DIVERSITY MANAGEMENT AND JOB SATISFACTION IN NOT- FOR- PROFIT

ORGANIZATIONS IN KAMPALA:

A CASE OF UGANDA CONSERVATION LIMITED

BY

ENID TUSHEMEREIRWE KAKOOKO

15/MIMIL/00/KLA/WKD/0024

A DISSERTATION SUBMITTED TO THE SCHOOL OF MANAGEMENT

SCIENCES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR

THE AWARD OF THE MASTERS DEGREE IN (INSTITUTIONAL

LEADERSHIP AND MANAGEMENT) OF UGANDA

MANAGEMENT INSTITUTE

JANUARY, 2018

i

DECLARATION

I **ENID TUSHEMEREIRWE KAKOOKO**; declare that this is my original work and it has not

been presented to any University or Institution either partially or in total for any academic award

or publication

Where the works of others of are quoted, appropriate references have been given.

Signed: -------------------------------------

Date: -------------------------------------

APPROVAL

This report entitled Diversity Management and Job Satisfaction in Not- for -Profit Organizations in Kampala, a case of Uganda Conservation Limited; has been done under our supervision and has been submitted with our approval as partial fulfillment for the award of the degree of the Masters in Institutional management and Leadership (MIML) of Uganda Management Institute.

MARIA KAGUHANGIRE BARIFAIJO (PhD)

Signed: ----------------------------------

Data: ----------------------------------

DAN ORYEMA (PhD)

Signed: -----------------------------------

Date: -----------------------------------

ACKNOWLEDGEMENT

TABLE OF CONTENTS

viii

LIST OF TABLES

LIST OF FIGURES

LIST OF ACCRONYMS

CVI   Content validity Index

DM   Diversity management

EEO   Equal Employment Opportunity

SIT   Social Identity Theory

TFT   Two Factor Theory

UCL   Uganda Conservation Limited

UK   United Kingdom

ABSTRACT

The study examined the relationship between diversity management and job satisfaction at Uganda Conservation Limited (UCL). Diversity management was operationalized as the independent variable (IV) and job satisfaction as the dependent variable (DV). The independent variable was measured in form of management of diverse culture, management of gender and management of staff with different education levels. The study was informed by two theories: "Social Identity Theory" (SIT) formulated by Henri Tajfel and John Tunner in 1970s' and 1980s that is founded on intergroup social comparisons that seek to confirm or to establish in-group favoritism against out-group, motivated by underlying need for self –esteem. "Two Factor Theory" by Frederick Herzberg to assess the satisfaction of employees. A case study design was used to collect data through questionnaires, Interview guide and document reviews. Data was analyzed using descriptive statistics, Pearson correlation coefficient and regression to establish the relationship between variables under study. The findings revealed that: management of diverse culture had positive influence on job satisfaction with a Pearson correlation of r= .657** Signifince (Sig. =004); management of gender and job satisfaction had a positive linear correlation Value of r=. 242 and Sig=.333; that management of staff with different education levels and job satisfaction had a positive value of r= .390 using a correlation coefficient. The study concludes that diversity management practices, like management of diverse culture, management of gender and management of staff with different education levels have a positive relationship with job satisfaction at UCL. However, the study revealed other factors influence job satisfaction. The study recommends that UCL should review the Human resource policy manual to improve diversity management practices; review other concerns of job satisfaction and set procedures to implement them.

CHAPTER ONE

INTRODUCTION

1.1: Introduction

With globalization increasing, diversity management has emerged as an important work place issue as Magoshi & Chang, (2009) states, this due to organisationsand other entities organizations and other entities are looking for ways of how to attract and retain the most qualified workers from the diverse workforce to achieve the desired success and maintain a competitive age (Weihang,Mun,Chern, Fong, Yuan, 2011).To successfully retain a diverse workforce there is need to expand the outlook of how to manage differences to take advantage of the various skills, knowledge and talent to meet organizational goals and avoid discrimination tendencies that may cause dissatisfaction among employees.

Diversity Management has not had a consensus definition among the practioners, though Brazzel, (2003) defines diversity management as applied behavior science which cuts across diverse categories of managing individuals, organizations, and community and society levels of human system. Herrera (as cited in Ordu, 2016) defines diversity management as creating an environment based on team work and mutual respect of employees, recognising and assessing the contribution of each individual to the organisation.

According to Ordu, (2016) effective diversity management encourages employees to work together and allow the use of employees diverse skills, he further goes on to say that an organisation that values each individual's differences and creates opportunities for its members to use their potential fully, gives confidence to employees and morale for their job, increases team work, high performance and royalty to the organisation. However Kamal & Ferdousi,(

1

2009) argue that diversity renders communication and intergration of different cultures, i.e (different people from different backgrounds) fail to understand one another since they don't work in the same way, hence a challenge of diversity management to create conditions that minimise the potential of job satisfaction barrier. The study examined the relationship between of diversity management and employees' job satisfaction at Uganda Conservation Limited (UCL).

Diversity management will be operationalised as the independent variable (IV) and employee job satisfaction as the dependent variable (DV).The independent variable will be measured in form of management of diverse culture, management of gender and management of different levels of education as secondary dimension for diversity at UCL.

Employee job satisfaction (DV) on the other hand is defined as the positive emotional state of an employee resulting from a job experience (Heery & Noon, 2001).Spector (as cited in Nabirye, Brown, Kohler, Maples, Park, & Pryor, 2010) defines job satisfaction as the level or degree to which employees like their jobs. This was measured in form of productivity levels, staff retention, and team work.

1.2: Background to the study

 This chapter presents; the historical background of diversity management, the conceptual perspective, the contextual background, the problem statement , the purpose of the study, the objectives the study , research questions, the hypothesis of the study, conceptual framework, significance of the study, justification of the study, the scope of the study and key operational definitions.

1.2.1: Historical background

In recent times diversity management (DM) has become one of the important global challenges faced by corporate leaders, human resource managers and management consultants (Barak, 2011). DM originated from United States (US) based organizations literature because of having defined itself early as a country of immigrants. This started from gradual progression from 1964 Civil Rights, and women liberation movements supreme court rulings that mandated Equal employment opportunity (EEO) that developed to 1972 to executive order 11246 that outlined affirmative action and culminated into diversity management policies and programs developed in 1990s and 2000s (Brazzel, 2003; Barak, 2011).

According to Barak, (2011), in Australia the same progressive development took place with anti-discrimination legislation and affirmative action policies requiring the removal of barriers and implementation of policies that encourage full employment of groups defined by personal characteristics such as race, gender, ethnic heritage etc.

South Africa (SA) history of segregation dictated the development of human capital especially for the black community from 1980s that led to the implementation of the equal rights legislation and affirmative action policies in most of their companies that has seen promotion of black managers, though the rates are still far from their representation in the wider society (Leonard, 2005).

In Uganda according to the Constitution of Uganda of 1995 a person shall not be discriminated against on the grounds of sex, race, colour , ethinic origin, etc., More over discrimination in employment is unlawful according to Employment Act 2006, the reason Uganda government enacted the Equal Opportunities Commission Act 2007 to eliminate discrimination and

inequality against individual or group of persons on grounds of race, color Sex, religion, disability, economic status or Social origin ,hence organizations and managers are expected to promote equality at work places to eliminate any form of discrimination.

1.2.2: Theoretical perspective

This section highlights the theories that guided this study to explain DM and Employee Job satisfaction, including their application. Two theories; guided this study Tajfel and Turner "Social Identity Theory" (SIT) (1979) to understand the social categorization and social identification of individuals that increases a sense of belonging to individual groups and Herzberg "Two Factor Theory" (1959) to determine the factors at work places that influence job satisfaction.

SIT is founded on intergroup social comparisons that seek to confirm or to establish in-group favoritism against out-group, motivated by underlying need for self –esteem (Hogg & Terry, 2016). The theory is originally formulated by Tajfel and Turner; it is concerned with human behaviour interactions ranging from being purely interpersonal to purely intergroup and outgroup.

A purely interpersonal interaction involves people relating entirely to each as individuals with no awareness of social categories (which is rare),while a purely intergroup interaction is one in which people relate entirely as representatives of their group and the outgroup is social group with which an individual does not identify with (Horsery, 2008; Hogg & Terry, 2016).

The SIT is helpful for predicting workplace and societal intergroup behaviour and useful to understand the manner in which people in social groups behave that predicts them to perform their duties on the basis of preconceived stereotype differenes in indiviuals status , beliefs,

values, etc (Tajfel & Turner, 1979). SIT is also known for understanding the social categorisation of ingroup and outgroup where mere awareness of the presence of outgroup is sufficient to provoke intergroup competition or descrimination responses on the part of the ingroup (Hornsey, 2008). The effective management of these of these differences is presumed to have a positive influence on employees job satisfaction. The study seeks to use the theory to establish the relationship between diversity management and employees job satisfaction at UCL.

The "Two Factor Theory"(TFT) by Herzberg is to determine the factors at workplaces that influence employee job satisfaction.The theory states that there are certain factors(Intrinsic) in the workplaces that cause job satisfaction, while a separate set factors cause dissatisfaction (Extrinsic). The argument of the theory is that for the manager to increase job satisfaction for an employee, he or she needs to address those factors that affect ones' job satisfaction. Therefore the most direct approach is to work with the intrinsic factors by giving employees encouragement and recognition to make them feel more valued within the organisation as well as giving them a sense of achievement and responsibility (Riley, 2005).

The theory is helpful for managers to understand what increases employee job satisfaction at workplaces by looking at the nature of work , opportunities presented to employees, recognition, responsibility and achieving self realisation (Commerce, 1976).

Herzberg recognised that employers need to provide incentives to their workers to perform to the best of their abilities (Sutherland & Canwell, 2004). As a result managers need to create a work enviroment where employees have a positive attitude towards work, commitment to the organisation and believe in themselves that they are valued and a resource to the organisation.

1.2.3: Conceptual perspective

This study has two concepts that provide the conceptual framework; Diversity Management and Job satisfaction in Not- for – profit Organizations. "Diversity Management" is the independent variable (IV) in this study is and according to Ordu, (2016) diversity management is defined as creating an environment based on team work and mutual respect of employees, recognising the contribution of each employee to the organisation. Heery & Noon, (2001) agrees that diversity management is recognising the wide variety of qualities possessed by people within an orgainisation. Being the ability to value each individual differences be it culture , gender , knowledge age , competences , attributes personality traits etc. The management of these diverse categories of employees in a safe, positive, and in a nurturing environment is very important to meet organizational goals and influence employees' job satisfaction (Magoshi & Chang, 2009).

In the context of this study DM has been measured in form of management of diverse culture (Recognizing and valuing individual and group norms and Cultural awareness training), management of gender (Flexi-Work programs and Family –work programs), Management of Staff with different education levels (Performance appraisal feedback and career development)

The dependent (DV) in this study is "Job Satisfaction" which according to Sutherland & CanWell,(2004), refers to the attitude employees have to the work they carry out. Spector, (1997), defines job satisfaction as the level or degree to which employees like their job. Therefore, employee job satisfaction is a positive attitude exhibited by the employees on the job that suits their personality and expertise to carry out a balanced number of mental challenging tasks.

Job satisfaction has emotional, cognitive, and a behavior component that is related to acknowledgement, excitement, and beliefs regarding one's job like recognition, rewarding and people's actions in relation to work (Redmond, 2016).A number of components of job satisfaction are identified as work productivity, career growth, promotional opportunities, teamwork etc .Research by different authors have tried to explain employee job satisfaction as being influenced by individual interactions, work environment and people identifying themselves at work in different categories such as professional, values, beliefs, gender that becomes central to job performance Redmond,(2016).In this stud job satisfaction was measured as productivity levels, team work and staff retention.

1.2.4: Contextual background

This section explains the problems that aroused interest in this study. The study was conducted in one of Not for profit organizations' in Kampala, at Uganda Conservation Limited (UCL). UCL was established in September 2003, to support the government of Uganda through Uganda Wildlife Authority (UWA) to sustain the recovery of wildlife, protection of fauna and flora and community development of the people living around the conservation areas for the benefit of Uganda's proud heritage and its people (ugandacf.org, 2009).

According to UCL policy manual 2009, the organization is non –political, non-religious, gender sensitive and equal opportunity. The manual provides for the short term and medium term goals of the organization and short term and long term placement of workers. One of the organizations' aims is to consolidate and train employees and management team to ensure organizations' goals and sustainability of UCL is achieved. Also develop efficient, proactive, professional personnel through recruiting key a diversity of individuals to fill identified roles.

In order for UCL to achieve her objectives and sustainability of the organization, a diverse workforce had to be recruited comprising of individuals from different cultural background, gender and different education levels to fill the identified roles. This was aimed at raising the profile of UCL to different stakeholders and take advantage of diverse workforce skills. More so the organization understands that, to improve productivity levels and teamwork the organization has to attract and retain satisfied employees for the success of the organization Petrovic; Deri;Markovic; Galambos; Galambos; Jovicic, (2013).

UCL has therefore tried to put in place different things to ensure employee job satisfaction such as giving breakfast all workers, work breaks, offering 50% contribution for lunch to all employees, training, re –allocating office for better environment and offering health insurance cover to all employees among others. However some observable evidence characterized by late coming, low morale, moonlighting, incomplete work and resignations are still persisting in the organization.

Through examining of UCL Human resource manual 2009, it indicated loopholes of clear diversity management practices, for instance ,the culture awareness training was only done by non-Ugandans, the work-flexibility programs was not available to all staff and the performance appraisal management was not periodic. In one of the meetings on 6th February 2015, some employees complained about selective treatment by management 'some employees being given a lot of work and others given favors. 'The above weaknesses raised a concern for this research study to find out the relationship between diversity management and job satisfaction at UCL.

1.3: The Statement of the Problem

Diversity management practices enhance good communication, productivity levels, effectiveness, teamwork and increase job satisfaction that lead to employee retention of quality staff which is essential for the organisations'success.Without these the most significant problem will be exclusion that will lead to employees discontent with their roles (Barak, 2011) (Munjuri, 2012).UCL as a multinational not- for- profit organisation is expected to have a satisfied employees for efficiency and effectiveness of the organisation as per the policy manual (Woodcock, 2005) .

In a bid to increase jo satisfaction, UCL has put a lot of effort in the diversity management practices, through offering, cultural awareness training, flexi work programs and improving the office environment for all staff, providing health insurance to all staff, offering 50% contribution for lunch to all staff, offering breakfast and giving work breaks to all staff among others as observed.

