THE INFLUENCE OF MANAGERIAL SKILLS ON EMPLOYEES’ COMMITMENT AMONG LECTURERS IN MAKERERE UNIVERSITY, KAWEMPE DIVISION, UGANDA

BY

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1162-07184-04823

A RESEARCH REPORT TO BE SUBMITTED TO THE COLLEGE OF EDUCATION, OPEN, DISTANCE AND e-LEARNING IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF A BACHELORS DEGREE OF SCIENCE WITH EDUCATION AT KAMPALA INTERNATIONAL UNIVERSITY

MAY 2019
DECLARATION

ABIGABA RONALD do hereby declare that this study is my original work and has not been submitted in any other University for any award.

Signature

ABIGABA RONALD

DATE 22nd 03-2019
This dissertation has been submitted for the award of a Bachelor’s Degree of Science with Education Degree with my approval as supervisor.

AAKI SAMSON

Signature: ........................................................................

Date: ................................................................. 26th March, 2019
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LIST OF ACRONYMS

CEES - College of Education and External Studies
NCDC - National curriculum development centre
DEOs - District Education Officers
SPSS - Statistical Package for Social Sciences
BSC - Balanced score card
ABSTRACT

The study was to explore the influence of managerial skills on employee commitment of lecturers in Makerere University found in Kawempe division.

The objectives of the study included; to determine the influence of technical skills of the level of employee commitment, to examine the effect of communication skills on the level of employee commitment, to establish the relationship between the levels of managerial skills and employee commitment in the college of Education and External Studies (CEES), Makerere University and possible solutions.

The study comprised a target population of academic staff, administrative staff, support staff and members of the college management at Makerere University, College of Education and External Studies (CEES). Simple random sampling was used on the accessible population members from whom to obtain information. This was chosen on the basis of representation of employees due to the large population size.

Primary and secondary data were utilized, with published media and internet sources being secondary data, while questionnaires were administered to obtain primary data and these will be pre-tested for validity and reliability. The study was descriptive in nature; therefore analysis was done through tabulations.
CHAPTER ONE

1.0 Introduction
This study is to investigate the influence of managerial skills on the commitment of employees at Makerere University. Managerial skills as the independent variable consist of the organizational communication, organizational commitment and organizational culture, while the dependent variable which is employee’s commitment is measured in form of attitude, being bound to a goal or the determination in respect of the goal, regardless of the origin of the goal.

1.1 Background of the study.
The background is divided into four perspectives; historical showing similar studies with the study variables, theoretical showing theory that relates the study variables, conceptual on definitions of key terms, and contextual on the study areas.

1.1.1 Historical background.
Globally, there seems to be a commitment crisis in public institutions, while there is need to produce more using less (Nabukeera, Ali and Raja) this problem strikes through developing and developed countries and has raised the appetite for determination and efficiency among employees.

In England, decisions made by the current government affect the radical change in the funding modal for higher education, within this changing environment institution already reviewing their effectiveness and how more efficient operations can support this, but there is scope for greater progress to be made in order to deliver high quality teaching and research rather than simply to find mechanisms for short term savings (universities, UK, 2010).

In Ethiopia there is growing interest in the use of the BSC (balanced score card) in more firms with support from government (Tessema, 2005).

In Kenya, most Companies have started adopting the use of BSC (balanced score card) as a way of improving employee commitment (Malinga, 2004).

In Uganda public universities especially Makerere University have faced significant employee commitment challenges.
1.1.2 Theoretical Background

The major concern of this study was to find out the influence of managerial skills on the commitment of employees at Makerere University. This study was modeled on the theory of Bureaucratic Management theory of Max Weber (1864-1920); he suggested that dividing the organizations into hierarchies, establishing strong lines of authority and control. He also suggested that organizations need to develop comprehensive and detailed standard procedures for all routine tasks.

And also the Taylor’s Scientific Management authored by Frederick Taylor in 1909. Frederick Taylor and his associates were the first people to study the work process scientifically. They studied how work was performed, and they looked at how this affected worker productivity. Taylor's philosophy focused on the belief that making people work as hard as they could was not as efficient as optimizing the way the work was done. In 1909, Taylor published "The Principles of Scientific Management" in which he proposed that by optimizing and simplifying jobs, productivity would increase. He also advanced the idea that workers and managers needed to cooperate with one another.

The researcher assumed that when there is establishment of strong lines of authority and control plus the optimization and simplification of jobs, it would lead to an increase of employee commitment and the reverse is true making these theories relevant to the study.

1.3 Conceptual Background

In this study, the main concepts were managerial skills as the independent variable and employee commitment as the dependent variable. Each of these concepts has been conceptualized differently by different authors and they had specific application contexts in the study.

According to the business dictionary, Managerial skills are the ability to make business decisions and lead subordinates within a company.

