

INFLUENCE OF HUMAN POWER PLANNING ON ACADEMIC STAFF AND THEIR SERVICE DELIVERY IN THE COLLEGE OF EDUCATION AND EXTERNAL STUDIES AT MAKERERE UNIVERSITY

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Abstract

This study is occasioned by the phenomenon that academic staff service delivery in public universities like Makerere University is at a detriment of quality higher education provision. The study therefore investigates this at the College of Education and External Studies at Makerere University. The study objectives are to establish the relationship between (1) planning for remuneration, (2) staff development (3) general welfare of academic staff and their service delivery at CEES. The study is a cross-sectional survey involving 63 full time academic staff, 44 teaching assistants, 19 administrative staff. Data is collected using a self-administered questionnaire and an interview guide. The study objectives are tested using Pearson's Linear Correlation, coefficient index. The study reveals a positive significant relationship between (1) remuneration of academic staff, which is about increasing salaries and paying staff promptly, and (2) staff development that includes on job training and service delivery of staff. However, the study shows an insignificant relationship between planning of general welfare that include provision of

staff houses, medical, and service delivery of academic staff at CEES. It hence recommends that to improve on service delivery of academic staff in CEES. Management of the university should plan well for remuneration of staff by increasing the budget on salaries and allowances through widening the revenue base of the university, and (2) put proper training seminars, workshops conferences into staff development strategies. Such trainings should be made and should not entirely base on general welfare as it does not relate with academic staff service delivery.

Key Words: Academic Staff, human power planning, service delivery

Service delivery of academic staff of institutions of higher learning such as Makerere University in general and college of education and external studies in particular plays a role in the provision of quality higher education, academic staff preparing of course outlines, notes, invigilating examinations, assessment of students work, use of appropriate learning methodologies, recording students' work, engaging in school practice plays the actual role of academic staff service delivery. Despite this, Mamdan (2007) observed that service delivery of academic staff in school of education and Makerere University in general was poor exhibited in form of lack of enough preparation using poor lecturing methodologies, failure to assess students work well, especially in economics, religious studies while others do not supervise students well. In line with the above Kasozi (2009) stated that the service delivery of academic staff in public universities was poor to the detriment of quality higher education provision. Although there could be other factors contributing to this problem, this study focused in human power planning thus warranting an investigation.

Conceptualization of Terms

Service delivery is defined by Thomson (1998) cited by Mugenyi (2007) as performing duties assigned to the individual. Academic staff service delivery in this study referred to lecturer preparation for teaching, making notes, course outlines, lecturer plans, use of appropriate lecturing methodologies, and invigilation of examinations, accepting responsibilities assigned and recording works done, regularity, punctuality, discipline, commitment, involvement in research and community service delivery.

The independent variable in this study was human power planning was defined by Heery and Noon (2001) as the process of analyzing and organizing needs for employees and evaluating how this can be met from the internal and external market. In this study human power planning referred to planning for remuneration, staff development and welfare services. Remuneration is defined as a monetary compensation or benefit given to employees in turn for the services provided to organizations (McConnell and Brue, 2008). Carola (2008) defines remuneration as the

total pay Received by employees for services offered. Remuneration includes the basic salary and any other incentives such as bonuses, parks housing (Bebchuk and Fried, 2006, Bebchuk and Yaniv, 2005; Frydman and Saks, 2007).

Remuneration also refers to development of academic staff involving training of staff through seminars, conferences, study leaves, monitoring, pre-service training, in service training, workshops, upgrading and distance learning.

Objectives

The general objective of the study was to investigate the relationship between human power planning affecting service delivery of academic staff in college of education and external studies, Makerere University. The specific objectives were;

- (i) To establish the relationship between remuneration of academic staff and their service delivery in College Education and External Studies Makerere University.
- (ii) To examine the relationship between staff development and their service delivery in College of Education and External Studies, Makerere University
- (iii) To find out how general welfare of staff relates to their service delivery in College of Education and External Studies, Makerere University.

Related Literature

Remuneration of Academic Staff and Service Delivery of Academic Staff

Tibamwenda (2010) emphasized a salary is a payment made to employees who are on contract or on permanent pensionable term such as clerical or managerial employees. Remuneration according to Heery and Noon (2001) is payment for work which assume a number of different forms including basic wage of salary supplementary cash payments, such as shift pay, overtime pay. Armstrong (2003) identified that external motivational practices like provision of salaries, wages, have a powerful effect on staff performance and service delivery. The visitation committee (McGregor's Report 2007) pointed out that for academic staff to play their role in service delivery of quality university education they must be highly remunerated through internationally conducive work environment. Ideally the report commented, that academic staff should be well paid not on basis of civil service tied rates, but on competitive international scales that are comparable to those of similar institutions across borders and attract and retain highest academic staff who can deliver effectively.

