

**ORGANIZATIONAL CONFLICTS AND COMMITMENT OF STAFF IN HIGHER
INSTITUTIONS OF LEARNING: A CASE OF KYAMBOGO UNIVERSITY**

BY

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DECLARATION

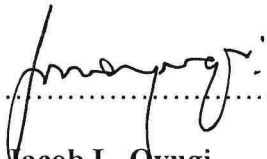
I, **Nabaasa Jackline Monique**, hereby declare that, to the best of my knowledge and belief, am the sole author of this dissertation. The work presented in this dissertation has never been submitted to Kyambogo University before for the award of a Master's Degree in Business Administration or its equivalent, or to any other University / Institution for any academic award. Thus, the work is original, a result of my own research, and where other people's research was used, the authors have been fully acknowledged.

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APPROVAL

This is to certify that this dissertation was submitted with our approval as the authorized and nominated supervisors.

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DEDICATION

This research work is a dedication to all my family members, especially to my dear husband Godwin and my beloved children Kyle and Martha.

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I wish to thank the almighty God for the gift of life, his grace and providing me with the capacity to go through this research work successfully.

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May God bless you abundantly!

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LIST OF ABBREVIATIONS/ACRONYMS USED

ANOVA	:	Analysis of Variance
BRMS	:	Basic Requirements and Minimum Standards
DES	:	Directorate of Education Standards
EPRC	:	Economic Policy Research Center
ILO	:	International Labor Organizations
KyU	:	Kyambogo University
MDGs	:	Millennium Development Goals
SES	:	Social Economic Status
SGC	:	Students Guidance Counseling
SWAP	:	Sector Wide Approach
UBOS	:	Uganda Bureau of Statistics

ABSTRACT

The study sought to investigate the relationship between organizational conflicts and commitment of staff at Kyambogo University. The study was based on the following research objectives; to establish the relationship between interpersonal conflicts and commitment of staff at Kyambogo University, to assess the relationship between intergroup conflicts and commitment of staff at Kyambogo University and to examine the relationship between intra-group conflicts and commitment of staff at Kyambogo University. The study adopted a cross sectional correlation survey design and quantitative and qualitative approaches. In total, a sample of 281 respondents was used for this particular study. The data collection methods used were the questionnaire forms and interview guide, and collected data was analyzed using Pearson correlation statistic.

The study findings revealed that: there is a positive significant relationship between interpersonal conflict and staff commitment, there is a positive significant relationship between intergroup conflict and staff commitment and lastly intra-group conflict and staff commitment are significantly positively related. It was concluded that (i) conflicts are very common in KyU and these mainly are caused by selfish interests and sabotage. It was further observed that inadequate teaching resources cause intergroup conflicts. The resources whenever are inadequate clashes may be witnessed. Causes of inter group conflicts range from delayed pay to promotion. Some members block the renewal of contracts for their colleagues because of intergroup conflicts. It was recommended that: An arbitration committee should be put in place to mediate between the different conflicts that take place at the university among staff members. A fully fledged counseling department for staff members should be put in place to render counseling services to different members of staff. Primary task of the Counseling Department is to help people keep them cool; manage their stress levels, their anger, and their emotions to the best of the counselor's ability. There is need to change the staff policy concerning promotion, payment, extra-load and appointment and use of University facilities like vehicles and houses. There is need for the various warring groups in the higher institutions of learning in Uganda to build trust. Group conflicts can easily be overcome when the various members in such groups begin working together.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The study examines the relationship between organizational conflicts and commitment of staff in higher institutions of learning with specific focus on Kyambogo University. This chapter presents the background to the study, the problem statement, the purpose of the study, objectives of the study, research questions, conceptual framework, significance of the study, scope of study and definitions of key concepts.

1.1 Background to the Study

1.1.2 Conceptual Background

Wall & Callister (1995) defined organisational conflict as a process in which one party perceives that its interests are being opposed or negatively affected by another. Bacal (2008) asserts that conflict in organisations can be functional or dysfunctional. Functional conflict supports an organisation in achieving its goals. Dysfunctional conflict prevents an organisation from achieving its goals.

Globally, conflicts are inevitable part of organisational life since the goals of different stakeholders such as managers and staff are incompatible (Organ, 2008).

Raimo (2001) defined organisational conflict as a process in which one party perceives that its interests are being opposed or negatively affected by another.

Three basic types of conflict are: task conflict, interpersonal conflict and procedural conflict. Group members may disagree about facts or opinions from authorities. The

interpretation of evidence may be questioned. Disagreement about the substance of the discussion is called task conflict. Task conflict can be productive by improving the quality of decisions and critical thinking processes. Another potential area for conflict is interpersonal relationships within the organization. The term interpersonal conflict is used to indicate the disagreement that most people call a personality clash. This clash may take place in the form of antagonistic remarks that relate to the personal characteristics of a group member or disregard any organizational goals to antagonize a particular group member. Conflict of this type is expressed through more subtle non verbal behaviors.

Interpersonal conflicts may be inevitable and should be managed for optimal group co-existence (Mullins, 2005). Conflict occurs in every human social interaction, however poor management of conflict results into intense aggression, frustration, despair and resignation.

Conflict is as natural as harmony, however in work places across developing countries, it is viewed in negative terms and often suppressed yet when properly managed it averts significant risks. The nature and manifestations of conflict will have positive impact on the developing of policies and it will also enhance the development of tactics and techniques, which will result into development of competences to manage conflict. There is potential for conflict to exist wherever and whenever people have contact triggered by ethnic, racial, religious or economic difference or arise from differences in values, beliefs and attitudes regarding issues (Pate, 2000).

Ostroff (2002) argues that Conflict is an ever-present process in human relations. That is why various organisations have changed their approaches to enable them to manage their organisations effectively to avoid conflicts at all costs.

Conflicts have both negative and positive outcomes to the individual employees and the organization at large. There is no one source of conflicts which occurs in organisations at all levels of management (Buchanan, 2001). In social life, conflicts occur but they are managed by family members, friends and relatives. The same case applies to organisations, when conflicts arise; it needs to be resolved by management for the sake of the organisational growth, survival and enhanced performance. However, conflicts are rarely resolved easily, to a certain extent most conflicts are managed, as individuals work out differences (Buchanan, 2001). Conflict can occur within groups (intra-group conflict) or among groups (inter-group conflict).

In Uganda, conflicts are part of many institutions and many factors lead to conflict outbreak in an organization. However, conflicts arise when a person is uncertain about what task he /she is expected to do, if not clearly defined by the supervisor or the person in charge. Furthermore, if the tasks of individuals working as a group are not clearly defined by the management, they will lead to more conflicts. Conflict between individuals may result from role-related pressures, (DeVaus, 2011). Other sources of conflicts within an organisation include: sharing of resources especially manpower, money materials, equipment and space required among departments. If resources are very scarce, people will always have to compete for them and the end result will lead to conflicts. Interdependence

may also lead to conflicts, this usually occurs when two or more units depend upon one another to complete work of a product especially when a product passes through stages, one unit would complete work in good time, but the other unit might delay the outcome of the whole product. The management might blame all units involved at each process which might lead to a conflict. Incompatible personalities, which are psychological, might affect the employees not to get along with each other and this difficulty might lead to conflicts, which result from formal interactions with other employees, (Hanneli, 2007).

Conflict is as natural as harmony, however in work places as already mentioned, it is viewed in negative terms and often suppressed yet when properly managed, it averts significant risks. The nature and manifestations of conflict have positive impact on the developing of policies and also enhance the development of tactics and techniques, which will result into development of competences to manage conflict (Armstrong, 2012).

Commitment means a strongly held specific position or abstract belief. The term also implies conviction about the correctness or rightness of the position or belief. One type of beliefs to which people tend to be strongly committed is values (Lynch, 2001).

Meyer & Herscovitch, 2001) view commitment as “a force that binds an individual to a target (social or non-social) and to a course of action of relevance to that target” (Meyer, Becker, & Van Dick, 2006, p. 666). This binding force can be experienced in different ways (that is, can be accompanied by different mindsets), including: an affective attachment and involvement with the target, a felt obligation to the target, and an awareness of the costs associated with discontinuing involvement with the target. In their pure forms,

these mindsets are referred to as affective (AC), normative (NC), and continuance (CC) commitment, respectively.

Kanter (1968) defines commitment as “The willingness of social actors to give their energy and loyalty to social systems, the attachment of personality systems to social relations, which are seen as self expressive

The performance benefits accrued from increased employee commitment have been widely demonstrated in the literature. To list but a few, these include: increased job satisfaction (Vandenberg & Lance 1992), increased job performance (Mathieu & Zajac, 1990), increased total return to shareholders (Walker Information Inc., 2000), increased sales (Barber et al., 1999), decreased employee turnover (Cohen, 1991), decreased intention to leave (Balfour & Wechsler, 1996), decreased intention to search for alternative employers (Cohen, 1993) and decreased absenteeism (Cohen, 1993, Barber et al. 1999)

Another important development in commitment research has been the increase in attention given to other workplace commitments (cf. Becker, 1992; Meyer & Herscovitch, 2001), including commitments to other organizations (for example., professions and unions; Vandenberghe, 2009), people (for example., supervisors and teams; see Becker, 2009), and actions (for example, goals and programs; see Neubert & Wu, 2009). These commitments have all been found to have outcomes of relevance to the target and, in many cases, to the organization as a whole. Only a few studies have addressed the implications of these other commitments for employee well-being.

1.1.2 Contextual Background

Organizational Conflicts retard employee commitment, lead to untimely accomplishment of tasks, compels poor resource utilization. Since its establishment, in 2001 Kyambogo University (KyU) has had to go through a number of conflicts which have escalated into strikes involving academic staff and students (Moses Walubiri and John Masaba (2013- The New Vision). In 2012, Kyambogo University, staff went on strike demanding for increased pay, promotion of staff; elimination of sectarianism and cliques from management which were not addressed. The strike led to closure of the university for two months, forcing Vice Chancellor into leave, Vice Chancellor maligned staff in press, and students incurred extra costs because the semester was prolonged.

It should be noted that because of inadequate conflict resolution mechanism, Cases of low commitment became rampant in February 2009. Staff could not stay within the institution through thick and thin, irregularly attended to work, served half day, swindled organizational assets for personal gains.

Kyambogo University conflicts have rotated around disputes over pay, how the work/teaching loads should be shared, who owns power and how long people should work.

The growing conflicts could be directly or indirectly leading to poor staff commitment. Anecdotal evidence reveals that Lecturers disappear from duty during the time of invigilating examinations without notice. Cases of unethical behavior such as absconding from duty for long periods are rampant, and most staff do not communicate their absence. Some invigilators stay outside the examination rooms during invigilation. Searching of students as they enter the examination rooms is not being done effectively (Report on

Conduct of Semester II exams 2013/2014 by Academic Registrar). Despite the risks associated with the conflicts, the institution is yet to manage these conflicts.

In many organizations and institutions, there are various forms of conflict involving rivalries, jealousies, personal clashes, role definitions, and struggles for power and favor. In Kyambogo University, conflicts have rotated around disputes over pay, how the work/teaching loads should be shared, who owns power and how long people should work. One source of conflict is lack of accountability which has permeated throughout the entire institution. Negative beliefs of people towards conflict and their incompetence's in managing it have led to increased occurrence of conflicts in institutions of higher learning in Uganda. Management in KyU appears to have failed to address staff grievances so as to strengthen employee commitment. Commitment of staff is affected by the external activities of staff members and this leads to less time and attention to individuals' responsibilities to the unit to which they are assigned, to students or to the university.

Such conflicts have had a destructive effect on the image and reputation of Kyambogo as a university hence ending up negatively impacting on staff commitment in KyU (Sserunjogi, 2012). It is against this background that the researcher sought to investigate the relationship between organizational conflicts and commitment of staff at Kyambogo University.

1.2 Statement of the Problem

Although Employees who are engaged in their work and committed to their organizations give crucial competitive advantages-including higher productivity and lower employee turnover, it is not the case with institutions of higher learning in Uganda, Biljana Dordevic (2004). The University faces challenges regarding sustained performance and creating

committed workforce. Low commitment was evidenced by poor academic performances reflected in deteriorating work standards, delay in marking and return of scripts, poor time management, delayed graduation ceremonies as well as rising state of staff absenteeism, (Moses and John, The New Vision, Apr 21, 2013). The institutions experiences high absenteeism levels, frequent late coming, high turnover, incompetence of some staff, corruption, conflict of interest, intrigue to abuse of public property but surprisingly, the same problems continue to haunt the institution even when changes are made in top management. Organizational conflicts encompassing interpersonal conflicts, intergroup conflicts and intra-group conflicts were established as the route cause for low employee commitment. Consequently if nothing is done to resolve employee commitment challenges, KYU image, and reputation will be tarnished and their products will seem to lack market. This necessitated the need to investigate the effect of organizational conflicts and commitment of staff at Kyambogo University.

1.3 Purpose of the Study

The study sought to investigate the relationship between organizational conflicts and commitment of staff at Kyambogo University. The rate at which conflicts are breaking out in Kyambogo University has become an issue of concern in KyU (Sserunjogi, 2012). Therefore, there was an urgent need for a reflective study on the relationship between organizational conflicts and commitment of staff at Kyambogo University in order to get the solution to the prevailing conflicts.