However through observation and quartery reports July 2015 from the organisation, it indicated a dissatisfied employees. This is evidenced with staff turnover resulting in 35 % of employees resigning as per directors minutes (UCLReport, 2015), reduced levels of morale, less team work , psychological withdrawal,low productivity levels,late-coming, leading to uncessary conflict with management. Upon interaction with the leaving staff it was revealed that they were not satisfied with the management practices of the organisation. With this situation, if not attended to ,it will affect not only the Organisations performance but may lead to litigation costing heavily the organisation.This has motivated the researcher to investigate if there is relationship between diversity management and employee job satisfaction at UCL.

1.4: The Purpose of the Study

The purpose of this study was to establish the relationship between diversity management and job satisfaction at Uganda Conservation Ltd.

1.5: Objectives

This study was guided by the following objectives:-

1. To establish the relationship between management of diverse culture and job satisfaction at Uganda Conservation ltd.

2. To examine the influence of gender management and job satisfaction at Uganda Conservation Ltd.

3. To determine the relationship between management of staff with different education levels and job satisfaction at Uganda Conservation Ltd

1.6: Research Questions:

1. What is the relationship between management of diverse culture and job satisfaction at Uganda Conservation Ltd?

2. How does the management of gender influence job satisfaction at Uganda Conservation Ltd?

3. What is the relationship between management of staff with different education levels and job satisfaction at Uganda Conservation Ltd?

1.7: Hypothesis of the study

H1: There is significant positive relationship between management of diverse culture and job satisfaction

H2: There is significant positive relationship between management of gender and job satisfaction

H3: There is significant positive relationship between management of staff with different education levels and job satisfaction

1.8: Conceptual framework:

The study was guided by the conceptual framework using the SIT and TFT theories to show the relationship between the IV (diversity management) and DV (job satisfaction). The dimensions under the IV are; Management of diverse culture which dealt with – recognizing cultural values, and cultural awareness training; Management of gender –dealt with the provision for Flexi-work programs and family- work programs and Management of staff with different education levels-focused on performance appraisal feedback and career development.

The dimensions under the DV was; productivity levels-that assessed the efficiency of employees, teamwork –as cooperation among a diverse workforce using their individual and group skills and staff retention as an organization's effort to maintain a working environment that supports diversity among employees to enhance commitment to the organization.

The Conceptual diagram below depicts IV (Diversity Management) and DV (Job Satisfaction) dimensions for measuring the relationship between variables under this study as demonstrated in Figure 1.

Figure 1: Conceptual Framework

INDEPENDENT VARIABLE   **DEPENDENT VARIABLE**

| Diversity Management |

| Employee Job satisfaction |

Management of diverse culture

- Recognizing & valuing individual and group Norms

- Cultural awareness training

Management of Gender

- Flexi work programs

- Family work programs

Management of staff with different education levels

- Performance appraisal feedback

- Career development

- Productivity levels

- Team work

- Staff retention

Conceptual Framework model that; shows the Relationships between IV and DV.

From Fig.1; above the independent variable is diversity management operationalized under the management of diverse culture, management of gender and management of staff with different

education levels while dependent variable is operationalized as productivity levels, team work and Staff retention.

Independent Variable

The three dimensions of diversity management in this study have been identified to have a positive influence on the job satisfaction at UCL. These include management of diverse culture, management of gender and management of staff with different education levels. The study examined the dimensions of management of diverse culture focusing on recognition and valuing individual and group norms and cultural awareness training to ease the tensions that come with individual and group differences, Management of gender –dealt with the provision for Flexi-work programs and family- work programs that give employees opportunity to give their best performance and Management of staff with different education levels- focused on performance appraisal feedback and career development to improve their skills and knowledge. Therefore the conceptual framework presumes that proper management of the IV dimensions results in the job satisfaction.

In reference to the above conceptual framework, the diversity in the dimensions mentioned have appositive or negative influence on the employees' productivity levels, teamwork and staff retention depending on how they managed. As Ordu, (2016) argues that, organisations that value differences and create opportunity for its members to use their potential fully provides individuals and group individuals confidence to be effective at their job, increase the team work and increase loyality of employees to the organisation that results in job satisfaction. On the other hand the presence of discrimination on the basis of cultural differences, gender and differences in professionalism is unethical according to Ugandan laws and affects negatively the

efficiency, effectiveness and the commitment of employees to their job in the long run (Bezibwe, 2015).

Dependent Variable

Job satisfaction is in this study is being referred to as the level of contetement employees feel about their work. Using the conceptual framework in Fig.1, job satisfaction of employees is perceived to increase productivity levels, team work and retention of the staff. Job satisfaction being the most studied subject in the organisational behaviour arise out of individual or group individuals' positive feeeling that arise as a result of the nature and environment of the job (Ordu, 2016). This study relates the job satisfaction indicators; productivity levels, teamwork and staff retention to the dimenstions of diversity management. This study considers that diversity management based on management of diverse culture, management of gender and management of staff with different education levels is key in harmonising differences and similarities among employees that will result in increased productivity levels, teamwork and staff retention as a result of job satisfaction.

1.9: Significance of the Study

The study may add knowledge and understanding on the subject of diversity management and its influence on employees' job satisfaction in organisations in Uganda. The study should be significant in establishing human resource policies that will ensure there is job satisfaction from the diverse workforce.

The study may enabled the researcher to fulfill the requirement for a ward of Master's degree in Institutional management and leadership of Uganda management Istitute

1.10: Justification of the Study

The study is the first of its kind to be conducted in UCL and the findings will provide improvement in future management practices. More so the world has become a global village with workers moving beyond boarders coupled with high expectations, therefore the knowledge and understanding of diversity management practices is more valuable now than ever before.

It is also a justified study since most organisations that work hard to improve employees job satisfaction can expect long term benefits of increased productivity levels, staff retention and royality Jerome Kleiner (as cited in Petrovic, et al., 2013). Therefore keeping a diverse workforce satisfied is important for the organisations' success.

This study will contribute to limited knowledge on the diversity management practices in not-for- profit organisations in Kampala by minimizing the disadvantages of diversty and take advantages of diversity in the workforce.The knowledge generated from this study will further help employees appreciate the advantages of diverse knowledge among them and value each others differences and similarities.

1.11: The Scope of the Study

The study covered the geographical area, the period, the content and key operational definitions for this study

1.11.1: Geographical Scope

Geographically, the study was conducted at UCL at Luthuli Avenue, Bugolobi –Kampala, Situated in Nakawa Division, 4.6 kilometres from Kampala city center. The organisation is a multinational organisation with head offices in United Kingdom (UK), employing diverse workers with different background and gender that are implimenting projects in defferent parts

of Uganda; i.e Kanungu, Kasese, Masindi, Pakwach, Mnoya and Moroto and employs both permanet staff and volunteers.

1.11.2: Time Scope

The study was limited to the period between 2011-2015 because this period was when the organisation recruited more employees and volunteers to impliment multiple projects as observed by the researcher. At the same time it was a period that had more resignations of staff , hence was considered long enough and an appropriate period to help this study understand the relationship between diversity management and job satisfaction at UCL.

1.11.3: Content Scope
The Study covered the period of 2017 through a case study research design, the focus was on head of departments and staff from the three sections of the organiation t have worked at the organisation between 2011 to 2015 using a purposive sampling techinique.Data was collected using questionnaires, interview guides and document review. Questions were developed specifically to establish the relatioship between the management of diverse culture , management of gender and management of staff with different education levels that influence job satisfaction at UCL.

1.12: Operational Definitions of Terms and Concepts

Diversity; referred to human differences represented in a workforce that contribute to having a diversity of though, age, race, ethnicity, gender disabilities and education levels.

Diversity Management; referred to how the human resource management practises seek to recognise and value individual and group differences, at work places and encourage an inclusion environment, free of discrimination to enhance employee job satisfaction.

Employees; referred to as individuals who work part time or full –time under a contract of employment at non executive level.

Job satisafaction; referred to be the level of contetement employees feel about their work.

CHAPTER TWO

LITERATURE REVIEW

2.1: Introduction

This chapter presents the theoretical and the literature review on the dimentions of Diversity Management and how it relates to employees job satisfaction.The review will systematically analyse the literature in thematically arrangement where by each objective will be reviewed.

2.2: Theoretical Review

Under this chapter, two theories guided this study to explain and predict the influence of Diversity management on employee job satisfaction. These theories were; "Social Identity Theory" (SIT) formulated by Henri Tajfel and John Tunner and " Frederick Hertzberg Two Factor Theory".

2.2.1: Social Identity Theory (SIT)

The study was informed by the "Social Identity Theory" (SIT) formulated by Henri Tajfel and John Tunner in 1970s' and 1980s. SIT is founded on intergroup social comparisons that seek to confirm or to establish in-group favoritism against out-group, motivated by underlying need for self –esteem, i.e "In group" (us) and "Out group" (them) (Hogg & Terry, 2016). The SIT as articulatd by Tajfel (1974 a,b) is concerned with human behaviour interactions ranging from being purely interpersonal to purely intergroup and outgroup. For instance Members of the same group are seen as being more similar than they they are. Therefore employees identify with the groups they work with which has a positive implication for work related attitudes and behaviour

like confidence building, increased morale, team workwork, commitment, job involvement, productivity and job satisfaction (Kerschreifer & Rolf, 2016).

The theory is guided by the persuit of evaluating positive social identity through inter group disticiveness, which in turn is motivated by the need for positive self-esteeem or increase "ourself image" to enhance the status of the group (MCleod, 2008). In addition Hogg & Terry (2016), argues that social identity processes are motivated to reduce subjective uncertainity about ones perceptions, attitudes, feelings, behaviours and ones, self concept and is ably placed within the social world which enhances individual confidence and morale.

The SIT theory seems better in addressing loopholes in equal opportunity & affirmative action, where the appraoch favored groups that had not been treated fairly in the past because of the race, ethinicity or gender Barak, (2011) and not necessarily attracting and retaining quality .

In this study SIT predicts a unifying theory of individual or group behavior because of how and what people think as members of the social groups that influence social behaviour and attitudes in a workplace. These social identities in organisations serve as important drivers of team work, increase morale and productivity (Der Zee, Atsma, & Brodbeck, 2004). Therefore theory in this study is helpful in identification of differences or similarities of different categories among employees and the right placement of such a diverse workforce may be a key driver input for increased productivity levels and team work in organisations. However the SIT strength on teamwork and productivity levels varies according to the situation or environment. The stronger the similarities within the group the stronger the Identity in the group and the reverse is true where people percieve themselves as indiviuals (Hogg & Terry,(2016) and more as representatives of the group. Therefore SIT is helpful in identification of similarities and

deferences between social groups that may enhance cohension of teams and improve job satisfaction.

2.2.2: Two Factor Theory

The second Theory to underpin this study is the "Hertzberg Two Factor Theory". The research conducted by Hertzberg in 1963 taken by many to be a pioneer of motivation theory, developed his theory that tdetermine what people actually want from their jobs . According to Commerce, (1976), the theory states that there are two dementions to job satisfaction; "motivation" and "Hygiene".Motivators are factos that cause job satisfaction by causing employees to excel whereas hygiene factors are those when missing will create dissatisfaction. The motivators related to job satisfaction include recognition, advancement, career growth , responsibilities etc.these create satisfaction by fulfilling individual needs and personal growth.While the Hygiene factors related to dissatisfaction include work environment that includes; working conditions; supervision, interpersonal relationships, company policies and administration, these are considered to create an environment that employees feel motivated to work though they are not a source of satisfaction.

Herzberg states that simply by providing a pay and a degree of security is not sufficient enough in the long term for employees job satisfaction , other needs have to be given attention for job satisfaction (Sutherland & Canwell, 2004). Basaran 1992 (as cited in Ordu, 2016) argues that job satisfaction is expected to be high in an environment with fairness, trustworthy, good relations and minimises conflicts among employees, hence job satisfaction is expected to be high where differences are respected , valued and well managed. The study in Sociological research Laboaratory concluded, that the most effective attitudinal factor for high productivity levels is satisfaction of ones job this agrees with Herzberg TFT.

However the Two Factor Theory has been criticised that it has no evidence to suggest that the satisfiers do improve productivity and the assumption that everyone has the same needs is invalid Rousseau (as cited inArmstrong, 2012). The TFT was tested among constructed workers in Bangkok, and the study did not provide support for the theory (Magoshi & Chang, 2009). According to the study of 835 University employees it was found out that job satisfaction is affected mainly by age and educational levels other than Herzeberg's findings (Armstrong, 2012). The theory furher neglects the role of personal factors; such as age , education levels, gender management in influncing job satisfaction.

Job satisfaction can be a result of a combination of many factors other than divrsity management practices in an organisation. Herzeberg theory was hence useful in establishing the relationship between the IVdemensions; i.e management of diverse culture, management of gender and management of staff with different education levels   and the DV , i.e employee job satisfaction at UCL.

2.3: Management of diverse Culture and job satisfaction:

According to Sutherland & CanWell, (2004) culture is defined as norms and values that determine a particular behaviour of individuals or groups within the organisation. (Businessdictionary) defines culture as sum of attitudes, customs and beliefs that distinguishes one group of people from another. These definitions agree that culture is the difference in the behaviour of individuals therefore in the view of the above definitions the management of diverse culture is how different behaviours beliefs, values a norms and meanings attibuted can be effectively managed to the satisfaction of an individual or group.

21

Cox & Blake, (1991) defines management of diverse culture diversity as organisations' programs that takes on the inevitabile issues of group identity on interactions, communication,conflict,morale and prejudice, Millmore,et at (2007) agrees that diverse culture can be managed through minimising culture difference by giving some decision making autonomy to employees. Researchers suggest a universal human tendency that responds positively to similarity and dissimilarity,i.e we are attracted by people who have similar attitudes because they confirm our norms and values and because they are easy to communicate with (Magoshi & Chang, 2009).

Ashton (as cited in Besibwe, 2015) observes that the different characteristics in individuals serve as filters of how different people view the world, behave , attitude at workplaces and how they perform their duties in their workgroups .Cox and Blake in their research noted that mixing different personalities appears to give ingroup advantage of problem solving and according to (Morgan) individuals prefer freedom, recognition, challenge, personal time to perform well.

Alphert, (2015) states that developing cultural competences among employees results in the ability to understand , communicate and effectively interact with people across cultures. In their research Brunetto & Wharton,(2002) found that the use of social identity theory indicated that working with fellow employees enhances job satisfaction, although implication of the research indicated that when employees are dissatisfied with a number of working conditions there is likelyhood of ineffeciency and dissatisfaction.

In the process of managing diverse culture, a persons' belief that their values and norms are not supported and appreciated decreases employees commitment,effectiveness, and job satisfaction. This study established that there was a positive significant relationship between management of

diverse culture and job satisfaction at UCL. This was revealed by the respondents agreeing that recognition and respect of individual and group cultural values are important for employees' satisfaction. As Spector, (1997) affirms, recognition is one of the cognitive value for employees satisfaction that human resources managers may have to pay attentent to.

