

Division of labour and its implications for decision making in Uganda's university sector

Ovia Mwisaka. Kyatuha
Uganda Christian University
Email: kyatuhaovia@yahoo.co.uk

Benon C. Basheka
Uganda Technology and Management University

Gertrude Ziwa
Uganda Technology and Management University

IJOTM
ISSN 2518-8623
DOI: 10.67610/ijotm.2.2.002
Volume II. Issue II
pp. 1-14, Dec 2017
ijotm.utamu.ac.ug
email: ijotm@utamu.ac.ug

Abstract

We examined the perceived effect of division of labour on decision making in public and private universities in Uganda. Universities are by nature bureaucratic institutions which pose a fundamental question on how such organizational arrangements affect decision making in university systems. We adopted the descriptive research design with both qualitative and quantitative approaches. We used the Sloven Formula (1967) to determine the sample size of 373 for the study. To ensure representativeness for each category of respondents, we used simple proportions to obtain a sample representing each unit of the population. We analyzed the data collected using descriptive and inferential statistics in order to establish the effect of division of labour on decision making in public and private universities. We found out that there was an insignificant relationship between the division of labour and decision-making in both public and private universities in Uganda. Division of labour affects decision making in both private and public universities in Uganda. We therefore recommend that both public and private universities should endeavor to adopt the use of Division of labour to improve on decision-making in their management process.

Key words: *Division of labour, Decision making, Universities, Uganda*

Introduction

Developments in higher education particularly universities in Africa continue to be tremendous as they have been challenging for the continent, to various governments and all stakeholders (Jegede, 2012). The challenges, however, have never been as profound as they now appear in recent times; thus, requiring scholarly attention. The catalysts for educational reform which include massification, equity and social justice, inclusiveness, expansion, employability, globalization, skills and competencies shortage and national development have continued to multiply (Okwakol, 2009). At the same time within the continent, between countries and within countries, differences in areas such as demography, funding, physical infrastructure, levels of academic support, qualified academic staff, management and decision making and local challenges have continued to increase rather steeply. This is not to mention the double-edged effect of brain drain which stands apart as an issue of major occurrence affecting higher education in Africa (Jegede, 2012) despite the fact that ICT has at the same time created avenues for repatriations of the gains accruable to the drain (Olaoye, 2008).

The above challenges demand that strategic decisions have to be made to appropriately respond to the challenges because; historically university education has been recognized as a key force for modernization and development. It is perceived as an important form of investment in home capital development (World Bank, 2009). As universities are charged with formation of human capital through teaching, building knowledge base through research and knowledge development, and dissemination and use of knowledge by interacting with the knowledge users (Okwakol, 2009); those entrusted with managing such institutions need to make decisions that promote this historical goal.

University governance and decision-making structures around the world have long been a site of study for higher education researchers (Dill, 1997; Neave and Van Vught, 1994). These studies have identified a number of different governance arrangements in varied contexts. Some researchers have focused on public universities administered by governments directly or through governmental agencies (Neave and Van Vught, 1991). Others have analyzed higher education institutions that are characterized by faculty and university administrative governance (Chait, Holland, and Taylor, 1996). Literature in Britain, Canada and the United States has addressed a wide range of institutions that are neither run in a completely autonomous fashion by faculty and administrators, nor under the direct administration of governments and their agencies. The most typical form of organization for these institutions revolves around a semi-autonomous body: the board of trustees or governing board (Jones and Skolnik, 1997; Chait, Holland and Taylor, 1996). An emerging body of literature has begun to focus on instances of crisis in the contemporary university and the role of governing boards under crises (Ordorika, 1999; Pusser, 1999; Herideen, 1998).

Management structures for universities are highly differentiated throughout the different countries in the world. As noted by Altbach (2005) the different models for university governance present with several variations. For instance, Coldrake, Stedman, and Little (2003) discuss the shared traditions and history of university education worldwide. For instance, in a study carried out in Pakistan to analyze some of the issues of university's governance; focus was made on some policy considerations regarding governance, analysis of the decision-making practices and finally recommended some "best practices" to the governance of universities. The study further examined the challenges of governance in higher education and how universities were acting in response to them. It addressed the rising role and participation of stakeholders in higher education governance and emerging approaches of management in the governance of higher education in Pakistan. The study focused mainly on the governing body of the universities, and its roles and relationships with other stakeholders. The results of the study showed that in Pakistan the state is the key player in the governance and decision-making of higher education. This too is similar to Ugandan universities particularly the public universities.

McMaster (2007) examined the different cultures in universities and the traditional relationships between faculty and administration, characterizing historical transitions and suggesting that universities today are undergoing transitions in culture especially with reference to decision-making. Similarly, Kezar and Eckel (2004) pointed out that the substance of governance and decision-making has changed during the last decades with more emphasis put on high stake issues and more incremental decisions made in a less collegial mode – the reasons for this stem from trends that have devalued the notion of participation and also from the external pressures for more accountability and demands for quicker decision-making that sometimes is achieved through bureaucracy.

