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Budgeting Process and Managerial Accountability at Private Universities in Uganda: The Case of Team University – Kampala

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ABSTRACT: Uganda is one of the most decentralized countries in the world. However, the decision making structures have remained bureaucratic and the state keeps a watchful eye on both government and private enterprises especially on the way businesses are conducted mostly through the Financial Intelligence Authority. This study examined the association between Budgeting Process and Managerial Accountability of Team University. To examine budgeting process, the study explored budget preparation, budget implementation, monitoring and evaluation. On the other hand, to examine managerial accountability, the study used financial accountability, value for money accountability and legal & professional accountability as measures. The study adopted a descriptive design using quantitative approaches. Data were collected from the study sample of 115 respondents out of 128 population. The study sample involved senior management team, administrators, academic staff and support staff of Team University. The data collection instruments consisted of a five point Likert scale survey questionnaire. Collected data were analyzed using SPSS package (version 20) to generate descriptive statistics and inferential statistics. The study found that budget performance evaluation significantly affected managerial accountability by about 90%, while budget preparation and budget implementation appeared to reduce managerial accountability. The study concluded that budgeting process strongly influences managerial accountability by about 75.0%. In recommendation, management of Team University should allow stakeholders to influence university's budget decisions and should consider incorporating key stakeholders in the budget implementation

Keywords –Budgeting Process, managerial accountability, private universities.

I. BACKGROUND TO THE STUDY

Globally, state and non-state actors are creating new channels of dialogue in government and private sectors (Nelson 2014). Under this context, Participatory budgeting process is rapidly gaining attention from government, civil society, Private sector and international development agencies, as an effective platform for promoting Managerial accountability (Matovu and Chirisa, 2009). Originally, budgets were a preserve of technocrats and Organizations' officials and other key stakeholders had no opportunity to participate (Kelly and Rivenbark, 2003). During 1980s, into the new millennium, the concern in literature and among the practitioners was the need to deliberately include all parties within an organization and other actors in the budget decision making (Mark and Short 1985). Participatory budgeting process has enabled organizations to realize the value for money through active participation and overseeing how the financial resources are utilized (Shah, 2007).

Budgeting is a process which allows all members and all stakeholders of an area (region, organization, or some kind of defined group) to participate in the allocation of part or all of the organization's available financial resources. Participatory budgeting process was introduced in Uganda in 1997, by the Local Government Act of 1997, which requires each local level to begin its budget process with a conference which is open to public. Participatory budget process is built around normal budgeting cycle extended to cater for wider membership input (Matovu and Mumvuma, 2008). All stakeholders participate directly or indirectly through representation Stakeholders' participation in budget allocation and oversight processes are important for two main reasons: first, the budget reflects distribution of scarce financial resources with significant consequences on the financial position of an institution/organization in the immediate and long term goals and has socio-economic effects on the welfare of various groups of people. Second, participation of all stakeholders in budgetary processes builds social trust and creates an effective mechanism of holding officers and proprietors accountable to the public(Khagram, De Renzio,& Fung, 2013).

Budgeting process encourages more equitable resource distribution and promote funding for innovative and responsive projects, increase the community knowledge and strengthen relationships between participants, administrators, proprietors, the entire organizational community and the public at large, increase community understanding and insight into budgeting decisions and their consequences in accountability and devolve certain public-interest-focused spending priority determinations of financial resources.

Ebdon (2006), many organizations are currently struggling with fiscal financial stress characterized by misuse of financial resources that requires strong over sight and proper accountability. Painful decisions are therefore required regarding strict spending and service reduction which is detrimental to the well-being of all stakeholders that participate in resource allocation and mobilization. Budgeting process is seen as an opportunity through which stakeholder engagement can help organizations to have strong financial control over their financial resources (Bachir, 2008).

Aleksandra (2009), defines Managerial accountability as responsible stewardship for the use of public money. It is about verification of legality and regularity of financial accounts, strong accounting systems, auditing, internal controls and timely reporting on the use of the financial resources but also about making sure that value for money has been achieved in the use of financial resources.

Uganda Public Finance Management Act (2015), an Accounting Officer of an organization shall control the regularity and proper use of money appropriated; be responsible for authorizing any commitment made by a vote, control the financial resources received, held or disposed of by or on account of a vote and the Accounting Officer, shall within two months after the end of each financial year, prepare and submit to the Auditor-General a set of final annual accounts.

World Bank (2011), Although Uganda has a relatively well established legal and institutional framework for public sector financial management and accountability that is underpinned by the Constitution 1995, many of the incidences reported by the Auditor General point towards fraud, embezzlement and a waste in the use of public resources that exemplify the risks in budget execution. It also appears that insufficient attention is paid by Accounting Officers to their fiduciary responsibilities, including follow up on audit findings. This does not leave the Private Sector clean of such offences. In fact, in private sector the regulatory framework of financial management leaves a lot to be desired and Kampala International University may be part of this.

Team University is a Private University licensed by National Council for Higher Education (NCHE) in 2015 to a University Status from being an “Other degree awarding Institution”; a status it acquired in 2006. As a University, it is mandated to award Post Graduate Degrees, Undergraduate Degrees, Post Graduate Diplomas and Professional Qualifications. It is located on Plot 446 Kabaka Anjagala Road – Mengo and its motto is “Empower for generations” with the mission of “Providing training to students in business disciplines and management that would produce qualified and competent business professionals.” The university’s Vision is “To be a hub of professional Business and management training and Research for the nations in the region”.
The University has a clear administrative structure with the Board of Trustees at the Top and the University Council as the Overseeing Organ. The day-to-day administration is spearheaded by the Vice Chancellor who works alongside with fellow administrators, Directors, Associate Directors, Deans, Associate Deans and Heads of Departments. The University has a Directorate of Finance whose mandate is;

1) Financial bookkeeping to providing information to assisting managers in making strategic decisions
2) Management of cash flow and ensuring there are enough funds available to meet the day-to-day payments and also ensures that tuition is paid in time, and that there is a payment policy.
3) Finance directorate works with management to prepare the organization’s budgets and forecasts, and to report back on the progress against these throughout the year.
4) Finally, the finance directorate provides information to assist management in making key strategic decisions.

Owing to mandate 3 of the Directorate of Finance in Team University of preparing Organization’s Budgets and forecasts and with reference to Babcock, (2008), Ndifuna, (2008) and Matovu, (2009) that Budgeting process promotes Managerial accountability, there remains a controversy as to whether Budgeting process has an effect on Managerial accountability in Team University. This is why the researcher wants to carry out the study to find out the linkage between Budgeting process and Managerial accountability.

II. PROBLEM STATEMENT

According to Gupta and Shah (2008) budgeting process promotes Managerial accountability in realizing value for money. The presence of sound Managerial accountability has several indicators at the corporate level in relation to budgeting process. An organization is likely to manifest proper Managerial accountability if its administrative committees and audit committees provide for its stakeholders’ a crucial oversight of the organizations finances (Sahgal and Chakrapani, 2000).

Many organizations have put to a forefront key core values of; transparency, accountability, team work, professionalism, equality, fairness, responsiveness, etc. all these are to show commitment to achieving what an organization, its people and the community cherish. However, on the other hand, cases of embezzlement, corruption, labor turnover, insolvency, receiverships, closure, etc. have also been common in media reports and general economic operations. You will ever witness counter accusations between different stakeholders of an organization when catastrophe has hit and you wonder who is responsible for that if everybody was doing his/her part and respecting the values they uphold.

Since 2015 when Team University was accredited to be a University, from “Other Degree awarding status” Progress is seen to be slow and impact not very significant in terms of student enrollment, Community awareness of its existence and fast tracking of Graduate’s in community Service. One wonders whether this is a result of managerial complexities or Budget constraints and thus a need to carry out an investigation on Budgeting Process and Managerial Accountability in this University

General Objective

The study focused on investigating how Budgeting process influences Managerial accountability in Team University.

Specific Objectives

i. To establish the relationship between budget preparation and Managerial accountability in Team University.
ii. To examine how implementation budget influences managerial accountability in Team University.
iii. To assess the relationship between budget performance evaluation and Managerial accountability in Team University.

Significance of the study

The study was expected to contribute to the existing Literature on Budgeting process and Managerial accountability in service delivery and serve as an impetus for further research into similar areas.

The study was hoped to be of significance to the stakeholders within the University and outside the University and the researcher. Internal stakeholders included University leadership and staff while external stakeholders included the University as an organization.

The study was expected to help the leadership and the employees of the University to understand the nature and weakness in the budgeting process and how best it can improve it thus helping them to strengthen budgeting process to improve Managerial accountability which would reduce pressure on University financial resources.

The study was designed to make recommendations to help in strengthening better financial management procedures as well as accounting in correcting any bad performance and guaranteeing quality assurance to stakeholders by addressing the issue of service delivery and development in the University as a whole.

Justification of the study

Any possible decline in Managerial accountability in Team University for financial resources where stakeholders participate in budgeting affects sustainability of service delivery and the implementation of University development programs. It can easily increase pressure on the University’s resources of all nature and yet reliance on proprietors’ for funds makes the University less autonomous. The study was therefore designed to help to strengthen better budgeting process practices and Managerial accountability in Team University.

It’s important to note that with the increasing number of Universities’ in Uganda, Managerial accountability in University operations is more crucial than ever. The drive to liberalize education and permit creation of new Universities brings in play a big need of stakeholder’s participation in budgeting which can guarantee better Managerial accountability of Universities in Uganda. There was no previous study relating stakeholders’ participation in budgeting and Managerial accountability in Team University, Therefore, this study intended to provide basic empirical facts of how stakeholders’ participation in budgeting process influences Managerial accountability in Team University.

