

**ORGANISATIONAL CONFLICT MANAGEMENT AND EMPLOYEE  
PERFORMANCE IN PUBLIC INSTITUTIONS OF HIGHER  
LEARNING IN UGANDA: A CASE STUDY OF  
KYAMBOGO UNIVERSITY**

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**A RESEARCH REPORT SUBMITTED TO THE GRADUATE SCHOOL  
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**Declaration**

I KIRENZI MUSA, hereby declare that the work herein is original with exception of sources of information which are duly acknowledged and referenced and I declare that it has never been presented to any institution of higher learning for any award.

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## Approval

This is to certify that this research project has been under our supervision and is now ready for submission for examination.

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## **Dedication**

This research is dedicated to my family and all persons dedicated to creating conducive working environments in public institutions.

## **Acknowledgements**

This acknowledgement is not just a design but rather, a fair way to me to express my deep and sincere appreciations to whoever lent hand in the successful completion of this research work.

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### **List of Abbreviations**

KYU	:	Kyambogo University
KYUASA	:	Kyambogo University Academic staff association
KYUSASA	:	Kyambogo University Senior Administrative staff Association
NUEI	:	National Union of Education Institutions
OCBI	:	Interpersonal Organisational Citizenship Behavior
HRM	:	Human Resource Management
CIPD	:	The Chartered Institute of Personnel Development
SOME	:	School of management and Entrepreneurship

## Abstract

This study examined relationship between organisational conflict management and employee performance in institutions of higher learning. The objectives of the study were: to analyze the influence of interpersonal relations on the quality of employee service delivery, to assess the effect of equity on employee productivity, and to examine the influence of organisational communication on timely service delivery. A case study research design was used to carry out the study. A sample of 263 respondents including 260 employees and 3 key informants participated in the study. The researcher obtained primary data using questionnaires and a structured interview guide. The collected data was analysed using quantitative and descriptive inferential methods.

The findings revealed that; KYU staff interpersonal relations influenced employee performance ( $r= 0.57$ ;  $p\leq 0.05$ ). The level of equity was found to significantly influence employee performance by ( $r = 6.9$ ;  $p < 0.05$ ) and ineffective organizational communication retarded employee performance to a tune of ( $r= 0.87$ ;  $p < 0.05$ ). As a result the study indicated that resolving institutional conflicts can influence employee performance by 27%.

On the basis of the above findings, it was recommended that: there is need to have formal conflict resolution and peace promotion strategies in institutions of higher learning, since they employ adversity of workers with divergent views which makes them prone to organisational conflicts. Universities need to be sensitized about the importance of effective organisational communication on the effectiveness of their institutions. This may awaken those who do not have one to initiate it. There is need to create a framework which can help improve equity in university. University policies seem to be allowing and promoting unfairness in rewards, compensation. Having a well laid out equity strategy should be made a performance indicator in public universities. University personnel both top management and other employees may need training on how to start and maintain an effective organizational communication strategy.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

As organizations the world over strive to make a niche in a highly competitive global market, they have become more prone to conflicts. Therefore, Conflict management is now an important indicator of organizational culture. Effective organizations need to have conflict management mechanisms that recognize friction and conflict early for effective management and resolution. In Uganda, interpersonal and structural conflicts are on the increase, especially in higher institutions of learning. This scenario if not controlled is likely to have a negative effect on the effectiveness of these institutions. Effective strategies to control conflicts in higher institutions of learning need data on the influence of organizational conflicts on the performance of employees. For this reason a study was needed to explore the organizational conflict management mechanisms and how they influence employee performance taking Kyambogo University as a case study. This chapter presents the background to the study, statement of the problem, purpose of the study; research objectives, research questions, the scope of the study, and definition of key terms and concepts.

#### **1.1 Background to the Study**

Conflicts are now part and parcel of organizational development. Organisational Conflicts can be described as a disagreement among groups or individuals characterized by antagonism and hostility, in an attempt by one party to achieve goals different from that of the other. Segal and Smith (2013) define a conflict as a state of serious disagreement and argument about something perceived to be important by at least one of the parties involved. According to Rahim (2010), conflicts can be defined as a disagreement between two or more parties who perceive that they have incompatible concerns. It exists whenever an action by one party is perceived as preventing or interfering with the goals, needs or actions of another party. Conflict can be regarded as a reality of management and organisational behaviour and can be related to power and politics. Conflicts are inevitable in organizations. Conflicts are an everyday phenomenon in each organization .There is growing recognition of the importance of conflict in an organisation. Studies (Segal & Smith

(2013) indicate that managers spend a considerable portion of their time dealing with conflict and that conflict management has become increasingly important to their roles.

Organisational conflicts mainly arise because of the employees' quest to maximise profit while workers representatives are out to ensure continuous improved condition of living for their member. Conflicts could also arise as a result of failure to honour agreed items on collective bargaining (Damachi,1999) emphasises that if workers' rights and employee prerogatives are trampled upon, could also cause conflict. These include pay, condition of service, and fringe benefits among others. Azamosa (2004) observed that conflicts involve the total range of behaviours and attitudes that is in opposition between owners/managers on the one hand and working people on the other. It is a state of disagreement over issues of substance or emotional antagonism and may arise due to anger, mistrust or personality clashes.

Mullins (2005) sees conflict as behaviour intended to obstruct the achievement of some other person's goals. According to this author, conflict is based on the incompatibility of goals and arises from opposing behaviours. It can be viewed at the individual, group or organisational level. Conflicts exist whenever an action by one party is perceived as preventing or interfering with the goals, needs, or actions of another party. According to Segal and Smith (2013), Conflict can arise over a multiple of organisational experiences, such as incompatible goals, differences in the interpretation of facts, negative feelings, differences of values and philosophies, or disputes over shared resources. As defined above conflict tends to be associated with negative features and situations which give rise to inefficiency, ineffectiveness or dysfunctional consequences. But in some cases, it can actually stimulate creative problem solving and improve the situation for all parties involved. In this article, we simply view organizational conflict as competition by the individuals and groups for organisational resources and organisational rewards (Rahim, 2010).

Organizations need positive approaches to organisational conflict. This is absolutely necessary in preventing organizational turbulence. Therefore instead of avoiding conflicts, organisations should endeavour to manage or reduce them to the benefit of the

organisation. Opposition to ideas should be explicitly encouraged and both the stimulation and resolution of conflict should be encouraged. Even if this view is not held by, management conflicts in organisations is inevitable. There are several managerial strategies used in managing conflict, and essentially, they are directed at its cause, these include (Rahim, 2010): Controlling the Context, Issue in Dispute and the Relationship Directly as well as developing a Common Set of Goal. The extent to which they are applied in public universities is not yet established.

### **Conflict Resolution in Higher institutions of learning**

This is the focal point of these study higher institutions of learning being public institutions; they are prone to organizational conflicts and therefore need formal conflict resolution strategies (Rod, 2011). A conflict resolution strategy are the tools, methods, art or style of handling conflicts that happen in organizations at all levels. This strategy is supposed to have mechanisms for preventing crises. Some of the mechanisms commonly used in universities according to Olukayode (2012) include; Joint Consultation, Mediation, Collective Bargaining, Conciliation and Arbitration. However, the current state of affairs in KYU shows that some of these methods have not been used to resolve conflicts that have been prevalent since 2008. This is mostly likely because the university does not have standard conflict resolution strategies or the prevailing one have not been effectively implemented. The sole aim of a conflict resolution strategy is to increase organizational effectiveness by improving employee performance. The current scenario in KYU, points to a significant influence of conflicts on the performance of employees.

According to Byarabaha (2006), the loss of faith and confidence by Kyambogo university academic staff association (KYUASA) in top management's ability to objectively handle their affairs resulted into a conflict between the two parties. KYUASA accused top management of insensitivity and blatant arrogance, and demanded that the Vice Chancellor; University Secretary and Bursar vacate their offices pending the outcome of the intervention of a neutral body (Obore .C, 2006). It is also noted in a joint staff meeting held on 23<sup>rd</sup> August 2012, that staff members resolved to withdraw their labor until there was an increase in 'top up allowances', promotion of eligible staff members,

and stepping aside of the Vice chancellor to pave way for investigation (Memo on the resolution of the Joint staff Association meeting to Chairman University council dated 23<sup>rd</sup> August, 2012). The escalation of conflict at KYU resulting from lack of management concern for staff welfare, has reduced employee morale, leading to high staff turnover and low staff performance levels (Gidagui, 2014). This culminated into failure to accomplish academic programs and support services in time. Some reports hold that students are not effectively checked before entering into the examination rooms whereas some invigilators stay outside the examination rooms during invigilation (Security Report, 2012/2013). As indicated by Mpaata (2010) a relationship between employee morale and conflict management in organizations exists. This implies that unresolved conflicts could reduce employee performance at all levels. Unless conflicts are effectively managed in Public Universities and other organisations, they are likely to have more adverse effects on employee performance. It is on the basis the researcher proceeded to investigate whether the reduced state of employee performance at KYU is a result of the unending conflicts.

## **1.2 Statement of the Problem**

Employees world over perform better in peaceful and conflict free environment. The work situation at Kyambogo University (KYU) has of late however, been characterized by absence of teamwork, lack of collegiality, cliquism, high stress levels among employees, resistance to change and communication breakdown among others (KYUASA, KYUSASA, and NUEI joint memo, 2012). The persistent existence of conflict in the University since its inception seems to have an effect on employee performance as evidenced by slow registration and clearing processes, inefficiencies in graduation preparations and delayed release of students' examination results (Daily Monitor, June 9, 2014). It is on the basis of the above observation that a study was conducted to establish whether conflict has an influence on employee performance particularly in institutions of higher learning taking KYU as a case study.

## **1.3 General objective of the Study**

The general purpose of the study was to examine the influence of organisational conflict management on the performance of employees in institutions of higher learning.

#### **1.4 The Specific Objectives of the Study was to:**

- i. Analyze the influence of interpersonal relations on the quality of employee service delivery in Kyambogo University.
- ii. Assess the effect of equity on employee productivity in Kyambogo University.
- iii. Examine the influence of organisational communication on timely service delivery in Kyambogo University.

#### **1.5 Research Questions**

- i. In which way do interpersonal relations influence the quality of employee service delivery at Kyambogo University?
- ii. How does equity affect employee productivity?
- iii. How does organisational communication affect the timeliness of service delivery?

#### **1.60. Scope of the study**

##### **1.6.1 Area Scope**

The study was carried out in Kyambogo University, a second largest public university in Uganda funded by the government of Uganda. This university is located in Nakawa Division of Kampala Capital city Authority, approximately 7km from Kampala City along the Jinja-Kampala highway. Kyambogo University (KYU) was formed in 2003 out of a merger of Uganda Polytechnic Kyambogo (UPK), Institute of Teacher Education Kyambogo (ITEK) and Uganda National Institute of Special Education (UNISE) by the Universities and other Tertiary Institutions Act of 2003. The three institutions were merged to enhance institutional governance, and attain high levels of efficiency by eliminating in-efficient processes and reduction of red-tape (KYU Information Brochure (2009/2010). KYU plays a big role in teacher training, technical skills development and special needs education in the country. KYU mission is to promote and advance knowledge and development of skills in science, technology, education and other related technical skills with regard to quality, equity, progress and transformation of society. However since its formation the university has had two employee

strikes over complaints of poor governance. The university is also plagued with sporadic student strikes over issues related to in-effective governance (Muhumuza, 2009).

### **1.6.2 Subject Scope**

The study investigated the relationship between organisational conflict management and employee performance in institutions of higher learning. Specific attention was paid to: management of interpersonal relations, managerial equity, and organisational communication.

