



DAMBI DOLLO UNIVERSITY

**PRACTICES OF FINANCIAL MANAGEMENT IN PUBLIC
SECTOR: IN CASE OF DAMBI DOLLO UNIVERSITY FINANCE
OFFICE**

BY: TAMIRAT KEBEDE

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DAMBI DOLLO UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMICS

**DEPARTMENT OF ACCOUNTING AND FINANCE PRACTICES
OF FINANCIAL MANAGEMENT IN PUBLIC SECTOR: IN CASE
OF DAMBI DOLLO UNIVERSITY FINANCE OFFICE**

**A THESIS PAPER SUBMITTED TO DEPARTMENT OF
ACCOUNTING AND FINANCE AND PRESENTED IN PARTIAL
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ADVISOR: DR. DEEPAK TYAGI

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DAMBI DOLLO, ETHIOPIA

DECLARATION BY STUDENT

The under signed, declare that this thesis entitled “Practices of Financial Management in Dambi Dollo University finance office is my original work and has not been presented for a degree in any other university and that all sources of materials used for have been duly acknowledged.

Declared by

Name: Tamirat Kebede

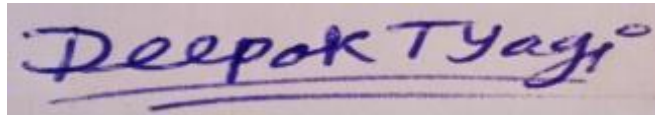
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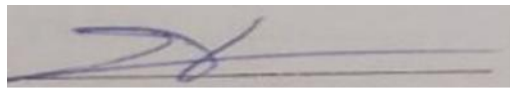
DECLARATION BY ADVISOR

This is to certify that the thesis prepared by Tamirat Kebede entitled “Practices of Financial Management in Dambi Dollo University finance office” and submitted in partial fulfillment of the requirements for the degree of Master in accounting and finance compiles with the regulations of the University and meets the accepted standards with respect to originality and quality.

Name of advisor: _____

A rectangular box containing a handwritten signature in blue ink that reads "Deepak Tyagi".

Signature _____

A rectangular box containing a handwritten signature in blue ink, which appears to be a stylized "JK" or similar initials.

Date _____

APPROVAL SHEET

As member of the Board of Examiners of the final thesis open defense, we Certify that we have read and evaluated the thesis prepared by Tamirat Kebede under the title “Practices of financial management in public sector: In case of Dambi Dollo University Finance Office” recommend that the thesis is accepted as fulfilling thesis requirement for the Degree of MSc in Accounting and Finance.

Internal Examiner	Signature	Date
_____	_____	_____
External Examiner	Signature	Date
_____	_____	_____
Department Head	Signature	Date
_____	_____	_____
RCIL Coordinator	Signature	Date
_____	_____	_____
Dean of College	Signature	Date
_____	_____	_____
Research Directorate	Signature	Date
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ACRONYMS AND ABBREVIATION

DaDU	Dambi Dollo University
EMOFED	Ethiopian Ministry Of finance and Development
ESDP	Education Sector Development Program
FDRE	Federal Democratic Republic of Ethiopia
FM	Financial Management
MoE	Ministry of Education
NGO	Non - Government Organization
OREB	Oromia Regional Education Bureau
REB	Regional Education Bureau
UGB	University Governing Bodies
UNESCO	United Nations Educational, Scientific and Cultural Organization

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ABSTRACT

The goal of the study was to evaluate Dambi Dollo University's financial management practices in Finance Office. The study design was a descriptive survey approach to examine the financial management techniques. To address the study topics, data analytic techniques were applied, both quantitatively and qualitatively. 36 people in total participated in the study: 1 head of finance office, 4 leaders of finance team, 11 accountants, 4 treasurers, 2 bookkeepers for finance, 3 experts for finance plans and budgets, 6 auditors, and 5 resource developments and income generation. The sampling technic used was Judgmental approaches were used to choose each participant. Questionnaires interviews and document analysis are the methods tools used in this thesis to gather data. Descriptive statistical methods like frequency, percentages and mean were in the data analysis. Questionnaires were directed with 36 contributors and interview with 3 contributors. The study consequences discovered that most respondents were aware of the reality of financial management complications in the university. Such as a lack of few females on the position of financial management, lack of external audit, lack of stakeholder participation few in numbers on financial and decision making, improper purchasing overall, the above problems affected not only the effectiveness and efficiency of financial management of the university but also the whole process of educational activities. Taking in to consideration the above results, it is suggested that all concerned bodies, such as the DaDU top management, DaDU Finance Office being together should prepare enough work-shop and training for the university employees and for the concerned bodies in the field of financial management. Moreover, it can be encouraged to release the allocated university budget on time, strengthening internal and external auditing in order to decrease the problems of financial management in the DaDU.

KEY WORDS: Effectiveness, Efficiency, Financial control, Financial reports, Financial management, Financial reports

CHAPTER ONE

1.1. INTRODUCTION

This study a springboard for the researcher, and as such, a number of topics are covered in detail, including the problem, sources, research gaps, aims, and beneficiaries of the study. This section includes a number of subtopics, including the study's history, problem statements, aims, importance, delimitation, and limitations, as well as an operational description of the major terminology.

1.2. Background of the Study

One of the most important factors in promoting access to at higher education is finance. Through the budgeting process and mechanism at universities most commonly use finance as one of the input resources (Melaku, 2015). It contributes for economic growth; development of science and technology, education can help change society by improving and strengthening skills, values and communication skill.

(MoE, 2015). Finance is a crucial resource that must be obtained in order to use all necessary inputs and carry out the mission of at all levels in an acceptable manner. The FM goals and objectives can be achieved by means of using different resources as inputs. Among the resources as inputs, finance is a key issue to get and utilize all important inputs and to run the task of all levels in appropriate ways. Human resource development and materials management are supported by financial resources. In order to effectively administer financial resources must be carefully managed (Dash and Nena, 2008). Financial resources provide the support of human resources development and materials management.

Additionally, accomplishing the objectives was depending on allocating all promised funds and providing services under sound administration. As a result, there is a significant correlation between finance and educational programs, or rather, the capacity of finance influences university learning programs (Melaku, 2000). Furthermore, finances are essential to completing several activities that support expanding and guaranteeing the quality of education (MoE, 2002). Bichoff (1997) asserts that university ought to possess a foundational understanding of and proficiency in financial management. When assigned to areas where FM is qualified, experienced, interested, and prepared, personnel perform better (Clarke, 2007). In order to give administrators the financial knowledge and abilities to be in responsibility and accountable for money they have been allocated management is essential to empowering

administrators with financial knowledge and abilities, enabling them to take ownership and accountability for monies received for certain goals. Additionally, it gave them the management know-how and abilities they would need to contribute to raising the university's general output (Bisschoff and Mestry, 2003). The process of organizing funds often starts using the creation of a spending plan. In contrast, where financial planning is a dynamic, continuing procedures with regular phases like planning, evaluation of needs and establishment of priorities.

1.2. Statement of the Problem

According to the MoE (1994), allocating a suitable budget and making appropriate use of the funds for education for their intended purposes are crucial issues. It is said that in order to support fairness and high standards of FM, financing must be suitable and efficient. In this regard, a lot of FM offices lack the necessary ability to carry out their duties, and operations also require further development (MoE, 2010). In DaDU finance office have experience in financial management, despite the expectation that they be recruited based on experience, qualifications, and services relevant to the role. Any subject at the first degree is an alternative qualification listed in the standards for recruiting directors (OREB, 2009).

Insufficient ability to plan since 1997, the government and donors have placed a high priority on the Ethiopian finance system (Tesfaye, 2008). The difficulties identified by this research noted that lack few females position around financial area, poor improper purchasing, few in number of stake holders in university's financial decision making and financial control by external audit a have an impact on the general standard of financial management as well as the involvement of the community, parents, and contributors who provide monetary assistance specifically for the university. It also has an impact on the interactions between university's lecturer, students, and university presidents. Furthermore, UNESCO (2011) states that a lack of necessary resources is often the result of directors' inadequate financial management. According to researcher or the study, the DaDU prepared appropriate budget plan.

Functionaries don't challenge to put their thoughts and hands together to achieve a shared objective. (Sidhu, 1996). Additionally, it makes things difficult and has an impact on how various financial management that the government develops at various levels is implemented. One of the main difficulties to using appropriate financial management techniques is a lack of sufficient information, abilities, and efficacy.

1.3. Research Questions

The design of the thesis was to investigate the following fundamental research problems.

- What is the status of financial management at the moment of practices in the Dambi Dollo University?
- In what frequency do the DaDU financial resources are audited and monitored?
- What are the sources and ways of allocation of DaDU budget?
- What are the problems that encounter in managing DaDU financial resources?

1.4. Objective of the Study

1.4.1. General Objective

The research main goal was evaluate Dambi Dollo University's financial management practices.

1.4.2. Specific Objectives

The following particular objectives served as the study's compass:

- To evaluate the statuses of financial management practices in the Dambi Dollo University.
- To investigate the frequency at which the DaDU resources auditing and monitoring are under taken.
- To evaluate the DaDU budget's sources and distribution methods.
- To determine the problems that develop whenever DaDU's financial resources are handled.

1.5. Significance of the Study

This research result would help the administration to recognize the role of financial management practices effectives in the university and understand the hurdles DaDU faced by external auditors in executing their roles and help derive up with strategies aimed at discoveries solution to these challenges. The study contributes to the prevailing literature in regards to the determinants of financial management effectiveness in Dambi Dollo University.

1.6. Scope of the Study

This study focuses on Dambi Dollo University's financial management practices. The study also chosen in part because of the researcher completed the studies at university and the

opportunity to see the financial management practices of that the institution used. The research was carried out DaDU and the head of the finance office, the finance team leader, accountants, treasurers, specialists in finance plans and budgets, bookkeepers in the finance department, auditors, and DaDU's resource development and income generation were all the participants' focus of the study. These are the results of assistance in obtaining trustworthy data and information for the research and in organizing it so that it is feasible to do with the resources at hand. The period covered by this study is five fiscal years practices of financial management (2019 –2024)

1.7. Limitation of the Study

Dambi Dollo University contains the study search respondents' limitations. The study focused on DaDU's finance office, audit office and resource development and income generation, as well as management support.

1.8. Organization of the study

There are five chapters in the research. The introduction to the study is covered in the first chapter. In chapter two, the relevant literature is discussed. The study concept, techniques are all provided in the third chapter. The findings and conversation covered in Chapter 4, lastly, summary, findings, and suggestions are covered by chapter five.

1.9. Operational Definition of Terms

Effectiveness: This refers to how successfully financial management was support the accomplishment of financial management objectives and goals.

Efficiency: is a metric that expresses the anticipated production or performance for each unit of investment.

Financial control: is the process of keeping an eye on actual performance and contrasting it with desired performance.

Financial reports: statements of the transactions that are presented to stakeholders are referred to as financial reports.

Financial management: of managing university finances in accordance with the rules and regulations set out by the appropriate legislation and authorities is known as financial management.

Financial reports: refers to financial statement of the transactions which are reported to the stake holders.

CHAPTER TWO

2.1. REVIEW OF RELATED LITERATURE

Topics pertaining to financial management practices in DaDU are covered in this section. The topics covered include financial management, budgeting, financial accounting, and stages of implementing and costing activity, sources of funding for universities, university finance management in Ethiopia, monitoring and evaluation in financial management, with the ideas of financial and managerial management.

2.2. Theoretical of Management

Managing people or a situation to achieve certain goals is one of management's primary tasks. The term 'management', as a noun, designates the person or people who carry out the managerial acts. But when seen from a functional or implementation perspective, management is a procedure that entails planning, assigning resources, organizing, leading, and supervising various actions in order to achieve certain objectives. Planning, organizing, commanding, coordinating, and regulating are the five fundamental management responsibilities that Fayol, the founder of contemporary management theory, initially identified in Ghuman (2010). Planning, organizing, staffing, leading, and regulating are the managerial functions that are categorized under the currently recognized integrative approach to management (Ghuman, 2010).

The specific process of management is organizing, planning, achieving, regulating, identifying, and achieving predetermined goals by the use of people and other resources (Dena and Dash, 2008). Using people and other resources, management is a unique method of organizing, planning, actuating, and regulating in order to establish and achieve predetermined goals. The process of creating and preserving a setting where people may effectively accomplish certain goals by cooperating in groups is known as management. According to George R. Terry (1967), management is the process by which a cooperative group guides actions toward shared goals.

2.3. The Concepts of Financial Management

Affording to Dash and Nena (2008), financial management is a system that analyzes various revenue streams and spending categories, establishes priorities, allocates funds to priority areas within the allocated amount, and guarantees the effective utilization of financial resources to

manage material and human resources in order to fulfill certain objectives. The main objective of financial management is to plan and oversee financial activities, which also describes an effective method of managing finances to achieve financial goals? Accounting, costing, budget review, controlling, and financial planning are all relevant to financial management. Therefore, it follows that financial management at DaDU focuses on obtaining funding from both internal and external sources, making sure that it is allocated to different programs or activities related to financial management, and keeping an eye on the flow of funds (financial transaction) to the organization's initiatives and events. According to Davies and Boczkd (2006), financial management has its origins in accounting even though it could be seen as a branch of practical economics.