Dearlove (1997) emphasized that, under the conditions of mass university education, no university can avoid the need for some sort of bureaucratic management and organization. With changing roles in human resources and the external pressures for accountability affecting internal university relationships, McMaster (2007) provides insights by defining decision-making approaches in terms of nested (hierarchical in nature) partnership between faculty and administration, contiguous (contact-based) partnership and segmented (sub-divided) partnership. With debates over the recent trends, university organizations, governing associations, and numerous institutions themselves have set forth policy statements on models of governing the universities in the twenty-first century.

Generally, the management process in universities is complex and includes many different layers (or authoritative structures). Each structure differs in levels of responsibility by type of institution, culture of the university, and historical evolution. Thus, in Zimbabwe, there is no single organizing approach for decision making (Nyarugwe, 2014). Researching on governance and decision-making in church-related institutions of higher learning in Zimbabwe, Nyarugwe (2014) found out that Trustees and Boards have been delegated authority by college and university charters from the University councils' legislature for oversight and decision-making. The legal requirements for Boards are typically very loose; they need to assemble with a quorum periodically and oversee certain broad responsibilities. In the eighteenth and nineteenth centuries, Boards dominated decision-making, and faculty had little involvement. However, as faculty professionalized in the late 1800s, there was a concerted effort among faculty to obtain greater authority within the decision-making process. For instance, Birnbaum (1991) noted that in Michigan University, the reality of decision making today is much different than the strict legal interpretation would suggest with Boards having total authority. From the structuring of universities, it is evident that they are bureaucratic in nature and thus, it is important that a clear understanding of bureaucracy is made.

Formally, universities have a rationally organized social structure which involves clearly defined patterns of activity in which; ideally, every series of actions is functionally related to the purposes of the entire university (Pearson, 2010). There are integrated series of offices, of hierarchal statuses, in which a number of obligations and privileges is closely defined by limited and specific rules. For instance, in a typical university setting, this flows from the highest offices of the University Council, through Senate down to individual departments. Each of the offices contains an area of imputed competence and responsibility. Authority, the power of control which derives from an acknowledged status, inheres in the office and not in the particular person who performs the official role (Pollitt &Bouckaert, 2011). Official action ordinarily occurs within the framework of pre-existing rules of the university. The system of prescribed relations between the various offices involves a considerable degree of formality and clearly defined social distance between the occupants of these positions. In the bureaucratic nature of universities, formality is manifested by means of a more or less complicated social ritual which symbolizes and supports the pecking order of the various offices (Nyarugwe, 2014).

This type of formal organization observed both in public and private universities is bureaucratic in nature as articulated by Max Weber (Pearson, 2010). As Weber indicated, bureaucracy involves a clear-cut division of integrated activities which are regarded as duties inherent in the office. A system of differentiated controls and sanctions is stated in the regulations. The assignment of roles occurs on the basis of technical qualifications which are ascertained through formalized, impersonal procedures (e.g., examinations). Within the structure of hierarchically arranged authority, the activities of "trained and salaried experts" are governed by general, abstract, and clearly defined rules which preclude the necessity for the issuance of specific instructions for each specific case. The generality of the rules requires the constant use of categorization, whereby individual problems and cases are classified on the basis of designated criteria and are treated accordingly (Pollitt & Bouckaert, 2011).

The pure type of bureaucratic official is appointed, either by a superior or through the exercise of impersonal competition; he is not elected. A measure of flexibility in the bureaucracy is attained by electing higher functionaries who presumably express the will of the electorate (e.g., a body of citizens or a Board of Directors). The election of higher officials is designed to affect the purposes of the organization, but the technical procedures for attaining these ends are carried out by continuing bureaucratic personnel (Pearson, 2010). This bureaucratic nature of universities makes university management complex especially in matters of decision-making. Complexity is defined as the measure of heterogeneity or diversity in environmental sub-factors such as customers, suppliers, socio-politics and technology (Chae and Hill, 1997; Chakravarthy, 2011). As complexity increases, the ability to understand and use information to predict, plan and make decisions becomes more challenging (Black and Farias, 2011) and adaptation to the management. As all systems increase in complexity over time (Farrell, 1998), the increasing complexity leads to more change (Conner, 1998). As the system becomes more complex, making sense of it becomes more difficult (Black and Farias, 2011).

Contextually, due to high demand and lack of adequate resources to run university education, governments around the world have had to engage in privatization of university education. This in itself has been due to public sector reforms orchestrated under the doctrines of New Public Management (NPM). New Public Management (NPM), a term formally conceptualized by Hood (1991) denotes broadly the government policies that aim at modernizing and rendering the public sector more efficient. The basic hypothesis that NPM holds is that market oriented management of the public sector leads to greater cost-efficiency for governments, without having negative side-effects on other objectives and considerations. Ferlie et al (1996) described New Public Management in Action as involving the introduction into public services of the "three Ms": Markets, Managers and Measurement.

