

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY
SCHOOL OF BUSINESS STUDIES

**EXPLORING THE NATURE OF BARGAINING IN SOME SELECTED
PRIVATE SENIOR HIGH SCHOOLS IN THE ASHANTI REGION**

ELLEN SOMEAH-ADDAE
(PG7635812)

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of a**

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DECLARATION

I hereby declare that this submission is my own towards a Masters Degree HRM Option and that, to the best of my knowledge it has not been submitted anywhere for a project thesis or published anywhere as a thesis.

ELLEN SOMEAH-ADDAE

Research Student

Signature

Date

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DR MRS. FLORENCE ELLIS

Supervisor

Signature

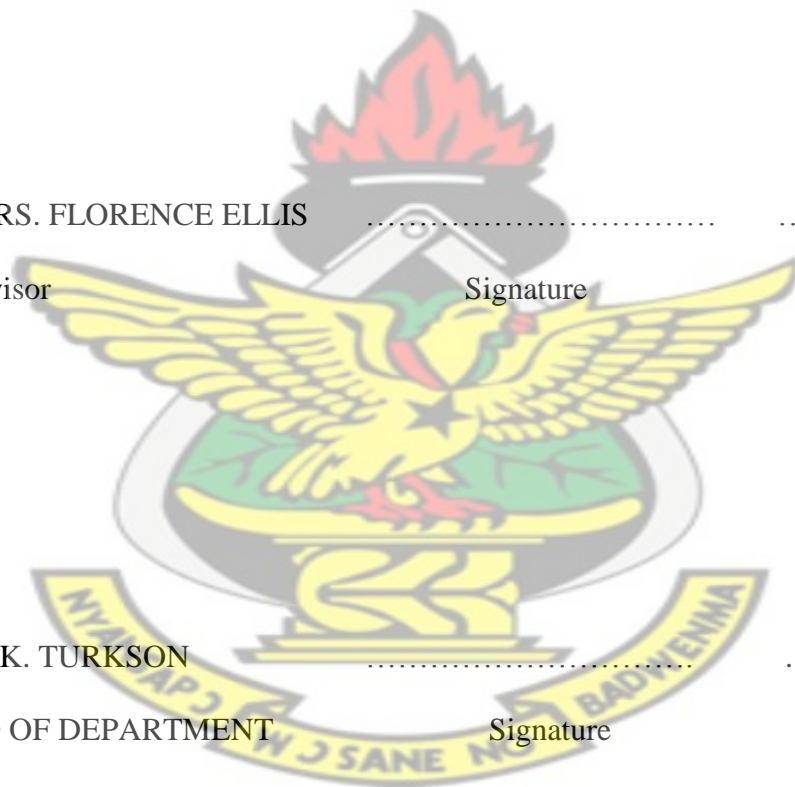
Date

MR J. K. TURKSON

HEAD OF DEPARTMENT

Signature

Date



ABSTRACT

Strike actions have become rampant in the labor front of Ghana these days. The employee feels been cheated by the employer. Bargaining is a formal discussion between people who are trying to reach an agreement. It is a dialogue between the employer and the employee to come to an agreement and avoid conflicts in the work place. Collective bargaining has proven to be the most effective tool for conflict resolution and decision making in an organization. This thesis investigated bargaining processes in organizations. This study attempted to use private senior high school as a case study to analyze how employees and employers in the private sector resolve conflict and disagreement in the Ashanti region. In setting the theoretical background of the study, literature on bargaining was explored. The study adopted both quantitative and qualitative method of enquiry. This involves the use of questionnaire and interview survey to collect data from staff and management. The questionnaire was analyzed using Statistical package for social science (SPSS) and the interview was analyzed using content analyses method. Some of the findings were that individuals do bargain in the private senior high schools instead of a group or unions and also there are no clear processes that guide bargainers to bargain. The researcher recommends the formation of unions and instituting clear process to follow during bargaining. Summary of findings, conclusion and recommendations of the study are discussed. Bargaining helps in resolving conflicts and brings about cordiality and establishes a relationship that binds employers and employees together to live in peace and harmony in the organization.

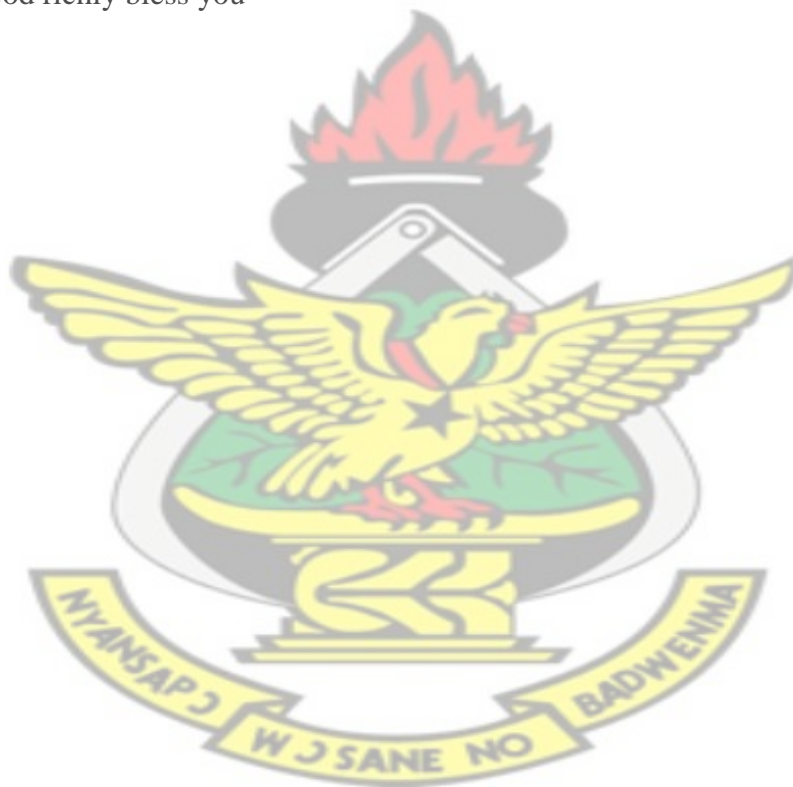
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I say God richly bless you



DEDICATION

The research work is dedicated to my beloved husband Mr. Ebenezer Someah-Addae and my lovely son Edenkema Someah-Addae for their moral support in writing this thesis.

I will also like to make a special mention of Enoch Someah-Addae, Mary Esienam Agboletey, Leonard Agboletey, Doris Mensah and all my siblings and loved ones.



TABLE OF CONTENTS

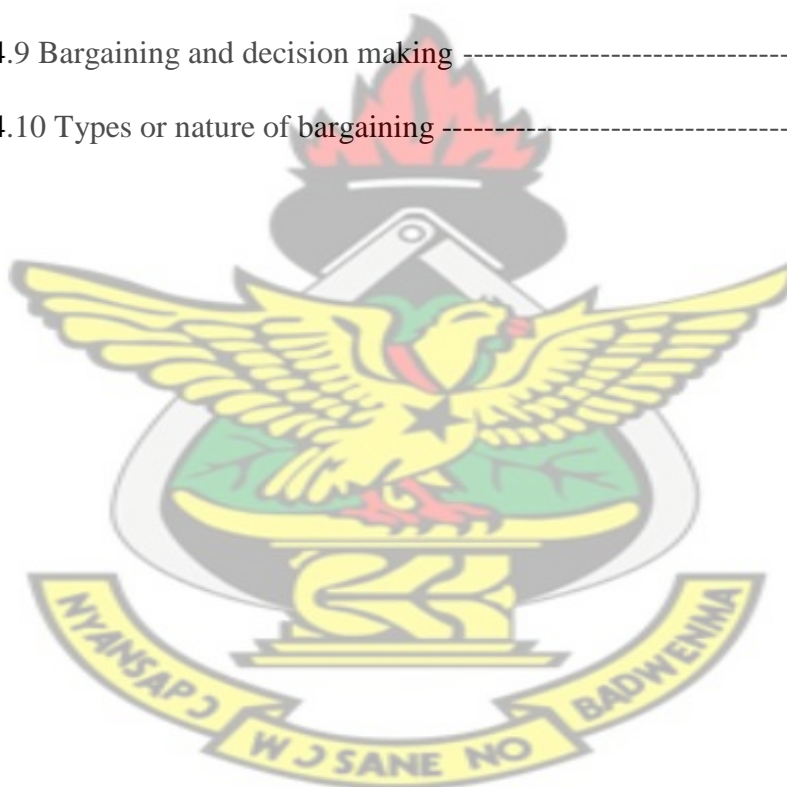
| | |
|--------------------------------------|------------|
| TITLE PAGE..... | i |
| DECLARATION ----- | ii |
| ABSTRACT----- | iii |
| ACKNOWLEDGEMENT ----- | iv |
| DEDICATION ----- | v |
| TABLE OF CONTENTS ----- | vi |
| LIST OF FIGURES ----- | x |
| LIST OF ABBREVIATIONS ----- | xi |
| | |
| CHAPTER ONE ----- | 1 |
| INTRODUCTION----- | 1 |
| 1.0 Background of the study----- | 1 |
| 1.1 Problem Statement ----- | 4 |
| 1.2 Objectives of the study ----- | 5 |
| 1.2.1 General Objectives ----- | 5 |
| 1.2.2 Specific objectives ----- | 5 |
| 1.3 Research Questions ----- | 6 |
| 1.4 Significance of the study ----- | 6 |
| 1.5 Brief methodology----- | 7 |
| 1.6 Scope of the study ----- | 7 |
| 1.7 Limitations of the study ----- | 7 |
| 1.8 Organization of the study----- | 8 |
| | |
| CHAPTER TWO ----- | 9 |
| LITERATURE REVIEW----- | 9 |
| 2.0 Introduction----- | 9 |
| 2.1 Definition of terms ----- | 9 |
| 2.2 Bargaining and negotiation ----- | 9 |
| 2.3 Unions in organization----- | 12 |
| 2.3 .1 Types of Bargaining----- | 12 |
| 2.3.2 Grievance Handling----- | 13 |
| 2.3.3 Integrative Negotiation ----- | 14 |
| 2.3.4 Adversarial Negotiations----- | 15 |

| | |
|-------------------------------------------------------------------|---------------|
| 2.3.5 Distributive negotiation ----- | 15 |
| 2.4 The process of bargaining ----- | 17 |
| 2.4.1 Preparation ----- | 17 |
| 2.4.1.1. Collecting information ----- | 17 |
| 2.4.1.2. Setting Objectives ----- | 18 |
| 2.4.1.3. Establishing Priorities ----- | 18 |
| 2.4.1.4. Assessing the other party and its case ----- | 19 |
| 2.4.1.5. Developing a negotiation strategy ----- | 19 |
| 2.4.1.6. Knowing Policy constraints and mandate limitations ----- | 19 |
| 2.4.1.7. Considering the consequences of failure ----- | 20 |
| 2.4.2 Discussion/Interaction ----- | 20 |
| 2.4.3 Bargaining ----- | 23 |
| 2.4.4. Closing the deal ----- | 24 |
| 2.5 Bargaining Outcomes ----- | 25 |
| 2.5.1 Win-win outcome ----- | 26 |
| 2.5.2 Win- Lose outcome ----- | 26 |
| 2.5.3 Lose-Lose outcome ----- | 27 |
| 2.6 How bargaining can influence management decisions ----- | 27 |
| 2.7 Conceptual framework ----- | 29 |
| CHAPTER THREE ----- | 31 |
| METHODOLOGY AND ORGANIZATIONAL PROFILE ----- | 31 |
| 3.0 Introduction ----- | 31 |
| 3.1 Research Methodology ----- | 31 |
| 3.2 Research Design ----- | 31 |
| 3.3 Research Strategy ----- | 32 |
| 3.4 Sources of data ----- | 34 |
| 3.4.1 Primary data ----- | 34 |
| 3.4.2 Secondary data ----- | 34 |
| 3.5 Population and Sample Size ----- | 35 |
| 3.6 Sampling techniques ----- | 35 |
| 3.7 Data collection instruments ----- | 36 |
| 3.7.1 Questionnaire ----- | 36 |
| 3.7.2 Interview ----- | 37 |

| | |
|---------------------------------------------------------------------|-----------|
| 3.8 Data analysis techniques----- | 37 |
| Profile of Senior High Schools interviewed.----- | 41 |
| CHAPTER FOUR ----- | 44 |
| DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS ----- | 44 |
| 4.0 Introduction----- | 44 |
| 4.1 Quantitative Analysis ----- | 44 |
| 4.1.1 Demographic Characteristics ----- | 45 |
| 4.2 Bargaining issues ----- | 48 |
| 4.3 Bargaining information ----- | 56 |
| 4.4 Qualitative Analysis----- | 61 |
| 4.5 Management findings and analysis ----- | 61 |
| CHAPTER FIVE ----- | 66 |
| SUMMARY OR FINDINGS, CONCLUSION AND RECOMMENDATIONS ----- | 66 |
| 5.0 Introduction----- | 66 |
| 5.1 Summary of findings----- | 66 |
| 5.1.1 Individual bargaining ----- | 66 |
| 5.1.2 Type of bargaining ----- | 66 |
| 5.1.3 Flow of information----- | 67 |
| 5.1.4 Process in bargaining ----- | 67 |
| 5.1.5 Involvement in decisions----- | 67 |
| 5.2 Conclusion----- | 68 |
| 5.3 Recommendations----- | 69 |
| 5.3.2 Integrative Bargaining ----- | 69 |
| 5.3.3 Free flow of Information ----- | 69 |
| 5.3.4 Clear Process in bargaining----- | 70 |
| 5.3.5 Training of Employees ----- | 70 |
| REFERENCES----- | 71 |
| APPENDIX I ----- | 75 |
| APPENDIX II ----- | 81 |

LIST OF TABLES

| | |
|-----------------------------------------------------------------------------------|----|
| Table 4.1 How do you bargain with your institution, through ----- | 49 |
| Table 4.2 How do you form the team committee or union ----- | 50 |
| Table 4.3 How often do you go for bargaining in your institution ----- | 51 |
| Table 4.4 Which of the following traits do you see in your leaders ----- | 51 |
| Table 4.5 What causes bargaining in your institution ----- | 52 |
| Table 4.6 What is the outcome of most of the bargaining in your institution ----- | 53 |
| Table 4.7 Bargaining process ----- | 56 |
| Table 4.8 Bargaining outcome ----- | 57 |
| Table 4.9 Bargaining and decision making ----- | 58 |
| Table 4.10 Types or nature of bargaining ----- | 60 |



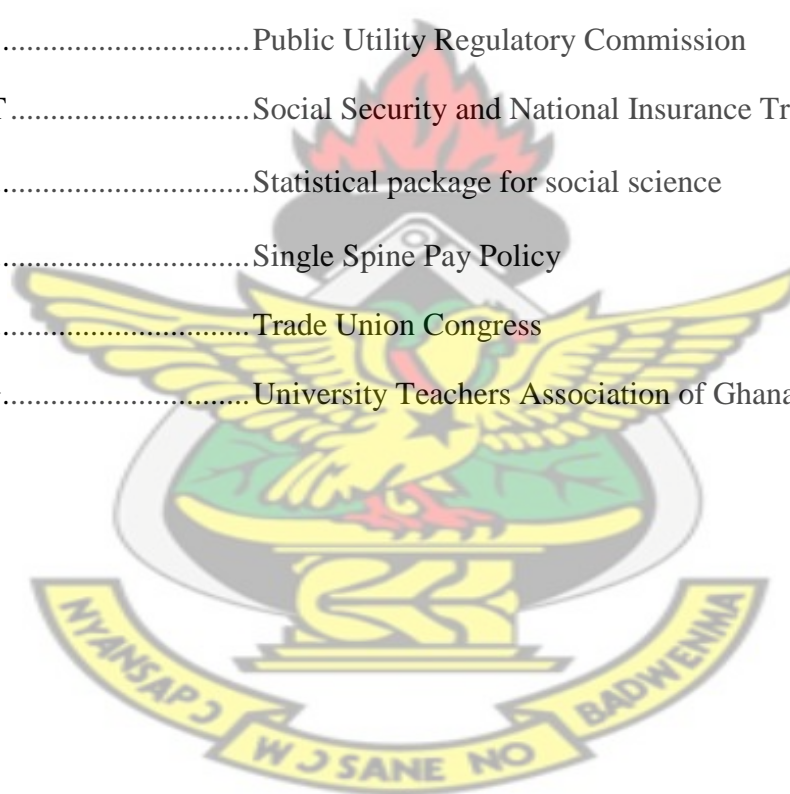
LIST OF FIGURES

| | |
|-----------------------------------------------------------------|----|
| Figure 4.1 Gender----- | 45 |
| Figure 4.2 Position----- | 45 |
| Figure 4.3 Qualification----- | 46 |
| Figure 4.4 How long have you worked in this institution----- | 47 |
| Figure 4.5 Does qualification affect employee performance ----- | 47 |
| Figure 4.6 Have you bargain in your institution before ----- | 48 |
| Figure 4.7 Who mostly wins if it is win-lose ----- | 54 |
| Figure 4.8 Do Bargaining influence decision making ----- | 55 |