2.3. Functions of Financial Management

Management activities in higher education, financial management activities are also included in this domain. Monitoring the appropriate movement of funds to planned or predetermined price units and actions is the responsibility of management control, an internal financial management role. In a similar manner, public organizations must plan their operations, create a budget to carry them out, and report to stakeholders on the implementation of account systems for the use of public funds and the completion of audits. Planning, obtaining, and effectively using finances are the main focuses of financial management (Chadwick, 2002). . The activities completed might be characterized as the financial function, which includes all financial activity (Mestry and Bisschoff, 2009). In a similar vein, making sure that financial resources are used appropriately by planning, budgeting, and regulating is the primary goal of financial management in nonprofit organizations. In other words, two director duties are linked to the main financial administration of public entities. Management activities in higher education, financial management activities are also included in this domain. Monitoring the appropriate movement of funds to planned or predetermined units price and actions is the responsibility of management control, an internal financial management role. In a similar vein, public organizations must plan their operations, create a budget to carry them out, and report to stakeholders on the implementation of account systems for the use of public funds and the completion of audits. Planning, obtaining, and effectively using finances are the main focuses of financial management (Chadwick, 2002). . The activities completed might be characterized as the financial function, which includes all financial activity (Mestry and Bisschoff, 2009). In a similar vein, making sure that financial resources are used appropriately by planning, budgeting, and regulating is the primary goal of financial management in nonprofit

organizations. In other words, two director duties are linked to the financial control and financial planning (budgeting). Management accounting, according to Crowther (2004), is the study and reporting of financial data for managers of a company to help them take remedial action if necessary (Bischoff and Mestry, 2003). Controlling the appropriate flow of funds to planned or predetermined cost units and activities is the responsibility of management control, an internal financial management role. Accounting system (Bischoff and Mestry, 2003). The planning and regulation of financial operations are the subjects of financial management. An organization's operations management may achieve its goals with the help of financial management.

In order to prepare yearly financial statements for use in financial analysis, the institution should have a complete accounting system (Bischoff and Mestry, 2003). The planning and regulation of financial operations are the subjects of financial management. An organization's operations management can access its financial resources with the help of financial management. Additionally, it facilitates the reporting of financial outcomes to those that utilize financial data.

2.4. University Based Financial Management

According to Mestry (2006), university based financial management can be explained as an approach to the management of public organization is the substantial and ongoing centralization of power and accountability at the university level for choices pertaining to resource distribution, within a framework of centrally established objectives, priorities, and accountability frameworks. Similarly, Marishane and Botha (2004) described university-based management as a method that transfers budgetary managerial power from the central level to the institution in order to improve the university. This report goes on to say that the shared responsibility-based financial management structure is university-based management. This structure is in charge of tracking and assessing the financial administration performance of the university-based management structure and is answerable to the state and the community, which are the two primary sources of university funding. Financial management is the execution of management activities (regulatory chores) related to university finances, carried out by an individual in a position of authority, with the primary goal of attaining efficient FM. Thus, university administration has a very broad reach. Bischoff and Mestry (2003) assert that financial management, financial management is the performance of management actions (regulatory tasks) connected with the financial aspects of university, with the main aim of

achieving effective FM, and carried out by a person in a position of authority. Hence the scope of university management is very wide.

Its components include planning, budgeting, regulating, coordinating, decision making, assessing, and directing (Dash and Nena, 2008). VanWyk (2004) states that results based budgeting, accrual based reporting, and competent and committed line managers are all essential for financial management to succeed in the public sector. Good governance also seeks to ensure that there is adequate control over the institutions strategic, tactical, and operational planning, especially over its finances and resources, so that the university can achieve its overall objectives. On the one hand, the administration of the university must demonstrate and implement honesty, integrity, accountability, responsibility, and transparency; on the other hand, they must apply fairness, accountability, responsibility, and transparency.

2.5. Theoretical Frame work of Finances

Bush (2004) divided the basic notions of FM into six broad models: formal, cultural, subjective, political, collegial, and ambiguous. Directors are accountable to governing bodies for their actions and have authority derived from their official positions within the university. Formal approaches prioritize responsibility, leaders' authority, logical procedures, and formal structures. These could be related to the planning, organizing, leading, and managing university administration tasks that Clarke (2007) outlined. An essential component of efficient university administration is the management of the institution's finances (Mestry, 2004 and Ntseto, 2009). A key element of efficient university financial management is planning (Du Preez et al., 2003). The creation of a budget typically marks the start of university financial planning (Kruger, 2005). According to this study, effective leadership in financial management entails three key components: motivation of all those involved in university finances, strong connections with all stakeholders, and communication with both internal and external parties. Furthermore, the study found that successful financial goal achievement requires cordial cooperation between academic and administrative staff.

According to the study, effective communication ensures that all employees involved in university finance are aware of the authorizations for different expenses, are knowledgeable about the financial procedures for spending funds, and are aware of who should be notified of the expenditure's outcomes. All things considered, According to the study, all staff members should feel that they contribute to all aspects of the university's operations since this would inspire them to put in extra effort and carry out effective and efficient financial administration;

since a budget is a planning tool, it follows that the budget and control have a similar relationship. Creating a financial policy, setting up internal procedures to manage financial and administrative issues, giving clerks, teachers, and treasurer's specific responsibilities, and planning events are all examples of how university funds should be handled. Niemann (1997) also believed that since efficient financial management is based on communication, academic and administrative staff members are most productive when they are actively involved in the process. For fostering relationships and inspiring others. Planning and the administration of university funds are closely intertwined and dependent on each other (Ntseto, 2009). By talking about budgeting and arguing that a budget is both a plan and a means of financial control, this study broadens the definition of financial planning.

The budget is described differently by different scholars. These are some definitions that different scholars have offered. A budget is a strategy that is articulated in monetary terms, according to Chadwick (2002). It is prepared and approved prior to the budgeting term and may contain data on income, expenses, and capital to be employed. A budget is a financial or quantitative statement that is created prior to a specified accounting period. The budget usually contains all income and/or expenses, including capital expenses, necessary to achieve the stated goals within a specific financial term, according to Jill and Roger (1999). Croft et al. (2002) define budgets as predictions that describe the financial resources carry out the planned activities (www.civicus.org). A budget, according to Prasanna (1999), is a tool for thorough operational planning and administration within a brief time frame, often a year. A budget serves as a management tool to attain operating economies and performance efficiencies, a planning tool to evaluate how well government programs satisfy the needs for public services generally, and a control mechanism to ensure accountability, financial integrity, and legal compliance.

As stated by Stesis and colleagues (2001), a budget is a plan that outlines management's intentions to achieve particular goals. The following are the fundamental components of a budget, per Pandy (1993). It is a well-thought-out and organized plan. It appears in terms of monetary. It is a plan for the company's operations and resources. It is an extended strategy for the future. A budget is therefore a decided-upon plan of action. It is a numerical illustration of a pre-made action plan for the pertinent time frame.

Ntseto (2009) asserts that the responsibility for overseeing university financial planning falls on the principle, who must ensure that all parties involved in the institution are aware of its goals,

purposes, and strategies for achieving them. What the school wants to do is predetermined by the functional components of the principle. It serves as the focal point for all financial operations at the university and serves as the beginning of the financial management process.

2.6.1. The Purpose of Budgeting

Bisschoff (1997) claims that one of the most widely utilized tools for organizing and managing an institution's financial resource usage is the budget. Making decisions on what has to be done, how it should be done, and by whom is known as planning. Therefore, the budget is an essential component of planning. Its goals are to support systematic planning, quantify goals and prioritize them, coordinate activities and communicate plans within the organization, motivate and increase middle management's accountability, authorize expenditures and activities, control, monitor, and analyze expenditures, and evaluate performance. The budget of the institution is a crucial instrument for financial management. The goals and objectives of the schools designated as references are used to create this budget, which should always take into account the relevant university's policy. According to a different study by Condoli et al. (1984), budgeting creates a future action plan. It also necessitates evaluating previous actions in light of future plans. It requires a work plan to be established. It necessitates systematic planning and coordination across the entire company. It creates a management control system.

2.6.3. The Process of Budgeting

A financial plan is neither a balance sheet nor just a series of numbers that can be used to estimate or project spending for the following year or to provide a statement of the previous year's expenditures. It should be viewed as a planning tool and decision model to help the university's controlling in the upcoming fiscal year. A framework for determining the proper size, distribution, and financing choices to accomplish program and policy goals is provided by the budget process (Stesis et al., 2001). A meticulous budget must be created for every fiscal year in order to practice effective financial management. Thus, budgeting compels the administrator and employees to collaborate on what must be done, how it will be done, and by whom. An organization's budget is a methodical plan for organizing, distributing, and managing its resources (Koteen, 1989). According to a Prasanna (1999) study, the budget setting process entails extensive bargaining between the lower and his higher at several organizational stages risk assessment (Clarke, 2007).

UNESCO (2006) states that in order to make sure the budget aligns with government aims and policies, trade-offs and program priority must be taken during budget development. The study

also found that budget procedures are divided into three primary stages. The main is budget preparation, where the ministry of finance utilizes the data to create recommendations for budgeting, which other ministries then employ when creating their own budgets. The next is budget acceptance, in which the government votes on proposed budgets. The third aspect of budget execution is that it is governed by accounting practices that can differ from one nation to another. According to MoE (2002), the budgeting of the Ethiopian Ministry of Finance and Economic Development (EMOFED) is linked to the university planning process. According to this handbook, the university office presents its plan to Strategic Office Affairs, which then combines it with the proposal to analyze office proposals based on performance.

2.6.4. Budgetary Control

The following are the primary prerequisites for a successful budgetary control system, per Jill and Roger (1999). Kumar (2005) defines budgetary control as a management and accounting control system that forecasts all activities and output as far in advance as feasible and compares actual results—when available—with the budget estimations. The creation of budgets that link executive responsibilities to Chadwick's (2002) requirements and actual budgeted results, either to ensure that the policy's goals are met by individual action or to serve as a foundation for its amendment. It is crucial that the accounting function is not seen as having exclusive authority over budgetary control. The management team as a whole ought to participate. an organization that is competent and established, with the manager's duties clearly stated. Accounting, records, and processes are understood and used effectively. Senior managers must strongly support and contribute to the budgetary control system. When the revision of the original budgets where circumstances show that amendments are required to make them appropriate and useful. The recognition throughout the organization budgetary control is a management activities and not an accounting exercise. An information system which is provides data for managers so that they can make realistic predictions. Correct integration of budgets and their effective communication to managers. The setting budgets are reasonable and achievable. The participation of manager in the budget control system.

2.7. Financial Accounting

Meeting legal obligations, maintaining records, creating final accounts, and raising capital are the main purposes of financial accounting, according to Crowther (2004). Likewise, Greg (1999) explained that financial accounting influences decision-making, planning, arranging, , collaborating, impacting, and analyzing in order to function efficiently, either directly or

indirectly. Classifying and documenting financial transactions as well as presenting the financial outcomes of an entity's operations were the initial, fundamental goals of accounting, according to Davies and Boczkd (2006). This study also explained how accounting makes use of an organization's bookkeeping system, which addresses how information is recognized, documented, and displayed according to the needs of the financial information user. using the exception of minor cash transactions made using petty cash, all expenditures are made with checks. All expenses should have supporting documentation. Every month, bank reconciliation statements must to be prepared. It is necessary to create monthly and annual financial statements. Every year, audits ought to be conducted, and copies ought to be submitted to the appropriate authorities (Davies and Boczkd, 2006).

2.8. Financial Auditing

MoE (2002) states that government revenue, which includes block grant budgets, university internal revenue, community contributions, and non-governmental organizations, provides funding for universities. The university makes appropriate use of the funds acquired from the aforementioned sources in accordance with their budget plan. Effective financial and accounting management is necessary for the strategy to be implemented as intended. The university follows the plan while implementing the budget and promptly reports to the relevant parties. The following methods are used in the reporting process. The university created a report for EMOFED's present and evaluation of the quarter report. After that, the EMOFED gathers information from the university and presents it to the training board for review and approval. The Federal Finance Economic and Development Office manipulate the audit task at the end of the fiscal year.

The director's methodical maintenance of these accounts determines a university's financial management. His financial management skills are demonstrated by the university budget, the yearly report, and the receipts and disbursements statement prepared by the organization's manager. Chalam (2003) asserts that the institute's head, assisted by a financial manager or accountant, must strictly regulate expenditures while simultaneously enhancing the institute's revenue streams, including fees, user fees, grants, contributions, and other sources. Chadwick (2002) states that budgeting, cost control, and auditing are examples of financial controls. Controls are required to guarantee that goals and plans are carried out accurately.