New Public Management (NPM), management techniques and practices drawn mainly from the private sector, is increasingly seen as a global phenomenon (Larbi, 2009). NPM reforms shift the emphasis from traditional public administration to public management. Key elements include various forms of decentralizing management within public services (e.g., the creation of autonomous agencies and devolution of budgets and financial control), increasing use of markets and competition in the provision of public services (e.g., contracting out and other market-type mechanisms), and increasing emphasis on performance, outputs and customer orientation (Boston, 1996).

Since 2004, a number of Ugandan universities have faced challenges, including failure to pay lecturers on time, underfunding of research, high turnover of experienced professors, crumbling physical infrastructure, lecturers and students' strikes, poor international rating and lack of teaching materials (Kasozi, 2005; Ocwich, 2005 & Tabeja, 2008). Several arguments have been put forward to explain this situation and they include issues of poor governance, underfunding, business pressure and profit motivation in the private universities, some universities being temporarily closed down while others have been de-registered (Lugazi University, Victoria at one time closed down). However, some of the challenges are believed to be associated with decision-making and that they led to student riots and strikes. For instance, in the past five years, strikes at Makerere University related to the university decision to raise fees for Non-Ugandans was believed to have been done without involving staff and student leaders especially on issues affecting them (IGG Report, 2015). The most recent scenario pertains to the management of Kyambogo University which has gone on for almost two years and demands were made for the Vice Chancellor, Professor Isaiah Diege to resign (Mugume, 2015). The issue led to the intervention of Parliament, Cabinet, the Ministry of Education and Sports and the Inspector General of Government. The Vice Chancellor was accused of making unilateral decisions and not involving staff and other stakeholders (Mugume, 2015). Later, the Vice Chancellor was re-instated but the reinstatement met with a lot of resistance (Mugume, 2015).

Given that most universities are structured in a bureaucratic fashion and that studies alluded to above (Kasozi, 2005; Ocwich, 2005; Tabeja, 2008 and Mugume, 2015) point to decision making as pertinent in the challenges faced by universities, it is imperative that an empirical study on bureaucracy and decision making is carried out to establish both the relationship and effect on management of universities particularly in Uganda. The present study seeks to find answers to a number of questions; for instance, how does the rational and impersonal regulation of inferior-superior relationships in the universities affect decision making? Furthermore, how does legitimization of authority and the correctness of the process by which administrative rules are enacted affect decision making? How does the loyalty of the bureaucrat's orientation to impersonal order and superiority in position affect decision making? These and several other questions pertaining to the division of labor in the universities, authority structure, the position and role of the individual staffs, and the type of rules that regulate the relations between organizational staff need an empirical study to explain the ultimate effect of bureaucracy on decision making in universities in Uganda.

Conceptual and Theoretical Framework

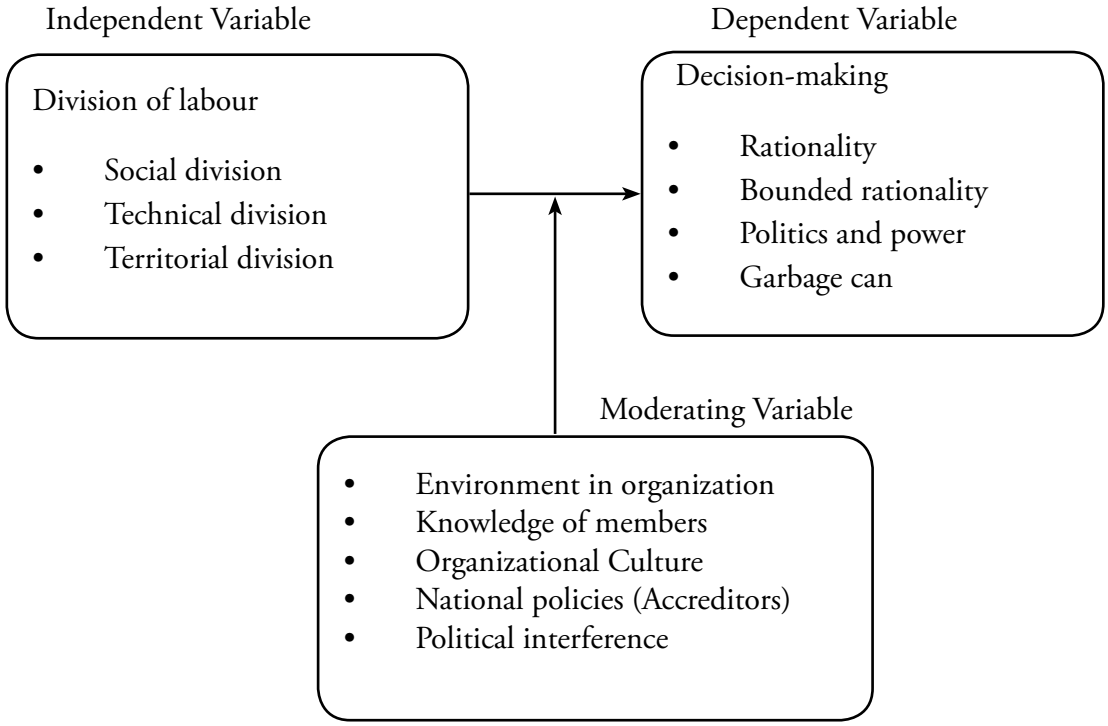


Fig 1.1: Conceptual Framework (adapted from Harris, 2012, Eisenhardt and Zbaracki, 1992)