LIST OF ABBREVIATIONS

| | |
|--------------|------------------------------------------------------|
| BECE | Basic Education Certificate Examination |
| CBA | Collective Bargaining Agreement |
| CEA..... | Collective Employment Agreement |
| GES | Ghana Education Service |
| IGF | Internally Generated Funds |
| NAGRAT | National Association of Graduate Teachers |
| POTAG | Polytechnic Teachers Association of Ghana |
| PSJSNC | Public Services Joint Standing Negotiating Committee |
| PURC | Public Utility Regulatory Commission |
| SNNIT | Social Security and National Insurance Trust |
| SPS | Statistical package for social science |
| SSPP..... | Single Spine Pay Policy |
| TUC..... | Trade Union Congress |
| UTAG..... | University Teachers Association of Ghana |



CHAPTER ONE

INTRODUCTION

1.0 Background of the study

In April 2013, doctors, through their representative organization, the Ghana Medical Association, reportedly reached a contractual agreement with the Government of Ghana through the Fair, Wages and Salaries Board concerning part of their remuneration which also affects their pension benefits. This contractual obligation was confirmed by the Labour Commission. The government reneged on the agreement and adopted a series of unfruitful meetings to delay meeting its contractual obligations (Daily Graphic 2013). This obviously angered the doctors who believe that their only recourse is to withdraw their services ostensibly to impel the government to meet its obligations. Also in May 2013, the Vice-president of National Association of Graduate Teachers (NAGRAT) Mr. Angel Carbonu stated that the National Association of Graduate Teachers (NAGRAT) would embark on strike if the Ghana Education Service does not heed their call for negotiations over compensation and other allowances due them. “We sent proposals to the Ghana Education Service (GES) and made suggestions as to how much a teacher should be paid per session because of the nature of the work that is done”. He also indicated that all these requests did not receive favourable responses from the GES (Ghanaian Times 2013).

Furthermore, the Polytechnic Teachers Association of Ghana (POTAG) and University Teachers Association of Ghana (UTAG) also went on strike action on the basis of agreement met between them and the government which was dishonoured by the government. University and polytechnic lecturers resolved to call a joint strike by

September ending if the government fails to honour its commitment to pay them their book and research allowances. By their intended action, the University Teachers Association of Ghana (UTAG) and the Polytechnic Teachers Association of Ghana (POTAG) want to put pressure on the government and the Vice Chancellors, Ghana (VCG) to pay them their book and research allowances as agreed on September 5, 2013.

The Public Service Joint Standing Negotiating Committee (PSJSNC) is the apex decision-making body of the Single Spine Pay Policy (SSPP), Mr.Kakraba further argued that “Polytechnic teachers have also not received their allowances, thus we have a common front to push this through, “This quote was confirmed to the Daily Graphic by the President of POTAG, that polytechnic teachers had not received their allowances for the year. “Usually, the allowances are paid in July or August, but it is September and we are saying that if by the end of the month the allowances are not paid, we will not be able to contain our members,” he said. POTAG proceeded on strike in June 2014 due to the lack of negotiation among the employer and the employee.

On September 5, the government agreed with UTAG to pay the allowances due university lecturers since 2012.It further committed itself to pay university lecturers the difference in allowances between themselves and lecturers in other analogous tertiary institutions, using the Internally Generated Funds (IGF) of universities.“But since the agreement was reached about two weeks ago, the government has not followed through with the commitment” the president of UTAG said. By these statements, it therefore makes it prudent for the researcher to find out how bargaining is done in some selected private senior high in Ashanti region of Ghana.

Finally, the Trade Union Congress (TUC) of Ghana decided to go on demonstration and strike action on the 18th of November 2013 if the government and the Public Utility Regulatory Commission (PURC) do not reduce the tariffs that were increased by 52% and 78.9% of water and electricity respectively, but this demonstration did not come on due to bargaining between the government and TUC. The electricity tariff was reduced by 25% which lead to the TUC calling off the strike.

Bargaining is a dialogue between two or more people or parties, intended to reach an understanding, resolve point of difference, or gain advantage in outcome of dialogue, to produce an agreement upon courses of action, to bargain for individual or collective advantage, to craft outcomes to satisfy various interests of two people or parties involved in negotiation process. Bargaining is a process where each party involved in bargaining tries to gain an advantage for themselves by the end of the process. Bargaining is intended to aim at compromise. Most managers and employers in Ghana do not like to bargain with their employees and due to this reason it mostly lead to industrial strike actions in Ghana (Okrah 1999).

Bargaining is part of our daily life. In our work place bargaining is the basis for finding a balance between workers and employers interest and reaching mutually acceptable terms and conditions of employment. Thus an understanding of the bargaining process is a prerequisite for developing sound industrial relations. Bargaining is a process of negotiations between employers and a group of employees aimed at reaching agreements to regulate working conditions. The interests of the employees are commonly presented by representatives of a trade union to which the employees belong. The collective agreements reached by these negotiations usually

set out wage scales, working hours, training, health and safety, overtime, grievance mechanisms, and rights to participate in workplace or company affairs. Bargaining can also be defined as a talks between an employer and the leaders of a union about how much a group of workers will be paid, how many hours they will work, etc. It can also be an agreement in which people or groups say they will do or give something in exchange for something else.

The union may negotiate with a single employer (who is typically representing a company's shareholders) or may negotiate with a group of businesses, depending on the country, to reach an industry wide agreement. A collective agreement functions as a labor contract between an employer and one or contract between an employer and one or more unions. Bargaining consists of the process of negotiation between representatives of a union and employers, generally represented by management in respect of the terms and conditions of employment of employees, such as wages, hours of work, working conditions, grievance-procedures, and about the rights and responsibilities of trade unions. The parties often refer to the result of the negotiation as a collective bargaining agreement (CBA) or as a collective employment agreement (CEA).

It is therefore more reasonable for the researcher to examine how private senior high schools in Ashanti region practice bargaining in their institution.

1.1 Problem Statement

Education is an essential tool for a country's development. The Ghana Education Service in reaching its objective of educating every child in the country could not do so alone but with the help of churches and individuals who have education in their

heart through the establishment of private senior high schools. The private senior high schools have helped in closing the gap that have been created in the public schools that could admit only a few students due to the inadequate resources in the public schools. On the other hand the private schools owners and managers try to take advantage of the fact that there are few jobs in Ghana and do treat its employees anyhow and also with poor working conditions but employees continue with their jobs (Okrah, 1999). This have prompted the researcher to investigate into the type, process and outcomes of bargaining that the private senior high schools staff go through for them to maintain the kind of working environment that they are working.

1.2 Objectives of the study

The objectives of this study have been grouped into two. The general objective and specific objective

1.2.1 General Objectives

To identify how bargaining is done in selected Private Senior High Schools in Ashanti Region.

1.2.2 Specific objectives

1. To describe the type of bargaining that Private Senior High School staff in the Ashanti region use.
2. To determine the processes that Private Senior High School staff in the Ashanti region go through during bargaining.
3. To examine bargaining outcomes in Private Senior High School in the Ashanti region.

4. To identify whether bargaining influences managers in decision making in the Private Senior High School in the Ashanti region.

1.3 Research Questions

1. Which type of bargaining do Private Senior High Schools staff in the Ashanti region use?
2. What process does Private Senior High School staff in the Ashanti region go through during bargaining?
3. What is the outcome of bargaining in Private Senior High School in the Ashanti region?
4. Do bargaining influence management decisions in the Private Senior High School in the Ashanti region?

1.4 Significance of the study

This research will be very significant due to the fact that it will help both employers and employees in general to know how to negotiate and to come into conclusion and understand each other to prevent conflict and strike actions.

It will also help staff and management to have an idea on the types of bargaining and the process that they need to go through to avoid unlawful strikes in order to be able to channel their grievances into the right source to achieve their aim. Moreover, this research will help knowing the modern trends in bargaining and how it relates to organizational performance. Finally the government will get to know the actual issues on the ground concerning bargaining in order to address those issues.

Finally, this research will assist in exploring literature on bargaining and impart knowledge.

1.5 Brief methodology

Both primary and secondary methods of data collection were used. Primary method included questionnaires and interview of management. A population sample of 150 was used, of which 30 of them were interviews from headmasters and administrators of some private senior high school and 120 were questionnaire from both the teaching and non teaching staff. Qualitative and quantitative method of analyzing data was also used to analyze the data. Secondary method also examined current and past literature by the use of journals, books etc.

1.6 Scope of the study

This study covered some selected private senior high schools in Ashanti Region specifically those in Kwabre district. This is due to the fact that, the researcher can easily get information needed for this research. Secondly, the researcher chose the senior high school and not the primary school because the senior high school staffs are mostly graduates from the university and polytechnic who have acquired some professional skills whilst the primary schools staffs are mostly senior high school leavers that seek for employment and latter move for further studies. Moreover their employers can easily terminate their appointment or even dismiss them.

1.7 Limitations of the study

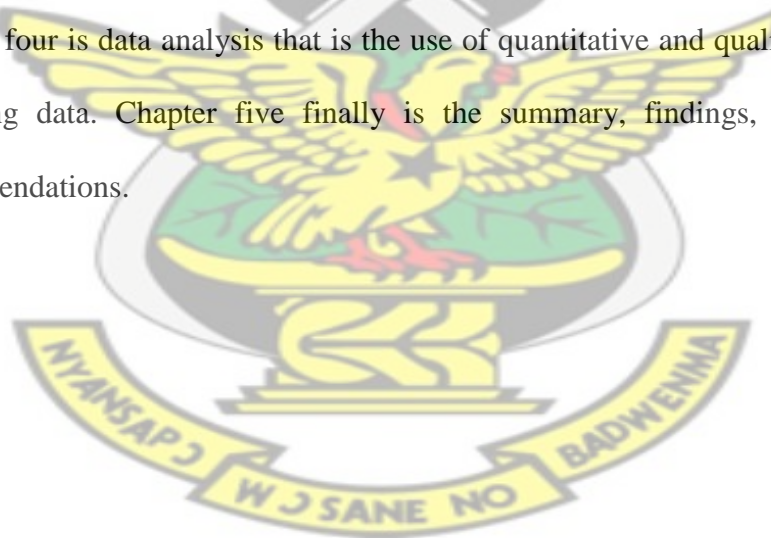
The main difficulties and challenges faced in this research included time constrain, research assistance to provide supporting services, data collection technique and getting access to different literature including books, journals, magazines, reports etc. Furthermore, it was difficult to get the headmasters and administrator to interview

due to the busy nature of their work. Willingness of prospective respondent to answer questions and those who answered too it was difficult to retrieve them.

1.8 Organization of the study

The structure of the study was divided into five chapters. Chapter one comprise of the introduction, background of the study, problem statement, objectives of the study, research objectives, research questions, significance of the study, brief methodology, scope of the study, limitations of the study and organization of the study. Chapter two also consists of the review of literature. That is, what people have written about negotiation, the researcher read and discussed her views. Chapter three also talked about methodology, concept and procedures that were taken to collect data for evaluation.

Chapter four is data analysis that is the use of quantitative and qualitative method of analyzing data. Chapter five finally is the summary, findings, conclusions and recommendations.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews the concepts of bargaining and negotiation in an organization. The term bargaining and negotiation are defined and distinguished to clarify their usage throughout the thesis. A thorough review of the types, process, outcomes and bargaining and decision making are also presented.

2.1 Definition of terms

Key definitions of terms used throughout the chapter are defined in this section. This is to clarify their usage especially where the terms are sometimes used interchangeable or in a context different from what is in the chapter and throughout this thesis.

2.2 Bargaining and negotiation

The distinction between bargaining and negotiation is often unclear although the terms 'bargaining' and 'negotiation' has different entities. Bargaining is what people typically think of as haggling, point counterpoint or pushing back and forth in what many people look at as a zero sum game. According to Heron and Vandenabeele (1997) bargaining is a process in which two or more parties that have common and conflicting interest come together and talk with a view to reaching an agreement. Bargaining is a formal discussion between people who are trying to reach an agreement.

Also Mbiah (1997) defines bargaining as ‘discussion which takes place between employers or employer’s representatives and workers or workers representatives with the view of reaching an agreement on employee’s rates of pay, hour of work and general condition of work or services.’

From the above definitions, bargaining exist between two or more people with a common goal of reaching an agreement. It is a formal talk that takes place between workers and employers with the aim of reaching an agreement. Bargaining is a technique of discussing issues among people to reach a conclusion benefiting all involved in the discussion in an effective way to avoid conflicts and tensions.

The definition above also looks at bargaining in a way that, different people with different issues coming together to make sure that those issues that is disturbing each other are settled to bring about consensus, to avoid conflict which is difficult to manage and can reduce productivity. When individuals do not agree with each other, they sit together, discuss issues on an open forum, bargain with each other and come to an alternative which satisfies all the parties.

Heron (1997) stated that, management operations involve the handling of interest-driven external and internal dialogues of the organization. It involves a formal dialogue with the organizations and separate entities usually involving the resolution of differences through the development of consensus in the form of agreed transactions, arrangements, or settlements.

Good negotiation actually either gets you to the point where you can bargain or better yet get you to the point where you do not need to bargain at all. Most people look at point counter point as being all that negotiation involves that is what I want,

what I'm unwilling to give up and what I'm willing to trade in order to get what I want. Negotiation is a broader communication between two people that involves what influences the other side and what drives them. It's asking open ended questions about what their motivations and goals are the entire communication process around bargaining. Bargaining is a small subset of negotiation. Negotiation is a much broader idea, a negotiation is really any communication between two parties where you need or want the other party to do something.

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Thus, though bargaining has some common characteristics with negotiation, they are fundamentally different. This often gets in the way of learning and under applying the appropriate bargaining strategies necessary for effective outcomes. To improve the appropriate use the term bargaining and to understand the processes adopted by unions in achieving positive outcomes, it is important to identify their key characteristics.

Bargaining is defined by Levy (2007) as an agreement between parties fixing an obligation that has been carried out between them and Negotiation is defined as a back-and-forth process whereby two or more people who have different interests find a way to reconcile and come up with an agreement (Fisher 2008). Negotiation is methods by which people settle difference and help management reach an agreement while avoiding argument and conflict at the work place. In comparing the two definitions, it means negotiation takes some steps or procedure before an agreement is decided. It does not just get started it takes some time and a formal procedure to negotiate before an aim is achieved.

In summary, negotiation and bargaining have similarities and differences but this thesis will use the words interchangeably to mean the same.

2.3 Unions in organization

Bargaining as a human resource practice has now become part of the organizational phenomena. During the days of the Industrial Revolutions in Britain, employers had the prerogative to employ and dismiss. They detected the working conditions and determined salaries and wages for their workers. Human beings as they were, workers were exploited, they had poor working conditions as such people became poor and started to practice various forms of criminal activities such as rape, robbery, murder and prostitution. In other for the workers to secure some increase in wages and salaries and improve working conditions, workers grouped themselves together to form trade unions.

These unions are then giving a bargaining certificate to negotiate on behalf of the workers for better working conditions. It is important that, from time-to-time, conflict and disagreement will arise as the differing needs, wants, aims and beliefs of people are brought together. Without negotiation, such conflicts may lead to argument and resentment resulting in one or all of the parties feeling dissatisfied. The point of bargaining is to try to reach agreements without causing future barriers of communication (Mbiah, 2007).

2.3 .1 Types of Bargaining

According to Cairns (1996), there are three types of negotiation, grievance handling, integrative negotiations and adversarial negotiations.

