UGANDA MANAGEMENT INSTITUTE

ORGANIZATIONAL GROWTH AND THE PERFORMANCE OF EMPLOYEES AT UGANDA MANAGEMENT INSTITUTE.

BY

ANNE GABAGAYA

09/MBA/02/023

A DISSERTATION SUBMITTED TO THE HIGHER DEGREES DEPARTMENT IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS DEGREE IN BUSINESS ADMINISTRATION (HUMAN RESOURCES) OF UGANDA MANAGEMENT INSTITUTE

MARCH 2014

DECLARATION

I, Anne Gabagaya Ntujju, do declare that this dissertation is my original work and has not been published or submitted for any award in any other University or Institute.

Signature: _____   Date: _____

APPROVAL

This is to certify that this dissertation entitled "ORGANIZATIONAL GROWTH AND PERFORMANCE OF EMPLOYEES AT OF UGANDA MANGEMENT INSTITUTE" was done under our supervision and is now ready for examination.

Signature: ………………………………   Date: ………………………………..

Dr. David K.W. Ssonko

Principal Consultant

Uganda Management Institute

Signature: ………………………………   Date: ………………………………

Dr. Maria Barifaijo

Lecturer

Uganda Management Institute

DEDICATION

This piece of work is dedicated to my lovely children; daughter Jojyanne Esther Gabriella Ntujju who missed Mummy's time when I was in class studying on weekends and Jedidiah who missed my time when I was putting this work together; and my Husband, was supportive in all ways. It's also dedicated to my Mother, Mrs. Ruth Mutengu who always encouraged and prayed with me and also my sibling Asavia whose encouragement never stopped till the end. May God bless you all!

ACKNOWLEDGEMENT

TABLE OF CONTENTS   <u>page</u>

LIST OF TABLES

LIST OF FIGURES

ACRONYMS

ACCA	Association of Chartered Certified Accountants
CIPS	Chartered Institute of Procurement and Supply
CVI	Content Validity Index
DV	Dependent Variable
HRD	Human Resource Development
HRDP	Human Resource Development Plan
IHE	Institutions of Higher Learning
IPA	Institute of Public Administration
IT	Information Technology
IV	Independent Variable
MBA	Master's in Business Administration
MDIs	Management Development Institutes
MPS	Ministry of Public Service
NCHE	National Council for Higher Education
NGOs	Non-Governmental Organizations
PhD	Doctor of Philosophy
UIPA	Uganda Institute of Public Administration
UMI	Uganda Management Institute

ABSTRACT

The study aimed at finding out how organizational growth affected performance of staff at Uganda Management Institute. Specific objectives included; (1) to examine the relationship between organizational growth (rate of student intake) and performance of staff at UMI, (2) to assess the relationship between organizational growth (number of training programs) and performance of staff at UMI. The study followed both quantitative and qualitative research approaches and it was mainly quantitative using a descriptive design. Sampling was done using Yamane' (1967:886) formula which generated a sample of 116 respondents for the questionnaires and there were 29 purposively selected respondents. Data was collected using questionnaires, interviews using interview guides, observation and documentary reviews. For administrative staff, organizational growth had a beta value = 0.743 and was statistically significant (at sig = .01 level) to staff performance. For the faculty, organizational growth had a beta value = 0.770 and was statistically significant (at sig = .01 level) to staff performance. For administrative staff, the training programmes had a beta value = .848 and had statistically significant contribution to staff performance. For the faculty, training programmes had a beta value = .782 and has statistically significant contribution to staff performance. This indicates that there was significant relationship existing between these variables. The study concluded that there is a significant relationship between institutional growth and the performance of staff and that the number of training programs has a significant relationship with staff performance at UMI. The study recommends that before UMI management continues with the expansion programme, it should ensure that issues regarding staff performance are well articulated and considered and also the infrastructure needed for the expansion is in place so as to avoid straining the existing infrastructure.

CHAPTER ONE

INTRODUCTION

1.1   *Introduction*

This study investigated how organizational growth of Uganda Management Institute (UMI) was affecting performance of its employees. Organizational growth (broken down in terms of rate of student intake and number of training programmes) was the independent variables, while staff performance was the dependent variable.

This chapter contains background to the study, statement of the problem, the general objective, specific objectives, research questions, hypotheses, the conceptual framework, scope of the study, significance of the study, justification of the study and operational definitions and concepts.

1.2   *Background to the Study*

Covered under this section were the historical, theoretical, conceptual, and contextual backgrounds.

1.2.1   Historical Background

Globalization is one of the factors leading to organizational growth and one of its advantages as noted by Yin Cheong Chenge (2004) is the global sharing of knowledge, skills and intellectual assets that are necessary for multiple developments at different levels. Due to this development therefore, education management institutions such as Business Schools, Management Development Institutes (MDIs) and other tertiary institutions have an important role to play in providing perspectives and orientations with respect to emerging trends in the global environment.

Though different countries may have chosen divergent paths in response to the global trend, there are several ways globalization affects public administration and management of individual organizations (Ka-ho Mok and Hiu-hong Lee 2000). As observed by Randall (2002) higher education which almost always includes management education has always been, and will always be, global business knowledge as knowledge and ideas respect no national boundaries. That is why the World Bank (2002) has stressed that developing and transition economies face significant new trends in the global environment that affect not only the shape and mode of operation but also the very purpose of tertiary education systems. According to the World Bank (2002), tertiary education institutions in many countries are initiating sweeping transformations to align themselves better with new educational demands and competitive challenges. The main goal is to increase institutional flexibility and build up the adaptive capacity of tertiary education institutions and programmes.

Under globalization, management education institutions are being challenged to provide education that is globally useful. According to Sharma and Joy (1996), as the world gets focused on the demands of the 21st Century, more new forms of globalization of management education have begun to emerge. Owing to pressure from World Bank and the International Monetary Fund, education budgets were reduced so that other key national sectors could be given more attention (Mutula, 2002). As a result of this, government funded institutions had to come up with ways as survival strategies and one of them included expansion of the programs they offer so as to be able or be in position to cater for the decreased government subsidies. As a result, this has created challenges in Institutions of Higher Education (IHE) across the African continent in terms of finance, quality of programs and services, good governance, and infrastructure. As part of this environment, higher education which includes management education was therefore being

challenged by a mandate for deep change (El-Khawas 2001). This was further confirmed during a face to face interview with UMI's Director of Finance, who noted one of the reasons for the Institute's expansion was as a result of reduced funding from the government and so the Institute had to find a way of servicing itself. Since 1992 UMI Mandate gave it powers to source for funds, the Institute then opened up its doors to cater also for both the private sector as well as the NGO sector in a bid to increase its source of funding.

UMI, a centre for management development was officially opened in October 1969 as the Uganda Institute of Public Administration (UIPA) and operated as a department in the Ministry of Public Service (MPS) serving as an in-service training centre for the public service and parastatal organizations in Uganda. However, in March 1992 through an Act of Parliament, the original Institute changed names to become the Uganda Management Institute. The UMI Statute No. 6 of 1992 (was now replaced by the Universities and Other Tertiary Institutions Act 2001 and as amended by the Universities and Other Tertiary Institutions (Amendment Act, 2006) turned UMI into a semi-autonomous body corporate, (Ssonko, 2007).

Section 19 (I) of The Universities and Other Tertiary Institutions (Amendment) Act, 2006 obliged UMI to assume the identity of a public Tertiary Institute having the status of an "Other Degree Awarding Institution". Under this Act "Other Degree Awarding Institution" means any public or private institution or centre of higher education other than a University, one of the objects of which is the provision of post-secondary education offering courses of study leading to the award of certificates, diplomas and degrees and conducting research and publishing results of the research. The legal status of UMI makes it financially self-accounting and empowers it to raise and control its revenues. This creates potentially conducive conditions for flexibility, quick decision making, autonomous planning and commercial oriented operation. The Institute is thus legally empowered

to plan for and implement expansion and development without external bureaucratic constraints. One of UMI's specific objectives concerning service provision is to strengthen the extension of access to formal training programs to practicing employees in the public service, private sector organizations, NGOs and local governments by provision of part-time modes of study and tailor made programs (Ssonko, 2007). UMI is Uganda's national centre for training, research and consultancy in the field of management and administration. Its primary function is to strengthen the country's administrative and management capacity, which it goes about by offering a rich blend of short, medium-term and long-term courses for middle, senior, and executive level managers. It also provides research, consultancy and distance learning services in addition to facilitating conferences, seminars and workshops (UMI's Strategic, 2008-2013).

1.2.2 Theoretical Background

The study was guided by the systems theory which was originally proposed by Hungarian biologist Ludwig von Bertalanffy in 1928 as the basis for the field of study known as 'general system theory', a multidisciplinary field (1968). The foundation of systems theory is that all the components of an organization are interrelated, and that changing one variable might impact many others. According to this theory, organizations were viewed as open systems, continually interacting with their environment. They are in a state of dynamic equilibrium as they adapt to environmental changes. The core assumptions and statements are that the Systems theory is the interdisciplinary study of the abstract organization of phenomena, independent of their substance, type, or spatial or temporal scale of existence. A system can be said to consist of four things. The first is objects – the parts, elements, or variables within the system. These may be physical or abstract or both, depending on the nature of the system. Second, a system consists of attributes – the qualities or properties of the system and its objects. Third, a system has internal relationships

among its objects and in the case of UMI, this may mean relationships between the Institute management and the staff. Fourth, systems exist in an environment – this theory related to the study because UMI is operating in a wider environment with different stakeholders some of which may include; the National Council for Higher Education (NCHE), the student body, its Suppliers, to mention but a few, which UMI has to collaborate with if it is to stay informed and competitive. A system, then, is a set of things that affect one another within an environment and form a larger pattern that is different from any one of the parts. The fundamental systems-interactive paradigm of organizational analysis features the continual stages of input, throughput (processing), and output, which demonstrates the concept of openness / closedness. A closed system does not interact with its environment. It does not take in information and therefore is likely to atrophy, that is to vanish. An open system receives information which it uses to interact dynamically with its environment and this is very important for UMI because it works in an open environment and therefore has to be responsive and sensitive to the needs of all the players in the environment. Openness increases its likelihood to survive and prosper. A simple illustration of how the systems theory operates is presented here in Figure 1.
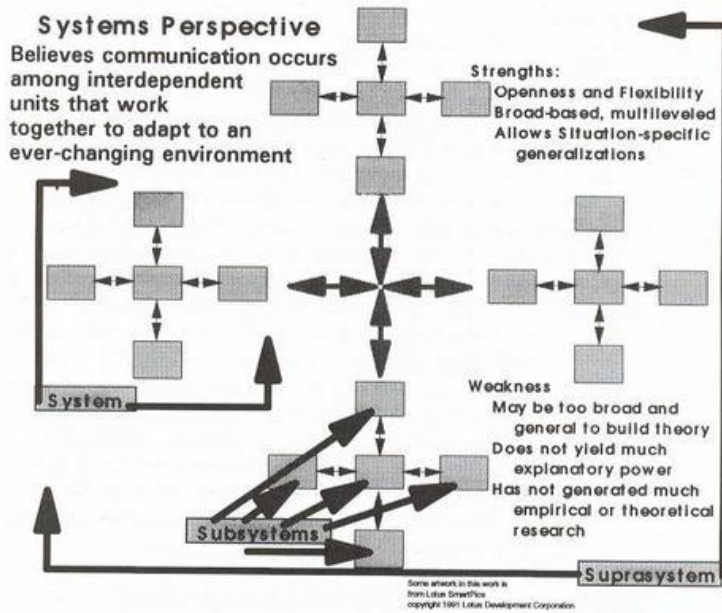
Figure 1: System's Theory

From the above illustration, it can be seen that communication amongst all parts also provides employees with important information about their jobs, organization, environment and each other. Communication helps to motivate, build trust, create shared identity and spur engagement; it provides a way for individuals to express emotions, share hopes and ambitions and celebrate and remember accomplishments. Communication is the basis for individuals and groups to make sense of their organization, what it is and what it means. A growing body of evidence demonstrates that effective internal communications help increase employee job satisfaction, morale, productivity, commitment, trust and learning; improve communication climate and relationships with publics; and enhance quality, revenues and earnings and the reverse is true.

Encouraging employee participation in decision making builds loyalty and commitment and improves the overall climate for performance. Participative decision making also often improves the quality of decisions. Recognizing and celebrating achievements at all levels helps build shared

values and organizational identity. Similar social events, rites and rituals contribute to and reflect an organization's distinctive culture.

General Systems Theory can be used to demonstrate why employee performance can affect many different facets of an organization, and eventually result in either increased or decreased productivity, client satisfaction and profitability. General Systems Theory depicts organizations as "living things composed of interrelated components or parts" (Doorley & Garcia, 2007). Under General Systems Theory, an organization and its "systems" are dynamic; no one component can function independently; additionally, one part of a system may influence and shape the other parts of the system in unpredictable ways. Systems in an organization include all employees (and subsets of different employee groups, for example departments, manager/non-manager groups and work locations), clients, the media and the industry at large. When systems are not operating in a unified way, such as in environments where employee performance is considered of high importance and there is a lack of communication, the environment of the overall system is disrupted and an organization's business will suffer. Further, the confusion itself where workflows are not running smoothly can contribute to an environment that affects the performance of employees.

1.2.3   Conceptual Background

Organizational growth means different things to different organizations. As Penrose (1959) pointed out that there are two aspects to the term of "growth". One meaning is an increase simply in scale. The other is defined by an increase in scale and a concurrent improvement in the quality of management, which can be seen as a process of organizational growth. Crosby (1990) observed that organizational growth is something for which most companies, large or small, strive. Small

firms want to get big, big firms want to get bigger. Most firms, of course, desire growth in order to prosper, not just to survive.

Oakland (1999:167) observed that performance refers to how well an employee is fulfilling the requirements of the job. He noted that it results from a combination of ability, effort and direction and that it can be influenced by environmental factors. Organ and Bateman (1991:275) explained that performance takes the form of in-role and extra role when the latter consists of those employee functions that are discretionary of the individual while the former are part of the job contract.

High quality of employee work consists of presentation of error free work, efficiently executed and delivered timely for the right end user. It also reduces waste of organizational resources. Successfully performing employees will target quality by being initiative, innovative, sharing knowledge, accepting change and working as part of a team, (Oakland 1999, 142.

Quantity of work: According to Armstrong (2002), work output is dependent on employee willingness to expend consistent effort in presenting quantifiable work. Rue and Byars (2004) added that quantity of work is bolstered by on-time attendance.

Time taken to accomplish tasks is an important indicator of employee performance. According to Oakland (1999), task accomplishment cannot be achieved if employee attendance is not regular, if they ignored doing tasks and if they are involved in slow-downs.

1.2.4 Contextual Background

Reviewed literature on expansion of programs of UMI indicated a problem (Ssonko, 2007). As a result of this, a number of issues had surfaced some of which included; the rapid growth especially over the past five (5) years which has outstripped the capacity of the existing infrastructure and a

faculty staff that is already overstretched (UMI Strategic Plan 2008-2013); UMI is seriously constrained in terms of physical space and premises because UMI management is trying to fit a new UMI in the physical structures of IPA (Ssonko, 2007). Since it opened in 1969, the students/participants turnover per year has grown from 150 in the 1970s (Ssonko, 2007) to the current average of 2373 in the year 2009/2010 (information obtained from UMI Registrar's office), an increase of 1500 percent compared to only 10 percent expansion of facilities (UMI files). In addition, the current training programmes cover short courses, certificates, diploma and Master's Degree programmes which are presently over subscribed to.

It became increasingly clear that there was congestion in lecture rooms, library and dining hall and the computer labs were inadequately equipped. In addition, the computer rooms are also being used as classrooms; convenience places are overwhelmed and the hygiene at UMI is wanting because of inability of support staff to match the number of participants. The faculty staff are already overstretched (UMI Strategic Plan 2008-2013) - much as UMI is trying its efforts in recruiting more staff, the current faculty staff seem over stretched and fatigued as they divide their time between the Kampala campus and regional centers. They are also caught between tight time tables and deadlines as they perform duties expected of them by the Institute. From seen and reviewed module timetables given to participants before modules start, it seems only few of the faculty staff appear for classes hence leaving little/no room for them to indulge in research to be able to improve the quality of their work. In addition the course portfolio has expanded beyond public sector institutions to include private sector participants and non-governmental organizations.

It is also facing a very narrow revenue base which is inadequate to meet its plans; research and consultancy activities are not yet optimal; the Institute's structure is sub-optimal for the task at

hand and requires substantial improvement; relationship management and mass communication are not yet strong enough; service providers are often not paid in time due to resource constraints, which affects their morale and portrays a poor customer image; and the Global Distance Learning Centre is still not being put to optimal use even though it provides the Institute with a unique comparative advantage (UMI's strategic plan 2008-2013).

In addition, despite UMI's possession of a complex structure with 150 single study bedrooms, the accommodation facilities of the Institute also failed to attract top executives this being attributed to limited space or "poor facilities" as they refer to it. Consequently, because rooms are small (and lack self-contained facilities), in terms of marketing the Institute's services, UMI lost business to hotels, which are able to provide the accommodation facilities required by top executives. The relevant courses then become hosted by hotels which then made the programmes expensive for the would-be sponsors, thus affecting the marketability of UMI's programmes for executives. However, one of the face to face respondents noted that the Director General out-lawed conducting classes outside the Institute's premises in a bid to protect the institute's name/image.

UMI's Director Finance noted that one of the ways in which UMI could expand was by increasing the number of student in-takes and that as such, staff numbers were expected to increase. However, staff numbers did not increase immediately though UMI has of late been recruiting to ensure that staff numbers are in line with the student numbers as per guidelines from the National Council of Education. Director Finance further noted that Infrastructure must also expand with the expansion but it is a very toll order to increase the infrastructure especially the buildings. However, putting up a building is the most expensive project. With the current construction project, government came up with a start up capital. However, UMI has a setback in that it cannot just borrow funds

because this involves the government yet the latter is non-committal since borrowing comes with its own costs.

The Institute was set up primarily to focus on enhancing public service performance but inadequate funding over time forced it to broaden its programmes too widely in order to generate adequate resources to meet its recurrent expenditure costs. Some clients in the public sector considered UMI to be too commercialized while those in the private sector consider the Institute to be too public sector focused to address their specific needs.

1.3   Statement of the Problem

From my own observation as a student at the Institute and through my experience and reading various literature such as UMI's Strategic Plan 2008 - 2013, the Institute aimed at improving its management and performance to remain competitive in the education sector and as a result of this, it increasingly expanded its programmes and continuously recruited a capable team of faculty and administrative staff to enable it achieve its mission and vision. The Institute also has in place a Human Resource Plan dated August 2011 (a copy in the Human Resources and Administration Manager's office-March 2012) which takes care of staff development. The Institute also put up temporary structures in a bid to cope with the increasing number of participants' intakes.

However, even with the above efforts, the rapid growth that the Institute experienced over the past five (5) years led to a higher demand in the programmes offered and yet the current number of staff seemed to be overwhelmed with the workload and as a result, they ended up being overstretched in a bid to manage all the teaching centres of the Institute, namely, Kampala, Mbale, Mbarara and Gulu. From the reviewed timetables, it seemed only a few of the faculty staff appeared for classes because their names were appearing on almost three quarters of the timetable. And also,

Participants' tests, coursework and examination results were submitted late to the department of the Institute's Registrar. This also leads to fatigue on the side of especially teaching staff as they have many classes to conduct. The growth over the years also outstripped the capacity of existing infrastructure at the Institute because there was congestion in lecture rooms, library and dining hall. Note should be taken that the current infrastructure at the Institute was meant for the Institute of Public Administration which had fewer numbers (150 in the 1970s – Ssonko, 2007) as compared to the current average of 2373 in the year 2009/2010 (information obtained from UMI Registrar's office).

The researcher therefore envisaged that if the above issues were not addressed, performance of staff would most likely be affected because they did not have enough time to engage in research to improve on the quality of their work and hence the quality of service would suffer. And in addition, the Institute may lose its capable staff to other academic institutions with good staff ratios. The Institute will find it also difficult to sustain itself amidst the current competitive environment, which will constrain potential revenue generation and the UMI's contribution to management development in the country and sub-region. According to UMI's Strategic Plan (2008-2013), the Institute is in danger of mission drift if this identity crisis is not urgently addressed. This research therefore sought to investigate and find out how the above issues affected performance of staff at UMI.