From the conceptual framework above, the independent variable is division of labour which is one of the four constructs in bureaucracy (Weber, 1920). The division may be based on social, technical or territorial factors (Agarwal, 2014). On the other hand, the dependent variable is decision making which is based on rationality, bounded rationality, politics and power. However, from literature, decision making involves problem recognition and definition, goal selection, identification of alternatives and choice of decision. Ideally, the constructs under division of labour would provide appropriate attainment of decisions in organizations through problem identification and definition, goal selection, identification of alternatives and the final choice of decision. However, organizations do not operate in a vacuum. Therefore, there are several factors that act as moderating variables and may affect appropriate decision making even in effective bureaucracies. These may include but not limited to the following: environment in organization, knowledge of members, organizational culture, national policies, political interference, donors and associations.

The study was based on the Ludwig theory (1944) of bureaucratic management, the principal-agency theory and the systems theory. Ludwig theory discusses three theories: the iron triangle theory, the principle agent theory and the issue network theory. The iron triangle theory gives an overview of an alliance of people from three groups that comprise of the faculties that deal with issues of the students, the university council that enforces laws on how faculties should operate and other stakeholders. The members of the triangle often know each other well and members frequently move from one department to another. Members of the iron triangle work together to create decisions that serve their interests. The issue of network theory looks at individuals who support a specific decision not a broader one. The three parts of the iron triangle are often parts of a single-issue network though other people may also be part of the network. These may include; scholars, the media and experts. By working together, members of an issue network can shape and determine decision making.

Statement of the Problem

In the past five years, there have been several strikes in Makerere University, Kyambogo University and Kampala International University in Uganda. In these universities and perhaps in several other universities in the country, academic, management staff and students are often in disagreement with administration (IGG Report, 2015). These disagreements result in costly damage to property following student riots and strikes. These strikes were blamed on issues relating to decision making in the institutions (Mugume, 2015). Although several studies have been carried out on higher education in Uganda, they have not really focused on division of labour and decision-making. For instance; Basheka, Muhenda and Kittobe (2009) focused on programme delivery quality benchmarks and outcomes based education while Kayongo (2009) examined the need for a strong and effective public-private partnership in the provision of higher education in Uganda. Furthermore, Okwakol (2009) considered the challenges and prospects for quality assurance in science and technology education in African universities; while Katamba (2007) made an assessment of government philanthropy towards private universities in Uganda and its implications for access, equity and quality of higher education. In another study, Nakabugo and Masembe (2004) restricted themselves on quality assurance in curriculum development in higher education; while Kasozi (2003) was more concerned with the African universities' capacity to participate in global higher education supply and production. None of these studies has specifically examined the influence of bureaucracy and decision making. This has created a knowledge gap that this current study attempts to fill. The present study was interested in the implications of the division of labour in bureaucratic governance and corresponding effect on decision making in universities in Uganda.

Purpose and Research Question

The purpose of the study was to establish how division of labour in bureaucratic governance affects decision making in public and private universities in Uganda. The study was guided by the following research question: What is the effect of the division of labor on decision-making in public and private universities in Uganda?"

Research Hypotheses

The study sought to verify the following null hypothesis:
H1 There is a significant positive effect of division of labour on decision-making in Uganda's public and private universities.

Scope of the Study

The study focused on effect of division of labour on decision making in universities in Uganda. There are well over 30 recognized universities from which purposive sampling of four public and six private universities were selected basing on regional establishment. In terms of content scope, the study focused on examination of the effect of the various forms of division of labor on decision-making in universities. The period between 2008 and 2013 was considered for this study; this being the period during which the number of universities and their individual enrolments increased tremendously from 15 universities in 2008 to 44 in 2013 with enrolment increasing from 42,540 to 53,590 by 2013 (NCHE, 2014) thereby creating further complexity in decision making management

Literature Review

In his 1944 work on bureaucracy, the Austrian economist Ludwig von Mises was highly critical of all bureaucratic systems. He believed that bureaucracy should be the target of universal opprobrium, and noticed that in the political sphere it had few defenders, even among progressives. Ludwig saw

bureaucratic processes at work in both the private and public spheres. This particularly makes the theory applicable to this comparative study of public and private contexts. Ludwig believed that bureaucratization in the private sphere could only occur as a consequence of government interference. He wrote that no private enterprise will ever fall prey to bureaucratic methods of management if it is operated with the sole aim of making profit (Ludwig, 1944). However, this does not seem to be the case in Uganda. Instead, majority of the universities, both public and private, have embraced the bureaucratic methods of management that could be responsible for the perpetual disagreements within universities in the country.