1.4 Objectives of the Study

The study was based on the following research objectives:

- i. To establish the relationship between interpersonal conflicts and commitment of staff at Kyambogo University.
- ii. To assess the relationship between intergroup conflicts and commitment of staff at Kyambogo University.
- iii. To examine the relationship between intra-group conflicts and commitment of staff at Kyambogo University.

1.5 Research Questions

The study was premised on the following research questions:

- i. What is the relationship between interpersonal conflicts and commitment of staff at Kyambogo University.?
- ii. What is the relationship between intergroup conflicts and commitment of staff at Kyambogo University.?
- iii. What is the relationship between intra-group conflicts and commitment of staff at Kyambogo University.?

1.6 Significance of the Study

The research findings may be of importance to a number of stakeholders. It is hoped that:

The results of the study may be used in policy formulation and implementation in the institutions of higher learning in Uganda.

The study may give the researcher a more practical analytical insight relating theory to practice. In this regard, the study may broaden the researcher's knowledge on organizational conflicts

Through the resultant interaction between the researcher and the respondents, the researcher's knowledge, skills and understanding of research may improve.

This study may act as a reference point and add knowledge to the pool for future researchers and academicians.

1.7 Scope of the Study

The scope of the study is divided into three perspectives: geographical, content and time scope

1.7.1 Geographical Scope

The study was carried out from Kyambogo University. It is located Nakawa division within Kampala district, 5km from the city centre, 50 meters off Jinja Kampala High way, 5th Street. The institution was established by the parliament of Uganda and the public institutions act of 2003 to provide educational services to the society. KyU is a merger of Uganda Polytechnic Kyambogo (UPK), Uganda National Institute of Special Needs Education (UNISE), Institute of Teacher Education Kyambogo (ITEK). Today, Kyambogo University has about 20, 000 students with about 12 Faculties, schools and institutes. The study covered all administrative units of Kyambogo University which include the School of management and entrepreneurship, Faculty of Education, Faculty of Arts and Social sciences, Faculty of Special Needs Education, Faculty of Vocational Studies, Faculty of

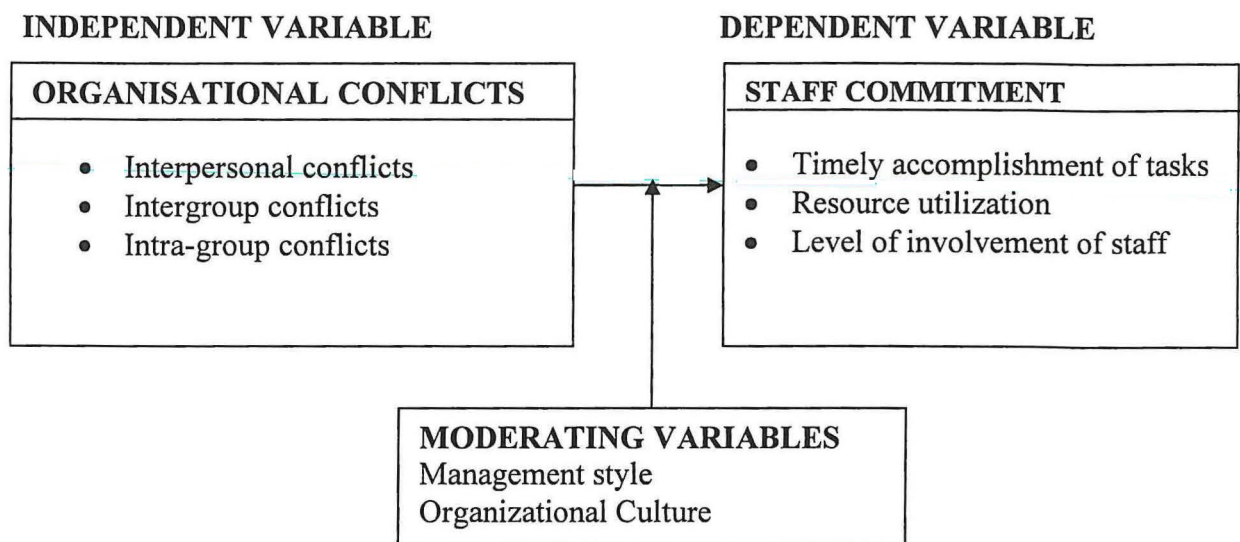
Engineering and Faculty of Science because the researcher would be able to get enough information from the respondents in all the above administrative units.

1.7.3 Content scope: The study investigated the relationship between organizational conflicts and commitment of staff at Kyambogo University. Organizational conflicts were the independent variables and commitment of the staff was the dependent variable.

1.7.3 Time Scope: The study covered a period of 4 years 2010- 2013 because this is the period when the institution was enveloped in serious conflicts both administrative and non-administrative culminating into a strike in 2012 that led to the closure of the institution. The former Vice chancellor accused at least five top university officials of illegally receiving allowances amounting to Uganda Shillings 61m that had been abolished by the council on May 27, 2011 (Ssewaya, 2013).

1.8 Conceptual Framework

This sub section outlines the conceptual framework of the study and provides a discussion of the main areas of focus. It sought to delineate the crucial link between the issues and as a final point it sought to summarize the conceptual framework for the study.



Source: Adapted from Martino (2009) Organisational Conflicts and Staff Performance pp.45 (modified by the researcher)

Figure 1: A Conceptual Framework illustrating the relationship between organizational conflicts (IV) and staff commitment (D.V)

Explanation to the Model Figure 1.1: The independent variable was organizational conflicts and the dependent variable was staff commitment. Organizational conflicts referred to interpersonal conflicts, intergroup conflicts and intra-group conflicts. The dependent variable was staff commitment which was measured in terms of resource utilization, timely accomplishment of tasks and level of involvement of staff. Intervening

variables were management style and organizational culture. Management style affects staff commitment in that when a firm has employees who are committed, this leads to higher performance. This is because a person who is committed is more motivated to work and adapt more easily to any new idea or change that the organization is going through. (Cooper & Cooper, 2003). Organizational culture also affects staff commitment when there is a complex hierarchy. This is because decision making becomes slow and demoralizes the staff for example delayed pay.

1.9 Operational Definitions

This sub section presents the definitions to Key Concepts and Terms

Conflict refers to a process of social interaction involving a struggle over claims to resources, power and status, beliefs and other desires.

Policies refer to guides in carrying out the required actions. Policies are formulated with a long view in mind and are therefore designed to ensure consistence of purpose and to avoid decisions that are shortsighted and based on expediency.

The following definitions were adopted from the conceptual framework above and were the operational definitions in this study.

Organisational conflicts referred to interpersonal conflicts, intergroup conflicts and intra-group conflicts.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the review of literature; the chapter is arranged into three sections, the introduction, review of related literature according to the study objectives and summary to the reviewed literature. The literature has been reviewed from both published and unpublished documents which are both in electronic and non-electronic form.

2.1 Theoretical Review

2.1.1 Organizational Conflicts

Conflict theory emphasizes the role of coercion and power in producing social order. This perspective is derived from the works of Karl Marx, who saw society as fragmented into groups that compete for social and economic resources. Social order is maintained by domination, with power in the hands of those with the greatest political, economic, and social resources. When consensus exists, it is attributable to people being united around common interests, often in opposition to other groups. Marx theorized that the work of producing consensus was done in the "superstructure" of society--which is composed of social institutions, political structures, and culture--and what it produced consensus for was the "base," the economic relations of production. Following on the heels of Marx, Italian scholar and activist Antonio Gramsci argued that consensus to rule is achieved in large part through cultural hegemony, which refers to the dominant group's ability to attain consent to their rule through ideas, norms, values, and beliefs.

According to conflict theory, inequality exists because those in control of a disproportionate share of society's resources actively defend their advantages. The masses

are not bound to society by their shared values, but by coercion at the hands of those in power. This perspective emphasizes social control. Groups and individuals advance their own interests, struggling over control of societal resources. Those with the most resources exercise power over others with inequality and power struggles result. There is great attention paid to class, race, and gender in this perspective because they are seen as the grounds of the most pertinent and enduring struggles in society.

Whereas most other sociological theories focus on the positive aspects of society, conflict perspective focuses on the negative, conflicted, and ever-changing nature of society. Unlike functionalists who defend the status quo, avoid social change, and believe people cooperate to effect social order, conflict theorists challenge the status quo, encourage social change (even when this means social revolution), and believe rich and powerful people force social order on the poor and the weak.

2.1.2 Staff commitment

Employee commitment is defined as employees' acceptance, involvement and dedication towards achieving the organizational goals. It is the willingness of employees to accept organizational values and goals and to work towards achieving these; to be fully involved and participate in all the activities both work and non-work related of the organization and to dedicate time and effort towards the betterment of the organization (Muthuveloo & Rose, 2005).

Meyer and Allen (1991) give three dimensional constructs of commitment which are affective, normative and continuance which is sometimes labeled calculative commitment (Iverson & Buttigieng, 1999). Affective commitment refers to the employees' emotional

attachment to, identification with and involvement in the organization (based on positive feelings or emotions towards the organization). Employees with a strong affective commitment continue their organizational membership because they want to do so (Gautam, Van Dick & Wagner, 2004).

Continuance commitment refers to commitment based on the costs that the employee associates with leaving the organization (Meyer & Allen, 1997; Hrebiniak and Allutio (1972) cited in Gautam Van Dick and Wagner (2004) argued that continuance commitment refers to the continued membership in an organization because of two reasons: perceived cost of leaving the organization such as reduction in pay, pension benefits or facilities and second due to the lack of alternative job opportunities. Continuance commitment ensures that employees do not resort to exit in response to their dissatisfaction and ensure that organization members remain in their organization despite being dissatisfied or discontented (Appelbaum, et al,2004).This may be because such employees are likely to resort to loyalty or neglect as the response to their dissatisfaction.

Normative commitment on the other hand refers to an employee's feeling of obligation to remain with the organization (based on the employees having internalized the values and goals of the organization) (Meyer & Allen, 1997). Normative commitment means internalized pressure or feeling of obligation to continue employment due to work culture and other socially accepted norms. (Gautam, Van Dick & Waner, 2004)

Miller (2003: 72) describes an attitude as “evaluative statements or judgements – either favourable or unfavourable – concerning a phenomenon”. Organisational commitment as an attitude reflects feelings such as attachment, identification and loyalty to the organisation as an object of commitment (Morrow 1993). Meyer, Allen and Gellatly (1990: 711) also suggest that organisational commitment as an attitude is “characterised by favourable positive cognitive and affective components about the organisation”. Best (1994: 69) indicates that organisational commitment as a behaviour is evident when “committed individuals enact specific behaviours due to the belief that it is morally correct rather than personally beneficial”.

Therefore, organisational commitment is a state of being in which organisational members are bound by their actions and beliefs that sustain their activities and their own involvement in the organisation (Miller & Lee 2001).

Werner (2007: 14) indicates that “an employee who is engaged to the organisation is emotionally, cognitively and personally committed to the organisation and its goals by exceeding the basic requirements and expectations of the job”. Miller (2003: 73) also states that organisational commitment is “a state in which an employee identifies with a particular organisation and its goals, and wishes to maintain membership in the organisation”. Organisational commitment is therefore the degree to which an employee is willing to maintain membership due to interest and association with the organisation’s goals and values.

Nystrom (1993) states that a correlation between organisational culture and organisational commitment indicates that people who work in a strong culture feel more committed. It

appears from the research that there is a link between organisational culture and organisational commitment.

2.2 Organizational Conflicts and Commitment of Staff

This subsection presents the literature reviewed on the basis of the study objectives which are interpersonal conflicts and commitment of staff, intergroup conflicts and commitment of staff and intra-group conflicts and commitment of staff.

Meyer & Allen (2007) defined organisational conflict as a process in which one party perceives that its interests are being opposed or negatively affected by another. Saunders (2007) defined organizational conflict as the process which begins when one party perceives that another has frustrated, or is about to frustrate, some concern of theirs. Missing Link Consultants Limited (2004) define Organizational conflict as the perceived incompatible differences that result in interference or opposition. When people perceive that existence of differences, then a conflict exists. Conflict is seen in a number of ways. Missing Link Consultants Limited (2004) identify two major types of conflict: Functional conflict, which supports an organization's goals; dysfunctional conflict, which prevents an organization from achieving its goals. Mullins (2005) observes that conflict is not necessarily a bad thing. If properly managed, it can arguably have positive outcomes. It can be an energizing force in groups and in the organization. It can be seen as a constructive force and in certain circumstances it can be welcomed or even encouraged. For example, it can be seen as an aid to incremental improvement in organizational design and functioning, and to the decision making process. Conflict can be an agent for evolution

and internal and external change. If properly identified and handled, it can help to minimize the destructive influences of the win-lose situation.

Saunders (2007) notes that conflict is a fact of life in organisations as well as other areas of life, as people compete for jobs, resources, power, acknowledgement and security. Conflict could be experienced in our interaction with other colleagues in meetings, programmes, and discussions. Saunders study was purely a desk research, in creating a nexus between the two the researcher had to carry out a study based on both primary and secondary data

According to Ostroff (2002), commitment refers to attachment and loyalty to an organization. The individual who is committed to an organization has a strong identification and involvement with that particular organization. He has a strong desire to remain a member of the organization and believes in and accepts the values and goals of that organization, in addition to his readiness to exerting considerable effort on behalf of the organization. The above study was qualitative yet the researcher's study was quantitative hence creating a nexus between the two studies.