2.3.2 Grievance Handling

Grievance handling is distinguished from the other two approaches because it normally contains opportunities less prevalent in the other two. It can be identified as an individual or small-group issue. By virtue of this, there is a more open opportunity for pre-negotiation, counseling of members and involving members in deciding the objectives of the negotiation. Pre-negotiation counseling in grievance can sometimes obviate the need for negotiations. For example, someone may wish you, as a negotiator to clarify and re-negotiate their job description or employment because they are being repeatedly asked to perform a multiplicity of task, beyond contract. The problem however may be caused by bad planning of staff holidays, high labour turnover or poor work organization. The answer therefore may be dealing with the problem rather than trying to ring-fence the worker from the symptoms of these problems (Zlotkin 1996).

A complaint about low or interrupted earnings in payment-by-results systems may not justify re-negotiating and relationship between pay and output, it may be most appropriate to advise management that poor workflow and work organization, unless corrected will have to be compensated for financial reward. This form of negotiation, by providing greater scope and flexibility for counseling, advice and involvement differs from the cold-case advocacy required of negotiators in other situations where objectives are pre-determined for you. Grievance handling can frequently, but not always allow you to validate the member's grievance but suggest a different remedy (O'Reilly and Chantman, 1994).

2.3.3 Integrative Negotiation

Integrative negotiation is a problem solving in which there is a gain to each side, sometimes is referred to as win-win negotiations. Integrative negotiation is not a style, it not also an option of for union negotiators. In some issues where there is a great financial cost involved for the employer, and gain for the union members, it is a win-lose situation (Levi, 2007).

For integrative negotiation to take place, there has to be a potential for finding a common interest, a shared responsibilities that a problem exist and can be resolved adopting a joint problem-solving aimed at finding a new rationale for mutual agreed solution. Integrated negotiation can be as equally, if not more stressful for some negotiators as the one sided assault of adversarial negotiations. You usually find that before you solve problem jointly, you have to be more open about them. You have to examine a range of responsibilities because it is still negotiation and you have to ensure that the size of your win is not outweighed by the other side while still maintaining your motivation to seek a joint situation (Rahim, 2000).

According to Fisher (2008) Integrative negotiation is where by all parties benefit from the final result. It becomes a win-win situation such that no one loses. The people negotiating enjoy the outcome of the negotiation together. Cooperation is needed very well in this scenario to gain a common interest.

For instance, of an integrative negotiation are human resource students being placed on a team to achieve a common goal. Each of the students must negotiate and corporate until all of them achieve the common goal set for them. When that is done they all enjoy the same grade that will be given to them (Rahim, 2000).

2.3.4 Adversarial Negotiations

Adversarial negotiations most commonly revolve around the larger economic issues involving higher costs to the employer namely, wages, holidays, reduced working time, greater income security, equal pay etc .However the principle of union recognition and the right and facilities made available for the union to function are also involved.

In recent times, there has been greater potential for a mix of approaches to resolving conflicts of this kind. Technological change and international competitiveness continue to drive a workplace resolution which need to be regulated and its performance maximized. The negotiated acceptance of change at work, linked to improved pay and reward can be beneficial to workers, employers and the industry at a whole. In some issues under negotiations a mix of approaches can be relevance and valuable (Saunders, 2007).

For example a vocational training budget can be costly item, but negotiation of criteria, selection and training priorities might focus on common and shared interests. The ability to strike and cause economic hurt to the employer is another dimension of adversarial negotiation. This ability is dependent on the market and economic environment.

According to Fisher (2008) there are two types of negotiations they are distributive negotiation and integrative negotiation.

2.3.5 Distributive negotiation

Distributive negotiation is fixed in nature. Limits are placed on giving out. That is all the parties place a limit on the extent it that the negotiation can go. The negotiation does not exceed a certain level.

For example when one is purchasing a car, the seller do not want to lose whilst the buyer also do not want to lose. The buyer wants the best interest rate and greater benefits in the purchase. The seller also wants to make a sale to his advantage as well. This technique allows negotiations to continue until the two parties are satisfied with each other or the negotiation is resolved (Heron 1997).

From the two writers, Cairns (1996) and Fisher (2008), they all identified negotiations in almost the same manner in the integrative negotiation. That is a method by which the two parties either lose together or win together. This is because there is a shared responsibility. Each person plays a role as a party to the negotiation. The parties jointly help in solving the problem. This method or type of negotiation can bring about unity due to the fact that the two parties have the same interest. This approach encourages collaboration among negotiators thereby promoting effective communication, focused efforts toward developing common interests, and enhanced understanding of different beliefs or social practices among groups. However, this method involves people who want to maintain a long lasting relationship between themselves because it involves a lot of issues in solving a problem. It is also time consuming because it is difficult for two people in a problem to have a mutual understanding.

In the situation of the distributive negotiation, it is more of competition between the parties. The negotiators have never met before and have no plan of establishing a long lasting relationship. It comes about once or a onetime occurrence because each of the negotiators has their own interest and want to benefit more than the other.

Crain (1996) described it as adversarial negotiation and reviews that it involves a lot of cost in the negotiation.

2.4 The process of bargaining

There are four stages in the negotiation process. They include the preparation, discussion, bargaining and closing the deal.

2.4.1 Preparation

Before one negotiates successfully, one must adequately prepare to meet the opponent so as to have an effective negotiation. Failing to prepare, means preparing to fail in the negotiation. Poor preparation and presentation can give the opponent the impression that there is lack of commitment to the case. There are seven components to the preparation of the negotiation. They are collecting information, setting objectives, establishing priorities, assessing the other party and its case, developing a negotiation strategy, knowing policy constraints and limitations, and considering the consequence of failure (Lewicki and Hiam, 2006).

2.4.1.1. Collecting information

Collecting information in the preparation state means gathering all the facts needed to use in the bargaining. You need to know the cost and benefit or the implications of the bargaining. Information about the previous outcomes of the type of claim and even the agreed procedure for settling the kind of dispute the bargainers are in. In collecting this information, you need to make sure that you have enough evidence to support the facts you want to put forward during the negotiation (Fisher, 2008).

2.4.1.2. Setting Objectives

This involves knowing why you want to negotiate and thus what negotiation is all about. That is distinguishing between objectives which apply to all situations and those which apply to an individual negotiation. Each party considers three positions for each negotiation that is, the ideal position, the target position and the resistance position.

The ideal position is the best result a party could achieve. For a union it represents its opening demand and for an employer it represents its opening offer. The target position represents what a party expects to achieve. It is a fall- back position once it is seen that the ideal cannot be achieved. The residence position represents the bottom line beyond which a party is not prepared to go (Lewicki et al., 1994). The objectives must be specific, measurable, attainable, and realistic and time bound (SMART).

2.4.1.3. Establishing Priorities

According to Murnighan (1992), Priorities of the objectives are established in order to know the most important one to be achieved first before the others follow. This is done by drawing a scale of preference on the issues of which is lesser importance on which concessions might be made. Union negotiators are much more constrained by the internal democratic processes of the organization of which they represent. They are therefore at times obliged to submit and justify demands which may contain a mix of immediate, medium, and long term aspirations of the bargaining group they represent.

2.4.1.4. Assessing the other party and its case

Murnighan (1992) also stated that, the negotiator also needs to consider the likely objectives of the other party and prepare to answer expected questions from the opponent. He should predict the expected composition of the negotiation teams and their main decision maker in the team. Moreover, you identify your assumptions about the team's case and seek to check its validity.

2.4.1.5. Developing a negotiation strategy

A strategy is defined as the pattern of actual actions that are designed to counteract against enemies' attack. Strategy is the direction and scope of an organization over the long term, which achieves advantage in a changing environment through its configuration of resources and competences with the aim of fulfilling stakeholder expectations (Johnson et al., 2008).

It includes deciding on the tactics and style to be used during the bargaining. That is a decision as to when to persuade and when to compromise, when to be competitive and when to cooperate. It helps to select the negotiating teams by looking out for personal traits and skills and knowledge needed to make the negotiation successful. A strategy should be amenable to adjustment, according to the circumstances and issues arising during the negotiation. A good strategy can help to outwit the opponent and gain competitive advantage over them to become successful at the end of the bargaining.

2.4.1.6. Knowing Policy constraints and mandate limitations

Knowing policy constraints and mandate limitations means that the negotiator will have to have knowledge on the current policy situation and also knowing when the

negotiation will have to be adjourned to allow consultations with superiors and the party that they are negotiating on their behalf (Singer, 1990).

2.4.1.7. Considering the consequences of failure

With this you look at the different options you will have should the bargaining breakdown. That is taking into consideration whether it is better to make more concessions or have the conflict resolved by a third party. Considering the consequences of failure can help build commitment to the negotiation process.

2.4.2 Discussion/Interaction

Once people have thoroughly prepared for the negotiation encounter, they begin to interact with their counterparts. Most negotiating sessions at work are conducted between people who are familiar or known to each other. Both sides may reach a stage where they know each other's strength and weaknesses and style. It is therefore important to introduce a preliminary stage in which the parties are introduced. When people commence bargaining encounters, they are generally anxious, because they have no way of knowing whether their efforts will be successful.

When people are anxious it will be unfruitful for parties to start bargaining with such state of mind since they can affect the relationship between the two parties (Barry et al., 1997). To avoid this, it is most helpful to create a rapport with the parties to reduce the tension which has been created. This can be done during the preliminary stage by introducing a common topic like football, games, politics which can bring them together before the actual bargaining begins to enable them calm their nerves down and create a positive atmosphere for discussion.

Fisher and Ury (1991) argue that, in bargaining the people should be separated from the problem by establishing a relationship and removing emotions and subjective perceptions. That is, every bargainer has an interest to sustain a relationship and placing value on it and to gain a favorable outcome. They further stated that, bargainers are more likely to allocate resources equally, rather than selfishly and to friends since they believe that friends are less competitive to each other than they are with strangers.

Thompson and Hastie (1988) argued that, excessive concerns with relationship maintenance issues at the expense of more task-related issue may have an effect on resolving conflict. Carnevale and Isen (1986) also argued that, focusing on relationship and emotions when bargaining can lead to suboptimal decisions. Finally Thompson and Hastie (1988) found out that when parties perceive negotiation to be fixed pie, competitive terms fail to discover potential integrative trade-off, thus obtaining outcomes of lower monetary value.

According to Singer, (1990), actual discussion usually commence with opening statement by both parties with the parties making the demand starting first. This is a stage of each party building its case in broad terms, clarifying each other's position and generally confirming where they stand on each issue. During the discussion stage no offers are made and no trade-offs take place.

The discussion stage involves communicating, questioning, signaling and presenting arguments.

Communication is the process of transferring message or ideas from a sender to a receiver through a medium by using words and sounds for effective meaning. It

involves talking and listening. That is in talking it is advice not to speak too quickly and to avoid using technical words so as to get the clear understanding of what is being said by so doing you will be able to communicate in an open clear way to avoid misinterpretations. In listening you should also concentrate on what is being said, listen attentively and actively and summarize what is being said in your mind, make notes and be sure you do not interrupt with the one talking.

Questioning is also needed in the discussion process. That is, it is important to ask questions that you do not understand and also make sure the opponent talk to bring out important point or information needed in the discussion process. Bargainers mostly know which type of questions to ask at each particular time whether to ask a close question or an open- ended question to get a good picture of the kind of information needed (Rahim, 2000).

Signals are provided through both verbal statement and body language. Signals can indicate the style of negotiation and the degree of commitment to the case as well as areas of further exploration. Clear and unambiguous communication is an important part of giving signals if they need to be understood. Example adopting the same posture as the person you are talking to usually demonstrate as sense of agreement and generate a more relaxed atmosphere.

In presenting argument, you start with the strongest point, best supported point and then the weaker point this helps to build up a logical and careful argument. It is usually up to those who make the claim to begin the presentation. In the presentation, you make sure you do not interrupt the opponent's presenting its case.

The above helps in a fruitful discussion and help the two parties to reach a concessions or an agreement in the negotiation process.

2.4.3 Bargaining

Discussion of the problem cannot continue indefinitely, a time will come when the discussion will give way to the making of actual proposals and counter proposals. The negotiators therefore need to prepare to make concessions in return for some of the things they want. They should be ready to compromise with each other and evaluate each other's proposal. Compromising does not mean one side is weak but it shows how committed that party is in finding a solution to the case and that helps very much in the negotiation process (Lewicki et al., 1994).

In the bargaining process proposals are then made for the other parties to consider. The proposals can be either a positive one or a negative one, but in order to keep the bargaining process effective it is important to allow the negotiator to make any proposals to enable you to evaluate it. Mostly, the negotiator will give a low value for the start to allow for evaluations. It is important not to be down broken when an unrealistic value is coated it sometimes to test your movement and to know the extent of which the case is valued (DeDreu et al., 1995). DeDreu et al., (1995) also stated that, during the bargaining process the negotiator should be specific in making the proposal and its conditions attached to it so as to allow the opponent to make counter proposals and be able to negotiate for an effective agreement with the aim of getting high proposals at the end of the bargain.

Loading your argument with a lot of scenarios to demonstrate that you have a case should be a feature in the presentation. You need to come out with facts and figures to back the argument. In the course of the bargaining, as soon as a point is agreed upon in your favour, move ahead quickly before the opponent have a thought of

amendment. A negotiator must constantly examine his compromise options and trade off offers. This should be done by falling back and accessing what has being negotiated so far and what options are left to be used if the need arises (Okrah, 1999). If agreement is not being reached on the issue, it would be better to defer it and come another day. If there are differences of opinion on the issue, the side may call for a caucus and also members apart from the spokesman want to make a contributions, they must write their contributions on a piece of paper and pass them on to the spokesman.

According to Fisher, Ury and Patton (1999), a deadline should be set for the offer to be accepted this makes the opponent more committed to what was negotiated and is prepared to accept any responsibilities that will occur as a result of a delay in the process. One should also not be too quick in acceptance of the proposal else the other party may also think they have given too much and reconsider the proposal and then may lead to a start of the whole process again. In bargaining and proposal making the negotiator need not to lose sight of the case but must concentrate on it and try to trade your concession of something of equal or of higher value.

2.4.4. Closing the deal

Closing the deal is the final stage of the negotiation process. The parties involved in the bargaining will have to come into conclusion on the case at hand in other to either agree or disagree to the case. No matter how had the process goes, each of the parties need to come into a common understanding of the case in question. The scope of the agreement must be defined and written done as well as the conditions needed to agree upon, (Keashly and Fisher, 1990). They further argued that, the negotiator should ensure that a specific date and time should be agreed. There should be a clear

and non ambiguous statement so that the two parties will be able to compromise. During the closure, the two parties should come out with a consequences should one party default or does not comply with the agreement. They need to follow up the bargaining agreement once they are signed to make sure that is being implemented. This is mostly done by drawing a collective agreement between them. Management would have to monitor how the deal is being received by the workforce for example and encourage short educational programs or seminars if necessary to promote acceptability.

According to Mbiah (1997), there are four ways of reaching agreement. They are by persuasion, by compromise, by conciliation and arbitration and by strikes or lockouts. The purpose of drawing up a collective agreement is to try to eliminate or reduce conflict between employers and workers so that workers may put their best to increase productivity, achieve accelerated economic growth and thereby improve the standard of living of the people.

Sometimes, in an anxiety to conclude a collective agreement in good faith and on time, both parties may overlook some essential factors which may cause conflicts later when it comes to the implementation.

2.5 Bargaining Outcomes

At the end of every negotiation there must be an outcome. The outcome may be favourable or unfavourable to the two parties. Whatever be the case there must be an outcome. There are three possible outcomes in every negotiation. They are win-win, win-lose and lose-lose.

2.5.1 Win-win outcome

With win-win situation both parties end up with the minimum within their target range. All parties achieves some but not all of their opening positions. There is a mutual understanding between the parties and each achieves some portion of what is being negotiated. Mutual gains benefit both parties Fisher and Ury(1991) encouraged bargainers to focus on these as opportunity to increase bargaining value and build on a relationship by preventing a fixed pie and making a premature judgment (Leigh and Geoffrey,2004). For example the union demands a 20 percent increase in wages. The employer offers 5 percent. Through persuasion and compromise a final increase of 10 percent is agreed. Both parties have moved from their opening situation but did not have to compromise to the extent where their entire request is lost (Heron and Vandenabeele, 1997).

