sectional study design. The study population comprised of 95 subjects, from which a sample size of 76 was selected according to Krejcie and Morgan (1970), out of whom 64 fully participated in the study, indicating a response rate of 84%. The study used both qualitative and quantitative techniques to collect and analyse data. The findings revealed that planning practices had a significant influence on performance at 62.4% while financial management practices influenced performance by 57.8% and human resource practices were found to influence performance by 42.0%. The researcher recommends that the University should involve more stakeholders such as the teaching and non-teaching staff in decision making because findings revealed that some stakeholders are not involved in decision making which affects performance of the university. The researcher further recommends that the University should strictly adhere to its human resource policy and promote staff members on merit because findings revealed that some staff members are promoted without basing on the human resource policy. In addition, the University management should involve more stakeholders in the budgeting process since the study revealed that not all key stakeholders are involved in the budgeting process. All University departments should be included in the budgeting process to make sure that all critical items are included in the budget according to respective departments.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Performance of multi-campus universities remains an aspect of concern to those who hold interest in education. The issue of contestation is the nature of management and the resultant effects in multi-campus model universities. In this chapter, the researcher provides the background regarding the relationship between management practices and performance in multi-campus model universities. Management practice in the study is the Independent Variable (IV) and performance in multi-campus model Universities forms the Dependent Variable (D.V). In this Chapter, the researcher provides an introduction and study background, problem statement, the purpose of the study, study objectives, research questions, the research hypothesis, the scope of study, significance, justification, and operation definition of terms and concepts.

1.1 Background to the Study

The study background is based on the four-dimensional approach, as recommended by Amin (2005). It presents the historical, theoretical, conceptual and contextual background to the study, focusing on attributes of management practices and performance of a multi-campus University.

1.1.1 Historical Background

The evolution of multi-campus systems of universities can be traced from different patterns that were shaped by various histories of public institutions of higher education in various states. It is known that universities of Honston and City University of New York emerged as separate regional systems (Nicolson, 2004). The governance issues in this case seemed not

uniform. Some States had single comprehensive governing board for the entire university set up while others were comprehensive in nature with regional systems.

The case in sub-Saharan African was similar though not many universities historical backgrounds can be traced. In South Africa, Heather (2007) notes that the arrangement of the University of Pretoria, which was established in 1908, built on seven (7) suburban campuses on 2,800 acres started with the establishment of facilities with the first being faculty of veterinary science in 1920. During this period it is known that the establishments of campuses did not affect the administrative efforts in ensuring equitable performance. However, Nicolson (2004) asserts that the strength of any multi campus university lies in the individual campus, where the academic staff and students are located.

In Uganda, a multi campus model universities arrangement was first adopted by Makerere University in 1997 with the establishment of Makerere University Business School transformed from Uganda College of Commerce, Nakawa. In response to the recommendations in the Kajubi Report (1989), Government of Uganda established Busitema University in 2007 as a public University with the aim of increasing accessibility to University Education.

1.1.2 Theoretical Background

This was guided by the Institutional theory by Selznick (1957). The institutional theory is premised in the idea that organizations work within organisational practices a social network caused and influenced through rules and regulations (Ingram & Simons, 1995). According to the institutional theory, an organisation is influenced by norms, social behavior as well as values in the environment which is external. In addition, the theory suggests that social reality is defined and created by an environment in which an organisation operates. The reality is made by the norms and values which are accepted in a given environment. Consequently,

social reality turns into the guidelines for behavior (Scott, 2005). In brief, the institutional theory assists to clarify corporate behavior through identification about how organizations become molded and influenced by environmental factors and other organisations through adhering to standards (Hoffman, 1997).

The theory informed this study on how Busitema University works through a social network of multi-campus university model with six campuses whose organizational practices such as planning practices, financial management practices and human resource management practices are influenced by the rules that govern the university. In addition, activities of the University are influenced by internal practices and the external environment such as Ministry of Finance, Planning and Economic Development which contribute operational funds and at the same time has an influence on how the funds are spent and how the university operates together with Ministry of Education and Sports. The rules of the university aim at increasing revenue, increasing students' completion rate as well as research and innovation output at Busitema University.

1.1.3 Conceptual Background

The main concepts in this study are; management practices, performance and multi campus model Universities.

Multi-campus universities are institutions in a group which have their own missions, governing procedures and principles, academic programs with a Chancellor, with a single Board of Governors (Goski, 2014).

Management is considered as the internal structure, organization and administration of autonomous institutions. The internal management consists of the University Council and Council committees, the university senate and senate committees, members of management

which include the Vice Chancellor, Deputy Vice Chancellor and the Academic Registrar, Dean of students, University Bursar , Faculty deans and students guild (The Universities and other Tertiary Institutions Act 2001 as amended).

Key indicators of management practices include staffing, planning, directing, budgeting, reporting and coordinating. This research focused on Planning practices, human resource practices and Financial Management practices (Bruce, 2005). In order to effectively forecast the future, organizations need to identify resources, set goals and make decisions on how the goals shall be achieved which requires good human resource practices (Lamond, 2004).

According to Cole (2005), human resource management practices involve management of human resources which are needed by an organisation in order to promote the strategy, vision and objectives. Therefore, human resource management is centered at the maintenance and utilization of a workforce required by organisations to ensure survival and remain competitive in the market. On the other hand, Briscoe (2008) contends that one of the key functions of Human Resource involves the development and training of workforces as well as managers. During this study, human resource practices encompassed recruitment practices, reward system, training and development and how they affect the University's performance.

Organizational performance has been referred to as the ability of an organisation to achieve its goals through the use of resources in an effective and efficient way, an essential diagnostic function of tracking the progress of the Organization against objectives (Najmi et al., 2005). During the study, performance as a concept was used to denote ability of Busitema University as a teaching institution to use its management practices and show increase in university revenue, improve students' completion rate, research and innovation output and number of approved policies.

1.1.4 Contextual Background

The study was conducted at Busitema University. The University is a multi-campus Model University with six campuses, located in Eastern Uganda with its main campus located at Busitema. The University was instituted in 2007 under the University and other Tertiary Institutions Act (2001). Currently it has six operational campuses which include; Busitema Campus, in Busia District, Nagongera Campus in Tororo District, Namasagali Campus in Kamuli District, Arapai campus in Soroti District, Mbale campus and Pallisa campus in Pallisa district. The University was established with the following objectives; training in practical sciences, relevant technology, productive education and innovation for sustainable development.

In line with the University and other Tertiary Institutions Act (2003) as amended, Busitema University is governed by the council and its Committees. The Planning Committee is composed of eight males and three females; the Audit Committee is composed of five males and two females, while the Appointments Committee is composed of nine males and three females. All the above Committees are under the leadership of the Chairperson, Vice Chairperson, and the Secretary while the rest are members to respective Committees (Busitema University Education Information System, 2015).

The University's planning practices include; resource identification, goal setting and decision making while the financial management practices involve resource mobilization majorly from government and donors who support, finance the University's programs. The allocation of these resources is primarily the role of the planning and investment committee while the audit committee is charged with internal control to ensure that resources are put to proper use. The University is engaged in best human resource practices and recruits staff through advertisement. The university offers non-monetary and monetary rewards to motivate

employees to improve performance. In addition, the University has a staff development fund which supports staff members to attend further training (Busitema University Education Information System, 2015).

Efforts have been made by the Governing Council and the Management of the University to improve its performance by involving in best planning, Human resource management and Financial management practices like having a strategic plan, planning policies and guidelines that guide the planning process, human resource policies and guidelines that enables the hiring of qualified staff, financial management policies and guidelines for example the Accounting and Financial Manual (2013) that guide budgeting and accountability for funds, introducing several practical science programs relevant to the country’s development programs, but the institution’s performance has remained unpleasant. The University has not registered increase in revenue, students’ on time completion rate has remained low and few research publications have been made (Busitema University Annual Report, 2014). There have also been variations between students’ completion rates. Table 1.1 shows students’ completion rate between 2009 and 2012.

Table 1.1 Students on time completion rate between 2009 and 2012

Year	No. of students admitted	Number of students who completed on time	% age completed on time
2009	327	196	60%
2010	430	307	71%
2011	1,369	853	62%
2012	1,781	1004	56%

Source: Busitema University Education Information System (2015)

Table 1.1 above shows that, in 2009, only 60% (196) of the registered students graduated in time, in 2010, only 71% (853) graduated in time, in 2011, 62% (853) graduated in time while

in 2012, 56% (1004) graduated in time (Busitema University Education Information System, 2015).

Since 2013 only 23 research publications were made by University staff (Bustema University Annual report, 2015) Apart from Government grants, the University's other source of revenue is tuition fees. The University has also received two research grants; from African Institute for Capacity Development worth 60,000 US Dollars for promotion of a system for rice intensification in Eastern Uganda, and another grant worth 70,000 Euros from *World without borders* to conduct research on food sovereignty (Annual Budget Performance report, 2014/2015).

1.2 Problem Statement

Busitema University is a multi-campus model University with six campuses. The University has in place management practices such as planning practices, financial management practices, and human resource practices which are supposed to enable the institution improve its performance. Despite the above management practices in place, the University has continued to experience challenges of poor performance in terms of revenue collected, students' on time completion rate, research and innovation. For instance, in 2011 only 62% of the registered final year students graduated, in 2012 56% graduated in time. Between 2013 and 2015, only 23 research publications were made by University staff against 30 publications expected per year at Busitema University (Annual Audit Report, 2015). The University's locally generated revenue has also stagnated at 17.5% of the total revenue since 2012, which shows high dependence on external sources (Busitema University Annual report, 2015). There is no empirical evidence on how management practices affect performance of a multi-campus model university. Continued under performance can lead to total discredit of the multi-campus model and the competitiveness of Busitema University graduates will be compromised in the market.

1.3 General objective

To establish the extent to which management practices influence performance in multi-campus model universities with specific reference to Busitema University.

1.3.1 Specific Objective

- i. To examine the extent to which planning practices have influence performance a multi-campus model university
- ii. To assess the extent to which financial management practices influence performance of a multi-campus model university
- iii. To establish the effect of human resource practices on performance of a multi-campus model university

1.3.2 Research questions

- i. To what extent have planning practices influenced performance of a multi campus-model university
- ii. To what extent have financial management practices influenced performance of a multi-campus model university?
- iii. What is the effect of human resource management practices on performance of a multi-campus model university?

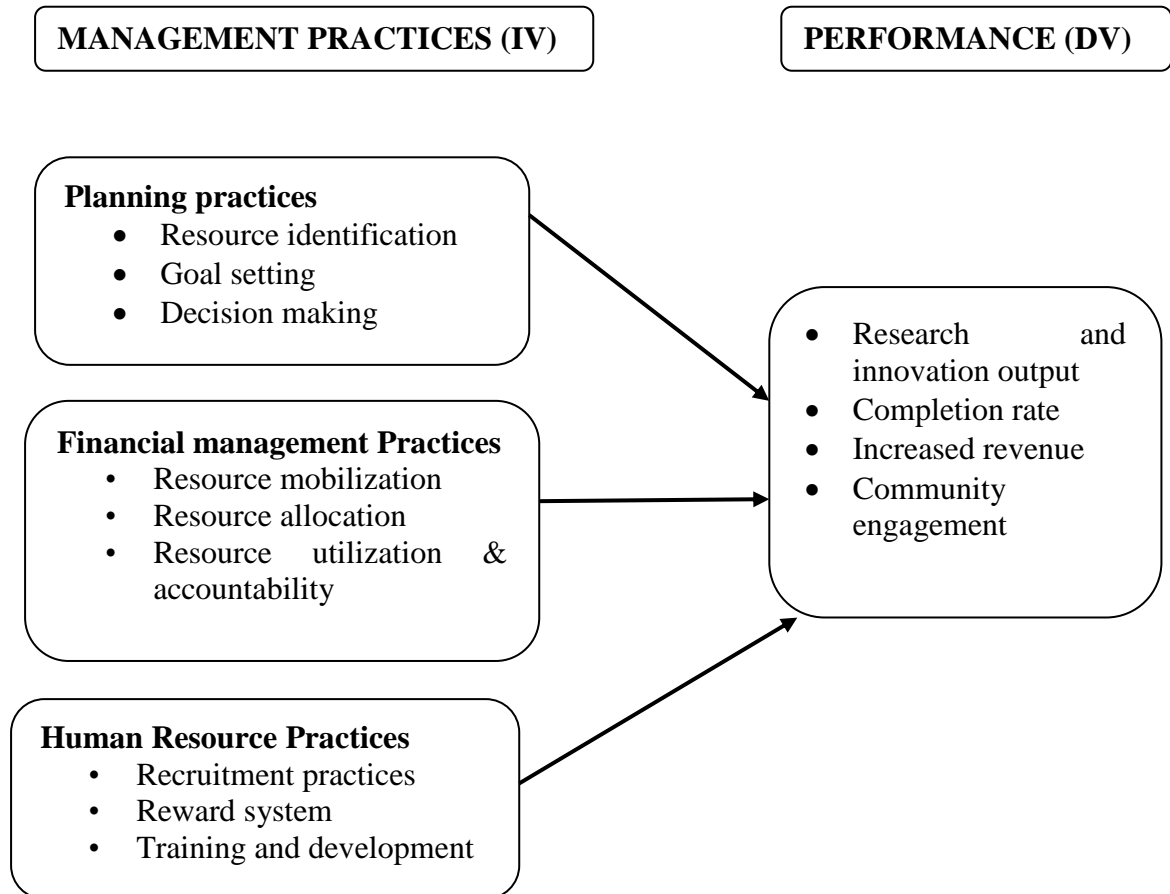
1.4 Hypotheses of the study

The key research hypotheses were:-

- i. Planning practices have a significant positive influence on performance of a multi campus model university
- ii. Financial management practices have a significant positive influence on performance of a multi-campus model university
- iii. Human resource practices have a significant positive effect on performance of a multi-campus model university

1.5 Conceptual Framework

Figure one presents the relationship between management practices and performance of a Multi-Campus University Model.



