

Causes And Effects Of Conflict On Academic Staff In Ghanaian Universities: The Case Of A Private University College In The Greater Accra Region

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Abstract: *This study explored the causes of conflict among the academic staff of a private University College in Ghana and its effects on the staff. This was mixed methods research, which employed the sequential explanatory design. A sample of 60 academic staff, comprising 49 males and 11 females was selected through stratified and simple random sampling techniques to respond to a questionnaire for the quantitative phase of the study, while 8 experienced staff, who had responded to the questionnaire, were purposively selected and interviewed at the qualitative phase of the study. The quantitative data collected was analysed in means and standard deviations, while the qualitative data gathered was used to explain the key quantitative findings, when necessary. It emerged from the study that obstructions in promotion procedures and work expectations, pressure to meet deadlines, competition for power, and the styles of leadership employed were the key causes of conflict among the academic staff. Among others, the study concluded that conflict among the staff leads to renewed motivation, personal growth and maturity, but low productivity. Therefore, it was recommended that the management of the University should put in place appropriate support systems or mechanisms, including regular encouragement and performance appraisal practices, with emphasis on feedback, to ensure the staff put the interests of the institution above their personal individual goals so as to enhance productivity.*

Keywords: *Academic staff, Conflict, Counselling, Support systems, University College*

I. INTRODUCTION

Conflict may be defined as 'a natural disagreement resulting from individuals or groups that differ in attitudes, beliefs, values or needs' (Jones, 2008:104). Conflict has become prevalent in institutions of higher learning including the universities. Evidence abound in literature that conflict has been a part of academic life since ancient times (Holton, 2000). There are concerns that the nexus between educational systems and conflict presents policy makers including university administrators with a conundrum as to what happens in higher education systems and its implications for the larger society (World Bank Report, 2005).

Anderson (2002) indicated that most studies on organizational conflict have neglected academic settings, even

though the universities and their academic departments are not immune to conflict. Conflict is unavoidable in the universities due to encouragement of academic freedom, unrestrained language and thinking (Anderson, 2002).

Conflict seems to be a characteristic of most academic institutions. Adu (2011) considers conflict as an inescapable part of human nature involving a misunderstanding or disagreement that causes a problem or a struggle to achieve goals between people, groups, or nations. Adu (2011) pointed out further that conflict is a frequent occurrence in educational institutions whose members are human beings, therefore, their varied needs and interests can often clash. Shani and Lau (2000) also noted that conflict is a part of organizational life and may happen at any time in organisations since members of organization are human beings with varied background and

antithetical interests, which could influence the organization's performance.

Conflict appears to occur among the academic staff of the private university college in Ghana and as such several institutional mechanisms, including conflict resolution teams, Counselling Centres have been put in place to resolve anticipated conflict of different forms. However, personal experience of the researchers suggests that the staff of the university still have several concerns, unresolved grievances and there is discontentment among staff due to inadequate resources for academic and administrative activities, among others. Also, it appears that some of the staff have issues with some of their colleagues, especially those who want to wield power and rise to the top. Conflict is a serious problem in modern organizations. In many cases, it wastes precious human resources that could be better directed to other activities, including the primary work of the organization (Tam, 2009). However, available literature (Lunenburg, & Ornstein, 2008; Saunders, 2000; Hearn & Anderson, 2002) suggests that little is known about the dynamics of causes of conflict among academic staff in higher educational institutions, effects of such conflict as well as the strategies and mechanisms for managing or resolving such conflict. Although it appears conflict occurs among the staff of the university college in Ghana, little is empirically known about the rate of conflict, the causes of such conflict and ways in which it effects the academic staff. This present study attends to these issues.

As already noted, the study will identify the causes of conflicts among the staff of the university. Understanding the causes and dynamics of conflict will provide useful insights to the management of the University on the possible options to resolving conflict among academic staff. Also, knowing the effect of conflict on the academic staff will help the management of the institution to put in place relevant support systems for them. The study also contributes to limited literature on conflict in tertiary educational institutions, especially those in Ghana.