The principal agent theory has spawned a large amount of recent research in economics, finance, accounting, organizational behaviour, political science, and sociology (Donaldson, 1990). Its proponents prophesy that a revolution is at hand, that agency and related theories can greatly improve our understanding of why organizations exist and how they work (Hesterly, Liebeskind, Zenger, 1990). However, some scholars are troubled by these theories' underlying assumptions about human behaviour and organizational processes. An agency relationship is present whenever one party (the principal) depends on another party (the agent) to undertake some action on the principal's behalf (Donaldson, 1990). Hence, any employment relationship especially in universities is an agency relationship. The hiring university or a manager representing the owner interests is the principal and the staff is the agent. In public universities, the principals include the government who also work for the major principal-citizens. Given that most universities consist of multiple employees at various organizational levels, the Deans, Heads of Departments, lecturers among others developing and implementing decision making strategies and programs necessarily involves managing agency relationships. The private universities too; have principal-agency arrangements since most of them have 'owners' and those in management work on behalf of the proprietors of these universities.

Division of Labour and Decision-Making in University Contexts

The division of labour is the specialization of cooperating individuals who perform specific tasks and roles (Garicano and Hubbard, 2003). Historically, an increasingly complex division of labour is associated with the growth of total output, the rise of capitalism, and of the complexity of industrialized processes. The concept and implementation of division of labour has been observed in ancient Sumerian (Mesopotamian) culture, where assignment of jobs in some cities coincided with an increase in trade and economic interdependence (Garicano and Santos, 2001). In addition to trade and economic interdependence, division of labour generally increases both producer and individual worker productivity. In a university setting for example, division of labour leads to greater coverage of work as various people are able to handle several projects and programmes within a set time frame.

In the broadest sense, the extension of the division of labor is the fundamental feature of a modern or developed economy, in which gigantic increases in the volume and variety of production have been attained - but at the cost of massively increasing economic interdependence within larger and larger populations spread over larger and larger geographical areas (Garicano and Hubbard, 2003). In such a complex society, instead of each individual or family attempting to produce all or most of what it consumes, the individual specializes in producing only a few kinds of goods or services (or perhaps only small components of a single good or service) and then acquires all other desired goods or services from the production of other specialists by means of mutual exchange (or, in non-market economies, perhaps through coercive or customary transfer). In universities, different faculties and departments are engaged in development of specific skills in the students and at the end of the day, the students are able to graduate with desired skills in a given profession.

In the universities, staffs are involved in different activities to ensure the availability of services to students and for the overall well-being of the university. Although these activities may be different in a number of aspects, they have a social connectedness (Okwakol, 2009). An intricate and changing relationship of cooperation and exchange between university staffs exists within the institution, which is potentially conflictual. Despite the conflictual nature of this relationship, the division of labour in universities is the main economic strategy used to meet community basic needs for shelter, food, health and education (Kayongo, 2009). A number of factors is responsible for the division of labour today: some are gender-neutral and others are gender-biased. For example, teaching, planning and administration are activities ascribed to different staff. They have come about as a result of specialization and not necessarily from ability based on comparative advantage. Other variables responsible for the division of labour, and more common in most rural societies, have to do with the allocation of activities to individuals based on kinship, age, descent, culture, education, status and marriage (Garicano and Hubbard, 2003).

The gap in the literature under division of labour and decision making in the university context is that most of the literature is not about Uganda and not necessarily universities. For instance, division of labour has been found to increase productivity in Mesopotamia and in the business sector. None of the literature has focused on education or universities in particular. This justifies the present study in order to establish the effect in the university management.

Methodology

We adopted the descriptive mixed research design with both qualitative and quantitative approaches. This design was useful because it enabled use of multiple methods to neutralize or cancel out some of the disadvantages of certain methods while the strength of each method complemented the other (Byrne and Humble, 2007). Our target population included the members of University Councils, members of Senates, teaching and non-teaching staff; student leaders and some members of the university communities. From the statistics obtained from NCHE (2014), the target population of the study was 5420 as indicated in Table 2.

Table 1: Proportions of Public and Private Universities in Uganda

Nature of University	Number	Targeted	Sample	Percentage (%)
Public Universities	11	10	04	16
Private Universities	33	15	06	84
Total	44	25	10	100.0

From the proportion of public and private universities in Uganda, determination of the number of public and private universities used was in a ratio of two to three that is 40% to 60% respectively. So, four public (namely, Makerere, Kyambogo, Gulu and Busitema) and six private universities (namely, Kampala International University, Uganda Christian University, Islamic University in Uganda, Livingstone International University, Kabale and Uganda Martyrs University) were selected on regional basis and used in the sample.