### **1.6.3 Time Scope**

The study focused on the state of affairs in the university from the period 2012 to 2014. This period was appropriate because the university had peak in both interpersonal and structural conflicts. For example in this period, The University according to Mubangizi, (2012) has had conflicts between employees, students and top management over allegations of mismanagement and corruption by top management. In the same period that university changed Vice chancellors twice and recruited new members of top management and administrative staff in order to reduce conflicts between management and employees (Bwambale, & Mutesi , 2013)

### **1.7 Significance of the Study**

Findings of the study will be of benefit to KYU management and other stakeholders in that recommendations can help them iron out this unfortunate state of affairs.

Policy makers could also benefit by using the research findings to formulate improved policies which can help to curb conflicting situations.

Literature generated and research findings may add new knowledge which might benefit future researchers on the subject.

### **1.8 Definition of Terms:**

**Conflict:** This is any divergence of interests, objectives or priorities between individuals, groups or organisations to requirements of a task, activity or process.

**Conflict Management:** Is an the interactive process manifested in incompatibility, disagreement, or dissonance within or between social entities”

**Performance:** is the accomplishment, execution, carrying out, and working out of anything ordered or undertaken”

**Productivity:** Productivity is a relative increase or decrease, or variations from a “standard” at a certain point in time or of changes over time

**Employee performance:** this is the extent to which staff meets expected set targets and accomplish goals and objectives of the organization.

**Effective performance:** Means Proficiency in discharge of duties, rendering services with socially acceptable personality, diligence and ability to demonstrate image of intelligence, sense of humor and maturity when dealing with people whom one works around or with.

**Interpersonal Relations:** are relations, communications and dealing with people.

Interpersonal skills: refer to mental and communicative algorithms applied during social communications and interaction to reach certain effects or results

**Communication:** is a reciprocal sharing of information and ideas of written, oral on non-verbal (common set rules).

**Interpersonal Organisational Citizenship Behavior(OCBI)** : citizenship behavior which directly helps coworkers or assists supervisors and indirectly contributes to the organization (Williams & Anderson, 1991) by enhancing productivity, increasing coordination and developing and maintaining a positive work climate (Podsakoff et al., 2000).

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter provides review of global studies on organizational conflicts. It specifically spells out studies on the following themes: the concept of conflict; conflict management, employee performance; conceptual framework; interpersonal relations and the quality of service delivery; the effect of equity on employee productivity; and the influence of communication on timely service delivery

#### 2.1 Theoretical Review

Disputes occur in situations where there is competition for resources, power and prestige, (La Monica 2009). According to Makaye and Ndofirepi (2012), conflicts in institutions of learning are caused by inadequate information, role collision, promotion; job content, conditions of work; compensation and benefits; performance review; differences in goals, values, and competition for limited resources. Kreps, (2011), argues that unresolved conflicts result in communication breakdown which affects the smooth running of the organisations, and the performance of staff and students. Conflict is a common phenomenon in all organisations and managers all over the world are preoccupied with conflict management to deter it from affecting the achievement of organisational goals. It is therefore not an aberration to expect conflicts in the administration of the educational sector especially in higher institutions of learning. A summary of relevant theories on conflict have been discussed below.

##### 2.1.1 Conflict Management

###### Conflict theory

Karl Marx (1960) cited in Okechukwu Agwu, (2013), was the founder of the conflict theory, which argues that the competition of individuals and groups for wealth and power is the fundamental process shaping social structure. 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 and believe rich and powerful people force social order on the poor and the weak. Conflict theorists note that unequal groups usually have conflicting values and agendas, causing them to compete against one another. This constant competition between groups forms the basis for the ever-changing nature of society. Critics of the conflict perspective suggest that it glosses over the complexities and nuances of everyday life and relationships of power. (Ashley Crossman, 2014)

Rahim cited in Nwosu et al, (2014) refers to conflict management as "*the interactive process manifested in incompatibility, disagreement, or dissonance within or between social entities*". Conflict might escalate and lead to nonproductive results, or can be beneficially resolved and lead to quality final products. Therefore, learning to manage conflict is integral to a high-performance in an organization.

Conflict management is the principle that all conflicts cannot necessarily be resolved, but learning how to manage conflicts can decrease the odds of nonproductive escalation. Conflict management involves acquiring skills related to conflict resolution, self-awareness about conflict modes, conflict communication skills, and establishing a structure for management of conflict in your environment (Nwosu et al 2014). In the same vein, Segal & Smith (2013) upheld conflict to be a normal part of any healthy relationship. They opined that mismanaged conflict can cause great harm to a relationship whereas a positively handled conflict provides an opportunity to strengthen the bond between two people in organisations.

Physiologically, people respond to conflict by either flight or fight. By consciously choosing an appropriate conflict mode however, we are more likely to productively contribute to solving the problem at hand. Nair, (2008) cited in Ntege, 2010 proposed the "approach and avoidance mode of conflict management". In the approach mode, adoption of strategies like confrontation, compromise, arbitration and negotiation are upheld whereas the avoidance modes advocate for resignation, withdrawal, buying time or appeasement. As part of negotiation he refers to the affective method of conflict resolution through the establishment of positive feelings by each party and minimizing

feelings of anger, threat or defensiveness by depersonalizing the problem. According Ntege (2010), Nair summarized conflict management as: “self-help (force, vengeance), avoidance (withdrawing from the relationship), lumping (tolerating the situation without public comment), negotiation and the involvement of third party mediators, arbitrators, and/or adjudicators.”

According to Hener (2010), organizational conflict occurs, as actors engage in activities that are incompatible with those of colleagues within their network, members of other organisations, or unaffiliated individuals who utilize the services or products of the Organization. From the above discussion, it is observed that conflict occurs when incompatible wishes or desires, divergence of aspirations, and sharp disagreements prevail amongst people. Such statements appear to imply that conflict has solely negative and dysfunctional effects, however, research has increasingly, revealed that conflict can be both productive and constructive. In productive conflict, participants are involved in a variety of activities and interactions, which promote negotiation and communication so as to attain an acceptable solution in a relaxed organizational climate. In contrast, groups working in destructive conflict have less flexibility, because they are not willing to accept different ideas or ways of behaving that contrast with their own, and as a consequence, the groups try to defeat one another rather than interacting in a constructive way.

According to Guetzkow & Gyr cited in Lee,(2009),conflict has been categorized as ‘substantive’ and ‘affective’: ‘conflict rooted in the substance of the task which the group is undertaking, and conflict derived from the emotional, affective aspects of the group’s interpersonal relations’. Substantive conflict occurs when team members are task-oriented, striving to achieve specific tasks, whereas affective conflict emerges when team members are hostile towards each other, leading to flawed team communication and, hence, reduced work efficiency. Lee (2009) also cites Coser, (1956) who suggested that conflict can be divided into realistic and non-realistic forms. In realistic conflict, people’s interaction focuses on incompatible tasks and goals, with the aim of resolving them. By contrast, in non-realistic conflict situations, people serve their own interests by weakening those of others. In other words, people in realistic conflict tend to be goal-oriented, which fits with the notion of productive conflict whereas they are more emotionally oriented in non-realistic conflict which is considered destructive conflict.

Ayoko,(2007) cited in Ntege,(2010), asserts that relationship conflict reduces mutual understanding, goodwill, hampers completion of group tasks, distracts group members' attention from technical and decision-making tasks. It also causes members to be sensitive, short tempered, distrustful, and resentful which may have negative consequences on group processes and outcomes.

Organizational conflict can be functional to the extent to which it results in the effective attainment of organizational objectives that otherwise would not have been possible. Little or no conflict in organisations may lead to stagnation, poor decisions, and ineffectiveness. On the other hand, organizational conflict left uncontrolled may have dysfunctional outcomes. Therefore, too little conflict may encourage stagnancy, mediocracy, and groupthink, but too much conflict may lead to organizational disintegration. The preceding discussion leads to the conclusion therefore, that too little or too much conflict is both dysfunctional for an organization's effectiveness. A moderate amount of conflict, handled in a constructive manner, is essential for attaining and maintaining an optimum level of organizational effectiveness. (Rahim, (2010),

### **Agency Theory**

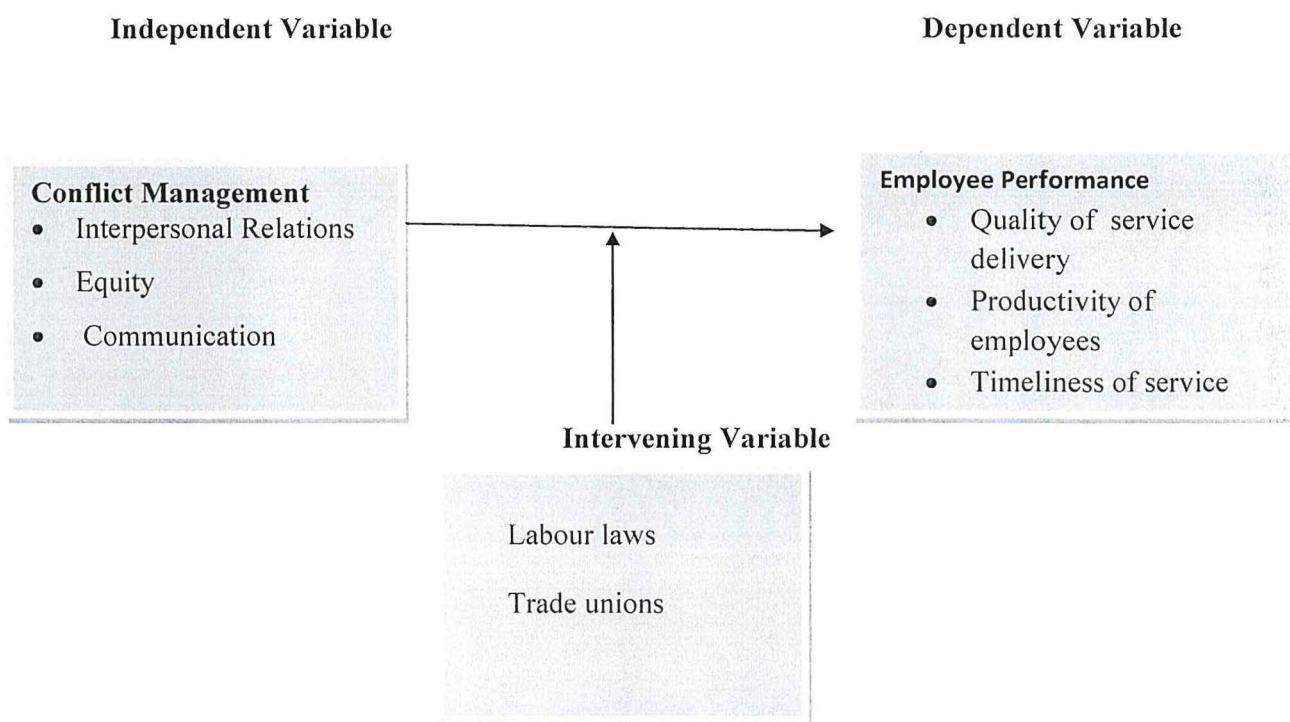
An agency relationship arises whenever one or more individuals, called principals, hire one or more other individuals, called agents, to perform some service and then delegate decision-making authority to the agents. The agency theory is concerned with conflicts, or conflicts of interest between agents and principals. A corporation's managers may have personal goals that compete with the owner's goal of maximization of shareholder wealth. Since the shareholders authorize managers to administer the firm's assets, a potential conflict of interest exists between the two groups. The theory suggests that, in imperfect labor and capital markets, managers will seek to maximize their own utility at the expense of corporate shareholders.