2.8.1. Definitions of Audit

In finance, the term "audit" has various definitions. For instance, as stated by Charterjee (1988), auditing entails a comprehensive review of the books of accounts to verify their correctness as well as to identify and stop frauds and errors. An audit is carried out impartially. Nearly every educational institution, whether public or private, receives some form of funding from the government. As a result, an audit of the finances is required. Additionally, auditing is required to prevent commission errors, compensating errors, and fraudulent errors. According to Chalam (2003), auditing is the process of confirming the completeness and correctness of an organization's financial records as well as evaluating the efficacy, efficiency, and legality of its financial management.

2.8.2. Scope of an Audit

Financial planning, the production of financial statements, the execution of financial operations, and the reliability and integrity of financial records and reporting process are all examined in a financial audit, according to Shekhar and Lekshmy (2003). An evaluation of the internal control systems pertaining to financial functions is part of this examination. Stated differently, the purpose of a financial statement audit is to ascertain if financial statements are prepared in compliance with IFRS or GAAP. Every facet of the company that is pertinent to the financial statements under review is sufficiently covered by a well-conducted audit. In order to prepare the financial statement, the information in the underlying accounting data and other source data must be suitable and accurate, according to the auditor.

2.8.3. The Objective of Auditing

According to Millichamp (2002), the aim of auditing is to provide a report that expresses the auditor's opinion regarding the accuracy and equality of financial statements so that anyone who uses or reads them can have faith in them. Subsidiary, to identify mistakes and fraud, and to stop mistakes and fraud through the audit is moral and deterrent effects. In order to produce spin-off effects. The auditor made it possible to help his clients with a variety of issues, including risk management, accounting, systems, taxation, and finances. One of the most important tools for keeping an eye on and managing budget execution is auditing. Because it guarantees that operations adhere to laws, rules, and procedures, it is a crucial component of the accountability and supervision system.

2.8.4. Types of Audit

Two categories of auditing exist. These are audits, both internal and external. One crucial element of financial controls is internal audit. It is an impartial, independent assurance and consulting endeavor intended to enhance and optimize an organization's functioning. By providing a methodical, disciplined way to assess and enhance the efficacy of the risk management, control, and governance processes, it aids a company in achieving its goals. In contrast to the periodic audits conducted by external auditors, internal audit systems often envision an ongoing audit that occurs throughout the year (Charterjee, 1988). Shekhar and Lekshmy (2003) define auditing as check conducted by staff members who have been specifically hired by an organization for that purpose.

Additionally, it is described as an evaluation process that takes place inside an organization and is unrelated to other activities. An external audit, according to this study, is an impartial review and assessment on an organization's financial accounts. It solely includes activities that contribute to the organization's financial performance and outcomes. Internal revenue auditors and the government may be found. An auditor employed by the government whose primary duty is to examine the financial records of government agencies is known as a government auditor. The Office of the Auditor General is the government auditor's representative in Ethiopia. With the exception of dealing with government accounts that will be presented to the parliament, their duties are comparable to those of external auditors.

2.8.5. Principles of Audit

The following are the fundamental ideas that guide auditors, per Charterjee (1988):

- (a) Integrity, objectivity, and independence: The auditor should approach his professional task with directness, honesty, and sincerity.
- (b) Confidentiality: the auditor must protect the privacy of any information he learns while working and refrain from sharing it with outside parties unless specifically authorized by law or his professional obligations.
- (c) Skill and competence: competent auditors should conduct the audit and compile the report with the appropriate level of professionalism.
- (d) Documentation: The auditor shall record pertinent information to demonstrate that the audit was conducted in compliance with fundamental standards.
- (e) Planning: To ensure that he can carry out an audit effectively and promptly, the auditor should plan his job. Among other things, it is important to acquire knowledge about the clients'

accounting system, policies, and internal control practices; determine the anticipated degree of reliance on internal control; schedule and determine the type, timing, and scope of the auditing processes that must be conducted; and coordinate the work that needs to be done. (f) Evidence: The auditor should gather enough relevant audit evidence through substantive processes and compliance performance such that he can make logical inferences from which to base his view. (g) Conclusion and Reporting: The auditor should review and assess the findings drawn from the audit evidence obtained in order to express his opinion about the data

2.8.6. Internal Financial Control

Harrison and Horngren (2008) define an internal control system as a collection of processes and guidelines designed to safeguard assets and ensure correct accounting records. Support effectiveness and compliance with university regulations there are two categories into which internal controls fall.

(a) Accounting controls and (b) administrative controls. The purpose of administrative controls is to encourage operational effectiveness and compliance with university regulations. Accounting controls are intended to protect university property and provide accurate and trustworthy accounting documentation. There are four qualities of an efficient internal control system.

(1) Skilled and trustworthy individuals: Competency is promoted by offering competitive pay, extensive training, and sufficient supervision.

(2) Responsibility assignment: All tasks that need to be completed for the university must be listed, and the right individuals must be given responsibility for completing them.

(3) Appropriate authorization: Typically, a school has a documented set of regulations outlining authorized procedures. Any departure from the norm requires the appropriate authority.

(4) Duty separation: This strategy aims to reduce the likelihood of theft or fraud in the management of resources. The university must: Keep accounting and operations separate; keep accounting and asset custody separate; keep transaction authorization and related asset custody separate; and keep accounting-related tasks separate. Auditors are assessing the internal control system in order to determine how reliable the accounting system is. Auditors also assist in identifying areas for internal control improvement based on age. External auditors work for public accounting universities, whereas internal auditors are engaged by the institution. A computer system's increased speed, efficiency, and dependability are benefits of internal control. Lack of flexibility and potential outside access to private data are among the

drawbacks. The resources that the principal of the invests in the system and the restriction of internal collaboration. The internal control system may not uncover collusion between two or more individuals conspiring to cheat the university. The combination of cost records and personnel procedures that the university utilizes to meet its financial information demands is known as an accounting information system. These days, the school information system is primarily used by computers. The design phase of an accounting information system is followed by system installation after the design is approved. Employee training is part of installation. The system should be tested locally and adjusted as needed (Harrison and Horngre, 2008).

2.9. Sources of Finances in Dambi Dollo University

Dash and Nena (2008) explained how university government funding is obtained from the federal and state governments for various purposes. The University may soon receive support from other organizations like the World Bank and UNICEF. In order to organize various activities, stipends, equipment purchases, building construction or expansion, and other purposes, the university may also receive contributions from parents, community members, and corporate establishments. The government, the university's internal revenue, private investors, community involvement, and non-governmental organizations are the sources of funding for education in Ethiopia (MoE, 2002). In addition, Dambi Dollo University offers revenue streams. These revenue streams include grants from the federal and state governments for education, as well as internal revenue from various agricultural activities, the sale of eggs and milk, the sale of goods and services, tuition fees, research and publications, and Dambi Dollo University Comprehensive Hospital.

2.9.1. Empirical findings on financial management practice

The effects of financial management practice attributes on DaDU. Hunjra et al. (2011) concluded from their study that quite beneficial for capital providers – lenders and shareholders are when they would think their funds are being utilized in 20 proper financial practices. On one side, capital providers will be hesitant to provide the capital to those firms which are not using appropriate financial practices and have poor disclosure. Consistent with this result, Asuquo et al. (2004) found the positive relation between existing financial reporting and analysis and Profitability of the organizations. Bent (2003) concluded farmers who conducted detailed financial analyses were substantially more profitable than those farmers who performed the calculations “in their head” or did not make the calculations at all a finding which demonstrates there are positive returns to conducting detailed financial analyses.

The study of Hutchinson and Ray (1986) also concluded that financial problems create a critical need for improved financial control which can come about through an upgrading of financial reporting and analysis systems. In addition to this, Thomas and Evanson (1987) examined possible associations between financial reporting and analysis practices and performance characteristics. Bek (2007) stated that sound financial management is essential to the success of a business. This implies, managing financial resources successfully is important for both new as well as expanding businesses. So that if the entity taken only time to develop and implement financial plans it will ensure the success of small firms.

The study of Harif et al. (2010) also showed that the range of financial management tools used by SMEs in Malaysia still low and use only predictable and often used components such as financial accounting and working capital management. This resulted in a negative effect on the performance of the SMEs in that county. Butt et al. (2010) concluded the positive consequences of financial structure practices, dividend policy, techniques of investment appraisals, working capital management and financial performance assessment on organization performance. The results reveal that the decision makers and practitioners should be well aware of and agreed on the positive contribution of financial management practices in the corporate sector. Asuquo et al. (2004) investigated the significant effect of financial management practices.

2.10. Research Gap

Although much descriptive and empirical evidence on financial management practices, it appears that there are still some gaps in the literature which need to be addressed. Above all, the literature review indicates that financial management must effective and efficiency, liquidity and performance of a firm. The efficiency of a company's Financial Management has lasting impact on company profitability. Indeed, the company's inventory management policy, debtors' management policy and creditors' management policy play an important role in its profitability of accompany. Even if, the literature review indicated that Financial Management has impact on the profitability, liquidity and performance of a firm but there still are variables going to study. There are few literatures who try to identify the impact of Financial Management on profitability of Technology Company. To identify this relationship those previous studies, use dependent variable like Cash conversion cycle, Accounts receivable period, inventory conversion period and accounts payable period are used as independent working capital variables.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Description of Study area

Dambi Dollo University was established in 2010 E.C. and is located in the Dambi Dollo town, Oromia Region, Kellem Wollega Zone, Ethiopia. Dambi Dollo town is, 652 kilometers away from Addis Ababa the capital city of Ethiopia, although DaDU is located 5 kilometers away from Dambi Dollo town. The location where DaDU located in is known as Gelano Meti.

3.2. Research Design

This study employed descriptive design to conduct the study, because descriptive research is a design used to obtain information relating to the escaping status of an issue or phenomenon and to describe what happens within the variable or conditions of the situation. Hence, a descriptive survey research was used to investigate the practices of financial management in DaDU. Further, this method helped to gather various kinds of data using research tools such as questionnaire, interview and documents analysis. Descriptive survey helps to interpret, synthesize and integrate data and point out their implications. Overall, it can be used to obtain information about the current status of the phenomena and the existing financial management practice (Khan, 2004).

3.2.1. Research Approach

A mix research method (qualitative and quantitative) was used to assess the effectiveness of practice of financial management concurrently because each method is not complete by itself and support each other.

3.2.2. Sources of Data

This study included data from both primary and secondary sources. Samples and documents were the sources of primary and secondary data, respectively.

3.2.3. Primary Sources

The head of the finance office, the finance team leader, the accountant, the treasurer, the experts in finance plans and budgets, the bookkeepers, the auditors, and Resource Development & Income generation of Dambi Dollo University were the main primary sources of data. Due to their direct and indirect involvement in financial activities and their provision of correct information for the study, these individuals possess sufficient knowledge. Interviews and questionnaires were used to gather these primary data points.

3.2.4. Secondary Sources

Various documents were used as secondary data sources such as Purchase procedures, Models 19 and 22; financial reports such as disbursement reports, auditing reports, balance sheets, revenue sheets, and university financial reports were among the pertinent documents examined in this study.

3.2.5. Population size and Sampling Techniques

To obtain the necessary sample units, purposive sampling or judgmental sampling techniques were employed. Population is defined as the entire set of individuals to which study findings are to be generalized (Schutt, 2011). Three Dambi Dollo University office staff was selected as the population of the study. From the total population of Dambi Dollo University 36 employees were taken as a sample. These include finance office, auditing office, resource development and Income generation office and management support at DaDU. Those are: 1 head of the finance office, 4 team leaders in the finance department, 11 accountants, 4 treasurers, 3 experts in the finance plan and budget, 2 bookkeepers in the finance department, 6 auditors, and 5 employees of DaDU's Resource Development & Income Generation office. Those sample size were chosen by the use of a judging technique. The aforementioned sample size was chosen due to its involvement in the management of the university's finances. These participants stood predictable to have in-depth awareness of the issues in this section, and their numbers were manageable. They have also either directly or indirectly dealt with the problem of financial management.

Table: 1 Sample and Sampling Technique

N	Respondents	Population	Sample Size	percentage (%)	Sample Techniques
1	finance office head	1	1	100	purposive
2	Finance team leader	4	4	100	purposive
3	Accountants	11	11	100	purposive
4	treasurers,	4	4	100	purposive
5	finance plan and budget experts	3	3	100	purposive
6	finance book keepers	2	2	100	purposive
7	Auditors	6	6	100	Purposive
8	Resource Development & Income Generation	5	5	100	Purposive
	Total	36	36	100	Purposive

(Source: Population size and sampling from DaDU)

3.2.4. Instruments of Data Collection

The data for this study was gathered using both qualitative and quantitative methods and using documents, interviews, and questionnaires. Quantitative data was obtained using questionnaires; while qualitative data was develop through document analysis and interviews. The researcher was able to balance the positive aspects and negatives of each data source by utilizing both data collection techniques.