Managerial skills was be defined as the knowledge and ability of individuals in a managerial position to fulfill some specific managerial activities or tasks according to Robert Katz.

Employee commitment has been defined by various scholars in the following ways:-

According to Kanter (1968), Employee commitment is the psychological attachment and the resulting loyalty of an employee to an organization. And he also divided it into three types; continuance commitment, cohesion commitment, control commitment.

Meyer and Allen (1990) define Commitment as the employees’ feelings of obligation to stay with the organization. Pioneers (Meyer and Allen 1990) of organizational commitment suggest three types of organizational commitment that are: affective commitment which measures an employee's emotional attachment to, identification with, and involvement in the organization, normative commitment reflects pressures on an employee to remain with an organization.
resulting from organizational obligations, and continuance commitment which refers to commitment associated with the costs that employees perceive are related to leaving the organization.

In the context of this study, commitment referred to someone’s attitude towards work.

1.1.4 Contextual background

The study was contextualized from the evolving trends of Makerere University, more especially the start of the collegiate system of governance. In 2009, Makerere University initiated a reformation process (Niyitegeka and Githo, 2012) that was two-pronged, involving: review of academic programs and structures; and administrative reforms. In 2010, the University transformed itself into a collegiate university with eight constituent colleges from the twenty-one faculties, institutes and schools that were merged to form eight constituent colleges.

It was worth noting that the performance of employees in some colleges had been deteriorating since 2012. The quality of customer care services among staff members had attracted several complaints from different stakeholders. In terms of efficiency, over the past two years, there had been delay in marking and submitting of students’ examination results for processing and publishing (CEES School Board Minutes, September 2014). At the same time, the form of communication used to communicate to students and staff took time to deliver the message-for example, writing letters, instead of sending emails had delayed certain activities because few people read what is on a hard copy.

Regarding timeliness, the registration process, issuing of examination permits, and clearing students for exams and graduation had always gone beyond the set deadlines which was not the case before. In terms of productivity, the degree of openness and competition among staff members was low due to misallocation of resources such as allowances that enable employees achieve more dynamic performance and attain level of commitment (College Academic Board Minutes, November 2014).

2 Statement of the Problem

Human resources are the most vital resources of any organization (Armstrong, 2009). The College of Education and External Studies (CEES) in its efforts to remain the centre of excellence has endeavored to ensure its employees perform their duties by supplying the necessary opportunities, infrastructure and funds to ensure delivery of quality services to its clients.

Despite the College management’s efforts to reward the employees for better services to university clients, the employees did not exhibit strong signs of well rewarded workers as
specifically reflected by high labor turnover, employees taking on part-time jobs as a means of
topping up their basic salary as seen from the number of lecturers teaching in two or more
universities, late coming, lack of commitment to the job, dodging lectures which consequently
resulted into poor performance of both employees and students (CEES School Board Minutes,
September 2014).

In 2014, College students demonstrated for not being taught for two weeks because lecturers had
not been paid their allowances (New Vision, November 04, 2014). Several issues were reported
to be affecting performance of staff. A few studies done by different scholars had identified
managers' attitude, organizational culture, personal problems, job content, financial rewards,
communication, norms and standards used at work as some of the factors affecting employee
commitment.

However, no study had been conducted on the effect of managerial skills and employee
commitment in influencing employees towards the attainment of the College's performance
goals and objectives which are essential to management. The researcher felt that if nothing was done to avoid this situation, the College would lose its
position as a centre of excellence and Makerere University would lose its position as a leading
institute of higher learning in the region. This raised the researcher's curiosity and hence the need to establish the effect of the managerial
skills on the commitment of employees at CEES.

3 Purpose of the study

The purpose of this study was to examine the influence of managerial skills (technical,
communication) on the level of employee commitment in the college of Education and External
Studies (CEES), Makerere University.

4 Objective of the study

The objectives of the study were:

1) To determine the influence of technical skills on the level of employee commitment in the
college of Education and External Studies (CEES), Makerere University.

i) To examine the effect of communication skills on the level of employee commitment in the
college of Education and External Studies (CEES), Makerere University

ii) To establish the relationship between the levels of managerial skills and employee
commitment in the college of Education and External Studies (CEES), Makerere University
1.5 Research questions

The research questions of the study were:

(i) What is the effect of technical skills to the level of employee commitment in the college of Education and External Studies (CEES), Makerere University?

(ii) What is the effect of communication skills to the employee commitment in the college of Education and External Studies (CEES), Makerere University?

(iii) What is the relationship between the levels of managerial skills and employee commitment in the college of Education and External Studies (CEES), Makerere University?

1.6 Research Hypothesis

i) There was no effect of technical skills to the level of employee commitment.

ii) There was no effect of communication skills to the level of employee commitment.

iii) There was no relationship between the levels of managerial skills and employee commitment.

1.7 Scope of the study.

1.7.1 Geographical scope

Geographically, the study was carried out in College of Education and External Studies, Makerere University, Kawempe division, Uganda.