1.4   *General Objective*

The general objective of the study was to investigate the relationship between organizational growth and performance of employees at UMI.

1.5 Specific Objectives

The following objectives guided the study:

1. To examine the relationship between organizational growth (rate of student intake) and performance of staff at UMI

2. To assess the relationship between organizational growth (number of training programs) and performance of staff at UMI

1.6 Research Questions

The study utilized the following questions:

1. What is the relationship between organizational growth (rate of student intake) and the performance of staff at UMI?

2. What is the relationship between organizational growth (the number of training programs) and performance of employees at UMI?

1.7 Hypotheses

$H1_1$ = there is a significant relationship between organizational growth (rate of student intake) and the performance of staff at UMI.

$H2_1$ = organizational growth (the number of training programs) has a significant relationship with staff performance at UMI.

1.8 Conceptual Framework

Independent Variable (IV)   **Dependent Variable (DV)**

Organizational Growth   **Performance of Staff**

High Quality and content of Programmes

- Error free
- Waste reduction
- Standard of delivery (modular)

Quantity of Work

Rate of student intake

Figure 2: Conceptual Framework

Based on the conceptual framework of human capital theory (Becker, DeGroot & Marschak 1964; Tsang, Rumberger & Levine, 1991)

In Sarantos, (1998), "conceptual framework" is described by Miles and Huberman as either graphically or in narrative form the main dimension to be studied and the presumed relationship among them. It was conceptualized in Figure 2 that performance of staff is influenced by organizational growth. The framework brings out the relationship that organizational growth constituted as rate of student in-take and number of training programmes, has an effect on the performance of staff. In this study, organizational growth was the independent variable and performance of staff the dependent variable. Organizational growth was further conceptualized to include two elements, i.e. rate of student intake and training programmes. Each was given its

indicators as seen in the conceptual framework. On the other hand, performance of staff was conceptualized by the quality and quantity of work as well as time taken to accomplish work and handling complaints. Quality of work; successfully performing employees will target quality by being initiative, innovative, sharing knowledge, accepting change and working as part of a team, (Oakland, 1999:142). Quantity of work; according to Armstrong (2002), work output is dependent on employee willingness to expend consistent effort in presenting quantifiable work. Time taken to accomplish tasks is an important indication of employee. Moderating variables such as management factors may also come into play to influence performance of employees.

The framework shows that there is a relationship between organizational growth and the performance of staff. This means that if UMI has good practices in place related to rate of student intake and the training programmes, then this will have a positive influence on the performance of staff. The reverse will also apply. If the policies and practices related to the indicators of the IV do not motivate staff, then staff performance will be negatively affected.

1.9   *Scope of the Study*

The study focused on UMI's organizational growth (expansion) and how this was affecting the performance of its employees.

The study was carried out at UMI which is located 2.5 kilometres from the centre of Kampala city on plot 44/45. Data was collected from both the teaching and administrative staff and participants/students on the postgraduate and Masters programmes.

The study focused on academic years 2006/2007 – 2010/2011. This is the time when the student numbers increased as a result of opening up regional centres, introduction of evening programmes, modularization of programmes and introduction of new programmes of study.

1.10   Significance of the Study

The findings of this study were intended to benefit planners, UMI Administration, Participants, Academicians,Ministry of Education and the NCHE and to inform UMI management when designing appropriate structures that would be able accommodate its Organizational growth in line with the overall performance of its staff and facilitate the redesign and reshaping of management strategies to address UMI' growth. The Academic output of the study will enable Academicians to study ahead and carry out research so as to envisage the outcomes of planned actions.

1.11   Justification of the Study

Although some studies had been carried out in the area of organizational growth in relation to staff performance, the reason for selecting this study is that no study had been carried out on how staff performance was affected by organizational growth. The study therefore sought to establish how organizational growth affects performance of staff.

1.12   Operational Definition of Terms and Concepts

Administrative staff: these are UMI staff that are not involved in the day to day teaching of the courses of study but undertake the administrative functions (day to day running) and operations of the institute.

Employee Performance: Oakland (1999:167) observed that performance referred to how well an employee fulfilled the requirements of the job.

Employees: referred to UMI's full time employees.

Faculty: this referred to the teaching staff of the Institute.

Institute: A <u>society</u> <u>established</u> for the <u>promotion</u> of <u>learning</u>.

Management: Kreitner, (1986), defined Management as the process of working with and through others to achieve organizational objectives in a changing environment. Central to this process is the effective and efficient use of limited resources.

Organizational growth: This is a planned, managed, systematic process meant to change the culture, systems, and behavior of an organization, in order to improve the organization effectiveness in solving its problems and achieving its objectives.

Participant(s): this is the term UMI uses for its students.

Staffing: Kreintner, (1986; pg. 313), defined staffing more broadly as human resource planning, acquisition, and development aimed at providing the talent necessary for organizational success.

Training programme(s): refers to the different courses of study that offered at UMI.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter reviewed the literature related to the study variables. It presents the theoretical framework, actual literature review objective by objective and summary of the literature.

2.2   Theoretical Review

The study used the Systems theory as originally proposed by Hungarian biologist Ludwig Von Bertalanffy in 1928 together with other theories as seen later. The foundation of systems theory is that all components of an organization are interrelated, and that changing one variable might impact many others. Organizations are viewed as open systems, continually interacting with their environment. Proponents of the systems approach to management suggested the usefulness of

studying organizations as open systems because this permitted a more realistic view of the interaction between an organization and the environment. A highly organized and vigorous interactive world needs realistically dynamic models, and this is where open system thinking makes a contribution to organizational theory. Organizations must adapt to their environment if they are to survive and prosper. And indeed an organization's success depends heavily on its ability to adapt to its environment or to find a favourable environment in which to operate (Veronique, 2002).

The Systems theory was used in this study because its attributes are in line with organizational growth and development as it advocates for open systems which are interdependent to be able to achieve organizational growth. Institutions of higher learning have many stakeholders they work with for instance the, internal staff, students' body, NCHE, other educational bodies, and these all depend on the other. They take in resources and information as inputs from the environment and process or convert these inputs into an output form, using appropriate technology and finally exchange these outputs with their environment. And from the findings of the study, the systems theory is supported by the 56.4% response rate that there is teamwork across all departments to implement organizational growth (refer to Table 16 at p74). Systems theorists studied management by putting things together, and they assumed that the whole was greater than the sum of its parts.

With influence of the systems approach, managers have a great appreciation now than in the past for the importance of seeing the whole picture. Open-system thinking does not permit the manager to become preoccupied with one aspect of organizational management while ignoring other internal and external realities. Similarly, UMI has to study and analyse Uganda's management development environment so as to define better its role and responsibility in the promotion and growth of management development in Uganda. A management development institution such as

UMI keen to improve its own management and performance needs a solid foundation, a clear criterion, to which it could refer in examining issues such as the relevance of its staff structure and work methods; or the appropriateness of its internal organization and operational planning and control systems (Grant 2002; Ferrair 1997; Prastacos 2002).

A central theme of systems theory was that nonlinear relationships could exist between variables. Small changes in one variable could cause huge changes in another, and large changes in a variable could have only a nominal effect on another. The concept of nonlinearity adds enormous complexity to our understanding of organizations. In fact, one of the most salient arguments against systems theory was that the complexity introduced by nonlinearity makes it difficult or impossible to fully understand the relationships between variables.

2.3   Related Literature

Organizational growth was measured in terms of rate of student intake and the number of training programs as discussed here under.

2.3.1   The relationship between organizational growth (Rate of Student Intake) and Performance of Employees

UMI's strategic Plan 2008-2013 states that UMI is in danger of mission drift. The Institute was set up primarily to focus on enhancing public service performance but inadequate funding over time which was a result of reduced government subsidies forced it to broaden its programmes too widely in order to generate adequate revenue to meet its recurrent expenditure costs. Some clients in the public sector considered UMI to be too commercialized while those in the private sector

considered the Institute to be too public sector focused to address their specific needs; (UMI's Strategic Plan 2008-2013).

In Uganda, Institute Of Higher Education (IHE) are experiencing a rapid rise in participant numbers because of liberalization of the education sector and as a result, UMI introduced a number of training programs and opened up regional centers; Mbarara opened in 2006 to cater for the Western region, Gulu opened on 6th September 2008 to cater for the Northern region and Mbale in the academic year 2010/2011 to cater for the Eastern region (information retrieved from http://www.umi.ac.ug/). To succeed in this, the knowledge, skills, experience and perspectives of a wide range of people and systems must be integrated (Castkar et.al, 2001). Africa's universities and tertiary institutions stand in a crisis and at a pivotal point in their development and as rightly observed by Saint (1992), the mandates and operational guidelines given to them at independence now require reassessment as a result of changes in the world, in Africa and in the institutions themselves. Internationally, the emergence of global markets created a competitive world economic system characterized by rapid knowledge generation and technological innovation and it was in this bid that UMI introduced regional centers and also modularized its academic programmes which definitely led to increased participants intake. Some observers note that these challenges suggested that institutions of higher learning could no longer afford to operate in familiar ways and conduct business as usual (Newman 2000). Instead, many institutions of higher learning had and will continue undergoing vital changes in how they work, in the type of education and research they deliver, and in the ways they contribute to the local, regional and global communities and economies (Gibbons 1998; Kay 2000).

The number of staff and their performance not only depends on the complexity of the organizational structure but also on the size of the organization and its plans to expand in term of

economic growth or increase in demand of the product. Most lecturers, faced with large numbers of students, coupled with declining academic salaries, get de-motivated and discouraged. They spend much time marking scripts and organizing regular assessment and as a result do not have time to devote to research (Mohamedbhai, 2008). Africa currently experiences low levels of participation in research as well as low research output. Evidence available from the UNESCO Institute of Statistics suggested that while worldwide publication of scientific articles increased by 40% between 1988 and 2001, the number of published articles in Africa during the same period fell by 12%.

That is why employees in organizations have been viewed as a key resource because organizations can only progress on the views, attitudes and perceptions of the staff (Kuski, 2003). Professionals as observed by Kubr (1982) are certainly influenced by the quality of their work environment, and a host of other non-pecuniary factors. However, increase in student numbers and insufficient staff numbers in institution of higher learning affects the performance of especially the faculty staff because this means that they have to follow tight time tables and deadlines to meet and hence end up being overstretched which compromises the quality of their work (Ssonko, 2007). If the trend towards increasing teaching hours and the student / teacher ratios increases, then staff performance and student learning would eventually suffer.

According to Mullins (2002), the manner in which staff are appointed and recruited is a major factor in the performance of the workforce and in meeting the objectives of the organization. For organizations to achieve their objectives, they must be appropriately staffed. This not only depended upon the numbers but the quality of its staff, its objectives and structures, and resources available to them. It is important for all members of staff to be oriented on objectives of the Institute as they will feel a sense of commitment and part of the Institute once they identify

themselves with the organization' objectives and mission. According to the World Bank (2002), the second dimension of change in education and training needs is the short "shelf-life" of knowledge, skills, and occupations and, as a consequence, the growing importance of continuing education/training and of regular updating of individual capacities and qualifications. As a result therefore, institutions such as UMI had to organize themselves to accommodate the learning and management development needs of a more diverse clientele. With increase in demand for higher education, there was need to build capacity to handle the increasing student numbers. NCHE advises that institutions of higher learning should aim at achieving an average teacher / student ration of 1:15 which may depend on the type of institution and on the requirements of the different courses (Uganda Government White Paper, 1992).

The literature above signified the importance of staff to be able to meet organizational objectives. The above authors also acknowledged that the mode of recruitment is a factor that affected performance of employees. Is the teacher: student ratio viable in that the demand for higher education has risen? However, the literature did not clearly spell out the extent to which these factors have on the performance / output of organizations.

Rowley (1996), divides employees in academic institutions into two groups; administrative (supporting research and training activities) and academic (responsible for academic activities such as research and training). Academic staff in institutions of higher education play a major role in achieving the objectives of the institute, as teachers, researchers and managers. Interaction between individuals in all groups is necessary. Faculty staff alone without the input of the administrative group would not have the necessary skills to accomplish the objectives of the organization. Teamwork has been cited as an important function in getting work done (Meyer and Evans, 2005). Teamwork, however, needs the commitment and willingness of individuals so as to contribute to

the overall success of the organization. However, Weihrich and Koontz (2005), assert that for a team to be effective the goals and tasks should be identified early and that each member must be concerned that the purpose is worthwhile, meaningful and urgent. They further point out that they have to be encouraged through recognition, position, feedback and reward.

The literature shows the importance of teamwork in any organization and as a result, the value of team work was therefore studied to find out how it affected performance.

As far as infrastructure is concerned, the situation in Africa is particularly grave. The increased enrolment does not match up to the available academic facilities. Lecture rooms, laboratories and materials are insufficient or unavailable. There is usually a marked increase in the student/teacher ratio leading to a lack of individual attention to students or to handling of students in smaller groups (Mohamedbhai, 2008). Lecturers resort to lecture and examination methods which favour group learning. According to a UNESCO report on the state of education in Africa, (UNESCO, 1997), teaching methods are not adapted to the overcrowded classes. In addition to this, the supervision and follow up of the students, just like the modes of assessment of learning, produce little success in university examinations. Some universities record as high as 70% failure rates of first and second year students (Mohamedbhai, 2008). Overcrowding of lecture rooms, laboratories, students' residences and libraries results in deterioration of the physical infrastructure and wearing out of equipment (*The Economist,* 2005; Chevaillier, 2000; Adu & Orivel, 2006). Indeed, Ajayi *et al.* (1996) confirm that "many of the older universities were planned when much smaller numbers of students and staff were envisaged". Effah (2005) gives the example of Ghana where "a university built for 3,000 students is currently coping with about 24,000 without corresponding expansion in academic and physical facilities, overstretching existing facilities to their elastic limits." Obanya (2004) reiterates this point by giving the example of the University of Yaoundé,

Cameroun, which in 1993/1994 had over 40,000 students on a campus originally intended for 5,000 students. Quality of Student Life - Students are perhaps the main victims of massification. They have to contend with overcrowded classrooms, unavailability or insufficiency of academic facilities including accommodation, reading materials, research equipment, computers, to mention but a few. Academic life becomes very stressful since students have to cope with a myriad of challenges (*The Economist*, 2005; Chevaillier, 2000). Students usually complete higher education without having gained the necessary skills to make them employable. They spend most of their time just trying to survive and pass their exams and therefore do not have much time for self-development.

Physical Facilities - Quality teaching and learning requires not only adequate human resource but also sufficient and functional physical facilities and equipment. In many institutions the lecture rooms and theatres are not large enough to accommodate the huge numbers of students. Many of the campuses have not made provision for the needs of physically disabled students and staff. Library - the university library is an important resource for students and staff in teaching and learning. Yet, in almost all the institutions, the available library facilities have not kept pace with increasing enrolment because of lack of funds. The description of the effects of massification on the physical resources of the universities, almost all of them, is quite alarming. A decade ago, in their famous book 'The African Experience with Higher Education', Ajayi et al. (1996) described the pitiful state of the physical resources of African universities. What they wrote in 1996 could be equally applicable in 2011, and the relevant extracts from their book could easily be transposed to several of the Institutional Reports.

The above literature reveals that if urgent steps are not taken, the situation is likely to get worse over the next decade as enrolment increases. How will the institutions cope with such increases,

given their present situation? There is a need for a significant expansion and amelioration of the existing infrastructure, including the provision of equipment for supporting teaching and research, which inevitably require heavy capital funding. It is very difficult for public universities to generate sufficient income for infrastructural development and assistance from the private sector is not always forthcoming.

2.3.2 Relationship between organizational growth (number of Training Programs) and Performance of Staff

Learning Institutions have increased the number of courses/programmes in an effort to achieve financial stability as a result of reduced subsidies from the government and also because most of them are now autonomous. As a result of the institutional changes effected since 1992 to give UMI an agency Status as a new instrument for enhancing Uganda's management capacity and in line with the Institute's training objectives, it has broadened its training programmes to encompass the broader aspects of management. To perform its new role, UMI now offers a blend of short and long courses. UMI has broadened its training programmes to encompass the broader aspects of management and to perform its new role and now offers a blend of short and long courses catering for certificates, Diplomas, Postgraduate diplomas and Master's Degree programmes. As per UMI's prospectus 2010/2011, it offers three Masters, fourteen Postgraduate diplomas, six Diplomas and sixty seven short course and certificates.

Ssonko (2007) noted that as part of UMI's efforts to adapt and respond to the changing needs in Uganda management environment, a review of its course contents was undertaken in September 1998 and the delivery processes reviewed to ensure UMI meets needs of its stakeholders by being more flexible by modularizing both its short and long courses and introducing part-time modes of

study. It was believed that by restructuring and modularizing the courses, a number of benefits would accrue in addition to the following: efficient use of classroom space and other resources; efficient use of teaching staff time; meeting the needs of UMI's clients; increased revenue; increased number of participants; and better delivery methods (practical and participative) [UMI Files]. Institutions develop, flourish, stagnate and decay with arrivals, growth and departure of professional staff. Building a strong professional staff is therefore the only possible strategy open to the institutions that do not want to stay on the periphery of the management development scene. Recruitment, selection, training and remuneration policies should therefore all be aimed at keeping their professional competence up to date, in order to offer the services which the community requires from a training institution.

No management education institution can operate effectively unless it has, in the words of Kubr (1982) "enough people with the right technical profile, experience and training to carry out the required jobs". Indeed the life of a training institution, the quality of its activities, its image in the community, its survival in the present and its development in the future, all depend on the quality and levels of its personnel (Ferrair S and Lancaster 1997). As Ayeni and Kiggundu (1996) have argued, while formal academic qualifications do not necessarily predict performance, it is important to realize that institutions wishing to pursue academic strategic goals must be concerned with the technical academic qualifications of their staff. Ssonko (2007) noted that the UMI's Council and management team recognize that achievement of UMI's mission rests in large degree on the effectiveness of its staff. This, in turn depends on appropriate and fair policies and procedures for selecting, managing and developing staff from the moment they join the organization to the time when they leave.

In UMI's Human Resource Development Plan (HRDP) dated August 2011, it states that: "aware that UMI is dynamic and needs to respond to changes in the business environment and organizational requirements, the HRDP shall be reviewed and amended as and when deemed necessary. In such circumstances, employees shall be notified of the changes". It further states that "planned Human Resource Development (HRD) is critical to the achievement of a skilled and efficient workforce. Developing people to their full potential will contribute significantly to achieving the strategic goals of the Institute. Proper training takes into account the training needs of the Institute, the Departments and individual staff. UMI's HRDP aims at providing a framework for forecasting staff requirements and a guide on actions to be taken by management to ensure systematic and coordinated recruitment of staff and effective management and development of human resource". It further states that "institutional, departmental and individual development plans shall be tagged to individual employment contracts for five (5) years and the institutional HRDP covers all staff of the Institute.

Staffing as a managerial function is defined by Weihrich and Koontz (2005) as "filling, and keeping filled, positions in the organization structure". It involves in choosing qualified and right persons from among the prospective candidates, orienting newly appointed staff, regularly analyzing employees' developmental needs, and providing training to staff to cope with the job. In IHE these roles include; matters relating to leave absence and allocation of teaching loads which need to be managed correctly. According to Certo (2003), good supervision involves guiding subordinates through leading, motivating, considering groups and communication. Mullins (2002) further puts it that managers are most likely to be judged by not only their performance but also the results achieved by staff. Regular staff appraisal and induction of staff could enhance quality assurance. Staff appraisal is said to be a tool by which results of an organization will be achieved.

For instance, according to Ouchi theory Z (1981), management tends to promote stable employment, high productivity and high employee morale and satisfaction and organizations that build a positive environment and make employees happy will have productive employees. Bacal (2008) examined how management factors influence performance of employees and concludes that when training and development of assessment is a key element in the creation of quality learning and increasing workloads may put academic's sanity at risk. Employees are people with complex needs that must be satisfied if they are to lead full healthy lives and to perform effectively in the workplace.

The literature shows that much as institutions of higher learning are increasing the number of their training programs, these should be matched with the effectiveness of staff capacity if the training programs are to succeed and this will enable institutions achieve their overall missions. And that building a strong professional staff is the only possible strategy that such institutions can be able to stay on the development scene.

