

UNIVERSITY FOR DEVELOPMENT STUDIES

**EXAMINING THE EFFECTS OF ORGANISATIONAL CONFLICT ON STAFF
PERFORMANCE IN TAMALE TECHNICAL UNIVERSITY
OF NORTHERN REGION OF GHANA**

LAZARUS ABUGRE AGANA

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2020

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NORTHERN REGION OF GHANA**

BY

LAZARUS ABUGRE AGANA

(UDS/MSA/0008/17)

UNIVERSITY FOR DEVELOPMENT STUDIES



**THIS THESIS IS SUBMITTED TO THE DEPARTMENT OF SOCIAL,
POLITICAL AND HISTORICAL STUDIES, FACULTY OF INTEGRATED
DEVELOPMENT STUDIES, UNIVERSITY FOR DEVELOPMENT STUDIES, IN
PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF
MASTER OF PHILOSOPHY DEGREE IN SOCIAL ADMINISTRATION**

NOVEMBER, 2020

DECLARATION

I hereby declare that this thesis, with the exception of references to other people’s works, which have been duly acknowledged, is the result of my own original work and that no part of it has been presented for another degree in this University or elsewhere.

LAZARUS ABUGRE AGANA

ID No. UDS/MSA/0008/2017

Signature

Date

SUPERVISORS DECLARATION

I, hereby declare that the preparation and presentation of the thesis was supervised in accordance with the guidelines on supervision of thesis laid down by the University for Development Studies.

DR. GEORGE N. GYADER

.....

Signature

Date



ABSTRACT

Conflicts are generally inevitable and are found in daily human interactions. However, there seems to be paucity of studies on the effects of organisational conflict on staff performance in public institutions in Ghana in general and Tamale Technical University in particular. This research seeks to bridge this knowledge gap by examining the effects of organisational conflict on the performance of Tamale Technical University staff. The research gathered data from both secondary and primary sources and used the case study approach. The key instruments used for the data collection were interview guides and focus group discussion guide. A total of 120 participants (40 senior members, 40 senior staff and 40 junior staff) who took part in this study were purposively selected. The study found out that ineffective organisational system, unpredictable policies, tribalism, incompatible goals, poor communication, poor resource allocation, distribution of duties, lack of benefits, varying views on accountability, cutting of position of employees, poor relations between management and workers, disagreement between employees and employers, clashing of one's role, selfishness among employers and employees, politics and difference in educational background, personal experiences, religion and gender are the factors causing conflict at Tamale Technical University. It was realized that interpersonal conflict, intergroup conflict, intragroup conflict, differences in leadership, task role and departmental conflict are the types of conflict that have occurred at Tamale Technical University. Again, the study revealed that conflict have resulted in lack of interest on some staff members to work, mistrust, disunity, threats, fear, division, and increase in absenteeism among some staff members. It is recommended that the management of Tamale Technical University design a system where grievances can be tackled easily when there are problems and senior members and senior staff in charge should listen to their junior staff and address their needs.



ACKNOWLEDGEMENTS

My profound gratitude first goes to my Supervisor Dr. George N. Gyader for his time, patience and immense contributions leading to the successful completion of this work.

My thanks also go to my mother Nboo Agana and my sister, Victoria Agana for their patience immense contributions and encouragement that brought me to this level.

Finally, I wish to express my sincere gratitude to my wife Gladys Y. Dery, to my lovely son and daughter Jayden Agana Abugre (Junior) and Elsie Nsohma A. Agana for their support and prayers.



DEDICATION

I dedicate this work to my uncle Mr. Ansbert Akaguri Amoro and the entire family for the encouragement and support to bring me up to this far.



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LIST OF ABBREVIATIONS

FGD	-	Focus Group Discussion
KII	-	Key Informant Interview
MBO	-	Management by Objectives
MBTI	-	Myers-Briggs Personality Type Inventory
MMDAs	-	Metropolitan, Municipal and District Assemblies
SME	-	Small and Medium Enterprises
SRC	-	Students Representative Council



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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

According to Afful-Broni (2012) conflicts are generally inevitable and found in daily human interactions. Most relationship types – marriages, families, churches, ethnic groups, nations and workplaces suffer – are susceptible to conflicts. Afful-Broni (2012) further asserted that most conflicts are linked with negativities and workplace conflicts are no exceptions. Workplace conflicts occur when there are misunderstandings about how a task is to be completed, the task content, and/or the interactions among colleagues and superiors. These misunderstandings often yield negative outcomes and may result in a break in relationship between working colleagues (Church and Marks 2001; Buss 2009; Riaz & Junaid, 2011).

Blanchard (2004) posited that increasing uncertainty and complexity in the operating environment of organisations foster the onset of workplace conflict. According to Rahim (2002) and Blanchard's (2004) contemporary studies of organisational conflict are still relevant for proper knowledge of the organisations culture. Kanwar (2009) and Luisa (2014) posited that conflicts are inevitable part of organisational life since the goals of different workplace stakeholders (managers and employees) are often incompatible.

According to Rother (2009), Hotepo (2010), Obasan (2011) and Sobia (2012), conflict may occur between individuals; the individual and the group; and between groups and research suggests that most organisations need more conflict, not less (Oloyede, 1999; Umar, 2000; Uchendu, 2013). It has been observed by many researchers that the world is increasingly multicultural, liable to conflict and this sometimes threatens sustainable human



development. This makes understanding and the promotion of dialogue a major concern in managing multiculturalism, global peace, and security as such efficient and effective conflict management is primary to societal development with the prevailing conditions in Ghana specifically the recent issue at University of Education, Wa Polytechnic and University of Science and Technology (KNUST), attesting to this reality.

Conflict in institutions of higher learning is unavoidable; it permeates every level of the academic world. Conflict can cause deep cracks in the framework of the institutions; it can as well be used as a tool to take the institution from inertia to a new level of effectiveness. Whiles conflicts will always occur, a well-managed conflict will not degenerate into violence. Since violence will not erupt without conflict antecedents, one can plausibly assume that conflicts in the institutions of higher learning degenerated because their antecedents were not appropriately managed (Agbonna, Yusuf and Onifade, 2009; Ezeanyim, 2011).

For any organisation to be successful in achieving its goal, the people in the organisation need to have a shared vision of what they are striving for, and clear objectives. However, the human elements needed to facilitate attainment of organisation goals often engage in disagreements and variance over factors such as interests, viewpoints, and management style among others (Azamosa, 2004; Obasan, 2011). In the tertiary institution, people of diverse natures such as students, lecturers and administrative staff are expected to work together in harmony. The goals of university education are pursued through their functions and activities of teaching, research, disseminating existing and new information, community service, and being a repository of knowledge (FRN, 1981). In undertaking these functions, there are bound to be conflicts within and among the categories of people



since these people have different purposes and expectations of the institution. For example, non-teaching staff perform support-function and might feel unappreciated by both the academic superiors and the potentially more prestigious students (Amineh, 2016). Administrators might clash with students and staff in the course of carrying out their functions of recruitment, admission, examination, and providing welfare services for the staff and students. Also, teaching staff have a complex dual role of teaching and research which despite reinforcing each other, could be a source of much tension over the individual's division of time, energy and commitment (Bradford and Burk, 2005).

Several studies have focused on enhancing students' academic achievements and assessing the performance of academic staff and education managers in the education system (Mathew, 2014). Examination of staff performance, especially in provision of services in technical universities is a complex issue that needed a sound conflict management process. It involves comparing public resources in terms of total expenditure, available personnel and other resources, with outputs such as students' academic performance, graduation rate and quality of specialist research.

Blanchard (2004) opined that good students' performance in technical university brings positive growth to the institution. However, no matter one's perspective on conflict, it is important to realize that conflict is one of the most effective ways in the world of improving unsatisfactory conditions. As a matter of fact, there may sometimes be no real disputes, but there may be a need for greater understanding, teamwork, and cooperation to promote harmony and good work environment for teaching and learning in higher institution of learning especially Technical University.



In the light of its significance, it is necessary that the effects of organisational conflict on staff performance in Tertiary Institutions especially Universities be accorded a priority by all stakeholders responsible for management of conflict. This thesis argues that research is important understanding the conflict situation in public institutions in Ghana.

1.2 Statement of the Research Problem

Owusu-Mensah (2009) asserted that conflicts are inevitable. Conflicts occur regularly in each organisation. Conflict has come to the fore in terms of its importance in an organisation. In a recent survey, organisation managers indicated that they spend vast portions of their time dealing with conflict in order to boost organisational effectiveness. According to Buss (2009) conflict is an essential part of organisational life. Indeed, Frimpong (2004) put it succinctly by concluding that conflict is an aid, rather than an obstacle, to cooperation. Conflict has been recognized to have two diametric sides, a destructive and unhealthy component and a problem-solving base where stakeholders are willing to set aside personal differences, dialogue in an open and candid manner, supporting each other to arrive at a common ground. The latter is helpful while the former defeats cooperation (Frimpong, 2014).

According to Rahim (2010), conflict management creates a cooperative atmosphere for promoting opportunities and movement towards non-violence and reconciliation. However, no matter one's perspective on conflict, it is important to realize that conflict is one of the most effective ways in the world of improving unsatisfactory conditions. In fact, there are sometimes no real disputes, but there may be a need for greater understanding, teamwork, and cooperation to promote harmony and good work environment for teaching and learning. Therefore, conflict should not always be seen as something undesirable but



rather as a necessary outcome that can bring positive consequences if properly managed. It is against this background that it becomes pertinent to examine the effects of organisational conflict on the performance of Tamale Technical University staff.

In the last decade, observations indicate that Ghanaian public universities and institutions of higher learning have been plagued with internal conflicts. These range from conflicts between academic staff and school administrators, students and academic staff, students versus school authorities, non-teaching staff versus school administrator's specific example can be said of University of Education, Winneba, Wa Polytechnic and University of Science and Technology (KNUST) Kumasi. Other problems like management of limited resources, coping with increased enrolment, poor student performance in examinations, inadequate funding and all these hinders inter-personal relationships. These conflicts have given rise to mistrust and hostility among professionals and academics thus contributing in hampering smooth, effective and efficient administration in the institutions. Despite these situations, stakeholders in education seemed aloof to these conflicts.

Etim and Okey (2013) noted that conflict emerges in an organisation when an individual perceives that his goals are threatened or hindered by the activities of another person. Most conflicts in tertiary institutions arises from the inability of the company to fulfill its collective agreement with its employees resulting in employees embarking on industrial action which may be work-to-rule or total strike.

Among Researchers and Scholars, some are of the view that conflict posed a big threat to organisational staff performance (Mughal & Khan 2013, George, Miroga & Omweri 2013, Mba 2013, and Amineh & Ali 2014) while others are of the view that it is capable of



increasing organisational performance (Sobia, Atif & Hira 2012, Uchendu, Anijaobi-Idem & Odigwe 2013, and Etim & Okey 2013). However, Hotepo, Asokere, Abdul-Azeez, and Ajemunigbohun (2010) stated that the effect of conflict depends on how it is handled. In view of these, it has been considered necessary to examine the effects of organisational conflict on the performance of staff of Tamale Technical University.

1.3 Research Questions

1.3.1 Main Research Question

The main research question of this study is what are the effects of organisational conflicts on the performance of staff of Tamale Technical University?

1.3.2 Specific Research Questions

The specific questions raised in this study are as follows:

- i. What are the factors causing conflicts in the Tamale Technical University?
- ii. Which types of conflicts that are prevalent in the Tamale Technical University?
- iii. How does the effects of organisational conflicts affects staff performance in Tamale Technical University?
- iv. What are the conflicts management strategies adopted by the management of Tamale Technical University in solving conflicts?

1.4 Research Objectives

1.4.1 Main Research Objective

The main objective of this study is to examine the effects of organisational conflicts on the performance of Tamale Technical University staff.



1.4.2 Specific Research Objectives

The specific objectives of the study are:

- i. To determine causal factors of conflicts in the Tamale Technical University.
- ii. To examine the types of conflicts that are prevalent in the Tamale Technical University.
- iii. To assess the conflicts management strategies adopted by the administration in solving conflicts.
- iv. To appraise the effects of organisation conflict management on the performance of staff of Tamale Technical University.

1.5 Scope of the Study

Geographically, the study was restricted to Tamale Metropolis and was conducted to Tamale Technical University. With regards to content, the broader field of organisational conflict on staff performance, this study focused on the effects of organisational conflicts on the performance Tamale Technical University staff in Northern Region of Ghana. It also sought to determine causal factors of conflict in the Tamale Technical University, examine the types of conflict that are prevalent in the Tamale Technical University, assess the conflict management strategies adopted by the administration in solving conflicts and appraise the effects of organisation conflict management on the performance of staff of Tamale Technical University.

1.6 Significance of the Study

A number of studies have been conducted by authors such as; Umar, 2000; Rahim, 2002; Azamosa, 2004; Hotepo, 2011; Ezeanyim, 2011; Obasan, 2011; Sobia, 2012; Etim, 2013; George, 2013; Mba, 2013; Uchendu, 2013; Matthew, 2014 and Amineh, 2016 on



organisational conflict but not limited to the effects of organisational conflict on the performance Technical University staff in Ghana. Despite these studies, there is paucity of research on the examination of the effects of organisational conflict on the performance Technical University staff especially in the Tamale Metropolis, hence the need for this study.

The study will create a platform and served as a reference document for researchers in education. The findings from this study will add to the existing literature on effects on organisational conflict on staff performance in the Tamale Technical University.

The study seeks to contribute policies for the tertiary institution in Ghana.

1.7 Limitations of the Study

Academic researchers normally face many challenges that obstruct them from realizing their aim in totality and this study was not exceptional to that effect. The major challenge encountered during this study where:

- **Time Constraint:** The data collection was carried out during the working hours of majority of the respondents (lecturers and management) hence there was a clash with the respondents' working activities. To minimize this, the researcher made arrangements with respondents as to the time that was convenient for them and this made the respondents to answer the questionnaire in a rash without taking their time.
- **Respondent Bias:** Some respondents, especially the lecturers were a bit skeptical and seemed to shield some information. It seemed that they shelved some information that appeared negative and that might affect the credibility of their institution. This became obvious due to the inconsistencies in the flow of the information they gave



during the pretesting. To reduce this, the researcher sought to assure respondents of the confidentiality of the information they gave and stressed that it was purely for academic purposes.

1.8 Organisation of the Study

The study is systematically organized into five main chapters. In chapter one, the background defined quality education and explained the importance of quality basic education. It further explained the global, regional and national perspectives and international organizations views about quality education. The chapter further outlined the problem statement, research questions and research objectives which directions and what the study is aimed to achieve. It justified why the study is relevant to government, GES, teachers and parents. The scope of the study showed the boundaries of the study while the limitation indicated the challenges the researcher faced in conducting the study and eventually ends with the organization of the student.

The study is systematically organized into five chapters. Chapter one focuses on the following: background defined conflict and explain the importance of conflict. The further outline the problems statement, research questions, research objectives, which directions and the study is seek to achieve. It justified why the study is relevant to Government, the Education, and management of the institution, significance of the study, the scope of the study, limitations of the study and the organization of the research.

Chapter two dealt with the literature review. Literature was reviewed from books, journals, published thesis, reports and relevant websites. This chapter reviewed the literature on the theoretical framework, conceptual framework, concept of organisational conflict, types of



organisational conflict, causes of organisational conflict, effects of Organisational Conflict on staff performance and management of Organisational Conflict.

Chapter three presents research methodology. The methodology outlined the study area Tamale Metropolis, population, education. It explained the research design, research method, population, sample size and sampling procedure and techniques, source of data, data gathering methods, techniques of data analysis and the outline of the research process.

The four focuses on data presentations, analysis and interpretations of the findings of the study. The findings were presented, analyzed and interpreted in accordance with each stated objective.

Chapter five dealt with summary, conclusion and recommendations. The summary of the study was done in relation to each stated objective. Conclusion was drawn based the major findings of the study. The recommendations were given as strategies to meliorate and good implementation in the Tamale Technical University and in the nation as a whole.



CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

This chapter reviews existing literature on the effects of organisational conflicts on staff performance and is sub divided into; theoretical framework and conceptual framework. It sets off by documenting information on definition of Concepts such as Conflict and Organisational Conflict, Views on Conflict, Types of Conflict, Causes of Conflict, Reasons for Conflict, Effects of Organisational Conflict on staff performance and Management of Organisational Conflict.

2.2 Theoretical Framework

2.2.1 Theory of Democratic Conflict Management

Modernist conflict theory has been attributed to the works of Wright Mills (Knapp, 1994). Mills opines that conflict between people with divergent interests and resources shape social structures. These structures in turn influence individuals through “the unequal distribution of power and resources in society”. Mills’ opinions are formed on the bedrock of the emergence of the military industrial complex; a structure formed through the collaboration of American corporate elite, the Pentagon, and the executive branch of government. Mills argues that these elites pursue interests that are opposed to those of the people exemplified by policies that would result in “increased escalation of conflict of weapons of mass destruction, and possibly the annihilation of human race” (Knapp, 1994).

Recently, Sears (2008) articulates the conflict theory in his book “A Guide to Theoretical Thinking”. Main points on these discussions are;



- Inequality defines society by producing conflict, not order and consensus. Inequality-based conflict can only be overcome through fundamental transformation of societal relations.
- The underprivileged in society are actually change agents in that their need runs contrary to the status quo and once addressed, will lead to social change. The underprivileged are usually downtrodden by elitist interests like “civilizing process” or “functional necessity”.
- Exploitation and oppression suppress human potential (capacity for creativity) and stifle societal development. However, since creativity is an engine for economic development and change, conflict is necessary to avert exploitation and oppression of the economically disadvantaged.

These propositions suggest that conflict is important for society to develop. Unfortunately, people attach negative connotations to conflict; perceiving it as a force that acts against successful completion of group or common goals. Generally, the nature of the conflict in question determines whether it will have a negative or positive impact. It is accepted that some level of conflict is essential for an organisation to achieve optimum decision-making and performance.