Source: Adopted from Armstrong (2012) and Shattock (2012).

Figure 1. 1: The relationship between management practices and performance of a Multi-Campus Model University

In the conceptual framework, management practices are executed through a number of dimensions that include; planning practices, financial management practices, and human resource practices. The essence for planning practices in the frame work is further explained as resource identification, goal setting and decision making while financial management practices included indicators such as, resource mobilization, resource allocation, resource

utilization and accountability. The human resource management practices take the form of recruitment practices, reward system, training and development.

It was conceptualized that effective management practices contribute to improved performance of multi-campus model Universities in terms of increased revenue, students completion rate, and research and innovation output.

1.6 Significance of the study

Government of Uganda can find information useful in the process of decision making particularly in the areas of planning and budgetary allocations to universities of similar nature.

The information may be used by the Ministry of Education and Sports and Development Partners that support education services in improving planning to include what had not been considered as crucial for the performance of universities especially multi-campus model universities.

The study may provide useful information for NCHE on how management practices affect performance of multi-campus mode universities which may provide a basis to design strategies on how to improve their performance.

The information from the study may be of value to students and academicians in higher institutions of learning who may wish to undertake research and comprehensive studies in a related area. The data collected may be useful as secondary source to improve their various studies.

1.7 Justification of the Study

The issue of performance in multi-campus universities tends to attract the interest of many including university managers, policy makers, researchers and scholars. The choice of Busitema University in this case is based on the fact that despite being a multi-Campus model

University, its performance has not been impressive. This is in terms of net students' in-take rate which has remained at 40% since 2007, and rate of infrastructure development for example the ICT infrastructures like the LAN for internet connectivity, which has not been fully realized at the University. (Busitema University Annual Budget Performance Report for F/Y 2014/2015). The attraction rate of key staff has also not been satisfactory especially the full time teaching staff at senior level which has stagnated at 20% since the establishment of the University (Busitema University, 2014)

1.8 Scope of the study

1.8.1. Content scope

The researcher investigated the relationship between management practices performance of multi-campus model universities. Management practices was the Independent Variable (IV) with its sub variables that included; planning practices, financial management practices and human resource practices. Performance of multi-campus universities constituted Dependent Variable (DV). This was indicated by; increased revenue, completion rate, research and innovation output.

1.8.2 Geographical scope

The study was carried out at Busitema University, Busitema Campus in Busia District. The University is a multi-campus model University that consists of six (6) mini campuses with Busitema being the main campus. These include Nagongera campus in Tororo, Mbale campus, Arapi campus in Soroti, Namasagali campus in Kamili and Paliisa campus.

1.8.3 Time scope

The study covered the duration between 2008 and 2016. This is because little is known about the performance of the University and information prior to its establishment may not be available. Moreover the period stated constituted the time most of the campuses of the University like Mbale and Pallisa came to existence.

1.9 Operational Definition

Management Practices refer to internal administrative structures that are used by the university authorities to ensure efficient planning, use of financial resources and human resources to cause institutional development.

Performance; ability of Busitema University to cause improvement in students on time completion rate, increased revenue, research and innovation.

Multi campus model Universities; A group of institutions whereby each institution has its mission, governing policies and other academic procedures.

Planning practices: these are activities which are concerned about the decisions made in advance, when, why, who and how the work shall be done (Poister & David, 2002).

Human Resource practices; activities that institutions get engaged in to utilize the available people for the purpose of individual institutional development. These include; Reward system, human resource acquisition, training and development.

Financial management practices; activities that institutions engage in to generate, allocate and utilize financial resources to cause institutional development.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In chapter two, the researcher gives the theoretical review of the theory guiding the study as well as literature review based on study objectives.

2.2 Theoretical Review

2.2.1 Institutional theory

This study was guided by the Institutional theory (Selznick, 1957). According to the institutional theory, organisations work within organisational practices, a social network which is influenced through rules and regulations (Ingram & Simons, 1995). The theory asserts that an organisation is influenced by norms, social behavior as well as values in the external environment. The theory propounds that social reality is created by an environment in which an organisation operates. The reality is made by the acceptable values and norms in a particular environment. Therefore social reality turns into the guidelines for behavior (Scott, 2005). The institutional theory enables to clarify corporate behavior by identifying how organizations become influenced by environmental factors by way of adhering to the set standards (Hoffman, 1997). In line with this study, Busitema University is a complex institution with different campuses and or faculties which require the coordination of different systems that include planning, financial and human resource practices in order to ensure improved performance (Busitema University, 2015).

2.3 Performance of a higher education institution

According to (Kanter, 2011), higher institutions of learning have been under pressure to exhibit effective performance over the last two decades. Documenting and providing evidence of performance has become important to universities, key stakeholders, and policy makers (Leslie, Slaughter, Taylor & Zhang, 2012). Models linking university inputs to measures of output or performance provide a tool for understating resource allocation, efficiency, and accountability. Research expenditures, for example, represent economic activity in terms of monies spent in support of research and research related work. Other important indicators of higher institutions of learning include graduation and retention rates, research and innovation output, community engagement and increased revenue among others.

2.4 Planning practices and Performance of Multi Campus University Model

Planning involves deciding in advance why, when, and what work should be done and the people to carry out different activities (Poister & David, 2002). In general, planning encompasses the establishment of policies and objectives of an organisation, identifying different courses of actions and selecting the best program and course of action. (Awino, Muturia & Oeba, 2011). The planning process involves various elements although this study focuses on resource identification, goal setting and decision making as discussed below.

2.4.1 Resource identification

The planning activity involves the identification of resource types required to achieve objectives of an organisation and quantifying the resources such as materials, labour and equipment, measuring the cost of a particular resource, summing up the costs to make a budget and identify issues and risks with the set budget (Abdul-Jalil, Dzuljastri & Ferdous - Azam 2013). The purpose of planning, as Arasa and K'Obonyo (2012) found is to identify resources and maintain a favourable financial balance in the organization. Armstrong (2012)

contends that the identification of resources for a company is a necessary and important step for internal strategic analysis. However, it is not enough to have resources in order to enjoy a competitive advantage since it is necessary that they are more valuable and better than those of other competitors

According to Resource Based View (RBV), the resources of a firm are the major determinants of performance and competitive advantage. Effective resource identification can enhance the capacity of a firm to provide quality services, charge higher prices, thereby contributing to performance by assisting the firm enjoy competitive advantage (Mullins, 2007).

2.4.2 Goal setting

Setting goals, approached and given higher priority in the entire organisation is the measure by which businesses provide results in relation to the strategy. Improving the value of shareholders, increase in revenue, profitability and innovation may not be realized without organizing a process that cascades and deconstructs strategies which are relevant as well as measurable through workforce (Abdul-Jalil et al., 2013).

If an organisation or individual sets up many goals, the possibility to address them all may be overwhelming. Employees can dip in and out of the work that is needed for each particular goal and make little progress in achieving them. Each thing is considered a priority, and as a result, nothing becomes a priority. Todd (2012) contends that goals can describe the outcomes which are required to move forward the business strategy. Therefore, institutions need to limit the number of goals each employee is working on to less than six.

Developmental goals need to address the skills and competencies required by employees to grow in their roles. Similarly, career aspirations of individuals and future needs of an organisation need to be considered (Cleassens et al., 2007). In order to develop proper goals

which are likely to be achieved, goals need to move from top to bottom to allow individual goals flow organisational goals at the departmental and team levels. Goals must be aligned with higher level goals and should be SMART (Todd, 2012).

2.4.3 Decision making

The process of decision making involves selection of the best alternative. Before decisions are made, all alternatives need to be evaluated to know the disadvantages and advantages. Evaluation of alternatives assists in making the best decision and is one of the major management functions. In the absence of other functions of management which include directing, organising and controlling among others, staffing may not be carried out because decision making is a very important managerial function (Armstrong, 2012).

According to Robbins (2009), planning requires managers to be good at decision making. After the evaluation of different alternatives, planners need to make decisions regarding the best courses of action to achieve the stated objectives. They need to formulate the steps necessary to ensure that plans are effectively implemented. After the evaluation of different alternatives, planners need to make decisions regarding the best actions to achieve the stated objectives. A manager may set specific guidelines to make decisions in advance, and this enables the manager to have a clear picture of the decisions to make.

According to Beardwell (2007) the importance of decision making is to help evaluate and implement managerial functions. The manager is considered to be able, efficient and qualified if the decisions made are correct. Therefore, decision-making evaluates performance of a manager. In the absence of decision making, no policies and plans can be performed. During the process of making plans, proper decisions need to be made from different alternatives.

The reviewed literature shows that the planning activity involves identification of different types of resources required to achieve objectives of an organisation (Abdul-Jalil, Dzuljastri & Ferdous -Azam 2013). While planning, institutions set goals which explain the results required to move forward a given business strategy. However, institutions should minimize the number of goals an employee is supposed to work on. This requires effective decision making in order to select the best choice among the different alternatives (Armstrong, 2012). Whereas the literature reveals the importance of planning practices, there was no attempt made to show how the discussed planning practices affect performance in multi-campus model universities, a knowledge gap which this study sought to bridge.

2.5 Financial management practices and performance of Multi Campus Model

University.

Gitman (2007) defined financial management as an issue of managing business which is devoted to a judicious application of a careful selection of capital sources to enable an organization move in the direction of reaching its goals. Heldma and Laats (2002) found that financial management involved planning for the future of a firm to achieve a positive flow of cash. Financial management encompasses planning, resource mobilization, resource allocation and utilization, organizing, directing and controlling the financial activities.

2.5.1 Resource mobilization

Financial Resources have been noted as determinants for organizational development and level of dependence. Kyvik et al. (2002) however while commenting on the budget of a university college after a merger, notes an assumption of economies of scale in the amalgamated colleges; the government anticipated effects in the annual budget and for the period 1994-97 expenditure per student decreased by 2.2 percent. The objective of a more cost efficient college system was achieved though the administrative cost remained as it was.

Adeeye et al. (2009) describe such arrangement as measures to effective internal control system.

While in the Government White Paper on Education (1992) it is stated that resource allocation and institution effectiveness is greatly determined by financial resources practices, and that the deterioration of research in a country is majorly due to financial constraints, Materu (2007) asserts that the cost of managing a university process is real. He compares, experience in several Universities. He however notes that the cost can pose real problems for long term viability process. Materu (2006) noted that multi campus Universities in both South Africa and Tanzania have challenges in allocating resources to various University programmes due to high cost of the process.

Okebukola (2006) noted that in Nigeria there is uncertainty of who meets the cost of University education. Not all weaknesses have cost consequence however many of them do. The above presentations bring indicators of financial practices across different models of universities. Could this be the practice and experience specifically in multi campus Model University? Whether multi campus or not education financing remains critical. Johnstone (2006) asserts that the mechanisms of funding are necessary for shaping outcomes of tertiary education in areas such as equity, quality, efficiency and responsiveness of the system. However some few authors feel that external factors are dominant in explaining students' success. Bennet (2003) assumes that, the retention rates at the University level depends on goal teaching, and satisfaction with course as well as careful matching between students and courses.

2.5.2 Resource allocation

According to Gitman (2007) and Firer et al., (2004), decisions on financial management in relation to resource allocation include decisions on investment which refers to a process of

managing and planning the long term investments of a firm. The budgeting of capital is useful in evaluating whether the investments in assets for example new plants, machinery and new products should be pursued. The techniques of capital budgeting include discounted non cash flow and non discounted cash flow techniques.