Table 2: Summary of Study Population and Sample Size

Respondents	Population		Sample Size		Sampling Method
	Public	Private	Public	Private	
Members of Council	112	168	8	11	Purposive sampling
Members of Senate	140	210	10	14	Purposive sampling
Teaching staff	916	1374	63	95	Cluster random sampling
Non-teaching staff	800	1200	55	83	Cluster random sampling
Student leaders	120	180	8	13	Cluster random sampling
Members of university Communities	80	120	5	8	Convenience sampling
	2168	3252	149	224	

Source: NCHE (2014)

From the population of study given above and in accordance with the Sloven Formula (1967), our sample size of the study was 373 respondents. In this study, we used purposive sampling to select the members of the University Councils and members of Senate. The other method of sampling that we used was the cluster sampling which is a probabilistic method that offers equal chance to every subject in the different faculties of the teaching and non-teaching staff to be selected and avoids biasedness on the part of the researcher (Kothari, 2006). However, within each cluster, simple random sampling which is also called the lottery method was used. Therefore, we also used simple random sampling to select the teaching, non-teaching staff and the student leaders. On the other hand, convenience sampling which involves conveniently identifying available respondents; was used to link the researcher to other respondents under the category of parents. These parents were targeted during times of admissions or graduation where several parents visit the universities for service. Also, some parents who live and work within the surrounding of the universities were conveniently selected to participate in the study. We used pre-tested questionnaires to collect data from the selected teaching, non-teaching staff and student leaders in the universities. We also used interviews to collect data from the members of the University Councils and members of Senate; and from the members of the community and parents.

Qualitative data was analyzed by sorting out emerging themes from the various responses explaining the situation regarding division of labour and decision making in the universities. Quantitative data was analyzed using descriptive statistics and linear regression. We used SPSS to generate the means and linear regression analysis in order to establish the effect of division of labour on decision making in both public and private universities. We have presented the results in table forms so as to make precise interpretation and conclusions.

Results

Table 3 presents the results on the responses on the distribution of responses on division of labour in the universities in Uganda. The responses were based on a likert scale and in the presentation, the percentages in each case are in brackets.

Table 3: Distribution of responses on Division of Labour

Questions	N	Disagree (%)		Neutral (%)		Agree (%)		P-value	Mean	SD
		Gv't	Pvt	Gv't	Pvt	Gv't	Pvt			
Marked division is known to everybody	295	9 (10.7)	29 (13.7)	15 (17.9)	35 (16.6)	60 (71.4)	147 (69.7)	0.774	2.573	0.710
Stakeholder involvement in electoral process	295	22 (26.2)	59 (28.0)	21 (25)	53 (25.1)	41 (48.8)	99 (46.9)	0.944	2.200	0.844
Appropriate governance structure that ensures appropriate capacity to perform	295	15 (17.9)	35 (16.1)	9 (10.7)	35 (16.6)	60 (71.4)	142 (67.3)	0.438	2.519	0.764
There is independent nominating committee for top management	295	18 (21.4)	31 (14.7)	19 (22.6)	59 (28.0)	47 (56.0)	121 (57.3)	0.315	2.403	0.758
Division of labor based on social class	295	46 (54.8)	76 (36.0)	19 (22.6)	17 (33.1)	19 (22.6)	65 (30.8)	0.013	1.871	0.827
Division of labor based on technical know how	295	25 (29.8)	55 (26.1)	16 (18.1)	51 (26.1)	43 (51.2)	105 (49.8)	0.600	2.231	0.850
Division of labor based on experience	295	14 (16.7)	38 (18.0)	22 (26.2)	65 (30.8)	48 (57.1)	108 (51.2)	0.638	2.353	0.763
Division of labor based on departmental sub-divisions	295	9 (10.7)	25 (11.9)	19 (22.6)	56 (26.5)	56 (66.7)	130 (61.6)	0.714	2.515	0.694
Top management bodies in place	295	5 (6.0)	24 (11.4)	10 (11.9)	16 (7.6)	69 (82.1)	171 (81.0)	0.214	2.715	0.634
Information between governance structure flows easily	295	27 (32.1)	54 (25.6)	20 (23.8)	46 (21.8)	37 (44.1)	111 (52.6)	0.382	2.227	0.853
There is formality in all committee proceedings	295	14 (6.7)	43 (20.4)	18 (21.4)	60 (28.4)	52 (61.9)	108 (51.2)	0.244	2.349	0.785
Average Mean									2.36	0.771

Source: Primary data 2016

Legend

4.1 – 5.0	Strongly Agree
3.1 – 4.0	Agree
2.1 – 3.0	Neutral
1.1 – 2.0	Disagree
0.1 – 1.0	Strongly Disagree

The Likert scale used in the questionnaire during data collection was a five-point scale (strongly disagree, disagree, neutral, agree and strongly agree); however, during analysis, the proportions of those who strongly disagreed and disagreed were presumed to have disagreed and were therefore summed up as one response. Similarly, the proportion of those who strongly agreed and those who agreed were also deemed to have agreed and thus, were summed up as one. Therefore, the results in Table 3 indicate as though the Likert used was a three-point scale. From Table 3, the average mean for the items on division of labour was found to be 2.36 with a standard deviation of 0.771. From the legend, this means that on average, the respondents were neutral about the division of labour in both the public and private universities in Uganda.

We ran simple linear regressions in order to establish whether division of labour had any significant effect on decision making in public and private universities in Uganda.

