



Decision-Making Styles of Heads of Department and Work Involvement of Academic Staff in Universities in Central Uganda: The Case of Makerere and Nkumba Universities

Simon Patrick Kimbowa, Livingstone Ddungu, Betty, A. Ezati

*Received 15 Mar, 2022; Revised 28 Mar, 2022; Accepted 31 Mar, 2022 © The author(s) 2022.
Published with open access at www.questjournals.org*

I. Introduction

Work involvement of academic staff plays a critical role in the enhancement of the achievement of university goals and objectives. However, academic staff work involvement in universities in central Uganda was still low (Edabu, 2013). This study assumed that heads of department decision making styles applied could have a primary role in the low work involvement of academic staff, hence, warranting an investigation into how decision making styles affected work involvement of academic staff in Makerere and Nkumba universities in central Uganda.

II. Background

The concept of work involvement dates as far back as the genesis of the human race. However, research into employee work involvement began during the Industrial Revolution that started in Europe and spread to America, Asia, Australia, and Africa through economic migration and colonization (Lambert, 2013). According to Saxena (2013), the first elaborate account of how employers could attain optimal employee work involvement is attributed to Fredrick Taylor's scientific management, published in 1911. The first research into work involvement as a concept is traced to Robert Dubin's 1956 publication about the industrial workers' central life interest (Akhtar & Udham, 2010). However, these accounts were not in the context of university education as was the case with the current study.

Historical literature indicates that decision-making styles and how they affect other social phenomena began as far back as the times of Socrates (Copeland, 2010). However, research into the decision-making styles used by organizational administrators and their effects on the different dimensions of employee behaviour began in the 20th century (Buchanan & O'Connell, 2006). This research was pioneered by Chester Barnard who first extended the concept of decision-making from public administration and policy studies to organizational research published in 1938 in form of functions of the executive (Secchi, 2010). An elaborate account of decision-making styles that feature in organizations was later presented by Herbert, Simon and James March in their famous 1958 publications on organizations and administrative behaviour. In Uganda, Mugizi (2015) revealed that at Mbarara University of Science and Technology (MUST), 76% of its lecturers who participated as respondents reported declining levels of work involvement. Research has shown that universities find it difficult to become centres of excellence without academic staff work involvement (Naikote & Bakkabulindi, 2011; Tabaire & Okao, 2009; Ssesanga & Garrett, 2005). Despite the above historical account of the study concepts (work involvement and decision making styles), little effort has been made to undertake empirical studies on how decision making styles affect work involvement of academic staff in Makerere and Nkumba Universities.

This study was based on the Contingency Theory of Decision Making. According to Miller (2013), the Contingency Theory of Decision-making was developed in 1973 by Vroom and Yetton after observing that there was no one best universal way of making decisions. The theory posits that different situations call for different ways of decision-making. It advances a view that the outcomes of a decision-making style depend on how the style suits the characteristics of the prevailing situation (Dubrin, Dalglish & Miller, 2006). The outcomes may be financial or behavioural outcomes (Miller & Wilson, 2006). This study adopted the contingency theory of decision making basing on the assumption that there is no one unified decision making

style. Thus, it was relevant to guide an investigation on the styles of decision making like directive, analytical, behavioural, conceptual, sequential, logical, global and personable depending on the prevailing situation. If the situation is favourable that is when academic staff know what is required of them and willingly follow it in the execution of their duties, decision making styles applied by HODs should rhyme with this category of academic staff. However, unfavourable situations, that is, when academic staff are non-compliant, it would require heads of department to use decision making styles that are stringent without academic staff involvement. If decisions are passed, as per the theory, by applying decision making styles in favour of academic staff, work involvement improves in terms of high job involvement, career involvement and organisational commitment leading to the realisation of intended goals and objectives and the reverse is true.

Decision making styles refer to the manner in which administrators take managerial, academic and financial courses of action intended to enable universities to attain their missions, goals and objectives through their employees, particularly members of academic staff (Prondzynski, 2013). These decision making styles may be directive autocrat, the permissive autocrat, directive, democrat and the permissive democrat (Nidadhavalu, 2018). In this study, the investigated decision making styles included the directive, analytical, behavioural, conceptual, sequential, logical, global and personable decision making styles. Work involvement defined as the positive, fulfilling, work-related state of mind that is characterized by the level of deliberate participation, willingness, vigour, dedication, attachment, and absorption displayed by an employee when carrying out assigned tasks and responsibilities (De Klerk, 2013; Konrad, 2006; Schaufeli, Bakker & Salanova, 2006; Schaufeli, Salanova, González-Romá & Bakker, 2002). In this study, work involvement of academic staff referred to job involvement, career involvement and organisational commitment. Job involvement was conceptualised as attachment to lecturing, dedication to student evaluation, deliberate participation in student supervision, desire to keep on the job, completion of assigned workload, efficiency in work, time management and willingness to add extra working time.