1.7.2 Content scope

In terms of content scope, the study was specifically to seek and determine the relationship between the principles of managerial skills and employee commitment, the effect of division of work to employee commitment, and the effect of authority to employee commitment at the College of Education and External Studies (CEES), Makerere University in Uganda.

1.7.3 Time scope

The period between December 2018 and May 2019 was considered for the study. This being the period during which the College of Education and External Studies (CEES) faced major challenges in terms of commitment.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter gives the theoretical review, conceptual framework and literature related to the respective objectives. The study concentrated on literature related to managerial skills and employee commitment.

2.1 Theoretical review
Managerial Skills

This study was be guided by Bureaucratic Management theory which was developed by Max Weber in 1880’s, he was a German Sociologist (1864-1920), who described a theory to operate in organization in an effective way which is known as Bureaucratic management approach or Weberian Bureaucracy.

According to Max Weber, Bureaucratic management approach emphasized the necessity of organizations to operate in a rational way instead of following the arbitrary whims or rational motions and intentions of owners and managers. He found different characteristics in bureaucracies that would effectively conduct decision-making, controlling resources, protecting workers and accomplishment of organization goals.

According to the principles of Bureaucratic management approach; proper division of labor; specialization should be fixed and there should be a balance between power and responsibilities in the organization so as to attain a high level of commitment among employees.

And also according to principle of chain of command; organization hierarchy should be constructed in that information related to decision and works can flow effectively from top to bottom which can be enhanced by effective communication skills within the organization leading to a high level of employee commitment.

Employee commitment

Employee commitment continues to be one of the most popularly researched subjects as it has significant effects on job performance and turnover (Chen & Francesco, 2003) and subsequently on organization performance. Chen and Aryee (2007) affirmed that commitment of employees is an important instrument for improving the performance of the organizations. Adekola, (2012) defined commitments as being a positive evaluation of the organization and the organizations goals. According to Goutam (2004) defined commitment as being a bond between an individual (he employee) and the organization (the employer). Miller and Lee (2001) identified three types
of commitment that are, affective commitment which measures an employee's emotional attachment to, identification with, and involvement in the organization, normative commitment reflects pressures on an employee to remain with an organization resulting from organizational obligations. Continuance commitment refers commitment associated with the costs that employees perceive are related to leaving the organization.

### 2.2 Conceptual framework

**Figure 2.1 provides a framework of how variables were split and related in the study**

<table>
<thead>
<tr>
<th>Independent Variable</th>
<th>Dependent Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managerial skills</td>
<td>Employee commitment</td>
</tr>
<tr>
<td>Technical skills</td>
<td>Attitude</td>
</tr>
<tr>
<td>Communication skills</td>
<td>Boundless to a goal</td>
</tr>
</tbody>
</table>

Based upon study questions and hypotheses, managerial skills were divided into two components: Technical skills and communication skills. The research studied the effect of managerial skills on levels of employee commitment which was broken into attitude and boundless to a goal as shown in the conceptual framework above in figure 2.1.

### 3 Related Literature

Managerial skills are the ability to make business decisions and lead subordinates within a company.

Regardless of organizational level, all managers must the following critical skills: technical skill, communication skills;

Technical skill: Technical skill involves understanding and demonstrating proficiency in a particular workplace activity. Technical skills are things such as using a computer word processing program, creating a budget, operating a piece of machinery, or preparing a presentation.
mmunication skill: Communication is considered an important ingredient in the work setting of an organization. Organizational communication helps an organization achieve set goals and objectives. In this regard, Scholfielder (1998) as cited in Roos (2008) considers organizational communication as an approach in which everyone should participate. This leads to sharing of knowledge, opinions and ideas which results into innovation, effective decision-making and also an increase in the productivity of an organization. He found out through his study that managers spent between 70-80% of their daily time in communicating with others and if both employees and managers' communication skills increase by 10 per cent, this would lead to a 7 per cent increase in productivity.

Commitment seemed to be a crucial factor in improving performance of employees in an organization and this can be achieved by individuals with high levels of commitment because employees with low levels of commitment will do only enough without putting their hearts into it (Iremin and Mechanic, 2014). This category of employees seemed to be more concerned with personal success than with the success of the organization as a whole and they mostly look at themselves as outsiders and not as long-term members of the organization and any attractive job offer elsewhere is very likely to result in their departure.

The relationship between level of managerial skills and employees' commitment was that the effect of the levels of managerial skills on employee commitment revealed a positive relationship between the levels of managerial skills and employee commitment. We found out that technical skills emerged as a major determinant of employee commitment and advised managers to pay special attention to antecedents of employee commitment so as to increase employee performance and subsequently increase organizational productivity.
CHAPTER THREE
METHODOLOGY

3.0 Introduction

This includes the design, population, sample and sampling strategies, methods of data collection and tools, quality of tools, procedure and data analysis as they were used in the study.