Therefore, it is imperative that management does not have to stanch the possibility of conflict occurrence but rather work assiduously to resolve conflicts properly, the result of which will result in good communication, better time management, and increased organisational performance. A properly resolved conflict improves decision outcomes and group productivity through constructive criticism and exchange of ideas for accomplishing tasks.



The literature is rife with conflict management theories which opine that a healthy conflict management system should constitute. Prominent among these is Ford (2007) which provides a four-way democratic process for reaching an objective conflict management decision – these processes include assessment and inquiry, addresses the design, implementation, and evaluation. Ekong (2000) found a positive relationship between democratic conflict management styles and organisational stability. This study argues that research has a role to play in conflict management. The study concludes that democratic strategies promote inclusion in decision and consequently, workers identify with decisions and commit to the organisation. This thesis is based on this theory of democratic conflict management.

2.3 Conceptual Framework

The conceptual framework represents a theoretical model hypothetically linking organisational conflict to staff performance. The study adapts the Input-Output model from Van Son (2010).



Figure 1: Input-Output Model

Source: Van Son (2010)

Following the above, the conceptual framework in Figure 1 can be restated as:





In this model, input includes both personal and work environment characteristics that influence staff performance in an organisation. Personal attributes include workers' age, marital status, sex, and educational background; job characteristics comprise a worker's experience as well as information on teammates in the workplace.

Process refers to conflict, and the nature thereof, among colleagues. In this study, process is classified as relationship, task and process conflict. Lastly output in the model equates to the staff performance. This research transformed the input-output model in the theoretical framework to an empirical model. From the model, the performance of a staff in an organisation is affected by personal and job characteristics as well as the various types of organisational conflicts.

2.4 Definition of Concepts

2.4.1 Conflict

Generally, conflict as a concept has been variously defined by different scholars and researchers. Despite these divergent views on the term, there are several common ideas underlying most definitions. According to Rother (2009) conflict that begins when one



party perceives another party has affected, or is about to affect something the first party cares about negatively.

Jung (2003) defines conflict as a contention between two or more parties; individuals, a group, department, organisations, countries, whose perception suggests incompatible positions. Conflicts arise whenever an individual or group clash another individual or group as a result of perceived incompatible interests in a way that strong arouses strong emotions. These aroused emotions usually make compromise a non-option. The author notes further that when conflict is managed properly, organisational effectiveness is enhanced while poorly handled conflicts lead to counter-productive behaviour that does not inure to the benefit of either conflicting party.

Similarly, Tseveendorj (2008) describes conflict as a state of serious disagreement or argument about something that at least one of the parties perceives to be important. This definition is similar to that of Ford (2007) wherein conflict is defined as a disagreement between at least two parties with incompatible concerns. Conflict exists whenever one party's action is perceived as likely to prevent or interfere with the goals, needs or aspirations of another party. Conflict, therefore, can be regarded as a managerial reality in that it influences organisational behaviour and is related to power and politics.

Rahim's (2004) definition of conflict toes the aspiration destruction line by labelling conflict as a behaviour that obstructs another person's ability to achieve their goals. This definition bases conflict on the incompatibility of goals arising from opposing behaviours. Conflict can occur on diverse levels; the individual, group, or organisational, and can arise over multiple experiences –incompatible goals, differences in the interpretation of facts,





negative feelings, differences in values and philosophies, and disputes over common resources. As defined, conflict is usually associated with negative features like increased inefficiency, ineffectiveness, and dysfunctional consequences. In some cases, conflict can actually stimulate creative thinking and generate improved outcomes for all parties involved. In this thesis, we view organisational conflict as competition among individuals and groups for organisational resources and rewards. Since competition for industrial resources and rewards define the relationship among various actors in the workplace, it is instructive to examine the causes and effects of conflict and to provide insights into how such relationship could be adequately performed.

Wise (2000) put an interesting spin on the debate by regarding conflict as “two pieces of matter trying to occupy the same space at the same time”. That is, a conflict may occur between two people in their effort to dominate a subject from unequal positions. Again, Owusu-Mensah (2009) described conflict as “an escalated natural competition between two or more parties about scarce resources, power, and prestige”. These parties, in order to assert their position in an incompatible goals environment, may neutralize, seek advantage, and injure (or destroy) one another. This definition does not accurately reflect workplace conflicts. In that in the workplace, employees are required to work together (they are not interdependent) whether or not they are experiencing conflicts towards to achieving organisational goals (Rahim, 2010).

From the above, two things are clear; conflicts exist whenever one party’s action is perceived as preventing or interfering with another’s efforts to achieve their goals, needs, or aspirations. Consequently, conflict is an issue of perception – conflicting parties must perceive conflicting interests and positions for conflict to exist.

2.4.2 Organisational Conflict

Many authors have attempted defining organisational conflict. For example, Etim (2013) defined organisational conflict as an act of displeasure and dispute which both employers and employees use to pressure each other into acquiescing to their demands. This view is consistent with Dekler (2007); Azamoza (2004); Ajala and Oghenekohwo (2002), and George (2013) descriptions of organisational conflict as a dispute that occurs when individuals or groups have incompatible interests, goals, in an organisations. Based on this, workplace conflict is practically inevitable due to clash of interests – disputes resulting from these are of varying intensity. Thus, in the absence of common values in organisations, conflict is bound to occur.

2.5 Views on Conflict

Conflict is a naturally pervasive reality of daily life and as such, has drawn an array of perceptions. In human settings where collaborative efforts are directed at performing tasks, it is inevitable that some form of conflict will arise (Robins, et al, 2003). In an uncertain world, conflict appears to be the only certainty of life. Conflict is crucial because it can stimulate innovative thinking when managed in the right way. A work environment that does experience any conflict usually stagnates as tasks are performed in a rote (habitual) manner. Conflict puts the status quo in perspective and allows critical analysis of organisational actions to uproot unnecessary practices. Also, through conflict, people are able to express their misunderstandings with a view to resolving the frictions resulting from the fundamental differences that exist. This enables societies to recognize and manage conflicts appropriately (Deetz and Stevenson, 1986). Historically, some of the more prominent views on conflict are:





2.5.1 Traditional View (1930-1940):

This view attributes poor communication and broken trust relations as the causes of conflict in a group. Naturally, conflict is regarded a manifestation “bad blood” within and is therefore associated with violence and destruction. Conflict is a result of poor communication and a lack of trust between people. Conflict can be eliminated or resolved only at high level of management. According to this view, conflicts should be actively avoided and managers and other high-level decision-makers are tasked with this duty. Rahim (1986) and Robins (2005) are some of the key proponents of this view, theorizing that the causes of conflict need to be identified and corrected promptly, not just for organisational performance but also to eliminate the associated negative feelings and to improve organization.

2.5.2 The Human Relations or Contemporary View (1940-1970):

This school accepts conflict as a naturally occurring phenomenon in each group. It also accepts that conflict has the potential to benefit group performance (Robbins, 2005). Disputes are bound to happen and it is unwise to exert too much effort in avoiding or preventing the conflict. Instead, organisations should concentrate only critical conflicts and resolve these in a better and more effective way (Leung, 2009). Thus, this view perceives conflict as the natural outcome of human interactions that either yield negative results or mostly positive forces to contribute to individual performance (Robbins, et al, 2003).

2.5.3 The Interactionist View:

This view entirely perceives conflict as a necessary positive force for individuals to perform effectively. Conflict resolution challenges normal processes and in a bid to

improve individual productivity in new innovative systems (Robbins et al, 2003). While conflict is necessary to perform effectively, not all conflicts are good.

The interactionists identify conflict as either dysfunctional or functional. Conflict is a part of people's lives and a natural phenomenon in all organisations. Low doses of daily conflict help create smooth functioning by better understanding of existing issues. These desired levels of conflict can inspire creativity when handling. Thus, conflict can be positive in work environments; care should however be taken quickly resolve critical conflicts as these harmful levels can be dysfunctional for the organisation (Leung, 2009).

2.6 Types of Conflict

According to George (2013), organisations are bound to face some level of conflict with time despite their best efforts. Conflicts in an organisation occur when an individual or a group have differences regarding the keeping in mind their personal ambitions. Some of the commonly occurring types of conflict are;

- Intrapersonal Conflict: this type of conflict occurs within the individual, e.g. a person who cannot make decisions (George, 2013).
- Intragroup Conflict is endogenous to a group, team, or department. This type involves more than one individual within a group e.g. members of the same football team (George, 2013).
- Intergroup Conflict pits a group against one or more different groups, teams, or departments. Examples include conflict between two different staff members; students and the school faculty, etc. (George, 2013).



Differences in Leadership: Leaders themselves have different styles - some may be more open and empowering while others may be more direct and dictatorial. It can be challenging for team members when they move from one team to another to move to the different leadership 'tune'.

A survey in 2013 showed that 85% of organisational dismissals and tenure terminations are due to personality conflicts (Mathew, 2014). Personality conflicts occur when one feels or emotes differently about another's motives and character. Differences in educational background, personal experiences, religion, and gender have all been attributed as causes of conflict. Changing immediate superiors, such as swapping supervisors, increase the likelihood of confusion and conflicts due to differences in styles of management. At their core, all conflicts are messy and disruptive.

2.7 Causes of Conflict

According to Mathew (2014) conflict is inevitable in life. However, by viewing the process of conflict resolution as an opportunity for growth and change in a work environment, one increases the potential for a positive outcome on an individual level. Similarly, an institution's overall ability to resolve problems through collaborative efforts has strong impacts on the organisation's bottom line and overall success.

A cause of Conflict in an organisation has become a remarkable issue which has encouraged most researchers to come out with several elements of these definitions that warrant additional comment to causes of conflict (Mba, 2013). The cause of organisational conflict is often misunderstood and blamed on personalities and misbehavior, but in reality



much organisation conflict is systemic and endemic to workplace environment (Mughal, 2013).

Ineffective organisational system, unpredictable policies, incompatible goals, scarce resource, and poor communication can all contribute to conflict in an organization. Organisation conflict causes loss of productivity, distractions, employee's disadvantages and can bring violence if is not properly managed. There is the need to find the causes of conflict and solution to rectify these anomalies in an organisation (Obasan, 2011).

There are a number of organisational causes of conflict. Those relating to hierarchy and the inability to resolve conflicting interests are quite predominant in most workplaces. Labour/management and supervisor/employee tensions are heightened by power differences. Differences in supervisory styles between departments can be a cause of conflict. Also, there can be work style clashes, seniority/juniority and pay equity conflict (Obasan, 2011). Conflict can arise over resource allocation, the distribution of duties, workload and benefits, different levels of tolerance for risk taking, and varying views on accountability. In addition, conflict can arise where there are perceived or actual differences in treatment between departments or groups of employees (Rother, 2009).

According to Rother (2009), personality and personal factors such as substance abuse, childcare issues, and family problems can all cause organisational conflict. At the organisational level, factors such as leadership, management, budget, and disagreement about core values can also contribute. The issue of "personality clashes" is controversial.

According to Sobia (2012), conflict may arise in an organisation due to the amount or type of work that the employees are required to perform. This is an increasingly common



problem as Technical Universities cut positions to save money and expect remaining employees to pick up the slack. At some point, employees either will feel underappreciated or overworked, or they will burn out. Both situations create an environment in which the employees may clash with management and one another. Public displays of affection can make co-workers uncomfortable and accusations of favoritism may occur, especially if it is a supervisor-subordinate relationship. If the relationship goes awry, one party may seek to exact revenge on the other (Umar, 2000), Office romances can be a cause of organisational conflict. Organisational workplace romances are dangerous because they can lead to conflict within the organisation. Conflict is easier managed when its causes are known. Conflicts can occur when people have opposing personalities or hold differing ideas. It may arise when people disagree about the order and sequence in which tasks must be completed. People can also clash when they disagree about the best way to achieve organisational goals.

2.7.1 Differing Aims

Conflict can arise when people have differing aims, for instance when they disagree about the best way to complete a task. For example, in a situation in which two people must complete a task and the deadline is fast approaching, one person may want to complete the task on time, sacrificing the quality of work in order to meet the deadline, while the other person may value the quality of work more than the deadline, ignoring the time constraints in favor of high-quality work. In this example, conflict could arise because the first person might accuse the second of being too slow, and the second person might accuse the first of being too sloppy (Ezeanyim, 2011).



2.7.2 Differing Goals

Conflict can arise when people's goals differ. People have different needs and agenda based on personal objectives or those that are imposed by others. You can see this kind of conflict happen whenever objectives are not communicated clearly by a manager to his subordinates. Conflict can arise in such an instance because the employees interpret unclear objectives differently and disagree on what tasks need to be accomplished (Ezeanyim; 2011).

2.7.3 Differing Ideas

Conflict can arise when people have differing ideas. One can witness this whenever people get into heated arguments over hot-button issues like politics, sports and religion. Such topics often involve deeply held beliefs about the nature of humanity and the individual's role in civilized society. People tend to take attacks on sensitive issues personally and they may find it difficult to separate themselves from their ideas (Ezeanyim; 2011).

2.7.4 Differing Personalities

Conflicts can arise when personalities clash. This can be seen when two stubborn people get into an argument over something insignificant and refuses to back down, which only escalates the conflict. Resolving this type of conflict may require some soul-searching. People often dislike in others the traits they dislike or refuse to acknowledge in themselves. It may help to identify the traits that provoke you. Be aware of them so you can watch out for personality conflicts before they arise (Ezeanyim; 2011).



2.7.5 Unpredictable Policies

Whenever institutions policies are changed, inconsistently applied, or non-existent, misunderstandings are likely to occur. Associates need to know and understand company rules and policies; they should not have to guess. Otherwise, unpredictable things can occur such as associates dressing inappropriately or giving out wrong information. The absence of clear policies or policies that are constantly changing can create an environment of uncertainty and conflict (Ezeanyim; 2011).

2.7.6 Conflicting Styles

Because individuals are individuals, they differ in the way they approach people and problems. Associates need to understand their own style and learn how to accept conflicting styles. Personality tests, such as Myers-Briggs Personality Type Inventory (MBTI), can help people explore their instinctive personality styles (George, 2003). An example of conflicting styles would be where one worker works best in a very structured environment while another worker works best in an unstructured environment. These two workers could easily drive each other crazy if they constantly work in conflict with one another and do not learn to accept one another's work style (Ezeanyim; 2011).

2.7.7 Stress

According Zhimin, (2012) stress is normal in an organisation. However, employees also have to deal with the stress of their personal lives. Sometimes these combined stresses that are simply too much and employees vent their frustration on the job. Conflict can occur between employees in any organisation. Conflicts can be minor and quickly resolved, but they can also blow up into large problems if they are not properly handled.



2.7.8 Poor Communication

According to Uchendu (2013) conflict often arises because of poor communication between the parties involved. Often, people will agree to something but misunderstand what they have agreed to. As a result, the parties involved become unhappy with each other, each believing the others have failed to live up to their responsibilities.

2.7.9 Limited Resources

Competition in the organisation arises over people fighting for resources, such as land and money. Intangible assets such as power, appreciation and stature may also cause conflict. Because many marketplaces deal with scarce funds, different departments within the same organisation find themselves competing for the same money. Hotepo (2010) states that conflicts of this type can be resolved if management understands that the problem lies in the structure of the company, and not in the personalities of employees.

2.8 Reasons of Conflict

Jung (2003) declares that conflict is clearly associated with power and can emerge when goal achievement of an organisation is avoided. It is also believed that people are aware of the factors that generate conflicts such as scarcity, obstruction and incompatible interests or goals (Buss, 2009). Conflict can also be broken out when one party avoids the goal achievement of the other one. However, (Rahim, 2010) opined that it is probable that causes for conflicts are not highly correlated with goal and objective achievement in situations of routine behavior where procedures are well defined and environment is stable. In these circumstances, conflict variables are probably more related to personality, autonomy reasons, functional interdependence and status.





Some of the reasons that justify conflict escalation according to (Rahim, 2010) are: (i) as departments grow, people lose contact with other departments, or yet, members of a department start to think differently from other areas; (ii) the increase of emphasis in the financial measures as a tool for motivation for managers and the establishment of different profit centers inside an integrated business system end up creating many conflicts; (iii) the increasing rise of emphasis in functional specialization, politics of promotion and recruiting reinforce the isolation of departments, generating conflicts; (iv) today there is more room for workers to show criticism among each other, while this freedom of speech can be beneficial for society as a whole, in organisational context can be transformed into conflicts and (v) consumers demand lower prices, better quality in products and services, creating pressures so that departments work more effectively which can result in conflicts among departments.

Another reason pointed by (Wise, 2000) for the occurrence of conflicts is the asymmetric degree of interdependence that affects the level of trust and commitment of the groups. Asymmetric interdependence occurs when parties have different levels of dependence among each other. That is, in one same group some individuals can depend on people that, in turn, show independence in relation to them. In total interdependence, on the other hand, individuals are totally dependent on one another. Buss (2009) states those relationships with total interdependence have less conflict than the ones with asymmetric interdependence. For Buss (2009), conflict is smaller in highly dependent relationships because, in general, the dependent party conforms itself that it cannot alter the situation and accepts the leader's power.

2.9 Effects of Organisational Conflict on staff performance

The traditional human resource management approach to enhancing workers performance has centred on the assessment of past performance and the allocation of reward. That is, rewards were provided in exchange for performance. It is inevitable that workers performance improvement is something of direct interest only to management.

Performance therefore becomes stereotyped as something of no intrinsic interest to the person doing the work. Performance is a reward. There are many small initiatives everyday that help to improve workers performance. It is critical that the organisation selects the most useful measure of performance for the organisation as a whole and for the individuals within it. Single measures are unlikely to be sufficiently robust. Hetepo (2010) argue convincingly that the mix of measures which an organisation should use to assess its workers performance should be based around four different perspectives:

- Financial Measures: Such as sales growth, profits, cash flow and increased market share.
- Customer Measures: That is, the customer perspective, which looks at, for example, delivery time, service quality, product quality.
- Internal Business Measures: Cycle time, productivity employee skills, labour turnover.
- innovation and Learning Perspective: Including such elements as ability to innovate and improve.

