



**THE RELATIONSHIP BETWEEN CONFLICT MANAGEMENT STYLES
AND EMPLOYEE JOB SATISFACTION IN HIGHER
INSTITUTIONS OF LEARNING:
A CASE OF MAKERERE UNIVERSITY**

BY

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16/MMS/PAM/39/007

**A DISSERTATION SUBMITTED TO THE TO SCHOOL OF CIVIL SERVICE, PUBLIC
ADMINISTRATION AND GOVERNANCE IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTERS IN
MANAGEMENT STUDIES (PUBLIC ADMINISTRATION) OF UGANDA
MANAGEMENT INSTITUTE**

FEBRUARY, 2018

DECLARATION

I, *Josephine Namusoke*, declare that this dissertation submitted to Uganda Management Institute is my original work and that it has never been submitted to any Institution/ University for any academic award.

Signed.....

Date.....

APPROVAL

This report has been submitted for examination with our approval as supervisors.

SIGN..... Date.....

DR DAVID SSONKO

SIGN..... Date.....

MS JULIETATWEBEMBEIRE

DEDICATION

This dissertation is dedicated to my family most especially my mother, two sisters and brother for their support both moral and otherwise. It has been more than valuable towards completing this Master's degree in Management Studies (Public Administration).

ACKNOWLEDGMENTS

I wish to express my appreciation, and acknowledgement of the contribution of my supervisors Dr. David Ssonko and Ms. Juliet Atwebembeire of Uganda Management Institute for their academic and professional guidance, commitment and willingness to facilitate me to ensure I complete this dissertation in time. May God bless them abundantly.

I would like to sincerely recognize all my lecturers at UMI. These have sufficiently guided and equipped me with both theoretical and practical skills. I would also like to acknowledge the contribution of my classmates especially my discussion group mates whom I enjoyed fruitful discussions with on many topics.

I would like to recognize the importance and co-operation of Makerere University employees for providing adequate information when I approached them respectively during the investigation process. I thank those individuals who spared time to respond to the questionnaire and the sit down interviews. Their contribution to the study is truly appreciated.

My sincere appreciation goes to my colleagues at work especially those who always stood in for me when I could not fully execute my duties.

MAY GOD REWARD THEM ALL

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ABSTRACT

This study intended to establish the correlation between conflict management styles and employee job performance at Makerere University. This was prompted by persistent conflicts and low employee job performance in the institution. The study specifically examined the relationship between collective bargaining, accommodating conflict management style, confrontational conflict management style and employee job performance at Makerere University. Using a cross-sectional survey design, data was collected from 249 respondents using questionnaires, interviews and document reviews. The study found that collective bargaining and employee job satisfaction have a significant positive relationship. It was also established that accommodating conflict management style and employee job satisfaction have a significant positive relationship. It was further found that confrontational conflict management style and employee job satisfaction have a significant negative relationship. The study concluded that collective bargaining conflict management style enhances employee job performance. The study also found that confrontational conflict management style is detrimental to employee job satisfaction. The study found out that accommodating style has a positive effect on employee job satisfaction. The study recommends that the university should continuously use collective bargaining and accommodating leadership style in order to enhance employee job satisfaction.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The study sought to establish the relationship between conflict management styles and employee job satisfaction in Higher Institutions of Learning using Makerere University as a specific reference. Conflict management styles and employee job satisfaction represent independent and dependent variables respectively. This chapter presents the background to the study, problem statement, study purpose, study objectives, conceptual framework, study significance, study justification, study scope and operationalization of terms.

1.2 Background of the study

There are essentially four perspectives covering the background of the study and this is categorized as historical background, theoretical background, conceptual back ground and the contextual background.

1.2.1 Historical Background

Historically, conflict has existed in Higher Learning Institutions and it has been termed as having a negative effect and very much discredited by members of university faculties (Njiro, 2011). Higher Institutions of Learning refers to any institution that is legally mandated to award degrees, diplomas and certificates of education and these includes Universities, Colleges; Institutes and Tertiary Institutions (Webe, 2011). Sources of conflict in most Higher Learning Institutions all over the world have been indicated to take three major forms. These include; personal related, structural related and communication related factors (Bondesio, 1992). Among the most common conflict sources related to structure includes competitive environment at work, bureaucratic environment, highly stressful work environment as well as the ever changing university structure

(Barsky, 2002). In countries like Singapore, it has been found out that sources of conflict are commonly in departments of colleges which are given responsibility to handle relationship issues at work and these have to deal with work jealousies, work appointments, meritocracy and promotional issues (Barsky, 2002).

On the side of employee job satisfaction, there has been concern about employee satisfaction of teachers in Higher Institutions of Learning (Davis&Nestrom,2005). Earlier scholars have investigated the problem of job dissatisfaction but have not been able to broadly study the role of conflict management styles in promoting employee satisfaction. For example in the Virginia Technical University, the level of teacher absenteeism, low commitment at work, increased turnover sparked off strikes among employees that caused loss of lives (Fieldman, 2009). According to the World Bank Report (2008) the increasing level of teacher dissatisfaction in higher institutions of learning has been linked to poor conflict management styles used in the school setting. World Bank went ahead to create school management councils (SMCs) in South Africa, Zambia and Kenya to ensure that head teachers and administrators are equipped with skills to manage conflict related matters so as to boost job satisfaction among teachers(Kaliski, 2007).

In African countries, conflicts have been the defining synergies of work in higher institutions of learning and many universities are not free from conflicts and these have been highly attributed to hierarchical nature of these institutions (Folger and Shubert, 1995). Further, conflicts have been attributed to goal differences among staffs, poor resource allocations weak application of regulations at institutional levels, continued breaching of formal or informal contracts and high struggle of power, all these have been high conflict sources (Fieldman, 2009). According to Folger and Shubert (1995), conflicts are either constructive or destructive. Constructive conflicts are those conflicts that functional but destructive conflicts are those that are dysfunctional conflict (Massey

& Dawes; 2007). In Nigeria and Botswana, the closure of some universities, high turnover of staffs or professors in higher institutions of learning has been related increased conflicts and poor management of these institutions (Okotoni, 2002). This problem expands across universities in African counters' and it has been the cause of low employee job satisfaction (Page, 2008).

In Uganda, conflicts in higher educational institutions have been highly reported which have negated employee level of satisfaction. Employee satisfaction in higher institutions of learning has historically been reported as worse and succumbing performance of these institutions (NOTU, 2012; Webe, 2011). Employee satisfaction and productivity has been very much dependent upon conflict management styles. The individual performance is a function of the ability and willingness of the worker to perform the job (Ngumi, 2003). This willingness is highly dependent on job satisfaction, and a considerable body of research has linked job satisfaction to job performance. Conflicts in higher institutions of learning have been witnessed in almost all universities in Uganda, including Kyambogo University, where staff went on a sit-down strike for close three months because of misappropriation of their funds. The record of conflicts has also been witnessed in Gulu University where lecturers put down their tools because of poor working conditions. In Ndejje University, one student died because of a standoff with Uganda Police Force because of strike over non-receiving of lectures. Makerere University as an academic institution is the main university in Uganda. It has always been facing conflicts within and among the categories of people within the university community, namely; students, academics, administrators, non-academics and their unions. The effect of these has been high turnover of teachers, no salary increment, no promotions, little or no rewards and absenteeism. The level of turnover, lateness, leaving work early, low commitment, absenteeism, salary increment, promotions, and reward (intrinsic and extrinsic) of teachers have been highly fronted as causing the dissatisfaction. Kiyaga (2015)

observes that, absenteeism and others resignation behaviors such as lateness and personnel turnover reflect “indirect” attitudes like increased job dissatisfaction and low organizational commitment. The above indicators of job dissatisfaction show that there have been conflicts in Makerere University. It is not known the types of conflict management styles that the administrators’ use to satisfy the teachers’ job. Basing from this historical background of conflicts globally, in Africa and in Uganda in particular, it became imperative for this study to be conducted to assess the influence of conflict management styles towards employee satisfaction in higher institutions of learning while using Makerere University as the case study. Conflict management styles and employee job satisfaction represent independent and dependent variables respectively.

1.2.2 Theoretical Background

This study adopted the Thomas managerial styles theory developed in 1976 (Miller, 2006). It is the most suitable for the study because of the different styles that can be used by administrators on lecturers’ job satisfaction. These styles vary according to degrees of cooperativeness and assertiveness no matter their legitimate interests and relationships. They argue that people have typically preferred conflict management style. The postulations of this theory hold that there are five conflict management styles that would fall at various points on the managerial grid. The Thomas-Killman Instrument begins with two primary orientations towards conflict management, assertiveness (self) and cooperativeness (others). He assumes that these conflict management styles are as a result of a specific conflict situation.

Miller (2006) argues that the proponent of the theory asserted that if there is a lot of concern for self, there is no likelihood to concern for others and this can lead to use of force. Njiro (2011) says that forcing involves persuasive arguments, threats. While low concern for others and self-results in avoiding the important issues of the organization. High concern for others and self-led to

agreements toward solving a problem. The theory gave guidance on the influence of conflict management styles on employee job satisfaction in Makerere University. Makerere University is a social entity that has different administrators and lecturers. The study endeavored to examine the conflict management styles used by the administrators and how does each influence employees' job satisfaction.

1.2.3 Conceptual Background

The conceptual background defined the key variables of the study. These included; Conflict management styles and employee job satisfaction. Conflict management styles refers to putting in place mechanism that can alleviate all negative possibilities of conflicts and increase positive possibilities of conflicts to an extent where the level is greater than before the conflict took place (Thomas and Kilmann, 2014). In this study, conflict management styles was conceptualised to mean collective bargaining, accommodative and confrontation conflict management styles. Collective bargaining refers to a style used by administrators who solve a conflict with the best settlement terms for both parties. (Yuan, 2007); The accommodation conflict management style, refers to giving the opposing side what it wants (Kombo& Tromp, 2010), whilst, the confrontation conflict management style refers to one party placing their desires above those of all others involved in the conflict(Okumbe, 2011).

On the other hand, Poole and Stutman (2009) defines employee job satisfaction to refer as a state of expression showed by an employee about his/her work in regard to initial experience and the present expectations. Sagie (2008) says that employee satisfaction is about the relationship between the rewards amount workers receive and that amount they think or wish they must be receiving. That difference sums up entirely what employee job satisfaction is all about. Therefore,

employee job satisfaction was understood as the power of employees to meet organizational tasks, requirements and objectives through calculated investment into organizing, executing and fulfilling roles and duties in the minimum time possible (Adair (2005). In this study therefore, job satisfaction was understood using indicators like contentment, enthusiasm and commitment.

1.2.4 Contextual Background

Makerere University is the main and oldest higher learning institution in Uganda. It started in 1922 as a technical school and later became a college in 1963 under East African University. Makerere University became an autonomous university for Uganda in 1970s (Kagolo, 2012). Currently, Makerere University has a collection of 9 Colleges offering courses to over 36,000 and 4,000 students on undergraduate and postgraduate levels respectively.(Makerere University, 2014). Makerere University has over 3,675 academic and non-academic staff. As an institution of higher learning it has been faced with a number of conflicts in all forms from informal to formal workplace conflicts (Makerere Post News, 2014). Informally, Makerere has been faced with numerous conflicts which are not based on any systematic organizational problem but results directly from a source of grievance and supposedly is wholly expressive in nature. In this connection, the underlying sources cannot be openly seen, but can be inferred from unconscious forms of protest, sabotage, unruly behavior and poor work-attitudes by employees in Makerere University (Kazimoto, 2013). On the other hand, formal conflicts are those that are spread out to the media, which are demonstrated in an organized expression of conflict articulated through workers representatives (MUASA) and non-academic staff (Kazimoto, 2013). It is from this basis that Makerere University leadership and management react by using different conflict management styles in form of confrontational, accommodative and collective bargaining in an effort to have employee grievances and satisfaction solved and achieved.

Despite the fact that a number of conflict management efforts have been employed, conflicts have remained outstanding in Makerere University. For instance, according to Makerere Annual Report (2015), since 2011 to 2015, it has had about 8 strikes of academic staff, students and non-academic staff for the last five consecutive years. This is reported as killing employee morale and satisfaction. Since 2011-2015, there are grievances among students regarding delay of examination results, poor supervision, missing marks, poor completion of courses, lecturers' absenteeism, no course outlines, poor assessment of examinations, poor lecturer-student interaction which is an indicator of reduced contentment, enthusiasm and commitment among academic staff in Makerere University. In the five year period from 2010-2015, Makerere University registered 18 academic staff leaving the university (Kiseesi, 2011). This is attributed to conflict management styles employed by management. From this background this study attempted to find out the correlation between conflict management styles and employee job satisfaction in Makerere University.