3.1 Design

A descriptive survey research design was adopted in the study. This is because people’s views and opinions are sought, described accordingly and established how the level of managerial skills affected employee commitment. The quantitative method helped in generating numerical data, which is statistically manipulated to meet required objectives through descriptive statistics (frequencies and percentages) and inferential statistics, which tested hypotheses using correlations and coefficients of determination (Amin, 2005). This is because there was need to outlay some information statistically in order to bring out the statistical aspects of the study clearly. Use of a quantitative data allowed triangulation by ensuring that the limitations of one type of data are balanced by the strengths of another.

The study was done at Makerere University, College of Education and External Studies (CEES), the actual population is 92 academic staff and 24 administrative staff 16 support staff and 7 members of the college management according to the College strategic plan (2011). The staff comprised of 139 members from the college education and external studies (CEES). Source ‘educ.mak.ac.ug’

32 Population

A sample size of respondents was determined using statistical tables of Krejcie and Morgan (1970), as cited by Amin (2005), and included various categories in Table 3.1 below:

| Table 3.1 Research respondents by category and sample |
|--------------------------------|-------|---------|
| Number | Category             | (N)   | (S)     | Sampling technique          |
| 1       | Academic staff       | 92    | 74      | Simple random sampling      |
| 2       | Administrative staff | 24    | 13      | Stratified sampling         |
| 3       | Support staff        | 16    | 8       | Simple random sampling      |
| 4       | College Management   | 7     | 7       | Purposive sampling          |
| 5       | Total                | 139   | 102     |                               |

Key: N-Population size, S-Recommended sample population (Krejcie & Morgan-1970)
3.4 Data collection method
The study involved the one data collection method that is primary data collection method. A self-administered questionnaire was used together with the interview guide. A questionnaire was used because it enabled the researcher cover a large population quickly and at a reasonable cost; further self-administered questionnaire was very suitable for the target respondents since they comprehended English proficiently. An interview guide was used to supplement on data from the questionnaire.

3.5 Data collection instruments
Questionnaires were used as data collection instruments for getting information from lecturers. Each questionnaire consisted of a main title: followed by introductory letter and section A for background variable questions and these were; age, gender, level of education, marital status, and working experience.

Section B for questions on the independent variable (Managerial skills that is, technical skills, communication skills) and section C for questions on the dependent variable (employee commitment); attitude and boundless to a goal.

The questionnaire consisted of closed ended questions, which provided options hence they invoked precise and explicit responses which were easy to analyze. An interview guide consisted of two questions on each of the variables to get an obscured view of respondents on the variables of the study.

3.6 Data quality control
This Section dealt with validity and reliability of the instrument. Validity was established using content validity; this was done by the researcher visiting his supervisors to assess each item set in the questionnaire to verify those that relate managerial skills and employees’ commitment. Reliability of the instrument was tested using the Cronbach’s Alpha method of internal consistency provided by SPSS (Foster, 1998).
Table 3.2 shows pertinent results of reliability indices as per respective sections of the questionnaire.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
<th>Construct</th>
<th>Number of items</th>
<th>Cronbach Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent</td>
<td>Managerial skills</td>
<td>Technical skills</td>
<td>15</td>
<td>0.87</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communication skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dependent</td>
<td>Employee commitment</td>
<td>Attitude Boundless to work</td>
<td>23</td>
<td>0.72</td>
</tr>
<tr>
<td>Overall</td>
<td></td>
<td></td>
<td>38</td>
<td>0.77</td>
</tr>
</tbody>
</table>

Since all the subsections of the instrument had Alpha values above 0.5, the instrument was reliable that’s according to Cronbach’s Alpha co-efficient.

4.7 Data collection procedure
The researcher sought for permission from Head of Department “college of Education”, Kampala International University. This introduced the researcher to the Head of Department College of Education and External Studies” Makerere, who introduced the researcher to the university lecturers then. In circumstances where the researcher failed to meet the respondents, lead of Department (CEES) through his secretary served questionnaires to lecturers after which the researcher would pick them ready for analysis.

4.8 Data Analysis
Data collected was processed for analysis and later analyzed. Data processing was done using a computer package known as Statistical Package for Social Sciences (SPSS) Amin (2005: 309). Processing involved data editing to remove impurity, data was categorized by assigning codes to each item and data entry using the SPSS. Processing further involved the use of frequency tables. Actual data analysis was done basing on relative frequencies generated from frequency tables and descriptive statistics that included: central tendency, dispersion and parallel. At polynomial level, rewards were correlated with teachers’ job commitment using students’ sample two t-test, variance of ANOVA and Pearson’s Correlation Co-efficient Amin (2004: 11
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

1.0 Introduction
This chapter gives the description of the background, description of the dependent variable and
finds with the achievement of the respective objectives and testing of pertinent hypotheses.