III. Statement of the Problem

Achieving an optimal level of academic staff work involvement is one of the critical success factors to which all universities aspiring to become centres of excellence should pay attention (De Klerk, 2013). However, not only was the work involvement of most of the lecturers in African universities were suboptimal but also declining. Lecturers in Ugandan universities are not any different. Empirical evidence indicates that the level of work involvement of over 95% of lecturers at Makerere University and 87% of lecturers in all private universities in central Uganda, Nkumba University inclusive (Yawe 2010, Edabu, 2013) is lower than expected. Further, there had been serious academic staff strikes which even led to the closure of the two universities in the recent years. In Makerere University, the academic staff strike which occurred in September 2016 led to the closure of the University for a period of over three months. Academic staff involvement in strikes depicts that their level of work involvement was low. Since lecturers' work involvement is the bedrock of a university's ability to become a centre of excellence, failure by most of the lecturers to realize it at an optimal level constitutes a critical hindrance to the ability of these universities to become centres of excellence. Although several factors might have been responsible for the low work involvement of university academic staff, this study attributed this scenario to decision making styles adopted by HODs a factor that may have not been addressed by these earlier studies; hence, this study was prompted to establish how decision making styles of HODs affect academic staff work involvement in Makerere and Nkumba Universities.

IV. Objectives

Main Objective

The study examined the effect of decision-making styles of HODs on the work involvement of academic staff in Makerere and Nkumba Universities.

Specific Objectives

The study was based on the following objectives: To

1. Analyse the effect of decision-making styles of HODS on the job involvement of academic staff in Makerere and Nkumba Universities.
2. Examine the effect of decision-making styles of HODS on the career involvement of academic staff in Makerere and Nkumba Universities.
3. Analyse the effect of decision-making styles of HODS on the organisational commitment of academic staff in Makerere and Nkumba Universities.
4. Conceptual Framework

From the theoretical review a conceptual framework was derived as in Figure 2.1.

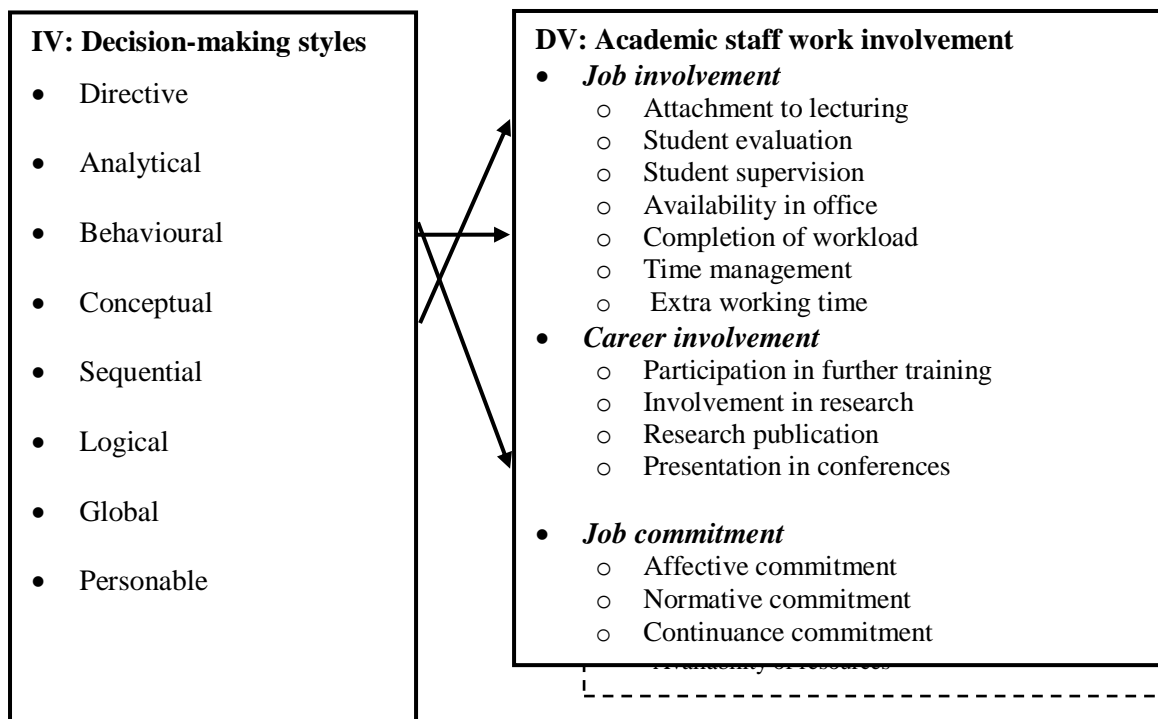


Figure 2.1: Conceptual Framework of University Department Heads' Decision-making Styles and Academic Staff Work Involvement