1.3 Statement of the problem

Low level of employee job satisfaction is a common 'curse' in both private and public organizations and particularly in higher institutions of learning (Belonio, 2012). According to Aziz and Cunningham (2008), this is said to have been caused by lack of appropriate conflict management styles in resolving human resource related conflicts. It is from this basis that organizations including Makerere University endeavored to put in place a number of conflict management styles including confrontational, accommodative and collective bargaining (Makerere University Human Resource Manual, 2011/15) to ensure that employees are satisfied. However, despite all these efforts, it appears that employee satisfaction in Makerere University is still below expectation. For instance, according to Makerere University Appraisal Report (2011), 25 high profile lecturers leave annually this constitutes (2.4%) of the 1,053 permanent academic

staff. It also reported that some lecturers perform below expected standards when it comes to the number of students that pass their exams. The same lecturers do not complete syllabuses as set because of many engagements (Kagolo, 2012). Further, the level of enthusiasm among employees is reportedly below the expected standard. This is exemplified in the late release of university results (Makerere Post, 2014). If this situation persists, it is likely to affect the satisfaction of employees and hence frustrate the performance of the overall university. It is therefore upon the above experience that the researcher sought to further explore whether conflict management styles used by people in management positions have a relationship with employee job satisfaction in higher institutions of learning, while using Makerere University as the case. This study was limited to assessing human resource related conflicts, how they are managed and whether this has had a relationship with improving employee job satisfaction. Conflict management styles were used as the independent variable and employee job satisfaction was used as the dependent variable.

1.4 Purpose of the Study

This study set out to establish the relationship between conflict management styles and employee job satisfaction in higher institutions of learning using a case of Makerere University.

1.5 Specific objectives of the study

The study had the following specific objectives;

- i. To assess the relationship between collective bargaining and employee job satisfaction in Makerere University.
- ii. To examine the relationship between accommodative conflict management style and employee job satisfaction in Makerere University
- iii. To establish the relationship between confrontation conflict management style and employee job satisfaction in Makerere University

1.6 Research Questions

The following research questions guided the study;

- i. What is the correlation between collective bargaining and employee job satisfaction in Makerere University?
- ii. What is the relationship between accommodative conflict management style and employee job satisfaction in Makerere University?
- iii. What is the relationship between confrontation conflict management style and employee job satisfaction in Makerere University?

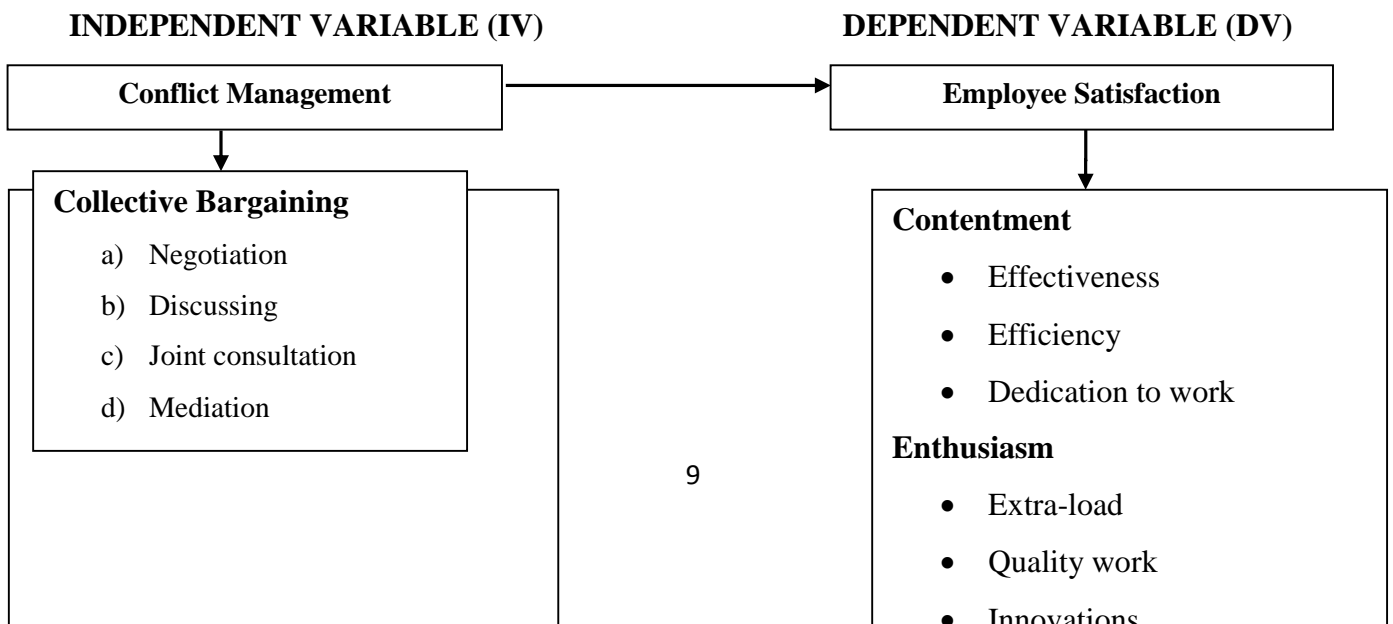
1.7 Hypotheses

The study tested the following hypotheses|:

- i. There is a significant relationship between collective bargaining and employee job satisfaction in Higher Institutions of Learning.
- ii. There is a significant relationship between accommodative conflict management style and employee job satisfaction in Higher Institutions of Learning.
- iii. There is a significant relationship between confrontation conflict management style and employee job satisfaction in Higher Institutions of Learning.

1.8 Conceptual Framework

The conceptual framework diagrammatically presents the main variables and their dimensions.



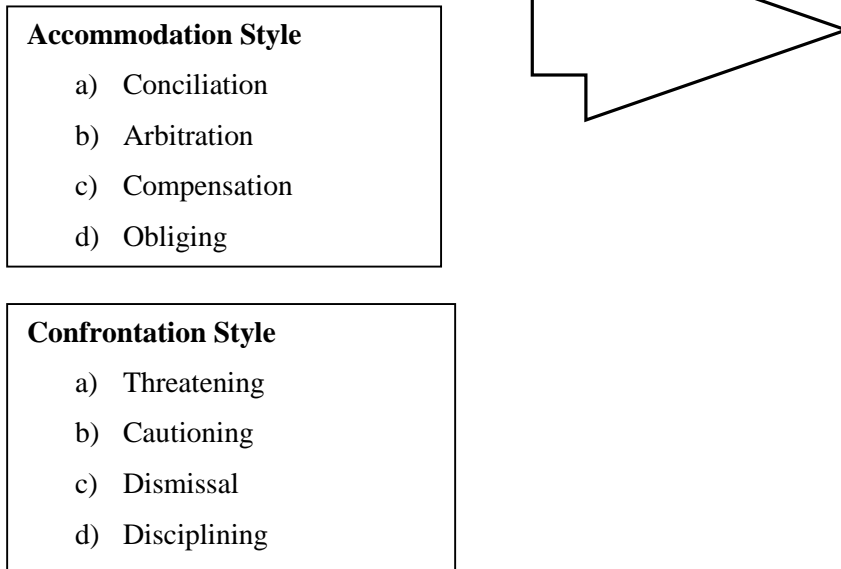


Figure 1.1: The Conceptual Framework above shows the relationship between conflict management styles and employee job satisfaction in higher institutions of learning.

Source: Adopted and modified from Clark and Clarke (2000)

The conflict management styles was conceived as the independent variable measured in form of collective bargaining, accommodative and confrontation style, while the employee job satisfaction was treated as the dependent variable measured in form of contentment, enthusiasm and commitment. Basing on Thomas Managerial styles theory, Cooperative conflict management styles are more appropriate to solve differences of individuals and groups in higher institutions of learning depending on the conflict situation. Cooperative conflict management styles lead to cooperation among the lecturers, improved understanding and reduces stress hence leading to high employee job satisfaction. Clark and Clarke (2000) asserts that the use of assertive conflict management styles lead to increase in differences thus resulting to low employee job satisfaction in higher institutions of learning.

1.9 Significance of the study

Makerere University may be able to come up with the best strategies on how they can manage conflicts to see that their staffs reach the best performance levels.

The study may provide a contemporary cornerstone for implementation of conflict management mechanisms in public service which favor employees in the workplace for paid employment and equality. The policy makers in Makerere University will also find the study utilitarian because the current performance of employees seems to be questionable.

The managers may derive the best conflict management strategy that works best in different circumstances and after identifying the different types of conflict. It will help them manage conflicts more effectively and this will help in enhancing employee performance.

This study may also be used in future for other related studies as empirical findings. These findings may further highlight the best conflict management strategies that can be used for the successful attainment of organization goals.

The study may also be of importance to the researcher in understanding the extent of conflict management styles in Makerere University and the effect on their satisfaction. This envisages researchers' acquisition of a master's degree in Public Administration of UMI

1.10 Justification of the study

The significance of this research project is notable since little research exists concerning conflict management styles in institutions of higher learning like Makerere University. There have been consistent conflicts in Makerere University and that in the end affected the performance and satisfaction of employees (Christopher et al, 2000). This study was thus conducted as a possible

solution to pave away for the best means of consolidating work and family challenges of working mothers in Makerere University so that their performance can be enhanced.

1.11 Scope of the study

In this section, the study explains the content, geographical and time scope as indicated below;

1.11.1 Content Scope

The investigation was limited to establishing the correlation between conflict management styles and employee job satisfaction at Makerere University. Conflict management styles in this study was the independent variable and had the dimensions of collective bargaining, accommodative and confrontation conflict management styles, whilst, employee job satisfaction was the dependent variable and was measured by contentment, enthusiasm and commitment.

1.11.2 Geographical Scope

The research was limited to Makerere University located in Kawempe Division, in Kampala District, Uganda.

1.11.3 Time Scope

The study was undertaken between the years 2011 and 2015 because this is the period when conflicts in Makerere University were highly reported (Makerere University Annual Report, 2013).

1.12 Operational Definitions of Terms

Conflict management styles; referred to implementing strategies to negate the negative aspects of conflict and increase the positive aspects of conflict at a level equal to or higher than where the conflict is taking place. The aim of conflict management is to manage it and to enhance learning and group outcomes (Armstrong, 2006).

Employee job satisfaction; this referred to a feeling a worker has about his or her job or job experience in relation to preceding experience, prevailing expectation or available alternatives (Cole, 2002) .

Accommodation conflict management style; this referred to giving the opposing side what it wants. In this study, the researcher investigated whether Makerere University use conciliation, arbitration, compensation and obliging in managing conflicts

Confrontation conflict management style; this referred to the party placing their desires above those of all others involved in the conflict. In this study, the researcher investigated whether Makerere University use threatening, cautioning, dismissal and disciplining in managing conflicts

Collective bargaining; this referred to a style used by administrators who resolve the conflict with the best solution agreeable to all parties. In this study, the researcher investigated whether Makerere University use negotiation, discussing, joint consultation and mediation in managing conflicts

Contentment: in this study, this referred to how one is satisfied with the job and readiness to continue working in Makerere University

Enthusiasm: in this study, this referred to employees' exertion of work interests and daily attendance at work at Makerere University.

Commitment: in this study, this meant the attachment one has towards work and wants to continue working for the Makerere University while executing work tasks and taking risks for purposes.

Attendance: this referred to employee's incidence of absence or presence at work in Makerere University for a consistent period of time.

Higher Institutions of learning; Referred to any institution that is legally mandated to award degrees, diplomas and certificates of education and these include Universities, Colleges, Institutes and tertiary institutions (Maicibi, 2003).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section of the study presents literature relevant to the study. The literature review was limited under the following subsections, theoretical framework, collective bargaining, accommodative and confrontation conflict management styles and the effect on employee job satisfaction. It put into

consideration other writers' views and other opinions related to styles of conflict management and their relationship with employee job satisfaction. The purpose of the literature review was to identify any gap that the study could fill, concepts it could explore, the literature was reviewed using articles, newspapers, magazines, journals, dissertations, theses and internet. The review was done in accordance with the study objectives;

2.2 Theoretical Review

The theoretical framework was derived from the Thomas theory of analyzing conflict styles developed in 1976 (Miller, 2006). This theory was selected on the premise that administrators in all forms of organizations be it higher institutions of learning, factories or government, use different ways of solving and managing conflicts in the order to have their employees perform well or get satisfied with the work they are doing. The different modes of solving conflicts selected and used by administrators must always depict cooperation and legitimacy (Miller, 2006). In all forms of organizations, leaders tend to have a particular conflict management style they feel free to use and it is always pertinent that it tends to solve the problems of employees in that organization.

Rahim (2002) argues that the proponent of the theory asserted that the higher concern of self-distract the concern for others and this leads to usage of force. Njiro (2011) noted that forcing involves persuasive arguments and threats. While low concern for others and self-results in avoiding the important issues of the organization. He further noted that, high concern for others and self-led to agreements toward solving a problem. In the case of this study, it was quite clear that performance of employees was assumed to largely depend on the adoption of conflict management styles that could favorably lead to employee satisfaction. This exactly linked to the views of Annette (2013) who had earlier on indicated that styles of conflict management which

were directly linked to employee job satisfaction. This is the assumption under which this study was built.