The management of working capital enables a firm to have sufficient flow of cash to meet its obligations and other operating expenses. Financial decisions such as capital structure relate to raising finance from different sources according to the resource type, time of financing, the cost involved and returns. The structure of capital further refers to the system through which a company finances assets through a combination of hybrid securities, debt and equity. In addition, dividend decision involves decisions regarding distribution of net profit such as payment of retained earnings and dividend to shareholders (Gitman, 2007).

2.5.3 Resource utilization and accountability

Performance is concerned with the utilization of resources in the intended manner in order to achieve greater fairness, effectiveness and efficiency (Brewer & Selden, 2000). On the other hand, accountability is referred to as the management as well as meeting public expectations for responsiveness and performance (Kearns, 2008). According to Lerner and Tetlock (2009), accountability is a complex issue which interacts with decision makers and properties of the environment to produce beneficial results. Whereas there is a link between performance and accountability in some studies, (Kim, 2005; Kim & Lee, 2010), it remains unclear the relationship and the effect accountability has on performance. According to Dubnick and Frederickson (2011), greater accountability enhances performance of government institutions. Similarly, Behn and Dubnick (2005) contend that in regard to the effect of accountability on performance, there is little negation concerning the relationship between the two elements. Other empirical studies have established positive effects of accountability on performance

(Bouckaert & Halligan, 2008). However, it is not clearly understood which mechanism of accountability leads to the desired or undesired behaviours in terms of performance (Ossege, 2012). The fact that limited studies have been carried out to establish the role of accountability on performance needs to be explored (Yang, 2012).

Whereas the reviewed literature reveals that financial resources are determinants of organizational development, little information is given on how such resources determine performance of multi campus university model. The literature further identifies that multi campus universities have challenges allocating resources to various university programs, but runs short of showing the effect this has on performance.

2.6 Human Resource Practices and Performance of Multi Campus Model University

Human resource management practices are important aspects towards the performance of organisations. These practices are vital in employing the skilled, experienced, competent and committed employees to help enterprise achieve its performance goals and objectives. The human resource practices address recruitment and selection requirements, employee training needs and reward management concerns, which effectively help enterprise performance goals to be achieved (Osemeke, 2012).

2.6.1 Recruitment practices

Armstrong (2012) contends that the value of the organization's best practice hinges on the human resource policies. The efficiency of an organization can be best determined by how recruitment, training and reward systems are. The concern of the study is what kind of human resource practices exist in a multi campus model university? How do these practices influence performance?

According to Cole (2005), human resource management practices include managing human resources required by an organisation with assurance that human resources is needed and

maintained to promote the organization's strategy, vision as well as objectives. Human resource management should be focused on maintaining, utilizing and securing a workforce which is effective to achieve both short term and long term survival of the firm within the market.

2.6.2 Reward system

According to Noor (2011) rewards have an impact on the performance of any individual in organizations or institutions. Rewards can be categorized into monetary and non monetary rewards and they provide satisfaction or reinforcement to improve employees' performance. Non monetary rewards include recognition, promotion, appreciation, health insurance and day offs while monetary rewards include salaries/wages and bonuses. For an individual to be rewarded, he must have done something since it is a token of appreciation (Noor, 2011). Rewards can influence many areas which in return have an impact on organizational performance since they influence who is attracted to apply and work for the employer and who continues to work for him. Those organizations that give the most rewards tend to face low turnover rates (Zhang & Zhang, 2007).

2.6.3 Training and development

Multi Campus model Universities are just like any, organizations whose interest is to maximize productivity. Accordingly, Armstrong (2005) notes that such organizations aiming to achieve maximum productivity should take keen interest in the key human resource activities that include human resource sourcing, training and development as well as reward system. Adyeye (2009) a study of human resource practices in Nigerian Universities points out that the size of a university does not determine its level of human resource best practices. University of California (2004) notes that the efficiency of hiring and retention in the recruitment process can only be realized if organizations develop and strictly follow the minimum best practice to attract talented and diverse applicants.

On the other hand, Briscoe (2008) revealed that one of the key functions of Human Resource encompasses development and training of employees and managers. Development and training are mostly used to bridge the gap between expected future performance and current performance. It falls under the function of human resource development that has been considered as a key function of human resource management (Weil & Woodall, 2005). The major aim of training is to obtain and improve attitudes, skills and knowledge in relation to work tasks (Cole, 2005).

The reviewed literature on human resource practices and performance has revealed that recruitment practices and rewards are necessary for the performance of an organization. In addition, development and training bridge the gap that exists between the expected and actual performance. However, the literature does not show the effect of human resource practices on multi campus Model University. In addition, Busitema University has in place all the mentioned human resource practices, but it remains unclear why performance has remained poor. This study will therefore establish the effect of human resource practices on Busitema University and how this affects performance a knowledge gap which this study sought to bridge.

2.7 Summary of literature review

From the reviewed literature, it can be deduced in line with Kyvik et al. (2002) that financial resource practices are important for the development of any organization as well as a multi campus model university. The literature further revealed that planning activity involves the identification of resources required to achieve objectives of an organisation (Abdul-Jalil, Dzuljastri & Ferdous -Azam 2013). In addition, institutions set goals which explain results required to move forward a particular business strategy. However, through decision making, institutions should minimize the number of goals an employee is to undertake. While the

literature shows the importance of planning practices, there was no attempt made to show how the discussed planning practices affect performance in multi-campus model universities, a knowledge gap which this study sought to bridge. The literature further reveals that, resource allocation and institution effectiveness are paramount for improved performance. The reviewed literature on human resource practices and performance has shown that recruitment practices and rewards are critical for performance of an organization. However, the literature does not show the effect of human resource practices on multi campus Model University. Therefore, it was necessary to conduct a study on human resource management practices and performance of multi campus Model University, an area that has been given little attention by empirical studies.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Chapter three presents the methodology which was employed during the study. It presents among others; design of the research, study population, selection of sample size and procedure, methods of data collection, research instruments, research procedure, validity and reliability of instruments, how the data was analyzed and ethical considerations during the study.

3.2 Research design

A cross sectional study design was adopted for this study because it enables collection of data at one point in time (Sekaran, 2003). The study also adopted a triangulation of both quantitative and qualitative approaches for data collection and analysis. The qualitative techniques were basically employed to gather views from the interviewees while the quantitative techniques were applied to gather information through questionnaires and documentary review was used to provide supportive evidence on performance of Busitema University. The study was conducted among Busitema University staff and Board members.

3.3 Population of the study

The targeted population was 95 comprising of Management and Board Members, Administrative and Academic Staff at Busitema University, Busitema Campus.

3.4 Sample Size and Selection

Mugenda and Mugenda (2003), contend that a sample is a small group got from the population that can be accessible. Each member on case in the sample is referred to as a subject. A sample size reduces costs, time and personnel required to locate all the members. A total sample size of 86 respondents was used during the study, out of 95 management and staff members. These included 14 management and board members, 28 administrative staff,

and 44 academic staff members. Determination of the sample size was adopted from Krejcie and Morgan (1970)'s table of determining sample size.

Table 3.1 shows the category of respondents, target population, sampling technique and tools used to collect data from management and Board members as well as administrative and academic staff members.

Table 3.1: Target population and sample size

Category of Respondents	Target Population	Sample size	Sampling technique	Tool
Management and Board members	15	14	Purposive sampling	Interview guide
Administrative staff	30	28	Simple random sampling	Questionnaire
Academic staff	50	44	Simple random sampling	Questionnaire
Total	95	86		

Source: Busitema University data base (2014)

3.5 Sampling techniques and procedure

Purposive and simple random samplings were employed to select respondents. Purposive sampling was employed while selecting respondents from management and board members as well as from administrative staff. This is because these categories of respondents are expected to hold vital information regarding Management practices and performance of Busitema University since they are part of its management. On the other hand, simple random sampling was employed in the selection of respondents from the academic staff in order to avoid bias and obtain reliable data.

3.6 Data Collection Methods

The data for this study was collected using the questionnaires, documentary review, and personal interviews.

3.6.1 Personal Interviews

The researcher used a guide of key informants who included top managers, other staff both academic and administrative. The researcher asked intended questions that led the respondents towards giving data to meet the study objectives. These interviews provided the researcher with an opportunity to observe the verbal and non- verbal behavior exhibited by the respondents. In addition the interviews increased cooperation rates because the presence of the researcher made it possible for the respondents to get immediate clarification. The rationale for using interviews is that they give a chance for probing; it's flexible and provides opportunity to seek clarification where necessary to get in depth understanding and assume reliability of data (Sekaran, 2003). Amin (2005) adds that it allows on spot explanation, adjustments and variation during data collection process, use of facial and body expression, tone of voice, gestures, feeling and attitude.

3.6.2 Questionnaire Method

The researcher designed and used questionnaires for both administrative and academic staff. The questionnaire contained both closed and open ended questions. The questionnaire was designed in simple English and administered by the researcher to the respondents. This ensured that the researcher collected as much information as possible from the sample, since the questionnaire was detailed and constructed objective by objective. The purpose of using this method was to ensure that a wider number of respondents are covered and that there was no biasness since each questionnaire contained the same information for administrative and academic staff members. The method was also used to get the opinion of key stakeholders involved in the operation of a multi-campus model university. Use of questionnaires allows

the respondents ample time to reflect on answers to avoid hasty responses and thus enhance the validity (accuracy) of the responses (Mugenda & Mugenda, 2003).

3.6.3 Documentary review

The researcher made use of the available data and literature by reviewing current and past Audit reports, Minutes of management meetings, human resource manual, personnel records and Busitema University Management information system. This was done to supplement research findings with secondary data from documents such as the University and other Tertiary Institutions Act (2001) and the National Quality Assurance Framework (2006).

3.7 Data Collection Instruments

In the process of data collection the researcher used three main instruments for the study:

3.7.1 Interview Guide

The researcher used an interview guide to obtain data from management and Board members of the University. The guide contained opened ended questions on planning practices, financial management practices, human resource management practices and performance. The purpose for the interview guide was its advantage, ability to guide the researcher in probing for particular responses, gathering of deeper and personal information and on spot clarification. Through the interview guide, the researcher obtained data on management practices and how they affect performance and information obtained was used in discussion and in drawing recommendations (Appendix ii, p. 89).

3.7.2 Questionnaires

A questionnaire was used to collect quantitative data from administrative and academic staff members. In this case, close-ended questionnaires were designed for the study, because these facilitate quick response from a large number of respondents (Kothari, 2004; Creswell, 2003). In addition, questionnaires were used because they increase the degree of reliability due to the many items in them and they enhance the chances of getting valid data, (Amin, 2005).

The questionnaires were arranged on a 5 point likert scale, consisting of mainly closed items to facilitate quick data collection and analysis. The questionnaires was made of five sections that is, background information of administrative and academic staff, planning practices, financial management practices, human resource management practices and performance (Appendix i. pge 83).

3.7.3 Documentary Review Checklist

The researcher made use of the checklist while reviewing available data and literature on current and past accomplishments in management. Documentary review was done to provide the qualitative data such as documented opinion on multi campus model universities. Data on performance and statistics were generated from the opinions presented. Quantitative evidence such as statistics records, files were used because they provided important information related to areas of study (Appendix iii pge 90)

3.8 Data Management Quality Control

Testing validity and reliability of research was done to ensure quality control as below;

3.8.1 Validity

Amin (2005) asserts that validity is about the accuracy or truthfulness of a measurement. It is the ability to produce results and to measure what is supposed to be valid to be measured. Copies of one set of the questionnaire were given to critical validators to independently assess the validity of the tools by linking the items in the questionnaire with the respective objectives of the study; further assess the relevance of the questions and evaluate their adequacy in representing the content of the major themes. In addition, the researcher run a pilot in Uganda Christian University one of the Universities with characteristics similar to Busitema University and computed the Content Validity Index (CVI). Using the formula below, an average CVI of their assessment was computed.

$$\text{CVI} = \frac{\text{No. of items regarded relevant}}{\text{Total number of items.}}$$

The instrument is pronounced valid only when the CVI (or a mean CVR) of 0.7 and above is attained as asserted by Amin (2005).

Table 3.2 presents results of the content validity index tests for planning practices, human resource management practices, financial management practices and performance.

Table 3.2 Results for CVI tests

Sl	Variable	CVI	No. of items
1	Planning practices	0.875	8
2	Human resource practices	0.75	8
3	Financial management practices	0.8	10
4	Performance	0.9	10

Source: Primary data (2016)

Results in Table 3.2 show that the CVI for planning practices was 0.875, human resource practices; 0.75, financial management practices; 0.8, and performance; 0.9. The results further show that the average CVI for all variables was above 0.7, which implies that the questionnaire administered to administrative and academic staff members was valid to use in the study.