The effects of conflict in an organisation are widespread and costly; it can also cause turmoil between employees and dismantle a cohesive business structure (Hotepo, 2010).



Without the proper communication to resolve conflicts, employees and the organisation itself are in danger of decreased productivity, increased stress among employees, divided organisation, ruined relationships, lost employees, sabotage, high turnover rate, hampered performance, low moral, Apathy and Abandonment, absenteeism and at its worst, violence and death.

According to Hotepo (2010) asserted that workplace conflict can result in higher absenteeism, mistakes, and worker exhaustion. Mathew (2014) discovered that unresolved conflict in the workplace has been linked to miscommunication resulting from confusion or refusal to cooperate, quality problems, missed deadlines or delays, increased stress among employees, reduced creative collaboration and team problem solving, disruption to work flow, decreased customer satisfaction, distrust, split camps, and gossip.

Mathew (2014) further said managers spend a lot of time dealing with conflicts of various form instead of finding a common means and technical ways of solving conflicts to resolve and have peace to achieve the organisational goals. These therefore, gives progress of bringing employees together when addressing their grievances to get to the bottom of the causes of the conflicts.

Some of the consequences of unresolved conflict in the workplace are: Low Productivity: Organisational conflicts can waste time and cost money, two things that determine the longevity of businesses. Conflicts may spawn from opposing views of employees, inflexible viewpoints and/or the absence of ethical standards. These conflicts can change the way people work with each other, sometimes halting work all together, until the issue is resolved (Amineh, 2010). The loss of productivity could cost organisation money and



create an incapability to achieve organisational goals. Again, workplace conflict drains worker productivity in several ways.

According to Mathew (2014) asserted that workplace conflict is a common experience for both management and employees. In a Technical University full of people, all of whom have different goals, preferences and ideas, conflict is bound to appear occasionally, particularly when this range of personalities is mixed with a high-stress work environment. The measure of the health of a workplace is not so much whether conflict appears, as how it is dealt with when it appears.

The word “conflict” has negative connotations in common use, so we tend to think that conflict can only be a disadvantage in an organisation. This is not necessarily true. It can also be a positive element in an organisation (Amineh, 2010). Conflict is a positive element of all groups. Without it, people would not be challenged to think beyond their everyday routine boundaries. When a variety of people with different perspectives, values, experiences, education, lifestyles and interests come together, differences abound. That diversity can enrich the discussion, the ideas and the project goals if the conflict and tensions that emerge are resolved and the group uses the learning to improve its work.

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turnover rate, hampered performance, low moral, apathy and abandonment, absenteeism and at its worst, violence and death.

Lee (2011) asserted that workplace conflict as a drain on leadership time. Unresolved workplace conflict can also result in higher absenteeism, mistakes, and worker exhaustion. As well, the energy that employees expend focusing on their conflicts is energy not spent getting their jobs done. If the problem continues, general morale and productivity may be affected as other employees are worn down by the tension.

Leung (2009) further discovered that unresolved conflict in the workplace has been linked to miscommunication resulting from confusion or refusal to cooperate, quality problems, missed deadlines or delays, increased stress among employees, reduced creative collaboration and team problem solving, disruption to work flow, decreased customer satisfaction, distrust, split camps, and gossip. Owusu-Mensah (2009) also said managers spend a lot of time dealing with conflicts of various form instead of finding a common means and technical ways of solving conflicts to resolve and have peace to achieve the organisational goals. These therefore, retard progress of bringing employees together when addressing their grievances to get to the bottom of the causes of the conflicts.

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incapability to achieve organisational goals. Again, workplace conflict drains worker productivity in several ways.

Divided Organisation: The organisation can become divided when conflict arises through people's misunderstanding, inability to change and distrust among co-workers. Many times, during a conflict, people are forced to take sides, which can ultimately ruin business and personal relationships and can even result in a downward spiral of the organisation.

Absenteeism: Another means that employees will use to avoid conflict, not as serious as actually quitting, is absenteeism. This can take many forms, including fraudulently calling in sick, arriving late and leaving early or extending breaks and lunches. Some employees can even be "absent while present" by being in the workplace to get paid, but not meaningfully engaged with the work or with other employees. All of these problems with absenteeism can result from numerous causes besides conflict, but conflict in any of its many forms certainly doesn't help. **Employees turnover:** Different people have different coping strategies when it comes to conflict, and one of the more common strategies is avoidance. A certain percentage of people, when confronted with ongoing unreasonable criticism, hostility or argument, will simply walk away, which, in the context of a business, means quitting their job. This is unfortunate, particularly if the employee who quits is a valuable and skilled worker.

Potential Lawsuits: Because every employee is a representative of the company, a conflict could be a corporate liability. Other liabilities include workplace hazards such as malfunctioning equipment or defective machinery. Sometimes these liabilities manifest into costly lawsuits. For example, an employee who is subject to derogatory remarks based



on her age, sex or religion by her supervisor has grounds for a discrimination lawsuit against the company. Therefore, corporations typically pre-empt any internal conflict of this nature through extensive sensitivity training for all management positions; they employ in-house attorneys and staff a human resources department to mediate any issues (Owusu-Mensah, 2009).

Workplace conflict is a common experience for both management and employees. In a workplace full of people, all of whom have different goals, preferences and ideas, conflict is bound to appear occasionally, particularly when this range of personalities is mixed with a high-stress work environment. The measure of the health of a workplace is not so much whether conflict appears, as how it is dealt with when it appears. The word "conflict" has negative connotations in common use, so we tend to think that conflict can only be a disadvantage in an organisation. This is not necessarily true. It can also be a positive element in an organisation.

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Inspire Creativity: Fortunately, some organisation members view conflict as an opportunity for finding creative solutions to solve problems. Conflict can inspire members to brainstorm ideas, while examining problems from various perspectives. Share and Respect



Opinions: As organisation members work together to solve conflict, they are more willing to share their opinions with the group. Conflict can also cause members to actively listen to each as they work to accomplish the organisation's goals.

Improve Future Communication: Conflict can bring group members together and help them learn more about each other. From learning each other's' opinions on topics relevant to the organisation's growth to understand each member's preferred communication style, conflict within an organisation can give members the tools necessary to easily solve conflicts in the future (Owusu-Mensah, 2009).

Identify New Members: Within organisations members actively participate in each meeting, enjoy serving on multiple committees and have an opinion on each topic the group discusses. There are also members who seemingly contribute little to the group and observe more than talk. Conflict within an organisation can inspire typically silent members to step up and demonstrate their leadership skills by offering meaningful solutions to the problem the group is facing.

Improved Relationships: When handled properly, conflict can improve the strength of relationships both personal and professional. Openly discussing differences in opinions allows people to appreciate and benefit from opposing points of view. It also opens the lines for better communication down the line the next time conflict arises. Expressing conflict also helps people understand each other better their experiences, points of view, values and what is important to them.



2.10 Management of Organisational Conflict

The idea of conflict management has undergone a considerable evolution. Afful Broni (2012) believed all conflict ultimately threatened management's authority hence needed to be avoided or quickly resolved. The experts later observed that human relationists recognized the inevitability of conflict and advised managers to learn to live with it.

Emphasis was placed on resolving conflict whenever possible. In the early 1970s, it was realized that conflict has both positive and negative outcomes depending on its nature and intensity. This perspective introduced the revolutionary idea that organisations could suffer from too little conflict.

2.10.1 Managing conflicts in the organisations

The conflict management strategies employed in organisations include mediation, avoidance, dominance, smoothing, compromise and confrontation, and these are discussed in this section.

2.10.2 The mediation processes

As stated earlier on, conflicts abound in every society or organisation where we find ourselves, because these are areas for interactions. It is thus, known that conflict per se is not diabolical and therefore to minimize the destructive effects of conflicts and use it as a constructive force, managers should be conversant with the various techniques of managing conflicts. It must be noted that while these techniques may not address overall causes of the problems or conflicts, they may, notwithstanding, be effective under certain conditions (Aminu, 2010).



2.10.3 Avoidance method

This is the method used by managers, if the solutions to a particular problem is not critical to the functioning of an organisation and management is willing to play down the causes of the conflict, managers may simply avoid dealing with the conflict by physically separating the conflicting parties (if their work involves no interactions) at all costs, or wholly. This is done by:

- Limiting their contacts and watching any interactions;
- Simply ignoring the fact that a conflict exists, thus, pretending that there is no problem; or
- That it will go away by itself (Aminu, 2010)

2.10.4 Dominance method

Forcing a resolution, when faced with a conflict, managers should exercise their powers and autocratically impose a resolution. Thus, the managers should try to involve all the parties, if possible when drafting conflict resolutions. The theory of management by objectives (MBO) states that employees are generally more committed to goals that they have helped to create. The same holds true for conflict resolution. There is more than one side to every conflict, and all sides should benefit from conflicts resolutions. Seek resolution that will prevent the conflict from occurring again rather than supply delaying repeat occurrences. The advantage of the dominance method is that it saves time, and so reinforces the organization's hierarchical structures. The disadvantages however are that:

1. This may lead to employees' resentments
2. (It may also not deal with the causes of the conflicts prudently (Ayoko, 2003).



2.10.5 Smoothing over method

Unless a manager has information that the conflicting parties do not have, this method of dealing with conflicts is usually ineffective. With this method, managers attempt to minimize the importance of the disagreement and stress points of agreement between the conflicting parties, so that accord or harmony and peace can be maintained.

The advantage of the smoothing method is that, it allows the parties to place much emphases on the things the individuals have in common in an attempt to re – emphasize the reason for the conflict(s).

2.10.6 Compromise method

It is imperative for the organisation to find a way of compromising what needs to be changed and what may not be as important. Compromise requires give and take from all parties involved in the conflict. For example, if budget cuts are causing a conflict at work and the management is deciding where to cut budget, the marketing manager may say, I can remove my demand for new graphic design software, provided the sales term would agree to cut down entertaining clients to some appropriate level. Here, each side, “wins” at least something, but neither is completely satisfied and resentment as well as the underlying causes of the critical conflict may linger. For compromise to be effective in any way, both parties must be on the same level on the organisational hierarchy. Sometimes, management can try to arrive at a compromise by compensating one party for giving in and thus, ending the conflict (Ayoko, 2003).

According to Robbins (2003) there are innumerable origins of organisational dispute and each produces its own variety of effects. Robbins (2003) posited that there are six major sources: (i) the interpersonal disagreements that arise when one person is experiencing





individual stress; (ii) the problems resulting from role conflict, a condition that occurs when there is a clash over one's role in the organisation; (iii) the power struggles that pit persons and groups against one another to achieve their own selfish objectives; (iv) the misunderstandings and disagreements from differentiation, that is, the clashes that arise because people approach common problems from very different orientations; (v) the interdependence requirements for collaboration which, if not extensive and balanced between the parties, cause communication and interaction breakdowns which, in turn, if critical, lead to more intensive conflicts; and (vi) the external pressures from forces outside the enterprise that breed internal pressures as the system seeks to adapt but not to disrupt its internal order.

2.10.7 Confrontations method

According to Azamosa (2004), confrontation deals with the causes of the conflict(s). Here, the parties involved are allowed to state their cases in the hope of attaining mutual understanding. They are guided in emphasizing the overall organisational goals. (That is the subordinate goals) According to De Dreu (2008) the ability to resolve conflict in an organisation is a valuable skill to have. When organisation conflict is not managed efficiently this can lead to disastrous repercussions. The effective management of workplace conflict requires an understanding of the nature and sources of conflict in the workplace. Conflict occurs when there is a perception of incompatible interests between workplace participants. This should be distinguished from disputes (Azamosa, 2004).

Disputes are merely a by-product of conflict. They are the outward articulation of conflict. Typical disputes come in the form of formal court cases, grievances, arguments, threats and counter threats etc. Conflict can exist without disputes, but disputes do not exist

without conflict. Conflict, however, might not be so easily noticed. Much conflict exists in every organisation or institution without turning into disputes (De Dreu, 2008). Workplaces are naturally stressful environments, and personal conflicts between co-workers can both be a cause and product of this stress. Yet allowing them to build and intensify only further impairs the work environment.

Matthew (2014) propounded that conflict can be managed by:

a. Approach conflict with an open mind:

Different people have different perceptions, and solving workplace conflicts requires finding a common ground, not waiting until one person caves to the other. Try to understand the other person's point of view and how he or she arrived at it.

b. Listen carefully

Before jumping to conclusions, sit down with the person with whom you're in conflict and try to understand the issue fully. During the conversation, make sure you acknowledge his or her feelings and paraphrase their opinion back to them to enhance your comprehension,

c. Be mindful of your language

It is important to avoid assigning blame to the person you're speaking with, and taking note of the words you use will help you avoid falling into this trap.

d. Be sure the problem is resolved

The problem isn't properly resolved until both parties in the argument feel better about the situation. Set guidelines for how to handle a similar situation in the future. You might say something like, Let's commit that you will let me know right away if I do something that



upsets you, and when you bring it to my attention, we will stop what we are doing to address.

e. Be respectful of differences

Workplaces are diverse places, today more than ever, and what is acceptable to one person may be offensive to another. Another suggestion for organisation conflict management is to take a step-by-step approach no matter what style the manager is employing. A systemic approach to workplace issues by management is essential in today's workplace environment. For example, a step-by-step process can be taken to resolve any workplace conflict. This enables the leader to follow a systematic approach to resolving a conflict.

A detailed example of a step-by-step systemic approach is the following: Firstly, the employee reports an issue to his supervisor. Secondly, the supervisor gathers information in order to gain the best understanding possible of the potential hurdle. Also, the supervisor identifies possible causes of the conflict by collecting information from the team members and from anyone else impacted by it. Another point worthy of mention, the supervisor meets with a Human Resources specialist who will build a list of potential solutions to the conflict. Furthermore, the Human Resources specialist, in conjunction with the supervisor, decides on an appropriate solution to the problem. Again, the Human Resources specialist and the supervisor present the solution to the workers. Finally, the solution must be administered. Conflict resolution should always be managed with confidentiality and sensitivity. When people's integrity and belief system is being questioned, defense mechanisms are a natural reaction. Try to maintain all business relationships while at the same time achieving your goal. Conflict can arise in all aspects of life, both personal and professional. It can negatively impact relationships and productivity among other things



when not approached properly. On the flip side however, conflict has its advantages in that, it can break things open and foster open communication that can help solve problems more quickly and improve interaction (Mathew, 2014).



CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discusses techniques, tools and processes that were used to collect and analyze data for the study. Specifically, this chapter consists of the study area and research design. Other areas of concern include data sources, population and sample size selection of participants, methods of data collection instruments, data analysis and management, reliability and validity of instrument and ethical considerations.

3.2 The Study Area

The location for this study is Tamale Technical University in the Northern Region of Ghana.

One of the most common challenges to be addressed in Tamale Technical University is the issue of conflict and its effects on staff performance. Even some researchers argue that conflict is a tool for increasing staff performance in an organisation has not been given the necessary attention in the Tamale Technical University which warrants a research. This justify the need for this study.

The Tamale Metropolis is one of the 260 Metropolitan, Municipal and District Assemblies (MMDAs) in Ghana, and forms part of the 16 MMDAs in the Northern Region. The Tamale Metropolis was elevated to the status of Metropolis in 2004. Tamale is the capital of the Metropolis and it lies between latitude 9.16° and 9.34° North and longitudes 00.36° and 00.57.





Tamale Metropolitan is located in the central part of the Northern Region and is approximately 180 metres above sea level. The topography is generally rolling with some shallow valleys which serve as stream courses. There are also some isolated hills but these do not inhibit physical development. The Metropolis shares boundaries with Savelugu Municipality to the north, Yendi Municipal Assembly to the east, Tolon District to the west, Central Gonja District to the south-west and East Ganja Municipal to the south. The population of the Metropolis according to 2010 population and housing census stands at 223,252 with 111,109 males and 112,143 females.

Political and Administrative Structure: The Metropolitan Chief Executive is the political head of the Metropolis. There are two constituencies in Tamale thus Tamale South and Tamale Central and two sub-metros (Tamale South and Central). The Metropolis has a total of 59 Assembly members comprising of 18 appointed and 41 elected members and also a total of 205 unit committee members.

Apart from the Local Government structures, there are eminent traditional chiefs and sub chiefs who are also working hand in hand with the Metropolis in promoting peace, stability and development in the area. Traditionally, the Ya Naa is the overlord of the area but he enskins the Gukpegu Naa as his subject over the traditional administration of the Metropolis.

Social and Cultural Structure: Historically, the Northern Regions of the country had vast land cover with smaller population sizes and the Metropolis is of no exception. This area begun experiencing high population growth after many people with different ethnic backgrounds started migrating from other areas to settle here thus making it a cosmopolitan

area. The Dagombas are the majority and other ethnic groups such as Gonjas, Mamprusis, Akan, Dagaabas and groups from the Upper East Region are also residing in the Metropolis. Also found in the Metropolis are other nationals from Africa and other countries across the globe.

Education: Tamale is the principal centre of education in Northern Ghana, currently with a total of basic school of 742 are within the Metropolis. This comprises 94 kindergartens, 304 primary, 112 Junior High Schools and 14 Senior High Schools. The rest are Technical/Vocational Institutions, two Colleges of Education, a Technical University and two other Universities, one public and the other private.

In the Education Ridge neighbourhood in the North-Western part of the town and covering an area around 3 km², 20 schools ranging from kindergartens through junior high and senior high schools, Teachers' Training Colleges, the Tamale Technical University, and University are located. The numerous trees lining the streets in this part of the town give it a tropical rainforest outlook. The University for Development Studies (UDS) has two campuses located in Tamale and one nearby Nyankpala. The headquarters of the UDS is also located in Tamale under the Sagnarigu District of the Tamale Metropolis. Also, a sports stadium is also located under the Education Ridge.