#### **2.1.2 Employee Performance in the Public Sector**

The Oxford English Dictionary defines performance as “the accomplishment, execution, carrying out, and working out of anything ordered or undertaken”. This refers to outputs/outcomes (accomplishment) but also states that performance is about doing the

work as well as about the results achieved. “Performance” could therefore be regarded as, behavior - the way in which organisations, teams and individuals get work done. Performance management on the other hand, is a means of getting better results from the organizational teams and individuals by understanding and measuring performance within an agreed framework of goals, standards and competence requirements. Performance of the public service is perceived in terms of its capacity for effective and efficient public service delivery to enable a wide range of actors in society to deliver the development goals and objectives of a country.

### 2.1.3 Conceptual Frame Work



**Figure 1 Source: Adopted from Armstron (2009).**

Figure 1 above illustrates the interplay of the independent variable, dependent variable and moderating variables. Organization conflict management affects employee performance. From the diagrammatic illustration above, conflict management components such as Interpersonal Relations, Equity and Communication are considered to improve employee

performance as measured using Quality of service delivery, Productivity of employees and Timeliness of service delivery. When conflict is adequately managed, employee performance automatically improves and vice versa. However, extraneous variables like Government labour Policies and trade unions directly affect both conflict management and employee performance.

## **2.2 Interpersonal Relations and Quality of Employee Service Delivery**

The Human Resources & Personnel Management dictionary (1997) defines interpersonal relations as relations, communications and dealing with people. Many management theoreticians worked on the identification of managerial skills and roles, and they all agree that interpersonal skills are essential skills, and that proficiency in those skills is what good and bad managers are distinguished by. In other words, interpersonal ineptitude in leaders lowers everyone's performance, wastes time, creates acrimony, corrodes motivation and commitment, and builds hostility and apathy (Coleman cited in *Vokić et al* 2004). According to Scher (2013), in one's business life, ability to communicate effectively, handle conflicts, sense and respond to others needs, and diplomatically persuade others to his/her point of view are critical interpersonal skills for one's success in a career path.

Ikeda et al (2005) in Hotepo (2010) observed that organizational conflict involves interpersonal conflicts with colleagues or supervisors, or intergroup conflicts within different sections of an organization. To Imazai and Ohbuchi (2002) in Olukayode (2012) state that Vertical conflict occurs in groups of different hierarchical levels, such as supervisors and salesmen, whereas horizontal conflict occurs between individuals of the same level, such as managers in the same organization. In any organization, there are many causes of conflicts; however, conflicts within an individual usually arise when a person is uncertain about what task is expected to do, if not clearly defined by the supervisor or the person in charge Henry (2009). If the tasks of individuals working as a group are not clearly defined by the management they will lead to more conflicts. Conflicts between individuals may result from role-related pressures. Conflicts would arise between individuals and groups if the goals were not specified for individuals within a group- Duke (1999) in Olukayode(2012). It has further been observed from the available literature that interpersonal disagreements that arise due to individual stress;

role conflict; power struggles ;misunderstandings , disagreements from differentiation orientations; unbalanced interdependence between parties lead to communication and interaction breakdowns which, in turn, if critical, lead to more intensive conflicts (Olukayode, 2012)

According to Warner (2012), when individuals are forced to work together to achieve organisational goals or to share workspace on a consistent basis, friction may arise. In these situations, managers will usually have to take on the roles of both mediators and counselors to help diffuse the situation and find resolution, or make a difficult choice to transfer or remove someone based on inability to function in a team. He further states that some conflicts between individuals have little or nothing to do with personalities, but are caused by circumstances related to their roles and/or tasks they are expected to perform. This arises from overlapping responsibilities or status issues by people who have different reporting lines and objectives.

Brookins, (2014) asserts that conflict within an organization can cause members to become frustrated if they feel as if there's no solution in sight, or if they feel that their opinions go unrecognized by other group members. As a result, members become stressed, which adversely affects their professional and personal lives. Organization members may suffer lack of sleep, loss of appetite or overeating, headaches and become unapproachable. In some instances, organization members may avoid meetings to prevent themselves from experiencing stress and stress-related symptoms. Brookins also states that when an organization spends much of its time dealing with conflict, members are diverted from focusing on the core goals they are tasked to achieve. Conflict causes members to focus less on the project at hand and more on gossiping about conflict or venting about frustrations. As a result, organisations can lose money, donors and access to essential resources. Brookins, (2014) further argues that while "conflict" often has a negative connotation, it can inspire creativity, improves future communication, promote sharing and respect of others opinions, and identify new members.

Research has also demonstrated that friendships at work can improve individual employee attitudes such as job satisfaction, job commitment, engagement and perceived organizational support (Morrison, 2009; Murrell, & Thatcher, 2010). It has also been argued that employee's negative work attitudes can be mitigated when peers act as

confidantes to discuss bad and unpleasant work experiences (Morrison, 2009). Available literature also indicate that valued work relationships can influence organizational outcomes by increasing institutional participation, establishing supportive and innovative climates, increasing organizational productivity and indirectly reducing the intent to turnover ( Song & Olshfski, 2009).

Ilies et al. (2009) observed that employees engage in altruistic, helping and cooperative behaviors to benefit their friends at work. In doing so, they are more likely to share knowledge and assist their friends compared to other employees with whom they lack a positive interpersonal relationship. Additionally, individuals working with friends are more likely to experience positive moods at work. Positive moods foster helping and pro social behavior. Basing on the social exchange theory and using a social network perspective, Bowler and Brass (2006) observed that the strength of friendship between two people is positively associated with the performance and receipt of Interpersonal Organisational Citizenship Behavior (OCBI). Based on similar exchange principles, Chiaburu and Harrison (2009) also observed that employees will respond to co-worker support and helping behavior by reciprocating such actions and engaging in more OCBI. According to LaMonica, (2009), if turf wars, disagreements and differences of opinion escalate into interpersonal conflict, the leader must intervene immediately.

### **2.3 Equity and Employee Productivity**

Equity Theory proposes that a person's motivation is based on what he or she considers being fair when compared to others (Redmond, 2010). As noted by Gogia (2010), when applied to the workplace, Equity Theory focuses on an employee's work-compensation relationship or "exchange relationship" as well as that employees attempt to minimize any sense of unfairness that might result. Adams,(1965) in Redmond, (2010) recognizes that motivation can be affected through an individual's perception of fair treatment in social exchanges. When compared to other people, individuals want to be compensated fairly for their contributions. A person's beliefs in regards to what is fair and what is not fair can affect their motivation, attitudes, and behaviors. Equity theory helps explain why highly paid union workers go on strike when no one else but the members understand why and why millionaire athletes feel that they are underpaid and don't feel they make enough money. There are several factors that an employee will be used in determining

the "comparison other". The determination is based on their gender, length of service at their current position, job and education level. (Robbins and Judge, cited in Redmond, 2013)

According to Liu et al., (2013), conflict typically starts when one person perceives that another has negatively affected, or is about to negatively affect, something the first person cares about. This is often seen in the workplace and is common in the relationships held between a supervisor and an employee. The result is a strain in the equity shared between the two. Based on previous research on the Equity theory, when employees perceive a lack of fairness at work, they react negatively toward the source of unfairness. Thus, because employees usually attribute procedural injustice to supervisors, Liu, Yang and Nauta's (2013) investigated procedural injustice as a possible predictor of supervisor conflict. In the study, procedural injustice was portrayed as the perceived unfairness with respect to the procedures used to determine outcome distributions. The results of the study showed that perceived procedural injustice was positively related to reported conflict with supervisors. Secondly, it was established that power distance moderated procedural injustice in relation to supervisor conflict, as reported by both employees and their coworkers. Finally, supervisor conflict mediated the relations between procedural injustice and job strains (i.e., anxiety and depression) for employees with low to moderate power distance orientations but not for employees with high power distance orientation (Liu et. al, 2013). It is in the best interest of the employer to ensure that their workforce remains motivated and productive. Equity theory assesses employee motivation on the basis of an individual's subjective perceptions, so it can be difficult for an employer to determine how employees perceive their inputs, which outcomes they value, and who they select for their comparison other. Although it is difficult, to predict with whom employees might compare their inputs and outputs, there are measures that an employer can take to reduce feelings of inequity or combat perceptions of inequity in the workplace.

Available literature also holds that people desire to participate in the decision-making processes in organisations and assume control. The justice perceptions of individuals who are involved in the process in organisations are at a higher level (Thibaut & Walker 1975; Lind & Tyler, 1988; Folger & Konovsky, 1989) in Karanja et al, (2014). Employees are

not only interested in fair outcomes but also in fair process for the determination of their outcomes (Aslam & Sadagat, 2011).

According to (Greenberg and Colquitt 2005; Greenberg & Cropanzano, 2001) in Karanja et al ,(2014) procedural justice criteria included:Voice in making of decisions, consistency in applying rules, accuracy in use of information, opportunity to be heard, and safeguards against bias. Procedural justice has great significance in the organization because fairness does not mean that employees are only interested in fair outcomes, but also interested in fair processes used in the determination of their outcomes. It is a key concern of every organization to maintain procedural justice as a regular practice because decisions based on unfair practices are not accepted by employees. In fact in case of procedural injustice people do not only consider their outcomes as unfair but also reject the entire system by considering them unfair.

According to Kwak, (2006) in Redmond , (2014) a low level of distributive justice is associated with increased amounts of organizational counter-productive work behaviors whereas low levels of procedural justice correlate with increased organizational and interpersonal counter-productive work behaviors. Increased levels of distributive or procedural justice can help prevent perceptions of inequity as well as any counter-productive work behaviors. While the meaning of procedural justice will vary from organization to organization, there are several common themes that will help to establish a just process. High levels of procedural and distributive justice won't necessarily prevent employees from having a perception of inequity or unfairness in the workplace; however, an employer can also prevent repercussions from perceptions of inequity. According to Skarlicki and Folger (1997) in Redmond (2014), employees that are treated with respect are more likely to tolerate unfair pay. Whether the pay or compensation is actually unfair might be irrelevant. To the employee a perception of unfair compensation is the same as actual unfair compensation. So, if an employee has a perception of inequity in their compensation they might be more willing to tolerate their perception of unfair pay if they are treated with respect by their employer. Then they will be less likely to decrease their inputs or engage in counter-productive work behaviors to compensate for a perception of underpayment inequity. So, in addition to establishing fair distribution and procedures in an organization, employers should always treat their employees with respect. This can

help maintain or increase motivation and prevent problems that stem from perceptions of under reward.

Available literature holds that inequity leads to grievances, high employee turnover, absenteeism, and deliberate, low productivity. Given that inequity can be a major problem in organisations of all kinds, including educational institutions, it makes sense that members of universities consider equitable treatment of individuals to be an important organizational goal (Carrell & Dittrich, 1978; Cosier & Dalton, 1983 et al) in Schniederjans et al (2012)

#### **2.4 The influence of Organizational Communication on Timeliness of Service Delivery**

Organizational communication denotes the communication occurring in organizational environment and the main objectives thereof are to communicate organizational policies, establish a continuous coordination among organizational members, solve the organizational problems and share information (Karakütük, 2011). Richmond cited in Spaho 2013 defines communication as the process by which individuals stimulate meaning in the minds of other individuals by means of verbal or nonverbal messages.

Ayranc (2011) reveals that organisational communication leads to job satisfaction, and is a key determinant of organizational performance. Carriere and Bourque (2009) express that satisfaction from organizational communication is an intermediate variable in influencing work commitment. Chen et al cited in Guney et al( 2012) also observed that in organisations where organizational communication is more continuous and open, work commitment is higher which leads to higher efficiency and / or effectiveness at the individual and group or organizational levels

According to Spaho, (2013), many factors prevent employees from direct and open communication which result into a high risk of conflict situations. If the managers apply direct communication on time, then conflict can either be avoided, or its impact can be minimized. Errors in communication come from: people's inability to listen to each other, information lost in upward and downward communication due to inadequate understanding, or from one's emotional status at the moment of communication. This is because the way people communicate and react to the communication reaching them is

affected by their world views, past experiences, aspirations and expectations. The said factors can be a major cause of differences in the interpretation of and reaction to communication content which may eventually lead to intra organizational and/or interpersonal conflict.