Wachira (2011) agreed with the theory's postulations which stated that different conflicts can be managed using different strategies but higher institutions of learning would advantage a lot of people when group and individual leadership differences could be managed through collaboration and integration of solving problems which ensure mutually beneficial outcomes. Similarly, Nevzart (2007) agreed by stating that administrators applied all the conflict management styles in solving problems in the school. Cherono (2007) carried out an investigation on conflict management styles and their effect on teacher performance. The findings indicated that the use of the different conflict management styles relies on the situation. However the use of appropriate styles of managing conflicts lead to co-operation among the teachers, improved understanding and reduced stress which geared good performance. The use of destructive conflict management styles lead to increase of differences thus resulting to poor performance. Njiro (2011) studied conflict management styles used by principals and their effects on school organization climate. In her comments, she noted that conflict is a condition where individuals disagree in opinions. This study was based on the four styles of conflict management cropping from this theory as most preferred and widely used by principals in different schools while avoiding was the least used. The study was taken to provide an understanding on how principals' conflict management styles affected school organizational climate. This study confirmed Thomas' assumption that people have preferred conflict management style hence making the theory appropriate for the study. Wambua (2012) also studied the secondary schoolteacher's conflict management styles and their effect on maintenance of students' disciplines. Similarly, Kasivu (2011)'s study showed that the head-teachers employed a number of conflict management styles with the most employing collaboration

as a major conflict management style among others. This consonants with the Thomas's theory that guided this study. The theory asserted that people have typically preferred conflict management styles.

The theory will give guidance on the higher learning institutions head's styles of conflict management on employee job satisfaction in Makerere University. Makerere University is a social entity that has different administrators and teachers'. The study will endeavor to examine what conflict management styles were used by the administrators and how each influenced employee job satisfaction.

2.3 Collective bargaining and employee job satisfaction

According to Wachira (2011), the process of collective bargaining starts as a claim from trade unions which is then responded to by the management of the organization with a counter offer. The moment the management gives it a priority, then negotiations commence. Cole (2002) additionally explains that in certain situations, negotiations take a short time and conflicts are settled as easily as possible. Here, usually, the agreed terms and settlement conditions are made public, and then implemented and monitored by the chosen committee (Nevzart, 2007). Amidst negotiations, each party is allowed to present its objectives or end goal it expects. Then their relative strengths in bargaining are presented plus presenting the tactics to be employed by either party to achieve results they take as optimum (Rahim, 2012). Nevzart (2007) therefore asserts that if this whole process of collective bargaining is adhered too, it can help in achieving satisfaction on both sides but mostly, on the side of the aggrieved and this is what generates employee job satisfaction.

Trif (2015) further illustrates that since collective bargaining is usually conducted between top management and trade union officials who represent the company, it is believed that the views of employees that are not satisfied are presented and thoroughly discussed to meet their demands and the outcome is very much thought to be positive and can induce employees' level of commitment. Gomez et al. (2003) further add that since there is faith for both parties in who represents them in their teams, the outcomes are always comforting on either side. For instance, he gave the example of university lecturers in Namibia who were demonstrating over the wage policy. These were put on a round table and their issues were presented. After negotiations, these lecturers went back to work without any money being added or improving the wage policy but the head of their teams was convinced without being bribed. Therefore, Gomez et al. (2003) concluded that collective bargaining is a tool for ensuring contentment among employees. This is in line with Thomas's theory that asserts that cooperative conflict management styles yield more positive results than assertiveness. Hence making the Thomas's theory appropriate for the study.

In another related observation, Cole et al (2001) asserts that the negotiation process in collective bargaining cannot happen in a vacuum. It is rather something that takes belief from both sides and at the end of the day, workable solutions are derived. Such workable solutions are the basis of realizing employee satisfaction since their needs are met. For management, they consider collective bargaining as a mechanism of achieving corporate objectives and by achieving organizational or corporate objectives, it becomes very easy to achieve the overall goal of company (Munene, 2010). However some scholars pointed out gaps in the collective bargaining conflict management style.

Mulusa (2015) on the contrary to the above assertions indicates that when collective bargaining is used and issues are settled between top management and the teams representing trade unions, but,

they do not go ahead to genuinely explain or bring feedback to the aggrieved party, as a whole, this affects their level of satisfaction. Mulusa (2015) has many examples on cases when collective bargaining has been used but the aggrieved end up not being satisfied or believing what has come out from the negotiations. In the end this affects employee job satisfaction since their level of contentment is not met. Okumbe (2013) confirms this by indicating that when employers are forced to enter into meaningful bargaining, the end result is always negative. They may pretend to have obliged to the negotiations and even accept the terms but when they go into practice, they create tough policies that chase some employees out. This makes the remaining employees dissatisfied and uncommitted to perform. This whole situation is what this study endeavored to examine in Makerere University. It assessed whether collective bargaining has been an important conflict management strategy in ensuring employee job satisfaction.

2.4 Accommodating conflict management style and employee job satisfaction

Managing conflicts through accommodation requires minimization and suppression of differences that are real but focusing on views of other situations. Any leader in an organization who chooses to use accommodation as his/her style of managing conflicts should be more concerned about prioritizing the needs of other people other than his own self-interests (Amos, 2009). It is crucial that the conflict is managed even when it is won on the other party's side. The issue is always to manage the conflict through (Okumbe, 2013). Okumbe (2013) also adds that this provides satisfaction among employees than wishing to mind your own interests and leave them dissatisfied. Schermerhorn (2015) further argues that a leader who chooses to use accommodation as his/her style of resolving conflicts just aims at smoothing over things. This means that he/she will endeavor to front the interests of impartiality or minding less the differences he/she has with the other party to make sure that harmony is achieved because harmony brings satisfaction the at

workplace. He adds that usage of accommodation leads to a loose but still the best relationship at a workplace among parties. Lianet *al.*, (2013) intervenes by saying that new relationships are achieved because there is reassurance of support of each other's views and solves the problem deeper into its roots than any other style.

Enock (2012) further asserts that managing conflict is not an easy business. It is a challenge because of the different factors that shape human development. Institutional heads will sometimes tend to use different conflict management styles, for example compromise, collaborate, avoid, compete, and accommodate to develop solutions. According to Munene (2010), people must know the problems that are stressing employees and finally make sound and thorough decisions. Wachira (2011) agrees with Enoch's postulations which states that different conflicts can be managed using accommodating conflict management styles but colleges tend to achieve much especially when the differences between group and individuals are solved while using collaboration approaches because they lead to mutual considerations and understanding.

Similarly, Wafford (2011) observes that a relationship exists between the performance of Kenya Certificate of Secondary Education and the accommodative styles of managing conflicts. In addition, he noted that most head teachers use accommodative management style to solve conflicts. Yuan (2010) carried out an analysis on conflict management styles and their effect on teacher performance. The findings showed that usage of different mechanisms to manage conflicts was based on situations as they appeared. However, the use of appropriate conflict management styles lead to co-operation among the teachers, improved understanding and reduced stress which geared good performance. The use of destructive conflict management styles lead to increase of differences thus results to poor performance. This is in line with Thomas 'theory that asserts that

cooperative conflict management styles yield positive results and assertive conflict management styles lead to destructive results.

Njiro (2011) studied the accommodating conflict management styles which were used by the principals and their effects on the school organizational climate. In her comments, she noted that conflict is a condition where individuals disagree in opinions. The study findings showed that the four types of conflict management styles were the most preferred and widely used by the principals in different schools while avoiding was the least used. The study was taken to provide an understanding on how the principals' conflict management styles affected school organizational climate. Wambua (2012) also studied the influence of head teacher's style of managing conflicts at secondary school level on the maintenance of the student's disciplines. The findings showed that 96.2 percent of the respondents used collaboration in handling conflict situations. The study further revealed that among the styles used by the head teachers were accommodation and compromise. Similarly, Kasivu (2011)'s study shows that the head teachers employed a number of accommodating conflict management styles with the most employing collaboration as the major conflict management style among others. In addition, the findings indicated that the main source of conflict was scarcity of resources and lack of defined roles.

The accommodating conflict management style as Thomas and Kilmann (2004) indicated is that where everyone involved in the conflict is expected to compromise or relinquish something. It is where the solution, at least partially, satisfies everyone. This is of particular concern in situations where the head teacher and teachers in the institution are ready to accept compromise and resolve conflict by changing their behavior. In accommodating conflict management style also, there is high concern for oneself and low concern for others. The investigation has been identified with win-lose orientation or coercion behavior to win one's position. The style relies also on the use of

position power, persistence, assertiveness, and verbal dominance. This style is extreme and perverse (Blake & Mouton, 2000). Within the interpersonal concept, the dominating (competing/distributive) style has been associated with low levels of effectiveness and appropriateness. Nonetheless, Poloski & Sontos (2010) suggested that managing conflict while using the accommodating style tends to be effective only when dealing with organizational contexts than at individual levels.

As such, many leaders tend to employ many power mechanisms and aggressive measures to accomplish their goals effectively, despite the fact that such strategies tend to look inappropriate at interactional level. Puranik and Parashar (2012) look at the style of accommodation as just a way of increasing responses to conflicts that emerge because it allows accommodating complainant's needs without minding so much about the leader's needs. Therefore, this style is described as an effective tool though not appropriate in most cases. In the style of accommodation, there is usually limited concern to self. This style calls for withdrawing, passing-back as it is in football or seek to step aside if the matter leads to achievement of the organizational objectives and leads to solving of organizational conflict. According to Wafford (2011), the accommodation style is more useful when dealing with trivial issues than with bigger organizational conflicts.

2.5 Confrontation conflict management style and employee job satisfaction

A confrontation conflict management style is an intensification, reduction and resolution of conflict (Terry, 2012). The confrontation conflict management style depending on the administrators can be used to encourage or discourage teaching staff in their job (Oetzel, 2015). In the competing style, the administrators' only aim is to accomplish his/her target by satisfying the teaching staff members. They sometimes call for usage of coercion and power or authority to suppress and dominate others. They force through the exercise of authority. Yuan (2010) asserts

that competitors are those people who show less concern about the needs that affect them. They always want to impose their will. These people score low in cooperation.

Folger, Poole and Stutman (2010) say that this orientates a desire to defeat the other and compel him or her to do what the party wants. In the confrontation conflict management style, the administrators' aim is to help. So they find mutually acceptable solutions to group employee problems. In other words, the administrators tend to show a lot of concern to meet their own self as well as follower's needs. In this confrontation conflict management style, the administrators actually value positive relationships with others. They always go out of their way to please the teachers even at the expense of forgetting their own needs to satisfy them. Folger et al (2014) calls it appeasements or smoothing. It is a self-sacrificing approach, weak and retracting.

Alternatively, the administrators acknowledge that conflict exists but they try to avert or withdraw from conflict thus, they neither satisfy their own needs nor the needs of the teaching staff. In the confrontation conflict management style, the administrators' pay attention to their own needs and some attention to the teaching staff in order to satisfy them. Unfortunately, they are also partial losses for themselves and for the others. This means that both are expected to give up something and keep something. It is crystal clear that teachers who are dissatisfied with the administrators' confrontation conflict management style display lower commitment and are at greater risk of leaving the organization. On the other hand, teacher management is such a big challenge because teachers just like any other employees have divergent interests in their personality and other context related factors within the development of humanity. A big number of employees cannot share the same world views. This means that they will always see things differently (Rahim, 2012).

The confrontation conflict management style is where the leader tends to evade the conflict entirely by implementing controversial decisions or accepting defaults to preserve people's feelings. The controversy may be trivial or impossible to solve, or another person within the institution is in a better position to solve it (Mulosi, 2014). According to Oetzel and Terry (2015), the style is however weak and ineffective in most scenarios. They additionally support the idea that avoidance conflict management style possesses a negative effect on employee satisfaction in most cases. Confrontation conflict management style is very much recommended when the leaders realize that victory may not be possible only if force or power or coercion is used. In other words, it is recommended when there is a controversy and the controversy seems trivial that is all other forms have been applied and no compromise is being reached.

In the confrontation conflict management style, the intermediate consensus is for compromise whereby both parties give up something to make a reciprocal acceptable decision. It may mean splitting the difference, exchanging concessions, or seeking middle ground position. It may be appropriate when the goals of the conflicting parties are mutually exclusive or when both parties, are equally powerful, for example when labor and management have reached a deadlock in their negotiation. This style may be of some use in dealing with strategic issues, but heavy reliance on this style may be dysfunctional (Cherono, 2007).

Wachira (2011) pointed out that the confrontation conflict management style is reflected in behavior that is intermediate in both assertiveness and cooperation. This technique is based on process of give-and-take and may involve negotiation. According to Newton and Davis (2012), compromising is effective in dealing with interpersonal conflict when it benefits both parties.