Raimo (2001) argues that improved performance would result if the organization moved away from the traditional control-oriented approach to workforce management, which relies upon establishing order, exercising control and achieving efficiency in the application of the workforce. He proposed that this approach should be replaced by a commitment strategy. Organ (2008) emphasize the need to trust people, treat them like adults, enthuse them by lively and imaginative leadership, develop and demonstrate an

obsession for quality; make them feel they own the organization. In this way the workforce will respond with total commitment. The study based on a smaller sample yet the researcher's study was based on a much bigger sample.

2.3 Interpersonal conflicts and Staff Commitment

If conflict in the workplace goes unchecked, employee performance suffers. A business must address the various types of conflict whether within or between groups. Interpersonal conflict relates to disagreements or misconceptions between individuals within a work group, such as a project team. Inter-group conflict applies to disagreements or misconceptions between work groups, such as between two project teams (March & Simon, 2008). The researcher focused on conflict in relation to an institution of higher learning.

According to Hanneli (2007), the major causes of organisational conflicts are un mentioned interpersonal conflicts. Employees always complain about interpersonal conflicts. Therefore it is the prime responsibility of the management to ensure that the available scarce resources are utilized properly for the benefit of the organisation and other stakeholders. This approach to a certain degree will minimize chances of conflicts arising in organisation. Employee's performance evaluation criteria should be clearly spelled out and communicated to all employees. Employees should be evaluated impartially considering the performance standard set. Therefore, to avoid the situation of conflicts to arise in organisations related to performance evaluation, the policies set by management should be specific, measurable, achievable and realistic and should have time limit. In

addition the researcher notes that employees should clear guidelines from their bosses. This will make employees to know their strengths and weaknesses.

Mullins (2005) asserts that legislation has steadily imposed more obligations on the scheme administrators and limited freedom of choice about the design of the scheme rules and procedures. In developed countries the procedure levels are few because of the management by a small team of trustees. The author does not dig deep into what conflicts are and their implication on the society.

2.4 Intergroup conflicts and Staff Commitment

Disagreements and misconceptions might occur between team members, which create conflict. However, some conflict is helpful for a business. For example, honest disagreement between team members normally provides the mechanism that helps decision-makers select the best solution to a problem. But misconceptions might generate negative feelings between team members that degrade productivity. For example, a team member mistakenly believes that another team member surfs the Internet for personal reasons (Katz, 2004). However the researcher created a nexus between the three types of conflict, interpersonal, intergroup and intragroup.

Friedman (2000) pointed out, the connections between intergroup and relationship conflict represents one of the key areas for managing conflict in organizations. For this reason, this study aimed at evaluating the relationships between conflict and commitment of staff, and their influence on affective variables such as level of staff involvement, accomplishment of tasks and utilization of resources.

Areas on job satisfaction have grown popular in the literature of organizational behavior and management. This is partly attributable to the positive outcomes of the organization which researches have reported over the years. In Uganda, companies have attempted to make sure that the organizational structure is better and well improved. However in many universities in Uganda, there is growing job dissatisfaction about the unclear roles, duties and responsibilities of some of the positions which have become the major source of conflict. Some of the workers have continuously complained about poor task allocation, coordination and supervision, which are directed towards the achievement of organizational aims. It is common for the university management to rotate employees from one section to another even when they do not possess the necessary skills. Little does the above study, address the question of organizational structure in higher institutions of learning. The study does not create a nexus between the two (institutions and companies).

In many institutions, interpersonal conflict related issues have made many raise concern on issues that have appeared unclear and hence having a tremendous impact on the attitude, morale and performance of employees. This in turn has unfolded feelings of uncertainty, job insecurity, anxiety, and fear which have contributed directly to job satisfaction. A reflection on this should be a critical issue; and a probe into the dilemma of low job satisfaction is warranted (Ostroff, 2002). However the author wishes to directly address the question of intergroup in relation to staff commitment which was the central focus of the study.

Thus, it may be extremely difficult for teams to effectively embrace one type of conflict, while simultaneously resisting the other. Amason (2006) pointed out that cognitive

criticism might easily be interpreted as a personal disapproval or a strategy to enhance one's own position at the expense of someone else's. Baron (2000) showed that a critical evaluation produced negative affective reactions regardless of performance. Finally, many studies finding positive effects of task conflict on performance, also found negative effects of task conflict on team member satisfaction.

Organizational behaviorists and human resource professionals have long been curious about the best way to structure a work environment in order to influence employee outcomes. While it is widely recognized that both dispositional and environmental factors jointly affect behavior, there is a movement towards a focus on environmental factors because professionals can influence these variables. Traditional environmental factors of employee behavior include certain tangible stressors such as lacking proper tools or equipment, however; recently, there has been a shift to conducting meso-level analyses (Pate, 2000), evaluating the effects of group level variables such as organizational climate or structure on individuals' attitudes and behaviors. Based upon this changing research trend, statisticians have developed new approaches to analyzing this type of data. Specifically, multilevel modeling, also referred to as hierarchical linear modeling (HLM) allows researchers to analyze the effects of specific group variables on individuals (March & Simon, 2008). Using Organ (2008) conceptualization of organizational structure, the purpose of the current study is to examine the relationship between organizational structure and staff commitment. The study in bridging the gap created a distinction between the earlier works and pointed out that job performance, job satisfaction, and prevalence of counterproductive work all result from a peaceful environment.

In contrast, within organic systems employees work together, each having an integral knowledge of other employees' tasks (Saunders, 2007). As a result, jobs are not as rigidly defined and job descriptions are often the result of collaboration among employees. This type of an organization has fewer rules and regulations, allowing employees latitude to promote creativity and innovative thinking. Similarly, organic systems include lateral communication, allowing employees to collaborate with one another as well as other external constituencies. As a result, upper-level managers do not deliver decisions, rather employee's work together to implement new ideas. While there seems to be an increasing trend towards implementing organic systems, Saunders (2007) noted that the type of structure an organization adopts should depend upon the conditions in which the organization is operating. The researcher noted that specifically, organizations operating under dynamic conditions might benefit from implementing an organic structure, while organizations operating under more stable conditions might benefit from implementing a mechanistic structure.

2.5 Intra-group Conflicts and Staff Commitment

Intra-group conflict refers to conflict between two or more members of the same group or team. In recent years, intra-group conflict has received a large amount of attention in conflict and group dynamics literature. This increase in interest in studying intra-group conflict may be a natural corollary of the ubiquitous use of work groups and work teams across all levels of organizations, including decision-making task forces, project groups, or production teams. Osroff (2002) identified two main types of intra-group conflict: task conflict and relationship or emotional conflict (for example, differences in personal values).

The researcher notes that there are a number of antecedents of intra-group conflict. While not an exhaustive list, researchers have identified a number of antecedents of intra-group conflict, including low task or goal uncertainty, increased group size, increased diversity (that is., gender, age, race), lack of information sharing, and high task interdependence.

Most intergroup conflicts are as a result of the weaknesses of the managers. The researcher was cognizant of the fact that first of all, before planning the intervention, an attempt must be made to understand the type of conflict that is taking place. Secondly, managers should encourage open discussion of task related issues, in certain limits, in order to improve the quality of decisions as well as their acceptance by the group members. However, managers should mitigate or resolve relationship conflicts as soon as possible. Thirdly, special attention should be paid to the level of each conflict because of its interactive effects on some affective outcomes. Thus, in spite of the generally beneficial effects associated with task conflict, the intensification of task related conflict may backfire when interacting with dysfunctional affective-dissent.

Mullins (2005) notes that a high level of task conflict may backfire by boosting relationship conflict as well, thus having a negative effect on affective reactions. Thus some conclusions can be drawn with a view to improving conflict management in teams.

The two types of intra-group conflict have different personal and organizational consequences. Several studies have investigated the relationships between these types of conflict and several outcomes – such as satisfaction, tension or group commitment. Relationship conflict is negatively associated with employees' affective reactions such as satisfaction and climate, and it reduces team effectiveness (Jehn, 2007). In contrast, task

conflict appears to be positively related to the quality of ideas and innovation (West and Anderson, 2006), the increase of constructive debate (Jehn, 2009), the affective acceptance of group decisions (Amason, 2006), and the prevention of groupthink. These conclusions about the positive function of task conflict and the negative function of relationship conflict are based on research that only examined how one type of conflict affects team performance regardless of the other type (Amason, 2006). Consistent with this perspective, scholars tend to recommend management teams to stimulate task conflict and mitigate relationship conflict during team decision-making. These recommendations are, however, problematic because both types of conflict are related. Almost all studies with the exception of Jehn (2005) – that measured task and relationship conflict in groups have shown positive correlations between the two types of conflict. In an attempt to bridge the gap, the researcher was cognizant of the fact that outcomes regarding task conflict are open to doubt. Several studies have shown that high task conflict decreases satisfaction.

The incongruence in the role played by task conflict may possibly be understood by evaluating the link between task and relationship conflict. There are two lines in the study of these relations: types of conflict could play a moderational role, and types of conflict could play a meditational role. The first line of research was tested by Janssen (2009) who analyzed the effect of different combinations of types of conflict (low vs high task and relationship conflict) on employees' affective reactions such as satisfaction. Janssen's study did not provide any evidence about the positive or negative effects of these combinations on employees' satisfaction. However, it is possible that these combinations did not affect satisfaction over the performance of a specific task, but did influence other more general

and stable affective reactions, such as job satisfaction, psychological well-being or the propensity to leave the job. The researcher notes that several authors have suggested that a team member might try to cause difficulties or sabotage the work of a co-worker for personal motives. The existing literature provides strong support for the negative impact that relationship conflict plays in affective reactions in the workplace. Nevertheless, additional evidence is necessary to contrast the role of intra-group conflict and the mediating and moderating role of relationship conflict

2.5 Commitment of Staff

According to Mullins (2005), commitment means reflecting an affective attachment and involvement with the target have been shown to have greater benefit for that target than those based on concerns over social or economic costs (Cooper,2002). Many scholars today might think of commitment simply in terms of feelings of obligation or emotional attachment. However, in the last 15 years, a growing consensus has emerged that commitment should be viewed as a multidimensional construct. Allen & Meyer (1990) developed an early model that has received considerable attention. The three-component model they advocated was based on their observation that existing definitions of commitment at that time reflected at least three distinct themes: an affective emotional attachment towards an organisation (Affective Commitment); the recognition of costs associated with leaving an organisation (Continuance Commitment); and a moral obligation to remain with an organisation (Normative Commitment).

Although a great deal is known about the implications of employee commitment for organizations, less attention has been paid to its ramifications for employees themselves.

Previous research has been unsystematic and the findings have sometimes been inconsistent. The most consistent findings pertain to the positive links between affective commitment and employee well-being. Relations between continuance commitment and well-being are more variable, but generally negative. Little is known about relations involving normative commitment (Janssen, 2009). There is considerable inconsistency in findings pertaining to the moderating effects of commitment on stressor–strain relations. The researcher’s study provided a theoretical framework based on an integration of the three-component model of commitment, self-determination theory of motivation to help explain both the consistencies and inconsistencies, and to guide future research.

Timely accomplishment of tasks

Before discussing its implications for employees, it is important to clarify what we mean by timely accomplishment of tasks and to identify its different forms and foci. Over the years, commitment has been conceptualized in various ways (Klein, 2007). For present purposes, the author adapted the approach taken in the well-established three-component model and viewed timely accomplishment of tasks as a force that binds an individual to a target (social or non-social) and to a course of action of relevance to that target (Meyer & Becker, 2006, p. 666). This binding force can be experienced in different ways (that is, can be accompanied by different mindsets), including: an affective attachment and involvement with the target, a felt obligation to the target, and an awareness of the costs associated with discontinuing involvement with the target. The study by Klein (2007) was based on a developed country yet the researcher carried out her study in a developing nation.

In their pure forms, these mindsets are referred to as affective, normative, and continuance commitment, respectively. According to Pate (2000), when assessing the implications of timely accomplishment of tasks for employee-relevant outcomes, we should look beyond indices of physical illness and psychological strain, or their absence, and include measures of personal growth and related indices of optimal functioning. Unfortunately, our ability to incorporate this directive into our review of existing research is limited by the fact that the majority of studies to date examined either (a) direct relations between commitment and various indices of physical and mental health or ill-health, or (b) the moderating effects of commitment on the relations between workplace stressors and indices of physical or psychological strain. However, the researcher provided a more detailed discussion of different forms of well-being in the development of our general theoretical framework and recommendations for future research.

According to Ostroff (2002), from its direct relations with well-being and strain, timely accomplishment of tasks has also been posited as a moderator of stressor–strain relations. Two competing arguments have been offered with regard to the nature of these moderating effects. One argument is that a strong commitment gives employees a sense of purpose for their work and acts as a resource that buffers against the harmful effects of stressors. The opposing perspective is that a strong commitment can increase employees' vulnerability to the negative effects of stressors that is; commitment will have an exacerbating effect. Lazarus and Folkman (2004) acknowledged the “double-edged” nature of commitment, noting that, while a strong commitment can motivate active coping under some conditions, it can also make a person “particularly vulnerable to psychological stress in the area of that

commitment”. Although the earlier works refer here to “direct links,” it is important to note that virtually all of the studies to date have been correlational in nature and therefore, while a causal effect of commitment is implied, it cannot be confirmed. The researcher addressed this limitation in more detail later in the context of future directions for research.