3.3 Research Design

The research design allows the researcher to meet the purpose of the research. Thus, the research design refers to the general plan of how the researcher will go about answering the research question(s) (Saunders et al., 2007; Ampofo, 2020). This study is qualitative research as such a case study research method was used for the study. Case study research





method enables a researcher to closely examine the data within a specific context. In most cases, a case study method selects a small geographical area or a very limited number of individuals as the subjects of study (Ampofo, 2019). Case studies, in their true essence, explore and investigate contemporary real-life phenomenon through detailed contextual analysis of a limited number of events or conditions, and their relationships (Ampofo, 2020). Creswell (2013) defines the case study research method “as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used”.

For the purpose of this study, an in-depth examination of a single case or event is used. The examination provides a systematic way of observing the events, collecting data, analysing information, and reporting the results over a long period of time. For instance, studies on the effects of organisational conflict on the performance of Tamale Technical University staff can be conducted using this longitudinal case study method. Data collected through observations are recorded to ascertain the time the conflict came about.

Case study research is carried out in a very small geographical area or number of subjects of interest that are examined in detail. Unlike quantitative analysis which observes patterns in data at the macro level on the basis of the frequency of occurrence of the phenomena being observed, case studies observe the data at the micro level. Only qualitative data collection method was used.

The case study method is descriptive and exploratory in nature as such the descriptive survey research design was used for this case study research is descriptive survey. Ampofo

(2020) postulated that descriptive survey is a qualitative research where data is captured using focused group discussion, observation and Key Informants Interview (KII) guides with key stakeholders. For the purpose of this study data will be collected using focused group discussion, observation and Key Informants Interview (KII) guides with key stakeholders at the Tamale Technical University (thus heads of department, Assistant Registrars) of the school. Specific key stakeholders will be asked questions that are relevant to this study.

The research is a descriptive survey through which views and opinions were purposively sampled from respondents. Ampofo (2020) views descriptive survey as a design that portrays accurately the characteristic of particular individual situations or groups. In other words, the descriptive survey is a research method that is non-experimental and deals with the relation among non-manipulated variable. A descriptive survey also provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. It includes cross-sectional and longitudinal studies using questionnaire or structured interviews for data collection, with the intent of generalizing from a sample to a population (Creswell, 2013; Ampofo, 2020).

The descriptive survey was considered the most appropriate design for conducting this research because information gathered from the descriptive research can be meaningful or useful in diagnosing a situation since it involves describing, recording, analyzing and interpreting conditions that exist. The descriptive survey was again considered the most appropriate design for conducting this study because it is the one that deals with things as they currently are (Ampofo, 2020).



Descriptive survey design also helps to achieve the goal of the study, which was to examine the effects of organisational conflict on the performance of Tamale Technical University staff. According to Ampofo (2020), survey permits the researcher to gather information from a large sample of people relatively quickly and inexpensively. Most surveys are based on samples of a specified target population – the group of persons whose interest is expressed. They are designed to provide a ‘snapshot of how things are at a specific time’ There is no attempt to control conditions or manipulate variables.

Polit and Hunger (1995) as cited by Joseph (2009) hold the view that descriptive survey predominantly aims at describing, observing and documenting aspects of a situation as it naturally occurs rather than explaining it. To them, the design had an advantage of producing a good amount of responses from a wide range of people. A descriptive survey involves asking some set of questions to a large number of people either by mail, telephone or in person. At the same time, it provides a more accurate picture of events and seeks to explain people’s perception and behavior on the basis of data gathered at a point in time.

3.4 Population and sampling frame

The target population for this study were senior members (teaching and non-teaching staff), senior staff and junior staff (non-teaching staff) of Tamale Technical University. Tamale Technical University has a senior member population of 177, senior staff population of 72 and Junior Staff population of 126.

Table 1 shows the population distribution for this study. Table 1 shows total number of senior members, senior staff and junior staff of Tamale Technical University.



Table 1: Staff of Tamale Technical University Total Population Distribution for 2018

Tamale Technical University	Total Number
Senior Members	177
Senior Staff	72
Junior Staff	126
TOTAL	375

Source: Field Survey (2018)

3.5 Sample and Sampling Procedure

Creswell (2013) refers to sampling as the process of selecting units. (Example; people, organization) from a population of interest so that by studying the sample one may fairly generalize results back to the population which they were chosen. Again Ampofo (2020) and explains sampling as a subgroup of the entire population studied. According to Ampofo (2020), it is prudent to obtain the set of subjects the researcher is most interested in. However, the state affairs would depend on the objective of the research and the kind of questions that the question seeks to address.

Based on this the study targeted in total 120 selected staff of Tamale Technical University, they are much acquainted with the phenomenon under studying. They were further sampled using purposive sampling. Respondents were finally 40 each across the three administrative levels and characterised as follows; 40 senior members, 40 senior staff and 40 junior staff members who have been in the University for more than ten years since this group might have gotten some experiences about the effects of organisational conflict on



the performance of Tamale Technical University staff. This approach provides a fair representation of both males and females health workers.

3.6. Purposive and Quota Sampling Technique

The purposive sampling was used in order to include experts and people who have in depth knowledge on the subject matter under investigation. The purposive sampling technique enable the researcher to include smaller population whom otherwise would have been left out if a specific sampling method was used. This sampling method was employed because of its suitability for limited number of people that have expertise in the research area. This technique was most appropriate or relevant for the study as it gave the researcher the opportunity to solicit first hand information from key technical people who work in the Tamale Technical University. The purposive technique was used to purposively select 120 respondents which comprised 40 senior members, 40 senior staff and 40 junior staff members for the study.

Quota Sampling is a non-probabilistic sampling method where we divide the survey population into mutually exclusive subgroups. These subgroups are selected with respect to certain known (and thus nonrandom) features, traits, or interest. People in each subgroup are selected.

3.6 Sources of Data Collection

The study employed both primary and secondary sources of data.

3.6.1 Secondary Data

Secondary data on the factors causing conflict, types of conflict that are prevalent in University, conflict management strategies adopted by the management of University in



solving conflicts and the effects of organisation conflict management on the performance of staff of Tamale Technical University. Also, documentary evidence on conflict issues in the school were assessed. This help the researcher to make inferences.

3.6.2 Primary Data

The primary data were the information that was taken solely from the field as first-hand data and these were gathered using the following methods, tools and techniques:

- Interviews (Face to Face approach)
- Focused Group Discussion
- Observation

3.7 Methods of Data Collection

Data for this study were collected using qualitative research approach and it includes observation, interviews, and focus group discussions. The qualitative research method was used for the study. In this case, the research will get a deeper understanding of the real situation and also the researcher be able to access respondent's experiences on the factors causing conflict in the Tamale Technical University, the types of conflict that are prevalent in the Tamale Technical University, conflict management strategies adopted by the management of Tamale Technical University in solving conflicts and the effects of organisation conflict management on the performance of staff of Tamale Technical University by allowing the respondents to express their views rather than restricting the views of respondents.

Through interviews and focus group discussions the researcher was able to obtain the stakeholders awareness level, opinions, points of view, values, feelings, attitudes and



perceptions on the effects of organisational conflict on the performance of staff of Tamale Technical University.

3.7.1 In-depth interviews

The interviews used in this study were guided by mainly open-ended questions arranged by thematic order: for example, what are the factors causing conflict in the Tamale Technical University, what are the types of conflict that are prevalent in the Tamale Technical University, what are the conflict management strategies adopted by the management of Tamale Technical University in solving conflicts and what are the effects of organisational conflict management on the performance of staff of Tamale Technical University?

All the interview sessions were recorded using an electronic voice recorder. The researcher conducted interviews with four (4) key informants: vice chancellor, administrator, registrar and SRC president. The researcher adopted this method because it enabled him to come across new ideas.

3.7.2 Focus Group Discussions (FGDs)

This method was used with small and medium enterprises-SME's groups. The group consisted of eight (8) heads of department comprising of four (4) males and four (4) females each and this involved some kind of collective activity, for example when debating on respondents view on the effects of organisational conflict on the performance of staff of Tamale Technical University. The males and females were been put together because they all have an idea relating to effects of organisational conflict on the performance of staff of



Tamale Technical University. This enabled the researcher to know more about the opinions of each group.

3.8 Data Analysis and Management

According to Twumasi (2001) and Ampofo (2020), data analysis is a critical examination of materials in order to understand its parts and its relationships and to discover its trend. The data collected were qualitative data. After the data was collected from the field was sorted out, edited, coded and analysed. Coding involved organizing data into classes/categories in relation to the themes/objectives of the study. After this, interpretations were made before making conclusions.

3.9 Validity of Instrument

The face validity of the data collection instruments was established with the help of an expert in conflict management experts. The expert helped correct all typographical errors and elements of ambiguity in the instruments before it was used in the pilot test. This was deemed suitable for gathering information on respondent's views on effects of organizational conflict on the performance of staff of Tamale Technical University.

Content validity of the instrument was determined with the help of the researcher's supervisor who is an expert in the field of Research and a senior Lecturer from the University for Development Studies, Wa campus. The examination of the instruments by the supervisor and other research experts' changes were affected as a result of comments and suggestions from them. These changes will in the form of the deletion of incorrect items, addition of new items and modification of existing ones. This helped to improve the



content validity of the instrument, because their collective judgments were used to establish congruence between all of them.

3.10 Reliability of Instrument

With regards to the reliability of the instrument, a pilot test of the instrument was carried out with ten (10) staff in the University for Development Studies, Tamale campus of the Northern Region of Ghana who shares similar characteristics with the sampled respondents. Thus, those that were chosen was not form part of the main study. This helped the researcher to avoid contamination of the sample for the study and hence the results.

3.11 Ethical Considerations

On the aspect of consent, before the researcher conducted the study in the Tamale Technical University, the researcher explained the main objective and specific objectives of the research to the respondents and sought permission to carry out the study from the registrar. The researcher also informed the respondents of their right to withdraw when they felt like doing so.

To ensure confidentiality, the interviews and focus group discussions were conducted in a place that the participants preferred. Before conducting the interview and focus group discussions, the researcher assured the participants that all data collected during the interviews will be kept securely and treated as confidential. To maintain confidentiality, all the participants were given anonymous names in the data analysis and interpretation. Therefore, private information identifying the participants and their schools was not included in the report.



CHAPTER FOUR

ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter focuses on and analyses the qualitative data gathered from the field and also discusses the results of the data in thematic areas according to the specific objectives. Based on my field experience, the presentation of the findings is organized in relation to the objectives of the study and placed under four major themes namely; causal factors of conflict in the Tamale Technical University, types of conflict that are prevalent in the Tamale Technical University, conflict management strategies adopted by the administration in solving conflicts and effects of organisational conflict management on the performance of staff of Tamale Technical University.

The task of this chapter was to simply describe and define the data collected without assigning values or figures, and charts,

The following research questions guided the study:

- v. What are the factors causing conflict in the Tamale Technical University?
- vi. Which types of conflict that are prevalent in the Tamale Technical University?
- vii. How does the effects of organisational conflict affects staff performance in Tamale Technical University?
- viii. What are the conflict management strategies adopted by the management of Tamale Technical University in solving conflicts?



4.2 Analysis of Demographics of Respondents

The initial aspect of the data analysis focuses on a summary statistic of the respondents. As explained earlier in the chapter three, the study captured the views of senior members academic and (non-teaching staff), senior staff and junior staff (non-teaching staff) of Tamale Technical University in the Northern Region of Ghana concerning the effects of organisational conflict on the performance of Tamale Technical University staff. The descriptive analysis therefore implemented on the three classes of respondents.

Tables 2 give a report of the summary statistics of the sampled respondents. It offers demographic information about the respondents' gender, their position, age, experience and highest level of education. The study also focused on sampling the responses of senior members academic and (non-teaching staff), senior staff and junior staff. Majority of the senior members academic and (non-teaching staff), senior staff and junior staff (non-teaching staff) are males (87.5%) for senior members, (75.0%) for senior staff; and (87.5%) for junior staff. It is also revealed that averagely most of the senior members are forty years and above and also senior staff and junior staff are 30 years and above with a master's degree educational qualification.

Less than 5% of the senior members, senior staff and junior staff have a PhD. In addition, more than 95% of the senior members, senior staff and junior staff are married. Also, more than 90% of the senior members, senior staff and junior staff were also identified to have served their school for more than 5 years. Again, all the senior members, senior staff and junior staff that took part in the study were full time staff members of the Tamale Technical University.



Table 2: Demographic Characteristics of Participants

	Details	Senior Members		Senior Staff		Junior Staff	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
Sex	Male	35	87.5	30	75.0	35	87.5
	Female	5	12.5	10	25.0	5	12.5
	Total	40	100	40	100	40	100
Age	21-30	5	12.5	0	0.0	0	0.0
	31-40	15	37.5	5	12.5	10	25.0
	41-50	15	37.5	25	62.5	15	37.5
	51-60	5	12.5	10	25.0	15	37.5
	Total	40	100	40	100	40	100
Marital Status	Single	0	0.0	5	12.5	10	25.0
	Married	40	100.0	35	87.5	30	75.0
	Divorced	0	0.0	0	0.0	0	0.0
	Total	40	100	40	100	40	100
Educational Level	PhD	0	0.0	10	25.0	0	0.0
	Masters	25	62.5	25	62.5	30	75.0
	Professional	10	25.0	5	12.5	10	25.0
	First Degree	5	12.5	0	0.0	0	0.0
	HND	0	0.0	0	0.0	0	0.0
	Total	40	100	40	100	40	100
Experience	4yrs - 5yrs	0	0.0	0	0.0	10	25.0
	5+	40	100.0	40	100.0	30	75.0
	Total	40	100	40	100	40	100
Type of Staff	Full Time	40	100.0	40	100.0	40	100.0
	Staff						
	Part time	0	0.0	0	0.0	0	0.0
	Staff						
	Total	40	100	40	100	40	100

Source: Field Survey (2019)

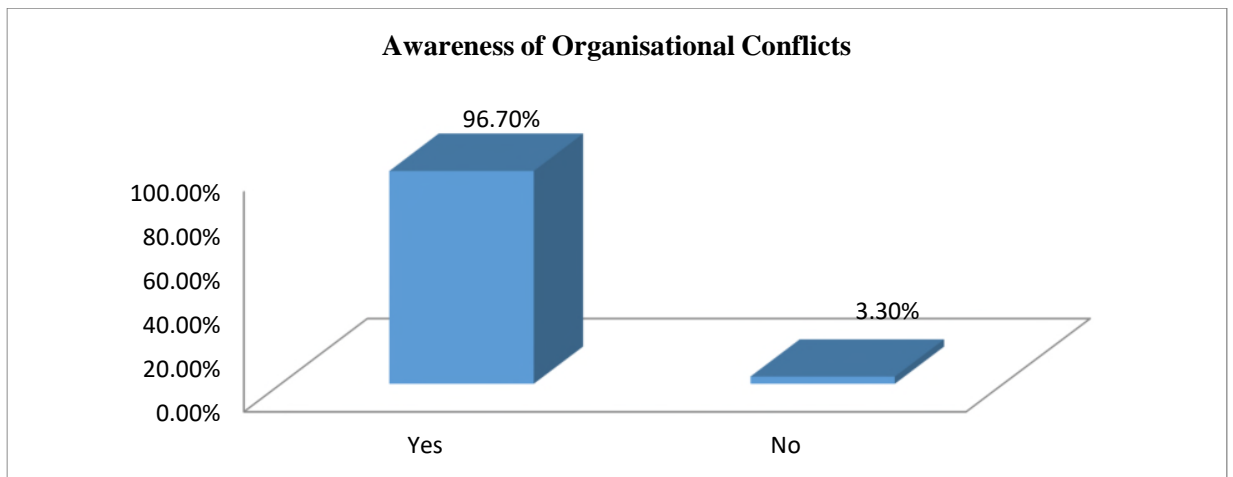
4.3 Causal factors of conflict in the Tamale Technical University

One hundred and twenty (120) respondents took part in this study. Also, there was a focused group discussion with eight heads of department from the Tamale Technical University and eight students Representative Council leaders. The participants were purposely selected. The respondents were asked to express their views and opinions on some of the causal factors of conflicts in the Tamale Technical University and their responses are shown below.

One aspect of the interview was to find out the awareness of the respondents on organisational conflict and their responses are presented in Figure 1. Majority of the respondents 116 out of 120 representing 96.7% indicated that they are aware of organisational conflict while 4 out of the 120 respondents representing 3.3% indicated that they are not aware of organisational conflict. The implication of this results means that majority of the respondents who took part in the study working at the Tamale Technical University are aware of organisational conflict.