Moemeka, (2012), observes that because organization members must interact and organisations need such interaction to be productive, several models for reducing or even eliminating conflict have been proposed by theorists although the “prescriptive formulations” provided by the models seem ineffectual or irrelevant. He further cites Kolb and Bartunek who observed that conflict was embedded in the routine and mundane activities of the work settings and that it was rarely officially acknowledged or managed in the ways most conflict models suggest.” .They further argue that these models ignore or relegate to the background a fundamental of productive human relationship – understanding which is invariably achieved through acquiring adequate knowledge of the predispositions of the communicating partners and forms the cornerstone of the informal tactics of conflict resolution that obtain among organization members. Creating mutual understanding is the fundamental role of communication. Its perspectives and contexts are explained by the co orientation theory, which can help organisations reduce the incidence of unnecessary and avoidable conflict and save time and energy for improved performance.

Dunne, (2011) observes that having effective communication in the workplace is the cornerstone of establishing trust within teams and making productivity improvement gains in their performance. By staying informed, individuals are naturally more trusting of their colleagues and more assured that any dependent work is being done. Rapid communications can also mean that issues and risks/opportunities are being quickly raised and can be acted upon by the appropriate management level. Poor communication on the other hand leads to disgruntled team members, inefficient use of computer services, missed deadlines and the potential of increasing employee attrition rates.

Studies have also revealed that information flows freely in an open climate because workers feel free to make voice complaints, express opinions and give suggestions to their supervisors and superiors. An open communication climate can decrease

uncertainty, is vital for building trust within an organization reduces conflicts and increases positive organizational climate (Nordin et al, 2013).

Winfield (2010) argues that most conflict is born out of poor communication or the inability to control one's emotions. Clear concise, accurate, and timely communication of information will help to ease both the number and severity of conflicts. Griffin (2012) states that another common mistake made in workplace communications leading to conflict is letting emotions drive decisions. As Kreps (2011) puts it, the very bane of human existence which is in fact human nature itself will always create gaps in thinking and philosophy and no matter how much we all wish it wasn't so...it is. According to Griffin (2012) conflict can improve communication as people feel they are in a position where they feel they need to voice their opinions; and this usually results in the setting up of formal conflicts channels to deal with future conflicts. The effects of communication upon conflict resolution have both advantages and disadvantages. On the negative side, low communication leads to poor knowledge of others and may lead to coordination difficulties that produce conflict. Extensive communication can also be detrimental as it can bring about misunderstandings and resultant conflict (Wall & Callister, 1995 cited in Lee, 2009). Lack of communication in a workplace can create conflict in relationships among colleagues, co-workers, supervisors and subordinates, team members and even employees and customers. The tension created in these working relationships can ultimately lead to low workplace morale and poor organizational results (Neil Kokemuller, 2007).

## **2.5 Summary of the Literature Review**

Despite the fact that earlier scholars have written about organizational conflict management in the Public Sector, little is known and a lot is desired about the effect of conflict management on employee performance in public institutions of higher learning. This therefore, necessitated the researcher to carry out a study to fill the missing gaps on, the influence of interpersonal relations on the quality of employee service delivery, assess the effect of equity on employee productivity and examine the influence of organizational communication on timely service delivery in Kyambogo University.

## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter presents the methodology that was employed by the researcher in conducting the study. It covers the research design, study population, sampling procedure and sample size estimation. The key variables and their measurements, data collection methods, data processing and analysis procedures and techniques are also highlighted in here.

#### 3.1 Research Design

The study was a single- case -cross sectional survey. A case study method was chosen because, it's holistic, specific and empirical and it enables suggesting possible links between phenomena (Yin, 1994). Data was collected and analyzed using both qualitative and quantitative methods. Individual interviews were used to collect qualitative data. A structured questionnaire was used to collect quantitative data. Data was collected from respondents selected from different faculties. A case of Kyambogo University was a representative of other public universities. The qualitative approach was used to enable an in-depth probing and intensive analysis of the relationship between conflict management and performance of employees in Public institutions of higher learning in Ugandan. Quantitative research techniques, self-administered questionnaires were used to gather specific data on the research question that would prove the existence and nature of relationship between the variables

#### 3.2 Target Population

The target population consisted of 1,008 employees Kyambogo University composed of: members of top management, administrative staff, academic staff, and support staff who form the entire workforce (directorate of Human resources, 2014).

#### 3.3 Sample size

Given a population of 1008 employees in the area of study, the sample size would comprise 278 respondents basing on Yamen Sample Size Table (2006). Therefore a

sample of 278 respondents was selected. It included various categories of respondents as described below. The number of respondents selected per stratum was based on Kakinda

Mbaga's formula (2000):  $R = \frac{c \times s}{P}$

- Where: r = Desired population
- c = Category Stratum population
- s= Desired Sample
- P= Total population

**Table 3.1: Showing Category and Sample size of respondents**

Category of Respondents	Population	Sample Size
Top management	10	3
Senior administrative staff	130	36
Academic staff	421	116
Support staff	447	123
<b>Total</b>	<b>1008</b>	<b>278</b>

Source: Primary data

### 3.4 Sampling technique

A stratified sampling design was used for this study to capture the views of various categories of respondents found in the University. According to Mugenda and Mugenda, (1990) stratifying was relevant because it enables collection of views from a variety of respondents. This increases the validity of data collected. Therefore, respondents were selected from; academic, support and administrative staff. Respondents from both academic and support staff were selected using simple random sampling. This was done in order to target more relevant responses by giving all respondents opportunity to provide data (Bell, 2004). The key informants were selected purposively. This was done so as to have in-depth

### 3.5 Source of data:

The researcher used primary sources of data. This was appropriate since the nature of the research question need real views of respondents. Therefore primary data was

collected using questionnaires in case of employees and an interview guide for key informants.

### **3.6 Data Collection instruments:**

#### **3.6.1 Questionnaire**

A structured questionnaire (see appendix A) was used to collect data from the main respondents .The questionnaire was used to obtain information from academic and support staff of the University. The questionnaire had structured items. Structured questions were used because they allow collection of specific data. Using questionnaires also allowed the respondents some time to reflect on answers to avoid hasty responses (Mugenda and Mugenda, 1990).

#### **3.6.2 Interview guide**

An interview guide was used to collect data from strategic managers in order to get an in-depth understanding of the study. Interviews involved face to face discussions between the researcher and the interviewee. This technique allowed the researcher to be fully involved in studying the respondents and analyzing the reliability of information. An Interview guide also allowed collection of in-depth information from key informants. This was appropriate because the study wanted respondents' real opinions on the research problem. The interview questions focused on the major themes of the study (Kvale and Brinkmann, 2009).

### **3.7 Research Procedure**

The researcher obtained a letter from the School of Post Graduate Studies introducing him to Kyambogo University management .After securing clearance from the Director Human resources to carry out the study at the University, he approached the faculty deans and heads of department, explained the purpose of the study and proceeded with the research .Strategic managers were interviewed using an interview guide developed in line with the research objectives and their views were recorded. Information from other respondents was collected using self-administered questionnaires because they gave

respondents a chance to answer freely. The questionnaire was formulated in a way that would cover the specific objectives of the study.

### 3.8 Validity and Reliability of the instrument

#### 3.8.1 Validity

Research instruments were developed and presented to the supervisor and another member of the department who is an expert in organizational development to test its content validity. This was done to avoid key errors/weaknesses and remove Ambiguous statements that they would detect. This ensured that all the instruments were valid. In the content validity test, the validity of each item were evaluated on a scale for which 1 = relevant, 2 = quite relevant 3 = somehow relevant and 4 = not relevant. The validity of the instrument was tested using the Content Validity Index (CVI). The CVI was measured using the formula:

$$\text{Content Validity Index (CVI)} = \frac{\text{Number of items declared valid}}{\text{Total number of items}}$$

The findings are shown in the table below.

**Table 3.2: Content validity index (CVI)**

Expert	Content validity index	
	Questionnaire	Interview guide
Expert	0.79	0.76
Supervisor	0.81	0.84
<b>Average</b>	<b>0.80</b>	<b>0.81</b>

*Source: Pilot data*

As indicated in Table 3.2, all CVIs for the two instruments were 0.80 and above, indicating that the items in the instruments actually measured the study variables. On average, the content validity index for the questionnaire was 0.80, while that of the interview guide was 0.81. These values were in agreement Mugenda (2003), who

recommended that for an instrument to be valid for research purposes, its content validity index has to be 0.8 and above.

### 3.8.2 Reliability

Reliability of a research instrument concerns the extent to which the instrument yields the same results on repeated trials (Carmines & Zeller, 1979). The researcher conducted a pilot study to pre-test the questionnaire. The Statistical Package for Social Sciences (SPSS) version 17. A Cronbach alpha coefficient test of reliability was calculated. The findings are presented below.

**Table 3.3: Reliability of the Instrument**

Variable	Alpha coefficient
Interpersonal relations	0.724
Equity	0.816
Organizational communication	0.789
Institutional policy	0.762
Employee performance	0.812
<b>Average</b>	<b>0.779</b>

*Source: Pilot data*

Findings in table 3.3 above revealed that the alpha coefficients of the independent variables were; interpersonal relations = 0.724, Equity = 0.816 and organizational communication = 0.789. The alpha coefficient for the moderating variable institutional policy = 0.762 and that of the dependent variable, employee performance was 0.812. All Cronbach alpha coefficients were above 0.70 which indicated that the questionnaire was reliable enough to be used as a research instrument (Sekarani, 2003).

### **3.9 Data Presentation and Analysis**

#### **3.9.1 Quantitative Data Analysis**

After data was collected, it was edited, cleaned and coded. Descriptive statistics, means, standard deviation, frequency tables were used to present and analyse descriptive data. Inferential analysis, correlation and liner regression was also done. Since variables were measured on a continuous scale,

In order to examine the influence or contribution of the independent variables on the dependent variable, bivariate dependence analysis technique for predicting the dependent variable on the basis of one or more independent variables was done using linear regression. The resultant equation indicated the specific contribution (deterministic relationship) of the independent variable to the dependent variable. This was done in case of all the three objectives.

Following the approach recommended by Zikmund (2000) the responses given by each respondents in section B up to F were summed up to convert ordinal measurement into a continuous scale to enable multivariate analysis possible. Higher scores on each of the variables indicated higher level of both the independent and dependent variables.

#### **3.9.2 Qualitative Data Analysis**

Qualitative responses were analysed using interpretational and structural analysis. Using the procedure recommended by Trochim (2006), interview data was examined and classified in terms of themes derived from the objectives. Then the relationships among data structures were explored. Data was broken down into component parts and examined, compared and categorized.

### **3.10 Conclusion**

This chapter has explained the techniques that were used to collect and analyse data. A case study, survey design was used. A sample of 200 respondents selected from three categories of employees of Kyambogo University was used. Survey instruments, the questionnaire and

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

#### 4.1 Introduction

This chapter presents and analyses data on the influence interpersonal relations, equity and organisational communication on employee performance on public institutions of higher learning. The findings are presented in themes derived from the objectives of the study. The Chapter begins by presenting the response rate and demographic characteristics of respondents. This is followed by presentation and analysis of data on the main objectives.

#### 4.2 Response rate

A total of 275 questionnaires were distributed and 3 key informants targeted. Fifteen (15) questionnaires were however eliminated due to errors and missing data leaving 260 questionnaires, reflecting a 93 % valid response rate among employees. With regard to key informants, 3 were targeted but all of them participated in the study giving a response rate of 1% out of the total targeted respondents. The overall response rate was 94%.