However Mor Barak (as cited in Ospina & Wagner, 2001),and Millmore, et al ., (2007) noted that there has been limited emperical research on the management of diverse cuture and job satisfaction, stressing that much of the literature available is theoretical rather than practical.

2.4: Management of Gender and Employee job satisfaction

Gender is defined as the difference between a male and a female (business dictionary online), (wikipedia) defines gender as the range of characteristics pertaining to and deffereciating between masculinity and femininity, i.e the state of being male or female.

 Gender- based inequalities in organisations are reinforced and justified by stereotypes that describes positive characteristics towards male and biases towards women, giving higher status to male (Weihang, et al., 2011). Some Organisations prefer to hire male workers compared with women because they are perceived to have better performances and the ability to manage their jobs. According to Muteesa, (2017) there is a danger in stereotyping if a male workmate finds it hard to work with a woman thinking the female colleague is not knowledgeable enough or can not handle pressure to meet deadlines . As such it can make the female employees be percieved as a minority group at workplace thus occasionaly stereotyping expectations and treatment from members of the dominate group Hogg & Terry, (2016), which is likely to reduce co worker support. Such conditions may reduce job satisfaction from the minority group in this case female workers.

According to Scandura & Lankau, (1997). Women are more likely to face work –family conflicts than men due to their biological roles as care takers of their families.Therefore women are expected to have different responses to work than men interms of job satisfaction in response to family responsive policies offered by the organisation.Rousseau (as cited in Scandura & Lankau, 1997) suggest that women and those with family responsiblities may negotiate pyschological contracts that include family responsive benefits such as flexitime working hours and family frendly programs.

Magoshi & Chang, (2009), argues that organisations' devotion to managing gender will give the impression that it establishes systems that fairly evaluate employees according to their ability and performance rather than the creteria like male,over women identities .

Hack and Lammers (as cited in Eugene et al.,2011, p. 49) suggest that Managers should be aware that there might be gender differences regarding assignement of tasks to male and female employees because of family responsibilities usually taken over by women. As Newman (2013) points out policies that promote equal opportunity and flexible work programs result in increased levels of productivity, retention of workers and job satisfaction.

Family work programs or family –friendly policies like health care, family care , medical leave, alternative work arrangements, stress management programs, baby nurseries for nursing mothers have become so important for both employees and employers due to increase of working women and nursing mothers in employment sector. Studies have confirmed that there benefits of executing family- work programs in organisation that addresses better productivity levels, increased morale and job satisfactio. More so the policies can influence employees attachment to their work and royal to the organisation (Asif Kamran, Shauna Zafar and Syed Nayyer Ali).

This study established that there a positive relationship between management of gender and employee satisfaction through the provision of flexi-working hours to both gender (male and female).This was seen as a way to reduce pressure on employees that have family responsibilities like mothers and fathers. The provision of flexi-work arrangements was looked at by respondents as a means to plan better their schedules so as increase productivity levels. Although the researcher found out there were other factors that influenced job satisfaction other than management of gender, the organisation should review.

2.5: Management of staff with different Education levels and Employee job satisfaction

Education levels refers to attainment of the highest level of schooling that a person has reached (Satcan, 2015). According to (health), Education levels is the term used in reference to the highest levels of education. The two definitions agree though they both ignore at what levels of education since this depends on the geographical and society framework. In (Weihang, et al., 2011) it is argued that education levels can be a significant indicator of the knowledge, skills and capacity, that seems to have a positive influence on the teams productivity since it fosters a broader range of cognitive skills.

Multiple skills in an organisation increases competitiveness and the the ability to attract and retain the best employees. Management of staff with diverse functionality (as cited in Wagner & Ospina, 2001) ensures the possibility of specialisation of staff needed and the likelihood that demand for diverse skills will be represented and accessible rapidly to work environmental pressure. The multiple skills well managed through performance appraisal feedback and career growth can lead to high productivity levels and employee b satisfaction. Performance appraisal help employees understand their weaknesses and strengh to perform work better. Therefore effective performance management is a key determinant in the achievement of organisations

objectives while maximizing the contribution of employees as agrued by Cornelius as (cited in Munjuri, 2012)

Wagner & Ospina (2001).Tracy and David (2011) found that employers commonly rejected employing employees whose training, experience or education is judged to be inadequate Kamal & Ferdousi,(2009) asserts that different education levels can imply difficult communication and coordination at work places. Joshi and Jackson (as cite (Shen, Chanda, DNetto, & Monga, 2009) however observes that people from different education background but with the same income blacket tend to think alike , act the same way, love working in the same workgroups.

In a research of Sutherland and Canwell (2004), it was discovered that employee job satisfaction does not necessarly lead to increased productivity for unskilled and semi skilled, though they fail to mention at what education levels individual feel more satisfied with their jobs. Herzberg in two factor theory is helpful to identify the areas that increases job satisfaction by looking at different indicators like nature of work , opportunities presented to employees, recognition and self –realisation which can be be helful to use for different levels of education or different levels of skills or different education background to increase their morale for the job. In a research by Riley,(2005), It was found that different employees will respond differently to the variety of motivational techniques the organisation may use. As Herzberg himself said '*the managers job is not to motivate people to get them to achieve but to provide opportunities for people to achieve so that they become motivated'*.

Researchers say that most of the employees leave the organisation out of the frustration and constant friction with their superiors or other team members, it is therefore the responsibility of the managers as well as senior management to ensure that employees are satisfied with their

roles and responsibilities through performance appraisal feedback and career development or giving them tasks that do offer them a new challenge and learning environment to their satisfaction (Millmore, etl., 2007) (MSG, 2016).

This study confirmed a positive relitionship between management of staff with different education levels and job satisfaction in paricular through performance appraisal feedback, and career growth. The findings showed UCL needs regulary performance appraisal and feedback to all employees for employees to understand their weeknesses and strength for better task performance. More so performance appaisal feeedback becomes a guidline to indentify employees that need future training and career growth. Career growth was looked at by respondents as way to improve their knowledge and skills to ensure satisfaction with their jobs. This confirmed the Hypothesis (H3) that there is a positive relationship between management of staff with different education levels and job satisfaction at UCL.

As Heery,E & Noon,M.,(2001) affirm that training of employees of different levels of education by organisations help new and old employees acquire knowledge and the skills they need to perform their jobs well. As as result of improved skills employees master their roles which increases their productivity levels hence enhance their job satisfaction.

2.6: Summary of the Literature review

The chapter reviewed the academic work on theories that were adopted to guide this study,the assumptions, relevance and the limitations of the two theories "(SIT by Tajfel & Turner)" and the TFT by Herzberg). The chapter also reviewed the literature review related to the study objectives.

The SIT is a guide in understanding workplace social groups that predicts them to perform their duties on the basis of the similarities and difference their behaviour and attitudes in the social system, and the same social groups serve as drivers for employees team work and cooperation in performing their duties.

Herzebeg TFT,was useful in expaining the factors that infuence job satisfaction in a workplace and those factors that cause dissatisfaction at workplaces in particular looking as different education levels where the different categories perserve job satisfaction ddeferently according to their training and achievements.

Job satisfaction is a combination of many factors in the work place, especially in recent times where employees can not only be satisfied with having a job and few benefits (Spector, 1997). They want to be recognized and valued, a career growth that serves their interests , good working environment, flexible working hours to meet the their other social responsibilities. Therefore employees job satisfaction depends on the degree how management effectively manages the diverse values and norms of employees, gender and different levels of staff.

 The study findinds revealed management of diverse culture is important for employeees easy communication, understanding of each others differences for easy team work and good relations that increase individuals and group confidence to perform their tasks well. Management of gender was found to have positive relationship with job satisfaction through the provision of flexi-working hours for both gender at UCL. This is also a key element in dealing with steorotyping among different gender and flexible in accomodating employees to balance their life and work responsibilities. This increases employees loyality to the organisations and productivity levels since individuals have a relaxed mind to give their best performance. Further

more management of staff with different education levelswas found to help in taking advantage of multiple skills in the organisation. This may done through periodical performance appraisal to and giving feedback to all employees. The performance appraisal feeedback is helpful to identify employees that need training and career development. This is likely to ensure employees end up with jobs that they find maximum satisfaction.

CHAPTER THREE

METHODOLOGY

3.1: Introduction

This chapter presents the methodology that was used in the study. This chapter was essential in and justified the steps taken when conducting this research. The components include; research design, study population, sample size and selection, sampling techniques and procedures, data collection methods and data collection instruments, data analysis measurement of variables used in the study and the ethical considerations that guided the study.

3.2: Research design

The study adopted a case study design using both qualitative and quantitative techniques in collection of data. A case study was chosen because the researcher had limited time and resources to conduct a survey with a big sampling. This permitted the researcher to do an in-depth investigation Mugenda & Mugenda,(2003) of a single phenomenon at given point in time to arrive at the findings that are applicable to the broader case.

Multiple sources of evidence both quantitative and qualitative approaches of data collection were used across sections at UCL; programs section, Marketing and Communication, Finance and administration. This was used because qualitative data helped in giving detailed description of the data and Quantitative helped to statistically analyze data (Yin, 2002).

3.3: Study Population

Mugenda & Mugenda,(2003) defines the study population as a complete set of individuals, cases, objects with common observable characteristics that provide data for variables under study. The researcher collected data from heads of UCL departments and staff a cross three

different departments. The Study population was 20, and the researcher managed to get response from all. Six employees were interviewed out of targeted 10, both male and female of different levels of education and from different background.

3.4: Determination of the Sample Size

The study adopted Krejcie & Morgan, (1970) table for determining sample size, Morgan and Krejcie recommends a   population of 20 and a sample of 19. This study lies within the stipulated requirement by having a population of 20 and managed to get all the 20 respondents.

Table 1: Respondents by category and sample

Category	Target (Study Population)	Sample Size	Sampling Technique
Project	10	10	Purposive
Marketing and Communication	10	10	Purposive
Finance and Administration			
Total	**20**	**20**	

Source: Primary data, 2017

3.5: Sampling Techniques

According to Mugenda & Mugenda, (2003), sampling is a process of selecting a number of individuals for a research study in such away that the I ndividuals selected represent the large group from which they are selected. Purposive sampling was used for this study by getting key informants for easy generalization of the sample Laerd, (2012), for all categorise of employees to capture a wide range of opinions, perceptions experiences for indepth understanding of the relationship between IV and DV.

3.6: Data Collection methods

The Study constituted two main data collection methods of primary and secondary data collection which are entwined in the qualitative and quantitative methods. This was adopted to enable the researcher triangulate from different evident sources Yin, (2002) and come up with a credible report on the relationship between diversity management and job satisfaction at UCL. Primary data was collected using self-administered questionnaires and interview guides, while secondary data was obtained from document reviews.

3.6.1: Questionnaire Survey

According to Punch, (2014,) questionnaire is research instrument consisting of series of questions for purposes of gathering information from respondents. This was used to obtain information from employees in the three departments at UCL using matrix questions.

The respondents to the questionnaires were from Project section, Marketing and communication, Finance and Administration. This method was used because it is quick and cheap, more so free from bias of the interviewer Mugenda & Mugenda, (2003) and the respondent unlikey to be put off in answering the questions. The questionnaires were delivered by the researcher to the respondents and others were sent online using monkey survey to those the researcher could not be reached physically.

3.6.2: Interview Guide

These are established questions for accessing people's perceptions, meanings, defining situations and the most powerful way of understanding others (Punch, 2014). The method is useful in collecting qualitative data in relation to opinions, attitudes, and beliefs from employees regarding what they perceive as the influence of diversity management to job satisfaction. The method

seemed appropriate for a case study to gain detailed opinions, feelings and perceptions from respondents that may have been missed in the survey (Mugenda & Mugenda, 2003; Yazan, 2015).

3.6.3: Document review

Secondary data was used through document review during the study. UCL policy manual, minutes, magazines and e-newsletters' were reviewed. This helped the researcher to have an understanding of management practices in the organization. Due to the confidentiality and the sensitivity of the subject some of the organizations documents were not accessed like personal files and performance appraisal files. Journals and published articles were also reviewed to gain an understanding of the Variables under study.

3.7: Data Collection Instruments

The study collected data from 20 respondents through self-administered questionnaires and 6 employees were interviewed.

A review of relevant documents related to the variables under study was reviewed to get more insights on the subject under study.

3.7.1: Questionnaire

Self-administered questionnaires were given to 20 respondents who included head of departments and staff from different departments at UCL. This was a major collection instrument with closed ended questions that are considered easier and faster, easier to code and analyze (Punch, 2014). Likert type of questions was used to collect data that was easy to compare responses and the space was used efficiently as affirmed in (Mugenda & Mugenda, 2003). More so the questionnaire instrument provided respondents a choice of picking their answers from a

given set of alternatives. These were hand delivered to respondents while others were emailed to respondents to ease the exercise. The questionnaires had three sections; Section A:- demographic characteristics of respondents, Section B:- questions on management of diverse culture and job satisfaction, management of gender and job satisfaction, management of staff with different education levels and job satisfaction. The third section (Section C) had the dependent variable (job satisfaction).

The responses to the questions were anchored on five (5) point Likert scale ranging from IV (i.e 5- Strongly agree, 4- agree, 3- Neutral , 2- disagree 1- strongly disagree and DV 1- Very dissatisfied, 2- dissatisfied, 3- Neutral , 4- Satisfied & 5- Very satisfied). Appendix 1

3.7.2: Interview Guide

During interviews, facts about what was happening come to light, together with the opinions of the respondent regarding weaknesses in among the variables under study.(French, 2001). Some of the advantages for the interview guide according to Mugenda & Mugenda, (2003); Punch, (2014) is providing in-depth data which is not possible to get using a questionnaire. Interview guide guards against confusing the questions since the interviewer can clarify the questions thereby helping the respondent to give relevant responses moreover very sensitive and personal information can be obtained from the respondent. The respondents were from three sections of the organisation. The method helped in getting facts about what is happening in the organisation and the opinions of the respondents regarding the IV and DV under study

3.7.3: Document Review Check list

This method reviewed UCL documents like the policy manual, minute's annual reports e-new letters and magazines. Other source of information was from publicized journals and articles on

diversity management and job satisfaction to fill the gap of the collected data as attached on Appendix III.

3.8: Validity and Reliability

3.8.1: Validity

According to Mugenda & Mugenda,(2003)Punch, (2014), validity is the degree to which results obtained from the data analysis actually represents the phenomenon under study through using a measuring instrument that is valid to what it claims to measure. To ensure validity the instruments used were pretested and prepared carefully following the objectives under study to reduce bias and misunderstanding. The researcher identified six experts to go through the instruments to determine the accuracy of items.