2.5.2 Win- Lose outcome

One party achieves the entire or almost all of what it's set out to do, whilst the other party achieves nothing or very little. In a win-lose scenario, both parties attempt to win without much regards for the outcome of the party. Both parties enter the bargain with the best case and believe they will win the case. One party falls within their target or better and the other falls outside their target by losing the case (Pinkley and Northcraft, 1997). For instance the union demands a 15 percent increase in wages and the employer offers nothing. If the final outcome after the bargaining and the union wins an increase of the 15 percent increase in wages, the employer has lost. On the other hand if the employer succeed in giving nothing to the union after negotiation, then the employer have won and the union have lost and that becomes a win- lose outcome (Neal and Bazerman,1991).

2.5.3 Lose-Lose outcome

In this type of scenario, the two parties fail to reach an agreement. Conflicting interest prevail over common interest and as such there is little or no compromise and there is every prospect that the conflict will escalate to either strike or lockout. The two parties either concede bargaining position outside their target ranges or have no deal in struck. Both parties end up in worse position than when they started the negotiation (Saunders et al., 1999). Neal and Bazerman (1991) gave an example as a union demands for 15 percent increase in wages. The employer offers 2 percent. Both parties adopt set position and bargaining becomes deadlocked, resulting in a strike. The two parties lose their income because production stops.

From the above possible outcomes, it is therefore important to note that, negotiation is concerned with a win-win situation and the aim of bargaining is not to defeat the other party or be in conflict with the other party or even cause harm or damages to the opponent but the aim is to agree to achieve each other's objective and to mutually reach a level that is accepted by all.

2.6 How bargaining can influence management decisions

Singer (1990) believes that, "authority can be problematic. It doesn't always guarantee that you will get support and commitment from those around you and it can create fear and motivate people to act for the wrong reasons". Decision making is the process of identifying and selecting an alternative cause of action from a possible outcome. During bargaining, the bargainers are able to come out with alternatives to the problem at hand and become the responsibility of management to evaluate the whole process and then make their decisions. According to Thompson (1992), bargaining can influence management decision in both positive way and a negative

way. That is if the negotiators are not able to express their concerns well and are not able to prove beyond every reasonable doubt that what they are negotiating for is better, but come out to lose the negotiation, then decision of the management can turn to be an unfavourable one which will not help the employees and the organization as a whole in the future. Nevertheless, if the employees come out to win the negotiation, that will also affect the decision being taken by management. It is therefore important to manage decisions. Decision management is the process of improving and streamlining action items. The goal of decision management is to improve the decision making process by using all available information to increase the precision, consistency and quickness of decisions and making good choices taking known risks and time constraints into consideration (Thompson, 1996).

When trying to make a decision, the positives and negatives of each option must be analyzed and consider all the alternatives. For effective decision making, a bargainer must be able to forecast the outcome of each option as well, and based on all, you will be able to determine which option is the best for that particular situation (Amason and Schweiger, 1997). Management must be able to make decisions. Large decisions, small decisions, important decisions and routine decisions. The process of making decisions is what advances a negotiation to its final outcome. Decision-making requires confidence, awareness, information, and courage. Most of all, it requires being prepared.

Management need to prepare properly and agree to meet only when they are comfortable to deciding what to do. Even though management may be meeting to gather information, the employees may present an opportunity for them to make an

offer or accept a proposal. They also argued that management naturally resists making decisions. This is especially true when they feel they are being pressured to do so. To be an effective negotiator one needs to know how to prepare others to make decisions and commit. The climate of the negotiation plays a significant role in making everyone comfortable with making important decisions. Mediators work hard at giving everyone at the table a sense of power. They also use caucus or breakout sessions to separate people when emotions become too volatile (Neal and Bazerman1991).

2.7 Conceptual framework

Based on the literature reviewed in this chapter, a conceptual frame work on bargaining is accepted here. This framework looks at bargaining, the types, the process, the outcome and decision making. The framework also looks at the interaction between the bargaining types, which is integrative and distributive. It also shows the process of bargaining that is from preparation to discussion to bargaining and finally closing the deal. Moreover the framework shows the outcome of every bargaining which is either win-win, win-lose and lose-lose. Lastly, the framework looks at the outcome of bargaining in relation to decision making.

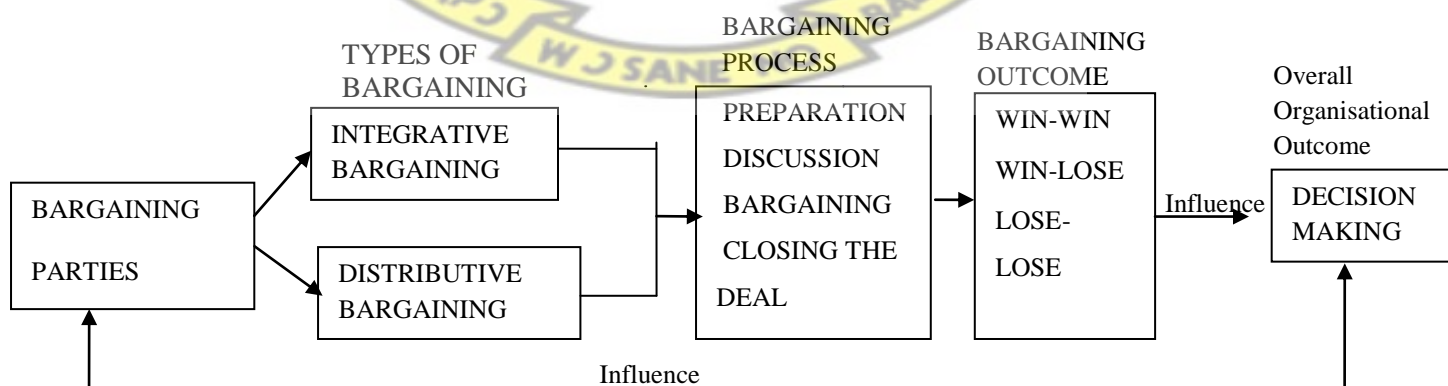


Figure 2.1 Conceptual framework explaining the nature of bargaining in organizations

2.8 Conclusion

In conclusion, the literature reviewed basic concepts in bargaining and elaborated on how bargaining could influence decision making in an organization. It looked at what bargaining is and the types of bargaining. Also this chapter reviewed literature on the process involved in bargaining and the bargaining outcome. It also elaborated on the difference and similarities between bargaining and negotiation.

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CHAPTER THREE

METHODOLOGY AND ORGANIZATIONAL PROFILE

3.0 Introduction

The previous chapter dealt with the literature review on bargaining. That was based on what have been written and said about bargaining. This chapter focuses on research methodology including how the research was designed, the methods that were employed in the study, the target population, the sample technique the data collection instruments as well as the various and appropriate sources of data and how they were analyzed. The Chapter also attempts a review of the study area.

3.1 Research Methodology

Research methodology is an arrangement of conditions for collecting and analyzing data which were relevant to the researcher in most economical manner. It is used to give a clear cut idea on what the researcher is carrying out in his or her research. It is the program that guides the researcher to involve and to be active in his or her particular field of enquiry. It also defines the domain of generalization by indicating whether the result got can be interpreted to different situation or not (Amoani, 2005).

3.2 Research Design

The research design used in this study is exploratory survey. According to Avoke (2005), exploratory survey is investigation into a problem or situation which provides insights to the researcher. The research is meant to provide details where a small amount of information exists. This research is a representation of events over a given period. It is a snapshot time and as such of a cross-sectional perspective.

Cross- sectional study is the study of a phenomenon at a particular time. It is recognized that most research projects undertaken for academic courses are

necessarily time constrained. Cross-sectional studies often employ the survey strategy. They may be seeking to describe the incidence of a phenomenon or to explain how factors are related in different organizations. However, they may also use qualitative or multiple research strategies. Upon this background, the researcher used a cross-sectional study in this research backed with a good research strategy.

3.3 Research Strategy

The research strategy enables the researcher to answer the research questions and research objectives. In an attempt to achieve that the researcher is likely to employ three main research strategies that is quantitative, qualitative and mixed methods.

Quantitative data refers to data in a raw form that need to be processed and analyzed to make them useful to turn them into information. Quantitative technique such as graphs, charts and statistics allows the researcher to explore, present, describe and examine relationships and trends within the data. (Saunders et al., 2012). Quantitative analysis assist the researcher to create range from simple tables or diagrams that shows the frequency of the occurrence and using statistics such as indices to enable comparisons, through establishing statistical relationships between variables to complex statistical modeling.

Qualitative data approach can be construed as a research strategy that usually emphasis words rather than quantification in the collection and analysis of data. Even though some of the methods used such as interview are use in quantitative research, the difference is that the qualitative researcher only uses non-mathematical procedures when interpreting and explaining their research. In management and

business this approach is used to study the way organizations, groups and individuals behave and interact (White 2000). Qualitative research is often associated with an interpretive philosophy because researchers need to make sense of subjective and socially constructed meaning express by those who take part in research about the phenomenon being studied. This indicates that meanings are dependent on people's interpretations of the events and as such data are likely to be more ambiguous, elastic and complex than quantitative data.

It is possible to combine quantitative and qualitative research. This is known as triangulation or mixed method. The researcher might decide to carry out a survey after investigating a subject from a qualitative perspective. Looking at the same problem from a number of viewpoints is an excellent way to verify the interpretation and conclusions. An advantage of the broader term mixed research, as well as integrative research, is that it does not suggest a limitation of mixing to methods only. Mixed methods research has become the most popular term used to describe this movement. It is important to keep in one's mind, however, that the word methods should be viewed broadly (Greene 2006) provided an excellent description of the way we viewed the word methods in this term (i.e., we see it as meaning "methodology" as conceived and outlined by (Greene 2006). It is believe that a broad interpretation and use of the word methods (in mixed methods) allows inclusion of issues and strategies surrounding methods of data collection (For example questionnaires, interviews, observations), methods of research (e.g. experiments, ethnography), and related philosophical issues.

A mixed method strategy was adopted for this research for the reasons that the research was exploratory and was aimed at identifying how bargaining is done in the

private senior high schools and also the research explore bargaining as a phenomenon in the organization.

3.4 Sources of data

There were two sources of which data was collected in the research. They include the primary sources of data and the secondary sources of data.

3.4.1 Primary data

The primary sources of data are data from the original source that is first hand information which were received from the questionnaire administration. Questionnaires were administered to respondents which constituted the staff and management of the selected private senior high schools in Ashanti region after the whole purpose of the research had been carefully explained to them. Also interviews were conducted to some of the board of directors of the selected schools in Ashanti Region.

3.4.2 Secondary data

Secondary sources of data refers to data that have been used before and which already exist. The researcher also used a secondary data in the form of books which have been written, the brochures of the schools, magazines, news papers and journals in the research.

3.5 Population and Sample Size

With any form of research such as surveys, it is impossible to question every member of the population involved, especially, if the population is very large due to the time constraint and budget constraint. This makes it important to sample the population to be the representative of the whole population. The population of this study is the private senior high schools in Ashanti region of Ghana. The sample size was 150 as shown in table 3.1. 120 responses from teaching and non-teaching staff and 30 from management from the three schools selected.

Table 3.1 Distribution Table of Respondents

| Respondent | Number |
|-------------------|---------------|
| Teaching | 40 |
| Non-Teaching | 80 |
| Management | 30 |
| Total | 150 |

Source: Field Work June 2014

3.6 Sampling techniques

There are two basic methods of sampling, probability sampling and non-probability. Probability or Random sampling is whereby every member of the population has the chance to occur. Examples include simple random, stratified and systematic random sampling. Non probability sampling provides a range of alternatives to select samples, the majority of which include an element of subjective judgment. Examples include quota, purposive, volunteer and haphazard sampling (Bradley 2010).

This study employed a purposive sampling technique because the researcher could obtain the necessary information needed from this specific category of professional. Questionnaires were administered over a period of two weeks to teachers at the

various institutions. In the case of the management, the questionnaire served as a guide to interview some especially those who had little time to spend with the researcher whilst some management members were able to fill the questionnaire themselves. This method of administration gave the researcher an advantage of understanding the details of the modalities employed in the various institution.

3.7 Data collection instruments

There are many data collection methods used in gathering primary research information. The most commonly used methods are survey questionnaires, interviews and observations. In the context of this study, it was considered important for the researcher to gain access and also holistically understand the concept under study as therefore the researcher used questionnaire to collect the quantitative data and interview to collect the qualitative data.

3.7.1 Questionnaire

Questionnaire is a series of questions, each one providing a number of alternative answers from which the respondents can choose (White 2000). Questionnaires are mostly self completing and have alternatives answers to choose from, they generate data in a systematic and ordered fashion. Data for the main research was collected through the administration of semi-structured questionnaires to respondents. The questionnaire was for both the teaching and non- teaching staff of the various institutions. The questionnaire contained closed ended questions of which the respondent is to choose any of the alternatives given. The questionnaire was developed and grouped into three sections. Section one was for the demographic or attributes questions, section two was an opinion and behavioral questions and section

three on opinion questions. The various sections and questions in the questionnaire are reproduced in the Appendix and were all relevant for the analysis. In total, the questionnaire contained thirty- three (33) items.

3.7.2 Interview

An interview is a formal consultation used to evaluate or access a person. It is a meeting of which information is got from a person (Bryman 2011).A series of interviews were carried out with experience managers of the private educational units. The main thrust of the interview was to draw out issues that were considered important to employees. The interview guide used to guide the interview is shown in appendix II. This only served as a guide, as therefore the researcher was free to pose and ask questions in any order as appropriate. Twenty interviews were conducted.

3.8 Data analysis techniques

The data analysis technique used in this thesis is Statistical package for social science (SPSS) and content analysis. Statistical Package for the Social Sciences (SPSS) software was designed to perform statistical analysis on quantitative data. SPSS software is used for complex calculations to analyze numerical data. It is used in nonprofit agencies, educational institutions and even in business to analyze numerical data. It performs functions such as regression, which is a form of predictive calculation used to determine the relative effect of a single factor on a situation. With SPSS predictive analytics software, you can predict with confidence what will happen next so that you can make smarter decisions, solve problems and improve outcomes (Bryman, 2011).

Content analysis is a research method for making replicable and valid inferences from data to their context, with the purpose of providing knowledge, new insights, a representation of facts and a practical guide to action (Krippendorff, 1980). The aim is to attain a condensed and broad description of the phenomenon, and the outcome of the analysis is concepts or categories describing the phenomenon. Usually the purpose of those concepts or categories is to build up a model, conceptual system, conceptual map or categories. The researcher makes a choice between the terms ‘concept’ and ‘category’ and uses one or the other (Kyngas & Vanhanen, 1999).

ORGANISATIONAL PROFILE

Introduction

This section elaborates on the geographical location of the study area as well as the profile of the educational institution in Ghana and how the private schools were established.

Geographic Characteristics of Ashanti Region

The Ashanti region of Ghana with the capital Kumasi, is the second largest city of Ghana. Its strategic location has endowed it with the status of the principal transport terminal and has assured its pivotal role in the vast and profitable distribution of goods in the country and beyond. Kumasi is located in the transitional forest zone and is about 270km north of the national capital, Accra. It is between latitude 6.35o – 6.40o and longitude 1.30o – 1.35o, an elevation which ranges between 250 – 300 metres above sea level with an area of about 254 square kilometres. The unique centrality of the city as a traversing point from all parts of the country makes it a special place for many to migrate to. The metropolitan area shares boundaries with

Kwabre East District to the north, Atwima District to the west, Ejisu-Juaben municipal to the west and Bosomtwe to the south.

It's beautiful layout and greenery has accorded it the accolade of being the “Garden City of West Africa”. From the three communities of Adum, Krobo and Bompata, it has grown in a concentric form to cover an area of approximately ten (10) kilometers in radius. The direction of growth was originally along the arterial roads due to the accessibility they offered resulting in a radial pattern of development. The city is a rapidly growing one with an annual growth rate of 5.47 per cent (Regional Statistical Office, Kumasi). It encompasses about 90 suburbs, many of which were absorbed into it as a result of the process of growth and physical expansion. The 2009 Population Census kept the population at 1,889,934 (Ghanaian Times, 2009).