Source: Developed basing on Vroom and Yetton's Contingency Theory of decision-making

The conceptual framework in Figure 2.1 was based on the assumption that university HODs' decision-making styles determine the level of academic staff work involvement. Consequently, HODs' decision-making styles were conceptualized as the independent variable covering directive, analytical, behavioural, conceptual, sequential, logical, global and personable decision making styles. These decision making styles of HODs were likely to have a direct impact on work involvement of academic staff which were conceived as the dependent variable. Once decision making styles of HODs are selected in favour of academic staff situations, their level of work involvement in terms of job, career involvement and organisational commitment were deemed to better and the reverse is true. The conceptual framework indicates further that there were other variables that intervene in the relationship between decision-making styles and academic staff work involvement. These variables include staff work attitude, cost of living, availability of job alternatives, student response, study attitudes, level of university funding, availability of resources, and financial management, amongst others. These extraneous variables were recognized, but they were not studied based on the assumption that their effects were constant.

V. Related Literature

Decision-making Styles of HODs and Job Involvement

Chaleno, Pourshafei and Yunesi (2015) studied decision making styles of managers in relation to their job performance in high schools in Birjard city. Using descriptive and correlation data analysis techniques findings revealed that there was a significant relationship between spontaneous avoidant, intuitional decision making styles and the job involvement and eventually performance of teachers in high schools. Further, rational decision making styles were established to be significantly related with job involvement and performance.

Whereas, Baisamwoyo (2019) studied employee participation in decision making style and organizational productivity. Findings revealed that through participative decision making approach academic staff work involvement was guaranteed and the relationships were better. This participation in decision means that the consultative decision making was preferred ignoring other decision making styles as was done in the current study. Igbal, Akhtar and Saleem (2020) studied decision making of academic managers in public sector universities of Punjab and revealed that autocratic style of decision making was highly practiced compared with other styles of decision making. However, this style of decision making was not directly related on work involvement of academic staff which this study did.

In addition to the styles explained above, Harvey and Hanson (2003) developed another classification that also provides four decision-making styles. These include the sequential decision-making style whose users need lots of specific information and details as well as evidence and steps for making decisions correctly. The

logical decision-making style, which involves taking decisions based on specifics, reasoning, defensible positions, and a clear understanding of the possible results of the different choices. According to Harvey and Hanson (2003), administrators who use this style exercise objective and critical judgment to make the best (but not necessarily optimal) decisions. These writers also specify the global decision-making style, indicating that it is used by administrators who want to explore all the possibilities. Its users make decisions by considering what exists as well as that which can be imagined. They need specifics and creativity to develop expanded and more inclusive decisions for the good of everyone. This style is guided not so much by data but by exploring the possible alternatives. The last decision-making style identified by Harvey and Hanson (2003) is the personable decision-making style. Administrators who use this style base on lots of specific information, good problem definitions, and sharing of other people's experiences. They explore their own and other people's feelings and values before making decisions, and want the decision-making process to be collegial, cooperative, and sensitive to individuals' needs. An analytical look at Harvey and Hanson's (2003) observations reveals that they are purely descriptive. They explain the various decision-making styles used by administrators, but do not relate the styles to employee job involvement. This is the same weakness that appears in the work of Wood (2012), which identifies decision-making styles that include the rational, intuitive, dependent, avoidant and spontaneous. It is this weakness that this study addressed

Decision-making Styles of HODs and Career Involvement

Okongo, Onen and Okaka (2019) studied effectiveness of decision making approaches by academic unit managers on academic performance in public universities in Uganda. With use of inferential and descriptive statistics, findings revealed that democratic decision making approach had a more significant relation on work career involvement of the academic staff. However, this study dealt with one approach of decision making while this completed study had others that are directive, coercive, personable, decision making approaches. In particular, Muindi's (2011) study establishes a significant and positive effect of the participative decision-making style on employee career involvement. This study was however, conducted among the academic staff in the School of Business of the University of Nairobi, but not among the academic staff members of universities in Uganda. There was therefore need to establish whether the findings of Muindi's (2011) study were also valid in the universities of Uganda. Rosenberg (2011) found out that the rational decision-making style relates positively with career involvement, but her study was conducted about employees in the Norwegian Ministry of Defence, not academic staff in Ugandan universities. Ugurlu (2013) established that while the analytical decision-making style had a positive but not significant effect on employee career involvement, the directive decision-making style had a significant but negative effect on employee career involvement. Ugurlu (2013) noted that the directive decision-making style caused employees to engage in procrastination behaviours rather than activities that could contribute to their career advancement. Nonetheless, Edopu, Kwesiga, Ssempebwa and Mpoza (2016) observed that active university community partnerships are characterised by promotion and involvement of academic staff with issues and constituencies outside the university in ways that foster intellectual life. This may suggest that analytical and logical approach to problem solving may be worthy.