Content validity index (CI) was used to measure the accuracy of the response on the concepts under study Polit & Beck, (2006),

 Where Content validity index (CVI) = Number of items rated as relevant

All items in the questionnaire

Table 2. Validity Results

Study Variables	No. of items before computing	Number of items after computing CVI
Management of diverse culture	10	8
Management of gender	12	8
Management of staff with different education levels	13	11
Employee job satisfaction	20	18
Total	55	45

Source: *Primary Data, 2017*

The table a above shows that out of 55 items , only those with CVI over 80% remained and the rest were discarded as indicated in Amin, (2005) resulting to 45 items scale. These were the

items that were finally considered in the questionnaires because all together they provided content validity index of 82% is in line with the recommended by (Amin, 2005).

3.8.2: Reliability

Reliability is a measure of a degree to which research instrument yields consistent results of data after repeated trials (Mugenda & Mugenda, 2003). Pre-test of the data collection instruments were done as a pilot trial to the potential respondents selected randomly following the research objectives, to test for consistency.

The results from two testings were correlated which is refered to as the coefficient of reliability or stability (Mugenda & Mugenda, 2003). If the coefficient is high the instrument is said to yield data that have ahigh test reliability. Cronbach's coeffiecient Alpha (α) was used to test for consistency of instruments (Mugenda & Mugenda, 2003). The results of the analysis in the table below show an average Cronbanch's Alpha Coefficient for the variables that range from .0.914 to 0.715. Based on the guidelines in (Amin, 2005) this implies the items were deemed high reliable, which helped eliminate ambiguities and biases in the data collection instruments. For an instrument to be taken as reliable a minimim coefficient of 0.5 is assumed as suggested by (Mugenda & Mugenda, 2003).

Table 3. Reliability Results

Reliability Statistics	Cronbach's Alpha	Number of Items used
	Cronbach's Alpha	
Management of diverse culture	.775	8
Management of gender	.715	8
Management of staff with different education levels	.843	11
Employee job satisfaction	.914	18

Source: *Primary data, 2017*

3.9: Procedure for data Collection

Using an introduction letter from the Department of Political and Administration Science, the researcher was given permission by UCL administration to conduct the study in the organization. The researcher piloted the questionnaires and interview guide with research experts and employees of Benx Coffee Training, with Comments from supervisors' the instruments were improved. Questionnaires were distributed to the targeted respondents, respondents were briefed on the variables under study, and other questionnaires were emailed with details explaining the meaning of the variables with an authorizing letter from Uganda Management institute to go to the field for study. The respondents were assured of the confidentiality of the data collected being purposed for academic use only.

3.10: Data Analysis

According to Zikmund (as cited in Weihang, 2011), data analysis is an application of reasoning to understand and interpret the data or information that have been collected. Yin (as cited in Yazan, 2015), agrees that data anaysis consists of examining , categorizing , tabulating , testing and combining both quantitative and qualitative evidence to address the research questions.

3.10.1: Analysis Quantitative Data

This involved the use of both descriptive and inferential statistics using (SPSS). This enabled the information collected to be presented better through tables with the response rate from the respondents (Punch, 2014). According to Mugenda & Mugenda, (2003) descriptive statistics enabled the researcher to meaningfully describe the distribution of scores. This entailed determination of measures of central tendency such as mean and inferential statistics using correlation and regression (Punch, 2014).The measurements were used to determine the

relationship between the IV and the DV. As noted in Mugenda & Mugenda, (2003), the statistics tested the strength of the relationship between the diversity management and job satisfaction at UCL.

3.10.2: Analysis of Qualitative data

This analysis was based on organized data under themes, trends and patterns based on the objective of the study (Mugenda & Mugenda, 2003). The themes and patterns indicate the trend of responses from the interview guide according to the research objectives. Information that was collected was assembled together under the same categories by assigning codes to different patterns of response. The data was interpreted by composing explanations and descriptions from the collected response.

3.11: Measurements of variables

According to Mugenda & Mugenda, (2003) a variable is a measurable characteristic that assumes different values among the subjects. Measurement is a procedure for assigning symbols, letters or numbers to empirical properties of variables for purposes of identification (Punch, 2014).

The questionnaires were designed using likert scale to collect opinion data on the variables under study using five scales on the IV (i.e 5- Strongly agree, 4- agree, 3- Neutral , 2- disagree 1- strongly disagree and DV 1- Very dissatisfied, 2- dissatisfied, 3- Neutral , 4- Satisfied & 5- Very satisfied). As Mugenda & Mugenda, (2003) states that the ratio scale is the highest level of measurement and the most precisie method of measuring variables since it generally has most of the characteristics of other scales. This helped to arrange the findings from the study for generalization purposes since this is a case study.

3.12: Ethical Considerations

The priciples of research of no harm to the participant, voluntary consent from the respondent , respect of privacy and use of suitable research methods was adhered to by the researcher (Denscombe, 2012).

The study involved primary data collection from individuals and therefore a permission letter to do the study was sought from Uganda management Institute to confirm to the respondents that data collection is purely academic.

 Consent was obtained from respondents before interviews through email and telephone calls as the interviewer assured them of confidentiality of answers by not mentioning their names in the interviews instead codes were assigned to questionnairs.

To ensure confidentiality,the names of respondents were not recorded on questionnaires and interview guide, those that answered by online monkeysurvey their identity was not revealed either.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1: Introduction

This study was purposed to investigate the relationship between diversity management and job satisfaction at Uganda Conservation Limited. It aimed at the following objectives: to establish the relationship between management of diverse culture and job satisfaction, to examine the influence of gender management and job satisfaction ,to determine the relationship between management of staff with different education levels and job satisfaction. This chapter presents the analysis and interpretation of data arising from raw data collected from questionnaires, interview guide and document review. It covered the background information on respondents, the analysis and interpretation of raw data in relation to the objectives of the study and the verification of the hypothesis.

4.2: Respondent Rate

The researcher distributed 20 questionnaires to different departments of at UCL .The researcher targeted head of departments and staff members who had in the organisation for more than one year. Twenty questionnaires were distributed both in office and online using a monkey survey and all were returned. The interview guide were distibuted to 10 staff members and only six were returned. Below table 4; is the response rate about the respondents.

Table 4: Response Rate

	Target number	Percentage (%)
Questionnaires distributed	20	100
Collected questionnaires	20	1 00
Interview guide distributed	10	100
Completed interview guides	6	60

Source*: Primary data, 2017*

The total response rate from questionnaires was 100%, and 60% from interview guide, although 3 respondents did not answer all the questionnaires. This was achieved through constant phone calls and email communication to the respondents by the researcher. The results are therefore trusted to provide a representation of the study from Uganda Conservation Limited.

The interview guide was distributed to 10 members of staff (head of departments and staff who had worked at UCL for more than one year), only 6 filled up the interview guide.

4.3: Background Characteristics

This section presents the characteristics of the respondents such as, gender, Age, levels of education, departments, Period worked, and Geographic background at UCL. These characteristic were selected to understand diversity of employees.

4.3.1: Gender

Table 5: Distribution by gender

Gender		Frequency	Percentage %	Cumulative Percentage %
Valid	Male	12	60	60
	Female	8	40	100
	Total	20	100	

Source*: Primary data, 2017*

Results from cross tabulation Table 5: indicated that UCL employs both male and female, as per the response rate of male (12), 60% and females (8), 40%. This shows that Uganda Conservation Limited employs more Male than Female at ratio of 12:8.respectively. This implied both genders were part of the finding for this study.

4.3.2: Age

Table 6: Distribution by age

		Frequency	Percentage %	Cumulative Percentage%
Valid	Below 30	4	20	20.0
	31-40	9	45	65.0
	41-50	5	25	90.0
	Above 50	2	10	100.0
	Total	20	100	

Source*: Primary data, 2017*

The respondents were asked their age to determine their maturity in the reasoning and answering the research questions. Findings are presented in the table 6. Most of the respondents were between; 31-40, of age (9) 45% of the total respondents, those below 30 years were (04), 20%,

those between; 41-50 were (5) 25% those above 50 years were (02).10%. This implied that the respondents were old enough to understand and answer the questions given to them.

4.3.3: Education levels

Employees were asked the about their level of education to help determine whether they understood the questions which were in English to provide the right information. Below is the table for the distribution of education levels of respondents.

Table 7: Distribution of education levels

		Frequency	Percentage %	Cumulative Percentage %
Valid	Certificate	2	10	10.0
	Diploma	4	20	30.0
	Post G	3	15	45.0
	Degree	9	45	90.0
	Masters	2	10	100.0
	Total	20	100	

Source*: Primary data, 2017*

From table 7 most of the respondents were at degree level as they constituted (9), 45% followed by Diploma qualifications (4), 20%, then Post Graduate (3) 15%, (2) 10% with the Certificate and Masters of the total respondents respectively. This implied most of the respondents were educated enough to understand questions and answer them to the best of their knowledge therefore the data collected is assumed to be fairly true.

4.3.4: Departments

Employees were asked which departments they were worked at UCL, this was to avoid bias in the determination of diversity management and job satisfaction in the whole organization. Table 8 presents the findings.

Table 8: Distribution by Departments

		Frequency	Percentage %	Cumulative Percentage %
Valid	Project	11	55	55.0
	Marketing &Communication	6	30	85.0
	Admin & Finance	3	15	100.0
	Total	20	100	

Source*: Primary data, 2017*

Results from the above table indicated that most of the respondents were from the project department 11 (55%) respondents, 6 (30%) were from marketing and communication, 3 (15%) were from administration and finance. This implied that the respondents were from different departments, showing diversity in the professional work to give their opinions on diversity management and job satisfaction at UCL.

4.3.5: Period worked

Employees were asked their length of period worked at UCL to get an understanding of their opinions on diversity management and job satisfaction. Find below the findings in table 9.

Table 9: Distribution of period worked

		Frequency	Percentage %	Cumulative Percent (%)
Valid	Less than 1 year	5	25	25
	1-2 Years	8	40	65
	2 -3 Years	1	5	70
	3-4 Years	4	20	90
	5-Above Years	2	10	100
	Total	20	100	

Source*: Primary data, 2017*

Table 9 indicated that most of the respondents had worked at UCL for are period of 1-2 years 8 (40%) of the total respondents. This shows employees that worked less than year were 5 (25%); 1-2 years 1 ((5%), 3-4 years 4 (20%) and above 5 years 2 (10%). The tables above shows the respondents were long enough in the organization to respondent to the questions under study.

4.3.6: Geographical background

Respondents were asked about their geographical background to show the diverse culture at UCL and be able understand how this diverse culture is managed to jobs' satisfaction. Findings are presented in the below Table 10.

Table 10: Distribution of geographical background

		Frequency	Percentage (%)	Cumulative Percentage (%)
Valid	Western – Uganda	5	25	25
	Eastern – Uganda	4	20	45
	Northern – Uganda	2	10	55
	Central - Uganda	3	15	70
	Non- Ugandan	6	30	100.
	Total	20	100	

Source*: Primary data, 2017*

Table 10: showed the highest number of the respondents were Non –Ugandans 6 (30%) , 25% were from Western Uganda, 20% from the Eastern Uganda, 10% from Northern Uganda, 15% from the Central Uganda. This showed the diversity of cultural background of employees at UCL, implying the findings of this study were not biased to a particular culture.

4.4: Responses on the Substantive objectives

The responses were interpreted using the 5 –Likert Scale as seen in the Table 11:

Table 11: Likert Scale

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Source: Primary data, 2017

These scales were applied to all the dimensions of diversity management and employee job satisfaction which can clearly be seen Appendix 1.

4.4.1: Research Question One: What is the relationship between management of diverse culture and job satisfaction at Uganda Conservation Limited?

This section addresses independent variable which is (Diversity management), it looks at the management of diverse culture on employees' job satisfaction at UCL as one of the dimensions. Below is the table showing analysis and the interpretation of the findings in Table 12;

46

Table 12: Findings about management of diverse culture and job satisfaction at UCL

Items for management of diverse culture	SA	A	N	D	SD	Mean
The organizations recognize various cultures among the employees	5 (25%)	14 (70%)		1 (5%)		4.15
The organization recognizes individual and group values among employees	4 (21.1%)	12 (63.2%)	1 (5.3 %)	2 (10.5 %)		3.95
I am satisfied with the way the organization recognizes and respects culture differences	3 (15.8%)	8 (42.1%)	4 (21.1%)	4 (21.1 %)		3.53
Respecting diverse culture among employees impacts positively on employee's job satisfaction	3 (15%)	15 (75%)	2 (10%)			4.05
All employees recognize and respect each other's values and norms	2 (10%)	12 (60%)	5 (25%)	1 (5%)		3.75
The awareness of diverse cultural differences and similarities among employees is strongly related with employee job satisfaction	1 (5%)	14 (70%)	5 (25%)			3.8
Awareness of cultural differences and similarities among the team enhances harmonious work environment	6 (30%)	14 (70%)				4.3
In your view do you think culture awareness among employees increases employees job satisfaction?	3 (15%)	17 (85%)				4.15
Do you think effective management of diverse culture among employees increases employee job satisfaction?	7 (35%)	13 (65%)				4.35

Source: *Primary data 2017*

Key: Strongly Agree (SA) Agreed (A) Not Sure (N), Disagreed (D) and Strongly Disagree (SD).

In analyzing data respondents who strongly agreed and agreed were combined into one category *"Agreed"*, and those who "strongly disagreed" and "disagreed" were combined into one category as *"Disagreed"* with the items. Therefore the researcher compared three categories of responses; - 'Agreed, Not sure, and disagreed' to the items.

From Table 12: Respondents agreed that the organization recognizes various cultures; with 95% response rate and 5 % Disagreed. This was supported by the mean value of 4.15. This implied that the organization recognizes the presences of a diverse culture in the organization and the management pays attention to the differences of culture among employees of which employees are aware off.

Recognition of Individual and group values among employees; indicated that respondents confirmed that there is recognition of individual and group values in UCL with 84 % agreed, 10.5% disagreed and 5.3% were not sure, with a mean value of 3.95. This showed that UCL acknowledges the importance of individual values and group values as acknowledged by employees.

Satisfaction due to recognizing and respect of cultural differences ; respondents' showed that they are satisfied with UCL recognizing and respect of cultural differences with highest number of 57 % agreeing, against 21.1% who disagreed and 21.1% were not sure. This was supported by mean value of 3.53, implying that respect of cultural differences is valued by employees at UCL.