3.8.2 Reliability

Reliability measures the consistency, stability and dependability of the research tools (Sekaran 2003 as cited by Malinga 2008). Mugenda & Mugenda (2003) also argue that reliability in any study is usually influenced by the random error which may arise from inaccurate coding, ambiguous instructions to subjects, and interviewer's fatigue among others. Thus, in order to minimize the random error so as to increase the reliability using the internal consistency method, the researcher pretested the research instruments on a sample of 8 respondents with similar characteristics but who are not part of the sample. Cronbach's

Coefficient Alpha was computed to determine how items in the questionnaire administered to administrative and academic staff members correlate among themselves. The Cronbach's Coefficient Alpha of 0.7 and above showed that the questionnaire was reliable.

Table 3.3 presents results from the reliability tests of the questionnaire administered to administrative and academic staff members at Busitema University main campus.

Table 3.3 Results for reliability tests

Sl	Variable	Cronbach's Alpha	No. of items
1	Planning practices	0.972	8
2	Human resource practices	0.874	8
3	Financial management practices	0.762	10
4	Performance	0.758	10

Source: Primary data (2016)

Results in Table 3.3 show that the Cronbach's Alpha for all study variables was above 0.7. This shows that the questionnaire administered to administrative and academic staff members was able to elicit reliable data for the study.

3.9 Data analysis

3.9.1 Qualitative data analysis

In line with Creswell (2003), collected data was prepared for analysis after interview, document review and observation. The data was read through to get sense out of it and coded to identify merging issues to develop a code. Then themes were developed to advance relationships and how they influence each other and finally interpret the results. Quatations from key informant inteviews were used to support responses obtained through the use of questionnaires.

3.9.2 Quantitative data analysis

Descriptive and inferential statistical measures were applied. Descriptive statistics involved inputting data collected from the field, code, enter, clean and edit to ensure the data is free from errors. The data was analyzed using SPSS version 19. Data was further presented in form of mean, frequencies, standard deviation and percentage and was reflected in tabular format. Inferential statistics like Pearson's correlational analysis were used to illustrate the relationship between variables (if any) while multiple regression analysis was used to explain how the independent variables predict the dependent variable. Inferential statistics results were used to answer the hypothesis statement.

3.10 Measurement of variables

Planning practices were measured in terms of resource identification, goal setting and decision making (Awino, Muturia & Oeba, 2011). Financial management practices were measured in terms of resource mobilization, resource allocation, resource utilization and accountability (Gitman, 2007). Human resource practices were measured in terms of recruitment practices, reward system, training and development (Osemeke, 2012). Performance was measured in terms of research and innovation output, completion rate, increased revenue and community engagement (Shattock, 2012). The study variables were further measured using a five likert scale ranging from one to five, where one(1) stands for strongly disagree two (2) disagree three (3) not sure four (4) agree and five (5) stands for strongly agree . The respondents selected the responses that best describe their opinion reading the statement or question. Data on background characteristics of the administrative and academic staff members was measured based on the measurement scales of nominal, ordinal, interval in order to establish the number or percentage of respondents that fell under each category.

3.11 Ethical Considerations

During the study, the researcher emphasized confidentiality of all research findings and used research assistants where bias was anticipated during data collection. The researcher ensured that information obtained from respondents remained confidential (Creswell, 2003). The respondents' names were withheld to ensure anonymity and confidentiality in terms of prospects. For Management and Board Members, the researcher used codes from MBM1 to MBM9 in order to conceal their identity. In addition, the researcher proved the authenticity of the research conducted and acknowledged all sources where information was got to ensure that there was no plagiarism.

3.12 Study Limitations

Some respondents, especially Management and Board Members were difficult to get due to busy work schedules. However, the researcher made appointments with them to solve this problem.

Some administrative and academic staff members had a negative attitude because they thought that the results would be used to judge their performance at the work place. The researcher explained to them that the study was purely for academic purposes and that the information provided would be treated with utmost confidentiality to encourage all selected respondents to fully participate in the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents the response rate, background characteristics of the respondents, presentation, analysis and interpretation of study findings based on objectives of the study. The study examined the extent to which management practices influence performance in multi-campus model universities with specific reference to Busitema University. The hypotheses of the study were formulated, after which the researcher conducted basic data analysis including frequency distribution and hypothesis testing. Inferential statistics carried out were correlations and regression analysis which were presented according to objectives of the study. The statistical methods were used with the hope of discovering the nature of relationship between variables and the extent to which each item affects or contributes to the other. The survey questions were shown in the tabular format. Items were measured using a 5-likert item scale ranging from “strongly agree” (5) “agree” (4) “not sure” (3) “disagree” (2) “strongly disagree” (1). The researcher then provided summaries of the findings from the interviews as backup of the findings generated from the quantitative data analysis.

4.1 Response rate

During the study, the researcher prepared questionnaires which were distributed to respondents in order for them to give their opinions on the extent to which they agreed or disagreed with the statements. In addition, the researcher prepared interview guides in order to collect data from key informants through face to face interviews. The table below presents the number of questionnaires and interview guides that were distributed/ targeted and the actual number of questionnaires received back as well as the interviews actually carried out.

Table 4.1 Response rate

Research Instrument	Planned/targeted	Actual	Percentage
Questionnaire	72	55	76%
Interview guide	14	9	64%
Total	86	64	
Over all percentage response rate			74%

Source: Primary data (2016)

Table 4.1 shows that 72 questionnaires were issued out and 55 returned, which gave a response rate of 76% (55). On the other hand, out of fourteen (14) planned interviews, nine (9) were actually conducted, giving a percentage response rate of 64% (9). The overall response rate was 74% (64) which is above the recommended 67% (Amin, 2005). This gave the researcher adequate information on which to base her findings for a complete report.

4.2 Background characteristics

4.2.1 Age group

The study established the age group of administrative and academic staff. This was because the researcher wanted to understand the age of the staff at Busitema University and ensure that those who participate in the study are mature enough to understand the questions asked and provide relevant data. Results are presented in table 4.2 below;

Table 4.2 Age group

Age group	Frequency	Percentage
20-29	9	16%
30-39	19	35%
40-49	15	27%
50 and above	12	22%
Total	55	100%

Source: Primary data (2017)

Results in Table 4.2 show that majority 35% (19) of the administrative and academic staff were aged between 30-39 years. These were followed by 27% (15) who were aged between 40 to 49; those aged 50 and above were 22% (12) while 16% (9) were aged between 20 to 29 years. This shows that all respondents were mature and able to understand the importance of the study in order to give reliable data.

4.2.2 Highest level of education

During the study, the researcher sought to establish the education level of administrative and academic staff. The researcher wanted to know the education qualifications of the respondents since one's education level determines the ability to understand the questions asked in order to give reliable information. The education level of respondents who participated in the study ranged from Bachelor's Degree to PhD. Results are presented in Table 4.3

Table 4.3 Highest education level of education

Education level	Frequency	Percentage
Degree	12	22%
Masters Degree	34	62%
PhD	9	16%
Total	55	100%

Source: Primary data (2016)

Table 4.3 indicates that majority 62% (34) of the administrative and academic staff held Master's degree, 22% (12) held bachelors' degree while 16% (9) held PhD. This means that Busitema University employs educated, highly qualified and competent people capable of performing to the expectation of the University.

4.2.3 Length of Service at Busitema University

This sub section presents results on the length of service at Busitema University. The researcher wanted to establish employee’s longevity at the University since staff who had stayed at the university for a longer period would be in position to provide reliable data on how management practices affect performance. Results are presented in Table 4.4

Table 4.4 Length of service at Busitema University

Duration	Frequency	Percentage
Less than 1 year	6	11%
1-3 years	11	20%
4-6 years	32	58%
7 years and above	6	11%
Total	55	100%

Source: Primary data (2016)

Table 4.4 indicates that the highest number 58% (32) of staff had worked at Busitema University for 4 to 6 years. These were followed by staff who had worked between 1-3 years 20% (11), then 11% (6) and who had worked for less than 1 years as well as 7 years and above. The above statistics are important for the performance of Busitema University because they reflect longevity at the University which enables employees to perfect their performance. On the side of the study, this means that all administrative and academic staff were versed with adequate information that was important for a meaningful study.

4.3 Empirical findings from the study

This section presents empirical findings from the study. During data analysis, administrative and academic staff members who agreed and those who strongly agreed with a given statement were combined to form one category “agree”, while those who disagreed and strongly disagreed were also put together to form another category of “disagree”. The respondents who were neutral were also considered not to have either agreed or disagreed.

Findings from questionnaires were triangulated with key informant interviews. Inferential statistics carried out were correlations and regression analysis which were presented according to objectives of the study. The statistical methods were used with the hope of discovering the nature of relationship between variables and the extent to which each item affects or contributes to the other.

4.3.1 Performance

For purposes of the study, various components of performance such as research and innovation output, completion rate, community engagement and increased revenue were considered, and a set of questions were developed to elicit their effect on performance. The questionnaire was administered to administrative and academic staff at Busitema University, Main campus. During data analysis and interpretation, the statistical data obtained the questionnaire (Appendix i) was triangulated with findings from key informant interviews (Appendix ii) who included management staff and Board Members as indicated in Table 4.6. The findings were further supported with data from documentary reviews (Appendix iii) which provided more information regarding performance at Busitema University.

Table 4.5 presents responses on performance at Busitema University which were obtained from administrative and academic staff members with the aid of the questionnaire (Appendix i).

Table 4.5 Responses on performance

Statement	S D	D	N S	A	S A	Mean	Std Devn.
The internally generated revenue by the University has increased	11% (6)	26% (14)	12% (7)	40% (22)	11% (6)	3.33	1.037
The amount of funds from external donors has increased.	20% (11)	48% (27)	4% (2)	19% (10)	9% (5)	2.09	1.023
The number of research and publications has been increased	42% (23)	21% (12)	11% (6)	15% (8)	11% (6)	2.34	1.938
The number of students completing courses on time has increased	11% (6)	20% (11)	8% (4)	22% (12)	39% (21)	3.62	.097
The number of innovations has increased	22% (12)	29% (16)	15% (8)	26% (14)	9% (5)	2.85	1.224
The number of new courses introduced at the University has increased	9% (5)	26% (14)	0% (0)	55% (30)	11% (6)	3.33	1.037
The University has registered an increase in research grants received during the last five academic years	20% (11)	48% (26)	4% (2)	19% (10)	9% (5)	2.09	1.023
The University has registered an increase in Patent rights won during the last five academic years.	44% (24)	26% (14)	20% (11)	0% (0)	11% (6)	2.84	1.938
The number of community projects undertaken by the University has increased in the last five academic years.	25% (14%)	38% (21)	12% (7)	22% (12)	4% (2)	2.62	1.097
Grand mean and standard deviation						2.79	1.157

Source: Primary data (2016)

Table 4.6 .Responses from interviews with Management and Board Members on performance

Theme	Responses	Code
Performance at Busitema University	The amount of funds from external donors has not increased because academic staffs are reluctant in writing grants awarding research proposals, low levels of lobbying by management and poor public relationship. The University mainly receives funds from Government.	MBM1
the number of publications has not increased because of inadequate funding to enable publications in peer reviewed journals ...only 10...publications were made in the last one year which were less than those published in 2014.	MBM3
the University has not registered an increase in research grant because we only received two grants from African Institute for capacity Development and Vet without boarders the grants was the first grants received since the inception of the University.	MBM2
	The number of community projects undertaken by the University has not increased because of inadequate funds and lack of initiative by staff.	MBM4

Source: Primary data (2016)

Study findings in Table 4.5 show that 51% (28) of the administrative and academic staff agreed that the internally generated revenue by the University has increased because agreed were those who “agree” and “strongly agree”. On the other hand 37% (20) disagreed (“disagreed” and “strongly disagreed” while 12% (7) were not sure. The results were verified with mean of 3.33 which is above average and standard deviation of 1.037, which implies that there were variations in the obtained responses. A review of the income statement 2013/2014 and 2014/2015 showed that internally generated revenue from fees and property hire increased from 3,233 billion to 3,325 billion in 2015/2016 Study findings further showed that only 28% (15) of the administrative and academic staff agreed that the amount of funds from external donors have increased. Majority 68% (38) disagreed while 4% (2) were not sure. The results were verified with mean value of 2.09 which is below average and

standard deviation of 1.023 which represents the number of respondents that gave varying responses. Similarly, Busitema University Annual budget performance report (2016) revealed that the university received only 5,626 billion shs compared to 6,653 billion shs received in 2015. The above findings were supported by MBM1 during face to face interviews as noted;

The amount of funds from external donors has not increased because academic staffs are reluctant in writing grants awarding research proposals, low levels of lobbying by management and poor public relationship. The University mainly receives funds from Government.