1.1 Description of respondents’ background
This section gives a description of the background of respondents in the following arrangement;
age, gender, marital status, level of education and Working experience of the employee.

Table 4.1: Respondents according to age groups

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-39</td>
<td>23</td>
<td>22.6%</td>
</tr>
<tr>
<td>0-59</td>
<td>61</td>
<td>59.8%</td>
</tr>
<tr>
<td>0-79</td>
<td>18</td>
<td>17.6%</td>
</tr>
<tr>
<td>Total</td>
<td>102</td>
<td>100%</td>
</tr>
</tbody>
</table>

From Table 4.1 most of the respondents were between the age of “40-59” with almost 60% of the
overall number of respondents may be this is due to the structure of the education system were a
person takes a lot of years upgrading so as to qualify and perhaps become a lecturer.
Table 4.2: Respondents according to Gender

<table>
<thead>
<tr>
<th>Sex</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>66</td>
<td>64.7%</td>
</tr>
<tr>
<td>Female</td>
<td>36</td>
<td>35.3%</td>
</tr>
<tr>
<td>Total</td>
<td>102</td>
<td>100%</td>
</tr>
</tbody>
</table>

According to Figure 4.1 most of the respondents were male with 66.7%. In the discussion with some lecturers it was noted that male teachers are more willing to work in Makerere University despite the poor administration policies than the female teachers.
Table 4.3: Respondents according to the level of education.

<table>
<thead>
<tr>
<th>Professional grade</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's Degree Holders</td>
<td>34</td>
<td>33.3%</td>
</tr>
<tr>
<td>Masters' Degree Holders</td>
<td>47</td>
<td>46.1%</td>
</tr>
<tr>
<td>PhD holders</td>
<td>21</td>
<td>20.6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>102</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 4.3 shows that majority of the respondents were Master’s Degree holders that is about 46%, followed by Bachelor’s Degree holders about 33%, this implies that most of the lecturers are qualified in most Makerere University. And it was observed that the higher the qualification of the lecturer, the lower number of respondents, in the discussion with some of the respondents it was revealed that more qualified lecturers were not committed enough on their jobs.

Table 4.4: Respondents by Marital status

<table>
<thead>
<tr>
<th>Marital status</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>67</td>
<td>65.7%</td>
</tr>
<tr>
<td>Divorced</td>
<td>9</td>
<td>8.8%</td>
</tr>
<tr>
<td>Single</td>
<td>15</td>
<td>14.7%</td>
</tr>
<tr>
<td>Widowed</td>
<td>11</td>
<td>10.8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>102</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 4.4 shows that majority of the respondents 67 that is 65.7% were married followed by singles with 14.7%. Since most teachers are above 18 years there more chances for them to be married therefore bringing up that difference.
Table 4.7: Respondents by experience.

<table>
<thead>
<tr>
<th>Experience in years</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 10</td>
<td>19</td>
<td>18.6%</td>
</tr>
<tr>
<td>11-20</td>
<td>47</td>
<td>46.1%</td>
</tr>
<tr>
<td>21 – 30</td>
<td>24</td>
<td>23.5%</td>
</tr>
<tr>
<td>30 and above</td>
<td>12</td>
<td>11.8%</td>
</tr>
<tr>
<td>Total</td>
<td>102</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.7 shows that respondents of working experience 11-20 years were the highest with 46.1%, followed by respondents with 21-30 years of working experience that is with 23.5% implying that employees at Makerere work for a moderate time period that’s when they are motivated, and later tend to search for other occupations that is after 30 years of working since the retirement age tends to be clocking making them less committed to work.

1.2 Description of the dependent variable: Employee commitment

This section gives a description of the dependent variable as per section C of the instrument Appendix: A) commitment was conceptualized using six questions that required each respondent to do self-rating on commitment. Responses were based on Likert scale ranging.
Table 4.8: Summary statistics on respondents self rating on commitment.

<table>
<thead>
<tr>
<th>Questions on commitment</th>
<th>Category</th>
<th>Number(percent)</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I always report at work on time</td>
<td>Strongly Agree</td>
<td>32(31.4)</td>
<td>3.0</td>
<td>.872</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>45(44.1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>21(20.6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
<td>04(3.9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is not necessary to come early at work</td>
<td>Strongly Agree</td>
<td>23(22.5)</td>
<td>2.8</td>
<td>.56</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>44(43.1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>23(22.5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
<td>12(11.7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’m motivated to work</td>
<td>Strongly Agree</td>
<td>14(13.7)</td>
<td>2.3</td>
<td>.67</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>23(22.5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>40(39.2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
<td>25(2.5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is team work in my department</td>
<td>Strongly Agree</td>
<td>12(11.7)</td>
<td>2.2</td>
<td>.34</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>23(22.5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>45(44.1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
<td>22(21.6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’m given the needed support by my supervisor</td>
<td>Strongly Agree</td>
<td>17(16.7)</td>
<td>2.3</td>
<td>.23</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>16(15.7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>45(44.1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
<td>24(23.5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My supervisor is a team player</td>
<td>Strongly Agree</td>
<td>10(9.8)</td>
<td>2.3</td>
<td>.15</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>32(31.4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>35(34.3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
<td>25(24.5)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From table 4.8 most respondents agreed with item one that they report at work early that is 45(44.1%) compared to those who strongly disagreed 4(3.9%), this is an indicator that if there is a specific time of arrival by employees at the institution, then it is being followed by most of these employees.