3.4.1. Questionnaire

A questionnaire comprising both closed- ended topics was designed to gather data ended and open from the head of the finance office, the leader of the finance team, treasurers, accountants, experts in finance plans and budgets, bookkeepers, auditors, resource development, and income generation. This is mostly due to the fact that questionnaires are a key tool used to gather data from the study's data sources. In order to practice financial management, primary data from the respondents mentioned above was being gathered from the university, and questionnaires were prepared in English. Before being distributed to the respondents, experts provided feedback on the surveys to ensure their validity. The surveys were being changed in response to the feedback received; any ambiguous questions was also be reorganized prior to being distributed to university non-sample respondents.

3.4.2. Interview

Confirm the suggestion gathered based on the open-ended questionnaire type, which invited participants to respond in their own words in order to elicit a deeper level of reaction. Accordingly, the head of the finance office, one specialist in finance plans and budgets, and an auditor executive were the sources of the data used in the interviews. The adviser confirmed and examined the prepared interview guide to ensure it was authentic enough to be used in this study. The purpose of the interview was to gather data about the University's financial management procedures. Every interview was conducted using the English language. The interview questions were being created for crosschecking and were support the questionnaire's findings. The researcher set out to get some intriguing relative or other information, and the interview supplied extensive information.

3.4.3. Documents

The document was evaluated in order to gather relevant data and determine whether or not there are financial management guidelines. Additionally, document assessment aids in triangulating the data gathered using other techniques and evaluating and comparing the standards set with actual performance. The University budget report (financial statement), transaction registers, receipts, the documents examined for this study and the documents allowed to the researchers.

3.5. Methods of Data Analysis

Accordance with data types, quantitative and qualitative data analyses were employed. The quantitative data that were collected through closed-ended questionnaire from all respondents were tabulated and analyzed by using the Frequency, Percentage, Mean value and Standard deviation. Quantitative data was analyzed using SPSS version 25. The data gathered through open-ended items of the questionnaires and interviews were analyzed qualitatively. It is ongoing activities that take place during data collection devising of categories and building of theories (Bogdan and Biklen, 1998). Hence the data collected through interview, open ended questionnaires and secondary data were analyzed and interpreted in the form of narration. Based on the data analysis, interpretations were made to reach at certain findings.

CHAPTER FOUR

4. 1. RESULTS AND DISCUSSION

The first section of this chapter presents the actual quantitative and qualitative data that was gathered regarding the sample distribution and the respondents' individual characteristics. The material obtained from Secondary sources, interviews, and surveys on Dambi Dollo University's financial management strategies is examined and interpreted in the second section. Questions were sent to the head of one finance office, four finance team leaders, eleven accountants, four treasurers, three finance plan and budget experts, two finance bookkeepers, six auditors, and five executive office employees in resource development and revenue production. Thirty six questionnaires were returned.

Three interviewees were also successfully interviewed: the executive office, a specialist in financial planning and budgets, and the director of the finance office. The actual quantitative and qualitative data collected about the respondents' auditors is presented in the first section of this chapter. Every question's response was examined and evaluated. The majority of the collected data was arranged in tables. After the data is presented, a discussion and interpretation based on the main study questions are given. Related questions were addressed collectively to facilitate understanding.

4.2. The respondents' Responses rate shows as the following

4.2. As shown in table 2, the respondents' demographic information includes their age, gender, academic background, and services.

Table 2: Demographic Information

No	Items	Categories	Respondents													
			FHO		FTL		A		T		FP& BE		FBK		RD&IG	
			N	%	N	%	N	%	N	%	N	%	N	%		
1	Sex	Male	1	100	3	75	7	63.6	4	100	2	66.7	2	50	4	80
		Female	-	-	1	25	4	36.4	-	-	1	33.3	-	-	1	20
		Total	1	100	4	100	11	100	4	100	3	100	2	100	5	100
2	Age	Below 25	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		25- 35	-	-	-	-	72.7	1	25	1	33.3	2	50	-	-	-
		36-45	1	100	4	100	3	27.3	3	75	2	66.7	-	-	5	100
		46-55	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		56 and above	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Total	1	100	4	100	18	100	4	100	3	100	8	100	5	100

Note; FHO= Finance Head Office, FTL= Finance Team Leaders, A=Accountants, T=Treasurers, FP & BE Finance Plan and Budget Experts, FBK= Finance Book Keeper, RD& IG = Resource Development and Income Generation

Regarding sex, table 2 of item 1 shows that, the respondents, one finance head, all were male. Two (66.7%) of the budget plan and specialists and three (75%) of the finance team leaders were men. These statistical findings demonstrated that men predominated in university administration roles. Furthermore, among the responses, 7 (63.6%) accountants and 4 (100%) treasurers were men. This finding indicated that there were fewer women holding positions as treasurers and accountants at Dambi Dollo University. Table 2 of the second item shows that (100%) of the finance office head's allocation fell between the ages of 36 and 45, (72.7%) of the accountants' allocation fell between the ages of 25 and 35, and (36-45) of the treasurers' allocation. In a similar manner, the heads of 100% of the financial offices, 75% of treasurers,

66.7% of budget planning and experts, and 100% of resource development and revenue creation were all between the ages of 36 and 46. The wholesale of responders were mature in age, as evidenced by the fact that most employees held positions between the ages of 36 and 46.

Table 3: Academic Qualifications and Services of Respondents

N	Items	Categories	Respondents														
			FTL		A		T		FP&		FBK		RD&IG				
0			N	N	%	N	%	N	%	N	%	N	%	N	%		
1	Academic status	Certificate	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Diploma	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		1 st Degree	1	4	100	11	100	4	100	3	100	2	100	4	80		
		2 nd Degree	-	1		-		1	100	-		-		1	20		
		PHD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	service in the existing profession	1-5	-	1	25	4	36.4	4	100	1	33.3	2	100	2	40		
		6-10	-	3	75	5	45.5	-		2	66.7	-		3	60		
		11-15	1	-	-	2	18.2	-		-		-		-			
		16-20	-	-	-	-		-		-		-		-			
		Above 21	-	-	-	-		-		-		-		-			
3	Total service of year	1-5	-	1	25	4	36.4	4	100	1	33.3	2	100	2	40		
		6-10	-	3	75	5	45.5	-		2	66.7	-		3	60		
		11-15	1	-	-	2	18.2	-		-		-		-			
		16-20	-	-	-	-		-		-		-		-			
		Total	1100	4	100	11	100	4	100	3	100	8	100	5	100		

Note; FHO= Finance Head Office, FTL= Finance Team Leaders, A=Accountants, T=Treasurers, FP & BE Finance Plan and Budget Experts, FBK= Finance Book Keeper, RD& IG = Resource Development and Income Generation

The qualification delivery of the respondents showed that all heads of university finance offices held their first degrees, as shown in table 3 item 1 regarding academic status. However, all accountants held degrees, 100% of them. Regarding years of service in their current roles, 40% of resource development and income production, 100% of treasurers, 33.3% of budget plan and experts, and 36.4% of accountants worked for less than five years. However, 75% of finance team leaders, 45.5% of accountants, 66.7% of experts in budget planning and preparation, and 60% of resource development and income creation had six to ten years of service.

In contrast, 75% of finance team leaders, 45.5% of accountants, 66.7% of budget plan and experts, and 60% of resource development and income generation had total work experience of years among 6 and 10 years. On the other hand, 100% of finance office head and 18.2% accountant their total services of years were in the middle of 11 and 15 years. This study found that 16 to 20 years of service represents no years of service. The majority of respondents, accountants, treasurers, budget plan and experts, resource development, and income generation had less work experience on current positions.

4.3. Competence, Training and Position of Financial Personnel

Table 4: Competence and Training of the Respondents

N	Items	Response	Respondents														
			FHO		FTL		A		T		FP&BE		FBK		RD		
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1	The relation between Not Related	Related	1	100	4	100	11	100	4	100	3	100	2	100	5		
		Not Related	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	The mode of training attended	Workshop	-	-	1	25	5	45.5	2		1	33.3	2	100	2	40	
		Seminar	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		On job training	1	100	3	75	6	54.5	2		2	66.7	-	-	3	60	
3	Duration of training related to financial management	1 weeks and below	-	-	1	25	5	45.5	2		1	33.3	2	100	2	40	
		1-2 weeks	1	100	3	75	6	54.5	2		2	66.7	-	-	3	60	
		2-4 weeks	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		1 months	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		2 months	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	University accountants receive training related to their current position	Once in 3 months	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Once in 6 months	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Once in a year	-	-	-	-	11	100	-	-	-	-	-	-	-	-	
		Not at all	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5	The competency of financial officers	Very high	1	100	-	-	-	-	-	-	-	-	-	-	-	-	
		High	-	-	1	25	3	27.3	2		1	33.3	-	-	2	40	
		Moderate	-	-	3	75	8	72.7	2		2	66.7	2	100	3	60	
		Poor	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Very poor	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Note; FHO= Finance Head Office, FTL= Finance Team Leaders, A=Accountants, T=Treasurers, FP & BE Finance Plan and Budget Experts, FBK= Finance Book Keeper, RD& IG = Resource Development and Income Generation

According to table 4 of item 1, out of one, 100% of the positions assigned were related to their appropriate field of study. This includes 100% of finance office heads, 100% of finance team leaders, 100% of accountants, 100% of treasurers, 100% of budget plan and experts, and 100% of resource development and income generation. However, in response, they stated that the position they were working on was identical to their fields of study. This indicates that the wholesale of them work in a field connected to financial management. As shown in table 4 of item 2, the following individuals reported attending a one-day workshop on financial management: 1 (100%) the head of the finance office; 1 (25%) the finance team leader; 5 (45.5%) accountants; 2 (50%) treasures; 1 (33.3%) budget plan and experts; and 2 (40%) resource development and income generation. Table 5: Annual Budget, Period of Release and Sources of Budget

N	Items	Response	Respondents													
			FHO N	FTL N	A N	T N	FP& N	FBK N	RD&I N							
1	Percentage of budget approved in budget requested?	91- 99%	-	-	-	-	-	-	-	-	-	-	-	-	-	
		71- 90%	1	100	2	50	7	63.6	3	75	2	66.7	1	50	4	80
		50- 70%	-	-	2	50	4	36.4	1	25	1	33.3	1	50	1	20
		Below 50%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	The amount of budget allowed for your university to carry out its annual plan	Excess	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Adequate	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Inadequate	1	100	4	100	11	100	3	75	3	100	2	100	3	60
3	Period of the year budget is released	1 st quarter	1	100	4	100	11	100	4	100	3	100	2	100	5	100
		2 st quarter	1	100	4	100	11	100	4	100	3	100	2	100	5	100
		3 st quarter	1	100	4	100	11	100	4	100	3	100	2	100	5	100
		4 th quarter	1	100	4	100	11	100	4	100	3	100	2	100	5	100
4	What are the main Sources of finance in Your university?	Community	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Private and other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Government	1	100	4	100	11	100	4	100	3	100	2	100	4	80
		Internal income of the university	-	-	-	-	-	-	-	-	-	-	-	-	1	20

Note; FHO= Finance Head Office, FTL= Finance Team Leaders, A=Accountants, T=Treasurers, FP & BE Finance Plan and Budget Experts, FBK= Finance Book Keeper, RD&IG = Resource Development and Income Generation

Table 5 item 1 shows that the section of the permitted budget covered 71%–90% of the requested budget, according to responses from 1 (100%) of the finance office head, 2 (50%) of the finance team leader, 7 (63.6%) of the accountants, 3 (75%) of treasurers, 2 (66.7%) of budget plan and experts, 1 (50%) of the finance book keepers, and 4 (80%) of the resource development and income generation respondents. On the other hand, two (50%), the head of the finance team, two (36.4%), the accountants, four (66.7%), the treasurers, one (25%), the budget, plan, and experts The approved budget only covered 50–70% of the desired budget, according to 1 (20%) and 1 (100%) of resource development and revenue production responders and bookkeepers in finance.

This shows that a severe budget deficit was a factor in the inability to complete the task. All respondents to item 2 in table 5, which includes the head of the finance office, the head of the finance team, accountants, treasurers, experts in budget planning, bookkeepers in the finance department, and those involved in resource development and income generation, specified that the amount of budget approved was insufficient. The majority of interviewees stated during the process that "the approved budget for university would get much less than their request." This suggests that it might have an impact on how the limited resources are used and the entire FM process because the poor facilities are the outcome of a lack of funding. Jefferson (2003), who asserts that sufficient financial support underpins all facets of activity, supports the aforementioned conclusion. As a result, university funding is frequently described as the foundation of curricula.

