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

**BY**

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# DECLARATION

I, ***Agnes Kobusingye****,* hereby declare that this is my original piece of work that has not been presented to any university or institution of Higher Learning for any academic award. Due acknowledgement has been made for the work of others in this report, through quotation, citation and references.

Signed …………………………………………Date …………………………………………

# APPROVAL

This dissertation has been written under our supervision and is submitted for examination for the award of the Degree of Masters in Public Administration with our approval as Uganda Management Institute Supervisors.

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**Signature:** ………………………………… **Date:** ……………………………………

**DR. MALUNDA PAUL**

# DEDICATION

# This dissertation is dedicated to my husband, Ssalongo Dennis Kabenge and children; Sandra, Dawson, Adrian, Daneisha, Aaron, Ariella, Dennis Jr., Denise Babirye and Delilah Nakato. I love you so much!

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# LIST OF ACRONYMS

HR Human Resource

MUASA Makerere University Administration of Staff Association

MUK Makerere University Kampala

NOTU National Organization of Trade Unions

SMCs School Management Committees

SPSS Statistical Package for Social Scientists

VC Vice Chancellor

WB World Bank

# ABSTRACT

This study assessed the relationship between conflict management styles and employee job satisfaction while using academic and non-academic staff in Makerere University. The study was underpinned by three specific objectives which included examining the relationship between collective bargaining and employee job satisfaction in Makerere University, assessing the relationship between accommodative conflict management style and employee job satisfaction in Makerere University and establishing the relationship between confrontation conflict management style and employee job satisfaction in Makerere University. The study was conducted as a correlational study while using both quantitative and qualitative approaches. 3795 respondents formed the sampling framework, of which, 409 respondents were chosen using Morgan and Krejcie as a sample size. This sample was approached using both simple random sampling and purposive sampling techniques. Findings revealed that there is a significant and positive relationship between collective bargaining and employee job satisfaction in Makerere University (r= .631, p= 0.01). On the second objective, there is a significant and positive relationship between accommodative conflict management style and employee job satisfaction in Makerere University (r= .570, p= 0.01). The third objective revealed that there is a weak and negative relationship between confrontation conflict management style and employee job satisfaction in Makerere University (r= -.637, p= 0.01). The study concluded that much of efforts need to be put on ensuring that there are no confrontation styles of managing conflicts if employee job satisfaction is to be stimulated in Makerere University. It was recommended that the administrators at Makerere University need to prevent themselves from employing confrontation measures when dealing with conflicts with an aim of achieving employee job satisfaction. Much of the emphasis needs to be put in ensuring that they reduce on use of threats and force.

# CHAPTER ONE

# INTRODUCTION

# 1.1 Introduction

This study aimed to assess 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 consisted of background of the study, statement of the problem, study purpose, study objectives, conceptual framework, significance of the study, justification of the study, the scope of the study and Operational definition of terms and concepts.

# 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 background and 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, break, 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). These can be in form of Universities, Colleges; Institutes and tertiary institutions (Webe, 2011). 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 teacher absenteeism, low commitment at work, increased turnover sparked off strikes among employees of 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 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 (Jamal, 1990).

In Uganda, since 1990s, conflicts in higher educational institutions have been highly reported which have negated employee level of satisfaction. Employee satisfaction is 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 the 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. Makerere University as an academic institution is the main university in Uganda that 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, 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 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 satisfaction show that there have been conflicts in Makerere University. According to MUK-HR manual 2017, it is clear that collective bargaining, accommodative and confrontation conflict management styles are used by administrators to ensure job satisfaction of employees in Makerere University. Basing on this historical background of conflicts globally, Africa and in Uganda, it becomes imperative that this study was conducted to assess the influence of conflict management styles towards employee job satisfaction in higher institutions of learning while using Makerere University as case study.

# 1.2.2 Theoretical Background

This study was guided by “Thomas theory of analysis of conflict styles” developed in 1976 (Miller, 2006). Thomas managerial styles theory is the most suitable for the study because of the administrator’s conflict management styles on teachers’ job satisfaction. These styles vary in their degrees of cooperativeness and assertiveness no matter their legitimate interests and relationships. They argue that people have typically a 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 likelihood to concern much on 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 will give 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 teachers’. The study endeavored to examine what conflict management styles are used by the administrator’s and how does each influence employees job satisfaction.

# 1.2.3 Conceptual Background

The study explored two main concepts that “conflict management styles” and “employee job satisfaction”.Conflict management styles referred to putting in place mechanism that can alleviate on 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 &Kilmannn, 2014). In this study, conflict management styles were conceptualised to mean collective bargaining, accommodative and confrontation conflict management styles. Collective bargaining refers to a style used by administrators who resolve the conflict with the best solution agreeable to all parties (Yuan, 2007); Accommodation conflict management style, this referred to giving the opposing side what it wants (Kombo& Tromp, 2010), whilst, confrontation conflict management style; this referred to the 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 as that state of expression showed by an employee about his/her work in regard to initial experience, 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 whole about. Therefore, employee job satisfaction was understood as the ability of employees to meet organizational tasks, requirements and objectives through strategic investment into organizing, executing and accomplishing roles and duties in the minimum time possible (Adair (2005). In this study thus, job satisfaction was understood using indicators like voluntary turnover, absconding from duty and early retirement.

# 1.2.4 Contextual Background

Makerere University is the main and eldest higher learning institution in Uganda. It started in 1922 as a technical school and later became a university in 1963 as 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 (Makerere University, 2016). Makerere University has over 3,675 academic and non-academic staff. Makerere University as an institution of higher learning 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 form of protest, sabotage, unruly behavior and poor work-attitudes by employees in Makerere University (Kazimoto, 2013). On the other hand, formal conflict 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 staffs (Kazimoto, 2013). It is from this basis that Makerere University leadership and management react while 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), it has had strikes of students, academic staff and non-academic staff for the last five consecutive years. This is reported as killing employee morale and satisfaction. In the five-year period 2010-2015, Makerere University registered 18 academic staff leaving the university (Kiseesi, 2011). This is attributed to conflict management styles employed by the management. This thus gives a basis for undertaking this study to establish the extent to which conflict management styles are related to employee job satisfaction in Makerere University.

# 1.3 Statement of the problem

The presence of conflicts in Makerere University for the last five years have been widely reported (MUK Human Resource Report, 2016). This has been indicated to affect employee job satisfaction in terms of increased labor turnover and absconding from duty as reported by MUK Visitation Committee 2016/2017. Belonio (2012) argues that effective conflict management styles have helped a lot in improving employee job satisfaction in any institution.It is from this basis that Makerere University has made consistent efforts to use proper and clear strategies of managing conflicts by putting up several options like confrontational, accommodative and collective bargaining as provided for in MUK Human Resource Manual (2011/15) to ensure that employees are satisfied. Despite of the above initiatives, cases of employee dissatisfaction are increasing. This is reflected in increasing level of staff turnover. For instance, over 18% of employees quit their jobs in 2015 and 2016 respectively (Human Resource Report 2017). According to MUK HR annual reports (2016), cases of employees absconding from duties have been reported. The willingness of employees to work with MUK for the years to come is highly doubted by a number of employees at MUK. Furthermore, according to MUK Visitation Committee 2016/2017 report, they attributed the high level of employee dissatisfaction to frequent strikes. 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). If the above problem is not checked, MUK may continue facing low levels of employee job satisfaction and hence frustrate the performance of the overall University. Therefore, it was upon the above experience that the researcher was prompted to investigate the effectiveness of conflict management styles used towards achieving employee job satisfaction in MUK.

# 1.4 Purpose of the Study

The study purpose was to assess the relationship between conflict management styles and employee job satisfaction in higher learning institutions using a case study of Makerere University.

# 1.5 Study objectives

1. To determine the relationship between collective bargaining and employee job satisfaction in Makerere University.
2. To determine the relationship between accommodative conflict management style and employee job satisfaction in Makerere University
3. To establish the relationship between confrontation conflict management style and employee job satisfaction in Makerere University

# 1.6 Research Questions

1. What is the relationship between collective bargaining and employee job satisfaction in Makerere University?
2. What is the relationship between accommodative conflict management style and employee job satisfaction in Makerere University?
3. What is the relationship between confrontation conflict management style and employee job satisfaction in Makerere University?