III. LITERATURE REVIEW

Theoretical Review

In most cases, budgets have been a preserve of technocrats and a few personnel in the finance department or director of finance but budgeting process concerns stakeholders’ involvement in identification of needs and priorities to implementation, monitoring and evaluation as well as promoting Managerial accountability. Stakeholders’ participation in budgeting process is a topic that has received attention for many decades, despite prescriptive exhortations to many organizations especially Universities. Research in this area has significant limitations, no systematic effort has been made to extend theory to make it more robust (Ebdon, 2006). The study will use two basic theories i.e.

- ❖ The Principal agency theory by John Forester.
- ❖ Stakeholders' Theory by R.Edward Freedman, Andrew C.Wicks, Bidhan Parmar

Forester 2002 observed that at the heart of public budgeting practices are relationships among those who provide agency services and those who allocate resources to service providers. In other words, those who make claims on organizational resources are agents and those who allocate and ration resources are principals. In this relationship, the principal contracts with the agent to provide services to the public (Khan and Bartley, 2002). This theory is used to explain the relationship between the key stakeholders of Team University on the one side and the administrators of Team University on the other side; contracting to provide various services to the public and how this relationship has influenced budgeting process and Managerial accountability. Therefore, Team University as an organization is accountable for all the funds it receives both local and non-local revenues, by ensuring proper budgeting and Managerial accountability for its various faculties and departments in the University from the principal by ensuring that financial resources are properly utilized and there is effective service delivery at the University.

On the other hand, R. Edward Freeman, Andrew C. Wicks, and Bidhan Parmar advance the Stakeholders' theory which begins with the assumption that values are necessarily and explicitly part of doing business. It asks managers to articulate the shared sense of the value they create and what brings its core stakeholders together. It also pushes managers to be clear about how they want to do business specifically what kinds of membership they want and need to create with stakeholders to deliver on their purpose.

First – The theory asks managers "What is the purpose of the firm?" This encourages managers to articulate the shared sense of the value they create and what brings its core stakeholders together. This propels the firm forward and allows it to generate outstanding performance determined both in form of purpose and marketplace financial metrics.

Secondly – The theory asks, "What responsibility does management have to stakeholders?" This pushes managers to articulate how they want to do business especially what kind of relationship they want and need to create so as to arrive at their purpose.

The implication of this theory is that Team University is led by a team of managers who must spell out clearly what the University stands for and these managers can never operate in isolation of other different stakeholders with interests which must be catered for if the relationship is to harmoniously exist.

Historical Perspective of Budgeting process.

Budgeting process is defined as stakeholders' involvement in identification of needs and priorities to ensure proper implementation of organizational activities and evaluating the programs to realize value for money (UN-HABITAT, 2008). Stakeholders' participation in budget allocation and oversight processes are important because the budget reflects distribution of scarce financial resources with significant consequences on the state of the financial and non-financial resources of the organization in the immediate and long term goals the firm has and has socioeconomic effects on the welfare of various groups of people. Secondly, participation of all stakeholders in budgetary processes builds social trust and creates an effective mechanism of holding administrators accountable to all stakeholders (Mugisha & Kitamirike, 2016).

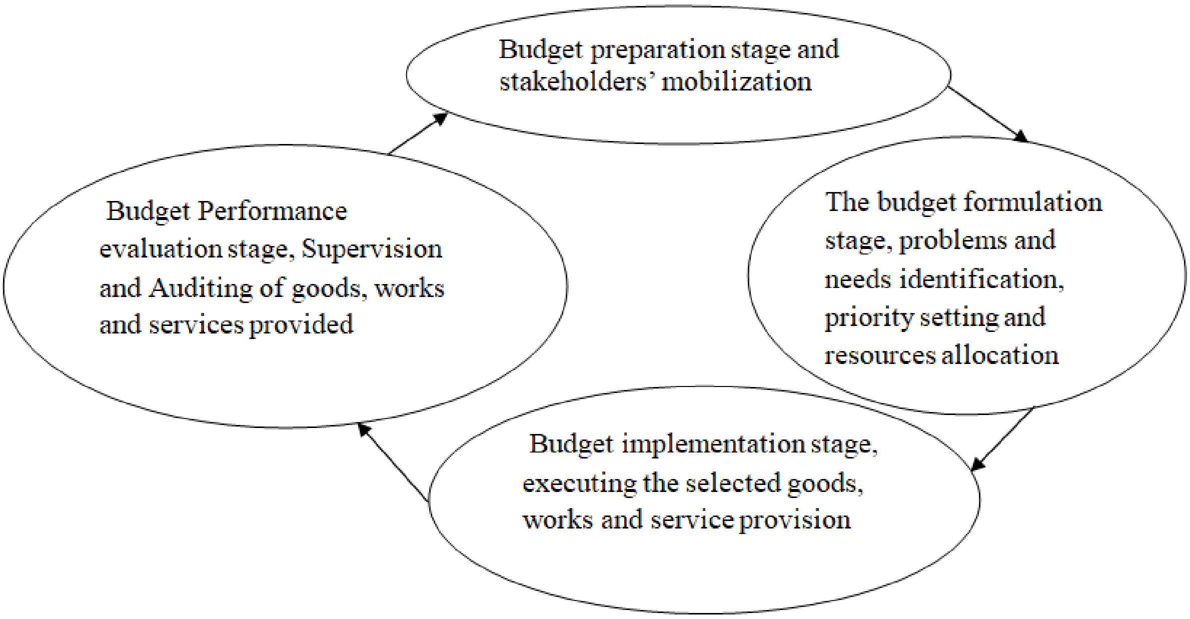
Budgeting process entails active engagement of the stakeholders in the budget decisions and activities that affect them at all levels. As a minimum requirement, participation in budgeting must include the ability to influence decision making and not just seek approval or acceptance of a decision or activity (Lloyd et al., 2007). Also, to Cohen and Uphoff (1980) participation refers to a large number of people who get involved in certain situations or actions to improve their well-being that is income, security or self-esteem. Therefore, in this study, participation is concerned with stakeholders' involvement in budgeting at the university level.

Budget preparation is used as a platform for shared decision-making, Managerial accountability and expenditure (Robinson, 2004). It helps people to have a better understanding of the problems involved in Managerial accountability to meet the expenditure side of the budget. This makes people to make their contributions in time and may perhaps make it easily to increase those that are still wanting. Paulo Roberto Paix" Bretas (1996)

It as well make the people own the budget and as a result, they expect to get accountability for the money and other resources given to the University on their behalf as a way of getting services that are helpful to their lives (Pendlebury, 2006; Babcock, 2008). In order to understand how participation in budgeting operates, Arnstein (1969) introduced the participation ladders. In this ladder-model, there are eight steps and the lowest level are (1) Manipulation and (2) Therapy. These two ladder-steps describe level of 'non-participation' because the real objective in budgeting will support the University agenda. The third ladder-step is 'informing the power holder(s) inform the public of their right and responsibilities during budgeting in a one-way communication.
The forth ladder-step is 'Consultation'; here people's opinion and views are collected but decisions are made by power holder in budgeting. The fifth ladder-step is 'Placation'; where people have active role as shaper of

opinions, idea and outcomes, but final decisions remain with power holder. Collectively, the ladder-steps 3, 4 and 5 are also called participation where people are consulted but not involved in decision making. The sixth ladder-step is Partnership'' and people are directly involved in decision making and action; people also have clear roles, responsibilities and power. Ladder-step seven Delegated Power and 'ladder-step eight Stakeholders' Control''; stakeholders are given power to make decision, resources and control and there is a clear line of accountability between stakeholders and university. According to Arnstein (1969), it is in the last three ladder-steps (6, 7 and 8) that stakeholders have real power in budgetary decision making.

Figure 1: Budgeting process Cycle.



Source: ESA Report, 2008

Components of Budgeting process:
Budget Preparation

Stakeholders' participation in Budgeting and oversight is a central element to democratic Managerial accountability and good governance (Mugisha & Kitamirike , 2016). According to Drury (2006), budget preparation is a bottom up approach that is concerned mainly with needs identification, priority setting, resources allocation and making estimates of expenditure and revenue by the stakeholders directly or indirectly through their representatives. This is actual fact phase where the policies and projects that will be implemented by the University in the coming fiscal year are discussed.

In all African countries the common form of participation in budget preparation is direct where the appointed and elected representatives engage their local authorities on behalf of the stakeholders (UN-in resource allocation, HABITAT, 2008). Participation should be representative of the community and not to close anyone out of the process (Crosby, Kelly and Schaefer, 1986). Where there is more participation of the stakeholders there is greater Managerial accountability as was the case of Brazil than where there is less participation (UN-HABITAT, 2008) and Baquero (2006). It's important to note that in this study budget preparation is conceptualized to include goals and targets, setting priorities, estimates of revenue and expenditure as well as resource allocation.

Teller, (1983), participation in budget preparation helps to enhance participants' attitudes towards setting budget goals and targets. Stakeholders' involvement in decision-making during budget preparation and allocation of resources helps them to be involved in supervision of the use of resources (Matovu and Chirisa, 2009). Consequently, they become aware of the capabilities and limitations of their organization in terms of providing infrastructure and public services. They are more willing to help in identifying essential source of development financing thereby promoting Managerial accountability.