Decision-making Styles of HODs and Organisational Commitment.

Wiza and Hlangampal (2014) studied the impact of decision making styles on employee organizational commitment in higher learning institutions and with use of Spearman's correlation analysis established that directive decision making styles had significant and positive relationships with continuance commitment. Alternatively, the current study benefited from regression analysis technique. Similarly, Tchapchet and Iwu (2014) in a study about participation and productivity in a South African University revealed that while there is a desire on the part of academics to be incorporated into matters of concern and the faculty showed that there seemed to be obvious neglect of academic staff in taking decisions. This implied that failure to involve them would be more likely to affect their job commitment negatively.

Nidadhavolu (2018) studied the impact of decision making styles on job satisfaction and organizational commitment in the construction sector in India and with use of descriptive analysis means, standard deviations that the management of the company uses most appropriate styles in a given context which makes employees more committed on the job and that those components with employees who were not contented with the leadership styles were less satisfied and committed on the job. Opposed to the current study, this reviewed study applied descriptive data analysis while this study was correlational in an academic setting.

More still, Dalue, Mohamed & Mohamed (2017) investigated leadership styles on organizational commitment in a Somali University. Data was analysed using Pearson's correlation coefficient index and the findings of the study revealed that there was a positive significant relationship between transformation leadership style and organizational job commitment of academic staff in a Somali University. This was because the transformational styles had with them aspects of consultative decision making

VI. Methodology

The study was guided by the research philosophy of positivism mainly emphasising Aristotle’s deductive reasoning philosophy. This study was conducted using a correlational and cross-sectional survey research design with a total of 205 respondents. Academic staff and heads of department (HODs) were selected using convenience and purposive sampling techniques respectively. Data were collected using a self-administered questionnaire for academic staff and an interview guide for heads of department. Quantitative data were analysed using frequencies, percentages, means and standard deviations at univariate level while at bi-variate level, regression analysis was used. Qualitative data were analysed using thematic data analysis method.

VII. Results

Table 1. Descriptive results on heads of department decision making styles.

Questionnaire items	Mean	STD
Makes decisions alone	2.385	1.34
Consults academic staff	3.741	1.13
Sufficiency of information	2.541	1.210
Alienation from decisions made	2.549	1.264
Makes explanations	3.761	1.211
Creatively makes decisions	3.600	1.041
Calls for a meeting	3.678	1.095
Can logically make decisions	3.419	1.084
All possibilities are explored	3.834	0.976
Thinks about decisions first.	2.648	1.063
Relies on instincts	2.878	1.089
Bases on pressure	2.619	0.966
Makes snap decisions	2.878	1.146
Bases on intuition	2.761	1.161
Postpones decisions	3.029	1.009
Better options are preferred	2.917	1.141
Right decisions are favoured	2.541	1.117
Last minute decision maker	2.917	1.141
Steered by some one	2.293	1.093
Puts off making many decisions	2.517	1.194

Findings in Table 1 shows the highest mean on decisions making styles as 3.834 on item all possibilities are explored before decisions are passed. This meant that a lot of investigations are made before taking a final decision. The lowest mean 2.293 was on the item am not steered by someone when making decisions. These findings meant that academic staff in Makerere and Nkumba universities make decisions with fair consultation of academic staff.

Table 2: Description of Academic Staff on Job Involvement

Indicators of job involvement	Mean	STD
Designing course units	4.165	1.142
Delivering effectively	4.190	0.839
Keeping record of work	4.409	0.772
Evaluation of works	4.692	0.540
Grading learners	4.678	0.627
Supervision of students	4.583	0.576
Ready for student consultations	4.331	0.867
Make publications	3.107	1.342
Regularly attend meetings	3.951	0.958
Participate in trainings	4.024	0.769
Keeping on the job	4.239	0.783
Co-authoring	3.536	1.114
Makes presentations	4.004	0.899
Job persistence	4.326	0.682
Reviewing academic works	4.273	0.644
I keep on job tasks	3.507	1.262
I avoid personal interferences	3.478	1.130

Table 2 shows that most of the study respondents had agreed more with evaluation of students’ work Mean 4.692 which suggested that academic staff always endeavour to evaluate students work as expected. Academic staff however rated low on the item I make publications Mean = 3.107. This implied that they were not adequately sure whether they make publications or not. But generally academic staff job involvement was high on the job.