2.4   *Summary of the Literature Review*

There is generally enough literature regarding the expansion of educational facilities and increasing numbers of students' intake in various universities and this was attributed to the ever changing environment that education institutions are operating in which call for being up to date with the emerging trends in education. There is also extensive literature on staffing indicating that if all issues regarding staffing are handled well, then staff will have a sense of belonging to the Institute and if not handled well, staff would be de-motivated and look elsewhere for better terms of employment. In the same way, team work is also shown to be of high importance to enhancing performance.

Literature reviewed on office space and equipment indicated that most of the institutions of higher learning in Africa have not matched the rate of student intake with their current infrastructure and that they are still operating in structures meant for when they started operations and teaching facilities haven't basically changed. As a result, students do not get enough attention that is deemed fit and some leave institutions of higher learning when they are not yet ready. Literature reviewed on effective supervision draws the attention to the need for good communication and openness between subordinates and supervisors to enhance performance output.

CHAPTER THREE

METHODOLOGY

3.1   Introduction

This chapter presents the research design, area of study, study population, sample size determination and selection, sampling techniques or procedures, data collection methods and instruments, data quality control, procedure of data collection and data analysis.

3.2   Research Design

Both quantitative and qualitative data were collected. Quantitative data was collected to explain in the form of numerical data as recommended by Amin, 2005, while qualitative data was collected to understand the case in depth as recommended by Punch, 2000. However, the design used in this study was mainly descriptive because it provides systematic descriptions that are as factual and accurate as possible. It also allowed in depth investigation of the study as it was carried out at the UMI Kampala centre where generalization was made to cater for the regional centers as well.

The study was cross sectional as opposed to longitudinal in that data was gathered from a sample population at a particular time as recommended by Amin (2005). A correlational study was used because the researcher was interested in explaining the important variables associated with the study and the relationship between them.

According to Punch (2000), research design is a basic plan for a piece of research. It illustrates all the issues involved in planning and executing a research project.

3.3   Area of Study

The research was conducted at Uganda Management Institute (UMI), Kampala centre. UMI is strategically located 2.5 Km on plot 44/52 Jinja road, just before Jinja Road Police Station.

3.4   Study Population

According to the records reviewed in the Human Resource office of the Institute at the time of the study, the population of staff stood at 165, 51 being faculty and 114 being administrative staff as outlined in Table 1. The participant population at that time was 2,373 that had registered out of the 3,975 that had been admitted, according to Academic Registrar's records of the year 2010/2011.

Population refers to the entire set of individuals, events or objects having a common observable characteristic about which generalization of research findings will be made (Mugenda and Mugenda, 1999).

Table 1: Breakdown of Employee Population of UMI

Category of staff	Number
Fulltime faculty	51
Administrative staff	114
Total population	**165**

Source: UMI Human Resource Office

Faculty was the main informant of the study because of their experience as they were at the centre of program expansion and main implementers.

Within the administrative staff, UMI's Senior Administrators were chosen because they were involved in the strategic planning and implementation of the institutional growth. The Human Resource department was similarly involved because they were responsible for staffing levels and other administrative staff because of their involvement in handling the day to day administrative functions of the Institute.

Similarly, students (participants) were purposively chosen because as key stakeholders, their views on UMI's staff performance as a result of drastic growth and program expansion was very important.

3.5 Determining and Selection of the Sample Size

Sample size: a total sample size of 116 was selected for the study by use of Yamane' (1967:886) formula; $n = N/1 + N(e)^2$;

Where n is the sample size,

N is the population size = 165;

e is the level of statistical significance (5%).

The confidence level of this study was 5% or 0.05 and therefore, the sample size was calculated thus:

$n = 165/1 + 165 * 0.05^{(2)}; = 165/1 + 165 * 0.0025$

$n = 165/1 + 0.4125; = 165/1.4125$

Therefore, $n = 116$ respondents.

According to the formula, the appropriate sample required for a population of 51 faculty was 36. Similarly, 80 administrative staff were selected from a population of 114. Five (5) senior administrators and 25 participants, 25 were purposively selected (see Table 2).

Table 2: Selection of Sample

Staff respondents	Total	Sample	%	Sampling Technique
Full-time teaching staff (including heads of departments)	51	36	25	Simple random sampling
Administrative staff	114	80	55	Simple random sampling
Senior Administrators + Faculty (purposive sampling)	5	4	3	Purposive sampling
Student questionnaires	25	25	17	Purposive sampling
Total	**195**	**145**	**100**	

Source: primary data

3.6   *Sampling Techniques and Procedure*

Probability and non-probability sampling techniques were used in selecting the sample to be studied.

Using stratified sampling, UMI population was divided into faculty, administrative staff and students. This was in accordance with Amin (2005) that, this type of sampling takes into consideration the heterogeneous nature of the population to be sampled whereby, the population is divided into sub-populations such that the elements within each sub-population are homogeneous.

Then within each stratum, probability sampling techniques, especially simple random sampling was used to select the required samples within the faculty and administrative staff sub-populations.

Since the sample size was 116 for both faculty and administrative staff, in order to ensure that all categories of staff were equally represented, the sample sizes were generated as follows:

Faculty staff = 51/165*116 = 36

Administrative staff = 114/165*116 = 80.

Stratified sampling, then disproportionate stratified random sampling methods was used to generate those sample size within each stratum.

However, another 30 respondents were purposively selected and this included 4 Senior Administrators, 1 Faculty and 25 Participants. Purposive sampling is a technique in which respondents are selected because of the information they possess. The researcher used judgment regarding the selection of these respondents. This was advantageous because according to Sekaran (2003), it involves the choice of subjects who are most placed to provide the required information.

However, the researcher was not able to interview the Director of Programmes and Student Affairs as attempts to get an appointment with him proved futile due to his busy schedule.

The student respondents were selected from Masters' and Postgraduate programmes because majority of the faculty teach on both programmes.

So, overall 145 respondents were involved in this study.

3.7   Data Collection Methods and Procedures

Primary and secondary sources were used to gather data for the study. Hence, triangulation method of data collection was used because it enabled the researcher overcome the weaknesses of a single method (Saunder, 2000). The following data collection methods and instruments were used.

3.7.1 Primary Data

Primary data was collected through questionnaire, interview and observation methods.

3.7.1.1 Questionnaires

This method was used to collect data from the faculty, administrative staff and participants. This method was chosen because the respondents were literate (Denscombe, 1998), and it is one of the effective ways of collecting data from many respondents at the same time.

Self-administered questionnaires were designed and distributed to the respondents. While the questionnaires for the faculty and administrative staffs were personally delivered, the questionnaires for participants were sent as attachments through their e-mail addresses.

The instrument used here was a self-administered questionnaire whereby 3 separate questionnaires were designed for the faculty, administrative staff and students, each with some variation. The questionnaires were broken down to capture background information and data related to each variable under investigation. Under each section, close ended and some few open ended questions (statements) related to specific items were asked. The questionnaires are attached as Appendices 1, 2 and 3 for administrative staff, faculty and participants respectively.

Some of the advantages of using a questionnaire include the researcher being able to get information from a wide variety of people, no need to set up interview appointments which makes them cheaper to use and are also time saving.

3.7.1.2 Interviews

The face to face interviews were conducted with the help of an interview guide (Appendix 4) with staff in the Human Resource Department, Director of Finance, staff in the Institute Registrar's department and staff in the Library Department. This technique was used to gain an understanding of the underlying reasons and motivations for people's attitudes, preferences or behavior and their perceptions on organizational growth and its effects on employee performance. The questions were predetermined but allowed for the respondents to express themselves at length and the questions sought to establish whether there is relationship between organizational growth and performance of staff and also sought for suggestions on strategies on growth that need to be scaled up and what should be discontinued.

An interview is a purposeful discussion between two or more people that can help you gather valid and reliable data that is relevant to your research objectives (Kahn and Cannel, 1957). Face to face interviews allow for personal communication and make it possible to gather more information for your study. Some of the advantages of using interviews include; being able to elicit in-depth response, extensive probing can be used to collect detailed information and the respondents' body language can guide the interviewer and can be of help when interpreting comments.

3.7.1.3 Observation

Observation was used to record some information from the Institute environment. Some facts were gathered as the researcher interviewed some respondents as well as while distributing and collecting the questionnaires. It was worthwhile approach because vital information was collected without preempting the situation. For example, it was possible to observe a lecture/teaching going on, a construction for new block in progress, and so on. Observation is one of the most common

ways of finding out about things (Berg 1989). Amin (2005) argues that observation makes it possible for the researcher to obtain first-hand information about the objects, events and object-event interactions of interest which is more valid and provides additional, unexpected but useful information which may be encountered during the observation sessions.

The instrument used was an observation guide which was used for collecting important information from institute's environment. The observation guide is attached as Appendix 5

3.7.2   Secondary Data (Documentary Review)

Information was also sourced from relevant documents related to the study. The documents studied and critically reviewed included the policies, records and background information on UMI. Other documents reviewed were published sources like books, journal, annual publications and extracts from newspapers; and unpublished sources like reports, dissertations, records, memos (e.g. from the HR office regarding appraisals).

A documentary review check-list was designed and used for collecting purposive information about the study. The documentary review check-list is attached as Appendix 6

3.8   *Procedure for Data Collection*

The researcher got an introductory letter from Higher Degrees Department introducing her as a participant on the Master of Business Administration programme. The researcher then applied through the Director General seeking permission to carry out the study at UMI main campus. After permission was granted, data collection begun See appendices 10 and 11 for copies of introduction letter and my request letter to UMI management

3.9   *Data Quality Control*

Validity and reliability tests were carried out to ensure the quality of data collected. According to Zikmund (2003: pp. 300 & 302) reliability is "the degree to which measures are free from error and therefore yield consistent results"; that is; the extent to which a research instrument is able to provide the same results repeatedly each time it is used and validity on the other hand is "the ability of a scale or measuring instrument to measure what it is intended to measure"; that is; appropriateness of the instrument in terms of being able to relate to the subject of study.

3.9.1   Validity

To ensure validity of instruments, the questionnaires, interview schedule and observation guide were reviewed by the supervisors and then mock interviews were performed on some faculty, administrative staff and students at UMI and responses compared for similarity. This was done to discover the problems that respondents would encounter during the process of responding. Statements that seemed to bring misunderstanding of the concept being asked were adjusted or removed accordingly. Valid comments were incorporated that improved the instrument further. In addition, the multi-methods of data collection methods, i.e. triangulation of methods involved are important as they lend rigor to the study, (Sekaran 2003), as these tools reinforce each other, thus overcoming the weaknesses and biases in a single instrument. Kvale, (1996) also notes that in social sciences, results should be generalizable, reliable and verifiable at all stages.

3.9.2   Reliability

To ensure consistency of data, strict adherence to the established principles of collecting, analyzing and processing it was ensured. The questionnaire was initially pre-tested for reliability using

Statistical Package for Social Sciences (SPSS) before proceeding to the field for data collection and the Cronbach's Alpha (the reliability coefficient) value was .657 (65.7%) on 52 cases that was in acceptable range of relevance.

Trochim (2006) defined reliability as consistence of one's measurement or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. The scores range from -1.0 to +1.0 and the closer the reliability coefficient gets to 1.0, the better.

Table 3: Reliability Statistic on the Primary Data

Variable	Cronbach's Alpha	N of Items	Valid cases (%)	Excluded cases (%)
Administrative staff	.971	96	37.1	62.9
Faculty	.881	90	63.0	37.0
Participants	.404	27	92.0	8.0

Source: SPSS Reliability tests on primary data

As indicated in Table 3, further reliability test was carried out based on the entire data set and the overall values for each category of questionnaires were as follows; the Cronbach's Alpha for administrative staff was 97%, 88% for faculty and 40.4% for student questionnaires. These values proved that the first two instruments were very reliable except for the student questionnaire that needed further adjustment. However, it should be noted that the students' questionnaire was not adjusted further as they were not the main subjects of study. See the reliability analysis output as Appendix 9

Also to ensure quality data was gathered, when a questionnaire was returned, they were immediately scanned for some errors or blank cases. Then clarifications were sought and corrections made as necessary. The interview notes were also immediately reviewed to ensure items taken in shorthand were not forgotten.

3.10   Data Management and Analysis

Quantitative and qualitative data were captured, managed and analyzed as follows:

3.10.1 Quantitative Analysis

Quantitative data from the questionnaire were examined for errors & non-responses, coded and responses were captured in the SPSS version 18. This was then analyzed using statistical methods of frequency distributions, multivariate correlations and linear regressions.

Frequency distribution tables were generated from the 6 point scale ranging from 1 = strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree and 6 = not applicable; to determine the percentage of higher or lower scores of response for a given item. This was also the basis for presentation of background data in the tables and charts. To answer the research objectives, the sub-themes under each variable were investigated first. This was through interpreting the percentage frequencies and mean scores.

Multivariate correlation analysis was done whereby the degree of multi co-linearity and its effects were analyzed whose results showed that all independent variables were highly correlated with each other and justified to continue with multiple regression analysis. Correlations were run first to determine the direction of the relationship and secondly to assess the strength of a relationship

between variables. A +value indicates a positive correlation and -value indicates a negative correlation. In this case, Pearsons's product momentum correlation was used.

Then multiple regression analysis was carried out to analyze the degree to which staff performance variance is explained by the two predictor variables: rate of student intake and number of training programmes and which variable is the best predictor of the outcome (Sekaran, 2003). That is, to determine the amount of variations in the dependent variable (staff performance) that was accounted for by the independent variables (organizational growth and number of training programmes).

The R-square was used to demonstrate how well the values fit the data and coefficient beta (β) to measure the extent and direction of the relationship. The R-square as recommended by Sekaran (2003) helped to show the percentage of variance of the criterion variable which is explained by all the independent variables. The Beta coefficient shows how strongly each independent variable affects the dependent variable because the greater the Beta value, the higher the impact of the predictor variable on the criterion variable. See appendices 7 and 8 for the frequency and correlation and regression analysis outputs respectively.

3.10.2 Qualitative Analysis

On the other hand qualitative data from the interviews and open ended questions from the questionnaire was also edited, examined and sorted or grouped together to generate common themes in relation to the objectives of the study. The emerging consistent themes were presented and interpreted in support of or against the outcomes of the quantitative data as presented and interpreted in chapter four.

In a similar way, the responses from the interview and document review were edited and categorized into the sub themes of the variables.

The data gathered from interviews, related documents from previous research and institute documents were in addition used in interpretation of the data. The interpretation from the data analysis was used to draw conclusions and make recommendations. The suggestions from the participants and staff were in addition used to draw recommendations on how to manage organizational growth in line with performance of staff.

3.11   Limitations and Delimitations

The following limitations that might have affected the progress and outcome of the study were experienced and actions taken to delimit them are as discussed.

Limited access to UMI's Documentation Centre since it is closed by 5pm and yet the researcher is fully employed and leaves work at 5pm by which time she could not access the Documentation Centre so as to benefit from the very rich educational materials. The researcher made use of the weekends to try and get as much information which enriched her work.

Lack of cooperation from respondents has always been a problem resulting to poor or slow response to questionnaires and also accepting to be interviewed. To address this, I had to extend one more week to the initial two weeks given to data collection. As Sekaran (2003) observed, sometimes because of time and costs involved, a researcher might be constrained to settle for less than ideal research design. Thus there is trade-off between rigor and resource, deliberate and conscious decision by the researcher based on the scope of and reason for the study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

In this chapter the findings of the study are presented, analysed and interpreted.

4.2 Response Rates

This section presents the response rate of the respondents according to the questionnaires that were returned out of those that were distributed as per the sample size. Given the overall sample size of 145 respondents, 114 questionnaires (27 for faculty, 62 for administrative and 25 for participants) were analysed making an overall 80.85% response rate for all category of respondents sampled suggesting that the results contain substantial information and the survey results were representative of the survey population. Amin (2005) observed that a high response rate also suggested more accurate survey results.

4.2.1 Teaching staff

Out of the 36 faculty staff sampled, 27 filled and returned the questionnaire, making it 75% response rate amongst this category of respondents.

4.2.2 Administrative staff

Out of the 80 administrative (non-academic) staff sampled, 62 filled and returned the questionnaire, making it 77.5% return rate amongst this category of respondents.

4.2.3 Participants

Twenty five (25) participants were purposively selected and all of them returned their filled questionnaires which were analyzed, making a 100% return rate for this category of respondents.

4.3   Background Information of the Respondents

Background information relating to the respondents was collected. It included data on gender, education level, age group, period employed in UMI, designation of the faculty and current training being undertaken by the staff members. The purpose was to establish whether these have a bearing on employee performance at UMI.

4.3.1 Gender of Respondents

0verall, 57 (50%) females, 55 (48.2%) were male and 02 (1.8%) did not indicate their gender orientation. This implied that from the population that was sampled, the Institute had a good gender balance and this is healthy for a good working environment and also meant that both equally represented.

4.3.2 Education Level of Respondents

Overall, 46 of the respondents had Master's degrees, 26 had postgraduate diplomas, 15 of them held bachelor's degrees, 12 held diploma, 08 PhD, 07 secondary level of education, and one each has CIPS and ACCA qualifications, while 02 people did not indicate their level of educations. This is essence implies that the Institute considers staff academic qualifications as key to achieving its growth strategy. Overall, well-educated staff are able to perceive issues of organizational growth highly.

4.3.3   Period of Employment in UMI

The study found that 41 (46.06%) of the staff respondents worked at UMI for at least within 05-10 years, 23 (25.8%) worked within 11-15 years, 22 (24.7%) of them worked within 5 years, and only 03 (3.37%) of them worked for 16 years and above. This implied that most staff had a better understanding of the systems of the Institute as the majority had served for more than five years a period which is considered adequate enough for one to have understood how the systems of the Institute operated. Much as those that had served for more than sixteen years were few, this was considered important for the Institute because these had good institutional memory when it came to telling the history of the Institute since they know where the institute came from and where it would like to be in future. These are also referral contacts for the new comers who would like to know in detail and have a grasp of the history of the Institute.

4.3.4   Designation of Teaching Staff

The findings revealed that the majority, 17 (63%) of the faculty staff respondents were at Consultant or Lecturer level, followed by 06 (22.2%) Senior Consultants or Senior Lecturer, and 02 (7.4%) Principal Consultants, while 02 (7.4%) of them did not indicate their professions. This implied that the Institute had an established body of qualified faculty staff that fully understood and were able to implement the organizational growth hence enabling the institute achieve its mission and vision of becoming a world class management development institute.

4.3.5   Current Staff Development Programmes Being Undertaken

Overall 20 (25%) staff respondents were participating in observational visits to other institutions as part of the Institute's staff development programme, 14 (17.5%) of them were undertaking

Masters programmes, 10 (12.5%) were involved in collaborative research, 06 (7.5%) were undertaking postgraduate diploma programmes, 05 (6.25%) were pursuing various diploma programmes, 02 (2.5%) were on bachelor's degree programmes. PhD, CIPS, CPA, Procurement workshops, short courses and workshops, conferences and Seminars, each had 01 (1.25%) respectively ,while 17 (21.3%) participants were not involved in any developmental programmes.

From analysis and interpretation of the above data, it implied that UMI being a training institute which is growing, highly considered its academic staffs' qualifications of utter most importance. In addition, it meant that UMI does not operate in isolation but as stipulated by the systems theory, it operates in an open environment in which it has to keep abreast of the developments that are taking place in other institutions partly because of globalization.

4.4   Work Related Activities

Data related to the work activities of the respondents, i.e. UMI faculty and administrative staff were also captured.

4.4.1   Faculty involvement in UMI Activities

This included data on involvement of the faculty in planning UMI's expansion, designing courses, recruiting employees, coordinating programmes, teaching certain programmes, participating in marking those programmes and number of intakes.