Figure 1: Respondents Awareness of Conflict at Tamale Technical University

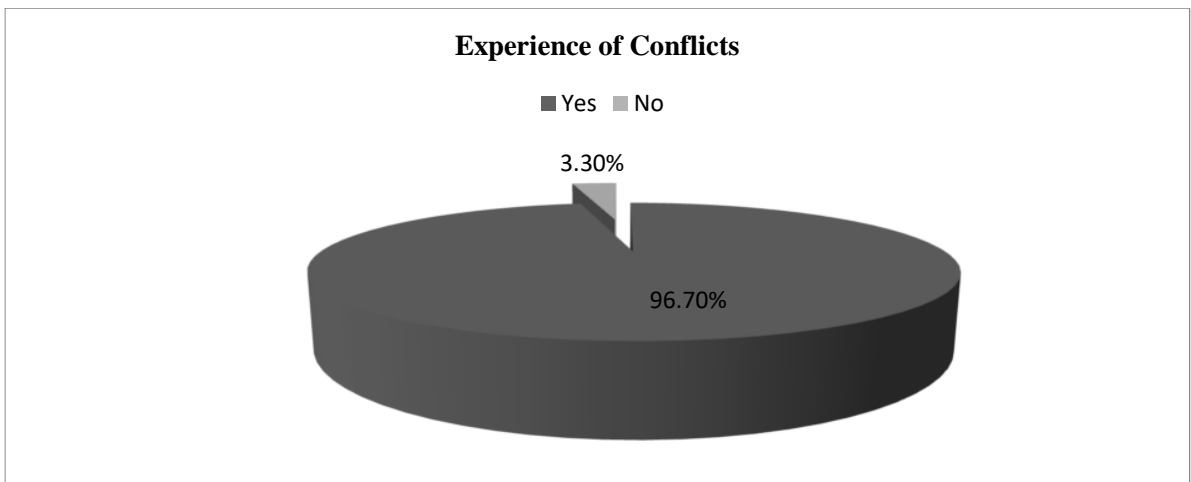


Source: Field Survey (2019)

Again, one aspect of the interview sought to find out the views of respondents (senior members, senior staff and junior staff) on their experience of conflict in Tamale Technical University and their responses are presented in Figure 2. Majority of the respondents 116 out of 120 representing 96.7% indicated that they have experienced conflict at Tamale Technical University while 4 out of the 120 respondents representing 3.3% indicated that they have not experienced conflicts at Tamale Technical University. The implication of this result means that issues of conflict have been occurring at Tamale Technical University.



Figure 2: Respondents experienced of Conflict at Tamale Technical University

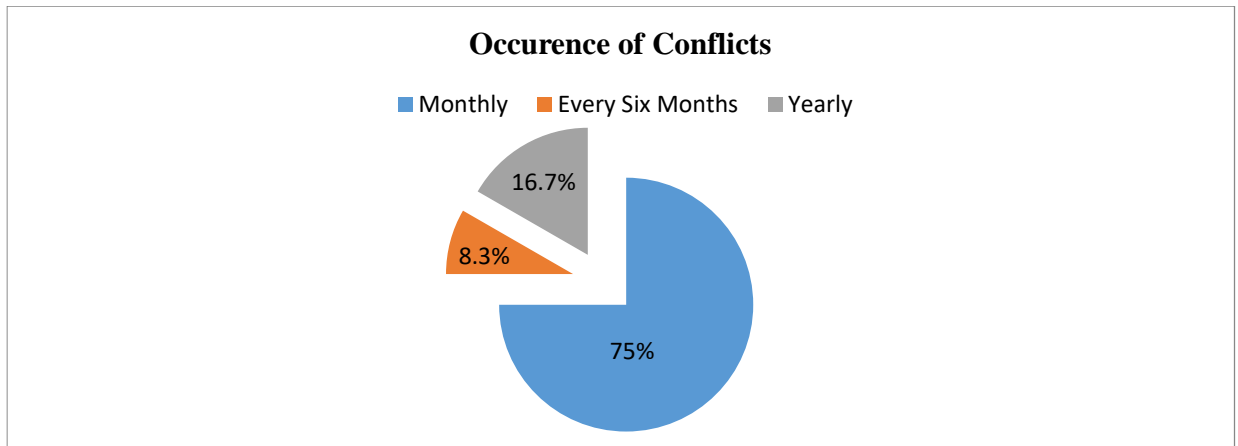


Source: Field Survey (2019)

The respondents were further asked to tell the time conflict has occurred in Tamale Technical University and their responses are presented in Figure 3. Majority of the respondents 90 out of 120 representing 75% indicated that conflict occurred monthly at Tamale Technical University, this was followed by 20 out of 120 respondents representing 16.7% who indicated that conflict occurred every six months at Tamale Technical University while 10 out of the 120 respondents representing 8.3% indicated that conflict occurred yearly at Tamale Technical University. The implication of this result means that conflict have been occurring at Tamale Technical University.



Figure 3: Occurrence of Conflict at Tamale Technical University



Source: Field Survey (2019)

The respondents were asked to express their views on the factors causing conflict at Tamale Technical University and their responses are presented in Table 3.



Table 3: Factors causing conflict in Tamale Technical University

Items	Frequency	Percentage
Ineffective organisational system	30	25.0%
Tribalism	10	8.3%
Poor communication	10	8.3%
Politics	20	16.7%
Lack of benefits	10	8.3%
Clashing of one's role	10	8.3%
Disagreement between employees and employers	10	8.3%
Differences in supervisory styles between departments	5	4.2%
Poor human relations between management and workers	15	12.5%
Total	120	100%

Source: Field Survey (2019)

Table 3 shows the factors causing conflict at Tamale Technical University. From Table 3, majority of the respondents 30 out of 120 representing 25% indicated that ineffective organisational system is a factor causing conflict at Tamale Technical University. Also, 20 out of the 120 respondents 16.7% indicated that politics is the factor causing conflict at Tamale Technical University. Again, 15 out of the 120 respondents representing 12.5% indicated that poor human relations between management and workers is a factor causing conflict at Tamale Technical University.

In addition, 10 out of the 120 respondents representing 8.3% respectively each indicated that tribalism, poor communication, lack of benefits, clashing of one's role, disagreement



between employees and employers, are the factors causing conflict at Tamale Technical University. Again, 5 out of the 120 respondents representing 4.2% indicated that poor human relations between management and workers is a factor causing conflict at Tamale Technical University.

From the focus group discussion all the respondents expressed that;

“ineffective organisational system, tribalism, scare/limited resources, poor communication, difference in supervisory style between departments, poor resource allocation, lack of benefits, poor human relations between management and workers, politics, distribution of duties, selfishness among employees, disagreement between employers and employees are the factors causing conflict at Tamale Technical University.”

Also, the senior members, senior and junior staff who took part in the study clearly expressed that there are several factors that caused conflict at Tamale Technical University.

For instance, the senior members noted that;

“ineffective organisational system, tribalism, scare/limited resources, politics, discrimination and disagreement are the factors causing conflict at Tamale Technical University.”

Again, from the focus discussion group that was conducted with the Student Representative Council, six out of the eight noted that;

“varying views on accountability, cutting of position of employees, poor human relations between management and workers, disagreement between employees and



employers, lashing of one's role, selfishness among employers and employees, politics and difference in educational background, personal experiences, religion and gender are the factors causing conflict at Tamale Technical University, by the six members of the SRC representatives.”

This result agrees to the theoretical framework. According to the theory of democratic conflict management, social structures are created through conflict between people with differing interests and resources. Individuals and resources, in turn, are influenced by these structures and by the “unequal distribution of power and resources in the society”. This is why Knapp (1994) asserted that the power elites of the American society, (i.e., the military – industrial complex) “emerged from the fusion of the cooperate elite, the pentagon and the executive branch of government”. Mills argues that the interests of these elites were opposed to those of the people. He theorized that the policies of the power elites would result in “increased escalation of conflict of weapons of mass destruction, and possibly the annihilation of human race” (Knapp, 1994).

The respondents were therefore to explain how factors cause conflict in Tamale Technical University and their responses are presented below.

From the interviews that were conducted, on the issue of tribalism all the key informants expressed that;

“tribalism based on appointment is serious because those employed cannot do the work but based on tribalism they are picked and this generate conflict between management and employees because assigned duties to employees by their management cannot be achieved.”



Also, on the issue of poor communication, all the respondents, those are the senior members, senior and junior staff agreed that:

“in an organization where there is no proper communication between employers and employees conflict arises. Thus, if there is no communication between employers and employees on issues relating to the organization and management takes decisions which favor only them while their employees suffer this causes conflict.”

In a focused group discussion, all the respondents shared on the view that;

‘poor communication is a causal factor of conflict at Tamale Technical University. For example, poor communication from supervisor to subordinate, instead of early preparation for a program, supervisors will not communicate at the right time but blamed subordinates if they failed to attend the program on time but knowing to the fact that proper communication to the time was not followed.’

The results of this study confirm to the study by Uchendu (2013) who asserts that conflict often arises because of poor communication between the parties involved. Often, people will agree to something but misunderstand what they have agreed to. As a result, the parties involved become unhappy with each other, each believing the others have failed to live up to their responsibilities.

Again, on the issue of lack of resource as a causal factor of conflict at Tamale Technical University, all the respondents noted that any time resources are not fairly distributed in Tamale Technical University it causes conflicts. The respondents further noted that conflict arose at Tamale Technical University one day during graduation ceremony because monies



that are supposed to be shared among management were not equally shared and this caused conflict among the senior members, senior staff and junior staff. The result of this study agrees to the study Hotepo (2010) who posited that competition in the organisation arises over people fighting for resources, such as land and money. Intangible assets such as power, appreciation and stature may also cause conflict. Because many market places deal with scarce funds, different departments within the same organisation find themselves competing for the same money.

Moreover, on the issue of lack of benefit as a causal factor of conflict at Tamale Technical University all the respondents noted that any time employees who deserves to be motivated or promoted are denied their opportunity such a person becomes angry and this could lead to conflict.

From the Focused Group Discussion all the respondents noted that;

“there is small benefit to junior staff of Tamale Technical University regarding marking of students scripts and at times no benefit. The participants further noted that some senior staff members will not do any marking and will go for huge sums of money and when this become public it generates conflict between management and junior staff.”

In addition, on the issue of politics as a causal factor of conflict, all the respondents expressed that certain positions are based on political appointment such as the vice chancellor and some members of the school council so anytime there is change of government and filling of such positions it becomes difficult because the sitting person



always want to be at post forever and this cause conflict. The respondents further noted that this has been a very big issue causing conflict at Tamale Technical University.

The result of this study confirms to the study Jung (2003) who asserted that conflict is clearly associated with power and can emerge when goal achievement of an organisation is avoided. It is also believed that people are aware of the factors that generate conflicts such as scarcity, obstruction and incompatible interests or goals. According to Buss (2009) conflict can also be broken out when one party avoids the goal achievement of the other one. According to Sears' (2008) societies are defined by inequality that produces conflict, rather than order and consensus. This conflict based on inequality can only be overcome through a fundamental transformation of the existing relations in the society, and is productive of new social relations. Sears' (2008) further noted that the disadvantaged have structural interests that run counter to the status quo, which, once they are assumed, will lead to social change. Thus, they are viewed as agents of change rather than objects one should feel sympathy for.

Furthermore, on the issue of cutting of ones position as a causal factor of conflict, all the respondents in the Focus Group Discussion (FGD) noted that there was a serious conflict at Tamale Technical University where management board reduced the position of one senior staff to junior staff based on the fact that such a person always opposed to decisions of management and this generated conflict among the staff of Tamale Technical University in the year 2018.

Moreover, on the issue of poor human relation as a causal factor of conflict at Tamale Technical University all the respondents noted that when employees deserved to be



promoted or honored and they are denied such opportunity it causes conflict. The respondents further noted that when employees are not recognised by their leaders in whatever they do it also causes conflict.

Again, on the issue of disagreement as a causal factor of conflict at Tamale Technical University, all the respondents noted that;

“disagreement between employers and employees is a serious issue in causing conflict at Tamale Technical University. Thus, employers do not allow employees to contribute to any decision but take hast decision or wrong decision for their selfish interest.”

The respondents were further asked to express their views on any other factors that caused conflict at Tamale Technical University and all the respondents expressed that leadership style, disobedient to rules and regulations, management of institution by politicians, discrimination at the workplace, nepotism, favoritism, improper communication, difference in educational background, personal experiences, religion and gender are some of the factors causing conflict at Tamale Technical University.

From the transcript of the Key Informants and Focus Group Discussion (FGD) it is clear that there are several factors that caused conflict in Tamale Technical University. It can therefore be deduced that ineffective organisational system, unpredictable policies, tribalism, incompatible goals, scarce/limited resource, poor communication, differences in supervisory styles between departments, perceived or actual differences in treatment between departments or groups of employees, poor resource allocation, distribution of duties, lack of benefits, varying views on accountability, cutting of position of employees,



poor human relations between management and workers, disagreement between employees and employers, clashing of ones role, selfishness among employers and employees, politics and difference in educational background, personal experiences, religion and gender are the factors causing conflict at Tamale Technical University.

According to Obasan (2011) ineffective organisational system, unpredictable policies, incompatible goals, scarce resource, and poor communication can all contribute to conflict in an organization. The above results confirm to the study by Mba (2013) who postulated that a cause of Conflict in an organisation has become a remarkable issue which has encouraged most researchers to come out with several elements of these definitions that warrant additional comment to causes of conflict. This is why Mughal (2013) asserted that the cause of organisational conflict is often misunderstood and blamed on personalities and misbehavior, but in reality, much organisation conflict is systemic and endemic to workplace environment.

The results confirms to the study by Obasan (2011) who asserted that ineffective organisational system, unpredictable policies, incompatible goals, scarce resource, and poor communication can all contribute to conflict in an organisation. Obasan (2011) further noted that conflict can arise over resource allocation, the distribution of duties, workload and benefits, different levels of tolerance for risk taking, and varying views on accountability. Obasan (2011) identified unacceptable terms of employment, poor human relations between management and workers, non-consultation with employees before making key decisions affecting them, anti-union posture of management and lack of effective mechanism for prevention of conflict as multiple causal factors of workplace conflict.





The results of this study also confirm to the study by Rother (2009) who asserted that conflict can arise where there are perceived or actual differences in treatment between departments or groups of employees. According to Rother (2009) asserted that causes of organisational conflict can be personality or and personal problems such as substance abuse, childcare issues, and family problems. Organisational factors such as leadership, management, budget, and disagreement about core values can also contribute. The issue of “personality clashes” is controversial.

The results of this study also confirm to the study by Sobia (2012) who postulates that conflict may arise in an organisation due to the amount or type of work that the employees are required to perform. This is an increasingly common problem as Technical Universities cut positions to save money and expect remaining employees to pick up the slack. At some point, employees either will feel underappreciated or overworked, or they will burn out. Both situations create an environment in which the employees may clash with management and one another.

The results of this study also confirm to the study Robbins (2003) who has asserted that conflict can make co-workers uncomfortable and accusations of favoritism may occur, especially if it is a supervisor-subordinate relationship. This is why Umar (2000) posited that if the relationship goes awry, one party may seek to exact revenge on the other.

The results of this study also confirm to the study by Ezeanyim, (2011) who found lack of resources, different expectation, competition, lack of cooperation, interdependence and communication problems as factors that have caused conflicts in most developing countries. According to Robbins (2003) there are innumerable origins of organisational



dispute and each produces its own variety of effects. Robbins (2003) posited that there are six major sources: (i) the interpersonal disagreements that arise when one person is experiencing individual stress; (ii) the problems resulting from role conflict, a condition that occurs when there is a clash over one's role in the organisation; (iii) the power struggles that pit persons and groups against one another to achieve their own selfish objectives; (iv) the misunderstandings and disagreements from differentiation, that is, the clashes that arise because people approach common problems from very different orientations; (v) the interdependence requirements for collaboration which, if not extensive and balanced between the parties, cause communication and interaction breakdowns which, in turn, if critical, lead to more intensive conflicts; and (vi) the external pressures from forces outside the enterprise that breed internal pressures as the system seeks to adapt but not to disrupt its internal order.

Jung (2003) declares that conflict is clearly associated with power and can emerge when goal achievement of an organisation is avoided. It is also believed that people are aware of the factors that generate conflicts such as scarcity, obstruction and incompatible interests or goals (Ikeda, 2005). Conflict can also be broken out when one party avoids the goal achievement of the other one. However, the results of this study disagrees with the study by Lee (2011) who opined that it is probable that causes for conflicts are not highly correlated with goal and objective achievement in situations of routine behavior where procedures are well defined and environment is stable. In these circumstances, conflict variables are probably more related to personality, autonomy reasons, functional interdependence and status.

The results of this study confirm to the study by Ikeda (2005) who asserted that conflict is smaller in highly dependent relationships because, in general, the dependent party conforms itself that it cannot alter the situation and accepts the leader's power. According to Sobia (2012) organisational conflict is a common experience for both management and employees. In a workplace full of people, all of whom have different goals, preference and ideas; conflict is bound to appear occasionally, particularly when this range of personalities is mixed with a high-stress work environment.

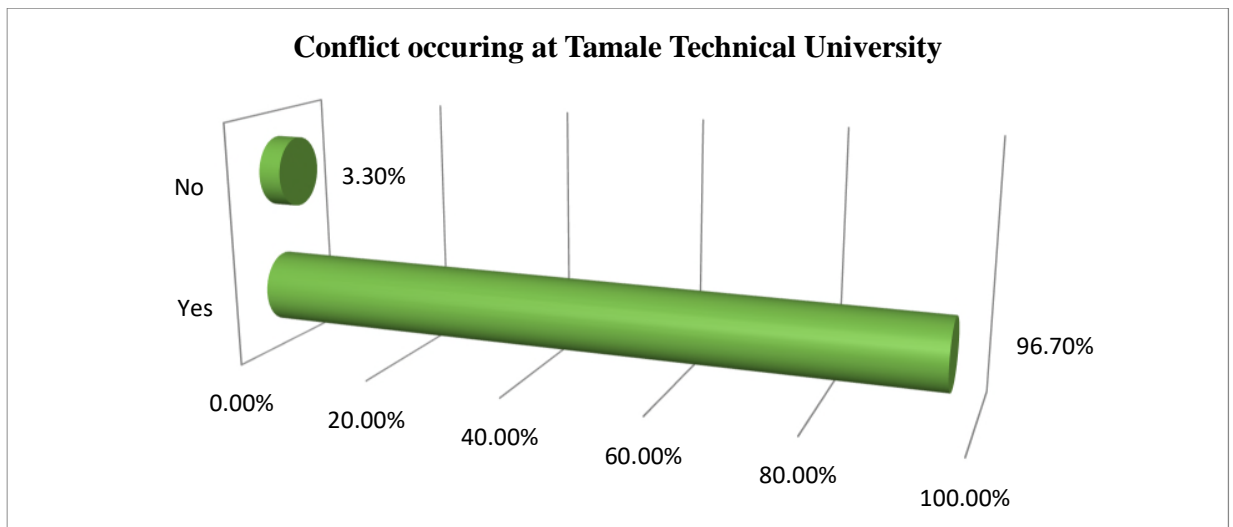
4.4 Types of conflict prevalent in the Tamale Technical University

One hundred and twenty (120) respondents took part in this study. Also, there was a focused group discussion with eight heads of department from the Tamale Technical University and six Students Representative Council leaders. The respondents were purposely selected. The respondents were asked to express their views and opinions on the types of conflict that are prevalent in the Tamale Technical University and their responses are shown below.