All other resources are the conversion of financial resources; finance is like an automobile without an engine. Educational materials are purchased with financial resources. According to table 5 item 3, the budget is released on the first, second, third, and fourth quarters, as suggested by 1(100%) of the finance office head, 4(100%) of the financial team leader, 11(100%) of accountants, 4(100%) of treasurers, 3(100) of budget plan and experts, and 2(100%) of finance book keepers respondents. This shows that the university's teaching and learning process got underway when the funding was given. This meant that the authorized budget and actual expenditure were never in line with each other. However, every finance office head, finance team leader, accountant, treasurer, budget plan expert, and finance bookkeeper who responded did so in the same way, stating that governments, resource development, and income generation were the primary sources of funding for FM activities. The aforementioned conclusion was corroborated by the literature; Ethiopia's educational system receives funding from both the government and outside sources; however, supplying funds for educational

purposes is not just the government's job; it is also a shared responsibility of the community, higher education and parents (MoE, 1999). In response, MoE (1999) said that the policy directives also made it very evident that community contributions involvement were significant ways to fund education.

Table 6: The practice of finance in the university

N	Items	Response	Respondents													
			FTL		A		T		FP&		FBK		RD&IG			
			N	%	N	%	N	%	N	%	N	%	N	%		
1	The adequacy of rule and regulation in financing	Very high	-	-	-	-	-	-	-	-	-	-	-	-		
		High	1	100	3	75	8	72.7	2	50	2	66.7	2	100	3	60
		Medium	-	-	1	25	3	27.3	2	50	1	33.3	-	-	2	40
		Low	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Very Low	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Mean	4.00	3.75	3.7	3.5	3.7	4.00	3.6							
2	The University capacity directly utilizing their internal income without permission from the EMOFED	Very high	-	-	-	-	-	-	-	-	-	-	-	-		
		High	-	-	-	-	-	-	-	-	-	-	-	-		
		Medium	-	-	-	-	-	-	-	-	-	-	-	-		
		Low	-	-	-	-	-	-	-	-	-	-	-	-		
		Very Low	1	100	4	100	11	100	4	100	3	100	2	100	5	100
		Mean	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00		
3	Necessary staff for finance work assigned in the university	Very high	-	-	-	-	-	-	-	-	-	-	-	-		
		High	1	100	3	75	7	63.6	2	50	2	66.7	2	100	4	80
		Medium	-	-	1	25	4	36.4	2	50	1	33.3	-	-	1	20
		Low	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Very Low	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Mean	4.00	3.75	3.7	3.5	3.7	4.00	3.8							
4	The extent of finance workers handle the financial activities of the university properly	Very high	-	-	-	-	-	-	-	-	-	-	-	-		
		High	1	100	3	75	7	63.6	3	75	2	66.7	1	100	4	80
		Medium	-	-	1	25	4	36.4	1	25	1	33.3	1	100	1	20
		Low	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Very Low	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Mean	4.00	3.75	3.7	3.75	3.7	3.5	3.8							

Note; FHO= Finance Head Office, FTL= Finance Team Leaders, A=Accountants, T=Treasurers, FP & BE Finance Plan and Budget Experts, FBK= Finance Book Keeper, RD&IG = Resource Development and Income Generation

As seen in Table 6 item 1, the subject of appropriate laws and regulations regarding financial matters was brought up. With mean values of (4.00) for the head of the finance office, (3.75) for the finance team leader, (3.73) for accountants, (3.5) for treasurers, (3.7) for the budget plan and experts, (4.00) for finance book keepers, and (3.6) for resource development and income

generation, the majority of respondents indicated that the university's rules and regulations regarding financial issues were high. The researcher conducted interviews with respondents regarding this matter, and the respondents reported that "the university has suitable rule and regulation on financial issue". They both concur that there are sufficient rules and regulations pertaining to university funding. The researcher said that after completing document analysis, sufficient rules and regulations might be obtained. This indicates that the university has enough rule and regulation on finance issues.

As seen in Table 6 item 2, the respondent's ability to use their internal revenue directly from the institution was brought up, with approval from the EMOFED. Thus, every head of the finance office, team leader in the finance department, accountant, every treasurer, and expert in the budget plan, bookkeeper in the finance department, and resource developer and income generator is using high or (1.00) mean. This suggests that the university is able to use the EMOFED's internal income authorization directly. In keeping with this, the MoE (2002) states that university uses their own internal revenue directly by adhering to financial regulations. This supports and encourages focusing more on raising money to make up for their short fall in the budget.

The respondents were requested to offer the necessary staff for the financial task allocated in the university, as shown in table 6 items 3. According to the responses, the majority of the respondents indicated that the university's assigned financial workers received high attention. These included the head of the finance office (4.00), the finance team leader (3,75), the accountants (3.7), treasures (3.5), budget plan and experts (3.7), the finance book keepers (4.00), and resource development and income generation with the means value (3.8). This suggests that the university's designated financial staffer received high attention. As seen in Table 6, item 4, the respondents were asked to rate the degree to which finance staff members appropriately manages the university's financial operations. According to the respondents' responses, the mean for the following categories were calculated: (4.00) finance office head; (3.75) finance team leader; (3.7) accountants; (3.5) treasures; (3.7) budget plan and experts, and (3.8) resource development and revenue creation. In response, it was said that handling financial activities received both high and medium attention. This suggests that the university's financial operations were handled in a high- to medium-level appropriate manner.

4.4. University Financial Management

Table 7: Some Specific identify degree of problem of university financial

N	Items	Resp onse	Respondents													
			FTL		A		T		FP&		FBK		RD&IG			
o			N	%	N	%	N	%	N	%	N	%	N	%		
1	Does your university have budgeting system?	Yes	1	100	4	100	11	100	4	100	3	100	2	100	5	100
		No	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Total	1	100	4	100	11	100	4	100	3	100	2	100	5	100
2	Is your university annual budget known?	Yes	1	100	4	100	11	100	4	100	3	100	2	100	5	100
		No	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Total	1	100	4	100	11	100	4	100	3	100	2	100	5	100
3	Do you think that the university prepared appropriate budget plan?	Yes	1	100	4	100	11	100	4	100	3	100	2	100	5	100
		No	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Total	1	100	4	100	11	100	4	100	3	100	2	100	5	100
4	Do you think that allocated financial resource is utilized Efficiently in the university?	Yes	1	100	1	25	5	45.5	1	25	1	25	1	100	2	40
		No	-	-	3	75	6	54.5	3	75	2	75	1	100	3	60
		Total	1	100	4	100	11	100	4	100	3	100	2	100	5	100

Note; FHO= Finance Head Office, FTL= Finance Team Leaders, A=Accountants, T=Treasurers, FP & BE Finance Plan and Budget Experts, FBK= Finance Book Keeper, RD&IG = Resource Development and Income Generation

The university's annual budgeting method was brought up to the respondents, as shown in Table 7 item 1 the university has an annual budgeting system, in response to the head of the finance office, the head of the finance team, the accountants, the treasurers, the experts on the budget plan, the bookkeepers for the finance department, and the resource developers and income generators. This shows the annual budgeting system used by the institution. The subject of the university's annual budget was brought up with responders, as shown in table 7 item 2. The university's annual budget is known, according to the responses from the head of the finance office, the head of the finance team, the accountants, the treasurers, and the experts who design the budget, the bookkeepers for finance, the resource developers, and the income generators. The majority of the respondents revealed that university annual budget was known in all stakeholders. As seen in Table 7 item 3, the question was posed regarding the respondents' preparation of a suitable financial plan. The university should establish an adequate budget plan, according to the response of the head of the finance office, the head of the finance team, the accountants, the treasurers, the experts in finance plans and budgets, the

bookkeepers in finance, and the resource development and revenue generating departments. In an interview with experts in financial planning and budgeting, the researcher learned that "directors prepared the university budget with participation from university financial management personnel, and the university budget plan was sufficiently prepared." When completed, the researcher's review of papers pertaining to university budget planning revealed that the budget plan was adequately constructed and the university did not lack a budgeting system. . This shows that the university budget plan was sufficiently prepared. Achieving of objectives and goals depend on the preparation of sufficient and appropriate financial plan. Despite all of the efforts, Tesfaye (2008) found that the Ethiopian FM system still lacks planning capability, a problem that the government and donors have prioritized since 1997. According to Bichoff and Mestry (2003), the budget should be in line with the university's most important learning objectives. The financial resources were distributed and used effectively in line with the educational policy's objective. According to the responses of 1(00%) of the finance office head, 1(25%) of the finance team leader, 5(45.5%) accountants, 1(25%) of treasurers, 1(25%) of budget plan and experts, 1(100%) of finance book keepers, and 2(40%) of resource development and income generation, as shown in table 7 item 4. In addition, 64.5 percent of accountants, 37.5 percent of treasurers, 27.5 percent of finance plan and budget experts, 1 100% of finance bookkeepers, and 3 60 percent of resource development and income generation respondents claimed that financial resources were not distributed and used effectively in line with the goals of educational policy. This suggests that the goals of the educational strategy were not effectively followed in the allocation and use of financial resources. Furthermore, according to 64.5 percent of accountants, 37.5 percent of treasurers, 27.5 percent of experts in finance plans and budgets, 100% of finance bookkeepers, and 3 60% of respondents in resource development and income generation, financial resources were not allocated and used efficiently in accordance with the objectives of educational policy. This shows that the financial funds were not allocated and used in a way that effectively met the objectives of FM.

Table 8: Identify the university problems of Financial Management

No	Items	Resp onse	Respondents													
			FHO		FTL		A		T		FP&		FBK		RD&IG	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	Does the university have a Bank account?	Yes	1	100	4	100	4	100	4	100	3	100	2	100	5	100
		No	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Total	1	100	4	100	4	100	4	100	3	100	2	100	5	100
2	Does the university use petty cash?	Yes	1	100	4	100	4	100	4	100	3	100	2	100	5	100
		No	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Total	1	100	4	100	4	100	4	100	3	100	2	100	5	100
3	Does DaDU use the payment	Yes	1	100	4	100	4	100	4	100	3	100	2	100	5	100
		No	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Total	1	100	4	100	4	100	4	100	3	100	2	100	5	100
4	Do concerned boats involve in monitoring?	Yes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		No	1	100	4	100	4	100	4	100	3	100	2	100	5	100
		Total	1	100	4	100	4	100	4	100	3	100	2	100	5	100

Note; FHO= Finance Head Office, FTL= Finance Team Leaders, A=Accountants, T=Treasurers, FP & BE Finance Plan and Budget Experts, FBK= Finance Book Keeper, RD&IG = Resource Development and Income Generation

As showed in table 8 item 1, item was higher to respondents whether or not the university has a bank account. Accordingly, all finance office head, all finance team leader, all accountants, all treasures, all finance plan and budget experts, all finance book keepers and all resource development and income generation replied that the university has a bank account. This shows that university has bank accounts. As shown in table 8 item 2, item was raised to respondents whether or not the university uses the petty cash. Accordingly, all finance office head, all finance team leader, all accountants, all treasures, all finance plan and budget experts, all finance book keepers and all resource development and income generation replied that the university uses the petty cash. This shows that the university used the petty cash.

The respondents were asked whether the university used payment vouchers, as shown in table 8 item 3. The university used payment vouchers, according to the responses from the head of the finance office, the head of the finance team, the accountants, the treasurers, the experts in finance plans and budgets, the bookkeepers in finance, and the resource development and revenue creation departments. This suggests that payment vouchers were used by the university. As can be seen in Table 8, Question 4 asked respondents if the relevant organizations were involved in the oversight and assessment of university funding. According to the respondents, the heads of the finance offices, the finance teams, the accountants, the treasurers, the experts in finance plans and budgets, the bookkeepers in finance, the resource developers, and the income generators all stated that the relevant bodies were not involved in the monitoring and assessment of university finances.

Based on the aforementioned data, it may be concluded that relevant agencies are not adequately evaluating university finances. The respondents were questioned about their motivations for failing to properly monitor and assess university finances using interviews and open-ended questions. According to the respondents' responses, the explanations included a lack of focus on proper monitoring and evaluation, coordination awareness, knowledge and expertise regarding the challenges, and a lack of explicit guidelines from academic institutions. The following recommendations were made by the respondents to ensure proper monitoring and assessment of university finances. The relevant authorities ought to pay greater attention, provide training on the monitoring and assessment of university finances, draft further rules and regulations in this area, and ensure that university finances are managed and handled in a way that facilitates monitoring and evaluation. In addition, strengthen coordination and cooperation amongst the relevant bodies to work together and establish transparency about university finances.

4.4.1. Financial Allocation and Budget Planning.

Table 9: The Practices of Budget Allocation for University.