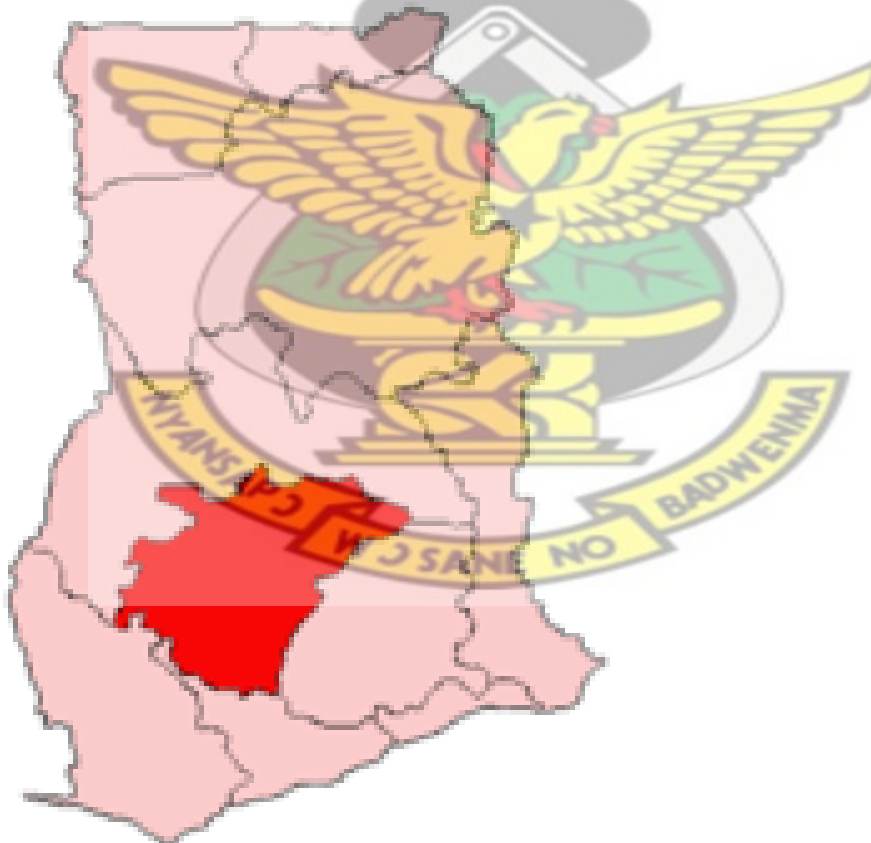


Figure 3.1 Map of Ashanti Region of Ghana.

Source: GhanaDistricts,(2014).

Overview of Educational institutions in Ghana

There are both private schools and public schools in Ghana. The private schools started in operations after independence and when there was no military rule. Churches started to train people to prevent them to be wayward in the society before corporate bodies and individuals got into that initially as their social responsibility to the communities they are operating and live in.

At the primary and junior secondary level, parents tend to believe that Private schools always provide better quality education than Public schools. At the senior high level the perception is that it is the other way around.

Because of the capitation grant public primary and junior high schools do not charge any school fees to parents. Still, most parents, if they can possibly afford it, will prefer to send their children to private schools for which they have to pay school fees. This is because the general idea is that public schools are so badly managed that the education they provide is not of good enough quality to achieve reasonable Basic Education Certificate Examination (BECE) results. Often (but not always) this is true. And a good BECE score is important to be admitted to the Senior High School of your choice (Daily Graphic, 2014).

Generally one can say that most private schools score better in BECE. Although there are some good public schools, there are also some bad private schools. Generally speaking you will find about 80% Private schools in the top-10 scoring schools in a district; and you will find only public schools in the bottom 10 BECE scoring schools (often with a 100% failing rate).

However, some private schools, especially the ones that are just starting, can be very bad too. It is a business and some school owners just start a school with a few

wooden structures and a blackboard. There is often little control of the District Education Office on private schools. Anyone with a piece of land, some roofing sheets and pieces of wood can start a school and collect school fees. Often schools are also based only on religious affiliation. This says nothing about the quality of the education and a lot of the curriculum of private schools seems to be consumed by teaching religion rather than compulsory BECE subjects (Daily Graphic, 2014).

In the Senior High Schools it is mostly the Public Schools which have a good reputation. Children with BECE results can mostly get access to private Senior High Schools if they do not qualify for the public Senior High schools.

Profile of Senior High Schools interviewed.

Three senior high schools were selected for the study. For reason of confidentiality, these schools are identified not by their names, but with the letters A, B and C.

PRIVATE SENIOR HIGH SCHOOL 'A'

The school was officially established on the 7th October, 2004 by A Church. An elder was appointed the first headmaster of the school, to be assisted by another elder. The school was started with twenty (20) student made up of twelve (12) boys and eight (8) girls. Currently, the school has a population of 926 students, 563 are females and 366 are males. Three elders of the church one as headmaster, two assistants for academic and administration are running the affairs of the school. This therefore makes it a missionary school and therefore discipline is their hallmark. Programs offered in the school are General Arts, Science, Virtual Arts, Business and Home Economics. The school has ninety six staff (96) made up of sixty six (66) Academic staff and thirty (30) Non-Academic staff (Headmaster's Report, 2014)

PRIVATE SENIOR HIGH SCHOOL ‘B’

The school was established by a business man who was born on 20th March 1946. He started school at Jacobu catholic primary and continued at then Jacobu L/A middle school and gained a middle school certificate. His desire for secondary education eluded him due to the financial constraints of his parent. The man initially established the school as a Day Care Center at Krofrom a suburb in Ashanti region.

Later, he put on some wooden structures and by dint of hard work, managerial acumen, dedication and devotion to duty, he natured and transformed the day care into Cluster of Schools as a Basic School in September 1969. He then upgraded the school into a Senior High School in 13th September 2003 which is located in Boukrom and Fawoade.

The Senior High School was formally a Secondary commercial started on 13th September 2003 with student population of one hundred and eighty two (182), Eighty nine (89) boy and ninety three (93) girls. The current headmaster is the first to head the school after its establishment. There is 63 staff made up of 36 Academic Staff and 27 Non-Academic Staff. Program offered in the school are Business (Secretarial and Accounting options), General Arts, Science and Virtual Arts (School’s Brochure, 2014)

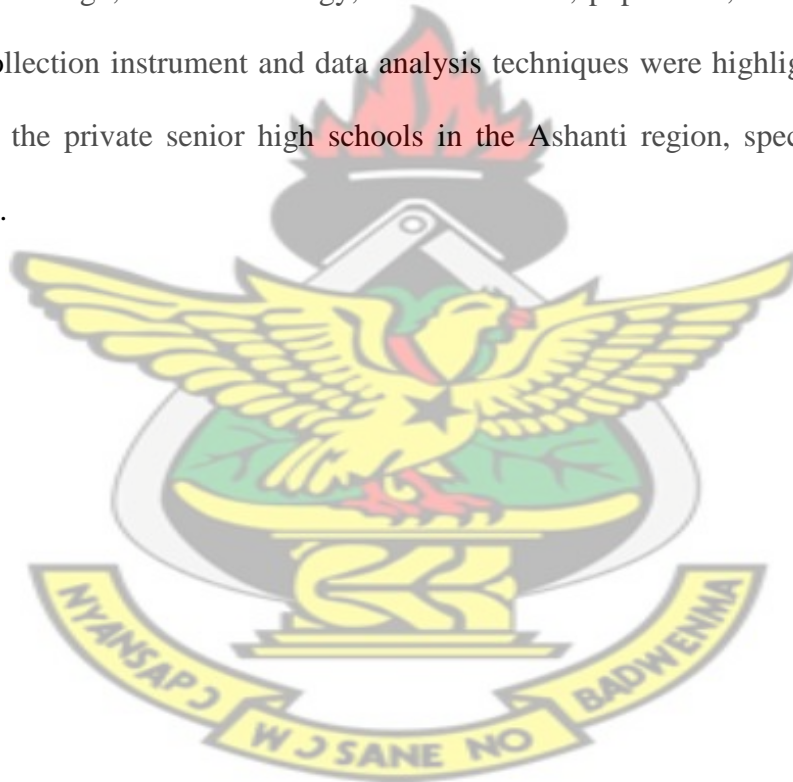
PRIVATE SENIOR HIGH SCHOOL ‘C’

The co-educational second-cycle private senior high school was established in September 2006 by a church in Tafo. Since then it has been evolving steadily in every facet of the educational enterprise. This brief presents a bird’s eye–view of the school. The school is administratively under the church. The headmaster, assistant headmaster, and an accountant serve as the key personnel. Board of governors is an

eleven member board yet to be inaugurated is in place. An elder was appointed as the first board chairman of the school. Programs on offer are business, general arts and visual arts. There are 38 members of staff. 28 teaching and non-teaching: 10 (Headmaster's Report, 2014).

CONCLUSION

Exploring the concept of bargaining in organization requires a consideration of the research methodology underpinning the research. Therefore in this chapter, the research design, research strategy, sources of data, population, sampling technique, data collection instrument and data analysis techniques were highlighted. The study area is the private senior high schools in the Ashanti region, specifically Kwabre district.



CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter elaborates on the data findings and result deduced from the questionnaire and the interviews conducted. Data analysis is the evaluation of data using analytical and logical reasoning to examine each component of the data provided. This form of analysis is just one of the many steps that must be completed when conducting research. However, since the research methodology adopted for this research involves both qualitative and quantitative data, the analysis involves the presentation of the results of the questionnaires and interviews.

The section is therefore divided into two, one dealing with the statistical analysis (quantitative) as the other with thematic analysis (qualitative). Ninety five percent (95%) responded to the questions asked.

4.1 Quantitative Analysis

A variety of statistical procedures were used in the quantitative analysis include basic descriptive statistics such as frequency distributive, measure of central tendency such as mean, median and modes and measure of dispersion such as the standard deviation.

4.1.1 Demographic Characteristics

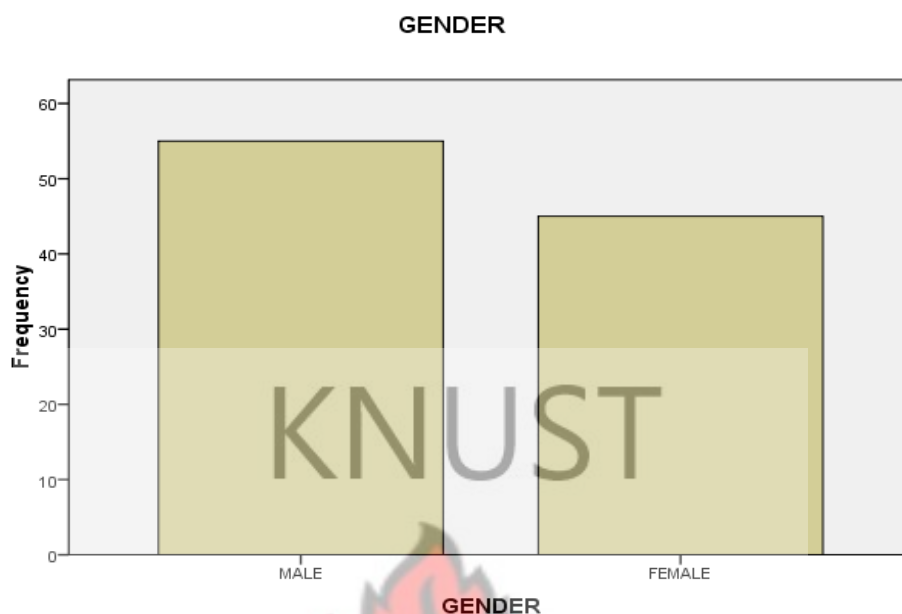


Figure 4.1 Frequency distribution of respondents on Gender

Source: Field Survey (2014)

From the bar chart above, it was realized that 54.5% of the respondent were male and 44.6% of the respondent were females. This means that in the private senior high schools a lot of the staffs are males and as such they are the ones that are mostly selected or elected to bargain on behalf of the employees.

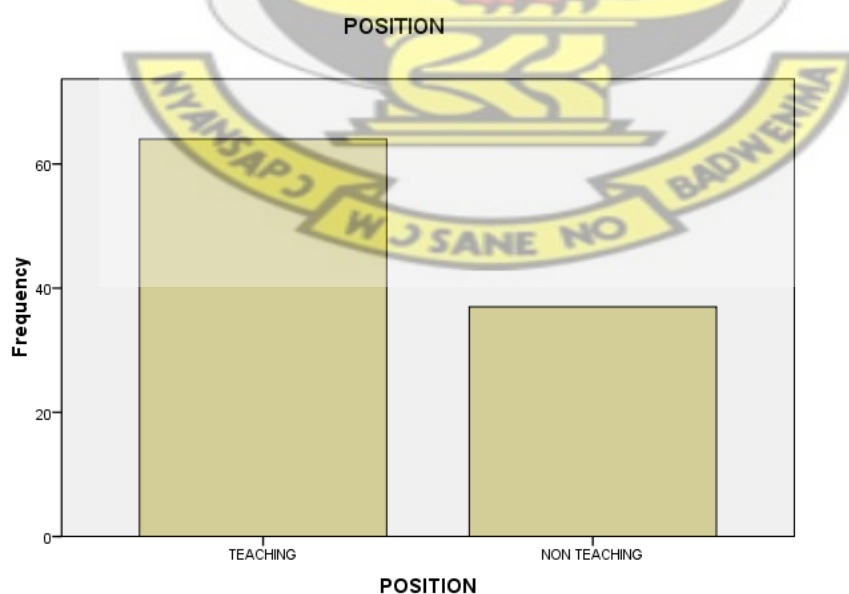


Figure 4.2 Frequency distribution of respondent on position

Source: Field Survey (2014)

From the bar chart in figure 4.2, 63.4% are teaching staff and 36.6% are non-teaching staff. This makes the research prudent because since it is an academic institution the teaching staffs are more than the non-teaching staff.

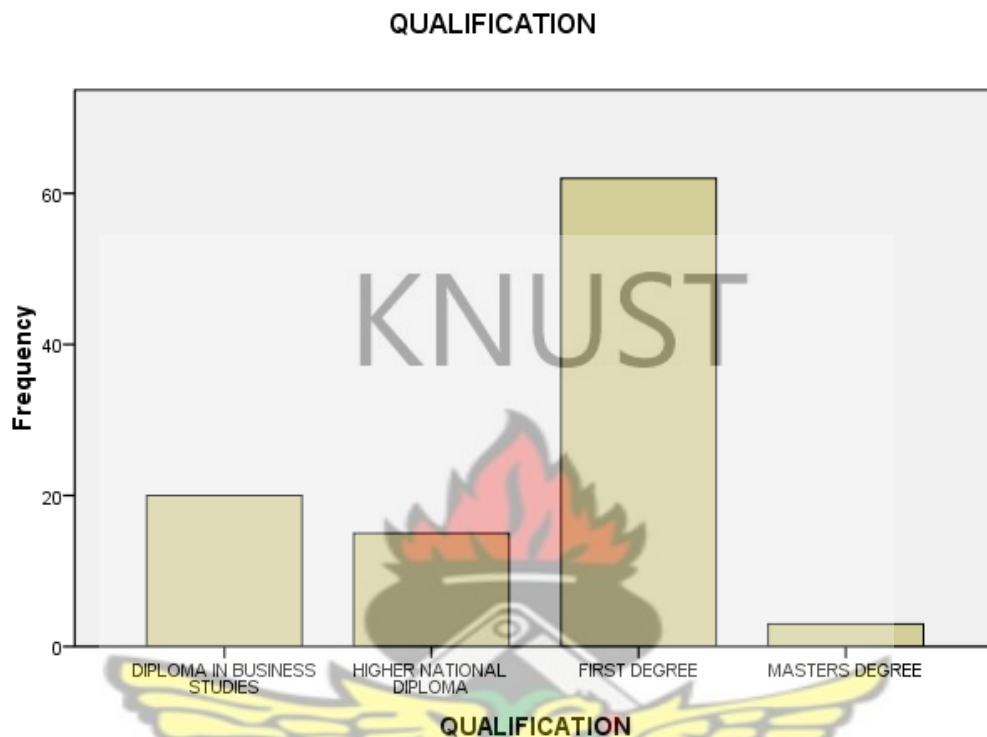


Figure 4.3 Frequency distribution of respondents on qualification

Source: Field Survey (2014)

The bar chart above indicates that, the number of respondent with first degree qualification are more by 61.4% followed by those with diploma in business studies by 19.8% and higher national diploma by 14.9% and finally masters holders of 3%. This indicate that the Ghana Education Service rule of teaching with a higher qualification over students that teachers handle is been implemented in the private senior high schools in Ashanti region. The researcher also found out that those with diploma were mostly the non- teaching staffs.