Hellriegel and Slocum (2010), viewed compromise as a means of achieving moderate, but only partial, satisfaction for each party.

2.6. Summary of literature review

It should be noted that throughout the literature presented, the researcher dwelt much on studying numerous human resource related conflicts that happen in workplaces to understand whether they have had a relationship with employee job satisfaction. In this case, employee job satisfaction acted as the problem or DV and conflict management as the DV. The research of Cherono (2007), Munene (2010), Enock (2002), Njiro (2011) and Kasivu (2011) generated five conflict management styles and how they could be employed in managing different conflicts. The above studies discussed different uses of conflict management styles in other areas. This study focused on the influence of styles of conflict management on employee job satisfaction in Makerere University. Therefore, there was an information gap that this study aimed to fill. This knowledge was of great importance to the administrators and employees. They were able to understand the different conflict management styles (collective bargaining, accommodative and confrontation conflict management styles) and their influence on employee job-satisfaction. The researcher advocates insufficient investigations have been made on conflict management styles used in higher leaning settings.

CHAPTER THREE METHODOLOGY

3.1 Introduction

This chapter consists of the research design, population size, sample size determination, techniques of sampling, data collection instruments, data analysis, validity and reliability, data collection procedures, measurement of variables and ethical considerations and ethical considerations.

3.2 Research Design

This study used a cross-sectional design. This was both qualitative and quantitative in nature or approach. A cross-sectional case study research design enabled the researcher to find out interrelations among the study variables, (Sekaran, 2003). This design was found very appropriate for this study since the study was to be done for a specified period of time academically while using a cross section of respondents-Makerere academic and non-academic staff. This design was designed in a way that it would allow a more extended study to be done in future on the same topic but using a different case not Makerere University. This approach took on quantitative and qualitative approaches when sampling, collection of data, and data analysis and quality control of the study.

3.3 Study Population

The study population consisted of 3,795 respondents (Makerere University Human Resource Records, 2014). These consisted of 9 Principals, 26 Deans of schools, 94 Supervisory staff/heads of departments and 3,666 Academic and Non-Academic staff (Makerere University Human Resource Records, 2015). The Principals were selected because of their responsibility of seeing that staff have a conducive working environment. Deans of schools have the responsibility of overseeing the working environment of staff in their respective Colleges. The Heads of

Departments/supervisory staff were chosen since they have the immediate responsibility to check on the performance of staff and whether they have any challenges. The Academic staff participated because of their direct role in this study since they are the very people whose performance and satisfaction was being measured in relation to the challenges.

3.4 Determination of the Sample Size

Gay and Diehl (1992) Table was used in the determination of the sample of 409 academic members.

Table 3.1 below has more details below.

Table 3.3: Sample Size Determination

Population categories	Study Population	Sample Size	Sampling Techniques	Data collection instruments
Principals	9	9	Purposive sampling	Interview guide
Deans of schools	26	24	Purposive sampling	Interview guide
Heads of department	94	73	purposive sampling	Interview guide
Academic and Non-Academic staff (Basing on schools as strata)	3,666	346	Stratified random sampling	Questionnaire
Total	3,795	409		

Source: Makerere University Human Resource Records (2015)

Basing on Table 3.1 above, it is clear that the sample size that was considered for data collection was 409. These included; 9 Principals of colleges at Makerere University, 24 Deans of schools at Makerere University, 73 Heads of department and 346 academic and non-academic staff. The two were left out since they were assumed to have no much knowledge as far as the study is concerned.

3.5 Sampling Techniques

Probabilistic and non-probabilistic sampling techniques were used in the study. The study used random sampling technique as the probability sampling technique in selecting staff members of Makerere University using the different schools as strata. Each school was equally represented in the study basing on the sample size. This technique was preferred since staff category is large enough and as such, it called for this sampling technique to allow equal representation to minimize sampling bias (Kothari, 2004).

The purposive sampling as a non-probability sampling technique was used in selecting Principals, Deans of schools, and Heads of department. These were preferred because they are expected to give the required information and experiences relevant to the research problem. Thus, they were targeted since they would be informative to the study (Sekaran, 2003). It should be noted that purposive sampling refers to selection of respondents basing on their level of knowledge they have towards the study. This design is very much preferred when the list of people to be interviewed is accessible and the researcher is aware of their knowledge as far as the study topic and questions are concerned.

3.6 Methods of Data Collection

This section explains the methods that were used in collecting data and these included; surveying, interviewing and documentary review.

3.6.1 Survey Questionnaire

The study employed survey questionnaires in collecting data from the academic and non-academic staff members. The method was preferred since it offered study respondents a chance of giving answers to the researcher at their own convenience (Amin, 2005). The survey method was thought to be appropriate for large samples since they are hardly accessible using other methods of data

collection and this was appropriate to academic and non-academic staff members at Makerere University.

3.6.2 Key informant interview

The Principals, Deans of schools, and Heads of department were interviewed. A semi structured interview guide was used for these key informants.(Sekaran, 2003). The interview method was selected because it provided deeper information on the study dimensions and relationships. The interview method was further preferred since it helped the researcher to fully understand the expressions of the respondents (Mugenda and Mugenda, 2003) than survey questionnaires.

3.6.3 Documentary Review

Key documents from Makerere University with relevant literature on the subject of study were assessed as secondary data sources to supplement the interview and questionnaire primary data (Amin, 2005). This method was adopted because it easily supplemented on the findings that were received by the researcher while using survey and interviews.

3.7 Data Collection Instruments

This section explains the methods that were used in collecting data and these included; questionnaire, interview guide and documentary review checklist.

3.7.1 Questionnaire

The survey questionnaires were used in the collection of data from academic and non-academic staff in Makerere University. 346 questionnaires were randomly distributed to 346academic and non-academic staff members. The semi-structured questionnaire was used as depicted in Appendix I. Open and close ended questions were used in collecting data from questionnaire respondents (Amin, 2005). The Likert scale was preferred ranging from strongly disagree to strongly agree in

measuring the independent variable (conflict management) and the dependent variable (employee satisfaction).

3.7.2 Interview Guide

A semi-structured interview guide was prepared and used in conducting interviews with the executives, Deans of schools, and Heads of department at Makerere University. The interview guide was solely given to all interviewees as seen in Appendix II. This had both open and close ended questions that allowed respondents to express their views.

3.7.3 Documentary Review Checklist

The study employed a list of primary data documents including minutes, attendance lists, results sheets, performance appraisal reports, memos and attrition to add on the data captured through surveys and interviews. (Amin, 2005). Secondary sources like HR policy, HRM manual, QA policy and manual were reviewed.

3.8 Quality control

This section explains the validity and reliability of the instruments used in collecting data in this study.

3.8.1 Validity

Validity refers to the ability of an instrument to be used in the study to measure what it was expected to measure. Validity can be both internal and external validity. The researcher ensured the validity of the instruments by using expert judgments of supervisors who were selected both from UMI and from Makerere University's HRM department (Oso & Onen, 2008). These were requested to assess the relevancy of the questionnaires before they were used in the real study. These were also requested to rate the questions they found relevant and those that were not. After

that, validity of the tools was measured by using the Content Validity Index formula as showed below;

$CVI = \frac{\text{No. of items rated relevant}}{\text{Total no. of items}}$

Total no. of items

The CVI was 0.9, meaning that it was valid. As recommended by Amin (2005), In order for the instrument to be valid, the C.V.I should be at least 0.7

3.8.2 Reliability

Reliability refers to ability of the instruments used at collecting data to be consistent to measure a certain variable for a number of times and gives the same answers over time. On the side of reliability, two pilot studies were undertaken in an interval of a month. These were conducted in Makerere University Business School. This was selected because it offers the same environmental conditions like Makerere University. The first test was carried out with 15 academic and non-academic staff and after a month, the second test was also conducted. To establish the Cronbach's Alpha Reliability Coefficient (CARC), SPSS was used to compare the two tests. The reliability coefficient for the study was 0.721, meaning that the tool was reliable as suggested by Sekaran (2003) who puts the threshold at 0.6.

3.9 Procedure of Data Collection

The researcher go a letter from Uganda Management Institute introducing her to the Makerere University and specifying that the data to be collected will be solely for study purposes. Upon obtaining the requisite permission, the researcher proceeded with data collection starting with giving out questionnaires to the Makerere University Academic staff. After that interviews were conducted with the Principles, Deans of schools, and Heads of department and then the review of documents in Makerere University, reports, new and earlier studies done in this area.

3.10 Data analysis

The analysis of data was done quantitatively and qualitatively.

3.10.1 Quantitative data analysis

This was done using descriptive and inferential statistics that were generated using the Statistical Package for Social Scientists (SPSS). In this case therefore, descriptive statistics included both measures of central tendency and dispersion. On measures of central tendency, the study employed means whilst, on the side of measures of dispersion, the study used frequencies, percentages and standard deviations. For inferential statistics, the study used both correlations and regressions. Correlation analysis was done using Pearson correlations to determine the relationship between two variables. Whilst regression was used to determine the extent to which the two variables are related.

3.10.2 Qualitative data analysis

Qualitative data analysis involved using thematic and content analyses. These were based on how the findings related to the research questions. Content analysis was used to edit qualitative data and reorganize it into meaningful shorter sentences. Thematic analysis was used to organize data into themes and codes were identified (Sekeran, 2003). After data collection, information of same category was assembled together and their similarity with the quantitative data was created, after which a report was written. Qualitative data was interpreted by composing explanations or descriptions from the information. The qualitative data was illustrated and substantiated by quotation or descriptions.

3.11 Measurement of Variables

Variables were measured using three scales of analysis, that is; nominal, ordinal analysis and Likert scales analysis. When the questionnaire was being developed, the nominal scale measured those variables to do with names including sex and marital status of respondents. For the ordinal scale, this was used to assess age, the respondent's level of education and the period respondents have been in Makerere University. The Likert scale was used to measure conflict management styles and the employee job satisfaction and these included (1-Strongly Disagree, 2-Disagree, 3-Not Sure, 4-Agree and 5-Strongly Agree).

3.12 Ethical considerations

The study ensured that respondents were given a voluntary participation ethic. This meant that respondents participated in the study on their own freewill without being forced.

To ensure privacy, respondents were promised confidentiality about the information they shared with the researcher.

Further on privacy, the respondents' identity remained anonymous and they were not put on pressure as what they should or not say (Mugenda&Mugenda, 2003). They were also assured that the information they were going to share would be used for academic purposes only (Amin, 2005).

The researcher also ensured that the respondents were not asked difficult or ambiguous questions. This helped them to easily understand the questions and give the relevant answers as required by the researcher.

The researcher further ensured that the questionnaire design had a neutral language, English that all respondents understood so they could provide relevant and well informed data as required by the researcher.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

This study examined the relationship between conflict management styles and employee job satisfaction at Makerere University. This chapter presents the analysis and interpretation of the results. The presentations were done according to the specific objectives and hypotheses. The first section presents the response rates. The second section presents the background information of the respondents. The third section presents descriptive and inferential statistical results along the three study objectives.

4.2 Response Rates

Table 4.1: Response Rates

Population categories	Target sample	Response	Response rate
Principals	9	4	44.0%
Deans of schools	24	15	62.5%
Heads of department	73	40	54.8%
Academic and Non-Academic staff (Basing on schools as strata)	346	294	85.0%
Total	409	353	86.3%

According to Table 4.1, the overall response rate was 86.3%, this is representative of the actual population and was not used to generalize the findings to other employees who did not participate in the study as suggested by Sekaran (2003). Amin (2003) observes that a response rate of above 70% is appropriate. The number of respondents who did not participate in the study were not at

the place where data collection was being carried out. Others had travelled abroad while others did not answer the questionnaires as well as expected.

4.2 Background Information

The respondents' demographic characteristics in terms of gender, age, level of education and length of service in the organization are presented in Table 4.2.

Table 4.2: Demographic characteristics of the respondents

N=249

Characteristics	Category	Frequency	Percentage
Gender	Male	172	58.5%
	Female	122	41.5%
Age	20-29 years	65	20.4%
	30-39 years	188	40.8%
	Above 50 years	123	38.8%
Education Level	Bachelor's Degree	62	21.1%
	Post Graduate Diploma	32	10.9%
	Master's Degree	95	32.3%
	Doctorate	50	17.0%
	Others	55	18.7%
Length of service	Less than one year	12	4.1%
	1-5 years	71	24.1%
	6-10 years	95	32.3%
	More than 10 years	116	39.5%

Source: Primary Data

According to the results in Table 4.2 above, more than half 172(58.5%) of the study respondents were male and 122(41.5%) were female. This shows that the study obtained data from both male

and female employees at the university were obtained. This therefore implies that the study findings can be generalized to both male and female employees at the university.