Resource Utilization

Raimo (2001) examined the moderating effect of resource utilization on initial reactions to perceived stressors. The studies provided evidence for a buffering effect of resource utilization on the relation between perceived organizational politics and job tension that is, the relation was stronger for employees with weak as opposed to strong commitment to the organization. In the second study, Irving and Coleman (2003) tested for moderating effects of resource utilization in relation to role ambiguity and job tension. Although resource utilization was negatively related to job tension, the relation between role ambiguity and tension was stronger for the more committed employees. Irving and Coleman interpreted their findings as evidence for an exacerbating effect of conflicts on staff commitment. However the relationship between the study variable in Irving and Coleman (2003) was negative yet the researcher found out a positive relationship between interpersonal conflicts, intergroup, intragroup conflict and staff commitment.

Several studies have now been conducted to examine the moderating effects of commitment on the links between stressors and longer-term physical and psychological reactions (Organ, 2008). By longer-term, it does not necessarily mean that the studies were longitudinal, although some were. The findings of these studies have also been mixed, with the majority providing evidence for a buffering effect of resource utilization. Still other

studies have reported mixed results depending on the focus of the commitment (Organ, 2008) or time-frame. Existing research has consistently demonstrated positive relations between resource utilization to the organization commitment and indices of employee well-being, including overall physical well-being. The researcher finds no evidence to suggest that resource utilization had detrimental implications for well-being. Thus, the bulk of the evidence suggests that having strong commitment to one's organization might have positive health benefits. Only a few studies have examined the relations between resource utilization to the organization and employee well-being or strain.

Another consistent finding to emerge from our review is a negative association between resource utilization and employee well-being. In light of these findings, organizations should avoid contributing to the development of conflicts within the organisation in its pure form. While few organizations may do this intentionally, they might do so inadvertently by introducing programs designed to encourage peace without addressing the issue of how resource should be utilized. This can create a conflict for employees who would like to escape from the undesirable working conditions but are reluctant to incur the economic costs (Mudach, 2000). The researcher is of the view that such resource utilization strategies be reconsidered in light of the findings the researcher has reviewed and the propositions that has offered, and the quality of work life that is considered an essential component of commitment.

According to Hudson and Andrew (2006) commitment involves the making of decisions based on relevant information which leads to actions that improve the utilization of the productive assets and services available to organization's management. Effective

commitment is said to be based on standards with which actual performance can be compared. The researcher notes that if there are no standards, then there can be no effective measure of the degree of commitment. Hudson and Andrew identified and elaborated on five categories into which standards fall, they are quantity, quality, time, complaint and value.

Level of involvement of staff

According to Mullins (2005), involvement of key stakeholders in institutional activities is very essential. Some studies show that involvement leads to more positive attitudes, commitment and higher performance while others find the opposite for example studies by Kenis and Collins (2001) showed a positive correlation of attitude and performance with involvement whilst others like Bryan and Locke, Stedry showed a negative relationship between involvement, commitment and performance. In bridging the gap, the researcher brought out the fact that there cannot be thorough staff commitment in any system without involvement.

However different organizations use the word involvement to describe different activities. These can range from true involvement where the stakeholders can exert real influence to what is described by Argyris (2000) as 'pseudo- involvement'. This is where systems are discussed with lower level managers but with the primary aim of obtaining formal acceptance of the system and performance levels previously determined by top management (Ojjungu, 2003).

Other researchers explain the positive effects of involvement on commitment through an information theoretical perspective. Because involvement gives the stakeholders a high

degree of feedback information, commitment is thus attainable (Becker & Green, 2002). Some authors ignore the fact that system implementation has a relationship with service delivery and yet the two cannot be studied in isolation.

2.6 Moderating variables

2.2.1 Management Styles

Management style is a managerial parlance often used to describe the how of management. It is a function of behavior associated with personality (McGuire, 2005). Management style can be understood as a way to manage an organization. According to Schleh (1977), management style is “the adhesive that binds diverse operations and functions together”. It is the philosophy or set of principles by which the manager capitalizes on the abilities of the workforce. Management style is not a procedure on how to do but it is the management framework for doing.

A management style is a way of life operating throughout the enterprise and permits an executive to rely on the initiative of the personnel of an entity. Effective management style is the extent to which a leader continually and progressively leads and directs followers to a predetermined destination agreed upon by the whole group. It is the manner of approach to issues of the managers towards achieving the goals of their organization by transforming various resources available to any organization into output through the functions of management (Field & Dubey, 2001). Khandwalla (1995b) considered management style as the distinctive way in which an organization makes decisions and discharges various

functions of goal setting, formulation, implementation of strategy, corporate image building, dealing with key stakeholders and other basic management activities.

The study concluded that different management styles were adopted in the running of private enterprises depending on the characteristics inherent in such enterprises in Anambra State. Nonetheless, participative and paternalistic management styles were the prevalent approaches and this was a reflection of traits of the people of Eastern Nigeria and close family ties among managers and employees. The study further concluded that management styles practiced to a large extent are critical determinants to the level of organizational effectiveness.

Based on the findings of the study, I recommended that private enterprises should adopt management styles in order to achieve the set goals, cultural values and organizational peculiarities of their firms as there is no one best management style. Private enterprises should employ management styles that are people oriented, goal-oriented and task-oriented in order to foster motivation of the workforce, esprit de corps, commitment of employees to goal attainment and increase the effectiveness of private enterprises.

2.2.2 Organizational culture

Martins and Martins (2003: 380) define organisational culture as “a system of shared meaning held by members, distinguishing the organisation from other organisations”. Arnold (2005: 625) indicates “that organisational culture is the distinctive norms, beliefs, principles and ways of behaving that combine to give each organisation its distinct character”.

Organizational culture is the behavior of humans within an organization and the meaning that people attach to those behaviors. Culture includes the organization's vision, values,

norms, systems, symbols, language, assumptions, beliefs, and habits. It is also the pattern of such collective behaviors and assumptions that are taught to new organizational members as a way of perceiving, and even thinking and feeling. Organizational culture affects the way people and groups interact with each other, with clients, and with stakeholders.

Organizational culture refers to the shared perceptions of organizational work within organizational units that may differ from other organizational units (Van den Beg & Wilderom, 2004). It is the interdependent set of shared values and ways of behaving that are common to the organization and tend to perpetuate themselves. (Kotter & Heskett 1992 cited in Ogaard Larsen, & Manburg, 2005).

Organizational culture is that set of beliefs, values, work styles and relationships that distinguish one organization from another (Hofstede 2001). Alvesonn (2005) deconstructs work styles in organizational culture into power oriented culture which is characterized by strong emphasis on the hierarchy and an orientation towards the person and role oriented culture which symbolizes the typical bureaucracy a tall organization narrow at the top and wide at the base where roles and tasks are clearly defined and coordinated from the top. Internal organizational policies and influenced by the organizational culture, employee commitment in terms of employee beliefs in the goals and values of the organization, their willingness to exert effort impacts on service quality among customer contact employees and it affects whether or not customers are satisfied and willing to return to the company for re-purchase (Bolton et al, 2000)

Martins and Martins (2003: 380) define organisational culture as “a system of shared meaning held by members, distinguishing the organisation from other organisations”. Arnold (2005: 625) indicates “that organisational culture is the distinctive norms, beliefs, principles and ways of behaving that combine to give each organisation its distinct character”.

These two definitions suggest that organisational culture distinguishes one organisation from another. Werner (2007: 25) states that “organisational leaders need to determine what type of culture will reflect the organisational vision and values identify the appropriate behaviour to shape such a culture and then develop strategies to instill these behaviors across the entire organisation”. Ravasi and Schultz (2006) stated that organizational culture is a set of shared mental assumptions that guide interpretation and action in organizations by defining appropriate behavior for various situations. Although a company may have its "own unique culture", in larger organizations there are sometimes conflicting cultures that co-exist owing to the characteristics of different management teams. Organizational culture may affect employees' identification with an organization and hence low commitment.

Schein (1992), Deal and Kennedy (2000), and Kotter (1992) advanced the idea that organizations often have very differing cultures as well as subcultures.

According to Needle (2004), organizational culture represents the collective values, beliefs and principles of organizational members and is a product of such factors as history, product, market, technology, and strategy, type of employees, management style, and

national culture. Corporate culture on the other hand refers to those cultures deliberately created by management to achieve specific strategic ends. Organizational commitment is viewed as the psychological strength of an employee's attachment and involvement with the organization (Mowday et al., 1979). A committed employee is determined to stay with the organization irrespective of whether the organization is in a favourable or unfavourable state (Allen and Meyer, 1990). Culture is pervasive and powerful as it either encourages or hampers change in the organization. For employees, Culture is either the glue that binds employees to the organization or the wind that blows them away.

Culture is also essential in determining how well an employee fits into the organizational context. Meanwhile, the importance of a good fit between an employee and the organization cannot be overemphasized (O'Reilly et al., 1991). Deal and Kennedy (1982) argue that corporate culture affects the commitment of employees within the organization and the strength of organizational commitment is correlated with the strength of corporate culture. A strong corporate culture enables employees understand the goals of the organization, and as they work towards organizational goals, their level of commitment increases. Corporate culture is vital in developing and sustaining employee commitment and intensity levels that is often characteristic of successful organizations (Deal and Kennedy, 1982; Silverthorne, 2004). In addition, shared values which are an aspect of corporate culture enhance employees' identification and attachment to the organization (Sathe, 1983). This clearly shows that employees elect to be committed to organizations whose values they share (Bretz and Judge, 1994; Nazir, 2005). Similarly, Deal and Kennedy (1988) state that symbols are important in achieving organizational commitment.

2.7 Summary of the Reviewed Literature

Organisational conflicts are a source of disharmony in many institutions and this is supported by most of the authors above. However, the effects of organizational conflicts on staff commitment are under looked. In the study, organizational conflict was approached by its source, nature, how it manifests its self if poor organisational policies and structures exist. The study focused on addressing how best to mitigate conflict. Management should put in place the procedures to be followed to resolve any conflict which might arise in the organisation. The procedures in place to resolve conflicts should be communicated to all employees. The literature review above confirms that different scholars have conducted several studies to establish the correlation between organizational conflicts and staff commitment. However a number of gaps have been identified as per the literature reviewed which this research bridged. Most of the studies on the subject are based on developed countries with a well-developed private and public education sector system yet the proposed study centered on Uganda. Most studies were qualitative and do not guide us on the relationship between the study variables.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the approaches and techniques the researcher used to collect data and investigate the research problem. The arrangement of the chapter is as follows: research design, study population, sample size, data collection methods, data collection instruments, data quality control, data analysis and measurement of variables.

3.1 Research Design

A cross-sectional survey design was adopted when conducting the study. According to Ezeani (2002), a cross-sectional survey is the best because it is used to gather information on a population at a single point in time. A cross-sectional survey design is simple, less time-consuming and least costly alternative. In this case, the researcher was able to collect the data within the shortest possible time. The study also applied both quantitative and qualitative approaches. The mixed approach was applied in sample selection, and data collection. Amin (2003) supports the use of a mixed approach because multiple methods help to research a problem from all sides; usage of different approaches also helps to focus on a single process and confirms the data accuracy. Qualitative research enables the researcher to explore new areas, deal with value-laden-questions, build theories, and to do in-depth examination of phenomena. Quantitative approaches allowed the researcher to measure and analyze data. It also made the research findings more objective (Amin, 2003).

3.2 Study Population

A population is the aggregate or totality of objects or individuals having one or more characteristics in common that are of interest to the researcher and where inferences are to be made, Amin (2005). For Sekaran (2003), it is the abstract of a large group of many cases from which a researcher draws a sample and to which results from a sample are generalized. The study consisted of a population that included 94 senior administrators, 502 academic staff and 503 support staff. The researcher believed that this category of people is knowledgeable enough about her area of study and was able to avail her with the necessary data about the study.

3.3 Sample Size

The study was based on a sample size of 281 drawn from a selected population from Kyambogo University. The sample size was selected based on the sample size table by Krejcie and Morgan (1970 pp. 607-610), assert that where a total population is 1099, a sample size between 278 and 285 is sufficient. After obtaining the total sample, the break down for the different categories of respondents was obtained using the formula below.

$$r = \frac{c \times s}{p}$$

Where r = respondents desired from a stratum

c = category (stratum) of population

s = desired sample

p = population of all staff

For instance, the number of respondents from the senior administrative staff category will be determined as follows:

$$\text{Senior Administrative staff, } r = \frac{94 \times 281}{1099}$$

$$r = 25 \text{ (respondents)}$$

$$\text{Academic staff } r = \frac{502 \times 281}{1099}$$

$$r = 128 \text{ (respondents)}$$

$$\text{Support staff } r = \frac{503 \times 281}{1099}$$

$$r = 128 \text{ (respondents)}$$

Furthermore, Krejcie and Morgan (1970) assert that treat each sub-group as a population and then use the table to determine the recommended sample size for each sub-group (A copy of the Krejcie & Morgan table (1970) is marked appendix (i)

Table 3.1: The target population and the sample size and selection procedures:

<i>Serial Number</i>	<i>Category</i>	<i>Target Population</i>	<i>Sample Size</i>	<i>Sampling Techniques</i>
1.	Senior Administrative staff	94	25	Stratified Sampling
2.	Academic staff	502	128	Stratified Sampling
3.	Support staff	503	128	Stratified Sampling
	TOTAL	1099	281	

Source: Primary data

3.3.1 Sampling Procedures and Techniques

The researcher used probability (stratified sampling) because of the nature of study, which required getting particular information from different sections of staff. Stratified sampling was applied when sampling the senior administrative staff, academic staff and support staff. Best and Khan (2003) explain that this type of technique ensures that all the elements in the population have equal chance of being selected. Before applying stratified sampling, the researcher constructed a sample frame for each category/stratum with all the elements and then randomly selected the sample using simple random sampling.