II. THE CONCEPT OF CONFLICT

Conflict by nature involves two or more opposing forces one of which is the protagonist and the other, the antagonist. Dzurba (2006) considers conflict as a social problem in which two or more persons, families, parties, communities, or districts are in disagreement with each other. Kreitner and Kinicki (2001) define conflict as a process in which one party perceives that its interests are being negatively affected by another party. Similarly, Moore (2006) defines conflict as a 'struggle between two or more people over values, competition for status, power or scarce resource' (p. 16). Conflict manifests when the needs and values of two or more parties are incompatible and when there is a clash of principles.

Conflict is particularly likely to occur at the interface between different groups or units within organisations. It can further be said that, the larger the group the greater the potential for conflict. This is so because diversity among members of a group results in differences in goals, beliefs,

perceptions, interests and preferences. Organizations like institutions of higher learning have a great number of people, with different ideas, beliefs, values and desires and, therefore, conflict is unavoidable in such settings.

III. TYPES OF CONFLICT

Conflict may arise between any individuals or groups within an organisation. This is to say that in any organisation, conflict can occur at several levels. Jones (2008) identifies four forms of conflict and these are goal, cognitive, affective and behavioural conflict. Goal conflict, according to Jones (2008), occurs when one person or one group of people seeks a different outcome from others. To him, cognitive conflict happens when a person or a group holds ideas that conflict with those held by other. Jones (2008) indicated further that affective conflict takes place when one person's or group's emotions, feelings or attitudes are incompatible with others, and behavioural conflict happens when one person or group behaves in a way that others find unacceptable.

Literature further highlights some types of conflict, including personality conflict, value conflict, and intrapersonal conflict. Kreitner and Kinicki (2001) define personality conflict as interpersonal opposition based on personal dislike and/or disagreement. With the many possible combinations of personality traits, it seems clearly why personality conflicts are inevitable. They added that acute personality conflict often begins with seemingly insignificant discomfort. For instance, a senior colleague can develop deep hatred for a junior colleague or vice versa for progressing swiftly in his or her career as faculty staff.

Value conflict, according to Bardi and Schwartz (2003), occurs when an individual's value system is "an enduring organization of beliefs concerning preferable modes of conduct or end-states of existence along a continuum of relative importance" (p.12). This suggests that some individuals could have conflict if expected result do not materialize.

Intrapersonal conflict involves internal priorities. According to Kreitner and Kinicki (2001), inner conflict and resultant stress are typically experienced when highly ranked instrumental and terminal values pull the individual in different directions. An example is when one values being ambitious (instrumental value) and ending up happy (terminal value). To Bliese and Jex (2005) intrapersonal conflict is within an individual. He illustrated this idea with a supervisor who might give an order to an employee to do something that the employee considers to be morally wrong. The employee is faced with conflict between wanting to do as the supervisor says and doing something he or she believes to be wrong.

IV. METHODOLOGY

The purpose of the study was to explore the causes and effects of conflict on the academic staff of private University College in Ghana. To achieve this purpose, mixed methods research underpinned by pragmatism was employed. Specifically, the sequential explanatory mixed methods design

(two-phase model) was employed for the study. With this model, we collected quantitative and qualitative data sequentially in two phases, with one form of data collection following the other. Quantitative data was collected first and then qualitative data to help elaborate on the quantitative results. The quantitative data and results provided a general picture of the research problem and qualitative data was collected to extend or explain the general picture.

The population of this study consisted of all the academic staff of all the private universities in the Greater Accra Region of Ghana. However, the accessible population constituted all the academic staff of one of the private university colleges in the region, some of who were in leadership. The University College had 100 (87 males and 17 females) permanent academic staff who had worked for at least 5 years, when the study was being conducted. The academics were considered for the study because it was thought that they had experienced conflict situations due to their relatively long stay in the institution.

A sample of 60, consisting 49 (81.7%) males and 11(18.3%) females was selected for the study.

Stratified and simple random sampling techniques were employed to select the sample. First the staff were grouped into strata (male staff and female staff) and then simple random sampling technique, specifically the lottery method was employed to select the sample for the study. For the qualitative phase of the study, 8 experienced staff (6 males and 2 females), who had responded to the questionnaire, were purposively selected.

Two instruments - a structured questionnaire and semi-structured interview schedules - were employed for data collection in this study. The questionnaire was used to collect data for the quantitative dimension of the study, while semi-structured interview was used for data collection for the qualitative phase of the study. A questionnaire was used for data collection because it promises researchers wider coverage since they can approach respondents more easily; it is less expensive and produces quick results (Wolfer, 2007). Semi-structured interview was considered since it is flexible and allows researchers to unearth valuable information from interviewees (Kusi, 2012).