Table 4: Faculty Involvement in Key Activities

s/n	Item	Yes	No	NR

	Planning expansion, and designing & coordinating courses			
1	I am involved in the activity of recruitment of employees	33.3	63.0	3.7
2	I am involved in the activity of planning for UMI's expansion	55.6	40.7	3.7
3	I am involved in the activity of designing courses, workshops, training	92.6	3.7	3.7
4	I am involved in the activity of presenting workshops, training sessions, guest lectures and outreach presentations	92.6	3.7	3.7
5	I am involved in the activity of coordinating and managing courses and instructional programs	88.9	7.4	3.7
	Planning, Designing, Coordinating Average %	*72.6*	*23.7*	*3.7*
Teaching				
6	I am involved in teaching Master's degree programs	77.8	18.5	3.7
7	I am involved in teaching Postgraduate diploma programs	92.6	3.7	3.7
8	I am involved in teaching Ordinary diploma programs	66.7	29.6	3.7
9	I am involved in teaching Certificate of attendance programs	44.4	51.9	3.7
10	Other programs I am involved in teaching	0.0	0.0	0.0
	Teaching Average %	*70.38*	*25.93*	*3.7*
Marking				
11	I participate in marking written coursework assignments	96.3	0	3.7
12	I participate in marking end of module tests	96.3	0	3.7
13	I participate in marking end of semester final written examinations	92.6	3.7	3.7
14	I participate in marking Masters proposal or dissertations	74.1	22.2	3.7
15	I am involved in the activity of evaluating students' performance	92.6	3.7	3.7
16	Other modes of assessment I participate in marking	0.0	0.0	0.0
	Marking Average %	*90.38*	*5.92*	*3.7*
	Average %	**77.78**	**18.52**	**3.7**

Source: primary data

Table 4 presents the involvement of the faculty staff respondents in key activities of planning expansion, designing and coordinating courses; training; and participation in marking the various assessments. On average, 72.6% of them were involved in planning expansion, designing and coordinating courses, 70.38% were involved in training the various programmes and 90.38% do participate in marking. While on the other hand 23.7% said they were not involved in planning the expansion, designing and coordinating courses, 25.93% were not involved in training certain programmes and only 5.92% did not participate in marking. Only 3.7% of the respondents did not respond to those items.

Overall, average for the faculty who actually participate in those activities was 77.78%, those who said they did not participate in certain activities were 18.52% and 3.7% of them did not respond to those items.

Analyzing and interpreting the above data, this meant that on the whole, the faculty staff were deeply involved in the day to day functions of their core work which implied that they were to a big extent aware of where the institute wanted to in the future and because they are part of the process, this meant there was a positive impact on their performance.
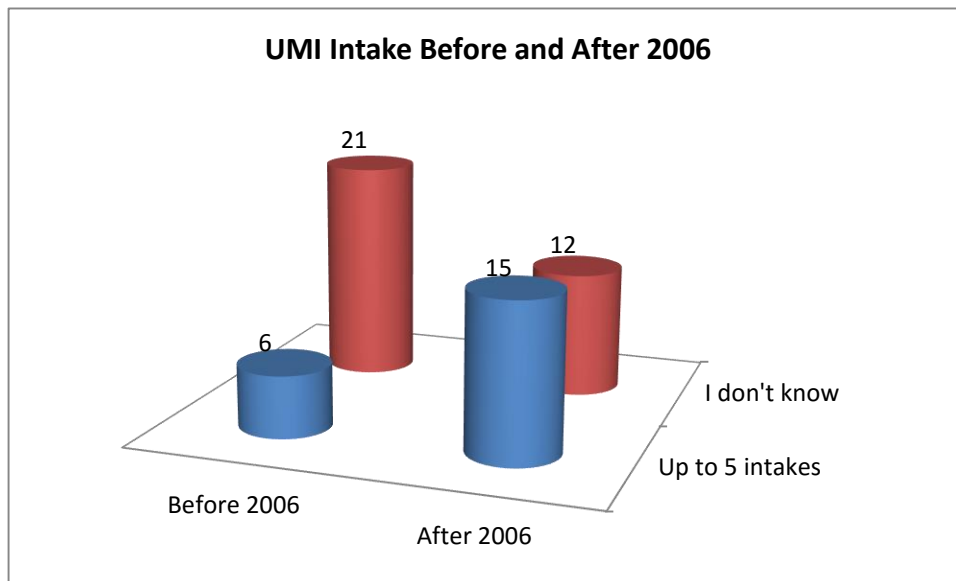
Figure 3: UMI Intakes Before and After 2006
Source: primary data

From Figure 3, it can clealry be seen that the number of student intakes before 2006 was upto 5 intakes, justified by 06 (22.2%) respondences while 21 (77.8%) did not know the number of intakes during that period. On the other hand, 15 (55.6%) of the respondents justified that UMI intakes grew upto 5 intakes after 2006 and 12 (44.4%) of them could not justify.

This implied that the number of intakes had actually grown which was an indication of the growth that the institute is underatking. Although, it is important to note that some staff are not bothered with the changes that are taking place withing the Institute.

4.4.2 Administrative Staff Involvement in UMI Activities

For administrative staff, the data captured included their job motivation factors, challenges faced in their jobs, the Institute's management stand on the performance of employees, and the administrative staff involvement in training programmes. The purpose was to establish whether these have a bearing on their performance at UMI.

Table 5: Job Motivators for Administrative Staff

		Frequency	%
1	Prompt/timely payment of salary	21	26
2	Salary is good/ Earn a living - pay	13	16
3	Ability to upgrade academically and professionally	6	7.5
4	Minimal supervision, i.e. self-drive	6	7.5
5	Salary advance and loan opportunities/ facilities	6	7.5
6	Challenging assignments	5	6.25
7	Motivational supervisor	5	6.25
8	Very good working environment	5	6.25
9	Incentive like break tea	3	3.75
10	Teamwork in the department	3	3.75
11	Workload is good	3	3.75
12	Achieving organizational mission, goals & objectives	2	2.5
13	Exposure and new friends	2	2.5

Source: primary data

According to Table 5, the top five job motivators for the administrative staff as a result of the institute's growth were; timely payment salary represented by 25.6%, comparatively good salary at 16%, ability to upgrade academically and professionally at 7.5%, minimal supervision required

as most staff members were self-driven and salary advance and loan opportunities for the staff at 7.5% each respectively.

Other job motivators that had at least two responses were challenging assignments, motivational supervisors and very good working environment, each at 6.25%; incentives like break tea, teamwork within the departments, good workload, each at 3.75%, and exposure and new friends in addition to achieving the organizational mission, goals and objectives, each at 2.5%.

The above therefore implied that administrative staff appreciated what the Institute had in place so far therefore implying positive staff performance.

Table 6: Challenging Issues for Administrative Staff

		Frequency	%
1	Working long hours without overtime payment, i.e. work is much at times	14	26
2	Inadequate teaching aids, office equipment & furniture	9	17
3	Working night hours, weekends and Sundays	7	13
4	Increased number of students	6	11
5	Limited lecture space and office accommodation	5	9
6	Dealing with difficult clients/ participants	3	6
7	No sponsorship for training admin staff as this is limited to a few	3	6
8	Job insecurity - contractual term limit may not be certain in renewal	2	4
9	Library space is small	2	4
10	Salary not commensurate with workload	2	4

Source: primary data

Table 6 indicates that the top five challenge points in the jobs of administrative staff as a result of the Institutes' growth were; Working long hours without overtime payment, inadequate teaching aids, office equipment and furniture, working night hours, weekends and Sundays, increased number of students, and limited lecture space and office accommodation, all supported by 14

(26%), 9 (17%), 7 (13%), 6 (11%) and 5 (9%) members of the administration department respectively. Dealing with difficult clients, no sponsorship for training administrative staff as this is limited to a few, were each echoed by 3 (6%) respondents; and job insecurity - contractual term limit may not be certain in renewal, library space is small, and the salary not commensurate with workload, were each echoed by 2 (4%) respondents.

The above therefore implied that much as the administrative staff were facing challenges, their magnitude was not big enough to prevent them from carrying out their respective duties as deduced from the highest percentage being only 26%.

4.5 Descriptive Analysis and Discussion of the Variables

In this section, statistics of the dimensions and correlation coefficients of the organizational growth and Staff performance are presented and analyzed reflecting the percentages of responses on student intakes and training programmes and also the shared views of the respondents.

4.5.1.1 Administrative Staff Response on the Relationship between Student Intake and Performance of Employees

In this sub-section, the descriptive statistics of the organizational growth (rate of student intake) and staff performance dimension by administrative staff is presented and analyzed.

The following are interpreted as; D = Disagree; N = Neutral; A = Agree and NA = Not Applicable

Table 7: Administrative Employee Response on Relationship between Student Intake and Performance of Employees

s/n	Item	D	N	A	NA
1	UMI was ready for the expansion to outreach centres in terms of administrative factors	12.9	30.6	53.3	3.2
2	UMI was ready for the increased number of participant intakes	38.8	32.3	25.8	3.2
3	As a result of increased intake, facilities at UMI are overwhelmed	4.8	19.4	74.2	1.6

s/n	Item	D	N	A	NA
4	The library and the Documentation Centre are inadequate for the increasing intake of students	6.4	29.0	62.9	1.6
5	The computer labs are inadequate for the increasing number of students	6.4	27.4	62.9	3.2
6	The dining facility does no match increase in student numbers	9.7	12.9	74.2	3.2
7	Residential accommodation is inadequate to handle demand for students' accommodation	20.9	24.2	51.6	3.2
8	Hygiene facilities such as toilets are inadequate for all employees and students	9.7	8.1	79.1	3.2
9	Employees are hired on basis of intensive/extensive recruitment efforts resulting in many qualified applicants	11.3	27.4	53.2	8.1
	Average % response for admin staff	**13.43**	**23.47**	**59.68**	**3.38**

Source: primary data

According to Table 7, the overall average response by administrative staff who agreed to the statements was 59.68%, those disagreeing were only 13.43%, while 23.47% were neutral and 3.38% did not respond or not applicable.

According to the findings in Table 7, 53.3% of this category of respondents agreed that UMI was ready for the expansion to regional centres in terms of administrative factors, while 12.9% disagreed and 30.6% remained neutral. The majority 53.3% could be supported by one of the face to face respondents that noted that; *"The expansion had been long overdue because UMI was one of the last institutes to take its services upcountry and was missing out on such revenue. In a nutshell, UMI was ready for expansion and even the clientele were more than ready for the UMI services"*. This was also supported by 36% of students that also agreed to the same as compared to 32% that disagreed. Only 25.8% respondents agreed that the Institute was ready for increased numbers of participants' intake as opposed to 38.8% of the respondents that disagreed to the statement. In addition to this, quoting a staff from the Institute Registrar's (IR) office, *"With the expansion, the numbers have grown and if the Institute doesn't have sufficient structures in place,*

it's bound to lose a lot of revenue. For instance there are some courses which are over subscribed to like the Monitoring and Evaluation programme, Project Planning, Masters in Business Administration and Human Resource Management. The Institute is losing out revenue on such courses while there are some courses which are not oversubscribed to but consume space". Sixty percent (60%) participants' response also disagreed that the Institute was ready for the increased number of student intake. An analysis of the above data confirmed that much as the Institute increased the participant numbers, it was not yet ready for it considering the fact that there was limited space to accommodate the increasing numbers. This therefore implied that much as the Institute was ready for expansion to other regional centres, it was not ready for the increased numbers of participants.

Facilities at the institute being overwhelmed due to the increased number of participant intakes was supported by 74.2% as reflected by the inadequacies in the library and documentation facilities and computer labs all at 62.9% and the dining hall facility at 74.2% as opposed to 4.8%, 6.4% and 9.7% that disagreed respectively. However, it is important to note here that on the issue of the dining hall facility being inadequate, one interviewed respondent thought otherwise and noted that the service provider for meals was not creative enough to put up tents as serving points to meet the many participants' needs.

The figures above were a true reflection of the state at the Institute because with increased numbers in participants, pressure was exerted on the infrastructure and this could also be seen by observing the day to day usage of these facilities, that is, the facilities were indeed overwhelmed because the demand for them was indeed high. This argument can further be supported by one respondent during a face to face interview who noted that as a result of the expansion, the facilities such as toilets were indeed overwhelmed but that the Institute had in place plans to expand / improve on

the existing infrastructure. Participants' responses also revealed that places of convenience were not matched with the student numbers and as a result ended up getting dirty within a snapshot yet not cleaned frequently.

Recruitment of employees at UMI was done through intensive/extensive process as supported by 53.2% with only 11.3% disagreeing and 27.4% remaining neutral. The fact that recruitment of employees was given keen attention visa-vis the increasing numbers of participants, implied that there was a strong relationship between recruitment of staff (an issue of staff performance) in line with the expansion which showed that the Institute considered it important to rbing on board qualified personnel that would be able to take on the required transformation.

4.5.1.2 Student Intake and Staff Performance Correlation Coefficient

In this sub-section, correlation coefficients between organizational growth and staff performance dimension by the administrative staff is presented and analyzed.

Table 8: Administrative Staff Correlation Coefficient for Student Intake

		Performance of Staff
Organizational Growth	Pearson Correlation	.743(**)
	Sig. (2-tailed)	.000
	N	62

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

Table 9, reflects the correlation coefficient between organizational growth and staff performance according to the administrative staff. It shows a positive relationship of .743 at 0.000 significance level. This implies that there is a significant relationship between the two variables, thus an increase in organizational growth greatly contributes to staff performance.

4.5.1.3 Faculty Response on the Relationship between Student Intake and Performance of Employees

In this sub-section, the descriptive statistics of the organizational growth and staff performance dimension by the faculty is presented and analyzed.

Table 9: Faculty Response on Student Intake and performance of Employees

s/n	Item	D	N	A	NA
1	UMI was ready for the expansion to outreach centres	66.7	18.5	14.8	0
2	UMI was ready for the increased number of participant intakes	77.8	18.5	3.7	0
3	Management is concerned with the technical academic qualifications of staff to enable realization of UMI's mission	7.4	3.7	88.9	0.0
4	Management considers training and development of staff as crucial to UMI's expansion	11.1	14.8	74.1	0.0
5	Management provides competitive salaries to	3.7	44.4	51.8	0.0

s/n	Item	D	N	A	NA
	employees				
6	The library and the Documentation Centre are inadequate for the increasing intake of students	3.7	0	96.3	0
7	The computer labs are inadequate for the increasing number of students	14.8	48.1	37	0
8	The dining facility is now inadequate for staff and students	3.7	3.7	92.6	0
9	Teaching facilities are inadequate to accommodate the increasing student numbers	11.1	18.5	70.4	0
10	There is good infrastructure to build on and improve, including classrooms, conference hall and accommodation, computer labs, library, etc	74.1	14.8	11.1	0.0
11	Office equipment is not enough for us to do work	0	25.9	74.1	0.0
12	Residential accommodation is inadequate to handle demand for students' accommodation	11.1	18.5	59.3	11.1
13	Hygiene facilities such as toilets are inadequate for all employees and students	0	0	100	0.0
	Average % response by the faculty	*21.93*	*17.64*	*59.5*	*0.85*

Source: primary data

Table 9 shows an overall average of 59.5% of the faculty agreeing to those statements, 21.93% disagreed, while 17.64% were neutral and only 0.85% non-responses or not apply.

According to the findings in Table 9, only 14.8% of this category of respondents agreed that UMI was ready for the expansion to regional centres, as well as 3.7% agreeing that it was ready for increased numbers of participant intake. By implication 66.7% of them noted that the institute was not ready for the expansion and another 77.8% disagreed that it was ready for the increased numbers of participant intakes. Going by the figures from the above data, it was clear that the majority of the faculty staff did not completely agree with the fact that UMI was ready for expanding to regional centres nor was it ready for the increased number of participants. In other words, they felt that the Institute rapidly expanded without taking into full consideration the man power that would manage the other regional centres and did not fully comprehend the workload that would result from having many participants.

Management being concerned with the technical academic qualifications of staff and considering training and development of staff key to its growth was supported by a majority 88.9% and 74.1% respectively and 51.8% agreed that they were provided competitive salaries. On the other hand, 7.4%, 11.1% and 3.7% disagreed to these statements respectively. The above figures signify a strong relationship between organizational growth and employee performance because the Institute tried to match the increased intakes with the right technical skills of academic staff and also provided training to its staff to enable them provide first class education. Management was able to pay competitive salaries as affirmed by 51.8% which could be looked at as one way of making its staff happy despite the challenges that may arise with the expansion. With the majority of the faculty staff being in agreement, this therefore implied that the Institute was on the right track to achieving its growth strategy because it had the key components in place regarding the performance of staff.

Majority of respondents agreed that facilities at the Institute were overwhelmed due to the increased numbers of participant intakes as reflected by the inadequacies in the library and documentation facility at 96.3%, the computer labs all at 37% and the dining hall facility at 92.6%, and teaching facilities at 70.4%. Only a few respondents disagreed that all these facilities were totally overwhelmed as reflected by 3.7%, 14.8%, 3.7%, and 11.1% respectively. More to the library having inadequate space, one face to face respondent from the library section was quoted that: *"with expansion, we can sing Monday to Monday: Prior to the expansion, the library could comfortably sit the students which is not the case now because the library is very limited in space and cannot accommodate all the students at once. The students are many as compared to the books that are currently available and even when the institute is to buy more books, where shall we put*

them? The books that are available are also on demand because these are borrowed by both the lecturers and the students themselves". 56% of the students' response also disagreed that the library and documentation centre were adequate.

Concerning the existing infrastructure, only 11.1% of them agreed to the fact that there were relatively good classrooms, conference hall, residential accommodation, computer labs and library, on which the Institute could build and improve as opposed to 74.1% that disagreed. The majority, 74.1% further agreed that office equipment was not enough for them to carry out their respective duties. In addition, 100% respondents agreed that hygiene facilities (toilets) were inadequate for employees as well as participants. This therefore implied that infrastructure and the facilities at the Institute were indeed inadequate and were overwhelmed by the increased student numbers.

4.5.1.4 Faculty Correlation Coefficient for Student Intake and Staff Performance

In this sub-section, correlation coefficients between organizational growth and staff performance dimension by the faculty is presented and analyzed.

Table 10: Faculty Correlation Coefficient for Student Intake

		Performance of Staff
Organisational Growth	Pearson Correlation	.770(**)
	Sig. (2-tailed)	.000
	N	27

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

Table 15, reflects the correlation coefficient between organizational growth and staff performance according to the faculty. It shows a high, positive relationship of .770 coefficients at 0.01 significance level. This implies that there is a significant relationship between the two variables, thus an increase in organizational growth greatly contributes to staff performance.

4.5.2 Training Programmes and Staff Performance

In this sub-section, the descriptive statistics and the correlation coefficients of the number of training programmes and staff performance dimensions by the administrative staff and the faculty are presented, analysed and interpreted.

4.5.2.1 Administrative Staff Response on the Relationship between Training Programs and Performance of employees.

Table 11: Administrative Staff Response on Training Programmes

s/n	Item	D	N	A	NA
1	UMI has developed my skills through further education, short courses, conferences, workshops to improve quality of my work for new programs offered	29.1	19.4	45.2	6.5
2	Management is concerned with the technical academic qualifications of staff to enable realization of UMI's mission & vision	8	16.1	69.3	6.5

3	Management considers training & development of administrative staff crucial to UMI's expansion	29	17.7	43.5	9.7
4	I understand how my work contributes to the overall success of UMI	4.8	4.8	90.3	0
5	UMI has enough highly dedicated, talented, creative and entrepreneurial administrative staff that can undertake required transformations	14.5	21.0	61.3	3.2
6	Administrative staff ensure the faculty that are the core of expansion have all facilities in place to enable them carryout their work	6.4	14.5	75.8	3.2
7	Clear appraisal system that enable individuals discover their abilities to demonstrate superior performance and potential to grow	16.1	17.7	61.3	4.8
8	Performance standards expected from employees are set clearly at the beginning of evaluation and understood by both supervisor and supervisee	9.7	19.4	64.6	6.5
9	UMI provides training programs for supervisors in performance assessment and evaluation	33.9	22.6	33.9	9.7
	Average % admin staff response	*16.83*	*17.02*	*60.57*	*5.56*

Source: primary data

Table 11 presents the overall response by administrative staff on the relationship between training programmes and performance of employees at UMI. The overall average of respondents who agreed to these statements was 60.57%, those disagreeing were only 16.83%, while 17.02% were neutral and 5.56% did not respond or not applicable.

On developing skills through further education, short courses, conferences and workshops to improve the quality of their work, was agreed to by 45.2%; and 69.3% of them agreed that the management was concerned with the technical qualifications of staff to enable them realise the mission and vision of the Institute as opposed to 29.1% and 8% that disagreed respectively. Related to this, 43.5% of the respondents agreed to the statement that management considered training and development of administrative staff as crucial to the Institute's expansion, while sizable 29% of them disagreed to this.