# 1.7 Research Hypotheses

1. There is significant relationship between collective bargaining and employee job satisfaction in Makerere University.
2. There is significant relationship between accommodative conflict management style and employee job satisfaction in Makerere University
3. There is significant relationship between confrontation conflict management style and employee job satisfaction in Makerere University

# 1.8 Conceptual Framework

**INDEPENDENT VARIABLE (IV) DEPENDENT VARIABLE (DV)**

**Conflict Management**

**Employee Satisfaction**

* Number of voluntary labour turnovers
* Number of employees absconding from duty
* Number of employees on early retirement

**Collective Bargaining**

* Negotiation
* Discussing
* Joint consultation
* Mediation

**Accommodation Style**

* Conciliation
* Arbitration
* Compensation
* Obliging

**Confrontation Style**

* Threatening
* Cautioning
* Dismissal
* Disciplining

1. Domestic support

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

Figure 1.1: A Conceptual Framework for the understanding the relationship between conflict management styles and employee job satisfaction in organizations

Basing on “Thomas Theory of analysis of conflict management styles”, it is clear that the use of the different conflict management styles depends on the situation. However, when the use of appropriate conflict management styles lead to co-operation among the teachers, improved understanding and reduced stress can lead to high employee job satisfaction. The use of destructive conflict management styles leads to increase of differences thus results to low employee job satisfaction.

The conceptual framework in Figure 1.1 above hypothesized conflict management styles and employee job satisfaction. Conflict management is perceived to be the independent variable (IV) whereas Employee job satisfaction is considered to be the Dependent variable (DV). Conflict management styles were defined to mean the various strategies of conflict management such as Collective bargaining, Accommodation and Confrontation while employee job satisfaction was conceived as voluntary turnover, absconding from duty and early retirement. This framework postulated that conflict management styles significantly relates with employees job satisfaction.

# 1.9 Significance of the study

This study may be of much importance to Makerere University in coming up with the best strategies on how they can manage conflicts to see that their staff reaches the best performance level.

The study may also be expected to 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 may also find the study utilitarian because the current performance of employees seems to be questionable.

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

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

The study may also be of important 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 was notable since little research exists concerning conflict management styles in institutions of higher learning like Makerere University. There had 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

# 1.11.1 Content Scope

This study was limited on examining conflict management styles and the effect on employee job satisfaction at Makerere University. Conflict management styles in this study was independent variable and had the dimensions of collective bargaining, accommodative and confrontation conflict management styles, whilst, employee job satisfaction was dependent variable and was measured by voluntary turnover, absconding from duty and early retirement.

# 1.11.2 Geographical Scope

This study was done in the Makerere University located in Kawempe Division, in Kampala District, Uganda.

# 1.11.3 Time Scope

The study was limited to the period from 2011-2016 because this was the period when conflicts in Makerere University have been highly reported (Makerere University Annual Report, 2013).

# 1.12 Operational Definitions of Key Terms and Concepts.

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

**Confrontation conflict management style;** this referred tothe 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

**Early retirement**; this meant the extent to which employees are retire due to a number of problems including; poor remuneration, work policies, disabilities, health problems and death.

**Voluntary resignation;** this was used to mean the layout coming as a result of an employee cancelling his working relationship with an employer.

The next chapter discusses the literature reviewed from different scholars in line with the study objectives.

# CHAPTER TWO

# LITERATURE REVIEW

# 2.1 Introduction

This section of the study reviews literature relevant to the study. 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 puts into consideration of other writer’s view and other opinions related to styles of conflict management and their relationship with employee job satisfaction. The purpose of the literature review is to identify any gap that the study may fill as well as concepts as well as explore. The literature was reviewed using articles, newspapers, magazines, dissertations, theses and internet. The review was done in accordance with study objectives;

# 2.2 Theoretical Review

The theoretical framework was derived from Thomas theory of analysis of conflict styles developed in 1976 (Miller, 2006). This theory was selected on the basis that administrators in all forms of organizations be it higher institution of learning, they use different ways of solving and managing conflicts in the virtue 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 from using and it is always pertinent that it tends to solve the problems of employees in that organization.

Rahim (2012) argues that the proponent of the theory asserted that the higher concern of self-distracts the concern for others and this leads to usage 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. In the case of this study, it was quite clear that performance of employees is assumed to largely depend on the adoption of conflict management styles that can favorably lead to employee satisfaction. This exactly links to the views of Annet (2013) who had earlier on indicated that styles of conflict management which are directly linked to employee job satisfaction. This is the assumption under which this study will be built.

Wachira (2011) agrees with the theory’s postulations which states 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 ideals which ensure mutually beneficial outcomes. Similarly, Nevzart (2010) by stating that administrators’ applied all the conflict management styles in solving problems in the school. Cherono (2011) carried out a study on conflict management styles and their effect on teacher performance. The findings indicate that the use of the different conflict management styles relies on the situation. However, when 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 results to poor performance. Njiro (2011) studied conflict management styles used by principals and their effects on school organization climate. In her comments, conflict is a condition where individuals disagree in opinions. This study is 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 and understanding on how principals‟ conflict management styles affected school organizational climate. Wambua (2012) also studied the secondary school teacher’s conflict management styles and their effect on maintenance of students’ disciplines. Similarly, Kasivu (2011) study shows that the head-teachers employed a number of conflict management styles with the most employing collaboration as a major conflict management style among others. The theory gave 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 endeavored to examine what conflict management styles were used by the administrator’s and how did each influence employees 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 too by the management of the organization as a counter offer. The moment the management gives it a priority, then negotiations commence. Cole (2010) additionally explains that in certain situations, negotiations take short time and conflicts are settled as easy as possible. Here, usually, the agreed terms and settlement conditions are made public, and then implemented and monitored by the chosen committee (Nevzart (2014). 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). Therefore, (Nevzart (2014) 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 generate 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. (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 being added on money 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.

In another related observation, Cole et al (2012) assert 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). Mulusa (2015) on contrary to above assertions indicates that when collective bargaining is used and issues are settled between top management and teams representing trade unions, but then, they do not go ahead to genuinely explain or bring feedback to 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 aggrieved end up not satisfying or believing what has come out from the negotiations. This affects employee job satisfaction at the end 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 accept even 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 will endeavor to examine in Makerere University to assess whether collective bargaining has been an important conflict management strategy in ensuring employee job satisfaction.

The study discoveries on Collective bargaining and employee job satisfaction were in agreement with several reviews in the literature by most scholars as it was postulated that Collective bargaining positively and significantly influences employee job satisfaction.

# 2.4 Accommodative 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 situation. Any leaders in an organization who chooses to used accommodation as his/her style of managing conflicts should be more concerned to prioritize the needs of other people than his own self-interests (Amos, 2009). It is crucial that the conflict is managed even when it is won on other party’s side; the issue is always to manage the conflict through (Okumbe, 2013). Okumbe (2013) 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 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. Lian et 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) asserts that managing conflict is not an easy business. It is a challenge because of 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. Specifically, these conflicts management styles, 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 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.

Similarly, Nevzart (2007) also stated that administrators applied all the conflict management styles in solving problems in the school, Wafford (2011) further observes that a relationship exists on how the performance of Kenya Certificate of Secondary Education and accommodative styles of managing conflicts. In addition, most head teachers use accommodative management style to solve conflicts. Yuan (2010) carried out a study on conflict management styles and their effect on teacher performance. The findings this shows that usage of different mechanisms to manage conflicts is based on situations as they appear. However, when 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.

Njiro (2011) studied accommodating conflict management style used by principals and their effects on school organization climate. In her comments, 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 principals in different schools while avoiding was the least used. The study was taken to provide and understanding on how 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 maintenance of student’s disciplines. The findings showed that 96.2 percent of the respondents used collaboration in handling of conflict situations. The study further revealed that styles were used by the head teachers included accommodation and compromise. Similarly, Kasivu (2011) study shows that the head teachers employed a number of accommodating conflict management style with the most employing collaboration as a 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.

Accommodating conflict management style as Thomas and Kilmann (2004) indicated that where everyone involved in the conflict is expected to compromise or relinquish something, where the solution at least partially satisfies everyone. This is of particular concern in situation where the head teacher and teachers in the institution are ready to accept compromise and resolve conflict by changing their behaviors. In accommodating conflict management style, there is high concern for self and low concern for others style has been identified with win-loses orientation or with forcing behavior to win one's position. The accommodating conflict management style relies on the use of position power, aggression, verbal dominance, and perseverance. This style is direct and uncooperative (Blake & Mouton, 2010). Within interpersonal context, the dominating (competing/distributive) style has been found to be associated with low levels of effectiveness and appropriateness. However, 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.