As clearly indicated in Table 4.2, the biggest proportion 188(40.8%) of the study respondents were aged between 40 and 49 years of age, followed by 123(38.8%) who were above 50 years of age and only 65(20.4%) who were between 20 and 29 years of age. This means that data was collected from employees in the different age categories at the university. This therefore implies that the study findings can be generalized to employees in the different age categories at the university.

The findings in Table 4.2 indicate that most 95(32.3%) of the study respondents were educated up to Master's Degree level, followed by 62(10.9%) who were educated up to Bachelor's Degree level, then followed by 50(17%) who were educated up to other levels and 50 (17%) who were educated up to Doctorate level respectively. This shows that data was attained from employees in the different education level categories. This implies that the views of employees from the different education level categories in the university were well represented in the study.

According to the results in Table 4.2 above, 116(39.5%) of the study respondents had worked for the university for a period of more than 10 years, followed by 95(32.3%) who had worked for a period of between 6 to 10 years and 71(24.1%) who had worked for 1-5years and 12(4.1%) has been working with the university for less than one year. This shows that data were obtained from employees across the different levels of experience. This implies that the views of the employees from the different experience levels were well represented in the study. Besides, experienced employees were assumed to have more knowledge on the subject under study, thus they could be relied on to provide credible information.

4.3 Presentation of Descriptive Results

This study set out to establish the relationship between conflict management styles and employee job satisfaction at Makerere University. The study was guided by three specific objectives and the presentation on two levels; descriptive statistics and inferential statistics. Triangulation was done at all levels to incorporate the data collected using interviews and documentary analysis. Below is the presentation of descriptive statistics on the study variables.

4.3.1 Employee satisfaction.

The study set out to determine the satisfaction of employees in Makerere University. The table below presents the responses of both academic and non-academic staff on employee satisfaction

Table 4.3: Descriptive Statistics on staff views about employee satisfaction in Makerere University

<i>Employee performance</i>	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
I am highly dedicated to my job at the university.	57(19.4%)	32(10.9%)	61(20.7%)	67(22.8%)	77(26.2%)
My level of creativity is going high	57(19.4%)	32(10.9%)	61(20.7%)	67(22.8%)	77(26.2%)
I feel personally driven to help the university to succeed in achieving university objectives and will go beyond.	29(10%)	20(6.8%)	74(25.2%)	106(36.1%)	65(22.1%)
We constantly look for ways to improve the standard of education given to students.	34(11.5%)	58(19.8%)	43(14.6%)	89(30.3%)	70(23.8%)
I wastes less time and resource in undertaking my duties	76(25.9%)	72(24.5%)	40(13.6%)	44(15%)	62(21.1%)
I rarely delay in when performing my tasks	22(7.5%)	39(13.3%)	52(17.7%)	102(34.7%)	79(26.9%)

Source: Primary Data, 2017

Results show that majority of 26.2% and 22.8% of the respondents agreed and strongly agreed that they are highly dedicated to my job at the university. This shows that there is high commitment among employees at Makerere University. This is an indication of job satisfaction among academic and non-academic staffs at Makerere University. This was confirmed by what one of the principals said in an interview:

“I am sure our staff are too committed compared to the patience and the working conditions we pass through in Makerere University every year because some of our staff can survive for four months without official salaries at college level”

The above quotation was in line with what Deans of Schools also indicated in interviews. For instance it was quoted from one of the Deans saying:

“Non-dedication to work is always dismissed from the University that is why I am very convinced that our staffs are doing a very good job involving a lot of dedication”

One of the principals added:

“The dedication of our employees can be measured in the way we are always ranked on both national and international level...our staffs have always won awards of research publications and ensuring that our students pass with the best grades”

The above findings seemed supported by the attendance lists or registers found in Heads of Departments offices indicating daily attendance of staffs every days without missing. This supports the view that the staffs are highly committed and dedicated at their work in the university.

On whether the level of individual creativity is going high, majority of respondents (26.2%) further agreed with the above response. This suggests that the level of innovation among employees at

Makerere University is high. This was supported by key informants. One of the departmental heads said:

“I think it is important to understand that the staff we have here have been on frontline of winning awards in their fields of specialty...every year, our departmental staffs at least scoop awards in their research output...prizes are everywhere here on the best journals and books released by our staff”

This is further confirmed by Makerere University Annual Report (2015) which indicated that staffs at College of Engineering have been behind the new innovations achieved by students because all these innovations are mothered in the hands of professors who guide them on what do until the projects are successful like KIRA-V project that was finally adopted by the Ministry of Trade and Industries.

Further, most of the respondents (36.1%) reported that they feel personally driven to help the university to succeed in achieving university objectives and will go beyond. This response was accordingly strongly agreed on 22.1% of the respondents. This suggests that employees are enthusiastic to the extent that they can execute extra tasks besides formal duties. This proves the commitment and satisfaction employees in Makerere University have on their jobs. Furthermore, key informants indicated that the performance of lecturers in research publication has been good because of the donations provided by the Norwegian organization. One of them was quoted saying:

“I think we have remained on top of universities in East Africa and Africa who make most research publications every year and our work perhaps is highly cited in different academic arenas...this is the underlying reason why we have had the Norwegian Agency providing funding to our staff to undertake research for the last

seven years....in fact recently, we have just finished a research that is published on cassava production and economic growth which has been conducted in Eastern and Central Uganda districts...”

Further, it was quoted from one of the key informants saying:

“In COBAMS alone, we have over 15 staffs on research grants given by different universities like in Canada, USA, Norway, UK, South Africa, India and Singapore to undertake research in different areas...I think this is enough for you to understand that research output in the university is performing equally good...”

He added

I have co-authored over 140 research journals and articles in the last 10years I have been working with Makerere University and this is a requirement to all other staffs in COBAMS...”

This response suggests that the research output in Makerere University is relatively good since the University is still recognized as one of the best in Africa and East Africa because of the research publications and more research donations are provided to staffs and departments.

25.9% of the respondents seemed disagreeing that there is less wastage in time and resource usage and 26.9% on the other hand strongly agreed that they experience less delays in task performance. These implied that there is compliance to timeliness in the work done by employees in Makerere University and tasks are performance in agreed time. These are clear measures of prevailing job satisfaction. The above statements implied that employees in Makerere University perceived themselves to have a good performance at work since it was deduced that they do finish their work duties in time set; lectures are lectured in time set; have a considerable percentage of work time on the job and their classes have showed good performance every year. It can also be realized that

they do meet the performance targets in their departments, work efficiently with minimum supervision; their work complies with the given standards of the University and they do attend work on a daily basis. All these are indicators of promising job satisfaction. However, one of the heads of departments seemed non-supportive of the view that there has been improvement in delivery of services on the side of lecturers. He was quoted saying:

“Makerere University is still indulged in a number of complaints from the side of students and parents about the delays of submission of their results on notice boards and online....last year, we were hit by over 30% of students who had missing marks...I think this has to be blamed on the side of our lecturers but also they hold these results with some reasons especially when their allowances are not out yet but it is an indication of lack of required job satisfaction...”

However, the Deans of schools seemed very satisfied with the performance and prevalence of job satisfaction on the side of staff. They opined that Makerere University staff have always worked with high commitment amidst tough working conditions of late payment of their salaries. One of them said:

“Job satisfaction is there, to me I keep giving credit to our staff because they have always showed zeal and determination to offer a service amidst tough working condition because as of now, we have pending salaries of over three months but they keep giving a diligent service without getting tired...”

This position was congruent with key informants in an interview. For instance, about 88% of the interviewees believed that the lecturers show job satisfaction even though there are challenges they face in homes and at work. They have opinion that a number of staffs have been promoted from one position to another and some of them are their leaders in the University. This is enough to

under-pin the fact that their level of job satisfaction has been convincing. 68% of the key informants added that job satisfaction among staff has been good since they have always met the deadlines and their work complies very well with the standards set by the University. One of the Deans of Schools was quoted as saying:

“I do understand that as a scholar or a researcher you have a feeling that the performance of our employees is compromised by the challenges they face at the University, of course I will be frank to say that they are...but for us here in the University we do have Staff whom are tested...so no matter their abilities all of them have expressed satisfaction at their jobs, those who are not satisfied, are out of this university already...”

This verbatim implies that job satisfaction of employees in Makerere University is relatively good. This was however contrary to what the documents reviewed indicated. For instance, according to Makerere University Performance Appraisal Report (2011/2012), the University was forced to cut off about 5 academic staff and caution 11 non-academic employees who had malfeasances in their performance at work. It can be indicated in the report that such employees dodge classes and others did not make reports on the time set because of some personal problems. Further the Makerere University performance Annual Reports (2014-2016) consistently indicate that there has been an improvement in work quality, meeting deadlines and meeting performance targets on the side of staff and this is enough to imply that there has been improvement in job satisfaction on the side of employees.

4.3.2 Collective bargaining.

The study set out to determine how collective bargaining was being used by the administrators to manage conflicts at Makerere University. The table below presents the responses of both academic and non-academic staff on collective bargaining procedures used.

Table 4.4: Descriptive Statistics on staff views about collective bargaining

<i>Collective bargaining</i>	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
We are engaged in discussing issues jointly to find a solution to a problem together	22(7.5%)	39(13.3%)	52(17.7%)	102(34.7%)	79(26.9%)
We are encouraged to sit down to discuss and solve issues as a way of resolving conflicts	34(11.5%)	58(19.8%)	43(14.6%)	89(30.3%)	70(23.8%)
We are encouraged to dialogue as a way of resolving conflicts	29(10%)	20(6.8%)	74(25.2%)	106(36.1%)	65(22.1%)
Makerere seeks views from all of us as a way of resolving conflicts	67(22.8%)	77(26.2%)	61(20.7%)	57(19.4%)	32(10.9%)
There is always integration of ideas from us to come with a decision jointly.	76(25.9%)	72(24.5%)	40(13.6%)	44(15%)	62(21.1%)

Source: Primary Data, 2017

In table 4.4, majority of the respondents 34.7% indicated that the concerned parties discuss issues jointly to find a solution to a problem together and this was followed by 26.9% of the respondents. Close to 20% seemed non-supportive of the above claim. This result thus can be interpreted to mean under collective bargaining, Makerere University embraces joint consultations. However, this seemed contrary when compared with what most of the key informants indicated. For instance, one of the key informants from the Deans of schools was quoted saying:

“It is true we sometimes put in place joint committees to dig deeper on issues that may be dividing us but in most cases these joint consultations have not always given us what we want...to me, it has always taken a decisive person to take a decision without fear or favor and usually conflicts are managed...”

Another Dean of school added:

“Most of Makerere University problems with staffs tend to end in joint meetings and these to me have always been the source of agreement on a number of burning conflicts that would go viral...”

The quotation from one of the departmental heads concurred with the findings from principals and deans of schools and he was quoted saying:

“As MUASA we sit and discuss issues and in many cases we agree and it is only when we do not agree that such issues come out to the media and we head for peaceful strikes...even now we are in a number of talks on our pending allowances since 2016”

This position was contrary to what one of the principals said:

“People feel aggrieved when not involved in solutions that pertain to their grievances, and that is why we have always sought joint consultations to manage some conflicts that arise.”

On the side of the documents reviewed. These seemed supportive that issues are discussed and conflicts are settled within. For instance, New Vision (2017) showed that Dons managed to stop their strike that was looming after consequential discussions they had with their leaders and Ministry of Education. Further, Makerere University Human Resource Manual also confirms that

conflicts in Makerere University must always be resolved through collective bargaining that allows everyone's idea be heard and be considered accordingly.

On the issue of whether Makerere University encourages sitting down to discuss and solve issues as a way of resolving conflicts, majority of respondents 30.3% agreed and 23.8% strongly agreed with this statement. This implied that Makerere University in resolving conflicts; it employs negotiations of both parties. This position was supported by a number of key informants and one of the departmental heads had this to say:

“As MUASA we sit and discuss issues and in many cases we agree and it is only when we do not agree that such issues come out to the media and we head for peaceful strikes...even now we are in a number of talks on our pending allowances since 2016”

Another head of departments was also quoted saying:

“I think these days alternative dispute resolution strategies especially negotiations have taken a center stage in managing conflicts in Makerere University and to me I think they have always been successful especially when the aggrieved party needs to be compensated...”

The above position was supported by one of Deans of Schools saying:

“As Deans we have always made arrangements with different parties in disputes and we negotiate but as known in negotiations, no one wins, everyone ends as a winner and each has to lose at least something...”

The respondents were asked whether Makerere University encourages dialogue as a way of resolving conflicts, majority of respondents (36.1%) of the respondents agreed and 22.1% strongly agreed with the assertion. This meant that mediation is highly used in managing conflicts in

Makerere University. This position was confirmed by heads of departments who consistently indicated that Makerere University gives platforms to mediations and dialogues where all parties often come to terms. One head of department had this to say:

“We are a department of so many people with different interests and beliefs...that means we cannot avoid conflicts but when they come up, we engage disputed individuals and mediate on issues that can bring back order and we often tend to succeed...”