With the second item, most respondents agreed that it is necessary to come early at work that is with 44(43.1%) as compared to 12(11.7%) who strongly disagreed. This implies that employees are intrinsically motivated and willing to come early at the work place.

When it comes to the third item, that is if employees are motivated at their work place, most of them disagreed with figures of 40(39.2%) making a comparison with figures of 14(13.7%) who strongly agreed, this implies that the management doesn’t not motivate their employees that well, what maybe they have is self motivation from the career they choose to be in.
With the forth item which required respondents to state if there is team work in their departments, most of them disagreed 45(44.1%) comparing it with those who agreed 22(23.5%). This might be even one of the reasons why employee commitment is literally low and this brings about the low work efficiency.

Most employees believe they aren't the needed support by their supervisors about 44.1% compared to those who say they are given the needed support by their supervisor 16.7%, this suggests management isn’t doing enough in order to strength the moral and as well motivate their employees to acquire maximum output at the end of a given time period.

With the sixth item, respondents said that their supervisor is not a team player that’s according to he 34.5% who said so compared to 9.8% who think that their supervisor is a team player. This owes employee commitment which brought about by the inadequacy and incompetence of the management.

4.2.1 Verification of Hypothesis One
The first hypothesis of the study emerged from the research question which stated that what is the effect of technical skills to the level of employee commitment in the college of Education and External Studies (CEES), Makerere University? Consequently the hypothesis that: There was no effect of technical skills to the level of employee commitment. To verify this hypothesis, the researcher analyzed data by use of S.P.S.S and the following products were presented as observed below.
Table 4.9: Responses on managerial skills.

<table>
<thead>
<tr>
<th>Questions on managerial skills</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is leadership freedom in my department.</td>
<td>Strongly Agree</td>
<td>22</td>
<td>21.6%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>15</td>
<td>14.7%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>34</td>
<td>33.3%</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
<td>31</td>
<td>30.3%</td>
</tr>
<tr>
<td>The executive attends to my problems</td>
<td>Strongly Agree</td>
<td>17</td>
<td>16.7%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>25</td>
<td>24.5%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>36</td>
<td>35.3%</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
<td>24</td>
<td>23.5%</td>
</tr>
<tr>
<td>I share my own ideas</td>
<td>Strongly Agree</td>
<td>23</td>
<td>22.5%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>34</td>
<td>33.3%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>24</td>
<td>23.5%</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
<td>21</td>
<td>20.6%</td>
</tr>
<tr>
<td>I communicate properly with my employees</td>
<td>Strongly Agree</td>
<td>27</td>
<td>26.5%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>33</td>
<td>32.4%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>17</td>
<td>16.7%</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
<td>25</td>
<td>24.5%</td>
</tr>
<tr>
<td>I encourage others to do things in my way</td>
<td>Strongly Agree</td>
<td>11</td>
<td>10.8%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>23</td>
<td>22.5%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>33</td>
<td>32.4%</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
<td>35</td>
<td>34.3%</td>
</tr>
<tr>
<td>There is quality assurance in my department</td>
<td>Strongly Agree</td>
<td>45</td>
<td>44.1%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>32</td>
<td>31.4%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>12</td>
<td>11.8%</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
<td>13</td>
<td>12.7%</td>
</tr>
</tbody>
</table>

According to Table 4.9, the highest response rate was noted on the sixth item, with frequency of 63, respondents believed that they were friendly and approachable to fellow employees. This was noticed through the friendlier atmosphere in the different councils the researcher visited. It seems that most of these employees practiced better public relations in the City Council without the corporate leadership styles. It may not outstandingly imply that corporate leadership does exist in the City Council since employees were reluctant to the act without consulting their supervisors (as noted with means 2.01). Most of the above product means were answered not highly familiar with corporate leadership since such tendencies was unclear to the researcher, it was necessary to correlate corporate leadership with employee performance.
Table 4.10: Pearson’s correlation between corporate leadership and employee performance

<table>
<thead>
<tr>
<th></th>
<th>Employee commitment</th>
<th>Managerial skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Employee Commitment</strong></td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.443</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>102</td>
</tr>
<tr>
<td><strong>Managerial Skills</strong></td>
<td>Pearson Correlation</td>
<td>.443</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>102</td>
</tr>
</tbody>
</table>

Table 4.10 indicates that when managerial skills were correlated with employee commitment, the significance value produced was 0.000. The significance value of 0.000 was lesser than 0.05, the research hypothesis is accepted: that managerial skills have a positive relationship with employee commitment. The above data implies that the aspects of managerial skills are important for employee commitment. This data also implies that employees believe that they would want to experience aspects of leadership freedom in their department, the executive to attend to their problems, the management to communicate properly with the employees and also encourage others to do things in their way.