A Five -point Likert scale: (5)-Strongly Agree, (4)-Agree, (3)- Not Sure, (2)-Disagree and (1)-Strongly Disagree was designed for data collection. The questionnaire covered the rate of occurrence of conflict among the staff, the causes of such conflict as well as the effect it has on the staff. The basis of the questionnaire and the interview guide were the issues in relevant literature and our professional knowledge as experts in education.

An instrument is valid when it measures what it is supposed to measure. Two forms of validity were established in this study and these were face and content validity. To establish the face validity of the instruments, they were given to some colleague lecturers at a different university for their comments and suggestions, which were considered. The instruments were then given to some experts in conflict management at the University of Education, Winneba, to establish their content validity.

The researchers pre-tested the questionnaire at Central University College, which is also a private university, located

in the same region in Ghana to ensure the reliability of the instrument. The test-retest method was employed. With this method, the questionnaire was administered to 10 academic staff of the institution to respond to and after two weeks the instrument was administered to them again. The responses were checked and compared, and they showed high level of consistency which was $r > .70$.

After being granted permission by the Registrar of the University to conduct the study in that setting, the informed consent of the academic staff were also sought. Then the questionnaires were self-administered to the academic staff within a duration of one month. All the 60 academic staff, representing 100% responded to the items. After the analysis of the questionnaire data, 8 experienced staff were interviewed on one-to-one basis within one week to explore some key quantitative findings. Each interview session lasted for about 25 minutes.

The data quantitative data collected from the respondents was analysed descriptively with the help of Statistical Package for Social Sciences (SPSS). Fraenkel and Wallen (2000) observed that a descriptive statistics is a statistical technique that is used to analyse data by describing or summarizing the data from a sample. Means and standard deviations were used to analyse and interpret data relating to the causes and effects of conflict among the academic staff. The qualitative data gathered through the interviews was used to explain or elaborate on the quantitative data when necessary. Comments were attributed to the interviewees by grouping them into two - experienced male staff (EMS) and experienced female staff.(EFS). Thus the 6 experienced male staff were given the serial number EMS-1 to EMS-6, while the experienced female staff serial number EFS-1 to EFS-2.

V. PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

As already noted, data was gathered on the rate of occurrence of conflict among the academic staff of the University, as well as the causes and effect of such conflict on them. The data is presented, analysed and discussed in relation to these themes.

RATE OF OCCURRENCE OF CONFLICT AMONG THE ACADEMIC STAFF OF THE UNIVERSITY

An aspect of the questionnaire gathered data on the rate of occurrences of conflict in the institution, which is presented in Table 1.1 below.

Response	Frequency	Percentage %
Not often	9	15
Often	36	60
Very often	15	25
Total	60	100

Table 1.1: Rate of occurrence of Conflict among the Staff

The data in Table 4.5 shows that 9 (15%) of the respondents indicated that conflict did 'not often' occur among academic staff, 36 (60%) indicated that conflict 'often' occurred among academic staff, while 15(25%) of the respondents noted that conflict was a regular phenomenon

among the staff. Generally, the responses suggest that the academic staff at the private University College experience conflict on regular basis. The results confirm the view of Wright and Noe (2016) that in recent times, conflict has become prevalent in higher educational institutions and the assumption is that there are procedures and mechanisms to manage and resolve them while maximising productivity. There is knowledge that conflict dynamics in higher educational institutions exist in various forms and vary from campus to campus, reflecting university size, location, student population and governance structures (Volpe & Chandler, 2007)

CAUSES OF CONFLICTS AMONG THE ACADEMIC STAFF

Another aspect of the questionnaire gathered data on the causes of conflicts among the academic staff of the University College and the relevant data is presented in Table 1.2:

Item	Mean	Standard deviation (SD)
Obstruction in work expectations	4.61	1.51
Incompatible personalities	4.33	0.80
Unresolved Conflict	4.63	1.13
Pressure to meet heavy work deadline	4.52	1.09
Competition for supremacy	4.58	1.15
Competition for scarce resources	4.00	1.00
Leadership Style	4.50	1.23
Ethnic Differences	4.57	0.82
Sense of Mistrust	3.67	1.07
Organisational complexity	4.31	1.12
Unclear Boundaries	3.53	1.22
Unclear or unreasonable policies	3.51	1.34
Sensitivity or Hurt	4.39	0.51
Gender Based issues	4.33	0.80
Obstruction in promotion procedures	4.69	1.23