No	Items	Response	Respondents														
			FHO		FTL		A		T		FP&		FBK		RD&I		
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1	Who are participants in your university budget Planning?	Strategic	1	100	4	100	4	100	4	100	3	100	4	100	5	100	
		affairs and															
		An organized	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		committee															
		Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	What is the criteria considered for allocating budget For university?	Principals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Number of	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		students in															
		standard cost set	1	100	4	100	4	100	4	100	3	100	4	100	5	100	
		by EMOFED															
		Previous year's	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	In what form Do University receive the allocated annual Budget from the To EMOFED?	Expenditure															
		University	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		internal															
		No criteria	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
3	In what form Do University receive the allocated annual Budget from the To EMOFED?	In cash only															
		In kind	1	100	4	100	4	100	4	100	3	100	4	100	5	100	

Note; FHO= Finance Head Office, FTL= Finance Team Leaders, A=Accountants, T=Treasurers, BP & E Budgets Plan and Experts, FBK= Finance Book Keeper, RD& IG = Resource Development and Income Generation

The university budget is prepared by Strategic Affairs and the Executive Office, as stated in Table 9 item 1 for every finance office head, finance team leader, accountant, treasurer, finance plan and budget expert, finance bookkeeper, and resource development and income generation respondent. Davies (2004) asserts that the success of the budgeting process depends on how stakeholders are included in the process. The results have made it clear that stakeholders were not involved in the budgeting process. This suggests that no stakeholders were included in the budget planning process at the university. Therefore, it follows that if budget preparation is not inclusive; it is likely to have an impact on how the university's goals are implemented. This could have a significant impact on how the educational plan is implemented because it might not be sensitive to the university's local demands. In a similar vein, studies by Davies (2004) and Sharp and Walker (2005) emphasized the significance of stakeholder participation in the budgeting process.

As understood in table 9 item 2, the responder was asked about the factors taken into account when allocating funds to the university. In light of this, the heads of the finance offices, teams leading the finance departments, accountants, treasurers, experts in financial plans and budgets, bookkeepers in the finance department, and those in charge of resource development and income generation all responded that factors were taken into account when allocating funds within the university, though this depended on the total amount of funds released. As per the MoE's (2002) guidelines, each enrolled student should get 20 Birr annually from the university.

This award is intended to supplement non-salary expenses and pay for running costs associated with the university. However, the budget allotted to the institution is dependent upon the total amount of funding made available to the university. In the event that internal university budget allocations are made without following specified guidelines. This suggests that the institution does not take any factors into account when allocating funds. As can be seen in Table 9 item 3, the respondents were asked how the university obtains the annual money that is allotted by the EMOFED. The university's finance office head, finance team leader, accountants, treasurers, experts in financial plans and budgets, bookkeepers in the field of finance, resource development, and income generation all responded that receive the yearly government budget allotted by EMOFED in various forms.

Table 10: Auditing and Controlling Financial Operation

No	Items	Response	Respondents													
			FHO		FTL		A		T		FP&BE		FBK		RD&I	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	The existence of internal auditing services	Very high	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		High	1	100	2	50	5	45.5	1	25	1	33.3	1	50	2	40
		Moderate	-	-	2	50	6	54.5	3	75	2	66.7	1	50	3	60
		Poor	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Very poor	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	If there is internal auditing how frequency is financial inventory undertaken by internal auditors?	Once a week	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Once a month	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Once a quarterly	1	100	4	100	4	100	4	100	3	100	2	100	5	100
		Once a year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Twice a year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	If there is external auditing, how frequently is the university seen by auditors of Ministry of finance external auditors	Once a quarterly	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Once in a year	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Twice in a year	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Occasionally needed	-	-	-	-	-	-	-	-	-	-	-	-	-	
		I didn't observe	1	100	4	100	4	100	4	100	3	100	4	100	5	100

Note; FHO= Finance Head Office, FTL= Finance Team Leaders, A=Accountants, T=Treasurers, FP & BE Finance Plan and Budget Experts, FBK= Finance Book Keeper, RD& IG = Resource Development and Income Generation

As shown in Table 10 item 1, the respondents indicated that internal auditing was high in 1 (100% finance office head), 2 (50%) finance team leader, 5 (45.5%) accountants, 1 (25), treasures, 1 (33.3%) finance plan and budget experts, 1 (50%) finance book keeper, and 2 (40%) resource development and income generation. Comparably, 2 (50%) of the finance team leaders, 6 (54.5%) of the accountants, 3 (75%) of the treasurers, 2 (66.7%) of the specialists in finance plans and budgets, 1 (50%) of the finance bookkeepers, and 3 (60%) of the respondents

from resource development and revenue creation said it was moderate. It suggests that the internal auditing mechanism in the university was mediocre. All finance office heads, all finance team leaders, all accountants, all treasurers, all experts in finance plans and budgets, all finance bookkeepers, and all resource development and revenue generation responses said that it was done once every quarter, as shown in table 10. This suggests that the university's financial management system was effective.

According to Bischoff and Mestry (2003), the university should establish strong internal financial management to ensure the dependability and correctness of its financial transactions. The university's internal auditing program helps ensure that financial resources are used appropriately. Corrective actions are beneficial. It makes financial control easier and more affordable. The finance office head, finance team leader, accountants, treasurers, experts in finance plans and budgets, finance bookkeepers, and resource development and income generation all responded that they did not observe the external auditing, as shown in table 10 item 3. Interviews with audit staff and other respondents all indicated that "at the end of the budget year, the university's finances were not audited by the external auditor. The university's finances have been without an external audit for longer than six years. The external auditor did audit the university's finances; however it might only have been done after the employee left." However, the researcher did not find any proof demonstrating the success of university finance at the conclusion of budget years when doing document analysis. This suggests that the university completed the necessary external auditing. Once a quarter during the budgetary year, the university finance economic and development office should audit the university finances and transmit the findings to the relevant bodies (MoE, 2002).

Auditing is a critical component of university finance that aids in the efficient use of financial resources. The successful completion of an external auditor's audit of university finances contributes to the reduction of financial misuse; it also fosters trust among stakeholders and the university itself, strengthening future coordination and support for the accomplishment of academic goals and which is more manipulative of financial resources. Furthermore, auditing serves the purpose of assessing budgetary efficiency. It also guards against fraud and losses for the university staff and the system. In order to ensure that the developed university objectives are carried out and pursued in accordance with the university financial plan, financial control is the principal's responsibility. This is ensured by coordination and efficient operation of all university financial activities (Van Deventer and Kruger, 2005 and Nieman and Bennett, 2004).

Table 11: Identify the Problems of Financial Management Implementation in University's.

No	Items	Response	Respondents													
			FHO		FTL		A		T		FP&BE		FBK		RD&IG	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	The lack of experience on the financial management	Very high	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		High	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Moderate	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Poor	-		1	25	8	25	1	25	1	33.3	1	50	1	20
		Very poor	1	100	3	75	3	75	3	75	2	66.7	1	50	4	80
		Mean		1.00		1.25		1.72		1.25		1.33		1.5		1.20
2	Poor and improper financial planning	Very high	-	-	-	-	-	-	-	-	-	-	-	-	-	
		High	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Moderate	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Poor	-		1	25	1	25	1	25	1	33.3	1	50	2	40
		Very poor	1	100	3	75	3	75	3	75	2		1	50	3	60
		Mean				1.25		1.25		1.25		1.00		1.00		1.40
3	Lack of proper monitoring and evaluation (auditing)	Very high	-	-	-	-	-	-	-	-	-	-	-	-	-	
		High	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Moderate	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Poor	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Very poor	1	100	4	100	4	100	4	100	3	100	2	100	5	100
		Mean		1.00		1.00		1.00		1.00		1.00		1.00		1.00
4	Improper Purchasing	Very high	-	-	-	-	-	-	-	-	-	-	-	-	-	
		High	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Moderate	-	-	3	75	2	18.2	2	50	1	33.3	1	50	3	60
		Poor	1	100	1	25	9	81.8	2	50	2	66.7	1	50	2	40
		Very poor	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Mean		1.00		2.75		2.50		2.50		2.33		2.50		2.60

Note; FHO= Finance Head Office, FTL= Finance Team Leaders, A=Accountants, T=Treasurers, BP & E Budgets Plan and Experts, FBK= Finance Book Keeper, RD& IG = Resource Development and Income Generation

With mean values of 1.00, 1.25, 1.72, 1.33, 1.5, and 1.20 for finance team leader, accountants, treasurers, finance plan and budget experts, finance book keeper, resource development, and income generation, respectively, respondents negatively assessed their lack of experience in their current role, as shown in Table 11 item 1. So that their background will enable them to supervise, organize, coordinate, manage, and exercise control over the budget. With the exception of the aforementioned issues, the university's financial management was generally adequate. Therefore, regular training should be provided to all individuals involved in order to

safeguard funds and university property. The researcher asked the respondents to rate the degree to which some inadequate and incorrect financial planning affects financial management in the university, as shown in table 11 items 2. As a result, every responder mentioned the following: resource development and income generation, bookkeeping, finance bookkeeper, accountants, treasures, finance team leaders, and poverty. On the other side, they describe that "in the improper budget preparation of budget plan affect the utilization and managing of university finance in order to achieve the intended educational objectives." This suggests that inadequate and incorrect financial planning have an impact on the university's financial management procedures.

Table 11 item 3 shows that, for all groups of respondents, the quality and level of monitoring and evaluation (auditing) was poor to very poor. The mean scores for the finance office head, finance team leader, accountants, treasures, finance plan and budget experts, finance bookkeeper, resource development, and income generation were all 1.00. Based on the responses provided, it appears that the university's financial management was not significantly impacted by inadequate oversight and assessment. The researcher asked the respondents to what degree inappropriate purchases of supplies have an impact on the university's financial management.

As shown in table 11 items 4. Accordingly, all groups of respondents responded that the improper purchasing materials to the university some affect financial management in the university with mean value of finance office head mean =1.00 finance team leader mean =2.75 accountants mean =2.5 treasures mean= 2.5 finance plan and budget experts mean=2.33 finance book keeper mean=2.5 and resource development and income generation mean=2.6. According to the researcher conduct an interview with finance office heads, finance plan and budget experts and auditors they define that "some the improper of purchasing materials to the university affect financial management. This implies that the improper purchasing materials to the university moderately affect financial management in the university.

Table 12: Identify degree of Problems of Financial Management Implementation in University

No	Items	Response	Respondents													
			FHO		FTL		A		T		FP&B		FBK		RD&IG	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	Shortage of adequate financial documents	Very high	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		High	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Moderate	-	-	1	25	1	25	1	25	1	33.3	1	50	2	40
		Poor	1	100	3	75	3	75	3	75	2	66.7	1	50	3	60
		Very poor	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Mean	1.00		1.25		1.25		1.25		2.33		2.00		2.5	
2	Work over loaded of the concerned individual	Very high	-	-	-	-	-	-	-	-	-	-	-	-	-	
		High	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Moderate	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Poor	-	-	1	25	1	25	1	25	1	66.7	1	50	2	40
		Very poor	1	100	3	75	3	75	3	75	2	33.3	1	50	3	60
		Mean	1.00		1.75		1.75		1.75		2.33		2.00		2.5	
3	Misappropriation of the university funds	Very high	-	-	-	-	-	-	-	-	-	-	-	-	-	
		High	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Moderate	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Poor	-	-	3	75	3	75	3	75	2	66.7	1	50	4	80
		Very poor	1	100	1	25	1	25	1	25	1	33.3	1	50	1	20
		Mean	4.00		1.75		1.75		1.75		1.25		1.5		2.25	
4	The university administrate employees are incompetent in carrying out	Very high	-	-	-	-	-	-	-	-	-	-	-	-	-	
		High	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Moderate	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Poor	-	-	1	25	1	25	1	25	1	66.7	1	50	2	40
		Very poor	1	100	3	75	3	75	3	75	2	33.3	1	50	3	60
		Mean	1.00		1.75		1.75		1.75		2.33		2.00		2.5	

Note; FHO= Finance Head Office, FTL= Finance Team Leaders, A=Accountants, T=Treasurers, FP&BE= Finance Plan and Budget Experts, FBK= Finance Book Keeper, RD& IG = Resource Development and Income Generation

As indicated in table 12 item 1, finance team leader , accountants , treasures , finance plan and budget experts , finance book keeper , and resource development and income generation indicated towards moderate with the mean values of 1.25, 1.25, 1.25, 2.33, 2.00, 2.5 respectively, Similarly, finance head office, finance team leader , accountants , treasures , finance plan and budget experts , finance book keeper , and resource development and income generation responded poor with the groups mean of 1.00, 1.25, 1.25, 1.25, 2.33, 2.00 and , 2.5 toward shortage of adequate financial documents, respectively. This implies that university has shortage of adequate financial documents.

As indicated in table 12 item 1, financial management actions of Dambi Dollo University were poor influenced by overload work of from the responses, groups of respondents that were, finance team leader, accountants, treasures, finance plan and budget experts, finance book keeper, and resource development and income generation rated low regarding to work overloaded of concerned individuals with mean of 1.75, 1.75, 1.75, 2.33, 2.00, and 2.5 respectively. Accordingly, it indicates that the university financial management activities were not delayed in the university. As indicated in table 12 item 2, the researcher requested the extent to which poor and very poor misuse of the university funds. Accordingly, some groups of respondents revealed that misuse of fund was poor with the mean values of finance team leader (1.75), accountants (1.75), treasures (1.75), finance plan and budget experts (1.25), finance book keeper (1.5), and resource development and income generation (2.25).