Non-monetary remuneration, according to Bebchuk&Fied (2006) refer to non-financial remunerations given to employees in addition to their normal salaries and wages such non-financial benefits include housing group insurance, death, life among others. These also have the potential of enlisting employees performance once provided. The Visitation Committee on Public Universities in Uganda (2007), pointed out that, for academic staff to play their proper role in the delivery of quality university education, they must be highly remunerated through internationally conducive work environment.

It adds that universities are universal institutions and compete with similar institutions across borders. Ideally academic staff should be well paid not on basis of civil service tied rates, but on competitive international scales that are comparable to those of similar institutions across borders and can attract and retain highest academic staff who can deliver effectively.

Tibamwenda (2010) emphasized that a salary is a payment made to employees who are on contract or on permanent pensionable term such as clerical or managerial employees. The category of employees that is paid salary is usually referred to as staff. A salary is usually all-inclusive regarded as personnel to the individual and confidential. It is usually expressed in annual terms but paid monthly. Though the definition of the word salary is narrow, the term salary administration is general for administration purposes. It comprises a set of processes for determining, awarding, implementing, monitoring, reviewing, and controlling the salary wages, salaries and fringe benefits paid to employees. Salary administration is a systematic procedure for establishing a sound rewarding structure in terms of designing, and operationalizing fringe benefits paid to employees.

Mugenyi (2007) found out that through human power planning, competent human resources who can effectively utilize other resources are enrolled and paid for high job productivity.

Development of Academic Staff and Service Delivery

Training on the job is defined by Emojong (2004) as the process of imparting knowledge, positive attitudes and competences required to enable one perform the current job efficiently. It enables planning for man power resources to enable them acquire competencies required to meet the demands of future responsibilities on higher job. Braham (2006) stresses that in man power planning, there is need to plan for training of staff to enable them realize their own capabilities by establishing procedures that can enable them improve on their output. Yet Koziowski et al (2007) noted that managers should have a training plan of their employees to allow them acquire knowledge, skills, behaviours and attitudes which can be translated into high productivity.

In line with the above Musaaazi (2005) identified that the development process of staff involves identifying development needs, choosing development goals, identifying actions that need to be taken by the employees and the organization to achieve goals, how to measure an achievement. Hence the planning process for staff development should identify responsibilities of the employees and the organization to improve on their service delivery.

According to Gareth and Jennifer (2006), in the on the job training, learning occurs in the works setting as employees perform tasks. On the job training can be provided by co-workers or supervisors or can simply occur as job holders gain experience, knowledge from doing work. Managers should plan for on the job training

as the basis to ensure that employees keep up to date with changes in goals, technology, products or consumer needs and desires to increase their service delivery. On the job mentoring should be planned for as a staff development tool, it improves on the employees skills. To some employees it equips management styles. Therefore, managers should plan for employees' development on the job since it is an ongoing process for managers which contribute to improvement in employees' productivity. In the staff development plan employees should be assisted to acquire formal education to obtain higher degrees. On acquiring higher degrees they get more responsibilities on the job leading to motivation and high service delivery.

Strategic planning of staff development according to Ajayi (2002), can be seen as the process that includes a set of interactive and overlapping decisions leading to the development of effective strategy from a given system. It is one of the important tools that is being used worldwide today for reshaping education. It is based on the belief that strategic planning for staff training will help to promote effectiveness in the development of employees through training and high service delivery. While strategic planning helps focus on hard aspects of external environment and it is about the formulation of a strategy for training personnel rather than the implementation, the strategic planning involve the internal elements of the organization such as the recruitment, training and retention of staff. Planning for staff development is futuristic in nature and prepares a fertile ground for effective service delivery of staff. In line with the above Kasozi (2003) identified that the dearth of academic and managerial staff was one of the challenges facing the whole university system. However none of the aforementioned studies was done in the context of college of education and external studies on the study variables this study targeted hence the move to undertake it.

General Welfare and Service Delivery

Nail (2005) defines welfare of staff as the organization's ability to contribute towards staff wellbeing managers in various positions of responsibilities needs to give welfare services as part of their retention plan to keep competent employees who can deliver on their jobs. Fadipe (2005) emphasizes that in man power planning, the various categories of employees welfare, retirement packages and benefits should be clearly defined to enable employees get committed to work hence yielding quality results. Keith (2002) observed that the strategic choice approach ought to be used to identify and plan appropriately for welfare services to get employees boost on their service delivery. Similarly Braton and Gold (2003) stressed that housing and health are strong welfare services that enhance performance of employees on the job. Armstrong (2009) observed that employees on transfer are provided with transport or transport allowance commensurate with their status or salary scale. For example if an employee is on special duty, that employee is paid mileage allowance for every night one is away from work. In some organizations employees are provided with subsidized rented houses so that they do not have accommodation problems as a way of increasing their service delivery.