Studies carried out on the relationship between budget preparation and Managerial accountability tended to show positive results as in cases of Brazilian cities (Cabannes, 2004), but it was not clear whether improved Managerial accountability was due to proper following of budgeting process and this calls for more research into this area to determine whether budgeting process affects Managerial accountability.

It's also popularly known for Universities to solicit their own resources but as these resources are scarce and limited, they should be allocated in priority towards cherished goals. If projects identified by stakeholders during budgeting process produce positive outcomes, then stakeholders will be motivated to achieve even higher goals.

Most researchers into the subjects tended to use qualitative approach by carrying out field study through interviewing people (Babacock, 2008). The quantitative approach was not used to determine the extent to which stakeholders' involvement in budget preparation affects Managerial accountability.

It can be noted that Budgeting as a tool of planning would help people to be able to see and understand why their money and other resources are given to the manager to care of such resources on behalf of others. Therefore, budgeting would help people to share the information, consult, collaborate and take part in decision making in relation to the resource at their disposal.

Public meetings in many countries have been instituted to insert civic opinion into local governance. In Uganda, the Constitution (1995) and Public Universities and other tertiary Institutions Act (2002) provide for such meetings to help stakeholders hold their leaders to account. Precisely, the indicators for setting budget priorities that will be adopted by this study are:

- Evidence of improved priorities adopted and implemented
- Evidence of participation by the stakeholders in setting priorities at the University level
- Evidence of public meetings involving both stakeholders and local leaders participation in setting priorities for the university

Babcock (2008) it's important to note that in budgetary planning stakeholders engagement is important so that people are able to see and understand why their money and resources are given to the university to be properly utilized. Budget preparation helps people to share information, consult, collaborate and take part in budget preparation; it helps people to contribute to its funding.

Budgeting and budgetary control systems reflect the way resources are allocated to activities through the budget in the public sector. It is therefore fundamental to note the difference between budgeting for the public sector organization and the private sector. In the public sector budgeting is based on demands of the community members whereas private sector, budgeting is moderated by market forces. Budgeting is a means by which financial resources of an organization are conserved. It helps to eliminate the unnecessary spending or spending on the unnecessary items. In conditions where the budget is targeting service delivery, it may involve 'budget cuts' in order to cater for the most crucial areas of the organization thus, increasing the level of results (Siege, 2000).

Budget Implementation

This is the actual problem solving stage whereby all that was planned and agreed up on in the budget preparation stage are being worked on. It involves execution of selected works and services provision. Stakeholders' involvement helps to have a combined effort in monitoring budget implementation which encourages them to comply to follow up on identified essential sources of funds for development project in their sections (Ndifuna, 2008).

Drury (2000) budget implementation is always a staff function but stakeholders can as well participate in the budget acidities like collection of revenues, deciding on expenditure for public physical accountability. Stakeholders' participation in Budgeting a continuous, open and inclusive process divided into district stages by which stakeholders especially managers widen mechanism for promoting direct and indirect stakeholders participation in identifying needs, deciding preferences as well as implementation, monitoring and evaluation of a budget taking into account expenditure requirements and available resources (Matovu and Mumvuma, 2008).

With the increasing number of administration units in Universities, stakeholders' participation in Budget implementation enhances Managerial accountability and performance of such universities. Stakeholders' involvement in budget implementation ensures that implementation is on target, resources are applied in accordance with agreements and quality control is in place. This guards against abuse of organizational resources and improves service delivery which motivates stakeholders to pay for these services (UN-HABITAT, 2008). It can be noted that involvement of stakeholders in implementation of the budget makes them own the projects which results into increase in voluntary support, provision of labor, raw materials and willingness to pay charge fees and taxes (Matovu, 2008).

It can be noted that as far as Internal Audit Department personnel is concerned, Section 90(1), of the 1997 Local Government Act demands every entity that receives public funds to provide for an internal audit department to enhance Managerial accountability. The head of the internal audit department is directed to prepare quarterly audit reports and submit them to the responsible office giving a copy to the relevant Authorities (Uganda, 1997).

All these laws put in place mechanisms for registering complaints and receiving feedback. The challenge however seems to be the fact that, despite decentralizing services and implementation of university programs, little is put in place as a way of legal requirement for downward Managerial accountability. This has in turn led to pursuance of informal mechanisms of Managerial accountability to the stakeholders, from whom the political leaders obtain their mandate. Some of the institutions are operating with limited human resource capacity while stakeholders have limited knowledge of their role in holding Universities accountable. These are the challenges that render this study relevant.

Chong (2001) investigated if budgetary performance is increased only when an emphasis on accurate and tight budget targets is complemented with a high extent of cost control; and if these effects are found only for the production function, but not for the marketing function. The results, based on a sample of 104 senior Australian managers, support a significant two-way interaction between an emphasis on tight budget targets and cost control affecting budgetary performance. Budgetary performance is high only when both emphasis on tight budget targets and cost control are high. These results are applicable to both the production and marketing functions.

Budget performance Evaluation

It can be noted that monitoring and evaluation under budgeting process is normally done by a select committee and the Internal Audit section so as to monitor the budget implementation on the site and evaluation of project implementation. Usually, budget monitoring and evaluation process will continue throughout the whole fiscal year to check on the progress of the activities as budgeted for in the work plan (Choi, etal, 2014).

Mugisha M., & Kitamirike E, (2016), the Council approves the budget, monitors, and evaluates the performance of the budget through its various committees where key stakeholder's participation is paramount because this helps to ensure Managerial accountability is very strong.

Managerial accountability is only effective where the overseeing actor(s) can enforce sanctions or evoke punishment for noncompliance, transgressions, failure or inappropriate behavior by failing to implement budgeting process outputs made by stakeholders. Managerial accountability without sanctions is weak. Sanctions may range from professional code of conduct for example the Leadership Code Act, 2002 in Uganda, exposure to negative publicity for human rights abuses of university by civil society organizations among others. The enforcement of sanctions Managerial accountability; otherwise it remains rhetoric (Brinkerhoff, 2001).

Besides responsiveness and efficiency, Managerial accountability is an expected gain from decentralization (Andrews and Shah, 2003). Bird, (1993) presents Managerial accountability as a central theme for the benefit of all who participate in budgeting. These gains are expected because management of public funds is shifted closer to the people (Andrews and Shah, 2003). With decentralization, transfer of authority and responsibility to the decentralized agency enhances Managerial accountability to depending on whether there is a devolution, concentration, delegation or privatization and divestiture form of decentralization (Turner and Hulme, 1997). In case of devolution, the higher authority is the population that participates in budgeting; therefore, the main mode of Managerial accountability is timely financial accountability, value for money and legal & professional accountability.

It can be noted that improving monitoring and evaluation leads to better Managerial accountability that enhances service delivery, particularly for the poor, a point the World Development Report 2004, Making Services Work for Poor People makes in convincing fashion (World-Bank, 2004). Conversely, scholars argue that increasing the resources allocated for public services without fixing the Managerial accountability incentive structure will most likely not translate into greater development benefits for the poor (Venugopal and Yilmaz, 2010). If the University service provision is to benefit the clientele, the intended beneficiaries should be able to hold the people responsible to account for their funds, thus emphasizing the importance of Managerial accountability as a social relation at the local level. These arguments presuppose the existence of stakeholders who have all the necessary information and therefore are able to determine their destiny. For a good understanding of Managerial accountability at the local level, we need to look at it in the context of private Universities within which this study is positioned.

The main aim of this study is to find explanations for variation in Managerial accountability and budgeting process of private Universities; therefore it is imperative that we center our attention on some of the theoretical arguments on Managerial accountability in a decentralized operation system (World-Bank, 2004).

The Institute of Internal Auditors (2010) considers monitoring to encompass activities such as periodical evaluations, internal audits and management self-assessments. Lary (2009) view monitoring as needed to ensure that planned administrative, operational and financial tasks and activities are carried out in a timely and proper manner such that set internal control objectives and organizational performance are achieved. Monitoring aims at determining whether organizational members are carrying out or have carried out their tasks efficiently and effectively as required by the organization's policies (Spillane, & Reimer, 2000).

Besides the outcome, the process of budget performance evaluation must be more rigorous to yield positive results in service delivery. During the year the proposed budget interventions by different sectors are appraised and evaluated using a set of nine criteria namely; Consistency with the University strategic and intermediate objectives, Technical feasibility, Availability of funds (especially for the first year), number of people beneficiaries, development of local potential, Sustainability considerations including provisions for recurrent costs, environmental considerations, gender responsiveness and political acceptability. The appraisal is always aimed at evaluating whether the prioritized investment reports have been properly implemented and if there is any impact for what had been budgeted for by the stakeholders (Ndifuna, 2008).

In this study, budget performance evaluation is conceptualized to include time of monitoring, supervision of activities in progress and Frequency (on schedule performance) of the activities being done at the university related to budgeting and Managerial accountability. According to World Bank Report (2011) concerning improving oversight arrangements on financial resources in Uganda, an annual audit certificate should be issued by the Auditor General on the Public Accounts in accordance with international auditing standards and auditor independence and the rights of access to all public bodies for audit purposes; quality assurance considerations; clearing the backlog of audits of state enterprises, addressing identified control weaknesses and regularizing reported anomalies; and mobilizing resources to enable the oversight institutions to discharge their mandates.