In such away, many leaders tend to employ much power mechanisms and aggressive measures to accomplish their goals effectively, despite the fact that such strategies tend to look inappropriate at interactional basis. 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 complaint’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 seeks 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.

The study discoveries on accommodative conflict management style and employee job satisfaction were in agreement with several reviews in the literature by most scholars as it was postulated that accommodative conflict management style positively and significantly influences employee job satisfaction.

# 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). Confrontation conflict management style depending with the administrators can be used to encourage or discourage teaching staff in their job (Oetzel, 2015). In competing style, administrators only aim is to accomplish his/her target by satisfying 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 (2012) 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 are low in cooperation.

Folger, Poole and Stutman (2010) say that this orientation a desire to defeat the other and compel him or her to do what the party wants. In 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 are always out of their way to please the teachers even at the expense of forgetting their own needs to satisfy them. Folger et al (2014) call it appeasements or smoothing. It is self-sacrificing approach, weak and retracting.

Alternatively, the administrators acknowledge that conflict exists but they try to avert or withdraw from conflict thus not satisfying their own needs neither the needs of the teaching staff. In confrontation conflict management style, the administrator’s pay attention to their own needs and some attention to the teaching staff to satisfy them. Unfortunately, they are also partial losses for themselves and for 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 for 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 which the development of humanity. A big number of employees cannot share the same worldviews; this means that they will always see things differently (Rahim, 2012).

Confrontation conflict management style is where the leader may tend 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 management style possesses a negative effect on employee satisfaction in most case. 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. 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.

In confrontation conflict management style, intermediate in concern for self and others style involves give-and-take whereby both parties give up something to make a mutually 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, 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 Cherono (2012). Wachira (2011) pointed out that 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 & 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.

The study discoveries on confrontation conflict management style and employee job satisfaction were in agreement with several reviews in the literature by most scholars as it was postulated that confrontation conflict management style negatively influences employee job satisfaction.

# 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) generates five conflict management styles and how they can be employed in managing different conflicts. The literature above showed that scholars exhausted sufficient effort to relate conflict management mechanisms and employee job satisfaction. These studies showed that conflict management mechanisms like collective bargaining, accommodative and confrontation influence employee job satisfaction. However, Gaps still existed at the theoretical, conceptual, contextual and methodological levels. Theoretically many of the previous scholars have used different theories such as contingency theory, contemporary, traditional and conflict management to guide their studies however this study is being guided by Thomas theory of analysis of conflict styles developed in 1976. Conceptually the previous studies according to several scholars did not specifically research about the three styles of conflict management (Collective bargaining, Accommodation and Confrontation) and employee job satisfaction thus creating a gap to undertake this study. Contextually all studies were conducted outside Makerere University and most of this studies, the researchers applied only quantitative research methods and design to collect and analyze the data unlike this study which was both qualitative and quantitative research methods. These gaps called for immediate action to carry out this study in Uganda and particularly Makerere University. Therefore, in the context of Makerere University, this study assessed the relationship between Conflict Management Styles and Employee Job Satisfaction.

# CHAPTER THREE

# METHODOLOGY

# 3.1 Introduction

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

# 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 study 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 3,629 respondents (Makerere University Human Resource employee’s headcount report, 2018). This study targeted MUK executives, Deans of schools, heads of departments, Academic and Non-Academic staff. The executive members were chosen because they had full responsibility of seeing that staffs had 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 were also selected since they had the immediate responsibility to check on the performance of staff and whether they had any challenge. The staff members were chosen because they had a direct role to play in this study since they were the very people whose performance and satisfaction was being measured in relation to challenges.

# 3.4 Determination of the Sample Size

The sample was determined using Morgan and Krejcie (1970, as cited in Amin, 2005) and the sample size was 409 respondents selected from 3,629target population of employees at MUK. Table has more details below.

# Table 3.1: Sample Size Determination

|  |  |  |  |
| --- | --- | --- | --- |
| **Population categories** | **Study Population** | **Sample Size** | **Sampling Techniques** |
| Executives | 9 | 9 | Purposive sampling |
| Deans of schools | 26 | 24 | Simple Random sampling |
| Head of departments | 94 | 73 | Simple Random sampling |
| Academic and Non-Academic staff | 3,500 | 346 | Simple Random sampling |
| **Total** | **3,629** | **409** |  |

*Source: Makerere University Human Resource Records (2018)*

# 3.5 Sampling Techniques

Sampling techniques were both probabilistic and non-probabilistic. The study used simple random sampling technique as probability sampling technique in selecting deans of schools, HOD of MUK, Academic and Non Academic staff of Makerere University. Each school was equally represented in the study basing on the sample size. This technique was preferred since staff category was large enough and such; it called for these sampling techniques to allow equal representation to minimize sampling bias. The purposive sampling as a non-probability sampling technique was used in selecting executives. The method was preferred to enable selection of individuals with the required knowledge and experiences on the study variables under investigation. Thus, they were targeted since they would be informative to the study (Sekaran, 2003).

# 3.6 Methods of Data Collection

# 3.6.1 Survey Questionnaire

Kothari (2004) defines a questionnaire as a short-printed form, with questions given to respondents to fill in order to collect data often relating to the problem. The questionnaire formed a major data collection tool for this study because it was cheap, time saving, easy to administer, effective and it was the best form to obtain information from the local government staff who were busy. The main aim of using questionnaires was because it helped in preliminary data analysis and presentation of tables. Questionnaires were employed since the study was concerned with variables that cannot be directly observed such as views, opinions and perceptions of the respondents. In this research, closed ended (self-administered questionnaires) were designed and distributed to all respondents selected in this study. The survey method was thought to be appropriate for large samples since they were hardly accessible using other methods of data collection and this was appropriate to HOD, academic and non-academic staff members at Makerere University.

# 3.6.2 Interview

The executives and deans of schools were interviewed. The method of interview using a semi-structured interview guide was deemed appropriate since the aforementioned categories of staff had vital information yet might not have sufficient time to fill in questionnaires (Sekaran, 2003). The interview 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 impression of respondents (Mugenda & 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 on the interview and questionnaire primary data (Amin, 2005). This method was adopted because it can easily supplement on the findings that were received by the researcher while using survey and interviews.

# 3.7 Data Collection Instruments

# 3.7.1 Questionnaire

Questionnaires were chosen in this study because the study covered a large geographical area that made the use of questionnaires appropriate (Amin, 2005). A questionnaire was a set of systematically structured questions that were employed to gather quantitative information from respondents. As a significant research tool for collecting data, a questionnaire had its key function as measurement and used to homogenize questions so that the same questions are asked in the same way repeatedly (Mugenda & Mugenda, 2003; Oppenheim, 2006). Questionnaires were randomly distributed to HOD and academic and non-academic staff members of MUK. The semi-structured questionnaire was used as depicted in Appendix I. Open and closed 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 independent variable (conflict management) and the dependent variable (employee satisfaction).

# 3.7.2 Interview Guide

An interview guide is a set of questions that the researcher queries the respondents during the interview (McNamara, 2009). In the same vein, Osborne (2008) states that an interview guide is list of thematic areas or issues that the research focuses on while engaging respondents during an interview. Interview guides shall be used to collect qualitative data from the respondents. The researcher shall design open-ended questions in the interview guide to facilitate interviews with executives and deans of schools at Makerere University. The researcher postured questions that lead the respondents towards giving data to meet the study objectives and probe the respondents in order to seek elucidation about responses provided. Interviews were chosen because they were regarded as a tool that collects in-depth data about a particular research phenomenon. Mugenda & Mugenda (2003), argue that interviews are beneficial because they provide in depth information which is not possible to obtain by using quantitative tools. Appendix II presents the interview guide.

# 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 supplement primary data from survey and interviews (Amin, 2005). Secondary sources like HR policy, HRM manual, QA policy and manual were reviewed.

# 3.8 Quality control

# 3.8.1 Validity

The researcher ensured the validity of the instruments. This was done by using expert judgments of supervisors who will be selected from UMI and those that were selected from Makerere University from HRM department (Oso & Onen, 2008). These were reached at to assess the relevancy of the questionnaires before they are used in the real study. These were requested to rate what question they found relevant and what was not relevant. After, validity of the tools was measured by using Content Validity Index formula as showed below;

CVI = No. of items rated relevant

Total no. of items

As recommended by Amin (2005), the C.V.I of all items on the instruments were above 0.7 as indicated in Table 2 below.