The respondents were asked whether conflict has occurred in Tamale Technical University and their responses are shown in Figure 4. Majority of participants 116 out of 120 representing 95.7% indicated that conflict has occurred at Tamale Technical University before whiles 4 out of 120 representing 3.3% indicated that conflict have not occurred at Tamale Technical University. The implication of this result means that conflict at Tamale Technical University is serious and this needs serious attention.



Figure 4: Conflict at Tamale Technical University



Source: Field Survey (2019)

In an interview with the respondents they were asked to state the types of conflict that occurred at their institution and their responses are shown in Table 4.

Table 4: Types of conflict at Tamale Technical University

Items	Frequency	Percentage
Interpersonal conflict	40	33.3%
Intragroup conflict	30	25.0%
Intergroup conflict	30	25.0%
Differences in leadership	10	8.3%
Task role	10	8.3%
Total	120	100%

Source: Field Survey (2019)





Results from Table 4 shows the types of conflicts that have occurred at Tamale Technical University. From Table 4, majority of the respondents 40 out of 120 representing 33.3% indicated that interpersonal conflict occurred at Tamale Technical University. Also 30 out of the 120 participants' representing 25% respectively each indicated that intragroup conflict and intergroup conflict have occurred at Tamale Technical University while 10 out of the 120 participants representing 8.3% respectively each indicated that differences in leadership and task role have occurred at Tamale Technical University.

The respondents were further asked to give or enumerate any other conflict issues they have encountered at Tamale Technical University, all the respondents noted that tribal conflict, religious conflict, nepotism and favoritism, transfers within the institution and departmental conflict are other types of conflicts that have occurred at Tamale Technical University.

In the Focused Group Discussion that was conducted, senior members and senior staffs noted that intrapersonal conflict, intragroup conflict, intergroup conflict, differences in leadership, personality conflict and task role are the types of conflicts that have occurred at Tamale Technical University. From the transcript of the key informants and focus discussion group, it is clear that interpersonal conflict, intergroup conflict, intragroup conflict, differences in leadership, task role and departmental conflict are the types of conflict that have occurred at Tamale Technical University.

According to Robins et al (2003) conflict is a reality in everyone's life and should be considered a natural process that occurs daily. As a group performs its assigned tasks, conflict inevitably arises. This is why Mcshane (2008) posited that conflicts are an integral

part of a human's life in all aspects. One cannot avoid conflicts in families, at work or even when watching the news on television.

The result of this study agrees to the study by George (2013) who asserted that whether you like it or not, at some point in time you will be forced to face a conflict in an organisation especially in the Tamale Technical University. According to George (2013) there are a few common types of conflicts that are bound to happen from time to time.

The result of this study confirms to the study by George (2013) who asserted that intrapersonal conflict: is conflict within the individual, for example, a person who cannot make decisions, intragroup conflict is a conflict within an internal group, team or department. These are conflicts that typically involve more than one person within a group for example, between members of the same work or football team, intergroup Conflict is the conflict between different groups, teams and departments. When different groups are pitted against each other, is an example of intergroup conflict, between two different staff members, or between students and the school faculty and differences in leadership is leaders themselves having different styles where some may be more open and empowering while others may be more direct and dictatorial. It can be challenging for team members when they move from one team to another to move to the different leadership tune and all these types of conflicts are found in an organisation.

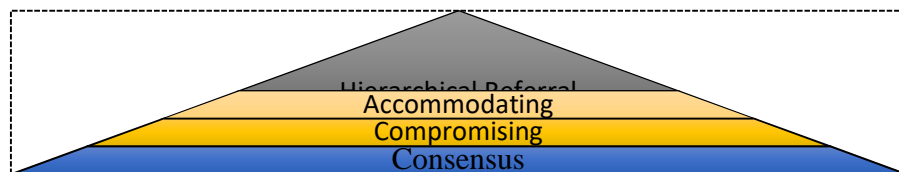
The result of this study also confirms to the study by Mathew (2014) who asserted that dismissals and terminations in organisations are due to personality conflicts. Mathew (2014) further noted that personality conflicts arise when one feels, emotes and percepts differently about someone else's motives and character.



4.5 Conflict management strategies adopted by the Tamale Technical University administration in solving conflict

One hundred and twenty (120) respondents took part in this study. Also, there was a focused group discussion with eight heads of department from the Tamale Technical University and six Students Representative Council leaders. The respondents were purposely selected. The respondents were asked to express their views and opinions on conflict management strategies adopted by the Tamale Technical University administration in solving conflict and their responses are shown in Figure 5. From Figure 5, it can be seen that all the respondents noted that hierarchical referral, accommodating, compromising and consensus are the strategies adopted by Tamale Technical University administration in solving conflicts issues.

Figure 5: Conflict Management Strategies by Tamale Technical University administration



Source: Field Survey (2019)

The respondents were further asked to list any conflict management strategies that they know. All the respondents who took part in the study expressed that mediation, dialogue, proper communication, stakeholder consultation, avoidance, investigation by communities and involvement of union leaders are some of the conflict management strategies.

In the Focused Group Discussion (FGD) that was conducted, the senior members and senior staffs respectively noted that hierarchical referral, accommodating, confrontation, dialogue, mediation, avoidance, compromising, good management policies, broader



consultation, rightful appointment of leaders, clear outline of responsibilities and consensus are conflict management strategies used by Tamale Technical University administration in solving conflicts.

From the transcript of the key informants and the Focus Group Discussion (FGD) the Vice Chancellor, and the Registrar, it is clear that hierarchical referral, accommodating, confrontation, compromising, mediation, avoidance, dialogue and consensus are conflict management strategies used by Tamale Technical University administration in solving conflicts. According to Afful Broni (2012) all conflict ultimately threatened management's authority hence needed to be avoided or quickly resolved. The experts later observed that human relationists recognized the inevitability of conflict and advised managers to learn to live with it.

The result of this study confirms to the study by Aminu (2010) who has asserted that conflict management strategies employed in organisations include mediation, avoidance, dominance, smoothing, compromise and confrontation.

According to Ayoko (2003) conflicts abound in every society or organisation where we find ourselves, because these are areas for interactions. It is thus, known that conflict per se is not diabolical and therefore to minimize the destructive effects of conflicts and use it as a constructive force, managers should be conversant with the various techniques of managing conflicts. It must be noted that while these techniques may not address overall causes of the problems or conflicts, they may, notwithstanding, be effective under certain conditions. Aminu (2010) asserted that if the solutions to a particular problem is not critical to the functioning of an organisation and management is willing to play down the causes of the conflict, managers may simply avoid dealing with the conflict by physically



separating the conflicting parties (if their work involves no interactions) at all costs, or wholly.

The result of this study also confirms that the study Ayoko (2003) who posited that it is imperative for the organisation to find a way of compromising what needs to be changed and what may not be as important. Compromise requires give and take from all parties involved in the conflict. For example, if budget cuts are causing a conflict at work and the management is deciding where to cut budget, the marking manager may say, Ayoko (2003) further noted that management can try to arrive at a compromise by compensating one party for giving in and thus, ending the conflict.

According to Azamosa (2004), confrontation deals with the causes of the conflict(s). Here, the parties involved are allowed to state their cases in the hope of attaining mutual understanding. They are guided in emphasizing the overall organisational goals. (That is the subordinate goals) According to De Dreu (2008) the ability to resolve conflict in an organisation is a valuable skill to have. When organisation conflict is not managed efficiently this can lead to disastrous repercussions. The effective management of workplace conflict requires an understanding of the nature and sources of conflict in the workplace. Conflict occurs when there is a perception of incompatible interests between workplace employees. This should be distinguished from disputes (Azamosa, 2004).

4.6 Effects of organisation conflict management on the performance of staff of Tamale Technical University

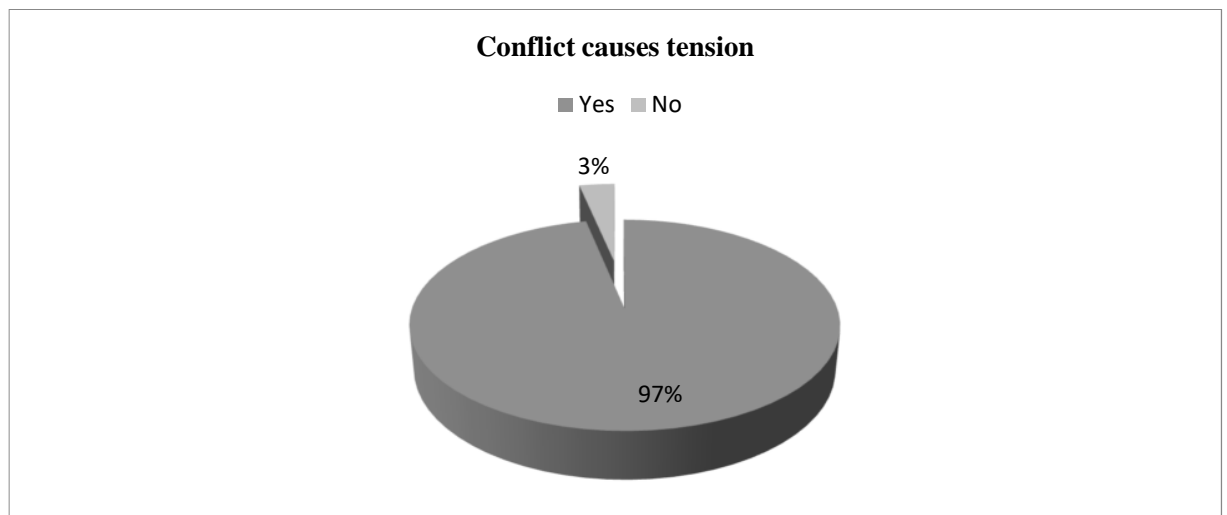
One hundred and twenty (120) respondents took part in this study. Also, there was a focused group discussion with six heads of department from the Tamale Technical University and six Students Representative Council leaders. The participants were



purposely selected. The participants were asked to express their views and opinions on effects of organisation conflict management on the performance of staff of Tamale Technical University and their responses are presented below.

The respondents were asked whether conflict causes tension among staff members of Tamale Technical University and this is what Figure 6 presents.

Figure 6: Respondents views on conflict causing tension at Tamale Technical University



Source: Field Survey (2019)

Results from Figure 6 shows that majority of the respondents 118 out of 120 representing 97% indicated that conflict causes tension while 4 out of the 120 respondents representing 3% indicated that conflict does not cause tension. The implication of this result means that conflict causes tension among people. This is why Rahim (2004) sees conflict as behaviour intended to obstruct the achievement of some other person's goals. According to Rahim (2004), conflict is based on the incompatibility of goals and arises from opposing behaviours which causes tension.

The respondents were further to explain how conflict can cause tension among staff members. All the respondents who indicated that conflict causes tension among staff members expressed that conflict leads to lack of interest to work, conflict causes mistrust and disunity among staff members. Again, all the respondents noted that due to conflict there is lack of cooperation among some staff members of Tamale Technical University.

In a Focused Group Discussion (FGD) with the Student Representative Council, six respondents out of the eight noted that;

“conflict causes tension because there is division among some staff members at Tamale Technical University and all this is due to conflict.”

Again, in a focused group discussion with the heads of department, six out of the eight expressed that there is fear in Tamale Technical University and if serious actions are not taking it could lead to low productivity in the school. The participants further noted that conflict has caused tension at Tamale Technical University because there is an increase in absenteeism among some staff members and threat among staff members.

From the transcript of the key informants and focus discussion group, it is clear that conflict causes tension among staff members at Tamale Technical University and this has resulted in lack of interest on some staff members to work, mistrust among staff members, disunity among staff members, threat among staff members, fear among staff members, division among staff members and increase in absenteeism among some staff members at Tamale Technical University.

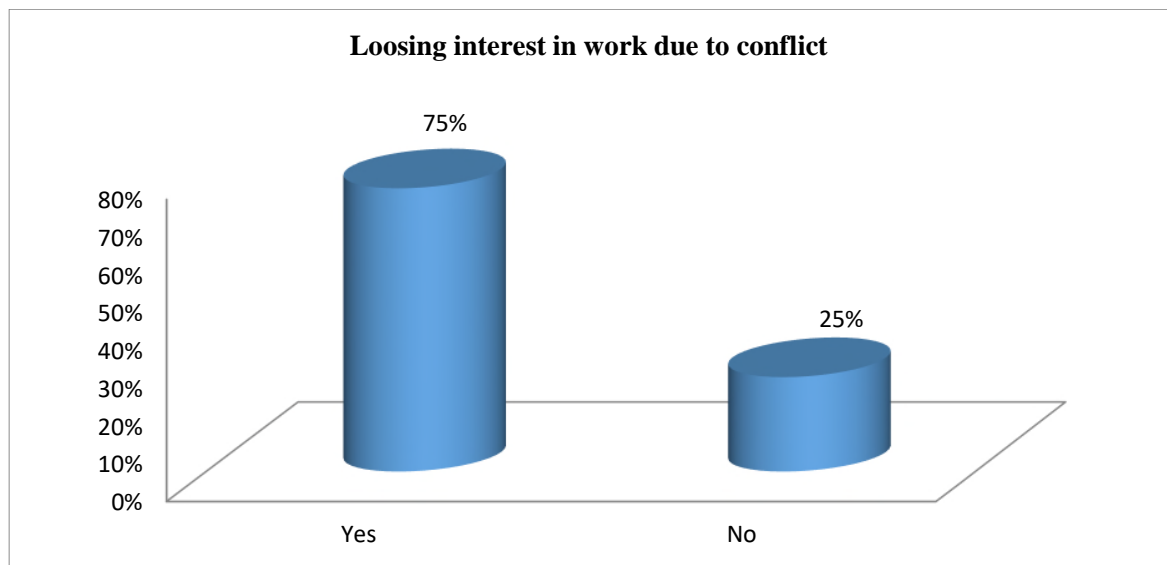
According to Mcshane (2008) conflicts are an integral part of a human’s life in all aspects. One cannot avoid conflicts in families, at work or even when watching the news on



television. This is why George (2013) asserted that whether one like or not, at some point in time you will be forced to face a conflict in an organisation. George (2013) further noted that conflicts in an organisation occur usually when an individual or a group have had differences in respect to what they are aiming to attain, keeping in mind their personal benefit. The result of this study confirms to the study by Rother (2009) who asserted that causes of organisational conflict leads to tension and this intends leads to lack of interest, mistrust, disunity, threat, fear and division in an organisation.

The respondents were asked that when conflict occurs in their institution, do they lose interest in work and their responses are shown in Figure 7.

Figure 7: Respondents view on losing their interest in work when conflict arise at Tamale Technical University



Source: Field Survey (2019)

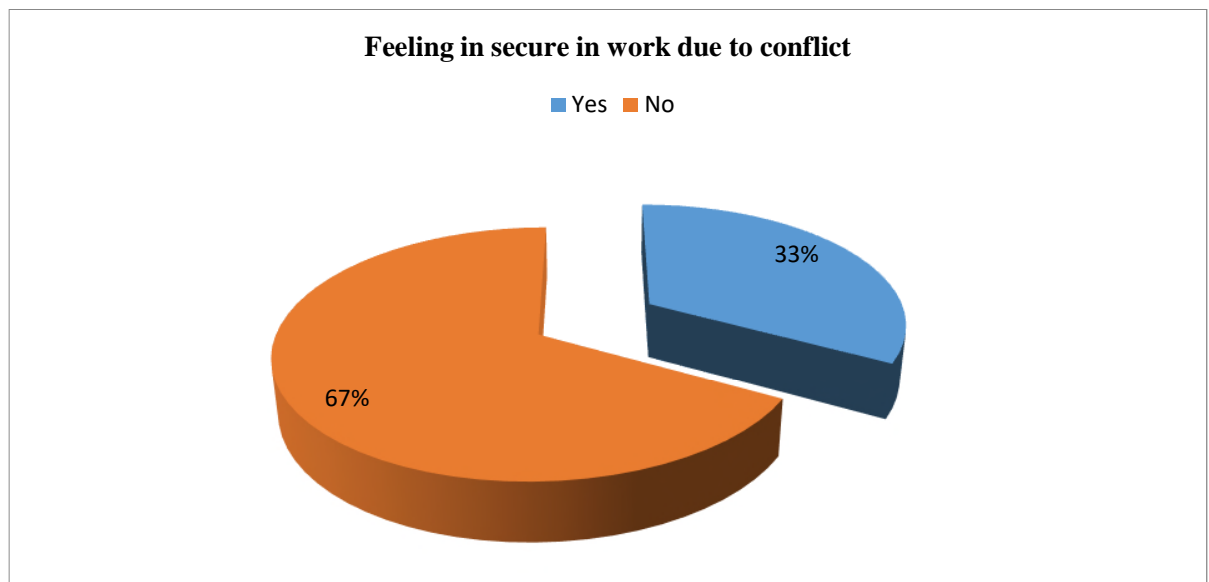
Results from Figure 7 shows that majority of the respondents 90 out of 120 representing 75% indicated that they will lose interest in work, when conflict arise at Tamale Technical University whiles 30 out of the 120 respondents representing 25% indicated that they will



not lose interest when conflict arise at Tamale Technical University. The implication of this result means that people lose their interest at work whenever there is conflict at Tamale Technical University.

The respondents were further asked that when conflict start to occur in their institution, do they feel more in secure and their responses are presented in Figure 8.