Table 1.2: Causes of Conflicts among the Academic Staff of the University College

The data in Table 1.2 shows that the conflict which occurred among the academic staff mostly resulted from 'obstruction in promotion procedures'. This response had a Mean of = 4.69 and Standard Deviation = 1.23. The interview data also suggested that the staff were concerned about deliberate attempts by colleagues to impede their progress, as a comment by one of them, EMS-5, suggests:

"It is very sad, sometimes an enemy intentionally impedes your promotion. The waiting period to receive these feedbacks is where one can be put in a situation where conflict is likely to evolve. For example, whilst waiting for the response for your application for your promotion which had been submitted for a long period of time, if you finally discover that the delay was something planned with the intention of blocking your progress. It is obvious that it would become difficult to see eye-to-eye with the people involved. One might also be expecting positive response but sometimes the period of

waiting for feedback makes you think of different outcomes which might be provoking" [Interview data, 2017].

The next most rated cause of conflict among the staff was 'obstruction in work expectations' which recorded Mean = 4.61, SD = 1.51. This was also confirmed in the interview data as the following comment suggests:

"This is an institution of higher learning and a private one of course, where each person's work input counts a lot. If it is observed that your work is unsatisfactory you can be queried or face sanctions. Hence I consider any effort by another colleague to impede the completion of work as a deliberate effort to sabotage and taint my reputation which could lead to fury and conflict at last. Sometimes, one can clearly tell that the actions of another fellow is directed at retrogressing your work which you can face problems" [EMS-3][Field interview data, 2017].

The results implied that academic staff took their work seriously hence any effort to impact negatively on their work was likely met with opposite reactions which resulted in conflicts. The results also indicated that any effort by another colleague to obstruct achievement of work objectives was a strong cause of conflict among academic staff.

The data in Table 1.2 further suggests that 'pressure to meet heavy work deadlines' which recorded a Mean of = 4.52 and SD = 1.09 was one of the major causes of conflict among the academic staff of the University. Kusi (2017) indicated that the in an attempt by staff to meet deadlines, they experience stress which can result in conflict. He argued further that stress is generally the outcome of excessive pressure and this can manifest itself in conflict.

The results depict that 'competition for power' served as fruitful ground for conflicts among academic staff in the University College and this had a Mean = 4.58 and SD = 1.15. The result shows that, in the quest for people to wield power over others, negative feelings were generated which resulted in conflict among the academic staff of the university. Competition for power' as a major cause of conflict among the staff was confirmed by some of the interviewees. EMS-4, for example, commented:

"How annoying it will be when your own colleagues try to present themselves to you as your superior just upon certain privileges and advantages they get from top personalities in the school. I always say we are the cause of our own problems taking this situation into consideration. How should one think as such which the fellow should understand it won't just work. This has the potential of raising fury and definitely results in conflicts" [Field interview data, 2017].

It was also shared by EFS-2 that:

"The quest for power and quick promotions has often than not resulted in most of the conflicts in my department. This time interestingly, within a short period one staff is fighting to reach higher levels and there comes that conflict of interest. It is always understood by some persons that there some people who are rising up against their promotions and a high tendency for conflict to erupt among these parties. We all want power but we should be calm and respectful about how go about this. Prominence and the quest for power lead to a lot of conflict. People who want to assume certain positions often do so by struggling with others for power. Everybody wants to rise and sometimes the methods used in rising lead to a lot of

conflict as people feel they are more deserving of those positions than others. There is really a lot of mistrust as each and every party feels that they may be sabotaged by others" [Field interview data, 2017].

Thus the data suggested that some of the staff had a strong desire to rise to the top, thereby amassing power. However, it appears that in an attempt to achieve that goal, they undermine and offend their colleagues, leading to conflict.