Despite the above review Mugisha (1998) found out that man power planning positively relates with management effectiveness increasing on their service delivery. Likewise Mbajja (2006) revealed that through effective planning lecturers are rewarded with welfare benefits making them satisfied on the job leading to high service delivery.

Hypotheses

The hypotheses of the study were;

- (i) Remuneration of academic staff has a positive relationship with academic staff service delivery in College of Education and External Studies, Makerere University.
- (ii) Staff development has a positive relationship with academic staff service delivery in the College of Education and External Studies, Makerere University.
- (iii) General welfare of staff has a positive relationship with academic service delivery in College of Education and External Studies, Makerere University.

Methodology

The study was both quantitative and qualitative. It was a cross-sectional survey based to quantitative approach involving collection of primary data using a Likert scaled self-administered questionnaire, reliabilities of whose sections are given in Table 1

Cronbach' s alpha can also be defined as;

$$\alpha = \frac{k x \check{c}}{\check{v} + (k - 1)\check{c}}$$

- ...where:
- k refers to the number of scale items
 - \check{c} Refers to the average of all covariance between items
 - \check{v} Refers to the average variance of each item

Table 1: Reliability Indices for Respective Sections of the Questionnaire

	Constructs	No. of items	Alpha
Independent variable	Remuneration	05	0.874
Man power planning	Staff development	05	0.864
	General welfare	04	0.778
Dependent variable		11	0.923
Service delivery			

According to Cronbach's Alpha co-efficient test (Cronbach, 1971) the questionnaire was reliable for the study as all co-efficient in Table 1 were above 0.5. Using the said questionnaire data were collected from 63 full time staff; 44 teaching assistants and 19 administrative staff from Makerere University. The study hypotheses were tested using Pearson's linear correlation method.

Table 2: Descriptive Statistics for Personal Information of the Respondent

Description	Category	Frequency	Percentage
Gender	Male	68	70.1
	Female	29	29.9
Marital status	Single	17	17.5
	Married	73	75.3
	Others (specify)	07	7.3
Lecturers qualification	PhD	17	17.5
	Masters	28	59.8
	Bachelors	22	22.7
Academic experience	0 – 5 years	6	6.2
	6 – 10 years	33	34
	11 – 15 years	19	19.6
	16 – 20 years	28	28.9
	21 plus years	11	11.3
Academic rank	Assistant lecturer	34	35.5
	Lecturer	18	18.6
	Senior lecturer	27	27.8
	Associate professor	10	10.3
	Professor	08	8.2

Table 2 shows that most lecturers who responded were male (70.1%), married (75.3%), masters (59.8%), 6 – 10 years experience (34%) and most were at rank of assistant lecturer 27(27.8%).

6.0 Description of Dependent Variable: Service delivery

The dependent variable was service delivery conceptual quantitative items

Table 3: Descriptive Statistics on Dependent Variable Service Delivery

Indicators of service delivery	Mean	Std. deviation
I prepare course outlines	3.203	1.524
I prepare notes	2.299	.991
I use varied teaching methods	2.505	1.410
I invigilate examinations	2.608	1.402
I record works I do on the job	1.604	1.203
I supervise students during school practice	2.628	1.556

Table 3 indicates that academic staff rate themselves highest on item “I prepare course outlines mean = 3.203 and rated themselves lowest on item “I record works I do on the job mean = 1.604. To get an overall picture of how respondents rated on service

delivery, all items in Table 3 were aggregated into an average index (Service delivery), whose arithmetic means = 2.521 and standard deviation 0.497.

Verification of Hypotheses

Hypothesis One

The first hypothesis of the study was that remuneration of academic staff has a positive relationship with academic staff service delivery in the College of Education and External Studies, Makerere University.

Table 4: Descriptive Statistics on Planning for Remuneration

Indicators of planning for remuneration	Mean	Std. deviation
My salary is given on time	1.350	0.804
My salary is tallied wit qualification	2.350	0.777
I receive wages on the job	2.268	1.418
I am praised for good work	2.896	1.410
My efforts are recognized on the job	2.592	1.497

Basing on Likert Scale from one to represent strongly disagree, two for respondents in Table 4 shows that they rated highest on the item I am praised for good work on the job mean = 2.896 and rated low on item my salary is given on time mean = 1.350. The above mean values suggested low service delivery of staff. The highest standard deviation was 1.410 and lowest standard deviation was .777. All these were low reflecting similarity of views. To test whether planning for remuneration human power had an effect on service delivery, the two variables were co-related using Pearson Linear Correlation Index yielding $r = .301$ and $p = 0.003 < 0.01$. Hence the null hypothesis was rejected in favor of the research hypothesis to the effect that there is a significant positive relationship between planning for remuneration of staff and service delivery at the one percent.