# Table 3.2: Content Validity Indices

|  |  |  |  |
| --- | --- | --- | --- |
| Variable | Description | No. of Questions | Content validity index |
| Independent | Collective bargaining | 6 | .887 |
| Accommodation style | 5 | .861 |
| Confrontation style | 8 | .976 |
| Dependent | Employee job satisfaction | 7 | .815 |

*Source: Primary data (2018)*

# 3.8.2 Reliability

On the side of reliability, two pilot studies were undertaken in an interval of a month. This was conducted in Makerere University Business School. This was selected because it offers the same environmental conditions like Makerere University. The first test was done 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 and the researcher only proceeded when CARC was above 0.7 as indicated below.

# Table 3.3: Reliability indices

|  |  |  |  |
| --- | --- | --- | --- |
| Variable | Description | No. of questions | Cronbach alpha |
| Independent | Collective bargaining | 6 | .867 |
| Accommodation style | 5 | .808 |
|  | Confrontation style | 8 | .877 |
| Dependent | Employee job satisfaction | 7 | .823 |

***Source: Primary data (2018)***

# 3.9 Procedure of Data Collection

The researcher obtained a letter from Uganda Management Institute introducing her to the Makerere University and specifying that the data to be collected was 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 executives, Deans of schools, and heads of departments and review of documents in Makerere University reports, new and earlier studies done in this area.

# 3.10 Data Analysis

Data analysis was done both quantitatively and qualitatively.

# 3.10.1 Quantitative Data Analysis

According to Geoffrey Keppel (1991), data analysis is a computation of some measures alongside with searching for various patterns of relations that exist among information groups. Processing implies coding, editing, classification and tabulation of data collected so that they are easily analyzed.

During analysis, the data collected was edited to determine the information that sufficiently answered the research questions or objectives. The researcher then used statistical software (IBM SPSS statistics 23) to process the data into frequency tables and determined the mean, standard deviation and also tested the significance and relationship of variable by running the correlation and regression statistics for the quantitative data that was collected. The correlation analysis was essentially used to establish bivariate relationships while answering study hypotheses. The regression was used to establish the extent to which the two variables were related.

# 3.10.2 Qualitative Data Analysis

Qualitatively, the study used themes and content analysis. Thematic analysis was employed in coming up with the themes under which the variables of analysis are based. The content analysis was used to establish verbatim through coding and identifying main themes that can lead the scholar to come up with meaningful shorter sentences.

# 3.11 Measurement of Variables

The measurement of variables was done using three scales of analysis that is; nominal, ordinal analysis and Likert scales analysis. During questionnaire design, 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 measure age, respondent’s level of education and period respondents had taken in Makerere University. The Likert scale was used to measure conflict management styles and employee job satisfaction.

# 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 freewill without being forced. The researcher ensured that before giving questionnaires to the respondents, their consent was sought and when they accepted to participate in the study, they were given questionnaires.

Further on privacy, respondents were informed before that their names were not required and they were not put on pressure on what they say or did not say (Mugenda & Mugenda, 2003). Privacy of the respondents ‘information was assured and the researcher also informed them that the study was meant strictly for academic purposes and therefore they did not fear giving information.

To further ensure confidentiality, the respondents were promised that the information they share was for academic purposes (Amin, 2005). This allowed them to freely share all forms of experiences and concerns in relation to the study variables and questions

Lastly, the study ensured that it guarded against plagiarism. This was ensured by uploading the written thesis on Uganda Management Institute Turnitin System. This allowed the researcher to establish whether the written thesis was within the required parameters of plagiarism.

# CHAPTER FOUR

# DATA PRESENTATION, ANALYSISANDINTERPRETATION OF FINDINGS

# 4.1 Introduction

This study assessed the relationship between conflict management styles and employee job satisfaction while using academic and non-academic staff in Makerere University. In this chapter, the researcher analysed and interpreted study results. This was done in relation to the study objectives, research questions and hypotheses. The presentation starts with the rate of response registered in the study, the bio-data of respondents as they participated in the study. The study also presents the descriptive and inferential statistics for the three specific objectives set.

# 4.2 Response Rates

This explains the rate of responses scored from the field. The study aimed at collecting data from 409 respondents but at the end of the study, only 353 were accessed as indicated in Table 4 below.

# Table 4.1: Response Rates

|  |  |  |  |
| --- | --- | --- | --- |
| **Population categories** | **Target sample** | **Actual Response**  **Rate** | **Percentage (%)** |
| Principals of colleges | 9 | 6 | 66.6% |
| Deans of schools/students | 24 | 17 | 70.8% |
| Heads of departments | 73 | 33 | 45.2% |
| Academic and Non-Academic staff | 346 | 261 | 75.4% |
| **Total** | **409** | **353** | **86.3%** |

***Source*; *Primary data, 2018***

In the Table 4, it is clear that the response rate registered was above 70% as recommended by Sekaran (2004). 86.3% managed to attend to study and those who did not manage to attend to the study were only 23.7%. These were not able due to busy schedules, out of office, out of the country and others did not manage to reply to questionnaires as required.

# 4.2 Respondents Bio-data

Before capturing information on the objectives that were set for the study, the researcher sought information on their background characteristics (gender, age, level of education and length of service) and their responses are recorded in the following graphs and themes below.

# 4.2.1 Gender of Respondents

# Figure 4. 1. Gender of Respondents

***Source*; *Primary data, 2018***

Results in Figure 2indicate that majority of respondents were males represented by over half 172 (58%). Females were showed with 122(42%). Since findings were obtained from males and females or from both sexes, the findings can easily be generalized to all sexes of staff in Makerere University.

# 4.2.2 Age of Respondents

To understand the age, respondents recorded their age differences, and these are analysed as shown in figure 3 below.

# Figure 4.2. Age of Respondents

***Source*; *Primary data, 2018***

Figure 3 above indicates that majority were aged between 40-49 years 188(40.8%). These were followed by those who were above 50 years of age 123(38.8%) and the last category that formed part of the responses were of 30-39 years of age 65(20.4%). This meant that collected data was obtained from differing ages which is very good in bringing out the image of the problem in all angles of employees at Makerere University.

# 4.2.3 Education of Respondents

To understand the education level, respondents recorded their education background, and these are analysed as shown in figure 4 below.

# Figure 4.3 Education of Respondents

***Source*; *Primary data, 2018***

The findings in Figure 4 indicate that respondents mostly had a master’s Degree of education 95(32.3%). This was followed by those who had a bachelor’s Degree level of education with 62(10.9%). Those who had a doctorate level were represented by 50(17%) while those who had a post graduate diploma had 32(10.9%). Those who had ended on other levels of education registered 55(18.7%). The implication is that since the respondents involved in the study were coming from different education levels, this enabled the study to attain a differing cognitive thought as far as the study was concerned.

# 4.2.4 Length in Service at Makerere University

To understand the length respondents has took in service at Makerere university**, t**heir views were sought and as analysed as shown in figure 5.

# Figure 4.4 Length in Service at Makerere University

***Source*; *Primary data, 2018***

Results in Figure 5 above show that 116(39.5%) were those staff who had been to the university for the last 10 years and above. These were followed by those who had been in the university for the last 6-10 years 95(32.3%). Those who had stayed for 1-5 years came third with 71(24.1%) and the last category had been in the university for at least one year and below who 12(4.1%). The above statistics imply that respondents used had differing experiences which was very vital in a study of this nature, given the fact majority had stayed with the university for quite a longer time.

# 4.3 Descriptive Analysis of study variables

After presenting data on the bio-data, the researcher looks at the descriptive statistics of study variables in the virtue to establish the relationship between conflict management styles and employee job satisfaction in Makerere University. In this section, the descriptive statistics were tabulated and presented on employee job satisfaction, collective bargaining, accommodation style and confrontation style of managing conflicts as used in Makerere University. The presentation is done in this order.

# 4.3.1 Descriptive **Statistics** of Employee job satisfaction in Makerere University.

# The study initially determined the extent to which employees were satisfied with working in Makerere University. Table 4.2 below has more details from academic and non-academic staff.