3.4 Data Collection Methods

Both primary and secondary data were obtained. Primary data was got through a self-administered questionnaire forms and interview guide administered to the respondents following systematic and established academic procedures as proposed by (Amin, 2003). Secondary data was obtained through the use of historical analysis of already existing literature on organisational conflicts.

According to Sekaran (2003), secondary data is considerably cheaper and faster than doing original studies. It is very flexible and the best to use where a network of data archives in which survey data files are collected and distributed is readily available.

3.5 Data Collection Methods

Both primary and secondary data which is both qualitative and quantitative was obtained for the particular study.

3.5.1 Primary Data

Primary data was got through self-administered questionnaires and interview guides to respondents following systematic and established academic procedures as proposed by Sekeran (2003). There are several ways the researcher collected the primary data. This necessitated use of interviews and questionnaires.

3.5.1.1 Questionnaire Survey Method

A questionnaire form is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Although they are often designed for statistical analysis of the responses, this is not always the case. The researcher chose to use the questionnaire survey because it is practical, large amounts of information can be collected from a large number of people in a short period of time and in a relatively cost effective way. A questionnaire was used because it allows in-depth research, to gain firsthand information and more experience over a short period of time Sekaran (2003). A questionnaire was also used because it increases the degree of reliability due to the many items in it and it as well enhances the chances of getting valid data (Amin, 2005). The close ended questions captured views on the independent and dependent variables, the researcher also ensured that all categories of respondents receive questionnaire forms in time.

3.5.1.2 Interview Method

An interview is a conversation between two or more people where questions are asked by the interviewer to elicit facts or statements from the interviewee. Interviews are a standard part of journalism and media reporting, but are also employed in many other situations,

including qualitative research. Interviews were person to person verbal communication in which one person or a group of people were interviewed at a time. Interviews were used because they have the advantage of ensuring probing for more information, clarification and capturing facial expression of the interviewees (Amin, 2005). In addition interviews also gave an opportunity to the researcher to revisit some of the issues that had been an over-sight in other instruments and yet they are deemed vital for the study. The interviews captured questions on the independent and dependent variables and in the course of interviewing, probing was applied so as to elicit a good response.

3.5.2 Secondary Data

In the secondary analysis of qualitative data, good documentation cannot be underestimated as it provides necessary background and much needed context both of which make re-use a more worthwhile and systematic endeavor. Secondary data was obtained through the use of published and unpublished documents. Various publications, past dissertations, KyU manuals and reports, magazines and newspaper reports, historical documents and other sources of published information were reviewed by the researcher. According to Amin (2005), secondary data can be helpful in the research design of subsequent primary research and can provide a baseline with which the collected primary data results can be compared to other methods.

3.5.2.1 Documentary Review

Various publications were reviewed which included historical documents and other sources of published information. According to Amin (2005) documents can be helpful in the

research design of subsequent primary research and can provide a baseline with which the collected primary data results can be compared to other methods.

3.6 Data Collection Instruments

The study used the questionnaire forms, interview guide and documentary review checklist as the key data collection instruments and these are explained below:

3.6.1 Questionnaire Form

A questionnaire was used because it allows in-depth research, to gain firsthand information and more experience over a short period of time (Creswell, 2003). A questionnaire form was used because it increases the degree of reliability due to the many items in it and it as well enhances the chances of getting valid data (Amin, 2005). The questionnaire form consisted of both closed and open-ended questions. The questionnaire form was self-administered and in this case was given to the senior administrative staff, academic staff and support staff. Quantitative data was obtained by closed-ended questions while qualitative data was obtained by open-ended questions. The questionnaire was administered because the number of respondents was large hence the questionnaire forms were the most convenient and cheapest means of collecting data in this case.

3.6.2 Interview Guide

The interview guide was used to collect the data. Interviews were person to person verbal communication in which one person or a group of people were interviewed at a time. Interviews were used because they have the advantage of ensuring probing for more information, clarification and capturing facial expression of the interviewees (Amin, 2005).

In addition they also gave an opportunity to the researcher to revisit some of the issues that had been an over-sight in other instruments and yet they are deemed vital for the study. The reason for using this method was to collect information that could not be directly observed or difficult to put down in writing and to capture meanings beyond words. Interviews were personal and were conducted with 06 senior administrative staff, 10 academic staff and 10 support staff.

3.6.3 Documentary Review Checklist

Documentary research is the use of documents to support the viewpoint or argument of an academic work. The process of documentary research often involves some or all of conceptualizing, using and assessing documents. Examples of documents include Kyambogo University publications, newspapers, visual and pictorial sources in paper, electronic, or other 'hard copy' form. The analysis of the documents in documentary research would be either quantitative or qualitative analysis (or both). The documentary review list was used for purposes of reviewing documentary data. Documentary data was obtained through the use of published and unpublished documents. Various publications, magazines and newspapers reports, historical documents and other sources of published information were reviewed by the researcher.

3.7 Quality Control of Data Collection

Data quality control techniques were ensured that data collected is valid and reliable. To ensure validity, the instruments were first tested and after the results were analysed.

3.7.1 Validity and Reliability

Validity refers to how well a test measures what it is purported to measure (Creswell, 2003). Reliability is the degree to which an assessment tool produces stable and consistent results (Creswell, 2003). To establish validity qualitatively, the instruments were given to an expert (supervisor) to evaluate the relevance of each item in the instrument to the objectives and rate each item on the scale of very relevant (4), quite relevant (3), somehow relevant (2), and not relevant (1). The purpose of qualitative research is to describe or understand the phenomena of interest from the participant's eyes; therefore the researcher allowed the participants to legitimately judge the credibility of the results. The researcher documented the procedures for checking and rechecking the data throughout the study. The researcher took a "devil's advocate" role with respect to the results, and this process was documented. And, after the study, the researcher conducted a data audit that examines the data collection and analysis procedures and makes judgments about the potential for bias or distortion. Since the idea of dependability, on the other hand, emphasizes the need for the researcher to account for the ever-changing context within which research occurs, the researcher described the changes that occur in the setting and how these changes affect the way the researcher approached the study. And lastly, a pretest of the instrument was done among coursemates in a time lapse of 4 weeks was carried out to establish consistence in responses. According to Amin (2005), test-retest reliability can be used to measure the extent to which the instrument can produce consistent scores when the same group of individuals is repeatedly measured under same conditions. The results from the pretest were used to modify the items in the instruments.

For quantitative data, the researcher endeavored to attain validity index of at least 0.70 or 70%. Creswell (2003) argues that items with validity index of at least 0.70 are accepted as valid and reliable in research. Validity was determined by using Content Validity Index (C.V.I) was computed as $C.V.I = \frac{\text{items rated 3 or 4 by both judges}}{\text{total number of items in the questionnaire}}$. After calculating the C.V.I, if the results are above 0.7, the instruments were regarded valid.

Pretest Results for Questionnaire Forms

Validity for the questionnaire as a tool was determined by using Content Validity Index (C.V.I). $C.V.I = \frac{\text{items rated 3 or 4 by both judges}}{\text{total number of items in the questionnaire}}$. The results are tabulated in the table below

Table 3.2: Content validity Index Results

Model Summary		Validity Results		T	Sig.
		Test	Items		
1	Variables				
	Interpersonal conflict	.816	5.0		.000
	Intergroup conflict	.809	5.0		.000
	Intra-group conflict	.788	5.0		.000
	Staff Commitment	.790	5.0		.000
a. Independent Variable: Organisational conflicts					
b. Dependent Variable: Staff Commitment					

The Content Validity Index test was carried out and the test results revealed that interpersonal conflict had a validity result of .816, intergroup conflict had a validity test result of .890, intra-group conflict had a validity test result of .788 and lastly the dependent variable (staff commitment) had a validity test result of .790. All the variables had results

above the standard value of .70 (70%) which showed that all items in the instruments were valid.

Pretest Results for Interviews

Validity for the interview guide as a tool was determined by using Content Validity Index (C.V.I). C.V.I = items rated 3 or 4 by both judges divided by the total number of items in the questionnaire. The results are tabulated in the table below

Table 3.3: Content validity Index Results

Model Summary		Validity Results		t	Sig.
		Items	Test		
1	Variables				
	Interpersonal conflict	5.0	.766		.000
	Intergroup conflict	5.0	.890		.000
	Intra-group conflict	5.0	.767		.000
	Staff Commitment	5.0	.785		.000
a. Independent Variable: Organisational Conflicts					
b. Dependent Variable: Staff Commitment					

The Content Validity Index test was carried out and the test results revealed that interpersonal conflict had a validity result of .766, intergroup conflict had a validity test result of .890, intra-group conflict had a validity test result of .767 and lastly the dependent variable (staff commitment) had a validity test result of .785. All the variables had results above the standard value of .70 (70%) which showed that all items in the instruments were valid.

3.8 Data Analysis Techniques

Data was analyzed both qualitatively and quantitatively.

3.8.1 Quantitative Data Analysis

Data was sorted using the Statistical Package for Social Sciences (SPSS) method. The researcher employed Univariate analysis techniques in analyzing her data. *Univariate analysis* is the simplest form of quantitative (statistical) analysis. The analysis is carried out with the description of a single variable in terms of the applicable unit of analysis. Univariate analysis is commonly used in the first, descriptive stages of research, before being supplemented by more advanced, inferential bivariate or multivariate analysis. In addition to frequency distribution, univariate analysis commonly involves reporting measures of central tendency (location). In summary the researcher applied the Pearson correlation statistic (to test the degree of relationship between the study variables. The researcher also analyzed the raw data using regression analysis. The background variables were analyzed using both the two-way and one way analysis of variance.

3.8.2 Qualitative Data Analysis

Qualitative data was analyzed using both thematic analysis and content analysis. Content analysis involved coding the data and later processing it. The researcher relied on structural analysis, reflective analysis and interpretative analysis of qualitative data. Qualitative data was sorted by checking for any errors and analyzed as postulated in the research objectives. Patterns and connections within and between categories were identified. Data was collected, coded and edited during and after the study to ensure completeness, consistency, accuracy, and removal of errors and omissions. It also involved identifying patterns, consistencies and relationships in the questionnaire and interview guide. Qualitative data collected from interviews and documentary review was sorted and grouped into themes.

The researcher therefore evaluated and analyzed the adequacy of information in answering the research questions through coding of data, identifying categories and parameters that emerged in the responses (Mugenda & Mugenda, 1999). While analyzing qualitative data, summaries were made on how different themes/variables are related.

3.9 Measurement of Variables

The independent variables and the dependent variable were measured using the works of Creswell (2003) that focus on planning, controlling and decision making. The items in the domain were scored on the 5 point Likert scale ranging from strongly agree (1) to strongly disagree (5). Organisational conflict was measured according to the dimensions developed by Creswell (2003). The items in the domain were scored on the 5 point Likert scale ranging from strongly agree (1) to strongly disagree (5).

3.10 Ethical Considerations

There are several reasons why it is important to adhere to ethical norms in research. First, norms promote the aims of research, such as knowledge, truth, and avoidance of error. For example, prohibitions against fabricating, falsifying, or misrepresenting research data promote the truth and avoid error. Second, since research often involves a great deal of cooperation and coordination among many different people in different disciplines and institutions, ethical standards promote the values that are essential to collaborative work, such as trust, accountability, mutual respect, and fairness. In order to promote ethics in the study, respondent's names were withheld to ensure anonymity and confidentiality in terms of any future prospects. In order to avoid bias, the researcher interviewed the respondents

one after the other and ensured that she informed them about the nature and extent of her study and on the other hand she gave them reasons as to why she was interviewing them.

3.11 Limitations of the Study

The researcher studied one case; therefore the results could not be generalized to other cases. However, the researcher encountered some limitations during the study especially when it came to interviewing some respondents. Some were not willing to give information unless paid and at some instances, the researcher had to wait till late in the evening when the respondents were through with their work so as to interview them. For the key informants, given their busy schedules, some interviews were rescheduled to fit their timetables, but these also sometimes failed. The research took slightly long to conduct particular interviews which delayed the study. Costs to and fro movements were costly. There were problems of absenteeism of some senior lecturers since most of them are hired on a part time basis in private universities. Therefore collecting data from them through the questionnaires proved to be a big challenge. Some respondents simply failed to complete the questionnaires because of sheer laziness.