Ruth Carlitz (2013), the past two decades have also seen tremendous growth in budget performance evaluation of organizational expenditure by stakeholders in order to promote the efficient delivery of stated University policies and priorities. Notably, such evaluation presupposes the availability of budget information. However, in many countries, budget performance evaluation is not forthcoming, which has led many groups to advocate greater budget transparency as a first step. The International Budget Partnership has been the most prominent civil-society actor working to promote budget transparency, particularly through its Open Budget Index (OBI) across the globe.

The Uganda Public Finance Management Act 2015 provides for monitoring and evaluation of the management of public funds as a strong responsibility of the stakeholders and stipulates the roles of Accounting Officers and Institution leaders as well as audit committees to provide for in-year reporting annual accounts on the use of the public resources.

The Concept of Managerial accountability

Brown (2008) Managerial accountability is defined as the assessment of value for money and acceptance by individuals of personal responsibility for their actions in relation to quality of their outputs and decisions. Cox (2010), and Malinga (2006) noted that financial accountability implies accountability to the public. Bothwell (2011) asserts that financial accountability as a performance indicator is concerned with ensuring that money given to people is spent according to the budgeted items and activities using the set rules.
Stakeholders' participation in Budgeting and oversight is a central element to Managerial accountability and good governance (Mugisha & Kitamirike, 2016). Most arguments in support of participation in Budgeting portray it as a means of improving both the performance and accountability of a bureaucracy that is outdated, unrepresentative, and underperforming (Barber1986; King, Feltey and Susel, 1998)

Universities in Uganda are responsible for ensuring proper Managerial accountability of their financial resources by providing services to stakeholders and implement University development programs (Public Universities and other Tertiary Institutions Act 2002). However, to be effective, Managerial accountability needs to be carried with transparency by ensuring timely preparation of financial reports showing the performance of the University with variances in budgets explained for better decision making (Mugisha & Kitamirike, 2016).

And while there are persistent internal structural weaknesses within the accountability committees, high levels of transparency and participation should be expected to generate comparable improvements in accountability, after all, Paul Samuel (1992)'s seminal piece on public accountability, drawing on Hirschman's(1978) ideas of 'exit' and 'voice', has indicated that increased voice is expected to be accompanied by improvement in public sector accountability, as stakeholders become emboldened to demand accountability from their leaders.

Financial Accountability

Hilton (2008) Effective budgeting measures the differences between Budgeted results and actual results of a business activity. Therefore measuring and examining variances can help University management and stakeholders to contain and control costs and improve operational efficiency of the University. It can therefore be noted that Managerial accountability at the University level is always indicated by the budgetary performance reports prepared that show the projected /budgeted against the actual results**.**

Colin Drury (2006) prior to an accounting period, a budget is made using estimates of the activities and labor costs and amounts that will be required for the period. After the accounting period, the actual activities and labor costs and amounts are compared to the estimates to see how accurate the estimates were. The differences between the estimates and the actual results observed at the end of the period are called the variances.

Lucey (1983) commonly measured variances include direct labor rate variance, direct labor efficiency variance, direct material price variance, and direct material quantity variance. These variance analyses compare expected results to actual results to see if budget targets were met, or if the operations ended up being more expensive or less costly than originally planned. It can be noted that Liquidity ratios are the ratios that measure the ability of an organization to meet its short term debt obligations like paying its suppliers timely. Therefore these ratios measure the ability of university to pay off its short-term liabilities when they fall due. The liquidity ratios are a result of dividing cash and other liquid assets by the short term borrowings and current liabilities. They show the number of times the short term debt obligations are covered by the cash and liquid assets. If the value is greater than 1, it means the short term obligations are fully covered (ACCA2015).

Generally, the higher the liquidity ratios are, the higher the margin of safety that the organization possess to meet its current liabilities. Liquidity ratios greater than 1 indicate that the university is in good financial health and it is less likely fall into financial difficulties.

Most common examples of liquidity ratios include current ratio, acid test ratio (also known as quick ratio), cash ratio and working capital ratio. Different assets are considered to be relevant by different analysts. Some analysts consider only the cash and cash equivalents as relevant assets because they are most likely to be used to meet short term liabilities in an emergency. Some analysts consider the debtors and trade receivables as relevant assets in addition to cash and cash equivalents. The value of inventory is also considered relevant asset for calculations of liquidity ratios by some analysts (ACCA, 2015).

Team University need to possess the ability to release cash from cash cycle to meet its financial obligations when the creditors seek payment. In other words, it should possess the ability to translate its short term assets into cash. The liquidity ratios attempt to measure this ability of Team University.

It's important to note that at the University level, the Managerial accountability performance can be measured by liquidity and activity/efficiency ratios which indicate how the University meets its current obligations and how efficiently management uses its resources to generate revenues. They are called turnover ratios and the most commonly used ratios at the university level include receivables and payables payment period.

Legal and Professional Accountability

Judging by the level and depth of malfeasance, corruption and mismanagement of public funds in Uganda, there is very little evidence of improvement in both public and private sector accountability. Prosecution of corruption cases has been weak, at times highly politicized, only applying to alleged culprits who are not politically connected. Fiscal transparency and participation with weak public and private sector Managerial accountability performance has resulted into misuse of financial resources.

Recently, political economy literature has pushed the debate on public and private sector Managerial accountability performance further (Through Public Private Partnership arrangements), to argue that how accountable fiscal systems of accountability emerge is a rather complex and interactive processes of many variables that are largely shaped by contextual conditions specific to each country. Sometimes, the theories that elite fracture with dominant parties can intensify some leaking of information on public/private financial mismanagement by disgruntled elites in order to tilt the balance of power in their favor which could (intentionally) spur reforms and subsequently facilitate processes for building effective and accountable systems. On another hand, others have argued that sometimes a dominant elite group might be unbothered about fiscal disclosure if disclosure is seen as unhampering their political capital.

Therefore, the literature remains largely ambiguous and thus devoid of any solid theory for explaining the paradox of greater participation, and weak accountability of Uganda's public and private sector financial management system at the University level. However, we could attempt a diagnostic approach where we test a selected few factors (such as financial reporting, the role of Stakeholders, donor influence, budgetary variances , structure of power within the University among others).

It can be noted that horizontal accountability through agencies of the state has been plagued by structural and contextual difficulties which include but not limited to: the impossibility of monitoring the almost infinite number of University actions (and inactions) as well as the political isolation that results from these agencies' statutory or constitutional independence, the lack of adequate funding, limited enforcement capacity, the absence of second order accountability (i.e., holding accounting agencies accountable) and the overall weakness of the rule of law needed to enforce agency sanctions. Therefore, as a result of this challenge, it becomes clear that the most prominent two channels of accountability promise very little gains in terms of improving accountability, and thus obliges us to think about creative ways of building a hybrid systems that promise to involve the stakeholders most vigorously and aggressively in the process of holding Universities accountable (Mugisha & Kitamirike, 2016).

As the experience of participatory budget accountability in Porto Alegre in Brazil has shown, a carefully well thought inclusion of civil society in the process of budget accountability cycle can significantly improve the budget process. However, for this to happen, a number of things must change particularly regarding how those in university construe civil society.

According to Rogers (2005) accountability in Universities requires the production and publication of many pieces of specific or financial information, to a large number of people. For example, the annual reports, a statement of accounts, an annual revenue budget and capital program, an information leaflet to the local taxation demands and nationally published statistics and unit costs. In order to implement the budgets made by the University which were prepared based on the demands of different units, the University expenditure should follow the suit.

It can be noted that the Feedback on the Managerial accountability of the University is given by conducting public expenditure tracking surveys, Timely preparation and submission of quarterly and annual budget performance reports by the University employees and the departments in the University and increasing information dissemination on University performance.

Basing on the Financial and Accounting Regulations 2009 control of accounts should be in line with the management policy, internal controls and other coordinated methods, procedures and policies used within the district to promote operational efficiency and encouraging proper accountability and adherence to the management policies. Public Finance and Accountability ACT, (2003) says, Internal Control Measures means a set of systems to ensure that financial and other records reliable, complete and ensure adherence to the entity's management policies, the orderly and efficient conduct of the entity, and the proper recording and safeguarding of assets and resources.

Relating Budgeting process and Managerial accountability

The Managerial accountability view comes from the British, Australian, Canadian and a Continental European scholarly debate. It is seen as an institutional relation or arrangement in which an actor can be held to account by a forum. Here, the focus of Managerial accountability studies is not the behavior of public agents, but the way in which these institutional arrangements operate (Bovens, 2010).

Proper accountability prerequisites all stakeholders to have accurate and accessible information about the organization they are operating. This includes available resources, performance, service levels, budgets, accounts and other financial indicators. Scholars argue that, it is only when all stakeholders are equipped with such information that there can be informed and meaningful debate on the allocation of limited resources and general acceptance of tradeoffs (Folscher et al. 1999).

It can be noted that lack of Managerial accountability in budgetary procedures and outcome makes it hard for the stakeholders to Judge organization's spending records (Gaventa, 2001).

Firm's budgetary powers laid down in the organizational policies which state that strategic management shall have the right and obligation to formulate, approve and execute their budgets and plans provided the budgets should be balanced. University Councils serve as administrative management instrument providing detailed information about financial resources to be collected and the expenditures to carry out the projects and activities set by the council hence effective service delivery.