**Table 4.1: Showing Response Rate**

Category of respondents	Distributed Instruments /Targeted respondents	Valid Instruments/respondents	Response rate(out of 281)
Employees	275	260	93%
Key informants	3	3	1%
Total	278	263	94%

**Source:** *Primary data*

As indicated in the table above, the valid sample was 263 respondents. This sample was representative enough to contribute valid and reliable responses. Therefore it can be argued that the findings can be generalized to the study population.

### 4.3 Demographic data of respondents

In the study, the researcher collected demographic information on respondents that were then used to explain the findings.

#### 4.3.1 Gender Distribution of Respondents

Respondents were asked to indicate their gender. The findings are indicated below.

**Table 4.2 : Gender of Respondents (N=263)**

Gender	Employees		Key informants	
	Frequency	Percent	Frequency	Percent
Male	145	55.7	2	66.6
Female	121	44.3	1	33.4
Total	260	100.0	3	100.0

According to the findings in table 4.2, majority of employees (55.7%) were male while the rest (44.3 %) were female. With regard to the key informants, 66.6% were male while 33.4% were female. Therefore both gender were well presented and the findings reflect the views of both gender.

### 4.3.2 Age Distribution of respondents

The researcher established the age category of respondents. The findings are shown below.

**Table 4.3: Age Category of Respondents (N=260)**

Age category	Frequency	Percent
< 21 years	9	3.5
21-30	63	24.2
31-40	122	46.9
41-50	31	11.9
51-60	23	8.8
> 60	12	4.7
Total	260	100.0

The findings in table 4.2 reveal that majority of respondents (46.9%) were aged 31 to 40 followed by those aged 21-30 years (24.2 %), then by those aged 41-50 years(11.9%) and then by 8.8% who were aged 51-60 years. Other respondents were aged below 21 years (3.5%) and above 60 years (4.7%). This finding reveals that participants were selected from a variety of age brackets, so views of most ages were represented. In additions participants were mature enough to understand the research question so were able to give valid responses.

### 4.3.3 Level of Education of Respondents

Respondents also revealed their level of education. The findings are presented in the table below.

**Table 4.4: Level of Education of Respondents (N=260)**

<b>Education</b>	<b>Frequency</b>	<b>Percent</b>
Certificate	16	6.1
Diploma	26	10.0
Bachelor Degree	135	51.9
Masters	68	26.3
PHD	15	5.7
Total	260	100.0

The findings in table 4.3 revealed that majority (51.9 %) were bachelor degree followed by masters' degree holders (26.3% %), then by diploma holders (10.0 %). PHD holders were (5.7%) and certificate holders were (6.1%). These findings show that respondents were educated enough to be able to understanding the significance of effective conflict resolution in the performance of institutions of higher learning. So they were able to give reliable information.

#### 4.3.4 Tenure of Service

The researcher also explored the number of years respondents had worked in the institution as indicated in the table below.

**Table 4.5: Length of Service at KYU (N=260)**

Tenure	Frequency	Percent
1-5 years	63	24.2
6-10 years	147	56.5
11-15years	34	13.0
16years and above	16	6.3
Total	260	100.0

The table above shows that majority of the respondents (56.5 %) had served the institution from 6– 10 years followed by respondents who had served from 1 - 5 years (24.2 %). Other participants had worked in the institution for 11-15 years (13.0%) and 6.3% has worked for 16 years and above. This implies that respondents had served for long enough to understand the work environment of the institution. So their responses were rich in experience.

#### 4.4 Descriptive statistics of study variables

Means, standard deviations and mean responses of the variables were calculated and were the scores used in correlation and regression analyses. Scores were calculated by summing up the numbers representing the responses on each of the items measuring the variable. As recommend by Zikmund (2000) this turned the scale on which the variables from nominal to ordinal. This subsequently enabled inferential analysis. Interpersonal relations, equity, organisational communication were measured on the scale of 10 to 50. Employee service delivery was measured on a scale of 7 to 35 while institutional policy the intervening variable was measured on the scale of 3 to 15. The findings are presented in the table below.

**Table 4.6: Descriptive statistics (N=260)**

Variables	M	SD	Mean response
Interpersonal relations	37.2	3.2	3.4
Equity	27.4	4.6	2.7
Organisational communication	31.1	3.8	2.8
Institutional Policy	8.2	5.4	3.1
Employee service delivery	23.3	3.6	3.2

The findings in the above show that the mean for interpersonal relations was 37.2 (SD=3.2), that of equity was 27.4(SD=4.6), organisational communication was 31.4(SD=3.8), institutional policy was 8.2(SD= 5.4) and employee service delivery was 23.3(SD=3.6). All the means were low since they were slightly higher than half of the highest expected scores for each variable. These findings point to poor interpersonal relations, equity, and organisational communication. Employee service delivery was also low. The descriptive findings indicate a positive relationship between the independent variables and the dependent variable. This fact was explored using regression analysis in the sections below.

#### **4.4 The Influence of Interpersonal Relations on the Quality of Employee Service Delivery**

The first objective of the study was to analyse the influence of interpersonal relations on the quality of employee service delivery in Kyambogo University. Scores on interpersonal relationship were regressed on employee service delivery. The findings are shown in the table below.

**Table 4.7: Showing Regression Results of Interpersonal Relations Vs Employee service delivery**

<b>R</b>	<b>R square</b>	<b>Adjusted R square</b>	<b>B</b>	<b>Beta</b>	<b>Sig.</b>
0.57*	.324	.291	0.96	.057	.002

**Values significant at 0.05 level (2-tailed).**

**Predictor: interpersonal relations, Dependent variable: employee service delivery**

*(Source: Primary Data)*

From the regression model summary in Table 4.7, the correlation (linear relationship) between employee service delivery (dependent variable) and interpersonal relationship is indicated by  $r = 0.57$ . The relationship was significant at  $p\text{-value} < 0.05$ . This implies that, interpersonal relations are positively related to employee service delivery. Good interpersonal relations lead to better employee service delivery. The results of the regression model indicated an adjusted R-square of 29.1 percent. This implies that on average, improving interpersonal relations by 29.1 percent could lead to an improvement in the quality of employee service delivery of 29.1 %.

The aspects of interpersonal communication that are more likely to influence employee service delivery were explored using frequency analysis. The findings are shown Table 4.8

**Table 4.8: Interpersonal relations on the quality of employee service delivery (N=260)**

Aspects of interpersonal relations that influence quality of employee service delivery	% response			
	Disagree		Agree	
	f	%	F	%
Disagreements are rampant among groups and individuals at KYU	93	35.8	167	64.2
Employees mostly work Independently to achieve desired output	88	33.8	172	66.2
Employees are considerate when dealing with fellow employees	203	78.1	57	21.9
Employees obey instructions from supervisors for the achievement of common goals	90	34.7	170	65.3
conflicts which could deter achievement of organisational goals are quickly resolved	103	39.7	157	60.3
Free sharing of knowledge promotes achievement of common goals at KYU	168	64.6	92	37.4
Conflicts among employees at KYU hinder timely completion of group tasks	58	22.4	202	77.6
cordial working relations exist among employees	186	71.5	74	28.5
Employees have good working relationships with supervisors	174	66.9	86	33.1
There is quick responsiveness to employee grievances	169	65	91	35

The findings in the table above show that respondents agreed that conflicts among employees at KYU hinder timely completion of group tasks (77.6%), employees mostly work Independent to achieve desired output (66.2%) and disagreements are rampant among groups and individuals at KYU( 64.2%). Respondents also disagreed that cordial

working relations exist among employees(71.5%) , Employees are considerate when dealing with fellow employees( 78.1%) and Employees have good working relationships with supervisors(66.9%) and There is quick responsiveness to employee grievances(65%), Free sharing of knowledge promotes achievement of common goals at KYU(64.6%). Results point to poor interpersonal relations among employees at KYU due to conflicts, independent working, disagreements and lack of cordial relations. The institution also exhibits lack of considerate care especially by supervisors and slow response to employees' grievances. These aspects of interpersonal relations are so important for establishing team work and organizational commitment that can subsequently lead to good service delivery.

Interviews with key informants also indicated that there is high distrust and resentment among employees. They intimated that camps (cliques) had developed in the university resulting from the perceived divide and rule leadership style that was used by top management. This "cliquish" form of management has resulted into negative consequences on group processes and outcomes. It has also resulted into poor team work and low organizational commitment. They further added that especially academic staff resent top management because they feel that it's not interested in their wellbeing. This general lack of cordial relations between top management and academic staff and among employees within departments has negatively affected the university's effectiveness and subsequently service delivery.

#### 4.5 The Effect of Equity on Employee Productivity in Kyambogo University

The second objective of the study was to assess the effect of equity on employee productivity in Kyambogo University. Equity scores were regressed on employee productivity. The findings are presented in the table below.

**Table 4.9: Showing Regression Results of Equity and employee productivity**

<b>R</b>	<b>R square</b>	<b>Adjusted R square</b>	<b>B</b>	<b>Beta</b>	<b>Sig.</b>
0.43*	.129	.112	1.020	.43	.003

Values significant at 0.05 level (2-tailed).

**Predictor: Equity, Dependent variable: Employee productivity**

*(Source: Primary Data)*

From the regression model summary in Table 4.9, the correlation between equity and employee productivity was  $r = 0.43$ . This implies that equity is moderately and positively related to employee productivity. The relationship was significant at  $p\text{-value} < 0.05$ . This means that increase equity opportunities at the university can significantly improve employee productivity. The results of the regression model indicated an adjusted R-square of 11.2 percent. This implies that on average, increasing equity by 11.2 percent causes a corresponding 11.2 percent increase in employee productivity.

The aspects of equity that influence employee productivity were explored using descriptive statistics. The findings are shown in Table 4.10.

**Table 4.10: Aspects of Equity That Influence Employee Productivity**

Aspects of equity that influence employee productivity	% response			
	Disagree		Agree	
	f	%	f	%
Management avails equal opportunity to employees in all aspects.	182	70.0	78	30.0
monetary rewards are provided rightfully	234	90.0	26	10.0
promotions are done equitably	201	77.3	59	22.7
Fringe benefits are accorded to all staff on equal terms.	198	76.1	62	23.9
Pay is proportional to the workload	176	67.9	84	32.1
Payment of staff claims is done timely and impartially	212	81.5	48	18.5
My supervisor treats me so well	176	67.8	84	32.2
Employees are fairly rewarded for the work they do	192	73.8	68	26.2
working schedule in KYU is flexible	57	21.9	203	78.1
Fairness is dispensed to all by management	194	74.6	66	25.4

The findings in the table above show that respondents disagreed that monetary rewards are provided rightfully (90%), Payment of staff claims is done timely and impartially (81.5%), promotions are done equitably (77.3%) and Fringe benefits are accorded to all staff on equal terms (76.1%). Respondents also disagreed that Employees are fairly rewarded for the work they do (73.8%), Fairness is dispensed to all by management (74.6%), Management avails equal opportunity to employees in all aspects (70%). Respondents further revealed that Pay is proportional to the workload (67.9%) and supervisors treat them so well (67.8%). These findings indicate that very low level of equity exists in KYU. Respondents disagreed that a nine important aspects of equity exist

in KYU. This confirms the low correlation ( $r= 0.43$ ) and adjusted  $r^2$  (6.9) that existed between equity and employee productivity.

Key informants said that there is segregation in payments. Departments that seem to have a stronger voice in university operations are paid early. Some officers within the same department do not get any allowance, while others do without a clear criterion for allocating the allowances. They further added that promotions are done unfairly and with favoritism. Officers who are favorites of top management are promoted without necessarily having a record of good performance. This scenario has resulted into overt conflicts within departments that have impaired employee performance.