In analysing and interpretation the above paragraph, it is important to note that UMI being an education management institute, developing the skills of its staff through training and development in various academic forms was very crucial in its growth strategy because this implied that when staff were skilled and technically qualified, they would be able to perform their duties in line with the Institute's goal because they had a better understanding of the overall goal unlike staff that are not trained. Therefore, the fact that the majority of staff agreed to the statements meant that there was indeed a strong relationship between training programs and performance of staff and one can conclude that the training programs in a way affected the performance of staff, that is, a change in the independent variable led to a change in the dependent variable.

According to Table 11, 90.3% understood how their work directly contributed to the overall success of the institute while only 4.8% disagreed otherwise. Similarly, 61.3% of them indicated that UMI had enough highly dedicated teams of talented, creative and entrepreneurial administrative staff that was capable of undertaking the required transformations while only 14.5% disagreed and others were neutral. In analysis therefore, the biggest percentage agreed to the statements as compared to the minority that disagreed and this therefore Implied that the staff at the institute knew what to do in order to contribute positively to its growth through its training programs.

In relation to this, 75.8% agreed that they ensured that the faculty staff that were at the core of expansion had all the facilities in place to enable them carryout their duties effectively with only 6.4% of them disagreeing. This implied that the administrative staff understood what was needed by the faculty staff so as to enable them (faculty) undertake the required duties in line with the training programs and this showed that there was a strong relationship between the work undertaken by administrative staff in achieving the growth strategy of the institute.

The findings indicated that 61.3% agreed to a clear appraisal system that enabled individuals to discover their ability to demonstrate superior performance and growth potential, and 64.6% of them were positive that the performance standards expected from employees were clearly set at the beginning of evaluation which was understood by both the supervisor and supervisee while 16.1% and 9.7% disagreed to the statements respectively. And also 33.9% of them supported that UMI provided training programmes for supervisors in performance assessment and evaluation, and the same percentage (33.9%) disagreed.

By implication of the above, it was worth noting that during the appraisal system or process, staff got to know their performance and areas of improvement as confirmed by 61.3% agreed. Furthermore, it was through this that one could effectively contribute to the growth strategy because every staff's duties fed into the overall mission and vision of the Institute. However, on the other hand, training programmes for supervisors seemed to be lacking as represented by only 33.9% and yet this was key in staff performance and how they contributed to the organizational growth.

4.5.2.2 Administrative Staff Correlation Coefficients on Training Programmes and Staff Performance

In this sub-section, correlation coefficients between the number of training programmes and staff performance dimension by the administrative staff is presented and analyzed.

Table 12: Administrative Staff Correlation Coefficient for Training Programmes

		Performance of Staff
Training Programmes	Pearson Correlation	.848(**)
	Sig. (2-tailed)	.000
	N	62

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

Table 12, reflects the correlation coefficient between organizational growth and staff performance according to the administrative staff. It shows a high, positive relationship of .848 coefficients at 0.01 significance level. This implied that there is a significant relationship between the two variables, thus an increase in training programs greatly contributes to staff performance.

4.6.2.3 Faculty Response on the Relationship between Training Programs and Performance of Employees.

In this sub-section, descriptive statistics of the number of training programmes and staff performance dimensions by the faculty is presented and analyzed.

Table 13: Faculty Response on Training Programmes

s/n	Item	D	N	A	NA
1	Employees are provided relevant strategic information like competitor characteristics and necessary tactics to be competitive	88.8	7.4	3.7	0
2	I understand how my work contributes to the overall success of UMI	7.4	0	92.6	0
3	Staff now conduct and supervise many examinations with the increase in student numbers	3.7	0	96.3	0
4	Current number of staff can competently conduct all the operations of UMI	85.2	11.1	3.7	0
5	Current number of teaching staff is capable of managing all centres and meet the increasing demand of participants	92.6	3.7	3.7	0
6	Employees are hired on the basis of intensive or extensive recruitment efforts resulting in many qualified applicants	0	7.4	88.9	3.7
7	UMI employs more part-time lecturers in bid to cope with the increasing student intake	0	0	96.3	3.7
8	Administrative staff ensure the faculty that are the core of expansion have all facilities in place to enable them carryout their work	11.1	18.5	70.4	0
9	UMI provides training programs for supervisors in performance assessment and evaluation	77.7	14.8	7.4	0

s/n	Item	D	N	A	NA
10	UMI's current infrastructure does not match the increased numbers of participant intake	0	7.4	92.6	0
11	Teaching facilities are inadequate to facilitate learning	3.7	22.2	70.4	3.7
12	My salary is commensurate with the training programs I conduct	7.4	29.6	63	0
13	The faculty is involved in program designs to elicit participation and employee input	11.1	7.4	77.8	3.7
14	UMI has developed my skills through further education, short courses, conferences, workshops to be able to offer quality to our students	0	7.4	92.6	0
15	Employees are consulted to give feedback on the implemented training programs	14.8	25.9	55.6	3.7
16	The faculty do not have the same amount of teaching time	7.4	3.7	85.2	3.7
17	Module leaders do submit coursework marks on time to course managers	77.8	11.1	7.4	3.7
18	Management ensures there are proper academic standings in place, equally distributed among members of staff	7.4	22.2	70.4	0
19	Extra work is rewarded to encourage faculty to teach and travel within the stipulated time	7.4	11.1	77.8	3.7
Average % faculty response		*26.5*	*11.1*	*60.83*	*1.55*

Source: primary data

Table 13 indicates an overall response by the faculty regarding the training programmes and performance of staff at UMI. The overall average of the people who agreed to these statements was 60.83%, those that disagreed were 26.5%, while 11.1% were neutral and 1.55% did not respond or not applicable.

Only 3.7% of the respondents agreed that employees were provided with relevant strategic information about their competitor characteristics and the tactics to be competitive and 92.6% noted they understood how their work directly contributed to success of the institute. However, a big majority of 88.8% and only 4% disagreed respectively. By implication, this meant that the Institute was not being strategic enough to find out what was happening in the external environment and this in a way contradicted with what the systems theory assumed that organizations cannot work in isolation but work with both the internal and external environment. However, the staff new how their work contributed to the success of the institute.

According to the findings in Table 13, 96.3% noted that the faculty conducted and supervised many examinations with the increased number of participants while 3.7% disagreed. *Refer to page 22 (Mohamedbhai, 2008)*. A mere 3.7% each agreed that the number of staff could competently conduct all the operations of the institute and that they were capable of managing all the teaching centres and in position to meet the increasing demands of the participants while 85.2% and 92.6% respectively disagreed to these. In addition, 48% student response revealed that the current number of staff could not ably mann all UMI's centers. Therefore, going by the number of staff to student ratio, the results could be interpreted to mean that the number of academic staff were overwhelmed by the increased number of participants.

The researcher went on to quote the Institute's Director General from the UMI Prospectus 2010/2011 that, *"the effectiveness of management in any organization is the principal indicator of organization's success. This underpins the UMI belief that organizational management is fundamental in the process of creating an environment that supports continuous improvements in individuals and their organizations to better deliver the required services to the clients in the most effective way. The building and developing of management capacity in organizations has to be related to the environmental emerging changes in which organizations exist. It is therefore necessary to position the people and their organization to better fit into and survive in such environment. This is the business of UMI"*. From that background, UMI has had to diversify its programmes and it can be attributed to such that, that's why the current staff are not able to mann all the centres due to increasing number of participants in addition to submitting coursework marks

late. According to UMI Prospectus 2010/2011, below is a summary of the courses offered as per that time;

Table 14: Training Programmes offered by UMI from academic year 2006/2007 to 2010/2011

	2006/2007	*2007/2008*	*2008/2009*	*2009/2010*	*2010/2011*
Short /certificate courses School of Civil service, Public Administration& Governance	67	69	65	65	75
Diploma course	6	7	7	6	6
Post graduate diplomas	10	12	12	12	14
Master's Degree Programmes	1	1	1	2	3
Courses offered on request	-	3	3	3	6

Source: Records form the Institute Registrar's Office

Table 14 shows the number of programmes that the institute was offering from academic years 2006/2007 to 2010/2011. There is a variance in the courses perhaps with the Institute aiming at meeting the needs of its diverse clientele. It indicates that the short courses offered in 2006/2007 were 67 in total which increased to 69 in 2007/2008, dropped to 65 in 2008/2009 and 2009/2010 respectively and then increased to 75 in 2010/2011. In academic year 2006/2007, the number of Diplomas offered at the institute were 6, which increased to 7 in 2007/2008 and remained the same in 2008/2009, dropped to 6 in 2009/2010 and 2010/2011 respectively which may be attributed to scaling down and offering the courses that were suitable at the time. While the Institute offered 10 postgraduate courses in 2006/2007, these increased to 12 in 2007/2008 and remained the same number for academic years 2008/2009 and 2009/2010, and then increased to 14 in 2010/2011. While in academic years 2006/2007 to 2008/2009 there was 1 Master's courses offered at the Institute, these increased to 2 in 2009/2010 and to 3 in 2010/2011 and these were Master's in Management Studies, Masters in Business Administration and Masters in Public Administration

respectively, in a bid to meet the demands of the growing education sector and of its clients. Much as there were no short courses offered on request in 2006/2007, there were 3 offered from 2007/2008 to 2009/2010 and these increased to 6 in 2010/2011.

From the above, one could be right in arguing that UMI management was partly studying its operating environment and was able to respond accordingly so as to meet the demands of its large clientele. Reference to this can be made from the literature review on page 21. However, much as the Institute's staff benefited in various ways such as their skills being enhanced due to introduction on new programmes and the Institute's profile being raised, this also came at a cost. One would agree that the space at the Institute was inadequate to meet the increasing clientele and even some courses that have been credited by the NCHE such as the Post graduate Diploma in Hospital Care and Management had not yet started due to limited space (information got during a face to face interview with one staff from the Institute Registrar's office). And an observation at the Institute during the weekends proved this right because that's when the Institute was fully utilized and one would find scores of participants sitting in corridors attending to an end of module test. The lecturers were few compared to the participant numbers and as a result the former ended up submitting test / coursework results late, the students had to be engaged more in group work and the lecturers did not have time to engage in research which would increase the quality of their work because they were engaged in teaching and marking all the time.

Further 88.9% of the faculty agreed that employees were hired based on intensive/extensive recruitment processes and 96.3% of them noted that the Institute employed more part-time lecturers in bid to cope with the increasing participants numbers. As noted by Mullins (2002) on page 22. This meant that UMI being an education institute with a vision of providing world class

education was concerned witth the importance of bringing on board highly qualified staff and invested in its recruitment process. In addition the management realized that the actual number of staff were not able to handle all the workload and bridged the gap by employing Associate Consultants so as to lessen the burden on the full time staff.

Further to the above, another 70.4% agreed that the administrative staff ensured the faculty who were at the core of expansion had all facilities needed to enable them carryout their work as opposed to only 11.1% that disagreed. As noted by Rowley (1996) on page 23, the administrative staff support research and training activities. This therefore meant that faculty staff alone without the input of the administrative group would not have the necessary skills to accomplish the objectives of the Institute.

Majority, 92.6% of the faculty noted that UMI infrastructure did not match the increased number of participant intakes, while 70.4% indicated that teaching facilities were inadequate to facilitate learning as opposed to only 3.7% who disagreed. This finding rightly supported the issue in the contextual background on the increase in student numbers and the infrastructure at the Institute. Refer to page 9.

The findings also revealed that 63% of the faculty said their salaries were commensurate with training sessions conducted, 77.8% of them were involved in programme design and 92.6% them had their skills developed through further education, short courses, workshops and conferences to empower them to offer quality trainings, while only 7.4%, 11.1% disagreed respectively. Another 55.6% of them noted that employees were consulted to give feedback on implemented training programmes while 14.8% disagreed to this. This could be interpreted to mean that the staff agreed

that their salaries matched their workload which could in a way ground staff and they also owned what they taught since they were involved in the design of the respective programmes.

According to 85.2%, faculty staff did not have the same amount of teaching time to which 7.4% disagreed and only 7.4% agreed that module leaders submitted coursework marks to course managers timely to which 77.8% disagreed. This meant that some of the faculty staff actually had more hours of teaching time in a bid to catch up with the work load and it also meant some staff left work for others while they sat in their offices. And also the fact that there were many participants, it was not possible for the current number of staff to submit marks in time as was the case before the numbers increased.

Similarly, 70.4% of the respondents agreed that management ensured proper academic standings were in place, equally distributed among members of staff with only 7.4% disagreeing. In the words of Kubr (1982), page 27, the Institute was on the right track of operating effectively by having staff with the right technical profiles, experience and training to carry out the required jobs.

The findings also revealed that 77.8% of this category of respondents agreed that extra work was rewarded to encourage the faculty to teach and travel within the stipulated time whereas only 7.4% of them did not agree. As the majority agreed to this, it meant that this acted as a motivator to staff hence being able to perform well.

4.5.2.4 Training Programmes and Staff Performance Correlation Coefficient

In this sub-section, correlation coefficients between the number of training programmes and staff performance dimension by the faculty is presented and analyzed.

Table 15: Faculty Correlation Coefficient for Training Programmes

		Performance of Staff
Training Programmes	Pearson Correlation	.782(**)
	Sig. (2-tailed)	.000
	N	27

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

Table 15, reflects the correlation coefficient between training programmes and staff performance. It shows a high, positive relationship of .743 coefficients at 0.000 significance level. This implies that there is a significant relationship between the two variables, thus an increase in training programmes greatly contributes to staff performance.

4.5.3   Staff Performance

Here, the descriptive statistics of staff performance dimension is presented and analyzed.

4.5.3.1 Administrative Staff Response on Staff Performance

In this sub-section, the descriptive statistics of staff performance dimensions by administrative staff is presented and analyzed.

Table 16: Administrative Staff Response on Employee Performance

s/n	Item	D	N	A	NA
1	Admin staff are overwhelmed with work to match increased number of participants	6.5	22.6	69.4	1.6
2	Current number of admin staff is capable of managing all centres and meet the increasing demand of participants	11.3	22.6	62.9	3.2
3	Every staff is entitled to leave to rest and re-energize themselves	9.6	21.0	67.7	1.6
4	Staff are able to produce error free work despite increase in student numbers	24.2	30.6	35.5	9.7
5	The overall work schedule is not fair	19.3	30.6	43.5	6.5
6	There is teamwork across all departments to implement organizational growth	9.7	24.2	56.4	9.7
7	I receive feedback that helps me improve performance	11.3	19.4	69.3	0
8	Employee performance evaluation are fair & appropriate	14.6	19.4	64.5	1.6

s/n	Item	D	N	A	NA
9	Employees have access to formal grievance/complaint resolution procedure	43.6	16.1	37.1	3.2
10	My superior holds regular departmental meetings to generate ideas/solve problems/discuss factors that may affect staff performance	19.3	27.4	50	3.2
11	There are many cases of absenteeism due to workload pressure	37.1	29.0	25.9	8.1
12	Management provides overtime allowances including working on weekend & holidays	26.2	22.6	43.6	9.7
13	My performance is judged more by how much work I do than how well I do it	32.2	17.7	48.4	1.6
14	Extra work is rewarded to motivate staff	25.8	17.7	46.8	9.7
	Average % response of the admin staff	*20.76*	*22.92*	*51.5*	*4.95*

Source: primary data

Table 16 reflects the overall response of administrative staff as far as employee performance was concerned. On average, 51.5% of the respondents agreed to the statements, 20.76% disagreed, 22.92% were neutral and 4.95% did not respond to those statements.

According to 69.4% of the respondents, administrative staff were overwhelmed with work because of the increased number of participants while 6.5% disagreed. Further, 62.9% agreed that the current number of administrative staff were enough to handle all administrative issues in all the centres with 11.3% disagreeing. These findings revealed that more than half of the respondents agreed that the administrative staff were indeed overwhelmed with the workload but were able to manage all the administrative issues in all the centres.

Table 16 above shows that 67.7% of administrative staff agreed that every staff was entitled to leave to rest and re-energise themselves with only 9.6% disagreeing. And 35.5% noted that staff produced error free work even with the increased number of participants with 24.2% disagreeing.

Similarly, 43.5% agreed that the overall work schedule at UMI was not fair with 19.3% disagreeing meaning that the work schedule was fair. The findings revealed that more staff at 67.7% at the Institute were entitled to leave to rest and re-energise themselves to be able to perform well. Further findings at only 35.5% revealed that staff produce error free work a percentage not convincing enough which could mean that there was a possibility of errors in the work. From the study, the biggest percentage revealed that the work schedule at the Institute was fair.

The findings, 56.4% noted that teamwork was exercised across all departments, 69.3% agreed that they received feedback that helped them improve their performance and 64.5% agreed that employee performance evaluation was fair and appropriate. To these, 9.7%, 11.3% and 14.6% disagreed respectively. This implied that more than half the respondents acknowledged that there was teamwork across the Institute, feedback was given which helped them improve their performance and performance evaluation was appropriate as opposed to the minority that disagreed.

From Table 16, a total of 43.6% disagreed that staff had access to formal grievance / complaint resolution procedures with only 37.1% agreeing that they accessed the grievance procedures. This implied that most staff at the Institute did not have access to the grievance procedures. Furthermore, 50% of the respondents agreed that their superiors held departmental meetings to solve issues that could affect their performance with only 19.3% disagreeing. This implied that at least there was an effort on the side of the supervisors o convene departmental meetings to solve issues that affected staff performance.

Table 16 also revealed that 37.1% disagreed that there were many cases of absenteeism due to work load with only 25.9% agreeing to it which implied that much as the work load was a lot, this did not stop staff from attending to their daily duties.

The data from Table 16 further revealed that 43.6% respondents agreed that overtime allowances were provided to staff that worked on weekends and holidays, with 48.4% agreeing that they were judged more by how much work they did than how well they did it and 46.8% agreeing that extra work was rewarded. To these, 26.2%, 32.2% and 25.8% disagreed respectively. These findings implied that indeed the Institute paid out allowances for working overtime though staff were judged by the quantity of work they did and not the quality of work and also majority agreed that extra work was rewarded with only 25.8% disagreeing.

4.5.3.2 Faculty Response on Staff Performance

In this sub-section, the descriptive statistics of staff performance dimensions by the faculty is presented and analyzed.

Table 17: Faculty Response on Employee Performance

s/n	Item	D	N	A	NA
1	Increased number of participants delays processing of results	0	14.8	85.2	0
2	Staff are able to produce error free work despite increase in student numbers	25.9	44.4	25.9	3.7
3	The UMI faculty and administration staff is already overstretched	3.7	0	88.9	7.4
4	Every staff is entitled to leave to rest and re-energize themselves	7.4	29.6	59.3	3.7
5	The overall work schedule is fair	25.9	51.9	14.8	7.4
6	Amount of work I am expected to do is too much	14.8	7.4	77.7	0
7	There is teamwork across all departments to implement organisational growth	14.8	29.6	55.6	0

s/n	Item	D	N	A	NA
8	My supervisor provides objective, systematic and fair feedback during performance appraisal	3.7	44.4	51.8	0
9	The faculty do not have enough time to engage in research work to improve quality of their work	0	7.4	92.6	0
10	Staff are given opportunity to make comments on the results of their performance	0	29.6	70.4	0
11	There are many cases of absenteeism due to workload pressure	25.9	63.0	11.1	0
12	Management gives study leave so staff can improve their performance	88.9	7.4	3.7	0
13	Management provides overtime allowances, including for working on weekends and holidays	14.8	11.1	63	11.1
14	My performance is judged more by how much work I do, more than how well I do it	18.5	0	81.4	0
	Average % response by the faculty	*17.45*	*24.32*	*55.81*	*2.37*

Source: primary data

Table 17 reflects the overall average response of the faculty on employee performance that revealed an average of 55.81% of them agreeing to the statements, 17.45% disagreeing, 24.32% being neutral and 2.37% not responding to the statements.

According to 85.2% of the faculty respondents, increased number of participants delayed processing results which was also re-echoed by 44% of the participants' response. Only 25.9% noted that staff produced error free work despite increased number of participants. However, a surprising 44.4% of respondents remained neutral which was an indication that staff were not sure of what actually happened in such instances and perhaps the organizational growth of the Institute had a bearing on the quality of work that was produced.

Further, 88.9% indicated that faculty and administrative staff were overstretched as opposed to 3.7% that disagreed. *Contrary to this, one respondent from the Institute Registrar's office noted that she honestly thought that if the Heads of departments had a firm grip on their respective staff, then the current staff could cope and also noted that even some of the teaching staff were engaged in private work outside the Institute. She further noted that the teaching staff thought the Institute*

employed more administrative staff than faculty and yet according to the guidelines of the NCHE, the administrative staff were not supposed to be more than the teaching staff.