Eckardt (2008), the agency model belongs to the rational choice school of thought. Fearon (1999) in Eckardt (2008) argues that, "relations involving Managerial accountability are agency relations, in which one party is understood to be an 'agent who makes some choices on behalf of the principal who has powers to sanction or reward the agent. Also, grounded in disciplines such as the law, finance, accounting, and economics, the agency model has become the basis for an extensive set of studies relating bureaucracy (Mitnick 1973, 1975, and 1980; Moe 1982, 1984, and 1985; Wood 1988; Wood and Waterman 1991, 1993, and 1994; Scholz and Wei 1986).

The Agency Model has two major assumptions: First, that there is a conflict of goals between the principal and the agent. This assumption is based on the premise that, principals and agents each have competing interests. Kiewitt and McCubbins in Eckardt (2008:62) observe that, the only restriction on agents (who are seen as self-seekers) is their relationship with their principals.

The second assumption is that agents have more information than their principals, which results in unevenness of information between them. The implication of this is that, agents will always try to exploit this information to their advantage to satisfy their own self-seeking behaviors. The insinuation of this supposition with Managerial accountability is that, although there may be Managerial accountability framework, agents will take advantage of this to hide information and use it for their personal benefits.

In light of this model, stakeholders (the principal) are expected to hold their leaders (appointed and elected leaders) accountable to whatever resources have been entrusted to them. This model will be used to analyze accountability relations in the selected sections of Team University. The World Development Report (2004) places emphasis on Managerial accountability as a fundamental concept in public service delivery (Eckardt, 2008:29). The report gives a framework to analyze Managerial accountability relations in both public and private domains.

Conclusion

The literature reviewed on budgeting process focused on expenditure decisions and utilization of financial resources being programmed both within and outside the University. The linkage between Budgeting process and Managerial accountability is not clear from the reviewed literature. Various Studies on budgeting process and Managerial accountability tend to be descriptive and to generalize that budgeting process leads to improved Managerial accountability. No specific study has been carried out in Team University to find out the effect of budgeting process on Managerial accountability and the magnitude to which budgeting process affects Managerial accountability. Above all, not much has been written about budgeting process and Managerial accountability in Private Universities and that is what this research is set to find out the case of Team University.

Drawing from the experience of budgetary participation in Porto Alegre in Brazil, it can be argued that strengthening existing structures of budgetary participation at the University grass-root level is the most viable strategy that promises greater returns in improving Managerial accountability. However, for that to happen, the role and nature of the existing stakeholders must change fundamentally to expand and increase stakeholders participation at all levels in the budgetary accountability cycle.

IV. METHODOLOGY

Research Design

The researcher used a descriptive study design because and made an intensive investigation on how, when, where and at what point in time budgeting process affects Managerial accountability at individual unit, department, faculty or entire University in order to understand the life cycle of that particular unit and collect a firsthand narrative (Amin, 2005). This research study used Quantitative approach in data collection through the use of structured questionnaire.

Study Population and Sampling procedure

For the purpose of this study, the targeted population was 128 respondents that participate in budgeting for Team University comprising Senior Management Team, Administrators, Academic/Teaching Staff and Support Staff.

From the sampling frame the researcher selected the key informants for this study using the guidelines provided by Miles Huberman (1994); that is; key informants were selected because they are directly accountable and interface with Institutional accountability mechanisms.

Sample Size Selection

The sample size was determined through probability means, using the Krejcie and Morgan sample size table (1970). The size table was preferred to other techniques due to its simplicity in use, as the only information normally required when using the table is the size of the population (Sarantakos, 2005,). Out of the targeted population of the study, purposive sampling was used for Senior Management Team and Administrators while the rest were selected using simple random sampling due to the need for convenience and also to mitigate the complexity of the respondents.

Sampling Techniques

In this study, simple random and purposive sampling techniques were used. This was because of their advantages because the researcher relied on the respondents that were critical for research. Simple random sampling helped to give chance to the specified respondents picked.

Table 3.1: Target Population and sample Size selection of Kampala International University

Targeted Sample groups	Population	Sample size	Sampling technique
Senior Management Team	20	19	Purposive sampling
Administrators	25	24	Purposive sampling
Lecturers	65	56	Simple random sampling
Support Staff	18	16	Simple random sampling
TOTAL	**128**	**115**	

Source: University General Organizational Structure (2018).

From the table above, out of the targeted total population of 128, the sample size was 115 using Krejcie and Morgan Table of 1970.

Data Collection Methods and instruments

Data Collection Methods

Both primary and secondary data was collected. Primary data was that one collected a fresh while secondary data was the one which was already collected by someone else (Sekaran, 2003). The researcher visited University documents and annual reports. Data was collected through administering questionnaires. Documents checked included online journals, articles, research dissertations, reports and findings by University and other Authors. Also presentations made on budgeting process, University final accounts, budget performance reports and Managerial accountability were used. The researcher secured the permission from relevant officials to get access to these important documents like financial statements, Internal Audit reports, strategic development plans and Internal Assessment Reports.

Data Collection Instruments

Structured questionnaires were used to collect quantitative data and administered to top management and Administrative staff and all other respondents who could clearly interpret the researcher's intention of study.

The views of respondents were solicited using five likert-Point scale represented as; 5 - Strongly Agree, 4 - Agree, 3 - Neutral, 2 - Disagree and 1- Strongly Disagree.

Data Quality Control Methods

Validity of Findings.

Sekaran (2003) defines Validity as the accuracy and meaningfulness of inferences which are based on research results. The researcher conducted a repeated review of the instrument by carrying out a field pre-test where the questionnaires were given to experts in area of budgeting process and Managerial accountability to assess its content validity. Validity was established through a validity test using content validity index (CVI), which measured the degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept. The content validity index (CVI) was also an indication of the degree to which the instrument corresponded to the concept it was designed to measure. According to Amin (2005) the formula for establishing the CVI is given as below;

$$CVI = \frac{Number\ of\ items\ declared\ as\ relevant}{Total\ number\ of\ items}$$

The researcher's initial instrument had 73 items, and when the instrument was intuitively examined and judged experts (research supervisors), some were deleted while others modified. This translated in a content validity index of 82.1% as shown below.

$$CVI = \frac{Number\ of\ items\ declared\ as\ relevant}{Total\ number\ of\ items} = \frac{60}{73} \times 100 = 82.1\%$$

The CVI of 82.1% was far above 70% as recommended relevant (Amin 2005). This suggests that the instrument used in this study correctly measured what they were intended to measure.

Reliability of Findings.

Amin (2005) asserts that reliability of an instrument is the consistence with which it measures what it is intended to measure. (Carmines &Zeller, 1979) add that reliability concerns the extent to which an experiment, test, or any meaningful procedure yields the same results on repeated trials. The reliability of the instrument was tested using Cronbach's alpha test in the range between (0.5-1) using statistical packages. Details are explained in table 4.2.

Data Management and Processing

After collecting data, it was organized into meaningful and logical order for it to be easily interpreted and understood by other members. All this process was done manually and then after electronically. The data was organized in the following ways;

Data processing

This involved various operations necessary for preparing data for analysis. Data was processed and analyzed using three main processes: Editing**,** coding and classification and presentation in form of tables and graphs so that data was liable for analysis.

Editing

Is the process where errors in a completed questionnaire, interviews are identified and eliminated. It was carried out in the field by the researcher, in the office before data is coded and also used the SPSS computer program to edit the data before it was analyzed.

Coding

It is the process of assigning numerals or other symbols to answers so that the responses can be put into number of categories or classes. Codes were applied consistently throughout. Coding was done so that data could be efficiently analyzed.

Tabulation

Tabulation is putting data of specific category together. It was done after editing and categorization of data electronically. Data tabulated was presented in tables in preparation for analysis.

Data Analysis

Data analysis is the process of bringing order, structure and meaning to the mass of information gathered (Magenta and Magenta, 1999). The researcher used quantitative methods to analyze both primary and secondary information.

Analysis of Quantitative Data

The data collected through questionnaires was analyzed using Statistical Package for Social Sciences (SPSS), version 20 because this is the most recommendable package for analyzing social sciences researcher data (Sekaran, 2003). The statistics concentrated descriptive statistics i.e; on the measures of central tendencies (mean, mode and median) and measures of dispersion (standard deviation and range) provided by SPSS. Quantitative data analysis process involved editing, coding, classification and presentation in form of tables so that data was liable for analysis.

Ethical Considerations

The researcher ensured ethical considerations where by an introductory letter from the University was attached to each questionnaire addressed to the respondents explaining the purpose of the questionnaire and to pledge respect for their rights, dignity and confidentiality of any information given (Patton, 2001).

The researcher ensured that there was informed consent of respondents where by the prospective research participants were fully informed about the procedures and risks involved in research and they gave their consent to participate and the researcher protected the respondents by not disclosing their names and used numbers only.

The researcher ensured that there was voluntarism where people were not coerced into participating in research, avoided plagiarism, avoided falsification of data, there was equal treatment of respondents, avoided impossible promises to respondents, avoided revealing respondents identity, avoided using embarrassing statements/questions.

The researcher ensured Confidentiality of information where respondents were assured that such identifying information were not made available to anyone who was not directly involved in the study. Confidentiality of the respondents' answers was ensured for research not for anything else.

V. DATA PRESENTATION ANALYSIS AND INTERPRETATION

Response Rate

The study targeted a sample of 115, of which 105 subjects participated in the study, which translated in a response rate of 91.3% as shown in table 4.1.

Table 4.1: Response rate

Targeted Sample groups	Population	Sample size	Response	Percent
Senior Management Team	20	19	19	100
Administrators	25	24	21	87
Lecturers	65	56	49	87
Support Staff	18	16	16	100
TOTAL	**128**	**115**	**105**	**91.3**

Source: Field data, 2019

The response rate of 91.3% is far above the acceptable 70%, which suggests that the results are adequate for generalization of conclusions.