Table 4.2: Descriptive Statistics on employee’s opinions on satisfaction with Makerere University

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Items*** | **Strongly disagree** | **Disagree** | **Not sure** | **Agree** | **Strongly agree** |
| I intend to resign in the next two years | (6%) | (20%) | (7%) | (50%) | (17%) |
| Most staffs voluntarily leave MUK | (6%) | (19%) | (7%) | (46%) | (22%) |
| The willingness of staffs to leave MUK is high | (13%) | (17%) | (9%) | (88%) | (7%) |
| Issues of early retirement have been heard in MUK | (6%) | (9%) | (7%) | (56%) | (22%) |
| Most staffs use this MUK as a starting point for other better options | (13%) | (19%) | (7%) | (50%) | (11%) |
| A number of resignations are submitted to the Human Resource Management | (13%) | (19%) | (7%) | (50%) | (11%) |
| There are a number of cases when staffs abscond from duty at MUK | (15%) | (10%) | (5%) | (59%) | (11%) |

***Source: Primary Data, 2018***

Findings show that most MUK academic and non-academic staff concurred to all items about satisfaction level compared those who opposed these items while very few staff was not sure. A comparison on these items shows that the percentage of staff that opposed ranged from 25% to 32% while the percentage that was not sure ranged from 7% to 9% and the percentage of that concurred ranged from 61% to 68%. From these comparisons, it can be seen that the percentage that opposed the items and the percentages that were not sure were lower compared to the percentage that concurred to the items. Thus, from this analysis, the following is the interpretation. Findings show that most MUK's staffs were of view that they did not intend to resign in the next two years, most staff voluntarily left the organization, the willingness of staffs to leave the institution was high, most staffs used this organization as a starting point for other better options and a number of resignations were submitted to the HRM. Thus, these findings show that there is a low satisfaction level among academic and non-academic staff at Makerere University.

On the side of interviews, it was established that the rate of employee satisfaction has been low for the last five years. They had a number of reasons which were similar to what had been responded too or confirmed by respondents in the questionnaire. In the first place, it was reported by majorly the executive members and deans of studies that most of the employees had joined the institutions with high hopes of getting a good salary with good allowances but this is not the case since the government has over time failed to meet its promises. From such basis, many of the employees start to abscond from duties and perform other activities for additional pay. They all indicated that the biggest majority has not directly left the organization, but they keep showing signs of leaving the organization or the intentions of quitting are quite high since many were of contracts. One key informant D said:

*…. majority are in pipeline of quitting because the intentions are very clear to us and of course rumours can be heard and confirmed because they have not showed intentions of extending their contracts with MUK…and another challenge is that…we have a good number of staffs who use this university as a stepping stone for other better options.*

Further, some key informants indicated that issues of resignations are detected, and this has been mostly due to change of policies at MUK. They indicated that since the executives started limiting compensations for those who are teaching evening hours, many key informants sound like work in MUK got disorganized and less paying. He had the following to say:

*….it is not doubted, satisfaction of employees in Makerere is not at the level it should have been since the government and the administration fights have left the university staff as losers…we have seen good elements leaving the institution for more bigger opportunities in other universities.*

However, some key informants sounded indifferent from what the questionnaire and other key informants had indicated. One of them was quoted saying.

*“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”*

Some of the interviewees indicated that satisfaction of employees has been very much promising when you look at the level of their dedication at work. 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”*

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”*

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…”*

It was quoted from other key informants while 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…”*

*A Key informant 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 verbatim implies a mixed reportage on whether employees were satisfied or dissatisfied with the university, however, the voice of dissatisfaction sounded much more than those who reported satisfaction of employees in Makerere University. The findings from questionnaires and interview guide seemed in line with the documents reviewed at the university. The Makerere University Performance Appraisal Report (2015/2016) showed that about 15 staff was cut off due to consistent absence from work.

Generally, findings show that there is low satisfaction of employees due to resignations and intentions of employees to quit from the university. The researcher therefore was interested to measure whether this problem can be explained by the collective bargaining, accommodation style and confrontation style used in MUK as explained in the next themes.

# 4.3.2 Descriptive Analysis of Collective bargaining.

# On the first dimension of conflict management, the study determined ways how collective bargaining has been employed in managing conflicts in Makerere University. The results from this investigation are indicated in Table 4.3 below.

# Table 4.3: Descriptive Statistics on collective bargaining as used in Makerere University

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Items*** | **Strongly disagree** | **Disagree** | **Not sure** | **Agree** | **Strongly agree** |
| Negotiations are used to resolve conflicts in Makerere University | (17%) | (6%) | (6%) | (35%) | (37%) |
| Discussing grievances is often employed to restore order | (17%) | (54%) | (11%) | (11%) | (7%) |
| Consulting with workers in order to resolve the conflict | (19%) | (50%) | (9%) | (15%) | (7%) |
| Mediations are always used in resolving conflicts | (15%) | (48%) | (11%) | (19%) | (7%) |
| Disgruntled parties are brought on the same round table | (11%) | (54%) | (4%) | (13%) | (19%) |
| Renowned mediators are used to resolve conflicts | (11%) | (43%) | (7%) | (26%) | (13%) |

***Source: Primary Data, 2018***

As observed in Table 4.3 above, it was found out that majority of staff strongly agreed (37%) and agreed (35) that usually administrators in Makerere University use negotiations to resolve conflicts in Makerere University. About 20% of respondents disagreed and strongly agreed with this position. 6% remained neutral. This result implied that Makerere University uses negotiation as a form of collective bargaining whenever it wants to solve conflicts with its staff. This seemed contrary to what some of the key informants showed in an interview. One of the Deans of schools said:

*“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 favour and usually conflicts are managed…”*

This was further confirmed by another Dean of school who added that:

*“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…”*

Still, the opinions of departmental heads also concurred more with those of principals and deans of schools. One of them 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”*

There was incongruence with what one of the principals from one college 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 whether discussing grievances is often employed to restore order, many of the respondents 54% disagreed and 17% strongly disagreed with this statement. This meant that the university less likely discussing grievances as a way of restoring order among staff but rather they wait for outsiders to come and discuss with staff and restore order. This concurred with the views of most of the key informants engaged in the study and departmental heads 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”*

Further, it was heard from Dean of students saying:

*“I think these days alternative dispute resolution strategies especially negotiations have taken a centre 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…”*

This was further supported by another Deans of Schools who was quoted 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 to ascertain whether Makerere University consults with workers in order to resolve the conflict. This was rejected by majority of respondents (50%) and 19% who strongly disagreed with the claim. This means that employees are less engaged in issues aiming at solving conflicts. It was confirmed by the key informants that despite the fact heads of MUK tend to arrange platforms to consult with workers, workers are sometimes diverted by the attitudes and differences within their parties or working associations and fail to engage with the head of the institution. It was obtained from one of the key informants saying:

“*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...however, even in those who want to sit on table, they are divided and this tends to affect the meetings since majority tend to fail to turn-up”*

Other key informants seemed to have a different opinion. One key informant opined that:

“*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...”*

Further, it was quoted from another interviewee saying:

“*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...”*

Respondents continued in disagreement that mediations are always used in resolving conflicts at Makerere University. (48%) and (15%) disagreed and strongly disagreed with the above statement. About 40% agreed and strongly agreed that mediations have always been given a chance. The position of questionnaire respondents concurred with what majority of key informants indicated. For instance, majority said that it is not that mediations are not used in Makerere University, but the problem is that the decision is already misdirected and the administrators always want to win. It was quoted from one of the Deans of studies saying.

“*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…however, our mediations are not done diplomatically as they should be done since one party enters into the room when it already decided what it wants out of this.”*

It was further established that 54% and 11% of the employees disagreed and strongly disagreed that disgruntled parties are brought on the same round table. This was however, agreed and strongly agreed on by 13% and 19% respectively. This meant Makerere University rarely makes disgruntled parties sit together and solve their issues before they escalate. One of the Deans of schools said:

*“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 favour and usually conflicts are managed…”*

This was further confirmed by another Dean of school who added that:

*“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…”*

Lastly on this segment, one whether renowned mediators are used to resolve conflicts, 43% of the respondents disagreed and 11% strongly disagreed with this claim. However, 26% agreed and 13% strongly agreed. Only 7% remained neutral. This means that to some extent, renowned mediators are used to resolve conflicts in Makerere University, despite the fact that majority refuted the claim. This position was confirmed by what the key informants indicated. 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 favour 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”*

It is clear from the above results that Makerere University prominently uses negotiation when it comes to collective bargaining. When we consulted on some documents, most of the documents indicated that conflicts in Makerere have always ended in strikes and outsiders to solve them. For example, Daily Monitor (20th June, 2018) indicates that Dons in Makerere University ends a sit down strike after meeting the ministry of education for higher learning. It was confirmed from other documents reviewed showed that Makerere University uses a number of strategies when undertaking collective bargaining. The Makerere University Strategic Plan (2014/19) shows that when undertaking collective bargaining, aggrieved parties are given a mediator to resolve their conflicts, sometimes; negotiations are done or joint consultations.