HOW LONG HAVE YOU WORKED IN THIS INSTITUTION

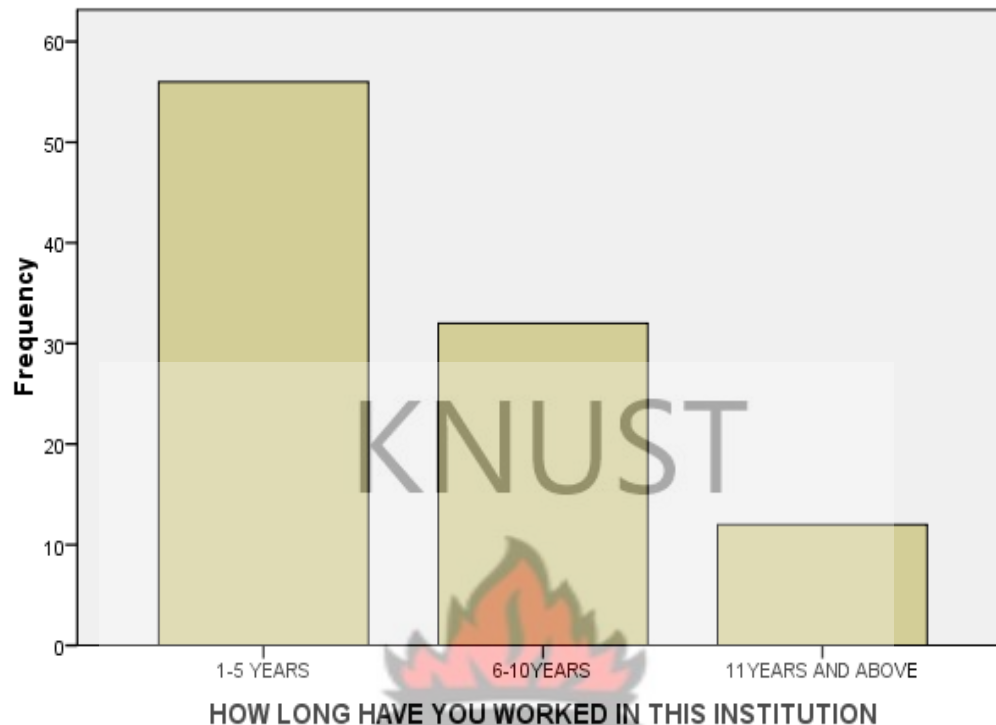


Figure 4.4 Frequency distribution of respondents on number of years worked.

Source: Field Survey (2014)

The number of years the respondent have worked in the institution from the bar chart above shows that 55.4% have worked from the range of 1-5years, 31.7% from 6-7years and 11.9% from 11years and above. It was deduced that most of the employees do not stay long in the private senior high schools in Ashanti region and this may be caused by so many factors such as the salaries and incentives of the employees of which they mostly go and bargain for.

From the bar chart below, 71.3% of the respondent is with the view that, qualification affects employee's performance and 27.7% also think that qualification does not affect employee performance but rather the number of years that an employee works enables him or her to gain experience and performs better in his or her job. The researcher also found out that most of the respondent who believe performance do not depend on qualification are the non-teaching staffs.

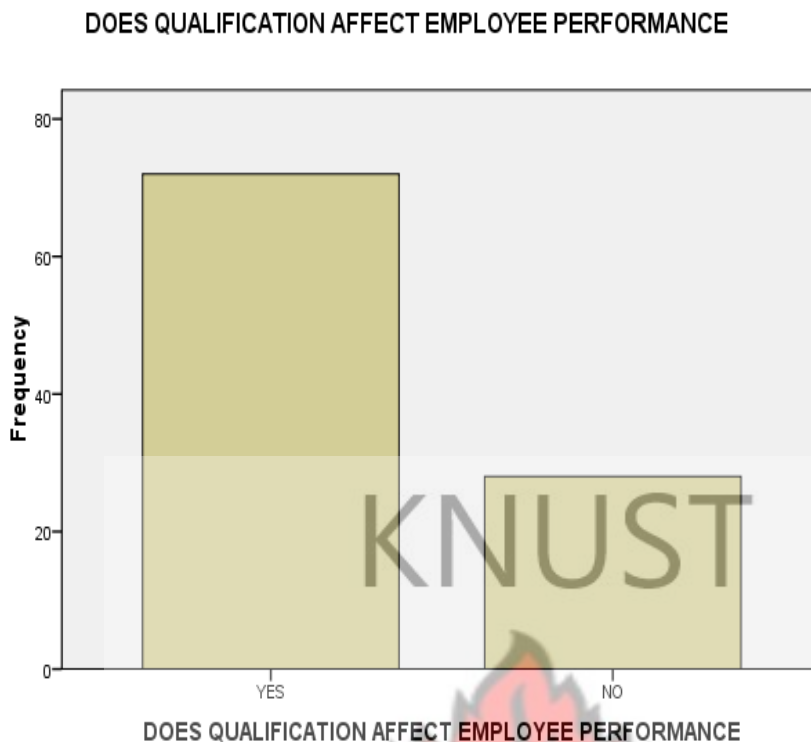


Figure 4.5 Frequency distribution of respondents on the effect of qualification on employee performance

Source: Field Survey (2014)

4.2 Bargaining issues

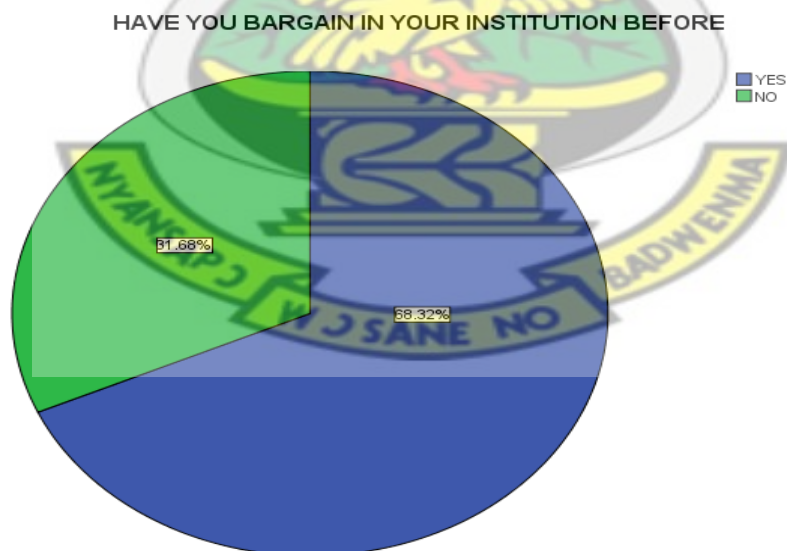


Figure 4.6 Frequency distribution of respondents on whether employees have bargain before

Source: Field Survey (2014)

From the pie chart in figure 4.6, it was realized that 68.32% of the respondent have bargain in their institution before whilst 31.68% have not bargain in their institution before. This is an indication that bargaining is done in the private senior high schools in Ashanti region and this contradicts Okrah (1999) view that most managers and employers in Ghana do not like to bargain with their employees and that lead to most industrial strike actions in Ghana. The research also confirms Fisher (2008) definition of negotiation as a back-and-forth process whereby two or more people who have different interests find a way to reconcile and come up with an agreement.

Table 4.1 Frequency distribution of respondent on how employees bargain in the institution

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------------|-----------|---------|---------------|--------------------|
| Valid | INDIVIDUALS | 37 | 36.6 | 37.4 | 37.4 |
| | DEPARTMENT/TEAMS | 20 | 19.8 | 20.2 | 57.6 |
| | COMMITTEE | 34 | 33.7 | 34.3 | 91.9 |
| | UNION | 8 | 7.9 | 8.1 | 100.0 |
| | Total | 99 | 98.0 | 100.0 | |
| Missing | System | 2 | 2.0 | | |
| Total | | 101 | 100.0 | | |

Source: Field Work (2014)

From Table 4.1 above, the researcher found out that most of the bargaining done in the private senior high schools is through the individuals own effort to bargain for whatever is desired since that was 37(36.6%) and that of committee was 34(33.7%), department or teams was 20 (19.8%), unions 8(7.9%) and 2(2%) did not give any response. This suggests that, bargaining in the private institutions does not follow the pattern of the government institutions. Most of the employers poach for the employees that work best in the government schools so it makes the employee

bargain for their own condition of service. The general perception that best workers have part-time work in the private institution is confirmed by this research in bargaining.

Table 4.2 Frequency distribution of respondent on how employees form team committee or union

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------------------|-----------|---------|---------------|--------------------|
| Valid | BY NORMINATION OR SELECTION | 30 | 29.7 | 61.2 | 61.2 |
| | BY ELECTION | 19 | 18.8 | 38.8 | 100.0 |
| | Total | 49 | 48.5 | 100.0 | |
| Missing | System | 52 | 51.5 | | |
| Total | | 101 | 100.0 | | |

Source: Field Survey (2014)

From the table above, 52 (51.5%) of the respondent did not respond to the question due to the fact that they all bargain with the institution individually as compared to 30(29.7%) who bargain through a committee by selection and 19(18.8%) by election. This indicates, democracy is practiced less in the private senior high schools in Ashanti region and therefore most of the committees formed are based on the employers convenience hoping that they will kowtow to management decisions. It is in confirmation of the findings of the qualitative analysis that teams and committees formed are by selection or nominations. This is to enable every department to be represented in the bargaining team.

Table 4.3 Frequency distribution of respondent on how often employees go for bargaining in the institution

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------------------|-----------|---------|---------------|--------------------|
| Valid | ONCE A YEAR | 43 | 42.6 | 43.4 | 43.4 |
| | TWICE A YEAR | 36 | 35.6 | 36.4 | 79.8 |
| | TRICE A YEAR | 7 | 6.9 | 7.1 | 86.9 |
| | AS MANY AS POSSIBLE | 13 | 12.9 | 13.1 | 100.0 |
| | Total | 99 | 98.0 | 100.0 | |
| Missing | System | 2 | 2.0 | | |
| Total | | 101 | 100.0 | | |

Source: Field Survey (2014)

According to the survey, the number of times that private senior high schools go for bargaining is once a year that is 43 (42.6%). The responses also indicate that, 36 (35.6%) think it is twice a year, 7 (6.9%) also think thrice a year and 13 (12.9%) as many as possible. This suggests, since most of the employees bargain individually, they do not have a clear time that they go for bargaining. The survey shows once a year because at the beginning of the academic year, the employers go into contract with the part-time staffs for a year and it is subject to renewal every year of which bargaining is done to either continue with the contract or not. The full-time staffs also bargain twice that is the first term and the third term of the academic year.

Table 4.4 frequency distribution of respondents on traits in leaders

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | EFFECTIVE COMMUNICATION | 51 | 50.5 | 51.0 | 51.0 |
| | FRIENDLY | 40 | 39.6 | 40.0 | 91.0 |
| | PERSISTENCE | 4 | 4.0 | 4.0 | 95.0 |
| | DEPENDABLE | 5 | 5.0 | 5.0 | 100.0 |
| | Total | 100 | 99.0 | 100.0 | |
| Missing | System | 1 | 1.0 | | |
| Total | | 101 | 100.0 | | |

Source: Field Work (2014)

From Table 4.4, those schools that use departments or committees have leaders who can effectively communicate well to all members and management. The researcher found out that even the leaders who were selected by management also possessed a trait of effective communication so that they can liaise between management and employees. Also the general perception that most employees who are effective communicators have a lot of influence on their fellow workers in the institution was confirmed. From the survey, 51 (50.5%) of the respondent saw effective communication as a trait in their leaders, 40 (39.6%) of the leaders were friendly, 5 (5%) were dependable and 4 (4%) were persistent. Bargaining makes people anxious and when people are anxious it will be unfruitful for parties to start bargaining with such state of mind since they can affect the relationship between the two parties (Barry et al., 1997). To avoid this, it is most helpful to create a rapport with the parties to reduce the tension which has been created and as such possessing a trait of friendliness can help very well to make bargaining effective.

Table 4.5 Frequency distribution of respondents on causes bargaining in the institution

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|----------------------------|-----------|---------|---------------|--------------------|
| Valid | SALARIES | 38 | 37.6 | 38.0 | 38.0 |
| | INCENTIVES | 37 | 36.6 | 37.0 | 75.0 |
| | MANAGEMENT PRACTICES | 10 | 9.9 | 10.0 | 85.0 |
| | GENERAL WORKING CONDITIONS | 15 | 14.9 | 15.0 | 100.0 |
| | Total | 100 | 99.0 | 100.0 | |
| Missing | System | 1 | 1.0 | | |
| Total | | 101 | 100.0 | | |

Source: Field Survey (2014)

According to the survey, 38(37.6%) of the respondents think salaries causes bargaining, 37 (36.6%) also think incentives, 15(14.9%) think general working conditions and 10(9.9%) think management practices. This finding makes the general idea that most employees bargain for salaries or incentives true. This is because salaries and incentives motivate the employee to perform well and help to achieve the organizational goal. On the other hand, salaries and incentives takes the employers bigger portion of the organizations budget and as such employers try to reduce them to decrease their cost of production to makes profits for the organization so they see the human resource as a cost instead of a benefit and that cause for the numerous bargaining in Ghana.

Table 4.6 Frequency distribution of respondent on the outcome of most of the bargaining in the institution

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|-----------|---------|---------------|--------------------|
| Valid | WIN-WIN | 22 | 21.2 | 22.4 | 22.4 |
| | WIN-LOSE | 55 | 52.9 | 56.1 | 78.6 |
| | LOSE-LOSE | 21 | 20.2 | 21.4 | 100.0 |
| | Total | 98 | 94.2 | 100.0 | |
| Missing | System | 6 | 5.8 | | |
| Total | | 104 | 100.0 | | |

Source: Field Survey (2014)

When respondents were asked what is the outcome of most of the bargaining in their institution, from the table above 22(21.2%) ticked win-win, 55 (52.9%) ticked win-lose and 21(20.2%) ticked lose-lose. This response confirms Pinkley and Northcraft (1997) argument that, both parties enter the bargain with the best case and believe they will win the case. One party falls within their target or better and the other falls outside their target by losing the case. It also shows that, it is not always that both

parties wins and both parties loses one of the parties will definitely win whilst the other loses and that makes bargaining to be an interesting tool to settle disagreement and resolve conflict.

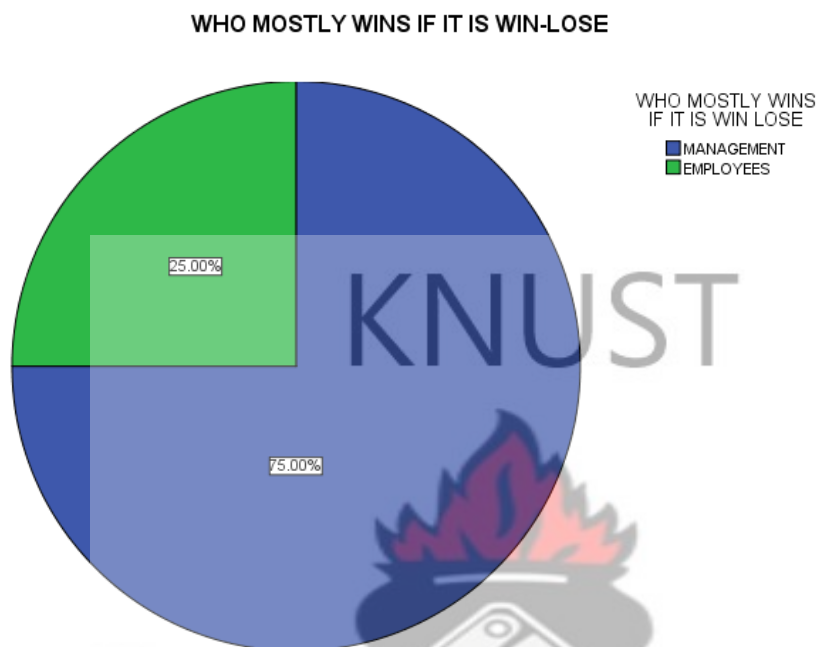


Figure 4.7 Frequency distribution of respondents on who mostly wins if it is win-lose
Source: Field Survey (2014)

Figure 4.7 is a clear indication that, management mostly wins in bargaining in the private senior high schools in Ashanti region. 25% of the respondent ticked employees whilst 75% of the respondent ticked management. In the opinion of the researcher there is more dictatorship than negotiation in the private senior high schools in Ashanti region. Management although discuss issues with staff they do that just for formality sake.