2.2 Verification of Research Hypothesis two

The second hypothesis was generated from the second research hypothesis was generated from the second research question which states that: What is the effect of communication skills to the employee commitment in the college of Education and External Studies (CEES), Makerere University?

Following this research question, the hypothetical answer was that: There was no effect of communication skills to the level of employee commitment.
4.2.3 Verification of Hypothesis Three

The Third research hypothesis came from the third research question which stated that: What is the relationship between the levels of managerial skills and employee commitment in the college of Education and External Studies (CEES), Makerere University? This question was hypothetically answered by stating that: There was no relationship between the levels of managerial skills and employee commitment.
CHAPTER FIVE
DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The previous chapter was concerned with analyzing, presenting and interpreting data got from employees in Makerere University (CEES). This chapter therefore is concerned with the consequent discussion, conclusions and recommendations of the three hypotheses of the study which arose from the study research questions. This chapter was presented in sections that include discussions, conclusions and recommendations as noticed below.

5.2 Discussion

The discussion section is sub-divided into three sub-sections that originate from the three hypotheses. The researcher discussed the findings of the study in guidance with the research hypotheses of the study as witnessed below:

5.2.1 Discussion of Results on research Hypothesis one

The research hypothesis which originated from the researcher question that: What is the effect of technical skills to the level of employee commitment in the college of Education and External studies (CEES), Makerere University led to the hypothesis that there was no effect of technical skills to the level of employee commitment was accepted.

This meant that technical skills affected employee commitment in a way that compromised the attitude and boundless to work in Makerere University.

According to the obtained information in this research it must be said that there is no meaningful difference between technical skills from the viewpoint of Makerere University (CEES). All the employees believe that an administrator must have technical skills because appropriate team work requires having the necessary managerial skills which will result by administrators appointing responsibility to the team members.

Administrators and leaders encourage lectures to accept responsibilities by having effective human skills and communicating with team members and individuals will obtain the necessary skills during their team work. Of course this issue requires having a flexible structure under an organization in which managers(administrators) help increasing team skills and empowering them by assigning responsibility (CatZ, 1991).

The result of the first phenomenon is in conformation with the results obtained by Hosseini (1996), Entesari (1999), Bigdeli (2001), Fartash (2004), Pent & Barvandi (2008) and is in contrast with the results achieved from researches made by Goudarzi (2002), Ahmadi (2002), El
Saba (2001) and Afshari (2010) which can be related to differences in the studied societies and 
director relation with technical skills, level of knowledge and education of the sample group. 

According to the information obtained from this research there is a positive and meaningful 
relation between technical skills and employee commitment at Makerere University (CEES). By 
reviewing suggestions and different research in the field of Education and its relation with 
different variables it can be seen that employee commitment is a phenomenon that is affected by 
different variables and is effective on several variables in an organization.

The present result is in conformation with some of the results including results obtained by 
2001), Arina (2011), Peterson (2004). A manager(administrator) who has necessary and 
sufficient managerial skills, conceptual skills (discipline, innovation and future forecasting), 
human skills (morality, relations, organization, etc.) and technical skills (knowledge and 
experience) has an appropriate and effective role in creating organizational environment 
Afshari, 2010).

In a general conclusion it can be said that there is a positive and meaningful relation between 
technical skills and employee commitment of lecturers at Makerere University (CEES).

6.2.2 Discussion of Results on research Hypothesis two

The research hypothesis which originated from the researcher question that: What is the effect of 
communication skills to the employee commitment in the college of Education and External 
Studies (CEES), Makerere University led to the hypothesis that there was no effect of 
communication skills to the level of employee commitment was accepted.

Hypothesis two stated that communication skills is important and used in the employee 
commitment in the college of Education and External Studies (CEES), Makerere University.

Following analysis of the results on research hypothesis two, it was found out that 
communication skills doe influence employee commitment and few employees really understood 
the practice of communication. This consequently meant that hypothesis two was accepted.

It was further noted by the researcher through interviews with academic staff, administrative 
taff, support staff and college management at Makerere University(CEES) that the 
administrative structure put in place is not flexible to the extent where the attitude of employees 
is high.
2.3 Discussion of Results on research Hypothesis three

This research hypothesis originated from the research question that stated that: What is the relationship between the levels of managerial skills and employee commitment in the college of Education and External Studies (CEES), Makerere University? Thus the research hypothesis was tested and was rejected that there was no relationship between the levels of managerial skills and employee commitment laissez-faire leadership positively affects employee performance.