Table 17 further revealed that 59.3% of noted that the Institute staff were entitled to leave to rest and re-energize themselves while only 7.4% were opposed to it. However, 3.7% of the respondents disagreed that employees were overstretched, a bigger number 55.5% of them also disagreed that management satisfied employee needs so as to lead full-healthy lives to perform effectively, 7.4% opposed that staff were entitled to leave and 25.9% noted that staff produce error-free work due to increased number of participants.

Only 14.8% agreed that overall work schedule at UMI was fair, with 25.9% disagreeing and the majority remaining neutral which revealed that indeed the work schedule at the Institute indeed favored some while disfavoring the others.

From findings in Table 17, 77.7% of the respondents noted that the amount of work they were expected to do was much with 14.8% disagreeing and 7.4% remaining neutral. This implied that staff were expected to do too much work.

Further findings revealed that 55.6% agreed to teamwork being exercised across all departments at the institute as opposed to 14.8% that disagreed. This could be supported by the General systems theory which depicted organizations as "living things composed of interrelated components or parts" (Doorley & Garcia, 2007); the General systems theory stipulated that an organization and its "systems" were dynamic and that no one component could function independently and that additionally, one part of a system influenced and shaped the other parts in unpredictable ways.

In regards to supervision, 51.8% of the faculty agreed that their supervisors provided objective, systematic and fair feedback during performance appraisals while 3.7% disagreed and 44.4% remained neutral. This implied that more than half of the staff agreed to receiving objective feedback which improved their performance.

Table 17 further revealed that 92.6% of the faculty did not have enough time to engage in research to improve quality of their work. This came out strongly from the participants' responses which revealed that as a result of lecturers not having time to engage in research, they were just copying information from the internet and transferring the same into module handbooks. Furthermore, some lecturers reported to class with fatigue and ended up just giving group work while some lecturers took naps in class (this was also observed by the researcher) while the participants were doing the group work, an indication that they did not get enough time to rest their bodies yet this was very vital if one was to conduct quality classes.

The findings also revealed that 70.4% were given opportunities to comment on their performance results while only 11.1% indicated that there were many cases of absenteeism due to workload pressure with 25.9% disagreeing. However, 88% of the participants' responses disagreed with the statement that management gave study leave so staff could improve their performance while only 3.7 % agreed. This implied that management did not give study leave to most staff.

According to the findings, 63% noted that overtime allowances were provided to staff, including working on weekends and public holidays while 81.4% noted that their performances was judged by how much work they performed than how well they did it. To these statements, 14.8% and

18.5% disagreed respectively. This implied that indeed the Institute paid overtime allowances and staffs' performance was judged by how much work a staff performed than the quality.

Adding to the above, the researcher through the face to face interviews was informed that, in the past, the demands on the teaching staff were very low and they were under paid. However with the expansion, the demands on the teaching staff have increased as they work throughout the week, that is, Monday to Sunday which definitely had an impact on their performance. For example, they are overstretched as there is a great deal of work including teaching, setting tests and exams and also marking the same and yet they also have to find time to develop themselves through research but this is never the case as they do not have time. Further still, the teaching staff are under pressure to further their education by enrolling for PhDs and are expected to carry out research and also publish articles but this is not happening.

One face to face interviewee had this to say; "UMI by nature of its design of financing itself does not have the luxury like Makerere University because the teaching staff at the institute have to account for their time since they are paid well. The amount of work expected of UMI teaching staff is very considerable".

Another interviewee had this to say; "since teaching staff are seemingly overwhelmed with the work load, the Institute is trying to strengthen time-tabling so that there is good allocation of teaching time to teaching staff. And the Institute had also started on having duty officers every week who would ensure that the teaching staff are actually teaching and not dodging classes". However, respondent was not sure how far this method had reached. The duty officers were put in place with an aim of management getting a sense of what happens at the institute during class time. Furthermore, due to increased work load, the Institute was systematically increasing the number of teaching staff by recruiting more of teaching staff and less of the administration staff. The

teaching staff at the time of the research were 51. However, the Institute management knows that some of their teaching staff engage in private work outside the Institute and yet they complain of being over worked. The only dilemma is that it is hard to get evidence to pin such staff as far as their private engagements are concerned. On the positive note, there is a payment schedule in place and staff get paid for the excess work load; Seventy thousand shillings (70,000) for those that teach on Masters level, fifty thousand shillings for Postgraduate and forty thousand (40,000) for ordinary diploma (information obtained from Human Resource Office of UMI).

4.6 Hypotheses Testing

Multiple regression analysis to test the hypotheses postulated to determine the variance of the effect of all the independent variables on the dependent variable were carried out, presented and the following are the results deduced from them. These are also presented hypothesis by hypothesis.

4.6.1 Administrative Staff Model Summary

In this sub-section, model summary of the multiple linear regression analysis between organizational growth, the number of training programmes and staff performance dimensions by administrative staff is presented and analyzed.

Table 18: Model Summary (b) for Administrative Staff

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.856(a)	.733	.724	.25723	.733	80.838	2	59	.000

a Predictors: (Constant), Training Programmes, Organizational Growth
b Dependent Variable: Performance of Staff

The administrative staff data regression analysis output in Table 18 shows the R value = .856, correlation for all independent variables with the dependent variable after all the inter-correlations among the independents variables are taken into account. The R Square (R^2) value = .733 is the explained variance that were statistically significant at .01 level.

The R^2 tells us how much variability exists in organizational growth which is explained by the combined effects of the independent variables, i.e. organization growth which is broken into, rate of student intake and training programmes. So, the combined independent variables 73.3% of the variability in staff performance with a standard error of .25723. The result means that 73.3% (R^2), in staff performance has been significantly explained by the two independent variables while only 26.7% is accounted for by other variables.

This means that an increase in the independent variables would likely cause increase in staff performance equivalent to .724 (adjusted R Square) value. The remaining 28% variance is explained by other factors outside the scope of this study.

4.6.2 The Faculty Model Summary

In this sub-section, model summary of the multiple linear regression analysis between organizational growth broken into rate of student intake and the number of training programmes and staff performance dimensions by the faculty is presented and analyzed.

Table 19: Model Summary (b) for Faculty

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.810(a)	.656	.627	.15155	.656	22.851	2	24	.000

a Predictors: (Constant), Training Programmes, Organisational Growth

b Dependent Variable: Performance of Staff

Similarly, the faculty data regression analysis output in Table 19 shows the R value = .810. The R Square (R^2) value = .656 is the explained variance that was statistically significant at sig = .01 level.

So, the combined independent variables share 65.6% of the variability in staff performance with a standard error of .15155. The result means that 65.6%, in staff performance has been significantly explained by the two independent variables while only 34.4% of the variability is accounted for by other variables.

This means that an increase in the independent variables would likely cause increase in staff performance equivalent to .627 (adjusted R Square) value and the remaining 37% variance is explained by other factors outside the scope of this study.

H1$_1$ = there is a significant relationship between organizational growth and the performance of staff at UMI

4.6.3   Administrative Staff Model Summary for H1$_1$

In this sub-section, model summary of the multiple linear regression analysis between organizational growth and staff performance dimensions by administrative staff is presented and analyzed.

Table 20: Administrative Staff Model Summary (b) for H11

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.743(a)	.553	.545	.32993	.553	74.147	1	60	.000

a Predictors: (Constant), Organizational Growth
b Dependent Variable: Performance of Staff

From the summary given in Table 20 for administrative staff, it was noted that organizational growth had a beta value = 0.743 and was statistically significant (at sig = .01 level) to staff performance. This indicates that there was significant relationship existing between these variables and the positive beta value implied that an increase or improvement in organizational growth would significantly improve or positively affect staff performance.

This finding is also supported by the descriptive statistics in Tables 7 at pg 68, and 16 at pg 87, whereby the majority (59.68%) overall average of administrative staff agreed that student intake grew substantially and at the same time majority (51.5%) also agreed that the staff were equally performing well as opposed to the 13.43% and 20.76% who disagreed respectively.

4.6.4 Faculty Model Summary for H1$_1$

In this sub-section, model summary of the multiple linear regression analysis between organizational growth and staff performance dimensions by the faculty is presented and analyzed.

Table 21: Faculty Model Summary (b) for H1$_1$

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.770(a)	.594	.577	.16132	.594	36.523	1	25	.000

a Predictors: (Constant), Organizational Growth
b Dependent Variable: Performance of Staff

From the summary given in Table 21 for the faculty, it was noted that organizational growth had a beta value = 0.770 and was statistically significant (at sig = .01 level) to staff performance. This

indicates that there was significant relationship existing between these variables and the positive beta value implies that an increase or improvement in organizational growth would significantly improve or affect staff performance.

This is also supported by the findings of the descriptive statistics in Tables 9 at pg72 and 17 at pg90 whereby the majority (59.5%) overall average of the faculty agreed that student intake increased greatly and at the same time majority (55.81%) also agreed that the staff performance was also better as opposed to the 21.93% and 17.45% who disagreed respectively.

H2$_1$ = the number of training programs has a significant relationship with staff performance at UMI

4.6.5 Administrative Staff Model Summary for H2$_1$

In this sub-section, model summary of the multiple linear regression analysis between the number of training programmes and staff performance dimensions by administrative staff is presented and analyzed.

Table 22: Administrative Staff Model Summary(b) for H2$_1$

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.848(a)	.719	.714	.26160	.719	153.374	1	60	.000

a Predictors: (Constant), Training Programmes
b Dependent Variable: Performance of Staff

From the summary in Table 22 for administrative staff, the training programmes had a beta value = .848 and had statistically significant contribution to staff performance. This indicates that there was significant relationship existing between these variables and the positive beta value implied

that increase in the number of training programmes would significantly affect staff performance at UMI.

This finding is supported by the descriptive statistics in Tables 11 at pg76 and 16 at pg87, whereby the majority (60.57%) overall average of administrative staff agreed that the number of training programmes grew substantially and at the same time majority (51.5%) also agreed that the staff were equally performing well as opposed to the 16.83% and 20.76% who disagreed respectively. The frequency statistics however indicates that this was one of the significant dimensions as the employees could not perform well without enough basic infrastructures in form of classroom and hygiene facilities. Whereas some of the physical infrastructure in the various parts of the institute could be well established, others were in various states of establishments and for example, apart from the stock, the physical library structure has never changed.

4.6.6   The Faculty Model Summary for H2₁

In this sub-section, model summary of the multiple linear regression analysis between the number of training programmes and staff performance dimensions by the faculty is presented and analyzed.

Table 23: Faculty Model Summary (b) for H2₁

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.782(a)	.611	.595	.15786	.611	39.243	1	25	.000

a Predictors: (Constant), Training Programmes
b Dependent Variable: Performance of Staff

From the summary in Table 23 for the faculty, training programmes had a beta value = .782 and had a statistically significant contribution to staff performance. This indicates that there was significant relationship existing between these variables and the positive beta value implied that

increase in the number of training programmes would significantly affect staff performance at UMI.

This is also supported by the findings of the descriptive statistics in Tables 13 at pg80 and 17 at pg90 whereby the majority (60.83%) overall average of the faculty agreed that the number of training programmes grew substantially and at the same time majority (55.81%) also agreed that the staff were equally performing well as opposed to the 26.5% and 24% who disagreed respectively. However, from the descriptive statistics there was management commitment to and goodwill in supporting the expansion of training programmes, except for limitations in increasing the number of and rewarding the employees well, possibly explained by lack of adequate funds in order to sustain their performance.

4.6.7   Results of Hypotheses Testing

In this sub-section, results of the hypotheses testing are presented in Table 28 in summary.

Table 24: Summary of the Hypothesis Testing

No.	Hypothesis	Result
$H1_1$	there is a significant relationship between institutional growth and the performance of staff at UMI	Accepted
$H2_1$	the number of training programs has a significant relationship with staff performance at UMI	Accepted

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

The researcher originally set out to; to examine the relationship between organizational growth (rate of student intake) and performance of staff at UMI; to assess the relationship between organizational growth (number of training programs) and performance of staff at UMI; In this chapter, the researcher therefore presents the summary, discussion, conclusions and recommendations of the study based on the objectives that guided the study. Also areas for further studies are suggested to guide future research on this or related topics.

5.2   Summary of the Findings

From the findings, the following summary can be made. Overall, there was a gender balance of all the respondents which meant that all the employees were equally represented as is the case with simple random sampling. A good number of UMI staff are well educated as indicated in Table 5 at pg47 which is a clear indication of the path the institute is taking since it is a training Institute. Respondents were from a wide range of departments which was also an indication of good representability.

5.2.1   The relationship between organizational growth (rate of student intake) and Performance of staff at UMI

As regards expansion, the study found that the majority of staff indicated that UMI was ready for expansion, while this was not the case with the faculty. The Institute's infrastructure, that is; the

library and documentation center, computer labs, accommodation and the dining hall were all found to be inadequate for the increasing numbers.

There are many intakes as compared to the past which have had a bearing on the performance of staff and this evident by the fact that the faculty staff now conduct more classes as compared to the past and this limited their time to engage in research work hence compromising the quality of trainings delivered.

On the other hand, the Institute's growth enhanced staff skills although they were over stretched as they had to move and conduct lessons in the other regional centers. The administrative staff were able to upgrade academically in a bid to keep up with the pace of growth and appreciated the challenging assignments and the exposure the Institute's growth brought forth. The study also revealed that much as the Institute offered competitive salaries to its staff, there was still a lot of work load which resulted in staff having to work long hours.

Overall, the study revealed that the growth of the Institute affected the performance of staff and as a result, the Institute embarked on recruiting more staff to be able to meet the increasing demands. And the Institute is making an effort to put up infrastructure which will match the increased student intakes.

5.2.2 The relationship between organizational growth (number of training programs) and Performance of staff at UMI

In summary, the majority of administrative staff understood how their work contributed to the overall success of the Institute and they ensured that the faculty staff had all the facilities in place.

The institute had a clear appraisal system in place that enabled staff discover their abilities to demonstrate superior performance and potential to grow.

There was an increase in the number of training programs and the Institute responded by extensive recruitment efforts to bring on board more faculty staff that were highly dedicated and committed and more so, understood how their work significantly contributed to the overall success of the Institute. These appreciated the clear appraisal system in place that helped individuals discover their abilities for superior performance. Most faculty staff were consulted before new programs were introduced and they were involved in program design which enlisted their participation. Majority 92.6% appreciated their skills being developed through further education in various ways supported by the institute. However, majority of faculty staff were not provided with strategic information on competitor characteristics which would help them be ahead of the game.

The current number of staff could not competently handle the operations of the institute which led to delays in submitting test / coursework or examination results to the Institute Registrar's department for processing by faculty staff and therefore in a bid to cope with increasing work load, the Institute employed Associate Consultants. However, not all of the teaching staff had the same teaching hours as some of them preferred to stay in their offices while others conducted many lessons which was risky as this meant they did not have enough time to engage in research to improve the quality of their work.

5.3   Discussion

5.3.1   The relationship between Organizational Growth (rate of student intake) and Performance of staff at UMI

The study revealed that administrative and faculty staff had a positive relationship of 0.743 at 0.000 significance level and a high, positive relationship of .770 coefficients at 0.01 significance level respectively. This implied that there was a significant relationship between the two variables, thus an increase in organizational growth (rate of student intake) greatly contributed to staff performance.

The majority of administrative staff agreed that the Institute was ready for expansion to regional centres but this was contrary to the findings from the faculty staff that indicated that the Institute was not ready for expansion. However, both categories were in agreement on the issue of the Institute not being ready for increased student numbers. As noted by Effah (2005) and Obanya (2004) on page 25, Institutes of higher learning were experiencing a rapid rise in participant numbers because of liberalization of education even when they were not ready in terms of infrastructure development. In other words, they felt that the Institute rapidly expanded without taking into full consideration the man power that would manage the other regional centres and did not fully comprehend the workload that would result from having many participants. However, this could be attributed to the fact that UMI is now self sustaining as a result of the reduced subsidies it receives from government and expanding its services could be attributed to sourcing finances to manage its operations.

Facilities at the Institute were overwhelmed due to increased numbers and this was in agreement with reviewed literature which indicated that increase in student numbers did not match with the academic facilities. The researcher observed that the Institute was seriously constrained in terms of facilities as they are limited since they were originally designed for the Institute of Public Administration which was meant for few numbers. Observation on this was made especially on weekends when some lecture rooms were full to capacity and the situation was made worse during end of module tests whereby almost all participants showed up for the tests and some ended up sitting in the corridors. This usually happened to courses that were over subscribed to for example, the monitoring and evaluation course. Using observation as noted by Amin (2005), the researcher was able to obtain first-hand information about the objects, events and object-event interactions of interest which were more valid and provided additional, unexpected but useful information.

The study revealed that as a result of the high numbers of participants, lecturers resorted to giving more of group work instead of individual assignments because the latter involved marking many scripts which took a lot of time. These findings were found to be consistent with the views that overcrowding of lecture rooms, laboratories, students' residences and libraries, resulted in detorioration of the physical infrastructure and wearing out of the equipment (The Economist, 2005; Chevaillier, 2000; Adu & Orive, 2006). Indeed, Ajayi et al. (1996) confirm that "many of the older universities were planned when much smaller numbers of students and staff were envisaged".

The study found out that the Institute had an intensive/extensive recruitment process that ensured that staff of high academic standing were brought on board in line with the Institute's mission and vision. Mullins (2002) noted that the manner in which staff were appointed and recruited was a

major factor in the performance of the workforce and in meeting the objectives of the organization. From the findings, the Institute was keen on the technical qualifications of its staff and considered issues of training and development of staff as key to enabling it achieve its growth strategy. In addition, it provided competitive salaries so as to have stable staff and not those that are always searched for greener pastures. However, it found out that the administrative staff are usually not beneficiaries of training programs that would enhance their performance.

The study found out that the existing infrastructure was very limited to enable the Institute expand / grow as supported by one face to face interviews which revealed that infrastructure was still a limiting factor because there were many people leaving universities who wanted to further their existing knowledge by enrolling at the Institute and this resulted into high numbers of participants but this was still not matched with the existing infrastructure although this was an opportunity for the institute to make more money. This finding was supported by a newspaper article which appeared in the national daily, New Vision, May 29, 2012, page 6, – which reported that *"UMI in Kampala is setting up a shillings 18b structure to cater for the increasing number of people who need the institution's services. The five-storied building will comprise a modern ICT laboratory, lecture rooms, conference centre, administration offices and staffroom".* In the same article, the Director General, James Nkata, told New Vision that the facilities at the Institute could not cater for the increasing number of scholars they get. He was thus quoted *"The current lecture rooms were designed to suit few students the institution had in its initial stages. The student population has, however, increased by 120% in the last 20years".* Nkata further noted that the structure is part of the institution's larger plan to make it a world-class management institute. In the very article, UMI's head of higher degrees at the time, Benon Basheka, noted that the institution's programmes were on high demand but the Institute could not meet the demand because of

inadequate facilities. He was quoted, *"At first, we only had day programmes but with the influx of more students, we had to introduce an evening programme and lately, a weekend programme. But this has not solved the problem of large numbers of learners".* He further said that they set up branches in Mbarara, Gulu and Mbale to match with the demand for their services but the demand was still overwhelming. *"With the new structure, we hope to accommodate more students and continue delivering quality services"*, Basheka added.

5.3.2 The Relationship between organizational growth (number of training programs) and performance of staff at UMI.

The study found that administrative and faculty staff had a positive relationship of 0.848 coefficients at 0.01 significance level and a high, positive relationship of .782 coefficients at .000 significance level respectively. This implied that there was a significant relationship between the two variables, thus an increase in training programmes greatly contributed to staff performance.

The study found that a big percentage of them understood how their work greatly contributed to the overall success of the Institute and that staff were highly dedicated and talented to undertake the required transformations. However on the contrary, a staff from the Institute Registrar's office noted that their office was always overwhelmed with a lot of work especially during examination time, graduation time and also during registration and admission time and these were continuous activities since the Institute admitted participants throughout the year due to the modularization of programmes. The interviewee further noted that the department was always at the receiving end because it received work late from other departments which was attributed to the increasing number of participants and also to the fact that some teaching staff were on study leave. As a result of this, there were seasons when staff in the Institute Registrar's department could not go on leave.