In some instances, respondents wanted pay prior to providing information. The researcher managed these problems by making a thorough sensitization of respondents on the importance and significance of the study. The Kyambogo University introductory letter also helped to allay any fears and doubts among some respondents. Efforts were made to maintain confidentiality of the responses. The absenteeism of the senior lecturers was tackled by frequent visits to the university.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This Chapter gives the description of the background variables, data analysis, presentation and interpretation of the findings. This chapter presents the study findings on the basis of the study objectives. The findings are presented basing on the research question that sought to investigate the relationship between organizational conflict and staff commitment. The study was premised on the following research objectives:

To establish the relationship between interpersonal conflicts and commitment of staff at Kyambogo University

To assess the relationship between intergroup conflicts and commitment of staff at Kyambogo University

To examine the relationship between intra-group conflicts and commitment of staff at Kyambogo University

4.1 Response Rate

Presentation of tabulated data according to respondents' responses.

Table 4.1: Response Rate

Instruments	Frequency	Percent
Number of questionnaires distributed	290	100
Number of questionnaires returned	281	96.8
Interviews Carried out with the Respondents		
Number of interviews carried out	18	20.9

n=290

Source: Primary data

Face to face interviews were carried out with the respondents; in total 18 respondents were interviewed making a total percentage of 20.9%. These included senior administrators, academic staff and support staff. The researcher used questionnaires to collect data from the respondents. Out of the 290 questionnaires that were distributed, 281 were returned making 95.5% return rate.

4.2 Bio-data of the Respondents

Responses on the demographic characteristics of the respondents was presented as follows;

Table 4.1: Age of the Respondents

The table below presents the summary statistics on the age of the respondents

Age of the respondents					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30 years	27	9.3	9.3	68.6
	30-40 years	167	59.3	59.3	31.4
	Above 40 years	86	31.4	31.4	100.0
	Total	281	100.0	100.0	

Source: Primary data

From the above table, all the respondents that took part in the study were above the age of 20. 9.3% were between the ages of 20-30 years, 59.3% were between the ages of 30-40 years, above 40 years 31.4%. This shows that they were mature enough to analyze issues relating to conflict. The respondents adequately responded to the questions put forward and by virtue of their experience, their responses were sound and the researcher was able to generate adequate data from them for her study.

Table 4.2: Gender of the Respondents

The table below presents the summary statistics on the gender of the respondents

Gender of the respondents					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	85	30.2	30.2	30.2
	Male	196	69.8	69.8	100.0
	Total	281	100.0	100.0	

Source: Primary data

Table 4.2 shows that the majority of the respondents were male (69.8%) and 30.2% were female (31.3%). These results show that gender representation indicated much variation between the male and females with a difference of 18%. This meant that both male and female provided their views representative of gender groups. It further shows that Kyambogo University is not keen on matters of gender balance, which can translate into better performance.

Table 4.3: Marital status of the Respondents

The table below presents the summary statistics on the gender of the respondents

Marital status of the respondents					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	219	77.9	77.9	96.5
	Single	53	18.6	18.6	3.5
	Widow/Widower	08	3.5	3.5	100.0
	Total	281	100.0	100.0	

Source: Primary data

The majority of the respondents were married (77.9%) a sign that they were responsible and settled. The majority being married was attributed to culture since every adult above the age of 18 has a right to marry and find a family.

Table 4.4: Highest level of education of the Respondents

The table below presents the summary statistics on the gender of the respondents

Highest level of education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Certificate	56	19.8	19.8	19.8
	Diploma	53	18.6	18.6	38.4
	Degree	130	46.5	46.5	84.9
	masters	30	10.6	10.6	100.0
		12	4.2	4.2	
	Total	281	100.0	100.0	

Source: Primary data

The majority of the respondents were degree holders (46.5%) compared to 10.6% master’s degree, 18.6% diploma holders, 56% certificate holders and 4.2% PhD holders. This showed a gap in qualification since the minimum requirement for a position in the government institution these days is a certificate. These results indicate that the respondents had reasonably good education qualifications and the desired skills and knowledge to deliver. Besides, on the basis of the education levels, the respondents were able to read, understand the questionnaire and gave appropriate responses.

4.3 Presentation of Findings and Interpretation

The findings were presented on the basis of the study objectives.

4.3.1 Objective One: to establish the relationship between interpersonal conflicts and commitment of staff at Kyambogo University

The researcher analyzed the questionnaires that were distributed to the respondents and after used the Statistical Package for Social Sciences (SPSS) to analyze the data. The frequencies, percentages, mean and standard deviation were calculated and tabulated as illustrated in table 4.6. This research objective was conceptualized using five questions which required each respondent to do self-rating on interpersonal conflicts and commitment of staff at Kyambogo University. Responses were based on Likert scale ranging from one which represented strongly disagree to five which reflected strongly agree. The resulting summary statistics are in Table 4.6 below.

Table 4.5: Responses on the Relationship between Interpersonal Conflicts and Commitment of staff at Kyambogo University

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Interpersonal conflicts are common in Kyambogo University	281	1.00	5.00	3.1512	1.41019
Interpersonal conflict have led to the crisis that have occurred in the past in Kyambogo University	281	1.00	5.00	3.5930	1.26842
Interpersonal conflicts are as a result of administrative wrangles	281	1.00	5.00	3.7791	1.36684
University goals have not been achieved because of interpersonal conflicts	281	1.00	5.00	3.7907	1.39846
The most commonly cited reasons for interpersonal conflicts in Kyambogo University are personality differences/disagreements	281	1.00	5.00	3.5930	1.26842
The most commonly cited reasons for interpersonal conflicts in Kyambogo University are clashes of values	281	1.00	5.00	3.7791	1.36684
Total	281			21.6861	8.07917

Source: Primary data

Respondents generally agreed that Interpersonal conflicts are common in Kyambogo University (mean =3.1512 and $\sigma = 1.41019$). The study shows that Interpersonal conflict have led to the crisis that have occurred in the past in Kyambogo University (mean=3.5930 and $\sigma = 1.26842$). It was further found out that Respondents generally agreed Interpersonal conflicts are as a result of administrative wrangles (mean =3.7791 and $\sigma =36684$). The study shows that University goals have not been achieved because of interpersonal conflicts (mean= 3.7907and $\sigma = 1.39846$). It was further found out that the most commonly cited reasons for interpersonal conflicts in Kyambogo University are personality differences/disagreements. Respondents generally agreed that the most commonly cited reasons for interpersonal conflicts in Kyambogo University are clashes of values (mean=3.5930 and $\sigma = 1.26842$).

Respondents generally agreed that the most commonly cited reasons for interpersonal conflicts in Kyambogo University are clashes of values (mean =3.7791 and $\sigma=1.36684$).

The overall mean was 21.6861 and standard deviation =8.07917. This implies that interpersonal conflicts affected commitment of staff at Kyambogo University

When the researcher interviewed one of the members of staff she said,

They are very common and these mainly are caused by selfish interests and sabotage. For example one senior staff member may block another who intends to go for further studies.

Differing slightly from above, another respondent said,

These conflicts are common amongst people who have time for conflicts or have ever clashed at one time.

When the researcher went on ground to verify the above response, he was told by a respondent that:

One of the lecturers in Religious studies said,

A lecturer in religious studies wrote to top management because a colleague had very many visitors to the office they shared.

The respondents were asked whether interpersonal conflict have led to the crises that have occurred in the past in Kyambogo University. Item means of 3.7791 and standard deviations of 1.36684 measuring a level of agreement were computed from the respondents' responses.

In relation to the above a lecturer said,

I cannot say so but these conflicts are common in lecturer rooms, imagine a lecturer clashing over a lecture room.

In support of the above another respondent said,

Inadequate teaching resources could also be the cause of these conflicts which are interpersonal. The resources whenever are inadequate clashes may be witnessed, a lecturer said

In confirmation of the above, a key informant lamented;

Not only do resources cause interpersonal conflicts but I have also witnessed conflicts over teaching load. Those who are allocated less teaching loads raise much dust about it.

The respondents were asked whether interpersonal conflicts are as a result of administrative wrangles. Item means of 3.5930 and standard deviations of 1.26842 measuring a level of agreement were computed from the respondents' responses.

In relation to the interviews a respondent said,

Yes sometimes could be as a result of administrative wrangles, I have witnessed unanimous letters being written against each other. Quarrels are common at lecture rooms. Some lecturers make secret correspondences to top management.

The respondents were asked whether university goals have not been achieved because of interpersonal conflicts. Item means of 3.7907 and standard deviations of 1.39846 measuring a level of agreement were computed from the respondents' responses. One of the key informants said,

Some goals have been achieved because some of these wrangles are normally arbitrated by the Deputy vice chancellor academic affairs or administration and finance. An example is where a staff accused the head of department chemistry for submitting a negative report to top management. The issue was about the delay to submit results yet results had already been displayed on the notice board.

Another staff member said;

Our goals are being achieved despite the existing conflicts; imagine the issue of teaching load has been handled by the appointments board of council that gave a directive that equal amount of teaching load should be allocated to each lecturer.

The respondents were asked whether the most commonly cited reasons for interpersonal conflicts in Kyambogo University are personality differences/disagreements. Item means of 3.7791 and standard deviations of 1.36684 measuring a level of agreement were computed from the respondents' responses

In relation to the above question a respondent said;

In most cases it is personal differences that are causing the existing conflicts for example in special needs, two staff members fought over the issue of internship. Later both were suspended for 6 months.

The respondents were asked whether the most commonly cited reasons for interpersonal conflicts in Kyambogo University are clashes of values. Item means of 3.5930 and standard deviations of 1.26842 measuring a level of agreement were computed from the respondents' responses.

Relatedly, a respondent said;

There have been some clashes between the staff members and heads of departments over falsifying marks. An example was in the department of economics where the heads of department wrote to top management over a staff suspected of falsifying marks.

Table 4.6: Responses on Staff Commitment

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I know when to start a task and end a task	281	1.00	5.00	3.7791	1.36684
There is lack of clear guidance from supervisors	281	1.00	5.00	3.9302	1.43724
The necessary resources for doing work are available	281	1.00	5.00	3.6047	1.32202
There is difficulty in measuring tasks at Kyambogo university	281	1.00	5.00	3.7674	1.36057
I always safeguard every resource I use	281	1.00	5.00	3.7674	1.36057
Staff are involved in decision making especially on what affects them at the university	281	1.00	5.00	3.7674	1.36057
Valid N (list wise)				22.6162	8.20781

Source: Primary data

Respondents generally agreed that I know when to start a task and end a task (mean= 3.7791 and $\sigma = 1.36684$). The study shows that There is lack of clear guidance from supervisors (mean= 3.9302 and $\sigma = 1.43724$). It was further found out that The necessary resources for doing work are available (mean=3.6047 and $\sigma = 1.32202$).

Respondents generally agreed There is difficulty in measuring tasks at Kyambogo university (mean=3.7674 and $\sigma = 1.36057$). The study shows that I always safeguard every resource I use (mean= 3.7674and $\sigma = 1.36057$). It was further found out that Staff are involved in decision making especially on what affects them at the university (mean= 3.7674and $\sigma = 1.36057$).

On analysis of table 4.7 findings, on average (22.6162) staff of Kyambogo University were committed to a level of standard deviations 8.20781.

A key informant noted,

We in most cases know when to start and accomplish tasks. The staff members are presumed to be having such knowledge and need not to be pushed.

In relation to the above, a respondent said,

I think so because some supervisors are tied up in their offices and have little or non-time to come on ground and supervise.

One of the key informants who happened to be an LC III Chairperson said,

Yes it is very important to measure tasks although some tasks may not be easily measurable.

One of the respondents said;

Yes some do and others don't because they know they are using university materials. When somebody knows that he or she is using university material he may be careless while using it.

One of the respondents cited;

The ultimate result is that some staff members are involved in decision making and this happens when somebody is in a position of responsibility like deans and heads of department.

Table 4.7: Correlation matrix for interpersonal conflicts and commitment of staff at Kyambogo University.

Bivariate analysis

Correlations			
		Interpersonal conflict	Commitment of staff
Interpersonal conflict	Pearson Correlation	1	.118**
	Sig. (2-tailed)		.000
	N	281	281
Commitment of staff	Pearson Correlation	.118**	1
	Sig. (2-tailed)	.000	
	N	281	281
**. Correlation is significant at the 0.01 level (2-tailed).			

The results show that the correlation coefficient is 0.118(**) and its significance level 0.000. This implied that interpersonal conflict influences commitment of staff in Kyambogo University. Therefore according to the results, there is a positive significant relationship between interpersonal conflict and staff commitment in KyU.

In conclusion, interpersonal conflict influences the commitment of staff. The findings both qualitative and quantitative as per the above objective seem to concur with no deviations.

4.3.2 Research Objective 2: To assess the Relationship between Intergroup Conflicts and Commitment of staff at Kyambogo University

To assess the relationship between intergroup conflicts and commitment of staff at Kyambogo University, the following responses were got from the respondents and presented in the table 4.9 below.