Figure 8: Respondents view on feeling in secure in work when conflict arise at Tamale Technical University



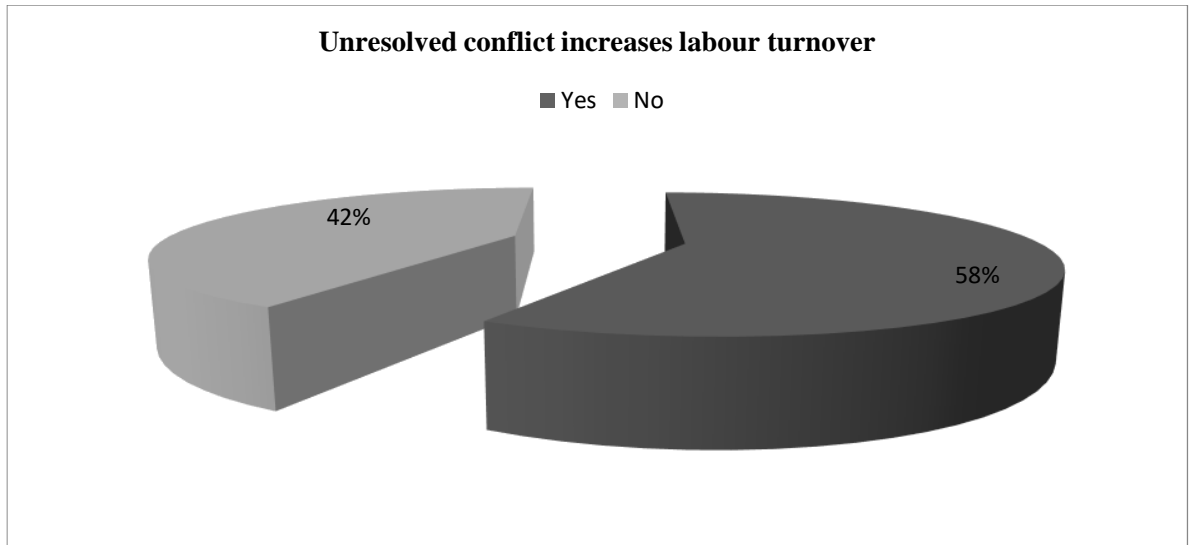
Source: Field Survey (2019)

Results from Figure 8 shows that majority of the respondents 80 out of 120 representing 67% indicated that they will not feel in secure when conflict arise at Tamale Technical University while 40 out of the 120 respondents representing 33% indicated that they will feel in secure when conflict arise. The implication of this result means that conflict can cause in security whenever it arises at Tamale Technical University.



Furthermore, the respondents were further asked on whether unresolved conflict increases labour turnover in their institution and their responses are presented in Figure 9.

Figure 9: Respondents views on whether unresolved conflict increases labour turnover at Tamale Technical University



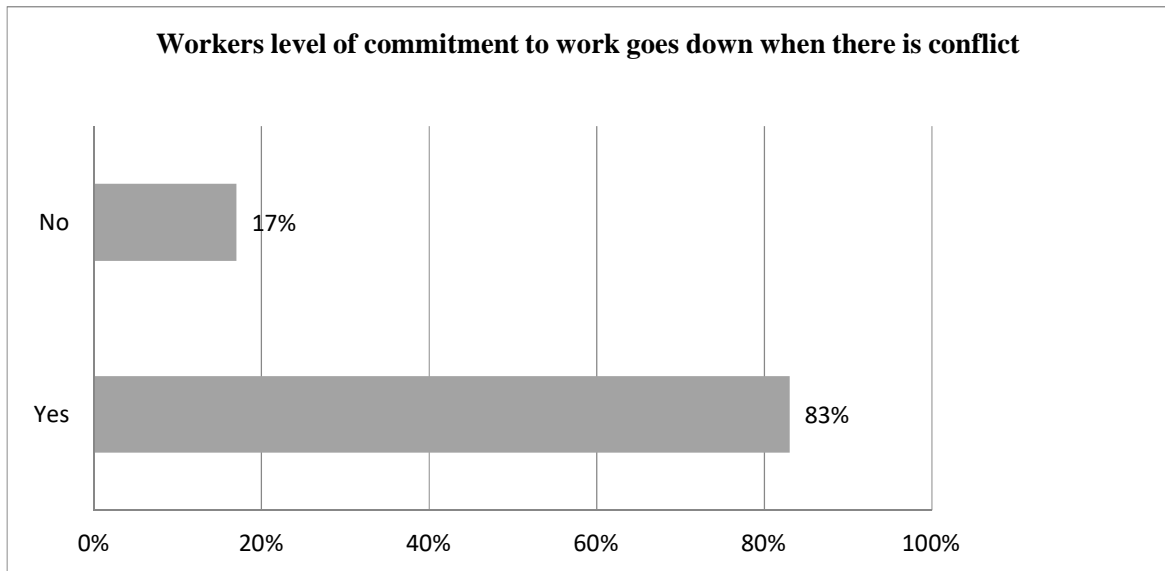
Source: Field Survey (2019)

Results from Figure 8 shows that majority of the respondents 70 out of 120 representing 58% indicated that unresolved conflict increases labour turnover while 50 out of the 120 respondents representing 42% indicated that unresolved conflict does not increase labour turnover. The implication of this result means that conflict that are not solved could lead to labour turnover in an organisation.

The respondents were also asked whether workers level of commitment goes down when they experience conflicting clashes with colleagues and their responses are presented in Figure 10.



Figure 10: Respondents views on whether workers level of commitment goes down when they experience conflicting clashes with colleagues



Source: Field Survey (2019)

Results from Figure 9 shows that majority of the respondents 100 out of 120 representing 83% indicated that their level of commitment goes down when they experience conflicting clashes with colleagues while 20 out of the 120 respondents representing 17% indicated that their level of commitment does not go down when they experience conflicting clashes with colleagues. The implication of this result means that conflict reduces the level of commitment of the staff of Tamale Technical University whenever there are conflicting clashes with colleagues.

The respondents were asked questions on the effects of organization conflict management on the performance of staff of Tamale Technical University and their responses are presented in Table 5.



Table 5: Effects of organization conflict management on the performance of staff in Tamale Technical University

Positive effects	Yes	No	Frequency
a. Builds cooperation	100 (83.3%)	20 (16.7%)	120
b. Organizational Innovativeness and Productivity	90 (75.0%)	30 (25.0%)	120
c. Individual developments (academic level upgrading, personal business startup, etc)	90 (75.0%)	30 (25.0%)	120
d. Improving quality decisions	80 (66.6%)	40 (33.3%)	120
e. Conflict management skills	90 (75.0%)	30 (25.0%)	120
Negative Effects	Yes	No	Frequency
a. Interferes with institution operations	120 (100.0%)	0 (0.0%)	120
b. Lack of cooperation	120 (100.0%)	0 (0.0%)	120
c. Wasting of resources	120 (100.0%)	0 (0.0%)	120
d. No productivity	120 (100.0%)	0 (0.0%)	120
e. No Cohesion	120 (100.0%)	0 (0.0%)	120

Source: Field Survey (2019)

Table 5 shows the respondents' views on the effects of organization conflict management on the performance of staff in Tamale Technical University. From Table 5 the effects of organization conflict management on the performance of staff in Tamale Technical University could be positive and negative.

On the positive effects of organization conflict management on the performance of staff in Tamale Technical University, majority of the respondents 100 out of 120 representing 83% indicated that positive effects of organization conflict management on the performance of staff is that it builds cooperation whiles 20 out of the 120 respondents representing 18% indicated that it does not build cooperation. Also, majority of the respondents 90 out of



120 representing 75% indicated that one of the positive effects of organisation conflict management on the performance of staff is that it brings about organizational innovativeness and productivity while 30 out of the 120 respondents representing 25% indicated that organisation conflict does not bring about organizational innovativeness and productivity. Again, majority of the respondents' 90 out of 120 respondents representing 75% indicated that organisation conflict management brings about Individual developments while 30 out of the 120 respondents representing 25% indicated that conflict management does not bring about individual developments. Furthermore, majority of the respondents 80 out of 120 representing 67% indicated that organisation conflict Improve quality decisions while 40 out of the 120 respondents representing 33% indicated that organisation conflict does not improve quality decisions. In addition, majority of the respondents 90 out of 120 representing 75% indicated that conflict management brings about conflict management skills while 30 out of the 120 respondents representing 25% indicated that conflict management does not bring about conflict management skills.

From the Focus Group Discussion that was conducted, 70% of the senior members and senior staff all expressed that;

“conflict have positive effects, on this the respondents noted that conflict brings about quality decisions, builds cooperation, conflict brings about organisational innovation and productivity and also brings about individual development.”

The study also finds out from the respondents the negative effects of organization conflict management on the performance of staff in Tamale Technical University and the results are shown in Table 5. All the respondents 120 representing 100% respectively each indicated that conflict interferes with institution operations, conflict leads to lack of

cooperation, conflict leads to wasting of resources, conflict leads to no productivity and conflict also brings no cohesion.

From the transcript of the Key Informants and Focus Group Discussion, it is clear that effects of organization conflict management on the performance of staff in Tamale Technical University could be positive and negative. On the positive side effects of organization conflict management on the performance of staff, all the respondents noted that it builds cooperation, it brings about organisational innovation and productivity, it brings about individual development, it improves quality decision and it brings about quality management decisions. On the negative side effects of organization conflict management on the performance of staff, all the respondents noted that it interferes with institution operations, lack of cooperation, wasting of resources, no productivity and no cohesion.

According to Ikeda (2005) organisational conflict is a common experience for both management and employees. In a workplace full of people, all of whom have different goals, preference and ideas; conflict is bound to appear occasionally, particularly when this range of personalities is mixed with a high-stress work environment. This is why Ezeanyim (2011) asserted that the effects of conflict in an organisation are widespread and costly; it can also cause turmoil between employees and dismantle a cohesive business structure.

The result of this study confirms to the study by Hotepo (2010) who asserted that without the proper communication to resolve conflicts, employees and the organisation itself are in danger of decreased productivity, increased stress among employees, divided organisation, ruined relationships, lost employees, sabotage, high turnover rate, hampered performance,





low moral, Apathy and Abandonment, absenteeism and at its worst, violence and death. Hotepo (2010) further asserted that workplace conflict can result in higher absenteeism, mistakes, and worker exhaustion. Mathew (2014) discovered that unresolved conflict in the workplace has been linked to miscommunication resulting from confusion or refusal to cooperate, quality problems, missed deadlines or delays, increased stress among employees, reduced creative collaboration and team problem solving, disruption to work flow, decreased customer satisfaction, distrust, split camps, and gossip. Mathew (2014) further said managers spend a lot of time dealing with conflicts of various form instead of finding a common means and technical ways of solving conflicts to resolve and have peace to achieve the organisational goals. These therefore, retard progress of bringing employees together when addressing their grievances to get to the bottom of the causes of the conflicts.

The result of this study agrees to the study by Amineh (2010) who asserted that can be a positive element in an organisation (Amineh, 2010). Conflict is a positive element of all groups. Without it, people would not be challenged to think beyond their everyday routine boundaries. When a variety of people with different perspectives, values, experiences, education, lifestyles and interests come together, differences abound. That diversity can enrich the discussion, the ideas and the project goals if the conflict and tensions that emerge are resolved and the group uses the learning to improve its work.

The result of this study also confirms to the study by Rahim (2010) who posited that the effects of conflict in the workplace can be negative, it can also cause turmoil between employees and dismantle a cohesive business structure. Without the proper communication to resolve conflicts, employees and the organisation itself are in danger of decreased productivity, increased stress among employees, divided organisation, ruined relationships,

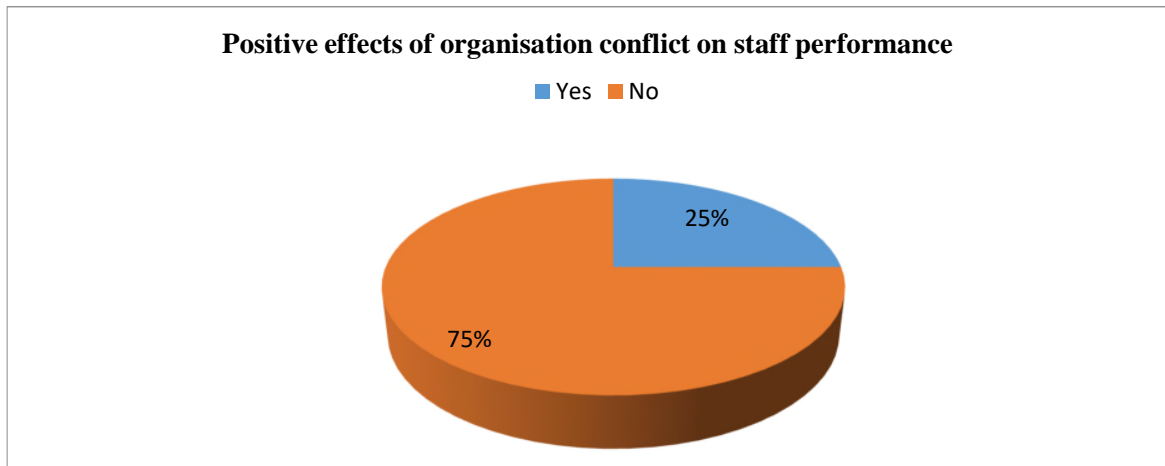


lost employees, sabotage, high turnover rate, hampered performance, low morale, apathy and abandonment, absenteeism and at its worst, violence and death. This is why Lee (2011) asserted that workplace conflict as a drain on leadership time. Unresolved workplace conflict can also result in higher absenteeism, mistakes, and worker exhaustion. As well, the energy that employees expend focusing on their conflicts is energy not spent getting their jobs done. If the problem continues, general morale and productivity may be affected as other employees are worn down by the tension. According to Leung (2009) unresolved conflict in the workplace has been linked to miscommunication resulting from confusion or refusal to cooperate, quality problems, missed deadlines or delays, increased stress among employees, reduced creative collaboration and team problem solving, disruption to work flow, decreased customer satisfaction, distrust, split camps, and gossip.

Owusu-Mensah (2009) has reported further that managers spend a lot of time dealing with conflicts of various form instead of finding a common means and technical ways of solving conflicts to resolve and have peace to achieve the organisational goals. These therefore, retard progress of bringing employees together when addressing their grievances to get to the bottom of the causes of the conflicts. According to Owusu-Mensah (2009) some of the consequences of unresolved conflict in the workplace are low productivity, divided organisation, absenteeism, employee turnover and potential lawsuit.

The participants were further asked whether conflict in their institution affect staff performance positively and the result is presented in Figure 11.

Figure 11: Positive effect of conflict on the performance of staff of Tamale Technical University



Source: Field Survey (2019)

Result of Figure 10 shows that majority of the respondents 90 out of 120 representing 75% indicated that conflict has no positive effects on staff performance of Tamale Technical University while 30 out of the 120 respondents representing 25% indicated that conflict has positive effects on the staff performance of Tamale Technical University. The respondents who indicated that conflict has positive effects on staff performance were asked to give reasons to that. According to the respondents' conflict has positive effects on the staff performance of Tamale Technical University because it helps in knowing conflict management skills and brings about quality decision making.

Again, the respondents who indicated that conflict has negative effects on staff performance were asked to give reasons to that. According to the source, the respondents said conflict has negative effects on the staff performance of Tamale Technical University because it reduces productivity, reduce efficiency, causes lateness, leads to low morale among staff, leads to no cooperation and also reputation is lost at the workplace. The



implication of this result means that conflict at Tamale Technical University has more negative effects than positive effects. This study confirms to the theoretical framework of the study which states that the performance of a staff in an organisation is affected by personal and job characteristics as well as the various types of organisational conflicts. The study also confirms to the findings of Tseveendorj (2008) who postulated that conflict is a state of serious disagreement and argument about something perceived to be important by at least one of the parties involved. According to Ford (2007), conflict in an organisation result in positive and negative effects but the negative effects are more than the positive. According to Sobia (2012), conflict may arise in an organisation due to the amount or type of work that the employees are required to perform.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of key findings, conclusions and the recommendations of research objective one, objective two, objective three and objective four. The chapter provided the justification for the study indicating that, despite several studies on the effects of organisational conflict on the performance, there is little research done so far on the effects of organisational conflict on the performance at Tamale Technical University. This study, therefore, has sought to add to the literature by adopting an approach of looking at the causal factors of conflict in the Tamale Technical University, the types of conflict that are prevalent in the Tamale Technical University, conflict management strategies adopted by the administration in solving conflicts and appraise the effects of organisational conflict management on the performance of staff of Tamale Technical University.

5.2 Summary of Key Findings

The aim of the research was to examine the effects of organisational conflict on the performance of Tamale Technical University staff.

The research adopted a qualitative approach focusing on senior members (teaching and non-teaching staff), senior staff and junior staff (non-teaching) at Tamale Technical University, heads of department and Students Representative Council (SRC) leaders. The use of interviews and focus group discussion were employed to obtain the relevant information for this work. Objectively analysing the data and discussing the outcome and findings, the summary below is submitted as key findings of this study:



5.2.1 Causal factors of conflict in the Tamale Technical University

The first research objective was to determine causal factors of conflict in the Tamale Technical University. The research adopted a qualitative study strategy focusing on one hundred and twenty participants (120). The use of interviews and focus group discussions were employed to obtain the relevant information for this work.

According to the findings of this study, ineffective organisational system, unpredictable policies, tribalism, incompatible goals, scarce/limited resource, poor communication, differences in supervisory styles between departments, perceived or actual differences in treatment between departments or groups of employees, poor resource allocation, distribution of duties, lack of benefits, varying views on accountability, cutting of position of employees, poor human relations between management and workers, disagreement between employees and employers, clashing of one's role, selfishness among employers and employees, politics and difference in educational background, personal experiences, religion and gender are the factors causing conflict at Tamale Technical University.