#### 4.6 The Influence of Organisational Communication on Timely Service Delivery

The final objective of the study was to examine the influence of organisational communication on timely service delivery in Kyambogo University. Scores of organisational communication were regressed on timely service delivery. The findings are presented in the table below.

Table 4.11: Showing Regression Results of organisational communication Vs timely service delivery

<b>R</b>	<b>R square</b>	<b>Adjusted R square</b>	<b>B</b>	<b>Beta</b>	<b>Sig.</b>
0.614*	.376	.258	0.820	.614	.001

Values significant at 0.05 level (2-tailed)

**Predictor:** Organisational communication, **Dependent variable:** Timely service delivery

*(Source: Primary Data)*

From the regression model summary in Table 4.11, the correlation (linear relationship) between organisational communication (dependent variable) and timely service delivery is indicated by  $R = 0.614$ . This implies that, generally, organisational communication is highly and positively related to timely service delivery. The relationship was significant at  $p\text{-value} < 0.05$ . This means that increasing opportunities for institutional communication among their employees can significantly increase service delivery. The results of the regression model indicated an adjusted R-square of 25.8 percent. This implies that on average, increasing organisation communication by 25.8 percent causes 25.8 percent increase in service delivery.

The aspects of institutional effectiveness that had been highly influenced by internal communication were explored using descriptive statistics. The findings are shown Table 4.9

**Table 4.12 Aspects of organisational communication that influence timely service delivery**

Aspects of organisational communication that influence timely service delivery	% response			
	Disagree		Agree	
	f	%	f	%
Administrative communication not selectively done	106	40.7	154	59.3
free Information sharing amongst team members	153	58.8	107	41.2
Employees satisfied with organizational communication	178	68.5	82	31.5
Upward and downward communication prevails at KYU	145	55.7	115	44.3
Employees openly communicate with management	134	55.5	126	44.5
KYU has effective communication channels	189	72.7	71	27.3
Communication is at KYU are tailored to influence results	178	68.5	82	31.5
Unclear communication at KYU has partially led to conflicts within the institution.	56	21.6	204	78.4
All employees at KYU are aware of the organization's strategic objectives	182	70.0	78	30.0
There is timely feedback among various ranks at KYU	159	61.2	101	38.8

The findings in the table above show that respondents disagreed that KYU has effective communication channels( 72.7%), employees at KYU are aware of the organization's strategic objectives(70%). Communication is tailored to influence results (68.5%). Respondents also disagreed that there is free Information sharing amongst team members (58.8%), Upward and downward communication (55.7%) or Employees openly communicate with management (55.5%). This finding reveals a general lack of organisational communication strategy in the university. It is evidence that there is almost no communication between employees and top management. What is available is just information dissemination.

Interviews with key informants also revealed that a communication gap exists between management and employees. Information gets to lower cadres through hearsy. Respondents also intimated that sometimes employees communicate top management and it does not respond. Therefore opportunists had taken advantage o of this situation to misinform employees and divert organisational objectives. Also due to infighting within cliques, there is existence of concealment of relevant information by the opposing cliques. This has resulted into employees not having the information they require to do their work effectively.

#### **4.7 The Effect of Conflict Management on Employee Performance**

The researcher finally investigated the combined (overall effect) of organizational conflict management on employee performance, a multiple regression test was run. The three sub variables making up conflict management; interpersonal relations, equity and organizational communication were regressed with employee performance. The table below shows this effect.

Table 4 .14: Multiple Regression results of Conflict management (interpersonal relations, equity organizational communication) Vs Employee performance

Model	R	R square	Adjusted R square	Std. Error of the estimate	Sig.
1	.644 <sup>a</sup>	.414	.412	1.67	.020 <sup>a</sup>

**a. Predictors: (Constant) interpersonal relations, equity organizational communication**

**b. Dependent variable: employee performance**

The multiple regression summary in Table 4.14 shows that overall correlation (linear relationship) between employee performance (dependent variable) and conflict management is  $r=0.644$ . This implies that, generally, conflict management is positively related to employee performance. The relationship was significant at  $p\text{-value} < 0.05$ . This means that effective interpersonal relations, equity and organizational communication can significantly increase performance of employee in higher institutions of learning and KYU in particular. The results of the regression model indicated an R-square of 41.2% per cent. This implies that on average, conflict management can explain 41.2 per cent of the variation in employee performance in higher institutions of learning.

## CHAPTER FIVE

### DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents a discussion, conclusion and recommendations of the study that examined the influence interpersonal relations, equity and organizational communication on employee performance on public institutions of higher learning. A discussion of the findings is presented first, objective by objective.

#### 5.2 Discussion

##### 5.2.1 The Influence of Interpersonal Relations on the Quality of Employee Service Delivery

The first objective of the study was to analyse the influence of interpersonal relations on the quality of employee service delivery regression results indicated the interpersonal relations positively (ad  $R^2=.291$ ) influence employee service delivery .Good interpersonal relations lead to better employee service delivery. However, it was revealed that KYU has poor interpersonal relations among employees. This scenario has reduced friendly interactions at work, yet they can improve individual employee job satisfaction, commitment and engagement (Murrell and Thatcher, 2010). This implies that there is limited opportunity for mitigating employee's negative work attitudes, since peers act normally as confidantes to discuss bad and unpleasant work experiences (Morrison, 2009). Conflicts and work related disagreements exits among employees. It was also revealed that supervisors lack considerate care for their subordinates and grievances of employees' are not solved quickly. This implies that the institution does not have or implement positive conflict management. As indicated by Segal and Smith (2013) if conflicts are not well managed they can cause great harm to important work relationships that can eventually reduce employee productivity. The fact that conflicts have led to some employees working independently to accomplish institutional objectives is proof that employees have instead adopted the avoidance mode of conflict management. According to Ntege (2010), this is when one withdraws from the relationship. The

conflicts in KYU seem to be affective. This is when team members become hostile towards each other, leading to flawed team communication and, hence, reduced work efficiency (Lee, 2009). Relationship related conflicts have reduced mutual understanding which has hampered completion of group tasks by drawing away employees' attention from quality service delivery tasks.

The key informants agreed that KYU still has high distrust and resentment among employees. They revealed that especially academic staff resent top management because they feel that it's not interested in their well-being. This has had a negative consequence on group processes and outcomes. A number of university programs have not taken off because of lack of effective team work and due to low organizational commitment. Yet these two aspects are need for good service delivery in institutions of higher learning. It is therefore evidence that KYU has not been able to attaining and maintaining an optimum level interpersonal relations and as indicated by Rahim (2010) this has subsequently affected her effectiveness.

### **5.2.2 The Effect of Equity on Employee Productivity in Kyambogo University**

The second objective of the study was to examine the effect of equity on employee productivity in Kyambogo University. The findings have revealed low equity ( $M= 27.4$ ,  $SD=4.6$ ) exists in KYU. This was confirmed by the low correlation ( $r= 0.43$ ) and adjusted  $r^2$  (11.2) that existed between equity and employee productivity. This scenario was caused by a lack of 9 important aspects of equity in the institution. It was revealed that; monetary rewards are not provided rightfully, Payment of staff claims is not done timely and impartially, promotions are not done equitably and fringe benefits are not accorded to all staff on equal terms. Respondents also intimated that are employees are not fairly rewarded for the work they do , Fairness is not dispensed to all by management , Management avails no equal opportunity to employees in all aspects .

Respondents further revealed that Pay is not proportional to the workload and supervisors do not treat them fairly. Given that Redmond (2010) says that a person's motivation is based on what he or she considers being fair when compared to others, the high level of perceived unfairness in KYU has negatively affected employee motivation. Employees did not see Procedural justice in KYU. They felt that the process used to allocate rewards

is unfair. This increased according to Kwak (2006) in Redmond (2014) organizational counter-productive work behaviors, such as embezzlement and misallocation of earned resources that has been rampant in KYU. Key informants said that low equity shows employees that they are not being valued and respected by top management. As indicated by Skarlicki and Folger (1997) in Redmond (2014) employees that feel undervalued are likely to tolerate the treatment but withdraw by committing less effort to their work.

### **5.2.3 The Influence of Organisational Communication on Timely Service Delivery**

The third objective of the study was to assess the influence of organisational communication on timely service delivery. The findings have pointed to poor organisational communication in KYU. However, according to Winfield (2010) most conflict in organisations results from poor communication. The findings have revealed that communication channels in KYU are ineffective, there is no free Information sharing amongst team members and so employees are not always aware of the organization's strategic objectives. It was also revealed that communication is not tailored to influence results, Upward and downward communication is completely nonexistent and so employees cannot openly communicate with management as indicated by Ayranc (2011) this scenario has lowered commitment and job satisfaction of employees.

Key informants pointed to existence of a communication gap between management and employees and therefore Information gets to lower cadres through hearsay. Cases of employees communicate top management and it does not respond were rampant. Therefore, opportunists had taken advantage of this situation to misinform employees and divert organisational objectives and conceal relevant information from those who need it (Griffin, 2012). This has resulted into employees not having the information they require to do their work effectively. As indicated by Dunne (2011) effective communication in the workplace is the cornerstone of establishing trust within teams and making productivity improvement gains in their performance. This has not been possible in KYU because of poor communication. Yet by staying informed, individuals are naturally more trusting of their colleagues and more assured that any dependent work is being done.

It has been revealed that currently in KYU, institutional policies on interpersonal relations, equity and communication are not being effectively implemented and therefore

have not contributed much to employee service delivery. Therefore, institutional policy that could have acted as a moderating variable for promoting employee service delivery despite low interpersonal relations, equity and poor communication has not been given this opportunity by management. This was confirmed by a low contribution of only 5.6% of institutional policy to employee productivity.

### **5.3 Conclusion**

It is important for a public institution of higher learning to attaining and maintaining optimum level interpersonal relations in order for them to be more effective. Effective conflict resolution is essential in attaining this goal. It provides employees with adequate opportunity to suggest new ideas about both their work or to share best practices and resolve pertinent issues in their lives. This increases their work morale and job. Good interpersonal relations between management and employees improve employee service delivery. This is because employees are able to suggest performance improvements and also receive regular feedback on their performance. This improves their understanding of their assignments and feeling of value in the institution. Poor interpersonal relations reduce the connections employees have with others in the institution, the amount of work the institution gets done, and the quality of their jobs.

Equity is so crucial for job commitment and work performance of employees. Employees who do not see procedural justice in pay and work schedules are more likely to feel that they are being undervalued and disrespected by top management. They will then be prone to engaging in counter-productive work behaviours, such as embezzlement and misallocation of hard earned resources .In addition they may tolerate this treatment but withdraw by committing less effort to their work.

Good organisational communication can improve the effectiveness of employees by allowing them to respond quickly and efficiently to change and emergencies and make problem-solving easier by providing a channel for everyone's ideas and opinions. Communication gaps between management and employees promote heresy, a situation that can be taken advantage of by opportunists to misinform employees and divert employees from organisational objectives. This results into employees not having the

information they require to do their work effectively. This hampers team performance and makes productivity improvement gains in the institution unachievable reality.

#### **5.4 Recommendations**

In view of the findings, the following recommends are made;

##### **Improving interpersonal relations**

There is need for universities to have formal conflict resolution and peace promotion strategies in higher institutions of learning to eliminate organisational conflicts arising employing a multiplicity of workers with divergent views.

Universities need to be sensitised about the contribution of effective organisational communication on the effectiveness of their institutions. This may awaken those who do not have one to initiate it.

##### **Improving equity**

There is need to create a framework which can help improve equity in university. University policies seem to be allowing and promoting unfairness in rewards, compensation. Having a well laid out equity strategy should be made a performance indicator in public universities.

##### **Improving organizational communication**

University personnel both top management and other employees may need training on how to start and maintain an effective organisational communication strategy.