Respect of diverse culture among employee impacts positively on job satisfaction; indicated 90% (18) respondents against 10% who were not sure agreed that respect of diverse culture impacts positively on employees' job satisfaction. This was supported by a mean value of 4.05.

Employees recognize and respect each other's values and norms; indicated 70% of the respondents agreed that there was respect of each other values and norms among themselves, against 25% who were not sure 5% disagreed. This was supported by the mean value of 3.75, implying that respecting each other's different values is important for employees work environment, where every employee feel valued by his or her colleagues.

The awareness of diverse cultural differences and similarities among employees is strongly related with Job satisfaction; indicated 75% respondents against 25% not sure agreed that awareness of employees' cultural differences and similarities are strongly related to job satisfaction, statement and this was affirmed with a mean value of 3.8, implying the employees at UCL believe in cultural awareness as an element to appreciate each other's diverse culture to ease relations at work place that is more likely to increase job satisfaction.

Awareness of cultural differences and similarities among employees enhances harmonious work environment; respondents agreed that awareness of diverse cultural difference and similarities improves good working relationships at workplaces as indicated in the table 4.9 with 100% response rate. This meant that, cultural awareness is important to management of diverse culture training at UCL. This implied easy communication for good work environment to reduce tension or conflict among employees through appreciating of each other's cultural differences and similarities. The knowledge of understanding each other's differences and similarities may lead to shared knowledge that result in great team work and high productivity levels which increase] job satisfaction.

Cultural awareness among employees' increases job satisfaction; all respondents agreed that cultural awareness within an organization increases job satisfaction as confirmed by the result

from the table 12; 100% and a mean value of 4.15. This implied that the diverse culture need to be aware of who they are and their colleagues.

Effective management of diverse culture among employees increases employee job satisfaction; indicated 100% of the respondents agreed that management of a diverse culture increases job satisfaction at UCL. This was confirmed by the mean value of 4.35. This implied that management of diverse culture has relationship with job satisfaction at Uganda Conservation Limited.

4.4.2 Testing HI- Relationship between management of diverse culture and job satisfaction

The first hypothesis (HI) Stated; "*There is significant positive relationship between management of diverse culture and job satisfaction at Uganda Conservation Limited*". The spearman rank correlation coefficient (rho) was used to determine the strength of the relationship between management of diverse culture and job satisfaction.

Table 13: Correlation between management of diverse culture and job satisfaction

Correlations

		Recognize &Respect	Job satisfaction
Recognize &Respect	Pearson Correlation	1	.657**
	Sig. (2-tailed)		.004
	N	19	17
Job satisfaction	Pearson Correlation	.657**	1
	Sig. (2-tailed)	.004	
	N	17	18

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

50

From the Table 13; revealed, the Pearson for the correlation between an item (recognition and respect of cultural differences) under the dimension of management of diverse culture and job satisfaction was (r= .657**), Significance (Sig. =004) the number of respondents were (N=19.)This meant there was 65% strong linear correlation between two variables which implied changes in management of diverse culture will have the same change in job satisfaction. In conclusion the improvement in management of diverse culture at UCL would have a positive change in job satisfaction. This lead to acceptance of the research hypothesis H1: "*There is significant positive relationship between management of diverse culture and job satisfaction at UCL.*

Further analysis was conducted using a regression to determine the relationship between management of diverse culture and job satisfaction. Findings are presented below, Table 4.11 with an analysis and interpretation.

Table 14: Regression analysis for management of gender and job satisfaction

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.657ᵃ	.432	.394	1.028

a. Predictors: (Constant), Recognition &Respect

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	12.043	1	12.043	11.405	.004[a]
	Residual	15.839	15	1.056		
	Total	27.882	16			

a. Predictors: (Constant), Recognition &Respect

b. Dependent Variable: Job satisfaction

Table 14; show a model summary with R ((.657[a]) R2 (.0432), Adjusted R (.394) and Estimated

Error of (1.028). this showed management of diverse culture had 65% variance as obtained on

job satisfaction, hence it is concluded that there is a positive relationship between management

of diverse culture and job satisfaction. The findings for ANOVA test, revealed that the

significance (sig F=.004[a].) of the fishers ratio (11.405), this was less than the standard

significance at .05, hence a strong positive relationship between variables. This implied that there

which positive relationship between management of diverse culture and job satisfaction at UCL,

hence HI was upheld.

4.5 Research Question Two: How does the management of gender influence job satisfaction at UCL?

This section presents the findings from second question of this study as stated above. Below is

the analysis and the descriptive statistics from the responses to the question.

Table 15: Findings about the management of gender and job satisfaction at UCL

Items for management of gender	SA	A	N	D	SD	Mean
The organization has equal opportunity statement on both male and female	6 (30%)	14 (70%)				4.3
The organization provides all employees with flexible working hours			7 (35%)	13 (65%)		2.35
The organization provision for work-life balance reduces pressure on employees	2 (10%)	14 (70%)	4 (20%)			3.90
The provision of flexible working hours provides a chance for employees to attend to urgent family commitments	4 (20%)	16 (80%)				4.20
The provision of flexible working hours impacts positively to employees' job satisfaction	7 (35%)	13 (65%))				4.35
The provision of work-life balance programs enhances employee's loyalty to the organization	5 (25%)			15 (75%)		4.25
I am satisfied with the provision of flexible work arrangements by the organization	1 (5%)	7 (35%)	3 (15%)	7 (35%)	2 (10%)	2.90
In your view do you think effective management of gender differences improves employees' job satisfaction?	8 (40%)	12 (60%)				4.4

Source: Primary data, 2017

Below is the interpretation of the data analysis from questionnaires; The item if the organization has equal opportunity statement on both male and female; respondents agreed that UCL has an equal opportunity statement on male and female workers supported by result from Table 15; 100% agreed with a mean value 4.3. This implied Uganda conservation Limited recognition of both gender, hence supporting equality and fairness among employees of different gender

The organization provides all employees with flexible working hours; showed that there was provision of flexible working hours, though from the findings the provision was not to all employees. This was affirmed with 65% respondents that disagreed and 35% were not sure. This resulted in the mean value of 2.35. This implied that flexible working hours were not provided to all employees, hence unfairness and not being managed well.

The organization provision for work-life balance reduces pressure on employees; respondents agreed that the provision of work-life balance reduces pressure from employees. The findings showed 80% agreeing to the statement and 20% not sure. The positive response was affirmed by the mean value of 3.9.This meant work life balance is important for employees high productivity levels that is likely to result into job satisfaction because of reduced negative stress.

The provision of flexible working hours provides a chance for employees to attend to urgent family commitments; indicated 100% respondents agreed, with a mean value of 4.2, implying respondents agreed with the provision of flexi working hours to attend to family commitments. The findings reveal how important it is to provide flexi-work hours for employees, that helps them plan better and is likely to increase their productivity levels at work place, resulting in job satisfaction.

The provision of flexible working hours impacts positively on job satisfaction; findings showed 100% agreeing with a mean value of 4.35, that provision of work-life balance impacts positively employees' job satisfaction. This implied that the management of gender through provision of flexi-work hours is important for job satisfaction at Uganda Conservation Limited. Therefore the provision is good for both gender to attend to their families and personal responsibilities that result in job satisfaction.

The provision of work-life balance programs enhances employee's loyalty to the organization; findings respondents disagreed that the provision of work-life balance programs enhances employees' loyalty to the organization with a response rate of 75% and 25% agreed. This was supported by mean value= 4.2, this implied that loyalty to the organization was not related to the provision of work-life balance at Uganda Conservation Limited. Therefore royalty to the organization by employees depended on something else other than the provision of work-life balance.

I am satisfied with the provision of flexible work arrangements by the organization; findings from Table 15; showed 45% disagreed, 40% agreed and 15% were not sure. This implied that the respondents were not satisfied with the provision of flexible work arrangements by the organization. The response was confirmed by the mean value of 2.9, therefore Uganda Conservation Limited needs to review and manage the provision of flexi-work arrangements.

Respondents answering whether effective management of gender differences improves job satisfaction indicated 100% respondents agreed that effective management of gender differences improve job satisfaction. This was affirmed with a mean value of 4.4, implying that effective management of gender is likely to increase job satisfaction of employees at Uganda Conservation Limited.

4.5.1: H2; There is significant relationship between management of gender and job satisfaction at Uganda Conservation Limited

The Pearson correlation was used to determine the relationship between management of gender and job satisfaction at UCL. Pearson correlation (r) a significant value (Sig.2 tailed and number value (N)

Table 16: Correlation between management of gender and job satisfaction

Correlations

		Management of gender-	Job satisfaction
Management of gender	Pearson Correlation	1	.242
	Sig. (2-tailed)		.333
	N	20	18
Job satisfaction	Pearson Correlation	.242	1
	Sig. (2-tailed)	.333	
	N	18	18

Results from table   16; for management of gender and job satisfaction at UCL showed Correlation score (R=.246), and the significance (Sig= .333), the number of respondent (N=18) .The Pearson correlation (R-value =0.242) revealed a weak positive relationship between management of gender and job satisfaction. This implied a positive a change in management of gender is likely not too cause a strong correlated change in job satisfaction, hence the two variables have no strong relationship with each other.

The responses were also subjected to Regression analysis as presented below in table 17; and using ANOVA the relationship between the management of gender and job satisfaction.

Table 17: Regression analysis for management of gender and job satisfaction

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.242[a]	.059	.000	1.320

a. Predictors: (Constant), Management of Gender

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.736	1	1.736	.997	.333[a]
	Residual	27.875	16	1.742		
	Total	29.611	17			

a. Predictors: (Constant), Management of Gender

b. Dependent Variable: Job Satisfaction

Table 17; show a model summary with R ((.242[a]) R2 (.059), Adjusted R (.000) and Estimated Error of (1.320). this showed management of gender had 24 % variance obtained on job satisfaction, hence it is concluded that there is a weak positive relationship between management of gender and job satisfaction. This implied a positive linear relationship between the two variables, therefore the changes in management of gender result in change in job satisfaction.

The findings were subjected to ANOVA test, findings showed a significance (Sig .F= .333[a]) of the Fishers' ration (F= .997) that meant a weak positive linear relationship between management of gender and job satisfaction at Uganda Conservation Limited, therefore the H2 is upheld as having statistically a positive relationship between management of gender and job satisfaction.

4.6: Research Question Three: What is the relationship between management of staff with different education levels and job satisfaction

Table 18; below presents the analysis of data from respondents of the relationship between management of staff with different education levels and job satisfaction at UCL.

Table 18: Findings about management of staff with different education levels & job satisfaction

Items for management of Different Education Levels	SA	A	N	D	SD	Mean
The organization gives equal treatment to all employees with different education levels	4 (20%)	12 (60%)	1 (5%)	3 (15%)		3.85
The organization provides performance appraisal feedback to all employees			10 (50%)	9 (45%)	1 (5%)	2.45
The performance appraisal feedback provided impacts positively on Employees' job satisfaction			14 (70%)	4 (20%)	2 (10%)	2.60
I am satisfied with the organization performance appraisal feedback		4 (20%)	5 (25%)	7 (35%)	4 (20%)	2.63
The organization provides career growth to all employees		1 (5.3%)	12 (63.3%)	4 (21.1%)	2 (10.5%)	3.42
The career growth provided is relevant to employees' roles		8 (42.1%)	11 (57.9%)			3.42
The career growth provided improves sharing of skills		9 (47.4%)	9 (47.4%)	1 (5.3%)		3.42
I am satisfied with the career growth provided by the organization		8 (42.1%)	4 (21.1%)	7 (36.8%)		3.05
In your view do you think the career growth	1	3	7	6	2	2.74

	(5.3%)	(15.8%)	(36.8 %)	(31.6%)	(10.5%)	
provided improves employee job satisfaction						
In your view do you think the performance appraisal feedback improves employee job satisfaction		8 (42%)	1 (5.3%)	6 (31.6)	4 (21.1%)	3.05
In your view do you think effective management of different levels of education impacts positively to employee job satisfaction?	3 (11.5%)	16 (61.5%)				4.16

Source: Primary Data, 2017

The study findings from data analysis showed the following responses; respondents agreed with 80% that Uganda Conservation gives equal treatment to all employees with different education levels, 5% were not sure and 15% disagreed. This was supported by mean value=3.85

The organization provides performance appraisal feedback to all employees: the findings showed 50% of were not sure, 50% disagreed, that performance appraisal feedback is provided to all and this resulted in a mean of 2.45. This implied performance appraisal feedback was not provided to all employees at Uganda Conservation Limited.

The performance appraisal feedback provided impacts positively on job satisfaction; the results from table 18; showed 70% Not sure and 30% disagreed with a mean value of 2.60.This implied that the performance appraisal feedback provided by UCL does not impact job positively on job satisfaction.

I am satisfied with the organization performance appraisal feedback; indicated 45% agreed, 35% not sure 20% disagreed, with a mean of value of 2.63. This implied that the respondents were not satisfied with the performance appraisal feedback at UCL. Therefore the management at UCL

should review the policy on performance appraisal to improve the performance appraisal feedback that is likely to increase job satisfaction through high productivity level.

The organization provides career growth to all employees; the findings showed; 68%, of the respondents agreed 21% not sure and 10% disagreed, with a mean value of 3.42, this meant the UCL provides career growth to all its employees which is good for human resource development that may lead to job satisfaction.

The career growth provided is relevant to employees' roles; from the findings, respondents agreed with 100% that the career growth provided by UCL is relevant to the employees' roles. This was affirmed by a mean value of 3.42, this implied improved career growth of employees that is likely to lead to high productivity levels, increased morale to stay long in the organization hence job satisfaction.

The career growth provided improves sharing of skills; results from the analysis showed 95% agreed, 5% not sure that career growth improves sharing of skills. Therefore career growth significantly improves sharing of skills as affirmed with a mean value of 3.42. This implied that career growth is important for sharing skills especially with different education levels and different professional roles, which is likely to increase team work and harmonious work environment, hence job satisfaction.

I am satisfied with the career growth provided by the organization; findings from table 18; it was established that respondents agreed that career growth provided by UCL is satisfying their interest, this was supported by 63. % agreed 37% not sure, resulting in a mean value 3.05. This indicated a positive relationship career growth and job satisfaction.

The analysis on whether career growth provided improves job satisfaction; reflected 21% agreed, 37% not sure 42% disagreed; implying that career growth is does not necessarily lead to job satisfaction. The result showed job satisfaction depended on different categories of employees, how they viewed career growth as an element to improve job satisfaction. This was supported by mean value of 2.74 implying that respondents disagreed with the statement.

Whether performance appraisal feedback improves job satisfaction; respondents disagreed with 53%, 5% not sure and 42% performance agreed that performance appraisal feedback improves job satisfaction at UCL. This was supported with a mean value of 2.68.Therefore performance appraisal feedback at UCL does not necessarily improve job satisfaction.