The Informant further noted that at times staff reported for work as early as 7am, worked through lunch and even stayed on up to 8pm due to too much work during the peak seasons of the year that is, graduation time, and yet the Institute could not pay extra hours. The interviewee further noted that if extra staff could be recruited for the department, they could then be able to re-schedule their work well and maybe work in shifts. In line with the reviewed literature on page 36, Mohammedbhai (2008), noted that most lecturers faced with large numbers of students spend much time marking scripts and organizing regular assessment and end up not having time for research.

Quoting one face to face respondent; *"as a result of the expansion, discipline at times loses touch as the teaching staff do not have personal touch with the students because of the large numbers though the only consolation is that the participants are mature and they know why they are at UMI. Discipline on the side of the staff may also be hard to monitor. However, there are evaluation forms which participants fill at every end of module to evaluate the performance and behaviour of staff. However, these evaluations may not be forth right and it also takes time to pin somebody. But of course if there is poor performance on the side of the staff, such staff have to be weeded out. However, the reality of the matter is that colleagues fear to antagonize other colleagues and would rather leave everything as is. For example, a Head of Department may not be comfortable terminating some staff because these maybe the very people that elected him/her to the chair and may feel that they have a duty towards them. However the Quality Assurance department is trying to follow up on some of the issues that they receive but may not be following through well as there are compromises made and some people also take time to report issues to them".*

The study found out that for the Institute to achieve objectives, management was bent on developing staff skills by for example sending them for short courses of study, conferences and

workshops management ensured proper academic standings were in place. Ayeni and Kiggundu (1996), noted that while formal academic qualifications did not necessarily predict performance, it was important to realize that institutions wishing to pursue academic strategic goals were concerned with the technical qualifications of their staff.

The study also found that staff salaries were commensurate with the training sessions conducted with a good percentage (63%) attesting to this and a good number of teaching staff indicated that they were involved in programme design which helped enhance their performance. One respondent noted that as a result of the expansion, a good number of teaching staff had enrolled on PhD programmes but this ideally meant that these taught for a few hours which put pressure on the Institute to ensure that there were proper academic standings in place to cover for them and this was anticipated to be sorted soon.

The study further revealed that the current number of faculty staff was not enough to conduct all the teaching operations of the Institute and during one of the face to face interview, the researcher was informed that, originally the students were few and lecturers were in position to mark their work in time and engaged students in productive discussions. However, with increased numbers, this had changed because lecturers engaged students in more of group work and it was more of students revising by themselves. The Staff were also few to manage all teaching assignments as some of them had enrolled for further studies and the Institute brought on board Associate Consultants to fill the gaps. One staff from the human resource department had this to say; *"the numbers of students are over whelming and yet staff numbers are not yet able to match them and as a result, the teaching staff available have many demands on them".* The staff pointed out that recruitment of teaching staff was ongoing and the Institute was using Associate Consultants to

meet the demand. However, some Consultants were on demand since students only demanded for them and as a result, these were overwhelmed.

Contrary to the above, a staff from the Institute Registrar's office had this to say; *"Also as a result of the growth, the Institute is recruiting lecturers in a bid to cope with the growing numbers and of now, the teaching staff are enough because the institute also contracts Associate consultants to beef up the gap. This is cheaper for the institute because these are only paid for hours worked. Having many permanent staff is much more expensive because this involves them being part of the gratuity scheme and having a constant salary yet the Associate Consultants only come in when there is need. For example, for the MBA programme which is currently for weekends only, the Institute has external professors to ensure issues of quality since the Institute has to comply with the standards of the NCHE and improve on their product. The NCHE allows a ratio of 1:50 (teacher: student). And as per this moment, UMI is within the ratio for the post graduates".*

The study found out through one face to face interview that there was "organizational politics" whereby some lecturers were favoured and given more teaching hours so as to get more money while others were teaching less and as a result, those with fewer teaching hours were demoralised.

5.4   *Conclusions*

5.4.1   The relationship between Organizational Growth (rate of student intake) and Performance of staff at UMI

The study concluded that there was a significant positive relationship between organizational growth and the rate of student intake implying that as a result of the increased student intakes, facilities such as the library and documentation centre, computer labs and dinning spaces were

inadequate to match the increased participant numbers. Similarly, hygiene facilities such as toilets were inadequate for all employees and students, teaching facilities could not comfortably accommodate the increasing participant numbers and residential accommodation could not handle the demand for students' accommodation.

The study further concluded that the Institute not ready for the increased number of participant intakes and more so for the expansion to regional centres. Add that office equipment was not enough to enable staff competently perform their work efficiently and effectively.

It was also concluded that much as management provided competitive salaries, this was still not equivalent to the workload.

On a positive note, the study concluded that employees were hired on the basis of intensive / extensive recruitment efforts which resulted in many qualified applicants.

5.4.2 The Relationship between organizational growth (number of training programs) and performance of staff at UMI.

The study concluded that there was a strong positive relationship between organizational growth and the number of training programmes implying that management was concerned with developing staff skills through further education to improve the quality of work and was concerned with the technical academic qualifications of staff in addition to considering staff training and development as crucial in a bid to provide world class education. The NCHE (May, 2011; pg. 9) states that regarding staff development, knowledge and wisdom are acquired through observation, research and learning and that every university educator must be given opportunity to improve academically. Further on the side on administrative staff, the study concluded that staff understood

how their work contributed to the overall success of the Institute and that Institute had a dedicated staff. It further concluded that there was a clear appraisal system which enabled staff discover their abilities for superior performance. However, it concluded that the Institute did not provide training programs for supervisors in performance assessment and evaluation.

On the side of the faculty staff, the study concluded that their salary was commensurate with the training programs taught and that they were involved in program design which enlisted their full participation. It also concluded that their skills were developed further through short courses, workshops, and that they were consulted to give feedback on the training programs. It also concluded that management ensured proper academic standing were in place and equally distributed among members of staff and that extra work was rewarded.

However, the study concluded that staff were not provided with relevant strategic information such as competitor characteristics. It also concluded that staff now conducted and supervised many examinations due to increase in participant numbers and as a result submitted coursework marks late. And that the teaching staff overstretched to handle all the teaching roles of the Institute and as a result of this the Institute employed Associate Consultants to cope with the increasing work load though not all staff had the same teaching time. In also concluded that faculty staff did not get enough time to engage in research work to improve the quality of their work

5.5   *Recommendations*

The recommendations are derived from the conclusions drawn from findings of the study and are also specific to the objectives. It should also be noted that these recommendations are addressed to inform policy at ministerial, local government and also technical levels.

5.5.1   The relationship between Organizational Growth (rate of student intake) and Performance of staff at UMI

The study recommended that UMI management should:

1. Address the shortage of facilities such as classrooms, library, computer labs, dinning, toilets, and accommodation due to increased participant numbers by constructing other modern physical structures and renovating the existing facilities.

2. Government through Ministry of Education and Sports (MoES) should plan to support and empower the institute through provision of government grants to enable them implement the estates development plan.

3. Properly plan for the expansion and this should be supported by functional systems such as; Quality assurance systems; Finance software: which should be up to-date; the course delivery systems - a system that is effective should be put in place to ensure that the delivery mode in class is as is expected – classroom delivery monitoring and people with the right attitude.

4. Not be tempted to open up other outreach centres but not until the existing one have been well established.

5.5.2 **The Relationship between organizational growth (number of training programs) and performance of staff at UMI.**

1. Management through the Human Resource department should maintain their concern for technical academic qualifications of staff to enable realization of UMI's mission. This should be done through considerations for training and development of all employees, administrative or faculty with requisite skills to empower them in their respective professions.

2. UMI should assess and re-evaluate the existing programmes to ascertain their relevance in the current job market. Some of the courses that are not breaking even should be discontinued to free up space and fully embrace courses such as Monitoring and Evaluation that are always being over subscribed to. However courses such as the post graduate diploma in Public Administration should not be discontinued because that's the main reason for the existence of the Institute

3. The study also recommends that an appropriate reward system be designed and implemented for staff to motivate them. For instance, UMI Management should use the Dual Factor Theory by Fredrick Hertzberg (1954) to motivate and reward staff in which he identified two separate group of factors that had a strong bearing on motivation – the Hygiene which include, policies, administrative supervision, salary and working conditions; and Satisfiers/Motivators which include: achievement, promotion, recognition, responsibility and the job itself and the latter help to grow personality.

4. UMI through its Human Resource department should recruit and maintain adequate number of highly dedicated / motivated, talented, creative and entrepreneurial faculty as

well as administrative staff that can competently conduct all the operations of UMI including managing all the regional centres and meet the increasing demand of participants. This could address one of the persistent problems of delayed marking and submitting results late, enough time to carryout research and publishing articles, employing more part-time lecturers and a faculty conducting and supervising many examinations among the faculty, as well as poor customer care and exhaustion and work fatigue among the administrative staff.

5. Attracting Consultants in "hot" areas such as Monitoring and Evaluation and Procurement is proving futile because these are not many in the country. For instance, the Institute put out an advert for Procurement Specialist to handle the new Masters in Procurement but no applications were received. It is therefore recommended that Management should ensure that staff are available or in the market before introducing a new programme of study.

6. Management should supervise the teaching processes to ensure that work is equally divided to avoid over burdening some lecturers who have to teach for many hours and yet they may not be delivering quality due to exhaustion.

5.6   *Recommendations for Further Research*

The findings of this study definitely have provoked some thoughts and generated areas which require some further research on the topic of effects of organizational growth on performance of employees of Uganda Management Institute. For example, there is need for a longitudinal study on the same topic as this was cross-sectional, and also there is need to investigate the same topic in regard to other private sector universities or training institutions in Uganda. There is also need for further research to establish the other factors that could explain the unaccounted for 26.7% and

34.4% of variability in staff performance since the two combined independent variables investigated in this study could explain 73.3% and 65.6% for administrative staff and the faculty respectively.

References

Adu, K. & Orivel, F. (2006). *Financing Strategy for Tertiary Education in Ghana*, Final report submitted to the National Council on Tertiary Education.

Ajayi et al. (1996). *The African Experience with Higher Education*, AAU. Ohio University Press Athens.

Amin E M. (2005) University of Yaounde I; Printed and published in Uganda by Makerere University Printery.

Armstrong M. (2002) *Employee Reward* (3rd edition). London: CIPD.

Ayeni V O and Kiggundu M N (1996) The Future of Uganda Management Institute. Report of a Commonwealth Advisory Mission, Nov. 1996

Bacal, R. (2008). Performance Enhamncement: Diagonising Performance Problems published by McGraw-Hill.

Barret, B. (1998). 'What is the function of a University? Ivory tower or trade school for plumbers?' Quality Assurance in Education, 16(3).

Becker, G., DeGroot, M. & Marschak, J., (1964). Measuring utility by a single-response sequential method. *Behavioral Science*, *9*, 226–236.

Berg, B. L. (1989). Qualitative research methods for the social sciences. Boston: Allyn and Bacon."

Bertalanffy, von, L. (1968). *General systems theory*. New York: Braziller.

Burgess RG (ed.). Field research: a sourcebook and manual. London and New York: Routledge, 1989.

Castkar P, Bumber C J, Sharp J M and Belohonbek P (2001) Factors affecting successful implementation of high performance teams. Team Performance Management: International Journal, Vol 7 No 7/8 pp 123 – 134

Certo, C. S. (2003). Modern Management. Pearson Educational. 9th ed. Pearson International Jersey.

Chadan, J. S. (1997) Management. Concept and Strategies, Vikas Publishing House PVT Ltd India

Chevaillier, T. (2000). *The Changing Conditions of Higher Education Teaching Personnel,* Sectoral Activities Programme, Working Paper (IREDU –CNRS)/ Université de Bourgogne, ILO Geneva, July.

Cohen, J. and Cohen, P. (1983). Applied multiple regression / correlation analysis for the behavioral sciences (2nd ed.). (Hillsdale, N. J: Erlaum).

Crosby, Philip B. *The Eternally Successful Organization: The Art of Corporate Wellness.* New York: New American Library, 1990.

(Denscombe, M. (1998). The Good Research Guide for Small Scale Research Projects, Open University Press, Philadelphia.

Doorley, J. & Garcia, H. F. (2007). *Reputation Management: The Key to Successful Public Relations and Corporate Communication.* New York: Routledge.

Effah, P. (2005). *Private higher education: an analysis of its growth and expansion in African Countries*. UNESCO. Ed. N.V. Varghese. Paris.

El-Khawas E (2001) Today's universities: responsive, resilient or rigid? Higher Education Policy, Vol.14, pp 241 – 248

Ferrair S and Lancastr D F (1997) Management of Training Institutions: A handbook, International Training Centre of the ILO, Turin, Italy

Fisher, C.D. and Southey, G. International human resource management in the introductory ... Journal of Management Education, 1999, 23, 509-536.

Grant R M (2002) Contemporary Strategy Analysis: Concepts, techniques, applications. Blackwell Publishers Ltd, Oxford, UK.

Gibbons M. (1998) Higher education relevance in the 21st Century. Paper presented at the UNESCO World Conference on Higher Education. Washington. The World Bank

Harris, T. E., & Nelson, M.D. (2008). *Applied organizational communication: Theory and practice in a global environment*. New York: Lawrence Erlbaum.

Herzberg, F., Mausner, B. And Snyderman, B. B., (1959). The motivation to work. John Wiley. New York

Infante, D.A., Rancer, A.S. & Womack, D.F. (1997). *Building communication theory*. Prospect Heights, Illinois: Waveland Press.

Jamil Salmi (2005); The Capacity Building Challenge in Developing Countries: Role and Importance of Tertiary Education and Research

Jones, E., Watson, B., Gardner, J., & Gallois, C. (2004). Organizational communication:Challenges for the new century. *Journal of Communication, 54*(4), 722-750.

Ka-ho Mok and Hiu-hong Lee (2000) Globalisation or recolonisation: higher education reforms in Hong Kong.

Kasozi, A.B.K - The development of a strategic plan for higher education in Uganda 2001-5: the interplay of internal and external forces in higher education policy formation in a southern country. Nuffic Conference 'A Changing Landscape', The Hague, 23-25 May 2005

Kasozi, A.B.K., and Musisi N.B. 2002. Decentralization and Tertiary Institutions of Learning in Uganda. Makerere Institute of Social Research. Uganda.

Kay J. (2000) A lost cause? Prospect. Available on-line: http//www.prospect-magazine.co.uk/

Robert Louis Kahn and Charles F. Cannell; The dynamics of interviewing: theory, technique, and cases; Edition 4, Publisher Wiley, 1957.

Kotter J P (1996) Leading Change. Harvard Business School Press, Boston, Massachusetts, USA.

Kreitner, Robert (1986). Management. 3rd Edition. Arizona State University

Kubr M (ed) (1982) Managing a management development institution. Management Development Series No. 18, ILO, Geneva

Kuski, F. (2003). "Employee Satisfaction in higher education: The case of academic and administrative staff in Turkey" Career Development International Vol.8, no.7

Kvale, Steinar. Interviews An Introduction to Qualitative Research Interviewing, Sage
Publications, 1996

Littlejohn, S.W. (2001). *Theories of Human Communication*. Belmont, CA: Wadsworth/

Luthans, Fred. (1989). Organizational Behavior (p. 36). New York: McGraw-Hill.

Massie, Joseph L. and John Douglas. (1992). Managing: A Contemporary Introduction (p. 48).
Englewood Cliffs: Simon & Schuster Company.

McCelland S. (1994) Gaining competitive advantage through strategic management development.
Journal of Management Development, vol. 13 No.5, pp 4-1

McNamara, Carter, PhD. General Guidelines for Conducting Interviews, Minnesota,

Middlewood, D. & Lumby, J. (Eds.). (1998). Strategic management in schools and colleges.
London: Paul Chapman Publishing Ltd.

Mitiku A. and Wallace J.B. (1998) Preparing East African managers for the twenty first century.
Journal of Management Development, vol. 178 No. 1, pp 46-62

Mohamedbhai Goolam (2008). The effects of massification on higher education in Africa).

Mugenda, O.L. and Mugenda, A.G. 1999. Research methods: quantitative and qualitative
approaches. Nairobi: African Centre for Technology studies.

Mullins L J (2002) Management and Organisational Behaviour 6th edition FT Prentice Hall,
London.

Mutula. S. M. (2002). Challenges Facing the Management of Examinations at Makerere University. Master's in Public Administration thesis, Makerere University.

Namuhana A.B; MMS (HRM)/18/2011; Human Resource factors affecting the quality of health service delivery in Mukono District.

Newman F. (2000) Saving higher education's soul. Change, vol. 33 No5, pp 16-23

Oakland, J.S. (1999). *Total Organizational Excellence*, Oxford: Butterworth- Heineman.

Obanya Pai (2004). *Educating for the Knowledge Economy*. Ibadan. Mosuro Publishers. Ibadan.

Odhiambo, F. (2005). Design of and practical experiences with the Learn @ ELL knowledge management module. KM4D Journal 1 (2): 4 – 18. www.km4dev.org/journal.

Organ W, Dennis and Bateman S. Thomas (1991). Organizational Behaviour, Published by Richard D Irwin; 4 sub edition.

Ouchi, William G. (1981). Theory Z. New York: Avon Books.

Penrose ET. (1959). The Theory of the Growth of the Firm. Oxford University Press: New York

Peters, T (1990) Get innovative or get dead, California Management review, 33, 9-26

Punch F. Keith (2000) Introduction to social research: quantitative and qualitative approaches; Sage Publications, London, Thousand Oaks. New Delhi.

Randall J (2002) Quality assurance: meeting the needs of a user. Higher Education Quarterly, Vol.56, No.2, pp 188 – 203.

Reid, C.D., and Clifford, B. (1999). Developments in the electronic delivery of information services for management education. Business Information Review 16(3), 151-157.

Robbins, S. P. & Coulter, M. (1998). Management (5th ed.). New Delhi: Prentice Hall.

Rowley, J. (1996) "The waiting experience: towards service quality in the leisure industry", International Journal of Contemporary Hospitality Management, Vol. 8 Iss: 1, pp.16 – 21

Rue L.W and Byars L. B 2004; Human Resource Management; Published by McGraw, Hill/Irwin.

Saint W S (1992) Universities in Africa: Strategies of stabilization and revitalization. World Bank Technical Paper No. 194, African Technical Dept Series, Washington DC

Sarantos, S. (1998). Social Research 2nd Ed Macmillan Press, Hongkong

Saunder L and Thornhill (1997); Research Methods for Business Students. Financial Times London.

Sekaran, U (2003). Research methods for Business: A Skills Building Approach. 4th edition. John Wiley and Sons Inc. USA.

Sharma B. and Roy J. A. (1996) Aspects of the internationalisation of management education. Journal of Management Development, vol15 No. 1, pp 5-13

Sjoberg G, Nett R. *A methodology for social research.* Harper and Row, 1968. Appendix 1

Ssonko W.K.D. (2007) The impact of Structural Adjustment Programmes on uganda (with particular reference to Uganda Management Institute), a PhD Thesis submitted to Glasgow University.

The Economist. (2005). *Survey: Higher Education, A world of opportunity*, 8 Sept. Retrieved in 2007 from http://www.economist.com/displaystory.cfm

Trochim, W.M.K, Reseaerch methods knowledge base; Published by Cengage Learning, 2006
Veronique Ambrosim (2002) Resource-based view of the firm. in Mark

Jenkins and Veronique Ambrosim (eds) (2002), Strategic Management: A multi-perspective approach Palgrave, New York.

Tsang, M. C., Rumberger, R. W. & Levin, H. M. (1991). The Impact of Surplus Schooling on Worker Productivity, *Industrial Relations*, *30*(2), 209-228.

Uganda Management Institute Strategic Plan 2008 – 2013 (Approved by the Council on 12 / 12 / 2007.

Veronique Ambrosim (2002) Resource-based view of the firm in Mark Jenkins and Veronique Ambrosim (eds) (2002), Strategic Management: A multi-perspective approach, Palgrave, New York.

Weihrich, H. & Koontz, H. (2005). Management. Singapore: Mcgraw-Hill International Ed.

World Bank (2002) Constructing knowledge societies: New challenges of tertiary education, Washington DC.

Yamane, Taro. 1967. Statistics, An Introductory Analysis, 2nd Ed., New York: Harper and Row.