Universities should periodically conduct surveys on what constitutes an effective organisational conflict resolution as a benchmark. The feedback of these surveys should be the basis to improve on the overall conflict resolution, interpersonal relations, and equity and communication strategy in Universities.

#### **5.5 Limitations of the Study**

The study was done in one public university and therefore may not represent what is happening in other universities. Therefore, different, even worse picture may exist in

private universities. Another study targeting both private and public universities may be needed in the near future.

## **5.6 Contributions of the Study**

The study has revealed that public institutions of higher learning, by their nature employ a variety of people with divergent ideas which make them prone to organizational conflicts. However these institutions do not seem to have formal conflict resolution strategies that allow them to respond quickly and efficiently to change related conflicts. A conflict resolution strategy that included quick problem-solving, giving employees' opportunity to provide peer-to-peer guidance could reduce conflicts in these institutions.

The study has indicated that issues that normally result into organisational conflicts such as interpersonal relations, equity and communication are not yet a priority of university management styles yet they affect employee service delivery.

There is need for conflict resolution experts in all public institutions in Uganda. This opens opportunity for higher institutions of learning to start short term and extend training programs in this field.

## **5.7 Recommendations for Further Research**

1. The researcher recommends that further research should be carried out on interpersonal relations aspects relevant to institutional performance among universities.
2. Research should also be carried out on modern communication strategies that could be relevant to Ugandan universities.

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## APPENDIX A: QUESTIONNAIRE TO STAFF AND MANAGEMENT

Dear Respondent,

I am a graduate student of Kyambogo University pursuing the degree of Master in Business Administration of Kyambogo University. Am carrying out a research study on: "*Organizational Conflict Management and Employee Performance in Public Institutions of higher learning in Uganda: A case study of Kyambogo University*". You are requested to participate in this research and provide honest information on the questions asked. Your response is important and the information will be strictly confidential. Please complete this questionnaire in accordance with instructions given. Your cooperation in this matter will be highly appreciated.

### Section A: Demographic Information

- i) Gender:                      Male                                       Female
- ii) Age bracket (in years)
- a) Less than 20 years                      b) 21-30 years                      c) 31-40 years
- d) 41-50 years                      e) 51-60 years                      f) Above 60 years
- iii) Education level
- a) Certificate                       b) Diploma                                            c) Bachelors Degree
- d) Masters Degree                                            e) PHD
- iii) Length of service?
- 1-5 years                                            6-10 years
- 11-15years                                            16years and above
- iv) In which category of employees do you fall?
- a) Senior Administrative staff                      b) Academic Staff
- c) Support staff
- v) Faculty/ department:.....

**SECTION B: THE INFLUENCE OF INTERPERSONAL RELATIONS ON THE QUALITY OF EMPLOYEE SERVICE DELIVERY**

Which of the following statements best explains the influence of interpersonal relations on the quality of employee service delivery in Kyambogo University? Please indicate the extent to which you; *1 = strongly Disagree, 2 = Disagree, 3 = Not sure, 4= Agree, and 5= strongly Agree*

No	The influence of interpersonal relations on the quality of employee service delivery	1	2	3	4	5
1	Good interpersonal relations among employees at KYU has minimized conflict and promoted achievement of organisational goals					
2	Disagreement prevail among groups and individuals at KYU					
	Effective management at KYU enhances employee service delivery					
3	I work independently to achieve desired output					
4	I am considerate when dealings with fellow employees at KYU					
5	I conveniently relate with co-workers to achieve organisational goals					
6	I obey instructions from my supervisors for the achievement of common goals					
7	My good interpersonal relations at KYU, help me to resolve conflict which could deter achievement of organisational goals					
8	I use my interpersonal skills to share knowledge which promotes achievement of common goals at KYU					
9	Conflict among employees at KYU hinders timely completion of group tasks					
10	Management at KYU spends more time on conflict management than handling tasks which promote achievement of organisational objectives					
11	High job commitment exists amongst employees at KYU					
12	I enjoy doing my work at KYU because of the cordial working relations with fellow employees					
13	I like the prevailing working relationship with my supervisor					
14	The management of KYU is responsive to employee grievances					

**SECTION C: THE EFFECT OF EQUITY ON EMPLOYEE PRODUCTIVITY IN KYAMBOGO UNIVERSITY.**

Which of the following statements best describes the effect of equity on employee productivity in Kyambogo University? Please indicate the extent to which you;

*1 = strongly Disagree, 2 = Disagree, 3 = Not sure, 4= Agree, and 5= strongly Agree*

No	The effect of equity on employee productivity in Kyambogo University	1	2	3	4	5
1	Management at KYU avails equal opportunity to its employees in all aspects.					
2	I am contented with the monetary rewards provided to me by KYU					
3	I am happy with the way promotions are done at KYU					
4	Fringe benefits are accorded to KYU staff on equal terms.					
5	The rate of pay at KYU is proportional to the workload					
6	All relevant stake holders at KYU are consulted before decisions are made.					
7	Payment of staff claims at KYU is done in a timely and equitable manner					
8	KYU recognizes employees who work with dedication.					
9	My supervisor at (KYU) treats me so well that I am motivated to do my job better.					
10	I feel that my contributions for work performed at KYU is fairly rewarded					
11	The university(KYU) provides its staff with a flexible working schedule					
12	The flexible working schedule provided by KYU boosts my work performance					
13	The fairness dispensed by KYU management has increased my job commitment					

**SECTION D: ORGANIZATIONAL COMMUNICATION AND TIMELY SERVICE DELIVERY IN KYAMBOGO UNIVERSITY.**

What is the influence of organizational communication on timely service delivery in Kyambogo University? Please indicate the extent to which you;

*1 = strongly Disagree, 2 = Disagree, 3 = Not sure, 4= Agree, and 5= strongly Agree*

No	Organizational Communication and timely service delivery at KYU	1	2	3	4	5
1	Administrative communication is not selectively done to KYU staff					
2	Information sharing amongst team members has led to timely accomplishment of organizational tasks					
3	Satisfaction from organizational communication at KYU has positively influenced work commitment					
4	Upward and downward communication prevails at KYU					
5	Effective communication at KYU has minimized conflict and improved staff performance					
6	Open communication within KYU has resulted into mutual trust amongst staff					
7	Effective communication channels at KYU have fostered institutional growth					
8	Messages at KYU are tailored to influence results					
9	Effective communication at KYU has enhanced teamwork amongst employees					
10	Lack of clear communication at KYU has partially led to conflict within the institution.					
11	Effective communication among KYU staff has encouraged achievement of organisational goals.					
12	All employees at KYU are aware of the organization's strategic objectives					
13	The prevalence of timely feedback among various ranks at KYU has promoted speedy service delivery.					

**SECTION E: EMPLOYEE PERFORMANCE**

How do the following performance indicators observed among the employees of Kyambogo University? Please indicate the extent to which you;

*1 = strongly Disagree, 2 = Disagree, 3 = Not sure, 4= Agree, and 5= strongly Agree*

	Employee performance	1	2	3	4	5
1	KYU employees are able to deliver excellent results because of fair treatment from their supervisors					
2	The attractive remuneration received at KYU has influenced my commitment to the job					
3	The cordial relation between managers and subordinates at KYU has boosted organisational performance.					
4	The positive interpersonal relations existing amongst employees at KYU have resulted into delivery of excellent services to the relevant stakeholders.					
5	Effective communication at Kyambogo University has propelled speedy service delivery					
6	The good organisational policies and practices at KYU have led to high employee engagement.					
7	Low levels of conflict among staff has promoted high staff performance levels					

**SECTION F: THE EFFECT OF INSTITUTIONAL POLICY ON EMPLOYEE PRODUCTIVITY AT KYAMBOGO UNIVERSITY.**

Which of the following statements best describes the effect of institutional policy on employee productivity in Kyambogo University? Please indicate the extent to which you;

(1) strongly agree (2) Agree (3) Not sure (4) Disagree (5) strongly Disagree

No	The effect of institutional policy on employee productivity in Kyambogo University	1	2	3	4	5
1	Relationship between management and employees is not hampered by KYU policy					
2	. KYU policy on equity advocates for fair treatment of all employees					
3	Administrative communication at KYU is not reserved for the privileged few					
4	KYU human resource policies and practices enhance employee performance					

“Thanks for your Cooperation”

## **APPENDIX B: INTERVIEW GUIDE FOR MANAGEMENT AND SUPERVISORS**

1. How do you rate the interpersonal relations amongst the staff University?
2. Do you think that the state of interpersonal relations within KYU have a bearing on service delivery?
3. What strategies can be undertaken to improve interpersonal relations amongst employees at KYU?
4. Do you think that the monetary rewards paid by KYU to its staff are proportional to the workload?
5. What criterion is followed in awarding fringe benefits to KYU staff?
6. How are promotions done at KYU?
7. Do you think that job assignments are done basing on employee's ability to handle?
8. Does the (KYU) provides its staff with a flexible working schedule
9. Does the working schedule provided by KYU boost employee performance
10. How do you rate the relationship between supervisors and subordinates at KYU?
11. Does KYU recognize employees who work with dedication?
12. Has perception of inequity among employee(s) affected service delivery in any way?
13. What are the barriers to effective communication at KYU?
14. How does communication affect timeliness of service delivery at KYU?
15. Do you think there is any relationship between organization communication and conflict at KYU?
16. What strategies can KYU adopt to ensure effective communication?
17. Which conflict management strategies improve employee performance at KYU?
18. How has institutional policy affected service delivery at KYU?

“Thanks for your cooperation”

### Required Sample Size<sup>†</sup>

Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

<sup>†</sup> Copyright. The Research Advisors (2006). All rights reserved.



APPENDIX B



# KYAMBOGO UNIVERSITY

P. O. BOX 1 KYAMBOGO

Tel: 0414 – 285037/0414 - 289267 Fax: 256-41-220464

Website: www.kyu.ac.ug

Office of the Dean, Graduate School

Your ref:.....

Our ref: KYU/GSch/01/14

01<sup>st</sup> October, 2014

**TO WHOM IT MAY CONCERN**

Dear Sir/Madam,

**RE: LETTER OF INTRODUCTION**

This is to introduce to you **KIRENZI MUSA** Registration Number **12/U/278/GMBA/PE** who is a student of Kyambogo University pursuing a Master's degree in Business Administration of Kyambogo University.

He is carrying out a research on "**Organizational Conflict Management and Employee Performance in Public Institutions of Higher Learning in Uganda**". A Case Study of Kyambogo University in partial fulfillment of the requirements for the award of the Master's degree in Business Administration of Kyambogo University.

This is to kindly request you to grant him permission to carry out this study in your establishment.

Any assistance rendered to him will be highly appreciated.

Yours faithfully,

  
Dr. M. A. Byaruhanga Kadoodooba  
Dean-Graduate School

Bk/nmb



**KYAMBOGO**  **UNIVERSITY**

P.O. BOX 1, KYAMBOGO  
Tel: 0414-286 452 Fax: 0414 - 220 464  
Email: [dhr@kyu.ac.ug](mailto:dhr@kyu.ac.ug), [www.kyu.ac.ug](http://www.kyu.ac.ug)  
**Directorate of Human Resources**

---

3<sup>rd</sup> October 2014

Mr. Musa Kirenzi  
12/U/278/GMBA/PE  
Graduate School

Dear Mr. Kirenzi

**RE: PERMISSION TO CARRY OUT RESEARCH AT KYAMBOGO UNIVERSITY**

The application on the above reference dated 1<sup>st</sup> October 2014 refers.