Effective management of staff with different levels of education impacts positively to job satisfaction; the findings from tea analysis showed 100% agreed that effective management of different levels of education impacts positively on job satisfaction at Uganda Conservation Limited. This was supported with a mean value of 18; therefore this implied that the understanding of staff with different levels of education, through performance appraisal feedback and provision of career growth to improve their skills is likely to enhance job satisfaction at UCL. Therefore management at UCL should pay attention to performance appraisal feedback to all employees of different education levels and increase human resource development through training and career development.

4.6.1 H3; There is significant positive relationship between management of staff with different education levels and job satisfaction at Uganda Conservation Limited.

The Pearson correlation was used to determine the relationship between management of staff with different education levels and job satisfaction at UCL. Pearson correlation (r) a significant value (Sig.2 tailed and number value (N).

Table 19: Correlation between management of staff with different education levels and job satisfaction

Correlations

		Performance Appraisal	Job satisfaction
Performance appraisal	Pearson Correlation	1	.390
	Sig. (2-tailed)		.110
	N	20	18
Job satisfaction	Pearson Correlation	.390	1
	Sig. (2-tailed)	.110	
	N	18	18

The correlation coefficient of table 19, for management of staff with different education levels and job satisfaction at UCL showed Correlation score (R= 390), and the significance (Sig= .110), the number of respondent (N=20). This revealed a weak positive correlation between performance appraisal (an item under the dimension of IV) and job satisfaction. This implied a positive a change in management of staff with different education levels will cause a weak change on job satisfaction and the conclusion was that the two variables have a weak positive relationship.

The responses were also subjected to regression analysis as presented below in table 20; using ANOVA to measure the strength of the relationship between management of staff with different education levels and job satisfaction.

Table 20: Regression analysis for management of gender and job satisfaction

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.390[a]	.152	.099	1.253

a. Predictors: (Constant), Performance Appraisal feedback

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.500	1	4.500	2.867	.110[a]
	Residual	25.111	16	1.569		
	Total	29.611	17			

a. Predictors: (Constant), Performance Appraisal

b. Dependent Variable: Job satisfaction

Table 20; show a model summary with R ((.390[a]) R2 (.152), Adjusted R (.099) and Estimated Error of (1.253). This showed a weak linear relationship between (Performance appraisal feedbacks) an item under the dimension and job satisfaction hence a weak positive relationship between management of staff with different education levels and job satisfaction.

Furthermore the findings from ANOVA test, showed a significance (Sig.F= .110[a]) of the Fishers' ration (F= 2.867), this implied there is positive linear relationship between management of staff with different education levels and job satisfaction at Uganda Conservation Limited. Therefore the H3 is upheld that:

4.7 Job Satisfaction

This study analyzed the responses from employees on the dependent variable (job satisfaction) at Uganda Conservation Limited 18 items were use and below is the table presenting the analysis and findings of the responses.

Table 21: Findings about job satisfaction

Job satisfaction	VS	S	N	D	VD	Mean
Recognition for doing a good work	2 (10.5%)	10 (52.6)	1 (5.3%)	6 (31.6%)		3.42
Respected and valued for work done	1 (5.3%)	9 (47.4%)	3 (15.8%)	6 (31.6%)		3.26
Able to do things that don't go against my conscience	3 (15.8%)	15 (78.9%)		1 (5.3%)		4.04
Cooperation with my colleagues from different cultures	5 (26.3%)	13 (68.4%))	1 (5.3%)			4.21
Clear and transparent communication at work place	1 (5.3%)	4 (21.1%)	6 (31.6%)	8 (42.1%)		2.89
I feel satisfied with my productivity levels	5 (26.3%)	13 (68.4%)	1 (5.3%)			4.21
Employee participation in decision making process	1 (5.6%)	4 (22.2%)	3 (16.7%)	10 (55.6%)		2.78
A chance to work at a flextime		8 (44.4%)	4 (22.2%)	6 (33.3%)		3.11
Provision of work –life balance		7 (38.7%)	3 (16.7%)	8 (44.4%)		2.94
Freedom to use my own Judgment	2 (11.1%)	12 (66.7%)		4 (22.2%)		3.67
The way my co-workers get along with each other	2 (11.8%)	14 (82.4%)		1 (5.9%)		4.00
Freedom to use my skills and abilities	2 (11.8%)	14 (82.4%)	1 (5.9%)			4.06
Opportunity to do what I do best	2 (11.8%)	11 (64.7%)	3 (17.6%)	1 (5.9%)		3.82
The presence of teamwork at workplace	1 (5.9%)	14 (82.4%)	2 (11.8%)			3.94
Sharing of different talents	1 (5.6%)	11 (61.1%)	5 (27.8%)	1 (5.6%)		3.67
Opportunity for growth and development	2 (11.1%)	7 (38.9%)	2 (11.1%)	7 (38.9%)		3.22
I feel satisfied with my job	4 (22.2%)	5 (27.8%)	2 (11.1%)	6 (33.3%)	1 (5.6%)	3.28
I am planning to stay long with the organization	3 (16.7%)	4 (22.2%)	3 (16.7%)	5 (27.8%)	3 (16.7%)	2.94

Source: *Primary Source 2017*

Key: VS- Very Satisfied, S=Satisfied, N= Neutral, D= Dissatisfied, VD= Very Dissatisfied.

In analyzing data respondents answers were grouped; those who indicated very Satisfied were group in one category as "*Satisfied*" and those that indicated dissatisfied and very dissatisfied were categorized as *"Opposed"* and Neutral respondents were maintained as "*Neutral* .The responses were presented in percentage (%), with a presentation of the Mean as a descriptive statistic of the responses. Below is the interpretation of data analysis on job satisfaction.

Recognition for doing a good work; the study findings indicated 63% satisfied ,5.3% neutral , 31.7% opposed on recognition for doing a good work, this was affirmed with a mean value of = 3.42. The findings implied employees were satisfied with being recognized for doing a good work.

Respected and valued for work done; respondents indicated 52.7% Satisfied, 15.8%, neutral 36.6 % opposed. The findings confirmed this response with the mean value =3.26, this meant that employees were satisfied with being respected and valued for the work done.

Able to do things that don't go against my conscience; the results showed 95% were satisfied, 5% opposed , and this was affirmed with a strong mean value of 4.05, implying employees had freedom not to do what was opposed or against their conscience.

Cooperation with my colleagues from different cultures; the investigation found 95% satisfied, 5% neutral, indicating there was cooperation among employees from different cultural backgrounds. This was supported was supported by a mean value of 4.21.

Clear and transparent communication at work place; the findings indicated, 26%, satisfied, 31.6% neutral and 48.1% opposed, this meant that, respondents were not satisfied with communication at workplace. The expectation of clarity and transparent communication was not sufficient enough at UCL. The response rate was confirmed by the mean of 2.89.

I feel satisfied with my productivity levels; the results showed 95% satisfied, 5 % neutral which revealed respondents were satisfied with their productivity levels. This accounted for a mean value of 4.21 implying employees at UCL were satisfied with the productivity levels.

Employee participation in decision making process; 27.8% were satisfied, 16.7% neutral and 55.6% opposed the item question. This meant, respondents were not satisfied with their participation in the organizations' decision making. This accounted for the mean value 2.78 implying dissatisfaction with participation in decision making.

A chance to work at a flextime; the findings from table 18 showed 44.4% satisfied, 22.2% neutral and 33.3% opposed. This showed that respondents were satisfied with the provision of a chance to work at a flextime. The findings further revealed a mean value of 3.11 which confirmed that UCL allows work flexibility that employees are satisfied with.

Provision of work –life balance; respondents opposed to the provision of work life balance with 44%, 16% were neutral and 40% indicated satisfied. This implied the provision of work life balance may not have been availed to all employees. This was affirmed with a mean value of 2.94.

Freedom to use my judgment; the findings indicated 77.8% satisfied, 22.2% opposed, this meant the respondents had the freedom of judgment at workplace. The item accounted for the mean value of 3.67, implying that, employees at UCL were satisfied with the freedom to use their judgment in the execution of their duties, hence not limited to what they have to offer.

The way my co-workers get along with each other; results from Table 18, showed 94% satisfied, 6% were opposed, this meant respondents were satisfied with the way co-workers got along with

each other. The mean value was 4, implying the fact that there was a diverse workforce at UCL; it did not work as a deterring element to cooperating with each other at work place.

b the findings showed 94% Satisfied 6% neutral indicating that respondents were satisfied with the freedom to use their skills and knowledge; this was reflected by a mean value 3.94. This implied that, employees at UCL were satisfied with sharing their diverse skills and abilities with each other. That is likely to lead to job satisfaction

Opportunity to do what I do best; the result from table 18, indicated, 77% satisfied, 17% neutral and 6% opposed, this meant that the respondents were satisfied with being given an opportunity to do what they do best. This was confirmed by the mean value of 3.82, this implied majority employees at UCL were satisfied with an opportunity to do what they do best though others seemed not sure and as result not satisfied with opportunity given to do their best.

The presence of teamwork at workplaces; the results from table 18 indicated 88% satisfied, 12% neutral, which meant the majority employees at UCL enjoyed the presence of team work and 12%, could not confirm. This result accounted for a mean value of 3.94 which implied employees were satisfied with team work at UCL.

Sharing of different talents; findings from table 18 indicated 66.7% satisfied, 27.8, neutral 5.6% opposed, this meant majority employees at UCL were satisfied with sharing different talents from the diversity of workforce. This analysis was confirmed by a mean value 3.67 which showed majority employees were satisfied with sharing talents that may likely have contributed to their job satisfaction.

Opportunity for growth and development; results further revealed that 50% satisfied, 11.1 % neutral 38.9% opposed. The findings reveal that half of the employees were satisfied with opportunity for career growth and development, 38.9 % opposed, which meant they were not satisfied with the career growth. This resulted in the mean value of 3.22. This implied that though majority employees were satisfied, with career growth, the opportunities may not have been given to all employees

I feel satisfied with my job; the findings revealed that 50% were satisfied, 11.1 % neutral and 38.9 % opposed. The result indicated that a half of employees were satisfied with their jobs while 38.9% were not satisfied and 11.1% were not decided if they are satisfied or not. This result from analysis accounted for a mean value 3.28 implying that, UCL had half of employees satisfied with their jobs, the rest were not satisfied and others not sure about their job satisfaction.

I am planning to stay long with the organization; the results revealed 38.9 % satisfied, 16.7% neutral 44.5% opposed. The findings revealed that majority employees were not planning to stay in the organization for long. The findings further showed a mean value of 2.94, which implied that majority employees were not satisfied with their jobs to stay long at UCL. Although the findings showed 38% respondents were satisfied, UCL needed to review their human resource policy to address the gap of dissatisfied employees.

4.8: Qualitative data presentation from the Interview guide

This section is the presentation of qualitative data from interview guide; In trying to assess the diversity management and job satisfaction in not- for- profit organization in Kampala, a case of Uganda Conservation Limited, the researcher conducted a number of interviews with key informant members of the organization. These included employees from project management

section, communication and marketing section and the finance and administration section. This study conducted these interviews so as to strengthen the quantitative data collected from questionnaires and be able to close the gaps that may have been missed in quantitative data. Focus was put on the objectives of the study; i.e management of diverse culture, management of gender and management of staff with different levels of education; Results of the interview guide are summarized below under the various questions asked

Recruitment and Selection is fair to all individuals of difference in culture, gender and education level; it was found out that there was fair recruitment and selection at UCL. Of the 6 respondents (60%) confirmed there exists fair recruitment and (40%) said No to the statement. Therefore the study took on the majority position and concluded that recruitment was fair.

Recognition and valuing diverse culture among employees; the findings revealed (80%) said No, 20% Yes, that UCL does not value cultural diversity among their staff. This implied that management does not value culture diversity, although there recruitment and selection process is fair to all diversity candidates. Therefore UCL needs to work on the perception of employees feeling not valued because of their cultural diversity.

The findings on diverse culture awareness; the 100% respondents agreed that cultural awareness of diverse culture is important for team work. Their view was that culture awareness would help each other's differences, which becomes easier for them to interact and as a result reduce unnecessary conflicts and discrimination. In the long run it may improve the working environment that is beneficial for organization's success and employees enjoying their work, hence likely to lead to job satisfaction.

Culture awareness and productivity levels; the 60% respondents said yes 30% No, this meant that the majority interviewees believed cultural awareness is likely to increase productivity

levels. One respondent was quoted saying "understanding *individual behavior and attitudes is very important for easy communication in a work place, which contributes to productivity levels"*. Therefore the awareness of individual behavior and attitudes may help communication and working as a team rather than as social identity groups that is likely to result in job satisfaction.

Respect of diverse culture and job satisfaction; respondents indicated 60% yes, and 40% No, that respect and appreciation of diverse culture improves job satisfaction. This implied that respondents value being respected and appreciated as one way for job satisfaction. One respondent said; 'you *feel confident of your work and a sense of belonging to the organization when you're appreciated'*; which is likely to increase job satisfaction.

Management recognizes and acknowledges contribution of all employees regardless of gender; results showed 80% respondents said Yes and 20% No, that management recognizes the contribution of all gender within the organization. The study took the majority response which implied all employees regardless of different gender they get appreciated for their contribution to the organization.   This implied there is fairness in the management of all gender at UCL.

Flexible working hours and improving productivity levels; the findings showed 100 % respondents said yes that flexi-work hour's increase and improves productivity levels in an organization. One interviewee said; *"flexibility tend to make employees have an obligation to perform better because of flexibility"*. This revealed that employees appreciate flexi-work hours, that is likely to reduce pressure, tiredness and stress hence giving them a relax mind to perform better at workplace.

Management of gender differences with work-life balance; findings showed 100% respondents said yes, that the provision of work life balance improves staff royalty to the organization. One

70

respondent said "*work life balance is good for personal planning that helps to increase the efficiency in the completion of task*". This Implied that work-life balance provision is likely to increase job satisfaction at UCL especially in recent times where there is a lot of demand on individuals to accomplish their responsibilities.

On whether diversity management practices impact job satisfaction at UCL; **r**espondents disagreed with 50% response rate on both "YES and NO" to the above statement. This revealed that diversity management practices have an influence on job satisfaction at UCL. One respondent stated that "*UCL management should review the policy since some employees are not well considered in career growth and not respected either*'. From the findings diversity management has a positive relationship on job satisfaction although it's not the only influence.

Respondents stated other reasons other than DM that influence job satisfaction; majority indicated employees can be motivated by other factors such as salary increment, career growth, refresher training, even training outside your area of operation, terminal benefits to enhance employee job satisfaction within the organization.