Table 4: Regression between Division of Labour and Decision-making in a Private university in Uganda.

Predictor	B	SEB	β
Division of Labour	.300	.030	.586**

R^2=.343. **p<.001, two-tailed.

The results in Table 4 present a simple linear regression computed to predict whether decision-making in private universities was significantly affected by division of labour. A significant regression equation was found (F: 1, 187) = 97.808, p<.001), with R^2 of 0.343. The results imply that decision-making increased by 0.586 for each unit measure of division of labour.

Table 5: Regression of Division of Labour and Decision-making in a Public University in Uganda.

Predictor	B	SEB	β
Division of Labour	.316	.047	.555

R^2=.308. **p<.001, two-tailed.

The results in Table 5 present a simple linear regression computed to predict whether decision-making in private universities was significantly affected by division of labour. A significant regression equation was found (F: 1, 104) = 46.195, p<.001), with R^2 of 0.308. The results imply that decision-making increased by 0.555 for each unit measure of division of labour.

The analyses from Tables 4 and 5 were closely corroborated with the data collected through the face to face interviews with members from the University Council and Senate. Data from the face to face interviews was analyzed thematically rather than using content analysis and presented verbatim. For instance, as regards division of labour, the members of council interviewed from different universities acknowledged that both public and private universities in Uganda are structured. In a face to face interview with a Council member from a public university, the member said;

"*This university is well structured and there is marked division of labour. Those that have been entrusted with various responsibilities are selected carefully. Normally, factors such as level of education, experience and dedication to work are considered during the selection of responsible staff to head departments, schools or colleges in the university. The division of labour affects decision-making and is a means of ensuring that the governance structures with appropriate capacity to perform*."

In another interview with a Council member from a private university, he said;

"*Although we are a private university, we have a well-structured system in place that has marked division of labour which does affect decision-making. Nomination to any one particular office of responsibility is based on one's competence, level of knowledge and experience. The marked division of labour enables appropriate flow of governance. In some cases, the structures are ignored and not followed by some people leading to role conflict and grumbling from those that seem sidelined in the system*."

Generally, this implies that although there was a wider variation in terms of the respondents, division of labour in both public and private universities was found to significantly affect decision-making. The division of labour in both universities was found to be based more on competence, technical knowhow and experience than on social class. The departmental sub-divisions in both categories of universities are considered during the division of labour process so as to ensure that information between the governance structures in both public and private universities flows easily.

Discussion of results

The data on the character of decision-making in selected (challenged – problematic and unchallenged – non-problematic) situations acquired and presented, significant evident differences in the character of decision-making with respect to the measure of inclination of the managers to attributes of organizational teaching or to bureaucratic mechanisms. Tendencies in decision-making head towards using the tools of organizational learning especially when linked to non-problematic situations, and so solving such situations which have not been successful is usually connected to using the tools of a classic bureaucracy. This finding is in accordance with central hypothesis and confirms the assumption that connects successful problem solutions with higher measure of inclination to organization learning attributes in decision-making process rather than to division of labour attributes. This tendency is not definite in all disciplines – it is most significant in disciplines of team learning and system thinking, at least it is exhibited in mental model discipline. According to the findings of our research, it can be said that the inclination of the manager's decision-making to the learning attributions is the highest on the dimension of team learning. Managers in decision-making process at problem solving don't have definite attitude to learning attributes and their using is not extremely attractive, rather average. In this sense, the space of manager decision-making area has very dynamic potential for development to using of more effective tools characterizing operation of intelligent systems which respects high measure of complexity in organizations. Presented analyses and their results brought some interesting information that indicates several further possibilities for future analyses. For further development of effectiveness of formal organizations in currently highly dynamic world, their analyzing is not just expected but also required.

It can be noted that the R^2 values for both public and private universities are quite low implying that there are other factors that greatly contribute to decision-making in the universities. These may include factors such as the decision-making environment in the universities, the knowledge of members involved in the decision-making process in the universities; the organizational culture of the universities, issues relating to national policies for higher education; and political interference into university governance. On the whole, these contribute up to about 65% in the decision-making process and should not never be ignored by managed.

Conclusion

From the discussions and the findings of the study, it can be concluded that; there is no statistically significant effect between division of labour and decision-making in both private and public universities in Uganda. A unit improvement in division of labour in private and public universities leads to better decision-making in both universities. Division of labour was not based on social class in both public and private universities and information flow between governance structures does not flow easily in public universities as compared to private universities.

Recommendations

Based on the discussions and results, it is recommended that whereas division of labour is useful in ensuring appropriate flow of governance, it is recommended that management of universities should follow structures in the universities to avoid role conflicts and grumbling from those that seem to be sidelined in the system. Universities should increase their focus on division of labour in order to cause a significant effect of decision-making process in the institutions. In particular public universities should pay more attention to stakeholder involvement in the electoral process, division of labour should be based on social classes for both public and private universities. There should be effective information flow between governance structures especially in public universities. This would ultimately lead to significant improvements the decision-making process in their universities.