# 4.3.2.1 The relationship between Collective bargaining and employee job satisfaction in Makerere University

# The study tested a null hypothesis which stated that, there is no significant relationship between collective bargaining and employee job satisfaction in Makerere University. A Pearson Correlation was used and the results are indicated in Tables 4.4below.

# Table 4.4: Correlation Results

|  |  | Collective bargaining | Employee job satisfaction |
| --- | --- | --- | --- |
| Collective bargaining | Pearson Correlation | 1.00 | .631\*\* |
| Sig. (2-tailed) |  | .000 |
| N | 294 | 294 |
| Employee job satisfaction | Pearson Correlation | .631\*\* | 1.00 |
| Sig. (2-tailed) | .000 |  |
| N | 294 | 294 |

***Source****:* ***Primary Data, 2018***

The correlation results showed that there was a positive significant relationship between collective bargaining and employee job satisfaction (r= .631, p<0.01). For the hypothesis which was tested on whether collective bargaining has significant relationship with employee job satisfaction, this was accepted. This means that the null hypothesis which had been assumed was rejected. This means that the effectiveness of using collective bargaining has been high. This thus implies that the higher the collective bargaining is used in conflict management, the higher the employee job satisfaction in Makerere University.

# 4.3.2.2 Regression results for Collective bargaining and employee job satisfaction in Makerere University

# A further analysis was conducted using a regression to determine the extent to which Collective bargaining predicted employee job satisfaction in Makerere University. Findings are presented in Table 4.5, accompanied by analysis and interpretation.

# Table 4.5: Model summary

|  |  |  |  |
| --- | --- | --- | --- |
| *Regression Statistics* | |  |  |
| Multiple R | .631 |  |  |
| R Square | .398 |  |  |
| Adjusted R Square | .372 |  |  |
| Standard Error | .034 |  |  |

Findings in Table 8 show a strong linear relationship (Multiple R = .631) between collective bargaining and employee job satisfaction in Makerere University. The adjusted R Square shows that collective bargaining account for 37.2% change in employee job satisfaction in Makerere University. Interview findings supported the findings obtained from questionnaires. This was synonymous with what the key informants indicated. This can interpreted to mean that collective bargaining to high extent has improved on employee job satisfaction in Makerere University.

# 4.3.3 Descriptive Statistics on Accommodating conflict management style in Makerere University

# On the second dimension of conflict management, the study investigated whether accommodating conflict management style was being employed in managing conflicts in Makerere University. The results from this investigation are indicated in Table 4.6 below.

Table 4.6: Descriptive Statistics regarding views of respondents on use ofaccommodating conflict management in Makerere University

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Items*** | **Strongly disagree** | **Disagree** | **Not sure** | **Agree** | **Strongly agree** |
| Conflicting parties are often compensated to restore sanity | (17%) | (22%) | (4%) | (54%) | (4%) |
| Arbitrating aggrieved parties is often used in managing conflicts | (6%) | (11%) | (7%) | (56%) | (26%) |
| Reconciliation between aggrieved parties is often used in managing conflicts | (11%) | (57%) | (9%) | (15%) | (7%) |
| Formal procedures for conflict prevention are in place | (17%) | (2%) | (7%) | (22%) | (52%) |
| Obliging is often used for aggrieved parties | (16%) | (67%) | (6%) | (4%) | (7%) |

***Source: Primary Data, 2018***

As indicated in Table 4.6, it was found out that majority of respondents 54% agreed that conflicting parties are often compensated to restore sanity. This was further supported by 4% who strongly agreed with this assertion. However, 22% and 17% of the respondents disagreed and strongly disagreed. Only 4% remained neutral. 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”*

On whether arbitrating aggrieved parties is often used in managing conflicts, this was agreed on by 56% of the respondents. This was further supported by 26% who strongly agreed with this assertion. However, 6% and 11% of the respondents strongly agreed and disagreed with the assertion. Only 4% remained neutral. 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…”*

Further, when asked on whether reconciliation between aggrieved parties is often used in managing conflicts. Majority of staff disagreed on by 57% of the respondents. This was further disagreed by 11% who strongly disagreed with this assertion. However, 15% and 7% of the respondents strongly agreed and agreed with the assertion. Only 9% remained neutral. This was contrary to what key informants indicated. For instance, one of the principals 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, some key informants seemed contrary. For instance, One Deans of Studies said:

*“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 on-going given the fact that a number of reconciliation arrangements have been in done…”*

The Dean of School did not concur with what the head of department said on reconciliation. He was quoted saying:

*“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…”*

On whether Formal procedures for conflict prevention are in place to manage conflicts, this was strongly agreed on by 52% of the respondents. This was further supported by 22% who agreed with this assertion. However, 17% and 2% of the respondents strongly disagreed and disagreed with the assertion. Only 2% remained neutral. 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”*

Lastly, when asked on whether obliging is often used for aggrieved parties. Majority of staff strongly disagreed on by 67% of the respondents. This was further disagreed by 16% who disagreed with this assertion. However, 4% and 7% of the respondents strongly agreed and agreed with the assertion. Only 6% remained neutral.

The above findings seemed in line with what documents reviewed indicated. For instance, Makerere University Strategic Plan (2014/19) showed that one ways how Makerere University manages conflicts is through compensating losses to those affected, submitting, conciliation and arbitration. 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 The relationship between accommodating conflict management style and employee job satisfaction in Makerere University.

# The study tested a null hypothesis which stated that, there is no significant relationship between accommodating conflict management style and employee job satisfaction in Makerere University. A Pearson Correlation was used, and the results are indicated in Tables 4.7 below.

# Table 4.7: Correlation Results

|  |  | Accommodating style | Employee job satisfaction |
| --- | --- | --- | --- |
| Accommodating style | Pearson Correlation | 1.00 | 0.570\*\* |
| Sig. (2-tailed) |  | 0.000 |
| N | 294 | 294 |
| Employee job satisfaction | Pearson Correlation | 0.570\*\* | 1.00 |
| Sig. (2-tailed) | 0.000 |  |
| N | 294 | 294 |

***Source****:* ***Primary Data, 2018***

The correlation results showed that there was a positive relationship between accommodating style and employee job satisfaction (r= .570, p<0.01). For the hypothesis which was tested on whether accommodating conflict management style has a significant relationship with employee job satisfaction, this was accepted. This means that the null hypothesis which had been assumed was rejected. This means that the effectiveness of using accommodating conflict management style has been high. This thus implies that the higher the accommodating style is used in conflict management, the higher the employee job satisfaction in Makerere University.

# 4.3.3.2 Regression results for accommodating style and employee job satisfaction in Makerere University

# A further analysis was conducted using a regression to determine the extent to which accommodating style predicted employee job satisfaction in Makerere University. Findings are presented in Table 4.8, accompanied by analysis and interpretation.

# Table 4.8: Model summary

|  |  |  |  |
| --- | --- | --- | --- |
| *Regression Statistics* | |  |  |
| Multiple R | .570 |  |  |
| R Square | .325 |  |  |
| Adjusted R Square | .307 |  |  |
| Standard Error | .231 |  |  |

Findings in Table 4.8 show a strong linear relationship (Multiple R = .571) between accommodating style and employee job satisfaction in Makerere University. The adjusted R Square shows that accommodating style account for 30.7% change in employee job satisfaction in Makerere University. Interview findings supported the findings obtained from questionnaires. This was synonymous with what the key informants indicated. This can interpreted to mean that accommodating style to high extent has improved on employee job satisfaction in Makerere University.

4.3.4 Descriptive analysis on confrontation conflict management style used in Makerere University

# On the third dimension of conflict management, the study investigated whether confrontation conflict management style was being employed in managing conflicts in Makerere University. The results from this investigation are indicated in Table 4.9 below.