Reliability test

Reliability tests the extent to which an instrument produces similar results on repeated trials. The study used Cronbach's alpha coefficient to test the internal reliability. A coefficient above 0.7 signifies an acceptable level of consistency. Table 4.2 show the reliability tests for this study.

Table 4.2: Reliability Statistics

Variable List	Cronbach's Alpha	N of Items
Budgeting Process	.945	34
Managerial accountability	.922	21
Overall	**0.934**	**55**

Source: Field data, 2019

The current study established the reliability of the instruments used as (α =.934). This coefficient was far above the acceptable 0.7, which suggests that the items used in the study were internally stable and can generate similar results over repeated experiments.

Background characteristics

The study sought to understand the various demographic characteristics of participants. In particular, the researcher took interest in gender, age, highest level of education, years spent while working at Team University and the designation. Table 4.3 shows the details.

The gender composition indicates that 58.7% were male while 41.3% were female. The fact that the study was dominated by male participants suggests that the university employs more men than women. The statistics also suggests that men were more available and accessible for participation than their female counterparts.

Table 4.3: Background characteristics

Variable List	Categories	Frequency	Percent
Gender	Male	61	58.7
	Female	43	41.3
	Total	104	100
Age	20-30	19	18.3
	31-40	61	58.7
	41 and above	24	23.1
	Total	104	100
Highest Level of Education	Primary	2	1.9
	O-Level	2	1.9
	A-Level	4	3.8
	Diploma	2	1.9
	Degree	12	11.5
	Post Graduate Diploma	17	16.3
	Masters	64	61.5
	PhD	1	1
	Total	104	100
Years of work at Team University	Less than one year	3	2.9
	1 - 2	14	13.5
	3 - 5	79	76
	6 and above	8	7.7
	Total	104	100
Designation	Council Member	6	5.8
	University Administrator	7	6.7
	Director	8	7.7
	Associate director	6	5.8
	Dean	5	4.8
	Associate dean	2	1.9
	Head of Department	1	1
	Lecturer	53	51
	Administrative Assistant	8	7.7
	Others	8	7.7
	Total	104	100

Source: Field data, 2019

In line with the age of participants in complete years, 58.7% belonged to 31 – 40 years age bracket and constituted the majority, 23.1% were 41 years and above while 18.3% belonged to the (20 – 30) years' age bracket. The statistics suggest that most of the jobs in Team University require persons of age and maturity of reasoning. Regarding participants' highest level of education, most of the participants had masters' degree as their highest level of education (61.5%), followed by those with postgraduate diploma (16.3%) and those with bachelors' degree (11.5%). Those with masters' degrees are characteristic of the academic staff while those with bachelor's degrees are characteristic of administrative staff. Only one participant (1.0%) indicated having a doctoral degree, while 7.8% had primary or secondary education, which is characteristic of the support staff in the university. The findings suggest that the participants were educated enough to interpret the issues raised in the questionnaire and to provide reliable information. In relation to the years of working at Team University, 76.0% indicated to have worked at the university for a period of three years but not exceeding five years, 13.5% had worked for about one to two years, and about 8% had worked at the University for at least of six years. The fact that majority had worked for a period of three to five years is suggestive of part-time and contractual staff, whose terms of employment fall within the range of 3 to 5 years. Similarly, those who had worked at the university for not more than 2 years is suggestive of newly recruited staff. An evaluation of the designation of participants indicates that over 50% were academic staff and constituted the majority. Apart from the 7.7% who indicated the 'others' option of which majority pointed to casual laborers and the 7.7% were administrative assistants; the rest of the participants were either council members of administrators in the university. In general, the distribution according to designation indicates that all the sections in the university were well represented and that the sample taken was highly representative of the study population.

Empirical Results

In this section, the researcher presented empirical results based on the study objectives. The researcher used descriptive statistics to understand the different opinions of participants while inferential statistics was adopted to understand the different relationships among variables.

Descriptive statistics

Descriptive statistics gave the degree of concentration and variability of opinions. Respectively, arithmetic mean was used to describe concentration while standard deviation was used to describe variability of the findings. Variability in this case referred to the extent to which participants differed in their opinions on the issues raised in the study. As a guide to understanding mean, (mean <3.0) indicated "weak opinion", (mean =3.0) indicated "neutral opinion" while (3.0 <mean 4.5) indicated "strong opinion". However, (mean $\geq$4.5) indicated "very strong opinion". On the other hand, standard deviation very close to zero indicated "consistency of opinion" or low variability, while standard deviations far away from zero indicated "inconsistency of opinion or high variability.

Descriptive statistics on budgeting process

The study used three constructs (budget preparation, budget implementation and budget performance evaluation) to understand budgeting process. Table 4.4 shows the details.

Budget preparation indicated a (mean = 4.051; std. =.666), which suggests that participants expressed strong opinions on the issues raised on budgeting process. Majority opinions clustered around stakeholders taking part in the financial resource allocation for the university (mean =.4.231; std. =.578), timely approval of the university budget by University council members (mean =4.154; std. =.773), stakeholders taking part in setting the goals for the university budget (mean =4.154; std. =.665), stakeholders participating in the preparation of budget estimates for the university (mean =4.154; std. =.363) and university budget resource allocations catering for all sectors in the university (mean =4.154; std. =665). Less strong opinions pointed to the university using a budget approach (mean =3.692; std. =.915) and stakeholders' ideas influencing the university budgeting decisions (mean =3.692; std. =.803).

Table 4.4: Budgeting process

Variable List	Mean	Std. Deviation
Budget Preparation		
Stakeholders take part in financial resource allocation for the University budget	4.231	0.578
University budget is approved by the University council members timely	4.154	0.773
Stake holders take part in setting/goals for the University budget	4.154	0.665
Stake holders participate in the preparation of budget estimates for the University	4.154	0.363
All sectors are catered for in the University budget resource allocations	4.154	0.665
Reviewing of the University budget is approved by relevant stakeholders	4.077	0.618
Stakeholders are normally invited to take part in selecting University expenditure priorities by University officials	4.077	0.618
Stakeholders' ideas influence the University budgeting decisions	3.769	0.803
Team University uses a Budget approach	3.692	0.915

Average	**4.051**	**0.666**
Budget Implementation		
Implementation of the budget activities demonstrate that resources are being spent properly, on the right things and that results are being achieved	4.077	0.476
There is timely implementation of Budgeted activities in Team University	4.000	0.683
Proper budget implementation has resulted into improved public works and service delivery in the University.	4.000	0.557
There is a positive impact of Participatory Budget implementation on the University revenue generation	3.923	0.268
Implementation of the Participatory Budgets in Team University differs from division to division	3.923	0.476
Citizens participation in budget implementation begins at the division level	3.846	0.665
The implementation a Participatory Budget is done by key stakeholders	3.846	0.773
Implementation reports are prepared quarterly to the council on the University budgeted activities	3.769	0.700
The University has enough financial resources that help in the implementation of the budgeted work plans	3.769	0.578
Proper Participatory Budget implementation helps to improve managerial accountability of Team University	3.692	0.609
All resources are properly distributed during implementation of the University annual budget.	3.538	0.637
Average	**3.853**	**0.584**
Budget Performance evaluation		
University council members play a vital role in evaluating the impact of the University budget activities	4.000	0.394
Key stake holders participate in monitoring and evaluation of the University activities/projects	3.846	0.665
The University has a monitoring and evaluation officer responsible for guiding on monitoring and evaluation of University projects/activities	3.846	0.665
The University local government plays an oversight role throughout the budget implementation activities	3.846	0.665
University Monitoring revenue and expenditure reports are prepared regularly	3.846	0.536
Citizens oversees and monitors the execution of the budget and the approved projects	3.769	0.578
University Monitoring revenue and expenditure is very strong and effective	3.615	0.628
For the last four years I have participated in the budgeting in the budgeting process	3.615	0.628
The monitoring and evaluation have helped to safe guard all the University assets and finances	3.538	0.637
The budget performance reports to the University council are used to monitor expenditure so as to improve service delivery.	3.538	0.637
The University internal audit department is very strong and effective in monitoring and evaluation	3.538	0.749
Auditors inspect University projects to assess value for money and report to the council	3.538	0.749
There is continuous auditing of all the district University projects which helps to improve financial management practices and service delivery	3.462	0.637
Our Audit department has gone a long way in maintaining checks and balances in the University.	3.308	0.609
Average	**3.665**	**0.627**

Source: Field data, 2019

While participants appeared to agree on stakeholders taking part in the financial resource allocation for the university budget, a comparison of standard deviations indicate that they were highly consistent in their viewpoint on stakeholders participating in the preparation of budget estimates for the university (std. =.363). These statistics suggest that Team University allows stakeholders to participate in the preparation of budget estimates for the university. The possibility of stakeholders' participation in the preparation of the university budget is suggestive of organizations where a participatory budgeting approach is embraced. Such budgetary arrangements take care of the actual needs of the budget users as opposed to instances where the top management decides on behalf of the stakeholders. On the other hand, participants' opinions were very divergent when it came to the issue of the team university using the budget approach (std. =915). This suggests that the university uses the budgetary approach though on rare occasions.