The study reviewed UCL policy manual, minutes, annual reports and found, there was no clear laid down procedure on the implementation of diversity management, career growth, performance appraisal management, conflict management, disciplinary procedures and some employees seemed not to know the criteria for reward system. This implied that UCL management need to review their Human resource manual, to address the gaps mentioned above. More so employees need to participate in the review of the policy to give their opinions so as to address their grievances correctly and address the necessary gaps.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1: Introduction

This chapter presents the summary, discussion conclusions and the recommendations on diversity management and job satisfaction at UCL. The chapter has been structured according to the objectives of the study which were; to establish the relationship between diversity management and employee job satisfaction, to examine the influence of management of gender and job satisfaction and to determine the relationship between management of staff with different education levels and job satisfaction at Uganda Conservation Ltd.

5.2: Summary of the Findings.

The study was purposely carried out to establish the relationship between diversity management and job satisfaction at Uganda Conservation Ltd.

5.2.1: Management of diverse culture and job satisfaction at Uganda Conservation ltd.

The objective for was ;*"to establish the relationship between management of diverse culture and job satisfaction at Uganda Conservation ltd"*.This was measured using nine items as indicated in table 12; majority agreed that management of diverse culture has positive relationship with job satisfaction at UCL. This was confirmed with a mean value of =.4.35 and correlation coefficient (r= 657**) which is 65% of the variance obtained on job satisfaction using items (performance appraisal and career growth) of the dimension under IV. The study further used the regression analysis to test for H1: that stated: "*There is significant positive relationship between management of diverse culture and job satisfaction"*. The results showed significance value (Sig. =.004) significance at 0.05. This implied a strong positive significant relationship

72

between management of diverse culture and job satisfaction; hence a positive change in management of diverse culture has the same positive change on job satisfaction and the reverse is true, hence Hypothesis (HI) is up held.

5.2.2: Management of gender and job satisfaction at Uganda Conservation Ltd.

The objectiv was: "t*o examine the influence of gender management and job satisfaction at Uganda Conservation Limited"*. The dimension was measured using eight items as indicated in table 15; majority respondents agreed that management of gender had positive relationship on job satisfaction at UCL with a mean value of 4.3. The researcher further used the correlation and regression analysis to test the strength of the relationship between the two variables guided by the H2, which stated that; "*There is significant positive relationship between management of gender and job satisfaction"*. The results indicated correlation coefficient of (r=.242) significance of (Sig. =.333). This implied a weak positive correlation between management of gender and job satisfaction hence H2 is upheld and conclude there is a positive relationship between management of gender and job satisfaction at UCL. Further findings revealed that respondents were not satisfied with provision of work-life balance to all employees, and It is likely that there were other factors that influenced job satisfaction other than management of gender.

5.2.3: Management of staff with different education level and job satisfaction at Uganda Conservation ltd.

The objectiv was: "*to determine the relationship between management of staff with different education levels and job satisfaction at Uganda Conservation Ltd*". This objective was measured using eleven items as indicated in table 18; majority respondents agreed that

management of staff with different education levels had positive relationship on job satisfaction at UCL with a mean value of 4.16. The researcher used Pearson correlation coefficient to test the strength of the relationship between the two variables (r= .390ª) and a significant (Sig. =.110), which indicated 39%variations in job satisfaction. The researcher further used the regression analysis to test relationship between the two variables under study and the results revealed Significance (Sig. =.110) and Fishers ratio (F. =2.867). This implied a weak positive correlation between management of staff with different education levels and job satisfaction, hence H3 is upheld. The respondents were not satisfied with clear communication channels with a mean=2.89 and employee participation in decision making with a mean=2.78. With a weak positive relationship, the findings reveal that there is likely to be other factors that influence job satisfaction at UCL other than the management of staff with different education levels.

5.3: Discussion of the study findings

This section presents the discussion of the findings on diversity management and job satisfaction and it is guided by the objectives in their sequential order as shown below.

5.3.1: Management of diverse culture and job satisfaction at Uganda Conservation ltd.

The first objective for this study was "*to establish the relationship between management of diverse culture and job satisfaction at Uganda Conservation ltd*" This objective was found to have a positive relationship with job satisfaction. Respondents agreed to that management of diverse cultural has positive relationship with job satisfactions and result from the table 12; shows a mean value of 4.35, correlation coefficient of (r=.657**) and Significance (Sig.=.004). Implying the management of diverse had a positive linear relationship with job satisfaction, although employees felt strong on respect of all diverse cultures.

74

As Page, (2007) argues, inclusion work environment is essential for employees' team work and organizations' ability to attract, retain and realize high productivity levels of diverse teams. One interviewee said "it *is also good to work with different people to learn from each other*'', this makes it important as part of additional acknowledge. Though without reward the more employees feel less discrimination at work place the more they enjoy working hence satisfied with their job.

Managing diverse culture can be seen as unification practice, promoting the importance of team work among employees in the organization for the common purpose of the organization's success. It is a linkage between organization's excellence and effective people management that help reduce the stigma of discrimination in workplaces (Page, 2007).

Some of the uncertainty responses on the management of diverse culture may have been due to incompatibility of cultural values that affected negatively the well- being of team members as well as their job satisfaction and performance as argued by (Der Zee,et al., 2004). The intercultural teams seem not only to be under the influence of social identities but also under the influence of personal indentities that have different needs and wants, therefore the effective management of these intercultural teams or individuals becomes a buffer against the negative outcomes associated with diverse culture hence enhance potential benefits of a diverse culture workforce.

Millmore,et at (2007) suggested, that diverse culture can be managed through minimising culture difference by giving some decision making autonomy to employees. Alphert, (2015) further affirms that, developing cultural competences among employees results in the ability to understand , communicate and effectively interact with people across cultures. In their research Brunetto & Wharton,(2002) found that the use of social identity theory indicated that working

with fellow group employees enhances job satisfaction, although implication of the research indicated that when employees are dissatisfied with a number of working conditions there is likelyhood of ineffeciency, low productivity levels and low morale.

According to Shen, et al., (2009), an emperical evidence suggests that managers, employeees and different sub- groups within the organisation often have different perceptions of management of diversity. For instance more empoyees than management as cited in Allen et al.'s 2004, did not believe that their companies were good at implimenting various diversity practices.

It is important therefore that management of diverse culture is championed by the top management for effective implementation; this could be done by allowing employees to participate and give their ideas on the best ways of implementing management of diverse culture. Unfortunately there have been less empirical studies to support the argument that management of diverse culture increases employee job satisfaction, and the fact that it should be championed by the top management as argued by Der Zee,et al., (2004; Pitts , (2009).

5.3.2: Management of gender and job satisfaction at Uganda Conservation Ltd.

The second objective under this study was; *"to examine the influence of gender management and job satisfaction at Uganda Conservation Ltd."* The findings revealed a mean value of 4.4; this meant there was a positive influence between management of gender and job satisfaction at UCL. The correlation results showed (r=.242) and significant value (Sig.333), this implied a weak linear correlation between management of gender and job satisfaction at UCL. This confirmed there was an influence of gender management on job satisfaction, though it was likely that there were other factors influencing job satisfaction. This confirmed the hypothesis (H2) that

management of gender had a positive influence on job satisfaction. The respondents agreed that UCL gives equal opportunity and recognizes the contribution of both gender.

The study also revealed that the provision of flex-work arrangements had positive relationship with job satisfaction, since majority were not satisfied with the provision as revealed with a mean value of 2.35. Therefore UCL should pay attention to provision of flexi-work arrangements to address the gaps. A poor balance between the competing responsibilities of individual employees like, caring for children or relatives or education commitments, can lead to stress, absenteeism low productivity levels and eventually lead to low morale hence dissatisfaction with the job.

The study showed the percentage of male was higher than women this may be due to historical factors and biological factors where women usually end up taking care of their families as result being few in the formal employment sector. Weihang et al.,(2011),also argues that most organisations prefer to hire male workers compared with women since they are peceived to have better performance and ability to manage their jobs. Magoshi & Chang, (2009) affirms that an organization devotion to management of gender gives the impression that systems in place evaluate employees fairly to their ability to perform better and the better performance usually comes out of satisfied employees. It is further argued that an employer who helps employees balance their work and home life can be rewarded by increased royalty and commitiment from employees,resulting in job satisfaction (Acas, 2015). Although the management of gender showed a positive relationship with employee job satisfaction it was not the only influence for job satisfaction at UCL. The management of gender has to be coupled with other conducisive factors, like career growth, rewards for job satisfaction.

5.3.3: Management of staff with different education level and job satisfaction in Uganda Conservation ltd.

The third objective to the study was;"*to determine the relationship between management of staff with different education levels and job satisfaction at Uganda Conservation Ltd"*. The results revealed a positive relationship between management of staff with different education level and job satisfaction with a mean value of = 4.14. Pearson correlation coefficient was used to find out the strength of the relationship between the two variables, the results revealed (r= .390) and significance level (sig.-110). This showed a weak positive relationship between management of staff with different education levels and job satisfaction. Performance appraisal feedback and career growth revealed a strong positive relationship with job satisfaction at UCL. Majority respondents revealed they were not satisfied with the performance appraisal feedback and career growth. Four respondents indicated that there is need for; '*training and career development, more so it's important to have performance appraisal periodically and reports given back to employees.* Spector, (1997) affirms that performance appraisal and career development programs among others are meant to increase organisations performance, but more so ensure employees end up with jobs and a career that would give them maxim satisfaction.

According to Page, (2007), diverse thought, bring diverse authenticity in a work place and multiple skills in an organization increase the ability to attract and retain the best employees. Ospina & Wagner, (2001 Rynes and Rosen, (1999), in a survey of 785 Human resource professionals , it was found that where top management believed in the positive benefits of diversity management approach , divesity management training was far more likely to have occurred.Therefore it is important for UCL to conduct diversity management training to all categories of employees not only to employees who are in managerial positions and new

employees. The old ones need to be trained as well to improve their skills so as to perform better and enjoy their work with confidence.

This confirms the Herzberg argument that simply by providing a pay and a degree of security is not sufficient enough in the long term for employees job satisfaction , other needs have to be given attention for job satisfaction (Sutherland & Canwell, 2004) .

5.4: Conclusions

5.4.1: Management of diverse culture and job satisfaction in Uganda Conservation ltd.

The study findings showed management of a diverse culture had a positive relationship with job satisfaction at UCL**.** This was confirmed by interviewee who stated that "*respecting and recognizing various diverse cultures builds confidence of employees that eventually increase their morale to perform better on their tasks*". Awareness of culture differences was advocated by respondents as a means for employees' relations. This was viewed as a positive element for increasing easy communication, productivity levels, team work and an easy way to share knowledge and skills.

Therefore management needs to pay attention on the cultural diversity by organizing cultural awareness for all employees not only Non-Ugandans and new employees. This is likely to reduce on the employee turnover and increase morale among all employees.

5.4.2: Management of gender and on job satisfaction in Uganda Conservation Ltd.

The study confirms there is a positive influence of gender management on job satisfaction at UCL. This meant that an improvement in the management of gender like provision of flexi – working hours especially to mothers and male employees with personal responsibilities is likely

to increase job satisfaction. The provision is likely to help employees plan better their schedules, as a result reduce pressure on their lives and increase their performance at work. In conclusion UCL management should review their policy and improve on the provision of flexi-working hours to help employees on work-life balance to increase the job satisfaction.

5.4.3: Management of staff with different education level and culture on employee job satisfaction in Uganda Conservation ltd.

The study findings revealed there was a positive relationship between management of staff with different education levels and job satisfaction. This was confirmed through the provision of career growth and performance appraisal feedback. The findings implied that improvements in the implementation and management of staff with different education levels would increase job satisfaction among employees at UCL. The organization should have periodical performance appraisal, training and career development should be fair to all employees.

5.5: Contribution to Knowledge

The study findings revealed that diversity management had a relationship with job satisfaction at UCL. It was noted that UCL paying attention to recognition and respect of various cultures is important for job satisfaction since "recognition of individuals" is one of the cognitive evaluation for job satisfaction. More so attention should be put on improving flexible-working hours, performance appraisal feedback, training and career growth for all employees.

Contextually the study has enhanced the understanding of diversity management and job satisfaction organizations. Some scholars have argued that diversity management practices have been used as compliance with affirmative action and equal employment opportunity while they neglected the practices of appreciating and making use of diversity for job satisfaction (Pitts ,

2009). Therefore the findings could help future researchers in the area of diversity management and job satisfaction in Not for- profit organizations in Kampala, hence detailed research needs to be carried out.

5.6: Implication of theory

This study as stated in chapter one, is a result of globalization and the emerging of technology change coupled with high demand in the market place that requires diversity management practices in recent times. There has been limited research in the area of diversity management and job satisfaction in particular at UCL. This study was based on two theories: "Social Identity Theory and Two factor Theory". The SIT was used to understand intergroup social comparisons and TFT to assess and understand job satisfaction. The researcher is convinced that study findings, using the two theories following the qualitative and quantitative scientific procedures adds to the literature on the two variables.

Further research can be done in other Not- for- profit organizations' to compare the relationship between diversity management and job satisfaction. The scholarly work referenced can help other research efforts aimed at enhancing the knowledge of diversity management and job satisfaction.

5.7: Implications for the policy and practice

Through discussions and conclusions an effort has been made to make recommendations for UCL policy makers towards Human Resource Policy review. The recommended areas will help in improving job satisfaction caused by gaps in diversity management practices which can be emphasized by other organizations. Not for profit organizations and other Multinational organizations can be availed with up to date information on diversity management initiatives.

This can be emphasized in the human resources management practices to improve employee morale, teamwork among others that increase job satisfaction.

5.8: Recommendations of the study

5.8.1: Management of diverse culture and job satisfaction at Uganda Conservation ltd.

Since UCL started, recruitment and selection process has been inclusive of a diverse workforce; however the policy framework does not clearly spell out how to manage this diverse human resource. The organization therefore should review their human resource policy regarding management of diverse culture to improve job satisfaction. This will reduce discrimination, low morale, psychological withdraw from work as was seen at UCL. More so improvement in the management of diverse culture is likely improve team work, employee relations, morale that lead to job satisfaction as a result of harmonious work environment.

5.8.2: Management of gender and employee job satisfaction in Uganda Conservation Ltd.

The study findings noted that management of gender had positive influence on job satisfaction especially with the provision of flexible working hours and recognition for family programs. Therefore UCL should set policy procedure for the above benefits for all employees and be availed to everyone to know and benefit, since some employees seemed not to be benefiting from the provisions.

5.8.3: Management of staff with different education level and employee job satisfaction in Uganda Conservation ltd.