Table 4.8: Responses on the relationship between intergroup conflicts and commitment of staff

	N	Minimum	Maximum	Mean	Std. Deviation
The most commonly cited reasons for intergroup conflicts in Kyambogo University is the competitive environment	281	1.00	5.00	3.0698	1.40412
Sharing of resources has been a major cause of intergroup conflicts	281	1.00	5.00	3.6163	1.29405
The most commonly cited reasons for intergroup conflicts in Kyambogo University is power and status	281	1.00	5.00	3.7907	1.36439
The exploitative nature of human being explains why intergroup conflicts occur in Kyambogo University	281	1.00	5.00	3.7674	1.36057
Intergroup conflict involve several interdependent task groups which are informal and formal	281	1.00	5.00	3.7674	1.36057
The groups amongst staff members differ in goals, work activities, power, and prestige.	281	1.00	5.00	3.6163	1.29405
The seeds of intergroup conflicts are sown by the differences which exist among staff members.	281	1.00	5.00	3.7907	1.36439

Source: Primary data

The respondents were asked whether the most commonly cited reasons for intergroup conflicts in Kyambogo University is the competitive environment. Item means of 3.0698

and standard deviations of 1.40412 measuring a level of agreement were computed from the respondents' responses.

In connection to the above a respondent said,

The causes of inter group conflicts range from delayed pay to promotion. In faculty of Arts, the dean blocked the promotion of 3 members of staff without serious reasons but it was later handled by the appointments board of council

Relatedly another respondent said,

Contract renewal is another cause of conflict. Some members block the renewal of contracts for their colleagues because of intergroup conflicts.

It was observed that delayed pay of lecturer's salaries has caused conflicts within the university. There was a sit down strike in 2012 September over pay for a month. This made students go without lectures for some time. Staff was later paid but no policy was put in place to revert future strikes of that kind.

The respondents were asked whether sharing of resources has been a major cause of intergroup conflicts. Item means of 3.6163 and standard deviations of 1.29405 measuring a level of agreement were computed from the respondents' responses.

A respondent lamented;

Yes and this is common when it comes to sharing office space. Some lecturers don't want to share offices with colleagues yet resources are limited. This has been a cause of conflicts amongst the members of staff.

In contradiction of the above a key informant said,

Office space would not be an issue but delay in issuing appointment letters is more itching than office space. You would better have your appointment letter than being given an office yet you aren't sure of your job tomorrow. For example the part time staff who were recruited in August 2014 have gone 3 month without being issue appointment letters. This is ridiculous, a part time staff lamented.

The respondents were asked whether the most commonly cited reasons for intergroup conflicts in Kyambogo University is power and status. Item means of 3.7907 and standard deviations of 1.36439 measuring a level of agreement were computed from the respondents' responses.

A respondent lamented,

Sometimes it is over promotion than power that some conflicts arise. Power wrangles are there in some faculties but these are minimal anyway. I remember vividly well that following the merger of the institutions to make Kyambogo there was a power struggle over who should be at what level. Those with Masters Degrees were eventually appointed lecturers and for senior lecture, one had to have a PhD in order to qualify to be at that level.

The respondents were asked whether the exploitative nature of human being explains why intergroup conflicts occur in Kyambogo University. Item means of 3.7674 and standard deviations of 1.36057 measuring a level of agreement were computed from the respondents' responses.

It was observed that issues to do with staff welfare are also leading to the outbreak of conflicts. Lack of teaching materials, no office space, lack of access to university vehicles and medical services have in one way or another contributed to the current intergroup conflicts in KyU

The respondents were asked whether intergroup conflict involve several interdependent task groups which are informal and formal. Item means of 3.7674 and standard deviations of 1.36057 measuring a level of agreement were computed from the respondents' responses.

A key informant said that,

We have also had some intergroup conflicts due to inability of the top management to meet the demands in some departments. In 2014 September, the department of languages threatened to lay down their tools if not paid extra load teaching money

The respondents were asked whether the groups amongst staff members differ in goals, work activities, power, and prestige. Item means of 3.6163 and standard deviations of 1.29405 measuring a level of agreement were computed from the respondents' responses.

In connection to the above, it was revealed that the groups amongst staff members differ in goals, work activities, power, and prestige. The respondent cited an example of intergroup conflicts that arose during the time of the vice chancellor hence resulting into cliques within the staff and support staff.

The respondents were asked whether the seeds of intergroup conflicts are sown by the differences which exist among staff members. Item means of 3.7907 and standard deviations of 1.36439 measuring a level of agreement were computed from the respondents' responses.

Table 4.9: Correlation matrix for intergroup conflicts and commitment of staff

Correlations			
		Intergroup conflict	Commitment of staff
Intergroup conflict	Pearson Correlation	1	.237*
	Sig. (2-tailed)		.000
	N	281	281
Commitment of staff	Pearson Correlation	.237*	1
	Sig. (2-tailed)	.000	
	N	281	281

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

Source: Primary data

The results show that the correlation coefficient is 0.237(*) and its significance level 0.000.

This implied that intergroup conflict influences commitment of staff. Therefore according

to the results there is a positive significant relationship between intergroup conflict and commitment of staff.

4.3.3 Research Objective 3: To assess the Relationship between Intragroup Conflicts and Commitment of staff at Kyambogo University

To assess the relationship between intra-group conflicts and commitment of staff at Kyambogo University, the following responses were got from the respondents and presented in the table below;

Table 4.10: Showing responses on the relationship between intra-group conflicts and commitment of staff

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
For Kyambogo University to be productive, certain amount of conflicts is always necessary.	281	1.00	5.00	3.5698	1.26063
Optimum level of conflicts prevents stagnation, stimulates creativity, allows tension and stress to be released	281	1.00	5.00	3.0698	1.40412
The most important task for managers in Kyambogo University is to curb conflict during those times when it arises	281	1.00	5.00	3.6163	1.29405
Intragroup conflicts are sown by the differences that exist among staff members	281	1.00	5.00	3.7907	1.36439
Intragroup conflicts are created by differences in personal values	281	1.00	5.00	3.7907	1.36439
Intragroup conflicts have created tension among top management in Kyambogo University	281	1.00	5.00	3.5581	1.33377
The staff in Kyambogo University have tended to behave in a more biased manner when leaders cause intra-group conflicts	281	1.00	5.00	3.5581	1.33377
Total	281			24.9535	9.35512

Source: primary data

The respondents were asked whether for Kyambogo University to be productive, certain amount of conflicts is always necessary. Item means of 3.5698 and standard deviations of 1.26063 measuring a level of agreement were computed from the respondents' responses.

In relation to this, a respondent said,

Yes conflicts may be necessary but the disadvantages outweigh the advantages in this case. Conflicts allow you to identify problems you need to solve, helping you strengthen your institution. Conflicts can also cause problems that damage the team, and not addressing them in a timely fashion can be fatal to the institution.

It was observed that the most obvious disadvantage of conflict is the toll on personnel emotions. Employees with high morale are likely to work harder, stay with the institution and be more productive. When employees feel they are being bullied, taken advantage of or facing favoritism, they may begin looking for another job or performing poorly. Conflicts between departments can disrupt work.

The respondents were asked whether optimum level of conflicts prevents stagnation, stimulates creativity, allows tension and stress to be released. Item means of 3.0698 and standard deviations of 1.40412 measuring a level of agreement were computed from the respondents' responses. The respondents said,

Conflicts often arise as the result of a weakness within the institution. The weakness could be a character flaw of an employee, poorly communicated directions, a lack of resources or erroneous assumptions about the best way to handle a process or procedure.

The respondents were asked whether the most important task for managers in Kyambogo University is to curb conflict during those times when it arises. Item means of 3.6163 and standard deviations of 1.29405 measuring a level of agreement were computed from the respondents' responses.

In relation to the above a senior member of staff said,

The DVC Administration has intervened in most of the conflicts that have taken place within the university. Those that seemed impossible to handle have been handled for example conflicts between staff members and HOD have been handled.

The respondents were asked whether intra-group conflicts are sown by the differences that exist among staff members. Item means of 3.7907 and standard deviations of 1.36439 measuring a level of agreement were computed from the respondents' responses.

In connection to the above a respondent said,

Yes this is the case in some instances for example the Faculty of Arts has conflicted with the top management over promotion and non-payment

The respondents were asked whether the staff in Kyambogo University have tended to behave in a more biased manner when leaders cause intra-group conflicts. Item means of 3.5581 and standard deviations of 1.33377 measuring a level of agreement were computed from the respondents' responses.

A respondent said,

It is not the case but most times we have had instances where the staff of KyU has collided with the security department for example 4 members of staff were arrested by security over intelligence reports by IGG

Another respondent in support of the above said,

The allegations over the 4 members of staff were malicious since the Vice Chancellor wanted to use the opportunity to victimize his opponents

The respondents were asked whether the university staff has had instances where it has been at logger heads with the external organs. The majority of the respondents revealed that against the staff of KyU wish the Vice Chancellor be reinstated. There are still challenges over Inspector General of Government halting the promotion and appointment of members of staff. KyU has been at logger head with Ministry of Education over the stealing of land.

Ministry of Education allotted Kyambogo land to some investors. At the close of 2014, KyU was at logger head with NCHE. Over the accreditation of some programmes. Some had been accredited and others not. The students went on strike protesting the decision by the university to continue offering courses that are not sanctioned by the National Council for Higher Education (NCHE). NCHE said that only 21 out of 91 courses offered by the university are accredited. The University Vice Chancellor Professor Elly Katunguka issued a statement that all the 140 courses taught by the university are accredited and recognized by the NCHE that led to the calling off of the strike.

When asked whether they have been some intergroup conflicts a result of the merger, the respondents said that before 2007, there wrangles over rank but were finally settled when a circular was issued to that effect. The circular of 2007 stated that a teaching assistant would have maximum of a bachelor's degree, and a masters holder would serve as a lecturer until he retires.

The respondents were asked whether the staff in Kyambogo University have tended to behave in a more biased manner when leaders cause intra-group conflicts. Item means of 3.5581 and standard deviations of 1.33377 measuring a level of agreement were computed from the respondents' responses.

In relation to the above a respondent said,

The lecturers two years ago went on strike for eight days to protest a move by the administration to slash the salaries of more 300 lecturers. The salaries were cut on the directives of the Auditor General who said the Kyambogo salaries needed to be harmonized with Government's salary scales. The lecturers were joined in the strike by their students who were protesting being made redundant by the industrial action. 50

million shillings was released after the strike to cater for the salary increment of the academic staff.

Table 4. 11: Correlation matrix for intra-group conflicts and commitment of staff

Correlations			
		Intergroup conflict	Commitment of staff
Intra-group conflict	Pearson Correlation	1	.222**
	Sig. (2-tailed)		.000
	N	281	281
Commitment of staff	Pearson Correlation	.222**	1
	Sig. (2-tailed)	.000	
	N	281	281

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

Source: Primary Data

The results show that the correlation coefficient is 0.222(**) and its significance level 0.000. This implied that intra-group conflict influences commitment of staff. Therefore according to the results there is a positive significant relationship between intra-group conflict and commitment of staff. This means an increase in intra-group conflict will lead to staff commitment.

Table 4.12: Model Summary for organizational conflicts and staff commitment

Model Summary		Un standardized		T	Sig.	Adjust ed R ²
		Coefficients				
		B	Std. Error			
1	(Constant)	.812	.308	2.635	.010	
	Interpersonal conflict	.118	.143	2.664	.000	0.798
	Intergroup conflict	.237	.090	5.418	.000	
	Intra-group conflict	.222	.114	5.481	.000	
Staff commitment		.300	.101	5.221	.000	
a. Dependent Variable: Staff Commitment						

The correlation coefficient for interpersonal conflict is .118 indicating a positive significant relationship between interpersonal conflict and staff commitment. The correlation

coefficient for intergroup conflict is .237 indicating a positive significant relationship between intergroup and staff commitment. The correlation coefficient for intra-group conflict is .222 indicating a positive significant relationship between intra-group and staff commitment. The adjusted R for organizational conflict and staff commitment is .798 indicating a positive relationship between interpersonal conflict, intergroup conflict, intra-group and staff commitment. Therefore organizational conflicts predict staff commitment.

CHAPTER FIVE

DISCUSSIONS, SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion of the study findings as presented in chapter four, conclusions and recommendations plus areas for further research.

5.1 Discussions

This subsection discusses the findings which are presented according to the respective research objectives as earlier presented in chapter one.

5.1.1 Interpersonal conflicts and Staff Commitment

Findings revealed that there is a positive significant relationship between interpersonal conflict and commitment of staff.

Findings revealed that conflicts are very common and these mainly are caused by selfish interests and sabotage. For example one senior staff member may block another who intends to go for further studies. The findings are in line with Organ (2008) who asserts that selfish interests is a major cause of interpersonal conflict world over. It was observed that conflicts are common amongst people who have clashed at one time. Findings further revealed that a lecturer in religious studies wrote to top management because a colleague had very many visitors to the office they shared. This was similarly observed by Raimo (2001) who noticed that selfishness is a major cause of conflict today.

It was further observed that inadequate teaching resources can also cause conflicts which are interpersonal. The resources whenever inadequate clashes may be witnessed. The literature reviewed also similarly reveals the same. Saunders (2007) observes that scarcity of

resources and unequal sharing and use of the available resources may be a cause of conflict people within the community. It was observed that not only do resources cause interpersonal conflicts but the majority of the respondents have witnessed conflicts over teaching load. Those who are allocated less teaching loads raise much dust about it. The findings are consistent with Mudach (2000) who notes that unequal sharing of resources may be a cause of conflict today.