The data in the table further shows that the leadership style (Mean 4.50 and SD= 1.23) exhibited by some academic staff influenced most of the conflicts that were encountered in the school. It was commented by EMS-1 that:

"I have always disagreed with my immediate boss because of his style of leadership and I am strongly aware that it is the reason we have consistently been at logger-heads. He is very autocratic which makes me always have problems with him because he must understand we are from different backgrounds and for that matter it will be difficult to make unilateral decisions and expect everybody to follow or abide by your decisions. This situation has been the cause of most tensions and conflicts in this department" [Field interview data, 2017].

In a related comment, it was expressed by EFS-1 that:

"We are in a dispensation where leaders should give much recognition to their subordinates and there will be peaceful co-existence. However, in the situation where someone positions himself or herself as a super-power who should be revered even his or her actions are against ones happiness. I have had conflicts with my head on grounds that he only listens to people's views but implement his sole decisions which are against the other members who are his subordinates. This has gone on severally but he remains adamant to change his style of autocratic leadership which often results in conflict among some of the academic staff in this department" [Field interview data, 2017].

EMS-3 remarked that:

"Leadership style of the leaders involved can cause conflict especially when there is no room for democracy or for others to voice out their concerns. People are very sensitive to a lot of things and for example if they feel hurt or wrongly dealt with, this could also lead to conflict" [Field interview data, 2017].

These comments suggest that some of the staff in leadership position employ the autocratic style which could create closed culture in the environment. Kusi (2017) argued that employing autocratic style could make people often feel threatened which, in turn, can lead to an increased risk of conflict. Whenever, possible, it in team leaders' interests to offer team colleagues some measure of control over the way they work.

The table shows that other key causes of conflict among the staff included 'unresolved conflict' (Mean 4.63 and SD=1.13); 'ethnic differences' (Mean 4.57 and SD=0.82); 'sensitivity or hurt' (4.57 and SD=0.51); and 'organizational complexity' (Mean 4.31 and SD=1.12).

WAYS IN CONFLICT AFFECT THE ACADEMIC STAFF OF THE UNIVERSITY

The questionnaire instrument also gathered data on the effects of conflict on the academic staff at the University, which is presented in Table 1.3 below.

Items	Conflict:	Mean	SD
Leads to productive outcomes		3.37	0.72
Leads to physical and psychological withdrawal		3.44	1.09
Leads to renewed motivation among staff		3.84	0.98
Leads to outright hostility and aggressive behaviour		2.92	1.14
Leads to personal growth and maturity		4.18	0.96
Makes staff exhibit ill-feeling towards others		3.76	1.09
Makes some staff undermine others		3.33	1.10
Makes staff sabotage each other		3.29	1.08
Makes opposing individuals or groups put their own interests above those of the organization		3.27	0.81
Makes staff unable to work constructively		3.56	0.84
Leads to low productivity on the part of the staff		4.08	0.89

Table 1.3: Ways in Which Conflict Affect the Academic Staff

Table 1.3 displays respondents' responses on ways in which conflict affect the academic staff of the university college. On the average, respondents were not sure whether conflict leads to productive outcomes with mean response of 3.37. The views of respondents varied between disagreed and agreed. The respondents on the average were uncertain about whether conflict among the academic staff of the university leads to physical and psychological withdrawal on their part with mean response of 3.44. The response varied widely with a standard respond deviation of 1.09. This reflects the divergent views of respondents on this assertion.

With regards to whether conflict may lead to renewed motivation among staff or not, majority of respondents agreed to the assertion with mean response of 3.84 whilst the few respondents still in affirmative to the assertion strongly agreed. This implies that the academic staff purportedly use conflict or agitations to renew their motivation to work. The qualitative data gathered also suggested that conflict among the academic staff leads to renewed motivation, as the following comments point out:

".....surprisingly after some conflicts it transforms into friendships which is interesting. I personally have an experience of such nature. I disagreed strongly with some colleagues on some issues and after the issues had been amicably addressed, I became confident and shared information even with those friends. In fact, we learned to work better! [EMS-1]

As people from different backgrounds with different socio-cultural and academic experiences, we sometimes have issues. But, after that we learn to work better and get stronger. [EMS-4]

These comments suggest that conflict leads renewed motivation and commitment. According to Bloisi, Cook and Hunsaker (2007), conflict often forces people to redefine or reinforce their purpose. It forces them to make needed decisions and to take action. It requires new commitments and fresh motivation. From this perspective, conflict become a 'blessing in disguise' (Kusi, 2017).