This shows that the amount of funds received from donors has remained low because the academic staffs have not written grant-awarding research proposals among other factors. On whether the numbers of publications have been increased, only 26% (14) agreed, 63% (35) disagreed while 11% (6) were not sure. The corresponding mean for the statement was 2.34, which is below average and standard deviation of 1.938. This implies that there were variations in the responses obtained. The above findings were further confirmed during face to face interviews when MBM3 had this to say;

the number of publications has not increased because of inadequate funding to enable publications in peer reviewed journals ...only 10...publications were made in the last one year which were less than those published in 2014.

In addition, 61% (33) of the administrative and academic staff agreed that number of students completing courses on time has increased. However, 31% (17) disagreed while 8% (4) were not sure. Results were verified with the mean of 3.62 which is above average and standard deviation of .097. A review of the graduation statistics report document showed that the total number of students who completed various courses in 2016 increased to 1,148 students compared to 1,037 who graduated in 2015. This shows that most administrative and academic staff held the view that the number of students completing courses on time has increased.

That the number of innovations has increased was supported by 35% (19) while 51% (28) disagreed and 15% (8) were not sure. The corresponding mean for the statement was 2.85 which is above average and standard deviation of 1.224. When administrative and academic staffs were asked whether the number of new courses introduced at the University has increased 66% (36) of the respondents agreed while 35% (19) of the respondents disagreed. The corresponding mean for the statement was 3.33 which is above average and standard deviation 1.037 which represents the number of administrative and academic staff with varying responses. When respondents were asked whether the University had registered an increase in research grants received during the last five academic years, 28% (15) of the respondents agreed, 68% (37) disagreed while 4% (2) were not sure. The findings were verified with a mean value of mean 2.09 which was below average and standard deviation of 1.023 which implies that some administrative and academic staff gave varying responses. The above findings were further confirmed by MBM2 a respondent who said;

...the University has not registered an increase in research grant because we only received two grants from African Institute for capacity Development and Vet without boarders the grants was the first grants received since the inception of the University.

In addition, when respondents were asked whether the University had registered an increase in Patent rights registered during the last five academic years, 11% (6) agreed, 70% (38) disagreed while 20% (11) were not sure. The corresponding mean for the statement was 2.84 and standard deviation 1.938. Since the obtained mean was below the average, it implies that few administrative and academic staff were in agreement with the statement. According to study findings, only 26% (14) of the respondents agreed that the number of community projects undertaken by the University have increased in the last five academic years. Majority 63% (35) of the respondents disagreed while 12% (7) were not sure. The corresponding mean

for the statement was 2.62 which is below average and the standard deviation of 1.097. A review of Busitema University annual report (2016) revealed that the university undertook only three (3) community projects out of the six (6) planned. The above findings were further supported by MBM4 who had this to say;

The number of community projects undertaken by the University has not increased because of inadequate funds and lack of initiative by staff.

From the above findings, it can be noted that although internally generated revenue by Busitema University has increased, the amount of funds from external donors and grants received have decreased. The results also show a decline in the number of research and publications, innovations, patent rights won and community projects undertaken in the last five academic years, all of which point to poor performance of Bustitema University as a multi campus university.

4.3.2 Planning practices and performance

The researcher used a questionnaire which was administered to administrative and academic staff to obtain data on planning practices at Busitema University main campus. For purposes of the study, various components of planning practices which included resource identification, goal setting and decision making were considered, and a set of questions was developed to elicit their effect on performance at Busitema University, main Campus (Appendix i.). Quantitative data elicited using the questionnaire was triangulated with qualitative data obtained from management and Board Members of Busitema University with the aid of the interview guide (Appendix ii), and analyzed using thematic analysis basing on the objectives of the study. Table 4.6 presents responses on planning practices which were obtained from administrative and academic staff with the aid of the questionnaire (Appendix i).

Table 4.7 Responses on planning practices

Statement	SD	D	NS	A	SA	Mean	Std. Devn.
The University identifies the types of resources needed to achieve objectives in the planning stage	4% (2)	4% (2)	13% (7)	55% (30)	26% (14)	3.95	0.931
The University's resources contribute to improved performance	6% (3)	4% (2)	13% (7)	47% (26)	31% (17)	3.95	1.044
The University performance is in line with its goals	2% (1)	16% (9)	7% (4)	38% (21)	36% (20)	3.81	1.016
The University's goals are achievable	7% (4)	31% (17)	13% (7)	34% (19)	15% (8)	3.18	1.234
University goals address competencies and skills the employees need to perform well.	4% (2)	27% (15)	3% (2)	29% (16)	37% (20)	3.59	1.005
The University involves all stakeholders in decision making	12% (7)	9% (5)	8% (4)	51% (28)	20% (11)	3.75	.927
The University has good decision makers	4% (2)	9% (5)	16% (9)	38% (21)	33% (18)	3.87	1.090
During decision making, management takes necessary steps to ensure effective implementation of plans.	4% (2)	7% (4)	13% (7)	46% (25)	31% (17)	3.93	1.034
Grand mean and standard deviation						3.75	1.035

Source: Primary data (2016)

Table 4.8 Responses from interviews with Management and Board Members on Planning practices and performance

Theme	Responses	Code
Planning practices and performance	The University resources both human and financial contribute to improved performance, that is to say the availability of the resources enabled the university to implement critical activities like teaching and learning, community engagement and research and innovation which impact directly on its performance. The allocation of resources to these key performance areas improves performance.	MBM7
	The university goals are achievable because they are aligned to the University strategic plan and resources are allocated to critical activities to ensure their achievement.	MBM9
	The management involves all key stakeholders in decision making specifically through participatory planning, key stakeholders are involved in the planning, budgeting process and implementation of activities.	MBM6

Source: Primary data (2016)

Results in Table 4.7 show that the University identifies the types of resources needed to achieve objectives in the planning stage. This was confirmed by 81% (44) of the administrative and academic staff who agreed with the statement compared to 8% (4) who disagreed and 13% (7) were not sure. The results were verified with a mean of 3.95 which is above average and standard deviation of .931 which implied that some respondents gave varying responses. Since the obtained mean was above average, it signifies that most administrative and academic staff were in agreement with the statement. When respondents were asked whether the University’s resources contribute to improved performance, 78% (43) agreed, 10% (5) disagreed, while 13% (7) were not sure. The obtained mean for the statement was 3.95 which is above average while the standard deviation of 1.044 implied that there were variations in the responses obtained. The above findings were supported by Member of Board Management (MBM7) who had this to say;

The University resources both human and financial contribute to improved performance, that is to say the availability of the resources enabled the university to implement critical activities like teaching and learning,

community engagement and research and innovation which impact directly on its performance. The allocation of resources to these key performance areas improves performance.

On whether the University performance is in line with its goals, 74% (41) agreed, 18% (10) disagreed while 7% (4) were not sure. The findings were verified with mean of 3.81 which is way above average while the standard deviation of 1.016 represented variations obtained in the responses. The University's goals are achievable was supported by 49% (27) of the respondents who agreed to the statement. On the other hand, 38% (21) disagreed while 13% (7) were not sure. The corresponding mean for the statement was 3.18 which is above average while the standard deviation was 1.234. The above findings were confirmed by a MBM9 who had this to say;

The university goals are achievable because they are aligned to the University strategic plan and resources are allocated to critical activities to ensure their achievement.

On whether University goals address competencies and skills the employees need to perform well, 66% (36) of the respondents agreed, 31% (17) disagreed while 3% (2) were not sure. The corresponding mean for the statement was mean 3.59, standard deviation 1.005. When respondents were asked whether the University involves all stakeholders in decision making, 71% (39) agreed, 21% (12) disagreed, 8% (4) were not sure mean 3.75, standard deviation is .927. The above finding was supported during face to face interviews when MBM6 had this to say;

The management involves all key stakeholders in decision making specifically through participatory planning, key stakeholders are involved in the planning, budgeting process and implementation of activities that relate to their employment.

During the study, it was noted that the University has good decision makers as reported by 71% (39) of the respondents although 13% (7) disagreed while 16% (9) were not sure. The corresponding mean for the statement was 3.87 while the standard deviation was standard deviation 1.090

During decision making, management takes necessary steps to ensure effective implementation of plans. This was supported by 77% (42) of the respondents. On the other hand, 11% (6) disagreed while 13% (7) were not sure. The findings were verified with the mean of 3.93 which is above average while the standard deviation of 1.034 represented the number of respondents with varying responses.

4.3.2.1 Correlation Results between Planning practices and Performance

To test if there was relationship between the planning practices and performance, a correlation analysis was conducted using Pearson’s correlation coefficient(r) and significance (p) at the two tailed levels. Table 4.9 presents results from the correlation analysis between planning practices and performance

Table 4.9 Correlation Matrix between Planning practices and Performance

		Correlations	
		Planning practices	Performance
Planning practices	Pearson Correlation	1	.506**
	Sig. (2-tailed)		.000
	N	55	55
Performance	Pearson Correlation	.506**	1
	Sig. (2-tailed)	.000	
	N	55	55

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

Table 4.9 shows that there was a strong positive significant relationship between planning practices and performance at Busitema University where Pearson’s correlation coefficient $r = 0.506^{**}$ and $p = 0.000$. It means that when planning practices are given more attention,

performance at Busitema University will improve by a big proportion, implying that administrators and staff would benefit more from giving more attention and support to planning.

4.3.2.2 Regression Results between planning practices and Performance

To establish the extent to which planning practices affected performance, a regression analysis was conducted. Table 4.8 presents results from regression analysis between planning practices and performance.

Table 4.10 Regression analysis for planning practices and performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.506 ^a	.625	.624	.56769

a. Predictors: (Constant), Planning practices

The model summary in table above shows adjusted R² value of 0.625 between planning practices and performance which is suggesting that planning practices alone predicted 62.4% of the variance in performance. The adjusted R² = 0.624 and the standard error of the estimate 0.56769 suggested that planning practices were a strong significant predictor of performance. From all the results obtained, the hypothesis that “planning practices have a positive significant influence on performance of a multi campus model university was accepted.” This is supported by the University strategic plan 2009/2010 to 2013/2014 which stated that University would solicit for resources, carry out extensive research and increase the number of publications.

Further regression analysis was made to understand variation in performance by planning practices and results are presented in Table 4.11 below

Table 4.11 Anova for planning practices and performance**ANOVA^b**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.536	1	8.536	26.488	.000 ^a
	Residual	24.815	77	.322		
	Total	33.351	78			

a. Predictors: (Constant), Planning practices

b. Dependent Variable: Performance

From the regression results in the ANOVA above, it can be deduced that planning practices have got a significant effect on performance, Fisher's ratio $F = 26.488$ and significance value (0.000^a) which is below 0.05. This means that improvement in planning practices would result in improved performance at Busitema University. Since the significance calculated 0.000^a is lower than 0.05, the researcher accepted the hypotheses which stated that planning practices have a significant positive influence on performance of a multi campus model university.

Table 4.12 Coefficients for planning practices and performance**Coefficients^a**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.384	.345		4.007	.000
	Planning practices	.479	.093	.506	5.147	.000

a. Dependent Variable: Performance

Table 4.12 indicates that planning practices have a significance value of 0.000 which was less than 0.05. This means that planning practices significantly contribute to performance of a multi campus model university. Regression results confirmed a positive significant effect of planning practices with beta values of 0.506, which implies that a unit improvement in

planning practices leads to an increase in performance by 0.506. From the above findings, it can be noted that planning practices in terms of resource identification, goal setting and decision making lead to improved performance of a multi campus model university.

4.3.3 Financial management practice and performance

The researcher used a questionnaire which was administered to administrative and academic staff to obtain data on financial management practices at Busitema University main campus. For purposes of the study, various components of financial management practices which included resource mobilization, resource allocation, resource utilization and accountability were considered, and a set of questions was developed to elicit their effect on performance at Busitema University, main Campus (Appendix i.). Quantitative data elicited using the questionnaire was triangulated with qualitative data obtained from management and Board Members of Busitema University with the aid of the interview guide (Appendix ii), and analyzed using thematic analysis basing on the objectives of the study.

Table 4.13 shows responses on financial management practices as revealed by administrative and academic staff at Busitema University main campus, with the aid of the questionnaire (Appendix i).