Table 4.9: Descriptive Statistics regarding views of respondents on use of confrontation conflict management in Makerere University

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Items*** | **Strongly**  **disagree** | **Disagree** | **Not sure** | **Agree** | **Strongly agree** |
| Force and threats of force are used in managing conflicts | (0%) | (0%) | (0%) | (69%) | (31%) |
| Use of laws cooptation to manage conflicts | (0%) | (0%) | (0%) | (78%) | (22%) |
| Enforcing strict disciplinary rules on workers | (17%) | (2%) | (7%) | (31%) | (50%) |
| Intimidation of workers | (4%) | (19%) | (4%) | (24%) | (49%) |
| Transfers are used by management to manage conflicts | (0%) | (0%) | (0%) | (68%) | (32%) |
| Careful job descriptions are used to prevent conflicts at work | (13%) | (50%) | (6%) | (24%) | (7%) |
| Warnings are used in managing conflicts | (0%) | (0%) | (7%) | (70%) | (23%) |
| Dismissals are often employed in managing conflicting | (0%) | (15%) | (4%) | (35%) | (46%) |

***Source: Primary Data, 2018***

From Table 4.9, it is clear that most of the items were agreed and strongly agreed on by most of the respondents. This was because they had the highest percentages compared to those which were disagreed and strongly agreed on by most of the respondents. On 8-items, 7-items were agreed and strongly agreed on with average of 30%-70% compared to the range of 0-15% on the side of disagreement and neutral. Among the items which were in agreement included: Dismissals are often employed in managing conflicting, Warnings are used in managing conflicts, transfers are used by management to manage conflicts, intimidation of workers, Enforcing strict disciplinary rules on workers, Use of laws co-optation to manage conflicts and Force and threats of force are used in managing conflicts.

These items implied that the university uses forces in some cases to manage some conflicts; it used warning, intimidation, district disciplinary measures, penalties, dismissals, transfers, tough laws and university regulations. These are confrontation styles. However, it was found out that Makerere University does not frequently carry out careful job descriptions in preventing conflicts at work.

The above findings were generally in line with what most of the key informants indicated in interviews as reflected in the following verbatim. 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.”*

Further, it was asserted by Heads of departments while saying that:

*“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 have 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.”*

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…”*

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 honours taken if we do not comply by what the leaders want but these are not effective at all…”*

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 have not been effective.”*

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 The relationship between confrontation conflict management style and employee job satisfaction in Makerere University.

# The study tested a null hypothesis which stated that, there is no significant relationship between confrontation conflict management style and employee job satisfaction in Makerere University. A Pearson Correlation was used and the results are indicated in Tables 4.10 below.

# Table 4.10: Correlation Results

|  |  | Confrontational style | Employee job satisfaction |
| --- | --- | --- | --- |
| Confrontational style | Pearson Correlation | 1.00 | -0.637\*\* |
| Sig. (2-tailed) |  | .000 |
| N | 294 | 294 |
| Employee job satisfaction | Pearson Correlation | -0.637\*\* | 1.00 |
| Sig. (2-tailed) | .000 |  |
| N | 294 | 294 |

***Source****:* ***Primary Data, 2018***

The correlation results showed that there was a negative relationship between confrontation style and employee job satisfaction (r= -0.637, p<0.01). For the hypothesis which was tested on whether confrontational conflict management style has a significant relationship with employee job satisfaction, this was rejected. This means that the directional hypothesis which had been assumed was rejected. This means that the effectiveness of using confrontation conflict management style has been very low. This thus implies that the higher the use of confrontation style, the lower the employee job satisfaction in Makerere University.

# 4.3.4.2 Regression results for confrontation style and employee job satisfaction in Makerere University

# A further analysis was conducted using a regression to determine the extent to which confrontation style predicted employee job satisfaction in Makerere University. Findings are presented in Table 4.11, accompanied by analysis and interpretation.

# Table 4.11: Model summary

|  |  |  |  |
| --- | --- | --- | --- |
| *Regression Statistics* | |  |  |
| Multiple R | -.637 |  |  |
| R Square | .406 |  |  |
| Adjusted R Square | .386 |  |  |
| Standard Error | .231 |  |  |

Findings in Table 4.11 show a strong linear relationship (Multiple R = -.637) between confrontation style and employee job satisfaction in Makerere University. The adjusted R Square shows that confrontation style account for 38.6% change in employee job satisfaction in Makerere University. Interview findings supported the findings obtained from questionnaires. This was synonymous with what the key informants indicated. This can interpreted to mean that confrontation style to high extent has improved on employee job satisfaction in Makerere University.

**CHAPTER FIVE**

# SUMMARY, DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

# 5.1 Introduction

This is the concluding chapter of this study which addresses the summary of study objectives, the discussions of the study findings, the conclusions as obtained from the study and the recommendations aiming at improving employee job satisfaction among academic and non-academic staff at Makerere University.

# 5.2 Summary of Findings

# 5.2.1 The relationship between collective bargaining and employee job satisfaction

The study established that Makerere University while managing conflicts through collective bargaining, it mostly employs negotiations but also on small scale uses dialoguing, and joint consultations. The study ascertained that collective bargaining has improved on employee job satisfaction in Makerere University. This was reflected in positive correlation coefficient which confirmed that the higher the effectiveness of collective bargaining, the higher the employee job satisfaction.

# 5.2.2 The relationship between accommodation style and employee job satisfaction

The study established that Makerere University while managing conflicts through accommodative style; it mostly employs conciliation, arbitration, warning and compensation. The study ascertained that collective bargaining has improved on employee job satisfaction in Makerere University. This was reflected in positive correlation coefficient which confirmed that the higher the effectiveness of accommodation style, the higher the employee job satisfaction.

# 5.2.3 The relationship between confrontation style and employee job satisfaction

The study established that Makerere University while managing conflicts through confrontation style; it mostly employs threats, dismissal and disciplining. The study ascertained that confrontation style has negatively affected employee job satisfaction in Makerere University. This was reflected in negative correlation coefficient which confirmed that the higher the use of confrontation style, the lower the employee job satisfaction.

# 5.3 Discussion of Findings

# 5.3.1 The relationship between collective bargaining and employee job satisfaction

The study findings established a significant positive relationship between collective bargaining and employee job satisfaction at Makerere University. This implied that the increasing employee job satisfaction was explained by use of collective bargaining mechanism in resolving conflicts at hand in the university. This concurred with the study findings of According to Wachira (2011), who had found out that the process of collective bargaining starts as a claim from trade unions which is then responded too by the management of the organization as a counter offer. The moment the management gives it a priority, then negotiations commence. Cole (2010) additionally explains that in certain situations, negotiations take short time and conflicts are settled as easy as possible. Here, usually, the agreed terms and settlement conditions are made public, and then implemented and monitored by the chosen committee (Nevzart (2014). 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). Therefore, (Nevzart (2014) 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 generate 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. (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 being added on money 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.

In another related observation, Cole et al (2012) assert 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). Mulusa (2015) on contrary to above assertions indicates that when collective bargaining is used, and issues are settled between top management and teams representing trade unions, but then, they do not go ahead to genuinely explain or bring feedback to 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 aggrieved end up not satisfying or believing what has come out from the negotiations. This affects employee job satisfaction at the end 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 accept even 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.

# 5.3.2 The relationship between accommodation style and employee job satisfaction

The study findings established a significant positive relationship between accommodation style and employee job satisfaction at Makerere University. This implied that the increasing employee job satisfaction was explained by use of accommodation styles in resolving conflicts at hand in the university. This concurred with the study findings of 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. Lian et 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) asserts that managing conflict is not an easy business. It is a challenge because of 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. Specifically, these conflicts management styles, 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 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.

Similarly, Nevzart (2007) also stated that administrators applied all the conflict management styles in solving problems in the school, Wafford (2011) further observes that a relationship exists on how the performance of Kenya Certificate of Secondary Education and accommodative styles of managing conflicts. In addition, most head teachers use accommodative management style to solve conflicts. Yuan (2010) carried out a study on conflict management styles and their effect on teacher performance. The findings this shows that usage of different mechanisms to manage conflicts is based on situations as they appear. However, when 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.

Njiro (2011) studied accommodating conflict management style used by principals and their effects on school organization climate. In her comments, 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 principals in different schools while avoiding was the least used. The study was taken to provide and understanding on how 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 maintenance of student’s disciplines. The findings showed that 96.2 percent of the respondents used collaboration in handling of conflict situations. The study further revealed that styles were used by the head teachers included accommodation and compromise. Similarly, Kasivu (2011) study shows that the head teachers employed a number of accommodating conflict management style with the most employing collaboration as a 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.

Accommodating conflict management style as Thomas and Kilmann (2004) indicated that where everyone involved in the conflict is expected to compromise or relinquish something, where the solution at least partially satisfies everyone. This is of particular concern in situation where the head teacher and teachers in the institution are ready to accept compromise and resolve conflict by changing their behaviors. In accommodating conflict management style, there is high concern for self and low concern for others style has been identified with win-loses orientation or with forcing behavior to win one's position. The accommodating conflict management style relies on the use of position power, aggression, verbal dominance, and perseverance. This style is direct and uncooperative (Blake & Mouton, 2010). Within interpersonal context, the dominating (competing/distributive) style has been found to be associated with low levels of effectiveness and appropriateness. However, 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.