Cash was allocated for university and some materials bought and allocated in kind. In addition Annual budget is released on time and no delay of budget has an impact on purchasing educational supporting materials and also the allocated non salary budget is not based on student's enrollment, but the university finance is never seen by external auditor. Even they did have internal auditors. In the university they can report the income and expense or utilization of university budget on timely, recording university property, financial statement efficiently and improper purchasing, absence of external auditing.

Lastly, to minimize these problems, provide ongoing financial management training to the relevant parties, engage the community and stakeholders in discussions to address budgetary constraints improve oversight, and boost internal revenue generation. The researcher asked the respondents to rate the impact of inept university financial administration on financial management, as shown in table 12 item 3. In the university. Accordingly, almost all groups

of respondents responded that the incompetent university financial administrative poor affect financial management in the university with group mean of finance team leader (1.75), accountants (1.75), treasures (1.75), finance plan and budget experts (1.25), finance book keeper (1.5), and resource development and income generation (2.25). This implies that in the university the incompetent university financial administrative poor affect the financial management in the university.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

As the study designed to explore the practice and issues of financial management at Dambi Dollo University, three different types of data gathering instruments (questionnaire, interview, and document analysis) were used to achieve the overall goal of the study. The data collected using the aforementioned data gathering tools was tabulated, analyzed, and discussed in chapter four, and the following summary, conclusions, and recommendations were made based on the analysis and discussion.

5.1. Summary

Based on the above-mentioned conversations and a description of the results, the researcher has come to the following conclusions:

The following four fundamental questions were asked in order to answer this study.

1. What is the status of financial management at the moment of practices in the Dambi Dollo University?
2. In what frequency do the DaDU financial resources are audited and monitored?
3. What are the sources and ways of allocation of DaDU budget?
4. What are the problems that encounter in managing DaDU financial resources?

The research descriptive analysis approach and was carried out at Dambi Dollo University. Data were collected using questionnaires, interviews, and document analysis in order to address the fundamental questions. The university's finance office head, finance team leader, treasurer, accountants, finance plan and budget specialists, finance bookkeepers, resource development, revenue production, and auditors were all given questionnaires. Five surveys were sent out of 36, 31 were sent back and filled correctly.

The head of the financial office, specialists in finance plans and budgets, and auditor's executive heads of were interviewed. As the thesis designed to explore the practice and issues of financial management at Dambi Dollo University, three different types of data gathering instruments (questionnaire, interview, and document analysis) were used to achieve the overall goal of the study. The data collected using the aforementioned data gathering tools was tabulated, analyzed, and discussed in chapter four, and the following summary, conclusions, and recommendations were made based on the analysis and discussion

In relation to sex, of the 31 respondents, 76.7% were men and 23.3% were female. This demonstrates that, in comparison to their male colleagues, female in financial management positions exhibit low levels of gender inequality. In addition, the university respondents' service years in their current positions revealed that most of them had less than five years of work experience. This suggests that most respondents had less job experience in their present positions. In a similar manner, most university staff members who responded stated that their jobs were related to their fields of study.

The majority of respondents (57.97%) said that the university's finance staff was competent enough to perform their jobs to a modest degree. This indicates that there was proper use of financial forms, noncompliance with financial requirements of the budget process, and completes management and reporting of budget implementation. The majority of respondents (91.3%) said that university staff member's trained in finance management practices. This suggests that the majority of university staff sufficient financial management training and expertise. The majority of respondents (66.7%) said that the government published the budget in the second quarter and that the approved budget covered between 50 and 70 percent of the proposed budget. This shows that the lack of funding was a significant issue that prevented the task from being completed.

The majority of respondents (71%) indicated that there are rules and regulations at the institution regarding financial matters. Furthermore, 71% of respondents said that the accounting practices were in moderate condition. This suggests that the might manage their financial resources effectively, and that the university's financial management activities are adequate norms and regulations.

According to the majority of responders, the system for internal and external audits was extremely inadequate. This suggests that the governing mechanism was extremely weak and that there may have been poor management and inappropriate use of the few resources. According to the majority of respondents (81.15%), the university is to use its internal funds with the permission of the financial, economic, and development departments of DaDU's. According to all respondent groups (76.81%), there was no participation in the budget's creation. Majority of the respondents responded that DaDU Administrators was considered criteria of budget allocation for university internal budget was allocated based on specification criteria. This implies that criteria were considered for allocating budget for DaDU. Majority of the respondents responded that internal and external auditing system was very low. This

implies that there was may be mismanagement and improper utilization on the scarce resources and controlling system were very weak.

Most of the respondents (81.15%) responded that the university can directly utilize their internal income the permission from Ministry of finance and economic and development. All groups of the respondents (76.81%) responded that budget were not participatory of stake holders in its preparation. This implies that there were a low stakeholder's involvement functions and may greatly affect the implementation of financial. This suggests that stakeholder engagement was limited and might have a significant impact on how the financial is implemented. According to the majority of respondents, others accounted for 30.4% and the government for 69.6% of DaDU's funding, respectively. This suggests that rather than waiting for the donations of others and governments, were not very good at making extra money for the organization., a lack of a shortage of funds, and poor improper purchases and expenditures that were not justified by wide-ranging judgment. This suggests that there were significant issues affecting higher finance management practices.

5.2. Conclusions

The researcher draws the following conclusions from the above described discussions and findings description:

The study found that most respondents' groups stated that men make up the majority of employees in financial administration roles. This indicates fewer women held roles similar to those at the financial office of Dambi Dollo University.

The study found that, mostly the university waiting for the government budget and financial contributions from the Federal Government, this shows unfortunate attempt to address the budget shortfall and were unable to provide wide new revenue streams to meet their plan's expenses. The end that the government and little revenue generate was the only main sources of funding for universities. The study's conclusion shows that stakeholders' participation in the financial process.

Furthermore, the existence of internal auditing is not what was expected, and external auditing is used necessary. Furthermore, it may be inferred from the interview response that auditing is typically used solely to verify that revenue and spending are balanced and not intended to verify the practical use of budget. According to the survey.

Improper purchasing, are additional variables that negatively impact university finance management methods.

In general, the study's findings indicate that low stakeholder participation in raising university revenue, a lack of shortage of budget, a lack of involvement from concerned parties or university staff in the budget planning and decision-making process, improper use of financial resources, and a lack of external auditing finance can all have a important impact on the efficacy and effectiveness of the university's financial controlling. Thus, it may be indirect that these problems might have impacted just the university's finance management's efficacy and efficiency, but also the entire FM process.

1.5.3. Recommendations

The researcher would like to suggest the following in light of the study's analysis and the findings drawn from the summary:

In order to progress DaDU's female holding position equality around to the financial area according to Ethiopian Government strategic attainment.

The administration, resource management, income generation of DaDU and other relevant entities should cooperate and take part in raising the university's internal revenues by informing all parties involved, including the student body, private investors, nongovernmental organizations, and various aid agencies. The resource development, and income generation, among others, should be involved in the university budgeting process, in generating revenue to make up for the budget deficit, in communicating with stakeholders, and in the financial decision-to further improve the university's making process. Accountability and openness of its financial resource management practices is the best way to handle the DaDU's FM.

By having a plan for external auditing Dambi Dollo University collaborates to modify the implementation of external auditing once a year. This will progress their performance in observing and evaluating the budget, increase their practices of financial management at the university and minimize issues related to the university's financial management practices. The university should hire more skilled and trained audit worker also collaborates to modify the operation of internal auditing quarterly and especially external auditing once a year. This will improve their performance in observing and evaluating the budget.

The study suggests there are some the improper of purchasing materials to affect the university's financial management. The university follows Government system of procurement called eGP (electronic government procurement) according to Government proclamation it says "all procurement must purchase by Open Bidding except emergency cases..." this way is uses the DaDU to minimize financial shortage.

The university budgeting process, in generating revenue to make up for the budget deficit, in communicating with stakeholders, and gross their numbers in the financial decision to further improve the university's making process. Accountability and openness of its financial resource management practices, the financial reports for stakeholders should be released at least every three months. University's management, resource management and income generations and other alarmed bodies should work in cooperation and take part to increase internal incomes of the university communicating all stakeholders of university's such as university community, private investors, NGO and different aid organizations.

In order to improve the skills of university financial personnel, decrease financial

management deficiencies, increase coordination and integration of budget preparation activities, decrease budget shortages, decrease the absence of necessary auditing, decrease the absence of reporting financial activities, and increase proper utilization of financial resources, the study generally recommended that university financial personnel work together and receive training and mindfulness creation on financial management practices.

The study suggests that in order to improve DaDU financial management practices, should have enough IFMS (Integrated Financial Management System) pertaining to control financial matters in the future. It supports the head of the university's finance office, the finance team leader, accountants, and treasurers, experts in finance plans and budgets experts, bookkeepers, auditors, resource development, and revenue generation in order to properly monitor and assess the university's financial management.

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7. APPENDICES

7. APPENDIX-I: QUESTIONNAIRE FOR FINANCE STAFF

DAMBI DOLLO UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMICS

DEPARTMENT OF ACCOUNTING AND FINANCE

University finance office heads, finance team leaders, accountants, treasurers, bookkeepers, finance plan and budget specialists, auditors, and Dambi Dollo University's resource development and income generation personnel were occupying these positions. To the respondent: "Practices of Financial Management in Public Sector: In Case of Dambi Dollo University," is the subject of my academic research as a Master of Accounting and Finance student at Dambi Dollo University College of Business and Economics. This survey's objective is to gather data regarding your university's financial management practices. The study intends to produce appropriate and useful statements regarding the state of financial management, monitoring, and assessment at Dambi Dollo University, as well as issues that impact financial management, their resolution, and financial use. You're sincere, truthful, and prompt answers to each question are crucial to the accuracy and dependability of this study, and they will also determine its success. We therefore ask that you carefully read over each question and provide the proper response. Because the data you provide will only be used for the study. I want to reassure you that your identity will be kept completely private. Only the researcher will read the responses, and they will only be used for research. General instruction

- It is not essential for you to write your name on any section of the questionnaire.
- When answering closed-ended questions, place a (✓) mark next to the best response. For open-ended questions provide brief response on the space provided.

We appreciate you taking the time to contribute to the study in advance.

Part I. Personal data

Instruction I. Answer the following questions by putting a (√) mark or by writing where it is necessary.

1. Name of the University: _____

2. Gender: Male Female

3. Age: a) Below 25 years b) 25-35 years' c) 36-45 years d) 46-55 years
e) 56 and above years

4. Your level of education/Academic status. a) College Diploma b) 1st degree
c) 2nd degree d) PhD

5. Service in current position. a) 1-5 years b) 6-10 c) 11-15
 d) 16-20 e) 21 and above

6. Total service of years/ Work experience. a) 1-5 years b) 6-10 c)
11-15 d) 16-20 e) 21 and above

7. Your (Occupation Title) Position in the university or office. a) Finance office head b)
Accountant c) Finance Team Leader d) Auditors e) Treasurer f) Budget
plan and experts g) Finance book keeper

Part II. Budget Sources and Approved Annual Budget.

Instruction II. Here are a few financial management awareness questions.

Please put a (√) mark in the box provided.

I/ Budget sources and approved budget

1. What proportion of the requested budget was authorized against the approved budget?

1. 90%-98% 2. 70%-89% 3. 50%-68% 4. Below 50%

2. How much money has been approved for your university to carry out its annual plan? 1.
Excess 2. Adequate 3. Inadequate 4. I don't know

3. In what period of the year your university budget is released from EMOFED?

1. 1st quarter 2. 2nd quarter 3. 3rd Quarter 4. 4th quarter 5. All

4. What are the main sources of finance in your university?

1. Government 2. Private and different aids 3. Community 4. Internal Revenue of
the university itself

Part III. Competence, Training and Position of Financial Personnel Instruction III. Answer the following questions by putting a (√) mark or by writing Where necessary.

1. The relationship between the current position and field of specialization is?

1. Related 2. Not related

2. The mode of training attended 1. Workshop 2. Seminar 3. On job
training

4. Specify if any-----

3. Duration of training related to financial management.

1. from 1 week and below 2. From 1-2 week 3. From 2-4 week 4. One
month 5. Two month and above

4. How frequently are university accountants trained for their current roles?

1. Once in three months 2. Once in six months 3. Once in a year 4. Not at all

If you say "not at all" to the above item, what is the mode of training attended?

5. The competence of existing financial officers in your university.

1. Very High 2. High 3. Satisfactory 4. Low 5. Very low

6. According to your personal view what do you suggest to minimize and or avoid problem Related to financial property, administration and utilization of budget in your university?