Table 3: Description of Career Involvement of academic staff

Indicators of career involvement	Mean	STD
Career plans	4.317	0.852
Enthusiasm towards training	4.624	0.542
Research for career growth	4.443	0.709
I publish research findings	3.765	1.016
Success in my publications	3.322	1.230
Attend trainings	4.2341	0.736
Makes presentations	3.478	1.223
Part of research teams	3.614	1.197
My research team wins	3.136	1.163
I write and publish books	3.439	1.076
I submit academic works to relevant authorities	3.926	0.944
I network with others	4.190	0.974

Table 3 shows that highest rating on career involvement was on item I have enthusiasm towards training mean = 4.624. This meant that academic staff had high enthusiasm towards training on the job to competently involve in their career. Lowest rating on career involvement was on item my research team wins mean = 3.136. The mean values in table 3 were close to code 4 which implied that academic staff career involvement was high on the job.

Table 4: Results on Organizational Commitment

Indicators of organizational commitment	Mean	STD
Happiness with university	4.244	0.964
Enjoying my university talks	4.170	0.931
Owning university problems	3.000	1.465
Attached to another organization	3.682	1.163
I feel part of the university	4.009	0.934
Emotional attachment	3.931	0.936
Meaningfulness of the university	4.073	0.862
Fear what may come next once I leave	3.087	1.086
Belongingness at work	3.873	1.421
It is very hard for me to leave	2.931	1.409
I think of negative outcomes once I leave	2.663	1.3608
It is expensive to leave	2.873	1.322
Stay is a too much necessity	2.956	1.229
I have many options once I leave	3.351	1.181
There is a scarcity of jobs	2.746	1.218
Loyalty to employing organization	3.912	1.164
Unethical changing of jobs	3.44	1.307
Value to be a lecturer	4.356	0.825

Table 4 shows that highest rating on organisational commitment was mean 4.356 on the item I value being a lecturer. This meant that academic staff in Makerere and Nkumba Universities value their job as lecturers. Still on organisational commitment lowest rating was on item I think negative about my job, mean 2.663. The means on average meant that academic staff organisational commitment was high.

Testing of Hypothesis One: To verify the first hypothesis of the study to the effect that H1: Decision making styles of HODs have a positive effect on job involvement of academic staff in Makerere and Nkumba Universities

The aforementioned hypothesis was tested using Simple Linear Regression analysis as in Table 5:

Table 5: Model Summary Simple Linear Regression between decision making styles and job involvement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.030 ^a	.001	.004	.45454

a. Predictors: (Constant), Jinvolve

Table 5 shows the effect of decision making styles of HODS on job involvement of academic staff results which indicated that heads of department decision making styles (HDDMS) explained 0.4% of the variation in job involvement. This means that that remaining 99.6% of the variation in job involvement was accounted for by extraneous variables not considered in the study.

Table 6: Simple Linear Regression ANOVA Table Between Decision Making Styles and Job Involvement

Model		ANOVA ^a				Sig.
		Sum of Squares	Df	Mean Square	F	
1	Regression	.037	1	.037	.177	.674 ^b
	Residual	41.734	202	.207		
	Total	41.771	203			

a. Dependent Variable: Decision

b. Predictors: (Constant), Jinvolve

The regression model in Table 6 shows that the regression model was poor $F = 0.177$, $P = 0.674 > 0.05$. This implied that job involvement of academic staff was not affected by heads of department decision making styles (HDDMS). Hence the null hypothesis H_0 : that decision making styles of HODs have a negative effect on job involvement of academic staff in Makerere and Nkumba Universities is accepted while the research hypothesis H_1 : that decision making styles of HODs have a significant effect on job involvement of academic staff in Makerere and Nkumba Universities was rejected.

Table 7: Simple Linear Regression co-efficient Between Decision Making Styles and Job Involvement

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	3.162	.332		9.512	.000
	Jinvolve	.034	.081	.030	.421	.674

a. D678dependent Variable: Decision

Table 7 shows that the sig value = 0.674 was greater than 0.05 Hence the research hypothesis H_1 : that decision making styles of HODs have a significant effect on job involvement of academic staff in Makerere and Nkumba Universities was rejected in favour of the null hypothesis H_0 : that decision making styles of HODs did not significantly affect job involvement of academic staff in Makerere and Nkumba Universities. This meant that there is no relationship between decision making styles of HODs and job involvement of academic staff in Makerere and Nkumba Universities.

Another interviewee from Nkumba University opposed to the first ones said that, "I don't need to involve academic staff in taking decisions on issues that are already decided by council. For instance, on issues related with staff allowances, teaching hours and likely benefits."