Table 4.13 Responses on financial management practices

Statement	SD	D	NS	A	S A	Mean	Std. Devn.
The internal audit function addresses weaknesses in our internal control system	10% (5)	16% (9)	12% (7)	49% (27)	13% (7)	3.58	1.0417
The external Auditors recommendation are implemented by management	2% (1)	7% (4)	29% (16)	44% (24)	18% (10)	3.69	.920
There is an effective budgetary control system that enables achievement of set targets	2% (1)	9% (5)	18% (10)	56% (31)	15% (8)	3.73	.891
The audit committee of council regularly appraises the internal audit function	4% (2)	6% (3)	18% (10)	46% (25)	27% (15)	3.87	1.001
Staff are regularly trained to implement the accounting and financial management system	4% (2)	2% (1)	13% (7)	46% (25)	36% (20)	4.09	.948
Controls are in place to exclude incurring expenditure in excess allocated funds	2% (1)	7% (4)	11% (6)	49% (27)	31% (17)	4.00	.943
The University management involves key stakeholders in the budgeting process	4% (2)	2% (1)	9% (5)	55% (30)	31% (17)	4.07	.900
Management ensures allocation of resources to critical activities of the University	0% 0	7% (4)	15% (8)	53% (29)	26% (14)	3.96	.838
Grand mean and standard deviation						3.87	0.935

Source: Primary data (2016)

Table 4.14 Responses from interviews with Management and Board Members on financial management practices and performance

Theme	Response	Code
Financial management practices and performance	The University has an internal Audit committee that sits once in a quarter and four time in a financial year. The Audit committee monitors and reviews the system of internal control periodically. By performing a periodic assessment management ensures that internal control activities have not become obsolete or lost due turnover or other factors.	MBM 5
	The University management involves key stake holders in the budgeting process; these stake holders include the user departments, management, council and its committee and the line ministries like the ministry of Finance, planning and Economic development and Ministry of Education and sports. The Ministry of Finance, planning and Economic development provides the indicative planning figures to the University which is used as a guide and or a basis for planning and budgeting. The user departments initiate the budgets and work plans which are then reviewed by management	MBM 7

Source: Primary data (2016)

According to results in Table 4.13 internal audit function addresses weakness in the University’s internal control system. This was reported by 52% (34) of the respondents who agreed although 26% (14) disagreed while 12% (7) were not sure. The corresponding mean for the statement was 3.58 which is above average and the Standard deviation of 1.0417 which represents the number of respondents with varying responses. The above finding was confirmed by MBM3 who had this to say;

The University has an Internal Audit department which performs the function of auditing both the finances and other assets of the University. The department performs an oversight role to ensure that University resources are not misappropriated. The University also uses approved budgets and work plans in the implementation of its activities as an internal control mechanism this helps to avoid diversion of funds, over expenditure on planned activities and implementation of unplanned activities.

This shows that the Internal Audit department audits finances and other physical assets of the University to ensure that funds are not misappropriated, while assets are put to proper use. That external auditors recommendations are implemented by management was supported by 62% (34) of the respondents who agreed with the statement. However, 29% (16) disagreed while 9% (5) were not sure. The obtained mean for the statement was 3.69 which is above average while the standard deviation was .920 implying that some respondents gave varying responses.

On whether there is an effective budgetary control system that enables achievement of set targets 71% (39) agreed, 11% (6) disagreed and 18% (10) were not sure. The findings were verified with mean value of 3.73 which is above average while the standard deviation was .891 representing the number of respondents with varying responses. During the study, 73% (30) of the respondents reported that the audit committee of council regularly appraises the internal audit function. However, 10% (5) disagreed while 18% (10) were not sure. The obtained mean for the statement was 3.87 which is above average and the standard deviation 1.001. Since the corresponding mean was above average, it implies that most respondents held the view that the audit committee of council regularly appraises the internal audit function. The above findings were supported by MBM5 who had this to say;

The University has an internal Audit committee that sits once in a quarter and four times in a financial year. The Audit committee monitors and reviews the system of internal control periodically. By performing a periodic assessment management ensures that internal control activities have not become obsolete or lost due to turnover or other factors.

The above revelation implies that the University had an internal audit committee which reinforces control mechanisms to ensure that the resources are put to proper use. Study findings further showed that staffs are regularly trained to implement the accounting and financial management system as reported by 82% (45) of the administrative and academic

staff . However, 6% (3) disagreed while 13% (7) were not sure. The corresponding mean was 4.09 which is above average, implying that most administrative and academic staff were in agreement with the statement. The standard deviation of .948 implies that some respondents gave varying responses.

Study findings further showed that controls are in place to exclude incurring expenditure in excess allocated funds. This was supported by 80% (44) of the respondents. Only 9% (5) disagreed while 11% (6) were not sure. The corresponding mean for the statement was 4.00 which is above average while the standard deviation was .943, implying that most administrative and academic staffs were in agreement with the statement. That the University management involves key stakeholders in the budgeting process was supported by 86% (47) who agreed with the statement compared to 6% (3) who disagreed and 9% (5) that were not sure. The obtained mean for the statement was 4.07 which is way above average while the standard deviation of .900 represented the number of administrative and academic staff with varying responses. The above findings were supported by MBM7 who had this to say;

The University management involves key stake holders in the budgeting process; these stake holders include the user departments, management, council and its committee and the line ministries like the ministry of Finance, planning and Economic development and Ministry of Education and sports. The Ministry of Finance, planning and Economic development provides the indicative planning figures to the University which is used as a guide and or a basis for planning and budgeting. The user departments initiate the budgets and work plans which are then reviewed by management and approved council and its committees.

This shows that Busitema University involves different stakeholders in the budgeting process which in order to ensure that requirements for different departments at the University are taken care of. During the study, 79% (43) of the respondents revealed that management ensures allocation of resources to critical activities of the University. Only 7% (4) of the

respondents disagreed while 15% (8) were not sure. The obtained mean for the statement was 3.96 which is above average while the standard deviation of .838 represented the number of administrative and academic staff with varying responses.

4.3.3.1 Correlation Results between Financial management practices and Performance

To test if there was relationship between financial management practices and performance, a correlation analysis was conducted using Pearson’s correlation coefficient(r) and significance (p) at the two tailed levels. Table 4.15 shows the relationship between financial management practices and performance.

Table 4.15 Correlation matrix for financial management practices and performance

		Correlations	
		Financial management practices	Performance
Financial management practices	Pearson Correlation	1	.434**
	Sig. (2-tailed)		.000
	N	55	55
Performance	Pearson Correlation	.434**	1
	Sig. (2-tailed)	.000	
	N	55	55

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

Table 4.15 shows that there was a moderate positive significant relationship between financial management practices and performance at Busitema University where Pearson’s correlation coefficient $r = 0.434^{**}$ and $p = 0.000$. It means that when financial management practices are given more attention, performance at Busitema University will improve by a big proportion. The positive nature of the correlation implies that Busitema University would register improved performance if they focused more on financial management practices by mobilizing enough resources, appropriately allocating and utilizing them as well as ensuring effective accountability.

4.3.3.2 Regression Results between financial management practices and Performance

To establish the extent to which financial management practices affected performance, a regression analysis was conducted. Table 4.16 presents results from regression analysis between financial management practices and performance.

Table 4.16 Regression analysis for financial management practices and performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.434 ^a	.588	.578	.59301

a. Predictors: (Constant), Financial management practices

The model summary in Table 4.16 shows adjusted R² value of 0.588 between financial management practices and performance which is suggesting that financial management practices alone predicted 57.8% (0.578* 100) of the variance in performance. The adjusted R² = 0.578 and standard error of estimate of 0. 59301 suggested that financial management practices were a strong significant predictor of performance. From all the results obtained, the hypothesis that “Financial management practices have a positive significant influence on performance of a multi campus model University was accepted.” This is supported by the University strategic plan 2009/2010 to 2013/2014 which stated that the University planned to increase the internally generated revenue to 33.33 billion shillings in order to boost performance of the university.

From all the results obtained on financial management practices, it can be noted that Busitema University has controls in place to address weaknesses in the accounting system. In addition, staffs are regularly trained to implement the accounting and financial management system and The University management involves key stakeholders in the budgeting process.

Further regression analysis was made to understand variation in performance by financial management practices and results are presented in Table 4.17 below

Table 17 Anova for financial management practices and performance

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.273	1	6.273	17.839	.000 ^a
	Residual	27.078	77	.352		
	Total	33.351	78			

a. Predictors: (Constant), Financial management practices

b. Dependent Variable: Performance

Source: Primary data

From the regression results in the ANOVA above, it can be deduced that financial management practices have got a significant effect on performance, Fisher's ratio $F = 17.839$ and significance value (0.000^a) which is below 0.05. This means that improvement in financial management practices would result in improved performance at Busitema University. Since the significance calculated 0.000^a is lower than 0.05, the researcher accepted the hypotheses which stated that financial management practices have a significant positive influence on performance of a multi campus model university.

Coefficients for planning practices and performance

Table 18 Coefficients for financial management practices and performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.480	.397		3.730	.000
	Financial management practices	.430	.102	.434	4.224	.000

a. Dependent Variable: Performance

Table 4.18 indicates that financial management practices have a significance value of 0.000 which was less than 0.05. This means that financial management practices significantly contribute to performance of a multi campus model university. Regression results confirmed a positive significant effect of financial management practices with beta values of 0.434, which implies that a unit improvement in financial management practices leads to an increase in performance by 0.434. From the above findings, it can be noted that financial management practices in terms of resource mobilization, resource allocation, resource utilization and accountability lead to improved performance of a multi campus model university.

4.3.4 Human resource practices and performance

The researcher used a questionnaire which was administered to administrative and academic staff to obtain data on human resource practices at Busitema University main campus. For purposes of the study, various components of human resource practices which included recruitment practices, reward system, training and development were considered, and a set of questions was developed to elicit their effect on performance at Busitema University, main Campus (Appendix i.). Quantitative data elicited using the questionnaire was triangulated with qualitative data obtained from management and Board Members of Busitema University with the aid of the interview guide (Appendix ii), and analyzed using thematic analysis basing on the objectives of the study.

Table 4.19 shows responses on human resource practices as revealed by administrative and academic staff at Busitema University main campus, with the aid of the questionnaire (Appendix i).

Table 4.19 Responses on human resource practices

STATEMENT	S D	D	N S	A	S A	Mean	Std. Devn
All members of staff are recruited basing on human resource (HR) policy.	2% (1)	4% (2)	11% (6)	51% (28)	33% (18)	4.09	.867
The reward system is transparent and fair to all.	2% (1)	13% (7)	22% (12)	42% (23)	22% (12)	3.69	1.016
The procedure of addressing issues of indiscipline is observed	2% (1)	7% (4)	13% (7)	58% (32)	20% (11)	3.87	.883
The University has a clear procedure for granting mandatory leave to staff	2% (1)	11% (6)	10% (5)	51% (28)	26% (14)	3.69	.940
The University recognizes my efforts and commitment to improve its performance	10% (5)	12% (7)	11% (6)	46% (25)	20% (11)	3.69	1.016
All members of Staff are promoted basing on human resource policy.	8% (4)	16% (9)	15% (8)	38% (21)	24% (13)	3.43	1.044
The University has an effective staff training and development system.	10% (5)	9% (5)	14% (8)	40% (22)	27% (15)	3.85	.931
The training offered enables staff to improve skills and attitude towards work.	6% (3)	11% (6)	6% (3)	36% (20)	41% (22)	3.36	1.007
The University has clear segregation of duties	2% (1)	4% (2)	11% (6)	51% (28)	33% (18)	4.09	.867
Grand mean and standard deviation						3.75	0.95

Source: Primary data (2016)

Table 4.20 Responses from interviews with Management and Board Members on human resource practices and performance

Theme	Response	Code
Human resource practices and performance	The members of staff of the University are recruited through adverts, where the responsible deans of faculty, head of academic or administrative department or unit is satisfied that there is no qualified candidate from within the department/ unit to fill the vacancy, they recommend that the vacancy be advertised. The advertisement may be internal to tap into internal capacity within the University or external if it is believed that such capacity is lacking within the University.	MBM4
	Leave is a right applicable to all staff employed on full time basis and when due, leave is obligatory. The period taken shall exclude public holidays, Saturdays, Sundays and National days of mourning that may fall therein. Mandatory leave is approved by the University secretary on recommendation of immediate supervisor through the human resource officer.	MBM1
	The university has a staff development policy which guides the training of staff basing on the training gaps identified. The staff development policy provides for a staff development committee which recommends procedures and strategies for training and development of staff in the University. The staff development committee also recommends to council sources of funding for staff training and development and identifies staff for training according to the training needs as identified by the supervisors during appraisals.	MBM9

Source: Primary data (2016)

Results in Table 4.19 show that 84% (47) of the respondents agreed that all staff are recruited basing on human resource (HR) policy. Only 6% (3) disagreed while 11% (6) were not sure. The corresponding mean was 4.09 which is above average while the standard deviation of .867 implies that some respondents gave varying responses. The above finding was supported by MBM4 who had this to say;

The staffs of the University are recruited through adverts, where the responsible deans of faculty, head of academic or administrative department or unit is satisfied that there is no qualified candidate from within the department/ unit to fill the vacancy, they recommend that the vacancy be

advertised. The advertisement may be internal to tap into internal capacity within the University or external if it is believed that such capacity is lacking within the University.