The study registered a positive relationship between management of staff with different education level and job satisfaction. The management at UCL should focus on improving performance management, through periodic performance appraisal and communicate back the

results from the appraisal.to all employees. UCL should carry out employees training, and career development that must be availed to all employees to enhance their knowledge and skill. This is will help right placement, for all employees that is likely to have positive impact on their job satisfaction since one enjoys where his or her strength is.

A human resource manual stipulating, performance appraisal, training and development, rewards, salary structure and recognition should be well spelt and the procedures of how this should be done stated clearly. All employees should be availed all above the information

5.9: Limitations of the Study

This study finding was based on the primary data collected from respondents, which are subject to potential bias and prejudice. However this was overcome by relying on secondary data that was related to the subject under investigation.

The fact that this topic is new in the human resource practices, there was a lot of time lost in explaining in details the dimensions of diversity management without respondents feeling the researcher is examining their personal lives.

REFERENCES

Alphert, D. R. (2015). Cultural Diversity in the Workplace. Retrieved from www: diversityresources.com

Heery,E & Noon,M. (2001). *Oxford dictionary of Human resource management.* Oxford university Press.

Amin, E. M. (2005). *Social Sciene Research: Concepts Methodology and Analysis.* Kampala: Makarekere University Press.

Armstrong, M. (2012). *Armstrong's Handbook of Human Resource Management Practice.* London: Michael Armstrong.

Asif Kamran, Shauna Zafar and Syed Nayyer Ali. (n.d.). Impact of work life balnce on employees Productivity and job satisfaction in Private Universities of Pakistan. *Management and Science*, 86.

Barak, M. (2011). *Managing Diversity.* SAGE.

Besibwe, S. A. (2015). The relationship between Workforce Diversity and performance of selected Public Sector Organizations' in Uganda. Mbarara: Mbarara University of Science and Technology

Brazzel, M. (2003). Historical and Theoretical roots of Diversity management. Lanharm.

Bubrin, A. J. (2009). Essentials of Management. S.W.Cengage

Cox, T. H., & Blake, S. (1991, August). Managing Cultural Diversity. *The Executive, 5*(3), 45-56.

Der Zee, K. V., Atsma, N., & Brodbeck, F. (2004). The Influence of Social Identity Theory and Personality Outcome of Cultural Diversity Teams. Cross Cultural Psychology, 35 (3), 283-303.

Dictionary, B. (2017). Retrieved from www: businessdictionary.com/definition.

Green, K., Lopez, M., Wysocki, A., & Kepner, K. (2015). Diversity in the Workplace: Benefits, Challenges, and the Required Managerial. Food & Resource Economics Department.

Health, S. (n.d.). Www: reference.com. Retrieved from www: reference.com/education.

Heely, E., & Noon, M. (2001). Human Resource Management. Oxford: Oxford University Press.

Heery,E & Noon,M. (2001). *Oxford dictionary of Human resource management.* Oxford university Press.

Hogg, M., & Terry, D. J. (2016). Social Identity and self-Categorization Processes in Organizational

Kerschreifer, R. & Rolf, D. V. (2016, May 5th). The Social Identity Approach to Effective Leadership. 363-384.

Krejcie, R. V., & Morgan, D. W. (1970). Determining Sample Size for Research Activities. Educational and Psychological Measurement, 607-610.

Laerd. (2012). *www:dissertation.laerd.com/purposive-sampling.phd.* (Lund Research Ltd)

Magoshi, E., & Chang, E. (2009). Diversity Management and the effects onvemployees Organisation. *Journal of world business*(44), 31-40.

Millmore, M., Lewis, P., Saunders, M. Thornhill, A. Morrow, T. (2007). *Strategic Human Resource Management.* Edinburgh Gate: Pearson Education Limited.

Morgan, R. (n.d.). Retrieved from www:ehow.com.

Mugenda, O. M., & Mugenda, A. G. (2003). *Research Methods.* Nairobi: Acts Press.

Munjuri, M. G. (2012). Workforce diversty management and employee performance in the banking sector in Kenya. *DBA Africa management review* , 1-21.

Nabirye, R. C., Brown, K. C., Kohler, C. L., Maples, E. H., Park, N.-J., & Pryor, E. R. (2010). *Occupational Stress, Job Satisfaction and Job Performance Among Hospital Nurses in Kampalav-Uganda.* Birmingham: University of Alabama.

Newman, C. (2013, November). Retrieved from www:capacityplus.org.

MCleod, S. A. (2008). Retrieved from www:simplypsychology.org/social-identity-theory.html.

Mugenda, O. M., & Mugenda, A. G. (2003). *Research Methods.* Nairobi: Acts Press.

Ospina, S., & Wagner, R. F. (2001, May 3-4). *Managing Diversity in Civil Service:.* New York: United Nations.

Ordu, A. (2016). The effects of Diverity managemention job satisfaction and individual performance of Teachers. *Educational research and Reviews , 11*, 2.

Page, S. (2007). *The Difference: How the Power of Diversity creates better groups, Firms, Schools and Societies.* Princeton University: Press.

Pitts , D. (2009). Diversity Management , Job satisfaction and performance. *Public Administration Review*, 331.

Punch, K. F. (2014). *Introduction to Social Research.* London: Sage.

Qianqin, L. (2012). *Qualitative study of Job satisfaction among lawyer Assistants in Zhongyuan Law Firm.* Guangdongi: University of Twente.

Redmond, B. F. (2016, November 06). *https://wikispaces.psu.edu.*

Riley, S. (2005). *Herberg Two Factor Theory of Motivation.* Iionor: IIlnors College

Spector. (1997). *Job Satisfaction Application, Assessment, Causes, andConsequences .* Florida : SAGE Publishing .

UCL Report. (2009, February). *Policy and procedure manual.* Kampala.

UCLReport. (2015). *Management Minutes.* Kampala: UCL.

ugandacf.org. (2009, February). Retrieved from www:ugandacf.org.

Weihang, E. M. (2011). *The Effects of Workforce Diversity towards the Employee Performance in an Organisation.* Kampus West City: University Tunku Abdul Rahman.

Woodcock, P. (2005). UCL Policy manual.

Yazan, B. (2015). Three Approaches to case Study Methods in Education. *The Qualitative Report, 20*(2).

Yin, R. K. (2002). *Case Study Research* . Thousand Oaks: SAGE Publications.

APPENDICES

Appendix I: Self – Administered Questionnaire

Dear respondent,

My Name is **ENID TUSHEMEREIRWE KAKOOKO**; I am pursing a Master's in INSTITUTIONAL LEADERSHIP AND MANAGEMENT AT UGANDA MANAGEMENT INSTITUTE. As a requirement for completing my studies, I am carrying out a study entitled **DIVERSITY MANAGEMENT AND EMPLOYEES JOB SATISFACTION IN NOT FOR PROFIT ORGANIZATIONS IN KAMPALA,**" You have been chosen to participate in this study to enable me complete my studies. Completing this short questionnaire will take only a few minutes. Your views will be used for only academic purposes and will be handled with confidentiality. Your cooperation is very essential for my success. Therefore, I kindly request you to help me answer the following questions.

Your response will be highly appreciated.

SECTION A

Demographic characteristics

*Dear respondents, please only select one item from each category by inserting a tick in the box provided. **Please select the option you consider the most appropriate.***

a) Gender

Please tick in the box provided to select your sex

Male		Female	

b) Age

Below 30	
31-40	
41-50	
Above50	

c) Level of education

Please tick in the box provided to select the level of education

Certificate	
Diploma	
Post Graduate	
Degree	
Masters	

d) Departments

Please tick in the box provided to select your department of work

Projects	
Communication & Marketing	
Office Administration & Finance	

e) Period worked in the organization

Tick in the box provided to select years in experience with the company

Less than 1 year	
1 to 2 years	
3 to 4 years	
5 and above	

f) Geographic Region

Western Uganda	
Eastern Uganda	
Central Uganda	
Northern Uganda	
Non Ugandan	

Dear respondent, I would like you to answer the following questions using figures of 1 to 5 as they are credited below.

Strongly agree	Agree	Not Sure	Disagree	Strongly Disagree
5	4	3	2	1

Answer according to want you think is right or what you have seen or experienced at Uganda Conservation (U) Limited.

SECTION B: INDEPENDENT VARIABLE AND DEPENDENT VARIABLE

	DIVERSITY MANAGEMENT	1	2	3	4	5
B1	**Questions on the management of diverse culture and Employee Job satisfaction**					
B1.1	The organization's recognizes various cultures among the employees					
B1.1	The organization recognizes individual and group values among employees					
B1.3	I am satisfied with the way the organization recognizes and respects culture differences					
B1.4	Respecting diverse culture among employees impacts positively on employees job satisfaction					
B1.5	All employees recognize and respect each other's values and norms					
B1.6	The awareness of diverse cultural differences and similarities among employees is strongly related with employee job satisfaction					
B1.7	Awareness of cultural differences and similarities among the team enhances harmonious work environment					
B1.8	In your view do you think culture awareness among employees					

		1	2	3	4	5
	increases employees job satisfaction?					
B1.9	Do you think effective management of diverse culture among employees increases employee job satisfaction?					
B2	**Questions on the management of Gender & employee Job satisfaction**	1	2	3	4	5
B2.2	The organization has equal opportunity statement on both male and female					
B2.2	The organization provides all employees with flexible working hours					
B2.3	The organization provision for work-life balance reduces pressure on employees					
B2.4	The provision of flexible working hours provides a chance for employees to attend to urgent family commitments					
B2.5	The provision of flexible working hours impacts positively to employees' job satisfaction					
B2.6	The provision of work-life balance programs enhance employees loyalty to the organization					
B2.7	I am satisfied with the provision of flexible work arrangements by the organization					
B2.8	In your view do you think effective management of gender					

		1	2	3	4	5
	differences improves employees' job satisfaction?					
	Questions for management of different Education levels & Employee job satisfaction	1	2	3	4	5
B3.1	The organization gives equal treatment to all employees with different education levels					
B3.2	The organization provides performance appraisal feedback to all employees					
B3.3	The performance appraisal feedback provided impacts positively on Employees' job satisfaction					
B3.4	I am satisfied with the organization performance appraisal feedback					
B3.5	The organization provides career growth to all employees					
B3.6	The career growth provided is relevant to employees' roles					
B3.7	The career growth provided improves sharing of skills					
B3.8	I am satisfied with the career growth provided by the organization					
B3.9	In your view do you think the career growth provided improves employee job satisfaction					
B3.10	In your view do you think the performance appraisal feedback					

		1	2	3	4	5
	improves employee job satisfaction					
B3.11	In your view do you think effective management of different levels of education impacts positively to employee job satisfaction?					

SECTION C

Please the following questions using figures of 1 to 5 as they are credited below

Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
5	4	3	2	1

C	Employee Job satisfaction	1	2	3	4	5
C1.1	Recognition for doing a good work					
C1.2	Respected and valued for the work done					
C1.3	Able to do things that don't go against my conscience					
C1.4	Cooperation with my colleagues from different cultures					
C1.5	Clear and transparent communication at work place					
C1.6	I feel satisfied with my productivity levels					
C1.7	Employee participation in decision making process					
C1.8	A chance to work at a flextime					
C1.9	Provision of work –life balance					
C1.10	Freedom to use my own Judgment					
C1.11	The way my co-workers get along with each other					
C1.12	Freedom to use my skills and abilities					
C1.13	Opportunity to do what I do best					

C1.14	The presence of teamwork at workplace					
C1.15	Sharing of different talents					
C1.16	Opportunity for growth and development					
C1.17	I feel satisfied with my job					
C1.18	I am planning to stay long with the organization					

Appendix II: Interview Guide

Diversity management and employee satisfactions in not for profit Organization at Uganda Conservation Limited

INTERVIEW GUIDE QUESTIONS

I Enid Tushemereirwe Kakooko kindly seek your view on the subject under study on the relationship between diversity management and employees' job satisfaction. The information given is purely for academic purposes in the fulfillment of attaining a master's degree in Institutional leadership and management at Uganda Management Institute. The findings of this report will be purely confidential for academic use only.

1. Which department do you work in

   Projects ☐   Communication & Marketing ☐   Staff Administration & Finance ☐

2. What is your gender?

   Male ☐   Female ☐

3. How long have you been in this organization?

………………………………………………………………………………………………

4. Is recruitment and selection fair to all individuals of difference in (culture, gender and education levels?)

   Yes ☐   No ☐

5. In your view does management recognize and value the culture diversity among the employees?

   Yes ☐   No ☐

6. In your view do you think diverse culture awareness is important for team work in a work place?

   Yes ☐   No ☐

7. Do you think cultural awareness among employees increases productivity levels?

   Yes ☐   No ☐

8. In your view do you think respecting and appreciating diverse culture among employees improves employee job satisfaction?

   Yes ☐   No ☐

   If yes please give reasons …………………………………………………………..

9. Does management recognize and value the contribution of all employees regardless of their gender?   Yes ☐   No ☐

10. In your view do you think the provision of flexi –work hours improve employees' productivity levels in the organization?

    Yes ☐   No ☐

If yes please give reasons …………………………………………………………..

……………………………………………………………………………………….

11. In your view do you think the management of gender differences with respect to considerations of work-life balance improves staff royalty to the organization?

    Yes ☐   No ☐

   If yes give reasons ……………………………………………………………

   ……………………………………………………………………

X

12. Do you think the provision of family work –programs to employees increases employees' job satisfaction?

Yes ☐   No ☐

Give Reasons for your answer...

....

13. In your view do you think performance appraisal feedback is important for all employees?

Yes ☐   No ☐

14. Does performance appraisal feedback improve employees' productivity levels?

Yes ☐   No ☐

If yes please give reasons ………………………………………………………

15. Do you think sharing of knowledge among employees is good for career growth?

Yes ☐   No ☐

16. In your view do you think equal access to training and development increase employees' royalty?

Yes ☐   No ☐

17. Do you think effective management of different levels of education increases employees' job satisfaction?

Yes ☐   No ☐

Give reasons...

....

18. In your view do you think diversity management practices impacts positively to employees' job satisfaction in the organization ?Give reasons

…………………………………………………………………………………….

19. State if there are other reasons for employees' job satisfaction other than diversity

management in the Organization

....

Thank you for your cooperation

Appendix III: Document Check List

UCL Documents

UCL Minutes 2015

UCL Annual Reports 2015

UCL Policy manual 2015

UCL policy & procedure 2005

UCL E-newsletters

UCL Magazines

Published journals and Reports

Publications on Gender management

Publications on diversity management

Publications on cultural diversity

Publications on job satisfaction

Appendix IV: Krejcie & Morgan's (1970) Table

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

(From Gay & Airasian, 2003