This finding showed that since academic staff are not involved in taking decisions on such sensitive issues their participation or motivation to fully involve in all aspects including teaching, research and community service as it is expected to be is minimal. These findings suggest that the level of involvement is high in Makerere public University and very low in Nkumba a private University.

Hypothesis Two: To verify the second hypothesis of the study to the effect that H_1 : Decision making styles of HODS have a positive effect on career involvement of academic staff in Makerere and Nkumba Universities

The aforementioned hypothesis was tested using Simple Linear Regression analysis as in Table 8:

Table 8: Simple Linear Regression Model Summary Between Decision Making Styles and Career Involvement

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.019 ^a	.000	.005	.45466

a. Predictors: (Constant), Cinvolve

Results in Table 8 shows that decision making styles HODS explained 0.5% of the variation in career involvement of academic staff. Adjusted $R^2 = 0.005$. This suggested that the remaining 99.5% of the variation is accounted for other factors not considered in the study.

Table 9: Regression ANOVA Table between decision making styles and career involvement

Model	ANOVA ^a					
		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.015	1	.015	.073	.787 ^b
	Residual	41.756	202	.207		
	Total	41.771	203			

a. Dependent Variable: Decision

b. Predictors: (Constant), Cinvolve

Table 9 show that the regression model is poor $F = 0.073$, this presupposes an insignificant relationship between decision making styles of HODS and career involvement of academic staff in Makerere and Nkumba Universities.

Table 10: Simple Linear Regression Co-efficient between Decision Making Styles and Career Involvement

Model	Coefficients ^a					T	Sig.
	Unstandardized Coefficients		Standardized Coefficients		Beta		
	B	Std. Error					
1	(Constant)	3.076	.200			15.413	.000
	Cinvolve	.014	.051	.019		.270	.787

a. Dependent Variable: Decision

The regression co-efficient Table 10 shows that since $Beta = 0.019$, $P = 0.787 > 0.05$ the relationship between the two variables was insignificant. The research hypothesis H1: which stated that there is a significant relationship between Decision making styles of HODs and academic staff career involvement was rejected in favour of the null hypothesis H0: that decision making styles of HODs have no positive effect on academic staff career involvement in Makerere and Nkumba Universities was accepted. This suggested that career involvement of academic staff was insignificantly predicted by heads of department decision making styles.

These findings were opposed with those of administrators who showed that through consulting academic staff in decision making their career involvement enhances. One of these administrators from Nkumba said

“Through involving academic staff in decision making they improve on their career engagement on the job. Many feel that they would not opt to leave the university as they feel respected and loved on the job.”

These findings implied that that decision making styles applied have a potential of determining the career involvement of academic staff which opposes the quantitative findings on the same.

Also administrative staff from Makerere University opposed this finding indicating that once they use appropriate decision making styles the level of career involvement enhances on the job. One of the interviewees noted that,

“Once you see lecturers leaving the job, it means you have to check your decision making styles and approaches. Many of the lecturers leaving this university leave because of bad decision making styles of some administrators not the university job itself. This is true because when they leave this university, they join nearby universities paying even less money and benefits compared to those of Makerere University”

This finding suggested that the style of administrators applied may influence the career commitment of academic staff. However, the general finding stands that decision making styles applied by administrators in the university had an insignificant influence on career involvement of academic staff in Makerere and Nkumba Universities.

Hypothesis Three: Decision Making Styles and Organisational Commitment of Academic Staff. To verify the third hypothesis of the study to the effect that

H1: Decision making styles of HOD have a positive effect on organisation commitment of academic staff in Makerere and Nkumba Universities.

Results from the simple linear regression analysis were offered in in Table 11:

Table 11: Simple linear Regression Analysis Model Summary for Heads of Department Decision Making Styles and Organizational Commitment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.402 ^a	.162	.157	.41637

a. Predictors: (Constant), Ocommit

Table 11 shows that decision making styles of Heads of department explained 15.7% of the variation in organisational commitment, adjusted $R^2 = 0.157$. This suggested that 84.3% of the variation is accounted for by other factors not considered in the study.

Table 12: Regression Analysis Model ANOVA for Decision Making Styles and Organizational Commitment of academic staff

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6.751	1	6.751	38.941	.000 ^b
	Residual	35.020	202	.173		
	Total	41.771	203			

a. Dependent Variable: Decision

Table 12 shows that the regression model was good $F = 38.941$, $P = 0.000 < 0.05$. This presupposes that the relationship between decision making styles and organisational commitment was good (significant). This was confirmed in Table 13.