Reporting on the extremes, budget implementation indicated a (mean =3.853; std. =.584), which suggests that participants expressed strong opinions on budget implementation. In particular, strong opinions pointed to fact that implementation of the budget activities demonstrates that resources are being spent (mean =4.077; std. =.476), there is timely implementation of the budgeted activities in Team University (mean =4.000; std. =.683) and, proper budget implementation has resulted into improved public works and service delivery (mean =4.000; std. =.557). Less strong opinions pointed to the fact that all resources are properly distributed during implementation of the University annual budget (mean =3.538; std. =.637) and that proper participatory budget implementation helps to improve managerial accountability of Team University (mean =3.692; std. =.609). However, a comparison of standard deviations indicate highly consistent opinions on the positive impact of participatory budget implementation on the university revenue generation (std. =.268). On the other hand, participants appeared to be divergent in their opinions regarding key stakeholders implementing the budget (std. =.773) and the university preparing quarterly reports to council on budget activities (std. =.700). The above statistics suggest that participatory budget implementation, as practiced in Team university has a positive impact on revenue generation.

In view of budget performance evaluation, a (mean =3.665; std. =.627) indicates that participants expressed strong opinions on budget performance and evaluation. In particular, participants agreed that university council members play a vital role in evaluating the impact of the university budget activities (mean =4.000; std. =.394) and that key stake holders, including the monitoring and evaluation officer and the university local government participate in the monitoring and evaluation of the university activities/projects (mean =3.846; std. =.665). Less strong opinions featured on the university's audit department going a long way in maintaining checks and balances in the university (mean =3.308; std.=.609) and that the continuous auditing of all projects in the university helps to improve financial management practices and service delivery. A comparison of standard deviations confirm participants' claims on university council members playing a vital role in the evaluating of the university budget activities (std. =.394). However, participants expressed divergent opinions on auditors inspecting university projects to assess value for money and to improve on financial management practices and service delivery (std. =.749). The above statistics suggest that indeed the university council is diligent in its supervisory role of all the budget activities in the university, but lacks effectiveness in the monitoring and evaluation, and the auditing departments.

Generally, the researcher did not find significant differences in opinions on budget preparation (std. =666), budget implementation (std. =.584) and budget performance and evaluation (std. =.627) though expression tended to agree with budget preparation (mean =4.054) than implementation (mean =3.853) and evaluation (mean =3.665). These statistics seem to suggest that Team university is ardent to preparing the annual budget but is somewhat lacking in implementation and perhaps performance evaluation.

Descriptive statistics on managerial accountability

The researcher used three constructs (financial accountability, value for money accountability and legal and professional accountability) to understand managerial accountability in Team University. Details are shown in table 4.

In reference to financial accountability in Team University, participants strongly expressed that the university strictly follows the university financial policy and accounting manual in managing university finances and that quarterly budget performance reports to the university council are promptly discussed by the council (mean =3.923; std. =.476). In addition, participants expressed satisfaction with the level of accountability and services delivery at the university (mean =3.846; std. =.536). Less strong opinions pointed to failure by the university to investigate and discipline the officers who fail to account for university finances and the strength and operational effectiveness of the University's financial accounting system (mean =3.538; std. =.749). A comparison of the standard deviations confirms participants' opinion on the university strictly following the university financial policy and accounting manual in managing university finances (std. =.476). However, their opinions differed on the goodness of the managerial accountability system at the University level (std. =.825). The statistics suggest that the University Council is diligently playing its role as it strictly follows University financial and accountability manual though it is sometimes disappointed by management.

Table 4.5: Descriptive statistics on Managerial accountability

Variable List	Mean	Std. Deviation
Financial Accountability		
The University strictly follows the University Financial policy and Accounting manual	3.923	0.476

in managing University finances.		
The University quarterly budget performance reports to the University council are promptly discussed by the council.	3.923	0.476
I'm satisfied with the level of accountability and service delivery at the University	3.846	0.536
Financial statements are always prepared, distributed and received by all stake holders.	3.692	0.609
I believe that good managerial accountability systems at the University level	3.692	0.825
There is accuracy and completeness of managerial accountability in the University	3.615	0.628
University Income and expenditure reports are produced regularly.	3.615	0.741
Budget performance reports are always timely prepared by the technical staff of the University.	3.615	0.628
Our financial accounting system is very strong and operating very effectively	3.538	0.637
Officers of the University who fail to account for University finances are always investigated and disciplined.	3.538	0.749
Average	**3.700**	**0.631**
Value for Money Accountability		
Corrective actions are always taken to rectify any under and over casts in the budget.	3.923	0.476
Budgetary performance report show the benefits of the budgeted and allocated finances.	3.769	0.578
Expenditure is always done following the budget allocations	3.769	0.578
There is evidence of infrastructure development reflecting capital development budget allocations during the last 4 years.	3.692	0.609
There are quarterly meetings to discuss budget performance	3.538	0.637
In case of supplementary items required outside the budget, the user departments are consulted for reallocation	3.538	0.637
Average	**3.705**	**0.586**
Legal and Professional Accountability		
The University staff have employment contracts signed with clear terms of service	3.923	0.476
The financial reports are prepared in conformity with financial regulations	3.769	0.578
The University runs adverts for jobs when they fall due	3.692	0.609
The University academic programmes are accredited by relevant regulatory bodies	3.615	0.628
Employment in the University is on merit	3.462	0.637
Average	**3.692**	**0.586**

Source: Field data, 2019

In line with value for money accountability, participants expressed strong opinions on the corrective actions that are always taken to rectify any under and overcasts in the budget (mean =3.923; std. =.476), that budgetary performance reports show the benefits of the budgeted and allocated finances and that expenditures are always done following the budget allocations (mean =3.769; std. =.578). Less strong opinions pointed to consulting user departments in case of supplementary budget items required outside the budget and the quarterly meetings to discuss budget performance (mean =3.538; std. =.637). A comparison of the standard deviations confirmed participants' claim on the corrective actions taken to rectify any under and overcasts in the budget, consulting user departments on supplementary items required outside the budget and holding quarterly meetings to discuss budget performance.

Participants' opinions on legal and professional accountability indicate that university staff have employment contracts signed with clear terms of service (mean =3.923; std. =.476) and that financial reports are prepared in conformity with financial regulations (mean =3.769; std. =578). Less strong opinions pointed to the fact that employment in the university is on merit (mean =3.462; std. =.637). A comparison of standard deviations confirms the claims. The statistics are suggestive that though university staff have employment contracts signed with clear terms of service, the aspect of employing staff on merit seems to be jeopardized.

Correlation tests

The researcher used correlation tests to establish the nature of the relationship that exists between budgeting process and managerial accountability in Team University. Correlation coefficient, which ranges from $0 \leq r \leq 1.0$ in either directions indicates the strength of the relationship between the variables. Coefficients close to 1.0 indicates very strong relationships while coefficients close to 0.0 indicate very weak relationships. Positive coefficients indicate that both variables change in the same direction while negative correlations coefficients indicate that the variables change in opposite directions. A correlation coefficient of 1.0 indicates a perfect relationship while 0.0 indicates absence of any relationship between the variables. Table 4.6 details the relationships.

Table 4.6: Correlations

Variable List		Budget Process	Managerial Accountability
Budget Process	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	104	
Managerial Accountability	Pearson Correlation	.758(**)	1
	Sig. (2-tailed)	.000	
	N	104	104

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

A correlation of (r =.758; sig. <.05) indicates a strong relationship between budgeting process and managerial accountability. In addition the significant value indicates that the relationship is significant and that a variation in budgeting process is associated to a strong variation in managerial accountability in Team University. In practices, efforts by the university to strengthen her budgeting activities has a positive bearing on how management accounts for the resources given to them in the budget. While correlation indicates the strength of the relationship, it is inadequate to explain how much the independent variable accounts in the dependent. To address this, the researcher had to run the regression procedure.

Regression test

Linear regression is the statistical analysis that clearly explains the amount of the dependent variable that is accounted for by the independent variable. Regression coefficients explain the contribution of each predictor variable on the dependent. In the current study, budget preparation, budget implementation and budget performance evaluation were treated as the predictors that can affect managerial accountability (dependent variable). Table 1.7 shows the regression model.

Table 4.7: Regression coefficients

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	0.721	0.205		3.518	0.001		
Budget Preparation	-0.004	0.051	-0.005	-0.070	0.944	0.473	2.113
Budget Implementation	-0.034	0.106	-0.032	-0.322	0.748	0.250	4.004
Budget Performance	0.852	0.082	0.899	10.431	0.000	0.326	3.064
R	0.870						
R Square	0.757						
Adjusted R Square	0.750						
Std. Error of the Estimate	0.190						
Durbin-Watson	1.922						
Regression Sum of Squares	11.247						
Residual Sum of Squares	3.601						
a: Predictors: (Constant), Budget Performance, Budget Preparation, Budget Implementation							
b: Dependent Variable: Managerial Accountability							

From the model, (Adjusted R Square = .750) suggests that budgeting process accounts for about 75.0% of the managerial accountability in Team University. This is a very high percentage that indicates the relevancy of budgeting process in the financial matters of Team University. Using the standardized beta coefficients, (β =-.005; sig. >.05) for budget preparation, suggests that a unit-change in budget preparation is not significant in explaining managerial accountability. The findings disagree with (Cabannes, 2004) who studied the relationship between budget preparation and Managerial accountability in Brazilian cities and established positive results in cases of Brazilian cities. Unlike Cabbanes who did not indicate whether improved managerial accountability was due to proper following of budgeting process, the current study indicated that budget preparation was not significant in supporting managerial accountability. The current study further disagrees with (Filchers, etal., 1999) who argued that it is only when all stakeholders are equipped with such information that there can be informed and meaningful debate on the allocation of limited resources and general acceptance of tradeoffs. In practice, budget preparation fails to contribute to managerial accountability when the budget is prepared without reference to the previous budgets and their performance, when it is done by inexperienced staff and when there is significant change I prices in the values of the budget items. In essence, the variation in the prices renders the prices captured in the budget irrelevant.