This kind of revelation was also reflected in the interviews conducted from the various employees, where the researcher noticed that most employees enjoyed less authority from their supervisors, this however compromised employee commitment and performance in the departments that had supervisors and administrators who practiced laissez-faire leadership.

The majority of field studies have been cross-sectional in design, and the common-method bias often has been a problem when commitment has been measured. The measurement of commitment is critical to determining outcomes about whether managerial skills matters and not all studies have been well designed (Debushis., 2002).

For example, when selecting measurements of commitment, many researchers (e.g. Henry. Y, Casius. D and Motena. T (2013), Huyeren. Y and Dachuan.H (2012), Hsu, P. Y. (2005), Khan, A. R., Ziauddin, Jam, F. A., & Ramay, M. I. (2010), neglected to focus on the correlation between technical skills and attitude, technical skills and boundless to a goal, communication skills and attitude, communication skills and boundless to a goal rather than employing all three in order to enhance the validity of the research.

Therefore, closer attention is needed to ensuring that the measures of employee commitment are adequate and sufficient.

3.3 Conclusion of the Study

Considering the present management environment at Makerere University, supervisors and administrators must have special specifications and using the results and studies about management issues appropriate methods must be implemented according to organizations’ status and also try to tend the environment of the committee to an appropriate environment so that an appropriate pattern would be prepared for other organizations and in that case the preliminaries for obtaining the organization’s goals will be provided and also because of the fact that there is no meaningful difference in viewpoint technical skills and employee commitment, it is necessary that managers (administrators) would be educated for technical skills. Anyway organizations tend to benefit from managers (administrators) that have the ability of proper use of human
elations. Thus by investment for educating their managers (administrators) they emphasize on
ducation of their managers (administrators), nurturing leadership capabilities, interaction ability
and increasing knowledge and preparedness. And also:

- The first conclusion echoed the first objective and it was concluded that technical skills of the
  level of employee commitment employees expressed the desire to execute duties under the
  corporate settings rather than the existing leadership styles.

- Similarly, following the second objective, the researcher further concluded those
  communication skills created conducive environment to work in and increasing the inherent
  motivation and attitude to work freely.

- Further still, in respect of the third objective, the researcher concluded that the relationship
  between the levels of managerial skills and employee commitment was mostly applied to higher
  departments that had formal work procedures of performance.

4.4 Recommendations of the study

Therefore, the paper recommended that management of Makerere University should take
measures to enhance academic staff’s performance through increased commitment level.

Following the second conclusion, the management should improve on their communication skills
with subordinates and other employees to reduce the practice of authoritative leadership, hence
this would advocate for better managerial skills that suite different situations so as to reduce the
ominance of authoritative leadership unless in situations where it is necessary.

The researcher further recommended that it was important for Makerere University to reduce
aissez-faire leadership by designing performance procedures that promote professional
performance guidelines that create a sense of responsibility to employees.
REFERENCES


euc.mak.ac.ug"


APPENDICES

APPENDIX A: SELF ADMINISTERED QUESTIONNAIRES FOR RESPONDENTS ON MANAGERIAL SKILLS INFLUENCING EMPLOYEE COMMITMENT

Dear respondents, am Abigaba Ronald pursuing bachelor’s degree of Science with Education at Kampala International University. I am carrying out a research on the influence of managerial skills on the commitment of employees at Makerere University. This questionnaire is designed to collect data for academic purposes only in research; it is an academic requirement in partial fulfillment of the requirements for the award of a degree of Science with education at Kampala International University. Therefore Information given will be kept confidential. Kindly I request you to avail me with the information needed.

Thank you.

Yours Faithfully,

Abigaba Ronald

The Researcher
SECTION A

Background variables

In this section you are kindly requested to tick the alternative that fits your opinion.

. Age

20-39 □
40-59 □
60-79 □

. Gender

Male □
Female □

. Level of education

Masters degree □
Philosophy of Doctrine □
Post Doctorate Diploma □

. Marital status

Single □
Married □

. Working experience

0-10 years □
11-20 years □
21-30 □
31 and above □
**SECTION B**

**NDEPENDENT VARIABLE: Managerial skills**

Given the table below, tick or choose the right alternative that corresponds with your opinion as follows:

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is leadership freedom in my department.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The executive attends to my problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I share my own ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I communicate properly with my employees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I encourage others to do things in my way</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is quality assurance in my department</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SECTION C**

**DEPENDENT VARIABLE: EMPLOYEE COMMITMENT**

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I always report at work in time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is not necessary to come early at work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’m motivated to work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is team work in my department</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’m given the needed support by my supervisor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My supervisor is a team player</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you very much for your participation in my study.

May God bless you.