In such away, many leaders tend to employ much power mechanisms and aggressive measures to accomplish their goals effectively, despite the fact that such strategies tend to look inappropriate at interactional basis. 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 complaint’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.

# 5.3.3 The relationship between confrontation style and employee job satisfaction

The study findings established a significant negative relationship between confrontation style and employee job satisfaction at Makerere University. This implied that reducing employee job satisfaction was explained by use of confrontation mechanism in resolving conflicts at hand in the university. This concurred with the study findings of Folger, Poole and Stutman (2010) who had found out that this orientation a desire to defeat the other and compel him or her to do what the party wants. In 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 are always out of their way to please the teachers even at the expense of forgetting their own needs to satisfy them. Folger et al (2014) call it appeasements or smoothing. It is self-sacrificing approach, weak and retracting.

Further, in line with the study findings, Folger et al (2010) indicate that aalternatively the administrators acknowledge that conflict exists, but they try to avert or withdraw from conflict thus not satisfying their own needs nor the needs of the teaching staff. In confrontation conflict management style, the administrator’s pay attention to their own needs and some attention to the teaching staff to satisfy them. Unfortunately, they are also partial losses for themselves and for 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 for 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 which the development of humanity. A big number of employees cannot share the same worldviews; this means that they will always see things differently (Rahim, 2012).

Confrontation conflict management style is where the leader may tend 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 management style possesses a negative effect on employee satisfaction in most case. 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. In other form, it is recommended when there is a controversy and the controversy seem trivial-meaning all other forms have been applied and nothing is being reached on.

In confrontation conflict management style, intermediate in concern for self and others style involves give-and-take whereby both parties give up something to make a mutually 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, 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 Cherono (2012). Wachira(2011) pointed out that 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 & 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.

# 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

One the first objective, the study aimed at assessing the relationship between collective bargaining and employee job satisfaction at Makerere University. At the end of the study, it was evident that collective bargaining was significantly and positively influencing employee job satisfaction. Therefore, it was reached that in the virtue to improve employee job satisfaction, Makerere University needs to efficiently utilize collective bargaining mechanisms when resolving conflict management.

# 5.4.2 The relationship between accommodation style and employee job satisfaction

On the second objective, the study aimed at assessing the relationship between accommodation style and employee job satisfaction at Makerere University. At the end of the study, it was evident that accommodation style was significantly and positively influencing employee job satisfaction. Therefore, it was reached that in the virtue to improve employee job satisfaction, Makerere University needs to efficiently utilize accommodation style mechanisms when resolving conflict management.

# 5.4.3 The relationship between confrontation style and employee job satisfaction

On the third objective, the study aimed at assessing the relationship between confrontation style and employee job satisfaction at Makerere University. At the end of the study, it was evident that confrontation style was significantly and negatively influencing employee job satisfaction. Therefore, it was reached that in the virtue to improve employee job satisfaction, Makerere University needs to do away with using confrontation styles when resolving conflicts.

# 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

Given the fact that collective bargaining had improved employee job performance at Makerere University, it is recommended that the administrators at Makerere University should continue utilizing all forms of collective bargaining with an aim of achieving employee job satisfaction. However, a lot of emphasis is needed to be given to use of joint consultations since it behaved more appealing as far as improving employee job satisfaction is concerned.

# 5.5.2 The relationship between accommodation style and employee job satisfaction

Secondly, since accommodation style had improved employee job performance at Makerere University, it is recommended that the administrators at Makerere University should continue utilizing all forms of accommodation style in managing conflicts with an aim of achieving employee job satisfaction. However, a lot of emphasis is needed to be given to seeking all concerns of employees before a solution is derived. This means that the demands of employees need to be added and accepted at certain stages so as they can also find themselves winners instead of suppressing them whenever they find themselves in argument with the management.

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

Lastly, since confrontation style had negatively affected employee job performance at Makerere University, it is recommended that the administrators at Makerere University need to prevent themselves from employing confrontation measures when dealing with conflicts with an aim of achieving employee job satisfaction. Much of the emphasis needs to be put in ensuring that they reduce on use of threats and force.

# 5.6 Contribution of the Study to Existing Body of Knowledge

While existing literature showed how conflict management styles affected employee job satisfaction, none of the scholars gave evidence in the context of Makerere University. Thus, the findings of this study have provided information about the effect of collective bargaining, confrontation and accommodation styles on employee job satisfaction in Makerere University, which can be referred to by other scholars. The study may help improve on the management of conflicts in public service and further explains the various effects on employee job satisfaction in public service. This may enable policy makers to come up with policies that support the adoption of appropriate conflict management styles in all forms to be used by public service organizations in Uganda. The results from the study added to the existing knowledge about the relationship between conflict management styles and employee job satisfaction in government organizations thereby providing a platform for further research and use of the findings by various scholars.

# 5.7 Recommendations for further research

It is important that new studies are done in future while investigating the relationship between conflict management and employee job satisfaction but in other institutions of higher learning. This will help in confirming and rejecting the findings presented in this study.

Another study is needed to be undertaken while investigating on what determines employee job satisfaction in government universities or any other learning environment. Such studies can focus on compensation, work life balance, working environment and leadership styles.

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# APPENDICES

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

***INTRODUCTION***

Dear Respondent,

I am Kobusingye Agnes, a student of a Master’s Degree in Public administration and Management at UMI. I am undertaking a 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 4) Over 10 years

**SECTION B: INDEPENDENT VARIABLE – CONFLICT MANAGEMENT**

1. **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 | Negotiations are used to resolve conflicts in Makerere University |  |  |  |  |  |
| 2 | Discussing grievances is often employed to restore order |  |  |  |  |  |
| 3 | Consulting with workers in order to resolve the conflict |  |  |  |  |  |
| 4 | Mediations are always used in resolving conflicts |  |  |  |  |  |
| 5 | Disgruntled parties are brought on the same round table |  |  |  |  |  |
| 6 | Renowned mediators are used to resolve conflicts |  |  |  |  |  |

1. **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 | Conflicting parties are often compensated to restore sanity |  |  |  |  |  |
| 2 | Arbitrating aggrieved parties is often used in managing conflicts |  |  |  |  |  |
| 3 | Reconciliation between aggrieved parties is often used in managing conflicts |  |  |  |  |  |
| 4 | Formal procedures for conflict prevention are in place |  |  |  |  |  |
| 5 | Obliging is often used for aggrieved parties |  |  |  |  |  |

**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 | Force and threats of force are used in managing conflicts |  |  |  |  |  |
| 2 | Use of laws cooptation to manage conflicts |  |  |  |  |  |
| 3 | Enforcing strict disciplinary rules on workers |  |  |  |  |  |
| 4 | Intimidation of workers |  |  |  |  |  |
| 5 | Transfers are used by management to manage conflicts |  |  |  |  |  |
| 6 | Careful job descriptions are used to prevent conflicts at work |  |  |  |  |  |
| 7 | Warnings are used in managing conflicts |  |  |  |  |  |
| 8 | Dismissals are often employed in managing conflicting |  |  |  |  |  |

**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 intend to resign in the next two years |  |  |  |  |  |
| 2 | Most staffs voluntarily leave MUK |  |  |  |  |  |
| 3 | The willingness of staffs to leave MUK is high |  |  |  |  |  |
| 4 | Issues of early retirement have been heard in MUK |  |  |  |  |  |
| 5 | Most staffs use this MUK as a starting point for other better options |  |  |  |  |  |
| 6 | A number of resignations are submitted to the Human Resource Management |  |  |  |  |  |
| 7 | There are a number of cases when staffs abscond from duty at MUK |  |  |  |  |  |

**THANK YOU FOR YOUR PARTICIPATION!**

# APPENDIX II:

# INTERVIEW GUIDE FOR EXECUTIVES, DEANS OF COLLEGES

# AND HEADS OF DEPARTMENTS AT 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** |
| Makerere University HRM manual /HR lists |
| Minutes and memos |
| Strategic plan |
| Performance Appraisal Reports |
| Attendance registers/lists |
| Makerere University performance Annual Reports |
| University records |

# APPENDIX IV:

# TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

| ***N*** | ***S*** | ***N*** | ***S*** | ***N*** | ***S*** |
| --- | --- | --- | --- | --- | --- |
| **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** | **1000000** | **384** |

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

**Note.—*N* is population size.**

***S* is sample size.**

# APPENDIX V: Introductory Letter

# APPENDIX VI: Plagiarism Report