References

Altbach, G. P. (2005) *The private higher education revolution: an introduction*. Kampala: NCHE

Altbach, P., & Davis, T. (1999). Global challenge and national response: note for an international dialogue on higher education. *International Higher Education*, (14).

Basheka, B. C.; Muhenda, M. B. and Kittobe, J. (2009). Programme delivery quality benchmarks and outcomes based education at Uganda Management Institute: a correlational approach. *Uganda Higher Education Review Journal of the National Council for Higher Education*. Vol.6 (1) pp.11-28

Boston, J. J. (1996). *Public management: the New Zealand model*. Oxford University Press

Byrne, J. B. A and Humble, A. M. (2007). *An Introduction to Mixed method Research: Atlantic Research Centre for Family-Work Issues*. Mount Saint Vincent University.

Chae, M. and Hill, J. S. (1997). High versus low formality marketing planning in global industries: determinants and consequences. *Journal of Strategic Marketing*, Vol. 5 No. 3, p. 22.

Chakravarthy, B. (2011). A new strategy framework for coping with turbulence. *Sloan Management Review*, pp. 69-82.

Coaldrake, P, Stedman, L & Little, P. (2003). Issues in Australian University Governance. *Brisbane: QUT*

Conner, D.R. (1998). *Leading at the edge of chaos: how to create the nimble organization*. John Wiley, New York, NY.

Farrell, W. (1998). *How hits happen: forecasting predictability in a chaotic marketplace*. New York:Harper Business

Ferlie, E., Ashburner, L., Fitzgerald, L., & Pettigrew, A. (1996). *New public management in action*. Oxford: Oxford University Press.

Dearlove, J. (1997). The academic labour process: from collegiality and professionalism to managerialism and proletarianisation? *Higher Education Review*, 30 (1), 56-75.

Coaldrake, P., Stedman, L., & Little, P. (2003). Issues in Australian university governance. Brisbane: QUT.

Hood, C. (1991). A Public Management for All Seasons. *Public Administration*, 69 (Spring), 3 -19. Jegede, A. S. (2012).Breaking Bad News: Education and Couples' Disclosure of HIV Status in Ibadan, Nigeria. *Africa Journal of Psychological Studies and Social Issues*, Vol.1&2:126 – 142.

Kasozi, A.B.K. (2003). The African universities' capacity to participate in global higher education supply and production: a case of Uganda. *Uganda Journal of Education*. vol.4 pp45 – 63

Kasozi A.B.K. (2005). *The State of Higher Education 2005: Executive summary*. NCHE, Kampala.

Katamba, P. (2007). Government philanthropy towards private universities in Uganda and its implications for access, equity and quality of higher education: the case of Bugema University. *The Uganda Higher Education Review Journal of National Council for Higher Education*. vol.4(2) p.9-16

Kayongo, P. M. (2009). *The need for a strong and effective public-private partnership in the provision on higher education in Uganda*. Ndejje University.

Kezar, A. J. & Eckel, P. D. (2004). Meeting today's governance challenges: A synthesis of the literature and examination of a future agenda for scholarship. *The Journal of higher Education*, 75 (4): 371-399.

Kothari C. R. (2006). *Research Methodology; Methods & Techniques*. New Age International Publishers, Delhi India.

Klemenčič, M., Luescher, T. M., & Mugume, T. (2016). Student Organising in African Higher Education(pp9-26), Lueschert T.M., Klemencic, M. & Jowi, J.J (2016). *Polity, Politics and Policies. Student Politics in Africa: Representation and Activism*. African Minds

Larbi, G. A. (2009). *The New Public Management Approach and Crisis States. Series Papers Related Information*. University of Munich. Germany.

McMaster, M. (2002, September). Partnerships between administrative and academic managers: How deans and faculty managers work together. In *ATEM-AAPPA Conference* (Vol. 29).

Mugume, T. (2015). *Student Organizing in African Higher Education: Polity, Politics and Policies. Directorate of Institutional Research and Academic Planning*. University of the Free state, South Africa.

Nakabugo, M.G.; Masembe, C.S. (2004). *Quality assurance in curriculum development Presented at the NPT Programmeon. Building a Sustainable ICT Training Capacity in Four Public Universities in Uganda? Curriculum Development Workshop, 18-22 October 2004*.

Nyarugwe, R. (2014).*Governance and Decision-making in Colleges and Universities - Shared Governance, Governance Structure, External Influences, Trends in Governance*. Net Industries and its Licensors. Harare.

Ocwich, D. (2005 Aug 7th). *Can Uganda's Economy Support More Districts*? New Vision. Kampala.

Odiya, J. N. (2010). *Scholarly Writing, Research Proposals and Reports*, Makerere University Printery, Kampala.
Okwakol, M. J. N. (2009). The Need for Transformative Strategic Planning in Universities in Uganda. *NCHE Journal* Kampala.
World Bank (2009). *The Challenge of Establishing World-Class Universities*. World Bank. New York. Washington D.C.