For other departmental heads, they seemed to have a different view. One of them was quoted saying:

“Yes, we tend to engage in dialogues but we have many parties to satisfy and they tend to have preconceived mind or decision and I have not found these working often because when the striking party needs to sit with Vice Chancellor or Chancellor, they cannot settle anything with lower management officials like us...”

On dialogue still, one of the principals said in support of the above claims:

“Dialogue has been our primary way of engaging our employees whenever we have misunderstandings and I have seen them working as long as there is an authority like Minister of Education...we have always come to consensus...”

Dialogue was also supported by the documents reviewed. For instance minutes and memos found in deans offices and heads of departments as well as office of vice chancellors, kept confirming that dialogue was the primary tactic on the agenda resolved to be used to manage such conflicts before they transcend.

Incongruent with above responses, most of the respondents (26.2%) and (22.1%) disagreed and strongly disagreed that Makerere seeks views from all parties as a way of resolving conflicts. This

statement suggests that Makerere University does not exhaustively engage all parties when seeking for mechanisms of resolving conflicts. This is contrary to what the Deans of studies had earlier indicated in an interview that all key parties are involved.

“People feel aggrieved when not involved in solutions that pertain their grievances, and that is why we have always sought joint consultations and involve all parties to manage some conflicts that arise.”

Lastly on this segment, it was established from 25.9% of the respondents who disagreed that there is always integration of ideas from both parties to come with a decision jointly. This clearly confirmed the assertion thereafter. This suggests that joint consultation, mediation, dialogue and discussing of issues that divides employees in Makerere University are not adequately used. This was also supported by a number of key informants. For instance, one of the key informants from the Deans of schools was quoted saying:

“It is true we sometimes put in place joint committees to dig deeper on issues that may be dividing us but in most cases these joint consultations have not always given us what we want...to me, it has always taken a decisive person to take a decision without fear or favor and usually conflicts are managed...”

One of the principal added:

“Most of Makerere University problems with staffs tend to end in joint meetings and these to me have always been the source of agreement on a number of burning conflicts that would go viral...”

The quotation from one of the departmental heads concurred with the findings from principals and deans of schools and he was quoted saying:

“As MUASA we sit and discuss issues and in many cases we agree and it is only when we do not agree that such issues come out to the media and we head for peaceful strikes...even now we are in a number of talks on our pending allowances since 2016”

This position was contrary to what one of the Deans of Schools said:

“People feel aggrieved when not involved in solutions that pertain their grievances, and that is why we have always sought joint consultations to manage some conflicts that arise.”

The prominent tool they use in collective bargaining is negotiations. These findings seemed contrarily to what documents reviewed indicated. For instance, Makerere University Strategic Plan (2013/17) indicates that collective bargaining is the primary tool used in managing and resolving conflicts that accrue at the university and this is mostly done through negotiation, joint consultation, mediation, dialogue and discussing of issues. Further, Makerere University HRM manual (2013/2018) further confirms that one of the ways that are recommended to be adopted in managing and resolving conflicts includes negotiations, bargaining and arbitration. This means that collective bargaining conflict management style is rooted from the policies adopted by Makerere University in managing its staffs amidst conflicts. This is further confirmed by minutes and memos found in the office of Vice Chancellor which resolved that lecturers and Dons under MUASA be sited and discuss issues pertaining their demonstrations in 2016.

4.3.2.1 Correlation Results on Collective bargaining and employee job satisfaction in Makerere University

The following null hypothesis was tested.

H₀₁ There is no significant relationship between collective bargaining and employee job satisfaction in Makerere University.

Correlation and regression analysis were conducted to determine the relationship between collective bargaining and employee job satisfaction at Makerere University. Tables 4.5 present the results.

Table 4.5: Correlation Coefficient on collective bargaining and employee job satisfaction at Makerere University

		Collective bargaining	Job Satisfaction
Collective bargaining	Pearson Correlation	1	.631**
	Sig. (2-tailed)		.000
	N	294	294
Job Satisfaction	Pearson Correlation	.631**	1
	Sig. (2-tailed)	.000	
	N	294	294

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Primary Data, 2017

The results in Table 4.5 above show that there is a significant positive relationship between collective bargaining and employee job satisfaction ($r = 0.631$, $p < 0.05$). Thus, the hypothesis one which stated that collective bargaining has a significant relationship with job satisfaction is accepted. This means that collective bargaining has a positive relationship with employee job satisfaction at Makerere University, implying that job satisfaction improves with the use of collective bargaining as a conflict management strategy. The hypothesis stated, “There is a

significant relationship between collective bargaining and employee job satisfaction in Makerere University” was tested and accepted and the alternative hypothesis was rejected.

4.3.3 Accommodating conflict management style

The study set out to determine how accommodating conflict management was being used by administrators to manage conflicts at Makerere University. The table below presents the responses of both academic and non-academic staff on accommodating conflict management procedures used.

Table 4.6: Descriptive Statistics on staff views about accommodating conflict management

<i>Accommodating conflict management style</i>	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
We encouraged to reconcile issues that bring divisions among us in managing conflict	10(3.4%)	8(2.7%)	23(7.8%)	185(63%)	68(23.1%)
We are encouraged to talk as a way of managing conflicts	8(2.7%)	28(9.5%)	33(11.2%)	188(64%)	37(12.6%)
We are usually paid off as a way of managing conflicts	79(26.9%)	92(31.3%)	44(15%)	53(18%)	26(8.8%)
The administrators usually give in to our demands	183(62.2%)	70(23.8%)	10(3.4%)	8(2.7%)	23(7.8%)
My expectations are usually satisfied during conflict resolution	180(61.2%)	45(15.3%)	8(2.7%)	28(9.5%)	33(11.2%)

Source: Primary Data, 2017

In table 4.4, majority of the respondents 63% indicated that Makerere University encourages parties to reconcile issues that bring divisions among them in managing conflict. This suggests that in the university, the conflicting parties seek to reach cooperative conflict settlement with the assistance of an objective third party who serves as a mediator. This was supported by one of the principals who noted that:

“I think to my best awareness we have used more conciliation than we use any other form to manage and resolve conflicts because most of the conflicts that affects tend not even to come out in the media and these are ceased immediately through conciliations...”

However, one of the Deans of Schools seemed non-supportive of the above claim while saying:

“Yes we do practice reconciling but some aggrieved parties are irreconcilable...I think you have heard battles of MUASA and Chancellorship in Makerere...this has been ongoing given the fact that a number of reconciliation arrangements have been in done...”

The Dean of School was not supported by the views of heads of departments who indicated that reconciliation has been primarily fronted between conflicting parties and it has been successful.

One of the heads of departments said:

“Reconciling is often achieved in a number of occasions because I remembers we have a hot war when the lecturers were spiting fire on issues of scrapping their allowances...a lot of differences emerged between them and us as heads of departments thinking we were behind the scraping of these allowances...we finally reconciled and today we are working in good terms...”

The implication of this is that grievances are likely to be settled in such a way that maximizes cordial and collegial work relationships which are likely to translate into improved job satisfaction. However, this is contrary when compared with the documents reviewed. For instance, News Reports-New Vision (2016) which indicated that Makerere University was forcefully closed by the president after consistent refusal of staffs to undertake their duties. The University was closed under threats from the president that if the staffs are not ready to go to their work duties, the

university will remain closed. The News Reports show that it was reopened when the academic staffs resolved to go back to work. This is an indication of power being used to resolve conflicts.

On the issue of whether Makerere encourages talking to each party affected in managing conflicts, 64% of the respondents seemed agreeing with that statement. This indicates that to a large extent, the university uses arbitration. This shows that the university uses impartial third parties to obtain a fair resolution of disputes in the organization. This is likely to result into win-win resolutions which may leave both parties satisfied. This was further confirmed by one departmental heads who said:

“In all organizations, arbitration is used and perhaps it has been the reason why some employees who are initially aggrieved tend to accept some resolutions because they will find that at least their opponents have also lost something...and this is too common whenever MUASA strikes on pay...we are given something...meaning we all win...”

The quotation from one of the principals seemed supportive of the views of the departmental heads while saying:

“We are always tried that is why the selection of principals and vice chancellors in Makerere University is based on foundations of arbitration. You must be an arbitrator because this quality is always required and applied...otherwise with the problems in Makerere, many things would have already busted...”

This issue was also supported by deans of schools and one of them was quoted saying:

“As deans, our sole effort is to ensure that when conflicts happen in our schools, we sit the parties and a consensus is reached...this is the modern form of arbitrating that we use to manage conflicts often...”

The above finding is further confirmed by the documents reviewed. For instance, New Vision (2017) showed that Dons managed to stop their strikes that were looming after consequential discussions they had with their leaders and Ministry of Education.

On the issues of whether Makerere University usually payoff affected parties in managing conflicts, 31.3% of the respondent disagreed and 26.9% also strongly agreed with that claim. This suggests that Makerere University rarely employ compensation as a mechanism of accommodating conflicts. This therefore indicates that the university does not often use reparation to solve conflicts. This is likely to result into decreased job satisfaction. This was contrary to what one of the principals said in an interview:

“We are always forced to pay off some aggrieved parties in case we come to realize that they have a point and they really to be compensated and this has always happened with some staffs that we tend to chase out of the University on certain allegations...when we found out that they did not commit any offence, we decide to pay them because it goes to courts of law”

However, the views of the principals seemed to land on a hard rock when most of the heads of departments seemed to support what the questionnaire had established. For instance, one of them was quoted saying:

“Makerere University rarely pays off or compensates conflicting parties to control damage...it only listens when one chooses to go to courts of Law because Makerere University is government entity, you do not just pay off people like that...you may be setting a wrong precedence”

The study indicated that the administrators at the university do not usually give in to the demands of employees. This was reported by 62.2% which constituted the majority of respondents. This

means that to a greater extent, the university does not yield to the demands of employees. This was reinforced by a head of department who indicated:

“For long we have asked for a salary increment but the government and the university have not acted on our request...currently we asked our authorities since July last year to look into the issue of our allowances but up to now we are still living on promises ”

This was further supported by another departmental heads who said:

“Makerere University rarely pays off or compensates conflicting parties to control damage...it only listens when one chooses to go to courts of Law because Makerere University is government entity, you do not just pay off people like that...you may be setting a wrong precedence”

Like the previous statement, 61.2% of the respondents kept strongly disagreeing that their expectations are usually satisfied during conflict resolution. This points a figure to absence of obliging as a way of solving and managing conflicts. This is likely to impact negatively on employee morale and job satisfaction. This means that to a great extent, the university does not satisfy employee expectations during conflict management, this may result into increased employee job dissatisfaction.

The above findings show that to a large extent, the university uses conciliation as a conflict management strategy. This indicates that the university, the conflicting parties seeks to reach amicable conflict settlement with the assistance of an objective third party who serves as a mediator. The implication of this is that grievances are likely to be settled in such a way that maximizes cordial and collegial work relationships which are likely to translate into improved job

satisfaction. These findings seemed in line with the documents reviewed indicated. For instance, Makerere University Strategic Plan (2013/17) indicates that accommodation is one of the ways that the university uses to manage conflicts and one of the techniques is reparation or compensation as well as conciliation and arbitration. The documents thus confirmed what the questionnaires and key informants indicated. Further, Makerere University HRM manual (2013/2018) further confirms that reconciling and conciliation are among the many ways that can be adopted in managing conflicts as they emerge. This means that accommodation conflict management style is rooted from the policies adopted by Makerere University in managing its staffs amidst conflicts.

4.3.3.1 Correlation Results on accommodating conflict management style and employee job satisfaction in Makerere University.

H₀₂ There is no significant relationship between accommodating conflict management style and employee job satisfaction in Makerere University.

Correlation and regression analysis were conducted to determine the relationship between accommodating conflict management style and employee job satisfaction at Makerere University.

Tables 4.7 present the results.

Table 4.7: Correlation Coefficient on accommodating conflict management style and employee job satisfaction

		Accommodating style	Job Satisfaction
Accommodating style	Pearson correlation	1	.570**
	Sig. (2-tailed)		.000
	N	294	294
Job Satisfaction	Pearson Correlation	.570**	1
	Sig. (2-tailed)	.000	
	N	294	294

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Primary Data, 2017

The results in Table 4.7 above show that there is a significant positive relationship between accommodative conflict management style and employee job satisfaction ($r=0.570$, $p<0.05$). Thus, hypothesis two which stated that accommodating conflict management style has a significant relationship with job satisfaction is accepted. This means that accommodating conflict management style has a positive relationship with employee job satisfaction at Makerere University, implying that job satisfaction improves with the use of accommodating conflict management style. The hypothesis stated, “There is a significant relationship between accommodating conflict management style and employee job satisfaction in Makerere University” was tested and accepted and the alternative hypothesis was rejected.