It was observed that some respondents have witnessed unanimous letters being written against each other. Quarrels are common at lecture rooms. Some lecturers make secret correspondences to top management. The findings are in line with March and Simons (2008) who noted that malicious statements against each other may result into serious conflict. It was observed that some wrangles are normally arbitrated by the Deputy vice chancellor academic affairs.

5.1.2 Intergroup conflicts and Staff Commitment

Findings revealed that there is a positive significant relationship between intergroup conflict and commitment of staff. Findings revealed that the causes of inter group conflicts range from delayed pay to promotion. In faculty of Arts, the dean blocked the promotion of 3 members of staff without serious reasons but it was later handled by the appointments board of council

Contract renewal is another cause of conflict. Some members block the renewal of contracts for their colleagues because of intergroup conflicts. Munene (2007) observes that it is the job of an employee to meet the expectations of his manager, but if those expectations are misunderstood, conflict can arise. Managers need to spend time clearly communicating their goals to employees and then confirming those goals in writing. A

manager should also encourage her employees to ask questions about their goals, and hold regular meetings to discuss the goals and how best to reach them.

It was observed that delayed pay of lecturer's salaries has caused conflicts within the university. There was a sit down strike in 2012 September over pay for a month. This made students go without lectures for some time. Staff was later paid but no policy was put in place to revert future strikes of that kind. It was similarly observed by Katz (2004).

It was observed that conflicts may arise due to sharing office space. Some lecturers don't want to share offices with colleagues yet resources are limited. This has been a cause of conflicts amongst the members of staff. This was similarly observed by Munene (2007).

The findings revealed that office space would not be an issue but delay in issuing appointment letters is more itching than office space. You would better have your appointment letter than being given an office yet you aren't sure of your job tomorrow. For example the part time staff who were recruited in August 2014 have gone 3 month without being issue appointment letters. It was similarly observed by Himes (2000) that some interdepartmental disagreements might trigger a nonresponsive attitude that can quickly become an internal conflict. Another way of creating this sort of conflict is by giving a circular response such as an issue being perpetually "under review." When people or departments are late in responding to information requests, or they are withholding information on purpose, it is best to address the situation immediately with a personal meeting with both sides to resolve the situation.

Sometimes, conflicts are over promotion than power. Power wrangles are there in some faculties but these are minimal anyway. This was similarly observed by Frey (2009) who noted that power struggles can be a source of conflict within an institution. It was observed that issues to do with staff welfare are also leading to the outbreak of conflicts. Lack of teaching materials, no office space, lack of access to university vehicles and medical services have in one way or another contributed to the current intergroup conflicts in KyU. The university has had some intergroup conflicts due to inability of the top management to meet the demands in some departments. In 2014 September, the department of languages threatened to lay down tools if not paid extra load teaching money. This was similarly observed by Hanneli (2007).

5.1.3 Intra-group conflicts and Staff Commitment

Findings revealed that there is a positive significant relationship between intra-group conflict and commitment of staff. It was observed that conflicts may be necessary but the disadvantages outweigh the advantages in this case. Conflicts allow you to identify problems you need to solve, helping one strengthen his/her institution. Conflicts can also cause problems that damage the team, and not addressing them in a timely fashion can be fatal to the institution. The findings are in line with Dewson (2005).

It was observed that the most obvious disadvantage of conflicts is the toll on personnel emotions. Employees with high morale are likely to work harder, stay with the institution and be more productive. When employees feel they are being bullied, taken advantage of or

facing favoritism, they may begin looking for another job or performing poorly. Conflicts between departments can disrupt work.

Findings revealed that conflicts often arise as the result of a weakness within the institution. The weakness could be a character flaw of an employee, poorly communicated directions, a lack of resources or erroneous assumptions about the best way to handle a process or procedure. The findings are in line with Devaus (2002) internal conflict can sometimes arise as the result of a simple misunderstanding. One person may misunderstand information, and that can trigger a series of conflicts. In order to deal with this kind of situation, it is best to have the person admit her misunderstanding and work with the affected parties to remedy the situation.

The DVC Administration has intervened in most of the conflicts that have taken place within the university. Those that seemed impossible to handle have been handled for example conflicts between staff members and HOD have been handled take the example of department of economics. It was similarly observed that organizational conflict might arise from frustration. One source of frustration is a lack of accountability. If something has gone wrong, and no one is willing to take responsibility for the problem, this lack of accountability can start to permeate throughout the entire company until the issue is resolved. One way to combat a lack of accountability is to have anyone who comes into contact with a document sign his name to it and include the date.

5.2 Summary of Major Findings

The major findings of the study were that:

5.2.1 Interpersonal conflicts and Staff Commitment

The Pearson Correlation analysis was conducted and results indicated that the correlation coefficient was 0.118(**), therefore this implied that there is a positive significant relationship between interpersonal conflict and commitment of staff. Interpersonal conflict therefore influences commitment of staff.

5.2.2 Intergroup and Staff Commitment

The Pearson Correlation Coefficient was conducted and results indicated that the correlation coefficient was 0.237(*), therefore this implied that there is a positive significant relationship between intergroup conflict and commitment of staff. Intergroup conflict therefore influences commitment of staff.

5.2.3 Intra-group conflicts and Staff Commitment

The Pearson Correlation Coefficient was conducted and results indicated that the correlation coefficient was 0.222(*), therefore this implied that there is a positive significant relationship between intra-group conflict and commitment of staff. Intra-group conflicts therefore influence commitment of staff.

5.3 Conclusions

5.3.1 Interpersonal conflicts and staff commitment

There is a positive significant relationship between interpersonal conflict and commitment of staff. Findings revealed that conflicts are very common and these mainly are caused by selfish interests and sabotage.

5.3.2 Intergroup conflicts and Staff Commitment

There is a positive significant relationship between intergroup conflict and commitment of staff. Findings revealed that the causes of inter group conflicts range from delayed pay to promotion. Some members block the renewal of contracts for their colleagues because of intergroup conflicts. It was observed that delayed pay of lecturer's salaries has caused conflicts within the university.

5.3.3 Intra-group conflicts and Staff Commitment

There is a positive significant relationship between intra-group conflict and commitment of staff. It was observed that conflicts may be necessary but the disadvantages outweigh the advantages in this case. It was observed that the most obvious disadvantage of conflict is the toll on personnel emotions. Findings revealed that conflicts often arise as the result of a weakness within the institution.

5.4 Recommendations

The researcher recommended that according to the objectives of the study as follows:

5.4.1 Interpersonal conflicts and Staff Commitment

There is need to improve communication between staff members. An arbitration committee should be put in place to mediate between the different conflicts that take place at the university amongst the staff members. A fully fledged counseling department for staff members should be put in place to render counseling services to different members of staff. Primary task of the counseling department is to help both people keep cool. Manage their stress levels, their anger, and their emotions to the best of the counselor's ability.

5.4.2 Intergroup conflicts and Staff Commitment

There is need to change the staff policy concerning promotion, payment, extra load and appointment and use of university facilities like vehicles and houses. The policy should be put in place after consultation with the staff of KyU so that it does not appear as if it is being imposed on the KyU staff.

5.4.3 Intra-group conflicts and Staff Commitment

There is need for the various warring groups in the higher institutions of learning in Uganda to build trust. Group conflicts can easily be overcome when the various members in such groups begin working together. A conflict is best resolved by addressing it face-to-face with the other party. Attempting to address the concern at hand but then rambling and talking around the point simply clouds the issue so much that it is left unaddressed.

5.5 Areas for further studies

The researcher suggests the following areas for further research

1. There is need to study conflict management and staff performance in higher institutions of learning.
2. There is need to carry out a study on conflict resolution and service delivery in higher institutions of learning in Uganda.

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APPENDICES

APPENDIX (i) : QUESTIONNAIRE FOR TOP ADMINISTRATORS, STAFF AND SUPPORT STAFF

My name is **Nabaasa Jackline Monique** a student of Masters in Business Administration of Kyambogo University. In partial fulfillment of the requirements for the degree, I am required to conduct a research in an area of my interest. My interest in this study is to evaluate the **Organizational Conflicts and Commitment of Staff in Higher Institutions of Learning: A Case of Kyambogo University**. You have been sampled to participate in this study and the information you give will be used strictly for academic purposes and will never be used against you or your office. The information got from you will be kept confidential. You are also requested not to write your name on this questionnaire. After filling out the questionnaire, put in the provided envelop and seal it and return to me.

Your participation in this study is entirely voluntary. Your consent to participate is implied by your decision to complete this questionnaire. I greatly appreciate your assistance in this exercise. Thank you for your cooperation.

SECTION A: BIO-DATA

Please tick in the column below the specified variable.

-	18-28	29-35	36-50	Above 50	
Gender	Male	Female			
Marital status	Married	Single	Widowed	Divorced	
Level of Education	Masters	Bachelors	Diploma	Certificate	Others Specify

Instructions from question 1-46 tick the number that best indicates your opinion on the questions using the following scale.

Scale	1	2	3	4	5
	Strongly disagree	Disagree	Not sure	Agree	Strongly agree

SECTION B: INTERPERSONAL CONFLICTS

		1	2	3	4	5
1.	Interpersonal conflicts are common in Kyambogo University					
2.	Interpersonal conflict have led to the crisis that have occurred in the past in Kyambogo University					
3.	Interpersonal conflicts are as a result of administrative wrangles					
4.	University goals have not been achieved because of interpersonal conflicts					
5.	The most commonly cited reasons for interpersonal conflicts in Kyambogo University are personality differences/disagreements					
6	The most commonly cited reasons for intergroup conflicts in Kyambogo University are clashes of values					

INTERGROUP CONFLICTS

		1	2	3	4	5
7	The most commonly cited reasons for intergroup conflicts in Kyambogo University is the competitive environment					
8	Sharing of resources has been a major cause of intergroup conflicts					
9	The most commonly cited reasons for intergroup conflicts in Kyambogo University is power and status					
10	The exploitative nature of human being explains why intergroup conflicts occur in Kyambogo University					
11	Intergroup conflict involve several interdependent task groups which are informal and formal					
12	The groups amongst staff members differ in goals, work activities, power, and prestige.					
13	The seeds of intergroup conflicts are sown by the differences which exist among staff members.					

INTRAGROUP CONFLICTS

		1	2	3	4	5
14	The most important task for managers in Kyambogo University is to curb conflict during those times when it arises					
15	There are always differences in personal values among staff members					
16	The staff in Kyambogo University remain indifferent whenever there is disagreement among top management					
17	There is always tension created among top management in Kyambogo University					

COMMITMENT OF STAFF

		1	2	3	4	5
	My timely accomplishment of tasks is affected by:					
18	Disagreement on what to do between the workmates.					
19	Unclear definition of the tasks to do.					
20	Difficulty of measuring the task.					
21	Lack of clear guidance from the supervisor.					
22	Lack of information about when to start and complete my tasks					
23	Lack of time frame leads to untimely completion of my tasks					
	Resource utilization					
24	The necessary resources for doing work are available					
25	I always safeguard every resource I use					
26	Resources are distributed evenly to every department					
27	Everyone in Kyambogo University is aware of the resources to use to accomplish a given task					
28	Resources are properly utilized in Kyambogo University					
29	I always share resources of the university with workmates					
30	I always account for all the resources I use					
	Level of involvement					
31	Staff are involved in decision making on what affect them at the university					
32	I am well informed of the vision of Kyambogo university					
33	I am well informed of the mission of Kyambogo university					
34	I am well informed of the goals of Kyambogo University					
35	I always reflect on the core values of Kyambogo University					
36	I am involved in performance appraisal					
37	I make sure that i carry out the activities assigned to me as agreed during the appraisal					

**APPENDIX (ii): INTERVIEW GUIDE FOR TOP ADMINISTRATORS, STAFF
AND SUPPORT STAFF**

1. When did you join Kyambogo University?
2. What is your current position in this institution?

Interpersonal Conflicts

3. What are the causes of interpersonal conflicts in Kyambogo?
4. How do interpersonal conflicts manifest in Kyambogo University?
5. How have been interpersonal conflicts been handled in Kyambogo?
6. Comment on the way forward.

Intergroup Conflicts

7. What are the causes of intergroup conflicts in Kyambogo?
8. How do intergroup conflicts manifest in Kyambogo University?
9. How have been intergroup conflicts been handled in Kyambogo University?
10. Comment on the way forward.

Intra-group Conflicts

11. What are the causes of intra-group conflicts in Kyambogo?
12. How do intra-group conflicts manifest in Kyambogo University?
13. How have been intra-group conflicts been handled in Kyambogo University?
14. Comment on the way forward?

Commitment of Staff

15. How clear are the responsibilities and duties allocated to you?
16. What kinds of tasks are given to you by management?
17. Comment on the degree of resource utilization in Kyambogo.

18. What is the basis of allocating somebody a task at Kyambogo University?
19. Comment on the fact that the management labors to make you aware of the responsibilities.
20. Comment on the level of job satisfaction among employees in Kyambogo.

APPENDIX (iii): TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size
 "S" is sample size.

Krejcie, Robert V., Morgan, Daryle W., "Determining Sample Size for Research Activities", Educational and Psychological Measurement, 1970.