Similarly, (β =-.032; sig. >.05) for budget implementation suggests that a unit-change in budget implementation are not significant in explaining managerial accountability in Team University. Actually a variation in either budget preparation or budget implementation reduces managerial accountability. The failure of budget implementation to contribute to managerial accountability contradict with (UN-HABITAT, 2008), which reported that stakeholders' participation in budget implementation enhances Managerial accountability and performance of such universities. In this report, it was further observed that stakeholders' involvement in budget implementation ensures that implementation is on target, resources are applied in accordance with agreements and quality control is in place. This guards against abuse of organizational resources and improves service delivery which motivates stakeholders to pay for these services. In practice, budget implementation may fail to contribute to managerial accountability when there are delayed approvals of requisitions and acquisition of non-budgeted items. For example buying things that are outside what was budgeted for is poor budget implementation.

The insignificant effect of budget implementation on managerial accountability contradicts with (Chong, 2001) who investigated if budgetaryperformance is increased only when an emphasis on accurate and tight budget targets is complemented with a high extent of cost control; and if these effects are found only for the production function, but not for the marketing function. Budgetaryperformance was high only when both emphasis on tight budget targets and cost control are high. For example, budget implementation fails to improve on managerial accountability when items are procured above the time when they are practically needed. For example if the university procures examination cards, which are delivered when the examinations are over, it adds no value to the accountability of the items (dead stock).

The current study revealed that stakeholders do not influence budget decisions. The findings disagree with (Dunk & Kilgore, 2003) who established that organizations which are increasingly reliant on their top management to provide research and development (R&D) are associated with first, an emphasis on financial factors in setting R&D budgets, and second, with the importance of budget targets for R&D managers.

However, a unit-change in budget performance and evaluation (β =.899; sig. <.05) affects managerial accountability by about 90%. This suggests that of the three constructs that were adopted to explain budgeting process, only budget performance and evaluation stands significant in bringing about positive effects in managerial accountability. The findings agree with (Hilton, 2008) who established that effective budgeting measures the differences between budgeted results and actual results of a business activity. In this view, Hilton examining variances can help University management and stakeholders to contain and control costs and improve operational efficiency of the University. Hilton further noted that Managerial accountability at the University level is always indicated by the budgetary performance reports prepared that show the projected /budgeted against the actual results. Similarly, the findings of the current study further agrees with (World-Bank, 2004), which reported that improving monitoring and evaluation leads to better Managerial accountability that enhances service delivery. In practical terms budget performance evaluation contributes to managerial accountability as it enable the attainment of goals. In addition, performance evaluation contributes to the value addition of the organization's general setting, which can both visible and invisible. In organizations where budget performance is conducted appropriately, there is always physical infrastructural development such as buildings, acquisition of vehicles and proper maintenance of infrastructure.

The study established that Team University uses rarely the budget approach. The results disagree with (Stammerjohan, Leach&Stammerjohan (2015) who demonstrated that budget participation can improve the performance of subordinate managers in high power distance cultures. The author noted that the communication aspect of budget participation appears to be more important for increased performance among those with high power distance tendencies. In practical terms, budget performance evaluation is likely to affect managerial accountability when managers fail to agree on certain points of reference. The organization may develop tensions associated to disagreements, sometimes on the budget outputs. Similarly, the budget could have performed due to doctoring and collusion. In this case, the budget will have performed but not in reality. For example, a building project could be evaluated to have cost that much but when the real value in the building is lesser than. Certainly, money will have gone yet value for it is not there.

The Analysis of variance (ANOVA) supports the above observation. In ANOVA, when the regression sum of squares is larger than the residual sum of squares, it indicates that the independent variable adequately accounts for a greater variation in in the independent variable. In the current study, (Regression sum of Squares =11.247) is greater than the (Residual sum of squares =3.601). This suggests that the current model is statistically relevant.

Efforts were made to test for collinearity of the variables. Collinearity explains the linear relationships in the independent variables. Using the tolerance test, variables with low tolerance contribute very low to the dependent variable. In the current study, budget preparation and budget implementation have very low tolerance while budget performance and evaluation had high tolerance. This further confirms that budget performance and evaluation contributes the greatest effect in managerial accountability in Team University. The suggested model is:

$$y = 0.721 - 0.005(\text{budget preparation}) - 0.032(\text{budget implementation}) + 0.899\ (\text{budget performance}) + \varepsilon$$

The model above show that in the absence of any budgeting process, managerial accountability would be as low as (constant =.721). At the same time, a variation in budget preparation and budget implementation by one unit causes a reduction in the effectiveness of managerial accountability, while a variation in budget performance and evaluation by one unit causes a positive impact in managerial accountability of about 90%.

VI. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary of findings

One of the objectives of the study was to establish the relationship between budget preparation and managerial accountability in Team University. The researcher found that budget preparation was not significant in contributing to managerial accountability in the university. From the standardized beta coefficients (β =-.005; sig. >.05), a unit-change in budget preparation was found to cause a negative effect in managerial accountability. The second objective of the study was to examine how implementation budget influences managerial accountabilityin Team University. The standardized beta coefficient (β =-.032; sig. >.05) suggests that a unit-change in budget implementation has a negative effect on managerial accountability and is therefore not significant in contributing to managerial accountability in Team University. The third objective of the study was to assess the relationship between budget performance evaluation and managerial accountability in Team University. While budget preparation and budget implementation were found to reduce managerial accountability, a unit-change in budget performance and evaluation (β =.899; sig. <.05) was found to affect managerial accountability by about 90%. On the whole, the relationship between budgeting process and managerial accountability (r =.758; sig. <.05) was found to be strong and significant and budgeting process was found to account for about 75.0% of what transpires in managerial accountability

Conclusion

The study investigated how budgeting process influences managerial accountability in Team University. Budgeting process strongly influences managerial accountability in Team University. The performance and evaluation component of the budgeting process was found to the highest effect on managerial accountability. This is because the university Council plays a pivotal role in periodically evaluating the impact of the University's budget activities against set targets. Secondly, the synergy from stakeholders, University local government and the monitoring and evaluation officer in participating in the monitoring and evaluation of University projects and activities concretizes the claim. However, the Audit department appears to slowdown budget performance and evaluation efficacy. The participants who expressed pessimistic opinions relating to Audit department maintaining checks and balances in the university and continuously auditing university projects to ensure value for money and service delivery buttresses the claim.

The study further established that budget preparation and budget implemented insignificantly affected managerial accountability in Team University. Though participants appeared to agree on a number of aspects on budget preparation, particularly stakeholders taking part in the financial resource allocation for the University budget; they expressed very divergent opinions on issues related to Team University using a budget approach and even allowing stakeholders to influence the University's budgeting decisions. Akin to budget preparation, the University slaves to implement the budget, particularly demonstrating that budget resources are spent on the right activities; albeit ignoring key stakeholders implementing the budget.

Recommendations

The study found insignificant effects of budget preparation on managerial accountability in Team University. This was in part associated to failure by management of the University to allow stakeholders influence the university's budgeting decisions. Management of the university should consider incorporating all stakeholders in the budget preparation to ensure their full support and participation. This will not promote effective service delivery but also value for money.

The study found insignificant effects of budget implementation on managerial accountability in Team University. This was associated to the ignoring key stakeholders in the budget implementation and failure by management to prepare quarterly reports to University Council on budget activities and projects. The management of the University should consider incorporating key stakeholders in the budget implementation.

The study found that the Audit department is lacking in maintain proper checks and balances to ensure value for money and service delivery. Management of the university should consider offering support to audit department for proper maintenance of checks and balances. This should include financial and human resource support to strengthen the department.

The study also established that budget performance and evaluation were contributing about 90% towards managerial accountability. This was attributed to the exceptional pivotal role played by University Council in ensuring that all planned activities are implemented. University Council should tighten their strict adherence to the University Financial and Accountability manual so that no room is given for misuse of funds.

Areas for future research

The study was conducted in Team University, which is a private university. A comparative study on budgeting process and managerial accountability among selected private universities is necessary to bring out the uniqueness in managerial accountability.

The study was based on a descriptive research design, which described the state of budgeting process and managerial accountability as at the time of the study. A study on budgeting process and managerial accountability in Team University using a longitudinal research design is necessary to bring out the long-term effect of budgeting process on managerial accountability.

Limitations to the study

The study used on structured questionnaires as the instrument of data collection, which ignored some of the qualitative aspects of management. Perhaps personal interviews would have contributed a lot in understanding management in Team University. However, the findings are succinct on how budgeting process influences managerial accountability.

Most of the responses pointed strongly agree and agree, which to some degree was thought to distort the analysis if counts and percentages were used. However, the researcher used descriptive statistics to examine the concentration and variability in opinion.

The study did not consider any moderating or intervening variables, which explains the high correlation between budget process and managerial accountability. Perhaps some moderating variables would indicate the magnitude of the correlation as to whether it due to the independent variable or other inter-variables. However, the researcher used a number of diagnostic tests to ascertain the nature of the relationship, and all tests seemed to agree.

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