DO BARGAINING INFLUENCE DECISION MAKING

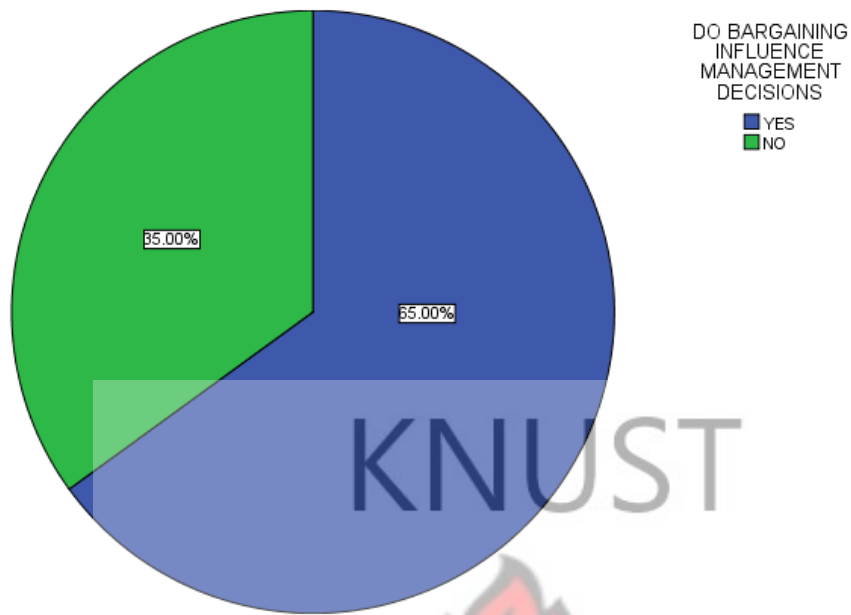


Figure 4.8 Frequency distribution of respondent on whether bargaining influence decision making

Source: Field Survey (2014)

From figure 4.8, 35% of the respondent ticked that bargaining do not influence management decision making whilst 65% of the respondents indicate that bargaining influence management decision making and it is in line with Thompson (1992) that, bargaining can influence management decision in both positive way and a negative way. That is if the negotiators are not able to express their concerns well and are not able to prove beyond every reasonable doubt that what they are negotiating for is better, but come out to lose the negotiation, then decision of the management can turn to be an unfavourable one which will not help the employees and the organization as a whole in the future.

4.3 Bargaining information

Table 4.7 Frequency distribution of respondent on bargaining process

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------------------------------------------------------|-----|---------|---------|--------|----------------|
| Satisfied with information received on matters affecting employees | 101 | 1.00 | 5.00 | 2.1287 | .61096 |
| Satisfied with information on matters of department | 101 | 1.00 | 5.00 | 2.3762 | .89277 |
| My institution follows all best practices in bargaining | 101 | 1.00 | 5.00 | 2.1287 | .67325 |
| My institution presents a clear reporting structure | 101 | 1.00 | 5.00 | 1.3564 | .93364 |
| Management can articulate well and communicate with others | 101 | 1.00 | 5.00 | 2.0297 | .59085 |
| Process to bargain is too long | 101 | 1.00 | 5.00 | 3.8218 | .79241 |
| Valid N (listwise) | 101 | | | | |

Source: Field Survey (2014)

From table 4.7 when the respondent were asked whether they are satisfied with the information on employees on matters affecting employees the mean value was 2 which represent disagree means they are not satisfied with the information they receive concerning them.

Also, a mean value of 2 representing disagree was recorded when respondent were asked if they are satisfied with the information they receive from management on what is going on in their department. From the above discussions it can be deduced that there is lack of communication between employers and employees. Information does not get down well between the two parties and this makes bargaining difficult since bargainers will not get the actual facts on the ground.

Furthermore, a mean of 2 representing disagree was ticked on the issue that the institution follows all best practices in bargaining and a mean of 1 showing strongly disagree on the issue of the institution presenting a clear reporting structure. This finding contradicts Cairns (1996) research findings that negotiation takes some steps and procedures before an agreement is reached. Although the private senior high schools do not follow these procedures there is still some negotiation and as such an agreement. Moreover, as to whether management articulate well and communicate with others a mean of 2 showing disagree were the responses received from respondent. The researcher is with the view that even though management can articulate well since they do not communicate well with the employees, they are not satisfied with them. The process it takes to bargain with management is too long as this reflect in the research findings that the mean outcome was 4 which shows how respondent agree to the statement of a longer process in bargaining.

Table 4.8 Frequency distribution of respondents on bargaining outcome

| | N | Minimum | Maximum | Mean | Std. Deviation |
|-------------------------------------------------------|-----|---------|---------|--------|----------------|
| Bargain gives me a feeling of personal accomplishment | 100 | 1.0 | 5.0 | 3.860 | .7916 |
| I have all the resources needed to do my work well | 100 | 1.00 | 5.00 | 2.3000 | .79772 |
| My work makes good use of my skills and ability | 100 | 1.00 | 5.00 | 4.7600 | .81798 |
| Supervisors encourage me to be my best | 100 | 1.00 | 5.00 | 3.8900 | .61783 |
| I am satisfied with all the outcomes after bargaining | 100 | 1.00 | 4.00 | 1.1700 | .53286 |
| Valid N (listwise) | 100 | | | | |

Source: Field Survey (2014)

Table 4.8 shows information on bargaining outcomes. A mean value of 4 was recorded representing agree shows that respondent agree with the statement that bargaining gives them a feeling of personal accomplishment. In the opinion of the researcher, people get satisfied to the fact that they are able to express themselves or come out to express a feeling that is imbedded in them. Also, the researcher found out that, a mean value of 2 representing disagree are against the statement that they have all the resources needed to do their work well. That is after all the bargaining that the institution go through they still do not provide the employees with the necessary resources for them to perform well in their job.

More so, the respondent agree that supervisors encourage them to be their best after bargaining this correspond with a mean value of 4 showing agree.

A mean value of 5 representing strongly agree was the response that the institution makes good use of the employees skills and abilities.

Finally, it was found out that most of the employees are not satisfied with the outcome of bargaining in the institutions. This showed a mean value of 1 which is strongly disagree with the statement.

Table 4.9 shows how decisions in the institution are influenced by bargaining. On the question that the institution has a policy for assisting employees on personal issues that may affect their performance at work the responses were no since the mean value was 1 which mean strongly disagree with the issue. This will not help the institution and that goes for the reason why the institution bargains with individual and this can increase favoritism in the institution. A mean value of 2 representing disagree was recorded when respondent were asked about their involvement in decisions in the institution. This is an indication that employees are not involved in

decision although they bargain and it confirms Carnevale and Isen (1986) believe that, authority can be problematic. It doesn't always guarantee that you will get support and commitment from those around you and it can create fear and motivate people to act for the wrong reasons. The issue of management being reliable and consistently fulfilling promises was neutral by having a mean value of 3. This means that respondent were indifferent about it. They did not actually know whether promises were fulfilled or not. Finally on bargaining and decision making the researcher wanted to know whether management are sensitive and emphatic towards decisions in bargaining and the responses were that the mean value was 2 meaning disagree with the statement and that decisions from management have already decided and as such bargaining is just a formality for employee's to feel they are involve in the decisions.

Table 4.9 Frequency distribution of respondent on bargaining and decision making

| | N | Minimum | Maximum | Mean | Std. Deviation |
|----------------------------------------------------------------------|----|---------|---------|--------|----------------|
| There is a policy on issues affecting employee performance | 99 | 1.00 | 5.00 | 1.2323 | .79319 |
| I am satisfied with my involvement in decisions that affect my work | 99 | 1.00 | 5.00 | 2.0808 | .60062 |
| Management is extremely reliable and consistently fulfills promises | 99 | 1.00 | 5.00 | 2.7980 | .91451 |
| Management is sensitive and emphatic towards decisions in bargaining | 99 | 1.00 | 5.00 | 2.2323 | .86695 |
| Valid N (listwise) | 99 | | | | |

Source: Field Survey (2014)

Table 4.10 Frequency distribution of respondents on the types of bargaining

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------------------------------------------------------|-----|---------|---------|--------|----------------|
| My institution focuses on employee satisfaction | 100 | 1.00 | 5.00 | 2.1600 | .73471 |
| Management stay fixed in their objectives and achieves their goals | 100 | 1.00 | 5.00 | 4.8200 | .60935 |
| Management takes a firm stand and is driven by determination | 100 | 1.00 | 5.00 | 4.7800 | .70467 |
| Staff stays fixed in their objectives and achieve their goals | 101 | 1.00 | 4.00 | 2.0297 | .45728 |
| Valid N (listwise) | 100 | | | | |

Source: Field Survey (2014)

From table 4.10 the researcher will like to know the type of bargaining that the private senior high schools uses. It could be observed from the table that, the mean value for the institution focusing on employee satisfaction was 2 that mean disagreeing. This shows that employee satisfaction is not the priorities of management all they think of is how much they can afford and this is a clear indication of distributive bargaining.

Also, mean value 5 which mean strongly agree to the statement that management stay fixed in their objectives and achieve their goals confirms that private senior high schools use distributive bargaining instead of integrative bargaining for the reason that distributive negotiation is fixed in nature. Limits are placed on giving out. That is the entire parties place a limit on the extent that the negotiation can go. The negotiation does not exceed a certain level.

Management can take a firm stand when required and is driven by determination has the mean value to be 5 which represent strongly agree.

On the issue that staff stays fixed in their objectives and achieves their goal, the mean value is 2 which represent disagree indicates that, the staff have little influence on management in the private senior high schools in Ashanti region.

4.4 Qualitative Analysis

This section presents results of findings of the interviews with management of the private educational institutions. The semi structured interviews yielded some interesting findings. In analyzing the information, each tape – recorded interview was transcribed. The notes taken at the interviews were also analyzed as part of the interview evidence.

4.5 Management findings and analysis

A series of in depth semi- structured interviews were carried out with experience managers within the institutions. The main thrust of the interview was to draw out bargaining issues. In all thirty (30) managers were interviewed of which twenty (20) were males and ten (10) were females. Their positions included headmasters, assistant headmasters, accountants, senior house masters and mistresses, matrons, board of directors, parent- teacher executives etc. Respondent had an average age of 40years and 5 years working experience. Key findings are summarized below.

Research question 1: Have you bargain in your institution before?

When respondent were initially asked whether they have bargain in their institution before, 90% of them (A, B and C) reviewed that they do engage in bargaining in the

schools. This largely supports the quantitative findings that most of the staffs do engage in bargaining. For example a headmaster noted:

“.....that bargaining is part of organizations everyday life since every organization has employers and employees they will definitely dialogue on an issue in one way or the other.”

Additionally as indicated earlier the interviewees also agrees they goes into bargaining annually, as confirming the quantitative findings that the general idea to bargain with staff is not as often as possible.

Another important issue coming out of this data is the fact that bargaining is mostly by individuals. On this issue, a headmaster in school A asserted that:

“.....they use a performance related pay so as the students in that academic year performs well the staff will try to bargain for an increment in bonus or salaries since that reflect in the admissions in the academic year of the institution.”

In other situations where the issue to be bargained is on general working conditions, one headmistress is with the view that the committee to bargain be selected so that they can be a representative of all the various departments and stake holders and also to ensure they come out with committed, dedicated and out spoken persons who can express themselves well and achieve their goals.

There are numerous factors that play an important role in bargaining. Some of the factors or issues that influence bargaining include working conditions, salaries, incentives and bonuses. The data in this study sought to identify if these factors are important in the case of private senior high schools in the Ashanti region. The respondents were therefore asked to indicate the factors that causes of bargaining. All the respondents point to the crucial role of working conditions, incentives and bonuses, motivation and Social Security and National Insurance Trust (SSNIT) in bargaining. This is in conformation with the findings of the quantitative analysis, which also shows that salaries and incentives are the most dominant factors influencing bargaining in Ashanti region. For example the accountant of school C revealed that:

“.....staffs are more interested in the physical benefit they get from their employers and that motivate them to work whole heartedly.”

The researcher found out that, management do discuss with their employees issues concerning management example when they are not able to collect the school fees from the students or when management is finding it difficult to mobilize funds to pay it workers and for infrastructure. On the other hand, employees find it difficult to discuss with management on issues concerning themselves since there is the perception that if you do not go along with management there is the likely hood that your appointment will be terminated since it is a private persons business. This makes information gathering for bargaining difficult as Fisher (2000) indicated that in collecting information, you need to make sure that you have enough evidence to support the facts you want to put forward during the negotiation.

In responses to the question: what process do you go through when you want to bargain, a large number of views were expressed by the respondents. For instance a respondent from school B stated that,

“.....they starts with preparing by getting information on the issue at hand, and then go for a round table discussion before finally closing the deal to the bargaining.”

KNUST

Bargaining according to management takes a number of days and even months to conclude depending on the issue at hand.

Similarly, in response to the question that, how satisfied are you with the information you receive from your employees on what is going on in their department. The assistant headmaster of school A affirmed that:

“.....they are not satisfied with information they receive from the departments in the institution this is due to the fact that most staff members think their job is at risk if they are not careful about what they say or do since it is a private job they can easily be laid off from their job which is difficult to get in Ghana.”

In our Ghanaian culture it is believe not to be playing or charting with the elder or you are rated as someone who do not respect so that can also be a cause of that attitude of the employees.

The statements of these heads of institutions underscore how schools go through a bargaining process to have their issues resolved. The process starts with preparation,

discussion, bargaining and closing the deal. The statement for example depicts that bargaining could take days and even months. The argument of bargaining being able to influence management decisions does seem to apply in the case of private school in the Ashanti region. This is therefore an important process that can either positively or negatively influence bargaining.

4.6 Conclusion

To conclude, research data was presented and statistical Package of social science (SPSS) software and content analysis was used to analyze the data presented due to the fact that, the researcher adopted both quantitative and qualitative method of analyzing data. Findings of the research were discussed and the profiles of the private senior high schools interviewed were also given and was represented by A B and C due to confidentiality of the research.



CHAPTER FIVE

SUMMARY OR FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The previous chapter was on the data presentation and analysis of the research. This chapter presents the summary of the findings, conclusion and recommendations of the research work.

5.1 Summary of findings

From the research, the following were some key findings:

5.1.1 Individual bargaining

Bargaining is done individually not a group or unions. Those who even form committees to bargain on employees behalf form them by selecting members who are out spoken and friendly and not by elections. This means there are no unions in the private senior high schools in the Ashanti region.

5.1.2 Type of bargaining

The researcher found out that, the type of bargaining that the private senior high school practiced was distributive bargaining. This is because most of the time it is how much management can afford and not how much employees are able to bargain and therefore managers mostly wins in every bargaining outcome.

5.1.3 Flow of information

It was realized that, communication is not effective in the private senior high schools this is due to the fact that, employees feel they are there to work and nothing else and as such whatever they see they are indifferent about it. Management also feels they are the boss and as such whatever they say is final and due to that matter, there is no cordial relationship between employers and employees. Both the employer and employee find it difficult to get information from each other.

5.1.4 Process in bargaining

The researcher observed that, there were no clear process and procedure that employers and employees follow to bargain. They do not follow any best practices to bargain. All they need is to consult each other on the time and venue then they start to bargain.

5.1.5 Involvement in decisions

It was realized that, employees get involve in decision making but they do not see it that way because, they think salaries are the major cause for bargaining and if they do not get the salary increment expected, then all that they bargain for, the outcome was not successful and that make them feel they are not involve in the decision of the institution.

5.1.6 Outcome of bargaining

Bargaining outcome in the private senior high school is mostly win-lose situation. The management is mostly on the winning end and the staff losing. Management believe in other to run the school effectively they need to manage all aspect of the

school especially the financial aspect so as to have enough money to run the school and not only to concentrate on teachers' salaries.