4.3.4 Confrontational conflict management style

The study set out to determine how confrontational conflict management was being used by administrators to manage conflicts at Makerere University. The table below presents the responses of both academic and non-academic staff on confrontational conflict management procedures used.

Table 4.8: Descriptive Statistics on staff views about confrontational conflict management Style

<i>Confrontational conflict management style</i>	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
Intimidations are used against us to manage conflicts	53(18%)	26(8.8%)	44(15%)	79(26.9%)	92(31.3%)
Warnings are used on us a way of managing conflicts	34(11.5%)	58(19.8%)	43(14.6%)	89(30.3%)	70(23.8%)
We are sometimes given punishment as a way of managing conflicts	29(10%)	20(6.8%)	74(25.2%)	106(36.1%)	65(22.1%)
Power is used to win us in some competitive situations	22(7.5%)	39(13.3%)	52(17.7%)	102(34.7%)	79(26.9%)
Makerere sometimes sacks some of us as a conflict management strategy	44(15%)	62(21.1%)	40(13.6%)	76(25.9%)	72(24.5%)

Source: Primary Data, 2017

Results shows that 25.9% and 24.5% of the respondents agreed and strongly agreed that Makerere sometimes sacks some employees as a conflict management strategy. This shows that Makerere sometimes uses dismissal as a conflict management strategy. This is likely to lead to affect job satisfaction negatively since employees are not assured of job security. This was confirmed by what one of the principals said in an interview:

“If you have been following and I am sure you must have heard that some of the employees are fired or dismissed as a way of resolving conflicts and the most recent has happened this year when Dr. Stella Nyanzi was suspended and finally fired

from her job in Makerere University after the conflicts she had with her fellow workmate professor Mamdani...I think this was done with a purpose of resolving conflicts”

The above quotation seemed in line with what one of the Deans of schools said in an interview:

“Dismissing is always done in tough situations and recently we have just witnessed the dismissal of some lecturers from the school of statistics and school of arts...because a lot of staffs seemed highly compromised if they stayed in the university and keep engaging in love affairs with students.”

This confirms what key informants indicated in the previous reportage of dismissing people from work to simply solve conflicts in the University. This response seemed congruent with what the documents reviewed indicated. For instance, New Vision Report (2017) indicated the dismissing of Stella Nyanzi came at the time when she abused the president and the scuffles she had with her heads at MISR in Makerere University. This confirms confrontation as one of the tools used by the university to manage conflicts with staffs.

On another issue, 34.7% and 26.9% of the respondents agreed and strongly agreed that power is used to win competitive situations in Makerere University. This means that to a great extent, the university uses power to solve conflicts. Use of power is likely to spark resentment which is likely to reduce employee job satisfaction. The above response was supported by a number of key informants who also indicated that in number of cases power has been used wrongly especially when it comes to coercing some aggrieved parties to go by the decisions especially in calling off strikes. One of the Heads of departments was quoted saying:

“Use of force is not restricted in top government, it is also found in Makerere University because some of us whenever we try to lead strikes we are always threatened that we will lose our positions but this has not been effective.”

The above respondent was supported by one of the principals who said:

“...if you have been following, you would be remembering that one time Museveni told us to go back and rare goats or else we were all going to be dismissed and lose our jobs....such intimidations are embroiled in use of power to manage conflicts but when not attending to the real issue.”

This was further supported by the News Reports-New Vision (2016) which indicated that Makerere University was forcefully closed by the president after consistent refusal of staffs to undertake their duties. The University was closed under threats from the president that if the staffs are not ready to go to their work duties, the university will remain closed. The News Reports show that it was reopened when the academic staffs resolved to go back to work. This is an indication of power being used to resolve conflicts.

36.1% of the respondents further agreed that Makerere University uses punishment to manage conflicts. This was also strongly agreed on by most of the respondents (22.1%). This is an indicator that the university uses punishment as a conflict management strategy. Using punishment may cause resentment with resultant job dissatisfaction. This was further confirmed by what key informants indicated. For instance, one of the deans of schools said:

“Punishment is inevitable when managing conflicts and the kind of punishments we always give in Makerere University are those which tend to lose some money...we have always used suspensions and cautions with money...others have their academic qualifications revoked...”

On whether Makerere University uses warnings to manage conflicts, 30.3% of the respondents agreed with the statement as well as 23.8% of the respondents strongly agreeing. This shows that to a great extent, the university uses caution to manage conflict. When employees are cautioned rather than being punished they may become more satisfied with their job. This was further confirmed by what key informants indicated. For instance, one of the deans of schools said:

“Of course, warnings are given and highly used by these are now cheap ways of managing conflicts because Makerere employees always want to face their problems not soothing or threatening them...”

One of the heads of departments added:

“Some of us have been warned that our contracts will be cancelled and our honors taken if we do not comply by what the leaders want but these are not effective at all...”

On the last question, Makerere University uses intimidations to manage conflicts, most of the respondents (31.3%) of the respondents strongly agree with the statement with 26.9% agreeing with the assertion too. This shows that to a great extent, the university uses threats to manage conflict. Threats may lead to resentment and subsequent job dissatisfaction. This position was confirmed by one of the principals at Makerere University who said:

“Intimidation is fascination but sometimes real...we have always threatened some employees and students here and meet our threats if they do not comply...otherwise we always send warnings as a way of managing conflicts...”

One of the Heads of departments was quoted saying:

“Use of force is not restricted in top government, it is also found in Makerere University because some of us whenever we try to lead strikes we are always threatened that we will lose our positions but this has not been effective.”

This was further supported by the News Reports-New Vision (2016) which indicated that Makerere University was forcefully closed by the president after consistent refusal of staffs to undertake their duties. The University was closed under threats from the president that if the staffs are not ready to go to their work duties, the university will remain closed. The News Reports show that it was reopened when the academic staffs resolved to go back to work. This is an indication of power being used to resolve conflicts. This was confirmed by what one of the principals said in an interview:

“If you have been following and I am sure you must have heard that some of the employees are fired or dismissed as a way of resolving conflicts and the most recent has happened this year when Dr. Stella Nyanzi was suspended and finally fired from her job in Makerere University...”

The above findings seemed in line with the documents reviewed like New Vision (2015) which indicated that lecturers from School of Statistics were expelled as a way of bringing back discipline in the university. Makerere University HRM manual (2013/2018) further confirms that dismissing, suspension, warning and revoking of academic qualifications can be done as one of the ways to resolve conflicts in case they happen. This means that confrontation conflict management style is rooted from the policies adopted by Makerere University in managing its staffs amidst conflicts.

4.3.4.1 Correlation Results on confrontational conflict management style and employee job satisfaction at Makerere University

H₀₃ There is no significant relationship between confrontational conflict management style and employee job satisfaction in Makerere University.

Correlation and regression analysis were conducted to determine the relationship between confrontational conflict management style and employee job satisfaction at Makerere University.

Tables 4.9 present the results.

Table 4.9: Correlation coefficient showing the relationship between confrontational leadership style and employee job satisfaction

		Confrontational style	Job satisfaction
Confrontational style	Pearson Correlation	1	-.637**
	Sig. (2-tailed)		.000
	N	294	294
Job satisfaction	Pearson Correlation	-.637**	1
	Sig. (2-tailed)	.000	
	N	294	294
**. Correlation is significant at the 0.05 level (2-tailed).			

Source: Primary Data, 2017

According to the results in Table 4.9, confrontational conflict management style and employee job satisfaction were found to be significantly negatively related ($r=-0.637$, $p<0.05$). Thus, the hypothesis that stated confrontational leadership style would have a negative relationship with employee job satisfaction is accepted. This means that using a confrontational conflict management style has a negative effect on employee job satisfaction at Makerere University. The implication of this is that employee job satisfaction reduces with increased use of the

confrontational conflict management style. The hypothesis stated, “There is a significant relationship between confrontational conflict management style and employee job satisfaction in Makerere University” was tested and accepted and the alternative hypothesis was rejected.

CHAPTER FIVE
SUMMARY, DISCUSSION OF FINDINGS, CONCLUSIONS AND
RECOMMENDATIONS

5.1 Introduction

This study set out to establish the relationship between conflict management styles and employee job satisfaction at Makerere University. This chapter presents the summary, discussion, conclusions and recommendations arising out of the study findings.

5.2 Summary of Findings

This section explains the findings as summarized according to study objectives as indicated below script:

5.2.1 The relationship between collective bargaining and employee job satisfaction

The study found out that the university uses negotiation, dialogue, and joint consultation as conflict management strategies. It was also established that the institution uses conciliation and dialogue to solve conflicts. The study found a significant positive relationship between collective bargaining and employee job satisfaction, implying that employee job satisfaction increases with continued use of collective bargaining as a conflict management strategy.

5.2.2 The relationship between accommodative conflict management style and employee job satisfaction

It was established that Makerere University uses the accommodative conflict management style to manage conflict. The study found that the institution uses strategies like mediation, arbitration and compensation in managing conflicts. The study however found that the administrators do not give in to the demands and expectations of employees during conflict resolution.

The study found a significant positive relationship between accommodating conflict management style and employee job satisfaction, implying that employee job satisfaction increases with continued use of accommodating conflict management style.

5.2.3 The relationship between confrontational conflict management style and employee job satisfaction

The study found out that Makerere University uses confrontational conflict management style to manage conflicts. The study established that the university uses threats, caution, punishment and power to manage conflicts. The institution however does not use dismissal in managing conflicts.

The study found a significant negative relationship between the confrontational conflict management style and employee job satisfaction, implying that employee job satisfaction reduces with using the confrontational conflict management style.

5.3 Discussion of Findings

This section explains the findings as discussed according to study objectives as indicated below script:

5.3.1 The relationship between collective bargaining and employee job satisfaction

The study found a significant positive relationship between collective bargaining and employee job satisfaction, implying that employee job satisfaction increases with continued use of collective bargaining as a conflict management strategy. This is explained by the fact that the institution uses proven conflict management techniques like negotiation, dialogue, consultation and conciliation. These findings seemed contrarily to what documents reviewed indicated. For instance, Makerere University Strategic Plan (2013/17) indicates that collective bargaining is the primary tool used in managing and resolving conflicts that accrue at the university and this is mostly done through negotiation, joint consultation, mediation, dialogue and discussing of issues. However, Makerere

University HRM manual (2013/2018) confirms that one of the ways that are recommended to be adopted in managing and resolving conflicts includes negotiations, bargaining and arbitration. This means that collective bargaining conflict management style is rooted from the policies adopted by Makerere University in managing its staffs amidst conflicts. This is further confirmed by minutes and memos found in the office of Vice Chancellor which resolved that lecturers and Dons under MUASA be sited and discuss issues pertaining their demonstrations in 2016.

The study was in line with findings by scholars like Wachira (2011), Cole (2010) and Nevzart (2014) who assert that if this whole process of collective bargaining is adhered too, it can help in achieving satisfaction on both sides but mostly on the side of the aggrieved and this is what generates employee job satisfaction.

The study findings are also in line with Triff (2015) who observes that since collective bargaining is usually conducted between top management and trade union officials who represent the company, it is believed that the views of employees that are not satisfied are presented and thoroughly discussed to meet their demands and the outcome is very much thought to be positive and can induce employees' level of commitment. Gomez et al. (2013) further add that since there is faith for both parties in who represents them in their teams, the outcomes are always comforting on either side. For instance, he gave an example of university lecturers in Namibia who were demonstrating over wage policy. These were put on a round table and their issues were presented. After negotiations, these lecturers went back to work without money being added or improving the wage policy but the head of their teams was convinced without being bribed. Therefore, Gomez et al. (2013) concluded that collective bargaining is a tool for ensuring contentment among employees. From the above findings it is clear that collective bargaining influences employee job

satisfaction. Thus, this underscores the need for management at the university to continuously adopt collective bargaining in order to enhance employee job performance at the university.

5.3.2 The relationship between accommodating conflict management style and employee job satisfaction

The study found a significant positive relationship between accommodating conflict management style and employee job satisfaction, implying that employee job satisfaction increases with continued use of accommodating conflict management style. This could be because the institution uses strategies like mediation, arbitration and compensation in managing conflicts. These are likely to enhance employee job satisfaction. These findings seemed in line with the documents reviewed indicated. For instance, Makerere University Strategic Plan (2013/17) indicates that accommodation is one of the ways that the university uses to manage conflicts and one of the techniques is reparation or compensation as well as conciliation and arbitration. The documents thus confirmed what the questionnaires and key informants indicated. Further, Makerere University HRM manual (2013/2018) further confirms that reconciling and conciliation are among the many ways that can be adopted in managing conflicts as they emerge. This means that accommodation conflict management style is rooted from the policies adopted by Makerere University in managing its staffs amidst conflicts.