5.2.2 Which types of conflict that are prevalent in the Tamale Technical University

The second research objective was to examine the types of conflict that are prevalent in the Tamale Technical University. The research adopted a qualitative study strategy focusing on one hundred and twenty participants (120). The use of interviews and focus group discussions were employed to obtain the relevant information for this work.

Interpersonal conflict, intergroup conflict, intragroup conflict, differences in leadership, task role and departmental conflict are the types of conflict that have occurred at Tamale Technical University.

5.2.3 Conflict management strategies adopted by the administration in solving conflicts

The third research objective was to assess the conflict management strategies adopted by the administration in solving conflicts. The research adopted a qualitative study strategy focusing on one hundred and twenty participants (120). The use of interviews and focus group discussions were employed to obtain the relevant information for this work.

This study found out that, hierarchical referral, accommodating, confrontation, compromising, mediation, avoidance, dialogue and consensus are conflict management strategies used by Tamale Technical University administration in solving conflicts.

5.2.4 Effects of organisation conflict management on the performance of staff of Tamale Technical University

The fourth research objective was to appraise the effects of organisation conflict management on the performance of staff of Tamale Technical University. The research adopted a qualitative study strategy focusing on one hundred and twenty participants (120).

The use of interviews and focus group discussions were employed to obtain the relevant information for this work.

According to the findings of this study, conflict have caused tension among staff members at Tamale Technical University and this have resulted in lack of interest on some staff members to work, mistrust among staff members, disunity among staff members, threat among staff members, fear among staff members, division among staff members and increase in absenteeism among some staff members at Tamale Technical University.



5.3 Conclusions

The conclusions are tackled under the following themes:

- Causal factors of conflict in the Tamale Technical University.
- Types of conflict that are prevalent in the Tamale Technical University,
- Conflict management strategies adopted by the administration in solving conflicts.
- Effects of organisation conflict management on the performance of staff of Tamale Technical University.

5.3.1 Causal factors of conflict in the Tamale Technical University

Based on the findings of the first objective of this study, it can be concluded that ineffective organisational system, unpredictable policies, tribalism, incompatible goals, scarce/limited resource, poor communication, differences in supervisory styles between departments, perceived or actual differences in treatment between departments or groups of employees, poor resource allocation, distribution of duties, lack of benefits, varying views on accountability, cutting of position of employees, poor human relations between management and workers, disagreement between employees and employers, clashing of one's role, selfishness among employers and employees, politics and difference in educational background, personal experiences, religion and gender are the factors causing conflict at Tamale Technical University.

5.3.2 Types of conflict that are prevalent in the Tamale Technical University

Based on the findings of the second objective of this study, it can be concluded that interpersonal conflict, intergroup conflict, intragroup conflict, differences in leadership, task role and departmental conflict are the types of conflict that have occurred at Tamale Technical University.



5.3.3 Conflict management strategies adopted by the administration in solving conflicts

Based on the findings of the third objective of this study, it can be concluded that hierarchical referral, accommodating, confrontation, compromising, mediation, avoidance, dialogue and consensus are conflict management strategies used by Tamale Technical University administration in solving conflicts.

5.3.4 Effects of organisation conflict management on the performance of staff of Tamale Technical University

Based on the findings of the fourth objective of this study, it can be concluded that conflict have caused tension among staff members at Tamale Technical University and this have resulted in lack of interest on some staff members to work, mistrust among staff members, disunity among staff members, threat among staff members, fear among staff members, division among staff members and increase in absentism among some staff members at Tamale Technical University. It can also be concluded that the effects of organisation conflict management on the performance of staff of Tamale Technical University is negative.

5.4 Recommendations

Based on the findings of this study, the following recommendations were made:

In the events of any organizational conflict at Tamale Technical University, the researcher recommends that the management of Tamale Technical University should find out if staffs appointed to top management qualifies and are adequately trained and prepared to occupy administrative positions in the Tamale Technical University. This is because an unqualified



and untrained administrator may in the course of resolving or managing conflict and this will heavily affect the general performance of Tamale Technical University as a whole.

The study also recommends to the management of Tamale Technical University that credible channels of communication and open discussions of conflict in work relations must be encouraged with an attempt to avoid confrontation, competition and domination as conflict management strategies.

Furthermore, the study recommends to the Tamale Technical University Council and Management to adopt inclusive and collaborative strategies in conflict management and at the same time strive involving the various unions in the Tamale Technical University leadership or employee representative in vital decisions that affect the workforce. Both management and employees must resolve to work together amicably by formulating potent strategies and sustaining acceptable policies as effective machinery for managing conflict on continuous basis in Tamale Technical University.

The research recommends that the management of Tamale Technical University should design a system where grievances can be tackled easily when there are problems and allow workers to feel free to report problems in and around the office.

Moreover, the researcher recommends that management of Tamale Technical University should assured employees of prompt results whenever problems are put before them.

Furthermore, the study recommends that reported cases between staff of Tamale Technical University should be handled immediately with care when they are brought before the Management Board and Council.





In addition, the study recommends that management of Tamale Technical University must evaluate and monitor the performance of the staff by way of assessing the performance of the staff. That is quantitative and qualitative methods of assessment should be employed to reveal whether progress is being made or not. In this way the staff would feel that they are being recognized by their management. Thus Management of Tamale Technical University should ensure that staff who are employed in the university are gone through the recruitment procedures to ensure that staff who are employed to do not sleep on their job, which at the end will cause conflict.

In addition, the study recommends that the management of Tamale Technical University should conduct training and development workshop quarterly for the staff, this will enable them to get more knowledge on the field they may find themselves and this will help them about the attractiveness of their work and the possible need for strategic action.

Again, the study recommends that involvement of all staff both senior members, senior staff and junior staff in decision making with regards to the policies that will bring about the development of Tamale Technical University.

The study also recommends that the junior staff of Tamale Technical University should therefore not be treated bad or rejected but rather senior members and senior staff in charge should go to their junior staff and listen to their needs, work with them and plan with them to help address their needs. Also, adequate information should be made available to all the staff members to make them aware of any program that will be organised in the institution.

Again, where there is conflict, there cannot be effective performance, university administrators and policy advisors should implement policies to minimize conflict and increase performance.

Finally, the study recommends that problems of shared resources among the staff by the management of Tamale Technical University should be dealt with internally before it affects the performance of the institution.



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APPENDIX

INTERVIEW GUIDE FOR TEACHING STAFF

Dear Sir/Madam/Student

I am conducting a research on: **EXAMINING THE EFFECTS OF ORGANIZATIONAL CONFLICT ON STAFF PERFORMANCE IN PUBLIC INSTITUTIONS IN NORTHERN GHANA: A STUDY IN TAMALE TECHNICAL UNIVERSITY**. I will be very grateful if you can spare your precious time to respond to this questionnaire in order to contribute to this important process. Your identity and information will be treated with greatest confidentiality and so I urge you to feel free to express your views. Please answer all questions.

Thank you.

Instructions: please tick (✓) where appropriate and also write your responses in the spaces provided. Your identity will not be disclosed so please do not write your name.

Please try to be as honest as possible.



SECTION A:

PERSONAL DATA OF INTERVIEWEE

1. Gender

a. Male { }

b. Female { }

2. Age:

a. Less than 20 { }

b. 21-30 { }

c. 31-40 { }

d. 41-50 { }

e. 51-60 { }

f. 60+ { }

3. Marital Status

a. Single { }

b. Married { }

c. Divorced { }

d. Others, specify

4. What is your highest level of education?

a. Post-Secondary (Non-Tertiary) { }

b. Tertiary { }

c. Postgraduate { }

d. Professional/Vocational { }

5. Number of years you have served this institution:

6. Your Department:

7. Type of staff:

a. Board Member { }

b. Management Committee { }

c. Full Time Staff { }

d. Casual/Part Time Staff { }

e. Others, specify



8. Staff category

a. Senior Staff { }

b. Junior Staff { }

9. Position/Rank/Status :



SECTION B:

OBJECTIVE ONE

To determine causal factors of conflict in the Tamale Technical University

1. Are you aware of organisational conflict?
 - a. Yes []
 - b. No []
2. Have you ever experience conflict in your institution?
 - a. Yes []
 - b. No []
3. How does conflict occur in your institution
 - a. Monthly []
 - b. Every six months []
 - c. Yearly []
4. Which of the following are the factors causing conflict in your institution?. Tick as many as you can.
 - [] Ineffective organisational system
 - [] Unpredictable policies
 - [] Tribalism
 - [] Incompatible goals
 - [] Scarce/limited resource
 - [] Poor communication
 - [] Differences in supervisory styles between departments
 - [] Perceived or actual differences in treatment between departments or groups of employees
 - [] Poor Resource allocation
 - [] Distribution of duties



- [] Lack of Benefits
- [] Varying views on accountability
- [] Cutting of position of employees
- [] Poor human relations between management and workers
- [] Disagreement between employees and employers
- [] Clashing of ones role
- [] Selfishness among employers and employees
- [] Politics
- [] Difference in educational background, personal experiences, religion and gender

5. Kindly explain how each of the factors you have ticked above can cause conflict in your institution?

- a.
- b.
- c.
- d.
- e.

6. In your own opinion, what are the factors causing conflict in your institution?

- a.
- b.
- c.



SECTION C:

OBJECTIVE TWO

To examine the types of conflict that are prevalent in the Tamale Technical University

1. Does conflict occur in your institution?

a. Yes []

b. No []

2. Kindly tick from the option below the types of conflict that occur in your institution.

[] Intrapersonal Conflict

[] Intragroup Conflict

[] Intergroup Conflict

[] Differences in Leadership

[] Personality conflict

[] Task role

3. In your own opinion kindly enumerate other types of conflict that occur in Technical University?

a.

b.

c.

d.

e.



SECTION D:

OBJECTIVE THREE

To assess the conflict management strategies adopted by the administration in solving conflicts

1. Please how is conflict resolve in your institution?

- a. Hierarchical Referral []
- b. Accommodating []
- c. Pronoun []
- d. Compromising []
- e. Decoupling []
- f. Competing []
- g. Consensus []
- h. None of the above []

2. Please kindly list any conflict management strategies you know?

- a.
- b.
- c.

3. In your own opinion, what is the possible ways by which conflict could be managed in your institution?

- a.
- b.
- c.



SECTION E:

OBJECTIVE FOUR

To appraise the effects of organisation conflict management on the performance of staff of Tamale Technical University

1. Conflict causes tension among staff members

- a. Yes [] b. No []

2. If your answer to question 1 is Yes, how can conflict cause tension among staff members?

- a.
- b.
- c.
- d.
- e.

3. When conflict occurs in your institution do you lose interest in work?

- a. Yes [] b. No []

4. When conflict start to occur in your institution does you feel more in secure?

- a. Yes [] b. No []

5. Unresolved conflict increases labour turnover in your institution

- a. Yes [] b. No []

6. Do workers level of commitment goes down when they experience conflicting clashes with colleagues?

- a. Yes [] b. No []



7. Which of the following are the effects of organization conflict management on the performance of staff in your institution?

Positive effects

Yes

No

- f. Builds cooperation
- g. Organizational Innovativeness and
- h. Productivity
- i. Individual developments
- j. Improving quality decisions
- k. Conflict management skills

Negative Effects

Yes

No

- f. Interferes with institution operations
- g. Lack of cooperation
- h. Wasting of resources
- i. No productivity
- j. No Cohesion

8. Does conflict in your institution affect staff performance positively?

a. Yes []

b. No []

9. If your answer to question 6 is Yes, how does conflict affect staff performance passively in your institution?

a.

b.

c.

d.



e.

10. If your answer to question 6 is No, explain how conflict affect staff performance negatively in your institution?

a.

b.

c.

d.

e.

11. A conflict at your institution causes what?

a.

b.

c.

d.

e.

Note:

Please any comments on the effects of organisational conflict management on staff performance of your institution are welcome, thank you.

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APPENDIX B

INTERVIEW GUIDE FOR NON-TEACHING STAFF

Dear Sir/Madam/Student

I am conducting a research on: **EXAMINING THE EFFECTS OF ORGANIZATIONAL CONFLICT ON STAFF PERFORMANCE IN PUBLIC INSTITUTIONS IN NORTHERN GHANA: A STUDY IN TAMALE TECHNICAL UNIVERSITY**. I will be very grateful if you can spare your precious time to respond to this questionnaire in order to contribute to this important process. Your identity and information will be treated with greatest confidentiality and so I urge you to feel free to express your views. Please answer all questions.

Thank you.

Instructions: please tick (✓) where appropriate and also write your responses in the spaces provided. Your identity will not be disclosed so please do not write your name.

Please try to be as honest as possible

SECTION A:

PERSONAL DATA OF INTERVIEWEE

1. Gender

a. Male { }

b. Female { }

2. Age:

a. Less than 20 { }

b. 21-30 { }

c. 31-40 { }



- d. 41-50 { }
- e. 51-60 { }
- f. 60+ { }

3. Marital Status

- a. Single { }
- b. Married { }
- c. Divorced { }
- d. Others, specify

4. What is your highest level of education?

- a. Post-Secondary (Non-Tertiary) { }
- b. Tertiary { }
- c. Postgraduate { }
- d. Professional/Vocational { }

5. Number of years you have served this institution:

6. Your Department:

7. Type of staff:

- a. Board Member { }
- b. Management Committee { }
- c. Full Time Staff { }
- d. Casual/Part Time Staff { }
- e. Others, specify

8. Staff category

- a. Senior Staff { }
- b. Junior Staff { }

9. Position/Rank/Status :



SECTION B:

OBJECTIVE ONE

To determine causal factors of conflict in the Tamale Technical University

5. Are you aware of organisational conflict?
 - a. Yes []
 - b. No []
6. Have you ever experience conflict in your institution?
 - a. Yes []
 - b. No []
7. How does conflict occur in your institution
 - a. Monthly []
 - b. Every six months []
 - c. Yearly []
8. Which of the following are the factors causing conflict in your institution?. Tick as many as you can.

 Ineffective organisational system
 Unpredictable policies
 Tribalism
 Incompatible goals
 Scarce/limited resource
 Poor communication
 Differences in supervisory styles between departments
 Perceived or actual differences in treatment between departments or groups of employees

 Poor Resource allocation
 Distribution of duties



- [] Lack of Benefits
- [] Varying views on accountability
- [] Cutting of position of employees
- [] Poor human relations between management and workers
- [] Disagreement between employees and employers
- [] Clashing of ones role
- [] Selfishness among employers and employees
- [] Politics
- [] Difference in educational background, personal experiences, religion and gender

5. Kindly explain how each of the factors you have ticked above can cause conflict in your institution?

- f.
- g.
- h.
- i.
- j.
- k.
- l.
- m.
- n.
- o.



- p.
- q.
- r.
- s.
- t.

6. In your own opinion, what are the factors causing conflicts in your institution?

- d.
- e.
- f.
- g.
- h.
- i.
- j.
- k.
- l.
- m.



SECTION C:

OBJECTIVE TWO

To examine the types of conflict that are prevalent in the Tamale Technical University

1. Does conflict occur in your institution?

a. Yes []

b. No []

2. Kindly tick from the option below the types of conflict that occur in your institution.

[] Intrapersonal Conflict

[] Intragroup Conflict

[] Intergroup Conflict

[] Differences in Leadership

[] Personality conflict

[] Task role

3. In your own opinion kindly enumerate other types of conflict that occur in Technical University?

a.

b.

c.

d.

e.



SECTION D:

OBJECTIVE THREE

To assess the conflict management strategies adopted by the administration in solving conflicts

1. Please how is conflict resolve in your institution?

- a. Hierarchical Referral []
- b. Accommodating []
- c. Pronoun []
- d. Compromising []
- e. Decoupling []
- f. Competing []
- g. Consensus []
- h. None of the above []

2. Please kindly list any conflict management strategies you know?

- a.
- b.
- c.
- d.
- e.

In your own opinion, what is the possible ways by which conflict could be managed in your institution?

- a.
- b.
- c.



SECTION E:

OBJECTIVE FOUR

To appraise the effects of organisation conflict management on the performance of staff of Tamale Technical University

1. Conflict causes tension among staff members

- a. Yes [] b. No []

2. If your answer to question 1 is Yes, how can conflict cause tension among staff members?

- f.
g.
h.
i.
j.

3. When conflict occurs in your institution do you lose interest in work?

- a. Yes [] b. No []

4. When conflict start to occur in your institution does you feel more in secure?

- a. Yes [] b.No []

5. Unresolved conflict increases labour turnover in your institution

- a. Yes [] b. No []

6. Do workers level of commitment goes down when they experience conflicting clashes with colleagues?

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7. Which of the following are the effects of organization conflict management on the performance of staff in your institution?

Positive effects

Yes

No

- l.** Builds cooperation
- m.** Organizational Innovativeness and
- n.** Productivity
- o.** Individual developments
- p.** Improving quality decisions
- q.** Conflict management skills

Negative Effects

Yes

No

- k.** Interferes with institution operations
- l.** Lack of cooperation
- m.** Wasting of resources
- n.** No productivity
- o.** No Cohesion

8. Does conflict in your institution affect staff performance positively?

- a. Yes []
- b. No []

9. If your answer to question 6 is Yes, how does conflict affect staff performance passively in your institution?

- f.
- g.
- h.
- i.



j.

10. If your answer to question 6 is No, explain how conflict affect staff performance negatively in your institution?

f.

g.

h.

11. A conflict at your institution causes what?

f.

g.

h.

Note:

Please any comments on the effects of organisational conflict management on staff performance of your institution are welcome, thank you.



APPENDIX C:

FOCUS GROUP DISCUSSION WITH HEADS OF DEPARTMENT

1. Please how would you determine causal factors of conflict in your institution?

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2. Please what are the types of conflict that are prevalent in your institution?

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3. Please what are the conflict management strategies adopted by the administration in solving conflicts?

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4. Please what are the effects of organization conflict management on the performance of staff of your institution?

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