Yin Cheong Change (2004) Fostering local knowledge and human development in globalization of education. The International Journal of Education Management, Vol. 18, No.1, pp 7 – 24.

UNESCO-BREDA, (1997). Report on the State of Education in Africa: Challenges and Reconstruction. UNESCO Regional Office for Education in Africa (BREDA). Nov. UNESCO, Dakar.

Appendix 1: Questionnaire for Administrative Staff

Dear respondent,

My name is Anne Gabagaya, a participant of UMI - MBA 2 and I am carrying out a study on the effects of organizational growth on the performance of employees of Uganda Management Institute. It is further intended that through this study, solutions to issues affecting performance of staff will be sought which will be compiled and the dissertation presented to the institute's management for consideration.

In light of this, you are kindly requested to participate in this study by completing the attached questionnaire. Your response will be kept confidential and will be used only in combination with answers from other respondents for the purpose of this study. You do not need to disclose your name unless you specifically wish to do so.

Please return the completed questionnaire to the undersigned as soon as you can.

Thank you for your valuable time and participation in this study.

Anne Gabagaya
MBA 2 Participant
P.O. Box 1630, Jinja

Questionnaire on organizational growth and the performance of employees in public sector organizations: a case study of Uganda Management Institute

For administrative staff

Section A: Background Information of the Respondent

1. Your Gender(please, tick that applies)   1 = Male;   2 = Female

2. Your Current Highest EducationQualification (please, tick that applies)

      1 = Secondary;   2 = Diploma; 3 = Postgraduate Diploma;   4 = Bachelor's
      degree; 5 = Master's degree;   6 = PhD;   7 = Others (please, specify)

3. Your Age group(please, tick that applies)

      1 = up-to 20 years old;   2 = 20 – 29 years old;   3 = 30 – 39 years old;
              4 = 40 – 49 years old;   5 = 50 – 59 years old; 6 = Above 59 years old

4. How long have you been in employment at UMI?

1 = up-to 5 years;   2 = 5 – 10 years;   3 = 10 – 15 years;   4 = Above 15 years

5. Indicate any of the following staff development programmes that you are currently undergoing to improve the quality of work in relation to the institute's growth

      1 = PhD;   2 = Masters;   3 = Bachelors;   4 = Postgraduate diploma;
              5 = Ordinary Diploma;   6 = Observational visits to other institutions;
              7 = Collaborative research;   8 = Other (please, specify)

Section B: Work Related Activities of the Respondent

6. Please, indicate those things that motivate you to do your job

      (i) …………………………………………………………………………

      (ii) …………………………………………………………………………..

      (iii) …………………………………………………………………………..

      (iv) …………………………………………………………………………

7. Please, indicate the most challenging points in your job

      (i) ………………………………………………………………………….

      (ii) …………………………………………………………………………

(iii) …………………………………………………………………………..

(iv) …………………………………………………………………………

Section C: Organizational Growth (Rate of Student Intake)

Using the following linkert scale, please indicate (tick) the extent to which you agree with the following statements in this section from number 1 – 28)

Strongly disagree	Disagree	Neither agree nor disagree	Strongly agree	Agree	Not applicable
1	**2**	**3**	**4**	**5**	**6**

s/n	Item	1	2	3	4	5	6
1	UMI was ready for the expansion to outreach centres in terms of administrative factors						
2	UMI was ready for the increased number of participant intakes						
3	As a result of increased intake, facilities at UMI are overwhelmed						
4	The library and the Documentation Centre are inadequate for the increasing intake of students						
5	The computer labs are inadequate for the increasing number of students						
6	The dining facility does no match increase in student numbers						
7	Residential accommodation is inadequate to handle demand for students' accommodation						
8	Hygiene facilities such as toilets are inadequate for all employees and students						
9	Employees are hired on basis of intensive/extensive recruitment efforts resulting in many qualified applicants						

Section D: Organizational Growth (Training Programmes)

Using the following likate scale, please indicate (tick) the extent to which you agree with the following statements in this section from number 1 – 27)

Strongly disagree	Disagree	Neither agree nor disagree	Strongly agree	Agree	Not applicable
1	**2**	**3**	**4**	**5**	**6**

s/n	Item	1	2	3	4	5	6

1	UMI has developed my skills through further education, short courses, conferences, workshops to improve quality of my work for new programs offered						
2	Management is concerned with the technical academic qualifications of staff to enable realization of UMI's mission & vision						
3	Management considers training & development of admin staff crucial to UMI's expansion						
4	I understand how my work contributes to the overall success of UMI						
5	UMI has enough highly dedicated, talented, creative and entrepreneurial admin staff that can undertake required transformations						
6	Administrative staff ensure the faculty that are the core of expansion have all facilities in place to enable them carryout their work						
7	Clear appraisal system that enable individuals discover their abilities to demonstrate superior performance and potential to grow						
8	Performance standards expected from employees are set clearly at the beginning of evaluation and understood by both supervisor and supervisee						
9	UMI provides training programs for supervisors in performance assessment and evaluation						

Section E: Staff Performance

Using the following linkert scale, please indicate (tick) the extent to which you agree with the following statements in this section from number 1 – 41)

Strongly disagree	Disagree	Neither agree nor disagree	Strongly agree	Agree	Not applicable
1	2	3	4	5	6

s/n	Item	D	N	A	NA
1	Admin staff are overwhelmed with work to match increased number of participants	6.5	22.6	69.4	1.6
2	Current number of admin staff is capable of managing all centres and meet the increasing demand of participants	11.3	22.6	62.9	3.2
3	Every staff is entitled to leave to rest and re-energize themselves	9.6	21.0	67.7	1.6
4	Staff are able to produce error free work despite increase in student numbers	24.2	30.6	35.5	9.7

s/n	Item	D	N	A	NA
5	The overall work schedule is not fair	19.3	30.6	43.5	6.5
6	There is teamwork across all departments to implement organizational growth	9.7	24.2	56.4	9.7
7	I receive feedback that helps me improve performance	11.3	19.4	69.3	0
8	Employee performance evaluation are fair & appropriate	14.6	19.4	64.5	1.6
9	Employees have access to formal grievance/complaint resolution procedure	43.6	16.1	37.1	3.2
10	My superior holds regular departmental meetings to generate ideas/solve problems/discuss factors that may affect staff performance	19.3	27.4	50	3.2
11	There are many cases of absenteeism due to workload pressure	37.1	29.0	25.9	8.1
12	Management provides overtime allowances including working on weekend & holidays	26.2	22.6	43.6	9.7
13	My performance is judged more by how much work I do than how well I do it	32.2	17.7	48.4	1.6
14	Extra work is rewarded to motivate staff	25.8	17.7	46.8	9.7

Thank you very much for your invaluable time

Appendix 2: Questionnaire for Faculty

Dear respondent,

My name is Anne Gabagaya, a participant of UMI - MBA 2 and I am carrying out a study on the effects of organizational growth on the performance of employees of Uganda Management Institute. It is further intended that through this study, solutions to issues affecting performance of staff will be sought which will be compiled and the dissertation presented to the institute's management for consideration.

In light of this, you are kindly requested to participate in this study by completing the attached questionnaire. Your response will be kept confidential and will be used only in combination with answers from other respondents for the purpose of this study. You do not need to disclose your name unless you specifically wish to do so.

Please return the completed questionnaire to the undersigned as soon as you can.

Thank you for your valuable time and participation in this study.

Anne Gabagaya
MBA 2 Participant
P.O. Box 1630, Jinja

Questionnaire on organizational growth and the performance of employees in public sector organizations: a case study of Uganda Management Institute

For the Faculty

Section A: Background Information of the Respondent

1. Your Gender (please, tick that applies)   1 = Male;   2 = Female

2. Your Current Highest Education Qualification (please, tick that applies)

> 1 = Secondary;   2 = Diploma; 3 = Postgraduate Diploma;   4 = Bachelor's
> degree; 5 = Master's degree;   6 = PhD;   7 = Others (please, specify)

3. Your Age group (please, tick that applies)

> 1 = up-to 20 years old;   2 = 20 – 29 years old;   3 = 30 – 39 years old; 4 = 40
> – 49 years old;   5 = 50 – 59 years old;   6 = Above 59 years old

4. How long have you been in employment at UMI?

1 = up-to 5 years;   2 = 5 – 10 years;   3 = 10 – 15 years;   4 = Above 15 years

5. Indicate any of the following staff development programmes that you are currently undergoing to improve the quality of work in relation to the institute's growth

> 1 = PhD;   2 = Masters;   3 = Bachelors;   4 = Postgraduate diploma;
>   5 = Ordinary Diploma;   6 = Observational visits to other institutions;
>   7 = Collaborative research;   8 = Other (please, specify)

Section B: Work Related Activities of the Respondent

6. Please, indicate *(tick all that applies)* if you are involved in the following activities

> (i) Planning for UMI's expansion ☐

> (ii) Design courses/ workshops/ training ☐

> (iii) Present workshops, training sessions, guest lectures and outreach presentations ☐

> (iv) Recruitment of employees ☐

> (v) Coordinate and manage course/ instructional programme or coordinate course schedule ☐

> (vi) Evaluate students' performance ☐

7. Please, indicate *(tick all that applies)* if you are involved in teaching the following programmes

      (i) Master's degree programme   ☐

      (ii) Postgraduate diploma programme   ☐

      (iii) Ordinary diploma programme   ☐

      (iv) Certificate of attendance programme   ☐

      (v) None   ☐

      (vi) Other (please, specify)   ☐

8. Please, indicate *(tick all that applies)* whether you participate in marking the following modes of assessment

      (i) Written coursework assignments   ☐

      (ii) End of module tests   ☐

      (iii) End of semester final written examinations   ☐

      (iv) Marking Masters proposals/dissertations   ☐

      (v) None   ☐

      (vi) Other (please, specify)   ☐

9. How many intakes did UMI have before 2006?(Please, tick the appropriate number)

      1 = 0-5 intakes;   2 = 6 – 10 intakes;   3 = 11 – 15 intakes;   4 = I don't know

10. How many intakes did UMI have after 2006? (Please, tick the appropriate number)

      1 = 0-5 intakes;   2 = 6 – 10 intakes;   3 = 11 – 15 intakes;   4 = I don't know

Section C: Organizational Growth (Rate of Student Intake)

Using the following likatescale, please indicate (tick) the extent to which you agree with the following statements in this section from number 1 – 27)

Strongly disagree	Disagree	Neither agree nor disagree	Strongly agree	Agree	Not applicable
1	**2**	**3**	**4**	**5**	**6**

s/n	Item	1	2	3	4	5	6
1	UMI was ready for the expansion to outreach centres						
2	UMI was ready for the increased number of participant intakes						
3	The library and the Documentation Centre are inadequate for the increasing intake of students						
4	The computer labs are inadequate for the increasing number of students						
5	The dining facility is now inadequate for staff and students						
6	Teaching facilities are inadequate to accommodate the increasing student numbers						
7	There is good infrastructure to build on and improve, including classrooms, conference hall and accommodation, computer labs, library, etc.						
8	Office equipment is not enough for us to do work						
9	Residential accommodation is inadequate to handle demand for students' accommodation						
10	Hygiene facilities such as toilets are inadequate for all employees and students						
11	Management is concerned with the technical academic qualifications of staff to enable realization of UMI's mission						
12	Management considers training and development of staff as crucial to UMI's expansion						
13	Management provides competitive salaries to employees						

Section D: Organizational Growth (Training Programmes)

Using the following likate scale, please indicate (tick) the extent to which you agree with the following statements in this section from number 1 – 31)

Strongly disagree	Disagree	Neither agree nor disagree	Strongly agree	Agree	Not applicable
1	2	3	4	5	6

s/n	Item	D	N	A	NA
1	Employees are provided relevant strategic information like competitor characteristics and necessary tactics to be competitive				
2	I understand how my work contributes to the overall success of UMI				
3	Staff now conduct and supervise many examinations with the increase in student numbers				

s/n	Item	D	N	A	NA
4	Current number of staff can competently conduct all the operations of UMI				
5	Current number of teaching staff is capable of managing all centres and meet the increasing demand of participants				
6	Employees are hired on the basis of intensive or extensive recruitment efforts resulting in many qualified applicants				
7	UMI employs more part-time lecturers in bid to cope with the increasing student intake				
8	Administrative staff ensure the faculty that are the core of expansion have all facilities in place to enable them carryout their work				
9	UMI provides training programs for supervisors in performance assessment and evaluation				
10	UMI's current infrastructure does not match the increased numbers of participant intake				
11	Teaching facilities are inadequate to facilitate learning				
12	My salary is commensurate with the training programs I conduct				
13	The faculty is involved in program designs to elicit participation and employee input				
14	UMI has developed my skills through further education, short courses, conferences, workshops to be able to offer quality to our students				
15	Employees are consulted to give feedback on the implemented training programs				
16	The faculty do not have the same amount of teaching time				
17	Module leaders do submit coursework marks on time to course managers				
18	Management ensures there are proper academic standings in place, equally distributed among members of staff				
19	Extra work is rewarded to encourage faculty to teach and travel within the stipulated time				
	Average % faculty response				

Section E: Staff Performance

Using the following likate scale, please indicate (tick) the extent to which you agree with the following statements in this section from number 1 – 32)

Strongly disagree	Disagree	Neither agree nor disagree	Strongly agree	Agree	Not applicable
1	2	3	4	5	6

s/n	Item	1	2	3	4	5	6

1	Increased number of participants delays processing of results						
2	The UMI faculty staff is already overstretched						
3	Every staff is entitled to leave to rest and re-energize themselves						
4	Staff are able to produce error free work despite increase in student numbers						
5	The overall work schedule is fair						
6	Amount of work I am expected to do is too much						
7	There is teamwork across all departments to implement organisational growth						
8	My supervisor provides objective, systematic and fair feedback during performance appraisal						
9	The faculty do not have enough time to engage in research work to improve quality of their work						
10	Staff are given opportunity to make comments on the results of their performance						
11	There are many cases of absenteeism due to workload pressure						
12	Management gives study leave so staff can improve their performance						
13	Management provides overtime allowances, including for working on weekends and holidays						
14	My performance is judged more by how much work I do, more than how well I do it						

Thank you very much for your invaluable time

Appendix 3: Questionnaire for Participants

You have been purposively selected as one of the respondents to this study on organizational growth and performance of employees in Public Sector Organizations: A case study of Uganda Management Institute.

This study is part of the requirement for the fulfillment of the Master's Degree in Business Administration, Uganda Management Institute. The information you are to provide will help in understanding whether organizational growth affects performance of employees of UMI.

You are kindly requested to fill the questionnaire truthfully and objectively. Please circle, tick or insert the opinion you agree with.

Anne Gabagaya

Participant MBA 2, UMI

Section A: Background Information

1)   Gender (please, circle one that applies) 1 = Male   2 = Female

2)   Which programme are you currently undertaking?

(i)   Postgraduate   (ii)   Master's Degree

Section B:

Please, give your opinion on the following statements using the following ratings given:

1 = Strongly disagree; 2=Disagree; 3=Neither agree or disagree; 4=Agree; 5=Strongly agree; 6= Not applicable.

Objective 1

	??	1	2	3	4	5	6	comment
1	The Institute was ready for the expansion (opening regional centers)							
2	The Institute was ready for the increased number of participants intake							
3	Increased number of participants delays processing of results							
	??	1	2	3	4	5	6	Comment
4	Staff numbers are adequate to / supervise exams with the increase in student numbers							
5	There are increased number of complaints about incorrect test / coursework marks							

		1	2	3	4	5	6	Comment
6	The library and documentation centre are adequate for the increasing intake of students							
7	The computer laboratories are adequate for the increasing number of students							
8	Dining hall facility is now adequate for all staff and students.							
9	Teaching facilities are adequate to accommodate the increasing student numbers							
	Staffing numbers	**1**	**2**	**3**	**4**	**5**	**6**	**Comment**
10	The present number of staff can competently conduct all the operations of the Institute							
11	The present number of teaching staff are capable of managing all the teaching centers and meet the increasing demands of participants							
12	Faculty and Administration staff is already overstretched							
13	Staff are able to produce error free work despite the increase in student numbers							
14	The Institute employs more part time lectures in a bid to cope with the increasing student intake							
15	The amount of work staff are expected to do is too much							
	Teamwork	**1**	**2**	**3**	**4**	**5**	**6**	**Comment**
16	Staff displays the spirit of team work in the way they conduct the Institute's business.							
	Office space/ equipment (Administration)							
17	There is relatively good infrastructure on which to build and improve including classroom, conference and residential accommodation, computer laboratories, library and documentation.							
18	The current Institute's infrastructure does not match with the increased numbers of participant intake							
19	Office equipment is enough for us to do the work							
20	The residential accommodation is adequate to handle demand for students' accommodation							
21	Hygiene facilities such as toilets are adequate for all the employees and students.							
22	The teaching facilities are adequate to facilitate learning							

B. The relationship between number of training programs and performance of staff

		1	2	3	4	5	6	Comment
23	Faculty does not have enough time to engage in research work so as to improve the quality of their work.							
24	Faculty staff do not have the same amount of teaching time							
25	There are many cases of absenteeism due to the workload pressure							
26	Module leaders do submit coursework marks on time to course managers							
27	Management is concerned with the technical academic qualifications of staff to enable realization of UMI's							

Do you have any other general opinion on the performance of employees in relation to organization growth?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………

Thank you

Appendix 4: Interview Guide

Date: ……………………………..

Dear Respondent;

I want to thank you for taking the time to meet with me today.

My name is Anne Gabagaya, a Participant of MBA 2, undertaking this research in partial fulfillment of the requirements for the award of Master's Degree in Business Administration of Uganda Management Institute, March 2012 and I would like to talk to you about your experiences with UMI's organizational growth. your name was purposely selected because the researcher feels that that a result of your responsibilities and exposure, you are in a better position than others to contribute to the objectives of this study and your opinions are therefore very important to the accuracy of the study results. Specifically, one of the components of the overall research is to investigate the effects UMI's organizational growth is having on the performance of its employees. This research will also help capture lessons that can be used in future interventions / strategies.

The interview should take less than an hour. I request that the interview be recorded so that none of the important insights and discussions are missed;; and the audiotape will not have your name on it and will be kept in a secure location.

All responses will be kept confidential and I will ensure that any information included in my report does not identify you as the respondent.

Thank you

A-   BACKGROUND INFORMATION

Department of respondent ………………………………………………

Gender………………………..

Age of respondent...

Occupation of respondent...

B: Guiding Questions:

1. What is your view towards UMI's organizational growth?
2. Please explain if there is a relationship between Organizational growth and performance of employees?
    Probes:

- Would you give me an example?

- Can you elaborate on that idea?

- Would you explain that further?

- I'm not sure I understand what you're saying.

- Is there anything else?

3. What effect, if any, do you feel UMI's organizational growth is having on the performance of employees, both faculty and administrative?

4. What Management factors affect performance of staff?

What would you like to see changed / improved as far as Management factors are concerned in relation to staff performance?

5. What strategies, interventions, etc., of organizational growth would you recommend be sustained and /or scaled up? Please provide a justification for your response.

6. What strategies, interventions, etc., should be discontinued? Why?

7. What barriers, if any, is UMI Management encountering towards the expansion of the Institute and its Programmes?

Probes: Staff turnover? Lack of key support? Lack of technical assistance?

8. How is UMI Management trying to deal with / overcome such barriers?

9. How can issues of organizational growth be addressed?

10. How can issues of staff performance be addressed?

11. What recommendations do you have for future efforts such as these?

12. Is there anything more you would like to add?

I'll be analyzing the information you and others are giving me and submitting a draft report to the Institute.

Thank you for your time.

Appendix 5: Observation Guide

- Sitting in classrooms during lessons to see how classrooms are utilized, how lecturers conduct themselves as well as students.

- Observe respondents actions and behaviour during face to face interviews

- Observe what is going on around the campus while walking

- Observe the canteen and its services – in case people are standing waiting for others to finish eating, waiting line to use the places of convenience.

Appendix 6: Documentary Review Check List

No.	Item
1	UMI strategic plan
2	UMI Prospectus
3	Students records
4	Website surfing
5	Books
6	Journals
7	UMI's human resources manual
8	Published Proposals and Dissertations

Appendix 7: Introduction Letter from UMI Higher Degree Department

Appendix 8: My Request Letter to UMI Management for Permission

Appendix 8: My Request Letter to UMI Management for Permission