Schermerhorn (2015) further argues that a leader who chooses to use accommodation as his/her style of resolving conflicts just aim at smoothing over. This means that he/she will endeavor to front the interests of impartiality or minding less the differences he/she has with the other party to make sure that harmony is achieved because harmony brings satisfaction at workplace. He adds that usage of accommodation leads to a loose but still a best relationship at a workplace among parties. Lianet *al.*, (2013) add their voice by saying that new relationships are achieved because

there is reassurance of support of each other's views and solves the problem deeper into its roots than any other style. The findings of this study also agree with Wachira (2011) who observed that different conflicts can be managed using accommodating conflict management style but colleges tend to achieve much especially when differences between group and individuals are solved while using collaboration approaches because they lead to mutual considerations and understanding.

The findings of this study however contradict Puranik and Parashar (2012) who look at the style of accommodation as just a way of increasing responses to conflicts that emerge because it allows accommodating complainant's needs without minding so much about the leader's needs. Therefore, this style is described as an effective tool though not appropriate in most cases. In style of accommodation, there is usually limited concern to self. This style calls for withdrawing, passing-buck as it is in football or seek to step aside if the matter leads to achievement of organizational objectives and leads to solving of organizational conflict. According to Wafford (2011), accommodation style is too useful when dealing with trivial issues than bigger organizational conflict. Poloski et al (2010) suggested that managing conflict while using accommodating styles tends to be effective only when dealing with organizational contexts than individual levels. Thus, while there is a contradiction, Poloski et al (2010) prove that accommodating conflict management style is suitable for enhancing conflict resolution at organizational level and improving employee job satisfaction.

5.3.3 The relationship between confrontational conflict management style and employee job satisfaction

The study found a significant negative relationship between the confrontational conflict management style and employee job satisfaction, implying that employee job satisfaction reduces with using the confrontational conflict management style. The above findings seemed in line with the documents reviewed like New Vision (2015) which indicated that lecturers from School of

Statistics were expelled as a way of bringing back discipline in the university. Makerere University HRM manual (2013/2018) further confirms that dismissing, suspension, warning and revoking of academic qualifications can be done as one of the ways to resolve conflicts in case they happen. This means that confrontation conflict management style is rooted from the policies adopted by Makerere University in managing its staffs amidst conflicts.

The findings of this study are in line with Oetzel and Terry (2015) who observed that the style is however weak and ineffective in most scenarios. They additionally support the idea that avoidance management style possesses a negative effect on employee satisfaction in most cases. According to Newton and Davis (2012), confrontation is effective in dealing with interpersonal conflict when it benefits both parties. Hellriegel and Slocum (2010) viewed confrontation as a means of achieving moderate, but only partial, satisfaction for each party.

The study established that the university uses threats, caution, punishment and power to manage conflicts. These may reduce employee satisfaction. It is crystal clear that teachers who are dissatisfied with the administrators' confrontation conflict management style display lower commitment and are at greater risk for leaving the organization. Confrontation conflict management style is very much recommended when the leaders realize that victory may not be possible, only if force or power or coercion are used. In other form, it is recommended when there is a controversy and the controversy seems trivial-meaning all other forms have been applied and nothing is being reached on. It may be appropriate when the goals of the conflicting parties are mutually exclusive or when both parties, who are equally powerful for example, labor and management, have reached a deadlock in their negotiation. This style may be of some use in dealing with strategic issues, but heavy reliance on this style may be dysfunctional Cheronno (2012). Accordingly, from the findings of this study it is imperative that management at the

university uses confrontational conflict management style cautiously because it is likely to increase employee dissatisfaction.

5.4 Conclusions

This section explains the findings as concluded according to study objectives as indicated below script:

5.4.1 The relationship between collective bargaining and employee job satisfaction

The study set out to establish the relationship between collective bargaining and employee job satisfaction at Makerere University. The study found a significant positive relationship between collective bargaining and employee job satisfaction, implying that collective bargaining has a positive effect on employee job satisfaction. Thus, it can be concluded that at Makerere University, employee job satisfaction improves with greater use of collective bargaining in conflict management. Therefore, dissatisfaction of employees in Makerere University is clearly linked to less adoption of collective bargaining when conflicts arise.

5.4.2 The relationship between accommodating conflict management style and employee job satisfaction

The study set out to establish the relationship between the accommodating conflict management style and employee job satisfaction at Makerere University. Accommodating conflict management style and employee job satisfaction were found to have a significant positive relationship, indicating that accommodating style has a positive effect on employee job satisfaction. Thus, from the above findings, it can be concluded that at Makerere University, employee job satisfaction improves with greater use of the accommodating conflict management style. Therefore, dissatisfaction of employees in Makerere University is clearly linked to less adoption of accommodating conflict management when conflicts arise.

5.4.3 The relationship between confrontational conflict management style and employee job satisfaction

The study set out to establish the relationship between confrontational conflict management style and employee job satisfaction at Makerere University. It was established that confrontational conflict management style were significantly negatively related, meaning that using the confrontational conflict management style has a negative effect on employee job satisfaction. Thus, from the above findings, it can be concluded that the more administrators employ the confrontational conflict management style, the more dissatisfied the employees become with their jobs. The issue of job dissatisfaction among Makerere University Academic staff can be explained by the way how confrontational conflict management styles is used and other factors other than conflict management styles and these can be found in the organizational culture, leadership and management in the institution.

5.5 Recommendations

This section explains the recommendations of the study objectives as indicated below script:

5.5.3 The relationship between collective bargaining and employee job satisfaction

Since collective bargaining is significantly related with employee job performance at Makerere University, management should continuously adopt collective bargaining as a conflict management strategy. However, there is a need to put much emphasis in ensuring that joint consultations are prioritized because it appeared that it is not equally and properly used by the university.

5.5.2 The relationship between accommodating conflict management style and employee job satisfaction

Since using the accommodating conflict management style enhances employee job satisfaction, management at Makerere University should continuously adopt the accommodating conflict management style to resolve conflicts in the institution. The institution should continuously adopt strategies like mediation, arbitration and compensation in managing conflicts. Management of the university should make an effort to address the demands and expectations of employees during the conflict management process. This can be achieved through use of seeking all views of affected parties before a decision is made.

5.5.3 The relationship between confrontational conflict management style and employee job satisfaction.

Since using the confrontational conflict management style is detrimental to employee job satisfaction at the university, management should desist from using the confrontational conflict management style because it is likely to affect job satisfaction of Makerere University staff which in the end may affect its image and service delivery.

5.6 Recommendations for further research

There is need to conduct future research on the relationship between conflict management and employee job satisfaction in other institutions of learning in order to cross validate the findings of this study.

More research is needed to explore other factors that may affect job satisfaction in institutions of learning. Future research should focus on factors like remuneration, leadership style and working environment.

5.7 Contribution of the study

The study shows that using collective bargaining and accommodating conflict management styles enhance employee job performance. It also shows that using the confrontational conflict management style is detrimental to employee job satisfaction. This therefore means that management should continuously embrace collective bargaining and accommodating conflict management style and desist from using the confrontational conflict management style.

Theoretically, the study contributes to the body of knowledge regarding the relationship between conflict management styles and employee job satisfaction. The findings of this study demonstrate that collective and accommodating conflict management styles positively influence employee job satisfaction while confrontational conflict management style reduces employee job satisfaction. This study has therefore filled a gap which was previously under researched within higher institutions of learning.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR ACADEMIC AND NON-ACADEMIC STAFF IN MAKERERE UNIVERSITY

INTRODUCTION

Dear Respondent,

The researcher is a student of a Master's Degree in Public Administration and Management at Uganda Management Institute (UMI). She is undertaking research to generate data and information on "The relationship between Conflict Management Styles and Employee Job Satisfaction in Higher Institutions of Learning: A Case Study of Makerere University". You have been selected to participate in this study because the contribution you make to your organization is central to the kind of information required. The information you provide is solely for academic purposes and will be treated with utmost confidentiality. Kindly spare some of your valuable time to answer these questions by giving your views where necessary or ticking one of the alternatives given. Indeed, your name may not be required. Thank you for your time and cooperation.

SECTION A: BACKGROUND DATA

Please circle the numbers representing the most appropriate responses for you in respect of the following items:

1. What is your gender?

a) Male b) Female

2. What is your age group?

a) 20-29, b) 30-39, c) 40-49, d) 50 and above

3. What is your highest level of education?

a) Post Grad Diploma,

b) Bachelor's degree,

c) Masters' degree

d) Doctorate

e) Others (specify)-----

4. For how many years have you been working with Makerere University?

a) Less than one year

b) 1-5 years

c) 6-10 years

d) 4) Over 10 years

SECTION B: INDEPENDENT VARIABLE CONFLICT MANAGEMENT

i) Collective Bargaining

In this section please tick in the box that corresponds to your opinion/view according to a scale of 1 = Strongly Disagree, 2 = Disagree, 3 = Not Sure, 4 = Agree, 5 = Strongly Agree

No	Statement	1	2	3	4	5
1	The concerned parties discuss issues jointly to find a solution to a problem together					
2	Makerere encourages sitting down to discuss and solve issues as a way of resolving conflicts					
3	Makerere encourages dialogue as a way of resolving conflicts					
4	Makerere seeks views from all parties as a way of resolving conflicts					
5	There is always integration of ideas from both parties to come with a decision jointly.					

ii) Accommodation style

In this section please tick in the box that corresponds to your opinion/view according to a scale of 1 = Strongly Disagree, 2 = Disagree, 3 = Not Sure, 4 = Agree, 5 = Strongly Agree

No.	Statement	1	2	3	4	5
1	Makerere encourages parties to reconcile issues that bring divisions among them in managing conflict					
2	Makerere encourages talking on each party affected in managing conflicts					
3	Makerere University usually payoff affected parties in managing conflicts					
4	The administrators usually give in to the demands of the employees.					
5	The employees' expectations are usually satisfied during conflict resolution					

iii) Confrontation style

In this section please tick in the box that corresponds to your opinion/view according to a scale of 1 = strongly Disagree, 2 = Disagree, 3 = Not Sure, 4 = Agree, 5 = strongly Agree

No.	Statement	1	2	3	4	5
1	Makerere uses intimidations to manage conflicts					
2	Makerere uses warnings to manage conflicts					
3	Makerere uses punishment to manage conflicts					
4	Power is used to win competitive situations in Makerere University					
5	Makerere sometimes sacks some employees as a conflict management strategy					

SECTION C: DEPENDENT VARIABLE –EMPLOYEE JOB SATISFACTION

In this section please tick in the box that corresponds to your opinion/view according to a scale of 1 = Strongly Disagree, 2 = Disagree, 3 = Not Sure, 4 = Agree, 5 = Strongly Agree

No.	Statement	1	2	3	4	5
1	I am highly dedicated to my job at the university.					
2	I feel personally driven to help the university to succeed in achieving university objectives and will go beyond.					
3	We constantly look for ways to improve the standard of education given to students.					
4	Level of individual creativity is going high					
5	Less wastages in time and resource usage					
6	Less delays in task performance					

THANK YOU FOR YOUR PARTICIPATION!

APPENDIX II:
INTERVIEW GUIDE FOR PRINCIPALS, DEANS OF SCHOOLS AND HEADS OF
DEPARTMENTAT MAKERERE UNIVERSITY

1. Position at the university.....
2. Department
3. How do you manage conflicts in Makerere University?

Collective bargaining and employee job satisfaction

4. How best can collective bargaining be used as a strategy to manage conflicts in Makerere University?
5. In what ways, does collective bargaining enhanced on employee job satisfaction in Makerere University?

Accommodative style and employee job satisfaction

6. How has management employ accommodative style in managing conflicts in Makerere University?
7. How satisfactory is accommodative style in managing conflicts in Makerere University?
8. In what ways has accommodative style enhanced on employee job satisfaction in Makerere University?

Confrontation style and employee job satisfaction

9. How has management employ confrontation style in managing conflicts in Makerere University?
10. How satisfactory is confrontation style in managing conflicts in Makerere University?
In what ways, does confrontation style improved on employee job satisfaction in Makerere University?
7. Generally comment on employee job satisfaction of staff in Makerere University?

THANK YOU

**APPENDIX III:
DOCUMENTARY REVIEW CHECKLIST**

Documents to be reviewed	Information expected
Makerere University HRM Manual /HR lists	- Work duties and responsibilities
Minutes and Memos	- Conflicts and ways in place to manage them
Newspaper reports	- Conflicts in Makerere University and how they are resolved
Strategic Plan	- Work support programmes - Conflict resolution strategies
Performance Appraisal Reports	- Quality of work done - Task accomplishment
Attendance registers/lists	- Academic performance
Makerere University Performance Annual Reports	- Performance of employees
University Records	- Number of researches produced by academic working mothers

**APPENDIX IV:
TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION**

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Source: Krejcie & Morgan (1970, as cited by Amin, 2005)

Note.—*N* is population size.

S is sample size.