Hypothesis Two

The second hypothesis of the study was that staff development has a positive relationship with academic staff service delivery in the College of Education and External Studies, Makerere University. Using five questions respondents were asked to rate themselves on staff development using a Likert Scale from one to represent strongly disagree, two tor disagree, three for neutral, four for agree and five for strongly agree. Table 5 depicts the results.

Table 5: Descriptive Statistics on Academic Staff Development

Indicators of staff development	Mean	Standard Deviation
I was inducted on my job after recruitment	1.402	.897
I am given opportunities to attend conferences	2.329	.759
I attend seminars organized in my area of specialization	1.979	1.136
I am mentored by a senior staff member in the works I do	2.087	1.087
My university has a plan for study leaves	2.360	.0645

Results from Table 4.5 that academic staff rated highly on the item “my university has a plan for study leaves mean = 2.360 and rated low on item” I was inducted on my job after recruitment 1.402, the highest standard deviation 0.759. The average mean on development is 2.057 implying that staff development is low. The test whether staff development has a relationship on service delivery, the variables were correlated using Pearson’s Correlation Co-efficient index which yielded $r = 0.247$ and $p = 0.005 < 0.05$. Thus the null hypothesis was rejected on favour of the research hypothesis to the effect that service delivery of academic staff in College of Education and External Studies, Makerere University was positively predicted by staff development.

Hypothesis Three

The third hypothesis of the study was that general welfare of staff has a positive relationship with academic staff service delivery in the College of Education and External Studies, Makerere University. Using five questions respondents were asked to do self-rating on general welfare, basing on a Likert Scale from one to represent strongly disagree, two for disagree, three for neutral, four for agree and five for strongly agree. Table 6 gives resulting statistics.

Table 6: Descriptive Statistics on Staff General Welfare

Indicators of general welfare	Mean	Standard Deviation
I will receive a retirement package from this job	1.216	.483
I receive accommodation allowance	2.04	.575
I am offered free meals on the job	1.876	1.174
I receive leave of office allowances	2.350	1.118

Table 6 results indicate that academic staff rated highest on item “I receive leave of office allowances mean = 2.350, and rated low in item “I will receive a retirement package form this job mean = 1.216”. The highest standard deviations was 1.174 and lowest standard deviation was 0.483, suggesting similar views. The aggregate variable

.on welfare showed an average mean of 1.664 showing low general welfare services application into academic staff. To test whether general welfare had an effect on service delivery, the two indices (general welfare and service delivery) were correlated using Pearson's Correlation Co-efficient index which yielded $r = 0.028$ and $p = 0.786 > 0.05$. Hence the null hypothesis was accepted to the effect that general welfare insignificantly relates with academic staff service delivery at the five percent.

Discussion, Conclusions and Recommendations

Hypothesis one to the effect that planning for remuneration has a positive significant relationship on service delivery of academic staff in College of Education and External Studies, Makerere University. This finding is in agreement with those of other researchers including Mugenyi (2007) who found out that through engaging employees in planning, for their remuneration, competent human resources who can effectively utilize resources are enrolled, retained, paid well hence high service delivery. On the job in line with the study findings Kasozi (2009) observed that low service delivery of academic staff in public universities is a result of poor remuneration. Professors in public universities were observed to earn less than their counterparts in private universities hence low service delivery. The finding is also theoretically supported by Musaazi (2005) who stressed that reward is essential in today's competitive market if organizations are to employ talented staff they need to serve effectively.

Planning for remuneration has highly positive significant relationship on service delivery of academic staff in College of Education and External Studies, Makerere University.

Hypothesis two to the effect that staff development has a positive significant relationship on academic staff service delivery in College of Education and External Studies, Makerere University. This finding was in agreement with those of earlier researchers like Koziowski et al (2007), who stressed that managers should have a training plan of their employees to allow them acquire knowledge skills, behavior which can be translated into productivity. Musaazi (2005) concurred with the study finding that employee development often takes place through job experiences, problems and demands, which if offered to employees better service delivery is enhanced.

The study findings were in agreement with Gareth and Jennifer (2006) who stressed that on the job training through monitoring, allows to detect mistakes increasing efficiency and greater productivity. Finally, it was concluded that planning for staff development has a positive significant relationship on lecturer's service delivery at College of Education and External Studies, Makerere University.

Hypothesis three to the effect that planning of general welfare in significantly relate with academic staff service delivery in College of Education and External Studies, Makerere University. These finding differed from Mugisha (1998) who revealed that human resource planning through welfare are positively related with

management effectiveness and service delivery. The findings also differed from Nail (2005) who stressed that managers in various positions of responsibilities have to plan for welfare services to enable employees improve on their service delivery. In conclusion general welfare had an insignificant relationship with academic staff service delivery in College of Education and External Studies, Makerere University.

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