The above finding implies that there is transparency and fairness during staff recruitment process. This enables the university to recruit competent staff who can improve the University's performance. Asked whether the reward system is transparent and fair to all, 64% (35) of the administrative and academic staff agreed while 22% (12) were not sure. The corresponding mean for the statement was 3.69 which is above average and the standard deviation of 1.016 which represented the number of respondents who gave varying responses. On whether the procedure of addressing issues of indiscipline is observed, 78% (43) of the respondents agreed, 9% (5) disagreed while 13% (7.) were not sure. The corresponding mean for the statement was 3.87 which is above average while the standard deviation was .883. Since the obtained mean was above average, it implies that most respondents were in agreement with the statement.

In addition, 77% (42) of the administrative and academic staff reported that the University has a clear procedure for granting mandatory leave to staff. On the other hand, 13% (7) disagreed, while 10% (5) were not sure. The corresponding mean for the statement was 3.69 while the standard deviation was .940. The results imply that most respondents were in agreement with the statement. The above finding was confirmed by MBM1 who had this to say;

Leave is a right applicable to all staff employed on full time basis and when due, leave is obligatory. The period taken shall exclude public holidays, Saturdays, Sundays and National days of mourning that may fall therein. Mandatory leave is approved by the University secretary on recommendation of immediate supervisor through the human resource officer.

The above revelation implies that Busitema University has clear policies and procedures for granting mandatory leave to staff with the approval of the University Secretary. During the study, 66% (36) of the administrative and academic staff agreed that the University recognizes their efforts and commitment to improve its performance. On the other hand, 22% (12) disagreed while 11% (6) were not sure. The results were verified with mean value of 3.69 which is above average and of standard deviation 1.016 which indicates that there were variations in the responses obtained.

Study findings further revealed that 62% (34) of the administrative and academic staff agreed that all staff are promoted basing on human resource policy. On the other hand, 24% (13) disagreed while 15% (8) were not sure. The obtained mean for the statement was 3.43 which is above average and standard deviation of 1.044 which implies that some respondents were not in agreement with the statement. Asked whether the University has an effective staff training and development system 67% (37) of the respondents agreed, 19% (10) disagreed while 14% (8) were not sure. The corresponding mean for the statement was 3.85 while the standard deviation .931. Since the obtained mean was above average, it implies that most administrative and academic staff were in agreement with the statement. The above finding was supported by MBM 9 who said;

The university has a staff development policy which guides the training of staff basing on the training gaps identified. The staff development policy provides for a staff development committee which recommends procedures and strategies for training and development of staff in the University. The staff development committee also recommends to council sources of funding for staff training and development and identifies staff for training according to the training needs as identified by the supervisors during appraisals.

The above revelation implies that the staff development policy guides the University on how to conduct trainings to empower staff with enough skills and bridge performance gaps at the University. The training offered enables staff to improve skills and attitude towards work. This was supported by 77% (42) of the respondents although 17% (9) disagreed while 6% (3) were not sure. The corresponding mean for the statement was 3.36 which is above average and standard deviation 1.007. On whether the University has clear segregation of duties, 84% (46) of the respondents agreed, 6% (3) disagreed while 11% (6) were not sure.

4.3.4.1 Correlation Results between human resource practices and Performance

To test if there was relationship between the human resource practices and performance, a correlation analysis was conducted using Pearson’s correlation coefficient(r) and significance (p) at the two tailed levels. Table 4.21 shows the relationship between human resource practices and performance.

Table 4.21 Correlation matrix for human resource practices and performance

		Correlations	
		Human Resource practices	Performance
Human resource practices	Pearson Correlation	1	.654**
	Sig. (2-tailed)		.000
	N	55	55
Performance	Pearson Correlation	.654**	1
	Sig. (2-tailed)	.000	
	N	55	55

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

Table 4.17 shows that there was a moderate positive significant relationship between human resource practices and performance at Busitema University where Pearson’s correlation coefficient $r = 0.654^{**}$ and $p = 0.000$. It means that improving human resource practices at Busitema University will lead to improved performance. The positive nature of the correlation implies that Busitema University would register improved performance if they

focused more on better recruitment practices to have well qualified staff, good rewarding system and training and development.

4.3.4.2 Regression Results between human resource practices and Performance

To establish the extent to which human resource practices influenced performance, a regression analysis was conducted. Table 4.22 presents results from regression analysis between human resource practices and performance.

Table 4.22 Regression analysis for human resource practices and performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.654 ^a	.427	.420	.49811

a. Predictors: (Constant), Human resource practices

The model summary in Table 4.22 shows adjusted R² value of 0.420 between human resource practices and performance which is suggesting that human resource practices alone predicted 42.0% (0.420* 100) of the variance in performance. The adjusted R² = 0.420 and standard error of estimate of 0. 49811 suggested that human resource practices were a moderate significant predictor of performance. From all the results obtained, the hypothesis that “Human resource practices have a positive significant effect on performance of a multi campus model university” was accepted. The results are in support of Busitema University Human Resource Manual (2015) which shows that academic staff members are recruited based on competence and that lecturers hold a minimum of Masters Degree in a relevant discipline. The manual further states each university employee should be paid per month according to the university approved scale.

From all the results obtained on human resource practices, it can be noted that Busitema University recruits staff members basing on human resource (HR) policy, and that the University has clear segregation of duties to ensure improved performance by staff members.

In addition, the transparent reward system and a clear procedure of addressing issues of indiscipline at the university have improved employees commitment to work which contributes towards performance of the University.

Further regression analysis was made to understand variation in performance by human resource practices and results are presented in Table 4.23 below

Table 4.23 Anova for human resource practices and performance

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.246	1	14.246	57.416	.000 ^a
	Residual	19.105	77	.248		
	Total	33.351	78			

a. Predictors: (Constant), Human resource practices

b. Dependent Variable: Performance

From the regression results in the ANOVA above, it can be deduced that Human Resource Practices have got a significant effect on performance, Fisher's ratio $F = 57.416$ and significance value (0.000^a) which is below 0.05. This means that improvement in human resource practices would result in improved performance at Busitema University. Since the significance calculated 0.000^a is lower than 0.05, the researcher accepted the hypotheses which stated that human resource practices have a positive effect on performance of a multi-campus model university.

Table 4.24 Coefficients for human resource practices and performance

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	.886	.302	2.935	.004	
	Human resource practices	.605	.080	.654	7.577	.000

a. Dependent Variable: Performance

Table 4.24 indicates that human resource practices have a significance value of 0.000 which was less than 0.05. This means that human resource practices significantly contribute to performance of a multi campus model university. Regression results confirmed a positive significant effect of human resource practices with beta values of 0.654, which implies that a unit improvement in human resource practices leads to an increase in performance by 0.654. From the above findings, it can be noted that human resource practices in terms of recruitment, reward system, training and development lead to improved performance of a multi campus model university.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION, RECOMMENDATIONS

5.0 Introduction

In this Chapter, the researcher presents the discussion, conclusion and recommendations, basing on objectives of the study.

5.1 Summary

Findings indicated that planning practices significantly influence performance. Findings further revealed that planning practices affect performance by 62.4%, financial management practices affect performance by 57.8% while human resource practices affect performance by 42.0% . The detailed summary on each objective is presented below.

5.1.1 Planning practices and performance

Planning practices had a significant relationship with performance because the p-value was less than the significance level (0.01). The Pearson correlation coefficient (0.506) which shows a strong positive relationship with planning practices and performance. Therefore planning practices have a statistically significant strong positive relationship with performance. The adjusted R^2 value of 0. 625 between planning practices and performance suggests that planning practices alone predicted 62.4% of the variance in performance. This shows that planning practices influence performance. Proper planning for University resources both human and financial contribute to improved performance. The availability of the resources enables the university to implement critical activities like teaching and learning, community engagement and research and innovation which impact directly on its performance. The allocation of resources to these key performance areas improves performance. In addition, the university goals are achievable because they are aligned to the University strategic plan and resources are allocated to critical activities to ensure their

achievement. Planning practices are guided by the University strategic plan 2009/2010-2013/2014 which among others stated that the University would solicit for resources to carry out extensive research and increase the number of publications.

5.1.2 Financial management practices and performance

Financial management practices had a significant relationship with performance because the p-value was less than the significance level (0.01). The Pearson correlation coefficient (0.434) which shows a moderate positive relationship with financial management practices and performance. Therefore financial management practices have a statistically significant strong positive relationship with performance. The adjusted R^2 value of 0.588 between financial management practices and performance suggest that financial management practices alone predicted 57.8% of the variance in performance. This shows that financial management practices influence performance. The University has an internal Audit committee that sits once in a quarter and four times in a financial year. The Audit committee monitors and reviews the system of internal control periodically. By performing a periodic assessment management ensures that internal control activities have not become obsolete or lost due turnover or other factors. Financial management practices are carried out within the framework of the University strategic plan 2011/2012 to 2026/2017 and the university budget which indicate the anticipated revenue and how it will be utilized.

5.1.3 Human resources practices and performance

Human resource practices had a significant relationship with performance because the p-value was less than the significance level (0.01). The Pearson correlation coefficient (0.654) was above 0.5 which shows strong positive relationship with human resource practices and performance. Therefore human resource practices have a statistically significant strong positive relationship with performance. The adjusted R^2 value of 0.420 between human resource practices and performance suggests that human practices alone predicted 42.0% of

the variance in performance. This shows that human resource practices influence performance. The staff of Busitema University is recruited through adverts which may be internal to tap into internal capacity within the University or external if it is believed that such capacity is lacking within the University. The university has a staff development policy which guides the training of staff basing on the training gaps identified. The staff development policy provides for a staff development committee which recommends procedures and strategies for training and development of staff in the University. The staff development committee also recommends to council sources of funding for staff training and development and identifies staff for training according to the training needs as identified by the supervisors during appraisals. Busitema University Human Resource Manual (2015) shows that academic staff members are recruited based on competence and that lecturers hold a minimum of Masters Degree in a relevant discipline.

5.2 Discussion

5.2.1 Planning practices and performance

According to findings from this study, there is a strong positive relationship between planning practices and performance. Planning involves establishment of organizational objectives and policies; identification of alternative courses of action and programs and selecting the best course of action and programme. Planning is the task of determining how a business will afford to achieve its strategic goals and objectives (Awino, Muturia & Oeba, 2011). This is supported by the institutional theory which states that organisations are influenced by norms and values. Therefore, planning practices which are part of the norms for Busitema University contribute to its performance. Study findings revealed that Busitema University identifies the types of resources needed to achieve objectives in the planning stage. In line with the first objective, this shows that if the university properly identifies the resources needed by each university campus as a planning practice, the university can be in

position to improve its performance. This is consistent with Awino, et al., (2011) who revealed that planning involves establishment of organizational objectives and policies; identification of alternative courses of action and programs and selecting the best course of action and programme. Similarly, Arasa and K'Obonyo (2012) contend that the purpose of planning is to identify resources and maintain a favourable financial balance in the organization. In addition, study findings revealed that Busitema University's resources contribute to improved performance and that the University's goals are achievable because while planning for university activities, management bears in mind realistic activities at each campus to achievable the desired goals. This is corroborated by Todd (2012) who contends that institutions should try to limit the number of goals towards which each employee in order to achieve them.

Findings from the study further revealed that the University goals address competencies and skills the employees need to perform well. This shows that goal setting as a planning practice enables the university to consider the competencies of staff at each campus to ensure that the set goals are achieved thus leading to improved performance. This is supported by Cleassens et al., (2007) who contend that development goals should address competencies and skills the employees need to grow in their current roles. At the same time, the individuals' career aspirations and the organization's future needs should be considered. Study findings further established that the University involves all stakeholders in decision making and that the University has good decision makers. This is consistent with Robbins (2009) who stated that planning requires managers to be good decision-makers who must formulate necessary steps and ensure effective implementation of plans. This is further supported by Beardwell (2007) who contends that the importance of good decision making is to help implement and evaluate managerial functions. This is because, if the decision is correct it is understood that the manager is qualified, able and efficient. On the other hand, when the decision is wrong, it is

understood that the manager is disqualified. Therefore, decision making evaluates the managerial performance.