Majority of respondents also disagreed to whether conflict leads to outright hostility and aggressive behaviour among

academic staff of the university with a mean response of 2.92. Those who deviated from the mean in response either strongly disagreed or unsure with the assertion. This is probably due to the fact that academics are expected to exhibit professionalism, exercise restraint and self-control in dealing with colleagues in particular. Outright hostility and aggression of any kind often contradict the professional code of ethics of many higher educational institutions.

The responses in the table also indicate that conflict among academic staff leads to personal growth and maturity but low productivity on the part of the staff. These assertions were revealed with mean responses of 4.18 and 4.08 respectively. Other respondents' deviations from responses on the average represented the position of the majority. The interview data also suggested that conflict leads to personal growth and maturity. EFS -1, for example, commented that:

'...When I have issues with my colleagues and people begin to talk about me, I listen, reflect and, in most cases, learn from my mistakes. In fact such experiences make me learn to work better as an academic and a leader.

The finding that conflict results in personal growth and maturity confirm the view of Jehn and Bendersky (2003) that conflict forces employees to know themselves better. It also forces them to learn how to work more effectively with others in solving problems and resolving differences. They added that the secret is to see conflict as an opportunity for learning, personal growth and progression. This is expected to translate into high productivity on the part of the academic staff of the University. It is, however, interesting the data suggested conflict among them rather leads to low productivity on their part.

The results of the findings further revealed that on the average respondents were unsure whether conflict among staff make them undermine others, sabotage each other and makes them unable to work constructively with mean responses of 3.33, 3.29 and 3.27 respectively. The deviation in responses showed that respondents had divided views on the above assertions.

In conclusion, respondents generally agreed on the average that conflicts leads to productive comes through negotiations of better conditions even though it temporarily lead to low productive of academic work and worker are unable to work constructively. However, majority of respondents were generally uncertain about whether conflict among staff leads to hostility and aggressive behaviour of academic staff.

VI. CONCLUSIONS AND RECOMMENDATIONS

The study found that, like the staff of other higher educational institutions, conflict occurs among the academic staff of the private University College Ghana. It was evident from the data that conflict is a 'necessary evil' and could have both positive and negative effect on the staff depending on the way it is handled. Therefore, it is recommended that the management of the University should strengthen and improve the existing mechanisms for resolution of conflict among the staff so that such conflict could have positive effect on themselves and their organization.

The study concluded that undue obstructions in promotion procedures and achievement of work expectations cause mistrust among the staff leading to conflict. The management of the University could clear guidelines on the modalities staff promotion and educate the staff on the promotion processes, including the requirements. This could clear any doubts and mistrust members have about the processes. Also, the management should ensure that there is transparency, fairness and honesty in the handling of staff promotion issues. This could be achieved through effective communication and information flow between the management and the staff of the University.

The study further concluded that pressure on the part of the staff to meet heavy work deadlines caused them stress, leading to conflict among themselves. It, therefore, recommended that the University should employ additional lecturers so as to reduce the workload of individual lecturers. The heavy workload of the staff could also be reduced by employing the services of Teaching and Graduate Assistants, who could be delegated less sensitive tasks. Moreover, there is the need for the management of the University to sharpen the time management skills of the lecturers so that they could meet work deadlines without excessive pressure, avoiding conflict.

It emerged from the study that autocratic style exhibited by some of the leaders of the institution create conflict between them and their staff. Most academic, especially those who work in higher educational institutions are self-directed, self-motivated, experienced, matured and highly-qualified like their leaders and, therefore, any attempt to dictate to them could lead to negative reactions. The management of the University should therefore initiate training programmes to expose the academic leaders to various leadership styles, including laissez-faire, democratic and affiliative styles which may work more meaningfully in higher educational institutions.

The study also established that conflict experienced by the academic staff of the University lead to renewed motivation and, personal growth and maturity, but low productivity. Renewed motivation and, personal growth and maturity should rather translate into high performance; not low productivity. This was probably because the opposing individuals or groups put their own interests or goals above those of the organization, resulting in the lessening of the organization's effectiveness (Chen & Tjosvold, 2002). The management of the University should, therefore, put in place appropriate support systems or mechanisms, including regular encouragement and performance appraisal practices with emphasis on feedback to ensure the staff put the interests of the institution above their personal individual goals.

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