Table 13: Simple Linear Regression Analysis Model Co-efficient for Decision Making Styles HODS and Organizational Commitment

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.012	.165		12.224	.000
	Ocommit	.303	.049	.402	6.240	.000

a. Dependent Variable: Decision

c. Predictors: (Constant), Commit

Table 13 shows that since the $F = 38.941$, $P = 0.000 < 0.05$. This implied that decision making styles of heads of departments significantly predicted organisational commitment of academic staff. Hence null hypothesis that decision making styles have no relationship on heads of department decision making styles and organisational commitment of academic staff in Makerere and Nkumba Universities was rejected in favour the research hypothesis which stated that decision making styles of HODS significantly related with organisational commitment of academic staff in Nkumba and Makerere Universities was accepted and the null hypothesis which stated that there was no relationship between decision making styles of HODs and organisational commitment of academic staff was rejected. The findings meant the once decision making styles of HODs are favourable to academic staff their sense of commitment on the job enhances in one way or the other.

These findings were in line with the qualitative findings of from interviewees where administrative staff who participated in the study indicated that once academic staff are involved in decision making the higher they are likely to be committed on the job. Specifically, one interviewee noted that:

“Whenever you consult academic staff on decisions passed in Makerere University the higher they are likely to enjoy the job, feel appreciated and are likely to participate in work activities with a smiling face. This is witnessed in many of the colleges when it gets on decisions related with consultancies made”.

This finding suggests that involving academic staff in university decisions on issues related with research consultancies boosts their career commitment in a significant manner.

A similar situation was observed with academic staff in Nkumba University where academic staff showed that when administrative staff consult them in decision making they are likely to get more committed on the job.

VIII. Discussion, Conclusions and Recommendations

Findings revealed that decision making styles of HoDs had an insignificant impact on job involvement of academic staff and career involvement while organisational had a significant relationship with decision making styles. The insignificant findings on decision making styles on job involvement and career involvement of academic staff differed from Baisamwoyo (2019), Iqbal, Okongo, Onen and Okaka (2019); Muindis (2011); Akhtar and Saleem (2020) who established a significant relationship between the variables. On the other hand, the positive significant relationship between decision making styles on career and organizational commitment of academic staff in Nkumba and Makerere Universities were in agreement Wiza and Hlangampal (2014); Al-Daibat (2017); Nidadhavolu (2018) who established that there was a positive and significant relationship between decision making styles and career, organizational commitment of academic staff in Makerere and Nkumba Universities. Thus, the study concluded that decision making styles of HoDs do not affect job involvement and career involvement of academic staff but significantly affects organizational commitment of academic staff. Thus, the recommendations for policy makers to consider and make policies requiring HoDs to

involve academic staff in their career training promotions to improve on their career. To also encourage HoDs involve academic staff in their organizational commitment by laying emphasis on continuance, normative and affective commitment of academic staff.