5.2.2 Financial management practices and performance

According to findings from this study, there is a strong positive relationship between financial management practices and performance. Financial management involves managerial activities that concern the acquisition of financial resources and the assurance of their effective and efficient use (Brinckmann et al., 2011). Financial management encompasses planning, resource mobilization, resource allocation and utilization, organizing, directing and controlling the financial activities which aim at efficient resource utilization, hence improved performance. During the study, it was established that the internal audit function addresses weakness in the University's internal control system. In addition, the study revealed that the external auditors recommendations are implemented by management. This is in agreement with the institutional theory which avers that organizations are influenced by social behaviours and values in their external environment. Therefore, implementing recommendations from external auditors contributes to the university's performance. In line with the third objective of this study, both internal and external audits promote effective utilization of resources and accountability which leads to improved performance at each university campus. This is in agreement with Adeeye et al., (2009) who contend that audit recommendations should be adhered to, in order to improve organizational performance. The study further revealed that there is an effective budgetary control system that enables achievement of set goals at Busitema University. Therefore, effective budgetary control contributes towards proper resource allocation to ensure that funds are appropriately allocated to each university campus thereby leading to improved performance. This is further supported by Gitman (2007) who revealed that budgetary control helps to evaluate whether investments in fixed assets such as new machinery, new plants, new products, and research

development projects are worth pursuing. The study further revealed that the audit committee of council regularly appraises the internal audit function, and that staff is regularly trained to implement the accounting and financial management system.

During the study, it was established that controls are in place to exclude incurring expenditure in excess allocated funds. In line with the third objective, the existing controls promote accountability and efficient utilization of resources, thereby leading to improved performance. This is supported by Lerner and Tetlock (2009) who asserted that accountability is a logically complex construct that interacts with characteristics of the decision maker and properties of the task environment to produce an array of effects only some of which are beneficial. In addition, the study found that the University management involves key stakeholders in the budgeting process and that management ensures allocation of resources to critical activities of the University which leads to its improved performance. This is further supported by Firer et al. (2004) who contends that institutions should make sound financial management decisions on resource allocation.

5.2.3 Human resources practices and performance

According to study findings, human resource practices have a strong positive relationship with performance. Human resource management practices are important aspects towards the performance of organisations. These practices are vital in employing the skilled, experienced, competent and committed employees to help enterprise achieve its performance goals and objectives. The human resource practices address recruitment and selection requirements, employee training needs and reward management concerns which effectively help enterprise performance goals be achieved (Osemeke, 2012). This is in support of the institutional theory which explains that corporate behavior by identifying how organizations are influenced and molded by other organizations and environmental factors through conforming to standards set by the environment to survive and excel (Hoffman, 1997; Scott, 2005). Therefore, adhering,

to recruitment practices, training needs and reward management have an influence on the performance of Busitema University.

According to findings from this study, staffs are recruited basing on human resource (HR) policy where the academic qualifications, experience and competences are taken into consideration. This enables the university to recruit staff for each campus based on the candidate's merit, leading to improved performance. This is supported by Armstrong (2012) who contends that the value of the organization's best practice hinges on the human resource policies and its efficiency can be best determined by how recruitment is done. Therefore recruiting staff members on a human resource policy lays a foundation of good recruitment practices with the best candidates selected. The study further revealed that the reward system is transparent and fair to all. Fair rewards in terms of staff salaries, allowances, promotion and appreciation among others motivate staff to work harder, leading to improved performance. Therefore, providing fair rewards to employees across all campuses of the university has a positive effect on the entire university's performance. This is corroborated by Noor (2011) who revealed that transparent and fair rewards can influence a number of areas which in return have an impact on organizational performance since they influence who is attracted to apply and work for the employer and who continues to work for him. Therefore, if the University offers good rewards, it will attract and retain qualified staffs who contribute to better performance.

During the study, it was found that the procedure of addressing issues of indiscipline is observed, and that the University has a clear procedure for granting mandatory leave to staff. This shows fairness in the way human resource treats staff at different campuses who may be encouraged to perform better. The study further revealed that the University recognizes staff efforts and commitment to improve its performance, and that all Staff are promoted basing on

human resource policy. Therefore, promoting staff from different campuses basing on their competencies can lead to improved performance of the university. This is in agreement with Noor (2011) who contends that employees should be promoted on merit as a way to reward them for working hard. The study further revealed that the University has an effective staff training and development system. This is supported by Armstrong (2005) who noted that organizations aiming to achieve maximum productivity should take keen interest in the key human resource activities that include human resource sourcing, training and development as well as reward system.

In addition, study findings revealed that the training offered enables staff to improve skills and attitude towards work. Providing the required training to staff across different campuses uniformly can enhance their skills and ability to improve performance. This is consistent with Cole, (2005) who contends that the main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short -term and long-term benefits for individuals and organizations.

5.3 Conclusion

5.3.1 Planning practices and performance

According to study findings, it is concluded that planning practices significantly influence performance. This meant that if the University properly identifies the resources required, properly sets the goals to be attained and engages different stakeholders at the different levels of the University in decision making through participatory planning inform of involving them in planning meetings, performance of Busitema University will improve.

5.3.2 Financial management practices and performance

It is further concluded that financial management practices positively influences performance. This meant that if there is effective resource mobilization, adequate for each campus, proper allocation of the mobilized resources as well as effective resource utilization and accountability can lead to improved performance at Busitema University.

5.3.3 Human resources practices and performance

It was further concluded that human resource practices positively influences performance. This meant that if the human resource department adheres to best recruitment practices that considers qualifications, experience and competences coupled with fair rewards to staff in terms of salary, allowances, recognitions and promotions which act as motivators to staff to work towards the achievement of the set goals which in turn can improve performance of Busitema University.

5.4 Recommendations

5.4.1 Planning practices and performance

Based on the study findings, the researcher makes the following recommendations:

Busitema University management should involve all stakeholders such as the teaching and non teaching staff at the different managerial levels in goal setting, decision making and identification of critical resources needed by the University to improve performance through participatory planning. This is because a variety of stakeholders have pertinent ideas which contribute to better performance of the University. Not involving all of them as revealed by the study findings leads to planning gaps and that impacts negatively on performance.

5.4.2 Financial Management practices and performance

Based on the study findings, the researcher makes the following recommendations:

Busitema University management should intensify its efforts in financial resource mobilization by encouraging staff to write grants awarding proposals and also put to use the vast available land to generate the non taxable revenue (NTR) to reduce over dependence on government funds which are usually inadequate.

Busitema University management should involve all stake holders like heads of departments and sections both administrative and academic in the budgeting process at the beginning of each financial year. This is because study findings revealed that not all stake holders are involved hence creating budgeting gaps which negatively affect performance. Involving all stake holders will give them an opportunity to ensure that all critical activities are included in the work plans and budgets and will also promote equitable distribution of the resources and accountability.

5.4.3 Human Resource practices and performance

Based on the study findings, the researcher makes the following recommendations:

The University should strictly adhere to its human resource policy and promote staff on merit. This takes into consideration the experience, skills and competency of the staff. This is because study findings revealed that sometimes promotions and other rewards such as staff training and development opportunities were given unfairly without special consideration to length of service, experience among others which demotivates staff and negatively affects performance.

5.5 Areas for further study

Further study may be conducted on the effect of the internal control systems on financial performance at Busitema University. Further study may also be conducted on the influence of staff development on performance at Busitema University.

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APPENDICES

Data Collection Tools

Appendix i: Questionnaire for Administrative and Academic Staff

I am Philomen Chris Achieng, a Master's Student at Uganda Management Institute Kampala, currently carrying out a research study in partial fulfillment of the requirement for the award of Master's Degree in Management Studies (Public Administration and Management) of the Uganda Management Institute. My research study is focusing on *Management practices and performance in multi campus model universities. a case of Busitema University*

You have been identified as one of the key resourceful informants in this study. Accordingly, I am kindly requesting you to spare your precious time and participate in this exercise by attending to this questionnaire.

The information given will be kept and treated with utmost confidentiality and will be used for academic purposes in addition to adding to the body of knowledge on Management practices and performance.

Please, tick the relevant box

Section A: Background Information:

1. Age

- 1) 20-29
- 2) 30-39
- 3) 40-49
- 4) 50 and above

2. Gender

- 1) Female
- 2) Male

3. Highest Level of Education attained

- 1) Degree
- 2) Masters
- 3) Doctor of Philosophy (PhD)
- 4) Others (specify) _____

4. Department of the Respondent: _____

5. Length of Service at Busitema University

- Less than 1 year
- 1-3 years
- 4-6 years
- 7 years and above

In the next section, please indicate your level of agreement or disagreement by selecting the most suitable response to the following statements that accountability practices, financial resource practices, human resource practices and performance.

PLANNING PRACTICES

SL	Statement	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1	The University identifies the types of resources needed to achieve objectives in the planning stage					
2	The University's resources contribute to improved performance					
3	The university performance is in line with its goals					
4	The University's goals are achievable					
5	University goals address competencies and skills the employees need to perform well.					
6	The University involves all stakeholders in decision making					
7	The University has good decision makers					
8	During decision making, management takes necessary steps to ensure effective implementation of plans.					

FINANCIAL MANAGEMENT PRACTICES

SL	Statement	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1	The internal audit function addresses weaknesses in our internal control system					
2	The external Auditors recommendation are implemented by management					
3	There is an effective budgetary control system that enables achievement of set targets					
4	The audit committee of council regularly appraises the internal audit function					
5	Staff are regularly trained to implement the accounting and financial management system					
6	Controls are in place to exclude incurring expenditure in excess allocated funds					
7	The University management involves key stakeholders in the budgeting process					
8	Management ensures allocation of resources to critical activities of the University					

HUMAN RESOURCE PRACTICES

SL	STATEMENT	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1	All members of staff are recruited basing on human resource (HR) policy.					
2	The reward system is transparent and fair to all.					
3	The procedure of addressing issues of indiscipline is observed					
4	The University has a clear procedure for granting mandatory leave to staff					
5	The University recognizes my efforts and commitment to improve its performance					
6	All members of Staff are promoted basing on human resource policy.					
7	The University has an effective staff training and development system.					
8	The training offered enables staff to improve skills and attitude towards work.					
9	The University has a clear policy on staff training and development					
10	The University has clear segregation of duties					

PERFORMANCE

Sl	Statement	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1	The internally generated revenue by the university has increased					
2	The amount of funds from external donors has increased.					
3	The number of research and publications has been increased					
4	The number of students completing courses on time has increased					
5	The number of innovations has increase					
6	The university is involved in community capacity building trainings					
7	The number of new courses introduced at the university has increased					
8	The University has registered an increase in research grants received during the last five academic years					
9	The University has registered an increase in Patent rights won during the last five academic years.					
10	The number of community projects undertaken by the University has increased in the last five academic years.					

APPENDIX II:
Interview Guide for Management

The key informants will include; the University bursar, the human resource officer, University planner and the University secretary.

Planning practices

1. How often does planning take place?
2. Who are normally involved in the planning process and what are the deliverables?

Financial management practices

3. What mechanism / criteria are used during the allocation of resources for the University?
4. What measures are put in place to ensure efficient resource utilization?

Human resource practices

5. How does the University recruit new staff?
6. Who qualifies to benefit from a training and development program?
7. In your view, does capacity development improve the performance of the beneficiaries?

Performance

8. How has the level of revenue of the University increased over the years?
9. If yes, from which revenue sources has the revenue increased?

APPENDIX III.

Documentary review guide

1. Universities and other Tertiary Institutions Act (2001) as amended
2. Busitema University Human Resource Policy and Manual (2016)
3. Busitema University Accounting and Financial Policy and Manual (2013)
4. Busitema University Strategic Plan 2009/2010- 2011/2014 and 2014/2015-2018/2019)

Guiding questions during documentary review

- i. What management practices are stipulated in the Universities and other Tertiary Institutions Act (2001) as amended? How do they guide performance of the university?
- ii. What is Busitema University's Human Resource Policy on recruitment, reward system, training and development?
- iii. How does the University's Accounting and Financial Policy contribute to performance?
- iv. What are the components of Busitema University Strategic Plan 2009/2010-2011/2014 and 2014/2015-2018/2019?

Appendix iv.

Table for determining the Sample Size from a given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size

"S" is sample size.

APPENDIX V:
Computation for Content Validity Index

Planning practices $\frac{7}{8} = 0.875$

Human Resource practices $\frac{6}{8} = 0.75$

Financial management practices $\frac{8}{10} = 0.8$

Performance $\frac{9}{10} = 0.9$

Appendix vi Computation for the response rate

Questionnaire $\frac{55}{72} \times 100 = 76\%$

Interview guide $\frac{9}{14} \times 100 = 64\%$

Overall response rate $\frac{64}{86} \times 100 = 74\%$

APPENDIX VI: Introductory Letter

APPENDIX VII: Anti-Plagiarism Report