(Please, explain it: _____)

Part IV: Finance rule and regulation in the university

Instruction IV: Each of the following table 15:-item in this section refers to finance rules and regulations in the university. For each statement, there are 5 alternative responses showing whether you Very high (5), High (4), Medium (3), Low (2), Very low (1) with the statement. Table: Mark "x" the appropriate number after each statement to indicate the degree of financial management.

No.	Indicator	1	2	3	4	5
1	The adequacy of rules and regulations in financing education					
2	The university capacity directly utilizing their internal income without permission from the EMOFED					
3	Necessary staff for finance work assigned in the university					
4	The extent of finance workers handle the financial activities of the university properly					

Part V. Practice of Finance Accounting in the university and Research related Information.

Instruction V. For each statement, below table 5:-, there are 2 alternative responses showing whether you Yes, No with the statement. Answer the following questions by putting a (√) mark.

No	Items	Yes	No
----	-------	-----	----

1	Is your university annual budget known?		
2	Do you think that the university prepared appropriate budget plan?		
3	Does the university have a bank account?		
4	Does the university use the petty cash?		
5	Does the university use the payment voucher?		
6	Do concerned bodies involve in monitoring and evolution of university finance		

Part VI: Practices of Budget plan and Accounting in the university

Instruction VI. Answer the following questions by putting a (√) mark or by writing Where necessary.

1. Does your university have budgeting system? 1. Yes 2. No Budgeting

If you say Yes, how budgeting is prepared? Please, Explain

2. Who are participants in your university budget planning? 1. Strategic Affairs Office

3. Budgets and plan experts 2. An organized committee 4. Principals

3. How do you explain the participation of stakeholders in your university budget planning? 1. Very High 2. High 3. Medium 4. Low 5. Very low 6. No participation

4. How do you rate the community participation in budget related decision making in your university? 1. Very High 2. High 3. Medium 4. Low 5. Very low 6. No participation

5. How could you explain the transparency and accountability of financial resources management practices in your university? 1. Very High 2. High 3. Medium 4. Low 5. Very low

6. The extent of spending university finance by rule and regulation is 1. Very High 2. High 3. Medium 4. Low 5. Very low

7. The status or/ condition of accounting process (finance record keeping) is

1. Very High 2. High 3. Medium 4. Low 5. Very low

8. The extent of university use the allocated budget for its intended educational purpose

1. Very High 2. High 3. Medium 4. Low 5. Very low

9. What problems / challenges did your university encounter concerning financial management practices? Please list it:

a) _____

b) _____

c) _____

10. Please suggest your possible solutions to the current status of financial management practices?

VII/ Financial Allocation, Utilization and Administration

Instruction VII. Answer the following questions by putting a (√) mark or by writing where necessary.

1. What are the criteria are considered for allocating budget for university?

1. Number of students in the university 2. Standard cost set by FEB

3. Previous year's expenditure of the university 4. University internal income 5. No use criteria

2. What forms does university receives the allocated annual budget from EMOFED? 1. In cash

2 in kind 3. No budget allocation

3. How often is the money collected by university deposited in the bank? 1. Every month

2. Quarterly 3. Immediately after collection 4. At half of year 5. Not at all

4. How are your university income and/ or revenues being collected? 1. By receipt prepared by the university 2. Any white paper 3. By receipt sent to your university from education office

4. Specify if

any _____

5. How often does the university present a report of income and outcome of the university for the stake holders? 1. Every month 2. Every three month 3. Every six month 4. Every year 5. Not at all 6. No stake holders' 6. Do you think that allocated financial resource is utilized efficiently in the university? 1. Yes 2. No

If your answer No, What problems do you observed? Please, list it

Part IX: Factors that Affecting University Financial Management

Instruction IX: For each statement, below, table 6:- there are 5 alternative responses showing whether you Very high (5), High (4), Medium (3), Low (2), Very low (1) with the statement. Mark "x" the appropriate number after each statement to indicate the degree of the problem.

No	Indicator	1	2	3	4	5
1	Lack of experiences on financial management					
2	Poor and improper financial planning					
3	Lack of proper monitoring and evaluation (auditing)					
4	Improper Purchasing					
5	Shortage of adequate financial management documents					
6	Work overloaded of the concerned individuals					
7	Misuse of university funds.					
8	The university administrative personnel are incompetent level in carrying out					

7. APPENDICES

7.1. APPENDIX-II: QUESTIONNAIRE FOR AUDIT STAFF

DAMBI DOLLO UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMICS

DEPARTMENT OF ACCOUNTING AND FINANCE

University finance office heads, finance team leaders, accountants, treasurers, bookkeepers, finance plan and budget specialists, auditors, and Dambi Dollo University's resource development and income generation personnel will occupy these positions. To the respondent: "Practices of Financial Management In Public Sector: In Case of Dambi Dollo University," is the subject of my academic research as a Master of Accounting and Finance student at Dambi Dollo University College of Business and Economics. This survey's objective is to gather data regarding your university's financial management practices. The study intends to produce appropriate and useful statements regarding the state of financial management, monitoring, and assessment at Dambi Dollo University, as well as issues that impact financial management, their resolution, and financial use. Your sincere, truthful, and prompt answers to each question are crucial to the accuracy and dependability of this study, and they will also determine its success. We therefore ask that you carefully read over each question and provide the proper response. Because the data you provide will only be used for the study. I want to reassure you that your identity will be kept completely private. Only the researcher will read the responses, and they will only be used for research. General instruction

- It is not essential for you to write your name on any section of the questionnaire.
- When answering closed-ended questions, place a (✓) mark next to the best response. For open-ended questions provide briefs response on the space provided.
For open-ended questions give briefs answer on the space provided.

Thank you in advance for taking your time in making your contribution for the study.

Part I. Personal data

Instruction I:-Answer the following questions by putting a (√) mark or by writing where it is necessary.

1. Name of the University: _____
2. Gender: Male Female
3. Age: a) Below 25 years b) 25-35 years' c) 36-45 years d) 46-55 years e) 56 and above years
4. Your level of education/Academic status. a) College Diploma b) 1st degree
c) 2nd degree d) PhD
5. Service in current position. a) 1-5 years b) 6-10 c) 11-15
d) 16-20 e) 21 and above
6. Total service of years/ Work experience. a) 1-5 years b) 6-10
c) 11-15 d) 16-20 e) 21 and above
7. Your (Occupation Title) Position in the university or office.
a) Finance office head b) Accountant c) Finance Team Leader d) Auditor e)
Treasurer g) Budget plan and experts

Part VIII. The Practices of Auditing the university Finance

Instruction VIII. Answer the following questions by putting a (√) mark or by writing where necessary.

1. The existence of internal auditing services and its effectiveness is

1 Very high 2.High 3.Moderate 4.Poor 5. Very poor

2. If there is internal auditing how frequency is financial inventory undertaken by internal auditors?

1. Once a month 2. Once a quarterly 3.In semester 4.Once a year 5.Not at all

3. If there is external auditing, how frequently is the university will see by auditors of Ministry of Finance or external auditors?

1._ONCE a quarterly 2.Twice in a year 3. Once in a year 4. Occasionally as needed
5.I didn't observe since I came to this position

4. What do you suggest to build a well-organized auditing system in your university? Explain shortly. _____

7. APPENDICES

7.2. APPENDIX-III: QUESTIONNAIRE FOR RESOURCE DEVELOPMENT

& INCOME GENERATION STAFF
DAMBI DOLLO UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
DEPARTMENT OF ACCOUNTING AND FINANCE

University finance office heads, finance team leaders, accountants, treasurers, bookkeepers, finance plan and budget specialists, auditors, and Dambi Dollo University's resource development and income generation personnel will occupy these positions. To the respondent: "Practices of Financial Management in Public Sector: In Case of Dambi Dollo University," is the subject of my academic research as a Master of Accounting and Finance student at Dambi Dollo University College of Business and Economics. This survey's objective is to gather data regarding your university's financial management practices. The study intends to produce appropriate and useful statements regarding the state of financial management, monitoring, and assessment at Dambi Dollo University, as well as issues that impact financial management, their resolution, and financial use. You're sincere, truthful, and prompt answers to each question are crucial to the accuracy and dependability of this study, and they will also determine its success. We therefore ask that you carefully read over each question and provide the proper response. Because the data you provide will only be used for the study. I want to reassure you that your identity will be kept completely private. Only the researcher will read the responses, and they will only be used for research. General instruction

- It is not essential for you to write your name on any section of the questionnaire.
- When answering closed-ended questions, place a (✓) mark next to the best response.

For open-ended questions give briefs answer on the space provided.

Thank you in advance for taking your time in making your contribution for the study.

Part I. Personal data

Instruction I:-Answer the following questions by putting a (√) mark or by writing where it is necessary.

1. Name of the University: _____
2. Gender: Male Female
3. Age: a) Below 25 years b) 25-35 years' c) 36-45 years d) 46-55 years
 e) 56 and above years
4. Your level of education/Academic status. a) College Diploma b) 1st degree
c) 2nd degree d) PhD
5. Service in current position. a) 1-5 years b) 6-10 c) 11-15
d) 16-20 e) 21 and above
6. Total service of years/ Work experience. a) 1-5 years b) 6-10
c) 11-15 d) 16-20 e) 21 and above
7. Your (Job Title) Position in the university or office.
a) Finance office head b) Accountant c) Finance Team Leader d) Auditors e)
Treasurer f) Budget plan and experts g) Resource development & Income Generation
executive h) Resource development & Income Generation employee i) _____
7. How your university income / revenues being collected? 1. By receipt prepared by the
university 2.Any white paper 3.By receipt sent to your university from education office
 4. Specify if any _____

8) List source of Income generation of Dambi Dollo University?

A) _____

C) _____

B) _____

D) _____

E) _____

F) _____

7.3. APPENDIX-IV: INTERVIEW

DAMBI DOLLO UNIVERSITY

COLLEGE OF BUSINESS AND ECONOCS

DEPARTMENT OF ACCOUNTING AND FINANCE

Questions for Interviewing, finance office head, one finance plan and budget experts and one Audit office of Dambi Dollo University. The aim of this study is to obtain information about Practice and Problems of Financial Management of Dambi Dollo University. The study aims to generate suitable and practical based statements about the current status of financial management, monitoring and evaluation, problems that affecting financial management, solution of the problems and utilization of finance in Dambi Dollo University. Be sure that the information gathered was used only for the research purpose. Hence, you are kindly requested to provide the necessary information which is very helpful to the quality of the research.

Thank You in advance for your cooperation's

The name of the University: _____

Position in University: _____

Position in your office: _____

Education qualification: _____

Other _____

1. How frequently does your office or university support training or capacity building for universities in the area of financial management?
2. What kind of financial management training did you attend?
3. To what extent do you think inexperienced university staff members possess the skills needed to properly oversee the institution's finances?
4. Is the approved budget sufficient for the institution to carry out its annual plan?
5. How does your office or university support the university's auditing system?
6. To what extent does the institution use explicit policies or processes for its financial management practices?
7. How would you describe the university's financial management procedures' accountability and transparency?
8. How much of a financial report does your office receive from the university?
9. How frequently does the institution provide its stakeholders with an income and outcome report?
(For the Directors).
10. To what degree is there a system in place to regulate and keep an eye on whether the university's funding is being used for its intended purpose?
11. What issues or difficulties do you see with the university's financial management procedures?
12. How can stakeholders, the community, the government, and the institution improve the efficiency of financial management implementation, in your opinion?

7.3.1 INTERVIEW ANALYSIS

1. According to finance office head the employees around finance office take training of capacity building once a year in the University and by MOFED (Ministry of Federal Economic Development in the area of financial management.
2. The employees around the financial area participate how control finance?
3. The finance Directors said now the employees have well experience and skills to control the financial management.
4. The budget approve is not sufficient the organization is not carry out the annual plan the directors said.
5. We support internal audit by preparing appropriate document give information to the auditor finance office head said.
6. Around finance there is enough rule and regulations according to the result of the interview.
7. The director said that good accountability and transparency around DaDU financial.
8. Quarterly our office receives financial report from the University he said.
9. DaDU is not provided stake holders in an income and outcome of University's reports.
10. DaDU have a system called IBEX to keep the University's financial the Director said.
11. He said according to the study there is no external audit, the no stakeholder in the DaDU's financial decision making and receive reports.
12. He said the Government improve the University efficiency of financial management and there no others stake holders.

7.4. APPENDIX-V: DOCUMENTS

DAMBI DOLLO UNIVERSITY

DOCUMENT ASSESSMENT CHECK LIST.

The purpose of this document analysis sheet is to assess the availability and effectiveness of financial related documents in Dambi Dollo University. Which of the following table: documents are available in the university under the study?

No	Types of Documents	Dambi Dollo University	
1	University budget planning	Yes	No
2	University budget report (financial statement)		
3	Transaction registers		
4	Receipt		
5	Purchasing procedures		
6	University's budget report		
7	Adequate rule and regulation guideline in the university on financial issue		
8	Financial decision making process		
9	Model 19,20 and 22		
10	Auditing reports		
11	Balance and Income sheet		