Permission is hereby granted for you to carry out research in Kyambogo University as requested, under the title:

*"Organizational Conflict Management and Employee Performance in Public Institutions of Higher Learning in Uganda."*

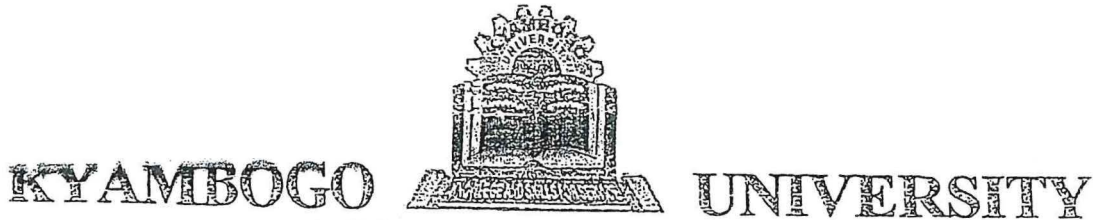
By copy of this letter the concerned officers are hereby informed and requested to offer the required co-operation.

Yours sincerely



Godfrey Tumwesigye  
**DIRECTOR HUMAN RESOURCES**

c.c Dean, Graduate School



P. O. BOX 1, KYAMBOGO – KAMPALA, UGANDA  
 TEL: +256-41-285037/285001 www. Kyambogo.ac.ug  
 KYAMBOGO UNIVERSITY STAFF ASSOCIATIONS

23 August 2012

The Chairman,  
 Kyambogo University Council,  
 P. O. Box 1,  
 Kyambogo

Dear Sir,

**RESOLUTIONS OF THE JOINT STAFF ASSOCIATIONS MEETING WHICH WAS HELD ON  
 23/08/2012 BETWEEN 10 .00AM AND 1.30PM**

We the members of the Kyambogo University Staff Associations ( Kyambogo University Academic Staff Association (KYUASA), Kyambogo University Senior Administrative Staff Association (KYUSASA), and National Union Of Education Institutions (NUEI) assembled here in the Main Hall West End on the 23<sup>rd</sup> day of August 2012 between 10:00 am and 1:30 pm to review our 9<sup>th</sup> August 2012 resolutions namely:

1. That Top Up increment that had been passed by the Finance and Resource Mobilization Committee of the Council is paid With Effect from July 2012 by 20/08/2012. Failure to effect payment by the said date will leave the University staff with no other option but to withdraw their services.
2. That promotion of Eligible staff that started in 2011 should be expedited and completed by 15/09/2012 and this should be done before any new recruitment is affected. If this is not effected, members will convene to decide the next course of action.
3. That due to the many issues relating to the mismanagement of the University, members resolved that Government and the University Council should ensure that the Vice Chancellor Prof. Isaiah Omolo Ndiege steps aside by 20/08/2012 to allow for a detailed investigation into the Working Conditions of Staff of the University and the general mismanagement of the University. If this is not done, it will compel staff to withdraw their services.

Appreciating that the Kyambogo University Council has handled the first two resolutions to our satisfaction,

Pleased with the effort made by the University Council in addressing the third resolution,

KYAMBOGO UNIVERSITY COUNCIL RESOLUTIONS  
REGARDING THE CURRENT STAFF STRIKE

---

**Preamble**

Following the court ruling of 21<sup>st</sup> October 2013 restoring Prof Ndiege to office, Council meeting on 4<sup>th</sup> November 2013 and seeking to end the long standing conflicts of Kyambogo University, made the following observations and resolutions:

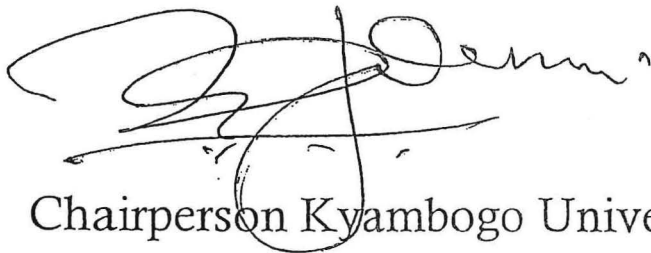
**Observations:**

- i. That the staff and the Vice Chancellor conflict had lasted for over 12 months which is regrettable
- ii. That many lessons have been learnt by all stakeholders that are useful for moving the University forward
- iii. That there are several arms of Government investigating the issues with a view to identifying the root causes and propose lasting solutions
- iv. That Kyambogo University students have been very understanding, patient and compliant to University guidelines
- v. That parents, guardians and sponsors have been committed to paying tuition in record time among other support.
- vi. That Kyambogo University Council has been responsive, affirmative and consistent in resolving

roadmap to reconciliation and resolving the conflicts

- iv. To reaffirm Council's Commitment to oversee the smooth running of the University
- v. To call upon students to stay calm, united and focused on our cause to keep the University open and move to greater heights.
- vi. To call upon all stakeholders to work as a team for the shared Mission and Vision of Kyambogo University in line with our national development aspirations.

Signed:



Chairperson Kyambogo University Council

**KYAMBOGO UNIVERSITY**  
**SECURITY OFFICE**

10.01.2011

The Academic Registrar  
Kyambogo University

**POST MORTEM REPORT ON POLICING EXAMINATIONS 2010/2011**  
**SEMESTER ONE**

**The above subject refers**

In accordance with the security measures which have been put in place by the security section to curb the examination malpractices, the following were observed.

1. As a measure to check the alertness of invigilators, some pseudo scouts were planted. It was noted that invigilators in most areas were able to identify the pseudo scouts although those in the north end allowed them in without identification.
2. It was also noted that there was a tendency by some invigilators to leave the exam, rooms and they go and gather outside to chat or read news papers.
3. Retake students, who had not paid for their retakes were well checked and those who were identified were sent out of the exam rooms.

Security commends the chief invigilators for being very vigilant during the exercise.

Considering the above, security strongly suggests that in the subsequent examinations emphasis should be put on the vigilance and alertness by the invigilators.

Yours sincerely



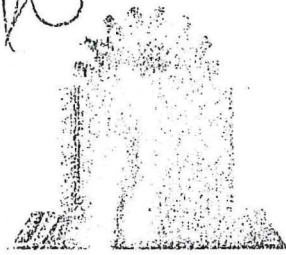
Obace Alfred  
Security Officer Operations

- CC : Vice Chancellor  
CC : Deputy Vice Chancellor (A.A)  
CC : University Secretary  
CC : Bursar  
CC : Chief Security Officer

NEW

APPENDIX I

KYAMBOGO



UNIVERSITY

P. O. BOX | KYAMBOGO, KAMPALA - UGANDA  
Tel: 256 - 0414 - 286237, 285001/2 Fax: 256 - 0414 - 289305, 220454, 222643  
Email: [jskyu@kyambogo.ac.ug](mailto:jskyu@kyambogo.ac.ug) Web: [www.kyu.ac.ug](http://www.kyu.ac.ug)

*Office of the University Secretary*

---

8<sup>th</sup> November 2013

### CIRCULAR 153

To All Staff  
Kyambogo University

#### RESUMPTION OF DUTY

Council has noted with concern that students have gone without lectures for the last two weeks, since 29<sup>th</sup> October 2013.

On 31<sup>st</sup> October 2013, the Hon. Minister of Education and Sports directed Council to ensure that all members of staff end the strike and return to work immediately. Council and other government agencies tried to convince staff to amicably return to work as their grievances are addressed. This culminated into a meeting of Council and all staff at Namboole Stadium on 8<sup>th</sup> November 2013. Despite these efforts, members of staff have declined to return to work.

Council hereby directs all members of staff to return to work on Monday 11<sup>th</sup> November 2013 at 08.00 a.m.

Sam Akorimo



**SECRETARY TO COUNCIL**

c.c. Chairman, University Council  
Vice Chancellor  
Deputy Vice Chancellor (FA)

Academic Registrar  
Faculty Deans  
All Notice Boards

APPL...  
M... 9/11/20  
June 9th 2014

EDITORIAL

CA

# Sort out the mess at Kyambogo University

The confusion at Kyambogo University is far from over as witnessed again on Friday. The university has been involved in financial mismanagement of fees worth about Shs40.5 billion in two academic years. On Friday, fewer than 300 of 845 students managed to graduate from a backlog of more than 2,000 of last year's graduation batch. This calls for quick actions to sort out the scam because more than 1,000 students have lost two years.

Worse, the university is saddled with Shs20.6 billion in outstanding students' fees and queries remain over instances of electronic withdrawals from the university pool account without authorisation. The investigations teams must quickly resolve cases of forged admissions and irregular registration of students, issues of under payment and over payment so that the 13-year old university resumes normal operations.

Findings from the Ad hoc Committee set up by Kyambogo top management, the Inspector General of Government and the Auditor General should provide concrete grounds for quick action to correct these wrongs.

**The issue:**  
**Kyambogo University fees scam**  
**Our view: As recommended by the committee set up by top management, the use of student numbers or registration numbers is crucial in providing unique identification in tracking students' fees deposit.**

The mix-up in students registration details in the university's Admissions Division undermines Kyambogo's design of the course in information science, library and information services. It is unbelievable that Kyambogo can have 83 students studying at the university without being admitted, and 11 others not on the database sharing registration numbers with those officially admitted, while another 10 share registration numbers and courses.

Proven cases of malpractices, including that of a secretary having tendered false academic papers to secure a job at the university, cast doubts over the authenticity of qualifications awarded by the institution. These malpractices call for urgent implementation of recommendations by the Kyambogo Ad hoc committee that investigated irregularities in students' admission.

The police criminal investigations file with incriminating evidence against several officials connected to the scam must be recovered; and the ring of fraudsters busted and kingpins of the scam prosecuted. As well, the Kyambogo University management must take stern action on those implicated in the report.

As recommended by the committee set up by top management, the use of student numbers or registration numbers is crucial in providing unique identification in tracking students' fees deposit. The university should still enforce the collection of the outstanding revenues. These remedies should check the incompetence and resultant frequent strikes and repair the image of the university.

APPENDIX K



**KYAMBOGO UNIVERSITY**

**SECURITY OFFICE – CRIME DESK**

---

8<sup>th</sup> April. 2013

The Chief Security Officer

Kyambogo University

Dear Sir,

**RE: EXAMINATION MALPRACTICE**

The above subject matter refers:-

Section 9.4 of the Kyambogo University joining instructions states that students who involve themselves in examination malpractice or attempting to cheat University examinations shall lead to discontinuation from the University.

University examinations mean and include among others, practicals and test(s).

It is reported that on 22<sup>nd</sup> March 2013, during the test for BCBR 321-Day, one Kayondo Jonathan, Reg. No. 10/U/12715/CBE/PE and one Musoke Andrew, Reg. No. 10/U/12888/CBE/PE were caught writing test for M/S Nabbanwja Alice and Maziga Jilius respectively.

The two suspects were arrested and taken to Kyambogo University police station and charged with impersonation. Probation file to this effect was opened. However, the charge of impersonation was withdrawn. The suspects and their co-accused now face offence of examination malpractice.

Examination malpractice is a technical offence and is not within the mandate of the University security to investigate. It is the University Senate through its organ, the examination committee that is mandated to investigate examination malpractices. The security section can only be invited to give witness only where it is applicable and relevant in the circumstance.

However, materials that may have possibly come to custody of the security section in relations to examination malpractice can be availed on request. The request can be formally made by Senate or an agent of Senate.

An agent of Senate in this case (examination malpractice) may mean and include but not limited to;

- Subject Lecturer/Teacher
- Invigilator/Supervisor
- Responsible course coordination
- Responsible examination coordination
- Responsible Head of the Academic Department.
- Responsible Faculty Dean
- The Academic Registrar or a representative.
- The Examination Committee.
- DVC Academic Affairs
- Chairperson Senate or a representative.

This matter is therefore a Senate case and shall be handled as such. Please receive this brief and the probation file in which the suspects and co-accused voluntarily admit to committing the offence.

Yours faithfully,



Samuel Oryem

**SECURITY OFFICER INVESTIGATIONS AND INTELLIGENCE**

Cc Senior Security Officer