References

- [1]. Akhtar, Z., & Udham, S. (2010). *Job involvement: A theoretical interpretation in different work Settings*. Retrieved on October 22, 2013 from http://www.indianmba.com/Faculty_Column/FC1179/fc1179.html
- [2]. Baisamwoyo, N. (2019). *Employee participation in decision making and organizational productivity: A case of human right initiative*. A research project submitted to College of Economics in Partial fulfillment of the requirements for the award of a bachelors degree in Human Resource Management of Kampala International University.
- [3]. Buchanan, L., & O'Connell, A. (2006). A brief history of decision making. *Harvard Business Review*. Retrieved on October 22, 2013 from <http://hbr.org/2006/01/a-brief-history-of-decision-making/ar/1>
- [4]. Chaleno, F. R., Pourshafei, H. & Yunesi, M. R. A. (2015). Decision making styles of managers and its relation with job performance in high schools in Birjard city. *Science Journals*, 36(3), 471-478. <http://derg.cumhuriyet.edu.tr/curnuse.j>
- [5]. Copeland, M. (2010). *Socratic circles: Fostering critical and creative thinking in middle and high school*. Portland, MN: Stenhouse.
- [6]. Dalue, A. M., Mohamed, A. A. & Mohamed, R. A. (2017). Leadership style and organizational commitment. A case study from university of Somalia. *International Journal of Engineering Science and Computing*, 7(9), 14838-14843. <http://ijesc.org/>
- [7]. Edabu, P. (2013). *Motivation tools and work productivity of academic staff in private universities in central Uganda*. Kampala International University: Unpublished PhD Dissertation.
- [8]. Edopu, R. N. et al. (2016). Why university partnerships are failing. Evidence from the case of Bachelor of Industrial Fine Art programme at Makerere University. *Nkumba University Business Journal*, 15(185-202)
- [9]. Harvey, F.S., & Hanson, J.R. (2003). *My decision-making style*. Retrieved on October 27, 2013 from <http://my.ilstu.edu/~kawalst/DecisionMakingStyleInventory.pdf>
- [10]. Igbal, H. S., Akhtar, M. M. S. & Saleed (2020). A study of decision making styles of academic managers in public sector universities of Punjab. *Bulletin Education and Research*. A study of Dm styles of Academic Managers in PS Universities of Punjab, 42(2), 181-196.
- [11]. Lambert, T. (2013). *A brief history of work*. Retrieved October 22, 2013 from <http://www.localhistories.org/work.html>
- [12]. Leedy, P., & Ormrod, J.E. (2005). *Practical research: planning and design*. (International Ed.). New Jersey: Prentice-Hall.
- [13]. Miller, J. (2013). *The contingency theory of decision making*. Retrieved October 23, 2013 from http://www.ehow.com/info_8680175_contingency-theory-decision-making.html
- [14]. Mugizi, W. (2007). *Motivation and work attitude of academic staff in public universities in Uganda: A Case of Mbarara University of Science and Technology*. Makerere University: M.Ed Dissertation). Retrieved September 17, 2013 from <http://hdl.handle.net/10570/958>
- [15]. Mugizi, W., Bakkabulindi, F. E. K. & Bisaso, R. (2015). Antecedents of commitment of academic staff in Universities in Uganda. A conceptual paper. *Nkumba Business Journal*. 14 (201-241)
- [16]. Muindi, F.K. (2011). The relationship between participation in decision making and job satisfaction among academic staff in the School of Business, University of Nairobi. *Journal of Human Resources Management Research*. Retrieved 26 May 2015 from <http://www.ibimapublishing.com/journals/JHRMR/jhrmr.html>
- [17]. Naikote, B., & Bakkabulindi, F.E.K. (2011). Work Environment and Perception of Institutional Policies as Correlates of Lecturers' Productivity in Uganda Christian University. *Makerere Journal of Higher Education*, 3 (1), 1-12.
- [18]. Nidadhavolu, A. (2018). The impact of leadership styles on employee job satisfaction and organizational commitment. A study in the construction sector in India. Western Kentucky University, Graduate School. <http://digitalcommons.wku.edu/theses/2090>
- [19]. Okongo, W., Onen, D., & Okaka, W. (2019). Effectiveness of decision making approaches by academic unit managers on academic staff performance in public universities in Uganda. *East African Journal of Interdisciplinary Studies*, 4(1), 12-27, eajis.canso.org
- [20]. Prondzynski, F. D. (2013). *Decision-making in universities should be predictable and clear*. Retrieved September 17, 2013 from www.timeshighereducation.co.uk/comment/opinion/decision-making-in-universities-should-be-predictable-and-clear/2003069.article
- [21]. Saxena, A. (2013). *Difference between employee engagement and employee involvement*. Retrieved October 24, 2013 from <http://www.citehr.com/251226-difference-between-employee-engagement-employee-involment.html>
- [22]. Secchi, D. (2010). *Extendable rationality: Understanding decision-making in organizations*. New York: Springer.
- [23]. Ssesanga, K., & Garrett, R. M. (2005). Job satisfaction of university academics: Perspectives from Uganda, *Higher Education*, 50 (1), 33-56.
- [24]. Tabaire, B., & Okao, J. (2009). *Reviving Makerere University to a leading institution for academic excellence in Africa*. Synthesis Report of the Proceedings of the 3rd State of the Nation Platform Kampala, December 4th.
- [25]. Tchaphchet, E. T. & Iwu, C. G. (2014). Employee participation and productivity in a South African University. Implications for human resource management. *Problems and perspectives in management*. 12 (4) 293-304.
- [26]. Ugurlu, C.T. (2013). Effects of decision making styles of school administrators on general procrastination behaviours. *Eurasian Journal of Educational Research*, 51, 253-272
- [27]. Wiza, M. and Hlanganipai, N. (2014). The impact of leadership styles on employee organizational commitment in higher learning institutions. *Mediterranean Journal of Social Sciences*, 5(4), 135-143. Doi:105901/mjss.2014.vsn4p135
- [28]. Wiza, M., & Hlanganipai, N. (2014). The impact of leadership styles on employee organisational commitment in higher learning institutions. *Mediterranean Journal of Social Sciences*, 4 (5), 135-143
- [29]. Wood, N. L. (2012). *Individual differences in decision-making styles as predictors of good decision making*. Bowling Green State University: Unpublished M.A thesis.
- [30]. Yawe, G. (2010). *Motivation and academic staff performance in public universities in Uganda: the case of Makerere University*. Makerere University: M. Ed Dissertation. Retrieved September 17, 2013 from <http://hdl.handle.net/123456789/1339>