5.2 Conclusion

In conclusion, bargaining is an important phenomenon in our everyday life and in the life of an organization since every organization deals with human beings as employers and employees. In other for an organization to succeed employers and employees need to understand each other and dialogue as and when necessary to resolve disagreement. The general objective of this research was to identify how bargaining is done in some selected private senior high schools in Ashanti region. It was realized that private senior high schools in Ashanti region do go for bargaining but it is done in the individual level. Also the outcome of most bargaining is win-lose with management mostly wining. Moreover it takes a longer process to bargain with getting information playing a vital role in negotiation. Bargaining according to this research conducted influence management decisions.

Upon conducting this research new findings were discovered. However the main objectives were achieved. The research managed to review that before one bargains the person need to possess certain traits to generate a smooth bargaining.

Finally to conclude it all, future research is still needed to justify and strengthens the outcome of this research. There have being research similar to this topic but the situations in all the researches may be different, including this research. A slight change in the research context could bring about changes in findings therefore future researches are welcome to conduct similar research as this is in the same context.

5.3 Recommendations

Based on the findings and analysis, the researcher recommends the following,

5.3.1 Formation of Unions

The researcher recommend that unions should be formed in the private senior high schools so that that they can bargain on behalf of the employees. The formation of unions will bring about fairness in bargaining and prevent favoritism among employers. Moreover when there are unions the unions will be able to address employees concerns which will not put the employee's job at risk and fear of termination.

5.3.2 Integrative Bargaining

Due to the fact that employers stay fixed during bargaining, they do not allow employees to also express themselves. The researcher will recommend that private senior high schools use an integrative type of bargaining whereby there is a rapport after the bargaining and keeps the relationship between the employer and the employee cordial. When integrative negotiation becomes an option for bargainers there is mutual agreement and a shared responsibilities for solving the problem at stake.

5.3.3 Free flow of Information

Management should create avenues that information will get to everyone when needed example the introduction of notice boards, suggestion box etc to allow free flow of information in the institutions so that those information will serve as bases for bargaining.

5.3.4 Clear Process in bargaining

The researcher recommend that there should be a clear cut process on what to do when employees and employers go for bargaining and the procedure they need to follow before they go for bargaining. With process and procedure in place it will be difficult for employees to hide information that concerns both management and employees.

5.3.5 Training of Employees

The researcher recommends that employees be trained on matters concerning bargaining and their involvement in decision making. Training will help employees gain insight as to how bargaining is done, its outcomes and how it can influence decisions.

5.3.6 Outcome of bargaining

The researcher recommends the outcome of bargaining to be a win-win outcome. That is both management and employees should be able to compromise so that there will be a mutual understanding between the two parties and provide shared responsibilities and as sure will bring about satisfaction in the organization which will lead to increased productivity.

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APPENDIX I

This questionnaire is part of a study for a Masters Degree in Business Administration (HRM Option) at Kwame Nkrumah University of Science and Technology (KNUST). The objective of the research is to know how Bargaining as an HRM strategy is practiced in your institution. This is mainly for academic purpose. I would be grateful if you could spare a few of your time in answering the questions before you. All information provided will be kept confidential.

Topic; Bargaining in some selected private senior high schools in Ashanti region

Ellen Someah- Addae

(Research Student, MBA)

Dr. Mrs. Florence Ellis

(Supervisor)

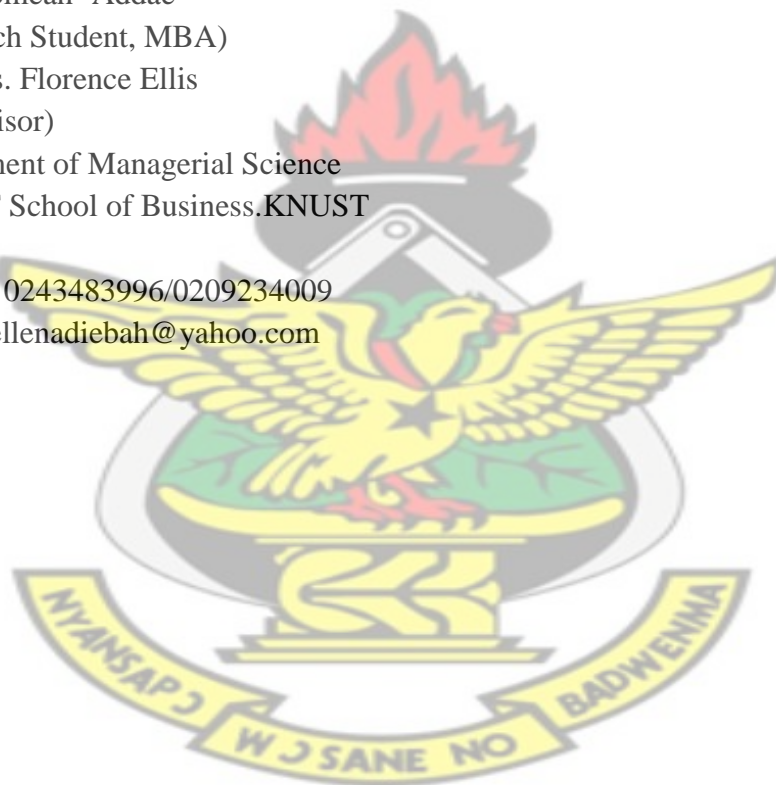
Department of Managerial Science

KNUST School of Business.KNUST

Contact:

Mobile: 0243483996/0209234009

Email: ellenadiebah@yahoo.com



Questionnaire for Staff

Section A; Demographic Characteristics

This section indicates the attribute or personal information of respondents. Please tick in the space provided for your response.

1. Gender
A) Male () B) Female ()
2. Position
A) Teaching () B) Non-Teaching ()
3. Qualification of employee?
A) Diploma in Business Studies () B) Higher National Diploma ()
C) First Degree () D) Masters Degree ()
4. How long have you worked in this Institution?
A) 1-5years () B) 6-10years () C) 11years and above ()
5. Does qualification affect employee performance?
A) Yes () B) No ()

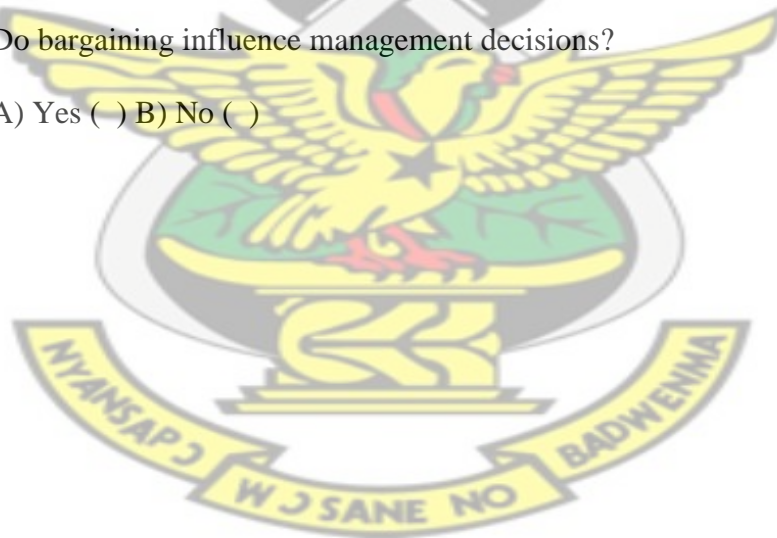
Section B

Collective bargaining is a process of dialogue between employers and employees aimed at reaching agreements to regulate working conditions.

This section is to find out your opinion on bargaining in this institution. Please tick the most appropriate.

1. Have you bargain in your institution before?
A) Yes () B) No ()
2. How do you bargain with your institution? Through
A) Individuals () B) Department/ Team () C) Committee () D) Union ()
3. How do you form the team, committee or union?
A) By Nomination or Selection () B) By Election ()
4. How often do you go for bargaining in your institution?

- A) Once a year () B) Twice a year () C) Three a year () As many as possible ()
5. Which of the following traits do you see in your leaders?
- A) Effective communication () B) Friendly ()
- C) Persistence () D) Dependable ()
6. What causes bargaining in your institution?
- A) Salaries () B) Incentives () C) Management Practices ()
- D) General working conditions ()
7. What is the outcome of most of the bargaining in your institution?
- A) Win-win () B) Win- lose () C) Lose- lose ()
8. Who mostly wins if it is Win-lose?
- A) Management () B) Employees ()
9. Do bargaining influence management decisions?
- A) Yes () B) No ()



Section C: Bargaining Issues

Section C is a set of questions to find out behavior and opinion of employees. Please tick the most appropriate. It is rated from strongly disagree which is the lowest that is 1 to strongly agree which is the highest of 5.

Bargaining Process

| No | Questions | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|----|--------------------------------------------------------------------------------------------------------|-------------------|----------|---------|-------|----------------|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | The Institution does an excellent job of keeping employees informed about matters affecting employees. | | | | | |
| 2 | I am satisfied with the information I receive from management on what is going on in my department. | | | | | |
| 3 | My Institution follows all best practices in bargaining. | | | | | |
| 4 | My institution presents a clear reporting structure. | | | | | |
| 5 | Management can articulate well and communicate with others. | | | | | |
| 6 | It takes a longer process to bargain with management on issues concerning employees. | | | | | |

Bargaining Outcome

| No | Question | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|----|----------------------------------------------------------|-------------------|----------|---------|-------|----------------|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Bargaining gives me a feeling of personal accomplishment | | | | | |
| 2 | I have all the resources needed to do my work well. | | | | | |
| 3 | My work makes good use of my skills and abilities. | | | | | |
| 4 | Supervisors encourage me to be my best. | | | | | |
| 5 | I am satisfied with all the outcomes after bargaining. | | | | | |

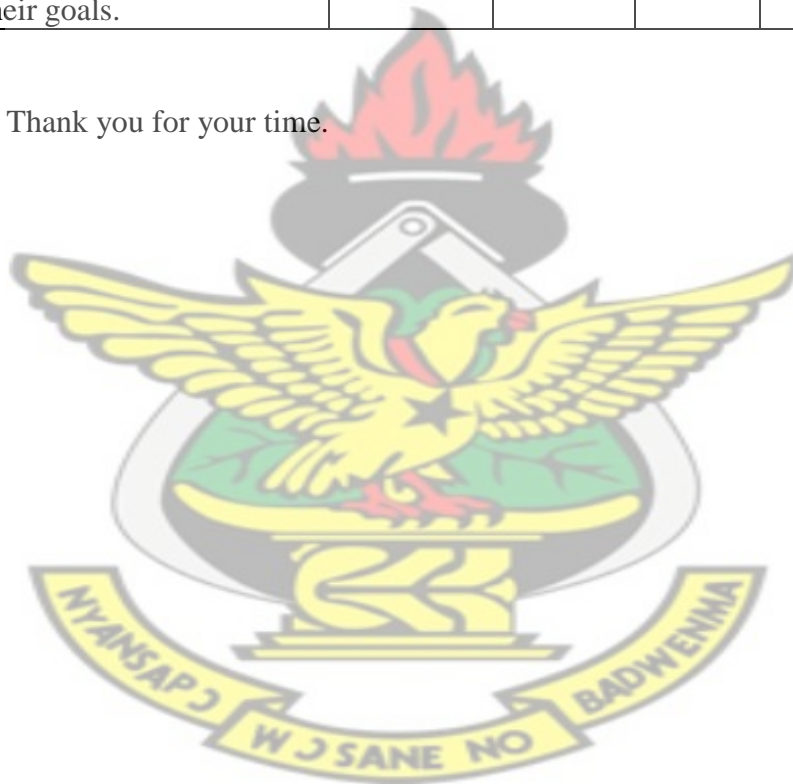
Bargaining and Decision Making

| No | Questions | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|----|--------------------------------------------------------------------------------------------------------------------------|-------------------|----------|---------|-------|----------------|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | The institution does have a policy for assisting employees on personal issues that may affect their performance at work. | | | | | |
| 2 | I am satisfied with my involvement in decisions that affect my work. | | | | | |
| 3 | Management is extremely reliable and consistently fulfils promises. | | | | | |
| 4 | Management is sensitive and emphatic towards decisions in bargaining. | | | | | |

Types of Bargaining.

| No | Questions | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|----|--------------------------------------------------------------------------------|-------------------|----------|---------|-------|----------------|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | My Institution focuses on employee and makes sure they are satisfied. | | | | | |
| 2 | Management stay fixed in their objectives and achieves the goals. | | | | | |
| 3 | Management can take a firm stand when required and is driven by determination. | | | | | |
| 4 | Staff stays fixed in their objectives and achieve their goals. | | | | | |

Thank you for your time.



APPENDIX II

This interview is part of a study for a Masters Degree in Business Administration (HRM Option) at Kwame Nkrumah University of Science and Technology (KNUST). The objective of the research is to know how Bargaining as an HRM strategy is practiced in your institution. This is mainly for academic purpose. I would be grateful if you could spare a few of your time in answering the questions before you. All information provided will be kept confidential.

Topic; Bargaining in some selected Senior High School in Ashanti Region.

Ellen Someah- Addae
(Research Student, MBA)

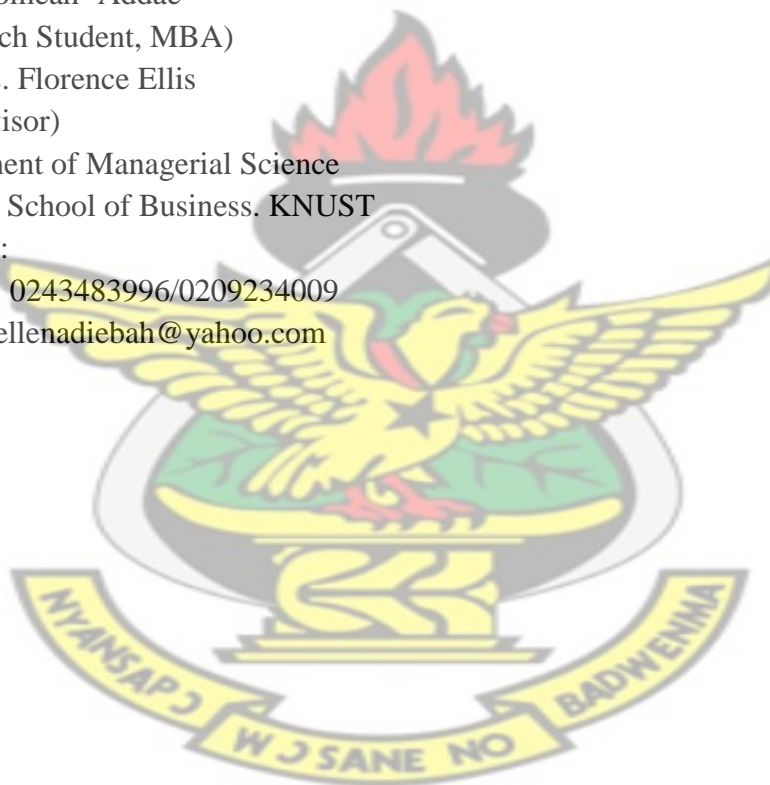
Dr. Mrs. Florence Ellis
(Supervisor)

Department of Managerial Science
KNUST School of Business, KNUST

Contact:

Mobile: 0243483996/0209234009

Email; ellenadiebah@yahoo.com



Interview Guide

Please provide your demographic information

1. Gender
2. Age
3. Position
4. Qualification
5. How long have you worked with this Institution.

Kindly answer the questions below.

10. Have you bargain in your institution before?
11. How often do you bargain with your employees?
12. How do you form the team, committee or union? By Selection or election.
13. How do you bargain with your institution?
14. What are some of the causes of bargaining in your institution?
15. Does management discuss with employees issues concerning management?
16. Do employees discuss with management issues concerning them?
17. What process do you go through when you want to bargain?
18. How satisfied are you with the information you receive from your employees on what is going on in their departments and the institution in general.
19. If not satisfied what can be the cause?
20. Do bargaining influence management decisions?
21. Are you satisfied with the outcome of every bargain in the institution?
22. Do management stay fixed in their objectives and achieves the goals?
23. Do management become reliable and consistently fulfils promises?
24. How long does it take to bargain in your institution?

Thank you for your time.